

## 2016 Michigan Accountability Scorecard Information

### KEY POINTS:

- 1) The state assessments are only one measure at one point in time. These assessments provide administrators, teachers, parents and students with summative data, whereas classroom assessments can provide day-to-day formative data regarding student learning.
- 2) Curriculum, instruction, and other achievement measures should be considered when analyzing state assessment results.

**Appeals due on November 14 by 5 p.m.**

### Michigan Accountability Scorecard - Components

- Schools will **not** be identified nor receive Focus or Priority labels for 2015-16 by MDE.
- Color coding system (purple, green, lime, yellow, orange and red) to indicate district/school performance.
- All subjects: ELA (grades 3-8 & 11); Science (grades 4, 7 & 11) and Social Studies (5, 8 & 11)
- Requirements:
  - Participation – testing at least 95.00%
    - Required for all students & subgroups with at least 40 students
    - Subgroups with 30-39 students, no more than 2 students can be counted as not tested
  - Proficiency – include full academic year students
    - Meet school/district targets per content area
    - Includes Provisional Proficient and Growth Proficient (SGPs)
    - Met for all students & subgroups
  - Graduation rate – 80.00%
    - four-year on-time cohort for the class of 2016
    - five-year rate
    - six-year rate
    - Improvement target = (Gap \*0.25)
  - Attendance – 90.00% all students
    - Improvement target = 10% over previous year
  - Completion of Educator Effectiveness ratings and Teacher-Student data link (5% of total points)
  - Compliance factors (5% of total points)

### Michigan Accountability Scorecard - Details

- Differentiated proficiency targets for district and buildings (all subjects):
  - Targets reset based on 2015-16 results
- Student Growth Percentiles – compare students' scores compared to other students with similar prior test scores.

### Michigan Accountability Scorecard – Details (cont.)

- A statistical adjustment was used to account for measurement error in order to improve the reliability (Provisionally Proficient).
- Full Academic Year (FAY) for proficiency
- Includes: Fall 2015 MSDS; Spring 2016 MSDS and June 2016.
- Districts and buildings also receive participation and proficiency status for subgroups:
  - Bottom 30, Race/Ethnicity, Students with Disabilities, English Language Learners (ELL), Economically Disadvantaged (ED), and Shared Educational Entity students [district level only]
- The minimum subgroup size is 30 students
- Multiple-year averaging includes a two-or three-year averages if a district/building does not make “target” using the most recent state assessment results. (ELA is only up to two years given available data.)

### Top to Bottom Ranking

- Statewide ranking of ALL schools
- Reward schools (identified 2015-16)
  - Top 5%
  - Schools with highest improvement rate and
  - Beating the Odds schools
- Focus Schools and Priority Schools
  - NOT identified for 2015-16
- Components
  - Achievement (2 year average)
  - Improvement in achievement (2 year average for 3-8 ELA or 4 year slope for science, social studies and grade 11)
  - Achievement gap between top 30% versus bottom 30% of students (2 year average)
  - Graduation
    - Overall graduation rate
    - Improvement in graduation rate over time
  - All subjects: ELA (grades 3-8 & 11); Science (grades 4, 7 & 11) and Social Studies (5, 8 & 11)

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## Useful Websites:

- Michigan Accountability Scorecard and Top to Bottom Rankings (public): [www.mischooldata.org](http://www.mischooldata.org)
- BAA Secure Site (file appeals): <https://baa.state.mi.us/BAASecure/Login.aspx>
- State assessment results: [www.mi.gov/baa](http://www.mi.gov/baa)
- Michigan Department of Education (MDE) – Top to Bottom: [www.mi.gov/ttb](http://www.mi.gov/ttb)
- Official Elementary and Secondary Education Act Reauthorization: <http://www.ed.gov/esea>
- Michigan School Public Relations Association (MSPRA): [www.mspra.org](http://www.mspra.org)
- Learning First Alliance: [www.learningfirst.org](http://www.learningfirst.org)

## Possible Talking Points:

### Accountability Scorecards and Top to Bottom Ranking

#### District:

Scorecard color: \_\_\_\_\_  
Participation: \_\_\_\_\_  
Proficiency: \_\_\_\_\_  
Graduation/Attendance: \_\_\_\_\_  
Education Effectiveness/Teacher-Student Data Link: \_\_\_\_\_  
Compliance factors: \_\_\_\_\_

#### Buildings:

Scorecard colors: \_\_\_\_\_  
Participation: \_\_\_\_\_  
Proficiency: \_\_\_\_\_  
Graduation/Attendance: \_\_\_\_\_  
Education Effectiveness/Teacher-Student Data Link: \_\_\_\_\_  
Compliance factors: \_\_\_\_\_

## Analysis Questions:

What are the implications of the 2016 Michigan Accountability Scorecard for our school building and district?

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What school improvement initiatives were implemented during the 2015-1611 school year?

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Describe the impact of these initiatives on student achievement:

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How does this impact our future planning?

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Additional thoughts and/or key points to make with community, parents, students, staff, and/or media:

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