2016
Michigan School Scorecards
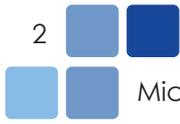
MICHIGAN
Department of **Education**

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2016 Guide to the Michigan School Scorecards

Overview

The Michigan School Scorecards combine student assessment data with graduation or attendance rates as well as information on compliance with state and federal laws. The Scorecard is a diagnostic tool that gives schools, districts, parents, and the public an easy way to see a school's or district's strengths and weaknesses.

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed by President Obama and represents good news for Michigan schools. The bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's federal education law and longstanding commitment to equitable opportunity for all students. The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

Michigan is already progressing toward the implementation of the new law by reviewing and revising current program areas impacted by ESSA and working with educators, communities, parents, and students statewide to build a comprehensive and transparent education system that focuses on the success of Michigan students.

Michigan's current accountability system (detailed in this guide) will remain in place until the 2017-18 school year when a new accountability system will take its place that represents the values and supports to make Michigan a top 10 education state in 10 years and be in compliance with the ESSA. More information can be found on the **Top 10 in 10 web page** (www.michigan.gov/top10in10).

This guide is meant to provide a detailed look at the Scorecard components as well as the systems logic and policies involved in this accountability system. The Michigan Department of Education (MDE) provides other documentation and tools on this and other accountability systems on the **Accountability web page** (www.michigan.gov/baa-accountability).

What's New/Important Deadlines

2015-16 Michigan School Scorecards Appeals Deadlines	
5:00 PM November 14, 2016	Preliminary Scorecard Appeals Window for all schools and districts

Please note that this deadline is firm. No appeals will be accepted after the deadline.
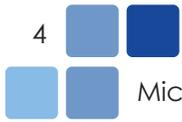
Schools will not be identified nor receive Focus or Priority labels for 2015-16 by MDE, however, we will be identifying new Reward Schools to praise those schools in the top 5% of the overall ranking, top 5% in growth, and those schools beating the odds. Schools will receive a percentile ranking based on achievement and growth as well as a gap ranking based on achievement gaps. A higher overall percentile rank on achievement and growth indicates better performance. A higher gap percentile rank indicates a lower achievement gap. More information on the rankings methodologies can be found on the **Top-to-Bottom School Rankings web page** (www.michigan.gov/ttb).

Schools with repeated low participation issues may see a Participation Non-Compliance label. Schools that have received a red Scorecard solely for low participation, for at least two consecutive years, or three of five years. will see this label. See the **Participation** section for full details.

The assessment transitioning that occurred in 2014-15 and 2015-16 required several smaller changes to be made to the Accountability Scorecards. Items listed below will have more details in their respective sections.

- English Language Arts (ELA) instead of separate reading and writing content areas
- Student growth percentiles used to measure growth
- Proficiency targets reset
- No Safe Harbor for proficiency
- No multi-year averaging for proficiency
- Full Academic Year (FAY) definition updated
- Updated downloadable datafile

The Scorecards have also had major changes to simplify navigability. Users will notice a tabbed layout that allows for less clicks to get to detailed data.

Scorecard Colors and Points System

The Scorecards use a five-color scale: green, lime, yellow, orange, and red. This scale is used to report a school or district's overall color. The colors are tied to certain amounts of points earned in the different components.

Green – attain 85% or greater of possible points

Lime – attain at least 70% but less than 85% of possible points

Yellow – attain at least 60% but less than 70% of possible points

Orange – attain at least 50% but less than 60% of possible points

Red – attain less than 50% of possible points

Schools and districts that do not have full academic year students will only be held accountable for the relevant Scorecard components, namely Participation, and Compliance Factors. The following scale is used for these schools:

Purple - meet all applicable Participation and Compliance Factor requirements; have no full academic year students

Yellow - meet any of the following three conditions- have one red cell for Participation in the "All Students" group, have one red cell for Participation in any subgroup, or have a red cell in Compliance Factors.

Orange - meet any of the following two conditions- have two red cells for Participation in any subgroup, or have one red cell for Participation in the "All Students" group and one red cell for Participation in any subgroup.

Red - meet any of the following three conditions- have at least two red cells for Participation in the "All Students" group, have more than two red cells for Participation in any subgroup, or have one red cell for Participation in the "All Students" group and at least two red cells for Participation in any subgroup.

In addition to the overall Scorecard color, each component uses a color scale. The Participation, Educator Evaluations, and Compliance Factors components use a two-color green/red scale. Graduation and Attendance use a three-color green/yellow/red scale. Proficiency has historically also used the three-color scale but will only use the two-color scale for 2015-16 while Safe Harbor for proficiency is reviewed for possible inclusion in Michigan's next accountability system.
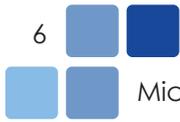
Each measured area within a component is called a cell. For example, the participation rate calculation done for a school as a whole will have participation cells for any subject area for which the school assessed students (Mathematics, English Language Arts, Science, and Social Studies).

Each cell in the Proficiency, Graduation, and Attendance components is worth up to two points. A green cell indicates the target was met and is worth two points. A yellow cell indicates Safe Harbor or an improvement target was met in lieu of the actual target. Yellow cells are worth one point. A red cell indicates that neither the actual target, Safe Harbor, or an improvement target was met. Red cells are worth zero points. Please note that for the 2015-16 scorecards, Safe Harbor will not be calculated and will not be used for proficiency.

2	**1**	**0**
Target Met	Safe Harbor	Target Not Met

The Participation, Educator Evaluations, and Compliance components do not use points in the same way as the components that use the three-color scale. The Participation component is not worth any points, but the Educator Evaluations and Compliance Factors components are each worth five percent of a school or district's possible proficiency points. For example, a school with 20 possible proficiency points will have an Educator Evaluations component worth 1 point and a Compliance Factors component worth 1 point. No Safe Harbor or improvement targets are calculated for these components, thus a yellow cell is not possible.

Target or Requirement Met	Target or Requirement Not Met

Audit Checks

Individual red cells on a Scorecard can have a negative impact on a school or district in two ways:

1. Cells that have points attached to them will not earn any points if red.

2. Audit checks are done after the points are totaled for the entire Scorecard.

If a school or district has enough red cells present, the overall Scorecard color outcome may be lowered even though the school or district has earned sufficient number of points to be in one of the higher color ranges. Individual red cells have a greater effect on the overall Scorecard color when the individual cell is for the component or school/district as a whole. For example, one red cell for a school's overall mathematics participation has a greater effect on the overall Scorecard color than one red subgroup cell for mathematics participation. The table on the following page illustrates the areas for which audit checks are done and the potential outcome.
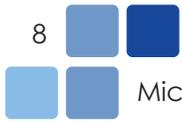
Scorecard Component	Audit Check	Audit Outcome (if check is true)
Assessment Participation	Does school/district have at least two red cells for the "All Students" group?	Red Scorecard
	Does school/district have more than two red cells across all subgroups?	Red Scorecard
	Does school/district have one red cell for the "All Students" group and at least two red cells across all subgroups?	Red Scorecard
	Does school/district have two red cells across all subgroups?	Orange Scorecard
	Does school/district have one red cell for the "All Students" group and one red cell for any subgroup?	Orange Scorecard
	Does school/district have one red cell for the "All Students" group?	Yellow Scorecard
	Does school/district have one red cell for any subgroup?	Yellow Scorecard
Assessment Proficiency	Does school/district have at least one red cell in any subgroup except the Bottom 30% subgroup?	Yellow Scorecard
	Does school/district have at least one red cell in any Bottom 30% subgroup?	Lime Scorecard
Graduation	Does school/district have a red cell for the "All Students" group?	Yellow Scorecard
Attendance	Does school/district have a red cell?	Yellow Scorecard
Educator Evaluations	Does school/district have a red cell?	Yellow Scorecard
Compliance Factors	Does school/district have a red cell?	Yellow Scorecard

Scorecard Subgroups

Targets for participation, proficiency must be met for the school or district as a whole and for any valid subgroup. There are 12 potential subgroups for a school and 13 potential subgroups for a district. The minimum size for a subgroup is almost always 30 students. The "All Students" group will display even if the entire school or district has fewer than 30 students. The table below notes any exceptions to this rule.

Subgroup	Usage	
	Schools	**Districts**
All Students *always used	√	√
Bottom 30% Need at least 30 students in the All Students group; proficiency component only; schools and districts	√	√
American Indian or Alaska Native	√	√
Asian	√	√
Black or African American	√	√
Hispanic	√	√
Native Hawaiian or Pacific Islander	√	√
Two or more races	√	√
White	√	√
Economically Disadvantaged	√	√
English Language Learners	√	√
Students with Disabilities	√	√
Shared Educational Entity (SEE)		√

Thirty students make a valid subgroup in most cases, however, the inclusion criteria are different for some components. Students reported as homeschooled or as non-public school students are never included in accountability calculations. The Scorecard Components section of this guide provides further detail on the criteria used for student inclusion in the various calculations.

Subgroup size works differently in very large schools and districts. A school or district that enrolls more than 3,000 students will have a minimum subgroup size based on 1% of its enrollment, up to a maximum subgroup size of 200 students. For example, a district with 10,000 students must have at least 100 students in a particular subgroup for the subgroup to be considered valid. Likewise, a district with 30,000 students must have the maximum subgroup size of 200 students for the subgroup to be considered valid.

Scorecard Components

Participation

It is the policy of the Michigan State Board of Education, as well as a federal requirement under the No Child Left Behind Act of 2001, that all students participate in the state assessment program. Schools receiving an overall scorecard color of Red due to not meeting participation requirements for two consecutive, or three of the last five, years will be labeled as "Assessment Participation Non-Compliant" and will be subject to a series of interventions and supports. This label and its associated interventions and supports are discussed further in a separate section below. The target participation rate is 95% for any district, school, or subgroup with at least 40 students. For districts, schools, or subgroups with 30-39 students, no more than two students may be counted as non-tested. The Participation rate calculation is:

Number of students with valid tests / Number of students enrolled

Any student enrolled in an assessed grade (3-8, 11) during the appropriate test window is counted in Participation calculations. The number of students to be tested is determined from the Michigan Student Data System (MSDS), collected by the Center for Educational Performance and Information (CEPI). This is taken from the spring enrollment snapshot collected spring 2016 for all assessed grades. Schools had additional time to submit MSDS maintenance records to correct student demogr aphics and report student exits after the official count days.

The number of students to be tested is the count of students reported as enrolled (MSDS exit code 19 – "Expected to Continue") in the grades for which ELA, mathematics, science, and social studies are assessed under the Michigan Student Test of Educational Progress (M-STEP), MI-Access Program (grades 3-8), and Michigan Merit Examination (MME) (grade 11). Students for whom the MSDS residency code indicates that the student attends a nonpublic

school or homeschool are excluded. Students are expected to be tested at their primary education providing entity (PEPE).The PEPE will be held accountable for testing the student. These students count in the denominator of the participation rate calculation.

Content Area	Grade(s) Tested
Mathematics	3-8, 11*
English Language Arts	3-8, 11*
Science	4, 7, 11*
Social Studies	5, 8, 11*

*12th grade students are counted in accountability calculations if they have not yet been counted as an 11th grader.

Adjustments may be needed in the enrollment from MSDS in cases where students leave between the pupil count day and the end of the assessment window. Enrollment adjustments should have been made during the Accountable Students & Test Verification window (formerly Tested Roster/Students Expected to Test). For more information please see the Secure Site manual training resources on the **Secure Site Training web page** (http://www.mi.gov/securesitetraining).

To help schools reach their proficiency targets, the targets were not calculated including growth and provisional students, only those that scored a performance level 3 or 4 on the M-STEP or a 2 or 3 on the MI-Access. Individual proficiency targets can be viewed on the proficiency detail screens of the scorecard.

Expulsions/Suspensions

Prior to the MSDS enrollment snapshot deadline, enrollment can be adjusted for students that are expelled between the pupil count date and the end of the assessment window and are no longer receiving services from the school. This adjustment cannot be made for suspended students. A suspended student is still a student of the school district. The Michigan Department of Education encourages school districts to make arrangements for suspended students to participate in state assessments. Schools will be held accountable for the participation of suspended students on state assessments.

Adjustments to enrollment will not be accepted during the Preliminary Scorecard Appeals Window.

Additional appeals related to exemptions from Participation will not be accepted during the Preliminary Scorecard Appeals Window.

Prohibited Behavior

Unfortunately, there are cases where a valid assessment score for a student or school is not available because of prohibited behavior. Scores that are determined invalid due to prohibited behavior will be counted as "not tested" for the purposes of the Accountability Scorecard's Participation component.

Nonstandard Accommodations

Students tested using nonstandard assessment accommodations will be counted as "not tested" in accountability calculations. A student must have a valid score to be counted as participating in the assessment. This is required by federal policy.

Participation Colors

The Participation component on the Scorecard uses a green/red coloring system. A green cell indicates the school/district/group met the 95% participation target. A red cell indicates that the target was missed for the specific school/district/group. There are no points associated with any of the Participation cells. The Participation component is checked for the presence of red cells, and if there are a sufficient number of red cells, the overall Scorecard color may be lowered. See the Audit Checks section for more detail.

Participation in Small Schools

Schools and districts will usually have an "All Students" group displayed for Participation in each content area. Those schools and districts with less than 30 students enrolled in the assessed grades will not receive a participation objective status. Subgroup rates are only calculated when there are at least 30 students in the subgroup in the current year.

Multi-year Participation Averages

Multi-year averaging for participation is used in cases where a school, district, or subgroup does not meet its 95% participation target using the current year's participation data. In cases where the target is not met with a single-year rate, two- or three-year averages are calculated. Please note that since 2015 was the first year of the English Language Arts (ELA) content area, only up to two years of participation data are available for ELA.

Participation Rounding

Participation rates are rounded to the nearest hundredth percent. This means a school/ district/subgroup must reach 95.00% participation to earn a green cell.

Assessment Participation Non-Compliant

It is the policy of the Michigan State Board of Education, as well as a federal requirement under Michigan's approved ESEA Flexibility Waiver, that all students participate in the state assessment program. Under Michigan's current ESEA Flexibility Waiver schools which receive an overall scorecard color of Red due to participation for two consecutive years (or for three years out of five years), are named "Assessment Participation Non-Compliant". These schools will be subject to the levels of supports and interventions listed below:

Year of Assessment Participation Non-Compliant	Support and Interventions
Year 1	School will receive a letter outlining escalating consequences for years 2-4 of non-compliance.
Year 2	School will be required to investigate, develop, and implement a plan to address root causes for low participation. The plan will require MDE approval.
For the 2016-17 school year, and moving forward, the MDE will address assessment participation concerns in the next accountability system currently under development with stakeholders staetwide.	

Schools can see if they are Assessment Participation Non-Compliant by looking at the top of their scorecard which has been updated to include an Assessment Participation Non-Compliant label. Schools which are not Assessment Participation Non-Compliant will not have such a label.
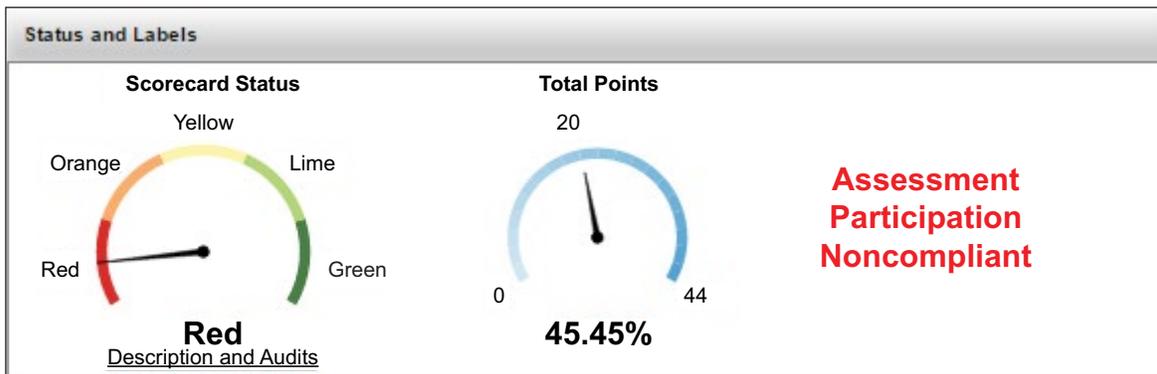
Proficiency

Proficiency calculations only include students that have had full academic year (FAY) status at a school or district. This provision holds schools and districts accountable for students whom they have provided instruction for a full year.

Full Academic Year

The MSDS is used to apply the definition of full academic year (FAY) in calculating accountability. Data on the 2016 School Accountability Scorecard have been derived using MSDS data and exclude the scores of students that have not been enrolled in the school for a full academic year when calculating the percent proficient used for determining accountability. Documentation of full academic year is provided by enrollment status in the school or district on the pupil count date in MSDS. The MSDS is used to look up enrollment to determine if a student is considered "full academic year."

For a student to be counted as enrolled for a full academic year in a specific school or district, the student would need to have been reported in that school or district for the Fall 2015 MSDS General Collection, the Spring 2016 MSDS General Collection, and the June 2016 enrollment snapshot following the assessment administration window. Additionally, the student would need to have been tested at the same school or district for the fall and spring MSDS collections as well as June 2016 enrollment snapshot in order to be considered FAY. Students who have been in a district for a full academic year and have changed schools within the district are only counted in the district's accountability calculation, not the school's. This is because the building of enrollment would not have remained consistent in each of the data points used to determine FAY status.

Differentiated Targets

Proficiency targets are unique to each school and district. Targets are set at the school and district level in each content area. This means that any subgroup present in the school or district must meet the school or district's proficiency target.

Proficiency targets were set based on the school or district's full academic year percent proficient in 2015-16. Proficient students are those who attain a Performance Level 3 or 4 on the M-STEP or MME, and those who attain a 2 or 3 on the MI-Access. Targets are calculated for each subject assessed in a school or district. Individual proficiency targets can be viewed on the proficiency detail screens of the scorecard.

Provisional Proficient

Because the decisions made based upon accountability classifications are such high-stakes decisions for individual schools, it is important to account for error in order to be accurate in classifying schools as meeting or not meeting their accountability targets. Uncertainty in scores has an impact on classifying students as proficient, and uncertainty in classifying students as proficient has an impact on calculating accountability. For this reason, measurement error needs to be taken into account in calculating accountability. Measurement error can cause two types of errors in calculating accountability: false positives (mistakenly identifying schools as meeting targets) and false negatives (mistakenly identifying schools as not meeting targets).

Students with scale scores within two conditional standard errors of measurement of the proficient cut score are considered provisionally proficient for accountability.

Example:

Student A takes the 4th grade ELA assessment. The scale score at which the student is deemed proficient (cut score) is 1400. Student A achieves a scale score of 1391. The student is not considered proficient as they are below the proficient cut score of 1400. However, the standard error calculated for the student's score is 5. The student is within two conditional standard errors of measurement of the proficient cut score: (5 x 2) + 1391 = 1401

Growth Proficient

For 2015-16, Michigan has a new method for determining growth proficient students. Prior to the M-STEP, Michigan used a Performance Level Change (PLC) model which compared a student's current year performance level against that student's prior year performance level. A student's change in their performance level was categorized as "Significant Decline", "Decline", "Maintaining", "Improvement", or "Significant Improvement". Students not proficient but having a PLC category of "Improvement" or "Significant Improvement" were identified as growth proficient and counted as proficient for scorecard purposes.

The MDE will continue to use the same five labels ("Significant Decline", "Decline", "Maintaining", "Improvement", or "Significant Improvement") to describe growth. Likewise students not proficient but whose growth is categorized as "Improvement" or "Significant Improvement" will continue to be identified as growth proficient and will continue to be counted as proficient for scorecard purposes. What will change is the measure used to determine the growth category.

The MDE now uses Student Growth Percentiles (SGPs) to measure student growth on state assessments rather than Performance Level Change (PLC). SGPs describe a student's

learning over time compared to other students with similar prior test scores (i.e., their academic peers). In order to calculate SGPs, students are grouped with academic peers throughout the state who had comparable score patterns on past tests. Students in each academic peer group are then ordered based on their score on the current year test. Each student then receives a percentile rank, compared to their academic peers.

Like other percentile scores, SGPs range from 1-99, where a SGP of 50 indicates the student demonstrated growth greater than half of students with comparable score histories in that subject. Higher SGPs represent greater learning relative to academic peers and lower SGPs represent lesser learning relative to academic peers.

The MDE will use SGPs to categorize students' growth into one of the five growth labels by the following rules:

Growth Label	SGP Range
Significant Decline	1-19
Decline	20-39
Maintaining	40-59
Improvement	60-79
Significant Improvement	80-99

Students not proficient but whose growth is categorized as "Improvement" or "Significant Improvement" (i.e., having an SGP of 60 or greater) will be identified as growth proficient and will be counted as proficient for scorecard purposes.

This change was made for the following reasons:

- The change in state assessments. PLC required the same test be administered in both the current and prior year to be calculated whereas SGPs are valid across different tests so long as the scores on the new test are reasonably strongly correlated to scores on the old test.

- To unify how growth was measured across grades and subjects and to expand growth data to more grades and subjects. PLC was only available for adjacent grade assessments (Math and Reading in grades 4-8). SGPs will be provided for each of the following grades and subjects:

Subject	Grades Receiving SGPs
ELA	4 - 8 & 11
Math	4 - 8 & 11
Science	7 & 11
Social Studies	8 & 11

There are several additional important details regarding SGPs and growth proficient for 2015-16: SGPs will only be provided for students who had matching unique identifier codes (UICs) on at least the current and prior assessment.

1. SGPs will only be provided for students taking M-STEP, SAT, or MI-Access Functional Independence.

2. A student must take the same type of assessment (MEAP to M-STEP or MI-Access Functional Independence to MI-Access Functional Independence) for all years included in calculating the SGP.

3. Only data from standard grade progressions will be used. That is students who repeat or skip grades will not have SGPs that year.

4. Only FAY students are eligible to be growth proficient. Non-FAY students may receive an SGP and growth label but will not have their growth data included in scorecard calculations.

5. The MDE requires at least one prior test score to calculate an SGP but will use up to three prior years of data if available.

Multiple-Year Proficiency Averaging

Due to the transition to M-STEP and SAT, multi-year averaging for proficiency will be suspended for 2015-16.

Safe Harbor

Due to the transition to M-STEP and SAT, Safe Harbor will be suspended for 2015-16.

MI-Access Proficiency Cap

Federal regulations allow states to count the proficient scores of students with the most significant cognitive impairments, who take alternate assessments based on alternate achievement standards (MI-Access), as long as the number of those proficient scores does

not exceed 1.0 percent of all students in the grades assessed at the district and state levels. The 1.0 percent cap is based on the current incidence rates of students with the most significant cognitive disabilities, allowing for reasonable local variation in prevalence.

The 1.0 percent cap does not apply at the school level. Some districts may deliver special services for students with the most significant cognitive disabilities in one or a few schools. Additionally, the enrollment patterns of students across districts might not result in an even distribution of students with the most significant cognitive disabilities among schools, even if there are no special centers for these students. In these cases, a 1.0 percent cap on the number of students who may be counted as scoring proficient or advanced on alternate assessments based on alternate achievement standards would prove unworkable at a school level nor be in the best interests of those students.

The 1.0 percent cap is a cap on proficient scores, not on student participation. Schools and districts may give the MI-Access assessment to as many students they deem appropriate based on IEP team determinations.

The 1.0 percent proficiency cap is determined by taking no more than one percent of the district enrollment (Spring 2016 enrollment snapshot) at the grade levels in which students are assessed in each content area by the state assessment system. This means the calculation of the number of student scores that are proficient (in each local school district) is not rounded upward. The federal rules require that school districts apply for state approval of exceptions in cases where the district wishes to exceed the 1.0 percent cap at the district level.

Proficient scores are counted towards a district's cap space starting with the lowest proficient score (Participation and Supported Independence first, then Functional Independence) and "counting up" until the 1.0 percent cap is reached.

Districts with an approved 1.0 percent cap waiver will still need to file an appeal (if necessary) during the preliminary Scorecard window in order to exceed the 1.0 percent cap. The **MI-Access 1% Cap Exception Application List** (http://www.michigan.gov/documents/ mde/Current_Approved_1_Percent_Applications_388554_7.pdf) shows districts that are allowed to submit appeals to go over the 1.0 percent cap.

Districts without an approved 1.0 percent cap waiver will not be able to exceed the 1.0 percent cap.

Small Schools

The federal No Child Left Behind Act (NCLB) requires each state to determine an accountability status for all public schools in the state. As such, even schools and districts with only one FAY student must have an accountability determination calculated. Subgroup determinations are not calculated if the subgroup has fewer than 30 students. In cases where an entire school or district has fewer than 30 students, a sliding confidence interval is used to compare the school or district's proficiency against a statewide target.

Statewide proficiency targets for small schools are developed using a similar methodology as the differentiated proficiency targets for larger schools. Proficiency data from school year 2015-16 were used to establish targets.

Small schools' proficiency targets are based on the 2015-16 proficiency averages for all schools that have fewer than 30 FAY students. The averages are calculated for each content area. The table below shows the statewide Small Schools Proficiency Targets.

Small School Targets - Using Weighted Averages	
Subject	**2015-16**
Mathematics	19.92%
ELA	28.14%
Science	18.8%
Social Studies	20.67

Proficiency Colors and Points

Historically individual proficiency cells could be green, yellow, or red, and worth up to two points. For 2015-16, individual proficiency cells can only be green or red but are still worth up to two points. Yellow cells are not possible for 2015-16 while Safe Harbor is suspended. A green cell indicates the proficiency target is met and is worth two points. A red cell indicates the school/district/subgroup misses the target and is not worth any points.

Schools and districts will always have a proficiency cell for their "All Students" subgroup for any subject where at least one FAY student was tested. Other subgroups will only display on the Scorecard when there are at least 30 FAY students tested in the particular subgroup.

Attendance

Attendance is used as an "other academic indicator" for accountability purposes. Any schools or districts that do not receive graduation rates will have an attendance rate displayed. Attendance rates used in the 2015-16 scorecards are determined from 2014-15 school year attendance data in the MSDS. The attendance rate target is 90.00%.

An attendance rate is only calculated at an entity-level; that is, only at a school or district-level. Subgroup attendance rates are no longer required under ESEA Flexibility.

Attendance data is pulled from the MSDS. Each student enrolled in a school and district will have values reported for the MSDS fields of "Days Attended" and "Total Possible Attendance". These values are summed for each school and/or district:

sum(Days Attended) / sum(Total Possible Attendance) = entity attendance rate

A school or district with a rate of at least 90.00% is meeting the attendance rate target. Schools and districts that do not meet the target have an improvement target calculation. The improvement target is a 10% improvement over the previous year's rate:

(Previous Year's Attendance x 0.1) + Previous Year's Attendance = Improvement Target

Attendance Colors and Points

The attendance component is worth two points. Schools and districts that meet the 90.00% attendance target will receive two points and a green attendance cell. Schools and districts that miss the 90.00% attendance target but meet the improvement target will receive one point and a yellow attendance cell. Schools and districts that do not meet the 90.00% target or their calculated improvement target will receive no points and a red attendance cell.

Graduation

Graduation rate is used as an "other academic indicator" for accountability purposes. Graduation rates are displayed for any school or district that has a graduation rate calculated for it by the Center for Educational Performance and Information (CEPI). Michigan uses the federally required four-year adjusted cohort methodology for calculating graduation and dropout rates. Graduation rates used in the 2015-16 scorecards are obtained from 2014-15 school year graduation data from the MSDS. The graduation rate target is 80.00%.

The US Department of Education allows Michigan to include extended cohort graduation rates (five- and six-year graduation rates) in accountability calculations. A graduation improvement calculation has also been approved. High school graduation rate calculations will first look at the four-, five-, and six-year graduation rates to determine if the target has been met. If none of the rates are at or above the 80.00% target, the following graduation improvement calculation will be used:

1. Calculate Gap:
   a. 80 – Previous 4-year Graduation Rate = Gap
2. Calculate Improvement Target:
   a. (Gap * 0.25) + Previous 4-year Graduation Rate = Improvement Target
3. Compare Improvement Target with Current 4-year Graduation Rate:
   a. Improvement Target <= Current 4-year Graduation Rate

If the school or district meets any of the above, the graduation rate requirement is satisfied.

CEPI calculates graduation rates and conducts a cleanup period for graduation rates through the Graduation/Dropout Review and Comment Application (GAD). The graduation rate provided through this process will be used for the Scorecards. No additional appeal will be available for the high school graduation rate.

Graduation Colors and Points

Graduation rate is treated much like another subject (math, ELA, etc.) on the Scorecard. Graduation rates are calculated for the school or district as a whole and for any valid subgroup in the entity. Each of the subgroups as well as the school/district has a graduation cell worth up to two points. Meeting the graduation target will yield a green cell and two points. Meeting the graduation improvement target will yield a yellow cell and one point, and not meeting the 80.00% graduation target or the graduation improvement target yields zero points and a red cell.

Educator Evaluations

Educator Evaluations are based on State law. The component is comprised of two sections that are related to data reporting requirements for schools and districts: Effectiveness Labels and Teacher Student Data Link (TSDL) completion. All of Michigan's public educators will be evaluated using measures of student growth and the results of these evaluations will be reported into CEPI's data systems.

Effectiveness Labels are reported to CEPI by schools and districts through the Registry of Educational Personnel (REP). State law requires that all educators have a reported effectiveness label; therefore, the Scorecard target for the reporting of Effectiveness Labels is 100%. Effectiveness label submission rates used in the 2015-16 scorecards are determined from the End-Of-Year 2014-15 personnel data submitted in the REP.

In order to tie student growth on state assessments to specific educators, students must be linked to courses and teachers through the TSDL. The TSDL is a data collection submitted to CEPI by schools and districts on an annual basis. The TSDL completion rate target is 95.00%. This means that at least 95.00% of a school or district's enrolled students are included in the TSDL collection. TSDL completion rates used in the 2015-16 scorecards are determined from 2014-15 school year TSDL data in the MSDS. These data are thus not impacted by the TSDL collection reduction in the 2015-16 school year.

Educator Evaluations Colors and Points

The Educator Evaluations component is worth an additional 5% of the school or district's possible proficiency points. For example, McKinley Middle School has a Scorecard with 20 possible proficiency points. The Educator Evaluations component for the school is worth 1 point (5% x 20). Schools and districts must meet both requirements in order to get full points and a green cell for the component. Meeting one of the requirements but not the other will result in a red cell and no points being awarded for the component. Meeting neither requirement also results in a red cell and no points being awarded.

Compliance Factors

The Compliance Factors component is made up of two reports required under state law. Schools must complete an annual School Improvement Plan (SIP) and a School Systems Review report (SSR, ASSIST SA, Interim SA). Both of these required reports are completed in the **AdvancED system** (http://www.advanc-ed.org/mde/). Compliance report completion information used in the 2015-16 scorecards are determined from 2015-16 school year report completion data.

Compliance Factors Colors and Points

The Compliance Factors component is worth an additional 5% of the school or district's possible proficiency points. For example, Roosevelt Elementary School has a Scorecard with 100 possible proficiency points. The Compliance Factors component for the school is worth 5 points (5% x 100). The school must complete both reports in order to get a green cell and full points for the component. Completing only one or none of the reports yields a red cell and no points.

Districts do not have their own reports to file for use on the Scorecard, however they will still receive a Compliance Factors section with associated points and colors. A district will receive a green cell and full points for the Compliance Factors if all schools within the district receive green cells for their Compliance Factors sections. A district will receive a red cell and no points if any of its schools also receives a red cell for the Compliance Factors. The points awarded are worth an additional 5% of the district's possible proficiency points.

Appeals

Schools and districts have opportunities throughout the school year to correct or appeal certain data that relate to student assessments and accountability. Appeals concerning issues and data that have prior, separate appeals windows will NOT be accepted during the Scorecard appeals window.

Prior appeals/update windows are held for the following:

- Student demographics including enrollment, economic disadvantaged status, limited English proficient status, student with disability status, racial/ethnic status, and Primary Education Providing Entity (PEPE) status (Verification of Student Demographics)

- Missing tests/non-standard accommodations/prohibited behavior (Verification of Student Answer Documents)

- Student participation (Verification of Students Not Tested)

- Graduation rates (GAD Window)

A school district has the opportunity to appeal any data that do not have separate appeals windows (see above) that affect the Scorecard status of its schools if it has evidence that the data may be inaccurate. The Michigan Department of Education will process appeals submitted within the appropriate appeals window. The purpose of the appeals window is to address substantive issues regarding the preliminary School Accountability Scorecards. The school district must cite specific data being challenged in the appeal.

Schools and districts can submit a Scorecard appeal by clicking on the Appeal button on any page within a school or district's Scorecard. Follow these steps to successfully submit an appeal:

- Click the Appeal button on any page within a school or district Scorecard

- Select an Appeal Type

- Enter text in the Request Message box

- Attach any supporting documentation if necessary

- Click the Submit button

After clicking the Submit button, you will see a message box stating that the appeal has been saved. Michigan Department of Education staff will then process the appeal.

To update an appeal that has not been closed, click View/Update Scorecard Appeal on the Scorecard menu.
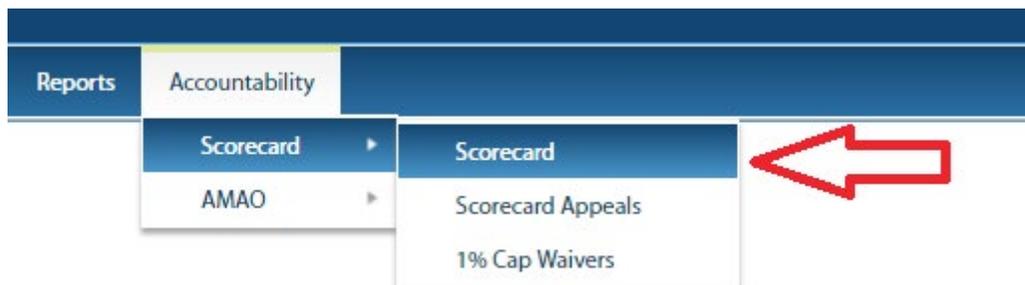
On the View/Update Scorecard Appeal page, you will see all appeals submitted for the particular school or district as well as the appeal status. Appeals that have not been closed will have an Update Appeal link displayed. Appeals that have been closed will have a View Appeal link displayed. The Update Appeal link can only be modified by a school or district. The Appeal Type, Request Message, and attached documents can be updated by a school or district only if the Update Appeal link is displayed next to an existing appeal. If changes are made to the appeal, the school or district must click the Submit button again. The school or district can also retract the appeal by clicking the Retract button.

Scorecard Access

The preliminary Scorecards are available to schools and districts prior to public release. These preliminary Scorecards are located on the Secure Site. In order to access the Secure Site, users must have a Michigan Education Information System (MEIS) account.

To create a new MEIS account or to reset the password to an existing account, use the **MEIS User Management page** . (https://mdoe.state.mi.us/MEIS/Login.aspx)

Users with active MEIS accounts can login to the Secure Site once they have been granted access. To request access, enter your MEIS ID and password into the Secure Site login page. Click login.

Click the "Request Access to Secure Site" button in the lower right:

Next, select the Role, ISD, District, and School(s) for which you are requesting Secure Site access:

Once the "Request Access" button is clicked, the request will be sent to the designated Secure Site district administration level user. Once it has been reviewed and approved or rejected, the user will receive an email confirmation.

Contact Us

The Office of Systems and Integration is responsible for producing the Scorecards.
We are happy to answer any questions or concerns you may have.

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