School Accountability:
Michigan School Index System
Every Student Succeeds Act

- Revised Plan approved by the U.S. Department of Education (USED) on November 28, 2017
  - Included index plan (accountability system) to fulfill ESSA requirements and transparency dashboard for parents
- Waivers submitted for specific sections of ESSA for flexibility
- All changes to the originally-submitted plan and waiver requests are indicated in the revision posted at www.Michigan.gov/essa
Updates for 2017-18 School Index

• Migration to MI School Data is Complete
  • 2017-18 accountability fully run in MI School Data

• Identifications
  • Comprehensive Support (CSI): no new identifications
  • Add’l Targeted Support (ATS): new identifications and renegotiated to be subset of TSI
  • Targeted Support (TSI): new identifications and redefined as part of the ATS renegotiation
  • Identification Cycles: CSI remains on 3-year cycle; TSI remains annual; ATS 5/6-year cycle

• Science
  • MI-Access Science in grades 4 and 7 excluded from participation calculations
  • The expectation for test participation was set using enrollment from grades 5 and 8 because the general assessment (M-STEP) was administered in those grades.

• Access to Library/Media Specialist
  • Component updated to include only certified Library/Media assigned staff
School Index: Identification

- To meet the minimum requirements of ESSA, the accountability system is required to identify:
  
  - **Comprehensive Support and Improvement Schools (CSI)**
    - Lowest performing 5% of schools
    - Schools with graduation rates at or below 67%
    - Additional Targeted Support Schools not exiting that status in a state-determined timeframe
  
  - **Targeted Support and Improvement Schools (TSI)**
    - Schools having one or more subgroups performing at or below the 25th percentile within *each* applicable component
  
  - **Additional Targeted Support Schools (ATS)**
    - Schools having one or more subgroups performing at or below the 25th percentile within *each* applicable component **AND** having one or more subgroups performing like a bottom 5% school
## School Index: Comparison of Federal Designations

<table>
<thead>
<tr>
<th>Designation</th>
<th>How often is the designation given?</th>
<th>Who determines supports?</th>
<th>Who determines exit criteria and timelines?</th>
<th>When is the next naming year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>Every 3 Years</td>
<td>LEA; Approved by SEA</td>
<td>SEA</td>
<td>2019-20</td>
</tr>
<tr>
<td>Add’l Targeted</td>
<td>Every 6 Years</td>
<td>School; Approved by LEA</td>
<td>SEA</td>
<td>2022-23</td>
</tr>
<tr>
<td>Targeted</td>
<td>Yearly</td>
<td>School; Approved by LEA</td>
<td>LEA</td>
<td>2018-19</td>
</tr>
</tbody>
</table>
School Index: Index Values

• 0-100 index values generated for almost every public school
  • Subset of these schools eligible for identifications

• Index values are used to determine federally required identifications
  • Example: lowest 5% of overall index values = Comprehensive Support schools

• Index values also generated for each system component and any subgroup in the school meeting minimum n-size requirements

• All index values use a percent of target met concept
  • Example: proficiency target is 80%. School’s proficiency = 50%. Proficiency index = 50/80 or 62.5.
School Index: Long Term Goals and Targets

• Index values are tied to performance against long term goals
  • Percent of goal (target) met

• Long term goals are ambitious and aligned to Top 10 in 10

• Goals to increase performance such that the statewide average moves up to the value of the current 75\textsuperscript{th} percentile by the end of 2024-25
  • Goals are “anchored” at these values through 2024-25

• Expectations are the same for all students

• Participation requirement (target) remains at 95%
School Index: Long Term Goal Values

<table>
<thead>
<tr>
<th>Component</th>
<th>Baseline Value (2016-17)</th>
<th>Long-term Goal (2024-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency – ELA</td>
<td>49.14%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Proficiency – Math</td>
<td>37.55%</td>
<td>47.55%</td>
</tr>
<tr>
<td>Growth – ELA</td>
<td>49.99%</td>
<td>57.92%</td>
</tr>
<tr>
<td>Growth – Math</td>
<td>43.49%</td>
<td>50.70%</td>
</tr>
<tr>
<td>Graduation – 4-year</td>
<td>79.79%</td>
<td>94.44%</td>
</tr>
<tr>
<td>Graduation – 5-year</td>
<td>81.99%</td>
<td>96.49%</td>
</tr>
<tr>
<td>Graduation – 6-year</td>
<td>81.25%</td>
<td>97.00%</td>
</tr>
<tr>
<td>EL Progress</td>
<td>46.41%</td>
<td>59.26%</td>
</tr>
</tbody>
</table>
School Index: Components

- ESSA requires the accountability system to have the following components:
  - Proficiency
  - Growth
  - Graduation Rate
  - English Learner (EL) Progress
  - School Quality/Student Success

- Michigan has chosen to have the following additional components:
  - Assessment Participation
  - EL Assessment Participation
  - 95% participation rate is still required under ESSA system but not required to be a component
School Index: Component Weights

• Overall indices (0-100) are calculated by combining component indices using the following weights:
  • 29% Proficiency
  • 34% Growth
  • 10% Graduation Rate
  • 10% English Learner (EL) Progress
  • 14% School Quality/Student Success
  • 2% Assessment Participation
  • 1% EL Assessment Participation

• Weights are redistributed proportionally if a school is missing a component
School Index: Component Attributes

• Each component also has a index value from 0-100
• All components include disaggregation by student subgroups
  • Except EL Progress and EL Assessment Participation
• Student subgroup disaggregation data are only included in index calculations for subgroups having at least 30 students
• Proficiency and Growth components use only Math and ELA
### School Index: Example

#### Calculating Building Overall Index

<table>
<thead>
<tr>
<th>Component</th>
<th>Component Index (% of target met)</th>
<th>Component Weight</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>80.00</td>
<td>34.00</td>
<td>27.20</td>
</tr>
<tr>
<td>Proficiency</td>
<td>50.00</td>
<td>29.00</td>
<td>14.50</td>
</tr>
<tr>
<td>School Quality/Student Success</td>
<td>90.00</td>
<td>14.00</td>
<td>12.60</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>90.00</td>
<td>10.00</td>
<td>9.00</td>
</tr>
<tr>
<td>EL Progress</td>
<td>60.00</td>
<td>10.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Assessment Participation</td>
<td>100.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>EL Assessment Participation</td>
<td>100.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Building Overall Index:** 72.3
For the index, the minimum subgroup n-size for all components is:
  • 10 or more students to be included in index displays
  • 30 or more students to be included in index calculations

Subgroups are weighted equally in calculating component index values
  • Aligned with Top 10 in 10 goals of ensuring equity in the Michigan’s education system

Bottom 30% is for reporting only – not included in index calculations
School Index: Component Process

1. Calculate indices for each student group and component sub-element
   - Student Groups & Content Areas (Asian ELA, Asian Math, etc.)
   - Student Groups & Graduation Cohorts (Black 4-year, Black 5-year, etc.)
   - Student Groups & subcomponents (Hispanic Percent Not Chronically Absent, Hispanic Advanced Coursework, etc.)

2. Calculate a single index for each student group
   - Combining across any component sub-elements, i.e., content areas, cohorts, subcomponents

3. Calculate a single index for the component
   - Average indices across student groups
# School Index: Example Calculating Student Group & Content Area Indices

<table>
<thead>
<tr>
<th>Student Group</th>
<th>%FAY Tested</th>
<th>% Proficient</th>
<th>Part. Adjusted Proficiency</th>
<th>%Target Met (Target = 60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>96%</td>
<td>50%</td>
<td>50%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Am. Ind/Alaska</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Black/African Am.</td>
<td>96%</td>
<td>50%</td>
<td>50%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nat. Hawaiian</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Two or More</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>90%</td>
<td>50%</td>
<td>45%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Econ. Dis.</td>
<td>95%</td>
<td>50%</td>
<td>50%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Eng. Learners</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students w/Dis.</td>
<td>96%</td>
<td>50%</td>
<td>50%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>
## School Index: Example
Calculating Student Group Indices

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Content Area Index (% Target Met)</th>
<th>Total Tests Taken in All Content Areas</th>
<th>Tests Taken in This Content Area</th>
<th>Content Area Weight</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>75.00</td>
<td>1,000</td>
<td>490</td>
<td>49.00</td>
<td>36.75</td>
</tr>
<tr>
<td>Math</td>
<td>80.00</td>
<td>1,000</td>
<td>510</td>
<td>51.00</td>
<td>40.80</td>
</tr>
</tbody>
</table>

**Student Group Overall Proficiency Index**: 77.55
### School Index: Example Calculating Building Component Indices

<table>
<thead>
<tr>
<th>Student Group</th>
<th>ELA</th>
<th>Math</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>83.33%</td>
<td>92%</td>
<td>87.67%</td>
</tr>
<tr>
<td>Am. Ind/Alaska</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Black/African Am.</td>
<td>83.33%</td>
<td>88%</td>
<td>85.67%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nat. Hawaiian</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Two or More</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>75.00%</td>
<td>80%</td>
<td>77.55%</td>
</tr>
<tr>
<td>Econ. Dis.</td>
<td>83.33%</td>
<td>74%</td>
<td>78.76%</td>
</tr>
<tr>
<td>Eng. Learners</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Students w/Dis.</td>
<td>83.33%</td>
<td>76%</td>
<td>79.67%</td>
</tr>
</tbody>
</table>

**Building Overall Proficiency Index** 81.86%
School Index: Proficiency Component

- Measure: Percent of Students Meeting Proficiency

- Includes:
  - M-STEP, SAT, & MI-Access
  - Grades 3-8, & 11/12
  - Only Math and ELA
    - Seeking a waiver to include Science and Social Studies
  - Only Full Academic Year (FAY) students are included

- Math and ELA values are averaged to achieve a single proficiency index value

- Includes any valid subgroup’s performance

- Proficiency rate is adjusted (multiplied by participation rate) for schools with participation rates below 95%
  - Complies with ESSA requirement to include the greater of 95% of students or the percent tested in proficiency calculations
School Index: Growth Component

• Measure: Percent of Students Meeting Adequate Growth

• Includes:
  • M-STEP, SAT, & MI-Access
  • Grades 4-8, & 11
  • Only Math and ELA
    • Seeking a waiver to include Science and Social Studies
  • Only Full Academic Year (FAY) students are included

• Math and ELA values are averaged to achieve a single growth index value

• Includes any valid subgroup’s performance

• Meeting Adequate Growth rate is adjusted (multiplied by participation rate) for schools with participation rates below 95%
  • Aligns with the ESSA requirements for proficiency component calculations
School Index: Percent Meeting Adequate Growth

- Describes the percent of students on a path to become proficient, or to maintain proficiency, within a specific timeframe

- Measured by the percent of students that either:
  - Have a growth score meeting or exceeding their growth target
  - Were previously not-proficient but moved to proficiency
School Index: Growth Scores

• Michigan’s growth score measure is the Student Growth Percentile (SGP)

• SGPs describe a student’s learning over time compared to other students with similar prior achievement scores (scale scores).

• Indicates what percent of similar students had lower growth than that student

• Growth Scores (SGPs) can range from 1-99

• Average growth score (SGP) is 50
School Index: Growth Targets

• Michigan’s growth target measure is the Adequate Growth Percentile (AGP)

• AGPs describe how much growth a student needs to consistently attain to be on a path to reach, or maintain, proficiency within a set timeframe

• Indicates what growth score (SGP) a student needs to reach to count as met adequate growth

• Growth Targets (AGPs) can range from 1-99
School Index: Growth Target Timeframes

- Describe the amount of time the growth target (AGP) model is expecting the student to take to grow to proficiency
  - Set based on the average time previous students with similar scores took to reach proficiency
  - Currently vary between 1-3 years
  - Maximum of 3 years is due to limitations of data and not a policy determination
School Index: Graduation Component

• Measure: Graduation Rates

• Includes:
  • 4-, 5-, & 6-Year Cohorts
  • Only students meeting CEPI* graduation rate inclusion rules

• 4-, 5-, and 6-year values are combined using the following weights to achieve a single graduation rate index value
  • 4-year = 50%
  • 5-year = 30%
  • 6-year = 20%

• Missing cohort weights are redistributed proportionally to existing cohorts

• Includes any valid subgroup’s performance

*Center for Educational Performance and Information
School Index: English Learner (EL) Progress Component

- Measure: Percent of English Learner (EL) Students Making EL Progress

- Includes:
  - WIDA Access
  - Grades K-12
  - Only FAY (Full Academic Year) students are included
  - Only for ELs (i.e., does not disaggregate for other subgroups)

- Students count as Making EL Progress by either:
  - Meeting EL Adequate Growth
  - Demonstrating EL Proficiency

- EL Progress rate is adjusted (multiplied by EL participation rate) for schools with EL participation rates below 95%
  - Aligns with the ESSA requirements for proficiency component calculations
School Index: School Quality/Student Success

- School Quality/Student Success has 5 subcomponents
- Each subcomponent receives its own 0-100 index
- The 5 subcomponent indices are combined into a single School Quality/Student Success Index using the weights to the right

<table>
<thead>
<tr>
<th>School Quality/Student Success Subcomponent</th>
<th>Weight in Overall System</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Chronic Absenteeism</td>
<td>4%</td>
</tr>
<tr>
<td>K-8 Access to Arts/ Physical Education</td>
<td>4%</td>
</tr>
<tr>
<td>K-8 Access to Librarian/Media</td>
<td>1%</td>
</tr>
<tr>
<td>11-12 Advanced Coursework</td>
<td>3%</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>2%</td>
</tr>
</tbody>
</table>
## School Index: School Quality/Student Success Targets

<table>
<thead>
<tr>
<th>School Quality/Student Success Subcomponent</th>
<th>Subcomponent Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Chronic Absenteeism</td>
<td>92.37% Not Chronically Absent</td>
</tr>
<tr>
<td>K-8 Access to Arts/ Physical Education</td>
<td>145 Students/FTE</td>
</tr>
<tr>
<td>K-8 Access to Librarian/ Media Specialist</td>
<td>8312.5 Students/FTE</td>
</tr>
<tr>
<td>11-12 Advanced Coursework</td>
<td>49.82% Successfully Completing</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>74.10% Enrolled within 12 Months</td>
</tr>
</tbody>
</table>
School Index: Assessment Participation

- Measure: Participation Rate
- Includes:
  - All students enrolled during the assessment window
  - M-STEP, SAT, & MI-Access
  - Grades 3-8, & 11/12
  - All Content Areas (Math, ELA, Science, and Social Studies)

- Students with valid tests count as participating
- Math, ELA, Science, and Social Studies participation values are averaged to achieve a single participation index value
- Includes any valid subgroup’s performance
- Grades 4 & 7 science excluded from participation due to field test
School Index: English Learner Assessment Participation

• Measure: Participation Rate

• Includes:
  • All students enrolled during the assessment window
  • WIDA Access and WIDA Alt Access
  • Grades K-12

• Students with valid tests count as participating

• Only applies to the English Learner subgroup
MI-Access 1% Cap: New Requirements

• 1% cap changed from a proficiency cap to a participation cap in 2016-17
  • **States** may not exceed 1%

• **States** must:
  • Require justification from districts assessing more than 1% of their students on an alternate assessment
  • Provide appropriate oversight of a district that exceeding the 1% cap
  • Make district justifications public providing they do not reveal individual student information

• **States** are allowed to submit waivers good for one year
  • Requires timeline for falling below the cap and other additional reporting
MI-Access 1% Cap: Updates

• Accountability no longer collects waivers from districts
• No need for 1% cap appeals for accountability
  • All MI-Access students with valid scores are included in proficiency calculations
• MDE has an approved waiver to allow for more time to meet the 1% cap statewide. In the meantime resources are available for ISDs and districts:
  • Exceeding 1% Cap Justification Form: http://www.michigan.gov/documents/mde/1PctCap_Justification_Form_Final_609993_7.pdf
  • 1% Cap Guidance: http://www.michigan.gov/documents/mde/1_Cap_Guidance_for_ISDs_595801_7.pdf
My School was Identified. Now What?

• Federally-required key components with weights and all other details negotiated for the originally-proposed A-F system used to create a 0-100 index that allows for the identification of the lowest performing schools.

• The bottom 5%, as well as those high schools failing to graduate 67% of students, were last identified as Comprehensive Support and Improvement (CSI) schools using the 2016-17 school index results and are identified every 3 years.

• Schools identified for supports from the index triaged into three types of districts:
  • Partnership districts
  • Early Warning districts
  • General Support districts (with the option for any district to request specific types of supports from us—a category we are calling “Selected Support” districts)
My School was Identified. Now What?

• Targeted Support and Improvement (TSI) schools:
  • Annual identification of any school with one or more consistently low-performing subgroup(s), and inform districts of their low performing subgroup(s), and request that they use this data/information to inform their school improvement plan
  • Early Warning districts and Partnership districts will get more intensive technical assistance with this process

• Additional Targeted Support and Improvement (Additional-TSI) schools:
  • Schools meeting the definition of TSI **AND** having one or more subgroups performing like one of the lowest 5% of schools
  • Last identified using 2017-18 index results; will be next identified using 2022-23 results and every 6 years thereafter
For More Information:

For questions about Michigan’s ESSA plan, please email us at: MDE-ESSA@michigan.gov

For questions about school accountability, please email us at: MDE-Accountability@michigan.gov

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