

Date: October 30, 2013
To: Rep. Lisa Lyons, Chair, House Education Committee
From: Joy Gleason
Subject: House Bill 5112

Good Morning

I am here this morning to ask you to use common sense as your guide to help us as parents evaluate the choices we must make when we choose a public school for our children. The current accountability scorecard is a confusing jumble of rules that obfuscate the true effectiveness of a school.

I have submitted for your perusal a copy of the Accountability Scorecard for the Lansing School District. My son attends the Lansing STEM Academy. It is a specialized K-8 school that teaches engineering starting in the first grade. It is the only school in the district to achieve 100% of all possible grading points. Its a really good school.

Yet, the Accountability Scorecard shows Lansing STEM Academy as a yellow school. (Please see the attached charts) Why? Because not enough students with disabilities took the test. How many more students needed to take the test? One percentage point more. In a school with a population of about 650 students, that would be about 7 students but, because it is one percentage point of a sub-group, I will confidently guess that if 5 more children in that group took the test, Lansing STEM would be a green school on the Scorecard. I am only able to explain this to you because an administrative professional took about an hour to explain it to our district wide parents group.

If your goal as a member of this committee is to keep parents and the general public completely confused about what is going on in our schools then there is no need for you to do anything. But if you are a proponent of parental involvement and you want to help us to understand just what's going on in our schools, then make the assessment tool easier to understand with more levels of differentiation.

I suggest that by using a letter grading system, there can be ten status levels that more accurately indicate the quality of education that a school delivers. (A, A-, B, B-, C, C-, D, D-, E, F) Letter grading is also a universally understood system in education. It is the kind of communication that we expect from our schools. It only makes sense.

I am here to actively support and assist Chairwoman Lisa Lyons' house bill 5112 that uses common sense and mandates a letter grading assessment tool for school accountability in Michigan.

Lansing School District 2013 Accountability Scorecard At-a-Glance

Understanding the Scorecard:

The Scorecard is a diagnostic tool that gives schools, districts, parents, and the public an easy way to see a school's or district's strengths and weaknesses. The Scorecards replace the binary Meets AYP/Did Not Meet AYP with a three-color scale: green, yellow, and red. This scale is used to report a school or district's overall color. The colors are tied to certain amounts of points earned in the different components, namely participation, proficiency, educator evaluation, compliance, and attendance/graduation.

District/School Status:

- Green Status – get 85% or greater of possible points with no individual red cells
- Yellow Status – get at least 60% but less than 70% of possible points AND/OR have a few individual red cells
- Red Status – get less than 50% of possible points AND /OR have many individual red cells AND/OR be identified as a Priority School

District/School Name	Status	Total Points Earned
Lansing School District	RED	85/132 (64.4%)
Attwood	GREEN	NA
Beekman Center	YELLOW	12/16 (75%)
Cavanaugh	YELLOW	34/44 (77.3%)
Cumberland	YELLOW	28/38 (73.7%)
Eastern HS	RED	45/84 (53.6%)
Everett HS	RED	60/112 (53.6%)
Fairview	YELLOW	28/38 (73.7%)
Forest View	YELLOW	26/32 (81.3%)
Forrest G. Averill	RED	34/46 (73.9%)
Gardner Academy	YELLOW	NA
Gier Park	YELLOW	34/48 (70.8%)
Ingham Academy/Family Center	RED	0/2 (0%)
J.W. Sexton HS	RED	34/54 (63%)
Kendon	YELLOW	32/38 (84.2%)
Lansing STEM Academy	YELLOW	72/72 (100%)
Lewton	GREEN	NA
Lyons	YELLOW	32/42 (76.2%)
Mt. Hope	GREEN	NA
North	YELLOW	36/46 (78.3%)
Pattengill Academy	RED	NA
Pleasant View	YELLOW	42/60 (70%)
Post Oak	YELLOW	34/52 (65.3%)
Reo	RED	26/40 (65%)
Riddle	RED	48/52 (92.3%)
Sheridan Road	GREEN	NA
Wexford	YELLOW	36/46 (78.3%)
Willow	YELLOW	34/46 (73.9%)
Woodcreek Achievement Center	RED	NA

Total = 29; Green = 4; Yellow = 14; Red = 10

Source: Department of Accountability and School Improvement Source: 2013 Michigan Accountability Scorecards/BAA Secure Site. Retrieved on August 20, 2013.

Scorecard Component	Audit Check	Audit Outcome (if check is true)
Top to Bottom Ranking Label	Is school labeled a Priority school?	Red Scorecard
Assessment Participation	Does school/district have at least two red cells for the "All Students" group?	Red Scorecard
Assessment Participation	Does school/district have more than two red cells for any subgroup?	Red Scorecard
Assessment Participation	Does school/district have one red cell for the "All Students" group and at least two red cells for any subgroup?	Red Scorecard
Assessment Participation	Does school/district have two red cells for any subgroup?	Orange Scorecard
Assessment Participation	Does school/district have one red cell for the "All Students" group and one red cell for any subgroup?	Orange Scorecard
Assessment Participation	Does school/district have one red cell for the "All Students" group?	Yellow Scorecard
Assessment Participation	Does school/district have one red cell for any subgroup?	Yellow Scorecard
Assessment Proficiency	Does school/district have at least one red cell in any subgroup?	Yellow Scorecard
Graduation	Does school/district have a red cell for the "All Students" group?	Yellow Scorecard
Attendance	Does school/district have a red cell?	Yellow Scorecard
Educator Evaluations	Does school/district have a red cell?	Yellow Scorecard
Compliance Factors	Does school/district have a red cell?	Yellow Scorecard

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	98.5%	77.3%
White	District	Mathematics	98.1%	44.9%
White	School	English Language Arts / Reading	97.1%	0%
White	School	Mathematics	97.1%	0%
Economically Disadvantaged	State	English Language Arts / Reading	98.3%	74.4%
Economically Disadvantaged	State	Mathematics	97.9%	43.3%
Economically Disadvantaged	District	English Language Arts / Reading	98.7%	67%
Economically Disadvantaged	District	Mathematics	97.9%	30.3%
Economically Disadvantaged	School	English Language Arts / Reading	98%	0%
Economically Disadvantaged	School	Mathematics	97.6%	0%
Students with Disabilities	State	English Language Arts / Reading	97.7%	51.5%
Students with Disabilities	State	Mathematics	97.3%	32%
Students with Disabilities	District	English Language Arts / Reading	98.1%	39.1%
Students with Disabilities	District	Mathematics	97.3%	22.6%
Students with Disabilities	School	English Language Arts / Reading	95.7%	0%
Students with Disabilities	School	Mathematics	95.7%	0%

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Note: 1037 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MIME/MI-Access.