



MI·SAAS

Michigan School Accreditation and Accountability System

pending legislative approval

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MI-SAAS Overview

- Designed to:
 - Create coherent accountability policy in Michigan
 - Align federal and state requirements
 - Implement a system that is more transparent and credible
- MI standards determine accreditation
- Recognition of academic success in all core subjects
- Schools can understand accreditation status



History of MI-SAS to MI-SAAS

- State Board of Education passed MI-SAS in May 2009.
 - Original recommendation to the State Superintendent on 10/31/2008
 - Public comment and feedback
 - Final recommendation to the State Board of Education in May 2009
 - Implementation was delayed due to legislative timelines



History of MI-SAS to MI-SAAS

- While waiting for legislative review and approval
 - New federal legislation
 - Persistently Lowest Achieving schools
 - School Improvement grant funds
 - New state reform laws
 - School reform office for persistently lowest achieving schools
- *There became a need to align new policies with MI-SAS.*



History of MI-SAS to MI-SAAS

- **Aligned the original MI-SAS with the new federal accountability measures and state reform legislation:**
 - Integrated the top-to-bottom ranking methodology used to comply with federal and state reform laws into the MI-SAS system in identifying *preliminary* accreditation status
 - Integrated the Persistently Lowest Achieving schools list into MI-SAS
 - Added a requirement to assure that there is no unintended disincentive to test all students
 - Added the requirement (under the statutory and board policy compliance section) that schools must assess at least 95% of students in every tested subject.
 - Changed the name to MI-SAAS to reflect accountability integration of the system



Approved changes by SBE

February 2011 approved changes:

- **Removal of AYP from the system**
 - Replace with a focus on largest achievement gap in the ranking system.
- **Inclusion of graduation rate and improvement in graduation rate over time in the ranking methodology.**
 - Removal of graduation rate and attendance rate from the compliance and Board policy factors
- **Sunset clause**
 - When (based on new cut score) 75% of school districts are demonstrating that 75% of students are college ready in grade 11, the accreditation system will be revised



MI-SAAS Status

- State Board of Education approved on 2/8/11; went to the legislature for review in November '10, February '11.
- Implementation is **STILL** planned for the 2010-2011 school year, pending legislative approval
 - We will hold more public hearings in early April to gather additional comment
 - Going to legislature in mid-April (likely)



Three Components of MI-SAAS

- 1) Student Proficiency and Improvement (Statewide Top-to-Bottom Ranking) on all tested content areas
- 2) Persistently Lowest Achieving (PLA) Schools list (reading and mathematics)
- 3) Additional compliance requirements (with state statute, Board policy)

To be fully accredited, a school must be accredited in all areas.



1st Element in Determining Accreditation

Statewide Percentile Rank

| Percentile Rank | Accreditation Status |
|---------------------------|----------------------|
| $< 5\%$ | Unaccredited |
| $\geq 5\%$, but $< 20\%$ | Interim Accredited |
| $\geq 20\%$ | Accredited |

Note: This is a school's **initial accreditation** status, based on proficiency and improvement.



Statewide Percentile Rank

- Proficiency is based on MEAP and MI-Access or MME and MI-Access
- Grades 3-9 students are assigned to the “feeder school” where they learned the year prior to testing for proficiency



Statewide Percentile Rank

Calculation consists of the following:

- Student achievement: two-year average achievement for each subject (based on average standardized scale score)
- Improvement: two-year average increasing/decreasing or four year slope for each subject
- Largest subgroup achievement gap: the largest two-year average gap in achievement between each subgroup and non-subgroup.
- Graduation rate: two-year average rate and four-year improvement slope (for schools with a grad rate)



Modifications

- **Changes to the Ranking Methodology this year**
 - Convert all student scale scores to z-scores (to remove differences due to grade-specific tests and cut scores)
 - Weight “significant” improvement and decline more heavily than small improvements or declines

| | Previously Proficient | Previously NOT Proficient |
|------------------------------|------------------------------|----------------------------------|
| Significantly Decline | -3 | -3 |
| Decline | -2 | -2 |
| Maintain | 1 | -1 |
| Improve | 2 | 2 |
| Significantly Improve | 3 | 3 |



Modifications (cont'd)

- Institute a “ceiling” clause so that high performing schools are ranked only on proficiency, not improvement
- Add largest achievement gap to the ranking methodology
- Add graduation rate (for schools with graduation rate)



Statewide Percentile Rank

Performance Level Change

- Achievement “growth” can be calculated only where a grade 3-8 student has been tested in consecutive years (reading and mathematics).



Performance Level Change

| Grade X - 1 MEAP Achievement | | Grade X MEAP Achievement | | | | | | | | | | | |
|------------------------------------|------|--------------------------|-----|------|----------------------|-----|------|------------|-----|------|----------|-----|------|
| | | Not Proficient | | | Partially Proficient | | | Proficient | | | Advanced | | |
| | | Low | Mid | High | Low | Mid | High | Low | Mid | High | Low | Mid | High |
| Not Proficient | Low | M | I | I | SI | SI | SI | SI | SI | SI | SI | SI | SI |
| | Mid | D | M | I | I | SI | SI | SI | SI | SI | SI | SI | SI |
| | High | D | D | M | I | I | SI | SI | SI | SI | SI | SI | SI |
| Partially Proficient | Low | SD | D | D | M | I | I | SI | SI | SI | SI | SI | SI |
| | Mid | SD | SD | D | D | M | I | I | SI | SI | SI | SI | SI |
| | High | SD | SD | SD | D | D | M | I | I | SI | SI | SI | SI |
| Proficient | Low | SD | SD | SD | SD | D | D | M | I | I | SI | SI | SI |
| | Mid | SD | SD | SD | SD | SD | D | D | M | I | I | SI | SI |
| | High | SD | SD | SD | SD | SD | SD | D | D | M | I | I | SI |
| Advanced | Low | SD | SD | SD | SD | SD | SD | SD | D | D | M | I | I |
| | Mid | SD | SD | SD | SD | SD | SD | SD | SD | D | D | M | I |
| | High | SD | SD | SD | SD | SD | SD | SD | SD | SD | D | D | M |

SD = Significant Decline

D = Decline

M = Maintaining

I = Improvement

SI = Significant Improvement

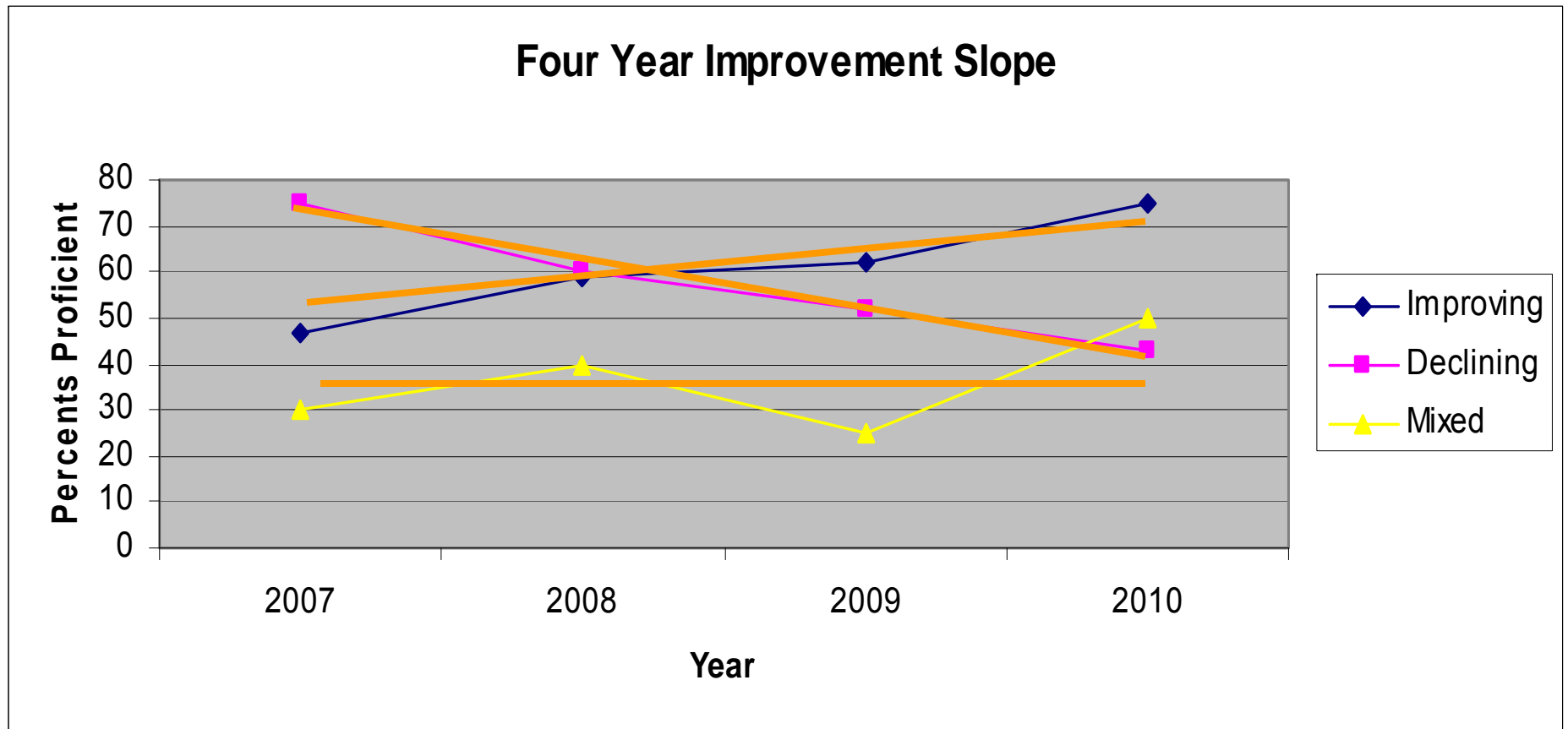


Student Improvement

- Four year improvement slope for:
 - writing, science, and social studies for elementary/ middle schools
 - all subjects for high schools
- Calculated as the slope of a linear regression of percent proficient on year



Four Year Improvement Slope





Top-to-Bottom List Placement

- Separated by Elementary/
Middle (E/MS) and High
School (HS) levels, with
 - E/MS indicating schools with any
grades 2-8
 - HS indicating schools with grade 11

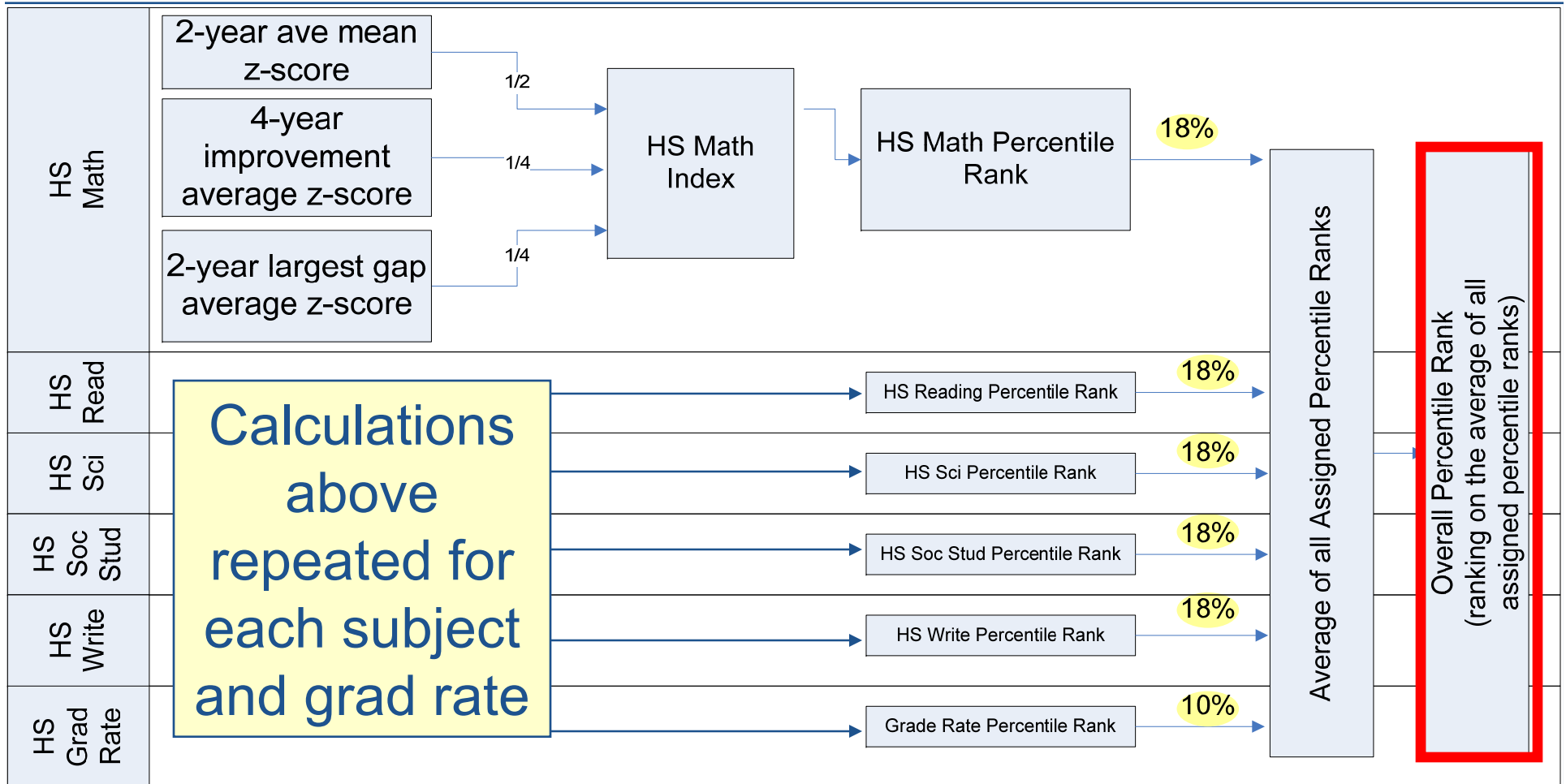


Top-to-Bottom List Placement

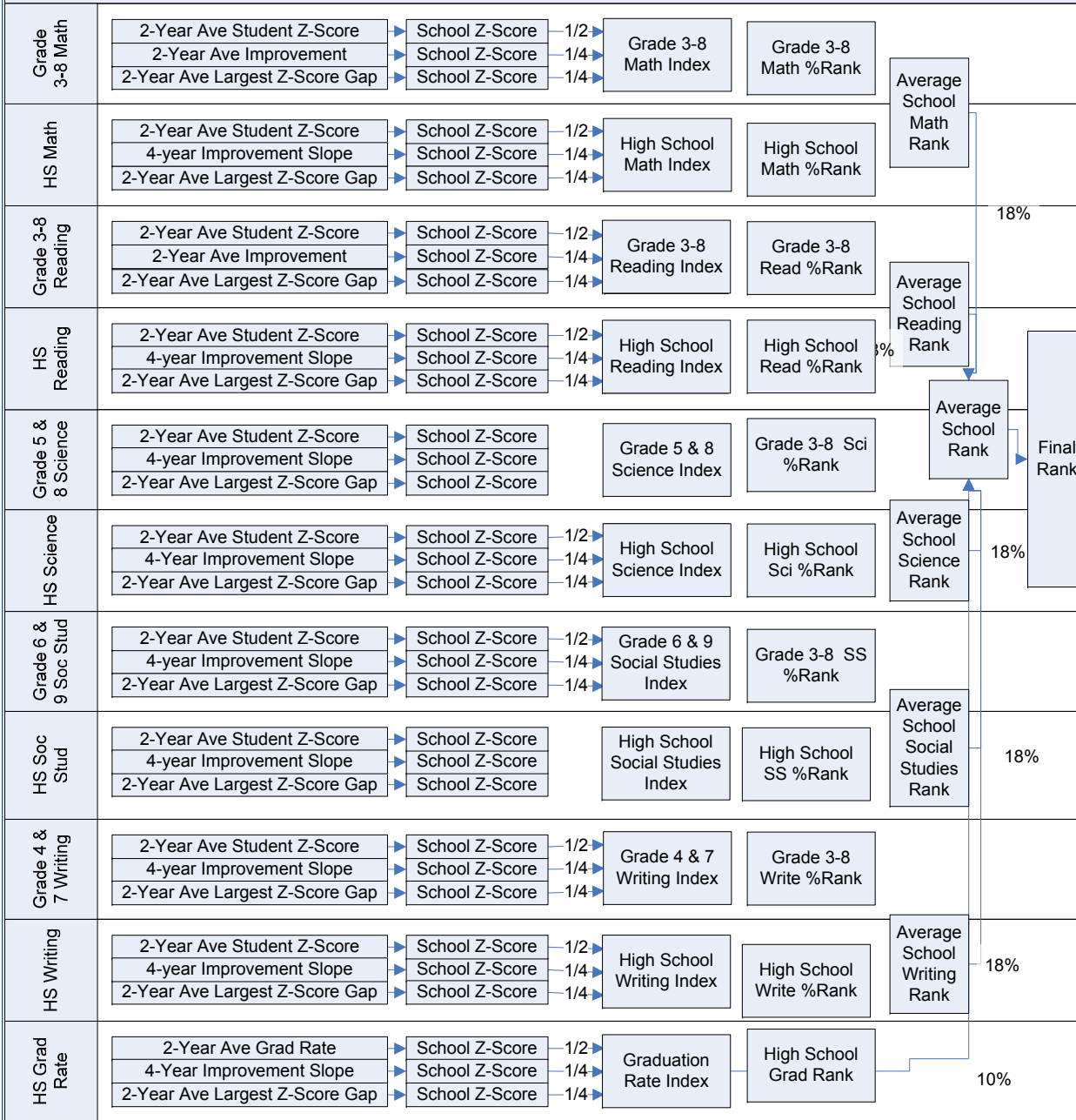
- Most schools will have indicators for the 5 content areas in only one level (E/MS **or** HS)
- Schools educating students in **both** the E/MS and HS levels will have indicators for the 5 content areas in both levels (E/MS **and** HS)



Percentile Rank Calculation



MI-SAAS Top to Bottom Ranking Schematic





2nd Element in Determining Accreditation

PLA Schools List

- If a school is on the PLA list, the initial accreditation status becomes “unaccredited”.



3rd Element in Determining Accreditation

Eight Compliance Requirements

- yes/no answers
- The data are gathered from resources schools/districts already complete, MSDS, or MDE.



Compliance Requirements

| Requirement | Data Source | Timeline |
|---|--|--------------------------|
| 1) 100% of the school's staff holds Michigan certification. | Registry of Educational Personnel (REP) | Dec collection |
| 2) Completed an annual School Improvement Plan. | AdvancED*: SIP report | Annually on Sept 1 |
| 3) Completed an annual Performance Indicators report. | AdvancED*: SPR(90), SPR(40), SA, ASSIST SA | Annually in early spring |

* Currently used by EdYes!



Compliance Requirements

| Requirement | Data Source | Timeline |
|--|--|--------------------------|
| 4) Grade Level Content Expectations are used in grades K-8 and Michigan Merit Curriculum is used in grades 9-12. | AdvancED* assurance: SPR(90) SPR(40) SA ASSIST SA | Annually in early spring |
| 5) Literacy and math are tested annually in grades 1-5. | AdvancED* assurance: SIP | Annually on Sept 1 |

* Currently used by EdYes!



Compliance Requirements

| Requirement | Data Source | Timeline |
|---|-----------------------------|--------------------------------------|
| 6) Participated in the National Assessment of Educational Progress (NAEP), if selected. | MDE: Internal list | Annually in spring |
| 7) A fully compliant Annual Report is published. | AdvancED* assurance: SIP | Annually on Sept 1 |
| 8) All assessed content areas have a $\geq 95\%$ participation rate. | MDE: AYP database | Annually in late spring/early summer |

* Currently used by EdYes!



Compliance Requirement

- If the answer is “no” for any requirement in two consecutive years, the accreditation status is lowered one level, even if the “no” is for a different question each year.
- At this point, the accreditation status is final (no longer initial).



Determining Accreditation Status

| Statewide Percentile Rank | Not On PLA List | Met Targets on 8 Factors | Accreditation Result |
|---------------------------|-----------------|--------------------------|----------------------|
| High | Y | Y | Accredited |
| Mid | Y | Y | Interim Accredited |
| Mid | N | N | Unaccredited |

If a school is a PLA school, the school is automatically unaccredited.



Who Receives an Accreditation Status?

- All schools (except SEEs) will receive an accreditation status
 - The achievement/improvement portion will only be calculated for schools that have at least 30 Full Academic Year (FAY) students tested in at least two content areas.
 - If a school does not meet the “30 FAY tested in two content areas” threshold, the initial accreditation status (Top-to-Bottom Ranking status) will be “Accredited” and the remainder of elements will be applied as specified.



Note on accreditation

- EdYes! is still in effect until replaced by MI-SAAS
- Revised rules regarding who receives a status will apply under both EdYes! and MI-SAAS (PEPE = status)

Please enter identifying information below about the school you wish to view.

Search [GO](#)

ISD/RESA: **School:**
District: **City:**

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| Elements | | |
|--|-----------------|-------------------------|
| Statewide academic achievement ranking | 36.222 | details |
| Persistently Lowest Achieving (PLA) status | not on PLA list | details |
| Education YES! | Grade: A | details |

EdYES! Education YES!

| AYP Elements | |
|----------------------------|------------------------------------|
| Participation targets | met 13 of 13 targets |
| Proficiency targets | met 13 of 13 targets |
| Met graduation rate target | Not Applicable |
| Met Attendance rate target | yes (rate was 95%, target was 90%) |

AYP Status: **MADE AYP**
 DID NOT MAKE AYP

AYP Adequate Yearly Progress

| Points of Pride | School Year | |
|---|-------------|-----------|
| | 2008-2009 | 2009-2010 |
| Number of student clubs and sports teams | 10-20 | 10-20 |
| Percentage of students on the Honor Roll | 1-20 | 1-20 |
| Percent of parent participation in parent-teacher conferences | 98% | 97% |
| Annual school-wide reading program | Y | Y |
| Character education programs or curriculum | Y | Y |
| Anti-bullying policy adopted | Y | Y |
| Online Report Cards | Y | Y |
| School or District-developed Common Assessments implemented | Math | Math |
| Homework help program | Y | Y |
| On-going drug prevention/awareness program | Y | Y |
| Diversity Celebrations | 1-5 | 1-5 |

This is the textbox that will display the information the school provides and submits to MDE for approval. It will be restricted to something like 150 characters. This is a good spot for schools to supplement their report card with additional special attributes of their program(s).

LPI Locally Provided Information

Get alternative content for iPod, iPad or iPhone here.
 To download spreadsheet version, right click and select "Save Target As".



Referent Group

The MI-SAAS system is based on a set of recommendations from a referent group, modified to accommodate changing legislative requirements.

We appreciate the hard work of this group to design the system.



Contact Information

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877-560-8378, choose option 6