Michigan's Letter Grade and Ranking System

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What's New for 2022-23 School Grades

Michigan Law to publish School Grades repealed by Act 34 of 2023.
- School Grades reports for the 2022-23 school year will be the last year

Scores from the PSAT 10 were used in deriving student growth scores for 11th grade students taking the SAT.
- Prior to this, 11th grade students' scores from their 7th and 8th grade assessments were used to calculate growth values.

Growth scores and targets (SGPs/AGPs) are again available for grades 4-8 and 11.
- This is a change from 2021-22 when students enrolled in grades 4 and 5 did not have assessment data necessary to calculate growth due to the pandemic.
- For 2022-23 only, growth for all grades only uses one prior test score. This allows growth calculations to only rely on post-pandemic data.

Public Act 601 of 2018 Requirements

Annual letter grades and ranking labels
◦ For all public schools
◦ No summative grade/ranking

Identification of:
◦ Lowest achieving schools (State – Comprehensive Support and Improvement)
◦ Highest achieving schools (Reward)
◦ Schools with consistently underperforming subgroups

"Alternative Education Campuses" excluded from letter grades and rankings
◦ Means Center Programs are excluded

Peer review panel
◦ Review and submit findings to Michigan Department of Education (MDE) and state legislature

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Peer Review Panel

5 Members:
◦ Represent various locations and groups in Michigan
◦ 3 Members appointed by the Governor
◦ 1 Member appointed by the Senate Majority Leader
◦ 1 Member appointed by the Speaker of the House of Representatives

Autonomous
◦ Submit findings to MDE and standing committees of the senate and house of representatives

Panel Actions
◦ Met several times to review system materials
◦ Final report submitted to MDE and Michigan Legislature October 31, 2019

Design and Development Approaches

Simple and understandable for parents and the general public
- Combined subjects; very little disaggregation
- Schools will earn up to five letter grades and three ranking labels

Reuse of existing policies, practices, and procedures for school and district familiarity
- Schools, districts, and other consumers of these data will need to comprehend two different accountability systems and sets of results

Align as closely as possible to existing MDE priorities and systems

Standard Setting Process
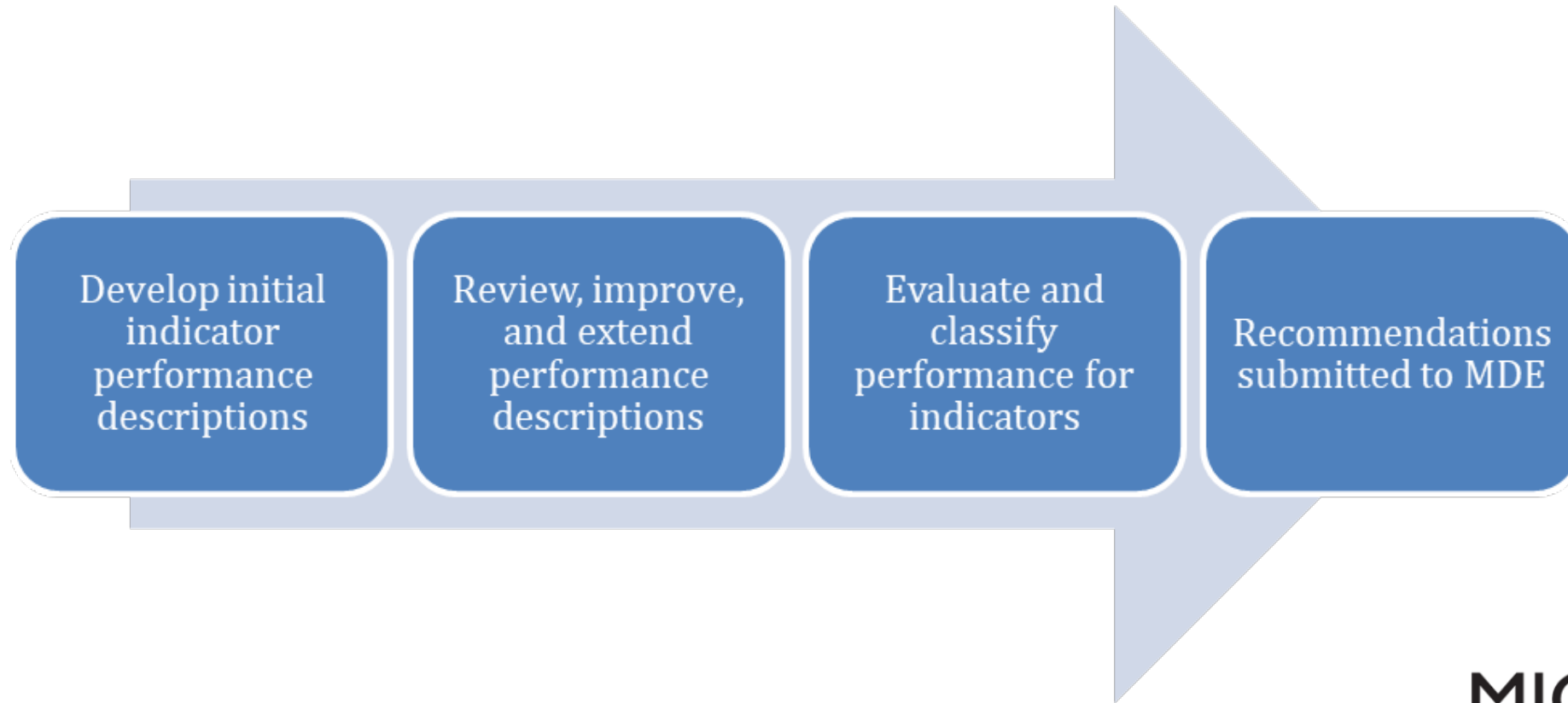
State Board of Education Involvement

SBE considered options to initial MDE -designed system

- Changes to cut scores
  - Participation
  - EL Progress
  - Graduation Rate
  - Proficiency
  - Growth

- Methodology changes
  - Variables used in peer school comparison

Accountability for Traditional Schools

Letter Grade Indicators

Student proficiency
◦ Single letter grade based on combined math and ELA performance
◦ Students enrolled for a full academic year (FAY)

Students' adequate growth
◦ Single letter grade based on combined math and ELA performance
◦ Students enrolled for a full academic year (FAY)

English Learner (EL) adequate growth
◦ Based on the English language proficiency assessment (WIDA)
◦ Based on School Index methodology – uses both proficiency and growth on WIDA

Graduation rate
◦ Using best of the 4-, 5-, or 6-year cohort rate

Student proficiency compared to similar schools

Ranking Label Indicators

◦ Rate of chronically absent students

◦ Assessment participation rate
  ◦ Single ranking based on combined math and ELA participation rates

◦ Student subgroup proficiency compared with corresponding statewide student subgroup proficiency

Ranking labels
  ◦ Significantly Above Average
  ◦ Above Average
  ◦ Average
  ◦ Below Average
  ◦ Significantly Below Average

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Other System Features

No summative grade or ranking label
◦ Schools receive up to five letter grades and three ranking labels

Indicators use aggregated "all students" population with the following exceptions
◦ EL performance comprised only of EL students
◦ Student subgroup comparison uses disaggregated student groups

Minimum n-size thresholds are aligned with existing accountability system rules
◦ Student growth, proficiency, similar schools = 1
◦ EL growth, assessment participation, subgroup comparison = 30
◦ Graduation rate, chronic absenteeism = 10

Similar Schools

Original intent was to reuse methodology currently in place on the Parent Dashboard
- Up to 30 similar schools used to calculate an average (using z-scores)
- Would allow the same school comparisons across the accountability system and Parent Dashboard

Characteristics desired by State Board of Education
- Percent of Free Lunch Students - 70%
- Percent of Students with Disabilities FTE - 20%
- Headcount (Student FTE) - 10%

Methodology
- Z-scores created for each characteristic
- Weights applied; aggregate created
- Schools grouped by similar grade spans, then sorted based on aggregate closeness
- Proficiency difference by subject between a school and its peers calculated then standardized

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Identification of Low Performing Schools

P.A. 601 prescribes method for identifying lowest achieving public schools
- Borrows federal term "Comprehensive Support and Improvement schools (CSI)" but defines differently
- Results in two sets (one state and another federal) of schools identified as lowest achieving schools

State-CSI identification criteria:
- High school graduating less than 2/3 of its students
- School receiving the lowest grade on **_all_** of the following:
  - Student proficiency
  - Student growth
  - Similar school proficiency comparison

Total state-CSI schools cannot exceed 5% of all public schools

State-CSI schools will be identified on the same schedule as federal-CSI schools
- Identification was Fall 2022 using 2021-22 data

Identification of Consistently Underperforming Subgroups

P.A. 601 requires the identification of schools with consistently underperforming subgroups as described in the Every Student Succeeds Act (ESSA)

MDE has developed standards and has been using them in the existing ESSA accountability system

MDE will continue to identify consistently underperforming subgroups using the ESSA accountability system to minimize confusion

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Identification of High Achieving Schools

P.A. 601 prescribes criteria for identification of high achieving (Reward) schools

◦ High school with a graduation rate of at least 99%

◦ Any school receiving the highest grade on *__any__* of the following:

- ◦ Student proficiency
- ◦ Student growth
- ◦ Similar school proficiency comparison

◦ Meeting any other criteria as determined by MDE

- ◦ MDE will not identify any school as a Reward school that is already identified as a lowest performing (CSI) school or any school with identified consistently underperforming subgroups
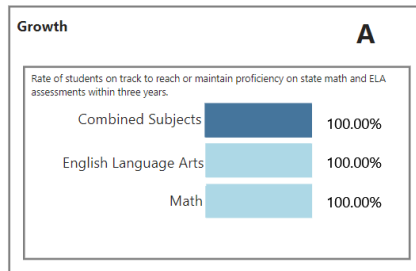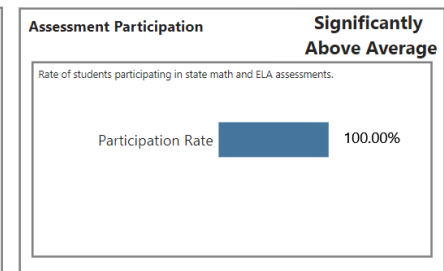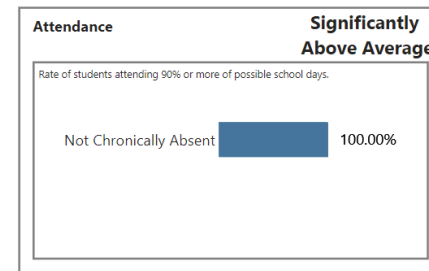
Public Reporting

School Grades Report – Top Portion
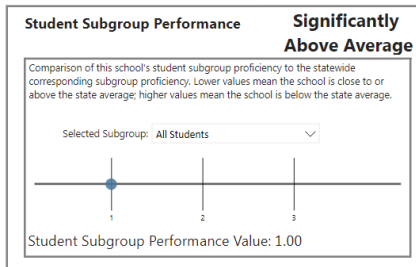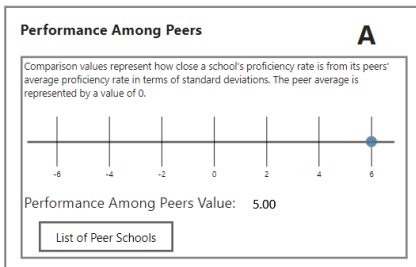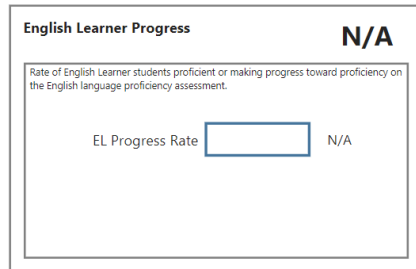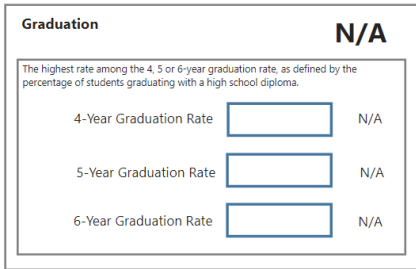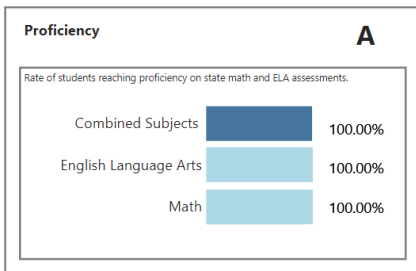
Accountability for Alternative Education Campuses

Alternative Education Campuses

P.A. 601 excludes some schools from receiving letter grades and ranking labels. These schools are considered alternative education campuses:

◦ Center programs

◦ Strict discipline academies

◦ Adjudicated youth programs

◦ Any other school serving a specialized student population (alternative schools)

MDE defines alternative schools using three criteria:

◦ School emphasis of Alternative Education reported in Educational Entity Master (EEM) data collection

◦ Reporting at least 90% of enrolled students in an Alternative Education Program in the Michigan Student Data System (MSDS) data collection

◦ Reporting as serving a grade or setting of Alternative Education in the Educational Entity Master (EEM) data collection

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Alternative Education Campuses

In addition to our existing alternative accountability inclusion rules, the following criteria are added for alternative education campuses under P.A. 601:

Adjudicated Youth/Juvenile Detention Facilities

◦ Schools that have EEM "Juvenile Detention Facility" entity type flag in Educational Settings

◦ Schools that have EEM "Delinquent Institution" entity type flag in Educational Settings

◦ Schools that have EEM "Neglected Institution" entity type flag in Educational Settings

◦ Schools that have EEM "Locked-Down School" entity type flag in Educational Settings

◦ Schools that have EEM "Residential Child Care Institution or Youth Home" (RCCI) entity type flag in Educational Settings

◦ Schools that have EEM "Strict Discipline Academy" entity type flag in Educational Settings

Center Programs

◦ Schools have EEM "Special Education Center Program" entity type flag in Educational Settings

◦ AND report 100% of enrolled students as Students with Disabilities in MSDS

Alternative Education Campus Accountability

Alternative Education Campuses receive a summary status based on:

◦ Whether the school is in compliance with applicable law

◦ Whether enrolled students are making meaningful, measurable academic progress towards educational goals

There are two summary statuses

◦ School meets expectations

   ◦ Earned by schools in compliance with laws and making meaningful, measurable academic progress towards educational goals

◦ School does not meet expectations

   ◦ Earned by schools not in compliance with laws and/or not making meaningful measurable academic progress towards educational goals
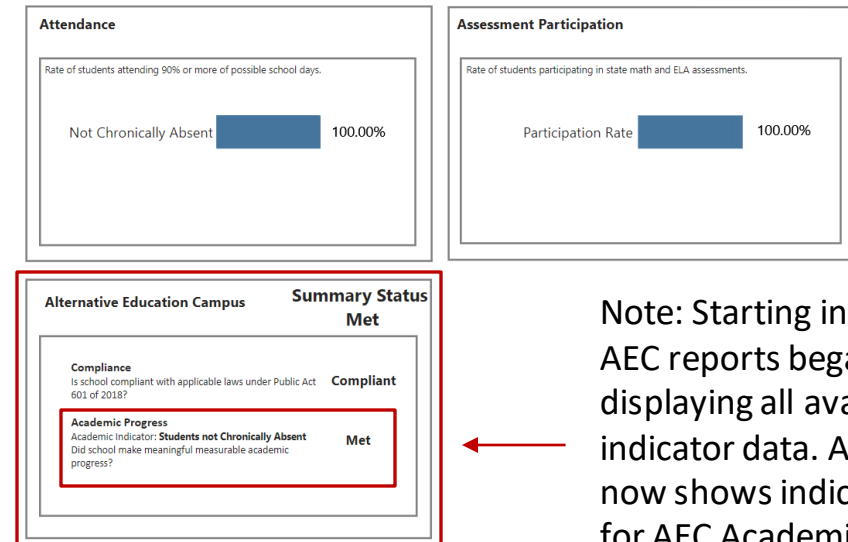
School Grades Report – Alt. Schools
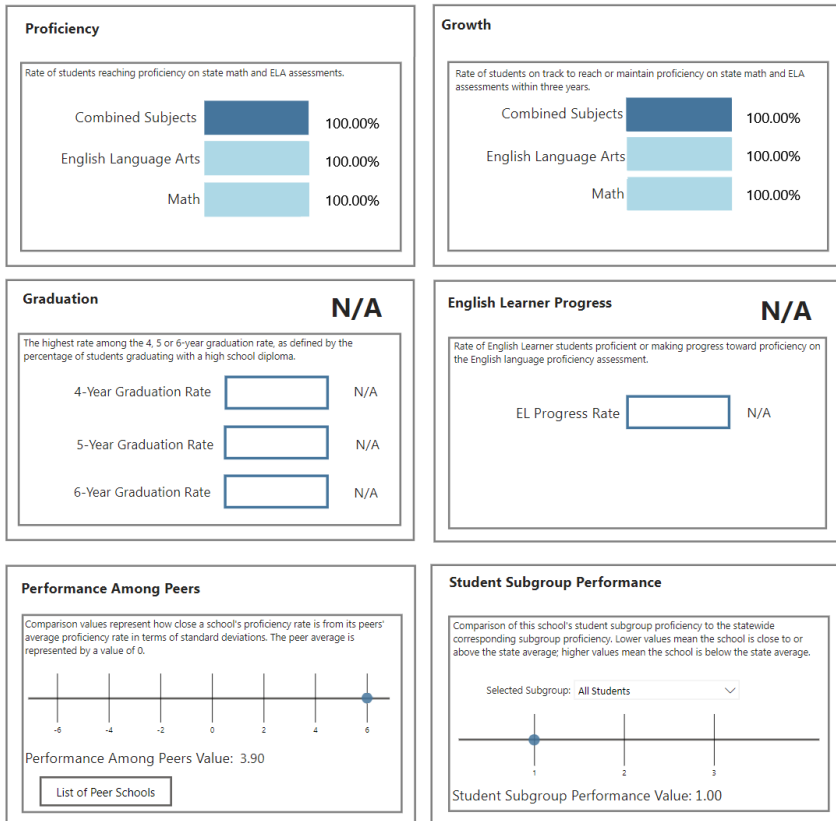
Top of Report

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Note: Starting in 2020-21, AEC reports began displaying all available indicator data. AEC tile now shows indicator used for AEC Academic Progress objective.

Support

Information and resources on School Grades and Rankings:

www.michigan.gov/mde-schoolgrades

www.michigan.gov/mde-accountability

www.michigan.gov/mde-schoolindex

Help and support for School Grades and Rankings:

Call: 877-560-8378, Option 3

OR

Email: MDE-accountability@michigan.gov