



Michigan School Grades
System Business Rules
2022-23

School Grades Business Rules

Contents

Michigan School Grades System Business Rules	1
Introduction	3
System Summary	4
Overview	4
Indicator Summaries	4
Indicator Letter Grades	5
Indicator Ranking Labels	5
Summary Designations	5
Summary Status for Alternative Education Campuses	5
System Indicator Details.....	6
Proficiency.....	6
Growth	8
English Learner (EL) Progress	12
Graduation Rate.....	14
Performance Among Peers	16
On-Track Attendance (Chronic Absenteeism)	18
Assessment Participation.....	19
Student Subgroup Comparison to State	22
Alternative Accountability Details	25
Accountability System Summative Designations	29
A-F Letter Grades	29
Ranking Labels.....	29
State-Required School Identification Categories.....	30
Terms/Acronyms	33

Michigan School Grades System
Business Rules Document
Michigan Department of Education
Revision 1.0
Last Updated: 11/28/2023

School Grades Business Rules

Introduction

Public Act 601 of 2018 adopted on December 28, 2018, amended the Revised School Code to require the Michigan Department of Education (MDE) to create a school grading system that assigns each public school in Michigan letter grades between A and F based on its achievement in five specified indicators on an annual basis. The intent of the letter grade and ranking system is to improve the national educational ranking of this state. As part of these new requirements, the MDE will also assign rankings based on how many students in a school participate in state assessments, chronic absenteeism, and how subgroups of students at the school compared to those subgroups statewide. The MDE is also required to designate high- and low-performing public schools based on their grades and rankings. The enacted Michigan law requiring the letter grade school rating system can be found at [http://www.legislature.mi.gov/\(S\(fp22wm2huqeucklwp1yawf0j\)\)/mileg.aspx?page=getobject&objectname=mcl-380-1280g](http://www.legislature.mi.gov/(S(fp22wm2huqeucklwp1yawf0j))/mileg.aspx?page=getobject&objectname=mcl-380-1280g).

Public Act 34 of 2023 adopted on May 22, 2023, amended the Revised School Code to remove the requirements set forth in Public Act 601 of 2018. Public Act 34 of 2023 goes into effect 91 days after the Legislature adjourns for the 2023 Regular Session. MDE is required to run the School Grades system until this law goes into effect. Therefore, School Grades will be run one last time for the 2022-23 school year. Public Act 34 of 2023 can be found at: [2023-PA-0034.pdf \(mi.gov\)](#).

Note: The requirement in Michigan Law to annually determine and publish School Grades for Michigan public schools was repealed by Act 34 of 2023. As such, School Grades reports for the 2022-23 school year are the last year of publication for this report.

School Grades Business Rules

System Summary

Overview

The letter grade and ranking system required by the P.A. 601 of 2018 system includes eight total indicators to be reported by the MDE. These indicators are proficiency, growth, graduation rate, English learner progress, performance among peers, chronic absenteeism, assessment participation, and subgroup performance comparison to state. There is no overall letter grade or ranking label reported or calculated for this system.

Indicator Summaries

Proficiency

The proficiency indicator aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. Scores are included from M-STEP, PSAT (grade 8 only), SAT, and MI-Access assessments.

Growth

The growth indicator aggregates the percent of students whose student growth scores (Student Growth Percentiles; SGPs) meet or exceed their growth target (Adequate Growth Percentile (AGP) across the content areas of English language arts (ELA) and mathematics. Growth scores (SGPs) are only calculated using scores from like assessments measuring the same content standards (e.g., M-STEP to M-STEP) and are only computed using M-STEP, PSAT 8/9/10, SAT, or MI-Access Functional Independence (FI) scores. 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.

Graduation Rate

The graduation rate indicator uses the same adjusted cohort calculation used in previous accountability systems (required under ESSA). Four-, five-, and six-year cohort rates are calculated, and the cohort with the best rate is used in determining an overall graduation rate for the school.

Performance Among Peers

The performance among peers indicator compares the proficiency among similar schools. Each Michigan public school is graded on academic performance relative to its peer schools based on school demographics.

English Learner (EL) Progress

The EL progress indicator considers students showing progress if one of the following is demonstrated using the WIDA ACCESS for ELLs assessment:

- Not currently English proficient but showing adequate growth
- English proficient

The overall WIDA score is used to determine this calculation, where a student has valid results in all four domains assessed (listening, speaking, reading, and writing).

On-Track Attendance (Chronic Absenteeism)

The on-track attendance (not chronically absent) indicator calculates the percent of students that had on-track attendance (i.e., were NOT chronically absent). This is the same data used for the on-track attendance subcomponent in the School Index system.

School Grades Business Rules

Assessment Participation

The assessment participation indicator covers school-level administration rates for assessments (currently M-STEP, PSAT 8, SAT, and MI-Access) used to determine results for the proficiency and growth indicators of the letter grade system.

Student Subgroup Performance

Pupil subgroup performance compared to pupils in the same subgroup statewide, using the subgroups required under the Every Student Succeeds Act, Public Law 114-95.

Indicator Letter Grades

Indicators for proficiency, growth, graduation rate, English learner progress, and performance among peers would normally receive a letter grade. Indicator letter grades will be set by evaluating an indicator's value against a letter grade rubric determined through a standards-setting procedure.

Indicator Ranking Labels

Indicators for on-track attendance (chronic absenteeism), assessment participation, and subgroup performance comparison to the state would normally receive a ranking label. Indicator ranking labels will be set by evaluating an indicator's value against a ranking label rubric determined through a standards-setting procedure.

Summary Designations

Public Act 601 of 2018 describes four summary designations and directs MDE to develop standards for identifying schools in each of these categories.

- **Reward Schools** described as high achieving schools
- **Comprehensive Support and Improvement Schools** described as the lowest-achieving schools
- **Additional Targeted Support Schools** described as schools having at least one significantly underperforming student subgroup
- **Targeted Support and Improvement Schools** described as schools having at least one consistently underperforming student subgroup

It should be noted that the definition of Comprehensive Support and Improvement (CSI) under PA 601 of 2018 does not align with the definition of CSI as given in the federal Every Student Succeeds Act (ESSA). As such, Michigan has both federal-CSI and state-CSI schools.

Summary Status for Alternative Education Campuses

Public Act 601 of 2018 directs MDE to designate a public school as an alternative education campus, and not assign grades or rankings to the school if the school meets one of the following criteria:

- It is a center program.
- It is a strict discipline academy.
- It is a program for adjudicated youth.
- It serves any other specialized student population with special needs, as determined by MDE.

In place of letter grades or ranking labels, MDE is instead directed to issue a summary status for each public school designated as an alternative education campus (AEC). The summary status will indicate whether the school was in compliance with applicable law and whether students enrolled in the public

School Grades Business Rules

school made meaningful, measurable academic progress toward educational goals established by the governing body of the public school and approved by the superintendent of public instruction.

AECs are not included in any of the summary designations listed in the previous section.

System Indicator Details

This section provides detailed rules for student inclusion and aggregation for each indicator included in the School Grades A-F Letter Grade and Ranking system.

Proficiency

Proficiency is calculated by content area for any school having at least one FAY student with a valid test score. Further aggregation is done to determine overall performance against the determined A-F letter grade rubric.

Proficiency General Rules

Rule: There are four assessments – M-STEP, MI-Access, PSAT 8, and SAT.

Rule: There are two content areas – Math (MA) and English Language Arts (ELA).

Rule: Students are tested in the grades and content areas shown in the table below.

Content Area	Grade(s) Tested
English Language Arts	3-8, 11*
Mathematics	3-8, 11*

* 12th-grade students are counted in accountability calculations if they have not yet been counted as an 11th grader.

Rule: Assessment-specific content areas are used to fulfill the accountability content areas as described in the table below.

Assessment	Assessment Content Area	Fulfills Accountability Content Area
SAT	Evidence-Based Reading and Writing (EBRW)	English Language Arts (ELA)
SAT	Mathematics	Mathematics
PSAT 8	Evidence-Based Reading and Writing (EBRW)	English Language Arts (ELA)
PSAT 8	Mathematics	Mathematics
M-STEP	English Language Arts (ELA)	English Language Arts (ELA)
M-STEP	Mathematics	Mathematics
MI-Access	Accessing Print and Expressing Ideas	English Language Arts (ELA)
MI-Access	Mathematics	Mathematics

1.1.1 Determine minimum student counts:

Rule: For schools having at least one full academic year tested student, include in the Proficiency indicator aggregates (letter grade and rates) in secure displays, public displays, and aggregation calculations.

Rule: For schools having less than one full academic year student, do NOT include in the Proficiency indicator aggregates (letter grades and rates) and display “N/A”.

School Grades Business Rules

Proficiency Indicator Student Level Record Preparations

Rule: Only Full Academic Year (FAY) students count toward proficiency rates.

Rule: Only students flagged as enrolled are included in proficiency rates.

Rule: Student proficiency results are to be assigned to their Primary Education Providing Entity (PEPE).

Rule: Exclude non-public school and homeschooled students.

Rule: Exclude early childhood (grade 30), adult education (grade 20), and special education transition (grade 14) students.

Rule: Exclude students from content areas where they are flagged as having a Non-Standard Accommodation, Prohibited Behavior, or invalid score for that content area.

Rule: Exclude student records from content areas where they have an accepted Not Tested Reason for that content area. *Note: Not Tested Reasons can and do vary by content area.*

Dependency: The current academic year enrollment data is available for extraction from the Center for Educational Performance and Information (CEPI)

Dependency: The current academic year valid test scores have been received from the vendor

1.1.2 MDE extracts current year student enrollment data available from CEPI/Michigan Student Data System (MSDS) using the student snapshot grouping associated with those assessments.

Rule: Schools have additional time to submit maintenance records to correct student demographics and report student exits after the official count day.

1.1.3 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with those assessments.

1.1.4 MDE receives current year assessment test scores data from the vendors.

1.1.5 MDE merges CEPI/MSDS enrollment and demographic data, CEPI/EEM entity data, and vendor test score data and adds various data flags needed for accountability calculations.

Aggregation for Content Areas

1.1.6 Calculate aggregate values for each content area.

Rule: Aggregate the number of FAY enrolled student records counting as participating in the content area.

Rule: Aggregate the number of FAY Proficient for each content area.

Rule: Calculate Proficiency rate for each content area:

$$[\text{FAY Proficient}] \div [\text{FAY Tested}]$$

Aggregation for Overall Proficiency

1.1.7 Calculate an aggregated average value for the proficiency indicator

School Grades Business Rules

Rule: Simple average is used

Rule: Calculate average proficiency rate using content area aggregates:

$$((\text{Math proficiency rate}) + (\text{ELA proficiency rate})) / 2$$

Assigning a Letter Grade

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

1.1.8 Assign a letter grade for each school's proficiency rate using the following thresholds:

Rule: School-level proficiency rates greater than or equal to 55 are assigned an "A."

Rule: School-level proficiency rates greater than or equal to 40, and less than 55 are assigned a "B."

Rule: School-level proficiency rates greater than or equal to 23, and less than 40 are assigned a "C."

Rule: School-level proficiency rates greater than or equal to 10, and less than 23 are assigned a "D."

Rule: School-level proficiency rates of less than 10 are assigned an "F."

Growth

Growth is calculated by content area for any school having at least one student enrolled for a full academic year (FAY) with a valid test score. Further aggregation is done to determine overall performance against the determined A-F letter grade rubric.

Growth General Rules

Rule: There are four assessments – M-STEP, MI-Access, PSAT 8, and SAT.

Rule: For MI-Access, growth scores (SGPs) are only calculated for Functional Independence (FI). SGPs are NOT calculated for MI-Access Supported Independence (SI) or MI-Access Participation (P) because the number of students taking those assessments is too small to calculate growth scores (SGPs).

Rule: There are two Content Areas - Math (MA) and English Language Arts (ELA).

Rule: Students are tested in the grades and content areas shown in the table below.

Content Area	Grade(s) Tested
English Language Arts	3-8, 11
Mathematics	3-8, 11

Rule: Assessment-specific content areas are used to fulfill the accountability content areas as described in the table below.

Assessment	Assessment Content Area	Fulfills Accountability Content Area
SAT	Evidence-Based Reading and Writing (EBRW)	English Language Arts (ELA)

School Grades Business Rules

Assessment	Assessment Content Area	Fulfills Accountability Content Area
SAT	Mathematics	Mathematics
PSAT 8	Evidence-Based Reading and Writing (EBRW)	English Language Arts (ELA)
PSAT 8	Mathematics	Mathematics
M-STEP	English Language Arts (ELA)	English Language Arts (ELA)
M-STEP	Mathematics	Mathematics
MI-Access	Accessing Print and Expressing Ideas	English Language Arts (ELA)
MI-Access	Mathematics	Mathematics

Rule: Student growth scores (Student Growth Percentiles; SGPs) and growth targets (Adequate Growth Percentiles; AGPs) are available for the content areas, assessments, and grades given in the table below.

Content Area	SAT	PSAT 8	M STEP	MI Access FI ¹	MI Access (SI & P) ²
English Language	11 ³	8	6-7	6-8, & 11 ³	N/A
Mathematics	11 ³	8	6-7	6-8, & 11 ³	N/A

¹For MI-Access FI, due to smaller counts of students taking that test, growth scores (SGPs) are available but calculated by different methods. Those methods cannot produce a meaningful growth target (AGP), and so growth targets (AGPs) are set by a policy for MI-Access FI.

²For MI-Access SI & P, the count of students participating in these assessments is too small to calculate growth scores (SGPs) or growth targets (AGPs).

³12th-grade students will not have growth scores (SGPs) or growth targets (AGPs) as their available data does not follow the standard grade progressions necessary to calculate growth scores (SGPs) and growth targets (AGPs).

1.2.1 Determine minimum student counts:

Rule: For schools having at least one full academic year student with growth data, include in the Growth indicator aggregates (letter grade and rates) in secure displays, public displays, and aggregate calculations.

Rule: For schools having less than one full academic year student, do NOT include in the Growth indicator aggregates (letter grades and rates) and display “N/A”.

Growth Indicator Student-Level Record Preparations

Rule: Compute growth scores (SGPs) using SAT, PSAT 8, M-STEP, or MI-Access FI Scores. PSAT 10 will be used in deriving student growth scores and targets for grade 11 students taking the SAT.

Note: Prior to 2022-23 School Grades results, grade 11 students’ scores from their grades 7 and 8 assessments were used to calculate growth values. The Office of Educational Assessment and Accountability (OEAA) has made this adjustment for 2022-23 results after years of careful analysis containing pre- and post-pandemic data.

Rule: Calculate growth scores (SGPs) only using scores from Like Assessments – M-STEP to M-STEP, MI-Access FI to MI-Access FI, and PSAT 10 to SAT.

Note: For the 2022-23 academic year only, student growth is computed from just one prior score in order to obtain growth scores and targets calculated using only post-pandemic data. The use of up to two prior scores

School Grades Business Rules

would return for subsequent accountability cycles. Using only one prior score for the 2022-23 accountability cycle ensures the methodology for computing growth values is comparable within and across grades.

Rule: Growth scores (SGPs) range from 1-99, where an SGP of 50 indicates the student demonstrated growth greater than half of the students with comparable score histories in that subject.

Rule: Only data from standard grade progressions will be used in calculating growth scores (SGPs). That is, students who repeat or skip grades will not have growth scores (SGPs) that year.

Rule: Only Full Academic Year (FAY) students are used in growth indicator calculations. Non-FAY students may receive a growth score (SGP) but will not have their growth data included in School Grades A-F Letter Grade and Ranking calculations.

Rule: Only students for whom a growth score (SGP) was expected are included in growth indicator calculations.

Rule: Students are expected to have a growth score (SGP) if they are enrolled AND have at least a prior score in the growth score (SGP) test sequence for their current grade. For example, a student currently enrolled in grade 4, who had a valid grade 3 ELA score in the previous year, would be expected to have an ELA growth score (SGP).

Rule: Only students flagged as enrolled are included in growth indicator calculations.

Rule: Student growth results are to be assigned to their Primary Education Providing Entity (PEPE).

Rule: Exclude non-public school and home-schooled students.

Rule: Exclude early childhood (grade 30), adult education (grade 20), and special education transition (grade 14) students.

Rule: Exclude students from content areas where they are flagged as having a Non-Standard Accommodation, Prohibited Behavior, or an invalid score for that content area.

Rule: Exclude student records from content areas where they have an accepted Not Tested Reason for that content area.

Rule: The Michigan Department of Education (MDE) requires at least one prior test score to calculate a growth score (SGP) but will use up to two prior years of data if available.

Dependency: The current academic year enrollment data is available for extraction from the Center for Educational Performance and Information (CEPI).

Dependency: The current academic year valid test scores have been received from the vendor.

1.2.2 MDE extracts current year student enrollment data available from CEPI/ Michigan Student Data System (MSDS) using the student snapshot grouping associated with those assessments.

Rule: Schools have additional time to submit maintenance records to correct student demographics and report student exits after the official count day.

School Grades Business Rules

- 1.2.3 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with those assessments.
- 1.2.4 MDE Receives current year Assessment test scores data from the vendors.
- 1.2.5 MDE merges CEPI/MSDS enrollment and demographic data, CEPI/EEM entity data, and vendor test score data and adds various data flags needed for accountability calculations.

Aggregation for Content Areas

- 1.2.6 Calculate aggregate values for each content area.

Rule: Any student having an accepted Not Tested Reason for a content area will be excluded from all of the following aggregations for that content area.

Note: Not Tested Reasons can and do vary by content area.

Rule: Aggregate the number of accountable FAY enrolled students having a growth score (SGP) for the content area.

Rule: Aggregate the number of students meeting adequate growth (i.e., the number of students where their growth score [SGP] \geq their growth target [AGP]).

Rule: Calculate an adequate growth rate:
(Number meeting adequate growth)
 \div (Number of FAY enrolled students having growth scores [SGPs])

Aggregation for Overall Growth

- 1.2.7 Calculate an aggregated average value for the growth indicator

Rule: Simple average is used

Rule: Calculate average adequate growth rate using content area aggregates:
 $((\text{Math adequate growth rate}) + (\text{ELA adequate growth rate})) / 2$

Assigning a Letter Grade

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

- 1.2.8 Assign a letter grade for each school's adequate growth rate using the following thresholds:

Rule: School-level adequate growth rates greater than or equal to 55 is assigned an "A."

Rule: School-level adequate growth rates greater than or equal to 40 and less than 55 are assigned a "B."

Rule: School-level adequate growth rates greater than or equal to 25 and less than 40 are assigned a "C."

Rule: School-level adequate growth rates greater than or equal to 10 and less than 25 are assigned a "D."

Rule: School-level adequate growth rates less than 10 are assigned an "F."

School Grades Business Rules

English Learner (EL) Progress

The English Learner Progress indicator provides a letter grade outcome based on the progress of EL students. Since the measure of the indicator only applies to the English Learner (EL) student group, and there is only one measure, there is no further aggregation needed after the initial calculation.

The English Learner (EL) progress indicator considers students showing progress if one of the following is demonstrated using the EL assessment (WIDA ACCESS):

- Not currently English proficient but showing adequate growth
- English proficient

EL Progress General Rules

Rule: English Learner students are tested on the WIDA Access in grades K-12.

Rule: EL progress only applies to the English Learner (EL) subgroup. The EL Progress data is not disaggregated for the other student groups.

1.3.1 Determine minimum student counts:

Rule: For schools having at least 30 full academic year English Learner students, include in the English Learner Progress indicator aggregates (letter grade and rate) in displays and calculations.

Rule: For schools having less than 30 full academic year English Learner students, do NOT include in aggregates (letter grades and rates) and display “N/A”.

EL Progress Indicator Student Level Record Preparations

Rule: Only students reported in the state’s enrollment system (Michigan Student Data System; MSDS) as English Learner (EL) students are included.

Rule: Only Full Academic Year (FAY) students are included in the EL progress indicator. Non-FAY students may receive a WIDA growth score (SGP) but will not have their growth data included in School Grades A-F Letter Grade and Ranking calculations.

Rule: Only students for whom a WIDA growth score (SGP) was expected OR who are EL proficient are included in EL progress indicator calculations.

Rule: Students are expected to have a WIDA growth score (SGP) if they are enrolled AND have at least a prior score in the WIDA growth score (SGP) test sequence. For example, a student currently enrolled in grade 4, who had a valid grade 3 overall WIDA score in the previous year, would be expected to have a WIDA growth score (SGP).

Rule: Only students flagged as enrolled in MSDS are included.

Rule: Student WIDA growth results are to be assigned to their Primary Education Providing Entity (PEPE).

Rule: Exclude non-public school and homeschooled students.

Rule: Exclude early childhood (grade 30), adult education (grade 20), and special education transition (grade 14) students.

School Grades Business Rules

Rule: Exclude students where they are flagged as having a Non-Standard Accommodation, Prohibited Behavior, or an invalid score for one or more domains.

Rule: Exclude student records where they have an accepted Not Tested Reason for one or more domains.

Rule: Only the overall WIDA score is used in calculating WIDA growth scores (SGPs) (domain scores are not included).

Rule: To receive a WIDA growth score (SGP), students must have valid results in all four WIDA domains assessed (listening, speaking, reading, and writing).

Rule: For WIDA growth scores (SGPs) (and like content area growth scores [SGPs]) only data from standard grade progressions will be used to calculate SGPs. That is, students who repeat or skip grades will not have WIDA SGPs that year.

Rule: The Michigan Department of Education (MDE) requires at least one prior test score to calculate a WIDA growth score (SGP) but will use up to two prior years of data if available.

Dependency: The current academic year enrollment data is available for extraction from the Center for Educational Performance and Information (CEPI).

Dependency: The current academic year valid WIDA test scores have been received from the vendor.

1.3.2 MDE extracts current year student enrollment data available from CEPI/ Michigan Student Data System (MSDS) using the student snapshot grouping associated with those assessments.

Rule: Schools have additional time to submit maintenance records to correct student demographics and report student exits after the official count day.

1.3.3 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with those assessments.

1.3.4 MDE Receives current year assessment test scores data from the vendors.

1.3.5 MDE merges CEPI/MSDS enrollment and demographic data, CEPI/EEM entity data, and vendor test score data and adds various data flags needed for accountability calculations.

Aggregation for EL Progress Metric

1.3.6 Calculate aggregate values for the EL student group

Rule: EL progress is only calculated and aggregated for the EL student group

Rule: Aggregate the number of accountable EL FAY students having EL growth scores (SGPs) or meeting EL proficiency.

Rule: Aggregate the number of accountable EL FAY students meeting EL Progress. Where students count as meeting EL progress if they meet either of the following conditions:

Rule: Meet EL proficiency

School Grades Business Rules

Rule: OR have an EL growth score (SGP) equal to or greater than their EL growth target (AGP)

Rule: Calculate the percent meeting EL progress:

$$\frac{\text{(Number FAY Meeting EL Progress)}}{\text{(Number EL FAY students with EL growth scores [SGPs] or meeting EL Proficiency)}}$$

Assigning a Letter Grade

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

1.3.7 Assign a letter grade for each school's EL Progress rate using the following thresholds:

Rule: School-level EL Progress rates of 60 or more are assigned an "A."

Rule: School-level EL Progress rates of 45 or more and less than 60 are assigned a "B."

Rule: School-level EL Progress rates of 25 or more and less than 45 are assigned a "C."

Rule: School-level EL Progress rates of 10 or more and less than 25 are assigned a "D."

Rule: School-level EL Progress rates of less than 10 are assigned an "F."

Graduation Rate

Graduation rates are displayed for any school that has a graduation rate calculated for it by the Center for Educational Performance and Information (CEPI). CEPI calculates graduation rates and conducts a data cleanup period through the Graduation/Dropout Review and Comment Application (GAD). The graduation rate provided through this process will be used for the School Grades A-F Letter Grade and Ranking system and be assigned a letter grade.

Graduation rates are calculated by CEPI for each school using at a minimum of a 4-year cohort but also using 5-year and 6-year extended cohorts where applicable. The School Grades A-F Letter Grade and Ranking system indicator will use the best available cohort graduation rate among the 4-, 5-, and 6-year cohort graduation rates for the school.

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 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.

Graduation Rate General Rules

1.4.1 Determine minimum student counts:

School Grades Business Rules

Rule: For schools having at least ten students, include in all aggregates (letter grade and rates) in secure displays, public displays, and aggregation calculations.

Rule: For schools having less than ten students, do NOT include in aggregates do NOT include in aggregates (letter grades and rates) and display “N/A”.

Graduation Rate Indicator Student-Level Record Preparations

The following is a description of a few key rules applied by the Center for Educational Performance and Information (CEPI) during their internal processes for calculating graduation rates. This is not a full list of the rules applied by CEPI but only a few rules of key interest to consumers of accountability data.

Rule: Students are placed into a cohort year when they are first identified as ninth graders. Students who transfer into the public education system after ninth grade are placed into the appropriate cohort based on the grade in which the initial Michigan district reports for them in the state’s enrollment system (Michigan Student Data System; MSDS).

Rule: Students reported in MSDS as nonpublic or homeschooled students are excluded from graduation rate indicator calculations as well as from the rest of the accountability system

Rule: A student is included in the graduation rate of the final building that the student attended during the four-year period. Cohort totals take into account students who have transferred into the final building, and students who transferred out to another public school will be included in the building to which they transferred.

Aggregation for Graduation Rates

1.4.2 MDE receives an export of the most recent graduation rate aggregates available from CEPI.

Rule: Schools have additional time to submit maintenance records to correct graduation data during the Graduation and Dropout Application (GAD) close out window.

Note: Graduation rate data lags a year behind the assessment data due to the timing of the GAD close out window.

1.4.3 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with graduation rates.

1.4.4 MDE merges CEPI graduation rate data and CEPI/EEM entity data and adds various data flags needed for accountability calculations.

1.4.5 MDE excludes any entities meeting the conditions described in the Alternative Accountability Details section of this document.

Graduation Rate Selection Rules

Rule: Graduation rate cohorts must have a minimum of 10 non-exempt students (denominator of the calculation) to be considered in the selection of a best-of rate

Rule: Use the highest available cohort graduation rate among the 4-, 5-, and 6-year cohort graduation rates for the school as a whole.

School Grades Business Rules

Assigning a Letter Grade

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

1.4.6 Assign a letter grade for each school's best-of graduation rate using the following thresholds:

Rule: School-level best-of graduation rates greater than or equal to 90 are assigned an "A."

Rule: School-level best-of graduation rates of 80 or more and less than 90 are assigned a "B."

Rule: School-level best-of graduation rates of 70 or more and less than 80 are assigned a "C."

Rule: School-level best-of graduation rates of 67 or more and less than 70 are assigned a "D."

Rule: School-level best-of graduation rates less than 67 are assigned an "F."

Performance Among Peers

Similar schools are determined by using demographic factors that have a strong correlation to academic achievement. The academic performance of a public school's pupils on applicable state assessments are then compared to pupil performance on the applicable state assessment for all public schools serving a similar pupil population and assigned a letter grade.

Up to 30 schools are used to calculate a similar school average based on the demographic factors of the number of students enrolled in a school, the percentage of students receiving free lunch, and the percentage of students with disabilities full-time equivalency (FTE) values in a school.

Peer General Rules

Rule: The proficiency data used for this indicator is the combined proficiency from the proficiency indicator.

1.5.1 Determine minimum student counts:

Rule: Minimum counts determination is not needed for this indicator as it is built off combined proficiency data, which has previously been filtered to only have records for buildings meeting minimum counts.

Rule: For both the school AND its peer schools, only include schools having combined proficiency data (i.e., met minimum counts to have aggregated combined proficiency).

Peer Demographic Selection Rules

Rule: Three components are used to calculate peers:

- Free lunch Percent (Student FTE) (70%)
- Percent of students with disabilities FTE (20%)
- Headcount (Student FTE) (10%)

Rule: Each component listed above is transformed into a z-score

Rule: Component z-scores are compared against all other schools' z-scores in the state to determine a measure of closeness.

School Grades Business Rules

Rule: The three-component values are weighted as noted above, and a final aggregate closeness value is created

Rule: Schools with similar grade ranges are grouped and then sorted based on the aggregate closeness value.

Rule: For each school, a final list of up to 30 most demographically similar (“closest”) schools is determined and stored.

1.5.2 MDE determines peer schools from the entity snapshot of accountability academic year.

1.5.3 MDE merges combined proficiency data, peer school lookup data, peer combined proficiency data, and adds various data flags needed for accountability calculations.

Peer Academic Performance Comparison Rules

Rule: For each school, calculate proficiency rates for math and English language arts using the All Students subgroup records.

Rule: Calculate separate average ELA and math proficiency rates for each school’s group of 30 peer schools.

Rule: Calculate the difference between a school’s content area proficiency rate and the average content area proficiency rate of its group of peer schools.

$$[\text{School Proficiency}] - [\text{Average Proficiency of Peer Schools}]$$

Rule: Calculate a z-score of the difference value of a school’s content area proficiency rate from the content area proficiency rates of its group of peer schools.

Rule: Average the two content area z-scores into a composite.

Rule: Use the composite value and the results of the standards-setting process to assign a letter grade for the school.

Assigning a Letter Grade

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

1.5.5 Assign a letter grade for each school’s performance among peers value using the following thresholds:

Rule: School-level performance among peers values greater than or equal to 0.89 are assigned an “A.”

Rule: School-level performance among peers values greater than or equal to 0.48, and less than 0.89 are assigned a “B.”

Rule: School-level performance among peers values greater than or equal to -0.15 and less than 0.48 are assigned a “C.”

Rule: School-level performance among peers values greater than or equal to -0.84, and less than -0.15 are assigned a “D.”

School Grades Business Rules

Rule: School-level performance among peers values less than -0.84 are assigned an “F.”

On-Track Attendance (Chronic Absenteeism)

Chronic absenteeism rates are calculated by the Center for Educational Performance and Information (CEPI) and provided to MDE. The on-track attendance rate is the percent of students NOT chronically absent (i.e., 100 – percent chronically absent).

On-Track Attendance General Rules

Rule: The K-12 on-track attendance (chronic absenteeism) indicator uses the percent NOT chronically absent (i.e., $100\% - [\text{Percent Chronically Absent}]$).

1.6.1 Determine minimum student counts:

Rule: For schools having at least ten enrolled students, include in the On-Track Attendance indicator aggregates (ranking label and rates) in secure displays, public displays, and aggregation calculations.

Rule: For schools having less than ten students, do NOT include in the On-Track Attendance indicator aggregates (ranking label or rates) and display “N/A”.

On-Track Attendance Indicator Student-Level Record Preparations

The following is a description of a few key rules applied by the Center for Educational Performance and Information (CEPI) during their internal processes for calculating chronic absenteeism rates. This is not a full list of the rules applied by CEPI but only a few rules of key interest to consumers of accountability data.

Rule: Students must be reported in the state’s enrollment system (Michigan Student Data System; MSDS) as having a cumulative enrollment at the school of 10 or more days for the current school year.

Rule: Students must be reported in the state’s enrollment system (Michigan Student Data System; MSDS) as enrolled in grades Kindergarten (K) through 12.

Rule: Exclude students reported in the state’s enrollment system (Michigan Student Data System; MSDS) as nonpublic or homeschooled students from the K-12 chronic absenteeism rate calculations.

Rule: A student is defined as chronically absent if they have missed at least ten percent of all available days within a school year.

Rule: The attendance rate is calculated by comparing days attended against total days of possible attendance. Days attended are days that the student was present at school. Total possible attendance is the number of days students could have attended from the first day of school, the date of new enrollment, or the beginning of a program.

Rule: Chronic absenteeism is calculated for any school that has at least ten students meeting inclusion requirements.

Aggregation for On-Track Attendance

1.6.2 CEPI calculates chronic absenteeism rates using the following formula:

School Grades Business Rules

(Number of students chronically absent) ÷ (Number of students attending for 10 or more days)

- 1.6.3 MDE receives an export of the most recent chronic absenteeism rate aggregates available from CEPI.

Rule: Schools have additional time to submit maintenance records to correct student demographics and report student exits after the official count day.

- 1.6.4 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with that accountability academic year.

- 1.6.5 MDE merges CEPI chronic absenteeism rate data and CEPI/EEM entity data and adds various data flags needed for accountability calculations.

- 1.6.6 MDE excludes any entities meeting the conditions described in the Alternative Accountability Details section of this document.

- 1.6.7 MDE calculates the percent on-track attendance (i.e., the percent NOT chronically absent) for each school as:

$$100\% - \text{Percent Chronically Absent}$$

Assigning a Ranking Label

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

- 1.6.8 Assign a ranking label for each school's on-track attendance rate using the following thresholds:

Rule: School-level on track attendance rates greater than or equal to 94 are assigned a ranking label of "Significantly Above Average."

Rule: School-level on track attendance rates greater than or equal to 88 and less than 94 are assigned a ranking label of "Above Average."

Rule: School-level on track attendance rates greater than or equal to 76.5 and less than 88 are assigned a ranking label of "Average."

Rule: School-level on track attendance rates greater than or equal to 55 and less than 76.5 are assigned a ranking label of "Below Average."

Rule: School-level on track attendance rates less than 55 are assigned a ranking label of "Significantly below Average."

Assessment Participation

The validity of the accountability system results is dependent on the percentage of students that participated in the assessment and received a valid test score. This indicator evaluates the school's overall assessment participation rate in each content area and assigns a rating label.

Assessment Participation General Rules

Rule: Enrollment is the number of students to be tested in one or more content areas (accountable students).

School Grades Business Rules

Rule: Assessment Participation Rate is the percentage of accountable students that are counted as participating in state assessments.

Rule: There are four Assessments – M-STEP, MI-Access, PSAT 8, and SAT.

Rule: There are two Content Areas - Math (MA) and English Language Arts (ELA).

Rule: Students are tested in the grades and content areas shown in the table below.

Content Area	Grade(s) Tested
English Language Arts	3-8, 11*
Mathematics	3-8, 11*

* 12th-grade students are counted in accountability calculations if they have not yet been counted as an 11th grader.

Rule: Assessment-specific content areas are used to fulfill the accountability content areas as described in the table below.

Assessment	Assessment Content Area	Fulfills Accountability Content Area
SAT	Evidenced-Based Reading and Writing (EBRW)	English Language Arts (ELA)
SAT	Mathematics	Mathematics
PSAT 8	Evidenced-Based Reading and Writing (EBRW)	English Language Arts (ELA)
PSAT 8	Mathematics	Mathematics
M-STEP	English Language Arts	English Language Arts (ELA)
M-STEP	Mathematics	Mathematics
MI-Access	Accessing Print and Expressing Ideas	English Language Arts (ELA)
MI-Access	Mathematics	Mathematics

1.7.1 Determine minimum student counts:

Rule: For schools having at least 30 students enrolled in tested grades, include in the Assessment Participation indicator aggregates (ranking label and rates) in secure displays, public displays, and aggregation calculations.

Rule: For schools having less than 30 students enrolled in tested grades, do not include in the Assessment Participation indicator aggregates (ranking label or rates) and display “N/A”.

Assessment Participation Indicator Student Level Record Preparations

Rule: Only students flagged as enrolled in the Michigan Student Data System (MSDS) are included in a school/building participation rate.

Rule: The school flagged as the Primary Education Providing Entity (PEPE) in MSDS will be held accountable for testing the student.

Rule: Exclude non-public school and homeschooled students.

Rule: Exclude early childhood (grade 30), adult education (grade 20), and special education transition (grade 14) students.

School Grades Business Rules

Rule: Exclude student records from content areas where they have an accepted Not Tested Reason for that content area. *Note: Not Tested Reasons can and do vary by content area.*

Rule: For English Language Arts (ELA) only, for test exception of type EL exemption, the student should be included and counted as tested.

Dependency: The current academic year enrollment data is available for extraction from the Center for Educational Performance and Information (CEPI)

Dependency: The current academic year valid test scores have been received from the vendor

1.7.2 MDE extracts current year student enrollment data available from CEPI/Michigan Student Data System (MSDS) using the student snapshot grouping associated with those assessments.

Rule: Schools have additional time to submit maintenance records to correct student demographics and report student exits after the official count day.

1.7.3 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with those assessments.

1.7.4 MDE receives current year Assessment test scores data from the vendors.

1.7.5 MDE merges CEPI/MSDS enrollment and demographic data, CEPI/EEM entity data, and vendor test score data and adds various data flags needed for accountability calculations.

Assessment Aggregation for each combination of Content Areas

1.7.7 Calculate aggregate values for each content area.

Rule: Calculate the number enrolled by aggregating the number of accountable students for the content area.

Rule: Calculate the number tested by aggregating the number of students with valid assessment results for that content area.

Rule: Calculate the participation rate:

$$(\text{Number Valid Tested}) \div (\text{Number Enrolled})$$

Aggregation for Overall Participation Rate

1.7.8 Calculate an aggregated average value for the participation indicator

Rule: Simple average is used

Rule: Calculate average participation rate using content area aggregates:

$$((\text{Math participation rate}) + (\text{ELA participation rate})) / 2$$

Assigning a Ranking Label

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

1.7.9 Assign a ranking label for each school's assessment participation rate using the following thresholds:

School Grades Business Rules

Rule: School-level participation rates greater than or equal to 90 are assigned a ranking label of “Significantly Above Average.”

Rule: School-level participation rates greater than or equal to 80 and less than 90 are assigned a ranking label of “Above Average.”

Rule: School-level participation rates greater than or equal to 70, and less than 80 are assigned a ranking label of “Average.”

Rule: School-level participation rates greater than or equal to 60, and less than 70 are assigned a ranking label of “Below Average.”

Rule: School-level participation rates less than 60 are assigned a ranking label of “Significantly Below Average.”

Student Subgroup Comparison to State

Student subgroup performance is compared to the same subgroup’s performance at a state-level. This measure is based on student proficiency rates on state assessments. Schools are assigned a rating label based on their subgroups’ performance relative to the corresponding subgroup at the state-level.

Proficiency is calculated by content area for any student subgroup having at least 30 FAY students with a valid test score. Further aggregation is done to determine overall performance against the determined school rating rubric.

A subgroup comparison score is generated based on a weighted index calculated using each school’s number of student subgroups and each of those subgroups’ difference from the corresponding state-level subgroup. The lower the subgroup comparison score, the better. Meaning a lower score represents subgroup performance above or close to the state average.

Subgroup Comparison General Rules

Rule: There are four Assessments – M-STEP, MI-Access, PSAT 8, and SAT.

Rule: There are two Content Areas - Math (MA) and English Language Arts (ELA).

Rule: Letter grade rating scales are the same for each content area.

Rule: Students are tested in the grades and content areas shown in the table below.

Content Area	Grade(s) Tested
English Language Arts	3-8, 11*
Mathematics	3-8, 11*

* 12th-grade students are counted in accountability calculations if they have not yet been counted as an 11th grader.

Rule: Assessment-specific content areas are used to fulfill the accountability content areas as described in the table below.

Assessment	Assessment Content Area	Fulfills Accountability Content Area
SAT	Evidence-Based Reading and Writing (EBRW)	English Language Arts (ELA)
SAT	Mathematics	Mathematics

School Grades Business Rules

Assessment	Assessment Content Area	Fulfills Accountability Content Area
PSAT 8	Evidence-Based Reading and Writing (EBRW)	English Language Arts (ELA)
PSAT 8	Mathematics	Mathematics
M-STEP	English Language Arts (ELA)	English Language Arts (ELA)
M-STEP	Mathematics	Mathematics
MI-Access	Accessing Print and Expressing Ideas	English Language Arts (ELA)
MI-Access	Mathematics	Mathematics

Rule: Subgroups – There are ten student subgroups for schools/buildings:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White, Two or more races
- Hispanic of any race
- Two or more races
- Economically Disadvantaged
- English Learners
- Students with Disabilities.

1.8.1 Determine minimum student counts:

Rule: For student subgroups meeting the minimum number of students (30), refer to as valid subgroups and include in all aggregates (counts and rates) in public displays and aggregation calculations.

Rule: For any student subgroup with less than the minimum number of students (30), do not include in aggregation calculations and display “N/A”.

Subgroup Comparison Indicator Student Level Record Preparations

Rule: Only Full Academic Year (FAY) students count toward subgroup proficiency rates.

Rule: Only students flagged as enrolled are included in subgroup proficiency rates.

Rule: Student proficiency results are assigned to their Primary Education Providing Entity (PEPE).

Rule: Exclude Non-public school and homeschooled students.

Rule: Exclude early childhood (grade 30), adult education (grade 20), and special education transition (grade 14) students.

Rule: Exclude students from content areas where they are flagged as having a Non-Standard Accommodation, Prohibited Behavior, or invalid score for that content area.

Rule: Exclude student records from content areas where they have an accepted Not Tested Reason for that content area. *Note: Not Tested Reasons can and do vary by content area.*

Dependency: The current academic year enrollment data is available for extraction from the Center for Educational Performance and Information (CEPI)

School Grades Business Rules

Dependency: The current academic year valid test scores have been received from the vendor

1.8.2 MDE extracts current year student enrollment data available from CEPI/Michigan Student Data System (MSDS) using the student snapshot grouping associated with those assessments.

Rule: Schools have additional time to submit maintenance records to correct student demographics and report student exits after the official count day.

1.8.3 MDE extracts current year entity data available from CEPI/ Educational Entity Master (EEM) using the entity snapshot grouping associated with those assessments.

1.8.4 MDE Receives current year Assessment test scores data from the vendors.

1.8.5 MDE merges CEPI/MSDS enrollment and demographic data, CEPI/EEM entity data, and vendor test score data and adds various data flags needed for accountability calculations.

Aggregation for Each Content Area and Student Subgroup

1.8.6 Calculate aggregate values for each content area and student subgroup

Rule: Aggregate the number of accountable FAY tested students for the content area and student subgroup.

Rule: Aggregate the number of FAY Proficient for each content area and student subgroup.

Rule: Calculate the FAY Proficiency rate for each content area and student subgroup

$$[\text{FAY Proficient}] \div [\text{FAY Tested}]$$

Aggregation for Overall Proficiency for Each Student Group

1.8.7 Calculate an aggregated average proficiency value for each student subgroup and content area.

Rule: Calculate a simple average proficiency rate using content area aggregates for each student subgroup:

$$((\text{Math proficiency rate}) + (\text{ELA proficiency rate})) / 2$$

Comparison with Corresponding Statewide Student Subgroup Value

1.8.8 Compare each school's subgroups' values with corresponding state student subgroup value.

Rule: Difference only calculated for corresponding student subgroups. E.g., school-level Economically Disadvantaged to state-level Economically Disadvantaged

Rule: Calculate the difference between corresponding school and statewide subgroup values:

$$\text{School student subgroup value} - \text{State student subgroup value}$$

Rule: Calculate a z-score based on each subgroup's difference with the corresponding state subgroup

Assign Deviation Rating to Subgroups

1.8.9 Using the following rating scale, assign a rating to each subgroup in the school based on the subgroup's z-score.

School Grades Business Rules

Rule: Low/no deviation = any z-score greater than or equal to -1; set deviation rating = 1

Rule: Moderate deviation = any z-score between -1.01 and -1.99; set deviation rating = 2

Rule: High deviation = any z-score less than or equal to -2; set deviation rating = 3

Calculate Subgroup Comparison Score

1.8.10 Using the rating calculated in the previous step, calculate a subgroup comparison score based on the number of subgroups within a school.

Rule: Sum the deviation rating for all valid student subgroups

Rule: Sum the number of valid student subgroups

Rule: Calculate the school's final subgroup comparison score which is the average student subgroup deviation score for the school:

$$\begin{aligned} & (\text{Sum deviation rating for all valid student subgroups}) \\ & \div (\text{Number of valid student subgroups}) \end{aligned}$$

Assign a Ranking Label

Rule: Exclude any entities meeting the conditions described in the Alternative Accountability details section of this document.

1.8.12 Assign a ranking label for each school's subgroup comparison score using the following thresholds:

Rule: School-level subgroup comparison score less than or equal to 1.00 is assigned a ranking label of "Significantly Above Average."

Rule: School-level subgroup comparison score greater than 1.00 and less than 1.25 is assigned a ranking label of "Above Average."

Rule: School-level subgroup comparison score greater than or equal to 1.25 and less than 1.50 are assigned a ranking label of "Average."

Rule: School-level subgroup comparison score greater than or equal to 1.50 and less than 1.90 is assigned a ranking label of "Below Average."

Rule: School-level subgroup comparison score greater than or equal to 1.90 are assigned a ranking label of "Significantly below Average."

Alternative Accountability Details

This section provides detailed rules for assurances and goals for alternative education campuses (AECs), which are schools that do not receive letter grades or ranking labels, and instead receive alternative education campus indicators based on what is referenced in P.A. 601 of 2018.

Alternative Accountability Overview

Schools are deemed an alternative education campus, and do not receive letter grades or ranking labels, if they meet one of the following criteria:

1. Is a center program

School Grades Business Rules

2. Is a strict discipline academy
3. Is a program for adjudicated youth
4. Is a school providing an alternative education program to 90% or more of its students

Alternative education campuses, once identified, will be contacted through the “Assign a Task” Assurances section of MDE’s Grant Electronic Monitoring System (GEMS), a secure, web-based system that allows MDE to inform recipients of required documentation, including the ability to upload required items for MDE review and the ability to facilitate communication between MDE and schools. GEMS will provide schools the determination of setting and will offer instructions and an assurance that attempts to ascertain whether the school is following existing law.

Based on the information submitted in GEMS by alternative education campus schools, and analysis of a school’s performance against academic goals, they will receive a summary status of either:

- Summary Status Met (for schools meeting the law and making progress)
- Summary Status Not Met (for schools not meeting the law and/or not making progress).

Only existing data collected by the state will be considered. Data will be collected on an annual basis and will use one previous year of data only.

Unless noted otherwise in this document, all other business rules in the School Grades A-F School Grades Business Rules apply to all alternative education campus schools.

Alternative Accountability Inclusion Rules

Rule: Include schools meeting all three of the following conditions:

Rule: Has at least 90% of submitted students reported with actively participating Alternative Education Characteristic 9220 in the Program Eligibility Participation Component section of the Fall Michigan Student Data System (MSDS) General Collection.

Rule: AND is reported having a School Emphasis of “Alternative Education” in the Fall Educational Entity Master (EEM) snapshot for the academic year.

Rule: AND is reported as serving an educational setting of “Alternative Education” in the Fall Educational Entity Master (EEM) snapshot for the academic year.

Rule: Include schools that have EEM “Juvenile Detention Facility” (JuvDtn) entity type flag in the Educational Settings Actual (Summary) Characteristic.

Rule: Include schools that have EEM “Delinquent Institution” (Delinq) entity type flag in Educational Settings Actual (Summary) Characteristic.

Rule: Include schools that have EEM “Neglected Institution” (Negl) entity type flag in the Educational Settings Actual (Summary) Characteristic.

Rule: Include schools that have EEM “Locked-Down School” (Locked) entity type flag in the Educational Settings Actual (Summary) Characteristic.

Rule: Include schools that have EEM “Residential Child Care Institution or Youth Home” (RCCI) entity type flag in the Educational Settings Actual (Summary) Characteristic.

School Grades Business Rules

Rule: Include schools that have EEM “Strict Discipline Academy” characteristic flag.

Rule: Include schools meeting all of the following conditions:

Rule: Include schools that report 100% of enrolled students as Students with Disabilities in the Fall MSDS General Collection,

Rule: AND is reported having a School Emphasis of “Special Education” in the Fall Educational Entity Master (EEM) snapshot for the academic year,

Rule: AND is reported as serving an educational setting of Special Education Center Program” (SpecEdCtPr) in the Fall Educational Entity Master (EEM) snapshot for the academic year.

Rule: Exclude non-public schools.

Alternative Accountability Identification

- 1.9.2 MDE extracts student enrollment data available from CEPI/Michigan Student Data System (MSDS) using the Program Eligibility Participation Component section of the Fall general collection.
- 1.9.3 MDE extracts current year fall entity data available from CEPI/Educational Entity Master (EEM)
- 1.9.4 MDE merges CEPI/MSDS enrollment and demographic data and CEPI/EEM entity data and adds various data flags needed for accountability calculations.
- 1.9.5 MDE determines schools qualifying as alternative education campuses and loads that information into GEMS.
- 1.9.6 MDE extracts current year alternative educational campus assurance data from GEMS.
- 1.9.7 MDE merges alternative educational campus assurance data and CEPI/EEM entity data and adds various data flags needed for accountability calculations.
- 1.9.8 AEC-eligible schools that do not complete the required assurance in GEMS do not qualify for AEC accountability rules. All other business rules in the School Grades A-F School Grades Business Rules apply to these AEC-eligible/non-completing schools.

Alternative Accountability Meets Law Assurance

Rule: Qualifying schools will have displayed in GEMS, under the “Assign a Task” section, an assurance question whether the school follows applicable law

Rule: Qualifying schools will use the “Meets Law” assurance question to report, by the applicable deadline, whether the school follows applicable law

Rule: Determine the school’s “Meets Law Assurance” status

Rule: Set to “Met” if the school reports meeting all applicable laws

Rule: Set to “Not Met” if the school reports not meeting all applicable laws

Rule: Set to “Not Reported” if the school did not submit a response

School Grades Business Rules

Alternative Accountability Academic Goal

Calculate Met / Not Met for Each Indicator

Rule: Calculate the school’s final aggregate values for each of the eight indicators which have available data

Rule: Use the following AEC Cut Score table to determine if each indicator meet the AEC academic goal and how far it is from that goal.

Indicator Type	Indicator	AEC Cut Score	Measure Type
Letter Grade	Proficiency	10	Maximize
	Growth	10	Maximize
	Grad Rate	67	Maximize
	EL Progress	10	Maximize
	Peer Compare	-0.84	Maximize
Ranking Label	Students not Chronically Absent	55	Maximize
	Participation	60	Maximize
	Student Subgroup Comparison	1.9	Minimize

Rule: For each indicator, determine if it met the threshold using the AEC cut score table.

Rule: Set [AECAcademicIndicatorStatus] = “Met” if (1) the indicator is [MeasureType] = Maximize and (2) the indicator value is at or above the indicator’s [AEC Cut Score].

Rule: Set [AECAcademicIndicatorStatus] = “Met” if (1) the indicator is [MeasureType] = Minimize and (2) the indicator value is at or below the indicator’s [AEC Cut Score].

Rule: Otherwise set [AECAcademicIndicatorStatus] = “Not Met”

Determine the Most Favorable Indicator

Rule: Calculate the distance between each indicator value and its indicator AEC Cut Score.

Rule: If indicator is [MeasureType] = Maximize,
then set [DistanceFromAEECut] = [IndicatorValue] – [AEC Cut Score].

Rule: If indicator is [MeasureType] = Minimize,
then set [DistanceFromAEECut] = [AEC Cut Score] – [IndicatorValue].

Rule: For each AEC school, rank its indicators by the following rules:

Rule: Prefer indicators that have [MetAECAcademic] = 1

Rule: Prefer the indicators that has the greatest value for [DistanceFromAEECut]

Rule: If tied on the previous two, prefer the indicator that is displayed first in the School Grades tile report (Proficiency, Growth, Graduation Rate, EL Progress, Performance Among Peers, Student Subgroup Comparison to State, On-Track Attendance, Assessment Participation).

Rule: Set [AcademicGoalIndicator]

School Grades Business Rules

Rule: If rank = 1, then set [AcademicGoalIndicator] = [Indicator Name]

Rule: If the school has no data for any of the 8 indicators, then set [AcademicGoalIndicator] = "No Data Available"

Determine AEC Academic Goal Status

Rule: Determine the school's [AEC Academic Goal status]

Rule: Set to "Met" if the school's preferred indicator has [MetAECAcademic] = 1

Rule: Set to "Not Met" if the school's preferred indicator has [MetAECAcademic] = 0

Rule: Set to "NA" if the school does not have data for any of the eight indicators

Alternative Accountability Overall Summary Status

Rule: Set [MeetsOverall]

Rule: If [MeetsLawAssurance] = "Not Reported", then do not assign an AEC Summary Status and instead assign letter grades and ranking labels.

Rule: If [MeetsLawAssurance] = "Met" AND [MeetsAcademicGoal] = "Met", then set [MeetsOverall] = "Summary Status Met"

Rule: If [MeetsLawAssurance] = "Met" AND [MeetsAcademicGoal] = "N/A", then set [MeetsOverall] = "Summary Status Met"

Rule: Otherwise, set [MeetsOverall] = "Summary Status Not Met"

Accountability System Summative Designations

Letter grades and rankings under subdivisions (a) and (b) shall be reported in a form and manner prescribed by the department.

A-F Letter Grades

P.A. 601 does not require an overall summative letter grade for schools. Rather it requires separate letter grades of A, B, C, D, or F be assigned for each of the following indicators for each public school:

- Proficiency
- Growth
- Graduation Rate
- English Learner Progress
- Performance Among Peers

Ranking Labels

In addition to requiring that each public school be assigned a letter grade for each of the indicators listed above, P.A. 601 requires the following indicators to be assigned a ranking of significantly above average, above average, average, below average, or significantly below average for each public school:

- Chronic Absenteeism
- Assessment Participation Rates
- Student Subgroup Comparison to State

School Grades Business Rules

State-Required School Identification Categories

While PA 601 does not require summative letter grades nor summative ranking labels, it does require MDE to identify schools for the following summative categories.

- Comprehensive Support and Improvement Schools
- Additional Targeted Support Schools
- Targeted Support and Improvement Schools
- Reward Schools

State-Comprehensive Support and Improvement/Bottom 5%

The department shall develop standards for identifying the lowest-achieving public schools as comprehensive support and improvement schools, as required under The Every Student Succeeds Act, Public Law 114-95. A public school that meets any of the following shall be identified as a comprehensive support and improvement school:

- If it is a high school that graduates less than 2/3 of its pupils.
- If it receives the lowest grade on all of the indicators under subdivision (a)(i), (ii), and (v).
- If it meets any other criteria for a comprehensive support and improvement school under the Every Student Succeeds Act, Public Law 114-95, as determined by the department.

The number of public schools in this state identified as comprehensive support and improvement schools shall not exceed a number equal to 5% of all public schools in this state.

State Comprehensive Support and Improvement School Eligibility Criteria

Rule: For low achievement eligibility, limit to schools having at least 30 FAY students in both ELA and math in the proficiency indicator.

Rule: For low graduation rate eligibility, limit to schools having at least 30 FAY students in both ELA and math in the proficiency indicator AND limit to schools having at least 30 students in the school's four-year graduation cohort.

State Comprehensive Support and Improvement Calculations

Rule: Determine if it is a state CSI identification year (aligned with federal CSI cycle).

Rule: If it is a state CSI identification year, proceed to the steps below.

Rule: Determine the total count of schools included in the School Grades A-F letter grade and ranking system.

Rule: Multiply the total count of included schools by 5% and round up to the nearest integer and set this as the maximum number of state-CSI schools.

Rule: Designate as state-CSI schools that meet both of the following conditions:

Rule: Have letter grades of "F" in all of the following indicators: Student proficiency, student growth, performance among peers as state-CSI schools.

Rule: AND have at least 30 FAY students in both ELA and math in the proficiency indicator

Rule: Designate as state CSI schools that meet all of the following conditions:

School Grades Business Rules

Rule: Have four-year graduation rates below 67%

Rule: AND have at least 30 students in the school's four-year graduation cohort

Rule: AND have at least 30 FAY students in both ELA and math in the proficiency indicator

Rule: Continue designating schools as state-CSI until the number of schools identified is equal to the maximum number of state-CSI schools or no more schools are meeting the criteria in the previous two rules.

Rule: If it is NOT a CSI identification year, do not identify any school for state CSI.

State-Targeted Support and Improvement and Additional Targeted Support

Legal Requirements

(iv) The department shall also develop standards for all of the following:

(A) Identifying public schools in which one or more groups of pupils are consistently underperforming as targeted support and improvement schools, as described in the Every Student Succeeds Act, Public Law 114-95.

(B) Identifying public schools in which the performance of 1 or more groups of pupils would place those pupils in the bottom 5% of Title I schools, as described in the Every Student Succeeds Act, Public Law 114-95.

(C) Identifying public schools in any other categorization required under the Every Student Succeeds Act, Public Law 114-95, as determined by the department.

Identification Process

The Michigan Department of Education has developed standards for schools with consistently underperforming student subgroups and schools with student subgroups performing at the level of bottom 5% Title I schools as required under the Every Student Succeeds Act. MDE will continue to identify schools meeting these standards with the existing School Index system.

State-Reward Schools

The department shall develop standards for identifying high achieving public schools as reward schools. A public school that meets any of the following shall be identified as a reward school:

- 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.
- Meets any other criteria for identification as a reward school, as determined by the department.

Reward School Eligibility Criteria

Rule: School is not identified for CSI, ATS, or TSI in the School Index system AND the school is not identified for state CSI in the School Grades A-F letter grade and ranking system.

Rule: For high achievement eligibility limit to schools having at least 30 FAY students in both ELA and math in the proficiency indicator.

Rule: For high graduation rate eligibility, limit to schools having at least 30 FAY students in both ELA and math in the proficiency indicator AND limit to schools having at least 30 students in the school's four-year graduation cohort.

School Grades Business Rules

Reward School Calculations

Rule: Schools are identified for Reward status annually

Rule: Designate as state Reward schools meeting both of the following conditions:

Rule: Has a letter grade of "A" for any of the following indicators: student proficiency, student growth, performance among peers

Rule: AND has least 30 FAY students in both ELA and math in the proficiency indicator

Rule: Designate as state Reward schools meeting all of the following conditions:

Rule: Has a four-year graduation rate of 99% or higher

Rule: AND has at least 30 students in the school's four-year graduation cohort

Rule: AND has least 30 FAY students in both ELA and math in the proficiency indicator

Rule: Schools identified as Reward schools maintain that designation for one accountability cycle

School Grades Business Rules

Terms/Acronyms

Topic, Term, or Acronym	Definition
Accepted Not Tested Exception/Reason	An accepted reason for why a student was not assessed and which in all cases except for test exception type “EL Exception” removes the student completely from participation calculations (both the numerator and denominator).
Accountable Students	Students expected to test. These are students enrolled in assessed grades and who do not have an accepted test exception. This is the denominator of the participation calculation.
Adequate Growth Percentile (AGP)	Adequate growth is the growth necessary for a student to reach proficiency in a set timeframe. Michigan’s measure of adequate growth is an Adequate growth percentile which is the student growth percentile (SGP) growth curve necessary for a student to consistently reach or exceed in order to attain proficiency in a set timeframe.
All Students	All students within a school/building
All Student Subgroups	All student groups within a school/building
Alternative Education Campuses (AECs)	Schools meeting the criteria for alternative school accountability
Alternative Education Entities (AEEs)	Alternative Education Entities—schools or programs which serve students in an alternative educational setting. AEEs have a unique building code in the Educational Entity Master (EEM).
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the Black racial groups of Africa. Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
Business Requirements Document (BRD)	This type of document contains the objectives, rather than how to achieve them. It answers what, where, when, and why?
Center for Educational Performance and Information (CEPI)	Agency is responsible for collecting, securely managing, and reporting education data in Michigan as well as maintaining a repository of entity (EEM) and student data (MSDS) for all schools.
Chronic Absenteeism	Michigan defines chronic absenteeism as missing at least 10% of a school year.
College Board - SAT	This is the college entrance portion of the M-STEP assessment

School Grades Business Rules

Topic, Term, or Acronym	Definition
Content Area (CA)	Math, English Language Arts (ELA), Science, Social Studies. General Participation uses all four content areas. Proficiency and Growth only use Math and ELA.
Counted as Participating	Students having either valid test scores or for ELA-only have an accepted not tested exception of "EL Exception." This is the numerator in participation rate calculations.
Economically Disadvantaged	A student who is a member of a household that meets the income eligibility guidelines for free or reduced lunch. Students are identified as Economically Disadvantaged (ED) in three ways: Supplemental Nutrition Eligibility (SNE), Direct Certification, or categorical eligibility by either being migrant or homeless.
Educational Entity Master (EEM)	The EEM is used for the collection of entity data for state and federal reporting. MDE extracts available entity data used in calculating the accountability system. www.mi.gov/eem
English Learner Proficiency (ELP) Assessment	An assessment is given to students whose primary language is not English to determine the proficiency level of the student to understand and communicate in English. In Michigan, this is the WIDA Access for ELLs and WIDA Alternate Access.
English Learner Progress	Demonstration of either English proficiency OR an English language acquisition growth trajectory in which English proficiency will be reached in an appropriate timeframe.
English Learners (ELs)	Title III program designed to assure speedy acquisition of English learner proficiency, assist students in achieving in the core academic subjects, and in assisting students in meeting State standards.
Every Student Succeeds Act (ESSA)	US law passed in December 2015 that governs the United States K–12 public education policy. The purpose of ESSA is to provide all students a "significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."
Full Academic Year (FAY)	Students present in the building/school for Fall count day, Spring count day, and the assessment window enrollment snapshot
Assessments	M-STEP, MI-Access, and SAT
Intermediate School District (ISD)	A government agency usually organized at the county or multi-county level that assists a local school district in providing programs and services.
Michigan Department of Education (MDE)	State of Michigan agency overseeing K-12 public education.
Michigan Student Data System (MSDS)	The MSDS is the CEPI system used for the collection of student-level data for state and federal reporting. MDE extracts available student enrollment and demographic data used in calculating indicator results.

School Grades Business Rules

Topic, Term, or Acronym	Definition
Michigan Student Test for Educational Progress (M-STEP)	One of five components of the Michigan Educational Assessment System. M-STEP is the State's general education assessment for students in grades 3–11 and is used Statewide to assess student performance in specific content areas.
Michigan's alternate assessment system (MI Access)	Composed of three assessment programs (Functional Independence, Supported Independence, and Participation) and is based on Alternate Achievement Standards (AA-AAS). MI-Access is intended for students for whom the assessment, either with or without assessment accommodations, is not appropriate as determined by a student's Individualized Education Program (IEP) Team.
Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Student Growth Percentiles (SGPs)	Measure student growth on state assessments, including on the English Learner (EL) assessment (WIDA Access). SGPs describe a student's learning over time compared to other students with similar prior test scores (i.e., their academic peers)
Students with Disabilities (SWD)	Individual Student records who are flagged Special Education in the Michigan Student Data System (MSDS) at the time of testing
Two or More Races	Americans who have mixed ancestry of "two or more races."
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
WIDA	Assessment brand of the English learner proficiency assessment used by public schools in Michigan.
WIDA ACCESS for ELs	ACCESS for ELs is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th-grade students who have been identified as English learners (ELs).