# Understanding current accountability systems

1. Parent Dashboard
2. A to F Report Card (Public Act 601 of 2018)
3. School Index

Past accountability systems have had contradicting summative labels that would confuse both parents and educators. For example, a high poverty school might have a Top to Bottom ranking of 40th percentile, labeled a "Reward" school, and have a lime-green Scorecard. Top to Bottom rankings and Scorecards were replaced with the School Index for school accountability shortly following the release of the popular Parent Dashboard. Recently, PA 601 of 2018 was passed during lame duck requiring an A to F Report Card for accountability.

Ironically, very few parents or legislators seem to know of the School Index which is tucked under K-12 on MI School Data; rather, most have focused on the Parent Dashboard, which is prevalent on the website.
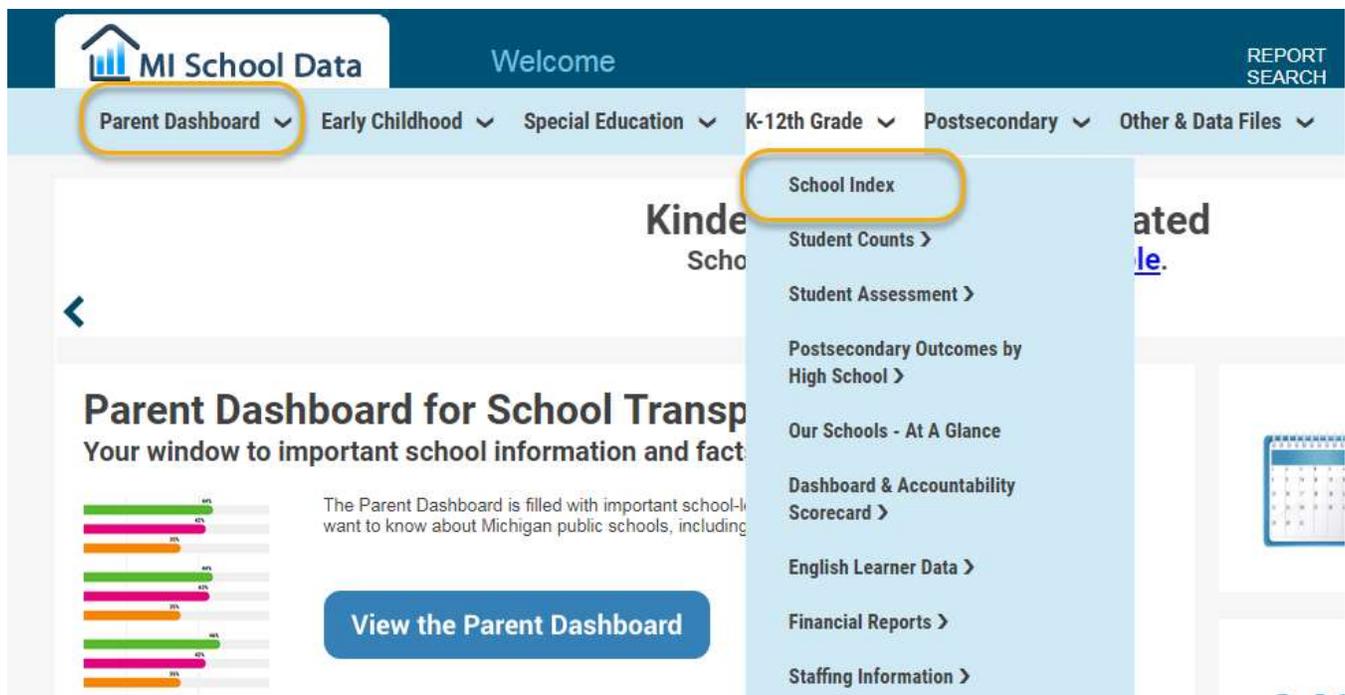
First, the Parent Dashboard is not used for accountability to identify the lowest performing schools, but it does seem to be intuitive for parents and educators. As the name implies, it is to provide parents with general information on their child's school in a simple and accessible manner. Its main intent is public transparency, as there are no consequences associated with anything displayed on the dashboard. The dashboard shows student proficiency (achievement) on state tests and adequate growth (student progress) from year to year. Both of these measures also show a comparison to similar schools and a comparison to the state average. Other indicators include: attendance, graduation rates, English Learner Progress, teacher retention, etc. The Parent Dashboard does not aggregate one summative score or use these components to identify schools for federal ESSA labels.

Public Act 601, known as the "A-F Report Card," mirrors the Parent Dashboard by using student achievement, adequate growth, and comparison to similar schools to identify Comprehensive Support and Improvement Schools (CSI), one of the ESSA labels. Another component of the Report Card is to compare subgroups, like Students with Disabilities, to similar students with IEPs across the state. The Parent Dashboard allows this

feature as well if the user knows how to navigate the Dashboard. The Report Card also gives a letter grade for graduation rates, attendance, English Learner Progress, and participation; however, it does not create a summative score.

Finally, the School Index is the current system approved for ESSA accountability and federal labels such as CSI. The components are aggregated into a summative score in such a way that a school with a summative score below 30.65 was labeled a CSI school around April 1, 2018, based on performance in the 2016/17 school year. The next cycle for identifying CSI schools for ESSA will be around December 2020 or February 2021. The components that are aggregated into a summative School Index score include: adequate growth, proficiency, graduation rates, English Learner progress, School Quality/Student Success Indicators, and assessment participation. Each component has a statewide target that is set for all schools and all subgroups regardless of poverty or disabilities. Therefore, the "component index" score reported is a percentage of the target rather than a straightforward calculation. For example, suppose a school had 50% of their student proficient on the state assessments, this might be reported on the School Index as 83% met the target since the target for schools was set at 60% for English Language Arts. In other words, 50% of students met the target hoping 60% of students would be proficient and 5/6 = 83%.

How might Michigan move from multiple systems to one cohesive system?

If the Parent Dashboard continues to be a popular tool for parents and educators that should be kept from accountability labels, then Michigan should find a way to combine the best thinking of the School Index and PA 601 "A-F Report Card" to create one cohesive accountability system aligned to the Parent Dashboard.

In order to move towards one system, at least two things need to be addressed in PA 601, both the timeline and the special education exemption.

1. The current timeline of September 1, 2019, aligns with the "No Child Left Behind" Era of accountability and with fall testing of students. Under the ESSA and more appropriately testing students in the spring, the accountability data is usually not available until February of each year, as evidenced by the data not available as of January 28, 2019. In addition, schools have already been identified for a three-year cycle as Comprehensive Support and Improvement (CSI), and the next cycle of identification needs to be in the winter of the 2020/21 school year. **Therefore, PA 601 should identify the next group of CSI schools by February 1, 2021, and it seems reasonable for schools to view the first A-F Report Card by February 1, 2020.**

2. Additional clean up of the law needs at least some minor changes as noted by MDE. There are two simple changes in addition to the timeline in #1 to address. First, the word "commission" was accidentally left in the legislation after the commission concept moved to "peer review panel." Second, the exclusion of certain students with disabilities that are excluded from the state test is circular in its reasoning and is not necessary for the law. Any student who is required to take the state test must also be counted toward accountability; this section needs to be removed.

Other points of contention with the current ESSA approved plan should be discussed with the US Education Department. For example, it seems reasonable that schools might be identified based on the three primary components of achievement, adequate growth, and comparison to similar schools without using other components that are not applicable to the majority of schools, such as graduation rates and a large population of English Learners.

For your reference, a copy of a sample A-F Report Card, Parent Dashboard, and School Index are included on the following pages. If you have further questions, please contact Doug Greer (DGreer@oaisd.org) at the Ottawa Area ISD.

Michigan
School Report Card

Sample School Name 2017-2018

Reward School
Sub-group performance drives school label.

Student Proficiency*
Percent of students who scored at or near proficiency for all grades and all content areas

COMPONENT GRADE

C

PROFICIENCY RATE
47% Includes 30% Advanced

Student Growth*
Percent of students who made adequate yearly growth by maintaining proficiency or closing the gap towards proficiency
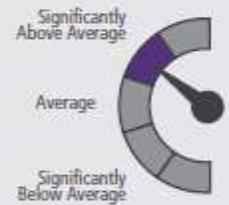
COMPONENT GRADE

B

GROWTH RATE
86%

Comparison*
School achievement is compared to schools with similar demographics

Significantly Above Average

Average

Significantly Below Average
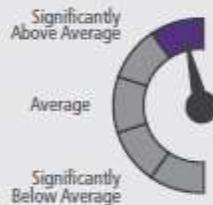
COMPARISON FACTOR
Among the top 15% of the state

Student Subgroup Performance**
Measures how individual groups of students compare to their peer group

Significantly Above Average

Average

Significantly Below Average

COMPARISON FACTOR
Near the 75th percentile of the state

Student Success
Percent of students who attend at least 90% of school days and had fewer than 10 absences

PROFICIENCY RATE
90%

COMPONENT GRADE

A

English Learner Progress
Percent of English Learners who scored at or near proficiency or made adequate growth

PROFICIENCY RATE
81%

COMPONENT GRADE

B

Assessment Participation**
Percent of student participation on state level assesments

PARTICIPATION RATE
99%

COMPONENT GRADE

A

Graduation Rate
Percent of students who graduated in four years or are continuing towards completion

GROWTH RATE
n/a

COMPONENT GRADE

n/a

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italic * Factors included in the identification in the reward schools and comprehensive support schools
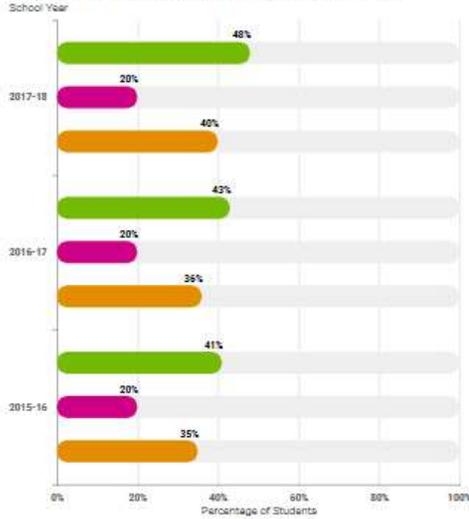** Factors used to determine Targeted Suport schools

Parent Dashboard for School Transparency
Your window to important school information and facts
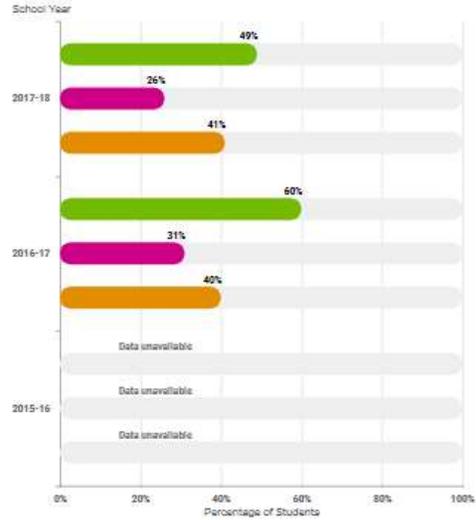
Overview of Key Performance Indicators

Performance Summary ❓
Percent of students proficient in all subjects on state tests.

School Year

2017-18
- 48%
- 20%
- 40%

2016-17
- 43%
- 20%
- 36%

2015-16
- 41%
- 20%
- 35%

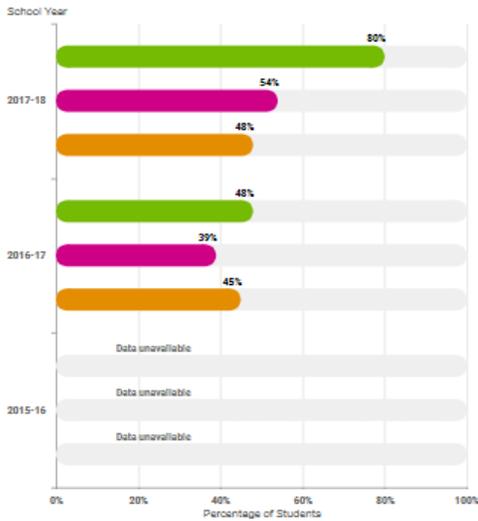0% 20% 40% 60% 80% 100%
Percentage of Students

Progress Summary ❓
Percent of students who are making progress towards proficiency or increasing their proficiency in all subjects on the state tests.

School Year

2017-18
- 49%
- 26%
- 41%

2016-17
- 60%
- 31%
- 40%

2015-16
- Data unavailable
- Data unavailable
- Data unavailable

0% 20% 40% 60% 80% 100%
Percentage of Students

English Learner Progress ❓
Percent of English Learner (EL) students who are showing progress on the WIDA test.

School Year

2017-18
- 80%
- 54%
- 48%

2016-17
- 48%
- 39%
- 45%

2015-16
- Data unavailable
- Data unavailable
- Data unavailable
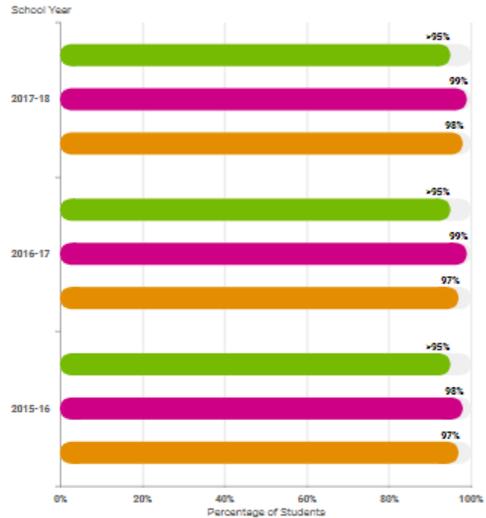
0% 20% 40% 60% 80% 100%
Percentage of Students

Key:
- Elementary School
- Average of Similar Schools by Student Characteristics
- State of Michigan Average

Test Participation ❓
The percent of students who were enrolled and took a state test. State tests included in this measure are the SAT, M-STEP, or MI-Access. Higher participation allows for a more complete picture of a school's performance on state tests.

School Year

2017-18
- >95%
- 99%
- 98%

2016-17
- >95%
- 99%
- 97%

2015-16
- >95%
- 98%
- 97%

0% 20% 40% 60% 80% 100%
Percentage of Students

Key:
- Elementary School
- Average of Similar Schools by Student Characteristics
- State of Michigan Average

School Index School Overview

Key Performance Indicators

Click inside the tiles below to see more information about each key performance indicator.

Overview
Overall Index
93.07
View More

Support Category
Component Index
N/A

Growth Overview
Component Index
93.49
View More

Proficiency Overview
Component Index
95.35
View More

Graduation Rate Overview
Component Index
N/A

English Learner Progress Overview
Component Index
80.59
View More

School Quality and Student Success Overview
Component Index
94.77
View More

Assessment Participation Overview
Component Index
100.00
View More

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MICHIGAN Department of Education