



Michigan School Accountability FAQ: Planning for 2021-22

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Foreword

Accountability and related reporting are one of the many topics impacted by the COVID-19 pandemic. As we enter the third year (and third accountability reporting cycle) of the pandemic, new issues have come up, and some of the original issues regarding accountability have been resolved. While the severity of the pandemic has lessened, accountability and reporting issues will persist months and even years later. Our goal for this document is to provide timely and updated information to users of Michigan's school accountability systems and reporting. Please note this is a living document and represents the most up-to-date knowledge at the time of publishing.

Background

Requirements concerning state assessment systems and the accountability systems using those assessment results are governed by federal and state law. Flexibility with accountability and reporting requirements in 2019-20 and 2020-21 have ended, and laws and requirements governing accountability are in full effect for 2021-22.

The table below shows waiver status by governance level (federal or state) and requirement type (accountability or assessment) for the current and prior two school years throughout the pandemic.

| Governance Level | Requirement Type | 2019-20 Waiver Status | 2020-21 Waiver Status | 2021-22 Waiver Status |
|------------------|------------------|-----------------------|-----------------------|-----------------------|
| Federal | Accountability | Waived* | Waived* | Not Waived |
| | Assessment | Waived | Not Waived | Not Waived |
| State | Accountability | Not Waived | Not Waived | Not Waived |
| | Assessment | Waived | Not Waived | Not Waived |

* The approved federal accountability waiver still required public reporting of some measures (e.g., graduation rates, chronic absenteeism, etc.) for transparency purposes.

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Frequently Asked Questions

Assessments

Will 2021-22 seniors unable to test in 2020-21 be eligible or expected to test in Spring 2022?

- There are no accountability expectations associated with testing 12th graders in the 2021-22 school year.
- 12th Graders who were unable to take all three components of the MME may take but are not required to take, the entire MME in Spring 2022. (Schools must be established to administer both the SAT with Essay and the ACT WorkKeys and provide the M-STEP assessment for science and social studies.)

Will repeating 11th graders be expected to test in Spring 2022?

- There are no accountability expectations associated with testing repeat 11th graders in the 2021-22 school year. This is due to the accountability waiver received for the 2020-21 school year.
- Repeating 11th graders who have not previously taken all three components of the MME (SAT with Essay, the ACT WorkKeys, and the M-STEP assessments for science and social studies) may take the MME in Spring 2022 but are not required to do so. Repeat 11th-grade students who elect to take the MME in Spring 2022 must take all three components.

What if a student is unable to test due to COVID-related reasons?

- Schools will need to utilize the “Answer Documents Received and Not Tested Students” window in the OEAA Secure Site. This window will open later this spring after statewide testing is complete.

How can schools prepare for submitting COVID-related issues during the “Answer Documents Received and Not Tested Students” window??

- OEAA anticipates considering four broad COVID-related scenarios that schools may experience during the testing window. For scenarios that do not fit into the following table, contact OEAA for further consideration.

| Scenario | Considerations | Students Not Tested Issue Type | Supporting Documentation |
|----------------------|---|---|---|
| Quarantine/Isolation | <ul style="list-style-type: none"> - The severity of case/exposure - Duration of absence - Is the student receiving instruction? - Opportunity to test the student in a safe/alternate location | Medical <ul style="list-style-type: none"> - Long-term/debilitating illness - Hospitalization | <ul style="list-style-type: none"> - Doctor’s note - Attendance records - Hospitalization record |

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| Scenario | Considerations | Students Not Tested Issue Type | Supporting Documentation |
|--|---|--|---|
| Underlying medical conditions making in-person instruction unsafe (student) | <ul style="list-style-type: none"> - Is the student receiving instruction? - Opportunity to test the student in a safe/alternate location | Medical <ul style="list-style-type: none"> - Long-term/debilitating illness | <ul style="list-style-type: none"> - Doctor's note - Homebound forms - Attendance records |
| Underlying medical conditions making in-person instruction unsafe (family/household) | <ul style="list-style-type: none"> - Is the student receiving instruction? - Opportunity to test the student in a safe/alternate location | Medical <ul style="list-style-type: none"> - Long-term/debilitating illness | <ul style="list-style-type: none"> - Documentation of non-student's medical condition - Start/end dates of student's alternate instructional location - Homebound forms as appropriate - Documentation of being unable to test the student in a safe/alternate location |
| Sudden school-wide virtual instruction or closure | <ul style="list-style-type: none"> - Duration of closure/virtual instruction - Opportunity to test students at alternate locations | Contact OEAA | <ul style="list-style-type: none"> - Documentation of transition to virtual instruction/closure - Attendance records |

*Note participation requirements have returned to normal expectations (95%). Scenarios included in the table do not mean Students Not Tested issues will be accepted.

What if I have a COVID-related test participation issue that is not covered in the table above?

- Contact the OEAA School Accountability unit by phone at 877-560-8378 option 3 or by email at mde-accountability@michigan.gov.

Where can I find more information on COVID-related assessment questions?

- Further information on state assessments can be found on the OEAA [assessment page \(www.mi.gov/oeaa\)](http://www.mi.gov/oeaa).

Is the ACT WorkKeys used for accountability?

- No, the ACT WorkKeys is not used for any part of Michigan's school accountability systems.

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Accountability Systems

For 2021-22, which accountability systems have been waived, and which have not?

- There are no accountability waivers for any of Michigan’s accountability systems in 2021-22. The table below lists each of Michigan's accountability systems, grouping them by whether they are governed by federal or state law/policy and their corresponding waiver status.

| Accountability System Type | Accountability System Name | 2019-20 Waiver Status | 2020-21 Waiver Status | 2021-22 Waiver Status |
|----------------------------|-------------------------------|-----------------------|-----------------------|-----------------------|
| Federal | School Index | Waived | Waived | Not Waived |
| | Annual Education Report (AER) | Partially Waived* | Partially Waived* | Not Waived |
| State | Parent Dashboard | Not Waived* | Not Waived * | Not Waived |
| | School Grades | Not Waived* | Not Waived* | Not Waived |
| | At-Risk (31A) | Not Waived* | Not Waived* | Not Waived |

*Metrics may have limited or no data depending on what is waived, and participation/reporting rates

How were schools identified for support under federal law impacted by the approved 2019-20 and 2020-21 federal accountability waivers?

- The approved 2019-20 and 2020-21 federal accountability waivers “paused” federal support categories (i.e., no exits nor new enters). Any school previously identified for support not exited prior to the 2019-20 school year will maintain that identification status and continue to receive supports and interventions until **enters and exits resume in Fall 2022 based on 2021-22 data**. Specifically, this applies to schools identified for:
 - Comprehensive Support and Improvement (CSI) based on 2016-17 data
 - Additional Targeted Support (ATS) based on 2017-18 data
 - Targeted Support and Improvement (TSI) based on 2018-19 data

Is MDE identifying low-performing schools in Fall 2022?

- Yes. MDE is required to identify new cohorts of schools for Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), and Targeted Support and Improvement (TSI).
- Additionally, schools will be identified for state-CSI using the School Grades system for the first time in Fall 2022.

Is MDE exiting previously identified low-performing schools in Fall 2022? Which schools are eligible to exit?

- Yes. MDE will be exiting existing CSI and ATS schools that meet certain exit criteria. Any existing TSI school can be exited by their local school district according to the district’s exit criteria and timeline.

Which data will be used to identify low-performing schools in Fall 2022?

- Data from 2021-22 will be used by both the School Index and School Grades systems to identify schools for the state- and federal-CSI, ATS, and TSI supports.

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Which data will be used to exit previously identified low-performing schools in Fall 2022?

- Data from the 2018-19 and 2021-22 school years will be used to exit schools previously identified for CSI and ATS supports.

Accountability Measures

Will new indicators specific to COVID-19 or remote/distance learning be added to reports?

- At this time, no new accountability indicators are planned. However, there is a national interest in investigating potential indicators that may be able to provide context around virtual instruction, temporary closures, and other issues the pandemic brought to the forefront.

Will student growth measures based on state assessments be available for 2021-22? If so, will they be valid, and will they be comparable to previous years?

- Yes, student growth measures based on state assessments will be available for 2021-22 and will be valid. However, like any other student-based performance metric, it is important to keep in mind the potential impact of the COVID year(s). Any longitudinal review for these data should be done cautiously.
- Also, because growth measures rely on multiple years of data and 2019-20 is unavailable (due to no testing that year) and 2020-21 had low participation and so will not be used, only the following grades and subjects are expected to have student growth reported for 2021-22.

| Assessment | Content Area | Grade(s) |
|--------------|----------------|---------------|
| M-STEP | ELA, Math | 6 and 7 |
| M-STEP | Social Studies | 8 and 11 |
| PSAT 8 | ELA, Math | 8 |
| SAT | ELA, Math | 11 |
| MI-Access FI | ELA, Math | 6 - 8, and 11 |
| WIDA ACCESS | Overall | 3 - 12 |

How will schools without student growth data be handled in accountability calculations?

- **School Index:** Any school that is missing a School Index component as a result of not having data will have the weighting for that component proportionally reallocated to the school’s existing components. For example, schools without graduation rates have the 10% weight from that component reallocated to the school’s remaining components. For a working example of how School Index component weights reallocate, check out the [School Index Example Calculator](#).
- **School Grades:** Schools without growth data in the School Grades system simply do not receive a letter grade for the growth indicator. There is no summative letter grade or rating for School Grades, so there is no need to reallocate weights.

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Will schools without growth data be overrepresented in school identifications?

- MDE does not believe schools without growth data will be over-identified for low performance. This belief is supported by an analysis that retroactively removed grades four and five growth from School Index results for 2016-17 (the last time Bottom 5% was identified).
 - While the count of schools impacted was large, the average size of the impact was small (i.e., many schools had grades four and five growth but removing grades four and five growth on average changed schools' overall index values by less than 5 points).
 - Almost all schools (99%) that had growth data for grades four and five experienced no change in identification status.
 - For the less than 1% of schools whose identification status would have changed, it was roughly a 50/50 split as to whether removing grades four and five growth moved them into or out of the bottom 5%.

The exact impact on Fall 2022 accountability of not having growth for grades 4 and 5 will be unknown until we have 2021-22 data, but it is likely to be similar to the results of this analysis.

Data Collections

What do school districts need to submit in 2021-22 state data collections to allow for continued and required public reporting?

- As there are no waived accountability requirements for 2021-22, all school districts need to continue reporting data as in a normal year in the appropriate CEPI collections.
- The Parent Dashboard continues to be updated as new data become available. Many Parent Dashboard metrics rely on non-assessment data. MDE anticipates greater public focus on the Parent Dashboard and related assessment and accountability reporting, as the pandemic wanes and attentions turn to academic recovery.

Do schools and districts need to submit attendance data for 2021-22?

- Yes, student attendance data are required to be submitted for 2021-22. These data are needed to fulfill pupil accounting requirements around student membership, to meet the required number of instructional days and hours (180 days and 1098 hours) necessary to deliver educational or course content leading to the course completion, and for accountability purposes.

How should schools and districts submit attendance data for 2021-22?

- Attendance data must be submitted in the Michigan Student Data System (MSDS) in the End of Year (EOY) collection, as well as any time a student is exited from enrollment. Note that the MSDS continues to collect attendance data by days – that is, days attended and days possible.
- **For students taking 100% virtual courses:** For Total Possible Attendance, the number of scheduled check-ins between the student and the mentor teacher is expected to be reported. For Days Attended, the number of those check-ins that the student met or connected with the teacher is expected to be reported. Meetings do not have to be face-to-face, but must show

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two-way communication between the teacher and student (such as by telephone or electronic communication).

- **For students with a mix of virtual and non-virtual courses:** For students who have a mix of brick-and-mortar and virtual courses, a day in attendance should be counted when a student has attended for at least 50% of the day OR has attended a scheduled check-in. For example, if a student is in attendance for at least 50% of his/her brick-and-mortar courses during a school day, it can be counted as a day in attendance regardless of attendance in the virtual courses. Likewise, if a student does not attend at least 50% of his/her brick-and-mortar courses, but makes at least one scheduled check-in appointment for a virtual course during the day, it can be counted as a day in attendance.

How should virtual programs be reported in the 2021-22 school year?

- Within the Educational Entity Master (EEM), three different types of virtual education can be denoted at the building level: Full Virtual, Face Virtual, and Supplemental Virtual. A school building can include multiple virtual educational settings to reflect the variety of virtual programming options available to students.

For directions on how to add these educational settings to your schools, please refer to the How to Add or Remove an Educational Setting section in the [EEM guide](#). Definitions of the various educational settings can be found in the EEM Glossary. For help establishing local reporting, we recommend working with your software vendor to develop local reporting/group/class codes that will enable you to meet your goals.

Additionally, virtual courses are required to be reported in CEPI's Teacher Student Data Link (TSDL) collection. More information on the TSDL can be found on CEPI's [TSDL page](#).

General Reporting

Will 2021-22 data be valid, and can they be used in trendlines, or will new trendlines be needed?

- MDE expects student participation rates on state assessments to look more normal this year. However, until these data have been collected and analyzed, it is not known how concerned to be with local validity. MDE does not plan on breaking trendlines.
- For transparency in participation rate reporting on spring 2021 state assessments, including comparison to pre-pandemic participation rates, please see the [Spring 2021 Participation and Not Tested Report](#).

How has MDE put context around reporting and data for 2019-20 and 2020-21? What are the plans for 2021-22?

- MDE worked with CEPI to create disclaimers on reporting done through MI School Data. Resources available on MDE's website also included similar disclaimers.
 - For 2019-20 reporting, disclaimers began appearing on MI School Data by the end of August 2020, to make users aware of unavailable data due to 2019-20 testing being waived.
 - For 2020-21 results, disclaimers were displayed depending on the data reported.

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- For 2021-22 results, MDE will continue to monitor levels of missing data and include disclaimers where appropriate.

Helpful Links

- [Spotlight on Student Assessment and Accountability Newsletter Repository](#)
- [Accountability Best Practices: Data Reporting Guide for Trouble-free Accountability](#)
- [EEM guide](#)
- [School Index Resource Page](#)
- [School Grades \(A-F\) Resource Page](#)
- [MDE COVID-19 Resources](#)

Contact

Email: MDE-Accountability@michigan.gov

Phone: 877-560-8378, Option 3

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Appendices

Appendix A: State and Federal Law(s) Impacting Accountability Reporting

Federal Accountability Laws

- [Every Student Succeeds Act \(ESSA\) of 2015](#)
 - 1111(c) – school accountability system requirements (Michigan School Index System)
 - 1111(d) – frequency of accountability results reporting (annual differentiation) and identification of low performing schools and underperforming student subgroups
 - 1111(h) – reporting of assessment and accountability results

State Accountability Laws

- [MCL 380.1280g](#) – School Grades accountability system
- [MCL 388.1631a](#) – At-Risk reporting

Appendix B: Waivers of State and Federal Law(s)

2020-21 Federal Accountability Waiver

[USED Approval Letter of Michigan's 2020-21 Federal Accountability Waiver](#), which specifically waives:

- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- Report card provisions related to accountability in section 1111(h) based on data from the 2020-2021 school year. These include:
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).
 - Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).
 - Section 1111(h)(1)(C)(v) (School Quality or Student Success indicator results).
 - Section 1111(h)(1)(C)(vi) (Progress toward meeting long-term goals and measurements of interim progress).
 - Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

As part of this waiver, Michigan assures that:

- The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or *EDFacts*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).

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- The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the State or LEA level.
- Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.
- The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

2020-21 Federal Assessment Waiver

- Michigan submitted a request to waive the 2020-21 federal assessment requirements. However, [USED did not approve](#) it.

2020-21 State Waiver(s)

- No state laws covering school accountability were waived for 2020-21.