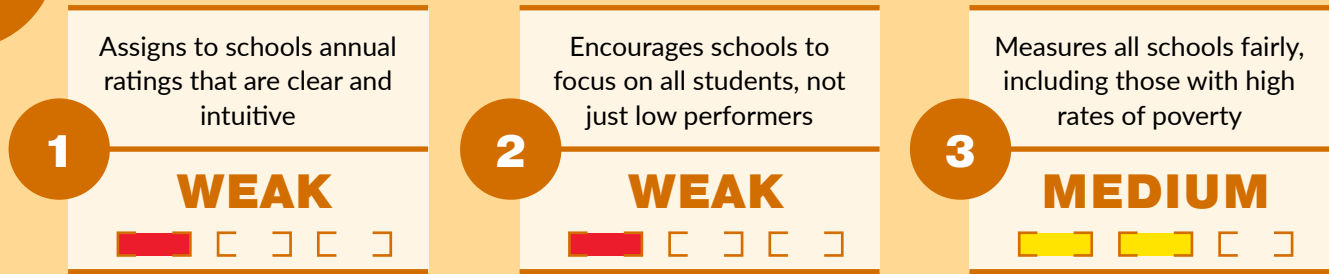


MICHIGAN



ESSA grants states more authority over their school accountability systems than did NCLB. Three of the most important improvements states can make are to: (1) assign to schools annual ratings that are clear and intuitive for parents, educators, and the public; (2) encourage schools to focus on all students, not just their low performers; and (3) measure and judge all schools fairly, including those with high rates of poverty.

To determine whether Michigan's proposed ESSA accountability system accomplishes these three objectives, this analysis evaluates its state plan, as submitted to the U.S. Department of Education on September 6, 2017,⁵⁰ as explained below.

1

Are the labels or ratings for schools clear and intuitive for parents, educators, and the public?

Michigan receives a grade of **weak** because, aside from identifying very-low-performing schools in need of support, it proposes a “dashboard” approach that comprises myriad data points and no bottom line. This is a mistake because such systems do not immediately convey to all observers how well most schools are performing.

2

Does the rating system encourage schools to focus on all students?

There are two primary ways for state accountability systems to encourage schools to focus on all students: (1) use a performance index and/or scale scores in place of proficiency rates when measuring achievement and (2) measure the growth of all students. Michigan receives a grade of **weak** because it measures achievement with proficiency rates and only measures students' growth to proficiency, which may encourage schools to focus on pupils near the proficiency cutoff.

3

Is the rating system fair to all schools, including those with high rates of poverty?

Michigan is **medium** here because it assigns academic growth a weight of 38.2 percent—all of which is a measure of growth to proficiency. Growth measures gauge changes in pupil achievement over time, independent of prior achievement, and are therefore less correlated with poverty—thus affording high-poverty schools the opportunity to earn positive ratings.