To: Chairman Kelly and the members of the House Education Reform Committee

From: Dr. Nick Ceglarek, Chris Glass and Doug Greer of West Michigan Talent Triangle

Date: March 16, 2017

Subject: Testimony for School Accountability and Report Cards

Thank you for the opportunity to testify today. We appreciate your interest in a transparent, fair and equitable accountability system for schools.

The method in which our state has ranked and sorted schools to provide a single letter grade with EdYES!, a Top to Bottom Ranking or a Scorecard color has led to the same result: poverty drives the single summative score. We fundamentally disagree with a single, summative score or letter grade that imposes a one-size fits all judgement on the value of certain criteria to label the quality of a school. We believe providing multiple grades or indicators, similar to a student's report card, will allow for parents to see a broader picture and a more accurate depiction of the school's quality.
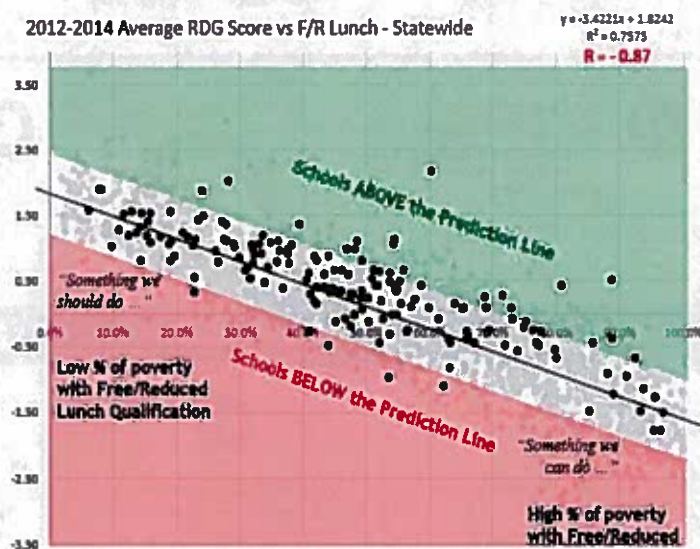
As we discussed in our testimony, the graph above shows how the Reading Now Networks helps schools to look at both overall achievement and comparison to similar schools. Since we produce this graphic year after year, schools can track their growth compared to peers. We hope the stories of Hudsonville and the Reading Now Network who focused on proficiency, growth, and comparison to similar schools highlighted a clear path to system-wide improvement.

Therefore, we would advocate that Michigan prioritize four primary indicators to report to parents, schools, policy makers and communities: Proficiency, Growth, Comparison to Similar Schools and Subgroup Performance. Other indicators of interest or required by ESSA would become secondary indicators or be presented on a comprehensive dashboard; a sample report card is attached. However, the four primary indicators would drive ESSA labels such as: Comprehensive, Targeted and Reward. We would be honored to help the committee in any way possible to continue to understand and support a system that will identify schools. Thank you for your time and your consideration.

Michigan

West Godwin Report Card 2016-2017

Reward School
Primary indicators drive school label.

PRIMARY INDICATORS

Student Proficiency
Student proficiency represents the percentage of proficient students

Average

PROFICIENCY RATE
47% Includes 30% Advanced

Significantly Below Average — Significantly Above Average

Comparison
School achievement is compared to schools with similar demographics

Average

COMPARISON FACTOR
15% (+) Above Average

Significantly Below Average — Significantly Above Average

Student Growth
Student growth is measured annually against students with similar scores. The percent of students with average or above growth.

Average

GROWTH RATE
86%

Significantly Below Average — Significantly Above Average
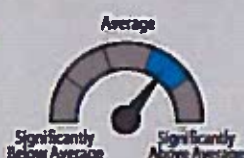
Student Sub Group Performance
Percent of subgroups who performed as well or better than similar students.
Categories: 8/8

Average
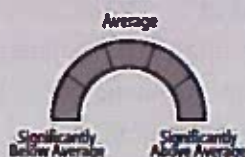
PERCENTAGE MET
100%

Significantly Below Average — Significantly Above Average

SECONDARY INDICATORS

English Learner Progress
(one sentence component description)

PROFICIENCY RATE
81%

Average

Significantly Below Average — Significantly Above Average

Graduation Rate
(one sentence component description)

PROFICIENCY RATE
N/A

Average

Significantly Below Average — Significantly Above Average

Student Success
Percent of students who attend at least 90% of school days
Student attendance has been shown to be a significant factor in student success.

PROFICIENCY RATE
90%

Average

Significantly Below Average — Significantly Above Average

Assessment Participation
Overall student participation on state level assessment
Note: Schools not meeting 95% for multiple years may be flagged as a Targeted Support school

PARTICIPATION RATE
99%

Average

Significantly Below Average — Significantly Above Average
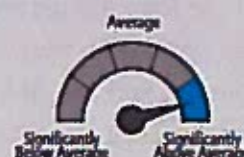
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