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DEPARTMENT OF EDUCATION
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PUBLIC INSTRUCTION

TO: LEA and ISD Superintendents, Public School Academy Authorizers and Directors

FROM: Jeremy M. Hughes, Ph.D.
Chief Academic Officer/Deputy Superintendent

DATE: September 17, 2004

SUBJ: DISTRICT REPORT CARDS

NCLB requires the state to issue an adequate yearly progress (AYP) report card for a school district as well as individual schools within the district. We did not do so in 2003 because of incomplete data. We are prepared to do so now, but need to define on what basis we will compute a district's AYP.

Like individual schools, the district report card must be based on the elements of:

- Minimum size of 30 students for the district, in the grades tested, using the same rules as are applied to individual schools.
- Overall student achievement – whether all 4th graders in the district, for instance, met or exceeded the state targets in English Language Arts and Mathematics (or qualified for the “safe harbor” provision).
- Whether all subgroups in the district met or exceeded the state targets (or “safe harbor”).
- Whether a minimum 95% of the district's students were assessed, at each grade level tested, and within each student subgroup in the district.
- Whether the district's elementary and middle school students met or exceeded the state's target for attendance, and whether the district's high school(s) met the state's graduation target.

Achievement

Some states have set a single achievement target for English Language Arts (ELA) or Mathematics that is the same for all levels (example: 45% is the Math target for elementary,

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middle, and high schools). These states can compute a district AYP simply by determining if all three levels met the target.

In Michigan, we have set different achievement targets for the three levels. The three scores can therefore not be combined into a single score for the district. In discussions we have had so far, it appears that we have three options:

- **Option 1** – A district makes AYP if:
 1. The combined achievement scores of its elementary schools meet the elementary targets in Mathematics and English Language Arts, AND
 2. the combined achievement scores of its middle schools meet the middle school targets in Mathematics and ELA, AND
 3. the combined achievement scores of its high schools meet the high school targets in Mathematics and ELA.

(In other words, the district must make AYP at all three levels).

- **Option 2** – The district makes AYP at two of the above three levels.
- **Option 3** – The district makes AYP at one of the above three levels.

95% Tested

In order for a district to make AYP on this measure, the district would need to have tested a minimum of 95% of the total students in the district enrolled in the grades tested, in both Mathematics and English Language Arts. For this purpose, all tested grades would be combined. For example, the total number of student tested in grades 4, 7, 8, and 11 would be totaled, then divided by the total number of students enrolled in those same grades, in order to determine the total district percent tested.

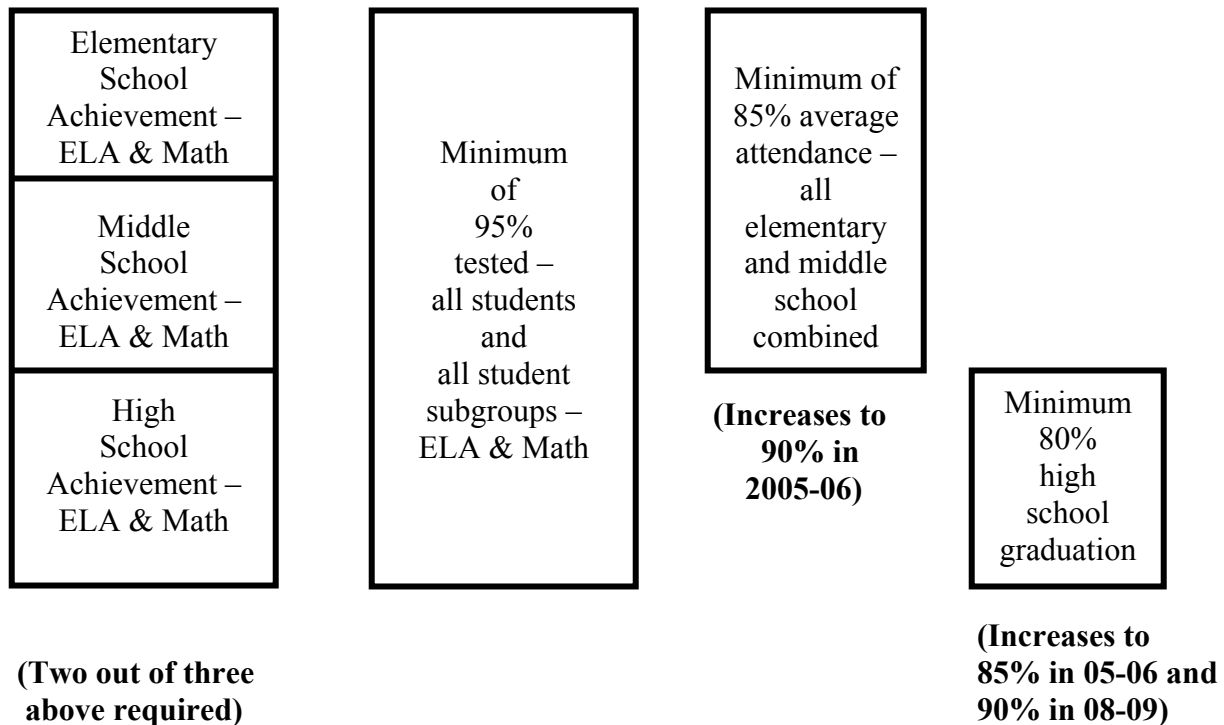
Attendance

In order for a district to make AYP on this measure, the average attendance for the students enrolled at elementary and middle school, combined, would need to exceed the state target of 85%. To calculate this, the days-in-attendance by middle and elementary students in the district would be combined, and this total divided by the total combined enrollment of the district's elementary and middle schools.

Graduation Rate

The Center for Educational Performance and Information (CEPI) already calculates a graduation rate for each district. The most recent calculated rate is for 2003. This CEPI rate will be used to determine whether the district met the 80% graduation rate target for the state.

In graphic summary, a district would have meet AYP targets in the following four areas:



Careful explanation will need to surround the issuance of district report cards. In determining whether a district makes AYP in elementary Math, for instance, the Math scores of all the district's 4th graders are combined, as if the district were one big school. This combination includes subgroups of students as well. It is possible that a particular subgroup of students may cause a district not to make AYP, whereas its individual schools did (because the individual schools each had fewer than 30 students in the subgroup but, combined, the district has 30 or more in the subgroup). Because of factors like this, we can anticipate some school districts, historically viewed as performing well, may be classified as not making AYP.

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The above items were presented to the State Board of Education at its meeting on September 14. The Board authorized this proposal to be shared with the education community, with an invitation to comment. We are particularly interested in comments regarding the three Achievement options described above. The Board will be considering this issue again at its meeting on October 12. To comment or make suggestions, please write or email MaryAlice Galloway (gallowaym@michigan.gov).