



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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PUBLIC INSTRUCTION

November 23, 2009

**MEMORANDUM**

TO: State Board of Education

FROM: Mike Flanagan, Chairman

SUBJECT: Approval of Accountability Workbook Amendments for 2009-10

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.

This year USED asked states to complete a worksheet (Attachment A), to amend each state's graduation rate calculations to conform with new Title I rules. The graduation rate worksheet outlines procedures for using the four-year cohort rate that Michigan implemented two years ago and procedures for using five- and six-year extended cohort rates. Responses to the worksheet can be found in the Peer Review Questionnaire (Attachment B).

The deadline for submission is January 15, 2009. In addition to the graduation rate amendment, four minor amendments clarify current or changing practices in Michigan's accountability system. Those amendments can be found in Attachment C.

It is recommended that the State Board of Education approve the Accountability Workbook Amendments for 2009-10 as attached to the Superintendent's memorandum dated November 23, 2009.

**STATE BOARD OF EDUCATION**

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<b>Attachment: Evidence the state must submit related to its graduation rate</b>			
<b>State:</b>			
<b>Directions:</b> Fill out each cell in this file, even if the information is available in the Accountability Workbook. You may provide links to supporting documents (other than the current Accountability Workbook), where applicable, but should clearly identify answers to the questions below and use the linked documents as support for the information provided below. In each instance, specify the page number(s) or ranges where the information or data in the linked documents can be found.			
<b>Section 1. The graduation rate definition that the state will use to determine AYP based on school year 2009–10 assessment results. [34 C.F.R. § 200.19(b)(6)(I)(A)]</b>			
A. Provide the actual formula that will be used.			
B. Provide a description of the students who will be counted in the numerator and denominator for that formula.		Numerator:	
		Denominator:	
C. Does the rate include only first-time 9th-graders? If <b>Yes</b> , how does the state ensure this? If <b>No</b> , what steps is the state taking to be able to do this and when will the state have that capacity?	Yes:	No:	Note:
D. Are the data lagged?	Yes:	No:	Note:
E. Are any students given extra time to attain a regular diploma (e.g., students with disabilities)? <b>(See note 1E below.)</b>	Yes:	No:	Note:
(1) If <b>Yes</b> , what students are given extra time and how long are they given?			
F. Confirm that only students attaining a regular diploma are counted as graduates.	Yes:	No:	Note:
(1) How does the state define a "regular diploma"?			
(2) Does the state provide other types of diplomas or certificates? What are they? How are students who earn such alternate diplomas or certificates included in the graduation rate?			
(3) How are GED recipients included in the graduation rate?			
G. Can the rate be calculated for every school and district with a grade 12 that awards diplomas?	Yes:	No:	Note:
H. Can the rate be disaggregated at the school and district level for calculating whether every relevant subgroup (students from each major racial and ethnic group, economically disadvantaged students, limited English proficient students, and students with disabilities) made AYP through Safe Harbor?	Yes:	No:	Note:
I. If the rate is a longitudinal adjusted-cohort model, how does the state track emigrants, transfers, and deceased students? What guidance does it provide to its districts?			

**Attachment: Evidence the state must submit related to its graduation rate**  
**State:**

**Section 2. A description of the progress the state is making toward meeting the deadline for calculating and reporting the four-year graduation rate on report cards providing assessment results for the 2010-2011 school year. [34 C.F.R. § 200.19(b)(6)(i)(B)]**

A. When was the data tracking system fully operational? What was the first 9th-grade class to be included in the data tracking system?			
B. Does the data tracking system contain information to identify each student by racial and ethnic group and by gender, as well as information to identify whether the student is a student with a disability, a limited English proficient student, an economically disadvantaged student, or a migrant student?	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
C. What progress has the state made on the ten essential elements noted by the Data Quality Campaign? (Specify whether the state has completed each element below and, if not, what steps the state is taking to be able to complete the element and when the state will have that capacity.)			
(1) Statewide student identifier	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(2) Student-level enrollment data	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(3) Student-level test data	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(4) Information on untested students	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(5) Statewide teacher identifier with a teacher-student match	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(6) Student-level course completion (transcript) data	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(7) Student-level SAT, ACT, and Advanced Placement exam data	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(8) Student-level graduation and dropout data	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(9) Ability to match student-level P-12 and higher education data	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>
(10) State data audit system	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	Note: <input type="checkbox"/>

**Section 3. The state's graduation rate goal and annual targets beginning with the 2009-2010 school year. An explanation of how the state's graduation rate goal represents the rate the state expects all high schools in the state to meet and how the state's annual targets demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal. [34 C.F.R. § 200.19(b)(6)(i)(C) and (D)]**

A. What is the single, statewide goal for the graduation rate used in AYP determinations based on 2009-10 assessment results? (See note 3A below.)	
B. Provide a rationale for the selection of the graduation rate goal and how it represents the rate the state expects all high schools in the state to meet.	
C. What are the targets for high schools that do not meet the graduation rate goal? (See note 3C below.)	

<b>Attachment: Evidence the state must submit related to its graduation rate</b>			
<b>State:</b>			
(1) Do the targets vary by school or subgroup? If Yes, how? What criteria were used to set the differing targets?	Yes:	No:	Note:
(2) Provide examples for high schools with varying graduation rates and how the targets will apply.			
D. Provide a rationale for the selection of the annual targets and how they demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal.			

<b>Section 4. The graduation rate for the most recent school year of the high school at the 10th percentile, the 50th percentile, and the 90th percentile in the state, ranked in terms of graduation rate. [34 C.F.R. § 200.19(b)(6)(i)(E)]</b>	
A. Provide the name and the graduation rate for the high school at the 10th percentile, the 50th percentile, and the 90th percentile in the state, ranked in terms of graduation rate. (See note 4A below.)	

<b>Section 5. If the state is proposing to use an extended-year adjusted-cohort graduation rate or rates in AYP determinations based on assessments administered in 2009–10, a description of how it will use that rate with its four-year adjusted-cohort graduation rate to determine whether its schools and LEAs have made AYP. [34 C.F.R. § 200.19(b)(6)(i)(F)]</b>			
A. Does the state propose to use more than one extended-year adjusted-cohort rate in AYP determinations? How many extended-year adjusted-cohort graduation rates does the state propose to use? Describe each one (e.g., a five-year and a six-year rate).	Yes:	No:	Note:
B. For each proposed extended-year adjusted cohort rate:			
(1) Provide the actual formula that will be used.			
(2) Confirm that the rate conforms to the regulatory requirement for an adjusted-cohort graduation rate (i.e., does the state track emigrés, transfers, and deceased students, including those who enter or leave the school during the extended year or years? What guidance does it provide to its districts on how to do this?)	Yes:	No:	Note:
(3) Provide a description of the students who will be in the numerator and denominator for that formula.			
(4) Are the data lagged?	Yes:	No:	Note:
C. Submit evidence that the state's data system can support the extended-year graduation rates requested (i.e., that the longitudinal system has collected data for the required number of years to produce graduation rates for five years or more, if applicable).			

<b>Attachment: Evidence the state must submit related to its graduation rate</b>			
<b>State:</b>			
D. Confirm that only students receiving a regular diploma are counted as graduates.	Yes:	No:	Note:
(1) Does the state provide other types of diplomas or certificates? What are they? How are students who receive such alternate diplomas or certificates included in the graduation rate?			
(2) How are GED recipients included in the graduation rate?			
E. Can the rate be calculated for every school and district with a grade 12 that awards diplomas?	Yes:	No:	Note:
F. Can the rate be disaggregated at the school and district level for calculating whether every relevant subgroup made AYP via Safe Harbor?	Yes:	No:	Note:
G. Confirm that the extended year rate or rates use the same goal as the four-year rate.	Yes:	No:	Note:
H. Do the targets for the extended-year rate or rates differ from the four-year graduation rate? If so:	Yes:	No:	Note:
(1) Do the targets vary by school or subgroup? If so, how? What criteria were used to set the differing targets?	Yes:	No:	Note:
(2) Provide examples for high schools with varying graduation rates and how the targets will apply.			
(3) Provide a rationale for the selection of the annual targets and how they demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal.			
I. How will the state use the extended graduation rate (or rates) in AYP determinations?			
(1) Provide an example of how a school might calculate whether it was making adequate yearly progress using the four-year and extended-year adjusted-cohort graduation rates.			

**Notes:**

**1E.** Cohort reassignment is not permitted in the four-year adjusted-cohort graduation rate (but may be incorporated in the transitional graduation rate). When the state is using an adjusted-cohort rate, it may instead elect to calculate an extended-year adjusted cohort graduation rate or rates.

**3A.** This is the ultimate goal. It does not increase over time. It does not vary for any school. It should be the rate the state expects all high schools in the state to meet.

**3C.** Simply requiring "any improvement" from the previous year is not sufficient to demonstrate "continuous and substantial improvement," as required by the regulations. These targets may vary by school and district and over time. If the targets do vary, the state must clearly explain how the targets will be applied and the rules that will be used to determine whether the school or district is making adequate yearly progress.

**4A.** These data should represent the most recently available data (optimally, graduates for the class of 2009) using the rate described in 1A above.

## Accountability Workbook Peer Review Questionnaire - Michigan

### Section 1

A. Provide the actual formula that will be used.

$\frac{\text{Number of Cohort Graduates}}{\text{Number of 1}^{\text{st}} \text{ Time Ninth Graders} + \text{Transfers In} - \text{Transfers Out}}$
--

#### Four Year Rate

$\frac{\text{On-track Graduated}}{\text{On-track Graduated} + \text{Off-track (Graduated \& Continuing)} + \text{Other Completers} + \text{Dropouts}}$
--

#### Five and Six Year Rates

$\frac{\text{On-track Graduated} + \text{Off-track Graduated}}{\text{On-track Graduated} + \text{Off-track (Graduated \& Continuing)} + \text{Other Completers} + \text{Dropouts}}$
---

B. Provide a description of the 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.

C. Does the rate include only first-time 9<sup>th</sup> graders?

Yes, the rate includes only first time 9<sup>th</sup> graders, or students reported as first time enrollees in the public school system in a high school grade. This is ensured by placing a student 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 them if they transfer into the public education system after ninth grade; or by assigning a student to a cohort based on a computed grade (age minus 5) if they are reported in an ungraded special education setting.

D. Are the data lagged?

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. Therefore, the most recent graduation rate data available to make AYP determinations represents the prior year cohort. The data are lagged one school year for the purposes of AYP determinations.

*E. Are any students 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.

*F. Confirm that only students attaining a regular diploma are counted as graduates.*

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.

*G. Can the rate be calculated for every school and district with a grade 12 that awards diplomas?*

Yes, if a student in grades 9-12 is reported as an entity in the data tracking system then a rate can be calculated for that entity. For entities with less than 30 students or an entity that reports zero graduates from year-to-year, only a cohort dropout rate is calculated.

*H. Can the rate be disaggregated at the school and district level for calculating whether every relevant subgroup made AYP through Safe Harbor?*

Michigan's graduation rate is reported for each school, and for each subgroup at each school. The subgroup graduation rate is available for making an AYP determination in every case where the subgroup graduation rate is required for Safe Harbor.

*I. If the rate is a longitudinal adjusted-cohort model, how does the state track émigrés, transfers, and deceased students? What guidance does it provide its districts?*

The state tracks émigrés, transfers, and deceased students through the exit status reported by the district. Districts can report a student as enrolled in another public school district in Michigan, moved out of state, enrolled in home school, enrolled in non-public school, or deceased. If the student is reported as enrolled in another public school district in Michigan, we must have a corresponding enrollment from another district verifying that the student is a confirmed transfer. In addition, the state has an audit process whereby if a student record is in the audit sample and the reported exit status cannot be confirmed, the student status is changed to a dropout. The state provides guidance in the form of acceptable documentation for reporting these types of exits. Detailed information is provided at the Center for Educational Performance and Information (CEPI) website:

[http://www.michigan.gov/cepi/0,1607,7-113-21423\\_30451\\_51357---.00.html](http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_51357---.00.html)

## **Section 2**

*A. When was the data tracking system fully operational? What was the first 9<sup>th</sup> grade class to be included in the data tracking system?*

The Single Record Student Database (SRSD) was fully operational for school year 2002-2003. The first 9<sup>th</sup> grade class to be included was 2003-2004 (as the prior year was used to determine whether it was the first time a student was reported in 9<sup>th</sup> grade).

*B. Does the data tracking system contain information to identify each student by racial and ethnic group and by gender, as well as information to identify whether the student is a student with a disability, a limited English proficient student, an economically disadvantaged student, or a migrant student?*

Michigan's student data system tracks student demographic information. The cohort database contains data to identify each student by racial and ethnic group and by gender, as well as information to identify whether the student is a student with a disability, a limited English proficient student, an economically disadvantaged student, or a migrant student.

C. *What progress has the state made on the ten essential elements noted by the Data Quality Campaign?*

The state has made significant progress on the DQC 10 essential elements

- 1) Yes, the state uses a statewide identifier to track individual students over time.
- 2) Yes, the state collects student-level enrollment data at multiple points throughout the year.
- 3) Yes, the state administers a statewide assessment and maintains the student-level results.
- 4) No, the state will begin to collect information on why students are not tested beginning in the fall of 2010. Enrollment and demographic information on students who do not test are collected through the student data tracking system.
- 5) No, the state assigns a statewide identifier to each teacher and each student in the state. Through the State Longitudinal Data System (SLDS), 2010 grant proposal, the state proposes to collect the match between teacher and student.
- 6) No, the state has just begun to implement the electronic transcript system using *Docufide* as a vendor.
- 7) No, the state high school assessment, Michigan Merit Exam (MME), has the ACT results as a component. No other exam data are collected and stored by the state.
- 8) Yes, the state collects, stores, and tracks student-level graduation and dropout data.
- 9) No, through the *eTranscript* system the statewide identifier will be transferred to post-secondary institutions from the secondary entities. The *eTranscript* system will also allow the state to receive post-secondary transcripts verifying the transition between secondary to post-secondary. This process is just beginning will be rolled out over the next two years.
- 10) Yes, the state performs numerous audit checks on the data including putting into place audit and appeal systems verifying individual-level data for high-stakes measures.

**Section 3**

A. *What is the single, statewide goal for the graduation rate used in AYP determinations based on 2009-10 assessment results?*

Michigan's statewide graduation rate goal is 80%.

*B. Provide a rationale for the selection of the graduation rate goal and how it represents the rate the state expects all high schools in the state to meet.*

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%.

*C. What are the 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 rationale for this target is that a school would be required to show substantial improvement in the rate from class to class. The target of 25% of the gap has a minimum required improvement of 5% and a maximum required improvement of 10% from graduating class to graduating class.

The targets for high schools that do not meet the graduation rate goal will be based on a comparison of a school's four year on-time graduation rate to the four-year on-time graduation rate for the immediately prior cohort. The school's most recent five-year graduation rate will be compared to the school's five-year rate for the immediately prior cohort only in the case where these rates are available for the school and where four-year rates are not available for comparison.

The targets for high schools that do not meet the graduation rate goal will be reset annually, based on the school's most recent four-year graduation rate, in cases where the target increases. If the four-year graduation rate for a school improves by an amount less than the target, the target for the next year may not be less than the target for the prior year.

Michigan will report the percentage of students "on-track" toward on-time graduation. In the future, Michigan may require schools to demonstrate improvement in the percent of "on-track" students for future cohorts, in addition to the targets for high schools that do not meet the graduation rate goal.

*D. Do the targets vary by school or subgroup?*

Michigan's graduation rate targets do not vary by subgroup. The target does vary based on the school's base graduation rate.

E. Provide examples for high schools with varying graduation rates and how the targets will apply.

**Graduation Rate Targets for Schools Not Meeting Graduation Rate Goal**

Rate	Goal	Gap to Goal	Improvement Needed	1st Year Target	Years to Goal
5.00%	80.00%	75.00%	10.00%	15.00%	8
10.00%	80.00%	70.00%	10.00%	20.00%	7
15.00%	80.00%	65.00%	10.00%	25.00%	7
20.00%	80.00%	60.00%	10.00%	30.00%	6
25.00%	80.00%	55.00%	10.00%	35.00%	6
30.00%	80.00%	50.00%	10.00%	40.00%	5
35.00%	80.00%	45.00%	10.00%	45.00%	5
40.00%	80.00%	40.00%	10.00%	50.00%	4
45.00%	80.00%	35.00%	8.75%	53.75%	4
50.00%	80.00%	30.00%	7.50%	57.50%	4
55.00%	80.00%	25.00%	6.25%	61.25%	4
60.00%	80.00%	20.00%	5.00%	65.00%	4
65.00%	80.00%	15.00%	5.00%	70.00%	3
70.00%	80.00%	10.00%	5.00%	75.00%	2
75.00%	80.00%	5.00%	5.00%	80.00%	1

F. Provide a rationale for the selection of the annual targets and how they demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal.

The rigorous annual targets create an expectation that high schools will reach the state's graduation goal in a specific number of years. The target demands continuous improvement toward the 80% goal.

**Section 4**

A. Provide the name and the graduation rate for the high school at the 10<sup>th</sup> percentile, the 50<sup>th</sup> percentile, and the 90<sup>th</sup> percentile in the state, ranked in terms of graduation rate.

Percentile Rank	Graduation Rate	School District	School
10 <sup>th</sup>	21.97%	Shelby Public Schools	Oceana High School
50 <sup>th</sup>	87.81%	Wayland Union Schools	Wayland High School
90 <sup>th</sup>	96.55%	Napoleon Community Schools	Napoleon High School

## **Section 5**

A. *Does the state propose to use more than one extended-year adjusted-cohort rate in AYP determinations? How many extended-year adjusted-cohort graduation rates does the state propose to use? Describe.*

Yes. Michigan proposes to 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 annual target toward continuous and substantial improvement
- Meeting the 80% goal with the five-year extended-year adjusted-cohort
- Meeting the 80% goal with the six-year extended-year adjusted-cohort

B. *For each proposed extended-year adjusted cohort rate, provide the formula, confirm that the rate conforms to regulatory requirements, confirm that the data are lagged.*

The numerator is the number of on-track graduates (number of graduates within four years of first being reported as a 9<sup>th</sup> grader). The denominator is the total number of students in the cohort, accounting for transfers in and out. Yes, the rate conforms to the regulatory requirement. Yes, the data are lagged as describe in Section 1 D.

C. *Submit evidence that the state's data system can support the extended-year graduation rates requested.*

The Single Record Student Database (SRSD) has been fully operational since school year 2002-2003. As such, it can support extended year graduation rates and has already been used for a five-year extended rate. Reports using extended-year graduation rates and details describing the reports are posted on the CEPI website: [http://www.michigan.gov/cepi/0,1607,7-113-21423\\_30451\\_51357---,00.html](http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_51357---,00.html)

*D. Confirm that only students receiving a regular diploma are counted as graduates.*

Yes, only students reported with a regular diploma exit status are counted as graduates.

- 1) The state does provide for students receiving special education services who have completed their IEP to receive a certificate of completion. This is in lieu of a regular diploma. In addition, Michigan law provides for the education of students with disabilities up through age 26, at which age they are also considered a completer. This status is also in lieu of a regular high school diploma. Students reported with a special education completer status are included in the graduation rate denominator.
- 2) 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.

*E. Can the rate be calculated for every school and district with a grade 12 that awards diplomas?*

Yes. If a student in grades 9-12 is reported as an entity in the data tracking system then a rate can be calculated for that entity. For entities with less than 30 students or an entity that reports zero graduates from year-to-year, only a cohort dropout rate is calculated.

*F. Can the rate be disaggregated at the school and district level for calculating whether every relevant subgroup made AYP via Safe Harbor?*

Michigan's graduation rate is reported for each school, and for each subgroup at each school. The subgroup graduation rate is available for making an AYP determination in every case where the subgroup graduation rate is required for Safe Harbor.

*G. Confirm that the extended-year rate or rates use the same goal as the four-year rate.*

Michigan's statewide graduation rate goal is 80% for the four-year cohort, for the five-year and six-year extended cohorts and for all subgroups.

*H. How do the targets for the extended-year rate or rates differ from the four-year graduation rate?*

The goal for the extended-year graduation rates is 80%, the same as the four-year goal. Since the five-year and six-year extended-year cohorts are being used as a "Safe Harbor" measure, annual targets will only be set for the four-year cohort as described in Section 3 C, and not calculated for the extended-year cohorts.

*I. How will the state use the extended graduation rate (or rates) in AYP determinations? Provide an example of how a school might calculate whether it was making adequate yearly progress using the four-year and extended-year adjusted-cohort graduation rates.*

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 annual target toward continuous and substantial improvement
- Meeting the 80% goal with the five-year extended-year adjusted-cohort
- Meeting the 80% goal with the six-year extended-year adjusted-cohort

## Michigan Accountability Workbook Amendments 2009-10

### Section 3.2b: What are the State's Annual Measurable Objectives (AMOs) for determining Adequate Yearly Progress (AYP)?

#### *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>
<b>Elementary</b>	59%	69%
<b>Middle</b>	54%	66%
<b>High</b>	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>
<b>Elementary</b>	69%	77%	85%	92%	100%
<b>Middle</b>	66%	74%	82%	91%	100%
<b>High</b>	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.

### **Section 5.3 How are students with disabilities included in the State's definition of Adequate Yearly Progress?**

#### *Assessment Based on Modified Achievement Standards*

Michigan has used the "Option 1" flexibility since the 2005-06 school year. Michigan piloted the MEAP-Access assessment, which is based on modified achievement standards, during 2008-09, and Michigan is administering MEAP-Access during 2009-10. Note that MEAP-Access is operational in grades 3-8 only for 2009-10 and may be expanded to grade 11 in the future. Michigan plans to use the scores from this initial MEAP-Access administration as part of AYP determinations for school year 2009-10. Michigan plans to submit materials on MEAP-Access for federal standards and assessment peer review as soon as a preliminary technical report is available. Michigan will adhere to federal regulations and guidance regarding the 2% cap on the use of proficient scores for AYP determinations.

### **Section 2.1 How does the State Accountability System include all students in the State?**

#### *Treatment of Scores of Students with Prohibited Behavior*

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 be seen as penalizing 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.

## **Section 1.1 How does the State Accountability System include every public school and LEA in the State?**

### Attributing Student Scores to District and School of Residence

Since 2002-03, Michigan has attributed student scores for AYP to the school and district that supervises instruction since 2002-03. 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. Michigan will attribute student scores to the school and district of residence, starting in the 2010-11 school year. This policy will be uniform across the state. All student scores will be treated in the same way. It is expected that this change will apply to regional centers including special education, alternative education, and programs for gifted students. Note that this policy will not apply to students who attend a district other than the district of residence under Michigan's schools-of-choice policies.

## **Section 5.1 How does the definition of Adequate Yearly Progress include all the required student subgroups?**

### 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.