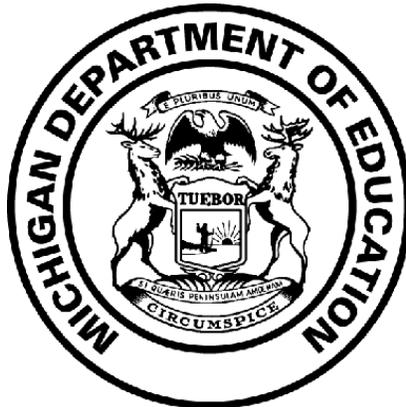


Michigan Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

AMENDED June 2005
(Amendments to Elements 4.1, 5.3, 5.5)



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

- W:** State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
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Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .

Principle 4: Annual Decisions

F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.
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STATUS Legend:

- F – Final state policy
- P – Proposed policy, awaiting State approval
- W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .

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F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All public schools are included in Michigan’s accountability system. In Michigan, every facility classified as a “public school” is given a unique code number in a system called the “School Code Master.” These school codes are used to allocate funding under the State School Aid Act, and are used to develop headcounts for student enrollment. These school codes are also used to generate the Michigan Educational Assessment System (MEAS) tests for each school. Public school academies (charter schools) are also coded and required to participate in state assessment. There are no exceptions or anomalies regarding the participation of every public school in the system.</p> <p>Michigan assigns AYP for schools, such as a school that enrolls students in grades K-2, that feed into a school that has MEAP results. These 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</p>		

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are associated with a single receiving school. This procedure is called “backfilling” and will be used in Michigan. The school district must disaggregate the backfilled data in situations where a schools feeds into multiple schools.

Michigan’s accountability system is described in Attachment 1 entitled “A Single, Statewide Accountability System for the State of Michigan.”

Note on very small schools: After two report card cycles MDE has discovered that, even using three-year averaging, about 3% of the schools in the state still do not have a testing cohort of 30 or more students. MDE is using a sliding confidence interval to determine AYP for these schools. The proposal was approved by the State Board of Education at its September 2004 meeting. Report Cards were issued November 4, 2004 for the small and rural schools

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan has taken the lead in development of a comprehensive state accountability system. Michigan recognizes that a complete picture of information about a school's performance is important in creating a fair system that holds all schools accountable. Michigan went back to the drawing board in 2001 to create a state of the art system that is more than a single test on a single day, one that creates ladders rather than hammers, lifting up Michigan schools, and helping them to improve, rather than simply bashing them down. Michigan's school accreditation system, named *Education YES! – A Yardstick for Excellent Schools*, is described in Attachment 3.

Education YES! requires that Michigan calculate and report AYP, using the definition of AYP contained in the No Child Left Behind Act (NCLB), for all Michigan schools.

Michigan has been applying AYP systematically to all public schools and public school academies in the state since 1996-97 and will continue to do so.

Michigan's Revised School Code provides for a state accreditation system that is applied to all schools, both Title I schools and non-Title I schools. Standards for state accreditation have recently been revised. Michigan's accreditation system is a multidimensional model that is based on student achievement and indicators of school performance. In March, 2002 the State Board of Education approved the framework for a new statewide school accountability/accreditation system that will give schools and school districts a "report card" with A, B, C, D/Alert, and Unaccredited letter grades in the following six areas:

MEAP STATUS – A school's beginning point based upon an average of three previous year's MEAP data.

MEAP CHANGE – The degree to which a school's MEAP averages have changed (improvement implied).

INDICATORS OF ENGAGEMENT – Three descriptors of the extent to which a school engages its parents and community.

INDICATORS OF INSTRUCTIONAL QUALITY – Four descriptors of items related to curriculum alignment with the state’s standards.

INDICATORS OF LEARNING OPPORTUNITIES – Four descriptors of items providing additional, extended learning opportunities for students.

COMPOSITE GRADE – A single, overall grade computed from the six previous grades.

The following table will be used to combine the individual school score and AYP status resulting in a composite school grade.

Unified Accountability for Michigan Schools

<i>Education YES! Composite Grades</i>	A	B (iv)	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert
		<i>Did Not Make AYP</i>	<i>Made AYP</i>

i – iv Priorities for Assistance and Intervention
 AYP calculated using No Child Left Behind definition

After the computation of a school’s COMPOSITE GRADE for the six areas 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 standards. The answer to this question will serve to decrease or increase 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. AYP is thus fully and totally integrated into Michigan’s accountability/accreditation system. AYP will be calculated in accordance with federal law for all schools in Michigan.

Documentation of the approval of *Education YES!* by the Michigan State Board of Education is contained in Attachment 4.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State’s academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The Michigan Educational Assessment Program (MEAP) currently reports student achievement in four score categories:</p> <ul style="list-style-type: none"> Level 1 – Exceeded Expectations Level 2 – Met Expectations Level 3 – Basic Level 4 – Apprentice <p>Students scoring in the “Exceeded Expectations” and “Met Expectations” categories are considered to be “proficient.” The “cut scores” that determine the dividing lines between the four score categories consist of scale scores. The cut scores are determined by a Standards Setting Panel of practitioners, facilitated by an expert psychometrician contracted by the MEAP office. A Technical Advisory Panel of national testing experts provides oversight of the standards setting process.</p> <p>The Michigan State Board of Education has officially adopted this definition of proficiency to be the proficiency standard to be used to calculate AYP for English Language Arts and Mathematics at the elementary, middle, and high school levels.</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

The four MEAP score categories will continue to be used to report student achievement. These requirements correspond to the NCLB requirements in the following way:

“Exceeded Expectations”	corresponds to “Advanced”
“Met Expectations”	corresponds to “Proficient”
“Basic”	corresponds to “Basic”
”Apprentice”	

MI-Access is Michigan’s Alternate Assessment Program for students with disabilities. The Michigan State Board of Education approved three performance categories for reporting MI-Access results. The labels used are “Surpassed the Performance Standard, Attained the Performance Standard, and Emerging toward the Performance Standard.” For MI-Access, the State Board of Education approved standards in May 2004. Students scoring on MI-Access as Surpassed the Performance Standard and Attained the Performance Standard are considered proficient.

Attachment 5 contains performance standards set in 2002 for Mathematics for the MEAP. Performance standards for new English Language Arts assessment were set in the spring of 2003.

Documentation of action by the Michigan State Board of Education on the definition of proficiency is contained in Attachment 6.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>MDE issues AYP determinations and notifies schools and districts of those determinations in August each year. The MDE requires districts, upon receipt of this notice, to notify the parents of all students who are assigned to a school that has been identified for improvement, corrective action or restructuring of their school choice option. Parent notification will, under this plan, take place no later than the first week of each school year, in time for alternative school assignments to be arranged if requested.</p> <p>Michigan law was changed to allow high school testing to occur within 90 days of the end of the school year. This allows MDE to post all school report cards before the beginning of the new school year.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan’s accountability system produces an annual State Report Card, which includes all the data elements required by NCLB as well as the data elements described earlier for the state’s accountability/accreditation system (<i>Education YES!</i>). The report card is available to the public at the beginning of the school year. Assessment results and other academic and non-academic indicators are included on the report card.</p> <p>The Michigan School Report Cards can be viewed at this URL: http://ayp.mde.state.mi.us/ayp.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Blue Ribbon Schools - The Blue Ribbon Program is a school improvement strategy that models excellence and equity. Blue Ribbon schools exhibit a strong commitment to educational excellence for all students. The school's success in furthering the intellectual, social, moral, and physical growth of all its students, including students with disabilities and limited English proficient students, is a basic consideration underlying the criteria. The program welcomes both schools that have demonstrated sustained success in achieving these values and schools that have demonstrated significant progress while overcoming serious obstacles. Blue Ribbon Schools celebrate their success at recognition ceremonies conducted at the local school building site with representatives from the MDE and the State Board of Education in attendance. Blue Ribbon recognition is widely publicized throughout the community through the media. Schools are required to make AYP as a condition of application for consideration as a Blue Ribbon School.</p> <p>Merit Award Program – This award was instituted in 1999 and provides a \$2,500 scholarship for post-secondary education to any high school student in Michigan who passes (levels 1 or 2) four of the high school MEAP tests (Reading, Writing, Mathematics, Science). Beginning with the Class of 2005, there will be an additional potential award of up to \$500 based on middle school assessment performance.</p> <p>State funding for other reward programs has been eliminated.</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

Michigan applies the consequences specifically listed in Section 1116 of NCLB to Title I schools not making AYP. For all schools, including non-Title I schools, the Michigan School Code provides that the Superintendent of Public Instruction may apply one or more of the following consequences for a school that is unaccredited:

- An administrator may be appointed to operate the school;
- Parents may be given the opportunity to send their child to another school within the school district;
- The school may be allowed to affiliate with a research-based improvement program; or
- The school may be closed.

The Michigan State School Aid Act requires the Michigan Department of Education to place into escrow up to 5% of state school aid attributable to students in an unaccredited school until such time as the school submits an acceptable plan for improving student achievement. Attachment 8 contains sections of the Revised School Code and the State School Aid Act that address these issues.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan tracks all students enrolled in public schools through the Single Record Student Database (SRSD). A Unique Identification Code (UIC) is assigned to each student. The UIC is matched with the MEAP data through pre-identification of MEAP test forms. All students are counted in the SRSD because it is tied to State School Aid. Pupil counts are audited for state aid purposes. Starting from this comprehensive database of students, Michigan ensures that all students are included in the state accountability system. MI-Access also uses the UIC so that the MEAP and MI-Access databases can be merged for the purpose of calculating participation rates and AYP.</p> <p>The MEAP testing program has been in existence in Michigan since 1970. MEAP tests in English Language Arts, Mathematics, Science, and Social Studies are administered at grades 4, 5, 7, 8, and 11 in every public school and public school academy in Michigan. For both MEAP and MI-Access a testing “window” is established, allowing each school or district to schedule testing at a time that is most convenient in the school calendar. This “window” also allows schools the opportunity to test students who may have been absent on the official day of testing. Michigan can thus offer reasonable assurance that all students at the grade levels tested will be included in the accountability system.</p> <p>Michigan has been reporting the AYP of its public schools since 1996-97, using baseline data from the 1995-96 MEAP testing. Because the current MEAP tests are administered in grades 4, 5, 7, 8, and 11, there are some schools (e.g. K-2 buildings) where the MEAP assessment is not conducted. Nevertheless, Michigan has been reporting the AYP status of such schools and will continue to do so, using feeder school pairing and use of assessments other than MEAP as the basis for determining AYP. Michigan state law requires schools to assess all students annually, as documented in Attachment 9. Schools have the opportunity to use data from other assessments in the appeal procedure, if needed.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. These student count days are the basis of Michigan’s definition of a full academic year.</p> <p>For a school district: Students must have been enrolled in the school district for the two most recent semi-annual official count days.</p> <p>For an individual school:</p> <ol style="list-style-type: none"> 1. Students must have been enrolled in the school for the two most recent semi-annual official count days. 2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student “graduating” from a K-4 elementary school to a 5-8 middle school), the student will be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district. <p>Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district’s AYP but not in a building’s AYP.</p> <p>In no case will the full academic year exceed 365 days.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>In Michigan, the Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, is charged with maintaining an electronic database that includes, among many things, current enrollment and attendance data for every Michigan public school student. CEPI manages the assignment of a Unique Identification Code (UIC) for each student. Three times each school year, local school districts submit updated electronic information on students to CEPI. These data are used to confirm the continued enrollment of a student in a particular school and school district.</p> <p>The CEPI data will be able to identify all students who have been enrolled for a full academic year and whose achievement data will thus be included in the calculation of AYP for that student's school.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State’s definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State’s proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State of Michigan has not only set “starting points” for proficiency in Mathematics and English Language Arts, at the elementary, middle, and high school levels, but has set the annual objectives for the increase in achievement leading to 100% proficiency in the year 2013-14.

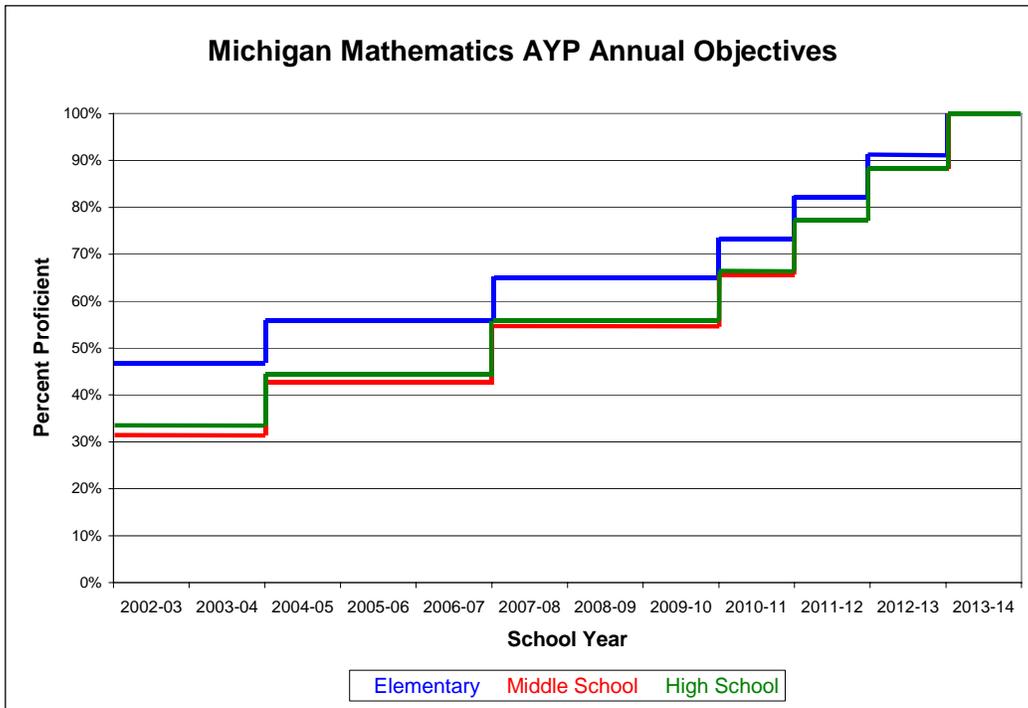
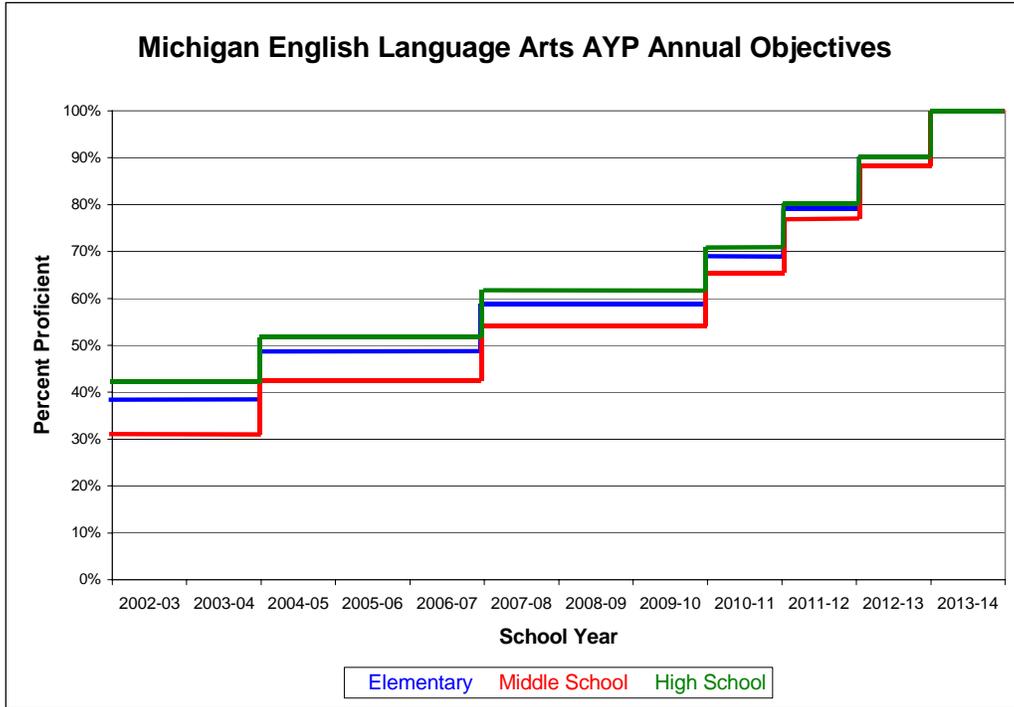
A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

Michigan Annual AYP Objectives

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

The above data are presented below in graphic form, for both English Language Arts and Mathematics:



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

<p>CRITICAL ELEMENT</p>	<p>EXAMPLES FOR MEETING REQUIREMENTS</p>	<p>EXAMPLES OF NOT MEETING REQUIREMENTS</p>
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

There are two ways for a school or district to make AYP: meeting the annual objective or showing sufficient improvement (safe harbor). For a public school or LEA to make AYP, all students tested and each student subgroup must meet or exceed the State annual measurable objectives or show sufficient improvement, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators.

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

Step One – 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.

Step Two – Calculate the average of the school’s most recent and preceding year 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.

Step Three – 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.

This system of averaging will be used in order to give schools that are improving full credit for increases in their State assessment results, and also to avoid those instances where an uncharacteristic “swing” in a single year’s scores would negatively impact a school. If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:

1. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year;
2. That group made progress on the State’s additional academic indicator; and
3. That group had at least 95% participation rate on the state assessment.

Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure in the same content area at the same grade range. A school or school district does not make AYP if it does not meet or exceed the state objective or safe harbor in that measure (English Language Arts, Mathematics, or the additional indicator) or if at least 95% of enrolled students are not assessed.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State Board of Education in Michigan has determined the starting points listed below for the calculation of AYP. These starting points are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.

(Note: The percentage of students proficient in the lowest scoring subgroup in Michigan – “Students with Disabilities” – was lower than the percent proficient using the 20th percentile

method stated in the previous paragraph.)

Michigan Starting Points for AYP

47% - Elementary Mathematics

38% - Elementary English Language Arts

31% - Middle School Mathematics

31% - Middle School English Language Arts

33% - High School Mathematics

42% - High School English Language Arts

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>

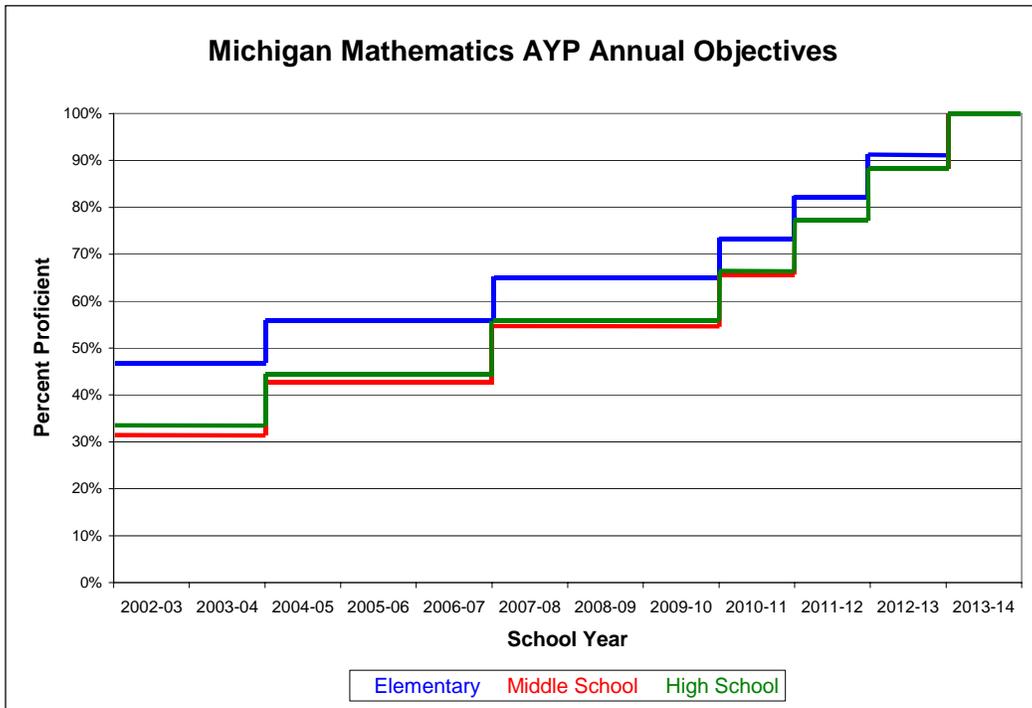
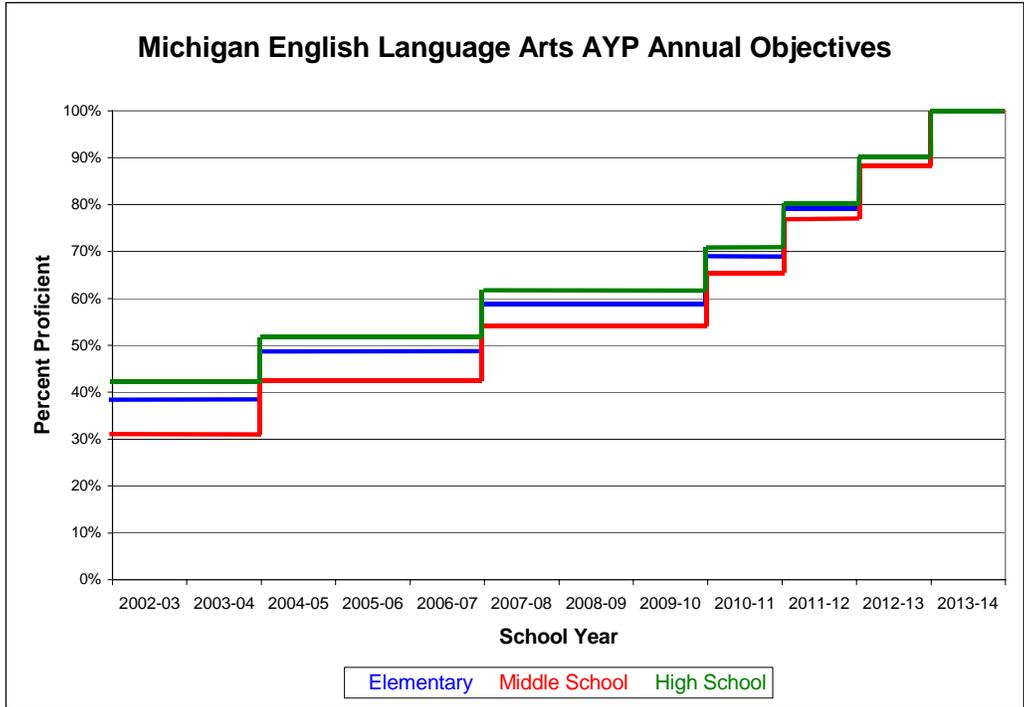
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

A table listing the starting points (2002-03) and subsequent annual measurable objectives is presented below:

Michigan Annual AYP Objectives

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both English Language Arts and Mathematics:



Michigan's application of the above annual measurable objectives is consistent with Michigan's experience with its school improvement initiatives. Michigan anticipates that the strongest academic gains will occur in later years, after reforms have been institutionalized, needed resources brought to bear, technical assistance provided, and capacity improved.

The growth expectations reflected in the graphs above assume that low-performing schools must develop a shared, coherent, and explicit set of norms about what constitutes a high performing school before the most substantial improvement in test scores will occur. These shared norms and expectations require a significant investment in the knowledge and skills of teachers in low-performing schools and school districts before the most substantial improvement gains will be realized. For this reason, Michigan's improvement expectations, while substantial throughout the 12-year trajectory, are more ambitious in the later years of the timeframe than they are in earlier years.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

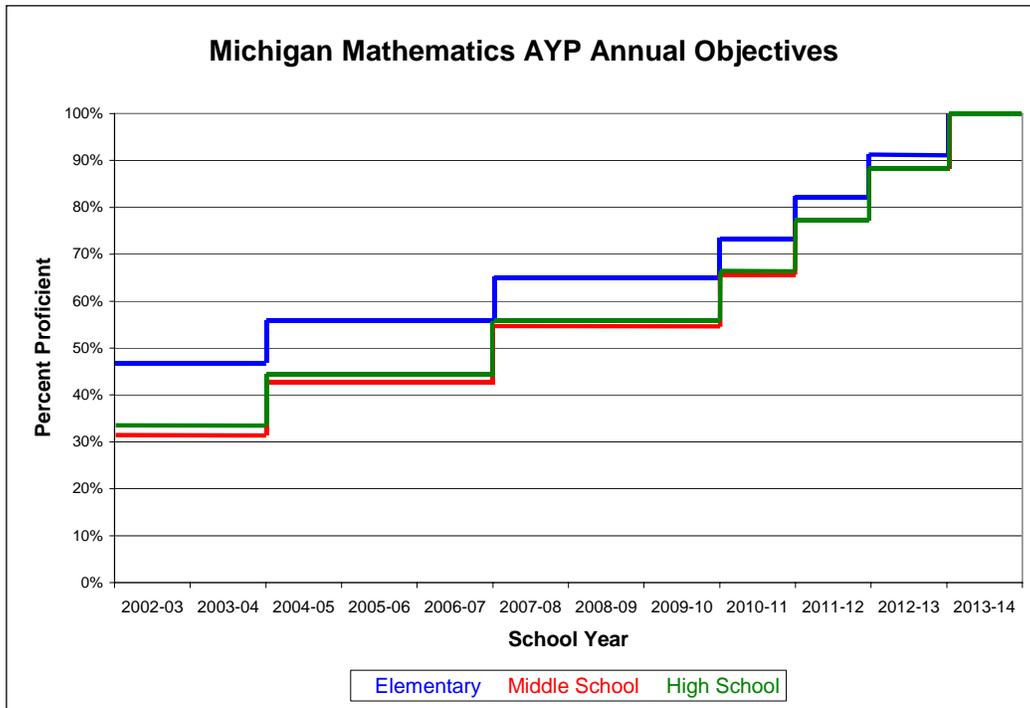
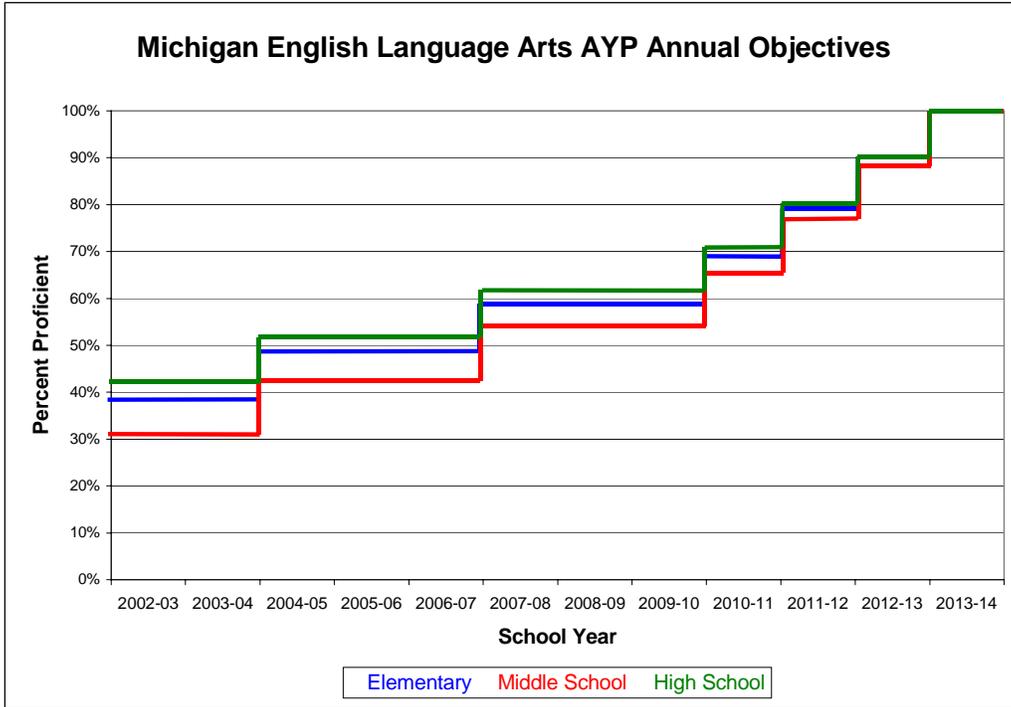
The State of Michigan has not only set “starting points” for proficiency in English Language Arts and Mathematics, at the elementary, middle, and high school levels, but has set the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14. These intermediate goals correspond to the annual measurable objectives previously described.

A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

Michigan Annual AYP Objectives

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both English Language Arts and Mathematics:



PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan administers its educational assessment tests in English Language Arts and Mathematics in January/February each year in grades 4, 5, 7, and 8. MI-Access is administered each year during the last two weeks of February through the end of March for all tested grades. At the high school level, the MEAP tests are administered from mid-March through mid-April. Michigan’s assessments are currently being revised to include the grade level tests required by NCLB.</p>		

For our 2004-05 testing cycle Michigan will use a confidence interval to account for measurement error when calculating AYP for schools. The measurement error will be based on two standard errors of measurement (SEM) below and above each student’s score. To date, Michigan has not accounted for error in calculating Adequate Yearly Progress (AYP) except for very small schools. Accounting for error will make the AYP decisions more reliable and give the Department of Education more confidence in these decisions. When a student scores near the cut point on an assessment, there is a greater chance of error in designating a student as either proficient or not proficient. Placing a confidence interval of two standard errors of measure around the student scores allows us to give specific data to schools, teachers and parents about the student’s performance and to give a confident “yes” or “no” to the AYP measure. Students that fall within the confidence interval will be counted as proficient. The table below illustrates the effect this will have on schools making AYP for the 2004-05 school year.

Table 1. *Comparison of the Impact of Michigan’s Proposal in terms of number and percent of schools making AYP.*

Scenario	Grade Range			
	Elementary		Middle School	
	N	%	N	%

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

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2003/2004 school year, no correction	1724	88	832	82
2004/2005 school year, no correction	1558	79	749	74
2004/2005 school year, 2 SEM correction	1753	89	832	82

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

AYP will be calculated for a school and district student population in general, and will be disaggregated for the following subgroups:

- Economically disadvantaged
- Students with limited English proficiency
- Students with disabilities
- Major racial and ethnic subgroups (American Indian or Alaska Native, Asian American, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Hispanic or Latino).

Attachment 12 contains definitions of the fields used to gather subgroup data through the SRSD.

Documentation of approval of the Michigan State Board of Education regarding the calculation of AYP is contained in Attachment 13.

If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:

1. That group had at least 95% participation rate on the State assessments.
2. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year; and
3. That group made progress on the State’s additional academic indicator.

Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure in the same content area at the same grade range. A

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>school or school district does not make AYP if it does not meet or exceed the state objective or safe harbor in that measure (English Language Arts, Mathematics, or the additional indicator) or if at least 95% of enrolled students are not assessed.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In Michigan, a school or school district’s AYP is determined on the basis of whether or not each of the subgroups listed in the previous section, in the school or school district, is making AYP. This determination is based not only on the extent to which the subgroup meets the annual target goals for English Language Arts and Mathematics set for the State (or qualifies under the “safe harbor” provision), but also on whether the subgroup makes AYP on the additional “indicator” and qualifies by virtue of having 95% of the subgroup tested.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Students with disabilities participate in the State Board approved Michigan Educational Assessment System in one of several ways:

- MI-Access, Michigan’s Alternate Assessment Program;
- Participation in the MEAP with accommodations; or
- Participation in the MEAP without accommodations.

All students are assessed. The State Board of Education’s MEAS policy requires all students, including students with disabilities, be assessed at the state level.

The SRSD keeps track of student disabilities and allows the disaggregation of student scores. Attachment 12 contains definitions of the fields used to gather subgroup data through the SRSD.

Documentation of assessment procedures and protocols for students with disabilities for MEAP is contained in Attachment 10, and for MI-Access in Attachment 11. If a student with a disability is also an English language learner (ELL), the student must be coded for both subgroups in the SRSD. When protocols for assessing students with disabilities are followed for an ELL student and the protocols indicate that the MEAP assessment is the most appropriate for that student, then procedures for assessing ELL students must be followed including assessing the student’s English language proficiency.

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.

Michigan has an alternate assessment – MI-Access – for students with cognitive impairment. Performance categories have been approved by the Michigan State Board of Education for the

MI-Access tests.

All special education students not taking the MI-Access assessment will participate in the regular MEAP assessment or in the MEAP with accommodations.

It has been the policy of the Michigan Department of Education that students be allowed to use nonstandard assessment accommodations on the MEAP and MI Access assessments but the results cannot be counted because nonstandard accommodations invalidate the test results. The policy remains in place. If an assessment is given in such a way that it invalidates test results, the student will not count as either proficient or tested

According to the final regulations for NCLB, students with disabilities participating in MI-Access, Michigan's Alternate Assessment Program, will count as being assessed, but no more than one percent (1%) of each student test cohort will count as proficient when tested on alternate assessment standards for the purpose of calculating AYP. School districts will be allowed to apply for a waiver of the 1% cap. Exceptions will be granted, if warranted by the evidence presented, until the statewide cap of 1% is reached.

For the determination of AYP in 2004-05, Michigan will use the following, federally approved method for the Students with Disabilities subgroup:

- The MI-Access Participation and Supported Independence assessment, which assesses students with the most significant cognitive disabilities using alternate achievement standards will be counted, as proficient, up to 1% of the total statewide number assessed; and
- The MI-Access Functional Independence assessments, which assesses students whose performance is measured by alternate achievement standards will be counted, as proficient, up to 2% of the total statewide number assessed. The functional independence students were assessed with an interim assessment that was used for two years while the MI-Access Functional Independence assessments were completed for statewide implementation. Students qualifying for the Functional Independence assessments were assessed using the Interim Phase 2 BRIGANCE assessments, which were customized for administration in Michigan.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Students with limited English proficiency (LEP), known as English Language Learners (ELL) in the state of Michigan, comprise one of the required subgroups that must demonstrate AYP in order for a school, public school academy or school district to make AYP.

ELL students in Michigan public schools, less than four percent of the enrolled student population, speak over 125 different languages in their homes. Approximately 40% of the ELL students live in homes where Spanish is the primary language, and approximately 25% live in homes where Arabic is the primary language. The rest of the students are scattered among many other language groups. While 102 school districts and public school academies do offer some level of bilingual instruction to some of their ELL students, the majority of ELL students receive academic instruction exclusively in English. These factors informed the decision of the Michigan Department of Education not to develop native language assessments.

Starting in 2003-04, Michigan proposes to provide school districts and public school academies the following flexibility:

1. For English language learners enrolled in U.S. schools for their first year
 - Use results from one of the approved* English Language Proficiency tests given to determine whether the ELL student should take the MEAP or MI Access English language arts (ELA) test. If taken, scores will be counted toward 95% participation for AYP, but test scores will not be counted into AYP results. If the MEAP or MI Access ELA test is not taken, participation in the English language proficiency testing program will count toward the 95% participation rate for AYP.
 - Administer the MEAP or MI Access mathematics test. Scores will be counted toward 95% participation in AYP, but scores will not be counted into AYP results. This approach will be used until the proposed rule becomes final. Any amendments needed for the final rule will be added to the Accountability

Workbook.

2. For students categorized as Formerly limited English proficient (FLEP) for two years, count MEAP or MI Access scores as part of the ELL disaggregated data that is used for calculating AYP results.

As assessments are developed to meet the annual testing requirements of grades three through eight, they will be developed to better accommodate ELL students as well as native English speakers. This will ensure that all students, including ELL students, are assessed on the same standards to meet the same academic expectations. The Office of Educational Assessment and Accountability is projecting that these grade level tests will be ready for statewide administration in 2005-06 as required by NCLB.

*While MDE continues to work in collaboration with other states to develop a statewide English language proficiency test, the department has recommended that schools use one of the following tests to assess English language proficiency: Woodcock-Munoz Language Survey, Language Assessment Scales (LAS and _Pre-LAS), IDEA Proficiency Test (IPT), Bilingual Verbal Abilities Test (BVAT), Stanford English Language Proficiency Test, Maculaitis Test of English Language Proficiency (MAC II).

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Michigan State Board of Education has determined the number thirty (30) as constituting the minimum number of students in a subgroup for accountability purposes. This decision was based upon investigation of research and scholarly papers that indicated the number thirty (30) was large enough to yield “statistically reliable” results.

Whenever a subgroup size is less than thirty (30), data for the students in the subgroup is reported to the school or district, for instructional purposes, even though not included in the determination of AYP for the school or district. Michigan will carry the number up to the district and state levels as required.

To determine a minimum sample size, we investigated the standard error of the difference between percentages from two independent samples. Table 1 shows the standard error as a function of student sample size. Even with 50 students in a category each year, the standard error of the difference between the percentage in year 2 and that in year 1 is 10%. The observed difference is expected to be within one standard error of the true difference two thirds of the time. The observed difference falls outside the boundary of the true difference by more than a standard error one third of the time. Michigan’s compromise between the competing goals of more disaggregated reporting and greater statistical reliability is to set the minimum number of students at 30.

Michigan has investigated the impact of its proposal in terms of the number of schools that will be included or excluded by setting the minimum number of students at 30. Michigan takes the approach of multi-year averaging for schools that are below the minimum group size. This technique will allow more schools to be included in the accountability system.

The following chart provides impact and confidence data regarding Michigan’s approach to this

⁵ The minimum number is not required to be the same for reporting and accountability.

issue:

Michigan Confidence and Impact Data

Number of Students	Schools Included	Schools Excluded	Standard Error of the Difference (in Percentage)
10	3,381	149	22.4%
15	3,312	218	18.3%
20	3,228	302	14.1%
25	3,146	384	15.7%
30	3,051	479	12.9%
35	2,974	556	12.0%
40	2,867	663	11.2%
45	2,765	765	10.5%
50	2,621	909	10.0%
60	2,319	1,211	9.1%
70	2,078	1,452	8.5%
80	1,803	1,727	7.9%
90	1,554	1,976	7.5%
100	1,368	2,162	7.1%

The chart provided above was based on the number of schools operating in the Fall of 2002. This data was subject to Michigan’s pupil accounting audit.

While a minimum N of 30 has worked well for schools and for most school districts, larger districts have been treated less fairly by this calculation. Michigan will keep the minimum N at 30 for all schools and all school districts with an enrollment lower than 3000 students. For schools and school districts that enroll 3000 or more, we will use a minimum group size of 1% of the school or district enrollment. Michigan has only 150 districts that enroll over 3,000 students and has no schools at this time that enroll over 3,000.

Of the districts there are:

- 146 districts with enrollment over 3,100 = minimum n of 31 or more,
- 75 districts with enrollment over 5,000 = minimum n of 50 or more.
- 38 districts with enrollment over 7,500 = minimum n of 75 or more.
- 26 districts with enrollment over 10,000 = minimum n of 100 or more.

The minimum N will be capped at 200 even if that is less than 1%. This affects three school districts that have 20,000 or more students enrolled

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>In the current state assessment programs, assessment data are not publicly reported for any summary report on a group of fewer than ten (10) students. In such cases, individual student results are reported to the school, for instructional purposes, but not publicly reported. To protect individual privacy, Michigan will not report the actual percentage for any group (whole school or school district or for any subgroup) where the number of students is greater than or equal to 10 and where all students are in the same performance category. In such cases the report will note “greater than 95%.”</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>English Language Arts and Mathematics assessment scores are the predominant determinant of AYP. While the required additional academic indicators {NCLB Section 1111(b)(2)(C)(vi)} are part of the AYP determination, in determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Michigan calculates the percent of the tested students who achieve the proficient level or higher, examines participation rates, implements a uniform averaging procedure, and employs the safe harbor provision. Each of these calculations is based on English Language Arts and Mathematics assessments scores.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan’s Single Record Student Database (SRSD) is described earlier in this document. Michigan has established the SRSD to track data at the student level over time. It is Michigan’s intention to use this data as the basis of calculation of graduation rate. However, collection of the SRSD began only in 2002. Therefore, Michigan has not had the opportunity to track a cycle of a cohort through the new system. Michigan plans to continue to use the current hybrid method of calculating a graduation rate until such time as the four-year graduation rate can be calculated on a cohort basis. Michigan’s current method for calculating graduation rates is this:

The current graduation rate is designed as a completion rate. The numerator and denominator used to derive the graduation percentage include and exclude specific students. This is a brief description:

Denominator:
 Fall enrollment Grade 9 year A
 Add transfers in
 Subtract transfers out
 Add students retained from previous Grade 9 class

Numerator:
 Fall enrollment Grade 9 year B

Numerator
 ----- = % completed grade
 Denominator

This calculation is done for Grades 10, 11 and 12. Then, an estimated graduation percentage is calculated by combining the individual completion rates and multiplying by 100.

$(\text{Grade 9} \times \text{Grade 10} \times \text{Grade 11} \times \text{Grade 12}) \times 100 = \text{estimated graduation \%}$

Please see page 5 of Graduation Rates, the attached pdf document for an example of the calculation.

This calculation does not include students who complete graduation requirements through the GED program. Michigan plans to begin using cohort data to calculate graduation rates in 2006 using the method detailed below.

1. For purposes of calculating graduation rate, a “school year” will be considered as from the start of a school’s academic year through August 31. This allows the graduation rate to include seniors who graduate during the summer.
2. A beginning target percentage graduation rate will be established for the state. This

beginning target will be established in a manner similar to the calculation of achievement targets for adequate yearly progress in English Language Arts and Mathematics. All high schools in the state will be arranged in descending order of graduation rate percentage, along with the enrollment for each school. The graduation rate of the high school at the 20th percentile of total state high school enrollment will become the initial target graduation rate for the state. The initial target graduation rate will remain constant for two years, 2003-04 and 2004-05, but will be increased in 2005-06, 2008-09.

3. It estimated at this time that the 20th-percentile-of-total-enrollment formula will result in a beginning statewide target graduation rate of approximately 80%.
4. Schools above this rate will be considered as making AYP. Schools below the rate will be considered making AYP if they achieve a certain percentage growth within the first two years of establishing the target rate, and a certain percentage growth every year thereafter (“safe harbor”).
5. For schools whose graduation rate is initially below the state target rate, the amount of improvement needed to achieve “safe harbor” will be calculated by subtracting a school’s actual graduation rate from the state target rate. In order to be considered making AYP by a “safe harbor” approach, a school will be expected to reduce this gap number by ten percent (10%), to be achieved over a period of two years.
6. Four years will be considered the normal period of time for a high school student to earn a regular diploma. For a high school containing grades below grade 9, e.g. 7-12 high school, only grades 9-12 will be considered. For a 10-12 high school, the normal period will be four years and, for purposes of calculating graduation rate, it will be necessary to begin tracking the cohort in grade nine in the district’s middle or junior high school. For a student with disabilities (special education student), the student’s Individualized Educational Program Team (IEPT) may determine a specific “normal period” for this student.
7. Graduation rate will be computed on following ninth grade students as a cohort through the years of high school. Graduation rate will be calculated on the percentage of the cohort who earn a regular diploma. When students exit from a school district, an exit code for the student must be entered into the Single Record Student Database (SRSD) at the Center for Educational Performance and Information (CEPI). These codes will be used to determine what students will remain in the cohort being followed, to calculate the graduation rate.
8. Students with the following CEPI codes will be considered as in the cohort and will be included in the calculation of graduation rate:
 - 01 – Graduated from general education with a diploma.
 - 02 – Graduated from general education with a diploma and applied to a degree granting college or university.
 - 03 – Graduated from an alternative program.

- 04 – Graduated and applied to a non-degree granting institution.
- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.
- 07 – Dropped out of school.
- 10 – Expelled from the school district (no further services).
- 11 – Enlisted in military or Job Corps.
- 13 – Incarcerated.
- 16 – Unknown.
- 17 – Placed in a recovery or rehabilitative program.
- 19 – Expected to continue in the same school district.
- 20 – Special Education student – received certificate of completion.
- 21 – Special Education student – reached maximum age for service.
- 22 – Special Education student – no longer receiving services and returned to general education program.

9. The cohort will be reduced by students who exit from school during the high school grades according to the following CEPI exit codes:

- 08 – Enrolled in another district in Michigan.
- 09 – Moved out of state.
- 12 – Deceased.
- 14 – Enrolled in home school.
- 15 – Enrolled in a non-public school.
- 25 – Special Education student – enrolled in special education in another district.
- 26 – Special Education student – enrolled in another district, not in special education.

The following CEPI exit codes would require the student to remain in the denominator but would not be counted as “graduating” in the calculation of graduation rate:

- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.
- 07 – Dropped out of school.
- 16 – Unknown.
- 20 – Special education student – received certificate of completion.
- 21 – Special education student – reached maximum age for services.
- 22 – Special education student – no longer received services and returned to general education program.

The following CEPI exit codes will be used to calculate dropout rate:

- 07 – Dropped out of school.
- 16 – Unknown.

10. For purposes of calculating AYP for a high school, a four-year (grades 9-12) cohort will be used for all Michigan high schools.

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11. It is not an expectation that, like student proficiency in English Language Arts 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. Based on a beginning target graduation rate of 80% for 2002-03, the following are Michigan's intermediate target goals as approved by the Michigan State Board of Education:

2005-06 – 85%

2008-09 – 90% This rate would be remain in effect through 2013-14.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>For elementary and middle schools, Michigan uses “Attendance Rate” as the “other indicator.” Michigan collects information on pupil attendance through the SRSD, which is documented in Attachment 12. The calculation of attendance rate will be based on data submitted to CEPI in the SRSD, comparing:</p> <ul style="list-style-type: none"> • 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, out of the total attendance days possible for that student. <p>A school’s attendance rate is 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.</p> <p>The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP. Schools below this percent will be considered making AYP if, over a period of two years, they reduce by 10% the percentage of students representing the gap between the 85% target and the school’s actual rate (“safe harbor”). (Example - school attendance rate: 70%. 85% minus 70% = 15% gap. 15 times 10% = 1.5. School target becomes 71.5% in order to make AYP.)</p> <p>It is not expected that Michigan’s eventual target attendance rate would be 100%. The realities</p>		

⁹ NCLB only lists these indicators as examples.

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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 an estimated beginning target attendance rate of 85% for 2002-03, the following intermediate target goal is recommended:

2008-09 – 90% This rate would remain in effect through 2013-14

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<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Michigan collects student data on an individual basis through the SRSD, as documented in Attachment 12. The reliability of data reporting has been greatly enhanced through implementation of this system.

Michigan reviews data submitted by school districts relative to the graduation and attendance rates and identifies figures that represent substantial change from past performance. Michigan engages individual school districts in verifying data that represents substantial change from past performance.

The attendance and graduation rate indicators were adopted as part of Michigan's accountability/accreditation system, *Education YES!*, before the NCLB requirements were integrated with that system. They are consistent with nationally recognized standards, as indicated by their inclusion in NCLB, and accepted as valid academic indicators by educators in Michigan.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan does test and measure separately the areas of English Language Arts and Mathematics. Assessment results for each subject are separately used to calculate the AYP status of a school and school district.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan uses up to three years of data combined to increase the reliability of accountability decisions.</p> <p>Michigan's long history and experience in test development has resulted in assessments that have high degrees of reliability and validity. Michigan has included several features that are designed to maximize decision consistency and the validity of inferences drawn. These include:</p> <ul style="list-style-type: none"> • The use of uniform averaging and comparing the average to the most recent year's test results; • The employment of the "safe harbor," so that schools and districts that miss the annual measurable objective but show a strong gain in the areas missed will not be identified; and • An appeal procedure that school districts may use if data used to determine AYP do not agree with local data. <p>As Michigan's accountability system is implemented, the MDE will examine data related to the reliability and validity of the inferences made about schools and districts. This information will be shared with schools and districts, and used to refine the system as appropriate.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Because of the validity and reliability associated with the MEAP tests, Michigan is reasonably assured of the validity of its AYP decisions.

When the reporting process was a paper report, an appeal process was in place. The appeal process has changed in two ways: the Report Card with AYP status is an electronic process now; the state Legislature amended the State School Aid Act to ensure that the appeal process is completed each year before the school Report Card is issued.

Michigan has established the following process for schools and school districts to appeal the AYP determinations made by the MDE:

1. The Michigan School Report Card website has an administrative function which allows each school or school district to log in and view the underlying data.
2. When the data for School Report Cards is finalized, schools are notified to view the Report Card and are given two weeks to contact MDE with supporting data if they think the Report Card shows an incorrect AYP determination.
3. MDE reviews the evidence submitted to determine validity and makes any needed changes.

In October 2003 the state Legislature passed PA 158 to amend the State School Aid Act with the following provision: “Before publishing a list of schools or districts determined to have failed to make adequate yearly progress as required by the federal no child left behind act of 2001, Public Law 107-110, 115 Stat. 1425, the department shall allow a school or district to appeal that determination. The department shall consider and act upon the appeal within 30 days after it is submitted and shall not publish the list until after all appeals have been considered and decided.”

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan will amend this section with detailed information about the transition to grades 3-8 testing and a revised formula for AYP calculation during the fall/winter of 2005.</p> <p>Michigan has contracts for 3-8 development and vertical equating for both MEAP and MI-Access.</p> <p>In January 2003, Michigan began a contract with a new test development firm to revise the current MEAP testing program and transform it into the grade-level testing program required by NCLB. MI-Access is also working with a test development vendor in the development of the grades 3-8 assessments for all of MI-Access. Michigan also needs to add the three additional grades/ages for the current MI-Access assessments. Michigan will also be vertically equating the MI-Access assessments.</p> <p>The contract requires that the grade level tests be vertically equated, allowing each year's testing to be an accurate measure of student progress from the previous year's instruction and testing. As new tests are developed, either as a whole (e.g., all English Language Arts tests, grades 3-8) or in part (e.g., new English Language Arts test at grade 4), the tests are required to be equated,</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

either as a whole, or with the grade level tests that will be retained.

Due to extended timelines for adopting Grade Level Content Expectations for grades K-8, Michigan will begin its annual testing in grades 3-8 in 2005-06. This will result in some changes in AYP calculations, notably collapsing scores from grades 3-5 for the elementary level and grades 6-8 for the middle school level. A determination will be made in 2005-06 regarding whether new starting points will need to be set.

In addition, Michigan will evaluate its starting points when the MI-Access grade 3-8 and 11 assessments, both Phase 1 and Phase 2, are implemented.

Students attending public schools that are in their first year of operation will be included at the district and state levels in determining district AYP. New schools will receive an "AYP alert" based on the annual objectives in their first year of operation. AYP determinations for new schools will commence with their second year of operation, at which time students attending the new school will be included at the school, district, and state levels.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Michigan’s policy is that all students enrolled must participate in the MEAS. The assessment administration window is specifically designed so that schools may administer the assessment on a different day to students who may have been absent from school. This policy has always resulted in most, if not all, Michigan students participating in the MEAS.</p> <p>The Michigan State Board approved the “Policy To Include All Students In The Michigan Educational Assessment System” on October 18, 2001. This policy is included in Attachment 18.</p> <p>Schools are required to administer the state assessments within a designated assessment administration “window.” In order to assure that schools and districts meet the 95% tested requirement, a single day will be designated within the assessment window. The SRSD will be used to determine the actual enrollment on those days. This up-to-date enrollment count will be used to determine whether 95% of the enrolled students have participated in the testing. As allowed by recent federal guidance, Michigan will calculate participation based on the current single year, and will use two-year and three-year averaging for participation as needed. Michigan will also allow appeals based on medical emergencies.</p> <p>Michigan’s high school assessments are governed by several provisions of state law including statutes which provide for:</p> <ul style="list-style-type: none"> • State endorsement based on the results of the assessments; 		

- The opportunity to “dual enroll” in college classes while in high school, based on exhausting the high school curriculum in a content area and based on the results of the assessments; and
- The Merit Award Scholarship, which is based on results of the assessments.

The normal high school test administration in Michigan is at the end of the eleventh (11th) grade. However, students who are seeking to qualify for dual enrollment in eleventh grade are allowed to take the assessments in the tenth grade. The assessment results from the normal test administration, at the end of eleventh grade, will be used for AYP with the exception that students that demonstrate proficiency in tenth grade may have their achievement and participation status carried forward into the 11th grade test administration of their cohort for calculation of AYP and the participation rate. While students are allowed to retest, for scholarship purposes, in the twelfth grade, in no case will a twelfth grade score count for AYP or participation.

To calculate the **participation rate**, Michigan will designate the number of students enrolled in the eleventh grade as the “universe” of students that are required to participate in the assessment. Michigan’s system of assigning a Unique Identification Code for each student allows the matching of the student’s enrollment and the student’s assessment score. A student will be counted as participating if the student takes the assessment in the tenth grade for dual enrollment, in the eleventh grade. High school results, including achievement and participation, will be reported by eleventh grade cohort.

The minimum 95% participation rate will be calculated for the students in the aggregate, and for each of the subgroups in the school, based on the up-to-date enrollment in these subgroups.

The 95% participation rate is calculated separately for English Language Arts and Mathematics.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>As stated earlier in this workbook, the Michigan State Board of Education has determined thirty (30) as the minimum group size in order to deliver statistically reliable results for a subgroup. Whenever a subgroup numbers thirty (30) or above, the 95% tested requirement will be applied. Regardless of the size of the school district, school, or subgroup, however, all students in a subgroup will participate in the state assessment and their scores will be included in school and district results.</p>		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.