

**Consortium for Policy Research in Education (CPRE)
Assessment and Accountability in the Fifty States: 1999-2000**

MICHIGAN

Index:

The Michigan State Assessment System

Performance Data

The Michigan State Accountability System

Identifying and Assisting Low Performing Schools

Alignment of the State Accountability System and Title I

The Michigan State Assessment System

The Michigan Educational Assessment Program (MEAP) is the basis for standards-based assessment in the state. A new version of the test that will be more closely aligned with state standards is scheduled for release in 2002.

- ***Grade Levels and Subjects Tested***
 - Reading and Math in grades 4, 7
 - Writing, Social Studies and Science in grades 5, 8
 - **High School Proficiency Test (HSPT)** in Math, Reading, Writing, Science and Social Studies in grade 11

- ***Norm or Criterion Referenced*** – Criterion

- ***Matrix or Census Testing*** – Census

- ***Item Types***

The math, reading and science tests involve multiple choice questions and constructed response. The writing test involves one prompt for extended writing. The HSPT has multiple choice questions and extended response items except for the writing section.

- ***Student Performance Levels***

On the MEAP, the following performance levels apply to students by subject:

Math

Satisfactory: 520 or above

Moderate: 500-519

Low: 499 or below

State and District Accountability Systems and the Federal Role – 6/2000

Reading

Satisfactory: 300 or above in both the story & informational reading areas

Moderate: 300 or above in one area

Low: 299 or below in both areas

Science

Proficient: 400 or above

Novice: 350-399

Not yet novice: 349 or below

Writing

Proficient: 2.5 score (out of 4)

Not proficient: 2.0 or below (out of 4)

HSPT

Level 1: Exceeded standards (endorsed)

Level 2: Met standards (endorsed)

Level 3: Endorsed at basic level

Level 4: Unendorsed.

• ***Inclusion Policies***

Testing is only done in English. There is a two-tier exclusion system in which the parent can request a child be excluded from testing; the district can code the answer sheet as LEP or Special Education and then scores are excluded from calculations.

Accommodations are permitted, including extended time, use of a word processor, use of audio-cassettes for all grades and tested areas. Any student with a disability may be considered for an accommodation and accommodations cannot be denied on the basis that an accommodation was not used before. LEP students must take the HSPT test in English but are permitted to use their own native language dictionaries and can be given additional time. If they or their guardian refuse, their high school diploma will not be endorsed for the content area not tested.

• ***Other Assessments***

Schools are required to support student portfolios and give the student his/her portfolio by graduation or upon leaving the district. There are no penalties if students do not elect to participate.

• ***State Requirements for Local Assessment***

None.

Performance Data

• ***What data are reported?***

MEAP provides information about student achievement in all Michigan public schools.

The report includes the following:

1. Percent Free and Reduced Lunch
2. K-12 Enrollment
3. Pupil/Teacher Ratio
4. Dropout and Graduation rates

State and District Accountability Systems and the Federal Role – 6/2000

5. MEAP achievement data over three years by subject and grade
6. Accreditation status (*school building only*).

- ***How are the data distributed?***

Results of MEAP testing are mailed directly to each district superintendent and MEAP Coordinator for the district or individual schools, and include

- individual student reports (ISR),
- school and district summary reports, and
- classroom listing reports.

Data are also provided in the form of annual schools reports, including performance reporting on schools (building information), districts, ISD and state averages over a three year period.

- ***How are the data disaggregated?***

MEAP data are disaggregated by gender, ethnicity, migrant status, disability and LEP.

The Michigan State Accountability System

Accountability in the form of accreditation is based on the MEAP and HSPT scores. Title I schools work under additional accountability requirements.

- ***Student Accountability***

Students are held accountable for meeting the top three levels on the HSPT to receive state endorsement upon graduation; scoring at these levels is not required for graduation. However, Public Act 94 of 1999 established the Michigan Merit Award Program that provides scholarships to high school seniors. To be eligible, a student must take the MEAP High School Tests in mathematics, reading, science, and writing. Students who score at Level 1 or 2 on these four tests and meet all other eligibility requirements will qualify to receive a \$2,500 Michigan Merit Award.

For a student who takes all four of the above-specified subject tests, meets or exceeds state standards on at least two, and meets all other eligibility requirements, the state has developed two alternate ways to qualify:

1. The student also scores in the 75th percentile or above on the ACT or SAT.
2. The student also achieves qualifying scores on the ACT Work Keys job skills assessment test.

- ***School Accountability***

School progress and performance ratings are based on MEAP data. The system in place for 1999 places schools in the following categories of accreditation:

1. *Summary:* 66% or more of students score at the highest level of achievement on each of the MEAP subjects tested in two of the last three consecutive years
2. *Interim:* 50.1% or more of students score at the highest level of achievement in at least one MEAP subject in any of the last three consecutive years.
3. *Unaccredited:* Students did not score at either the summary or interim levels.

A **Title I** school is considered to have made *adequate yearly progress* if it succeeds in closing the achievement gap in the highest and lowest MEAP/HSPT achievement categories by at least ten percent of the gap. Each school's annual achievement gap and gain target depends on the previous year's percentage of students scoring in the highest and lowest categories. Schools are

identified by subject area: reading, writing, mathematics, science, and social studies. If schools do not meet their criteria they can appeal to their districts and bring in alternative data to show progress.

The formula used to calculate adequate yearly progress is as follows:

1. Calculate the gap between the percentage of students scoring at the highest MEAP/HSPT test and the ideal of 100%
 2. Calculate the gap between the percentage of students scoring in the lowest MEAP/HSPT category and calculate the difference with the ideal - 0%
 3. Add the differences from step 1 and 2 and multiply by 10% to attain the annual target.
- AYP gets recalculated every year so the target changes. If the schools do not meet the target for two years in a row they are not making AYP. If the school does not make it in three years they may be asked to rewrite their Title 1 school plan.

Sanctions and Rewards

Schools can become unaccredited or be placed in program improvement if receiving Title I funding.

Schools considered successful are accredited with summary status, the highest level of accreditation. No monetary rewards are provided, however. (*Quality Counts 99*)

- ***District Accountability***

Districts are not held accountable through accreditation. However, legislation recently gave the state the ability to take over the Detroit school district; the legislation is only applicable to Detroit.

A district is not making adequate yearly progress if one of its schools is not making adequate yearly progress.

- ***Subgroup Performance as an Indicator***

This level of student performance is not considered.

Identifying and Assisting Low Performing Schools

- ***Identification***

Title I schools that fail to meet the definition of adequate yearly progress for two consecutive years are identified for program improvement and required to revise their Title I plans with technical assistance from the district. The state is responsible for identifying Title I schools for program improvement and the district does not play a role in this process. A state definition for program improvement has not been established for districts.

- ***Assistance***

Technical assistance is provided to schools and districts as requested.

- ***Who provides the assistance?***

Assistance is provided by intermediate units and districts offices due to the small size of the state staff and continued downsizing. A host of contractors, universities and professional associations work with the intermediate units to provide the support.

- ***Does support to Title I schools differ?***

There is an IASA staff member in each intermediate unit assigned to provide technical assistance to all schools with federally funded programs, and they focus on Title I. There may also be an IASA technical assistant who works on issues of school improvement.

Alignment of the State Accountability System and Title I

The system of accountability for Title I and non-Title I schools is not currently aligned, with Title I schools having a definition for adequate yearly progress and program improvement and non-Title I schools working through the system of accreditation.

Contact Information

Assessment

Christine Schram
Acting Supervisor
Michigan Educational Assessment Program
Michigan State Department of Education
608 West Allegan Street, Hannah Building, Lansing, MI 48933
(517) 373-8393
SchramC@state.mi.us

Accountability

Barbara Knutson
Coordinator for School Improvement and Accountability
School Development Unit
Michigan State Department of Education
608 West Allegan Street, Hannah Building, Lansing, MI 48933
(517) 373-8480
KnutsonB@state.mi.us

Title I

Linda Brown
Supervisor, Central Support
Office of Field Services
Michigan State Department of Education
608 West Allegan Street, Hannah Building, Lansing, MI 48933
(517) 373-3921
BrownLQ@state.mi.us