

Accreditation – The [Michigan Revised School Code](#) requires the Michigan State Board of Education to set standards for the accreditation of public schools in Michigan. The State Board of Education has set *Education YES!* as the system to accredit Michigan schools. Some schools are also accredited through the North Central Association Commission on Accreditation and School Improvement, which is one of six regional school accreditation authorities recognized by the U.S. Department of Education.

Achievement Status – One of two achievement components in *Education YES!* Achievement Status is computed using the weighted index derived from students' scores on state assessments. Achievement status is measured in reading and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Up to three years of data from comparable assessments are included in a school's status grade. Cut scores for the grades in achievement status were set by representative panels that assigned grades to selected schools.

Achievement Change – One of two achievement components in *Education YES!* It is based on the goal of 100% percent proficiency in 2013-14, as set in the No Child Left Behind Act. Achievement Change is computed by dividing the computed improvement rate (slope) by the target improvement rate, determining the ratio of the target that the school has attained, using comparable scores from the Michigan Educational Assessment Program for up to five years.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on state assessment results, participation rates in state assessments, and attendance or graduation rates.

Annual State Objective – The level of achievement on the reading and mathematics state assessments needed to make AYP based on achievement. The annual state objective will increase gradually until it reaches 100 percent in 2014.

Attendance Rate – The percentage of total school days that students in a school or district are present in school.

AYP Advisory - An alert that is given to a school with only one year of state assessment results, which indicates that the results are below the annual state objective.

EducationYES! – The state accountability system used in Michigan to determine how well a school is performing based on state assessment results and other school characteristics. Each school is graded on its state assessment achievement and improvement, as well as 11 other performance indicators. YES is an acronym for “Yardstick for Excellent Schools.”

English Language Proficiency Assessment (ELPA) – The state assessment for K-12 students eligible for English language learner (ELL) services.

Graduation Rate - The percentage of students in a school or district who graduate from high school with a regular diploma in the standard number of years.

Indicators of School Performance – The indicators are investments that schools are making to improve student achievement. They are based on research and best practice. Schools completed reports and self-ratings on each of the 11 indicators. The school's grade on the indicators is derived from its self-rating.

Identification for Improvement – The No Child Left Behind Act requires that any school where federal Title I funds are used be identified for improvement if the school does not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (reading or mathematics). Once a school is identified for improvement, it continues to be identified until it makes AYP in the content area for two consecutive years. Students and parents have certain opportunities, required by federal law, if they attend schools that are identified for improvement.

Improvement Rate – Actual – The amount of improvement, as calculated using a trend line, in the percent proficient in each content area, for up to the past five years on comparable state assessments.

Improvement Rate - Target Slope – The school's target for improvement in each content area. It is the number of percentage points that the percent proficient must improve to reach the goal of 100% percent proficient in 2013-14, as set in the No Child Left Behind Act.

MEAP-Access - MEAP-Access is an alternate state assessment based on modified achievement standards. MEAP-Access will be administered in the fall of 2011 and is intended to bridge the gap between the MI-Access assessments and the Michigan Educational Assessment Program (MEAP) for students with disabilities. MEAP-Access assesses students on grade level content expectations in the core content areas of reading/writing and mathematics for students in grades 3-8.

MI-Access - MI-Access is Michigan's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal Individuals with Disabilities Education Act (IDEA) as reauthorized in 2004 and the No Child Left Behind Act (NCLB) of 2001 that require all students with disabilities be assessed at the state level.

Michigan Educational Assessment Program (MEAP) – The statewide assessment program used in Michigan to test and report student achievement and growth in grades 3-8 for reading and mathematics, in grades 4 and 7 for writing, in grades 5 and 8 for science, and grades 6 and 9 for social studies.

Michigan Merit Examination (MME) – The assessment for students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each March, and consists of three components:

ACT Plus Writing® college entrance examination

WorkKeys® job skills assessments in reading, mathematics, and "locating information"

Michigan-developed assessments in mathematics, science, and social studies

No Child Left Behind Act of 2001 – The federal law that authorizes funding and contains the current requirements for Title I and other federal educational programs.

Participation Rate – The No Child Left Behind Act requires that at least 95% of students, in each district, school and subgroup, participate in state assessment. The participation rate is computed by dividing the number of students tested by the number enrolled, as reported through the Michigan Student Database System (MSDS).

Proficient – Students that meet or exceed Michigan standards on the state assessments..

Safe Harbor – When a school or district, as a whole or for a subgroup, does not meet the state objective, it may make AYP by showing improvement from the prior year. Safe Harbor is attained when the school reduces the percentage of students considered not proficient from the previous year by 10% of the not proficient percentage.

Student Subgroup – A group of students categorized by demographic information (e.g. Economically Disadvantaged, English language learners, White, Black/African American, Special Education). State assessment results are reported by subgroup for subgroups with greater than 30 students.

Students with Disabilities – Students who are determined by an Individualized Education Program (IEP) team or hearing officer to have one or more specified impairments that necessitate special education or related services.

Students from Low-Income Families – Students who are eligible for free or reduced price lunch based on the income of their family.

Students with Limited English Proficiency – Students whose primary language is not English or who live in or come from an environment where English is not the dominant language used for communication. These students are in the process of acquiring the necessary linguistic skills to be able to listen, speak, read and write effectively in English.

Supplemental Educational Services – Instruction provided to students outside of the regular school day by a state-approved provider, selected by the parents of each eligible student.

Title I – The federal education program that provides funds to help schools and districts improve student achievement through additional instruction for students, professional development for school staff, and activities to help parents support their children’s education.

Weighted Index – The method of computing achievement status using students’ scale scores on the state assessments as weighted by the performance category assigned to each student’s score. The intent of the weighted index is to encourage schools to place priority on improving the achievement of students that attain the lowest scores on the state assessments.