

2015-16 Accountability

FALL 2016 STUDENT ASSESSMENT AND
ACCOUNTABILITY WEBCAST



Topics

- Accountability Scorecards
- Student Growth Percentiles (SGPs)
- School Rankings



Accountability Scorecards



Scorecard Overview

- Two "levels": District & School
- Combines traditional accountability metrics with federal labels and other state/federal requirements
- Points-Based color coding system

Overall statuses



Components (individual "cells")



Scorecard Audits

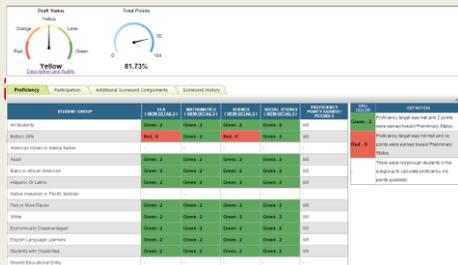
- Audits are quality assurance checks. Schools' or districts' failing audits will have their overall color capped.

Type of Audit	Overall Color Capping
Ranking Label (Priority)	RED
Participation*	RED – YELLOW*
Proficiency*	YELLOW – LIME*
Graduation or Attendance	YELLOW
Educator Evaluations	YELLOW
Compliance Factors	YELLOW

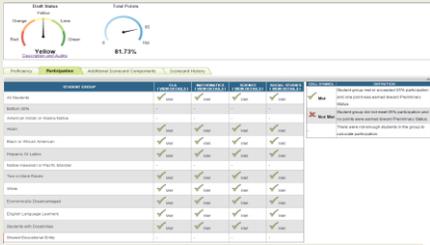
- *Depends upon the breadth by which targets are not met



2015-16 Accountability Scorecards



2015-16 Accountability Scorecards



2015-16 Accountability Scorecards



What is Relatively New for 2015-16?

- Public release
- ELA replaces reading and writing
- Student Growth Percentiles (SGPs) used in place of Performance Level Change (PLC) for "growth proficient"
- Safe Harbor suspended (proficiency)
- Multi-year proficiency averages suspended
- Unified Full Academic Year (FAY) definition
- Performance levels flipped (now 4 is high and 1 is low)
- New navigation (fewer clicks)



What Stayed the Same?

- Participation requirement = 95% for school/district overall and all valid subgroups
 - Multi-year participation averaging remains in place (up to three years)
- Graduation requirement = 80% for school/district overall and all valid subgroups
 - Four-, five-, and six-year rates
 - Graduation "safe harbor"
- Use of provisionally proficient and growth proficient for accountable proficiency rates



Student Growth Percentiles



SGP Usage in Michigan's Accountability Systems

- Scorecards
 - SGPs replace PLC as measure of "growth proficient"
 - Non-proficient students with SGPs in the top two quintiles count as "growth proficient" (M-STEP, MME, MI-Access FI)
- Top-to-Bottom
 - SGPs replace PLC/improvement slopes as improvement measure
 - For the current and previous year, calculate Student Growth Percentiles (SGPs) for each student in each content area
 - Take the average SGP of the pooled current year and previous year z-scores-- this is the school's Two-Year Average SGP



Student Growth Percentiles (SGPs)

- SGP Basics:
 - Students grouped with other students throughout the state who had similar scores on the previous test
 - Students then ordered in their group based on their score on the current year test
 - Each student then receives a percentile rank based on their order in the group
 - SGPs describe a student's learning over time compared to other students with similar prior test scores
 - SGP of 50 shows average learning over time, with higher SGPs showing higher than average learning, and lower SGPs showing lower than average learning



School Rankings



School Rankings Overview

- Statewide percentile ranking of most schools
- Includes all state assessed content areas (ELA, Math, Science, and Social Studies) and weights them by the number of FAY students assessed
- Uses only FAY students
- Uses two-year averaging for increased stability



School Rankings Overview (continued)

- Used to determine Priority & Reward labels
 - New Comprehensive Support (Priority) labels are not federally required until 2017-18
 - Identification calculations will likely change for 2017-18
 - New annual Reward labels given in 2015-16
 - Bottom 5% overall are Comprehensive Support (Priority) schools
 - Top 5% overall and top 5% improvement are Reward schools



What Are the Components of School Rankings?

- Each component applies to each subject for a school:
 - Achievement (aggregated student z-scores)
 - Improvement (aggregated Student Growth Percentiles [SGPs])
 - Graduation rate (graduation rate and trend of graduation rate)
- Achievement gap will no longer be part of school rankings but will be a separate ranking to determine Targeted Support (Focus) Schools.
- Individual components give schools nuanced information about their overall performance and can be used diagnostically



School Rankings – What is New?

- Comprehensive and Targeted Support Schools (Priority & Focus) will not be named again until 2017-18
- Reward schools will be named again in 2015-16
- Achievement gap is removed from school rankings and will be made into a separate ranking
- Component weighting will change to 50% Achievement and 50% Improvement
- Content areas will change to be weighted by the number of FAY students assessed
- Improvement will use Student Growth Percentiles (SGPs) in place of Performance Level Change (PLC) and slopes
- ELA has replaced reading and writing
- Full Academic Year (FAY) definition has been unified across all grades.



Change in Frequency of Naming

	New Frequency	Next Run Year
Comprehensive Support (Priority) Labels	Once every 3rd year	2017-18
Targeted Support (Focus) Labels	Annually	2017-18
Reward Labels	Annually	2015-16
Accountability Reporting (Scorecards, Rankings, Gap)	Annually	2015-16



School Rankings – What Stayed the Same?

- Only FAY students are included
- Use of Achievement, Improvement, and Graduation components
- Achievement – using aggregated Z-scores
- Graduation (if applies)
 - Still uses the best of 4-, 5-, or 6- year cohort
 - Still counts for 10% of overall ranking



Who will Receive a Ranking?

- Schools with 30 or more Full Academic Year (FAY) students in the two most recent years in at least two state-tested content areas
- Schools will not receive a ranking if:
 - They have too few FAY students
 - They have only one year of assessment data



Overview of Full Academic Year (FAY)

- Students present in the school for accountability year
 - Fall Count day, Spring Count day, and the assessment window enrollment snapshot
- Only FAY students will be included in the School/Gap rankings
- Limits the impact of student transiency on accountability
- Ensures only students educated by the school count for School/Gap Rankings



Weighting Subjects by FAY Counts

- Content areas will be weighted by the number of FAY students tested in that content area rather than all content areas being weighted equally
- This change was made because MDE repeatedly heard from the field that subjects that are tested more should be weighted more in the rankings



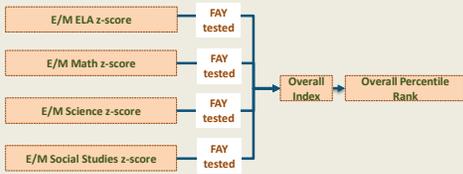
Weighting Subjects by FAY Counts

- Happy Valley School has:
 - 600 total tests given across all grades/subjects
 - ✦ ELA: 200 students were tested
 - ✦ Math: 200 students were tested
 - ✦ Science: 150 students were tested
 - ✦ Social Studies: 50 students were tested
- Relative weights for FAY tested are:
 - ELA: 33.3%
 - Math: 33.3%
 - Science: 25.0%
 - Social Studies: 8.3%



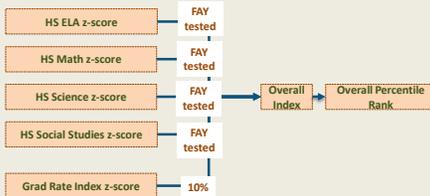
How are Components Combined?

- Elementary/Middle Schools



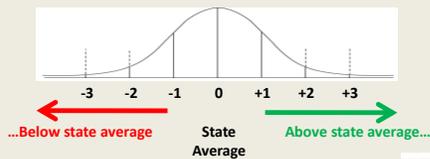
How are Components Combined?

- High Schools



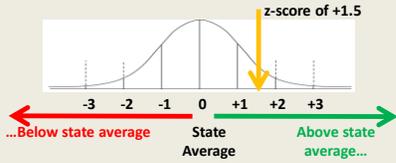
Z-Score Tips

- Z-scores are centered around zero because zero is the average of the population
- Positive z-scores mean the score is above average
- Negative z-scores mean the score is below average



Z-Score Examples

- A school with a z-score of +1.5 would be above the state average



Every Student Succeeds Act (ESSA)



Every Student Succeeds Act

- Reauthorization of Elementary and Secondary Education Act of 1965
 - Replaces No Child Left Behind Act
- Many areas introduced under ESEA Flexibility remain:
 - College and Career Ready Standards
 - Lowest performing schools
 - Achievement gaps
 - State-developed performance targets



ESSA: A Closer Look At School Accountability

- **Targets**
 - Long-term goals for student achievement, graduation rates, and English language proficiency (with interim progress)
- **Accountability Systems**
 - Assessment scores
 - English language proficiency
 - Graduation rates
 - Indicator of school quality or success
 - Student growth
- **95% Participation still required, but consequences left to states**



ESSA: School Accountability – Comprehensive Support

Comprehensive Support and Improvement Schools

- Lowest performing five percent of Title I schools OR high schools with graduation rates below 67% OR subgroup consistently underperforming in same manner as a lowest 5% school
- Identified at least once every three years beginning 2017-18
- Intervention is locally-determined and evidence-based
 - ✦ Approved at school, district, and state levels
- Up to four years to exit this status
- Districts may allow students in identified schools to transfer schools
 - ✦ 5% of Title I funds may be used to provide transportation
- More rigorous action must be taken for schools not meeting exit criteria after four years



ESSA: School Accountability – Targeted Support

Targeted Support and Improvement Schools

- Schools with any student subgroup consistently underperforming based on indicators in the state accountability system
- Identified annually starting in 2017-18
- Intervention is locally-determined and evidence-based
 - ✦ Approved by school and districts
- Additional action required if a school does not meet district-developed criteria and timeline
- Schools with subgroups performing at the level of the lowest-performing 5% of schools that do not improve within a state-set number of years will be identified as Comprehensive Support and Improvement Schools



ESSA: Timelines

- August 1, 2016 – all ESEA Flexibility Waivers expire
- March 2017 – submit accountability plans to USED
- Fall 2017 – run statewide pilot of new accountability system
- School year 2017-18 – ESSA accountability system starts
 - Identification of Comprehensive and Targeted improvement schools base year



Helpful Links

- www.mi.gov/baa-accountability
 - Student Growth Percentile (SGP) and general accountability supports
- www.mi.gov/ttb
 - Historical lists/data, presentations, and documentation for TTB, Priority, Focus, Reward
- www.mi.gov/schoolscorecard
 - Scorecard guide, FAQs, proficiency targets, and historical lists/data
- www.mi.gov/baa-secure
 - Secure Site. Available to authorized users only
- www.mischooldata.org
 - Public portal
- www.mi.gov/essa
 - MDE's ESSA page



Accountability Unit Contact Information

- MDE-Accountability@Michigan.gov
- 877-560-8378
- Chris Janzer, Assistant Director