



Michigan School
Index System
Business Rules

2024

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Michigan School Index System

Business Rules Document

Michigan Department of Education

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Accountability System Overview

Introduction

In the last 20 years, school accountability has gone from the dichotomous and prescriptive system of Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB), covering only school performance in mathematics and English language arts, to less-prescriptive systems encompassing all assessed content areas and focused on closing achievement gaps, to today where there are familiar requirements and components, with much more flexibility to develop a system that provides a more state-directed approach and fit.

The federal Every Student Succeeds Act (ESSA) replaced the No Child Left Behind (NCLB) Act and directed states to develop accountability systems to help provide all children the opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps. The Michigan Department of Education (MDE) worked extensively with stakeholder groups to develop a single, unified system to meet the federal requirements set forth in ESSA and various other accountability requirements in state law—the Michigan School Index System.

As part of the effort to ensure equitable outcomes for all students, ESSA maintained the requirement that components in the state’s accountability system be reported for the building overall and also be disaggregated for specific subgroups of students. The Michigan School Index incorporates this provision, described in ESSA 1111(c)(2) below as:

(c) STATEWIDE ACCOUNTABILITY SYSTEM. —

(1) IN GENERAL. —Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS. —In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;*
- (B) students from major racial and ethnic groups;*
- (C) children with disabilities; and*
- (D) English learners.*

The School Index system strives to balance numerous legal requirements, policies, and ideals. The system also seeks to balance validity and reliability with accuracy and simplicity, making calculations easier to understand and replicate in the hands of system information users and consumers.

System Components Summary

Overview

There are seven components within the School Index system. Each component is based on a 0-100 point, percent of target met index. These components cover the five indicators required under ESSA, as well as the separate participation requirements for summative assessments and the English language proficiency assessment. This section briefly describes each component.

Participation Components

There are two standalone participation components within the accountability system. Both components function in the same manner; however, they cover different assessments. One of these components covers the general assessments (currently M-STEP, MI-Access, PSAT 8 and SAT) used to determine results within the proficiency and growth components.

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The other component covers the English language proficiency assessment (WIDA ACCESS for ELLs) used to determine results within the English Learner (EL) Progress component.

Proficiency Component

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

Growth Component

The growth component aggregates the percent of students whose student growth percentiles (SGPs) meet or exceed their adequate growth percentile (AGP) growth target across the content areas of English language arts (ELA) and mathematics. 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 SAT, PSAT 8/9/10, M-STEP or MI-Access Functional Independence (FI) scores.

Graduation Rate Component

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

English Learner (EL) Progress Component

Previously under NCLB and ESEA flexibility, EL progress was monitored through a separate accountability system (AMAOs; Annual Measurable Achievement Objectives). ESSA blended in EL progress as a component of the larger accountability system. The EL progress component 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

Only the overall WIDA score is used in these calculations. In order for a WIDA score to be included, a student must have valid results in all four domains assessed (listening, speaking, reading, and writing). Unlike the other components, this component is not disaggregated by subgroup, as it only applies to English Learner students.

Additional Indicator of School Quality/Student Success Component

The School Index system is using five subcomponents within this component to represent school quality/student success. The subcomponents used are dependent on the school's grade configuration.

Schools *with* 11th and/or 12th grades:

- On-Track Attendance (Not Chronically Absent Students)
- 11-12 Advanced Coursework: AP/IB/Dual Enrollment/CTE Program Completer
- Postsecondary Enrollment

Schools *without* 11th and/or 12th grades:

- On-Track Attendance (Not Chronically Absent Students)
- Access to Arts/Physical Education
- Access to a Librarian/Media Specialist

System-wide Settings and Concepts

Inclusions/Exclusions

Typically, all students enrolled in a public school are included in the School Index system. Exclusions are made for students that are reported as non-public or homeschooled. The School Index system primarily includes students enrolled within assessed grades. For the M-STEP, MI-Access, PSAT 8, and SAT, these grades include 3-8 and 11. Students reported as English Learners enrolled in grades K-12 are included in the English Learner Progress and Participation components. The School Quality/Student Success component includes students enrolled in all grades, depending on the subcomponent.

Calculations for the various components and subgroups stick to a basic rule of thumb: 30 students are needed to create a valid subgroup included in accountability determinations and 10 students are needed to display subgroup information. All schools are required to be included in the accountability system, regardless of enrollment size.

School Index results incorporate Sending Scores Back Program adjustments for Shared Educational Entities (SEEs) and Specialized Shared Educational Entities (S2E2s). As part of the Sending Scores Back Program, SEEs and S2E2s for accountability do not receive School Index reports and instead, the students that attend a SEE or S2E2 classroom program are “sent back” and included in the School Index calculations of their home/sending school. The home/sending school is known as the “Building Pupil Would Otherwise Attend” and is a characteristic reported in the MSDS. Students who had this characteristic reported are included in the calculations for the building that was indicated within. The following components of the School Index system include students "sent back" for districts operating or participating in a Shared Educational Entity (SEE) or Specialized Shared Educational Entity (S2E2):

- Growth
- Proficiency
- English Learner Progress
- General Participation
- English Learner Participation
- Graduation Rates

Please note that some schools reported the “Building Pupil Would Otherwise Attend” to be the SEE school itself, when this occurs the SEE school receives a School Index report with assessment-related components based only on the students whose “Building Pupil Would Otherwise Attend” characteristic was indicated to be the SEE school.

Weighting Types

The School Index system uses both simple and weighted averages when aggregating the multiple content areas, graduation cohorts, student subgroups, sub-components and components at different points in the process.

Weighted averages are used when the elements being combined are valued to differing degrees by policy makers. For example, components that include assessed content areas (Proficiency, Growth and Participation) combine content area results by weighting them by the number of student records within the content area to get a weighted value for each student subgroup. This ensures that content areas that are assessed in more grade levels (ELA and Math) are more heavily weighted throughout the system. The School Index system uses weighted averages to combine content areas, graduation cohorts, subcomponents and components.

Simple, or unweighted, averages are used when all the elements being combined are valued equally. For example, student groups are always combined using simple unweighted averages. This is to ensure all students and subgroups receive equitable attention within the accountability system and to avoid replicating copies of the school’s “All students” group.

Component Weightings

ESSA requires the components of Proficiency, Growth, English Learner (EL) Progress, and Graduation Rate, as a group, be given “much more weight” than the School Quality component. To fulfil this requirement Michigan uses the component weightings given in the table below. Many schools will not have all seven components. When a component is missing (i.e., does not have enough data to be included) its weight is redistributed proportionally to the remaining components. This allows the remaining components to retain their relative weight to one another and therefore preserves the value placed on that component by policy makers.

| Component | Initial Weight |
|----------------------------------|----------------|
| Growth | 34% |
| Proficiency | 29% |
| School Quality/Student Success | 14% |
| Graduation Rate | 10% |
| English Learner Progress | 10% |
| Participation (General) | 2% |
| Participation (English Learners) | 1% |

Overall 0-100 Index

The component weightings are used to combine individual component results into an overall 0-100 index for each school, which is used to determine ESSA categories of support. Component-level index values used in the overall index are calculated by multiplying the percent of the goal met by the component’s weight. Index values from each component are then summed to create an overall index value:

$$(Component\ Average\ Percent\ of\ Target\ Met) \times (Component\ Weight) = Component\ Index\ Value$$

School Designations

ESSA establishes three categories of schools which states must identify and support in improving their outcomes. These categories are: Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS) and Targeted Support and Improvement (TSI).

Comprehensive Support and Improvement (CSI) support category identifies schools with the broadest and deepest challenges. This category is identified once every three years. Of the three categories, these schools will receive the greatest degree of support and interaction from the state. The school’s district will need to work with the school and the state to determine the unmet needs within the school, develop a plan to meet those needs and get the plan approved by the state. This plan will be monitored by the state educational agency (SEA). The district is given a state-determined amount of time to show improvement with the school and if sufficient progress has not been made, then state-determined more rigorous actions must be taken.

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Additional Targeted Support (ATS) support category identifies schools with a deep challenge with one or more student subgroups. This category is identified once every six years. These schools will receive moderate support and interaction from the state. The school must identify the need of the identified student subgroup(s) and work with their district to develop a plan to meet those needs. The plan will be monitored by the district. The school is given a state-determined amount of time to show improvement with the student subgroups and if sufficient progress has not been made, then the school will be identified for CSI.

Targeted Support and Improvement (TSI) support category identifies schools with a moderate challenge in at least one student subgroup. This category is identified annually. Of the three categories, these schools will receive the least support and interaction from the state. The school must identify the need of the identified student subgroup(s) and work with their district to develop a plan to meet those needs. The plan will be monitored by the district. The school is given a district-determined amount of time to show improvement with the student subgroup and if sufficient progress has not been made, then the district must determine what if any additional actions are appropriate.

Schools not identified for supports in one of the three above categories will be identified for Universal Supports, indicating their eligibility for the supports offered by MDE to all schools for their improvement efforts. Schools receiving Universal Supports performed above the criteria used to identify the other support categories.

Long-Term Goal and Measures of Interim Progress

ESSA replaced the target terminology used in previous accountability system requirements with a terminology of long-term goals and measures of interim progress. Michigan's long-term goal is to raise school averages to meet the statewide baseline year (2021-22) values at the 75th percentile by the end of the 2031-32 school year.

Accountability System Components Details

Overview

There are seven components within the School Index system. Each component is based on a 0-100 percent target met index. The accountability system components are focused on school/building-level accountability. Intermediate School District (ISD) and District-level accountability is not required under Every Student Succeeds Act (ESSA), nor is it part of the School Index system.

Rule: The School Index system components are Student Proficiency, Student Growth, High School Graduation Rates, English Language Progress, School Quality, Summative Assessments Participation, English Learner Assessment Participation.

Student Proficiency

Introduction

The proficiency component uses a 0-100 point, percent of target met, index. It is the building's average percent of proficiency target met, averaged across subject areas and student groups. The proficiency component evaluates whether the building/school overall and each student subgroup independently, met the proficiency target in each subject area of the Summative Assessments (M-STEP, MI-Access, PSAT 8, and SAT).

Proficiency is calculated by subject area for any “all students” group having at least one valid FAY tested student and for any valid subgroups (those meeting the minimum number of students – 30 students) within a school. This is much like Michigan’s previous methodology used on the Accountability Scorecards. Further aggregation is done to determine overall subgroup performance and overall component performance. In order to satisfy the ESSA requirement that at least 95% of students are included in the proficiency calculations, participation rates are included in determining the percentage of the proficiency target met.

Proficiency General Rules

Rule: The proficiency component is based on a 0-100 point, percent of target met, index.

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

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

Rule: Proficiency Targets are different for each subject area.

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

| Subject 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 subject areas are used to fulfill the accountability subject areas as described in the table below.

| Assessment | Assessment Subject Area | Fulfills Accountability Subject 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 |

Rule: Subgroups – There are 12 student subgroups for schools/buildings: All Students, Bottom 30%, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races, Hispanic of any race, Economically Disadvantaged, English Learners, Students with Disabilities. This satisfies the ESSA requirement for data disaggregation for accountability purposes for the following subgroups: race/ethnicity, gender, socioeconomic status, disability, and English learners (ELs).

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Rule: The Bottom 30% subgroup is used for reporting purposes only. It is not included in a school's proficiency index value.

Determine student groups meeting minimum student counts:

Rule: For subgroups:

Rule: For subgroups meeting the minimum number of students (30), refer to as valid subgroups and include in all aggregates (counts and rates) in secure displays, public displays, and aggregation calculations. Note that small schools will typically not have subgroups, just the "All Students" group.

Rule: For subgroups with less than the minimum number of students (30) but having 10 or more students, include in all aggregates (counts and rates) in secure displays and public displays but do not include in aggregation calculations. That is subgroups having 10-29 students, results will be securely displayed and publicly displayed but not included in aggregation calculations.

Rule: For subgroups with less than 10 students, include in aggregates (counts and rates) ONLY for secure displays. Do NOT include in public displays nor in aggregation calculations. That is subgroups having 1-9 students will be displayed securely but not displayed publicly nor included in aggregation calculations.

Rule: For All Students group:

Rule: For All Students groups having at least 10 students, include in all aggregates (counts and rates) in secure displays, public displays and aggregation calculations.

Rule: For All Students groups having less than 10 students, include in aggregates (counts and rates) in secure displays and aggregation calculations. For public displays, include the rate but do NOT publicly display the aggregate count - instead display "<10".

Proficiency Component 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, a Prohibited Behavior or an invalid score for that subject area.

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

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

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

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

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.

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

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

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 combination of Content Areas and Student Groups

Calculate aggregate values for each subject area and each student group.

Rule: Aggregate the number of accountable FAY enrolled students for the subject area and student group.

Rule: Aggregate the number of FAY enrolled student records counting as participating for the subject area and student group.

Rule: Calculate FAY enrolled participation rate for the subject area and student group:

$$\frac{[\text{Aggregate Number Counting as FAY enrolled Participated}]}{[\text{Aggregate Number of Accountable FAY enrolled Students}]}$$

Rule: Aggregate the number of FAY Proficient for the subject area and student group.

Rule: Aggregate the Percentage of FAY Proficient for the subject area and student group

Rule: Calculate Participation Adjusted Proficiency Rate for the subject area and student group.

Rule: If FAY Enrolled Participation Rate is < 95%, then multiply Percent FAY Proficiency Rate by FAY Enrolled Participation Rate. A more expanded way of showing this calculation would be:

$$(\text{FAY tested}/\text{FAY enrolled}) \times (\text{FAY proficient}/\text{FAY tested})$$

Rule: If FAY Enrolled Participation Rate is >= 95%, then set Participation Adjusted Proficiency equal to Percent FAY Proficiency Rate.

Rule: In a target setting year, set the proficiency targets for each subject area. In a non-target setting year, skip this rule and proceed to the next rule.

Rule: Use the dataset of all schools having Proficiency results.

Rule: Filter to only include All Students group.

Rule: Use the variable Participation Adjusted Proficiency Rate.

Rule: Determine the value at the 75th percentile of the distribution of Participation Adjusted Proficiency Rates, separately for each subject area and set that to the subject area proficiency target.

Rule: Calculate [Percent of Target Met] for the subject area and student group:

$$(\text{Participation Adjusted Proficiency Rate}) \div (\text{Target Proficiency Rate})$$

Rule: [Percent of Target Met] is capped at 100%. If the calculated value is greater than 100%, set to 100.

Example- Proficiency Details – English Language Arts (ELA)

| Student Group | Combined | | ELA | | Mathematics | | |
|---|---------------|-------------|-------------|-------------|-------------|------------------------------------|--------------------------|
| | #FAY Enrolled | #FAY Tested | %FAY Tested | #Proficient | %Proficient | Participation Adjusted Proficiency | Proficiency % Target Met |
| Building Overall | 272 | - | - | - | 75.57 | 75.57 | 100.00 |
| All Students | 272 | 270 | 99.26 | 215 | 79.63 | 79.63 | 100.00 |
| American Indian or Alaska Native *** | * | * | * | * | * | * | * |
| Asian *** | * | * | * | * | * | * | * |
| Black or African American *** | 21 | 20 | 95.24 | 11 | 55.00 | 55.00 | 91.67 |
| Bottom 30%** | 81 | 81 | 100.00 | 26 | 32.10 | 32.10 | 53.50 |
| Economically Disadvantaged | 66 | 64 | 96.97 | 42 | 65.63 | 65.63 | 100.00 |
| English Learners *** | * | * | * | * | * | * | * |
| Hispanic of Any Race *** | * | * | * | * | * | * | * |
| Native Hawaiian or Other Pacific Islander *** | * | * | * | * | * | * | * |
| Students With Disabilities *** | 27 | 27 | 100.00 | 5 | 18.52 | 18.52 | 30.87 |
| Two or More Races *** | 12 | 12 | 100.00 | 9 | 75.00 | 75.00 | 100.00 |
| White | 222 | 221 | 99.55 | 180 | 81.45 | 81.45 | 100.00 |

Aggregations for Student Groups (across subject areas)

Aggregate proficiency indices for each student group. Calculate student group weighted average proficiency indices (i.e., weighted percent of target met) for each student group (each subgroup and All Students group), using each subject area within that student group meeting the minimum n-size.

Rule: Complete this aggregation for the Bottom 30% subgroup, which will be displayed but **NOT** included in the aggregation of student groups to a building aggregation.

Rule: Only use data from subject areas meeting the minimum n-size (30 for subgroups, one for "All Students" group).

Rule: Weight subject area proficiency indices (percent of target met) by the percent of accountable FAY enrolled student records in that subject area. That is, the number of accountable FAY enrolled student records in that subject area divided by the sum of all accountable FAY enrolled student records for the student group for subject areas meeting the minimum n-size.

Rule: Sum the products of subject area indices and subject area weight within each student group

Example- Proficiency Index Details – Students With Disabilities

| Proficiency Index Details - Students With Disabilities | | | | |
|--|--|---|---|------------------------------|
| Content Area | Content Area Index (Percent of Target Met) | Content Area Number of FAY Enrolled Records | Content Area Weight (Percent of FAY Enrolled Records) | Content Area Weighted Points |
| English Language Arts (ELA) | 62.13% | 200 | 49.8% | 30.91 |
| Math | 90.01% | 202 | 50.2% | 45.23 |
| | | | | 76.14 |

Aggregation to 0-100 Component Index (Across Student Group Averages)

Aggregate student group average proficiency indices for a 0-100 Proficiency Component Index

Rule: Use only student groups which have a weighted average proficiency index.

Rule: Exclude Bottom 30% student group from this aggregation.

Rule: Take the unweighted average of a student group average proficiency indices. That is, take the sum of applicable student group average proficiency indices and divide by the number of applicable student groups with average proficiency indices.

Example- Student Proficiency Summary

| Student Group | Combined | ELA | Mathematics |
|---|------------------------------|-------------------------------|---------------------------------------|
| | ELA Proficiency % Target Met | Math Proficiency % Target Met | All Subjects Proficiency % Target Met |
| All Students | 100.00 | 100.00 | 100.00 |
| American Indian or Alaska Native *** | * | * | - |
| Asian *** | * | * | - |
| Black or African American *** | 91.67 | 63.09 | - |
| Bottom 30%** | 53.50 | 0.00 | 26.75 |
| Economically Disadvantaged | 100.00 | 100.00 | 100.00 |
| English Learners *** | * | * | - |
| Hispanic of Any Race *** | * | * | - |
| Native Hawaiian or Other Pacific Islander *** | * | * | - |
| Students With Disabilities *** | 30.87 | 23.36 | - |
| Two or More Races *** | 100.00 | 100.00 | - |
| White | 100.00 | 100.00 | 100.00 |

Student Growth

Introduction

The Growth component uses a 0-100 point, percent of target met index. It is the building’s average percent of growth target met, averaged across content areas and student groups. The growth component evaluates whether the building/school overall, and each student subgroup independently, met the growth target in each subject area of the Summative Assessments (M-STEP, MI-Access, PSAT 8, and SAT).

Student Growth Percentiles

MDE uses Student Growth Percentiles (SGPs) to measure student growth on state assessments. SGPs describe a student’s learning over time compared to other students with similar prior test scores (i.e., their academic peers). In order to calculate SGPs, students are grouped with academic peers throughout the state who had comparable score patterns on past tests. Students in each academic peer group are then ordered based on their score on the current year test. Each student then receives a percentile rank, compared to their academic peers.

Like other percentile scores, SGPs range from 1-99, where a SGP of 50 indicates the student demonstrated growth greater than half of students with comparable score histories in that subject. Higher SGPs represent greater learning relative to academic peers and lower SGPs represent lesser learning relative to academic peers.

Adequate Growth Percentiles

While a quantitative measure of growth (SGPs) has some value on its own, the greater value comes when a student’s quantified growth (SGP) is compared to an adequate growth target, which is how much growth would be necessary for a student to reach proficiency in a set timeframe. Michigan’s measure of adequate growth is an adequate growth percentile (AGP), 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.

Growth Component General Rules

Rule: The growth component is based on a 0-100-point index, based on percent of target met.

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

Rule: For MI-Access, 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 SGPs.

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

Rule: Growth Targets are different for each subject area.

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

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

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

| Assessment | Assessment Subject Area | Fulfills Accountability Subject 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 | 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 Percentiles (SGPs) and Adequate Growth Percentiles (AGPs) are available for the subject areas, assessments, and grades given in the table below.

| Content Area | SAT | PSAT | 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, SGPs are available but calculated by different methods. Those methods cannot produce a meaningful AGP and so AGPs are set by policy for MI-Access FI.

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

³12th grade students will not have SGPs or AGPs, as their available data does not follow the standard grade progressions necessary to calculate SGPs and AGPs.

Rule: Subgroups – There are 12 student subgroups for schools/buildings: All Students, Bottom 30%, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races, Hispanic of any race, Economically Disadvantaged, English Learners, Students with Disabilities. This satisfies the ESSA requirement for data disaggregation for accountability purposes for the following subgroups: race/ethnicity, gender, socioeconomic status, disability, and English learners (ELs).

Rule: The Bottom 30% subgroup is used for reporting purposes only. It is not rolled into a school's growth index value.

Rule: Determine student groups meeting minimum student counts:

Rule: For subgroups:

Rule: For subgroups meeting the minimum number of students (30), refer to as valid subgroups and include in all aggregates (counts and rates) in displays and calculations. Note that small schools will typically not have subgroups, just the "All Students" group.

Rule: For subgroups with less than the minimum number of students (30) but having 10 or more students, growth is displayed but not included in calculations.

Rule: For subgroups with less than 10 students, growth is not displayed nor included in calculations.

Rule: For All Students group:

Rule: For All Students groups having at least 10 students, include in all aggregates (counts and rates) in displays and calculations.

Rule: For All Students groups having less than 10 students, include in aggregate rates in displays and calculations. For aggregate counts do NOT report the aggregate count but instead display "<10".

Rule: Compute SGPs using SAT, PSAT 8, M-STEP, or MI-Access FI Scores. PSAT 9 and 10 are used in deriving student growth scores and targets for grade 11 students taking the SAT.

Rule: Calculate SGPs only using scores from like Assessments - M-STEP to M-STEP, MI-Access FI to MI-Access FI, M-STEP to PSAT 8, and PSAT 9 and 10 to SAT.

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

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

Growth Component Student Level Record Preparations

Rule: Only Full Academic Year (FAY) students are used in growth component calculations. Non-FAY students may receive an SGP and growth label but will not have their growth data included in report card calculations.

Rule: Only students for whom an SGP was expected are included in growth component calculations.

Rule: Students are expected to have an SGP if they are enrolled **AND** have at least a prior score in the SGP test sequence for their current grade. For example, a student currently enrolled in grade 6, who had a valid grade 5 ELA score from the prior school year, would be expected to have an ELA SGP.

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

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

Rule: Exclude Non-public school and homeschooled students.

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

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

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

Rule: MDE requires at least one prior test score to calculate an 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 Center for Educational Performance and Information (CEPI).

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

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.

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

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

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 combination of Subject Areas and Student Groups

Calculate aggregate values for each subject area and each student group.

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

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

Rule: Aggregate the number of accountable FAY enrolled students expected to have SGPs for each subject area and student group:

Rule: Students are expected to have an SGP if they are enrolled AND have at least a prior score in the 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 SGP.

Dependency: Current year students have a valid test score from a like assessment in the prior year for the same content area in order to be included in the participation rate multiplier for growth..

Rule: Aggregate the number of accountable FAY enrolled students having a SGPs for the subject area and student group.

Rule: Calculate FAY SGP participation rate for the subject area and student group:

$[\text{Aggregate Number Having SGPs}] \div [\text{Aggregate Number of FAY enrolled expecting SGPs}]$

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

Rule: Calculate adequate growth rate:

$(\text{Aggregate number meeting adequate growth}) \div (\text{Aggregate number of FAY enrolled students having SGPs})$

Rule: Calculate participation adjusted adequate growth rate:

Rule: If FAY SGP Participation Rate is $< 95\%$, then multiply Adequate Growth Rate by FAY SGP Participation Rate. A more expanded way of showing this calculation would be:

$(\text{FAY Having SGPs}/\text{FAY enrolled expecting SGPs}) \times (\text{FAY Meeting Adequate Growth}/\text{FAY Having SGPs})$

Rule: If FAY SGP Participation Rate is $\geq 95\%$ then Adequate Growth Rate.

Rule: In a target setting year, set the growth targets for each subject area. In a non-target setting year, skip this rule and proceed to the next rule:

Rule: Use the dataset of all schools having growth results.

Rule: Filter to only include All Students group.

Rule: Use the Participation Adjusted Adequate Growth Rate for each subject area.

Rule: Determine the value at the 75th percentile of the distribution of Participation Adjusted Adequate Growth Rates, separately for each subject area and set that to the subject area growth target.

Rule: Calculate [Percent Target Met]:

$(\text{Participation Adjusted Adequate Growth Rate}) \div (\text{Growth Target})$

Rule: [Percent of Target Met] is capped at 100%. If the calculated value is greater than 100%, set to 100%.

Example- Growth Details - Math

| Student Group | Combined | | ELA | | Mathematics | | |
|---|---------------|-------------|-------------|-------------|-------------|-------------------------------|---------------------|
| | #FAY Enrolled | #FAY Tested | %FAY Tested | #Met Growth | %Met Growth | Participation Adjusted Growth | Growth % Target Met |
| Building Overall | 379 | - | - | - | 38.30 | 38.30 | 70.23 |
| All Students | 379 | 379 | 100.00 | 196 | 51.72 | 51.72 | 100.00 |
| American Indian or Alaska Native *** | * | * | * | * | * | * | * |
| Asian *** | 24 | 24 | 100.00 | 22 | 91.67 | 91.67 | 100.00 |
| Black or African American | 127 | 127 | 100.00 | 39 | 30.71 | 30.71 | 60.57 |
| Bottom 30%** | 111 | 111 | 100.00 | 1 | 0.90 | 0.90 | 1.78 |
| Economically Disadvantaged | 127 | 127 | 100.00 | 39 | 30.71 | 30.71 | 60.57 |
| English Learners *** | 16 | 16 | 100.00 | 2 | 12.50 | 12.50 | 24.65 |
| Hispanic of Any Race *** | 12 | 12 | 100.00 | 3 | 25.00 | 25.00 | 49.31 |
| Native Hawaiian or Other Pacific Islander *** | * | * | * | * | * | * | * |
| Students With Disabilities | 46 | 46 | 100.00 | 7 | 15.22 | 15.22 | 30.02 |
| Two or More Races *** | 15 | 15 | 100.00 | 6 | 40.00 | 40.00 | 78.90 |
| White | 198 | 198 | 100.00 | 125 | 63.13 | 63.13 | 100.00 |

Aggregation for Student Groups (across subject areas)

Aggregate growth indices for each student group. Calculate student group weighted average growth indices (i.e., weighted percent of target met) for each student group (each subgroup and All Students group) using each subject area within that student group meeting the minimum n-size.

Rule: Complete this aggregation for the Bottom 30% subgroup, which will be displayed but **NOT** included in the aggregation of student groups to a building aggregation.

Rule: Only use data from subject areas meeting the minimum n-size (30 for subgroups, one for "All Students" group).

Rule: Weight subject area growth indices (percent of target met) by the percent of accountable student records in that subject area. That is, the number of accountable student records in that subject area divided by the sum of all accountable student records for the student group for subject areas meeting the minimum n-size.

Rule: Sum the products of subject area indices and subject area weight within each student group.

Example- Student Growth Summary

| Student Group | Combined | ELA | Mathematics | |
|---|----------|-------------------------|--------------------------|----------------------------------|
| | | ELA Growth % Target Met | Math Growth % Target Met | All Subjects Growth % Target Met |
| All Students | | 100.00 | 100.00 | 100.00 |
| American Indian or Alaska Native *** | | * | * | - |
| Asian *** | | 100.00 | 100.00 | - |
| Black or African American | | 71.25 | 60.57 | 65.89 |
| Bottom 30%** | | 0.00 | 1.78 | 0.90 |
| Economically Disadvantaged | | 70.68 | 60.57 | 65.63 |
| English Learners *** | | 10.79 | 24.65 | - |
| Hispanic of Any Race *** | | 43.16 | 49.31 | - |
| Native Hawaiian or Other Pacific Islander *** | | * | * | - |
| Students With Disabilities | | 26.86 | 30.02 | 28.46 |
| Two or More Races *** | | 80.58 | 78.90 | - |
| White | | 100.00 | 100.00 | 100.00 |

Aggregation to 0-100 Component Index (across student averages)

Aggregate student group average growth indices for 0-100 Growth Component Index

Rule: Use only student groups which have a weighted average growth index.

Rule: Exclude Bottom 30% student group from this aggregation.

Rule: Take the unweighted average of student group average growth indices. That is, take the sum of applicable student group average growth indices and divide by the number of applicable student groups with average growth indices.

Graduation Rate

Introduction

The graduation rate component is based on a 0-100 point, percent of target met index. It is the building's average percent of graduation rate target met, averaged across cohorts and student groups.

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 report cards.

Graduation rates are calculated by CEPI for the "All Students" group and any valid subgroups within a school using at a minimum of a 4-year cohort but also using 5-year and 6-year extended cohorts where applicable and as allowed under ESSA. Michigan will use all available cohorts. Multiple cohort graduation rates will be aggregated to determine overall subgroup performance and overall component performance.

Graduation Rate General Rules

Rule: Michigan uses up to three graduation cohorts: 4-year cohort, 5-year cohort, and 6-year cohort

Rule: Subgroups – There are 11 student subgroups for schools/buildings: All Students, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races, Hispanic of any race, Economically Disadvantaged, English Learners, Students with Disabilities. This satisfies the ESSA requirement for data disaggregation for accountability purposes for the following subgroups: race/ethnicity, gender, socioeconomic status, disability, and English learners (ELs).

Rule: Determine student groups meeting minimum student counts:

Rule: For calculations, include only student groups meeting the minimum n-size (30 students). Schools with at least 10 students in the All Students group will have the overall building rate(s) used to calculate an index value.

Rule: For public displays, include only student groups (All Students group and/or subgroups) having at least 10 or more students. That is, student groups having 10-29 students will be displayed publicly but not be included in aggregation calculations.

Rule: For secure displays (limited to authenticated users), include any student groups (All Students group and/or subgroups) having at least 1 or more students. That is, student groups having 1-9 students will be displayed securely but not displayed publicly nor included in aggregation calculations.

Graduation Rate Component Student Level Record Preparations

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 component 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 each combination of Cohorts and Student Groups

CEPI calculates aggregate values for each graduation cohort and each student group.

Rule: Aggregate the number of students included in each cohort and student group.

Rule: Aggregate the number of students counted as graduating for the cohort and student group.

Rule: Calculate graduation rates for the cohort and student group:

$$[\text{Number Counted as Graduating}] \div [\text{Cohort Total}]$$

MDE extracts the CEPI aggregated graduation counts and rates from the CEPI graduation cohort tables.

MDE calculates the remaining aggregate values for each cohort and student group

Rule: In a target setting year, set the growth targets for each graduation cohort. In a non-target setting year, skip this rule and proceed to the next rule:

Rule: Use the dataset of all schools having graduation rate results.

Rule: Filter to only include All Students group.

Rule: Use the variable Graduation Rate.

Rule: Determine the value at the 75th percentile of the distribution of Graduation Rates, separately for each graduation cohort and set that to the graduation cohort target.

Rule: Calculate [Percent Target Met]:

$$(\text{Graduation Rate}) \div (\text{Graduation Rate Target})$$

Rule: [Percent of Target Met] is capped at 100%. If the calculated value is greater than 100%, set to 100%.

Note: Current proposal only uses a single year of data (i.e., no multi-year averaging).

Example- Graduation Rate Details – Four-Year Cohort

| Combined | 4-Year Graduation Cohort | 5-Year Graduation Cohort | 6-Year Graduation Cohort |
|---|--------------------------------|--------------------------|------------------------------|
| Student Group | #Students Eligible to Graduate | #Graduates | Graduation Rate % Target Met |
| Building Overall | - | - | 92.97% |
| All Students | 389 | 376 | 96.66% |
| American Indian or Alaska Native *** | * | * | * |
| Asian | 42 | 41 | 97.62% |
| Black or African American | 115 | 109 | 94.78% |
| Economically Disadvantaged | 73 | 68 | 93.15% |
| English Learners *** | 13 | 13 | 100.00% |
| Hispanic of Any Race *** | * | * | * |
| Native Hawaiian or Other Pacific Islander | - | - | - |
| Students With Disabilities | 51 | 40 | 78.43% |
| Two or More Races *** | 11 | 11 | 100.00% |
| White | 213 | 207 | 97.18% |

Aggregation For Student Groups (Across Cohorts)

Aggregate graduation rate indices (percent of target met) for each student group. Calculate student group weighted average graduation rate indices, for each student group (each subgroup and All Students group), using the cohort weightings.

Rule: Only use data from cohorts meeting the minimum n-size.

Rule: 4-year graduation cohort weight is 50%

Rule: 5-year graduation cohort weight is 30%

Rule: 6-year graduation cohort weight is 20%

Rule: If a cohort does not meet the minimum n-size requirements, its weight is redistributed among the remaining cohorts so that the remaining cohort weights retain their relative weight to one another.

Rule: Weight each graduation rate index by the cohort weight:

(4-year cohort % of Graduation Rate Target Met) x (4-year cohort weight)

(5-year cohort % of Graduation Rate Target Met) x (5-year cohort weight)

(6-year cohort % of Graduation Rate Target Met) x (6-year cohort weight)

Rule: Sum the products of cohort indices and cohort weight within each student group.

Example- Graduation Index Details – English Learners

| Graduation Index Details: English Learners | | | |
|--|-----------------------|---------------|-----------------|
| Graduation Cohort | Percent of Target Met | Cohort Weight | Weighted Points |
| 4-Year Cohort | 87.00% | 50.0% | 43.50 |
| 5-Year Cohort | 78.00% | 33.0% | 25.74 |
| 6-Year Cohort | 80.00% | 17.0% | 13.60 |
| Student Group Graduation Index (add up all weighted points) | | | 82.84 |

Aggregation to 0-100 Component Index (Across Student Group Averages)

Aggregate student group average graduation indices for 0-100 Graduation Component Index.

Rule: Use only student groups which have a weighted average graduation index.

Rule: Take the unweighted average of student group average graduation indices. That is, the sum of student group average graduation indices divided by the number of student group average graduation indices.

Example- Graduation Rate Summary

| Student Group | Combined | 4-Year Graduation Cohort | | 5-Year Graduation Cohort | | 6-Year Graduation Cohort | |
|---|----------|---------------------------------------|---------------------------------------|---------------------------------------|---|--------------------------|--------|
| | | 4-Year Graduation Cohort % Target Met | 5-Year Graduation Cohort % Target Met | 6-Year Graduation Cohort % Target Met | Weighted Average % of Target Met Across Cohorts | | |
| All Students | | 100.00 | 100.00 | 100.00 | 100.00 | | 100.00 |
| American Indian or Alaska Native *** | | - | - | * | - | | - |
| Asian | | 100.00 | 100.00 | 100.00 | 100.00 | | 100.00 |
| Black or African American | | 94.44 | 100.00 | 100.00 | 100.00 | | 97.22 |
| Economically Disadvantaged | | 90.76 | 100.00 | 100.00 | 97.36 | | 98.94 |
| English Learners *** | | 74.75 | 97.54 | 100.00 | 100.00 | | - |
| Hispanic of Any Race *** | | 88.24 | 100.00 | 100.00 | 100.00 | | - |
| Native Hawaiian or Other Pacific Islander | | - | - | - | - | | - |
| Students With Disabilities *** | | 96.68 | 100.00 | 100.00 | 99.66 | | 99.66 |
| Two or More Races *** | | * | * | * | * | | - |
| White | | 100.00 | 100.00 | 100.00 | 100.00 | | 100.00 |

English Learner (EL) Progress

Introduction

The English Learner Progress component is based on a 0-100 point percent of target met index. Since the measure of the component 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 EL student group value is also applied to the building overall but is not included in the calculations of any other student group.

The English Learner (EL) progress component 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

Student Growth Percentiles

MDE uses Student Growth Percentiles (SGPs) to 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). In order to calculate SGPs, students are grouped with academic peers throughout the state who had comparable score patterns on past tests. Students in each academic peer group are then ordered based on their score on the current year test. Each student then receives a percentile rank, compared to their academic peers.

Like other percentile scores, SGPs range from 1-99, where a SGP of 50 indicates the student demonstrated growth greater than half of students with comparable score histories in that subject. Higher SGPs represent greater learning relative to academic peers and lower SGPs represent lesser learning relative to academic peers.

Adequate Growth Percentiles

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 (AGP), 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. The timeframe to attain English proficiency varies based on a combination of a student's prior performance and prior number of years identified as an English Learner. Timeframes need to be adjusted each year based on changing values in a student's performance and time identified as an English Learner. The timeframe has a research-based maximum length of seven years.

Students that are currently not proficient will count toward EL progress if they are demonstrating adequate growth (i.e., their SGP is equal to or greater than their calculated AGP). In the years used to calculate growth, if a student's score falls from proficient to nonproficient but they meet their growth score, they will not count for EL Progress.

EL Progress General Rules

Rule: The EL Progress component is based on a 0-100 point, percent of target met index.

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

Rule: EL progress is publicly displayed for any English Learner student group that has at least 10 FAY students. The EL progress component is used in the overall 0-100 index calculation if there are at least 30 FAY students.

Rule: EL progress is displayed down to one student for authenticated users.

EL Progress Component 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 students flagged as enrolled in MSDS are included.
- Rule: Only Full Academic Year (FAY) students are included in the EL progress component.
- 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 where they are flagged as having a Non-Standard Accommodation, a Prohibited Behavior, or an invalid score for one or more domain.
- Rule: Exclude student records where they have an accepted Not Tested Reason for one or more domain(s).
- Rule: Only the overall WIDA score is used in calculating WIDA SGPs (domain scores are not included).
- Rule: To receive an WIDA SGP, students must have valid results in all four WIDA domains assessed (listening, speaking, reading, and writing).
- Rule: For WIDA SGPs (and like subject area 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.

Aggregation for EL Progress Metric

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 enrolled students for the WIDA test period.
- Rule: Aggregate the number of accountable EL FAY students counted as participating in WIDA testing.
- Rule: Calculate EL FAY enrolled participation rate:
$$(\text{Number EL FAY Tested}) \div (\text{Number EL FAY enrolled})$$
- 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 (currently defined as a WIDA Access PL of 4.8 or higher)
 - Rule: OR have a WIDA SGP equal to or greater than their WIDA AGP.
- Rule: Calculate the percent meeting EL progress:
$$(\text{Number FAY Meeting EL Progress}) \div (\text{Number EL FAY Tested})$$
- Rule: Calculate the participation adjusted percent meeting EL progress:
 - Rule: If EL FAY Enrolled Participation Rate is < 95%, then multiply the Percent FAY Meeting EL Progress by EL FAY Enrollment Participation Rate. A more expanded way of showing this calculation would be:
$$(\text{EL FAY tested}/\text{EL FAY enrolled}) \times (\text{EL FAY Meeting EL Progress}/\text{EL FAY tested})$$
 - Rule: If EL FAY Enrolled Participation Rate \geq 95%, then EL FAY Percent Meeting EL Progress
- Note: ESSA does not require 95% participation on the English Language Proficiency Assessment. It is included to align with the 95% participation requirement for subject area assessments.
- Rule: In a target setting year, set the EL progress target. In a non-target setting year, skip this rule and proceed to the next rule:

Rule: Use the dataset of all schools having Participation adjusted EL Progress results.

Rule: Again, this is only applicable for the EL student group.

Rule: Use the variable Participation Adjusted EL Progress Rate.

Rule: Determine the value at the 75th percentile of the distribution of Participation Adjusted EL Progress Rate.

Rule: Calculate [Percent of Target Met]:

$$(\text{Participation Adjusted EL Progress Rate}) \div (\text{Target EL Progress Rate})$$

Rule: [Percent of Target Met] is capped at 100%. If the calculated value is greater than 100%, set to 100.

Example- English Learner (EL) Progress Details

| Student Group | #FAY Enrolled | #FAY Tested | %FAY Tested | #Met EL Progress | %Met EL Progress | Participation Adjusted EL Progress | EL Progress % Target Met |
|------------------|---------------|-------------|-------------|------------------|------------------|------------------------------------|--------------------------|
| English Learners | 119 | 119 | 100.00 | 78 | 65.55 | 65.55 | 100.00 |

Aggregation for Student Groups

Aggregate EL progress index for the EL student group

Note: EL progress data is not partitioned by any variable (e.g., subject area proficiency is partitioned by subject areas) and so there is no aggregation to be completed within a student group.

Rule: Only the EL student group receives an EL Progress index.

Example- EL Progress – English Learners

| EL Progress: English Learners | | | |
|-------------------------------|-----------------------|--------|-----------------|
| | Percent of Target Met | Weight | Weighted Points |
| EL Progress | 81.82% | 100.0% | 81.82 |
| EL Progress Index | | | 81.82 |

Aggregation to 0-100 Component Index (across student group averages)

Aggregate student group EL progress index for 0-100 EL Progress Component Index.

Rule: Set the overall building EL Progress Index equal to the EL student group EL Progress Index.

Note: The English Learner (EL) progress component only applies to the EL student group. No aggregation across student groups is needed.

Example- English Learner (EL) Progress Summary

| English Learner (EL) Progress Summary | | |
|---------------------------------------|--|--|
| Student Group | English Learner (EL) Progress Index (Percent of Target Met) | Percent Making EL Progress (Target 55%) |
| Overall | 81.82 | -- |
| All Students | -- | -- |
| American Indian or Alaska Native | -- | -- |
| Asian | -- | -- |
| Black or African American | -- | -- |
| Hispanic or Latino | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- |
| Two or More Races | -- | -- |
| White | -- | -- |
| Economically Disadvantaged | -- | -- |
| English Learners | 81.82 | 45.00% |
| Students With Disabilities | -- | -- |

School Quality/Student Success

Introduction

The School Quality/Student Success component is based on a 0-100 point, percent of target met index. It is the building’s average percent of school quality/student success targets met, averaged across student groups and each of the applicable school quality/student success subcomponents.

Each of the individual sub-components are also based on 0-100 point, percent of target met indices. The individual subcomponent indices are calculated separately and then combined into a single school quality component index by a weighted average, using the weights below. If a subcomponent does not have enough data to be included, then its weighting is redistributed proportionally amongst the remaining school quality subcomponents, such that the remaining subcomponents retain their relative proportion to one another.

The School Quality sub-measures are weighted within the School Quality Component and the overall system using the weights given in the table below:

| School Quality Sub-Measure | Weight Within School Quality Component | Weight Within Overall System |
|---|--|------------------------------|
| K-12 Chronic Absenteeism | 29% | 4% |
| K-8 Access to Arts/Physical Education | 29% | 4% |
| 11-12 Advanced Coursework | 21% | 3% |
| Postsecondary Enrollment | 14% | 2% |
| K-8 Access to a Librarian or Media Specialist | 7% | 1% |

School Quality/Student Success Subcomponents

On-Track Attendance (K-12 Students Not Chronically Absent)

Knowing when students are struggling academically, as a result of not being present in the classroom or not regularly attending school to be able to benefit from instruction, is critical to improving academic outcomes and increasing student

achievement. The K-12 Students Not Chronically Chronic Absenteeism measure is intended to illuminate student groups and schools that have a high prevalence of chronically absent students. An indication of high K-12 chronic absence rate can help drive improvement discussions and encourage schools and communities to work together to address the factors that lead to poor student attendance.

K-12 Chronic Absenteeism Overview

The K-12 Chronic Absenteeism subcomponent is based on a 0-100 percent of target met index. It is the building's average percent of chronic absenteeism target met, averaged across student groups.

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

Rule: Chronic absenteeism is defined as a student missing 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 actually 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.

K-12 Chronic Absenteeism Inclusion Requirements

Only student records meeting the following inclusion requirements will be included in the K-12 chronic absenteeism subcomponent:

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

Rule: Students reported in the state's enrollment system (Michigan Student Data System; MSDS) as nonpublic or homeschooled students are excluded from the K-12 chronic absenteeism subcomponent calculations, as well as from the rest of the accountability system.

Rule: Chronic absenteeism is displayed for any school or student group that has at least 10 students. The chronic absenteeism component is used in the overall index calculation if there are at least 10 students.

Rule: Chronic absenteeism is displayed down to one student for authenticated users.

Calculating K-12 Chronic Absenteeism: First, the chronic absenteeism rate is calculated for each student group as: $(\text{Number of students chronically absent}) \div (\text{Number of students attending for 10 or more days})$

Then, the percent NOT chronically absent is calculated for each student group as:

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

Rule: In a target setting year, set the percent NOT chronically absent target. In a non-target setting year, skip this rule and proceed to the next rule:

Rule: Use the dataset of all schools having not chronic absence rates.

Rule: Determine the value at the 75th percentile of the distribution of not chronic absence rates.

Rule: Calculate [Percent of Target Met]:

$(\text{Not Chronic Absent Rate}) \div (\text{Target Not Chronic Absent Rate})$

Next, the percent of target met is calculated for each student group by taking the percent NOT chronically absent and dividing it by the target percent NOT chronically absent:

$$(\text{Percent NOT chronically absent}) \div (\text{Target Percent NOT Chronically Absent})$$

K-8 Access to Arts/ Physical Education

This measure gauges the exposure students have to the arts and physical education courses. A 100-point percent of target met index is used for this measure. This measure is the ratio of students to educators instructing courses in the fine arts (dance, music, theater or performance, and visual arts) and physical education (defined as health, physical education, recreation, and sex education). Educator full-time equivalency (FTE) values are used in the computation of the ratio. At least 10 students need to be enrolled for this measure to be included in the overall index value. Calculations are done for all K-8 schools.

K-8 ACCESS TO ARTS/PHYSICAL EDUCATION OVERVIEW

The K-8 Access to Arts/Physical Education subcomponent is based on a 0-100 percent of target met index. It is the building's percent of access to arts/physical education target met.

Rule: Access to arts/physical education is defined as the ratio of students to arts/physical education educator FTEs.

K-8 ACCESS TO ARTS/PHYSICAL EDUCATION INCLUSION RULES

Only records meeting the following inclusion requirements will be included in the K-8 Access to Arts/Physical Education subcomponent:

Rule: Any student count record (aggregated by CEPI) in grades K-8.

Rule: Any Registry of Educational Personnel (REP) record with an assignment code of:

000MH (Dance), 000LT (Theatre/Performance), 000LX (Visual Art), 000JX (Music Education), 000NZ (Sex Education), 000MD (Recreation), 000MA (Health), 000MX (Health, Phys Ed and Recreation), 000MB (Physical Education)

Rule: Any REP record with an assignment code listed above and with any grade level setting of K-8.

Calculating K-8 Access to Arts/Physical Education

The access rate is calculated as: Enrolled Students/Educator FTE.

Rule: use the dataset of all schools having a K-8 Access to Arts/Physical Education rate.

Rule: In a target-setting year: determine the value at the 75th percentile of the distribution of K-8 Access to Arts/Physical Education access rates.

Rule: Calculate [Percent of Target Met]:

$$\text{K-8 Access to Arts/Physical Education rate} / \text{target K-8 Access to Arts/Physical Education rate}$$

Rule: K-8 Access to Arts/Physical Education is displayed for any school or student group that has at least 10 students. The K-8 Access to Arts/Physical Education component is used in the overall letter grade calculation if there are at least 10 students.

11-12 Advanced Coursework

The advanced coursework subcomponent is a measure of the successful completion of select course types at the school and student subgroup levels. Advanced coursework refers to classes that provide students the opportunity to earn college or career opportunity or credit while still enrolled in high school. This subcomponent is intended to highlight student access and success in advanced coursework and incentivize schools to offer their students more of these advanced opportunities.

Advanced Coursework Overview

The advanced coursework subcomponent is based on a 0-100 index based on a percent of target met. It is the building's average percent of advanced coursework target met, averaged across student groups.

The advanced coursework subcomponent is designed to assess how well schools are providing rich academic opportunities and will be defined as the percentage of students in grades 11-12 successfully completing advanced coursework geared toward career and/or college preparation (i.e., Dual Enrollment, Early Middle College, Career and Technical Education [CTE] Program Completer, Advanced Placement and International Baccalaureate courses). At least 10 students need to be enrolled for this measure to be calculated.

Advanced Coursework Inclusion Requirements

Only student records meeting the following inclusion requirements will be included in the advanced coursework subcomponent:

Rule: Students reported in the state's enrollment system (Michigan Student Data System; MSDS) as enrolled in grades 11 or 12.

Rule: Students reported in the state's enrollment system (Michigan Student Data System; MSDS) as nonpublic or homeschooled students are excluded from advanced coursework subcomponent calculations, as well as from the rest of the accountability system.

Rule: The completed coursework must be reported in the state's enrollment system (Michigan Student Data System; MSDS) in the Teacher-Student Data Link (TSDL) collection, Student Transcript and Academic Record Repository (STARR) collection, or the Career and Technical Education Information System (CTEIS).

Rule: Successful completion of advanced course from the Student Transcript and Academic Record Repository (STARR) collection is defined as having a "GradeStatusCode" of "HonorsGrade", "OtherPass", or "PassFailPass".

Rule: Successful completion of advanced course from the Teacher-Student Data Link (TSDL) collection is defined as having a CompletionStatus of CP Completed/Passed and CourseType of Advanced Placement, International Baccalaureate, Dual Enrollment/Early Middle College, or 64b Dual/Concurrent Enrollment Course. These are CourseTypeCodes of 04, 05, 07, and 10 respectively.

Rule: Successful completion of advanced course from the Career and Technical Education Information System (CTEIS) collection is defined as having a CompletionStatus of "completer – a student who has completed a program in another PSN in the same CIP code", or "completer– a student who has met the criteria to complete a CTE Program."

Rule: Advanced coursework subcomponent is displayed for any school or student group that has at least 10 students. The advanced coursework subcomponent is used in the overall index calculation if there are at least 10 students.

Calculating Advanced Coursework

First, calculate the percent of grade 11 and 12 students who completed advanced coursework for each student group:

$$\frac{\textit{Grade 11 – 12 students successfully completing advanced coursework}}{\textit{Grade 11 – 12 students enrolled}}$$

Rule: In a target setting year, set the percent completed advanced coursework rates. In a non-target setting year, skip this rule and proceed to the next rule:

Rule: Use the dataset of all schools having completed advanced coursework rates.

Rule: Determine the value at the 75th percentile of the distribution of completed advanced coursework rates.

Rule: Calculate [Percent of Target Met]:

$$(\textit{Completed Advanced Coursework Rate}) \div (\textit{Target Completed Advanced Coursework Rate})$$

Then, calculate the percent of advanced coursework target met by dividing the percent of students completing advanced coursework by the advanced coursework target for each student group:

$$\frac{\textit{Percent Completing Advanced Coursework Actual}}{\textit{Target Percent Completing Advanced Coursework}}$$

Postsecondary Enrollment

Postsecondary enrollment within 12 months after graduation for all high school graduates of all public schools in Michigan, matching against Michigan’s Student Transcript and Academic Record Repository (STARR) collection and national college enrollment data from the National Student Clearinghouse (NCS).

High school graduates identified in the Michigan Student Data System (MSDS) are matched against Michigan’s Student Transcript and Academic Record Repository (STARR) Collection, a collection agency within the MSDS, and national college enrollment data from the National Student Clearinghouse (NSC) StudentTracker, to create these data. Michigan acquires NSC StudentTracker student-level records by a matching process, which includes the first name, middle name, last name, suffix, and date of birth. If a student’s name or date of birth in the NSC StudentTracker database doesn’t exactly match the state’s graduation record, a match may not be made. Another limitation is that most, but not all, colleges and universities provide data to NSC. Both situations can result in lower enrollment totals.

The data are collected from high schools after the high school year closes and are matched against college enrollments after at least 6 months have elapsed and a maximum of 12 months. For example, college enrollment data for the high school class of 2009-10 were first captured in the 2011-12 college school year and were included beginning in CEPI’s 2012 report updates.

Students may have enrolled in more than one college in the four years after graduating high school but they are counted only once, for either a community college or a university, as of the time they enroll. Students are counted for their first college enrollment, favoring the university, if a student happened to enroll at a university and community college at the same time. Only once a student earns their high school diploma does the report follow these high school graduates into postsecondary enrollment. Demographic categories (gender, race and ethnicity, economically disadvantaged, English language learners, homeless, migrant students, and student with disabilities) are based on the student’s high school record.

Calculation: students enrolled in a postsecondary option within 12 months / # of graduated students from the previous school year.

Rule: . Only entities receiving graduation rates receive the postsecondary enrollment subcomponent.

Rule: Reflected by graduates of entities receiving graduation rates enrolled in a postsecondary option (4-year, 2-year college university) within 12 months.

K-8 Access to a Librarian/Media Specialist

This indicator uses a 100-point percent of target met index to indicate student access to librarians and media specialists. Full-time equivalency (FTE) values are used to compute a ratio of students to staff employed as librarians or media specialists. A minimum of 10 students need to be enrolled for the ratio to be calculated. Calculations are done for all K-8 schools.

K-8 ACCESS TO A LIBRARIAN/MEDIA SPECIALIST OVERVIEW

The K-8 Access to a Librarian/Media Specialist subcomponent is based on a 0-100 percent of target met index. It is the building's percent of access to a librarian/media specialist target met.

Rule: Access to a librarian/media specialist is defined as the ratio of students to librarian/media specialist FTEs.

K-8 ACCESS TO A LIBRARIAN/MEDIA SPECIALIST INCLUSION RULES

Only records meeting the following inclusion requirements will be included in the K-8 Access to a Librarian/Media Specialist subcomponent:

Rule: Any student count record (aggregated by CEPI) in grades K-8

Rule: Any REP record with an assignment code of:

000ND (Librarian) and with any grade level setting of K-8.

Calculating K-8 Access to a Librarian/Media Specialist

The access rate is calculated as: Enrolled Students/(Librarian/Media Specialist FTE)

Rule: Use the dataset of all schools having a K-8 Access to a Librarian/Media Specialist rate

Rule: Determine the value at the 75th percentile of the distribution of K-8 Access to a Librarian/Media Specialist access rates.

Rule: Calculate [Percent of Target Met]:

$$\text{K-8 Access to a Librarian/Media Specialist rate} / \text{target K-8 Access to a Librarian/Media Specialist rate}$$

Aggregation For Student Groups (Across Subcomponents)

The average percent of school quality/student success met is calculated for each student group. This is done by taking the weighted average subcomponent percent of targets met within the student group, using the weightings described below. If a subcomponent does not have enough data to be included, then its weighting is redistributed proportionally amongst the remaining school quality subcomponents, such that the remaining subcomponents retain their relative proportion to one another.

Michigan Department of Education

Therefore, the student group aggregation calculation will be:

$$\begin{aligned}
 & ((Not\ Chronic\ Absenteeism\ \% \ of\ Target\ Met) \times (Not\ Chronic\ Absenteeism\ Weight) \\
 & \quad + (Arts/Music/PE\ \% \ of\ Target\ Met) \times (Library/Arts/Music/PE\ Weight) \\
 & \quad + (Advance\ Coursework\ \% \ of\ Target\ Met) \times (Advanced\ Coursework\ Weight) \\
 & \quad + (Postsecondary\ Enrollment\ \% \ of\ Target\ Met) \times (Teacher\ Longevity\ Weight) \\
 & \quad + (Library/Media\ Specialist\ \% \ of\ Target\ Met) \times (Administrator\ Longevity\ Weight)) \\
 & \div (Number\ of\ Subcomponents\ Having\ Data) \times (Sum\ of\ Weights)
 \end{aligned}$$

Aggregation to 0-100 Component Index (Across Student Groups)

After a weighted average percent of target met has been calculated for each valid student group, a building-level average percent of target met is created by calculating a simple unweighted average of the student group-level aggregates.

$$(Sum\ Student\ Group\ Average\ Percent\ of\ Targets\ Met) / (Number\ of\ Student\ Groups\ with\ Data)$$

Example- School Quality and Student Success Index

| Combined | On-Track Attendance | Access to Arts/Physical Education | Access to Librarian/Media Specialist | Advanced Coursework | Postsecondary Enrollment |
|--------------------------------------|---------------------|-----------------------------------|--------------------------------------|---------------------|--------------------------|
| Subcomponent | Weight | Subcomponent % Target Met | Weighted Points | | |
| 11-12 Advanced Coursework | 32.81 | 92.32 | 30.29 | | |
| Postsecondary Enrollment | 21.88 | 93.48 | 20.45 | | |
| K-12 Students Not Chronically Absent | 45.31 | 95.69 | 43.36 | | |

Summative Assessments Participation

Introduction

The summative assessments participation component uses a 0-100 point, percent of target met, index. It is the building’s average percent of summative assessments participation target met, averaged across content areas and student subgroups.

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 component evaluates whether the building/school overall and each student subgroup independently, met the summative assessments participation target (95% tested) in each content area. Student subgroups are evaluated separately for participation in a content area only if the number of enrolled students in that student subgroup in that content area reaches a minimum count (30 students).

Rule: The summative assessments participation component is based on a 0-100 point, percent of target met, index.

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

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

Summative Assessments Rules

Rule: The Summative Assessment Participation component is only included in a school’s overall index calculation if there are at least 30 accountable students enrolled in the school.

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

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Rule: For the Summative Assessments, Target Participation Rate is 95%, required by federal law and is applied to all assessments and content areas.

Rule: For the Summative Assessments, there are four Content Areas - Math (MA), English Language Arts (ELA), Science (SC), and Social Studies (SS).

Rule: For the Summative Assessments 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* |
| Science | 5, 8, 11* |
| Social Studies | 5, 8, 11* |

*12th grade students are counted in accountability calculations if they have not yet been counted as an 11th grader, except for the 2021-22 accountability cycle.

Rule: The Summative Assessment assessment-specific subject areas are used to fulfill the accountability subject areas as described in the table below.

| Assessment | Assessment Subject Area | Fulfills Accountability Subject 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 |
| M-STEP | Science | Science |
| M-STEP | Social Studies | Social Studies |
| MI-Access | Accessing Print and Expressing Ideas | English Language Arts (ELA) |
| MI-Access | Mathematics | Mathematics |
| MI-Access | Science | Science |
| MI-Access | Social Studies (FI Only) | Social Studies |

Rule: Subgroups – There are 11 student subgroups for schools/buildings: All Students, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races, Hispanic of any race, Economically Disadvantaged, English Learners (ELs), Students with Disabilities (SWD). This satisfies the ESSA requirement for data disaggregation for accountability purposes for the following subgroups: race/ethnicity, gender, socioeconomic status, disability and ELs.

Determine student groups meeting minimum student counts:

Rule: For calculations, include only student groups (All Students group and/or subgroups) meeting the minimum n-size (30 students).

Rule: For public displays, include only student groups (All Students group and/or subgroups) having at least 10 or more students. That is, student groups having 10-29 students will be displayed publicly but not be included in aggregation calculations.

Rule: For secure displays (limited to authenticated users), include any student groups (All Students group and/or subgroups) having at least 1 or more students. That is, student groups having 1-9 students will be displayed securely but not displayed publicly nor included in aggregation calculations.

Summative Assessments Participation Component Student Level Record Preparations

Rule: Only students flagged as enrolled in 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.

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

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

Rule: For Social Studies (SS) only, for test exception of type MI-Access P/SI Local Alternative Social Studies Test, student should be included and counted as tested.

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

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

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.

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

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

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.

Summative Assessments Aggregation for each combination of Subject Areas and Student Groups

Calculate aggregate values for each subject area and each student group.

Rule: Calculate the number enrolled by aggregating the number of accountable students for the subject area and student group.

Rule: Calculate the number tested by aggregating the number of students with valid assessment results for that subject area and student group.

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Rule: Calculate the participation rate:

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

Rule: Set the target participation rate = 95% (as required by federal law – ESSA)

Rule: Calculate [Percent of Target Met] for the subject area and student group:

$$(\text{Participation Rate}) \div (\text{Target Participation Rate})$$

Rule: [Percent of Target Met] is capped at 100%. If the calculated value is greater than 100%, set to 100.

Example- Summative Assessment Participation Details- Science

| Combined | ELA | Mathematics | Science | Social Studies | English Learners |
|---|------------|-------------|----------|----------------------------|------------------|
| Student Group | # Enrolled | # Tested | % Tested | Participation % Target Met | |
| Building Overall | 577 | 268 | 99.29 | 100.00 | |
| All Students | 577 | 569 | 98.61 | 100.00 | |
| American Indian or Alaska Native *** | * | * | * | * | |
| Asian | 54 | 54 | 100.00 | 100.00 | |
| Black or African American | 472 | 464 | 98.31 | 100.00 | |
| Bottom 30% | - | - | - | - | |
| Economically Disadvantaged | 429 | 424 | 98.83 | 100.00 | |
| English Learners | 60 | 60 | 100.00 | 100.00 | |
| Hispanic of Any Race | 42 | 42 | 100.00 | 100.00 | |
| Native Hawaiian or Other Pacific Islander | - | - | - | - | |
| Students With Disabilities *** | * | * | * | * | |
| Two or More Races | - | - | - | - | |
| White *** | * | * | * | * | |

Summative Assessments Aggregations for Student Groups (Across subject areas)

Aggregate participation indices; percent of target met for each student group. Calculate student group weighted average participation indices (i.e., weighted percent of target met) for each student group (each subgroup and All Students group), using each subject area within that student group meeting the minimum n-size.

Rule: Only use data from subject areas meeting the minimum n-size.

Rule: Weight subject area participation indices (percent of target met) by the percent of accountable student records in that subject area. That is, the number of accountable student records in that subject area divided by the sum of all accountable student records for the student group for subject areas meeting the minimum n-size.

Rule: Sum the products of subject area indices and subject area weights within each student group.

Summative Assessments Aggregation to 0-100 Component Index (Across Student Group Averages)

Aggregate student group average participation indices for a 0-100 Summative Assessment Participation Component Index.

Rule: Use only student groups which have a weighted average participation index.

Rule: Take the unweighted average of student group average participation indices. That is, the sum of student group average participation indices divided by the number of student group average participation indices.

Example- Summative Assessment Participation Summary

| Combined | ELA | Mathematics | Science | Social Studies | English Learners |
|---|--------------------------------|---------------------------------|------------------------------------|---|---|
| Student Group | ELA Participation % Target Met | Math Participation % Target Met | Science Participation % Target Met | Social Studies Participation % Target Met | All Subjects Participation % Target Met |
| All Students | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| American Indian or Alaska Native | - | - | - | - | - |
| Asian | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Black or African American *** | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Bottom 30%** | - | - | - | - | - |
| Economically Disadvantaged | 100.00 | 100.00 | 100.00 | 100.00 | 97.85 |
| English Learners *** | 100.00 | 100.00 | 100.00 | 100.00 | 90.22 |
| Hispanic of Any Race *** | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Native Hawaiian or Other Pacific Islander *** | * | * | * | * | * |
| Students With Disabilities *** | 100.00 | 100.00 | 100.00 | 100.00 | 77.80 |
| Two or More Races *** | 100.00 | 100.00 | 100.00 | 100.00 | 97.17 |
| White | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

English Learner (EL) Assessments Participation

Introduction

The English Learner (EL) assessment participation component uses a 0-100 point, percent of target met, index. It is the building’s average percent of EL assessment participation target met, using the EL assessments (WIDA Access and WIDA Alt. Access).

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 component evaluates whether the EL student group met the EL assessment participation target (95% tested) on the EL assessments (WIDA ACCESS or WIDA Alternate ACCESS). EL student groups are evaluated for EL assessment participation only if the number of enrolled EL students reaches a minimum count (30 students).

EL Assessments Participation General Rules

- Rule: The EL assessment participation component is based on a 0-100 point percent of target met index.
- Rule: EL enrollment is the number of EL students to be EL tested (EL accountable students).
- Rule: EL Assessment Participation Rate is the percentage of EL accountable students that are counted as participating in state EL assessments.
- Rule: There are two English Learner (EL) Assessments – WIDA ACCESS and WIDA Alternate ACCESS
- Rule: For EL assessments, the target participation rate is 95%, mirroring the 95% requirement in federal law applied to the summative assessments.
- Rule: EL assessments have four domains: Reading, Writing, Speaking and Listening, which are combined for an overall composite determination of English Proficiency.
- Rule: EL assessments are expected, scored and included in accountability only for students flagged as English Learners (ELs) in the state’s enrollment system (MSDS; Michigan Student Data System).
- Rule: For the EL assessments, students are tested in the grades K-12.
- Rule: Subgroups – The EL assessments apply only to English Learners (ELs). EL assessment participation is disaggregated only for ELs. EL assessment participation is not disaggregated for All Students, racial/ethnic, economically disadvantaged, nor students with disabilities subgroups.
- Rule: Determine the groups of EL students meeting minimum student counts:

Rule: For calculations and for public displays, include only groups of EL students meeting the minimum n-size (**30** EL students).

Rule: For secure displays (limited to authenticated users), include any group of EL students having at least 1 or more EL students.

*Refer to **the Accountability Participation Component Business Rules** for detailed information.*

EL Assessments Participation Student Level Record Preparations

Rule: Only students flagged as English Learners (ELs) in MSDS using the student snapshot grouping associated with the current administration of WIDA are included in a school/building EL participation rate.

Rule: Only students flagged as enrolled in MSDS are included in a school/building EL participation rate.

Rule: Primary Education Providing Entity (PEPE) will be held accountable for testing the student.

Rule: Exclude Non-public school, homeschooled and Accepted Test Exceptions.

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

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

Rule: Students only count as participating by having a valid score **OR** having an accepted test exception for at least one of the four WIDA ACCESS Assessment Content Domains: Reading, Writing, Speaking, and Listening.

Dependency: The current academic year enrollment data is available for extraction from CEPI.

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

MDE extracts current year EL enrollment student data available from CEPI/MSDS, using the student snapshot grouping associated with those assessments.

MDE extracts current year entity data available from CEPI/EEM, using the entity snapshot grouping associated with those assessments.

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

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.

EL Assessments Participation by Student Group

Calculate aggregate values for English Learner (EL) participation.

Note: EL participation does not have content areas and applies only to the English Learner student group.

Rule: English Learner Valid Subgroup – N-Size = 30 or more enrolled ELs.

Rule: Aggregate only for the English Learner (EL) student group.

Rule: Aggregate the number of accountable students.

Rule: Aggregate the number of student records counting as participating.

Rule: Calculate Participation rate:

[Aggregate Number Counting as Participated] ÷ [Aggregate Number of Accountable Students]

Rule: [Target] = 95%.

Rule: Calculate [Percent of Target Met]:

[Participation Rate] ÷ [Target]

Rule: [Percent of Target Met] is capped at 100%. If the calculated value is greater than 100%, set to 100%.

Note: Current proposal only uses a single year of data (i.e., no multi-year averaging) but if that changes we would want a click through to the data to multi-year calculations.

Example- Participation Details – English Learner (EL) Assessment (WIDA)

| Student Group | Combined | ELA | Mathematics | Science | Social Studies | English Learners |
|------------------|----------|------------|-------------|----------|----------------------------|---|
| | | # Enrolled | # Tested | % Tested | Participation % Target Met | |
| English Learners | | 155 | 155 | 100.00 | | 100.00 |
| | | | | | | English Learner Participation Index Value: 100.00 |

EL Assessments Participation Aggregation for Student Groups

Aggregate EL assessment participation index for the EL student group

Rule: Set the EL student group EL assessment participation Index (percent of target met) equal to the EL student group EL assessment participation index

Note: EL assessment participation data is not partitioned by any variable (e.g., subject area proficiency is partitioned by subject areas) and so there is no aggregation to be completed within a student group.

Example- EL Assessment Participation – English Learners

| ELP Assessment Participation: English Learners | | | |
|--|-----------------------|--------|-----------------|
| | Percent of Target Met | Weight | Weighted Points |
| ELP Assessment Participation | 81.82% | 100.0% | 81.82 |
| ELP Assessment Participation Index | | | 81.82 |

EL Assessments aggregate to 0-100 Component Index (Across Student Group Averages)

Set the 0-100 EL Assessment Participation Component index equal to the EL student group EL Assessment Participation percent of target met.

Note: EL participation applies only to the English Learner student group and so the EL subgroup is the only student group with data. Building overall indices are the average of student group indices but in this case, there is only one student group index. Therefore, the building overall index is set equal to the EL subgroup index.

Accountability System Summative Designations

Introduction

To increase the accessibility of the accountability system to parents, communities, and schools, the individual component and student group indices are combined to produce the following types of overall building summative designations:

- Overall 0-100 Index (Percent of Target Met)
- ESSA-required identification categories

Overall 0-100 Index (Percent of Target Met)

Overview

The overall 0-100 index combines each of the available components of the accountability system using its respective component weight into a single numerical value for every public school. Schools having higher index values generally have met greater degrees of their targets than those schools with lower index values. This numerical value can be thought of as similar to summative indicators used in other states' accountability systems, such as letter grading scales, color coding, or ranking, etc. that equates to an overall, final school performance indicator.

Overall 0-100 Index Inclusion Rules

Rule: Calculate an Overall 0-100 Index for each school and student group having data for one or more component.

Rule: Do **NOT** exclude special education centers, adjudicated youth, alternative schools, SEEs, or S2E2s based solely on their entity type. (If they do not have data for any of the components they will not be included.)

Rule: Exclude non-public schools.

Overall 0-100 Index Component Weightings

ESSA requires the components of Proficiency, Growth, English Learner (EL) Progress, and Graduation Rate as a group to be given "much more weight" than the School Quality component. To fulfil this requirement Michigan uses the component weightings given in the table below. Many schools and student groups will not have all seven components. When a component is missing (i.e., does not have enough data to be included), its weight is redistributed proportionally to the remaining components. This allows the remaining components to retain their relative weight to one another and therefore preserves the value placed on that component by policy makers.

| Component | Initial Weight |
|---|----------------|
| Growth | 34% |
| Proficiency | 29% |
| School Quality/Student Success | 14% |
| Graduation Rate | 10% |
| English Learner Progress | 10% |
| Summative Subject Area Assessment Participation | 2% |

| | |
|---|----|
| English Language Proficiency (ELP) Assessment Participation | 1% |
|---|----|

Overall 0-100 Index Calculations

Calculate an overall 0-100 index for each school and student group by taking the weighted average of each available component for that school or student group using the weightings given above.

Rule: If a component does not have enough data to be included, then its weighting is redistributed proportionally to the remaining components such that the remaining components retain their relative proportion to one another.

Rule: Calculate the Overall 0-100 Index using the following formula:

$$\begin{aligned}
 & (\text{Growth \% of Target Met}) \times (\text{Growth Weight}) \\
 & + (\text{Proficiency \% of Target Met}) \times (\text{Proficiency Weight}) \\
 & + (\text{School Quality \% of Target Met}) \times (\text{School Quality Weight}) \\
 & + (\text{Graduation Rate \% of Target Met}) \times (\text{Graduation Rate Weight}) \\
 & + (\text{English Learner (EL) Progress \% of Target Met}) \times (\text{English Learner (EL) Progress Weight}) \\
 & + (\text{SA Assessment Participation \% of Target Met}) \times (\text{SA Assessment Participation Weight}) \\
 & + (\text{ELP Assessment Participation \% of Target Met}) \times (\text{ELP Assessment Participation Weight})
 \end{aligned}$$

ESSA-Required School Identification Categories

Overview

ESSA establishes three categories of schools which states must identify and support in improving their outcomes. These categories are Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support (ATS)

Schools identified for CSI are those with the broadest and deepest challenges. This category is identified once every three years, most recently in 2021-22. Of the three categories, these schools will receive the greatest degree of support and interaction from the state. The school's district will need to work with the school and possibly the state, to determine the unmet needs within the school and develop a plan to meet those needs. This plan must be approved and monitored by the Michigan Department of Education (MDE). The district is given a MDE-determined amount of time to show improvement with the school and if sufficient progress has not been made then more rigorous actions determined by MDE must be taken.

Schools identified for TSI have a broad challenge with one or more student groups. This category is identified annually. Of the three categories, these schools will receive the least support and interaction from the state. The school must identify the need of the identified student group(s) and work with their district to develop a plan to meet those needs. The plan must be approved and monitored by the district. The school is given a district-determined amount of time to show improvement with the student group and if sufficient progress has not been made then the district must determine what, if any, additional actions are appropriate.

Schools identified for ATS have a deep challenge with one or more student groups. This category is identified once every six years, most recently in 2021-22. These schools will receive moderate support and interaction from the state. The school must identify the need of the identified student group(s) and work with their district to develop a plan to meet

those needs. The plan must be approved and monitored by the district. The school is given an MDE-determined amount of time to show improvement with the student group and if sufficient progress has not been made then the school will become a CSI school.

Comprehensive Support and Improvement (CSI)

Overview

These are the schools meeting at least one of the following criteria:

- Bottom 5% of schools
- “All Students” Four-year Graduation Rate at or below 67%
- Were previously CSI that did not meet CSI exit criteria
- Were previously ATS that did not meet ATS exit criteria

CSI schools must meet MDE-determined criteria to exit this status. For CSI schools not meeting MDE-determined criteria within a MDE-determined timeframe, the state must provide more intensive supports.

Inclusion Rules

Rule: Limit to schools having at least 30 FAY students in both ELA and math in the proficiency component for Bottom 5% eligibility.

Rule: Limit to schools having at least 30 students in the school’s four-year graduation cohort for low graduation rate eligibility.

Rule: In an ATS identification year, limit to existing ATS schools not meeting ATS exit criteria.

Rule: Exclude schools that report 100% of enrolled students as Students with Disabilities.

Rule: Exclude non-public schools.

Calculations

Identify Comprehensive Support and Improvement Schools

Rule: Determine if it is a Comprehensive Support and Improvement identification year.

Rule: If it is a CSI identification year, proceed to the steps below else skip to the next section.

Rule: Determine the total count of Title I schools that have at least 30 FAY students in both ELA and math in the proficiency component.

Rule: Multiply the total count of included schools by 5% and round up to the nearest integer and set this as the “Expected Number of Title I CSI Schools”.

Rule: For purposes of setting CSI index threshold only – exclude schools with 90% or more of students reported in an alternative educational setting in most recent spring MSDS collection and having a school emphasis of “Alternative Education” and authorized educational setting of “Alt” in the EEM.

Rule: Sort the included schools from lowest to highest on their Overall 0-100 index.

Rule: Starting with the school having the lowest Overall 0-100 index, designate the school as CSI and proceed to the Title I school with the next lowest Overall 0-100 index.

Rule: Continue designating schools as CSI until the number of schools identified is equal to “Expected Number of Title I CSI Schools”.

Rule: Identify all non-Title I schools with overall index values equal to or below the highest overall index value of the Title I CSI-identified schools

Rule: Identify any alternative schools excluded from the CSI threshold setting with overall index values equal to or below the highest overall index value of the Title I CSI identified schools.

Rule: Then identify as CSI any school having a four-year graduation rate with at least 30 students in the four-year graduation cohort and whose four-year graduation rate value is equal to or less than 67%.

Rule: Then identify as CSI any school which was previously Additional Targeted Support but did not exit Additional Targeted Support status within the MDE-determined timeline.

Exit Comprehensive Support and Improvement Schools

Rule: Determine if it is a Comprehensive Support and Improvement identification year.

Rule: If it is a CSI identification year, proceed to the steps below else skip to the next section.

Rule: For each school identified for CSI in a previous cycle determine if the school’s overall School Index value exceeds the current CSI index threshold. Schools not exceeding the current CSI index threshold remain CSI. For all other schools proceed to next rule.

Rule: For each school identified for CSI in a previous cycle determine if graduation rate component is applicable. If it is, determine if the school’s four-year graduation rate exceeds 67%. Schools for whom the graduation rate is applicable but are not exceeding 67% remain CSI. For all other schools proceed to next rule.

Rule: For each school identified for CSI in a previous cycle, determine if the school was initially an ATS school that failed to meet ATS exit criteria and was converted to a CSI school. If it is, determine if previously identified ATS subgroup(s) still have an overall index at or below the bottom 5% threshold and did the previously identified ATS subgroup(s) improve proficiency by at least 0.01 percentage points in both math and ELA for each of the last two years of the CSI cohort. For all other schools proceed to the next rule.

Rule: For each school identified for CSI in a previous cycle, for both math and ELA separately, determine if FAY proficiency is at least 0.01 percentage points higher in each of the two most recent years with data than it was in the year of the initial CSI identification.

Rule: Exit schools from CSI if all four of the above criteria are met.

Rule: If it is not a CSI identification year, CSI identifications will carry forward to the current year in data and displays until the school has exited this support model.

Targeted Support and Improvement (TSI)

Overview

These are schools having one or more student subgroups performing in the bottom 25% within each applicable component in a given year (TSI identification occurs every year).

For schools identified as TSI, the school, in cooperation with their district, is expected to develop a plan to help the school meet the district-determined exit criteria within the district-determined timeframe.

Inclusion Rules

Rule: Limit to schools having one or more valid student subgroups (n-size 30) in both ELA and math in the Proficiency component.

Rule: Exclude schools that report 100% of enrolled students as Students with Disabilities.

Rule: Exclude non-public schools.

Calculations

Identify Targeted Support and Improvement Schools

Rule: Determine the threshold for the bottom 25% within each component.

Rule: Exclude CSI schools.

Rule: Identify as “Preliminary TSI” schools having one or more student groups at or below the bottom 25% threshold in each applicable component.

Rule: Complete the identification process for ATS schools.

Rule: Exclude ATS schools.

Rule: Identify as TSI schools that are (1) identified as “Preliminary TSI” and (2) are **NOT** identified as CSI or ATS.

Additional Targeted Support (ATS)

Overview

These are the preliminary TSI schools having any subgroup performing overall at or below the lowest performing 5% of schools in the state. Due to federal redefinitions and COVID, the initial ATS cycle ran for four years with schools identified in 2017-18 remaining in cohort through 2021-22. A full six-year ATS cycle began with support identifications made in 2021-22. Schools identified for Additional Targeted Support are a subset of schools identified for Targeted Support and Improvement.

For schools identified as Additional Targeted Support (ATS), the school, in cooperation with their district, is expected to develop a plan to help the school meet the MDE-determined exit criteria within the MDE-determined timeframe.

Schools identified for ATS supports which do not exit ATS in the MDE-determined timeframe become convert to receive CSI supports.

Inclusion Rules

Rule: Limit to schools having one or more valid student subgroups (n-size 30) in ELA and math in the Proficiency component.

Rule: Exclude schools that report 100% of enrolled students as Students with Disabilities.

Rule: Exclude non-public schools.

Rule: Exclude schools identified as CSI.

Rule: Limit to schools identified as “Preliminary TSI”.

Calculations

Identify Additional Targeted Support Schools

Rule: If it is an ATS identification year, proceed to the steps below else skip to the next block of rules.

Rule: Determine the CSI threshold (i.e., the highest Overall 0-100 Index value of that year’s schools identified for CSI) and set this as the ATS threshold.

Rule: Identify schools for ATS if they have one or more student groups whose overall 0-100 index is at or below the CSI/ATS threshold (i.e., have one or more student groups performing like a bottom 5% school).

Among any school with a preliminary TSI designation, determine the schools having any subgroup performing overall at or below the lowest performing 5% of schools in the state (the overall index value threshold also used for bottom 5% identification).

Rule: Remove the “Preliminary TSI” designation from any school identified as ATS.

Rule: If it is **NOT** a CSI identification year, do **NOT** identify any school as ATS.

Exit Additional Targeted Support Schools

Rule: Determine if it is an Additional Targeted Support identification year.

Rule: If it is an ATS identification year, proceed to the steps below else skip to the next section.

Rule: For each school identified for ATS in a previous cycle, determine the student subgroup(s) identified for the prior ATS cohort. Then determine each student subgroup in the ATS cohort that exceeds the current CSI index threshold. Schools not exceeding the current CSI index threshold for their student subgroup(s) in a prior ATS cohort become identified for CSI. For all other schools proceed to next rule.

Rule: For each school identified for ATS in a previous cycle, determine the student subgroup(s) identified for the prior ATS cohort. For each subgroup in the prior ATS cohort, for both math and ELA separately, determine if FAY proficiency is at least 0.01 percentage points higher in each of the two most recent years with data than it was in the year of the initial ATS identification.

Rule: Exit schools from ATS if both of the above criteria are met.

Rule: If schools previously identified for ATS do not meet ATS exit criteria, then the school’s identification is escalated to the more intensive support category of Comprehensive Support and Improvement (CSI). Rule: If it is an ATS early exit year, proceed to the steps below, else skip to the next section.

Rule: For each school identified for ATS in a previous cycle, determine the student subgroup(s) identified for the prior ATS cohort. Then determine each student subgroup in the ATS cohort that exceeds the current CSI index threshold. Schools not exceeding the current CSI index threshold for their student subgroup(s) in a prior ATS cohort are not eligible for an early ATS exit.

Rule: For each school identified for ATS in a previous cycle, determine the student subgroup(s) identified for the prior ATS cohort. For each subgroup in the prior ATS cohort, for both math and ELA separately, determine if FAY proficiency is at least 0.01 percentage points higher in each of the two most recent

years with data than it was in the year of the initial ATS identification. Schools not meeting this are not eligible for an early ATS exit.

Rule: For each school identified for ATS in a previous cycle, determine if the school’s overall School Index value exceeds the current CSI index threshold. Schools not exceeding the current CSI index threshold remain ATS. Schools cannot early exit ATS if they would qualify to be identified for CSI. For all other schools proceed to next rule.

Rule: For each school identified for ATS in a previous cycle determine if graduation rate component is applicable. If it is, determine if the school’s four-year graduation rate exceeds 67%. Schools for whom the graduation rate is applicable but are not exceeding 67% remain ATS. Schools cannot early exit ATS if they would qualify to be identified for CSI. For all other schools proceed to next rule.

Rule: For each school identified for ATS in a previous cycle, determine if the school, with school and district administration’s approval, opted-in to ATS early exit.

Rule: Schools meeting all the above criteria are eligible for an early exit from ATS.

Rule: If schools previously identified for ATS do not meet ATS early exit criteria, then the school’s identification is continued through the full six-year ATS cycle.

Rule: If it is not an ATS identification year, ATS identifications will carry forward to the current year in data and displays until the school has exited this support model.

Long-Term Goals & Measures of Interim Progress

ESSA replaces the target terminology used in previous accountability systems with that of long-term goals and measures of interim progress. Michigan’s long-term goal is to have 75% of students achieving the component targets by 2031-32. The interim goals would be to increase the percentage of students meeting the target at a rate where 75% of students reach the target by the long-term goal deadline of 2031-32.

Each component target is set in the baseline year (2021-22) at the value equal to the 75th percentile of the statewide distribution of student performance on that component in the baseline year (2021-22). After being set, component targets would remain constant up through 2031-32.

Michigan believes this method sets challenging but achievable long-term goals. By definition only 25% of students are meeting the component targets in the baseline year (2021-22). Moving the entire statewide distribution of students upward so that an additional 50% of students meet the targets in just 10 years will be a significant challenge. However, also by definition 25% of students are already meeting targets, demonstrating these targets are achievable.

| Component | Baseline Value (2021-22) | Long-term Goal (2031-32) |
|-------------------|--------------------------|--------------------------|
| Proficiency – ELA | 41.80% | 56.31% |

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| Proficiency – Math | 28.20% | 43.94% |
| Growth – ELA | 43.75% | 57.05% |
| Growth – Math | 22.27% | 35.80% |
| Graduation – 4-year | 81.25% | 93.00% |
| Graduation – 5-year | 87.50% | 95.76% |
| Graduation – 6-year | 89.80% | 96.34% |
| EL Progress | 26.14% | 43.33% |
| K-12 On-Track Attendance | 62.20% | 73.83% |
| 11-12 Advanced Coursework | 29.32% | 52.15% |
| Postsecondary Enrollment | 51.16% | 64.37% |
| K-8 Access to Arts/Physical Education | 169.8:1 | 124.6:1 |
| K-8 Access to a Librarian/Media Specialist | 52100:1 | 6125:1 |

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 Accountability Entities | 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, why? |
| Center for Educational Performance and Information (CEPI) | Agency 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 |

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| Component Goal | 95% for both summative assessments and EL assessments. |
| 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) – components | The EEM is used for the collection of entity data for state and federal reporting. MDE extracts available entity data used in calculating accountability system. www.mi.gov/eem |
| English Learner Proficiency (ELP) Assessment | An assessment 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 to achieve in the core academic subjects, and to assist students to meet 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 |
| Summative Assessments | M-STEP, MI-Access, PSAT 8, 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 accountability system components. |
| 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 subject areas. |

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| 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 general 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. |
| School Quality | It is the building's average percent of school quality targets met, averaged across student groups and each of the applicable school quality subcomponents. |
| Scorecard | How a school or district performed related to assessment for a Current Academic Year. |
| 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) | Students who are marked Special Education in the Michigan Student Data System (MSDS) at the time of testing |
| Subject Area (SA) | Math, English Language Arts (ELA), Science, Social Studies. General Participation uses all four subject areas. Proficiency and Growth only use Math and ELA. |
| Teacher Student Data Link (TSDL) | In order to tie individual student growth on state assessments to specific educators, students must be linked to courses and teachers through the TSDL |
| 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). |

Sources:

Subgroup definitions: <https://www.census.gov/topics/population/race/about.html>,