

2018-2019
Michigan School Grades
Parent Guide



What Is The School Grades Report?

A state law, (Public Act 601 of 2018), requires the Michigan Department of Education (MDE) to create a school grading system that annually assigns each public school in Michigan letter grades and ranking labels, based on the school's performance in up to eight areas. The intent of the resulting School Grades Report is to improve Michigan's national educational ranking. MDE is also required to designate high- and low-performing public schools based on their grades and rankings. The enacted Michigan law requiring the School Grades Report can be found at <http://www.legislature.mi.gov/documents/2017-2018/publicact/pdf/2018-PA-0601.pdf>.

What Information Does The School Grades Report Include?

The School Grades Report provides an overview of how schools perform in up to eight key areas. It does not provide an overall letter grade or ranking label for the schools. Instead, these are provided in each of the key areas. Non-traditional schools, called Alternative Education Campuses, do not receive letter grades or ranking labels. These schools receive a status report of whether or not they are complying with applicable federal, state, and local laws.

This report can be used as a quick start for finding basic school performance information. Along with other existing reporting tools—like the Parent Dashboard for School Transparency—the School Grades Report can help parents, community members, and others interested in Michigan's schools find specific and helpful information on their local schools. The following section details what information is included in the School Grades Report and why it is important.



Indicator	What is it?	Why is this important?
<p>Student Proficiency (A-F Grade)</p>	<p>This indicator measures the percentage of students who are meeting Michigan’s academic standards. The following state tests, subject areas, and grade levels tested are used for this indicator:</p> <ul style="list-style-type: none"> • State Tests: M-STEP, PSAT 8, SAT, MI-Access • Subject Areas: Math & English Language Arts • Tested Grades: grades 3-8 and 11 	<p>This indicator is important because performance on state tests shows if students are meeting or exceeding grade-level expectations. It also shows if students are on track to be ready for the next grade and for college and career pathways after high school.</p>
<p>Student Growth (A-F Grade)</p>	<p>Student growth is the percentage of students who are on a path to becoming proficient, or to maintain proficiency, within a specific timeframe. The following state tests, subject areas, and grade levels are used for this indicator:</p> <ul style="list-style-type: none"> • State Tests: M-STEP, PSAT 8, SAT, MI-Access • Subject Areas: Math & English Language Arts • Tested Grades: grades 3-8 and 11 	<p>All students should be making progress in every subject, every year. Making progress towards proficiency is the expectation of families and the community. Student growth shows how much a school is helping their students growth toward the ultimate goal of college and career readiness.</p>
<p>Graduation Rate (A-F Grade)</p>	<p>This is the percentage of public high school students who, began 9th grade at least four years ago, and graduated within four, five, or six years. A school’s grade is based on its highest graduation rate.</p>	<p>Many jobs and post-secondary education opportunities require prospective employees/students to have the skills required to earn a high school diploma. Providing opportunities for students to persist and earn their high school diploma prepares them for future success in life.</p>
<p>Performance Among Peers (A-F Grade)</p>	<p>This is the comparison of student proficiency among similar schools. It compares an individual school to up to 30 schools with similar student enrollment, with similar numbers of students with disabilities, and students receiving free lunches.</p>	<p>This provides context about how schools with similar student characteristics are meeting or exceeding grade-level expectations.</p>

Continued next page

Indicator	What is it?	Why is this important?
<p>English Learner (EL) Progress (A-F Grade)</p>	<p>This is the percentage of English Learners showing proficiency or growth adequate to become proficient within a specific timeframe. WIDA ACCESS is the state test used to measure the proficiency and growth of students.</p>	<p>Achieving proficiency in English sets students up for success throughout their education, as well as after high school.</p>
<p>Attendance (Chronic Absenteeism) (Ranking Label)</p>	<p>This is the percentage of students who were not absent on more than 10 percent of their enrolled days.</p>	<p>Students must be in school to learn. Research shows students who miss more than 10 percent of the school year are less likely to stay on track for high school graduation and eventual enrollment in postsecondary education.</p>
<p>Test Participation (Ranking Label)</p>	<p>This is the percentage of students participating in state tests. The following state tests, subject areas, and grade levels are used for this indicator:</p> <ul style="list-style-type: none"> • State Tests: M-STEP, PSAT 8, SAT, MI-Access • Subject Areas: Math & English Language Arts • Tested Grades: grades 3-8 and 11 	<p>Test participation plays an important role in ensuring valid and reliable results in public reporting. Schools rely on accurate test results to focus on students or programs that may need more academic support.</p>
<p>Student Subgroup Performance (Ranking Label)</p>	<p>This is the proficiency of a school's student subgroups compared with statewide subgroup proficiency. The following state tests, subject areas, and grade levels are used for this indicator:</p> <ul style="list-style-type: none"> • State Tests: M-STEP, PSAT 8, SAT, MI-Access • Subject Areas: Math & English Language Arts • Tested Grades: grades 3-8 and 11 	<p>This provides context on how a school is serving all of its student subgroups. All students in Michigan public schools are expected to receive an equitable education.</p>

Letter Grades and Ranking Labels

Schools earn letter grades or ranking labels in up to eight key areas as described in the previous section. This table shows what schools earn for each key area:

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	Legislative Compliance
(Alternative Education Campus Schools only)	Progress Toward Goals (coming Fall 2020)

Schools receive letter grades and ranking labels based on their performance within certain ranges of values. These values differ in each of the key areas. The two tables below show the ranges of values needed for each of the letter grades and ranking labels.

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

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

High- and Low-Performing Schools

The School Grades Report identifies low- and high-performing schools that meet certain criteria. High-performing schools are identified every year and are called Reward schools. Low-performing schools are identified every three years, starting in Fall 2020. Low-performing schools are called State Comprehensive Support and Improvement schools.

State Comprehensive Support and Improvement (State-CSI) Schools

State-CSI schools are schools identified as being among the lowest-achieving public schools in the state. They are identified every three years, with the next identification occurring after the Spring 2020 state assessment cycle. The following criteria are used to identify state-CSI schools:

- Schools that have earned a letter grade of “F” on **all** of the following indicators:
 - ▶ Student Proficiency
 - ▶ Student Growth
 - ▶ Performance Among PeersOR
- ▶ high schools with four-year graduation rates under 67%

State-CSI schools are eligible to receive supports through MDE’s Office of Partnership Districts.



Reward Schools

Reward schools are those schools identified as being high achieving public schools. These schools are identified annually. Any school not identified as a low-performing school and meeting the following criteria are identified as Reward Schools:

- Schools that have earned a letter grade of “A” in any of the following indicators:
 - ▶ Student Proficiency
 - ▶ Student Growth
 - ▶ Performance Among PeersOR
- ▶ high schools with four-year graduation rates of at least 99%

Schools cannot be identified as Reward schools if they have underperforming subgroups.

Alternative Education Campuses

Certain school types are excluded from receiving letter grades and ranking labels in the School Grades Report. These schools, designated as “Alternative Education Campuses,” include:

- special education center programs
- strict discipline academies
- adjudicated youth programs
- schools with a focus on alternative education that enroll at least 90% of their students in alternative programs

Alternative Education Campuses instead earn a status of “Met” or “Not Met” based on:

- the school following applicable laws
- enrolled students making meaningful, measurable academic progress towards educational goals*

An Alternative Education Campus must meet both of the above criteria to earn a status of “Summary Status Met”.

*This will be included in future releases of this report.

