

2013-2014 Michigan District & School Proficiency Targets

Frequently Asked Questions (FAQ)

1) What are the Michigan School Proficiency Targets?

The Michigan School Proficiency Targets are the proficiency rates for which districts and schools will be held accountable for the 2013-2014 MEAP, MEAP-Access, MI-Access, and MME assessment results. These target rates are also known as Annual Measurable Objectives (AMOs) and will be used for the new Michigan School Accountability Scorecards to be released in the summer of 2013. More information on scorecards can be found here:

http://www.michigan.gov/documents/mde/MichiganScorecardsFAQ_413503_7537592_7.pdf

2) How are the proficiency targets determined in general?

Proficiency targets are determined at the district and school level for each individual content area including mathematics, reading, science, social studies, and writing. The targets are based on subject-level proficiency rates for the district and school from assessments administered during the 2011-2012 (baseline) school year. Each district and school that has a proficiency rate from the 2011-2012 school year will be held accountable for targets that increment to an end proficiency rate of 85% by the 2021-2022 school year. Schools that were not yet open or did not have enough/any Full Academic Year students in the 2011-2012 school year where baseline proficiency rates were determined will have a different process for determining proficiency objectives.

3) Do districts and schools have the same proficiency targets?

No, district subject-level proficiency targets are calculated separately from schools. Each district has unique proficiency targets for subjects applicable within. Each school also has unique proficiency targets for applicable subjects. Districts and schools that have proficiency targets for appropriate subjects, depending on their grade configurations and the subjects assessed in that grade *feed* to the appropriate school where the content was taught/learned in the prior school year.

The table below exemplifies how proficiency targets are determined and distributed appropriately to feeder schools. Please note that despite the fact that certain subjects are not assessed in certain entities at the lower or upper grade-

level indicated below, the content for the fall assessment subject and grade-level comes from prior learning in the school where the students were for the previous year. Subject proficiency targets are attributed to *feeder* school for this grade-level content area.

Entity Level	Grades Housed	Subjects Assessed	Subject Proficiency Targets
District	K-12	Math, Reading, Science, Social Studies, Writing	Math (3-8,11) Reading (3-8,11) Science (5, 8, 11) Social Studies (6, 9, 11) Writing (4, 7, 11)
K-2 Elementary School	K-2	None	Math (3) Reading (3)
K-5 Elementary School	K-5	Math, Reading, Science, Writing	Math (3-6) Reading (3-6) Science (5) Social Studies (6) Writing (4)
K-6 Elementary School	K-6	Math, Reading, Science, Social Studies, Writing	Math (3-7) Reading (3-7) Science (5) Social Studies (6) Writing (4, 7)
5-8 Middle School	5-8	Math, Reading, Science, Social Studies, Writing	Math (6-8) Reading (6-8) Science (8) Social Studies (6, 9) Writing (7)
6-8 Middle School	6-8	Math, Reading, Science, Social Studies, Writing	Math (7-8) Reading (7-8) Science (8) Social Studies (9) Writing (7)
9-12 High School	9-12	Math, Reading, Science, Social Studies, Writing	Math (11) Reading (11) Science (11) Social Studies (11) Writing (11)

4) What students are included in the calculation of district or school proficiency targets?

All students feeding to the school with a valid assessment result in the content area contribute to the proficiency target's calculation. Students that are full academic year (FAY) and have a valid subject score and performance level of 1 or 2 count as proficient in the **numerator** of the target rate. Students with a valid subject score and who were enrolled in the district or school for a full academic year (FAY) count in the **denominator** of the target rate. Students exceeding the 1% MI-Access cap in the district or building are counted as not proficient in the calculating of the proficiency target.

5) Which student scores can contribute to the school or district meeting the proficiency targets?

All valid scores of FAY students will contribute to meeting the proficiency targets with the exception of proficient students above the 1% cap for MI-Access or above the 2% cap for MEAP-Access. Districts with 1% Cap Exception Waivers for MI-Access that appeal to have their 1% cap exception applied during the preliminary scorecard window will be able to exceed the 1% cap for proficient MI-Access scores by up to an additional 1% in the district.

In addition to students scoring on performance levels 1 and 2 and within the percent cap bounds, students that are *provisional proficient* and *growth proficient* will also contribute to district and school's current year rates to help them reach their proficiency targets.

6) What student subgroups are expected to be at or above the subject target proficiency rate?

The "all students" group and each applicable subgroup (where 30 or more FAY students assessed in subject) are expected to meet or exceed the subject proficiency rate of the target. This includes the traditional ethnic subgroups of American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, and White. The other non-ethnic subgroups include Bottom 30%, Limited English Proficient (LEP), Students with Disabilities (SWD), and Economically Disadvantaged (ED) student groups; when applicable. Districts that belong to a shared educational entity (SEE) may also have a SEE subgroup on the district scorecard. Where the "all students" group is determined to contain less than 30 FAY students, the school or district will be held to a different method of objective status that utilized confidence intervals based on the number of students enrolled under 30 and an associated number of students that must be proficient to be considered as having met the proficiency objective.

7) How are the 2013-2014 targets determined based on the 2011-2012 school year proficiency rates?

The department calculated the 2011-2012 proficiency rate for each school and district in every subject and subtracted it from the end 85% proficiency target rate for the 2021-2022 school year. That number was then divided by ten (the number of years between the 2011-2012 and 2021-2022 school years) to determine the annual increment for the subject target rate. This increment is added to the 2011-2012 subject proficiency rate and then again each year leading up to the 2021-2022 school year.

An example of the calculation process is provided below.

District Math Proficiency Rate in 2011-2012 School Year:	45%
Required Math Proficiency Rate by 2021-2022 School Year:	85%
85% - 45% = 40%	This is the difference between the end subject proficiency rate and the baseline year proficiency rate.
40% ÷ 10 Years = 4%	This is the annual increment to be added to the subject proficiency rate.
We can now determine the proficiency target for each year leading up to the 2021-2022 school year. The table below shows this district's math proficiency targets.	

Baseline Math Proficiency Rate (2011-2012 School Year)	45%
2012-2013 Target	49%
2013-2014 Target	53%
2014-2015 Target	57%
2015-2016 Target	61%
2016-2017 Target	65%
2017-2018 Target	69%
2018-2019 Target	73%
2019-2020 Target	77%
2020-2021 Target	81%
2021-2022 Target	85%

8) What if the district or school opened on or after the 2011-2012 school year? How will the baseline and target increments be determined then?

Districts and schools that opened for the first time during or after the 2011-2012 school year did not have FAY students and thus did not have a baseline target for each subject determined from that year. In cases as such, the district or school will not have proficiency determinations on their accountability scorecards for the first year; these schools will be subject to an overall color status scale of purple, yellow, orange, and red since the proficiency objective is not included in their first year of operation as a new school. Upon completion of the second school year of operation and assessment, the scorecard will show the FAY proficiency rates of the school's students. The proficiency targets for the school will be the same as its proficiency rates for the first year that a school or district has FAY students. For the third school year of operation and assessment, the school or district will have target rates that increment from their proficiency rates during the second year of operation and assessment and at that time be subject to the standard overall status color scale green, lime green, yellow, orange, and red on its scorecard.

Number of School Years Open	Target
1 st Year Open	No FAY Students: Proficiency Not Held Accountable Purple is Best Possible Scorecard Color since Scorecard can only be based on Compliance)
2 nd Year Open	1 st Year w/ FAY Students: Target = % Proficient FAY Students This School Year
3 rd Year Open	2 nd Year w/ FAY Students: Target = Last Year's % Proficient + Annual Increment

9) What will happen if changes occur to school building grade configurations in future school years?

If your school building(s) grade configurations change, targets will not be adjusted for schools that currently have subject targets or "small school" subject targets from the 2011-12 school year. Only school facilities that open with new building codes would be subject to a "new" target as addressed in question #8 above. If your grade configuration changes to one where the building no longer has assessed grades "feed" to it, the proficiency targets will no longer apply. Schools that change their grade configuration to K-1 would not have a proficiency target established, nor be expected to reach an already established target in this case.

10) Is there a Safe Harbor method of reaching the district or school proficiency target?

Yes. Safe Harbor targets are set for each grade span (elementary 3-5, middle 6-8, and high 11) by content area. Statewide targets are set by finding the 3-year and 4-year improvement rate at the 80th percentile for the state for each grade span and content area. The data used to find the 80th percentile rates will be using proficiency data from school years 2009-10 through 2012-13. Statewide targets will be set in 2012-13 and will be re-evaluated every three years.

Schools, districts, or subgroups with only three years of proficiency data will have a 3-year improvement slope calculated. This is then compared with the statewide 3-year slope.

Districts, schools, or subgroups with only two years of proficiency data will not have a slope calculated. These entities will need to show a 10% reduction in the percent of non-proficient students from the previous year.

A school or district must meet all appropriate grade span Safe Harbor targets. For example, a K-8 school will need to meet both the elementary and middle school Safe Harbor targets in order to get credit for meeting Safe Harbor.

11) My school has fewer than 30 students in a subject. What are my proficiency targets for that subject?

Schools that have between 0 and 30 FAY students in a subject will have a different methodology for proficiency target calculations. A weighted average will be calculated for determining the proficiency targets for small schools. The weighted average will be based on small school performance in the 2011-12

base year. We then used the same methodology used in setting the interim targets for large schools:

$$(85\% - \text{Base Year Target \%}) \div 10 \text{ Years} = 4\% \text{ Annual Target Increase}$$

Small schools have the same 85% proficiency target in 2021-22 as larger schools. The main difference is the presence of a sliding confidence interval that will be applied to each year's targets based on a school's specific FAY headcount.

Subject	2011-12 Small School Baseline Rate	2012-13 Small School Proficiency Target*	2013-14 Small School Proficiency Target*
Mathematics	6%	14%	22%
Reading	22%	28%	35%
Science	17%	24%	31%
Social Studies	18%	25%	31%
Writing	28%	34%	39%

*Note that as mentioned above, a sliding confidence interval WILL be used in applying the proficiency target rate. A sample of the sliding confidence interval is provided below and in the next question in this FAQ document:

Content Area	Number of FAY Students	Minimum Number Proficient Students to be Considered Meeting Target
Science	1-6 Students	1 Student
Science	7-9 Students	2 Students
Science	10-12 Students	3 Students

12) Why does the excel spreadsheet only lists targets for some subjects, but not all subjects?

Your district or school may have a mix of targets set by the standard method clarified throughout this document and targets set by the small schools method. An example of where this might occur: a small K-5 building with less than 30 FAY tested students per subject per grade. This school would likely have math and reading targets set by the 2011-12 baseline proficiency rate in the subject and targets for science, social studies, and writing set at the small school subject rate in the above table. For a school with enough students to receive a school/district-specific subject proficiency in 2011-12 and then not in a following year, it will be held to the confidence interval determined, small school proficiency targets with a minimum number of proficient students required. For

a school without enough students to receive a school/district-specific subject proficiency in previous years but at least 30 FAY students in 2013-14, it will be held to the small school, state average subject proficiency targets established in 2011-12 and incremented annually to the 2021-22 school year.

13) What would happen if my “all student” group drops below 30 FAY students this year?

If your school or district had a custom content area proficiency target on the 2012-13 Scorecard and the number of FAY students in that content area dropped below 30 on the 2013-14 Scorecard, the target for that content area will be based on the number of FAY students and a minimum number proficient determined by confidence intervals. If your school or district does not meet the minimum number of proficient students for its corresponding number of FAY students, it will be considered that the school or district did not meet its proficiency target for that content area. See the example below. Note that the complete ranges for each content area and corresponding minimum number of students proficient can be found in the “Small Schools” tab here:

http://www.michigan.gov/documents/mde/Michigan_Proficiency_Targets_413516_7.xls.

Content Area	Number of FAY Students	Minimum Number Proficient Students to be Considered Meeting Target
Science	1-6 Students	1 Student
Science	7-9 Students	2 Students
Science	10-12 Students	3 Students

14) What would happen if my “all student” group reaches or goes above 30 FAY students this year?

If your school or district had less than 30 FAY students for a content area in previous years and reaches the 30 FAY student threshold this year, it will be subject to the state average computed proficiency targets for that content area. These targets can be found in the “Former Small Schools” tab of the proficiency target spreadsheet found here:

http://www.michigan.gov/documents/mde/Michigan_Proficiency_Targets_413516_7.xls.

For your convenience, these targets are also listed below:

Subject	2011-12 Small School Baseline Rate	2012-13 Small School Proficiency Target*	2013-14 Small School Proficiency Target*
Mathematics	6%	14%	22%
Reading	22%	28%	35%
Science	17%	24%	31%
Social Studies	18%	25%	31%
Writing	28%	34%	39%

15) What if my district or school has more than 85% students proficient in a subject?

Districts or schools with 30 or more FAY students and with at least 85% of those students proficient will have target proficiency rates set at 85%. All applicable subgroups within the district or school will have to maintain a minimum of 85% proficiency through the 2021-22 school year.

16) What if my district or school exceeds the targets this year and then declines but still meets the targets for the next school year?

It is possible that a district, school, or subgroup meet proficiency targets for this year and their proficiency rates decline in the next school year but are still **above** the incremented target proficiency rate. When this occurs, the district, school, or subgroup is still considered to have met the target rate, despite the decline in year-over-year proficiency.

17) Is it possible to estimate whether or not my school has met the 2013-14 proficiency targets in our applicable subjects?

It is possible to get an idea of whether or not your school has met the target if your school assesses students only in the fall, since that information is available through various means. Students that are full academic year (FAY) and have a valid subject score and performance level of 1 or 2 count as proficient in the numerator toward the target rate. Students with a valid subject score and who were enrolled in the district or school for a full academic year (FAY) count in the denominator of the target rate. What you may have trouble with is including students that are provisional and growth proficient in the subject denominator

since that information has not been released. You may also experience difficulty in excluding the 1%/2% capped students in your subject proficiency rate denominator. Fall 2013 FAY student assessment files are available in the Secure Site under student test scores for authorized users. Instructions on working with this file are also available here:

http://www.michigan.gov/documents/mde/HowToFilterFeederStudentDataFile_413396_7.ppt

We do not assist in projecting whether or not schools/district met the 2013-14 targets early as this information will be available when finalized in the 2014 school accountability release preview window.

If you are in need of further assistance, please contact:

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