



Michigan School Grades (A-F) Frequently Asked Questions (FAQ)

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School Grades Report on MI School Data

Preview Window

How do school administrators gain authorized user access to the School Grades report?

Use the table below to determine what action, if any, is needed to gain authorized user access to the School Grades report on MI School Data. Individuals must have a secure MI School Data account to access to the preview window of the School Grades Report in MI School Data before its public release. If individuals need to access student-level accountability datafiles in addition to report aggregates, then they will also need “Accountability User” permissions for their secure MI School Data account.

Do you have an existing user account on MI School Data?	Do you need access to student level accountability data files?	The action you should take is...
Yes , I have an existing user account on MI School Data	No , I do NOT NEED access to student-level accountability data files.	No further action is need. You can access embargoed School Grades reports without account changes.
Yes , I have an existing user account on MI School Data	Yes , I DO NEED access to student-level accountability data files.	Contact your ISD Accountability Administrator , requesting to have the “accountability user” permission added to your existing account.
No , I do not have a user account on MI School Data	No , I do NOT NEED access to student-level accountability data files.	Contact your ISD Technical Contact to have a general MI School Data user account created.
No , I do not have a user account on MI School Data	Yes , I DO NEED access to student-level accountability data files.	Contact your ISD Accountability Administrator to have a MI School Data account created and then add “accountability user” permissions.

Please note that OEAA Secure Site user accounts do not permit access on MI School Data.

Detailed instructions on accessing School Grades Reports can be found at www.mi.gov/mde-schoolgrades. The instructions document also includes information on downloading and working with Accountability Student Datafiles on MI School Data, as the Accountability Student Datafiles for the School Index can also be used to support the assessment-based indicators on the School Grades Report.

How can concerns regarding my school’s letter grades and rankings be addressed?

During the School Grades Report preview window, schools or districts may contact MDE-Accountability@michigan.gov or call 877-560-8378, option 3, with questions or concerns regarding their school’s letter grades and rankings on MI School Data.

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Data for my school is incorrect in one or more indicators. Can that be corrected at this point?

Issues relating to school data entry/submission will not be considered during the School Grades Report preview window. Each data indicator included in the School Grades Report 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 indicator's source data review windows is communicated to the individual school and district personnel authorized by the district for the respective source data collection application. All source data are considered accurate and final at the time of the School Grades Report preview window and no further requests to change these data will be considered.

Public Release

Will School Grades Report results be made public?

Yes, after the preview window offered to school administrators closes, reports and data will be made publicly available on <https://www.mischooldata.org/school-grades/> and www.mi.gov/mde-schoolgrades. Once public, schools and districts may share School Grades results with all desired audiences. Note: during the preview window and until the MDE has released results publicly, all School Grades report information and data is embargoed and may only be shared with authorized school and district personnel.

School Grades Report – General

Why is MDE releasing school letter grades and rankings?

Public Act 601 of 2018 requires the MDE to annually grade and rank schools based on performance indicators prescribed within the law. MDE developed the School Grades system following the letter of the law and maintaining consistency with the federal School Index accountability system where possible to avoid confusion among stakeholders caused by the presence of competing definitions and calculations between the School Index and School Grades accountability systems.

I thought the Legislature got rid of the requirement to have a letter grade-based system?

Public Act 34 of 2023 passed in May 2023 and goes into effect after the Legislature adjourns for the current session. This means Public Act 601 of 2018 is still in effect and MDE is required to run the School Grades system one last cycle for 2022-23.

Who determined the grade and rank cut scores/scales for each of the indicators?

Cut scores or scales for indicator grades and labels were initially developed by a standard-setting committee. The committee was comprised of Michigan educators and was facilitated by an organization with expertise in this work. The State Board of Education (SBE) considered the standard-setting committee's recommended cut scores and refined some of the committee's recommendations before approving the current indicator cut scores and scales.

Why are the grade and rank scales for each indicator different?

The grading and ranking scales used for each of the indicators is different due to the data and other information used by both the standard-setting committee and SBE in considering what scales fit best with each indicator. For example, P.A. 601 describes one criterion of an underperforming school as having a graduation rate below 67%. The standard-setting committee and SBE took this into consideration when setting the scale for the graduation rate indicator. Not all indicators in the School

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Grades system have legal criteria that may act as a constraint on the grading or ranking scale. In these cases, the SBE and the standard-setting committee could consider other information such as the distribution of schools' performance within an indicator.

Why isn't there an overall letter grade determined for my school?

Public Act 601 of 2018 requires the MDE to annually grade and rank individual performance indicators prescribed within the law. The law does not require an overall grade to be determined. Individual indicators use a letter grade or ranking label to summarize a school's performance:

Indicator Label Type	Indicator
Letter Grade	Student Proficiency
	Student Growth
	Graduation
	English Learner Progress
	Performance Among Peers
Ranking Label	Student Subgroup Performance
	On-Track Attendance
	Assessment Participation
Summary Status Label (Alternative Education Campus Schools only)	Legislative Compliance
	Progress Toward Goals

How are school grades and rankings determined for "new" schools?

A school that has been open since July 1 of the beginning of the school year being evaluated should have all indicators except for graduation rate, as graduation rates lag a year for inclusion in school accountability results, due to the extended period of time that schools and intermediate school districts are allowed to review the audit graduation rate data.

School Letter Grades

What letter grades are used?

P.A. 601 requires MDE to use letter grades including A, B, C, D, and F. Schools earning an A are performing at the higher end of the grading scale while schools earning an F are performing at the lower end of the grading scale.

What are the grading scales?

The grading scales tie a school's performance in a specific indicator to a corresponding letter grade. The table below shows the range of values in each of the indicators mapped to a corresponding letter grade.

Letter Grades	Student Proficiency	Student Growth	Graduation	English Learner Progress	Performance Among Peers
A	55 or higher	55 or higher	90 or higher	60 or higher	0.89 or higher
B	40 to 54.99	40 to 54.99	80 to 89.99	45 to 59.99	0.48 to 0.88
C	23 to 39.99	25 to 39.99	70 to 79.99	25 to 44.99	-0.15 to 0.47
D	10 to 22.99	10 to 24.99	67 to 69.99	10 to 24.99	-0.84 to -0.14
F	Below 10	Below 10	Below 67	Below 10	Below -0.84

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School Rankings

What is a ranking label?

P.A. 601 requires MDE to use ranking labels to summarize schools' performance in certain indicators. The ranking labels are like letter grades in that they summarize a school's performance using a scale. Ranking labels include Significantly Above Average, Above Average, Average, Below Average and Significantly Below Average. Schools earning a ranking label of Significantly Above Average indicate the school is performing at the higher end of the ranking label scale while schools earning a ranking label of Significantly Below Average are performing at the lower end of the ranking label scale.

What are the ranking label scales?

The ranking label scales tie a school's performance in a specific indicator to a corresponding ranking label. The table below shows the range of values in each of the indicators mapped to a corresponding ranking label.

Ranking Label	On Track Attendance	Assessment Participation	Student Subgroup Performance
Significantly Above Average	94 or higher	90 or higher	1.00 or lower
Above Average	88 – 93.99	80 – 89.99	1.01 – 1.25
Average	76.5 – 87.99	70 – 79.99	1.26 – 1.50
Below Average	55 – 76.49	60 – 69.99	1.51 – 1.90
Significantly Below Average	Below 55	Below 60	1.91 or higher

Indicators

Student Proficiency

What is student proficiency?

The student proficiency indicator shows the percentage of students enrolled in a school scoring high enough on a state assessment to be considered proficient.

Which students are included in this indicator?

Only students who have been enrolled in the school for a full academic year and in an assessed grade (3-8, 11) are included in this indicator. A full academic year is determined by how often the student is reported by the school in the state's student enrollment system. Students reported by a school as enrolled in the fall, spring, and assessment window counts are enrolled for a full academic year. Non-public and homeschooled students are not included in this calculation.

Which state assessments are included in this indicator?

M-STEP (grades 3-7), PSAT (grade 8), SAT (grade 11), and MI-Access Functional Independence, Supported Independence, and Participation (grades 3-8, 11).

Which subjects are included in this indicator?

Math and English Language Arts (ELA). P.A. 601 does not require the inclusion of scores from the Science and Social Studies assessments.

How is this indicator calculated?

Calculating the percentage of students proficient in a school is relatively straightforward. It is the number of students proficient divided by the number of students enrolled for a full academic year. This

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calculation is done for each subject (math and ELA), and the average of these two percentages is taken and mapped to a letter grade.

Student Growth

What is student growth?

The student growth indicator shows the percentage of students enrolled in a school demonstrating adequate growth on state assessments.

Which students are included in this indicator?

Only students who have been enrolled in the school for a full academic year and who have at least two years of assessment scores are included in this indicator (grades 4-8, 11). A full academic year is determined by how often the student is reported by the school in the state's student enrollment system. Students reported by a school as enrolled in the fall, spring, and assessment window counts are enrolled for a full academic year. Non-public and homeschooled students are not included in this calculation.

Which state assessments are included in this indicator?

M-STEP (grades 3-7), PSAT (grade 8), SAT (grade 11), and MI-Access Functional Independence (grades 3-8, 11). Assessments given in third grade are used to generate growth scores for students after they take the fourth-grade assessment. Third-grade scores alone do not generate a growth score. Student growth calculations included in 2022-23 School Grades results also include the use of PSAT 10 to derive student growth scores for 11th grade students taking the SAT. Prior to this, 11th grade students' scores from their 7th and 8th grade assessments were used to calculate growth values. This was done to narrow the data gap caused by the pandemic. This update allows for increased consistency of methodology across grades (for example, adjacent grades are now used to calculate growth values for grades 4-8, and 11) and increases the number of students receiving growth results. It also helps more accurately capture a student's learning leading up to the grade 11 SAT. This change was made after careful analysis of pre- and post-pandemic data.

Which subjects are included in this indicator?

Math and English Language Arts (ELA). P.A. 601 does not require the inclusion of scores from the Science and Social Studies assessments.

How is this indicator calculated?

Calculating the percentage of students demonstrating adequate growth in a school is relatively straightforward. It is the number of students demonstrating adequate growth divided by the number of students enrolled for a full academic year. This calculation is done for each subject (math and ELA) and the average of these two percentages is taken and mapped to a letter grade.

How is adequate growth calculated?

See more information on growth here: https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/General/Meeting_Adequate_Growth.pdf

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Graduation

What is graduation?

The graduation indicator shows the percentage of students who have graduated from school after four, five, and six years. Schools earn a grade for their highest graduation rate out of the four-, five-, or six-year rates.

Which students are included in this indicator?

The graduation indicator utilizes graduation rate data calculated by the Center for Educational Performance and Information (CEPI). For information about which students count toward or against graduation rates please see: <https://www.michigan.gov/-/media/Project/Websites/cepi/MSDS/Understanding-Michigans-Cohort-GradDrop-Rates.pdf>

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 not earn a letter grade for the graduation indicator.

How is this indicator calculated?

A letter grade is earned based on the highest of the four-, five, or six-year graduation rates. Graduation rates are calculated by CEPI and the calculation methodology for graduation rates is explained in detail here: <https://www.michigan.gov/-/media/Project/Websites/cepi/MSDS/Understanding-Michigans-Cohort-GradDrop-Rates.pdf>.

For schools with students participating in a Shared Educational Entity (SEE) or Specialized Shared Educational Entity (S2E2) for school accountability and reporting, graduation rates are now re-aggregated from the student-level by Building Pupil Otherwise Attend (where applicable and reported)—the MSDS characteristic that defines where students participating in the Sending Scores Back Program should be attributed to for accountability reporting purposes. For participating students where no Building Pupil Otherwise Attend characteristic was reported OR the Building Pupil Otherwise Attend matched the student's building enrollment of record in CEPI's student cohort data, standard graduation record aggregation rules apply.

Performance Among Peers

What is performance among peers?

This indicator compares a school's student proficiency with an average consisting of up to 30 similar schools' student proficiency.

How are similar or peer schools determined?

Three characteristics are used to find similar schools:

- The percent of students in a school receiving free lunches
- The percent of students with disabilities in a school
- The enrollment size of a school

Each of these characteristics looks at a student's full-time equivalency (FTE) value for more precision.

Schools are also grouped by grade spans (elementary, middle, high) so that an elementary school will be compared to other elementary schools and not high schools.

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What is the full-time equivalency (FTE)?

FTE is the proportion of instructional hours of service claimed for a student by a school.

Where did the factors and weights come from in determining peer schools/similar schools?

The State Board of Education requested the characteristics to determine the peer/similar school groups and the characteristic weighting formula used for the School Grades.

Why is the Peer Schools list different on School Grades report vs Parent Dashboard?

An important thing to note when comparing the similar schools list found on the Parent Dashboard with the peer school list found in the Performance Among Peers indicator of the School Grades report is that the school characteristics and characteristic weighting formula used to determine the groups of peer/similar schools are different between the two reports. The School Grades system uses 70% percent of students eligible for free lunch student FTE, 20% percent of students with disabilities FTE and 10% student headcount FTE. The Parent Dashboard's formula uses 50% student headcount FTE, 20% percent of students eligible for free OR reduced lunch, 15% student-teacher ratio, and 15% expenditure per student. The State Board of Education requested differing characteristics to determine the peer/similar school groups and the characteristic weighting formula used for the School Grades report.

How is this indicator calculated?

Several steps are involved in creating peer groups:

1. A standard score, or z-score, is created for each of the three school characteristics (free lunch, students with disabilities, enrollment). The z-score shows how far from the average a characteristic is for a specific school.
2. Each of the three z-scores for a school is weighted and then aggregated. Characteristic weights are: 70% free lunch; 20% students with disabilities; 10% enrollment
3. Schools are grouped by similar grade spans and then sorted within these grade spans by the closeness of the aggregated value found in step two.

After the peer groups are created, student proficiency can be compared between a school and its peer group of similar schools. The comparison is done using z-scores and schools with positive values will be above average and earn higher grades than schools with negative values that are below average and earn lower grades.

[English Learner Progress](#)

What is 'English Learner' progress?

This indicator shows the percentage of students who are English learners enrolled in a school who are proficient or demonstrate adequate growth in the state's English language proficiency assessment.

Which students are included in this indicator?

Only English Learner (EL) students who have been enrolled in the school for a full academic year and in an assessed grade (K-12) are included in this indicator. A full academic year is determined by how often the student is reported by the school in the state's student enrollment system. Students reported by a school as enrolled in the fall, spring, and assessment window counts are enrolled for a full academic year. Non-public and homeschooled students are not included in this calculation.

English Learners with at least two years of assessment scores may also be included in the adequate growth portion of this indicator if they are not already demonstrating proficiency.

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Which state assessments are included in this indicator?

WIDA-Access (K-12). Assessments given in kindergarten are used to generate growth scores for students after they take the first-grade assessment. Kindergarten scores alone do not generate a growth score.

Which subjects are included in this indicator?

The overall WIDA-Access score is used. English Learners demonstrate their acquisition of the English language through testing on reading, writing, speaking, and listening.

How is this indicator calculated?

The percentage of EL students proficient or showing adequate growth in a school is the number of EL students demonstrating adequate growth or proficiency in WIDA-Access divided by the number of students enrolled for a full academic year. The resulting percentage is mapped to a letter grade.

How is adequate growth calculated?

See more information on growth here: https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/General/Meeting_Adequate_Growth.pdf

Assessment Participation

What is assessment participation?

This indicator shows the percentage of students enrolled in a school who received a valid test score.

Which students are included in this indicator?

Any students enrolled in an assessed grade (3-8, 11, 12) are included in this indicator. 12th-grade students are included only if they have not taken a state assessment in 11th grade. Non-public and homeschooled students are not included in this calculation.

Which state assessments are included in this indicator?

M-STEP (grades 3-7), PSAT (grade 8), SAT (grade 11), and MI-Access Functional Independence, Supported Independence, and Participation (grades 3-8, 11)

Which subjects are included in this indicator?

Math and English Language Arts (ELA). P.A. 601 does not require the inclusion of scores from the Science and Social Studies assessments.

How does the 95% participation rule apply to the School Grades system?

P.A. 601 is a state law that does not meet federal requirements. While the federal requirement for schools to test 95% of their students is still in force for the federal accountability system, there is no 95% participation requirement for the state School Grades accountability system.

How is this indicator calculated?

A school's participation rate is calculated by dividing the number of valid test scores by student enrollment in the assessed grades. This calculation is done for each subject (math and ELA) and the average of these two percentages is taken and mapped to a ranking label.

On-Track Attendance

What is on-track attendance?

This indicator shows the percentage of students enrolled in a school who are not chronically absent.

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Which students are included in this indicator?

Any students enrolled in a school for more than 10 days in any grade K-12. Non-public and homeschooled students are not included in this calculation.

How is this indicator calculated?

A school's on-track attendance rate is calculated by dividing the number of students enrolled for at least 10 days and being reported in attendance for at least 90% of the students' enrolled days by the number of students enrolled for at least 10 days. A ranking label is then mapped to this value.

Student Subgroup Performance

What is student subgroup performance?

This indicator shows the proficiency of a school's subgroups relative to the corresponding state averages. Values closest to 1.0 indicate the school's subgroups are performing above or relatively close to state averages. Values farther from 1.0 indicate the school's subgroups are underperforming relative to the state averages.

Which students are included in this indicator?

Only students who have been enrolled in the school for a full academic year and in an assessed grade (3-8, 11) are included in this indicator. A full academic year is determined by how often the student is reported by the school in the state's student enrollment system. Students reported by a school as enrolled in the fall, spring, and assessment window counts are enrolled for a full academic year. Non-public and homeschooled students are not included in this calculation.

What are student subgroups?

Students are categorized into subgroups based on demographic characteristics or participation in certain programs. Students can be counted in more than one subgroup. For example, a student who is Asian and receives free or reduced-price lunch would be counted in the Asian subgroup and the Economically Disadvantaged subgroup. Student subgroups are based on federal definitions and include:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

Are all student subgroups included in this indicator?

Only student subgroups with 30 or more students are included in a school's subgroup performance comparison.

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How is this indicator calculated?

A school's subgroup performance is compared with corresponding subgroup performance at the state level. Scores are generated based on a weighted index calculated using each school's number of student subgroups and each of those subgroups' differences from the corresponding state-level subgroup. Lower scores represent school subgroup performance above or near the state average. Higher scores represent school subgroup performance below the state average.

Why do subgroup z-scores get translated into a deviation rating? Why isn't the ranking label applied to the z-scores?

School-level, subgroup z-scores are translated into a deviation rating using an additional scale before receiving a final rank for the school overall. The additional rating scale, or "deviation rating" is applied to help differentiate the end school-level values when subgroup data are combined. This is done because when averaging a school's subgroup z-scores to produce the school's overall value to be ranked, most schools' subgroup z-scores averaged close to 0—making it hard to apply a ranking scale around the average of the z-scores themselves.

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Reports for Alternative Education Campuses (AECs)

How are School Grades reports different for AEC schools?

Alternative education campus (AEC) schools do not receive letter grades or rankings and instead receive a summary status of Met or Not Met. AEC schools meeting the law and making meaningful, measurable academic progress receive Summary Status Met. AEC schools not meeting the law and/or not making meaningful, measurable academic progress receive Summary Status Not Met.

What makes a school eligible to be an AEC school?

Center programs, strict discipline academies, adjudicated youth facilities and schools providing an alternative education program to 90% or more of students are eligible for the alternative education campus designation. Additional details on how eligibility for alternative education campus status was determined can be found in the technical business rules at www.mi.gov/mde-schoolgrades.

Are all schools eligible for AEC automatically designated as AEC?

No. Every year, all schools meeting AEC eligibility are notified and asked to respond to an assurance of compliance with all applicable laws in the Grant Electronic Monitoring System (GEMS). Schools meeting AEC eligibility that submit a response in GEMS are designated as AEC and receive a summary Met/Not Met status instead of letter grades and ranking labels. Schools meeting AEC eligibility that do not submit a respond in GEMS are not designated as AEC and receive letter grades and ranking labels like any other public school.

I believe my school meets AEC eligibility, but we received letter grades. Why would that occur?

Only schools which met the AEC eligibility AND which submit the required certification through the Grant Electronic Monitoring System (GEMS) receive the alternative education campus (AEC) designation. Schools meeting AEC eligibility that do not respond in GEMS are not designated as AEC and receive letter grades and ranking labels like any other public school.

Why does my AEC school have data reported in non-AEC indicators?

While AEC schools do not receive letter grades and ranking labels, data are reported for any component for which they have eligible data. For example, if the school has proficiency data, then the school's proficiency rates will be reported but the letter grade or ranking label portion of the indicator tile will display as "N/A". This is done for transparency purposes and is applied for all eight letter grade or ranking label indicators in the School Grades system for all AEC schools.

My AEC school has an "Academic Progress" indicator, what is this?

The legislation for school grades requires analysis of alternative education campus performance against academic goals. The 2020-21 cycle was the first opportunity to implement the academic progress portion of the state law. AEC Academic Progress is determined by the following steps:

1. Determine which of the 8 letter grade or ranking label indicators have data for the AEC school
2. For each indicator with data, calculate the distance from the AEC Academic Progress cut score
3. Determine the most favorable indicator (either further beyond met, or closest to meeting)
4. If the most favorable indicator met the AEC Academic Progress cut score, then set to Met, otherwise set to Not Met.

Additional details on how the Academic Progress status was determined for (AEC) schools can be found in the School Grades Technical Business Rules posted at www.mi.gov/mde-schoolgrades.

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What are the cut points used for the AEC Academic Progress indicator?

The following tables show the AEC academic progress cut points used for each of the eight indicators.

AEC Academic Progress	Student Proficiency	Student Growth	Graduation	English Learner Progress	Performance Among Peers
Met	10 or higher	10 or higher	67 or higher	10 or higher	-0.84 or higher
Not Met	Below 10	Below 10	Below 67	Below 10	Below -0.84

AEC Academic Progress	On Track Attendance	Assessment Participation	Student Subgroup Performance
Met	55 or higher	60 or higher	1.90 or lower
Not Met	Below 55	Below 60	1.91 or higher

State Designations for Support or Recognition

What support and recognition categories does the School Grades system identify?

The School Grades system identifies one category of support and one category of recognition.

- Support category: State Comprehensive Support and Improvement (state-CSI)
- Recognition category: Reward Schools

State Comprehensive Support and Improvement (State-CSI)

How are schools identified for state-CSI? Is that different than CSI identified in School Index?

A public school that meets any of the following will be identified for state comprehensive support and improvement (state-CSI):

- It is a high school that graduates less than 67% of its pupils.
- Receives the lowest grade (F) in each of the following indicators: Proficiency, AND growth, AND performance among peers.

To be eligible, the school must meet the minimum n-size and not be an Alternative Education Campus (AEC) school.

P.A. 601 was not written in a way that allows for a single list of schools identified for Comprehensive Support and Improvement (CSI). Differences in federal and state requirements for identifying schools for CSI make two sets of identified schools necessary. The School Index system will continue to be used to comply with existing federal requirements for identifying low performing schools. The School Grades system will be used to comply with new state requirements for identifying low performing schools. The table below helps compare the CSI criteria for each system.

CSI Identification Criteria	School Index System (Federal)	School Grades System (State)
Academic	Having an overall index value within the lowest 5% of all overall index values in the state	Having a letter grade of "F" in each of the following indicators: Proficiency; Growth; Performance Among Peers
Graduation Rate	Having a four-year graduation rate at or below 67%	Having a four-year graduation rate below 67%

Michigan School Grades (A-F) Frequently Asked Questions (FAQ)

How often are schools identified for state-CSI?

Schools will be identified for state-CSI schools every three years beginning in late fall 2022.

Reward Schools

How are schools identified as Reward Schools?

A public school that meets any of the following will be identified as a Reward School:

- It is a high school that graduates at least 99% of its pupils.
- Receives the highest grade on any of the following indicators: proficiency, growth, or performance among peers.
- Must not already be identified as a low-performing school or school with an underperforming subgroup

To be eligible, the school must meet the minimum n-size for the respective indicator in order to receive a school grade.

How often are schools identified as Reward Schools?

Reward schools are identified annually. Schools identified as Reward schools keep the status for one accountability cycle – typically an academic year.

Additional Resources and Contact Information

Where can I find additional resources about the School Grades Report?

Additional resources about the School Grades Report, including guides, grade and rank cut scores, presentations and other information are available on the Michigan School Grades System resource page at www.michigan.gov/mde-schoolgrades.

Who can I email or call for help with my School Grades Report?

For questions, concerns, or feedback about the content of the School Grades Report, please contact the Michigan Department of Education at MDE-Accountability@michigan.gov. Assistance with this can also be reached by calling 877-560-8378, option 3.

For website technical/navigation issues, please contact the Center for Educational Performance Information at cepi@michigan.gov.