State Board of Education Policy on Michigan's Transparency Dashboard

The purpose of this statement is to outline the desired metrics for Michigan's new transparency dashboard, as well as identify areas of additional work and a development timeline. Once approved/adopted by the State Board of Education (SBE), the Michigan Department of Education (MDE) will work from this document to begin the development cycles.

It is important to note the following:
- This dashboard is a *school-level dashboard.*
- The primary and most important audience for this dashboard are *parents.*
- This document should be considered a living document, as development of a usable transparency dashboard is iterative in nature.
- The MDE intends to do additional surveys of parents and other stakeholders, as well as focus group and usability testing. In this process, we may identify necessary changes.
- This is an aspirational plan. We do not currently have all the data and information we may eventually want (this is noted in the plan), but we will work toward collecting those data.

Dashboard Overview
There are two key sections of the dashboard: the primary metrics and the additional metrics.
- *Primary Metrics* describe school performance areas that are most critical for parents to understand. They also meet the needs of the federally required reporting system, allowing Michigan to have one accountability system.
- *Additional Metrics* describe school performance areas that support the overall implementation of Michigan's plan to become a top 10 education state within 10 years. They help inform parents and other stakeholders on a school's progress on a wider range of areas, facilitating statewide discussions about the overall quality of the educational experience for students, as well as shared understanding about where we need to make additional investments of support. These metrics are broadly divided into six categories (although this may shift through development)
    - Postsecondary readiness
    - Student access/equity
    - School climate/culture
    - Student factors
    - Educator engagement
    - Understanding achievement gaps

Comparison Values
In order to contextualize each school value, the MDE will present those values relative to two comparisons:
- The state average
- The average from a set of peer comparison schools

Notes:
- Not every metric will have a "state average" or a comparison school average that makes sense for providing context. For example, if there is a yes/no metric, the comparison is not the state average but perhaps "percent of schools who answered yes." This will be identified through

metric development work by the MDE and shared with the SBE through the implementation phase.

- Defining a set of comparison schools, while mechanically relatively simple, does require a series of policy decisions. The MDE will present possible methodologies for comparison schools to the SBE for review.

Data Sources

- **Existing data:** The MDE is leveraging existing data sources (available through CEPI and the MDE) wherever possible. This includes (as an example) student level data from the Michigan Student Data System; educator data from the Registry of Educational Personnel and the Michigan Online Educator Certification System; and postsecondary data from the collections led by CEPI (Student Transcript Academic Record Repository and National Student Clearinghouse Data).
- **A "Points of Pride" self-report from schools *(new)*:** A number of metrics identified will require schools to tell us what they are offering or doing in each area. These are noted throughout this document. The MDE and CEPI will partner to use a mechanism like our former "Points of Pride" collection to ask districts for all this additional information at one time. We will develop and communicate timelines, and also work to embed this in processes like the school improvement process.
- **Potential new data collections:** Some of the metrics require additional data collections, or additional data elements within existing collections. Those are noted throughout, along with notes regarding timelines. The MDE will work with our partners to ensure that we invest in the collection of key data that best support our strategic goals, without creating an overwhelming data-reporting burden for schools.

Phases of Implementation:

- Phase 1: Late Fall 2017 (based on data from the 2016-2017 school year)
  - Release date will be dependent on development timelines. It is important to get the dashboard right, so this may be a later release than in subsequent years, as we still have steps such as focus groups to complete.
  - This dashboard will contain only data that are already available, as the school year to which the dashboard pertains has already ended.
  - We may or may not do a "Points of Pride" collection for this cycle.
  - We will also begin ongoing workgroups for some emerging metrics (detailed below).
- Phase 2: Fall 2018 (based on data from the 2017-2018 school year)
  - Any new data that can be identified in time for the 2017-2018 collections will be included.
  - "Points of Pride" will definitely be included this year.
- Phase 3: Fall 2019 (based on data from the 2018-2019 school year)
  - Ideally, we will be at full implementation, even of our aspirational metrics.

Michigan's Transparency Dashboard

Primary Metrics

Metric	Details	Phase	Notes
Student Proficiency	• All state-tested subjects • All state-tested students • All subgroups	1	Required by ESSA Compared to state average and to similar schools *Top 10 in 10 Metric*
Student Growth	• All state-tested subjects • All state-tested students • All subgroups	1	Required by ESSA Compared to state average and to similar schools
Graduation Rate (for 4-, 5-, 6-year cohorts)	• All students • All subgroups	1	Required by ESSA Compared to state average and similar schools *Top 10 in 10 Metric*
English Learner Progress	• English learners only • Progress toward English language proficiency • Measured by the WIDA assessments	1	Required by ESSA Formerly in a separate system known as AMAOs; federal requirements move to the main accountability system Compared to state average *Top 10 in 10 Metric*
Assessment Participation	Participation rates in state summative assessments	1	Required by ESSA

School Quality/Student Success "Additional Indicator"	• Chronic absenteeism
	  ○ PK-12
	  ○ All students and subgroups
		1	ESSA requires an additional indicator; specifics are Michigan's
			
			Top 10 in 10 Metric

Metric	Details	Phase	Notes

	• Advanced coursework
	   o High school only (grades 11-12)
	   o Enrolling and passing coursework in: AP, IB, career technical education, dual enrollment, early middle colleges
		1	Also reflected in Michigan's 31a metrics
			
			Top 10 in 10 Metric

	• Postsecondary enrollment
	   o High school only
	   o Enrollment within X months (TBD)
		1	Reflective of P-20 focus in system

	• Time spent in fine arts, music, physical education and access to library media specialists o K-8 only	2	Will require additional data collection; MDE determining mechanisms now. *Top 10 in 10 Metric*

Additional Metrics

Metric	Details	Phase	Notes
Postsecondary Transition and Readiness			
Postsecondary persistence rates	Percent of students entering postsecondary education who persist after one year	1	May want to do persistence analysis
Postsecondary completion rates	Percent of students entering postsecondary education who graduate within X years	1	Length of time to graduation TBD
Percent of graduates from high school who are proficient on the SAT	Gives a measure of the academic preparedness of graduates (as measured by and demonstrated through the SAT)	1	
Access/Equity			
Early learning access in the public school system	Ask schools to submit their early learning options in Points of Pride collection Align with 10 in 10 metrics for early learning	1 or 2	Depends on when we begin Points of Pride collection *Top 10 in 10 Metric*
Before and after school programming	Ask schools to submit their before/afterschool programming in "Points of Pride"	1 or 2	Depends on when we begin "Points of Pride"
Wraparound services	Ask schools to report on the available wraparound services in "Points of Pride"	1 or 2	Depends on when we begin "Points of Pride" collection Internal MDE workgroup to generate list of possible services

Metric	Details	Phase	Notes
Access to technology	Measured by mTrax; optional data collection	2	Exact metrics to be developed by MDE internal team; in coordination with MACUL and TRIG groups
Services for students with disabilities	Identify services for SWDs on which schools will report	2 or 3	Workgroup needed
Services for English learners	Identify services for ELs on which schools will report	2 or 3	Workgroup needed
School Climate/Culture			
Support Titles	Individuals who are working in schools in support of student outcomes; currently includes counselors, school nurses, librarians, reading specialists, possibly other titles	1	Internal MDE workgroup to identify all support titles
Expulsion Data	Percent of students expelled	1	
Ratio of students to instructional FTEs	Replaces "class size"	1	Revisit metric to ensure the ratio is estimated correctly (internal MDE workgroup)
Suspension data	Data collection begins in fall 2017 with suspension data required for all students Will include analysis by subgroup	2	Fall 2018 is first available year for reporting MDE needs to explain importance of this to the field
Financial reporting	Instructional expenditures at the building level	2 and 3	Data not currently available; collections to begin in 2017-2018 school year
Climate/culture surveys	Surveys of parents, staff and/or students Many options; need to identify tools and delivery options	3	Workgroup needed *Top 10 in 10 Metric (student engagement)*
Student Factors			
Dropout rate	Currently calculated dropout rate	1	Data already available
Student mobility	Student movement into and out of buildings	1	Data already available

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Metric	Details	Phase	Notes
Attendance	Attendance rates	1	Chronic absenteeism is in primary metrics *Top 10 in 10 Metric*
Extracurricular Opportunities	Collected through "Points of Pride" collection from schools	1 or 2	Depends on when "Points of Pride" collection begins
Presence of recess	Do students have access to recess? K-8 metric Collected through Points of Pride	1 or 2	Depends on when "Points of Pride" collection begins
Educator Engagement			
	All metrics in phase 2 or 3; workgroup needed for further definition		
Understanding Achievement Gaps			
	All metrics in phase 2 or 3; workgroup needed for further clarification		

Ongoing Workgroups

Beginning in the summer of 2017, we have identified six additional workgroups that need to occur in order to identify the appropriate metrics for the dashboard. They are outlined below.

Workgroup	Charge to the Group	Possible Membership	What we need the group to produce and by when?
Services for students with disabilities	In addition to outcomes for students with disabilities (which are presented for every metric in the dashboard), the dashboard should reflect services and supports that students with disabilities are receiving. In order to identify what those key services are, balance data collection burden with information for parents, understand what is already collected through the IDEA collections, a workgroup will be formed to identify additional indicators for services with students with disabilities to be added to the access/equity section of the dashboard.	The Special Education Advisory Committee (SEAC) MDE staff from the Office of Special Education and other offices serving this population, including early childhood MDE/CEPI staff with data expertise Others as recommended by the Board	Agreement on which services are *most critical* for Michigan to display on this dashboard for all parents and stakeholders A clearly defined list of these services that are metric-friendly Deadline: For inclusion in the fall of 2018 dashboard, we would need this information no later than November 2017.

Workgroup	Charge to the Group	Possible Membership	What we need the group to produce and by when?
Services for English Learners	In addition to outcomes for English Learners (presented in every metric on the dashboard), the dashboard should reflect services and supports that schools offer to English learners, including things like newcomer programs, bilingual programs and other specific services. In order to identify those key services, and balance data collection burden, a workgroup will be formed to identify additional indicators for English learners to be added to the access/equity section of the dashboard	EL Advisory Committee MDE staff with EL expertise, including early childhood MDE/CEPI staff with data expertise Others as recommended by the Board	Agreement on which services are *most critical* for Michigan to display on this dashboard for all parents and stakeholders A clearly defined list of these services that are metric-friendly Deadline: For inclusion in the fall of 2018 dashboard, we would need this information no later than November 2017.
Climate and Culture Surveys	There is interest in understanding student, teacher and parent engagement and how that relates to the school climate and culture. However, more work is needed to: evaluate possible survey options and identify which one/ones are most aligned to our 10 in 10 goals; identify the universe/population for these surveys; evaluate cost options and data collection burden; and make a recommendation for a path forward to the MDE and the State Board. A workgroup will be formed for this purpose.	Individuals from the ESSA Action Team ("whole child" representation) MDE/CEPI staff with data expertise Staff from MDE offices working on existing parent engagement activities Consultants with expertise on public survey processes and best practices? Others as recommended by the Board	Recommendations on which survey or surveys would be administered, to whom, and how often. Recommendations on the types of metrics that would be included in the dashboard from those surveys. Deadline: Initial recommendation by December 2017 or sooner

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Workgroup	Charge to the Group	Possible Membership	What we need the group to produce and by when?
Educator Engagement	We want to include *meaningful* metrics related to educator engagement and educator quality in the dashboard, but identifying those metrics is challenging. Additionally, we want to *align* those metrics with the educator quality work proposed in ESSA, as well as the overarching vision of the Top 10 in 10. The currently proposed metrics are not sufficient. This workgroup will be formed to combine the educator quality work in ESSA with the 10 in 10 and other educator pipeline strategic plans and identify meaningful and feasible metrics to include. This workgroup will also interface with the climate/culture surveys; if we are surveying teachers related to engagement, that may be the primary metric to report.	Leadership from MDE's educator pipeline offices Representatives from the educator quality ESSA action team Staff from MDE offices working on existing educator engagement activities Representatives from key professional organizations for educators (particularly teachers) Other SBE recommendations	Deadline: Next phase recommendations by December 2017 or sooner.
Wraparound Services	In order to adequately capture the type of wraparound services that we want to ask districts about, we need to define the universe of services.	Internal MDE staff to generate proposals for review	July 2017
Understanding the Achievement Gap	This discussion is far larger than the transparency dashboard—before we report on achievement gaps, we need to understand what we (as a state) feel are the important gaps to understand and target. The MDE is still in the process of defining the scope and charge of this group.	TBD	TBD

Next Steps and Implementation Timeline

June 2017:   Approve this document

Present-Fall 2017:   Development of Phase 1, which includes:
- Identify all relevant data flows
- Decide whether to do the Points of Pride data collection this year or next year
- "Look and feel" mock ups
- Focus groups and usability testing

                            Begin workgroups as outlined above
                            Begin new collections that are known to be needed for Phase 2

Late Fall 2017:   Release transparency dashboard

Winter 2018:   Development of Phase 2 metrics; focus groups; usability testing

Spring 2018:   Complete collections for Phase 2 metrics
                            Finalize plans for any additional data collection for Phase 3 metrics

Fall 2018:   Transparency Dashboard release (Phase 2)

Fall 2018:   Begin Phase 3 data collections

Fall 2019:   Final transparency dashboard with all data collections on board

ADOPTED JUNE 13, 1017 BY THE STATE BOARD OF EDUCATION