

PUBLIC GUIDE TO

MICHIGAN SCHOOL ACCOUNTABILITY

Under the Every Student Succeeds Act (ESSA)



Background

In 2015, Congress passed the Every Student Succeeds Act of 2015 (ESSA), replacing the No Child Left Behind Act of 2002. ESSA offers new flexibility to states and local districts and provides opportunities for Michigan to improve the way it supports students and schools, trains and evaluates educators, assesses student learning, and holds schools accountable for results.

Michigan's ESSA Plan, approved November 28, 2017 by the U.S. Department of Education, was developed by the Michigan Department of Education (MDE) with valuable input from thousands of stakeholders across the state. The ESSA Plan aligns with state goals to be a Top 10 education state in 10 years and describes Michigan's federally required accountability system.

Moving Forward — Finding Ways to Support Struggling Schools and Improve Student Achievement

Michigan's new accountability system moves beyond the identification of low performing schools to the creation of partnerships between the state, districts, and schools that will drive resources and supports to improve student achievement.

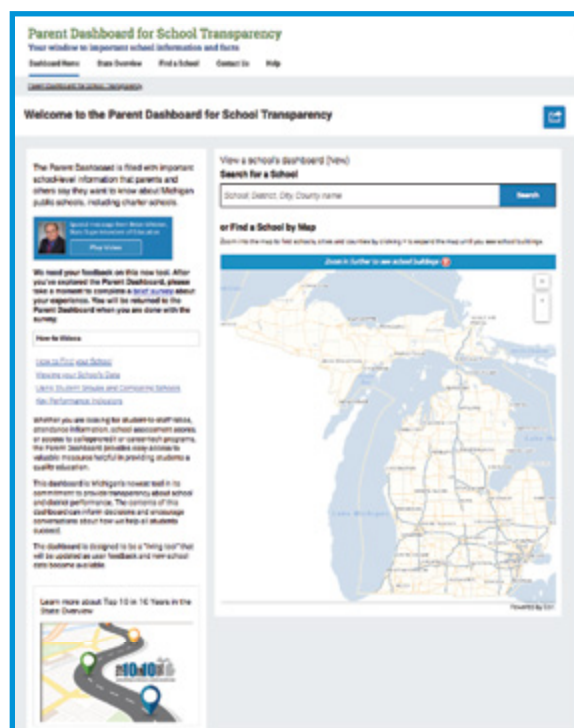
The goal of Michigan's new accountability system is to identify and support the schools that are struggling the most to help students meet Michigan's standards.

To achieve this, Michigan has developed a process that is transparent; holds schools accountable; and provides varying levels of federal, state, and local supports aimed at dramatically improving the capacity of consistently low-performing schools to improve student results.

What's Different about Michigan's New Accountability System?

Under Michigan's approved ESSA plan, schools no longer will receive a Top-to-Bottom School Ranking or School Scorecard color rating. One new system replaces and unifies these and other accountability systems with two key elements:

- Michigan's Parent Dashboard for School Transparency



[Michigan's Parent Dashboard for School Transparency](http://www.mischooldata.org/ParentDashboard) (www.mischooldata.org/ParentDashboard), was launched on January 9, 2017 and provides easy-access to reports on multiple measures that are important to parents and other caregivers.

Parent Dashboard data can inform decisions and encourage richer conversations about school progress – with students, parents, school leaders and within communities.

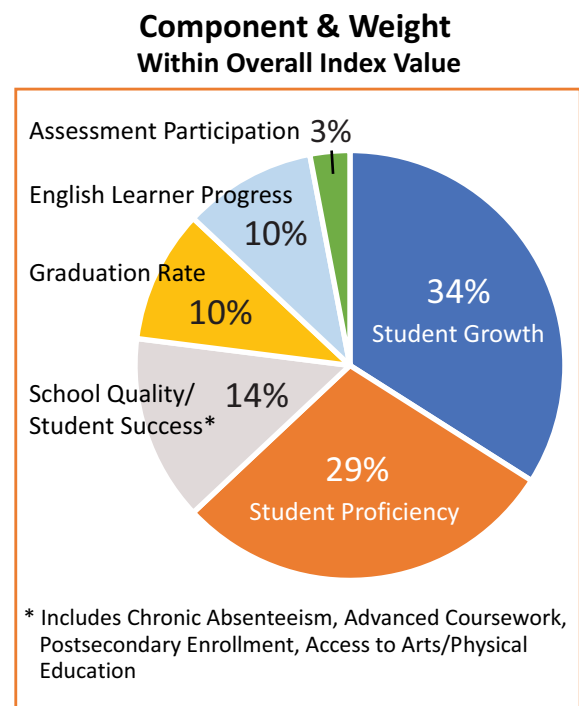
- **Michigan School Index System**



The [Michigan School Index System](http://www.mischooldata.org) (www.mischooldata.org), launched in March 2018, reports the degree to which schools are meeting performance targets in six areas required by ESSA (see Figure 1). A school’s index value can range from 0-100, with a score of 100 indicating a school has met or exceeded targets in every area and for each student subgroup. The Index System will identify low-performing schools in three federally required categories: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) (see Table 1).

Unlike previous state accountability systems, Michigan’s Index system does not rank schools or flag them for sanctions. Rather, its goal is to facilitate a culture of continuous improvement in our state’s lowest performing schools. The Index offers data as a guide to allow school leaders to make evidence-informed decisions about what best will serve students.

Figure 1: Michigan School Index System Components and Weights



■ Identifying Schools for Local, State, and Federal Supports

In Spring 2018, Michigan began identifying schools with the Michigan School Index System using data from the 2016-17 school year (the most recent full year of data collected). All schools will receive an overall index value based on the areas in Figure 1. They also receive index values for each individual component and student subgroup. Schools with the lowest overall or subgroup index values, or 4-year cohort graduation rates, will be identified for support in one of the three categories (see Table 1).

Schools with valid student subgroup(s) have an overall index value calculated for each subgroup. Valid subgroups are those that contain at least 30 students. In addition to receiving an overall value, subgroup values are calculated for each component. Student subgroups include: Racial/Ethnic; Economically Disadvantaged; Students with Disabilities; and English Learners.

Identified schools can expect to be supported through a combination of state, regional, and local services. Some schools identified for improvement will find that they are facing opportunity gaps in only a few areas, while others will look to effect change on a larger scale. The goal is for the Index to point schools in the right direction, and for schools to then use information from the Index, as well as their own data,

to dig deeper and develop programs that will make a true difference for their students.

Schools whose Index scores indicate the greatest need for improvement will be invited to participate in the state’s Partnership Model, established to provide intensive state collaboration with schools and districts as they develop locally driven solutions and plan supports for struggling students moving forward.

Table 1: School Support Categories and Key Information

| | Comprehensive Support and Improvement (CSI) | Targeted Support and Improvement (TSI) | Additional Targeted Support (ATS) |
|---|--|---|---|
| Designation | <ul style="list-style-type: none"> Lowest performing schools (Schools with an overall index value in the bottom 5%) High schools with graduation rates at or below 67% Additional Targeted Support Schools not exiting that status within 3 years | <ul style="list-style-type: none"> Schools with 1-2 student subgroups* performing at the level of a CSI School | <ul style="list-style-type: none"> Schools with 3 or more student subgroups* performing at the level of a CSI school |
| Frequency of Identification | <ul style="list-style-type: none"> Identified every 3 years First Index released Spring 2018 with future releases in the fall Next release Fall 2020 | <ul style="list-style-type: none"> Identified annually to serve as early warning Next release Fall 2018 | <ul style="list-style-type: none"> Identified every 3 years First Index released Spring 2018 with future releases in the fall Next release Fall 2020 |
| Support Determination | <ul style="list-style-type: none"> District identifies State approves | <ul style="list-style-type: none"> School identifies District approves | <ul style="list-style-type: none"> District identifies State approves |
| Exit Determination & Timeline Responsibility | <ul style="list-style-type: none"> Michigan Department of Education (MDE) | <ul style="list-style-type: none"> School identifies District approves | <ul style="list-style-type: none"> Michigan Department of Education |
| Supports | <ul style="list-style-type: none"> Partnership Districts Office within MDE, in collaboration with local partners | <ul style="list-style-type: none"> District helps school develop and monitor a plan for targeted support and improvement | <ul style="list-style-type: none"> Partnership Districts Office (PDO), in collaboration with local partners |

*Subgroups include: Racial/Ethnic, English Learners, Students with Disabilities, and Economically Disadvantaged. Subgroup scores are calculated when 30 or more students in that subgroup are enrolled in the school. Index scores are reported for subgroups as low as 10 students, depending on the index component.

■ About Michigan School Index System Components

Michigan’s School Index System awards credit to schools in each of several areas—called components—based on the degree to which the school meets its targets in each area. The index system measures school performance in five components for elementary and middle school and a sixth component (graduation rates) for schools with grades 11 and 12.

■ Index System Components, Characteristics, and Values

Index values ranging from 0-100 are generated for nearly all public schools. ESSA requires the components of Proficiency, Growth, English Learner (EL) Progress, and Graduation Rate as a group be given “much more weight” than the School Quality component. To fulfill this requirement Michigan will use the component weightings in the table below.

Table 2: Index System Components, Characteristics, and Values

| Weight | Component (Index Value 0-100) | Grades, Tests, and Components Included |
|--------|--|---|
| 29% | Proficiency Percent of students meeting Michigan’s academic standards | Grades 3-8 & 11 includes: <ul style="list-style-type: none"> • M-STEP, SAT, & MI-Access tests in English language arts and mathematics (averaged) • Includes only students attending for a Full Academic Year • Performance of all subgroups with 30 or more students • Participation rate below 95% impacts (lowers) score |
| 34% | Growth Percent of students on a path to become proficient, or to maintain proficiency, within a specific timeframe | Grades 4-8 & 11 includes: <ul style="list-style-type: none"> • M-STEP, SAT, & MI-Access tests in English language arts and mathematics (averaged) • Only students attending a school for a Full Academic Year are included • Performance of all subgroups with 30 or more students |
| 14% | School Quality Combines five components into a single index score Schools not having one or more components will have the component’s weight redistributed proportionally to remaining components | All schools <ul style="list-style-type: none"> • Chronic Absenteeism (4%) Schools with grades K-8 <ul style="list-style-type: none"> • Access to Arts/Physical Education (4%) • Access to Librarians/Media Specialists (1%) Schools with grades 11-12 <ul style="list-style-type: none"> • Advanced Coursework (3%) • Postsecondary Enrollment (2%) |

(continued on next page)

| Weight | Component (Index Value 0-100) | Grades, Tests, and Components Included |
|--------|--|--|
| 10% | <p>Graduation Rate</p> <p>Percent of public high school students who, after beginning ninth grade four, five or six years ago, graduated</p> <p>Schools without this component will have this component’s weight redistributed proportionally to remaining components</p> | <p>4-, 5- and 6-year rates are combined into an average includes:</p> <ul style="list-style-type: none"> • Performance of all subgroups with 30 or more students • Students completing a registered Early College program are considered 4-year graduates |
| 10% | <p>English Learner (EL) Progress</p> <p>Percent of English Learners showing proficiency or adequate growth</p> <p>Includes only students enrolled for a Full Academic Year</p> | <p>Grades K-12</p> <ul style="list-style-type: none"> • WIDA Access • Includes only English Learners (EL) |
| 3% | <p>Assessment (State Test) Participation</p> <p>Includes 2 weighted subcomponents combined to a single index score</p> | <p>95% Participation on State Assessment</p> <ul style="list-style-type: none"> • Content area participation (2%): M-STEP, SAT, Mi-Access • English Learner participation (1%): WIDA |

What Happens Once a School is Identified for Support by the Index System?

While all schools will receive support, the type of support and resources available may differ depending on a school’s designation category (CSI, TSI or ATS).

CSI Schools

Many districts with CSI schools will have the opportunity to develop and implement Partnership Agreements. A Partnership Agreement offers districts expert consultants and diverse resources, and it allows them to combine state- and community-level support systems to drive improvement and self-accountability.

In the cases where a CSI school is in a district that already is implementing a Partnership Agreement, the newly-identified CSI schools will be incorporated into the existing agreement. CSI schools in districts not developing Partnership Agreements will develop a CSI improvement plan and remain eligible for supports through the MDE and their Intermediate

School District (ISD). Supports provided to the district include assistance in developing, implementing, and monitoring implementation of the CSI plan.

CSI plans are monitored by the MDE. The district will be given a state-determined amount of time to show improvement of the school. If at the end of that time sufficient progress has not been made, then more rigorous actions as determined by the state must be taken.

TSI Schools

TSI schools will primarily receive supports from their local district. Schools must identify the need(s) of the recognized student group(s) and work with their district to develop a plan to meet those needs. The plan will be monitored by the district.

Districts and their TSI schools are eligible for state provided support in developing, implementing, and monitoring the Blueprint for Systemic Reconfiguration and Multi-Tiered Systems of Support, and conducting and analyzing the results of the comprehensive needs assessment. The supports are provided at no cost and participation is optional.

The school is given a district-determined amount of time to show improvement with the student group; if sufficient progress has not been made in that time the district must determine what additional actions are appropriate.

ATS Schools

ATS schools will receive state-supported, locally provided assistance. Schools must identify the need(s) of the identified student group(s) and work with their district to develop a plan to meet those needs. Districts and their ATS schools are also eligible for the state provided TSI supports described above. These are provided at no cost and are optional.

The plan will be monitored by the district. The school is given a state-determined amount of time to show improvement with the student group; if sufficient progress has not been made in that time the school will become a Comprehensive Support school.

For more information on Michigan's Accountability System:

[MDE Accountability web page](#)

www.michigan.gov/mde-accountability

Email: mde-accountability@michigan.gov

For more information on Michigan's Partnership Districts and other supports for schools:

[Building a Partnership Model to Improve Schools](#)

www.michigan.gov/documents/mde/Building_A_Partnership_Model_to_Improve_Schools_560387_7.pdf