
ACCOUNTABILITY FOCUS

Issue 3

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A monthly newsletter devoted to what's happening in the Evaluation Research & Accountability Unit within the Michigan Department of Education (MDE)

Fall 2010 Students Not Tested

To meet federal reporting requirements, calculate Adequate Yearly Progress (AYP), and for use in the Michigan School Accreditation and Accountability System (MI-SAAS), it is important for schools to provide a reason why a student was not assessed during the Fall 2010 MEAP or Fall 2010 MI-Access for one or more content areas. The Office of Educational Assessment and Accountability (OEAA) has developed a screen on the OEAA Secure Site, www.michigan.gov/oeaa-secure, called "Students Not Tested" to accurately gather this information. Even though math and reading only are used for AYP, science, social studies and writing are used in MI-SAAS calculations and for federal reporting purposes.

The "Students Not Tested" screen on the OEAA Secure Site (www.michigan.gov/oeaa-secure) will display a list of students that OEAA has identified through the Michigan Student Data System (MSDS) as being enrolled in the school during the Fall 2010 assessments. A red "N" will be listed under a content area in which a student was not assessed and a reason why the student did not test must be submitted. The screen will remain available to enter responses until 5:00pm, Monday, January 31, 2011.

The information provided will be used for AYP and MI-SAAS. However **not all** reasons listed in the drop down are valid student exemptions for AYP and MI-SAAS.

When a *not tested* reason is selected that cannot be considered a valid rationale for student exemption, a message will be displayed on the screen informing the user that the reason provided does not substantiate an exemption for accountability purposes (AYP/MI-SAAS).

Selections from the dropdown that may be a valid accountability exemption reason will be submitted electronically to OEAA for review. The status of the possible exemptions can be checked in the "Not Tested Issues" screen.

Once *not tested* reasons have been selected for all students and any possible accountability exemptions have been reviewed and processed by OEAA, schools can get an Assessment Participation Summary Report by clicking on the REPORT button on the "Students Not Tested" page. This will give the school an accurate reporting of participation for accountability purposes.

The Secure Site manual contains more detailed instructions for using the "Students Not Tested" screens as well as descriptions of the various exemption reasons. The manual can be found at

<https://oeaa.state.mi.us/meap/Help/SecureWebsiteManual.pdf>

During the Tested Roster review period, schools were asked to review demographic data and verify that all answer documents for the school were received and scanned by the contractor. Schools were to submit any issues relating to missing answer documents to OEAA through the Tested Roster screen. Some schools submitted "missing test" issues and provided an explanation of why the student did not test. This was not the correct way to provide information on students not assessed; therefore, if information was provided this way during tested roster, the data was not saved and the information will need to be provided on the "Students Not Tested" screen.

Updates

- Students participating in both MEAP and MI-Access in different content areas will show on one line.
- Demographics are based on those provided during the September 2010 MSDS collection as well as updates submitted during the Tested Roster cleanup window in late November – early December 2010. The most recent demographic values are used.

Demographics can no longer be updated for accountability purposes.

Michigan's Data at a Glance

Increasing attention is being paid to accurately recording information about students, schools, and teachers in the education system at both the federal and state level. But what is done with that information? Below is a brief summary of the major data collections and how they are used.

Current Data

Student Data

Michigan collects much of the individual student data in the Michigan Student Data System (MSDS). This includes information on student demographics (such as gender, race, and free/reduced lunch status) as well as enrollment (school enrollment, grade level, etc.), and program participation (Title I, LEP, Migrant, Spec Ed., etc.). These data exist for every public school student.

These data have been collected in Michigan since 2002 using a unique student identifier (UIC). This unique identifier is used in all state collections of student-level education data to ensure that there is consistent information on a student across data collections. This gives Michigan the ability to follow the progress of students longitudinally over time. This is a key strength of Michigan's data systems.

Key uses:

- Student data is used to determine cohort graduation rate (track students in cohorts).
- Demographics and enrollment data are heavily utilized for accountability calculations. Demographic data are used to determine subgroups for Annual Yearly Progress (AYP) and many other high stakes calculations. Enrollment information is used to attribute students to schools, and to determine full academic year status.
- Dozens of federal program reports and the required Common Core Data (CCD) sets provided annually to the U.S. Department of Education come from MSDS.
- Pupil accounting and Full Time Equivalency (FTE) payments are computed using MSDS data.

- Research and evaluation projects aimed at improving academic performance are conducted from this data.
- Program-level allocations, such as funding for homeless and at-risk programs, can be determined.
- Data are matched with food stamp data from the Department of Human Services to directly certify students for free lunches.

Educator Data

Information related to all educational personnel is collected in the Registry of Educational Personnel (REP). This includes information on educator demographics (age, gender, race, highest education), assignment (school, course) and licensure information.

Key uses:

- to determine compliance with the 100% staff certification requirement in the new school accreditation system, MI-SAAS
- to determine equitable distribution of highly qualified and highly effective teachers in high poverty and low poverty areas across the state
- to implement the teacher/student data link by using the personal identification code (PIC) given to all educators in the state
- to complete federal reports, including the Common Core Data (CCD) leverage the educator data set

School Data

School data are collected in several locations: 1) the Educational Entity Master (EEM) application serves as Michigan's school directory, 2) the School Infrastructure Database (SID) provides building-level statistics, and 3) the Financial Information Data (FID) provides a financial view of district operations.

Key uses:

- The EEM provides each education facility with an identification number; key characteristics of each facility are included in the system.

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- The SID contains school-level information on student safety, crime conducted on school grounds, and dual enrollment program information.
- The FID reflects the audited financial statements of the school district. There is some school-level value from the data as well. The information is used to report the annual CCD Finance Survey to the US Department of Education, to the US Bureau of Census, and used to calculate indirect cost rates for districts, calculate state supplemental lunch and breakfast payments, calculate maintenance of effort, and for various federal and state program monitoring activities.

In-Progress Data

Teacher/Student Data Link (beginning May 2011)

Using funding from the State Fiscal Stabilization Fund (SFSF), and in accordance with the new legislation related to educator evaluations, Michigan will have the ability to link students to teachers beginning in June 2011. All student course-taking information will be reported in the MSDS. For each course taken by a student, a “teacher of record” will be designated by the districts.

Key uses:

- to provide information related to student proficiency and student growth for each teacher to districts, for use in their locally-determined educator evaluation systems
- to understand course-taking patterns of students, and understand issues related to progress toward graduation and college and career readiness

Postsecondary Link (Ongoing)

- In accordance with SFSF requirements, and in order to meet the goals of many education stakeholders in the state, Michigan has begun the process to link postsecondary data with K-12 data. Initiatives include:

- The creation of the P-20 Council will provide governance and high-level policy guidance over the creation of a P-20 education data system.
- The acquisition of data from the National Student Clearinghouse (NSC). NSC provides college enrollment information on 90% of postsecondary institutions nationwide. In partnership with the Michigan Consortium for Educational Research (MCER), NSC data have been obtained for all graduating students from 2002 to the present. This allows Michigan to understand postsecondary transitions of its students, and to better prepare our students for college and career readiness.
- Institutions of higher education are beginning to utilize students’ state-provided UICs on their records, thus connecting students across all levels of their public education (P-20 system).
- Beginning in the spring of 2011, public (and a few private) postsecondary institutions will provide information on their students regarding course taking, grades, progress, remediation, and degrees granted. This information meets SFSF requirements, but more importantly, allows Michigan to understand issues related to remediation, postsecondary preparation, and predictors of postsecondary success.

Acronym of the Month

PEPE - The Primary Education Providing Entity (PEPE) is the entity considered to be primarily responsible for educating a student. The PEPE is assigned using a series of decision rules that examine where the student's FTE is reported and where the student is tested. Student scores will be attributed to the PEPE for all accountability functions and for other data reporting functions, such as headcount. All entities that are a PEPE for even a single student will receive a MI-SAAS designation and an AYP designation.

Educator Evaluations

January Spotlight

Michigan is in the midst of a series of significant education reforms that turn our attention to our lowest-performing schools, support the development of educators at all levels of the system, and prepare students for college and career readiness. We are at a critical juncture as a state which requires us to be vigilant and focused in the efforts to increase Michigan's ability to produce students who can compete in the global economy.

One of these initiatives is annual educator evaluations. As an educational system, more frequent targeted feedback and support must be offered to Michigan teachers and leaders. Annual educator evaluations provide the opportunity for regular feedback for educators using high-quality, research-based evaluation systems; evaluations may also provide the data to support targeted professional development to improve skills and ultimately, improve student achievement and school effectiveness.

MCL 380.1249 requires districts to adopt and implement an annual performance evaluation system for teachers and administrators that is developed with teacher and administrator involvement and includes state and local measures of student growth as a significant factor. The law also requires districts to collectively bargain the ways in which the results of these evaluations will be used to inform decisions related to the promotion, retention, development, tenure/certification, removal, and compensation of teachers and administrators. Until possible amendments are made in the next legislative session, these requirements remain in effect. The full text of the legislation, along with a summary, can be found at <http://legislature.mi.gov/doc.aspx?mcl-380-1249>.

Additionally, Michigan was awarded a \$1.3 billion grant from the U.S. Department of Education through the State Fiscal Stabilization Fund (SFSF) to implement and conduct several activities, including educator evaluations. Michigan must demonstrate progress toward the goals of this grant by September of 2011 in order to ensure the security of those funds already provided to districts.

What are districts **required** to do?

- Conduct annual educator evaluations.
- Include measures of student growth as a significant factor in those educator evaluations.
- Locally determine the details of the educator evaluations, the consequences, and the timeline for implementation.
- Tie these educator effectiveness labels to decisions regarding promotion and retention of teachers and administrators, including tenure and certification decisions.
- Use a performance-based compensation method that evaluates performance based, at least in part, on student growth data.
- Report an educator effectiveness label in the Registry of Educational Personnel (REP) for all teachers and administrators, beginning with principals in the end-of-year 2011 submission and extending to all educators in the 2012 end-of-year collection.

What are districts **encouraged** to do?

- Use the Framework for Educator Evaluations as a system of evaluation. This Framework was developed by the MASSP, the MEA, the AFT, and the MEMSPA, along with other organizations, and can serve as a model for educator evaluations.
- Identify ways to measure student growth and progress toward proficiency using internal measures and local data.
- Include data from multiple sources as measures of educator performance whenever possible.
- Collaborate with each other and with the state to identify "best practices" for evaluation methods, for metrics in currently non-assessed content areas and/or grades, and to identify key data sources.
- Begin reporting educator effectiveness labels for all other school and district administrators at the same time as for principals.

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What is the Michigan Department of Education **required** to do?

- Link student data with the teacher of record beginning in 2010-2011 (CEPI responsibility, in conjunction with MDE).
- Provide districts and schools with measures of student growth in reading and mathematics for each teacher (regardless of subject taught).
- Provide districts with measures of student proficiency in writing, science, social studies, and reading and mathematics for each teacher (regardless of subject taught).
- Report (in conjunction with CEPI) the proportion of educators rated as highly effective, effective, and ineffective in the state.
- Report (in conjunction with CEPI) the type of factors used in educator evaluations statewide, and the proportion of evaluations which included student growth as a significant factor.

Do you have an evaluation system to share?

As you may know, MDE is collecting information on all of the current initiatives that districts have put in place to evaluate their staff and educators. Perhaps your school or district has worked hard to develop an evaluation system from which others could learn. If so, send an email to MDE-Accountability@michigan.gov along with your contact information and a brief synopsis of what you would like to share. It may be featured in an upcoming *Accountability Focus*!

Educator Evaluation: Best Practices Conference – mid April

More details about the spring conference will follow on the OEAA website, www.michigan.gov/oeaa, and in upcoming *Accountability Focus* newsletters. It will be an opportunity to learn from and share with colleagues what's happening in Michigan Schools.

What is the Michigan Department of Education **planning to do** (or currently doing) in support of educator evaluations?

- Collaborate with external stakeholder groups to identify and/or develop guidance and a “toolbox” of possible models and methods for including student growth data in an evaluation system.
- Convene referent groups to identify reasonable metrics and methods for evaluating educators in currently non-assessed content areas and/or grades, and provide samples of those metrics and methods to districts.
- Collaborate with external stakeholders as they develop models of evaluation systems, models of collective bargaining agreements, and models of best practices and assist in making those available to the field.
- Convene methodological referent groups to discuss the use of state assessment data and state-produced measures of student growth in “value-added models” and develop a recommended model that will be used to generate state-determined measures of educator effectiveness for internal validation studies.
- Collaborate with external researchers to identify how student growth data is being used in evaluations.
- Inventory current practices related to educator evaluations and provide information to other stakeholders.
- Participate in nationwide consortia to gain from the experience of other states and to share Michigan’s experience and best practices.

More information is available on the OEAA webpage, under the “Educator Evaluations” link. Please check back frequently, as information will be added regularly.

Grade Assignment for Accountability Calculations

Frequently Asked Questions from December 2010

All students are expected to be counted toward accountability calculations during their time in high school. If a student is in grade 12, and has not previously counted toward AYP accountability calculations, this student will be counted during his/her grade 12 year. Students reported in grades 11 and 12 that have not previously counted toward AYP accountability calculations will be expected to test in either the MME or MI-Access. For participation, this includes all grade 11 and grade 12 students meeting this criterion; for proficiency calculations, only full academic year grade 11 and grade 12 students meeting this criterion will be included.

The goal of Michigan's testing policy is to ensure that *all* students take the high school assessment. Although most students take the assessment and are considered in a school's accountability calculations in grade 11, there are some specific exceptions to this.

1. Does a senior new to a school who has moved to Michigan from another state in the current school year need to test?

No. This student is encouraged, but not required, to test. A student who moves into the state before or during grade 12 and who was not enrolled in a Michigan school in the year prior, is not expected to test. The student will not be considered in accountability calculations.

2. Does a senior that is new to a school this year have to test if she only received partial scores on the MME or MI-Access during her junior year in her former school?

No. This student would have counted in accountability calculations at her former school as a junior. The student can only elect to take the MME as a senior if she is a first time tester or if she took the assessment and did not receive valid scores in all MME subject areas as a junior. If she retakes the test, her scores and participation will not be used in accountability calculations.

3. Are fifth-year seniors required to take the MME or MI-Access?

No. They are only required to take the MME or MI-Access if they have not yet counted in accountability calculations. Schools may search the OEAA Secure Site to check a student's test history.

4. Does a senior who attended school in another country as a foreign exchange student during their junior year need to take the MME?

Yes. A senior is required to test if he was previously enrolled in a high school, but was not previously counted in accountability calculations.

5. Do students enrolled as foreign exchange students from other countries need to take the MME or MI-Access?

If a school enrolls a foreign exchange student in grade 11, the student will be expected to test and count in accountability calculations. These students will typically only count in a school's participation calculation as they are normally not enrolled for a full academic year (FAY). However, if a school enrolls a foreign exchange student in grade 12, that student is **NOT** expected to test.

6. Does a senior who is new to a school and was homeschooled in previous years have to test?

No. This student is encouraged, but not required, to test. The student will not be considered in accountability calculations.

7. Does a homeschooled student who is partially enrolled at a school need to test?

No. Homeschooled students who are enrolled in a public school for less than a full FTE do not need to test. Schools should make sure that these students are reported in the Michigan Student Data System (MSDS) with the residency code set to "homeschool."

Accountability Timeline

The following timeline outlines date-related items that may affect your district's or school's accountability functions in 2010-11.

Opportunities to Appeal Accountability Data

Schools have many opportunities throughout the year to appeal the data that contribute to their school accountability. To help your school perform well in AYP and school accreditation (MI-SAAS), please be sure to verify the accuracy of all data during the window described below. In many cases, this window is the only time your school can appeal these data.

Students Not Tested – January 12 – 31, 2011

During the Students Not Tested window, schools have the opportunity to indicate the reason a student failed to test. There are some reasons for not testing students which are valid reasons for a student to be exempt from participation expectations in accountability. In those cases, students will not be counted against a school in accountability calculations. Please make sure you enter your school's information during this window.



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