



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

November 22, 2010

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of Accountability Workbook Amendments for 2010-2011

When No Child Left Behind (NCLB) was passed, states submitted a Consolidated State Plan for implementation and accountability as required. The Accountability Workbook is the annual negotiation of the details of the state's plan. Department staff identifies issues that need modification and respond to requests from the U.S. Department of Education (USED) to update the Workbook.

In October, the Office of Educational Assessment and Accountability (OEAA) presented the updated Accountability Workbook to the State Board of Education for review. Based on feedback received during the October meeting, MDE made minor edits and updates, including: 1) updated language regarding Michigan's involvement with the national Blue Ribbon Schools Program (page 25), 2) clearer language from the Michigan School Code regarding sanctions for unaccredited schools (page 25-26), 3) updated language regarding grade assignment policy for accountability for 11th grade students (page 29) and, 4) correction of the name "Department of Management and Budget" to "Department of Technology, Management, and Budget" (page 32).

It is recommended that the State Board of Education approve the Accountability Workbook Amendments for 2010-11 as attached to the Superintendent's memorandum dated November 22, 2010.

STATE BOARD OF EDUCATION

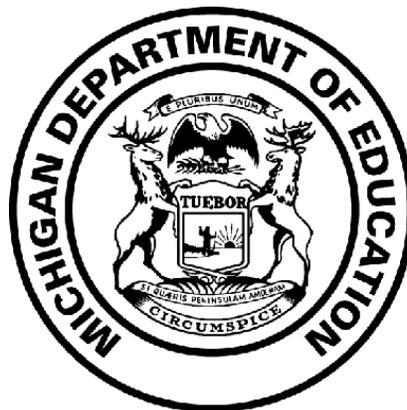
KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
CASANDRA E. ULBRICH • DANIEL VARNER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Michigan Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

AMENDED June 2010



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element	
---------------	--	--

Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .

Principle 4: Annual Decisions

F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.
---	-----	---

STATUS Legend:

- F** – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .

F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
---	-----	---

Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
---	-----	---

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Attributing Student Scores to District and School of Residence

Since 2002-03, Michigan has attributed student scores for AYP to the school and district which supervises instruction. Michigan has a special education service delivery system in which some regional centers are hosted by individual school districts, and some are at regional intermediate school districts. In these programs, multiple districts send students through a cooperative agreement with the operating entity. Similar systems also exist for alternative education programs and gifted and talented programs. For programs that are identified as such in the Educational Entity Master, Michigan will attribute student scores to the student’s resident district, starting in the 2010-11 school year. All student scores will be treated in the same way for all such programs identified in the Educational Entity Master. It is expected that this change will apply to regional centers including special education, alternative education, and programs for gifted students. For students who attend a district other than the district of residence under

Michigan’s schools-of-choice policies and then attend a regional center for delivery of services, scores will be attributed to the sending district, not the resident district. A “scores sent back” subgroup (at each level—elementary, middle, and high school) will be created in each resident district when the number of students for whom the district receives scores back exceeds 30 in the corresponding level (elementary, middle and high school). The district will be required to meet AMOs for that subgroup as well. This creation of a new subgroup assures that the district sending students to these special programs are held accountable for their decision to send students to special programs.

When a new school, such as a charter school, opens for the first time, the school is considered to be in the first year of the accountability system. Since a school needs two years of data to begin the accountability process, the school is given a provisional AYP status the first year. When a school reaches advanced stages of identification for improvement, a school may be restructured in response to school improvement efforts. This raises the question about when a school becomes a new school. The definition for a school becoming a new school and requesting that the school starts at phase zero in the accountability process is as follows:

(modified July 2007)

A public school is defined as “NEW” by the following criteria as determined by MDE:

- A. When 50% or more of the student composition changes within a one year period (as determined by tracking students via the unique identifier (UIC) and evaluating the extent to which the student body is composed of 50% or more different students), ignoring feeder school grades, and assessment results for the school which cannot be validly compared across years; or
- B. Except for schools implementing restructuring, when the legal governing entity to which the school is accountable turns over its responsibility and authority to a new legal governing entity AND when at least one of the following factors change substantively: staffing or facilities.
 - a. Staffing: Substantively changed staffing occurs when all the administrator(s) change and more than 50% of the certified teachers change.
 - b. Facilities: Substantively changed facilities occur when the building or set of physical resources is changed in a way that substantively affects the educational program.

Modified October 2010:

AYP phases for schools consolidating for reasons other than restructuring requirements will be calculated as follows:

- Schools consolidating, AYP phases among buildings are the same – the consolidated building’s AYP phase will remain the same.
- Schools consolidating, AYP phases different among buildings – the consolidated building’s AYP phase will assume the AYP phase of the building contributing the greatest number of students to the consolidated building.
- In such cases where the numbers of students across the buildings being consolidated are equal, the highest AYP phase will be assigned to the consolidated building.
- Student enrollment numbers from the most recent official count day will be used in making the above determinations.

Original Workbook Text:

All public schools are included in Michigan's accountability system. In Michigan, every facility classified as a "public school" is given a unique code number in a system called the "Educational Entity Master." These school codes are used to allocate funding under the State School Aid Act, and are used to develop headcounts for student enrollment. These school codes are also used to generate the Michigan Educational Assessment System (MEAS) tests for each school. Public school academies (charter schools) are coded and required to participate in state assessment. There are no exceptions or anomalies regarding the participation of every public school in the system.

Michigan assigns AYP for schools, such as a school that enrolls students in grades K-2, that feed into a school that has MEAP results. These schools are assigned the MEAP results and AYP determination of the receiving school. This includes situations in which a single feeder school is associated with a single receiving school, as well as situations in which multiple feeder schools are associated with a single receiving school. This procedure is called "backfilling" and will be used in Michigan. The school district must disaggregate the backfilled data in situations where a schools feeds into multiple schools.

Michigan's accountability system is described in Attachment 1 entitled "A Single, Statewide Accountability System for the State of Michigan."

Note on very small schools: After two report card cycles MDE has discovered that, even using three-year averaging, about 3% of the schools in the state still do not have a testing cohort of 30 or more students. MDE is proposing that a sliding confidence interval be used to determine AYP for these schools. The proposal was approved by the State Board of Education at its September 2004 meeting. Report Cards were issued November 4, 2004 for the small and rural schools, and this method is in use at the present time as well.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Michigan’s School Accountability and Accreditation System: From Education YES! To MI-SAAS

Background

In March, 2002, the State Board of Education approved “Education YES!—A Yardstick for Excellent Schools” as the state’s accreditation system to provide a means of setting standards for continuous school improvement and measuring the need for support and intervention for schools. Michigan’s initiation of this accreditation system was concurrent with passage of No Child Left Behind (NCLB), which required states to have an accountability system. As a result, Education YES! has been Michigan’s method to align state and federal requirements by blending state accountability and adequate yearly progress (AYP) reporting for NCLB.

Since 2002, the Board has made significant policy changes that resulted in the Michigan Merit Exam, expanded indicators for the School Improvement Framework self-assessment, MI-Access for students with special needs, testing in grades 3-8, and inclusion of a growth model. In addition to policy changes, educators, parents, and employers have identified concerns with the system and made numerous recommendations to make it more understandable and transparent.

As a result, the Michigan Department of Education (MDE) staff determined a major redesign of the current system was needed. A stakeholder group was convened to evaluate the current system, review the statutory basis for school accreditation, and make recommendations for a redesigned system of state school accreditation.

The redesign team, which met regularly for over a year to complete its work, analyzed the current system and identified the following concerns with Education YES!:

- Consequences of Michigan accreditation and NCLB AYP are not aligned.
- It shifts emphasis from Michigan to federal requirements.
- Its grading structure uses the federal Adequate Yearly Progress (AYP) status to lower the

Michigan accreditation status.

- It needs additional clarity, usefulness, and credibility.
- Educators, parents, and employers want and deserve an understandable one-stop information system.

In analyzing NCLB requirements, the team determined that Education YES! failed to distinguish between schools making progress but missing one or two of the 40-plus requirements from those not making progress and missing many or most of the requirements. The team concurred that Michigan needed a system that could make such distinctions as a means to identify schools most in need of interventions and support services.

The proposed redesign, the Michigan School Accountability and Accreditation System (MI-SAAS), addresses these concerns. It makes Michigan standards the primary determinants for the state's accreditation system. It recognizes academic progress in all core subjects, recognizes five and six year graduation rates as successes, and enables schools to calculate their accreditation status. Using a "dashboard" display rather than a single letter grade, MI-SAAS provides greater credibility, more transparent accountability, and increased usefulness to those interested in the continuous improvement of Michigan schools. The MI-SAAS will report a school's accreditation status, as well as its AYP status and subgroup data as required by the Elementary and Secondary Education Act (ESEA). This will provide both state and federal data to identify those schools that merit the highest priority for support and intervention.

REDESIGN: MICHIGAN SCHOOL ACCOUNTABILITY AND ACCREDITATION SYSTEM (MI-SAAS)

The MI-SAAS is based on student achievement and compliance with Michigan statute and policy. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

Each of these four elements is described below:

- 1) Student Proficiency and Improvement,
- 2) Compliance with Michigan statute and policy,
- 3) Annual State Accreditation Status, and
- 4) Additional School, District, Community, and State Information.

1. Student Proficiency and Improvement

MI-SAAS sets standards for accreditation that demonstrate students are achieving at appropriate levels. Measurement of student achievement includes two components:

- Proficiency (elementary, middle, and high schools)
- Percent change index (in reading and mathematics, grades 4-8), or four year improvement slope (writing, science, social studies, and 11th grade reading and mathematics)

In order to align the accreditation system with new federal accountability measures and state reform legislation, the calculations for student proficiency and improvement are the same as

those used to determine the persistently lowest achieving schools list, with the addition of calculations for writing, science, and social studies.

Performance Level Change

Performance Level Change (PLC) is a new component for assessing student achievement that was approved for Michigan's use by the United States Department of Education for compliance with NCLB. PLC is important because it provides information about increases in student academic achievement that are greater than expected for one year of school. Because achievement "growth" can be calculated only for subject areas where students are tested in consecutive years, PLC is calculated only for reading and math for students in grades 3-8. Performance level change is used to calculate the percent change index, a measure of student improvement. For content areas and/or grades that do not have adjacent grade testing, the four-year-improvement slope is used to measure improvement over time.

A school's Statewide Top to Bottom ranking, as determined by performance and improvement on five core subject areas (reading, mathematics, writing, science, and social studies), a school's accreditation status is determined to be "summary accredited," "interim status," or "unaccredited" (Section MCL 380.1280 of the Revised School Code).

MI-SAAS establishes the following proficiency standards to determine a school's **initial** accreditation status:

- **ACCREDITED:** Ranked at or above 20th percentile on Statewide Top to Bottom Ranking.
- **INTERIM:** Rank greater than or equal to 6th percentile by less than 20th percentile on Statewide Top to Bottom Ranking.
- **UNACCREDITED:** Rank less than or equal to the 5th percentile on the Statewide Top to Bottom Ranking.

Because of the use of all core curriculum areas, a school that desires full accreditation must assess at least 95% of students in every tested subject. This metric is included in the Compliance with Michigan Statute and Policy section. At least every two years the MI-SAAS proficiency standards will be evaluated by the State Board of Education so that the cut-off percentages may be adjusted upward as student achievement increases statewide or to meet new state or federal legislative requirements. The measures of student achievement include the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and MI-Access (Michigan's alternate assessments for students with disabilities). The assessment data used to determine a school's accreditation status will use only the scores of students at the school for a full academic year prior to the assessment. Since the MEAP assessment (elementary and middle school) is given in the fall and covers content learned the previous year, feeder codes will be used to attribute the students' scores to the school attended during the prior school year. In contrast to federal AYP requirements, MI-SAAS does not cap the number of students with proficient scores on the MI-Access assessments. All proficient scores on MI-Access will be included in the achievement calculation.

2. Compliance with Michigan Statute and Policy.

The second core element for accountability in the MI-SAAS is a school’s compliance with Michigan statute and policy. For schools to be accredited, they must comply with basic accreditation requirements in MCL 380.1280 and with the requirement to employ only teachers who hold a valid teaching certificate (MCL 380.1233). The nine statutory/policy requirements appear below.

The MI-SAAS will measure compliance by evaluating schools on the following nine questions.

- Do 100% of the school’s staff hold the necessary Michigan certification? (MCL 380.1233)
- Is the school’s annual School Improvement Plan published? (MCL 380.1204a)
- Are required curricula offered (MCL 380.1204a):
 - Grade Level Content Expectations in grades K-8?
 - Michigan Merit Curriculum in grades 9-12?
- Is a fully compliant Annual Report published?
- Have the Performance Indicators or equivalent been submitted through the School Improvement Framework or AdvancED Standards and Assessment Report? (MCL 380.1204a)
- Are literacy and math tested annually in grades 1-5? (MCL 380.1280b)
- If the school was designated for participation in the National Assessment of Educational Progress (NAEP), did the school participate? (MCL 380.1280b)
- Is the five- or six-year high school graduation rate 80% or above (if the school has a graduation rate) or is the attendance rate 90% or above (if the school does not have a graduation rate?) (MCL 380.1280b and MCL 388.1619)
- Did the school test at least 95% of eligible students in every subject tested? (Board Policy 10/18/2001)

If the answer to **any** one of these questions is “no” for two consecutive years, the school’s accreditation status is lowered one level even if the “no” is for a different question each year.

3. Annual State Accreditation Status.

Student achievement and compliance with Michigan statute and policy are combined to annually assign a state accreditation label for each school. A school cannot be fully accredited if it does not make AYP or if it is among the lowest quintile in the state’s top to bottom school ranking as illustrated below. Failure to make AYP can only lower a school’s accreditation status to interim.

Determination of Accreditation Status in MI-SAAS

Statewide Percentile Rank	Not On PLA List	Met Target on Nine Additional Factors	Mad e AYP	Accreditation Result
High	Y	Y	Y	Accredited
High	Y	Y	N	Interim

High	Y	Y	N	Interim
Mid	Y	N	Y	Interim
Mid	Y	Y	Y	Interim
High	N	N	N	Unaccredited
High	N	N	Y	Unaccredited
High	N	Y	N	Unaccredited
High	N	Y	Y	Unaccredited
High	Y	N	N	Unaccredited
Low	N	N	N	Unaccredited
Low	N	N	Y	Unaccredited
Low	N	Y	N	Unaccredited
Low	N	Y	Y	Unaccredited
Low	Y	N	N	Unaccredited
Low	Y	N	Y	Unaccredited
Low	Y	Y	N	Unaccredited
Low	Y	Y	Y	Unaccredited
Mid	N	N	N	Unaccredited
Mid	N	N	Y	Unaccredited
Mid	N	Y	N	Unaccredited
Mid	N	Y	Y	Unaccredited
Mid	Y	N	N	Unaccredited
Mid	Y	Y	N	Unaccredited

Low = ranking less than 5th percentile

Mid = ranking greater than or equal to 5th percentile, but less than 20th percentile

High = ranking greater than or equal to 20th percentile

Note that state accreditation status is not related to federal Title I funding. A school in need of support and intervention should be treated the same regardless, whether:

- It receives Title I funds or not.
- The standards it doesn't meet are federal or state.

4. ADDITIONAL SCHOOL, DISTRICT, COMMUNITY, AND STATE INFORMATION.

In the same way that a car's dashboard provides gauges with a variety of helpful information, MI-SAAS displays various data elements to create a more complete picture of the school. These data elements are clustered into four areas: District Context, People/Programs, AND Success Indicators. These elements are not included in the accreditation status calculation in the interests of credibility and transparency. That is, when a school is unaccredited, it is because of achievement and compliance with statute, not due to other variables. MI-SAAS also includes space for the school or school district to report its own "points of pride."

The District Context can display financial data comparing the district's per pupil funding with the state average, the average teacher salary, the percent of funds spent on instruction as a percent of operating costs and other data already collected by MDE. Enrollment trends for both the building and district may be displayed, along with the percentage of students in the building

from various feeder schools in the district and their annual state accreditation status.

People/Programs section may display the teacher/student ratio and percent of teachers receiving professional development. The percentage of students enrolled and participating in Career and Technical Education programs is displayed, as well as the percentage of students who are “concentrators” (i.e., a secondary student who has completed at least six of the twelve segments and is enrolled in the next segment). Finally, the different student populations served in the building are reported: English Language Learners, students eligible for Free and Reduced Price meals, and students with Special Needs.

The Success Indicators may include post-secondary readiness (for high schools) to report the percentage of students who applied to post-secondary institutions, the percent who achieved a college ready score on the ACT, and the percent who achieved a workforce ready score on the WorkKeys assessment. Completion-success rates for high schools are reported for the percentage of students dually enrolled, graduated within six years, or dropped out of school. Schools also show the percentage of students making progress as English Language Learners and the 9th grade promotion rate. Schools may choose other data to report, such as Title I Distinguished Award, or Teacher of the Year. If a school is accredited through AdvancED (parent organization of North Central Accreditation), the accreditation logo appears in this section.

Original Workbook Text:

Michigan has taken the lead in development of a comprehensive state accountability system. Michigan recognizes that a complete picture of information about a school’s performance is important in creating a fair system that holds all schools accountable. Michigan went back to the drawing board in 2001 to create a state of the art system that is more than a single test on a single day, one that creates ladders rather than hammers, lifting up Michigan schools, and helping them to improve, rather than simply bashing them down. Michigan’s school accreditation system, named *Education YES! – A Yardstick for Excellent Schools*, is described in Attachment 3. In 2010-2011, Michigan will implement a new school accreditation system, the Michigan School Accountability and Accreditation System (MI-SAAS), which will further align state and federal accountability requirements.

Education YES! and MI-SAAS require that Michigan calculate and report AYP, using the definition of AYP contained in the No Child Left Behind Act (NCLB), for all Michigan schools.

Michigan has been applying AYP systematically to all public schools and public school academies in the state since 1996-97 and will continue to do so.

Michigan’s Revised School Code provides for a state accreditation system that is applied to all schools, both Title I schools and non-Title I schools. Standards for state accreditation have recently been revised. Michigan’s accreditation system is a multidimensional model that is based on student achievement and indicators of school performance. In March, 2002 the State Board of Education approved the framework for a new statewide school accountability/accreditation system that will give schools and school districts a “report card” with A, B, C, D/Alert, and Unaccredited letter grades in the following six areas:

MEAP STATUS – A school’s beginning point based upon an average of three previous year’s MEAP data.

MEAP CHANGE – The degree to which a school’s MEAP averages have changed (improvement implied).

INDICATORS OF ENGAGEMENT – Three descriptors of the extent to which a school engages its parents and community.

INDICATORS OF INSTRUCTIONAL QUALITY – Four descriptors of items related to curriculum alignment with the state’s standards.

INDICATORS OF LEARNING OPPORTUNITIES – Four descriptors of items providing additional, extended learning opportunities for students.

COMPOSITE GRADE – A single, overall grade computed from the six previous grades.

The following table will be used to combine the individual school score and AYP status resulting in a composite school grade.

Unified Accountability for Michigan Schools

<i>Education YES! Composite</i>	A	B (iv)	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert
		<i>Did Not Make AYP</i>	<i>Made AYP</i>

i – iv Priorities for Assistance and Intervention
 AYP calculated using No Child Left Behind definition

After the computation of a school’s COMPOSITE GRADE for the six areas described above, a final “filter” will be applied, consisting of the question of whether or not a school or district met or did not meet AYP standards. The answer to this question will serve to decrease or increase a

school's final composite grade on the report card. A school that does not make AYP shall not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement. AYP is thus fully and totally integrated into Michigan's accountability/accreditation system. AYP will be calculated in accordance with federal law for all schools in Michigan.

Documentation of the approval of *Education YES!* by the Michigan State Board of Education is contained in Attachment 4.

At the point of final approval of the new accreditation system (MI-SAAS), all references to Education YES! in the accountability workbook will be removed and superseded by the MI-SAAS system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Michigan has two general assessments, the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME). In addition, the state currently administers three Alternate Assessments based on Alternate Achievement Standards (AA-AAS). These assessments are MI-Access Functional Independence, Supported Independence, and Participation.

The MEAP and MME currently reports student achievement in four score categories:

- Level 1 – Advanced
- Level 2 – Proficient
- Level 3 – Partially Proficient
- Level 4 – Not Proficient

Students scoring in the “Advanced” and “Proficient” categories are considered to be “proficient.” The “cut scores” divide the scale scores into the four score categories listed above. The cut scores are determined by Standards Setting Panels of Michigan stakeholders, facilitated by content, assessment and measurement experts with review by psychometricians contracted by the Office of Educational Assessment and Accountability. A Technical Advisory Panel of national testing experts provides oversight of the standards setting process. Standards are set individually by unique panels for each subject in each assessment.

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

The Michigan State Board of Education has officially adopted this definition of proficiency to be the proficiency standard to be used to calculate AYP for Reading and Mathematics at the elementary, middle, and high school levels. This process, for Reading and Mathematics, has passed the U.S. Education Department's peer review process designed to ensure that Michigan's standards and assessments meet all elements required under the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act.

The four MEAP score categories will continue to be used to report student achievement. These requirements correspond to the NCLB requirements in the following way:

- “Advanced”
- “Proficient”
- “Partially Proficient”
- ”Not Proficient”

Performance level descriptors for MEAP are as follows:

Reading - Grades 3-8 Performance Level Descriptors

A STUDENT AT THE ADVANCED LEVEL:

Used knowledge about reading (genre, structure, text features, etc.) to accurately and insightfully construct meaning and synthesize and evaluate themes within and across texts. With instructional support, the student should continue to excel.

A STUDENT AT THE PROFICIENT LEVEL:

Used knowledge about reading (genre, structure, text features, etc.) to accurately construct meaning and synthesize themes within and across texts. With instructional support, the student should maintain and improve proficiency.

A STUDENT AT THE PARTIALLY PROFICIENT LEVEL:

Requires assistance to improve achievement. The student used knowledge about reading (genre, structure, text features, etc.) to construct meaning and to analyze themes within and across texts.

A STUDENT AT THE NOT PROFICIENT LEVEL:

Requires intensive intervention and support to improve achievement. The student attempted to use knowledge about reading (genre, structure and text features, etc.) to construct meaning and to identify themes within and across texts.

Performance Descriptors – Mathematics – Grades 3-8

The Mathematics Focal Points at the right show the points earned by your student, the points possible, and the percent correct.

A STUDENT AT THE ADVANCED LEVEL:

Performed mathematical skills, understood concepts and solved complex, non-routine problems consistent with grade level expectations. With instructional support, the student should continue to excel.

A STUDENT AT THE PROFICIENT LEVEL:

Performed mathematical skills, understood concepts and solved problems consistent with grade level expectations. With instructional support, the student should maintain and improve proficiency.

A STUDENT AT THE PARTIALLY PROFICIENT LEVEL:

Requires assistance to improve achievement. The student demonstrated only partial understanding of the mathematical skills and concepts needed to solve problems consistent with grade level expectations.

A STUDENT AT THE NOT PROFICIENT LEVEL:

Requires intensive intervention and support to improve achievement. The student did not demonstrate mathematical skills and concepts consistent with grade level expectations.

As noted above, MI-Access is Michigan’s program of Alternate Assessments based on Alternate Achievement Standards for students with significant cognitive disabilities. The Michigan State Board of Education approved three performance categories for reporting MI-Access results. The labels used are “Surpassed the performance standard, Attained the performance standard, and Emerging toward the performance standard.” For MI-Access, the State Board of Education has approved the definition that students scoring on MI-Access as Surpassed and Attained will be considered proficient. Students scoring in the Emerging category are considered not proficient. All students participating in MI-Access are considered having participated in statewide assessment for accountability purposes. .

The three MI-Access score categories (Surpassed, Attained, and Emerging) will continue to be used to report student achievement. These requirements correspond to the NCLB requirements in the following way:

“Surpassed”	corresponds to “Advanced”
“Attained”	corresponds to “Proficient”
“Emerging”	corresponds to “Basic”

Performance level descriptors for MEAP are included below. MI-Access Functional Independence achievement standards were set in 2005-06; while standards for Supported Independence and Participation were set during the 2007-08 school year. MI-Access Performance Level Descriptors can be found here: http://www.michigan.gov/mde/0,1607,7-140-22709_28463-136385--,00.html

Documentation of action by the Michigan State Board of Education on the definition of proficiency is located here:

http://www.michigan.gov/documents/definitionofproficiency_1_53756_7.pdf

Original Workbook Text:

The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination currently reports student achievement in four score categories:

- Level 1 – Advanced
- Level 2 – Proficient
- Level 3 – Partially Proficient
- Level 4 – Not Proficient

Students scoring in the “Advanced” and “Proficient” categories are considered to be “proficient.” The “cut scores” divide the scale scores into the four score categories listed above. The cut scores are determined by a Standards Setting Panel of practitioners, facilitated by an expert psychometrician contracted by the Office of Educational Assessment and Accountability. A Technical Advisory Panel of national testing experts provides oversight of the standards setting process. Standards are set individually for each subject in each assessment. Final approval of standards is the responsibility of the Michigan State Board of Education (MSBE), with all existing standards having been approved by MSBE.

The Michigan State Board of Education has officially adopted this definition of proficiency to be the proficiency standard to be used to calculate AYP for Reading and Mathematics at the elementary, middle, and high school levels.

The four MEAP score categories will continue to be used to report student achievement. These requirements correspond to the NCLB requirements in the following way:

“Advanced”	corresponds to “Advanced”
“Proficient”	corresponds to “Proficient”
“Partially Proficient”	corresponds to “Basic”
”Apprentice”	

MI-Access is Michigan’s Alternate Assessment Program for students with disabilities. The Michigan State Board of Education approved three performance categories for reporting MI-Access results. The labels used are “Surpassed the Performance Standard, Attained the Performance Standard, and Emerging toward the Performance Standard.” For MI-Access, the State Board of Education will be asked to approve the definition that students scoring on MI-Access as Surpassed the Performance Standard and Attained the Performance Standard will be considered proficient, once the proposed regulation is final on the inclusion of alternate assessment in the calculation of AYP.

Attachment 5 contains performance standards set in 2002 for Mathematics for the MEAP. Performance standards for new English Language Arts assessment will be set in the spring of 2003.

Documentation of action by the Michigan State Board of Education on the definition of proficiency is contained in Attachment 6.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Michigan has fully implemented the MME and the MI-Access examinations, and the assessment data is available by late spring, enabling Michigan to make report card calculations by August.

Preliminary report cards are available to schools and districts in late spring. They are able to review and appeal report card calculations at this time. After all appeals are settled, public reports are generated and then released to the public. Public reports are available no later than early August, in time for required notifications to be sent out by schools and districts.

Modified July 2007

In March 2007, Michigan administered for the first time a new high school assessment, the Michigan Merit Examination, as required by state statute. The assessment will require peer review and final approval before the state can use it for AYP reporting as required for the No Child Left Behind Act (NCLB). The time it will take to do standard setting, develop the necessary technical reports, and obtain approval through the peer review process may result in the state agency being unable to issue school report cards for high schools before the beginning of the 2007-08 School year as required for NCLB accountability. Michigan will make every effort to issue the report cards in a timely manner but, for 2007 only, seeks permission for the delay, should it prove necessary.

Michigan also uses a new alternate assessment based on alternate standards for the students with the most significant cognitive impairments at all grade levels. This assessment will also be given in March. As with the MME high school assessment, the result of using a new assessment may cause a delay in issuing school report cards for any schools that assess students using this

alternate assessment. As with the high school report cards, Michigan will make every effort to issue the report cards in a timely manner but, for 2007 only, seeks permission for the delay, should it prove necessary.

In the event that high school report cards and report cards for schools administering alternate assessments for severely cognitively impaired students are delayed beyond the start of the 2007-08 schools year, the MDE will issue preliminary school report cards to all schools based on results of the new assessments and will notify all schools that do not make AYP based on preliminary data that they must move ahead and implement consequences. For schools that are in school improvement status and make AYP based on preliminary data, those schools will continue in school improvement status until Michigan is notified of peer review results.

Original Workbook Text:

Beginning in 2003, the MDE will render AYP determinations and notify schools and districts of those determinations by August 10 of each year. The MDE will require districts, upon receipt of this notice, to notify the parents of all students who are assigned to a school that has been identified for improvement, corrective action or restructuring of their school choice option. Parent notification will, under this plan, take place no later than the first week of each school year, in time for alternative school assignments to be arranged if requested.

Evidence of Michigan's commitment to timely notification is contained in Attachment 7, which contains an excerpt from Michigan's assessment administration contract.

Michigan law requires that the high school test administration window for the high school assessment occur during the last two weeks of May and the first two weeks of June. Michigan has made arrangements for accelerated scoring and reporting of this assessment. Assessment results are generally available to schools by the end of May each year, with statewide release of results occurring in June or July of each year. This facilitates the reporting of AYP and accreditation for high schools by August 10 each year.

Note: Michigan law was changed to allow high school testing to occur within 90 days of the end of the school year. This will enable MDE to post all school report cards before the beginning of the new school year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan’s accountability system produces an annual State Report Card, which will include all the data elements required by NCLB as well as the data elements described earlier for the state’s accountability/accreditation system (*MI-SAAS*). The report card will be available to the public at the beginning of the school year. Assessment results and other academic and non-academic indicators will be included on the report card.

The Michigan School Report Cards can be viewed at this URL: <http://ayp.mde.state.mi.us/ayp>. The Annual Education Report contains the statewide data elements as required by NCLB. It can be viewed at this URL: <http://aer.data4ss.org/>

Beginning in 2010-2011, data from the MI-SAAS accreditation system will be used in the State Report Card, pending final approval of the MI-SAAS system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	State uses one or more types of rewards and sanctions, where the criteria are: <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

BASED ON STATE BOARD OF EDUCATION POLICY, Michigan has discontinued the Blue Ribbon Schools program, as well as the Merit Award program. THIS DECISION WAS MADE due to funding restrictions and changes MADE TO THE NATIONAL BLUE RIBBON SCHOOLS PROGRAM WITH THE REAUTHORIZATIONS OF THE ELEMENTARY AND SECONDARY SCHOOLS EDUCATION ACT OF 2002 in State Board of Education policy.

Michigan has enacted policies to identify the Persistently Lowest Achieving schools, following federal guidelines to identify the lowest achieving schools and provide targeted resources. Schools can be identified as a Persistently Lowest Achieving (PLA) school if they meet certain guidelines related to Title I and Adequate Yearly Progress, and exhibit low academic performance. When a school is identified as a PLA school, they must implement one of four federally defined reform models, and if they fail to make significant progress toward goals, the schools can be taken over by Michigan’s State School Reform Office. Schools on the PLA list are also eligible to apply for School Improvement Grant (SIG) funding to help support their turnaround.

~~In the MI SAAS system, any school falling into the unaccredited category for three years in a row can be taken over by the State Superintendent for Public Instruction, who can then impose sanctions such as closure, staff replacement, or turning over management to a management company.~~

STATE STATUTE, MCL 380.1280, SECTION 13, REQUIRES THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO IMPOSE ONE OR MORE SANCTIONS ON A SCHOOL THAT

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

HAS BEEN UNACCREDITED FOR THREE CONSECUTIVE YEARS. THE SPECIFIC SANCTIONS ARE: APPOINTMENT OF A SCHOOL ADMINISTRATOR, PARENTAL CHOICE TO MOVE STUDENTS TO AN ACCREDITED SCHOOL IN THE DISTRICT, ADOPTION OF A RESEARCH-BASED SCHOOL IMPROVEMENT MODEL IN AFFILIATION WITH A STATE UNIVERSITY, OR SCHOOL CLOSURE.

Each year the schools that have been removed from the list of schools not making AYP are honored at the Fall School Improvement Conference. They are presented with a certificate recognizing them for their achievements. Participating in the ceremony are Deputy Superintendent and Chief Academic Officer, a member of the State Board of Education, and Department officials. The ceremony takes place at the luncheon during the conference. Two members of the school staff are invited to the conference and luncheon. Pictures are also taken of those present and are returned to the schools within the week so that appropriate media releases can be made at the local level. During the luncheon, the list of schools making AYP for the previous school year are recognized on an honor roll of schools that is displayed continuously.

Original Workbook Text:

The Michigan Department of Education plans to establish a new awards program based on Adequate Yearly Progress (AYP). This new program will operate in conjunction with existing programs, and recognize schools that make AYP in both Mathematics and English Language Arts for two consecutive years. Schools will receive a plaque that includes the school's designation. A brass plate will be added to the plaque each year that the school continues to make AYP in both Mathematics and English Language Arts. Schools that experience a break in AYP will not receive a brass plate to add to the plaque for that year. After a break in AYP, a school will need to meet AYP for two consecutive years to qualify for the next brass plate. Special recognition will be given for schools that make AYP for two consecutive years, after not having made AYP previously.

Michigan currently has several reward programs honoring schools, which make exceptional progress in increasing student achievement. They are as follows.

Blue Ribbon Schools - The Blue Ribbon Program is a school improvement strategy that models excellence and equity. Blue Ribbon schools exhibit a strong commitment to educational excellence for all students. The school's success in furthering the intellectual, social, moral, and physical growth of all its students, including students with disabilities and limited English proficient students, is a basic consideration underlying the criteria. The program welcomes both schools that have demonstrated sustained success in achieving these values and schools that have demonstrated significant progress while overcoming serious obstacles. Blue Ribbon Schools celebrate their success at recognition ceremonies conducted at the local school building site with representatives from the MDE and the State Board of Education in attendance. Blue Ribbon recognition is widely publicized throughout the community through the media. Schools are required to make AYP as a condition of application for consideration as a Blue Ribbon School.

Merit Award Program – This award was instituted in 1999 and provides a \$2,500 scholarship for post-secondary education to any high school student in Michigan who passes (levels 1 or 2) four of the high school MEAP tests (Reading, Writing, Mathematics, Science). Beginning with

the Class of 2005, there will be an additional potential award of up to \$500 based on middle school assessment performance. Due to funding restrictions, this was discontinued in the 2009-2010 school year.

Title I Distinguished Schools – Each year, Title I schools that have made AYP in all subject areas have been invited to a meeting of the State Board of Education where they are recognized and presented with a certificate honoring their accomplishment.

It is Michigan's intention to continue to support these reward and recognition programs. The MDE had been scheduled for an appropriation of \$10 million for 2001-02 for technical assistance to underperforming schools under school accountability/accreditation. That funding was most recently reduced to \$2 million because of seriously declining state revenues, and is recommended for elimination in 2003-04.

Michigan intends to apply the consequences specifically listed in Section 1116 of NCLB to Title I schools not making AYP. For all schools, including non-Title I schools, the Michigan School Code provides that the Superintendent of Public Instruction may apply one or more of the following consequences for a school that is unaccredited:

- An administrator may be appointed to operate the school;
- Parents may be given the opportunity to send their child to another school within the school district;
- The school may be allowed to affiliate with a research-based improvement program; or
- The school may be closed.

The Michigan State School Aid Act requires the Michigan Department of Education to place into escrow up to 5% of state school aid attributable to students in an unaccredited school until such time as the school submits an acceptable plan for improving student achievement. Attachment 8 contains sections of the Revised School Code and the State School Aid Act that address these issues.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Michigan tracks all students enrolled in public schools through the Michigan Student Data System (MSDS). A Unique Identification Code (UIC) is assigned to each student. The UIC is matched with the MEAP data through pre-identification of MEAP test forms. All students are counted in the MSDS because it is tied to State School Aid. Pupil counts are audited for state aid purposes. Starting from this comprehensive database of students, Michigan ensures that all students are included in the state accountability system. MI-Access and the MME also use the UIC so that the MEAP, MME, and MI-Access databases can be merged for the purpose of calculating participation rates and AYP.

The MEAP testing program has been in existence in Michigan since 1970. MEAP tests in English Language Arts, Mathematics, Science, and Social Studies are administered at grades 3-8 in every public school and public school academy in Michigan. For both MEAP and MI-Access a testing “window” is established, allowing each school or district to schedule testing at a time that is most convenient in the school calendar. This “window” also allows schools the opportunity to test students who may have been absent on the official day of testing. Michigan can thus offer reasonable assurance that all students at the grade levels tested will be included in the accountability system.

Michigan has been reporting the AYP of its public schools since 1996-97, using baseline data from the 1995-96 MEAP testing. Because the current MEAP tests are administered in grades 3-8, there are some schools (e.g. K-2 buildings) where the MEAP assessment is not conducted. Nevertheless, Michigan has been reporting the AYP status of such schools and will continue to do so, using feeder school pairing and use of assessments other than MEAP as the basis for determining AYP. Michigan state law requires schools to assess all students annually, as documented in Attachment 9. Schools have the opportunity to use data from other assessments in the appeal procedure, if needed.

Michigan’s high school assessments have been regularly scheduled for administration during the

spring to students enrolled in the eleventh grade.

In order to obtain accurate reporting for accountability purposes, OEAA intends to refine its procedures regarding the use of 11th grade MME test scores for accountability decisions, such as AYP, school accreditation, and the Persistently Lowest Achieving and statewide Top to Bottom ranking lists.

To define 11th grade enrollment, OEAA will use the Spring MSDS collection. All students who are grade 11 at the time of this collection will be expected to be tested on the MME. Students who are grade 11 in the spring MSDS collection and who do not test for any reason will be counted as “not tested” and will count against participation rates, as well as proficiency calculations.

During the “Tested Roster” window for all assessments, schools will have the opportunity to appeal a student’s grade designation in a few appropriate circumstances. For example, if a student has failed to earn adequate credits to be considered an 11th grade student, the school may appeal the 11th grade status of that student. Schools will be expected to provide appropriate documentation, including a written, signed explanation specific to the individual student, and OEAA will review these decisions on a case-by-case basis AND ARE EXPECTED TO UPDATE THE STUDENT’S RECORD IN THE MICHIGAN STUDENT DATA SYSTEM. ~~Schools will also have the opportunity to appeal student grade level during the “Students Not Tested” window.~~ Grade level appeals will not be considered after these opportunities.

All students are expected to be counted toward accountability calculations during their time in high school. THIS INCLUDES BOTH AYP AND MI-SAAS SCHOOL ACCREDITATION STATUS. STUDENTS REPORTED IN GRADES 11 AND 12 WHO DO NOT HAVE VALID SCORES AND ~~If a student is in grade 12 and was in a lower grade in a Michigan public school the previous year, and~~ has not previously counted toward accountability calculations (ASIDE FROM 9TH GRADE PARTICIPATION FOR MI-SAAS), this student will be counted during HIS/HER 12th grade year. For participation, this includes all 11TH AND 12th grade students MEETING THIS CRITERION; for proficiency calculations, only full academic year 11TH AND 12th grade students MEETING THIS CRITERION will be included.

Treatment of Scores of Students with Prohibited Behavior (Modified October 2010)

Michigan has only counted a student as “tested” for the purpose of AYP if a valid score is reported for the student in that content area. This rule may unfairly penalize a school for reporting a student’s prohibited behavior during test administration because the school is penalized by treating the student’s score as “not tested.” Michigan plans to treat cases of prohibited behavior as “tested – not proficient” in 2009-10 and future school years. Cases of misadministration will continue to be treated as “not tested” for the purpose of AYP participation.

Modified July 2007

Michigan changed its high school assessment, beginning in the spring of 2007, from the Michigan Educational Assessment Program High School Test to the Michigan Merit Examination. Michigan has submitted the Michigan Merit Examination for federal peer review

as part of its standards and assessment system.

Michigan's high school assessments have been regularly scheduled for administration during the spring to students enrolled in the eleventh grade. Michigan allows students to retest during the senior year to qualify for a state funded college scholarship. Students have only one opportunity to retest during the senior year.

Michigan sought federal approval to use senior retests in the determination of AYP, in its initial Accountability Workbook in 2003. Michigan's 2003 proposal was denied because federal rules in effect in 2003 did not allow states to use data from assessment administrations after the initial administration for AYP purposes. The U.S. Department of Education published proposed rules in 2006 that provide flexibility on this issue. Michigan again seeks to use senior retest data in making AYP determinations. Michigan proposes to begin incorporating students' best score, including senior retests, in AYP determinations beginning with the class of 2008, which is the first group of students that will take the Michigan Merit Examination.

Original Workbook Text:

Michigan tracks all students enrolled in public schools through the Michigan Student Data System (MSDS). A Unique Identification Code (UIC) is assigned to each student. The UIC is matched with the MEAP data through pre-identification of MEAP test forms. All students are counted in the MSDS because it is tied to State School Aid. Pupil counts are audited for state aid purposes. Starting from this comprehensive database of students, Michigan ensures that all students are included in the state accountability system. MI-Access and the MME also use the UIC so that the MEAP, MME, and MI-Access databases can be merged for the purpose of calculating participation rates and AYP.

The MEAP testing program has been in existence in Michigan since 1970. MEAP tests in English Language Arts, Mathematics, Science, and Social Studies are administered at grades 3-8 in every public school and public school academy in Michigan. For both MEAP and MI-Access a testing "window" is established, allowing each school or district to schedule testing at a time that is most convenient in the school calendar. This "window" also allows schools the opportunity to test students who may have been absent on the official day of testing. Michigan can thus offer reasonable assurance that all students at the grade levels tested will be included in the accountability system.

Michigan has been reporting the AYP of its public schools since 1996-97, using baseline data from the 1995-96 MEAP testing. Because the current MEAP tests are administered in grades 3-8, there are some schools (e.g. K-2 buildings) where the MEAP assessment is not conducted. Nevertheless, Michigan has been reporting the AYP status of such schools and will continue to do so, using feeder school pairing and use of assessments other than MEAP as the basis for determining AYP. Michigan state law requires schools to assess all students annually, as documented in Attachment 9. Schools have the opportunity to use data from other assessments in the appeal procedure, if needed.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. There is an additional end of year count on June 30 in order to capture graduates and student moves. These student count days are the basis of Michigan’s definition of a full academic year.

For a school district: Students must have been enrolled in the school district for the two most recent semi-annual official count days as well as the most recent end of year count.

For an individual school:

1. Students must have been enrolled in the school for the two most recent semi-annual official count days as well as the most recent end of year count.
2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student “graduating” from a K-4 elementary school to a 5-8 middle school), the student will not be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district.

Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district’s AYP but not in a building’s AYP.

In no case will the full academic year exceed 365 days.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>In Michigan, the Center for Educational Performance and Information (CEPI), within the Michigan Department of TECHNOLOGY, Management and Budget, is charged with maintaining an electronic database that includes, among many things, current enrollment and attendance data for every Michigan public school student. CEPI manages the assignment of a Unique Identification Code (UIC) for each student. Three times each school year, local school districts submit updated electronic information on students to CEPI. These data are used to confirm the continued enrollment of a student in a particular school and school district.</p> <p>The CEPI data will be able to identify all students who have been enrolled for a full academic year and whose achievement data will thus be included in the calculation of AYP for that student's school.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State’s definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State’s proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Modified October 2010: The State of Michigan has not only set “starting points” for proficiency in Mathematics and English Language Arts, at the elementary, middle, and high school levels, but has set the annual objectives for the increase in achievement leading to 100% proficiency in the year 2013-14.</p> <p><i>Adjustment of Annual Measurable Objectives – ELA to Reading</i> Michigan used a measure of English language arts (ELA) achievement for the purpose of Adequate Yearly Progress (AYP) from 2002-03 through 2008-09. The ELA score was derived from each student’s reading and writing scores. From 2005-06 through 2008-09, Michigan tested both reading and writing at all grades 3-8 and in grade 11. Michigan has designed a new writing assessment which began operation in school year 2009-10. Therefore, Michigan plans to use the reading assessments for AYP, beginning in school year 2009-10.</p> <p>Michigan has determined that the change in the assessment necessitates that the Annual Measurable Objectives (AMOs) be reset. Michigan used the following procedure to reset the AMOs for Reading/language arts:</p> <ul style="list-style-type: none"> • Michigan has reset the AMOs at grades 4, 7 and 11, corresponding to Michigan’s grade designations for the elementary, middle school, and high school levels. • At each grade level, the school at the current AMO for ELA was used to determine the percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level. • At each grade level, the reading percent proficient was identified at the school at the same percentile in the State, based on enrollment and ELA AMO, among all schools ranked by the percentage of students at the proficient level. 		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

The following charts show the new AMOs for reading, using the procedure above:

Comparison of 2009-10 Michigan AMOs

	<u>ELA</u>	<u>Reading</u>
Elementary	59%	69%
Middle	54%	66%
High	61%	71%

Michigan Reading Annual Measurable Objectives to 2013-14

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Elementary	69%	77%	85%	92%	100%
Middle	66%	74%	82%	91%	100%
High	71%	79%	86%	93%	100%

The databases used for AYP in Michigan store information at the pupil level. The databases to be used for multiple-year averaging and safe harbor will be rebuilt from student level data such that multiple-year averaging and safe harbor are based on reading, rather than ELA.

The table below shows the grade level AMOs updated to show reading:

Michigan Annual AYP Objectives

School Year	Reading/ELA						
	Grade						
	3	4	5	6	7	8	11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2001-02		47%				31%	33%

2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Original Workbook Text:

The State of Michigan has not only set “starting points” for proficiency in Mathematics and English Language Arts, at the elementary, middle, and high school levels, but has set the annual objectives for the increase in achievement leading to 100% proficiency in the year 2013-14.

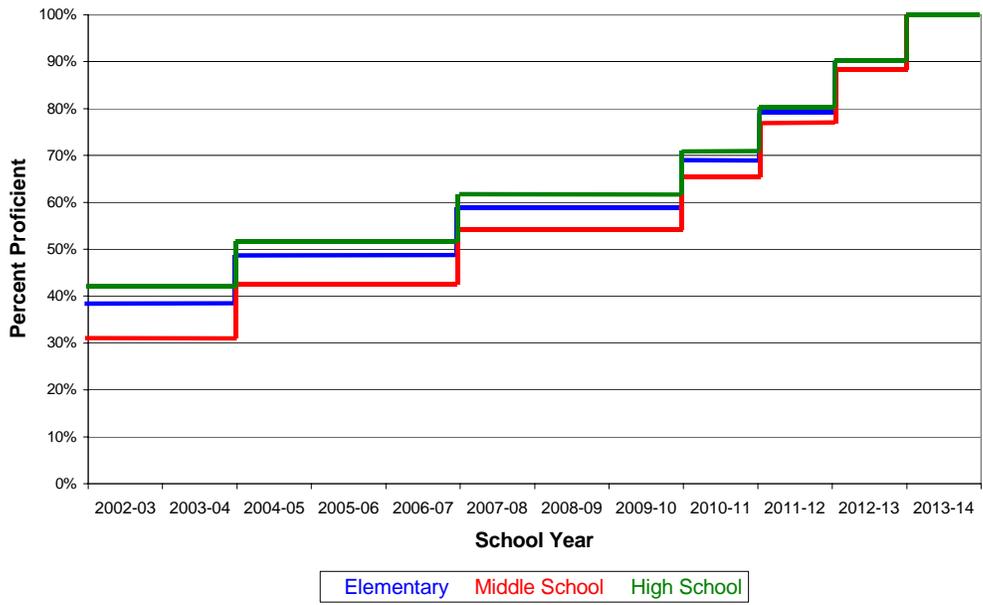
A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

Michigan Annual AYP Objectives

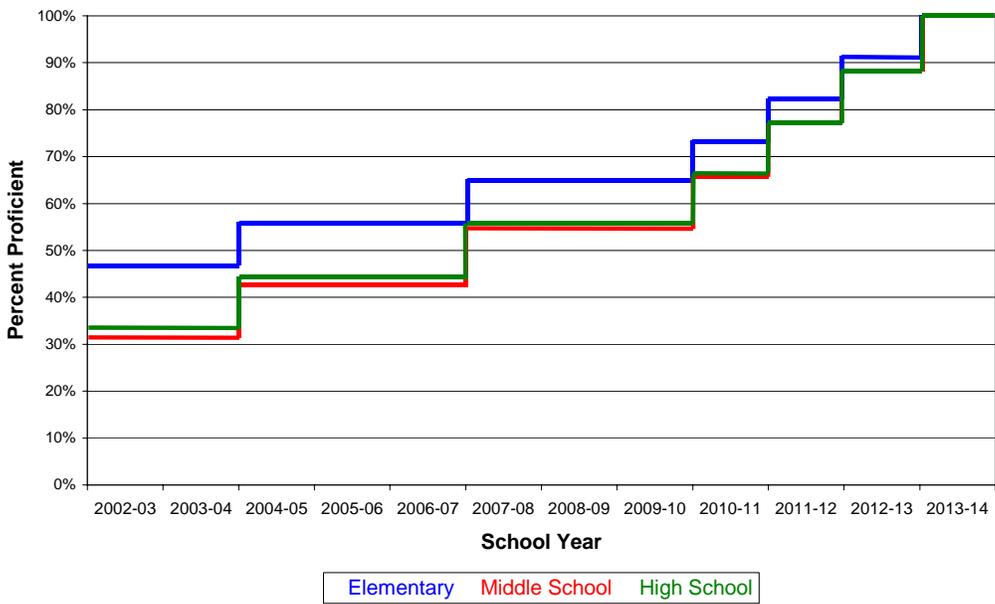
Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both English Language Arts and Mathematics.

Michigan English Language Arts AYP Annual Objectives



Michigan Mathematics AYP Annual Objectives



CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

There are two ways for a school or district to make AYP: meeting the annual objective or showing sufficient improvement (safe harbor). For a public school or LEA to make AYP, all students tested and each student subgroup must meet or exceed the State annual measurable objectives or show sufficient improvement, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.

In determining where each school or district stands in relation to the State objectives, Michigan will use a three-step averaging system, as follows:

Step One – Look at the school's most recent State assessment results. Does the school meet the State target? If yes, the school makes AYP. If no, go to Step Two.

Step Two – Calculate the average of the school's most recent and preceding year State assessment results (two-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, go to Step Three.

Step Three – Calculate the average of the school's most recent and preceding two years' State assessment results (three-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, the school is classified as not making AYP based on the State target.

This system of averaging will be used in order to give schools that are improving full credit for increases in their State assessment results, and also to avoid those instances where an uncharacteristic "swing" in a single year's scores would negatively impact a school. If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:

1. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year;
2. That group made progress on the State's additional academic indicator; and
3. That group had at least 95% participation rate on the state assessment.

Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure in the same content area at the same grade range. A school or school district does not make AYP if it does not meet or exceed the state objective or safe harbor in that measure (Reading, Mathematics, or the additional indicator) or if at least 95% of enrolled students are not assessed.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>The State Board of Education in Michigan has determined the starting points listed below for the calculation of AYP. These starting points are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>(Note: The percentage of students proficient in the lowest scoring subgroup in Michigan – “Students with Disabilities” – was lower than the percent proficient using the 20th percentile</p>

method stated in the previous paragraph.)

Michigan Starting Points for AYP

- 47% - Elementary Mathematics
- 38% - Elementary English Language Arts
- 31% - Middle School Mathematics
- 31% - Middle School English Language Arts
- 33% - High School Mathematics
- 42% - High School English Language Arts

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Adjustment of Annual Measurable Objectives – English Language Arts to Reading

Michigan used a measure of English language arts (ELA) achievement for the purpose of Adequate Yearly Progress from 2002-03 through 2008-09. The ELA score was derived from each student's reading and writing scores. From 2005-06 through 2008-09, Michigan tested both reading and writing at all grades 3-8 and in grade 11. Michigan has designed a new writing assessment which began operation in school year 2009-10. Therefore, Michigan plans to use the reading assessments for AYP, beginning in school year 2009-10.

Michigan has determined that the change in the assessment necessitates that the Annual Measurable Objectives be reset. Michigan used the following procedure to reset the AMOs for reading/language arts:

- Michigan has reset the AMOs at grades 4, 7 and 11, corresponding to Michigan's grade designations for the elementary, middle school, and high school levels.
- At each grade level, the school at the current AMO for ELA was used to determine the percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.
- At each grade level, the reading percent proficient was identified at the school at the same

percentile in the State, based on enrollment and ELA AMO, among all schools ranked by the percentage of students at the proficient level.

The following charts show the new AMOs for reading, using the procedure above:

Comparison of 2009-10 Michigan AMOs

	<u>ELA</u>	<u>Reading</u>
Elementary	59%	69%
Middle	54%	66%
High	61%	71%

Michigan Reading Annual Measurable Objectives to 2013-14

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Elementary	69%	77%	85%	92%	100%
Middle	66%	74%	82%	91%	100%
High	71%	79%	86%	93%	100%

The databases used for AYP in Michigan store information at the pupil level. The databases to be used for multiple-year averaging and Safe Harbor will be rebuilt from student level data such that multiple-year averaging and safe harbor are based on reading, rather than ELA.

For the general assessment, the Michigan Educational Assessment Program (MEAP), Michigan’s AYP growth model will be based on comparing each matched student’s reading achievement in 2008-09 with the student’s reading achievement in 2009-10. Michigan’s AYP growth model also is used for the MI-Access Functional Independence assessment, which is one of Michigan’s alternate assessments. Growth data will not be reported comparing students’ scores from 2008-09 to scores in 2009-10 because of changes in the 2009-10 assessment prevent valid comparisons. An analysis of the impact of the Functional Independence assessment on the growth model for 2008-09 shows that the Functional Independence growth scores did not result in any schools making AYP because of this assessment in 2009-10. Michigan plans to include the Functional Independence assessment in the AYP growth model for 2010-11, comparing scores for 2009-10 and 2010-11.

The table below shows the AMOs for both math and reading:

Michigan Annual AYP Objectives

School Year	Reading/ELA						
	Grade						
	3	4	5	6	7	8	11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

--	--	--

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

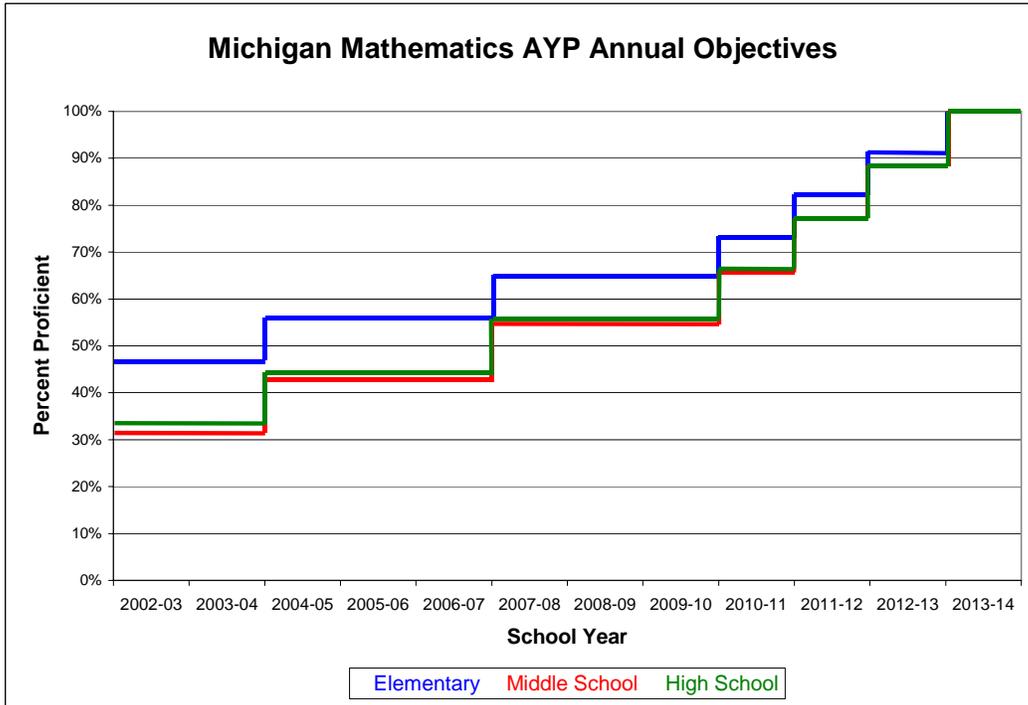
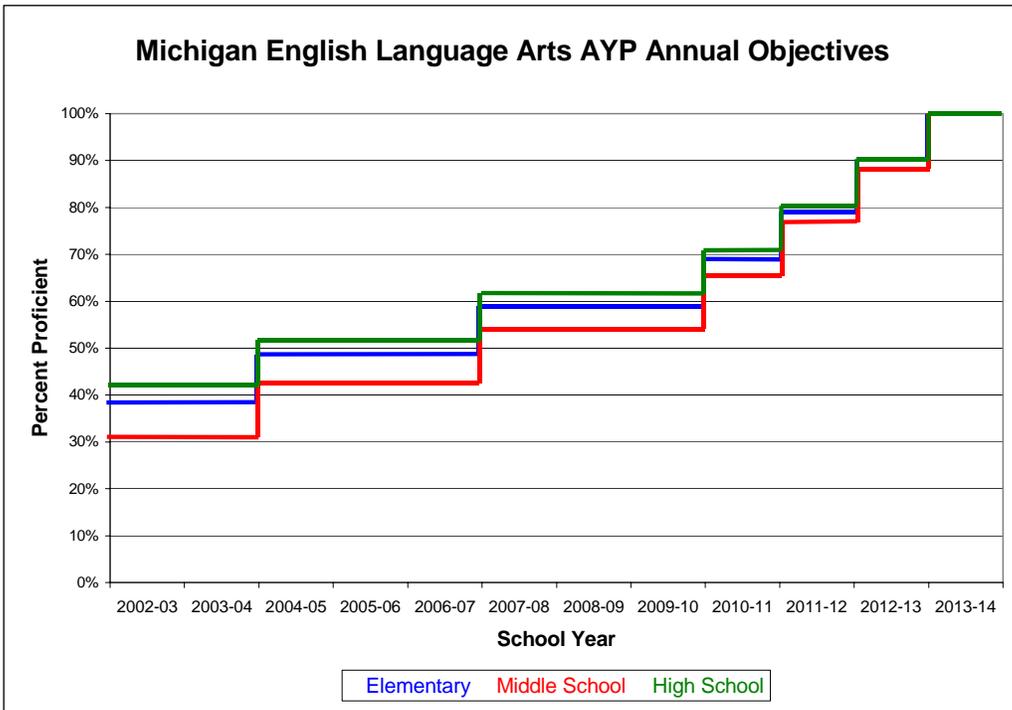
The State of Michigan has not only set “starting points” for proficiency in English Language Arts and Mathematics, at the elementary, middle, and high school levels, but has set the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14. These intermediate goals correspond to the annual measurable objectives previously described.

A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

Michigan Annual AYP Objectives

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both English Language Arts and Mathematics:



Modified October 2010:

The table below shows AMOs updated to reflect the move to reading from ELA:

Michigan Annual AYP Objectives

School Year	Reading/ELA						
	Grade						
	3	4	5	6	7	8	11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan administers its educational assessment tests in Reading and Mathematics in Fall each year in grades 3-8. MI-Access is administered each year during the Fall for grades 3-8 and Spring for grade 11. At the high school level, the MME test is administered in Spring.</p> <p>Beginning in 2004-05, Michigan used a confidence interval to account for measurement error when calculating AYP for schools. The measurement error will be based on two standard errors of measurement (SEM) below and above each student’s score. To date, Michigan has not accounted for error in calculating Adequate Yearly Progress (AYP) except for very small schools. Accounting for error will make the AYP decisions more reliable and give the Department of Education more confidence in these decisions. When a student scores near the cut point on an assessment, there is a greater chance of error in designating a student as either proficient or not proficient. Placing a confidence interval of two standard errors of measure around the student scores allows us to give specific data to schools, teachers and parents about the student’s performance and to give a confident “yes” or “no” to the AYP measure. Students that fall within the confidence interval will be counted as proficient. The table below illustrates the effect this will have on schools making AYP for the 2004-05 school year. This practice has been in place since the 2004-2005 school year.</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS			
<i>Table 1. Comparison of the Impact of Michigan's Proposal in terms of number and percent of schools making AYP.</i>					

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Major racial and ethnic subgroups

Each state is required to identify the major racial and ethnic subgroups for data collection and the calculation of AYP. Michigan is using the following groups:

American Indian or Alaska Native, Asian American including Native Hawaiian or Other Pacific Islander, Black or African American, White, Hispanic or Latino, and Multiracial.

Original Workbook Text:

AYP will be calculated for a school and district student population in general, and will be disaggregated for the following subgroups:

- Economically disadvantaged
- Students with limited English proficiency
- Students with disabilities
- Major racial and ethnic subgroups (American Indian or Alaska Native, Asian American, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Hispanic or Latino).

Attachment 12 contains definitions of the fields used to gather subgroup data through the MSDS.

Documentation of approval of the Michigan State Board of Education regarding the calculation of AYP is contained in Attachment 13.

If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<ol style="list-style-type: none"> 1. That group had at least 95% participation rate on the State assessments. 2. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year; and 3. That group made progress on the State’s additional academic indicator. <p>Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure in the same content area at the same grade range. A school or school district does not make AYP if it does not meet or exceed the state objective or safe harbor in that measure (Reading, Mathematics, or the additional indicator) or if at least 95% of enrolled students are not assessed.</p>	

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>In Michigan, a school or school district’s AYP will be determined on the basis of whether or not each of the subgroups listed in the previous section, in the school or school district, is making AYP. This determination will be based not only on the extent to which the subgroup meets the annual target goals for Reading and Mathematics set for the State (or qualifies under the “safe harbor” provision), but also on whether the subgroup makes AYP on the additional “indicator” and qualifies by virtue of having 95% of the subgroup tested.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

All students are expected to be assessed in Michigan. The State Board of Education's Michigan Education Assessment System (MEAS) policy requires all students, including students with disabilities, be assessed at the state level.

Students with disabilities currently participate in the Michigan Educational Assessment System (MEAS) in one of three ways:

- MI-Access, Michigan's Alternate Assessment Program, a group of three Alternate Assessments based on Alternate Achievement Standards for students with significant cognitive disabilities;
- Participation in the state's general assessments, the Michigan Educational Assessment Program (MEAP) or Michigan Merit Exam (MME) with accommodations; or
- Participation in the MEAP or MME without accommodations.

In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP. Michigan's content standards, general and AA-AAS and assessments have been fully approved for Reading and Mathematics by USED and found to be compliant with all the requirements articulated in the Elementary and Secondary Education Act.

Michigan administered an operational Alternate Assessment based on Modified Achievement Standards (AA-MAS), otherwise known as MEAP-Access, in fall 2009 to grades 3-8 in Reading and Mathematics. However, due to an unexpectedly low number of students participating in the assessment, in addition to the need additional item development, MEAP-Access will not be

administered in fall 2010. Attached is a summary of the first operational administration of MEAP-Access that was submitted to USED as part of the peer review process, and Michigan's plans to continue building this important assessment for students with disabilities. Since the state will not be administering an AA-MAS in fall 2010, but still has a significant population of students that requires an alternate assessment, Michigan requests approval to continue to use the Transition Flexibility (Option 1 -proxy) procedure for the 2010-11 testing cycle to determine the percent proficient and adjusted AYP decision for schools that do not make AYP solely due to achievement of the students with disabilities subgroup.

According to the final regulations for NCLB, students with disabilities participating in MI-Access, Michigan's Alternate Assessment Program, will count as being assessed, but no more than one percent (1%) of each student test cohort will count as proficient when tested on alternate assessment standards for the purpose of calculating AYP. School districts will be allowed to apply for exception to the 1% cap. Exceptions will be granted, if warranted by the evidence presented, until the statewide cap of 1% is reached.

Accommodations

Michigan uses the principles of universal design in order to minimize the number of accommodations students need to use in order to access the state's general and alternate assessments. In addition, Michigan has revised its Accommodations Summary Tables, which include comprehensive lists of standard and nonstandard accommodations that have been approved by the Michigan State Board of Education (SBE) for both the general and alternate assessments. A separate accommodations table has been produced for the MME, as that assessment includes the ACT and WorkKeys tests, and is therefore subject to the accommodations policies of ACT. These accommodation summary tables have been an integral piece of evidence in Michigan's standards and assessment system peer review process.

In addition to the accommodation summary table, Michigan provides training sessions on accommodations through annual webcasts covering the administration of each statewide test, and through updates to its Guidelines for Participation in State Assessment document. In addition each administration manual for both the general and alternate assessments contains extensive information on accommodations to ensure the appropriate inclusion of students with disabilities.

It has been the policy of the Michigan Department of Education and the State Board of Education that students be allowed to use nonstandard assessment accommodations on the general or alternate assessments *only* if the student's Individualized Education Program (IEP) team decides it is necessary. However, the results cannot be counted because nonstandard accommodations invalidate the construct being assessed. If an assessment is given in such a way that it invalidates test results, the student will not count as either proficient or tested. IEP teams are required to inform parents of these consequences if a nonstandard accommodation(s) is selected.

Previous Workbook Text: Modified May 2009

Application for interim flexibility - While the alternate assessment based on modified achievement standards is being developed and piloted; MDE must apply for interim flexibility for calculating AYP for students with disabilities.

Section 5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?

Students with disabilities participate in the State Board approved Michigan Educational Assessment System (MEAS) in one of three ways:

- MI-Access, Michigan’s Alternate Assessment Program;
- Participation in the Michigan Educational Assessment Program (MEAP) or Michigan Merit Exam (MME) with accommodations; or
- Participation in the MEAP or MME without accommodations.

All students are assessed. The State Board of Education’s Michigan Education Assessment System (MEAS) policy requires all students, including students with disabilities, be assessed at the state level.

The Michigan Student Data System (MSDS) keeps track of students with disabilities and allows the disaggregation of student scores. Data field definitions for students with disabilities can be viewed at this link: http://www.michigan.gov/documents/cepi/2010-11_MSDS_Sp_Ed_Component_321201_7.xls The “Schema Info” tab contains the definitions of the fields used to gather subgroup data through the MSDS.

Documentation of assessment procedures and protocols for students with disabilities for MEAP is contained in the MEAP Assessment Administrator Manuals at http://www.michigan.gov/mde/0,1607,7-140-22709_31168---,00.html and for MI-Access in administration materials at http://www.michigan.gov/mde/0,1607,7-140-22709_28463---,00.html. If a student with a disability is also an English language learner (ELL), the student must be coded for both subgroups in the MSDS. When protocols for assessing students with disabilities are followed for an ELL student and the protocols indicate that the MEAP and MME assessments are the most appropriate for that student, then procedures for assessing ELL students must be followed including assessing the student’s English language proficiency.

In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP.

Michigan has an alternate assessment – MI-Access – for students with significant cognitive impairment. Performance categories have been approved by the Michigan State Board of Education for the MI-Access tests.

All students with disabilities not taking the MI-Access assessment will participate in the regular

MEAP or MME assessments or in the MEAP or MME with accommodations.

It has been the policy of the Michigan Department of Education and the State Board of Education that students be allowed to use nonstandard assessment accommodations on the MEAP and MI-Access assessments but the results cannot be counted because nonstandard accommodations invalidate the test results. The policy remains in place. If an assessment is given in such a way that it invalidates test results, the student will not count as either proficient or tested.

According to the final regulations for NCLB, students with disabilities participating in MI-Access, Michigan's Alternate Assessment Program, will count as being assessed, but no more than one percent (1%) of each student test cohort will count as proficient when tested on alternate assessment standards for the purpose of calculating AYP. School districts will be allowed to apply for exception to the 1% cap. Exceptions will be granted, if warranted by the evidence presented, until the statewide cap of 1% is reached.

Transition Flexibility

Michigan requests approval to continue to use the Transition Flexibility (Option 1 -proxy) procedure for the 2008-09 testing cycle to determine the percent proficient and adjusted AYP decision for schools that do not make AYP solely due to achievement of the students with disabilities subgroup. The following information is provided in response the federal request for documentation needed for approval of the Transition Flexibility:

- **95% participation rate for students with disabilities**

The following table shows the enrollment of students with disabilities in Michigan for school year 2007-08 and the participation rate.

Content Area	Number of Students		Participation Rate
	Enrolled	Tested	
English Language Arts	122,126	113,703	93.1%
Mathematics	122,126	114,418	93.7%

Data in the table above can be found in the Consolidated State Performance Report. When student enrollment is unduplicated, the percentages rise to 93.7% for ELA and 94.2% for math as reported in the state report card (http://www.michigan.gov/documents/mde/State_Report_Card_2007-08_264321_7.pdf).

- **Compliance with IDEA**

USDoE requires states that apply for interim flexibility to have approval for IDEA funds with no special conditions. Although Michigan received IDEA Part B funds with conditional approval, the state agency has lobbied for a change in the state statute that caused the condition. The state statute that caused conditional approval, MCL 380.1311, was amended on November 13, 2007. This link to the state legislature's website provides an analysis of the bill that made the amendment:

<http://www.legislature.mi.gov/documents/2007-2008/billanalysis/House/pdf/2007-HLA-0571-3.pdf>

- **Appropriate Accommodations**

Michigan uses the principles of universal design in order to minimize the number of accommodations students need to use in order to access the state's general and alternate assessments. In addition, Michigan has an accommodations summary table, which includes a comprehensive list of 81 standard or nonstandard accommodations that have been approved by the Michigan State Board of Education (SBE) for both the general and alternate assessments. The SBE accommodation summary table was included in the assessment system peer review evidence.

In addition to the accommodation summary table, Michigan provides training sessions on accommodations at its fall Assessment and Accountability conferences and includes information on accommodations in its guidelines for determining participation in state assessment and in the administration manuals for both the general and alternate assessments.

- **Improving Student Achievement**

The following are examples of initiatives that are designed to improve the academic achievement of both students with disabilities and other students with low academic achievement who might otherwise become identified as students with disabilities.

The Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) is designed to increase elementary and middle school student achievement in reading, as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) outcomes measures, and the MEAP. Other primary goals include improved school climate, social skills, and culture; a decrease in disruptive behavior as measured by office discipline referrals; and a decrease in suspension/expulsion rates. Features of the program include:

- Site developed action plans for continuous improvement
- Regional team and local coach training to support local schools
- School support and personnel training in the use of research-based prevention and intervention strategies
- Web-based statewide support
- Annual statewide conferences supporting continuous improvement and ongoing personnel development.

The Michigan Mathematics Program Initiative (MMPI) provides secondary district/school based teams (including both general education and special education staff) with instructional tools and strategies tied directly to the Grade Level Content Expectations (GLCE) in order to raise achievement levels for all students, as well as to meet AYP goals for special education subgroups.

Reach and Teach for Learning is a building based initiative designed to improve learning results for middle and high school students who are hard to reach and/or hard to teach. This includes both students with disabilities and other struggling learners. The work is rooted in the Michigan School Improvement Framework and is hosted in collaboration with teacher, administrative, and curriculum professional organizations. It was initiated

as part of an IDEA Partnership grant to the Michigan Department of Education, funded through the National Association of State Directors of Special Education.

- **Approved Assessment System**

Michigan's assessment system has "full approval" status.

- **Evidence of Progress in developing an assessment based on modified achievement standards**

The development of an Alternate Assessment based on Modified Achievement Standards (MDE has called this assessment MEAP-Access) will fulfill an important need in the MEAS. Michigan has received approval for a federally funded grant project which has dual purposes:

1. To design a replicable process for modifying the existing MEAP English Language Arts and Mathematics Assessments in grades 3—8 by reducing length and difficulty level while maintaining appropriately challenging content that reflects the state's general education Grade Level Content Expectations; and
2. To create a Michigan Online Professional Learning System (MOPLS) that can be adopted and adapted by states, school districts, and individual educators.

Through the collaborative efforts of four major Michigan Department of Education (MDE) offices, Michigan educators, assessment experts, and other stakeholders, Michigan has constructed a continuum of assessments that reflects a tradition of high technical quality; a foundation in robust state content standards; and the knowledge and skills of a diverse population. The MEAP-Access will complete the continuum, providing a valid, reliable, and fair measure of the achievement of students who struggle with academic content in one or more subjects and currently do not meet grade level expectations for the grade in which they are enrolled. The MEAP-Access, combined with guidance for Individualized Education Program (IEP) Teams, high quality professional development, and enhanced teaching and learning, will accelerate academic achievement for these students and empower them to attain full independence and success in their adult roles.

Timeline

Year 1 (2007-08)

- Define student population (write draft guidelines)
- Develop item review process
- Select items for pilot
- Start the design of MOPLS

Year 2 (2008-09)

- Pilot MFL (winter 2009)
- Field review of draft guidelines
- Continue work on MOPLS including BETA testing
- Committee review of pilot results

- Operational Fall 2009

Year 3 (2009-10)

- Operational Fall 2009
- Develop MFL Performance Level Descriptors
- Standard-setting
- Complete MOPLS
- Dissemination to Michigan and other states

Additional information about the progress of MEAP-Access development can be found on the MDE website: http://www.michigan.gov/mde/0,1607,7-140-22709_28463-206774--,00.html

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State’s definition of adequate yearly progress?	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

The US Department of Education published federal rules which clarify the use of student achievement data on formerly Limited English Proficient (FLEP) students in making Adequate Yearly Progress (AYP) determinations for the Limited English Proficient (LEP) subgroup. The regulations clarify that state Accountability Plans may enable those schools and school districts that have measurable LEP subgroups to include the scores of former LEP students in AYP determinations for up to two years after the students exit the LEP subgroup. Using the authority of these regulations, the Michigan Department of Education (MDE) gave public school academies and school districts the option, based on their individual circumstances, to decide whether to include the scores of FLEP students in the LEP subgroup for AYP determination. If a Michigan school district chooses to take advantage of this flexibility and include the scores of FLEP students in determining and reporting AYP, the school district must include all such defined students.

The MDE has notified that ELL students comprise one of the required subgroups that must demonstrate AYP in order for a public school academy, or school district to make AYP. The following guidance related to measuring AYP has been provided:

- Newly arrived ELLs, defined as students who have been enrolled in the United States school system for fewer than twelve months at the time of the assessment, may take the ELPA in place of the English language arts (ELA) portion of the MEAP. This is, however, a one-time exemption and is determined by the “Years of Schooling” and “Enrollment Date” information on the student’s Spring ELPA demographic form. If the ELPA is taken, scores are counted toward 95% participation for AYP, but test scores will not be counted into AYP results. If the MEAP is not taken, then participation in the English language proficiency assessment will count toward the 95% participation rate for AYP.
- The scores that newly arrived ELL students receive on the MEAP, MME or MI Access mathematics test count toward 95% participation for AYP, but scores will not be counted

into AYP results.

Though ELL students comprise less than four percent of the enrolled student population, over 125 different languages are spoken in the homes of these students. Additionally, approximately 40% of the ELL students live in homes where Spanish is the primary language, and approximately 25% live in homes where Arabic is the primary language. The rest of the students are scattered among many other language groups. While over 100 school districts and public school academies do offer some level of bilingual instruction to some of their ELL students, the majority of ELL students receive academic instruction exclusively in English. These factors informed the decision of the MDE not to develop native language assessments

Modified July 2007:

On September 13, 2006, the US Department of Education published federal rules which clarify the use of student achievement data on formerly Limited English Proficient (FLEP) students in making AYP determinations for the Limited English Proficient subgroup. The regulations clarify that state Accountability Plans may enable those schools and school districts that have measurable Limited English Proficient (LEP) subgroups to include the scores of former LEP students in AYP determinations for up to two years after the student exits the LEP subgroup. Using the authority of these regulations, Michigan will give school districts the option, based on their individual circumstances, of deciding whether to include the scores of former LEP students in the LEP subgroup for AYP determination. If a Michigan school district chooses to take advantage of this flexibility and include the scores of former LEP students in determining and reporting AYP, the school district must include all such defined students.

Starting in 2006-07, Michigan proposes to provide school districts and public school academies the following flexibility:

For English language learners enrolled in U.S. schools for their first or second year

- Use results from English Language Proficiency test (ELPA) given to determine whether the ELL student should take the MEAP or MI Access English language arts (ELA) test. If taken, scores will be counted toward 95% participation for AYP, but test scores will not be counted into AYP results. If the MEAP or MI Access ELA test is not taken, participation in the English language proficiency testing program will count toward the 95% participation rate for AYP.
- Administer the MEAP, MME or MI Access mathematics test. Scores will be counted toward 95% participation in AYP, but scores will not be counted into AYP results.

Original Workbook Text:

Students with limited English proficiency (LEP), known as English Language Learners (ELL) in the state of Michigan, comprise one of the required subgroups that must demonstrate AYP in order for a school, public school academy or school district to make AYP.

ELL students in Michigan public schools, less than four percent of the enrolled student population, speak over 125 different languages in their homes. Approximately 40% of the ELL students live in homes where Spanish is the primary language, and approximately 25% live in homes where Arabic is the primary language. The rest of the students are scattered among many other language groups. While 102 school districts and public school academies do offer some

level of bilingual instruction to some of their ELL students, the majority of ELL students receive academic instruction exclusively in English. These factors informed the decision of the Michigan Department of Education not to develop native language assessments.

Starting in 2003-04, Michigan proposes to provide school districts and public school academies the following flexibility:

1. For English language learners enrolled in U.S. schools for their first year
 - Use results from one of the approved* English Language Proficiency tests given to determine whether the ELL student should take the MEAP or MI Access English language arts (ELA) test. If taken, scores will be counted toward 95% participation for AYP, but test scores will not be counted into AYP results. If the MEAP or MI Access ELA test is not taken, participation in the English language proficiency testing program will count toward the 95% participation rate for AYP.
 - Administer the MEAP or MI Access mathematics test. Scores will be counted toward 95% participation in AYP, but scores will not be counted into AYP results. This approach will be used until the proposed rule becomes final. Any amendments needed for the final rule will be added to the Accountability Workbook.

2. For students categorized as Formerly limited English proficient (FLEP) for two years, count MEAP or MI Access scores as part of the ELL disaggregated data that is used for calculating AYP results.

As assessments are developed to meet the annual testing requirements of grades three through eight, they will be developed to better accommodate ELL students as well as native English speakers. This will ensure that all students, including ELL students, are assessed on the same standards to meet the same academic expectations. The Office of Educational Assessment and Accountability is projecting that these grade level tests will be ready for statewide administration in 2005-06 as required by NCLB.

*While MDE continues to work in collaboration with other states to develop a statewide English language proficiency test, the department has recommended that schools use one of the following tests to assess English language proficiency: Woodcock-Munoz Language Survey, Language Assessment Scales (LAS and _Pre-LAS), IDEA Proficiency Test (IPT), Bilingual Verbal Abilities Test (BVAT), Stanford English Language Proficiency Test, Maculaitis Test of English Language Proficiency (MAC II).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Michigan State Board of Education has determined the number thirty (30) as constituting the minimum number of students in a subgroup for accountability purposes. This decision was based upon investigation of research and scholarly papers that indicated the number thirty (30) was large enough to yield “statistically reliable” results.

Whenever a subgroup size is less than thirty (30), data for the students in the subgroup will be reported to the school or district, for instructional purposes, even though not included in the determination of AYP for the school or district. Michigan will carry the number up to the district and state levels as required.

To determine a minimum sample size, we investigated the standard error of the difference between percentages from two independent samples. Table 1 shows the standard error as a function of student sample size. Even with 50 students in a category each year, the standard error of the difference between the percentage in year 2 and that in year 1 is 10%. The observed difference is expected to be within one standard error of the true difference two thirds of the time. The observed difference falls outside the boundary of the true difference by more than a standard error one third of the time. Michigan’s compromise between the competing goals of more disaggregated reporting and greater statistical reliability is to set the minimum number of students at 30.

Michigan has investigated the impact of its proposal in terms of the number of schools that will be included or excluded by setting the minimum number of students at 30. Michigan takes the approach of multi-year averaging for schools that are below the minimum group size. This technique will allow more schools to be included in the accountability system.

The following chart provides impact and confidence data regarding Michigan’s approach to this

⁵ The minimum number is not required to be the same for reporting and accountability.

issue:

Michigan Confidence and Impact Data

Number of Students	Schools Included	Schools Excluded	Standard Error of the Difference (in Percentage)
10	3,381	149	22.4%
15	3,312	218	18.3%
20	3,228	302	14.1%
25	3,146	384	15.7%
30	3,051	479	12.9%
35	2,974	556	12.0%
40	2,867	663	11.2%
45	2,765	765	10.5%
50	2,621	909	10.0%
60	2,319	1,211	9.1%
70	2,078	1,452	8.5%
80	1,803	1,727	7.9%
90	1,554	1,976	7.5%
100	1,368	2,162	7.1%

The chart provided above is based on the number of schools operating in the Fall of 2002. This data was subject to Michigan's pupil accounting audit.

While a minimum N of 30 has worked well for schools and for most school districts, larger districts have been treated less fairly by this calculation. Michigan will keep the minimum N at 30 for all schools and all school districts with an enrollment lower than 3000 students. For schools and school districts that enroll 3000 or more, we will use a minimum group size of 1% of the school or district enrollment. Michigan has only 150 districts that enroll over 3,000 students and has no schools at this time that enroll over 3,000.

Of the districts there are:

- 146 districts with enrollment over 3,100 = minimum n of 31 or more,
- 75 districts with enrollment over 5,000 = minimum n of 50 or more.
- 38 districts with enrollment over 7,500 = minimum n of 75 or more.
- 26 districts with enrollment over 10,000 = minimum n of 100 or more.

The minimum N will be capped at 200 even if that is less than 1%. This affects three school districts that have 20,000 or more students enrolled

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>In the current state assessment programs, assessment data are not publicly reported for any summary report on a group of fewer than ten (10) students. In such cases, individual student results are reported to the school, for instructional purposes, but not publicly reported. To protect individual privacy, Michigan will not report the actual percentage for any group (whole school or school district or for any subgroup) where the number of students is greater than or equal to 10 and where all students are in the same performance category. In such cases the report will note “greater than 95%.”</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENT</p>		
<p>Modified October 2010: Reading and Mathematics assessment scores are the predominant determinant of AYP. While the required additional academic indicators {NCLB Section 1111(b)(2)(C)(vi)} are part of the AYP determination, in determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Michigan will calculate the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision. Each of these calculations is based on Reading and Mathematics assessments scores.</p> <p>Michigan has completed alignment studies of its science assessments to ensure that the content standards described in the July 2008 update have been appropriately incorporated into assessments administered in grades 5, 8 and 11. This process was completed as part of Michigan’s work to ensure its science standards and assessments meet all the requirements specified in the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act. While participation and performance in science is not part of determining AYP, it does contribute to school accreditation.</p> <p>Modified July 2008: Michigan had developed content standards and a complete state assessment system in science prior to the deadline of 2007-08 as established in the No Child Left Behind Act. Content expectations and extended content expectations have been developed for science to identify topics and skills that are the basis for the MEAP, MME and MI-Access science assessments at grades 5, 8 and 11. These content expectations also guide the development of field-test items for new assessments, which are embedded in multiple operational forms of the assessments. The embedding of field-test items enables the release of operational assessment items and eliminates the need for stand-alone pilot testing.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

Science assessment content is based on grade-span benchmarks. The State Board of Education recently approved revisions to the content standards and assessment design. These content revisions will be incorporated in future science assessments.

At the high school level, assessments are also based on benchmarks that cover the high school grade spans of the Michigan Curriculum Framework. In late 2004, the Michigan Legislature adopted state legislative bills (Senate Bills 1153-1157) that replace the MEAP High School Assessment (HSA) with the Michigan Merit Exam (MME), a college entrance and/or college readiness assessment augmented, as necessary, to fully assess Michigan standards and benchmarks. Starting in 2007, high school standards and benchmarks are defined by the Michigan Merit Curriculum, along with the high school context expectations.

Alignment of the MEAP science assessments to the content expectations was documented in Michigan's peer review of the standards and assessment system. The alignment of the MI-Access Science assessments was recently conducted by the National Alternate Assessment Center and the final alignment study report is currently being produced.

Original Workbook Text:

English Language Arts and Mathematics assessment scores are the predominant determinant of AYP. While the required additional academic indicators {NCLB Section 1111(b)(2)(C)(vi)} are part of the AYP determination, in determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Michigan will calculate the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision. Each of these calculations is based on English Language Arts and Mathematics assessments scores.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Section 7.1 What is the State definition for the public high school graduation rate?

The formula that will be used:

Number of Cohort Graduates

Number of 1st Time Ninth Graders + Transfers In – Transfers Out

Four Year Rate

On-track Graduated

On-track Graduated + Off-track (Graduated & Continuing)
+ Other Completers + Dropouts

Five and Six Year Rates

On-track Graduated + Off-track Graduated

On-track Graduated + Off-track (Graduated & Continuing)
+ Other Completers + Dropouts

Students who will be counted in the numerator and the denominator for that formula:

- a. Numerator = The number of students identified as an On-Track Graduate (graduated within four years) for a given cohort.
- b. Denominator = The total number of students in a given Cohort accounting for transfers in and out.

The rate includes only first time 9th graders, or students reported as first time enrollees in the public school system in a high school grade four years prior to rate calculation. This is ensured by placing students in a cohort when they are first identified as ninth-graders; by placing a student in the appropriate cohort based on the grade in which the initial Michigan district places then if they transfer into the public education system after ninth grade; or by assigning students to a cohort based on a computed grade (age minus 5) if they are reported in an ungraded special education setting. The students' status in the cohort is then tracked for the subsequent years until they exit the public school system.

The data are lagged one school year for the purposes of AYP determinations. Michigan's graduation rate includes students who receive a regular high school diploma during the summer following the spring graduation. The graduation rate for each cohort is published

in the spring of the calendar year following the graduation date. Beginning in the 2010-2011 school year, this will change to the winter following the graduation date. Therefore, the most recent graduation rate data available to make AYP determinations represents the prior year cohort.

Some students are given extra time to attain a regular diploma.

Students that are enrolled in a state recognized “Middle College” are given five years from initial enrollment in ninth grade to attain a regular high school diploma because these programs are structured for completion in five years.

Only students attaining a regular diploma are counted as graduates.

- 1) The school district’s board of education policy on graduation requirements is needed to determine the total number of credits required for graduation. Every pupil is required to successfully complete a course in Government/Civics for graduation. Beginning with the graduating class of 2011, every pupil is required to successfully complete 4 credits in English language arts, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 1 credit in health/physical education, 1 credit in visual, performing, or applied arts, and an on-line learning experience. Beginning with the graduating class of 2016, every pupil is also required to have 2 credits of world language. (See MCL 380.1278a and 380.1278b for more detail.)
- 2) The state does allow local school districts to give a certificate of completion for special education. This is in lieu of a standard high school diploma and is not considered a regular high school diploma.
- 3) GED recipients are included in the denominator but are not part of the numerator in the graduation rate. They are considered completers for purposes of calculating a successful completion rate, however they are not considered graduates.

Graduation rate goal:

The statewide graduation rate goal of 80% represents an ambitious target because:

- The 80% goal is higher than the four-year statewide graduation rate of 75.5% for the class of 2008.
- 231 Michigan schools, representing almost a third of the 753 high schools, have a four-year graduation rate lower than the statewide graduation rate goal of 80%.

Extended year adjusted cohorts:

Michigan will use both a 5-year extended-year adjusted-cohort rate and a 6-year extended-year adjusted-cohort rate in AYP determinations. Michigan provides pupil funding through the age of 20. The use of an extended-year cohort along with the funding structure currently in place allows schools to provide both the extra time and supports needed to help all students graduate from high school. The use of an extended-year adjusted-cohort also encourages schools to work with struggling students without the stigma of not making adequate yearly progress when the school is doing the hard work of preventing drop outs.

The formula is described in previous sections of this document. The five- and six-year

extended-year adjusted-cohorts will be used for high schools that fail to meet the 80% graduation rate goal for the four-year cohort. Schools will be able to meet the AYP graduation requirement any of the following three ways:

- Meeting the 80% goal with the four-year cohort
- Meeting the 80% goal with the five-year extended-year adjusted-cohort
- Meeting the 80% goal with the six-year extended-year adjusted-cohort

Targets for high schools that do not meet the graduation rate goal:

A school that does not meet the statewide graduation rate goal may meet the graduation rate portion of AYP by reducing the gap between the school's graduation rate and the state target by 25% of the gap. If a school's graduation rate is 20%, the gap would be the 20% rate minus the 80% goal, or 60%; the school would need to improve to 35% the first year, 50% the second year, etc. The rationale for this target is that a school would be required to show substantial improvement in the rate from class to class.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State has not defined an additional academic indicator for elementary and middle schools.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

For elementary and middle schools, Michigan will use “**Attendance Rate**” as the “other indicator.” Michigan collects information on pupil attendance through the MSDS, which is documented in Attachment 12. The calculation of attendance rate will be based on data submitted to CEPI in the MSDS, comparing:

- Each student’s total possible number of attendance days that year, based on the student’s date of enrollment.
- Each student’s actual days of attendance, out of the total attendance days possible for that student.

A school’s attendance rate will be the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student’s date of enrollment, times 100, to obtain a percentage figure.

The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP. Schools below this percent will be considered making AYP if, over a period of two years, they reduce by 10% the percentage of students representing the gap between the 85% target and the school’s actual rate (“safe harbor”). (Example - school attendance rate: 70%. 85% minus 70% = 15% gap. 15 times 10% = 1.5. School target becomes 71.5% in order to make AYP.)

It is not expected that Michigan’s eventual target attendance rate would be 100%. The realities

⁹ NCLB only lists these indicators as examples.

of student attendance, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on an estimated beginning target attendance rate of 85% for 2002-03, the following intermediate target goal is recommended:

2008-09 – 90% This rate would remain in effect through 2013-14

<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
--	--	---

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan collects student data on an individual basis through the MSDS, as documented in Attachment 12. The reliability of data reporting has been greatly enhanced through implementation of this system.

Michigan reviews data submitted by school districts relative to the graduation and attendance rates and identifies figures that represent substantial change from past performance. Michigan engages individual school districts in verifying data that represents substantial change from past performance.

The attendance and graduation rate indicators were adopted as part of Michigan's accountability/accreditation system, *Education YES!*, before the NCLB requirements were integrated with that system. They are consistent with nationally recognized standards, as indicated by their inclusion in NCLB, and accepted as valid academic indicators by educators in Michigan. These indicators will also be part of the new accreditation system, MI-SAAS.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan does test and measure separately the areas of Reading and Mathematics. Assessment results for each subject are separately used to calculate the AYP status of a school and school district.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State’s standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State’s evidence regarding accountability reliability (decision consistency) is not updated.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan uses up to three years of data combined to increase the reliability of accountability decisions.

Michigan’s long history and experience in test development has resulted in assessments that have high degrees of reliability and validity. Michigan has included several features that are designed to maximize decision consistency and the validity of inferences drawn. These include:

- The use of uniform averaging and comparing the average to the most recent year’s test results;
- The employment of the “safe harbor,” so that schools and districts that miss the annual measurable objective but show a strong gain in the areas missed will not be identified; and
- An appeal procedure that school districts may use if data used to determine AYP do not agree with local data.

As Michigan’s accountability system is implemented, the MDE will examine data related to the reliability and validity of the inferences made about schools and districts. This information will be shared with schools and districts, and used to refine the system as appropriate.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Because of the validity and reliability associated with the MEAP and MME tests, Michigan is reasonably assured of the validity of its AYP decisions.

When the reporting process was a paper report, an appeal process was in place. The appeal process has changed in two ways: the Report Card with AYP status is an electronic process now; the state Legislature amended the State School Aid Act to ensure that the appeal process is completed each year before the school Report Card is issued.

Michigan has established the following process for schools and school districts to appeal the AYP determinations made by the MDE:

1. The Michigan School Report Card website has an administrative function which allows each school or school district to log in and view the underlying data.
2. When the data for School Report Cards is finalized, schools are notified to view the Report Card and are given two weeks to contact MDE with supporting data if they think the Report Card shows an incorrect AYP determination. Schools must submit all appeals through the issue tracker module within the Michigan School Report Card website. The issue tracker allows schools to attach data files or other documentation in order to support their appeal.
3. MDE reviews the evidence submitted to determine validity and makes any needed changes. Reviews may cover everything from the actual calculation to the student records submitted by the school during Michigan’s semi-annual student count days. After the evidence has been reviewed, MDE makes changes if necessary and records the changes and decision within the issue tracker module. Schools may check their appeals at any time by accessing the issue tracker. This ensures complete documentation and a solid paper trail.

In October 2003 the state Legislature passed PA 158 to amend the State School Aid Act with the following provision: “Before publishing a list of schools or districts determined to have failed to make adequate yearly progress as required by the federal no child left behind act of 2001, Public Law 107-110, 115 Stat. 1425, the department shall allow a school or district to appeal that determination. The department shall consider and act upon the appeal within 30 days after it is submitted and shall not publish the list until after all appeals have been considered and decided.”

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Michigan has utilized consistent standard-setting and equating procedures as assessments have evolved and content has changed over the past few years. A major component in the state's ability to ensure the continuity of AYP decisions from year to year has been the addition of a Psychometrics and Research unit within the Office of Educational Assessment and Accountability. This has enabled Michigan to conduct extensive verification and review of contractor psychometric efforts. Michigan's procedures and evidence provided to USED as part of the standards and assessment peer review process have been found to be acceptable in regard to planning for changes to the assessment system for Reading and Mathematics.

All changes to the state's standards, assessment, and/or accountability practices are reviewed by the State Board of Education prior to implementation. In addition, the state ensures that appropriate stakeholder feedback is obtained prior to the roll-out of any new policy in these areas to minimize the likelihood of unintended consequences.

As new public schools are formed, such as charter schools (referred to as Public School Academies in Michigan) they are required to establish themselves in the state's data systems operated by the Center for Education Performance Information (CEPI). Without this

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

establishment, these entities are unable to receive funding or participate in other activities applicable to all public schools. Once established, new schools are required to participate in all facets of the state's assessment and accountability system since they receive public funds. Any school that does not fully participate are subject to significant consequences (e.g., withholding all state funds necessary to continue operation).

Original Workbook Text:

Michigan has contracts for 3-8 development and vertical equating for both MEAP and MI-Access.

In January 2003, Michigan began a contract with a new test development firm to revise the current MEAP testing program and transform it into the grade-level testing program required by NCLB. MI-Access is also working with a test development vendor in the development of the grades 3-8 assessments for all of MI-Access. Michigan also needs to add the three additional grades/ages for the current MI-Access assessments. Michigan will also be vertically equating the MI-Access assessments.

The contract requires that the grade level tests be vertically equated, allowing each year's testing to be an accurate measure of student progress from the previous year's instruction and testing. As new tests are developed, either as a whole (e.g., all English Language Arts tests, grades 3-8) or in part (e.g., new English Language Arts test at grade 4), the tests are required to be equated, either as a whole, or with the grade level tests that will be retained.

Due to extended timelines for adopting Grade Level Content Expectations for grades K-8, Michigan will begin its annual testing in grades 3-8 in 2005-06. This will result in some changes in AYP calculations, notably collapsing scores from grades 3-5 for the elementary level and grades 6-8 for the middle school level. A determination will be made in 2005-06 regarding whether new starting points will need to be set.

In addition, Michigan will evaluate its starting points when the MI-Access grade 3-8 and 11 assessments, both Phase 1 and Phase 2, are implemented.

Students attending public schools that are in their first year of operation will be included at the district and state levels in determining district AYP. New schools will receive an "AYP alert" based on the annual objectives in their first year of operation. AYP determinations for new schools will commence with their second year of operation, at which time students attending the new school will be included at the school, district, and state levels.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Modified October 2010:

Schools are required to administer the state assessments within a designated assessment administration “window.” In order to assure that schools and districts meet the 95% tested requirement, a single “count” day will be designated within the assessment window. The MSDS (Michigan Student Data System) will be used to determine the actual enrollment on those days. This up-to-date enrollment count will be used to determine whether 95% of the enrolled students have participated in the testing. As allowed by recent federal guidance, Michigan will calculate participation based on the current single year, and will use two-year and three-year averaging for participation as needed. Michigan will also allow appeals based on medical emergencies.

After the assessment administration window, schools utilize a web-based tool to see their roster of students as well as indicators of whether or not a student is counting in the participation of each subject assessed. At this point, schools may submit evidence as to why a particular student did not participate in an assessment.

Once the rosters are finalized, the participation is calculated by simply taking the number of students with valid scores in a specific subject, and dividing by the number of enrolled students the school reported in all assessed grades in the MSDS.

Original Workbook Text:

Michigan’s policy is that all students enrolled must participate in the MEAS. The assessment administration window is specifically designed so that schools may administer the assessment on a different day to students who may have been absent from school. This policy has always

resulted in most, if not all, Michigan students participating in the MEAS.

The Michigan State Board approved the “Policy To Include All Students In The Michigan Educational Assessment System” on October 18, 2001. This policy is included in Attachment 18.

Schools are required to administer the state assessments within a designated assessment administration “window.” In order to assure that schools and districts meet the 95% tested requirement, a single day will be designated within the assessment window. The MSDS will be used to determine the actual enrollment on those days. This up-to-date enrollment count will be used to determine whether 95% of the enrolled students have participated in the testing. As allowed by recent federal guidance, Michigan will calculate participation based on the current single year, and will use two-year and three-year averaging for participation as needed. Michigan will also allow appeals based on medical emergencies.

Michigan’s high school assessments are governed by several provisions of state law including statutes which provide for:

- State endorsement based on the results of the assessments;
- The opportunity to “dual enroll” in college classes while in high school, based on exhausting the high school curriculum in a content area and based on the results of the assessments; and
- The Merit Award Scholarship, which is based on results of the assessments.

The normal high school test administration in Michigan is at the end of the eleventh (11th) grade. However, students who are seeking to qualify for dual enrollment in eleventh grade are allowed to take the assessments in the tenth grade. The assessment results from the normal test administration, at the end of eleventh grade, will be used for AYP with the exception that students that demonstrate proficiency in tenth grade may have their achievement and participation status carried forward into the 11th grade test administration of their cohort for calculation of AYP and the participation rate.

To calculate the **participation rate**, Michigan will designate the number of students enrolled in the eleventh grade as the “universe” of students that are required to participate in the assessment. Michigan’s system of assigning a Unique Identification Code for each student allows the matching of the student’s enrollment and the student’s assessment score. A student will be counted as participating if the student takes the assessment in the tenth grade for dual enrollment, in the eleventh grade. High school results, including achievement and participation, will be reported by eleventh grade cohort.

The minimum 95% participation rate will be calculated for the students in the aggregate, and for each of the subgroups in the school, based on the up-to-date enrollment in these subgroups.

The 95% participation rate is calculated separately for Reading and Mathematics.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>As stated earlier in this workbook, the Michigan State Board of Education has determined thirty (30) as the minimum group size in order to deliver statistically reliable results for a subgroup. Whenever a subgroup numbers thirty (30) or above, the 95% tested requirement will be applied. Regardless of the size of the school district, school, or subgroup, however, all students in a subgroup will participate in the state assessment and their scores will be included in school and district results.</p>		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.