

2017-18 Accountability
Frequently Asked Questions (FAQ)

2018 Accountability Frequently Asked Questions (FAQ)

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Index System – MI School Data

How do I gain authorized user access to the School Index Reports for a school?

To access a school's preview data of the School Index Report in MI School Data, users must have a secure MI School Data account approved by the school's district. To request MI School Data accountability access for a school:

- Go to the [MI School Data login page](#).
- Enter your MI School Data user name and password.
 - To reset your password for an existing MI School Data user account, use the "[Forgot Password](#)" link on the login page.
 - To create a new MI School Data Accountability User account and to obtain access as an "Accountability User," please contact your ISD Accountability administrator identified in the list at https://www.michigan.gov/documents/mde/ISDAdminList_641367_7.pdf.

Index System – Preview Window & Accountability Issues

How can I submit issues or concerns regarding my school's accountability data?

During the School Index Report preview window, schools or districts may securely communicate perceived issues or concerns regarding their accountability data through the new Accountability Issues portion of the MI School Data.

To securely submit concerns or issues regarding your accountability School Index Report or accountability student data files, click the "Accountability Issues" link near the top of the School Index Report. Alternatively, you can choose "Other & Data Files" ▾ "Accountability Review" ▾ "Accountability Issues" using the navigation menus.

All Accountability issues must be submitted in MI School Data **by 5:00PM on Friday, February 22, 2019**. Please refer to the Accountability Issues section later in this guide for more information.

The data for my school is incorrect in one or more components, can that be corrected at this point?

Only issues relating to how data are aggregated will be considered at this point in the data cycle. Issues relating to the data quality of Index System components will not be considered during the Index System preview window. Each data component included in the Index System has had its own submission/review window, in its respective source data system. Schools and districts were able to make necessary corrections to the staff, student, and course-level data during their respective submission/review windows. The availability of each component review windows is communicated to the individual school and district personnel which the districts reported as the appropriate contacts for that role in the state's Educational Entity Master (EEM). All source data are considered accurate and final at the time of the Index System preview window and no further requests to change to these data will be considered.

Below is a list of data collection systems the Index System uses:

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Component	Agency Owner	System(s) Used	Data Quality Window
Assessment Demographic Data	MDE/OEAA	Secure Site	Verification of Enrollment & Demographic window after the assessment window
Growth Data	MDE/OEAA	Secure Site	<ul style="list-style-type: none"> • Verification of Enrollment & Demographic Window • Verification of Answer Documents Window • Verification of Students Not Tested Window All occur following the assessment windows
Proficiency Data	MDE/OEAA	Secure Site	
EL Progress Data	MDE/OEAA	Secure Site	
Participation Data (Content Area & EL)	CEPI/MDE/OEAA	MSDS, Secure Site	
Graduation Rate	CEPI	MSDS	Graduation rate data cleanup window occurs summer through mid-September
K-12 On-Track Attendance (Not Chronically Absent)	CEPI	MSDS	End of Year (EOY) MSDS Collection window – late spring/early summer
K-8 Access to Arts/ Physical Education	CEPI	MSDS, REP	End of Year (EOY) MSDS Collection window, Ongoing REP Collection window
K-8 Access Librarian/ Media Specialist	CEPI	MSDS, REP	End of Year (EOY) MSDS Collection window, Ongoing REP Collection window
11-12 Advanced Coursework	CEPI	MSDS, TSDL, CTEIS	Multiple Submission Windows
Postsecondary Enrollment	CEPI, National Student Clearinghouse (NSC)	Student Transcript and Academic Record Repository (STARR), National Student Clearinghouse (NSC)	Collected from colleges and universities

Can I share the Index System preview report information with my school board or parents?

No, Index System preview reports from MI School Data are embargoed and may **never** be shared with unauthorized personnel, at public local school board meetings, or with parents. These reports and data contain potentially personally identifiable information and thus may **never** be shared publicly.

After the preview window, reports suppressing all personally identifiable information will be publicly available on www.mischooldata.org and www.mi.gov/mde-accountability which schools and districts can share with staff, at public local school board meetings, and with parents at that time.

Schools or districts that do not respect the embargo may lose accountability preview privileges.

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Once the embargo has been lifted, can I share the Index System preview report with my school board or parents?

No, Index System preview reports downloaded from MI School Data contain potentially personally identifiable information and thus may **never** be shared publicly.

After the preview window, reports suppressing all personally identifiable information will be publicly available on www.mischooldata.org and www.mi.gov/mde-accountability which schools and districts can share with staff, at public local school board meetings, and with parents.

Schools or districts that do not respect the embargo may lose accountability preview privileges.

Why are student-level data only provided for the summative and EL assessment data components?

The data included in the school index system comes from many different sources and as such we are not able to provide datafiles for every component.

Where can I find descriptions for the columns used in the accountability datafiles and index report tool?

Within the index report tool, there is a tab labeled Data Dictionary which describes the columns used in the file. File layouts and column descriptions for the student-level accountability datafiles are linked to in the preview resource toolkit at: http://www.michigan.gov/mde/0,4615,7-140-81376_59490-251853--,00.html and on the School Index System Resource web page accessed from www.mi.gov/mde-accountability under the “Resources for Educators” section.

Index System – Public Release

Will Index System results be made public?

Yes, after the preview window, reports suppressing all personally identifiable information will be publicly available on www.mischooldata.org and www.mi.gov/mde-accountability. Schools and districts will be able to share these public reports with staff, at public local school board meetings, and with parents.

Where will the school index information and results be publicly released?

Information on the Michigan School Index System can be found publicly at www.mi.gov/mde-accountability.

Michigan School Index System public reports, suppressing all personally identifiable information, will be available at www.mischooldata.org and www.mi.gov/mde-accountability.

When will the school index information and results be publicly released?

2017-18 Michigan School Index System results are planned to be publicly released in early-March. Please watch Michigan Department of Education (MDE) communications for more specific dates.

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Index System – General

I thought the Parent Dashboard for School Transparency was the new accountability system?

The Parent Dashboard for School Transparency is intended to be the accountability tool that parents and communities can use to gather information about how their school(s) or prospective school(s) are doing on a variety of performance metrics, many of which have not traditionally been reported on for accountability purposes. In contrast, the new Michigan School Index System serves to fulfill the federal requirements under ESSA for a statewide system to identify schools in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) and are directed toward educators and stakeholders for the purposes of school improvement and program evaluation.

Where are the Accountability Scorecards and Top-to-Bottom School Rankings and when will they be released?

The Accountability Scorecards and Top-to-Bottom School Rankings have been retired and were run for the last time following the 2015-16 school year. These systems were developed to meet state and federal requirements around school accountability. The passage of the Every Student Succeeds Act (ESSA) changed federal requirements and neither Accountability Scorecards nor Top-to-Bottom School Rankings met the new requirements. Therefore, the Michigan School Index System was developed in 2016-17 to meet the new requirements and replace Accountability Scorecards and Top-to-Bottom School Rankings.

Furthermore, throughout the development phase of the Index System it became clear that while the requirements of ESSA would allow for a system to help direct school supports, parents and community members would require a reporting tool with more school performance reporting choices and the ability to self-select the metrics they sought out as most important to them. As a result, the Parent Dashboard for School Transparency was created to more broadly describe schools and place their data in greater context for these audiences.

How does the new Index System differ from the Scorecards and/or School Rankings in past years?

The following table highlights the major differences and key policy shifts between Michigan's former school accountability/identification systems (School Scorecards and Top-to-Bottom School Rankings) and the new Index System.

Comparison Area	School Scorecards	Top-to-Bottom School Rankings	School Index
School Years Produced	2012-13 to 2015-16	2012-13 to 2015-16	2016-17 to Present
Entity-Level Reporting	School- & district-level	School-level only	School-level only
Building Rating Scale	One of five colors	0-99 overall school percentile ranking	0-100 overall school index

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Comparison Area	School Scorecards	Top-to-Bottom School Rankings	School Index
Component Rating Scale	0, 1, or 2 points	Z-scores: -2.00 to +2.00	0-100 component index
Performance Targets	Unique by school and increased over time	No targets, only reported performance relative to all other schools statewide	Common statewide targets that remain constant through 2024-25
Impact of less than 95% Participation	Overall rating set to lowest possible rating	N/A	Overall rating lowered only by the degree Participation is below 95%
Included Subgroup Disaggregation	Yes	No	Yes
Student Groups Weighted Equally	Yes	N/A	Yes
Student Groups Got Their Own Final Rating	No	N/A	Yes
How were achievement gaps addressed	Subgroup disaggregation only within components	Achievement Gap Component	Subgroup disaggregation (1) within components (2) for each component overall (3) for each subgroup Overall
Included a measure of English Learners' (ELs') acquisition of English	No, measured by a separate system under previous federal law	No, measured by a separate system under previous federal law	Yes, includes EL Progress
School Identification for Support & Intervention	Not used for school identification	Used for annual identification of Priority and Focus schools	Used for Identification of Comprehensive, Targeted, and Additional Targeted Support schools
School Quality/Student Success	Included; based only on student attendance	N/A	Included; based on up to 5 new indicators
1% MI-Access Cap	Included as a cap on proficiency component	N/A	Not included; participation monitored by ISDs

Is the school overall index value a percentile like the Top-to-Bottom School Rankings were?

No. A school's overall index value is independent of any comparative study and based solely on a school's performance in the available components that were used. However, targets for the contributing data components of a given school index value computation *are* inclusive of the performance of all schools statewide in order to set a contextual, yet ambitious goal for school improvement.

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Does the Index System include the bottom 30% students or any achievement gap information?

The Index System, unlike Scorecards from previous years, does not include the Bottom 30% student group in system calculations. However, information about bottom 30% student performance on the School Index Report displays for performance transparency purposes.

The Index System addresses achievement gaps by providing an overall index for each student group. This allows users of the system to directly compare student groups overall performance across all components to identify student groups needing further supports or interventions.

Will schools receive colors or letter grades based on Index System results?

At this point in time there are no plans to incorporate letter grades or colors into the Index System results.

What was the process to develop the index system (e.g., selection of components, weights, etc.)?

The Index System began with discussions related to Every Student Succeeds Act (ESSA) of 2015. Key stakeholders representing various areas of the education field were brought in to develop a system with student equity as the main focus. Representation included charter schools, intermediate school districts, local school districts, as well as subject matter experts from MDE and CEPI. The ESSA Technical Accountability Action Team met June – October 2016 and developed most of the Index System during that time. Further ESSA stakeholder feedback yielded other feedback that was incorporated into the currently-approved Index System.

Does the Index System include comparisons to similar or nearby schools?

The Index System does not use any comparison methodologies and each school's index is independently calculated. However, Comparisons to similar and nearby schools are available in the Parent Dashboard for School Transparency at: www.MISchoolData.org/ParentDashboard.

Does the Index System make any adjustments for the poverty rate within a school?

No. All schools and student populations are treated equally in the Michigan School Index System; no adjustments are made for poverty levels in a building.

Do non-public schools receive School Index Reports or accountability student datafiles?

Only open and active K–12 public schools with data in one or more of the Index System's contributing component measures will receive a School Index Report.

Index System – Identification

What are the new school designations required by ESSA?

The new federal school accountability law (Every Student Succeeds Act, ESSA) requires states to identify three categories of schools for supports and interventions:

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- **Comprehensive Support and Improvement Schools**, which are schools:
 - Identified once every 3 years
 - Among the lowest 5% of schools
 - Having a 4-year cohort graduation rate of 67% or lower
 - Previously identified as Additional Targeted Support that did not exit that status (applies in subsequent Index System reporting years)
- **Targeted Support and Improvement Schools**, which are schools identified annually as having at least one underperforming student group.
- **Additional Targeted Support Schools**, which are schools named every 6 years with one or more student groups performing under the threshold for the schools identified in the lowest performing 5% of all schools.

Since Comprehensive Support and Improvement schools were named with the release of the 2016-17 School Index Report results, only Targeted Support and Additional Targeted Support schools will be identified using 2017-18 School Index Report results. Comprehensive Support and Improvement schools will next be identified in Spring 2020.

Will MDE continue the school designations of Reward Schools and Beating the Odds Schools?

MDE plans to continue designating schools as Reward Schools. The details of this designation are still being finalized. Once those are final more information will be provided.

MDE will no longer be running the Beating the Odds calculations and has retired that school designation.

How often are the new federal designations (Comprehensive, Targeted, and Additional Targeted) given?

Please see the following chart for more information:

Designation	How Often is the designation given?	Who determines supports?	Who determines exit criteria and timelines?	Timeline for next designation
Comprehensive	Every 3 years	Local district; Approved by MDE	MDE	2019-20
Targeted	Yearly	School; Approved by local district	Local District	2017-18
Additional Targeted	Every 6 years	School; Approved by local district	MDE	2017-18

Are all Comprehensive Supports and Interventions (CSI) schools, bottom 5% schools?

No, Comprehensive Support includes schools meeting any of the following criteria:

- The school is among the lowest 5% of schools
- The school has a 4-year cohort graduation rate of 67% or lower
- The school was previously identified as Additional Targeted Support and did not exit that status (applicable in subsequent Index System reporting years)

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Why are special education centers and alternative schools included in the Index System?

Schools with available data in any of the components included in the Index System will receive an overall school index value. Special education center schools with 100% of their enrollment being students having an individualized education plan (IEP) are excluded from the federal identification support categories. MDE is seeking a waiver to produce a differentiated school index system for alternative schools based on varied rules from the current Index System but for the time being, all schools have the same methodology for calculating school- and component-level index values.

Index System – Components General

What are the individual components of the new Index System?

The Index System has seven components:

- Growth
- Proficiency
- School Quality / Student Success
- Graduation Rates
- English Learner (EL) Progress
- Assessment Participation
- English Learner Participation

School Quality / Student Success has up to five subcomponents:

- K-12 On-Track Attendance (Not Chronically Absent)
- K-8 Access to Arts / Physical Education
- K-8 Access to Librarians / Media Specialists
- 11-12 Advanced Coursework
- Postsecondary Enrollment

Where can I find more details on each of the components and the calculations for the index system?

Additional resources for, and information about, the Michigan School Index System can be found on the MDE Accountability webpage at www.mi.gov/mde-accountability.

Specifically, the following two resources provide detailed descriptions of components and calculations:

- The **2017-18 Index System Guide** provides in-depth information on all index system components, including details on how calculations are performed is posted on the MDE Accountability webpage or available by direct link at:
http://www.mi.gov/documents/mde/MI_School_Index_System_Guide_614557_7.pdf
- The **2017-18 Index System Technical Business Rules** document that provides highly-detailed instructions on how Michigan School Index System values were computed is posted on the MDE Accountability webpage or available by direct link at:
http://www.mi.gov/documents/mde/MI_School_Index_Business_Rules_614410_7.pdf.

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Why does my school not have data for one or more components?

The Index System uses data where it is available from each of the seven components. If your school does not have full-time students, does not test students, does not graduate students, or serves highly transient student populations, it is likely that one or more of the components is not available for your school.

What are the component & subcomponent weights?

The component and subcomponent values are combined by a weighted average to get the overall index for the building or student group. The weights used for each component and subcomponent are as follows:

- **34% Growth**
- **29% Proficiency**
- **14% School Quality / Student Success**
 - 4% K-12 On-Track Attendance (Not Chronically Absent)
 - 4% K-8 Access to Arts / Physical Education
 - 3% 11-12 Grade Advanced Coursework
 - 2% Postsecondary Enrollment
 - 1% K-8 Access to Librarians / Media Specialists
- **10% Graduation Rate**
- **10% EL Progress**
- **3% Assessment Participation**
 - 2% Content Area Participation
 - 1% English Learner (EL) Participation

Please note, that if a component is missing, its weight is proportionally redistributed to the remaining components.

Why are the component weights for my school different from what is listed in the documentation?

If a school does not meet the minimum count (n-size) of students needed for a component to be included in the overall index calculations, the weight for that component is proportionally redistributed to the remaining components.

What is the minimum student count (n-size) needed for components to be included in overall index calculations?

Component and Student Group	Minimum Count of Students (N-Size) Needed to be Included in Index Calculations
Student Growth	
All Students Group	1
Demographic Subgroup	30
Student Proficiency	

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Component and Student Group	Minimum Count of Students (N-Size) Needed to be Included in Index Calculations
All Students Group	1
Demographic Subgroup	30
School Quality/Student Success	
All Students Group	10
Demographic Subgroup	30
Graduation Rates	
All Students Group	10
Demographic Subgroup	30
English Learner Progress	
All Students Group	30
Demographic Subgroup	n/a
Assessment Participation	
All Students Group	30
Demographic Subgroup	30

Which years of data are used in the index system? Does that vary by component?

As has been true for past accountability systems, the Index System uses the most recent finalized data available at the time that the accountability is run. However, the data quality processes for some data sources are not finalized in the current year until after accountability calculations have been completed. In these cases, the most recent data available for accountability is the previous year. The table below describes the source years of each component in the Index System.

Component	School Years used
Growth	<p>The Growth component only uses growth scores (SGPs) from the latest assessment year.</p> <p>However, Growth scores (Student Growth Percentiles, SGPs) are calculated based on up to the last two assessments taken by the student, with a minimum of 1 previous assessment required. For example, if the student was in 8th grade, their growth scores (SGPs) calculation uses as least the 7th grade score but will also use the 6th grade score if available.</p>
Proficiency	<p>The Proficiency component only uses data from the latest assessment year.</p>

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Component	School Years used
School Quality/Student Success	<p>The following School Quality / Student Success subcomponents use data from the most recent academic year. For example, 2017-18 accountability uses data from the 2017-18 school year.</p> <ul style="list-style-type: none"> • K-8 Access to Arts/Physical Education • K-8 Access to Librarians/Media Specialists • K-12 On-Track Attendance (Not Chronically Absent) <p>The following School Quality / Student Success subcomponents lag by one year. For example, 2017-18 School Index Reports use data from the 2016-17 school year.</p> <ul style="list-style-type: none"> • 11-12 Advanced Coursework • Postsecondary Enrollment <p>This lag exists because the data quality process for these data sources is not finalized in the current year until after accountability is run. Thus, the most recent data available for accountability is the previous year.</p> <p>Please note that the Postsecondary Enrollment subcomponent is a little more complicated. Its outcome data is from the previous year but, because it must wait up to 12 months after graduation, is based on students who graduated two years ago. For example, the Postsecondary Enrollment data for 2017-18 School Index Reports is from 2016-17 and is based on students who graduated in 2015-16.</p>
Graduation Rate	<p>Graduation Rate data lags by one year. For example, graduation rate data for 2017-18 School Index Report uses graduation rates from 2016-17.</p> <p>This lag exists because the data quality process for this data source is not finalized in the current year until after accountability is run. Thus, the most recent data available for accountability is the previous year.</p>
English Learner (EL) Progress	<p>The EL Progress component only uses growth scores (SGPs) from the latest assessment year.</p> <p>However, Growth scores (Student Growth Percentiles, SGPs) are calculated based on up to the last two assessments taken by the student, with a minimum of 1 previous assessment required. For example, if the student was in 8th grade, their growth scores (SGPs) calculation uses as least the 7th grade score but will also use the 6th grade score if available.</p>

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Component	School Years used
General Participation & EL Participation	The Participation component only uses data from the latest assessment year.

Index System – Proficiency

Why does the Proficiency component in the Index System only include ELA and math content areas?

ESSA only requires ELA and math for proficiency and growth calculations. The US Department of Education (USED) interpreted this to mean that only ELA and math are allowed for proficiency and growth calculations. MDE is seeking a waiver to be able to include science and social studies in proficiency and growth results where applicable.

When do students count toward / against Proficiency rates for accountability?

Students are included in proficiency calculations if they meet all of the following criteria:

- Content area is ELA or math
- Enrolled for a Full Academic Year (FAY)
- Enrolled in an assessed grade: 3-8 & 11/12
 - (grade 12 students are included if they were not previously included in grade 11)

Students count for proficiency rates for accountability if they meet the inclusion rules and have a proficient test result from the M-STEP, SAT, or MI-Access FI, SI, or P for that content area

Students count against proficiency rates for accountability if they meet the inclusion rules but do not have a proficient test result from the M-STEP, SAT, or MI-Access FI, SI, or P for that content area.

Additionally, students that did not take the state assessment in schools that do not meet the 95% participation rate count against the school's proficiency rates for accountability.

Do MI-Access and accommodated students' test scores count toward proficiency?

Yes. If a student has a valid MI-Access score and has been enrolled in the school for a full academic year (FAY), they will count in proficiency rate calculations.

Index System – Growth

Why does the growth component only include ELA and math content areas?

ESSA requires ELA and math only. The US Department of Education (USED) interpreted this to mean that only ELA and math are allowed for proficiency and growth calculations. MDE is seeking a waiver to be able to include science and social studies in proficiency and growth results where applicable.

When do students count toward / against growth rates?

Students are included in growth calculations if they meet all of the following criteria:

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- Content area is ELA or math
- Enrolled for a Full Academic Year (FAY)
- Enrolled in an assessed grade: 4-8 & 11
- Have a prior test score that can be used to calculate a current year growth score

Students count for growth rates for accountability if they meet the inclusion rules and met adequate growth on the M-STEP, SAT, or MI-Access FI in that content area.

Students count against growth rates for accountability if they meet the inclusion rules but did not meet adequate growth on the M-STEP, SAT, or MI-Access FI in that content area.

Additionally, students that did not take the state assessment in schools that do not meet the 95% participation rate count against the school's growth rates for accountability.

Is there a chart for determining whether students met adequate growth based on their growth scores (SGPs)?

No, it is both simpler and more complicated than that.

Simpler in that each student receives a growth target (Adequate Growth Percentile, AGP) as well as their growth score (Student Growth Percentile, SGP). Students whose growth scores (SGPs) are equal to or greater than their growth targets (AGPs) meet adequate growth. (Additionally: if a student moved from previously being not proficient to being proficient in the most recent year, they are included as having met adequate growth regardless of their growth score.)

It is more complicated in that just as students' growth scores (SGPs) vary according to students' past scores, growth targets (AGPs) also vary according to students' past scores, their current score, and their "distance" from proficiency. Thus, both growth scores (SGPs) and growth targets (AGPs) are specific to students which is why both are given in accountability student data files.

Do high schools receive growth data?

Yes. Grade 11 students receive growth scores (Student Growth Percentiles, SGPs) based on current SAT scores and their prior scores from their 8th grade, and where available 7th grade, years and growth targets (Adequate Growth Percentiles, AGPs) based on a growth pathway leading to the student being proficient by grade 12.

MDE is exploring the usage of the 9th and 10th grade PSAT in growth calculations to help bridge the gap and improve the precision of student growth data for high schools.

Why are different methodologies used for the Growth and English Learner (EL) Progress components?

For the most part, the methodologies for the Growth and English Learner (EL) Progress components are the same. Both components are based on the metric "Met Adequate Growth" for their respective assessments types (content area or English language proficiency).

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The difference comes from the fact that the Growth component is based only on the “Met Adequate Growth” metric while the EL Progress component also includes any student demonstrating English language proficiency to align with the fact that once EL students reach English language proficiency they have met the goal of the EL program and exit EL services.

Do MI-Access and accommodated students' test scores count towards growth?

Yes. Students with valid MI-Access Functional Independence growth scores (Student Growth Percentile, SGPs) that have been enrolled in the school for a full academic year (FAY), will count in growth rate calculations.

Index System – Graduation Rate

When do students count toward / against graduation rates?

The Graduation Rate component of the Index System utilizes graduation rate data calculated by the Center for Educational Performance and Information (CEPI). For information about which students count for toward or against graduation rates please see

http://www.michigan.gov/documents/cepi/Understanding_Michigans_Cohort_Grad-Drop_Rates_599718_7.pdf.

How are the three graduation cohorts (4-, 5-, & 6-year) combined into a single Graduation Rate index value?

An index is calculated for each cohort year graduation rate. Then, the 3 cohort indices are combined into a single index by taking a weighted average of the three cohort indices using the following weights:

- 4-Year = 50%
- 5-Year = 30%
- 6-Year = 20%

The weights of missing/unavailable cohorts are redistributed proportionally to the remaining cohorts.

What happens if my school doesn't graduate students?

Schools that do not graduate students, either by virtue of being a school configured to have only K-11 grades or as an ISD school ineligible for graduation rates, will have the Graduation component weight (10% of the overall index) redistributed proportionally to any available components.

Index System – EL Progress

When do students count toward / against EL progress rates?

Students are included in growth calculations if they meet all of the following criteria:

- Is an English Learner (EL) student
- Enrolled for a Full Academic Year (FAY)
- Enrolled in grades: 1-12
- Have a prior test score that can be used to calculate a current year growth score

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Students count toward EL Progress rates for accountability if they meet the inclusion rules and met adequate growth, or proficiency, on WIDA Access (Michigan’s English language proficiency assessment).

Students count against EL Progress rates for accountability if they meet the inclusion rules but did not meet adequate growth, nor proficiency, on WIDA Access (Michigan’s English language proficiency assessment).

Additionally, students that did not take the state assessment in schools that do not meet the 95% participation rate count against the school’s EL Progress rates for accountability.

Why are different methodologies used for the Growth and English Learner (EL) Progress components?

For the most part, the methodologies for the Growth and English Learner (EL) Progress components are the same. Both components are based on the metric “Met Adequate Growth” for their respective assessments types (content area or English language proficiency).

The difference comes from the fact that the Growth component is based only on the “Met Adequate Growth” metric while the EL Progress component also includes any student demonstrating English language proficiency to align with the fact that once EL students reach English language proficiency they have met the goal of the EL program and exit EL services.

Index System – School Quality/Student Success

What measures or subcomponents are used for the School Quality / Student Success component?

School Quality / Student Success includes five subcomponents. The table below lists each subcomponent and provides a brief description of what it measures:

School Quality / Student Success Subcomponent	Measure Used
K-12 On-Track Attendance (Not Chronically Absent)	Percent of students that are not chronically absent Where chronically absent is defined as missing 10% or more of scheduled days.
K-8 Access to Librarians / Media Specialists	Ratio of students to librarian / media specialist Staff
11-12 Advanced Coursework	Percent of Students in Grades 11-12 that successfully completing one or more advanced courses Where advanced coursework is defined to include Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE), Dual Enrollment, and Early Middle College (EMC) coursework.
Postsecondary Enrollment	Percent of graduates enrolling in a postsecondary institution within 12 months after graduation.

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School Quality / Student Success Subcomponent	Measure Used
	Where postsecondary institutions includes 2- or 4-year institutions of higher learning reported in Michigan’s Student Transcript and Academic Record Repository (STARR) collection or the National Student Clearinghouse (NCS)
K-8 Access to Arts / Physical Education	Ratio of students to arts / physical education staff

Are all School Quality / Student Success subcomponents included for all schools or are some grade specific?

Some School Quality / Student Success subcomponents only apply to specific grade ranges. Here are the applicable grades for each School Quality / Student Success subcomponent:

School Quality / Student Success Subcomponent	Applies to Schools Serving Any Grades in the Range of:
K-12 On-Track Attendance (Not Chronically Absent)	K-12
K-8 Access to Arts / Physical Education	K-8
11-12 Advanced Coursework	11-12
Postsecondary Enrollment	12
K-8 Access to Librarians / Media Specialists	K-8

How is chronically absent defined?

Chronically Absent means the student has missed 10% or more scheduled school days reported in the MSDS. Students not meeting the definition of Chronically Absent are counted as Not Chronically Absent.

Students must be enrolled in a school for at least 10 days before being included in this calculation.

What course types count as advanced coursework?

Advanced course work includes any of the following course types:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Career and Technical Education (CTE)
- Dual Enrollment
- Early Middle College (EMC)

Does postsecondary enrollment data include students that enrolled in out-of-state or private institutions?

Yes. The Postsecondary Enrollment subcomponent uses the National Student Clearinghouse (NSC) which includes public postsecondary enrollment information for students nationwide. It also includes enrollment

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information reported by private institutions—however private institutions are not required to report information about their students and therefore may not be reflected in the data.

How do I calculate the overall SQSS index value?

1. Calculate each student subgroups' overall SQSS index value.
 - a. Within each student subgroup (including the all students group), for each subcomponent multiply the percent of target met by the SQSS subcomponent weight to come up with the weighted points for that subcomponent.
 - i. Please note: subcomponent weights may differ between student subgroups based on number subcomponents present for that student subgroup.
 - b. Within each student subgroup (including the all students group), sum the subcomponent weighted points to get the student subgroup's overall index value.
2. Calculate the overall SQSS index value.
 - a. Add each student subgroup's overall SQSS index value and divide by the number of student subgroups (including the all students group).

Example Calculating Overall SQSS Index Value:

SQSS Subcomponent	Student Subgroup				
	Percent of Target Met (and Subcomponent Weight)				
	All Students	White	Economically Disadvantaged	Special Education	Overall
Chronic Absenteeism	90 (45.31%)	95 (45.31%)	85 (58.00%)	90 (58.00%)	n/a
Advanced Coursework	50 (32.81%)	60 (32.81%)	50 (42.00%)	40 (42.00%)	n/a
Postsecondary Enrollment	100 (21.88%)	100 (21.88%)	n/a	n/a	n/a
Overall	79.07	84.61	70.3	69	75.75

1. Calculate overall SQSS index values by student subgroup. Example for All Students group:
 - a. $(90 \times 0.4531) + (50 \times 0.3281) + (100 \times 0.2188) = 79.07$
2. Calculate overall SQSS component index value.
 - a. $(79.07 + 84.61 + 70.30 + 69.00) / 4 = 75.75$

Index System – Participation

When do students count toward / against school test participation rates?

All students enrolled at a school in assessed grades who do not have an accepted not tested reason are included in participation rates.

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- Assessed grades are: grades 3-8 & 11/12 for math and ELA; grades 5, 8, & 11 for science; grade 5, 8, & 11 for social studies; and K-12 for the English language proficiency assessment (but that assessment only applies to English Learner [EL] students).
- For students in an assessed grade that were not tested, schools may submit a not tested reason which will be review by MDE. If the issue is one of the acceptable reason types (e.g., medical emergency) and has sufficient documentation, the student will be removed from participation calculations.

Students are counted as participating if they are enrolled in a grade expected to test and have a valid test result for that assessment. Additionally, English Learner (EL) students who have been in the country 12 months or less and have an accepted “EL Exception” not tested reason will also count as tested for ELA.

Students are counted as not participating if they are enrolled in a grade expected to test and do not have a valid test result for that assessment and do not have an accepted not tested reason.

Do MI-Access and accommodated students' test scores count toward participation?

Yes, if the student has a valid score, they will count positively toward participation rates. The exception to this for the time being is student participation for the MI-Access science tests in grades 4 and 7—since the science field test occurred in grades 5 and 8, test expectation was set using enrollment from that grade level.

How does the 1% MI-Access cap impact the Index System?

The 1% MI-Access cap changed from a cap on assessment proficiency rates to a cap on participation in alternate assessments that no longer impacts proficiency rate calculations. *All* MI-Access students with valid scores (and Full Academic Year; FAY status) will be included in proficiency calculations for ELA and math.

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How does the 95% participation rule apply to the index system?

If a school's or subgroup's participation rate falls below 95% the participation rate will be multiplied by the percent met for ELA Growth, Math Growth, ELA Proficiency, Math Proficiency, and English Learner Progress to give you an adjusted index. See the example highlighted below:

Student Group	% FAY Tested	% Proficient	Adjusted Proficiency	%Target Met (Target = 60%)
All Students	96%	50%	50%	83.33%
Am. Ind./Alaska N.	-	-	-	-
Asian	-	-	-	-
Black/Afr. Am.	96%	50%	50%	83.33
Nat. Hawaiian	-	-	-	-
Two or More	-	-	-	-
White	90%	50%	45%	75.00%
Econ. Dis.	95%	50%	50%	83.33%
Eng. Learners	-	-	-	-
Students w/Dis.	96%	50%	50%	93.33%
Proficiency Index Value:				81.66