

School Accountability: Michigan School Index System

A photograph of the Michigan State Capitol building, showing its iconic dome and classical architectural details. The building is positioned on the left side of the slide, partially overlapping the title text.

TOP 10 IN 10 YEARS 

putting Michigan on the map as a premier education state

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



| Designation | How often is the designation given? | Who determines supports? | Who determines exit criteria and timelines? | When is the next naming year? |
|-----------------------|-------------------------------------|----------------------------|---|-------------------------------|
| Comprehensive | Every 3 Years | LEA; Approved by SEA | SEA | 2019-20 |
| Add'l Targeted | Every 6 Years | School; Approved by LEA | SEA | 2022-23 |
| Targeted | Yearly | School; Approved by LEA | LEA | 2018-19 |

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 75th 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



| Component | Baseline Value (2016-17) | Long-term Goal (2024-25) |
|---------------------|--------------------------|--------------------------|
| Proficiency – ELA | 49.14% | 60.00% |
| Proficiency – Math | 37.55% | 47.55% |
| Growth – ELA | 49.99% | 57.92% |
| Growth – Math | 43.49% | 50.70% |
| Graduation – 4-year | 79.79% | 94.44% |
| Graduation – 5-year | 81.99% | 96.49% |
| Graduation – 6-year | 81.25% | 97.00% |
| EL Progress | 46.41% | 59.26% |

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



| Component | Component Index (% of target met) | Component Weight | Weighted Points |
|--------------------------------|--------------------------------------|------------------|-----------------|
| Growth | 80.00 | 34.00 | 27.20 |
| Proficiency | 50.00 | 29.00 | 14.50 |
| School Quality/Student Success | 90.00 | 14.00 | 12.60 |
| Graduation Rate | 90.00 | 10.00 | 9.00 |
| EL Progress | 60.00 | 10.00 | 6.00 |
| Assessment Participation | 100.00 | 2.00 | 2.00 |
| EL Assessment Participation | 100.00 | 1.00 | 1.00 |
| Building Overall Index: | | | 72.3 |

School Index: Subgroups



- 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



| Student Group | %FAY Tested | % Proficient | Part. Adjusted Proficiency | %Target Met (Target = 60%) |
|-------------------|-------------|--------------|----------------------------|----------------------------|
| All Students | 96% | 50% | 50% | 83.33% |
| Am. Ind/Alaska | - | - | - | - |
| Asian | - | - | - | - |
| Black/African Am. | 96% | 50% | 50% | 83.33% |
| Hispanic/Latino | - | - | - | - |
| Nat. Hawaiian | - | - | - | - |
| Two or More | - | - | - | - |
| White | 90% | 50% | 45% | 75.00% |
| Econ. Dis. | 95% | 50% | 50% | 83.33% |
| Eng. Learners | - | - | - | - |
| Students w/Dis. | 96% | 50% | 50% | 83.33% |

School Index: Example

Calculating Student Group Indices



| Content Area | Content Area Index (% Target Met) | Total Tests Taken in All Content Areas | Tests Taken in This Content Area | Content Area Weight | Weighted Points |
|--|-----------------------------------|--|----------------------------------|---------------------|-----------------|
| ELA | 75.00 | 1,000 | 490 | 49.00 | 36.75 |
| Math | 80.00 | 1,000 | 510 | 51.00 | 40.80 |
| Student Group Overall Proficiency Index | | | | | 77.55 |

School Index: Example Calculating Building Component Indices



| Student Group | ELA | Math | Combined |
|---|--------|------|---------------|
| All Students | 83.33% | 92% | 87.67% |
| Am. Ind/Alaska | - | - | - |
| Asian | - | - | - |
| Black/African Am. | 83.33% | 88% | 85.67% |
| Hispanic/Latino | - | - | - |
| Nat. Hawaiian | - | - | - |
| Two or More | - | - | - |
| White | 75.00% | 80% | 77.55% |
| Econ. Dis. | 83.33% | 74% | 78.76% |
| Eng. Learners | - | - | - |
| Students w/Dis. | 83.33% | 76% | 79.67% |
| 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)
- SGP's 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

| School Quality/Student Success Subcomponent | Weight in Overall System |
|---|--------------------------|
| K-12 Chronic Absenteeism | 4% |
| K-8 Access to Arts/ Physical Education | 4% |
| K-8 Access to Librarian/ Media | 1% |
| 11-12 Advanced Coursework | 3% |
| Postsecondary Enrollment | 2% |

School Index: School Quality/ Student Success Targets



| School Quality/Student Success Subcomponent | Subcomponent Target |
|---|----------------------------------|
| K-12 Chronic Absenteeism | 92.37% Not Chronically Absent |
| K-8 Access to Arts/ Physical Education | 145 Students/FTE |
| K-8 Access to Librarian/ Media Specialist | 8312.5 Students/FTE |
| 11-12 Advanced Coursework | 49.82% Successfully Completing |
| Postsecondary Enrollment | 74.10% Enrolled within 12 Months |

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:

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