

# ESSA Plan: Accountability

5/4/2018



**TOP 10 IN 10 YEARS** 

putting Michigan on the map as a premier education state

# Index Overview

# Major Accountability Changes



- Unification of tasks previously accomplished by separate systems
  - Scorecard
  - Top-to-Bottom (TTB)
  - Gap Ranking
  - English Learner (EL) accountability (i.e., NCLB Title III AMAOs)
- Partial points based on the degree to which targets are met
- Common statewide targets
- Only building-level accountability
- Frequency of federal designations
- Addition of School Quality/ Student Success component
- Greater flexibility in how states and district support designated schools
- Increases local control of, and local responsibility for, the improvement of designated schools
- 1% cap moves to participation

# Index System: Identification

- To meet the minimum requirements of ESSA, the accountability system is required to identify:
  - **Comprehensive Support and Improvement Schools (CSI)**
    - Lowest performing schools
    - Schools with graduation rates at or below 67%
    - Additional Targeted Support Schools not exiting that status in a state-determined timeframe
  - **Targeted Support and Improvement Schools (TSI)**
    - Schools with 1-2 subgroups performing at the level of a CSI school
  - **Additional Targeted Support Schools (ATS)**
    - Schools with 3 or more subgroups performing at the level of a CSI school

# Comparison of Federal Designations



Designation	How often is the designation given?	Who determines supports?	Who determines exit criteria and timelines?
<b>Comprehensive</b>	Every 3 Years	LEA; Approved by SEA	SEA
<b>Targeted</b>	Yearly	School; Approved by LEA	LEA
<b>Add'l Targeted</b>	Every 3 Years	School; Approved by LEA	SEA

# Index System: Index Values



- Range from 0-100
- Given to nearly all public schools
  - Subset of these schools eligible for federal designations
- Given for each system component
- Given for any subgroup meeting minimum n-size requirements
- Use a percent of target met concept
  - Example: Proficiency target is 80%.
  - School's proficiency = 50%.
- Proficiency index =  $50/80$  or 62.5
- Used to determine federally required designations
  - Example: Lowest 5% of overall index values = Comprehensive Support schools

# Index System: Targets & Long-Term Goals

- Targets are the same for all student groups
- Targets are set at the 75th percentile for each component
  - Ambitious but achievable
  - Participation target remains 95%
- Targets are “anchored” at these values through 2024-25
- Long-term goals are to move the statewide average up to the value of the current 75th percentile by the end of 2024-25
- Index values are tied to performance against long-term goals
  - Percent of goal (target) met
- Long-term goals are ambitious and aligned to Top 10 in 10

# Index System: Components



- ESSA requires the accountability system to have the following components:
  - **Growth**
  - **Proficiency**
  - **School Quality/Student Success**
  - **Graduation Rate**
  - **English Learner (EL) Progress**
- Michigan has chosen to have the following additional component:
  - **Participation**
    - 95% participation rate is still required under ESSA system but not required to be a component
- Subgroup disaggregation for all components except EL Progress
- Min. n-size 30 for all subgroups



# Index System: Components Continued



- Overall index values (0-100) are calculated by combining component index values using the following weights:
  - 34% Growth
  - 29% Proficiency
  - 14% School Quality/Student Success
  - 10% Graduation Rate
  - 10% English Learner (EL) Progress
  - 3% Participation
- Weights are redistributed proportionally if a school is missing a component
- Proficiency and Growth use only Math and ELA
- Each component also has a index value from 0-100

# Index System: Example Overall Calculation



Component	Component Index (% of target met)	Component Weight	Weighted Points
Growth	80.00	34.00	27.20
Proficiency	50.00	29.00	14.50
School Quality/Student Success	90.00	14.00	12.60
Graduation Rate	90.00	10.00	9.00
EL Progress	60.00	10.00	6.00
Participation	100.00	3.00	3.00
		<b>Building Overall Index:</b>	<b>72.3</b>

# Index System: Preview Window



- Month-long window (Feb. 26-March 26)
  - Preview vs. appeals
  - 102 total issues submitted
    - Majority dealt with unfamiliarity with a new system
    - Minor data issues found and corrected
- Accessed through Secure Site
  - Excel tool
  - Student-level data files
- Next cycle is planned to be completely in MI School Data

# Growth Overview

# Index System: Aggregate Growth Metric



- Aggregate Growth Metric: Percent of Students Meeting Adequate Growth
- Describes the percent of students on a path to become proficient, or to maintain proficiency, within a specific timeframe
- Measured by the percent of students that either:
  - Have a growth score meeting or exceeding their growth target
  - Were previously not-proficient but moved to proficiency

# Index System: Student Growth Scores



- Michigan's student growth score measure is the Student Growth Percentile (SGP)
- Growth Scores (SGPs) describe a student's learning over time compared to other students with similar prior achievement scores (scale scores).
- Indicates what percent of similar students had lower growth than that student
- Growth Scores (SGPs) can range from 1-99
- Average growth score (SGP) is 50

# Index System: Student Growth Targets



- Michigan's growth target measure is the Adequate Growth Percentile (AGP)
- Growth Targets (AGPs) describe how much growth a student needs to consistently attain to be on a path to reach, or maintain, proficiency within a set timeframe
- Indicates what growth score (SGP) a student needs to reach to count as met adequate growth
- Growth Targets (AGPs) can range from 1-99

# Index System: Growth Targets

## Reasons for **Method Variation**



- 2016-17 Growth Targets were set by a varying methods due to the limitations of the data
  - Test transitions (breaks in trend data)
  - Smaller assessments (smaller sample size)
  - No following assessments (final tested grade)



# Index System: Growth Targets

## Method Descriptions



Method Name	Method Description
Quantile Regression (R SGP Package)	Growth Targets are set by the same software package that calculates growth scores, which uses quantile regression
Logistic Regression	Growth Targets are set based on a logistic regression of similar students' (same assessment, content area, and performance level) past scores and a 50% probability of proficiency at the end of a set period of time
Mean	Growth Targets are set by taking the average (mean) of growth targets of the most similar students

# Index System: Growth Targets

## Method Precision



Method Name	Method Precision
Quantile Regression (R SGP Package)	Individual students
Logistic Regression	Groups of students with similar characteristics (year, assessment, content area, & prior performance level)
Mean	Groups of students with similar characteristics (year, assessment, content area, & prior performance level)

# Index System: Growth Targets Method by Assessment



Assessment	Method
M-STEP	Quantile Regression (R SGP Package)
MI-Access	Logistic Regression
WIDA Access	Logistic Regression
SAT	Mean

# Index System: Growth

## Possible Incorporation of PSAT

### Benefits

- Additional student growth scores for high schools
  - Growth scores for grades 9 & 10
- Reduce time gap between prior<sup>1</sup> and final-test scores
  - Growth scores for 9 to 10, 10 to 11, or possibly even 9 to 11

### Continuing Challenges

- PSAT is optional
  - What is done for 9-12 schools not administering PSAT?
- Buildings with only Grades 11-12

# Index System: Growth Target Timeframes



- Describe the amount of time the growth target model is expecting the student to take to grow to proficiency
- Set based on the average time previous students with similar scores took to reach proficiency
- Currently vary between 1-3 years
- Maximum of 3 years is due to limitations of data and not a policy determination



# Index System Results

# Index System: Results Overall

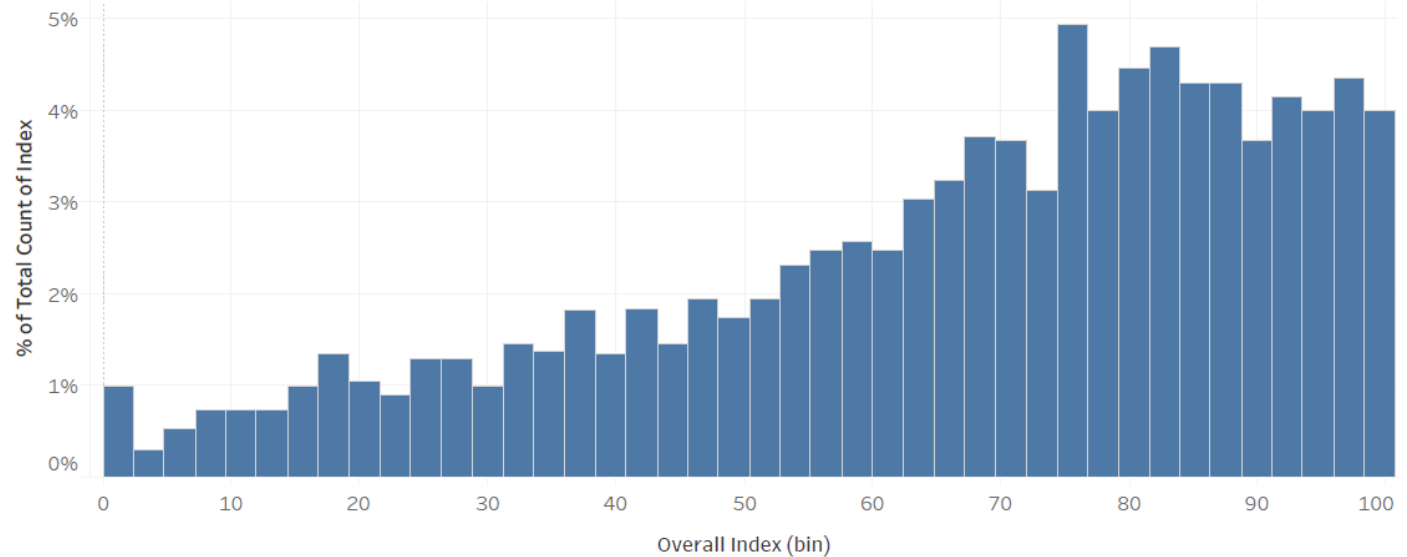


## Overall Index

### Counts & Averages

Number of Buildings	<b>3,435</b>
Mean Index	<b>66</b>
Median Index	<b>72</b>

Distribution of Overall Index Values



# Index System: Results Overall by Building Type



Building Type	Number of Buildings	Percent of Buildings	Avg. Overall Index Value
<b>All Buildings</b>	<b>3,435</b>	<b>100%</b>	<b>66</b>
<b>Special Education Center</b>	<b>111</b>	<b>3%</b>	<b>58</b>
Non-SE Center	3,324	97%	67
<b>Charter</b>	<b>370</b>	<b>11%</b>	<b>51</b>
Non-Charter	3,065	89%	68
<b>Schools in a Partnership District</b>	<b>346</b>	<b>10%</b>	<b>44</b>
Schools not in Partnership District	3,089	90%	69
<b>Virtual School</b>	<b>67</b>	<b>2%</b>	<b>34</b>
Non-Virtual School	3,368	98%	67
<b>Alternative Schools</b>	<b>210</b>	<b>6%</b>	<b>25</b>
Non-Alternative Schools	3,225	94%	69



# Index System: Results Overall By Grade Bands



Grade Band	Number of Buildings*	Avg. Overall Index Value*
Primary (K-2)	1,817	72
Elementary (3-5)	1,921	71
Middle (6-8)	1,446	61
High (9-12)	1,001	63
Unknown**	10	35
All Grades (w/o alt schools)	3,225	69

\* Numbers/averages do not include alternative schools

\*\* Unknown schools did not have grades reported in EEM.

# Index System: Results Overall By Subgroup

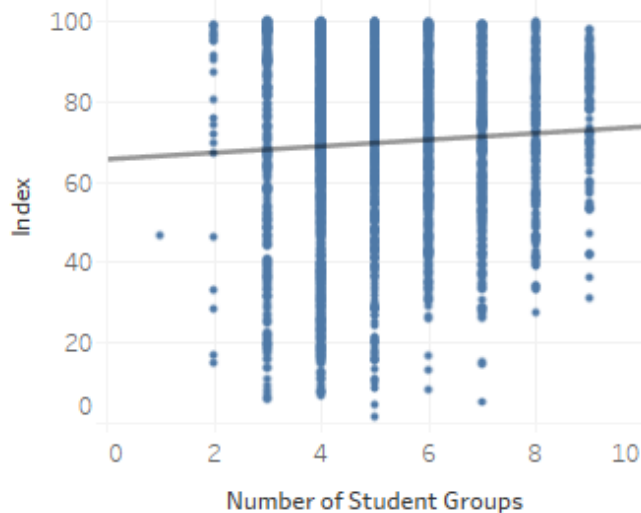


Student Group	Number of Buildings	Percent of Buildings	Avg. Overall Index Value
Asian	387	11%	95
Two or More Races	637	19%	83
White	2,961	86%	81
Hispanic/Latino	1,073	31%	77
American Indian/Alaska Native	47	1%	75
English Learners	772	22%	74
Students with Disabilities	2,690	78%	68
<b>Overall (all student groups)</b>	<b>3,435</b>	<b>100%</b>	<b>66</b>
Economically Disadvantaged	3,185	93%	66
Native Hawaiian/Pacific Islander	1	0%	64
Black/African American	1,361	40%	58
Bottom 30 (reporting only)	2,375	69%	7

# Index System: Results Overall by Number of Student Groups



Number of Student Groups vs. Overall Index



- R-Squared: 0.0034674

Number of Student Groups	Number of Buildings*	Avg. Overall Index Value*
9	102	76
8	191	72
7	322	69
6	436	70
5	559	72
4	1,051	69
3	257	66
2	23	75
1	1	47
<b>Total</b>	<b>2,942</b>	<b>70</b>

\* Small schools (< 30 tested students) are excluded

# Index System: Results Librarian Access



Index Value Type	Number of Buildings	Percent of Buildings	Avg. Overall Index Value
Has non-zero index	530	21%	100
Has zero index	2,051	79%	0

- K-8 Buildings only
- Certified librarians and support staff

# Resources



- MDE Accountability Webpage: [www.michigan.gov/mde-accountability](http://www.michigan.gov/mde-accountability)
- MDE Accountability Support Email: [MDE-Accountability@michigan.gov](mailto:MDE-Accountability@michigan.gov)

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