Michigan Department of Education (MDE)
Office of Psychometrics, Accountability, Research & Evaluation

What's New in the 2012 Michigan School Report Cards

Appeal Deadlines
The following summarizes the established deadlines:

2012 School Report Card Deadlines	
May 4, 2012	1% applications must be postmarked by this date
June 29, 2012	AYP Appeals for Elementary and Middle Schools, High Schools, K-12 schools, alternative schools, special education centers and District AYP.

Please note that these deadlines are firm. No appeals will be accepted after the deadlines.

District Report Card
District report cards are now treated the same as a school's report card. The district's AYP status is no longer based on determinations at each level (elementary, middle school, high school). Additionally, graduation rate will be used in lieu of attendance at the district level, unless the district did not have a graduation rate calculated for it.

Report Card Student Data File Tool
Pending approval of Michigan's ESEA Flexibility Request, science, social studies, writing, and the addition of a Bottom 30% subgroup will be included in accountability calculations starting in 2012-13. In anticipation of this, a tool has been developed to show approximate participation and proficiency values for all five content areas and all student subgroups, including the Bottom 30%. The tool is available to authenticated users of the Michigan School Report Cards. Users can find the tool underneath the student data file link on each school's or district's main AYP status page. Please note that the tool is for estimation purposes only and may not yield actual AYP participation and proficiency rates.

One Percent Cap
Please note that in order to have a 1% exception applied to AYP determinations, the district must submit an appeal during the appeals window. One percent exceptions are **NOT** automatically applied. Even if you have a valid exception on file, it will not be applied unless you submit an appeal during the appeals window. If a school or district does submit a 1% exemption appeal, it does not need to state anything more than "Please apply the 1% exemption".

AYP Targets
AYP proficiency targets were reset for 2011-12 due to changes in the proficient cut scores for MEAP and MME. An expanded proficiency target table can be found here:
http://www.michigan.gov/ayp

Proficiency targets for 2011-12 are as follows:

2011-12 AYP Proficiency Targets		
Grade	Reading	Mathematics
3rd	47%	17%
4th	48%	20%
5th	50%	18%
6th	43%	14%
7th	34%	14%
8th	39%	10%
11th	33%	8%

Shared Educational Entity (SEE) Student Subgroup
A SEE subgroup will exist at the resident district. If a resident district has at least 30 SEE students, a valid subgroup exists and AYP will be calculated for the subgroup.

SEE students belonging to any relevant subgroups (e.g. racial/ethnic categories, special education, etc.) will also be included in the resident district's overall AYP calculation.

Appeals Procedures
Schools and districts had opportunities throughout the school year to correct or appeal certain data related to student assessments and accountability. Appeals concerning issues and data that had prior, separate appeals windows will not be accepted.

Prior appeals/update windows were held for the following:

- Student demographics including enrollment, economic disadvantaged status, limited English proficient status, student with disability status, racial/ethnic status, and Primary Education Providing Entity (PEPE) status (Tested Roster)
- Missing tests/non-standard accommodations/prohibited behavior (Tested Roster)
- Student participation (Students Not Tested)
- Graduation rates (GAD Window)

A school district has the opportunity to appeal any data that do not have separate appeals windows (see above) that affect the AYP status of its schools if it has evidence that the data may be inaccurate. MDE will process appeals submitted within the appropriate appeal window. The

purpose of the appeal window is to address substantive issues regarding the draft School Report Cards. The school district must cite specific data being challenged in the appeal.

When an authorized user enters the School Report Card website, the user can ask MDE staff to make corrections to the data on which the Report Card is based. The user initiates an appeal by clicking "Request Appeal" on any page of the Report Card website. Users submitting appeals will need to select an appropriate category on the appeals screen when submitting an appeal. The categories are:

- Students with Disabilities Proficiency (1% cap, formerly SE)
- Formerly LEP
- Attendance
- Demographics
- FAY/feeder
- Incorrect Calculations

Once an appeal is submitted, the user will receive an email confirming the appeal. Users can also use the "Issue Tracker" where the user can:

- Attach supporting documents (Excel and Word files) as needed;
- View the original communication to confirm that the message was delivered and that the appeal is active;
- View additional communication from MDE about the pending appeal;
- Add information or clarify data regarding the appeal; and
- View the final, "closed" determination of the appeal.

This system will also allow MDE to track all appeals to ensure all appeals are resolved. It is critically important that users verify that their email address is correct when an appeal is filed. Users should also look for a confirmation email after an appeal is initiated.

To update the email address associated with your MEIS account, visit this link:
https://cepi.state.mi.us/MEIS/login.aspx

All communication and action on each appeal will be accompanied by an email communication from MDE to the email address indicated on the original appeal. A link to the issue tracker is provided on the Report Card website after the authorized user logs into the system. Links to the issue tracker page are at the top and bottom of the screen. Users are asked to use the issue tracker to add additional information about the issue, rather than creating a new issue.

Michigan Department of Education
Office of Psychometrics, Accountability, Research, & Evaluation

Guide to Reading the Michigan School Report Cards 2011 Edition

The Michigan School Report Cards bring together a great amount of data and information. This guide is intended to provide a short explanation of the calculation of the various elements that make up the report cards.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act of 2001 requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics, or show improvement in student achievement (Safe Harbor). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 90%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group. The group size is the same for the school, school district and the state as a whole. The subgroups are:

- Major Racial/Ethnic Groups
    - Black or African American
    - American Indian or Alaska Native
    - Asian American, Native Hawaiian or other Pacific Islander
    - Hispanic or Latino
    - White
    - Multiracial
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Shared Educational Entity students (district-level only)

Subgroup Size for AYP Determination
The minimum subgroup size remains 30 students. For a district or school that enrolls more than 3,000 students, the minimum subgroup size will be 1% of enrollment, up to a maximum subgroup size of 200 students. An AYP determination will be made for all subgroups of 200 or more students.

Comparison with the State Objective

Michigan established new cut scores for state assessments beginning with the fall 2011, which represent student achievement relative to being on-track to career- and college-readiness in high school, and on-track to proficiency in the next grade for grades 3-9. The new cut scores were implemented during the 2011-12 school year because students have had the full benefit of the rigorous Michigan Merit Curriculum for high school graduation and the updated Grade Level Content Expectations (GLCEs).

Michigan has determined that the change in the cut scores necessitates that the Annual Measurable Objectives (AMOs) be reset. Michigan used the following procedure to reset the AMOs for reading and mathematics:

- The new cut scores were applied to proficiency data from the 2010-11 school year.
- Percentiles were calculated using all schools with at least 30 full academic year students enrolled.
- The percent proficient in each subject for each grade level associated with the 20th percentile was used as the baseline.
- Annual objectives for 2011-12 and 2012-13 were determined by equally incrementing the achievement increases each year in order to achieve 100% proficiency in the year 2013-14 as is currently required by NCLB.
- The chart below shows the new AMOs accounting for Michigan's career and college-ready cut scores:

Michigan Annual AYP Objectives				
Subject	Grade	2011-12	2012-13	2013-14
Mathematics	3	17%	58%	100%
Mathematics	4	20%	60%	100%
Mathematics	5	18%	59%	100%
Mathematics	6	14%	57%	100%
Mathematics	7	14%	57%	100%
Mathematics	8	10%	55%	100%
Mathematics	11	8%	54%	100%
Reading	3	47%	74%	100%
Reading	4	48%	74%	100%
Reading	5	50%	75%	100%
Reading	6	43%	72%	100%
Reading	7	34%	67%	100%
Reading	8	39%	70%	100%
Reading	11	33%	67%	100%

- The databases used for AYP in Michigan store information at the pupil level. The databases to be used for multiple-year averaging and safe harbor will be rebuilt from student level data such that multiple-year averaging and safe harbor are based on the new cut scores.

MDE extends the grade range targets with individual targets for each grade. A school's yearly proficiency goal is based on a weighted average calculated as follows:

1. Determine the percent proficient for each grade level.
2. Subtract the State's target for this grade level from the percent proficient in this grade.
3. Weight each grade level by dividing the number of students tested in the grade by the school's total number of tested students.
4. Multiply the grade level weight by the value determined in step 2. This is called the Proficiency Index.
5. Repeat these calculations for each grade tested in the building.
6. The building's Proficiency Index is the sum of the values for each grade level determined in step 4.

This procedure accounts for differences in performance standards across grade levels. The method also permits a single AYP determination for the school through a comparison between student achievement and the school's target.

Proficiency for AYP is based on the weighted sum of a proficiency index that is computed at each grade (3-8 and 11) counted for AYP at the school. MDE did not change the approved AYP targets that were set previously. A set of grade level targets applicable to the 2011-12 school year has been developed and incorporated into the calculation of a Proficiency Index. The Proficiency Index is used to determine if a school, district or student group meets the state AYP target.

Reading

Grade	Target	Number Tested	Number Proficient	Percent Proficient	Difference From Target	Grade Level Weight	Proficiency Index
3	47%	30	16	53.3%	6.3	0.09	0.57
4	48%	40	18	45.0%	-3.0	0.11	-0.33
5	50%	100	52	52.0%	2.0	0.29	0.58
6	43%	10	4	40.0%	-3.0	0.03	-0.09
7	34%	30	18	60.0%	26.0	0.09	2.34
8	39%	40	21	52.5%	13.5	0.11	1.49
11	33%	100	33	33.0%	0.0	0.29	0.00
Total		350	162	46.3%			4.56

Mathematics

Grade	Target	Number Tested	Number Proficient	Percent Proficient	Difference From Target	Grade Level Weight	Proficiency Index
3	17%	30	13	43.3%	26.33	0.09	2.37
4	20%	40	10	25.0%	5.00	0.11	0.55
5	18%	100	14	14.0%	-4.00	0.29	-1.16
6	14%	10	2	20.0%	6.00	0.03	0.18
7	14%	30	6	20.0%	6.00	0.09	0.54
8	10%	40	5	12.5%	2.50	0.11	0.28
11	8%	100	6	6.0%	-2.00	0.29	-0.58
Total		350	56	16.0%			2.18

The tables above are examples of the proficiency indices for a school. The difference from target is calculated by subtracting the grade level target from the percent proficient for that grade. The grade level weight is the proportion of the students counted for AYP at that grade level. The proficiency index is calculated by multiplying the difference from the target by the grade level weight. The Proficiency Index is summed across the grades. A school, school district, or subgroup meets the state objective if the Proficiency Index is equal to or greater than zero (0). MDE will not determine or report AYP by grade. The grade level targets will be used to compute the Proficiency Index, which is aggregated across grades based on the school's configuration.

Multiple-Year Averaging

In determining where each school or district stands in relation to the State objectives, MDE uses a three-step averaging system, as follows:

1. Look at the school's most recent State assessment results. Does the school meet the State target? If yes, the school makes AYP. If no, go to Step Two.

2. Calculate the average of the school's most recent and preceding year's State assessment results (two-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, go to Step Three.

3. Calculate the average of the school's most recent and preceding two years' State assessment results (three-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, the school is classified as not making AYP based on the State target and the Safe Harbor test is applied.

Multiple-year averaging is used only when a school does not make AYP based on current year assessment data. The above scenario applies to multiple-year averaging for proficiency (aside from small schools). Multiple-year averaging is also used in the participation rate, which can also be averaged over two or three years.

When there are fewer than 30 students assessed in a school, multiple-year averaging is used as a method to derive an AYP participation status. MDE uses multiple-year averaging to assign an AYP status to as many schools as possible. In cases where the school, as a whole, has fewer than 30 students participating in state assessment, two-year, and, if necessary, three-year averaging will be used for the whole school to obtain a large enough group of students to assign an AYP status. This technique is applied to the whole school or district, not to any subgroups. A separate AYP determination is not made in cases where there are fewer than 30 students in a subgroup in a given year.

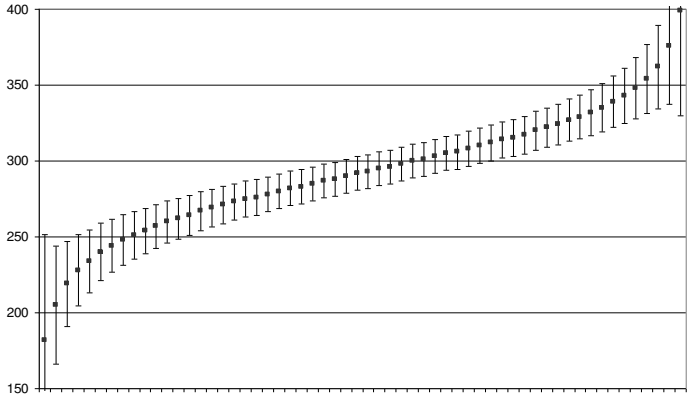
Adjustment for Measurement Error – Provisionally Proficient

Because the decisions made based upon AYP classifications are such high-stakes decisions for individual schools, it is important to account for error in order to be more accurate and honest in classifying schools as making or not making AYP. Michigan has selected a measurement error confidence interval for the purposes of accounting for error in making AYP decisions. Uncertainty in scores has an impact on classifying students as proficient, and uncertainty in classifying students as proficient has an impact on calculating AYP. For this reason, measurement error needs to be taken into account in calculating AYP. Measurement error can cause two types of errors in calculating AYP: false positives (mistakenly identifying schools as making AYP) and false negatives (mistakenly identifying schools as not making AYP).

In 2004-05 MDE used the classical standard error of measurement (SEM) which is calculated using both the standard deviation and the reliability of test scores. SEM represents the amount of variance in a score resulting from factors other than achievement. The standard error of measurement is based on the premise that underlying traits, such as academic achievement, cannot be measured precisely without a perfectly precise measuring instrument. For example, factors such as chance error, differential testing conditions, and imperfect test reliability can cause a student's observed score (the score actually achieved on a test) to fluctuate above or below his or her true score (the true ability of the student).

The classical SEM index provides only an estimate of the average test score error for all students regardless of their individual proficiency levels. However, it is generally accepted that the SEM varies across the range of student proficiencies and that individual score levels on any particular test could potentially have different degrees of measurement error associated with them. For this reason, it is generally useful to report not only a test-level SEM estimate, but individual score-level estimate as well. Individual score-level estimates of error are commonly referred to as conditional standard errors of measurement (CSEM). The CSEM provides an estimate of reliability, conditional on the proficiency estimate. In other words, it provides a reliability estimate, or error estimate, at each score point. Because there is typically more information about students with scores in the middle of the score distribution, the CSEM is usually smallest in this range where scores are more reliable. Item response theory methods for estimating both individual score–level CSEM and test-level SEM were used because test and item level difficulties for MEAP are calibrated using the Rasch measurement model.

Figure 2



Confidence intervals around individual student scores using Conditional Standard Errors

MDE began use of the conditional standard errors of measurement in 2005-06 for its state assessments. Conditional standard errors of measurement are used to improve the accuracy of AYP determinations.

Students with scale scores within two conditional standard errors of measurement from the proficient cut score are considered provisionally proficient for AYP.

AYP Growth Model Pilot

MDE participates in a growth model pilot approved by the United States Department of Education (USED). The growth model has been included in AYP determinations for 2011-12 in the draft Report Cards for elementary and middle schools.

Three key features of the growth model are as follows:

- Uses performance level change (first reported for fall 2007 MEAP) to track student performance from year to year;
- Measures whether students who are not yet proficient are "on track" to becoming proficient within three years.

If students are "on track" toward becoming proficient within three years, those students will count toward schools making AYP even if they are not yet proficient. This will result in a modest number of schools that did not make AYP after considering proficiency rates only ultimately making AYP in the final determination. No schools will be affected negatively by considering student progress toward proficiency.

There are several important details of how the growth model will be implemented:

1. The growth model will only apply to students who had matching unique identifier codes (UICs) from the fall 2010 to the fall 2011 MEAP or MI-Access Functional Independence.

UICs provide the essential links that allow students' performance to be tracked from year to year.

2. A student must take the same assessment (MEAP or MI-Access Functional Independence) at adjacent grade levels in each year.

3. The same population of students as used for regular AYP calculations will be used for the growth model pilot, meaning that only students who have attended a school for at least a full academic year (FAY) will count toward individual school AYP designations.

4. Identifying students who are "on track" toward proficiency within three years applies only to grades 4-8, as there is adjacent grade testing only in grades 3-8. Third graders are not identified as being on track since it is the first time those students' achievement is measured.

5. A student's transition between performance levels will be counted as being on trajectory toward proficiency only the first time that the student progresses from any specific performance level to the next.

The following tables show the performance level change transitions that are counted as on trajectory to proficiency:

MEAP Trajectory toward Proficiency

Grade X MEAP achievement		Grade X+1 MEAP Achievement								
		Not Proficient			Partially Proficient		Proficient			Advanced
		Low	Mid	High	Low	Mid	Low	Mid	High	Mid
Not proficient	Low									
	Mid									
	High									
Partially Proficient	Low									
	Mid									
Proficient	Low									
	Mid									
	High									
Advanced	Mid									

MI-Access Functional Independence Trajectory toward Proficiency

Grade X MI-Access achievement		Grade X+1 MI-Access Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low								
	Mid								
	High								
Attained	Low								
	High								
Surpassed	Low								
	Mid								
	High								

Safe Harbor
If a school or district, as a whole or for a subgroup, does not meet the State objective, it may make AYP by showing improvement from the prior year, using the Safe Harbor provision. To make AYP through Safe Harbor, a district, school, or subgroup must decrease the percent of students who are not proficient by 10 percent from the previous year and also must meet the requirements for both participation and the additional academic indicator (attendance or graduation rate).

Full Academic Year (FAY)
MDE's definition of a full academic year allows student scores to be included only for students that have been enrolled in the school (or school district) for a full academic year. This provision holds schools (and school districts) accountable for students to whom they have provided instruction.

Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are in the fall (September/October) and in the spring (February). These student count days are the basis of Michigan's definition of a full academic year. In addition, school districts report student enrollment at the End of Year on the Michigan Student Data System (MSDS).

MDE uses the MSDS to apply the definition of full academic year in calculating AYP. Data on the 2012 School Report Card have been derived using MSDS data to exclude the scores of students that have not been enrolled in the school for a full academic year in calculating the percent proficient used in determining AYP. Documentation of full academic year is provided by enrollment in the school or district on the pupil count date. Other documentation of student mobility is not used under the definition. The MSDS is used to look up prior enrollment to determine if a student is considered "full academic year."

- Elementary and Middle Schools: Fall 2010, Spring 2011, and End of Year 2011 at the feeder school, which is the school that the student attended during the 2010-11 school year;
- High Schools: Spring 2011, End of Year 2011, fall 2011, and spring 2012.

Students who have been in the school district for a full academic year, but have moved from building to building within the district, are counted in the district's AYP, but not in a building's AYP.

District AYP
NCLB requires that Adequate Yearly Progress (AYP) be calculated for all public schools, and for each school district. The school district must attain the target achievement goal in reading and mathematics or show improvement of achievement (Safe Harbor). A school district must also test at least 95% of its students enrolled for the district as a whole and for each required student group. In addition, the district must meet or exceed the other academic indicators set by the state: graduation rate or attendance rate if the district does not graduate students. These achievement goals must be reached for each subgroup that has at least 30 students in the group. The group size is the same for the school, and for the school district. It is possible for a district to not make

AYP, even though all of its schools make AYP, because there may be student groups measured at the district level that are not measured at the building level.

In calculating Adequate Yearly Progress (AYP) for a district, the district is considered to be one big "school." The requirements for an individual school to make AYP are then applied to the district. Total district enrollment is thus used (for example, all 4th graders in the district combined together) to determine if the district makes AYP in terms of participation in state assessment. The same calculation is carried out for proficiency and for the additional academic indicator.

Differences between the determination of district AYP and of AYP for an individual school are highlighted below:

- Students that move within the district are considered to be "full academic year" students at the district, even if they had been a less than full academic year student at an individual school;
- Feeder codes are not used for district AYP.

All district schools are included in the determination of AYP for the district. The district's high school could make AYP, but the district might not make AYP when the data from the alternative school are added.

If the total enrollment in the district in grades K-12 is more than 3,000 students, the minimum subgroup size will be 1% of enrollment, up to a maximum subgroup size of 200 students. An AYP determination will be made for all subgroups of 200 or more students.

District AYP is only determined if the district has more than one school that receives an AYP determination. Federal guidance states that the school's AYP is the district's AYP if there is only one school that receives an AYP determination in the district.

Participation in Assessment

It is the policy of the Michigan State Board of Education that all students participate in the state assessment program. The student's status in terms of enrollment for a full academic year is not relevant to whether the student should be assessed. The federal No Child Left Behind Act requires that at least 95% of enrolled students be assessed. The number of students to be assessed is determined from the Michigan Student Data System (MSDS), collected by the Center for Educational Performance and Information (CEPI). This is taken from the fall (September) collection for grades 3-8 and from the spring (February) collection for high schools. Schools had additional time to submit MSDS maintenance records to correct student demographics and report student exits after the official count days. The number of students that should have been assessed is the count of students reported as enrolled (MSDS exit code 19 – "Expected to Continue") in the grades in which reading and mathematics are assessed under the Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME), MEAP-Access, and MI-Access (grades 3-8, and 11). In addition, any students reported as ungraded are included if they are of the age that should be assessed. Students for whom the MSDS residency code indicates

that the student attends a nonpublic school or homeschool are excluded. Students are expected to be tested at their primary education providing entity (PEPE). The PEPE will be held accountable for assessing the student.

Adjustments may be needed in the enrollment from MSDS in cases where students leave between the pupil count day and the end of the assessment window. Enrollment adjustments should have been made during the Tested Roster window. For more information please see the BAA Secure Site manual: https://oeaa.state.mi.us/meap/Help/BAA%20secure%20website%20Manual.pdf.

The enrollment can be adjusted for students that are expelled between the pupil count date and the end of the assessment window. The adjustment is not made for suspended students. A suspended student is still a student of the school district. MDE encourages school districts to make arrangements for suspended students to participate in State assessment. Schools will be held accountable for the participation of suspended students on state assessments.

Adjustments to enrollment will not be accepted during the Preliminary Report Card Appeals Window.

Additional appeals related to exemptions from participation will not be accepted during the Preliminary Report Card Appeals window.

Prohibited Behavior

Unfortunately there are cases where a valid assessment score for a student or school is not available because of prohibited behavior. Scores that are determined to be unethical will be counted as "not tested" for the purposes of AYP participation.

We also encourage authorized users of the Report Card system to be mindful of the potential for unethical practices related to Report Card data. The appeals process will include cross-checks of corrections, and additional documentation requirements to avoid such problems.

Nonstandard Accommodations

Students assessed using nonstandard assessment accommodations will be counted as "Not Tested" in the calculation of Adequate Yearly Progress. A student must have a valid score to be counted as participating in the assessment. This is required by federal policy.

Assessments for Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act, and the Individuals with Disabilities Education Act require that state level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Michigan Student Data System, (such as some programs for students with disabilities), the state will assign students to a specific grade based on the following table:

Student Age* in Ungraded Programs	Grade Assignment	Required Content Areas to be Assessed in Academic year 2011-12 (MEAP/MME, MEAP-Access and MI-Access)
9	3rd	-Reading -Mathematics
10	4th	-Reading -Writing -Mathematics
11	5th	-Reading -Mathematics -Science
12	6th	-Reading -Mathematics -Social Studies**
13	7th	-Reading -Writing -Mathematics
14	8th	-Reading -Mathematics -Science
15	9th	-Social Studies**
16	10th	
17	11th	-Reading -Writing -Mathematics -Science -Social Studies**
18	12th	Same as 11th grade if student has not tested as 11th grader

***** The student's date of birth, as reported in MSDS, is used to determine the student's age as of December 1st of the school year in which the assessment is administered.

** For students with an IEP requiring an alternate assessment, the IEP Team will determine how the student is assessed in Social Studies until the state develops MI-Access assessments in Social Studies.

The Michigan School Report Cards do not address Adult Education (age 20 and above) or Preschool Programs in any way. Adult Education students are not required to participate in MEAP and are not part of either *Education YES!* or AYP. Adult education programs will not receive an *Education YES!* grade nor AYP status. Young adult education participants who are served because they have been permanently expelled from school and have no appropriate education program available to them are not counted among students that are required to participate in MEAP, MME, or MI-Access. This policy is limited only to those students that are

permanently expelled and that are not counted for the foundation allowance under the State School Aid Act. Alternative Education students that are counted as public school students under the State School Aid Act are treated as any other student for both *Education YES!* and AYP.

School Attendance

Michigan has chosen to use school attendance as its additional indicator for Adequate Yearly Progress for the elementary and middle school grades. Data on student attendance comes from the MSDS. This is taken from the End-of-Year (EOY) MSDS for the prior (2010-11) school year. The calculation of attendance rate is based on data submitted to CEPI in the MSDS, comparing:

- Each student's total possible number of attendance days that year, based on the student's date of enrollment.
- Each student's actual days of attendance, divided by the total attendance days possible for that student.

A school's attendance rate is calculated as the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student's date of enrollment, times 100, to obtain a percentage figure.

It is not expected that Michigan's eventual target attendance rate would be 100%. The realities of student attendance, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on a beginning target attendance rate of 85% for 2002-03, the intermediate target goal of 90% began in 2008-09 and will remain in effect through 2013-14.

Graduation Rate

The federal No Child Left Behind Act requires that the graduation rate be used as an additional indicator for Adequate Yearly Progress for high schools. It is not an expectation that, like student proficiency in reading and mathematics, the target goal for graduation rate in Michigan should reach 100% by 2013-14. The reality of high school enrollment, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. The graduation rate target for the 2011-12 School Report Card (based on the graduation rate for the class of 2011) will be 80%.

The formula for determining the 2011 graduation and dropout rates is the four-year on-time cohort method. The Center for Educational Performance and Information (CEPI) conducted a clean-up period for the 2011 graduation rates through the Graduation/Dropout Review and Comment Application (GAD). The graduation rate provided through this process will be used for AYP. No additional appeal will be available for high school graduation rate.

The US Department of Education allows Michigan to include extended cohort graduation rates (5 and 6-year graduation rates) in AYP calculations. A graduation improvement calculation has also been approved. High school AYP calculations will first look at the 4, 5, or 6 year graduation

rate to determine if AYP has been met. If none of the rates are at or above the 80% target, the following graduation improvement calculation will be used:

1. Calculate Gap:

    80 – Previous 4-year Graduation Rate = Gap

2. Calculate Improvement Target:

    (Gap * 0.25) + Previous 4-year Graduation Rate = Improvement Target

3. Compare Improvement Target with Current 4-year Graduation Rate:

    Improvement Target <= Current 4-year Graduation Rate

If the building or district meets any of the above, the AYP graduation rate requirement is satisfied.

High School Scores Used for AYP

All students enrolled in grade 11 in the spring of 2012 were expected to participate in the Michigan Merit Examination (MME). Students reported as 12th grade students that have never taken the MME or high school MI-Access or counted in high school accountability calculations were also expected to test. The assessment results from the MME/MI-Access administration in grade 11 and initial grade 12 testers on the MME will be used for AYP. To calculate the participation rate for high schools, the number of students enrolled in the eleventh grade and twelfth grade that have not previously tested will be the "universe" of students that are expected to participate in the assessment. A student will be counted as participating if the student takes the MME or MI-Access in the spring of 2012 and a valid score is reported for the student. Senior retests on MME will not be considered as part of the AYP determination. For frequently asked questions regarding 12th grade participation please visit the following link: http://www.michigan.gov/documents/mde/FAQ_HS_Grade_Assignment_for_Accountability_346186_7.pdf

Students with Disabilities

In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP. Students with disabilities participate in the State Board approved Michigan Educational Assessment System (MEAS) in one of several ways:

- MI-Access, Michigan's alternate assessment program;
- MEAP-Access, Michigan's modified assessment program;
- MEAP/MME with accommodations; or
- MEAP/MME without accommodations.

All students are assessed. The State Board of Education's MEAS policy and Federal law (IDEA) require all students, including students with disabilities, to be assessed through the state assessment system. Federal law provides that the Individual Education Planning (IEP) team makes a decision for each individual student as to the state assessment (MEAP, MME, MEAP-Access, or MI-Access) that the student will participate in and the accommodations made available for the student's participation.

Students participating using nonstandard assessment accommodations will be counted as "Not Tested" in the calculation of Adequate Yearly Progress. This is required by federal policy.

MI-Access 1% Cap on MI-Access Proficient Scores

The 1% cap is determined by taking no more than one percent of the district enrollment (fall 2011 for grades 3-8 and spring 2012 for grade 11) at the grade levels in which students are assessed by the State assessment system. This means the calculation of the number of student scores that are proficient (in each local school district) is not rounded upward. The federal rules require that school districts apply for state approval of an exception in cases where the district wishes to exceed the 1% cap at the district level.

MDE will continue to rigorously enforce the federal 1% cap on proficient MI-Access scores. MDE will continue the practice of starting with the lowest proficient score (Participation and Supported Independence first, then Functional Independence) and "counting up" until the 1% cap is reached.

Districts with an approved 1% cap waiver will still need to file an appeal (if necessary) during the preliminary report card window in order to exceed the 1% cap. This list shows districts that are allowed to submit appeals to go over the 1% cap:
http://www.michigan.gov/documents/mde/Current_Approved_1_Percent_Applications_388554_7.pdf

Districts without an approved 1% cap waiver will not be able to exceed the 1% cap.

Demographics Used for AYP Determination

The Michigan Student Data System (MSDS) is the single source of student demographic data. Each student is assigned a Unique Identification Code (UIC) in the MSDS. UICs reported on the BAA Secure Site are matched with UICs reported in MSDS in order to link a student's demographic data with the student's assessment data. Schools had the opportunity to view and correct/update student demographics during the Tested Roster windows. Demographic corrections including student exits/transfers can no longer be appealed during the preliminary report card windows.

Feeder Codes Used for AYP

Because the fall assessments are based on content taught during the prior school year, Feeder Codes are used to attribute students' scores to the school where the student attended during 2010-11.

Feeder Schools
There are many schools in Michigan that do not include a grade that is assessed by the MEAP. An example of this is a school that enrolls students in grades K-1, that feeds into a school that has MEAP results. These feeder schools are assigned the MEAP results and AYP determination of the receiving school. This includes situations in which a single feeder school is associated with a single receiving school, as well as situations in which multiple feeder schools are associated with a single receiving school. This procedure, called "backfilling," is used in Michigan.

Small Schools and Small Subgroups
NCLB requires that AYP address both confidentiality and reliability in terms of how student assessment scores are reported and used. For confidentiality, Michigan does not publicly report state assessment results for groups smaller than 10. These results are reported to the school district. For reliability, Michigan only calculates AYP for a subgroup with 30 or more students.

Michigan uses multiple year averaging to assign an AYP status to as many schools as possible. In cases where the school, as a whole, has fewer that 30 students participating in state assessment, two year, and if necessary three year averaging will be used for the whole school to obtain a large enough group of students to assign an AYP status.

Small Schools
The federal No Child Left Behind Act (NCLB) requires each state to determine the Adequate Yearly Progress (AYP) of all public schools in the state. NCLB also requires each state to set a minimum group size for the purpose of establishing reliability for the many calculations used for AYP. MDE has used a minimum group size of 30 for all student groups and subgroups. MDE has also used multiple year averaging to accumulate enough students in a testing cohort to assign AYP to schools. Subgroup data does not figure into AYP calculations in cases where there are fewer than 30 students in a subgroup in a given year.

Even with multiple-year averaging some schools did not have 30 students in a three year period and, therefore, did not receive an AYP status. Following release of the elementary and middle school report cards in August 2004, the U. S. Department of Education contacted MDE to inquire why some schools still did not have an AYP status. Staff from MDE had begun discussions with school district and ISD/ESA administrators about methods for calculating AYP for small schools and, using that input, moved quickly to develop the process. In September, 2004, the Michigan State Board of Education approved a new procedure, using a sliding confidence interval, to assign AYP to small schools.

For achievement status under *Education YES!* the same rules for small groups are followed as for AYP. For the *Education YES!* grade for achievement status, the school needs a minimum of 30 students tested at a grade range. For achievement change, a minimum average of 10 students is needed for each data point to compute the change grade.

New Schools
Both *Education YES!* and Adequate Yearly Progress look at more than one year of data in a school. A school must have at least three years of comparable MEAP data to be graded under *Education YES!* A school must have two years of comparable data to miss making Adequate Yearly Progress (AYP). If a new school's MEAP scores are below the state objective, the school or school district will receive an "AYP Advisory". The AYP status is not issued until the second year of comparable MEAP data to allow the school the opportunity to make AYP through Safe Harbor.

Report cards are issued for schools after they have closed, if the school tested students during the 2011-12 school year or if the 2012 assessment data show feeder codes to schools that were active in 2010-11.

Flexibility on English Language Learners
In the State of Michigan, all students are to participate in the state assessment system. The United States Department of Education allows flexibility in the assessment participation of English language learners (ELL) who are "in their first year in U.S. public schools." (The "first year" is defined as the first "school year" that the student is enrolled. For Fall 2011 MEAP, this applies to ELL entering a U.S. public school for the first time during the 2011-12 school year.)

This flexibility specifies that during the student's first year of enrollment in a U.S. public school, the school has the option of not administering the reading portion of the state assessment (MEAP or MI-Access) provided that an English Language Proficiency Assessment (ELPA) has been given to the student. ELPA participation counts toward the 95 % participation rate requirement for AYP in reading only. The student must take the mathematics assessment. The score will not count for AYP because the student was not enrolled at the school for a full academic year prior to the assessment administration. The Department of Education used information from the spring 2011 ELPA and the fall 2012 ELPA screener to identify students where this flexibility applies.

After ELLs reach Full English Proficiency, they may be classified as FLEP – Former Limited English Proficient. FLEP students are not included in the ELL group for which AYP is determined. This may became an issue for schools where, without the possibly higher scores of the FLEP students, the LEP subgroup would continue to have difficulty making AYP. The U.S. Department of Education has announced that the assessment scores of FLEP students may continue to be counted in the LEP subgroup for up to two years after reaching full English proficiency. On the 2012 draft report cards, however, MDE includes only the ELL subgroup. School districts may request, during the appeal period, to include students designated as FLEP in the ELL group for AYP determination.

School Accountable for Student's Achievement
Student scores are used in accountability proficiency calculations at the school in which they attended for a full academic year (see feeder code and full academic year sections above).

Starting in 2010-11, schools had the opportunity to establish themselves as a Shared Educational Entity (SEE). A SEE is defined as a program to deliver a particular educational service to

students coming from a group of two or more Local Education Authorities (LEAs) that have a business relationship for that purpose.

Students enrolled in a SEE will have their scores sent back to their resident district for accountability purposes. Scores will only be used in district-level calculations. Schools that have SEE status will not receive a report card.

Appeals
A school district has the opportunity to appeal any data not already covered by an appeal window that affect its grade or AYP status if it has evidence that the data may be inaccurate. For example, the school district might appeal to have its approved 1% cap waiver used to lift the suppression of proficient MI-Access scores. All appeals must originate by logging into the School Report Cards web site.

Earlier appeals/update windows were held for the following:

- Student demographics (Tested Roster)
- Missing tests/non-standard accommodations/prohibited behavior (Tested Roster)
- Student participation (Students Not Tested)
- Graduation rates (GAD Window)

MDE will do all that it can to correct errors that are brought to its attention. The purpose of the appeal window is to address substantive issues regarding the *Education YES!* grade or AYP status. The school district must cite specific data that is challenged in the appeal. Appeals that have no effect on the *Education YES!* grade or AYP status will not be considered.

School districts will have at least ten calendar days to submit an appeal, if necessary. MDE will review appeals on a timely basis. An acknowledgement of the appeal will be immediately sent to the school district. Data from assessments other than the state assessments cannot be used as evidence in an appeal for *Education YES!* or for AYP.

The 2010-11 School Report Cards are still available to the public at https://oeaa.state.mi.us/ayp/. Authorized users must login at https://oeaa.state.mi.us/ayp/login.asp to see the draft 2011-12 School Report Cards. Schools may still identify authorized users to view the Report Card and to submit appeals. There is no limit on the number of individuals that a district authorizes. Users need to establish a Michigan Education Information System (MEIS) account at http://michigan.gov/meis if they do not already have an account. The school district should mail or fax the User Security Agreement to MDE. The security agreement is available at https://oeaa.state.mi.us/ayp/Docs/SecurityAgreement.pdf.

The deadline dates for filing appeals of the 2012 report cards are as follows:

2012 School Report Card Deadlines	
June 29, 2012	Appeals for Elementary and Middle Schools, High Schools, K-12 schools, alternative schools, special education centers and District AYP.

No appeals will be accepted after this period. The firmness of this timeline is necessary in order to meet the August target date for the public release of the report cards. No appeals will be accepted for the School Performance Indicators (School Self-Assessment) because these have been approved and submitted by the local district superintendent.

Report Card Appeals System

When an authorized user enters the School Report Card web site, the user can request corrections to the data on which the Report Card is based. The user initiates an appeal by clicking "Request Appeal" on any page of the Report Card web site. Users submitting appeals will now also need to select an appropriate category on the appeals screen when submitting an appeal. The categories are:

- Students with Disabilities Proficiency (1% cap, formerly SE)
- Formerly LEP
- Attendance
- Demographics
- FAY/feeder
- Incorrect Calculations

Once an appeal is submitted, the user will receive an email confirming the appeal. Users can also use the "Issue Tracker" where the user can:

- Attach supporting documents (Excel and Word files) as needed;
- View the original communication to confirm that the message was delivered and that the appeal is active;
- View additional communication from MDE about the pending appeal;
- Add information or clarify data regarding the appeal; and
- Verify that MDE has made appropriate corrections and that the appeal can be "closed."

This system also allows MDE to track all appeals to ensure all appeals are resolved. It is critically important that the user verifies that their email address is correct when an appeal is filed. Users should also look for an email confirmation after an appeal is initiated. All communication and action on each appeal will be accompanied by an email communication from MDE to the email address indicated on the original appeal. A link to the issue tracker is provided on the Report Card web site after the authorized user logs into the system. Links to the issue tracker page are at the top and bottom of the screen. Users are asked to use the issue tracker to add additional information about the issue, rather than creating a new issue.

Identification for Improvement

The No Child Left Behind Act requires that any school where federal Title I funds are used be identified for improvement if the school does not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (reading or mathematics). Once a school is identified for improvement, it continues to be identified until it makes AYP in the content area for two consecutive years. Students and parents have certain opportunities, required by federal law, if they attend schools that are identified for improvement. A school is identified for improvement only if it is a school in which federal Title I funds are allocated. School districts are advised to implement the NCLB requirements as soon as they become aware of the AYP status or upon notification of an appeal decision if the AYP status is appealed.

School districts were asked to identify the Title I status of each school in the Michigan Electronic Grant System (MEGS). Each school's Title I status is displayed in the secure Report Card site, and will be displayed to the public when the Report Card is released.

Educational Entity Master

The Center for Educational Performance and Information (CEPI) maintains the state of Michigan's database of school directory information, the Educational Entity Master (EEM). The EEM is accessible at http://www.michigan.gov/eem. The Report Card data that comes from the Educational Entity Master includes:

- Names of superintendents and principals;
- School and district addresses and telephone numbers; and
- Email and web site addresses.

All schools should regularly verify and update their data in the Educational Entity Master. It is especially critical that you verify your district's records if your district has undergone any re-configuration of grade levels. Correct grade-level designation of buildings and facilities is important to the School Report Card.

If you do not know your district's Educational Entity Master authorized user, please contact the CEPI Help Desk at (517) 335-0505 or CEPI@michigan.gov. When contacting the Help Desk, please have available your district code and district name. Authorized users can access the Educational Entity Master at http://www.michigan.gov/eem. Click on the Authorized User Login link in the upper right quadrant of the screen. Using your MEIS password, login to the EEM. Click on "View/edit my schools/facilities" to see a complete list of schools/facilities/districts for which you are responsible.

Education YES! – A Yardstick for Excellent Schools

Education YES! uses several components to present a picture of performance at the school level. *Education YES!* includes a set of measures that looks at school performance and student achievement in multiple ways. Measures of student achievement in Michigan's school accreditation system include:

- Achievement status to measure how well a school is doing in educating its students.
- Achievement change to measure whether student achievement is improving or declining.

In addition, the Indicators of School Performance measure investments that schools are making in improved student achievement, based on indicators that come from research and best practice.

Scores on all three components of *Education YES!* have been converted to a common 100 point scale where: 90-100 A; 80-89 B; 70-79 C; 60-69 D; and 50-59 F. Grades of D and F are not used for the school's composite grade, where the labels D/Alert and Unaccredited are used.

Achievement Status
Achievement status is measured in reading and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME). The following are the years of MEAP and MME data that make up the grade for Achievement Status for 2011-12:

Years of MEAP data that make up the grade for Achievement Status			
Content Area	**Elementary Grades 3, 4, and 5**	**Middle School Grades 6, 7, and 8**	**High School**
Reading	2011-12	2011-12	2011-12
Mathematics	2011-12	2011-12	2011-12
Science		2011-12	2011-12
Social Studies		2011-12	2011-12

The method of computing achievement status uses students' scale scores on the Michigan Educational Assessment Program, as weighted by the performance level or category (1, 2, 3, or 4) assigned to each student's score. Scale score values at the chance level are substituted for values below the chance level because values below that point do not have valid information about the student's performance. The weighted index is computed by following these steps:

1. Multiply each student's scale score by the performance level (i.e. 510*2);
2. Sum the resulting values which results in the sum of the index values;
3. Sum the performance levels or weights;
4. Divide the sum of the index values by the sum of the weights.

The intent of the weighted index is to encourage schools to place priority on improving the achievement of students that attain the lowest scores on the MEAP assessments.

Cut scores for the score ranges in achievement status were set by representative panels that assigned grades to selected schools. The cut scores were reviewed by the Accreditation Advisory Committee and approved by the State Board of Education. The Accreditation Advisory Committee, a group of five national experts, was appointed by the State Board of Education to advise the Board on the implementation of the *Education YES!* school accreditation system. The cut scores in the following table have been equated to meet the scales of the current MEAP and MME assessments.

Score Range	Elementary		Middle School			
	Reading	**Mathematics**	**Reading**	**Mathematics**	**Science**	**Social Studies**
100-90	124.2 and above	119.0 and above	119.9 and above	100.8 and above	117.1 and above	114.7 and above
80-89	116.2 – 124.1	107.9 -118.9	109.7 – 119.8	96.8 – 100.7	110.8 – 117.0	112.0 – 114.6
70-79	103.3 – 116.1	93.1 – 107.8	102.4 – 109.6	86.0 – 96.7	105.0 – 110.7	107.0 – 111.9
60-69	100.0 – 103.2	89.0 – 93.0	91.2 – 102.3	74.0 – 85.9	91.1 – 104.9	97.2 – 106.9
50-59	99.9 and below	88.9 and below	91.1 and below	73.9 and below	91.0 and below	97.1 and below

Score Range	High School			
	Reading	**Mathematics**	**Science**	**Social Studies**
100-90	113.8 and above	103.3 and above	104.7 and above	119.5 and above
80-89	102.3 – 113.7	95.5 - 103.2	95.6 – 104.6	112.8 – 119.4
70-79	95.7 – 102.2	87.1 – 95.4	86.6 – 95.5	107.1 – 112.7
60-69	92.4 – 95.6	79.4 – 87.0	80.4 – 86.5	99.4 – 107.0
50-59	92.3 and below	79.3 and below	80.3 and below	99.3 and below

Achievement Change

Achievement change uses up to five years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act (NCLB). The change score and grade are derived from the average of up to three calculations of improvement rates (slopes) using the school's MEAP data. Scores from MEAP assessments that are not comparable will not be placed on the same trend line.

Years for Which MEAP Data Are Used to Calculate Improvement Rates for Achievement Change			
Content Area	**Elementary**	**Middle School**	**High School**
Reading	2008-09, 2009-10 and 2010-11	2008-09, 2009-10 and 2010-11	2008-09, 2009-10 and 2010-11
Mathematics			
Science			
Social Studies			

Multiple linear regression has been used to predict each school's 2011-12 score based on the school's scores from 2008-09, 2009-10, and 2010-11. A prediction is made for each content area and grade level that was tested in previous years. The prediction is compared to the school's

actual 2011-12 percent proficient. The formula to calculate a school's predicted 2011-12 percent proficient for a given content area and grade level is as follows:

$$\left(\begin{array}{c}\text{Percent}\\ \text{Proficient}\\ \text{2008-09}\end{array} * \begin{array}{c}\text{2008-09}\\ \text{multiplier}\end{array}\right)+\left(\begin{array}{c}\text{Percent}\\ \text{Proficient}\\ \text{2009-10}\end{array} * \begin{array}{c}\text{2009-10}\\ \text{multiplier}\end{array}\right)+\left(\begin{array}{c}\text{Percent}\\ \text{Proficient}\\ \text{2010-11}\end{array} * \begin{array}{c}\text{2010-11}\\ \text{multiplier}\end{array}\right)+ \text{constant}$$

The following table is needed to calculate the predicted value:

Change Prediction and Error

Content Area	Grade	Multiplier			Constant	Standard Error of the Estimate
		2008-09	2009-10	2010-11		
Reading	4	0.381	0.396	0.498	-40.166	9.7102
	7	0.297	0.115	0.684	-27.366	8.0225
	11	0.297	0.274	0.391	-4.930	7.8426
Mathematics	4	0.540	0.396	0.858	-123.194	14.7363
	8	0.226	0.325	0.389	-42.320	11.0503
	11	0.297	0.274	0.391	-4.930	7.8426
Science	8	0.071	0.224	0.247	-26.061	7.7417
	11	0.277	0.222	0.106	-9.492	9.2730
Social Studies	9	0.172	0.254	0.352	-29.067	8.8128
	11	0.207	0.324	0.516	-44.385	10.0337

The following is an example of the prediction calculation for elementary math:

$$\left(\begin{array}{c}\text{Percent}\\ \text{Proficient}\\ \text{2008-09}\\ \textbf{83.87\%}\end{array} * \begin{array}{c}\text{2008-09}\\ \text{multiplier}\\ \textbf{0.540}\end{array}\right)+\left(\begin{array}{c}\text{Percent}\\ \text{Proficient}\\ \text{2009-10}\\ \textbf{73.26\%}\end{array} * \begin{array}{c}\text{2009-10}\\ \text{multiplier}\\ \textbf{0.396}\end{array}\right)+\left(\begin{array}{c}\text{Percent}\\ \text{Proficient}\\ \text{2010-11}\\ \textbf{74.67\%}\end{array} * \begin{array}{c}\text{2010-11}\\ \text{Multiplier}\\ \textbf{0.858}\end{array}\right)+ \begin{array}{c}\text{constant}\\ \textbf{-123.194}\end{array}$$

The predicted percent proficient in this example is 15.18% proficient.

The Difference is computed as the (Actual – Predicted). The school's status score for each content area and grade range is adjusted as follows:

- Schools for which the actual score exceeds the prediction plus 1.5 times the standard error of the estimate will have a 15-point adjustment added to the achievement score for that content area;
- Schools for which the actual score exceeds the prediction plus the standard error of the estimate will have a 10-point adjustment added to the achievement score for that content area;
- Schools for which the actual score is less than the prediction minus 1.5 times the standard error of the estimate will have a 15-point deduction applied to the achievement score for that content area; and

- Schools for which the actual score is less than the prediction minus the standard error of the estimate will have a 10-point deduction applied to the achievement score for that content area.

The Achievement Change adjustment will be calculated only if there are at least 10 students tested each year (2008-09, 2009-10, 2010-11 and 2011-12) in the content area and grade level.

2012 Report Card Format

The reporting format for the 2012 School Report Card is similar to the 2011 Report Card, addressing concerns about the grade and score for achievement change. Under the format instituted in 2004, scores and grades are calculated for each content area for each school. The content areas used are reading and mathematics at the elementary level, and reading, mathematics, science and social studies at the middle school and high school levels. The score and grade for each content area is based on the average of the achievement status and achievement change scores.

In cases where the score for achievement change cannot be computed, the score and grade for each content area will be assigned based on the achievement status score. This will allow composite scores to be computed for many schools that fall into one or more of the following situations:

- One or more years of MEAP data are not available for the school because:
    - MEAP tests for the school were missing; or
    - Assessment data were not reported for the school; or
    - The number of students tested fell below the minimum group size for one or more years; or
    - The school is too new, and does not have enough years of data to compute the change score.

Indicators of School Performance

Education YES! provides both a snapshot of current school performance and a roadmap for educators, supplying feedback and direction to assist them on a path of meaningful change. Michigan replaced the original 11 performance indicators with Indicators that are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the greatest effect on student achievement. The State Board of Education approved the Performance Indicators in December, 2006.

MDE works in partnership with the North Central Association Commission on Accreditation and School Improvement (NCA CASI), and AdvancED (the parent organization of NCA CASI). As one of the first steps in that partnership, a website was developed through AdvancED for schools, as well as for local and intermediate school districts. Through the site, all schools reported on their *Education YES!* School Performance Indicators, completed the School Process Rubrics (90) (SPR (90)) if applicable, and completed reports such as the NCA CASI ASSIST

Self Assessment (ASSIST SA) and the NCA CASI Self Assessment (SA). The website is designed to reduce duplication of paperwork and reports. There are four scenarios for schools:

1. NCA CASI member schools that completed the ASSIST Self Assessment (ASSIST SA) fulfilled the building's *Education YES!* reporting requirements.

2. NCA CASI member schools that are not completing the ASSIST SA this year were required to complete the Self-Assessment developed by AdvancED. Completion of this report fulfilled the building's *Education YES!* reporting requirements.

3. Other schools (not members of NCA CASI) had the opportunity to update their *Education YES!* Performance Indicator self-assessment and rating on the website. The 40 Performance Indicators remained the same as last year and will inform the work schools do in the School Process Rubrics (90), if applicable.

4. Schools selected to complete the School Process Rubrics (90) completed that document on the website fulfilling the requirement to do a comprehensive needs assessment. The School Process Rubrics (90). The completion of this report fulfills Education *YES!* Reporting requirements.

All four scenarios fulfilled the *Education YES!* reporting requirements and, in the case of NCA CASI schools, eliminated the need for two reports to be filed. All reports are now available to MDE for inclusion in the calculations for the *Education YES!* School Report Card.

For school year 2011-2012, the Indicators will not be scored. Schools will get full "credit" for the Indicators (which count for 1/3 of the *EducationYES!* grades) for the completion of their assigned Indicators report. Note that all of the reporting scenarios will be treated in the same manner for the purposes of credit and scoring.

Evidence and Self-Ratings for the Indicators of School Performance
The "window" for the School Self-Assessments, including entering the self-rating and evidence for the Indicators of School Performance, has ended. MDE will allow no adjustments to the School Self-Assessment for the purposes of the School Report Card through the appeals process for the Report Card.

The Composite Grade
In 2003-04, the composite school grade was derived from the individual school score and the school's status in terms of Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act. The weighting of the components of *Education YES!* in the composite grade was as follows:

Education YES! Composite Score Weighting

Component	Point Value
	2011-12
School Performance Indicators	33
Achievement Status	34
Achievement Change	33
Total	100

For 2011-12, the weighting of the composite *Education YES!* score and grade will be maintained. The scores for each content area will be averaged to calculate an achievement score and grade for each school. An achievement score for each content area is computed by averaging the Status and Change (or adjusted Change) scores for a content area. A preliminary aggregate achievement score is derived by averaging the scores from each content area. The preliminary aggregate achievement score is weighted 67% and the School Self-Assessment (Indicator score) is weighted 33% in calculating the preliminary score and grade for a school.

In 2005, the State Board of Education approved a change to the *Education YES!* policy so that the school's indicator score cannot improve the school's composite score and grade by more than one letter grade more than the school's achievement grade. This means that a school that receives an "F" for achievement can receive a composite grade no higher than "D/Alert."

After the computation of a school's composite grade for achievement described above, a final "filter" will be applied, consisting of the question of whether or not a school or district met or did not meet AYP. The answer to this question is an additional determining factor for a school's final composite grade on the report card. A school that does not make AYP shall not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement.

Unified Accountability for Michigan Schools

Education YES! Composite Score	Did Not Make AYP	Makes AYP
90-100	B (iv)	A
80-89	B (iv)	B (iv)
70-79	C (iii)	C (iii)
60-69	D/Alert (ii)	C (iii)
50-59	Unaccredited (i)	D/Alert (ii)

(i) – (iv) Priorities for Assistance and Intervention

State Accreditation

Schools that are labeled "A", "B", "C" or "D / Alert" will be accredited. Schools that receive an "A" will be summary accredited. Schools that receive a "B", "C", or "D/Alert" will be in interim

status. Unaccredited schools will also be labeled as such. Summary accreditation, interim status and unaccredited are labels from Section 1280 of the Revised School Code.

Other Questions

Please contact the Michigan Department of Education at mde-accountability@michigan.gov or at (877) 560-8378 option 6 if you have any other questions or need other information about the Michigan School Report Cards.