Michigan State Board of Education

Standards for Accreditation

Education YES! – A Yardstick for Excellent Schools

Purpose

Today's children will face new challenges in an ever-changing world, and the knowledge and skills they learn today must prepare them with the tools they need for future success and to be productive citizens. Accordingly, our system of public education is intended to provide all students the following:

- Academic skills and knowledge to succeed in today's global, information age economy, higher education, the armed services, and other post-K-12 opportunities;
- An excellent grounding in the history, principles and form of our political system of self-government and constitutional liberty, and the ability to fully and thoughtfully participate in political activities and elections;
- An excellent understanding of history, civics, political science and conflict resolution;
- A broad cultural exposure, including comprehension of the arts, humanities, and the classics; and
- The opportunity to participate in community involvement, including volunteering, social studies and character development, membership in community associations, clubs and organizations, athletics, student mentoring and similar activities.

To ensure that our schools provide these tools for every child, Michigan needs a fair, challenging and supportive accreditation system to help all schools be good schools.

Standards

Michigan's school accreditation system is based on the following standards that focus on <u>every</u> school working with <u>every</u> student. The issue becomes not whether a school meets a threshold requirement, but how close can every Michigan school come to attain the following rigorous, challenging and focused standards:

- All Michigan elementary and middle school children will read independently and use math to solve problems at grade level.
- All Michigan students will experience a year of academic growth for a year of instruction.
- All Michigan high school students, in addition to demonstrating high academic achievement, will have an individual educational plan leading them to being prepared for success.

At its March 14, 2002 meeting the Michigan State Board of Education *approved Education YES! – A Yardstick for Excellent Schools* in accordance with section 1280 of the Revised School Code and under its authority under Article VIII, Section 3 of the Michigan Constitution.

Measures of School Performance

Measuring a school's performance in connection with the above standards is based on student achievement and includes measures of school performance and student achievement at the school building level. Criteria for the performance indicators shall be specific to measure improvement of elementary schools, middle schools and high schools. The performance indicators include:

- Indicators of Engagement that focus on engaging students in the learning process;
- Indicators of Instructional Quality that focus on the processes the school uses to improve the quality of instruction provided to students; and
- Indicators of Learning Opportunities that include direction, focus and opportunity for learning.

Indicators of Engagement

Performance Management Systems

Schools will be recognized for systems that let them know whether each student has attained critical skills. Schools will be encouraged to use these systems to follow the progress of particular groups such as economically disadvantaged students.

Continuous Improvement

This indicator will recognize programs that have a focus on continuous improvement, including monitoring of improvement activities, external support provided through professional development, visitation by peer reviewers and/or other continuous improvement programs.

Curriculum Alignment

Schools will measure their work toward curriculum alignment in the school and across the district. Attention will be paid to the local curriculum standards for learning, problem solving, and decision-making to give students the tools to embrace the information age.

Indicators of Instructional Quality

Teacher Quality and Professional Development

The teacher quality indicator will measure both the preparation of teachers for their assignment and professional development that schools undertake to implement the school's improvement plan. This indicator will align with the provisions of the federal "No Child Left Behind Act." Special attention will be paid to teacher preparedness to use the tools of the information age to enhance teaching and learning.

Extended Learning Opportunities

Schools will receive credit if early childhood programs are available for at-risk students in the district. Coordination between early childhood and kindergarten programs will be encouraged. At the upper elementary and middle school levels, extended learning opportunities can be

provided before and after school. Other extended learning opportunities could be made available on weekends and/or through summer school and through virtual learning.

Arts Education and Humanities for All Students

Schools will be given credit for providing all children with a foundation in the arts; for offering ongoing education in music, drama, dance, and the visual arts; and for affording opportunities for high levels of achievement in the arts. This indicator will also encourage programs that enrich cultural life by promoting knowledge of human history, thought and culture, including social studies, the principles of America's political system of self-government and constitutional liberty, and the classics.

Advanced Coursework

This indicator will recognize participation in advanced coursework such as dual enrollment and advanced placement provided face-to-face or through distance learning technologies. This evaluation will apply to vocational and technical college courses, as well as those in the sciences and liberal arts.

Indicators of Learning Opportunities

Family Involvement

This indicator will recognize a variety of forms of regular communication with parents, using both traditional and more modern channels, including voicemail, e-mail, and web-based parent reporting. Schools will be asked to demonstrate ways that they reach out to involve every family in a significant and meaningful way.

Student Attendance and Dropout Rate

Student attendance will be a measurable indicator at the elementary and middle school levels. At the high school level, the dropout rate will be used for this purpose.

Four-Year Education and Employment Plan

This indicator will recognize the development and use of individual four-year education and employment plans for each student. The four-year plan is a document for all students whether they plan to attend college, other postsecondary education, the armed services, or enter the work force directly after high school. The purpose of the plan is to provide every student with an ongoing, and periodically updated, record of career planning to guide his or her choices. The plan will build upon work being undertaken by the Department of Career Development.

School Facilities

School facilities will be inventoried through the School Infrastructure Database maintained by the Center for Educational Performance and Information. This indicator will identify areas where school facilities pose barriers to learning and embracing the information age.

Measures of Student Achievement

Michigan's school accreditation system focuses on measuring student achievement. The system will be flexible in the application of achievement measures to recognize specialized schools and

unique situations. Measures of student achievement in Michigan's school accreditation system include:

- Achievement status to measure how well a school is doing in educating all students.
- Achievement change to measure whether student achievement is improving or declining.
- Achievement growth to measure whether students are receiving at least one year of academic growth for each year of instruction.

Achievement Status

Reporting of achievement status will use three years of scaled scores from the Michigan Educational Assessment Program (MEAP). At the elementary level, reading and mathematics scores will be used for this indicator. In future years, the new English Language Arts assessment will be used, including both reading and writing. Science and social studies scores will be used in addition to reading and mathematics at the middle school level. At high school level, schools will be evaluated based on the percentage of their students earning the Merit scholarship, as well as social studies MEAP scores. In the event that the existing Merit scholarship is eliminated or significantly changed, current scholarship criteria will continue to be used. School status will not only be assessed and reported on an overall schoolwide basis, but data will also be disaggregated to be sure that all groups are evidencing success.

Achievement Change

Achievement change will be reported on the basis of a three-year trend-line computed from the data used to report achievement status. Measurement of change is consistent with the requirements of the new federal "No Child Left Behind Act." Adequate yearly progress in that statute is defined as "continuous and substantial academic improvement for all students." The starting points and definitions will be consistent with the federal statute so that reporting for state and federal purposes will be the same. As with school status, trend-line data will be disaggregated as required by the new federal statute.

Achievement Growth

All Michigan children should be guaranteed at least one year of academic growth for each year of instruction. Existing achievement data will be used to recognize those schools that are "adding value" every year for every student. This approach encourages curricular alignment from grade-to-grade and from school-to-school, particularly as students move from elementary to middle to high school. It will reinforce the notion that effective education and student performance improvement requires a shared responsibility at all educational levels.

Student growth will be measured by comparing the equivalent scores of the students on the fourth grade assessment with the equivalent scores for the same group of students on the seventh grade assessment (and seventh grade to high school). This will be done for all students who remain within the same school district. This component will be applied only to reading and mathematics achievement at this time. As with status and change, the growth data analysis will also report disaggregated student achievement data by identifiable student groups.

Data Collection and Reporting

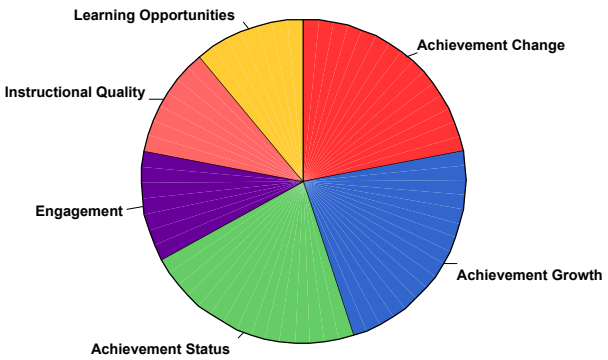
Data Collection

The accreditation system uses data elements, some of which have not yet been collected. Every effort will be made to avoid duplicative or unnecessary data collection. Schools will have the opportunity to verify data used in the system. Schools will also have the opportunity to appeal their rating using any additional data that they may have. Schools will be notified of their ratings in a timely manner.

Weighting

Michigan's school accreditation system will be weighted with one-third of the weight equally divided among the eleven School Performance Indicators. The remaining two-thirds is equally weighted among the three student achievement measures: (1) Achievement Status, (2) Achievement Change and (3) Achievement Growth. Specific maximum score values for each component are provided in Attachment C.

***Education YES!* Factor Weighting**



Reporting

Michigan's school accreditation system will report to school districts and buildings and to the public. Reports to schools will be focused on specific strategies for improvement within the school. Reports to the public will use language that is simple and clearly understood.

Labels and Grades

Each of the six components of *Education YES!* will be reported with a score on a scale from 0 to 100. A school's score for each component will be presented along with a label. Common letter grades - A, B, C, D, F - will be the labels used to report to the public on the three achievement and the three school performance indicators. The school performance indicators and measures of achievement will be combined to yield a composite individual school score ranging from 0 to 100, which will also be reported by letter grade. Schools that are labeled "A", "B", "C" or "D / Alert" will be accredited. Schools that receive an "A" will be summary accredited. Schools that receive a "B", "C", or "D/Alert" will be in interim status. Unaccredited schools will also be labeled as such.

Michigan Accreditation Advisory Committee

The State Board of Education will appoint an Accreditation Advisory Committee to make recommendations for baseline scores to be used for the school performance indicators and the student achievement indicators in terms of status, change and growth. The Committee will begin its work by using existing policies of the State Board of Education. The Advisory Committee will be composed of five nationally recognized experts in accountability, measurement, school improvement and accreditation systems. The Committee will use operational data on the

indicators and student achievement to assist the Board to set high, rigorous academic targets that will be fair measures of school performance. The timeline for the Committee's work is contained in Attachment B. It is further recommended that the baseline scores in terms of status and change for unaccredited schools be linked to the federal requirements of the "No Child Left Behind Act."

Assistance to Low-Performing Schools

The Michigan State Board of Education reiterates its strategic goal to attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools. New federal resources will be available under the "No Child Left Behind Act" including new funds for literacy and teacher quality. It is the policy of the State Board of Education to target the use of these funds to maximize efforts to improve achievement in underperforming schools.

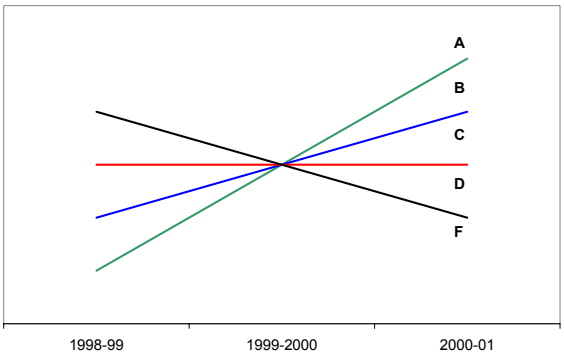
Proposed Baseline Scores for *Education YES!*

At the March 4, 2002 Committee of the Whole meeting, the State Board of Education asked staff to develop baseline scores for achievement status and change over a three year period. This attachment was prepared in response to this request.

Achievement Status
The methodology used to develop the baseline scores for achievement status was to set the point between "D" and "F" using the federal guidelines in the "No Child Left Behind Act," with available data and the current definitions. Alignment with the federal legislation is a critical part of the system. The next step will be to establish the validity of these baseline scores. Points will be assigned for each content area and the points will be combined to create an achievement status score for each school.

Achievement Change
The concept of achievement change uses the notion of a trendline to show change in achievement from year to year. The trendline is measured by its slope, which can be 0 or flat, pointed upward (positive), or pointed downward (negative). The trendline is computed from the same set of average scaled scores that are used in the calculation of achievement status. The trendlines for each content area are averaged to show a composite trendline for a school.

Achievement Change Trendlines



The discussion of cut points for achievement change starts with the schools that have a flat trendline (slope of 0), showing no gain. By definition a school that has a flat trendline could not get a "C" or higher grade. These definitions are shown in the chart at the right. The schools that are in the "A" range are headed upward more steeply than those in the "B" range.

The grading system for achievement change should be linked directly to the federal requirements of the "No Child Left Behind Act." The minimum requirements will be applied to both performance of the school as a whole and to subgroup performance through disaggregation. The recommended approach is to assign a "D" grade on achievement status to a low-performing elementary school that does not "make progress" in either math or reading, and an "F" to a school that does not make progress in both math and reading. The effect of this approach was estimated because federal regulations have not yet been issued.

The grade for achievement change must be adjusted to account for the "ceiling effect" that is present in the tests. Put simply, high scoring schools have little room to improve, because they are bumping into the top score or "ceiling" of the test. This issue should be addressed by establishing a level of average scaled score above which a school would get an automatic "A" for achievement change. The Accreditation Advisory Committee should make recommendations on this issue.

Timeline for Implementation of *Education YES!*

The following timeline sets an extremely ambitious course of work that must be accomplished during the first implementation year of *Education YES!* This timeline is based on availability of data from the Center for Educational Performance and Information and the Department of Treasury. There is much work to be done by many parties to be prepared to issue the first public reports by the end of calendar year 2002.

April, 2002

- Legislative committees approve standards.
- State Board of Education appoints Accreditation Advisory Committee.
- Expert groups work on data collection and rubrics for the school performance indicators.

May, 2002

- Advisory Committee works on achievement status and change.

June, 2002

- State Board of Education meets with Accreditation Advisory Committee to review charge; to review work on school performance indicators; and to vote on recommendations on achievement status, change and growth for elementary and middle schools.
- Field testing of school performance indicator data collection with volunteer principals.
- Begin software development work on data collection.
- Schools receive a mailing describing the accreditation system, the timelines, and the data that will be collected.
- Elementary and middle schools notified if they are projected to be classified as "D / Alert" or unaccredited, based on MEAP baseline scores for status, change and growth.

July, 2002

- Field testing of software for data collection.

August, 2002

- Data collection package for indicators ready for entry at schools.

September, 2002

- Accreditation Advisory Committee meets with the State Board of Education to make a preliminary report on high school achievement measures and the school performance indicators.
- State Board of Education sets cut scores for high school achievement and for school performance indicators.

October, 2002

- Follow-up with schools that have not yet reported on the school performance indicators.
- Accreditation Advisory Committee reviews operational data on high school MEAP and school performance indicators.

November, 2002

- MEAP and school performance indicator data sent to schools for verification.
- Accreditation Advisory Committee makes recommendations to the State Board of Education.

December, 2002

- Schools receive accreditation report with a diagnostic guide tailored to improvement based on the schools' needs.
- Reports released to the public.

Education YES!
Composite Score Weighting

Component	Point Value
School Performance Indicators	
Indicators of Engagement	
Performance Management Systems	3
Continuous Improvement	3
Curriculum Alignment	3
Indicators of Instructional Quality	
Teacher Quality and Professional Development	3
Extended Learning Opportunities	3
Arts Education and Humanities for All Students	3
Advanced Coursework	3
Indicators of Learning Opportunities	
Family Involvement	3
Student Attendance and Dropout Rate	3
Four-Year Education and Employment Plan	3
School Facilities	3
Student Achievement	
Achievement Status	23
Achievement Change	22
Achievement Growth	22
Total	100