

School Index Summary Analysis 2022-23

Document Purpose

This document provides statewide summaries of data from Michigan's federal school accountability system: School Index. The data are given in multiple formats including graphs, maps, and tables. Additionally, data are placed in various contexts including across years, across support categories, across components, across student subgroups, across school types and geographical context by mapping. Historical School Index data are provided back through 2016-17, the year School Index was initially published. Results and data are to be interpreted by the reader.

Document Bookmarks

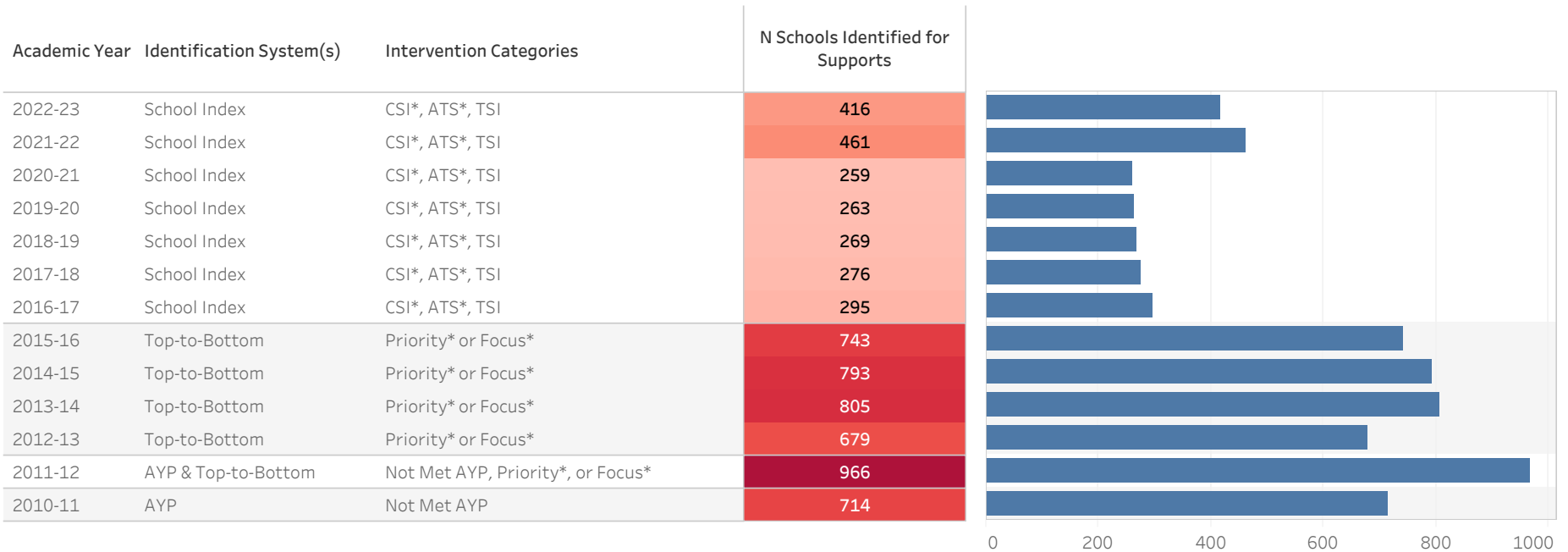
To allow for easier navigation, this document has the following bookmarks:

- Index Support Categories
- Index Overall
- Index Components
- Index Subgroups
- Index Overall by School Types
- Glossary & Additional Resources

Additional Resources

- **School Index reports for individual schools** are publicly available at: www.mischooldata.org/school-index/.
- **More information and resources** on School Index are available at: www.mi.gov/mde-schoolindex.
- **Questions or comments** about School Index or the contents of this report may be directed to the Michigan Department of Education's School Accountability Unit by emailing mde-accountability@michigan.gov or by calling 877-560-8378 and choosing option 3.

Historical Count of Schools With Lower Outcomes Identified for Supports By Academic Year & System



* Cohort support categories. Thus, schools remain in that status for duration of the cohort, not just the year the school was identified for support.

2022-23 only new TSI enters. Cohorts for CSI and ATS only had cohorts reduced by local closures.

2021-22 new enters and exits for CSI, ATS, and TSI.

2020-21 no new identification made. Due to COVID, no accountability was run. 2020-21 only had cohorts reduced by local closures.

2019-20 no new identification made. Due to COVID, no accountability was run. 2019-20 only had cohorts reduced by local closures.

2018-19 only new TSI enters. Cohorts for CSI and ATS only had cohorts reduced by local closures.

2017-18 first year of redefined ATS and TSI. Cohort for CSI only reduced by local closures.

2016-17 first year of new federal identifications (CSI, ATS, TSI).

2015-16 no new identifications due to passage of new federal law (ESSA in Dec. 2015). 2015-16 only had cohorts reduced by local closures.

2014-15 no new identifications due to a change in assessments and change from fall to spring testing. 2014-15 only had cohorts reduced by local closures.

School Index Support Category Overview

Graph of Support Category Counts by Academic Year

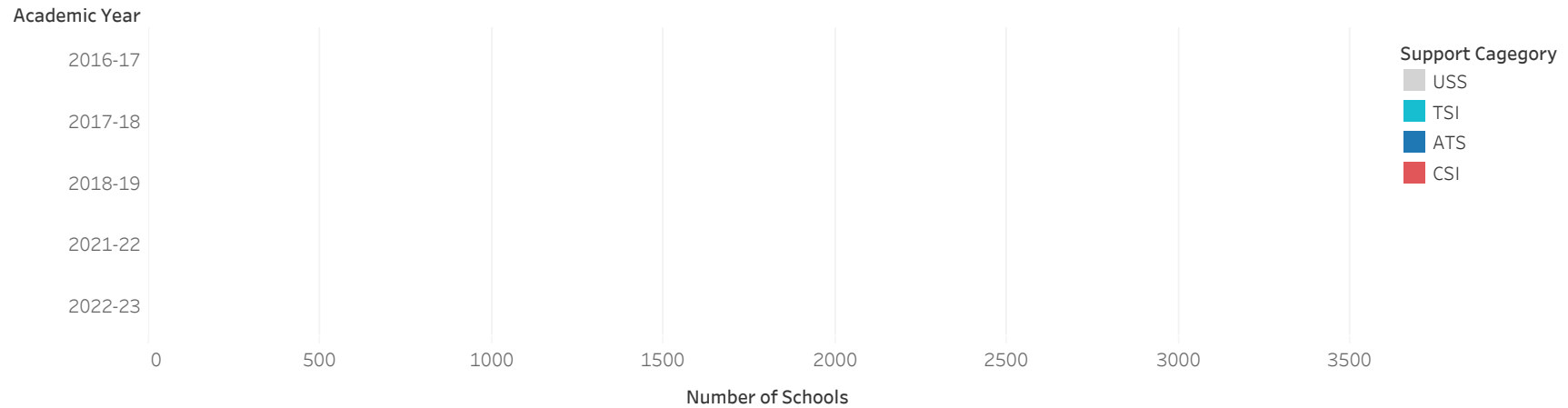


Table of Support Category Counts and Percents by Academic Year

Academic Year	Comprehensive Support and Improvement (CSI)		Additional Targeted Support (ATS)		Targeted Support and Improvement (TSI)		Universal School Support (USS)		Grand Total	
	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools
2016-17	162	4.7%	5	0.1%	128	3.7%	3,140	91.4%	3,435	100.0%
2017-18	153	4.5%	60	1.8%	63	1.9%	3,129	91.9%	3,405	100.0%
2018-19	147	4.3%	59	1.7%	63	1.9%	3,133	92.1%	3,402	100.0%
2021-22	255	7.6%	68	2.0%	138	4.1%	2,906	86.3%	3,367	100.0%
2022-23	251	7.5%	67	2.0%	98	2.9%	2,945	87.6%	3,361	100.0%

Comprehensive Support and Improvement (CSI) Reasons Overview

Graph of CSI Reasons by Academic Year

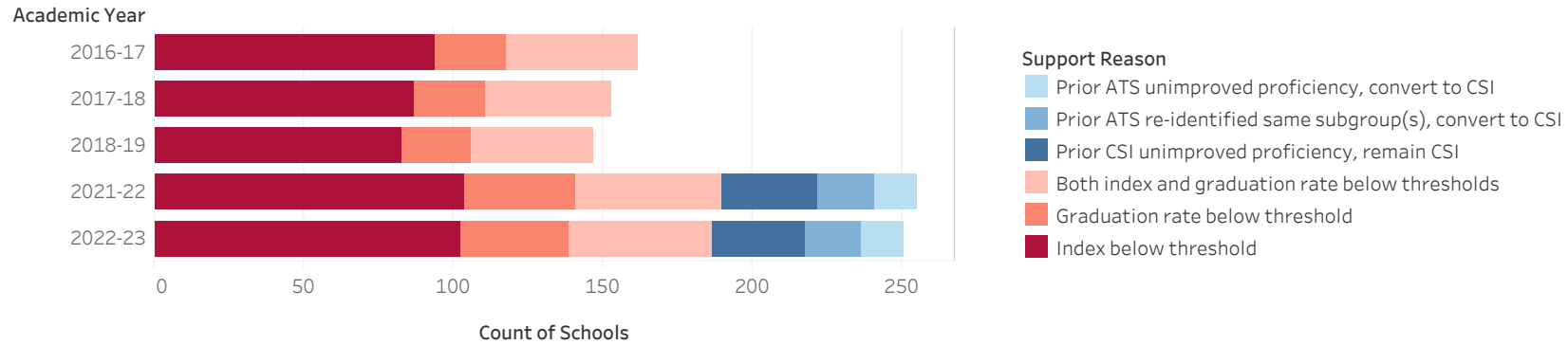


Table of CSI Reasons by Academic Year

Academic Year	Index below threshold		Both index and graduation rate below thresholds		Graduation rate below threshold		Prior CSI unimproved proficiency, remain CSI		Prior ATS re-identified same subgroup(s), convert to CSI		Prior ATS unimproved proficiency, convert to CSI		Grand Total	
	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools
2016-17	94	58.0%	44	27.2%	24	14.8%	0	0.0%	0	0.0%	0	0.0%	162	100.0%
2017-18	87	56.9%	42	27.5%	24	15.7%	0	0.0%	0	0.0%	0	0.0%	153	100.0%
2018-19	83	56.5%	41	27.9%	23	15.6%	0	0.0%	0	0.0%	0	0.0%	147	100.0%
2021-22	104	40.8%	49	19.2%	37	14.5%	32	12.5%	19	7.5%	14	5.5%	255	100.0%
2022-23	103	41.0%	48	19.1%	36	14.3%	31	12.4%	19	7.6%	14	5.6%	251	100.0%

Additional Targeted Support (ATS)

Subgroup Rate of Identification vs Overall

Subgroup	Academic Year	All Schools With Index			Additional Targeted Support (ATS)			Difference in Pct Schools With Subgroup
		Count of Schools	Count of Schools With Subgroup	Pct Schools With Subgroup	Count of Schools	Count of Schools With Subgroup	Pct Schools With Subgroup	
Black or African American	2017-18	3,405	865	25%	60	31	52%	27%
	2021-22	3,367	860	26%	68	28	41%	15%
Students with Disabilities	2017-18	3,405	1,141	34%	60	32	53%	19%
	2021-22	3,367	1,174	35%	68	38	56%	21%
Native Hawaiian or Pacific Islander	2017-18	3,405	0	0%	60	0	0%	0%
	2021-22	3,367	0	0%	68	0	0%	0%
American Indian or Alaska Native	2017-18	3,405	21	1%	60	0	0%	-1%
	2021-22	3,367	17	1%	68	0	0%	-1%
Two or More Races	2017-18	3,405	201	6%	60	4	7%	1%
	2021-22	3,367	262	8%	68	3	4%	-4%
English Learners	2017-18	3,405	422	12%	60	5	8%	-4%
	2021-22	3,367	390	12%	68	5	7%	-5%
Asian	2017-18	3,405	200	6%	60	0	0%	-6%
	2021-22	3,367	191	6%	68	0	0%	-6%
Hispanic Or Latino	2017-18	3,405	473	14%	60	3	5%	-9%
	2021-22	3,367	511	15%	68	3	4%	-11%
Economically Disadvantaged	2017-18	3,405	2,508	74%	60	27	45%	29%
	2021-22	3,367	2,514	75%	68	17	25%	50%
White	2017-18	3,405	2,328	68%	60	8	13%	55%
	2021-22	3,367	2,273	68%	68	1	1%	67%

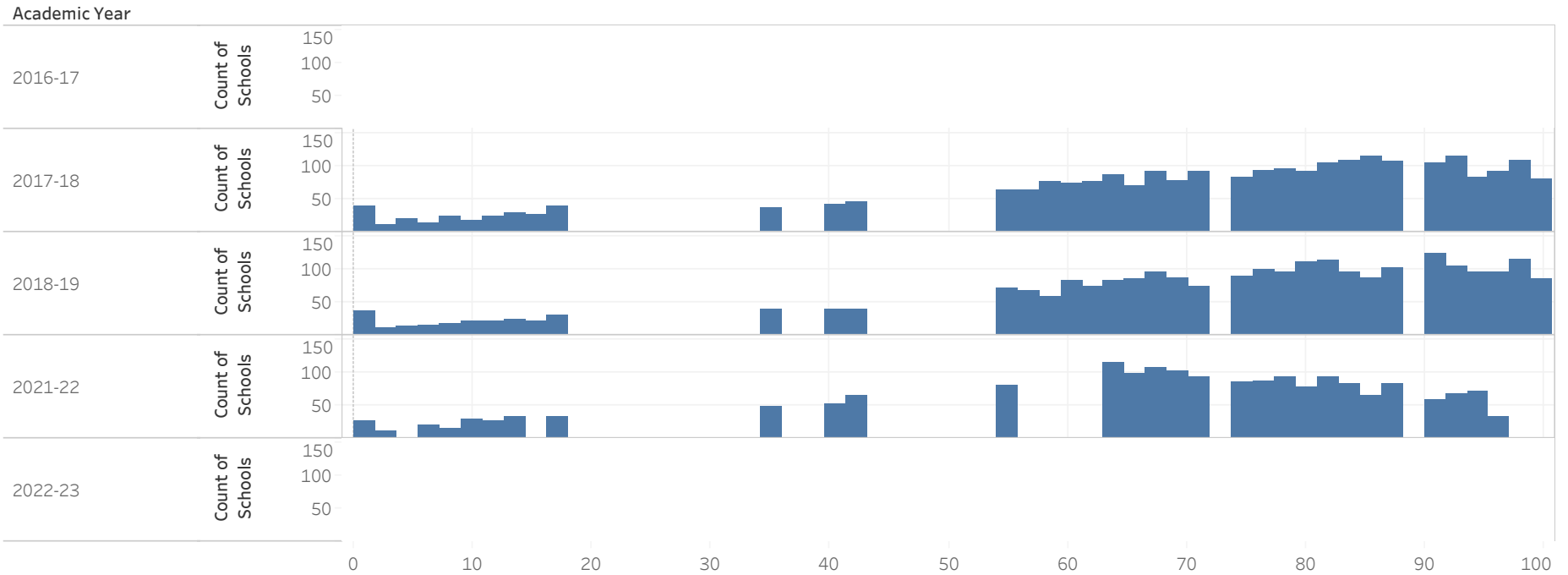
Targeted Support and Improvement (TSI)

Subgroup Rate of Identification vs Overall

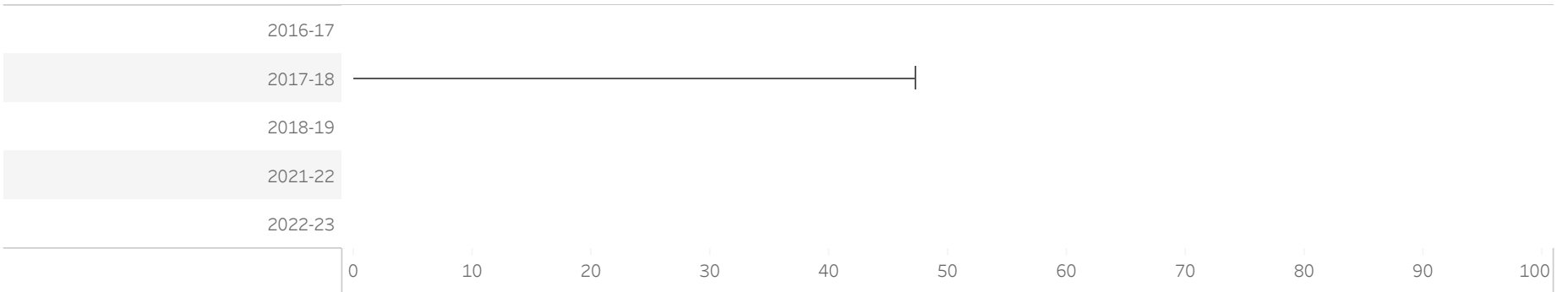
Subgroup	Academic Year	All Schools With Index			Targeted Support and Improvement (TSI)			Difference in Pct Schools With Subgroup
		Count of Schools	Count of Schools With Subgroup	Pct Schools With Subgroup	Count of Schools	Count of Schools With Subgroup	Pct Schools With Subgroup	
Students with Disabilities	2018-19	3,402	1,174	35%	63	35	56%	21%
	2021-22	3,367	1,174	35%	138	87	63%	28%
	2022-23	3,361	1,255	37%	98	43	44%	7%
Black or African American	2018-19	3,402	848	25%	63	15	24%	-1%
	2021-22	3,367	860	26%	138	46	33%	7%
	2022-23	3,361	882	26%	98	33	34%	8%
American Indian or Alaska Native	2018-19	3,402	21	1%	63	1	2%	1%
	2021-22	3,367	17	1%	138	1	1%	0%
	2022-23	3,361	19	1%	98	0	0%	-1%
Native Hawaiian or Pacific Islander	2018-19	3,402	0	0%	63	0	0%	0%
	2021-22	3,367	0	0%	138	0	0%	0%
	2022-23	3,361	0	0%	98	0	0%	0%
Two or More Races	2018-19	3,402	224	7%	63	1	2%	-5%
	2021-22	3,367	262	8%	138	6	4%	-4%
	2022-23	3,361	284	8%	98	3	3%	-5%
Asian	2018-19	3,402	200	6%	63	0	0%	-6%
	2021-22	3,367	191	6%	138	0	0%	-6%
	2022-23	3,361	196	6%	98	0	0%	-6%
Hispanic Or Latino	2018-19	3,402	482	14%	63	1	2%	-12%
	2021-22	3,367	511	15%	138	7	5%	-10%
	2022-23	3,361	511	15%	98	4	4%	-11%
English Learners	2018-19	3,402	407	12%	63	0	0%	-12%
	2021-22	3,367	390	12%	138	0	0%	-12%
	2022-23	3,361	393	12%	98	2	2%	-10%
Economically Disadvantaged	2018-19	3,402	2,502	74%	63	24	38%	36%
	2021-22	3,367	2,514	75%	138	49	36%	39%
	2022-23	3,361	2,550	76%	98	46	47%	29%
White	2018-19	3,402	2,307	68%	63	7	11%	57%
	2021-22	3,367	2,273	68%	138	8	6%	62%
	2022-23	3,361	2,300	68%	98	15	15%	53%

School Index Overview Graphical Distributions

Traditional Distributions of School Overall Index Values



Condensed Distributions (Box Plots) of School Overall Index Values



School Index Overview Tables

Counts, Means, and Medians

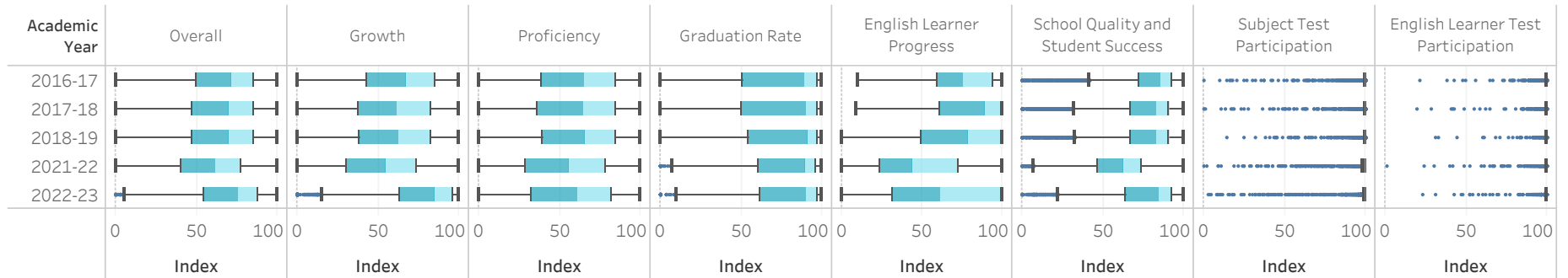
Academic Year	Count of Schools	Mean Index Value	Median Index
2016-17	3,435	66	72
2017-18	3,405	64	70
2018-19	3,402	65	70
2021-22	3,367	58	62
2022-23	3,361	69	76

Count and Percent by Index Value Ranges

Index Value Range	2016-17		2017-18		2018-19		2021-22		2022-23	
	Count of Schools	Pct of Schools	Count of Schools	Pct of Schools	Count of Schools	Pct of Schools	Count of Schools	Pct of Schools	Count of Schools	Pct of Schools
0 - 9.99	89	3%	115	3%	103	3%	102	3%	80	2%
10 - 19.99	139	4%	162	5%	149	4%	168	5%	114	3%
20 - 29.99	158	5%	195	6%	203	6%	263	8%	138	4%
30 - 39.99	215	6%	216	6%	201	6%	290	9%	141	4%
40 - 49.99	236	7%	245	7%	246	7%	361	11%	242	7%
50 - 59.99	333	10%	348	10%	337	10%	418	12%	265	8%
60 - 69.99	453	13%	439	13%	465	14%	562	17%	402	12%
70 - 79.99	559	16%	527	15%	541	16%	485	14%	533	16%
80 - 89.99	621	18%	573	17%	533	16%	441	13%	694	21%
90 - 100	632	18%	585	17%	624	18%	277	8%	752	22%
Grand Total	3,435	100%	3,405	100%	3,402	100%	3,367	100%	3,361	100%

School Index Component Overview

Component Box Plots



Component Tables - Counts and Median Values

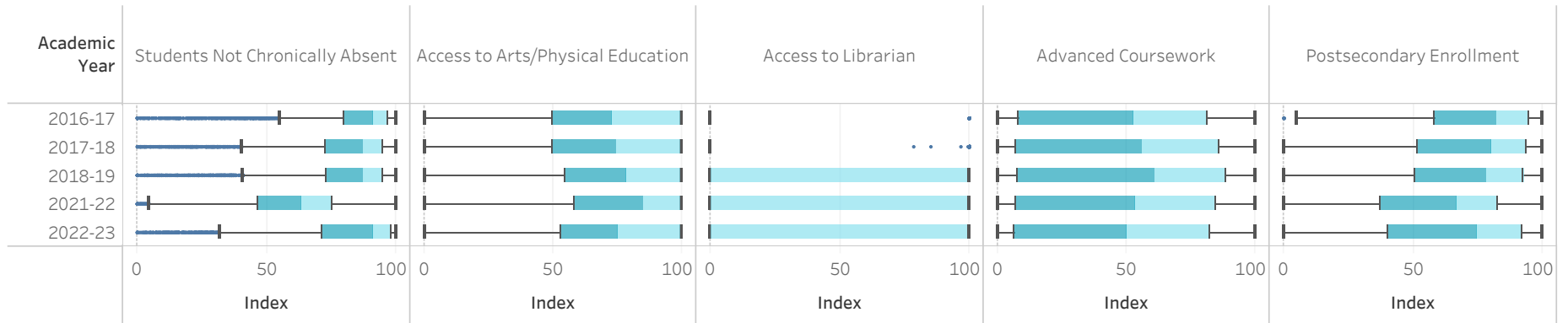
Academic Year	Overall		Growth		Proficiency		Graduation Rate	
	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index
2016-17	3,435	72	3,094	67	3,252	66	1,004	90
2017-18	3,405	70	3,068	62	3,223	64	1,005	90
2018-19	3,402	70	3,050	63	3,197	65	987	91
2021-22	3,367	62	2,005	55	3,168	56	995	90
2022-23	3,361	76	3,026	85	3,156	61	989	91

Academic Year	English Learner Progress		School Quality and Student Success		Subject Test Participation		English Learner Test Participation	
	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index
2016-17	558	76	3,406	86	2,913	100	727	100
2017-18	596	89	3,374	83	2,877	100	745	100
2018-19	578	79	3,367	83	2,844	100	735	100
2021-22	362	44	3,349	63	2,828	100	665	100
2022-23	553	61	3,341	85	2,859	100	722	100

School Index Component Overview

School Quality/ Student Success (SQSS) Subcomponents

Box Plots

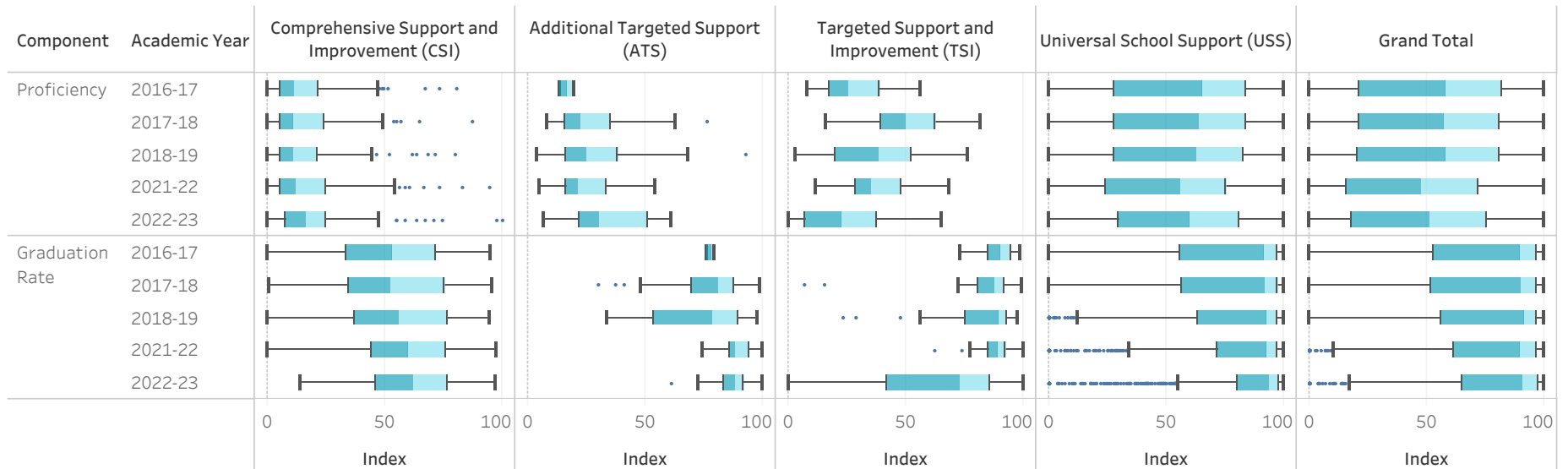


Tables of Counts and Median Values

Academic Year	Students Not Chronically Absent		Access to Arts/Physical Education		Access to Librarian		Advanced Coursework		Postsecondary Enrollment	
	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index
2016-17	3,387	92	2,581	73	2,581	0	1,057	53	847	83
2017-18	3,356	88	2,561	75	2,561	0	1,069	56	859	80
2018-19	3,347	87	2,568	78	2,568	0	1,058	61	863	78
2021-22	3,336	63	2,578	85	2,578	0	1,078	53	857	67
2022-23	3,312	91	2,568	75	2,568	0	1,084	50	862	74

Disconnect of Low Proficiency and High Graduation Rates

Proficiency and Graduation Rate Box Plots



Proficiency and Graduation Rate Tables - Counts and Medians

Component	Academic Year	Comprehensive Support and Improvement (CSI)		Additional Targeted Support (ATS)		Targeted Support and Improvement (TSI)		Universal School Support (USS)		Grand Total	
		Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index
Proficiency	2016-17	87	12	2	16	18	25	607	75	714	70
	2017-18	71	12	20	22	23	50	593	72	707	68
	2018-19	65	13	17	31	30	38	595	72	707	68
	2021-22	110	13	13	21	43	35	556	66	722	57
	2022-23	120	16	13	30	51	22	582	69	766	59
Graduation Rate	2016-17	87	53	2	78	18	90	607	96	714	95
	2017-18	71	56	20	81	23	88	593	96	707	95
	2018-19	65	62	17	82	30	90	595	96	707	94
	2021-22	110	63	13	88	43	89	556	96	722	94
	2022-23	120	63	13	89	51	73	582	96	766	94

Limited to schools having index values for BOTH proficiency and graduation rate.

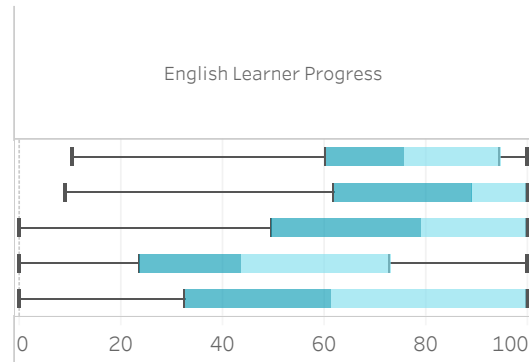
Support category USS describes schools not identified for CSI, ATS, or TSI and so receive the supports from MDE offered universally to all schools.

English Learner (EL) Progress Details

Counts and Median Values

Academic Year	English Learner Progress	
	Count of Schools	Median Index
2016-17	558	76
2017-18	596	89
2018-19	578	79
2021-22	362	44
2022-23	553	61

Component Box Plots



EL Growth Score / Growth Target Details

Academic Year	Count of Students with EL Growth Data	Avg. Student Growth Score	Avg. Student Growth Target	Avg. Student Growth Gap From Target
2016-17	71,322	50	51	0
2017-18	75,888	50	56	6
2018-19	76,195	50	61	11
2021-22	48,545	53	75	22
2022-23	69,303	50	73	23

While average EL growth scores have remained steady (as growth scores are normative and by definition the average should be at or near 50), average EL growth targets have risen. This resulted in a decrease in the percent of ELs meeting EL progress.

The increase to EL student growth targets is due to two factors:

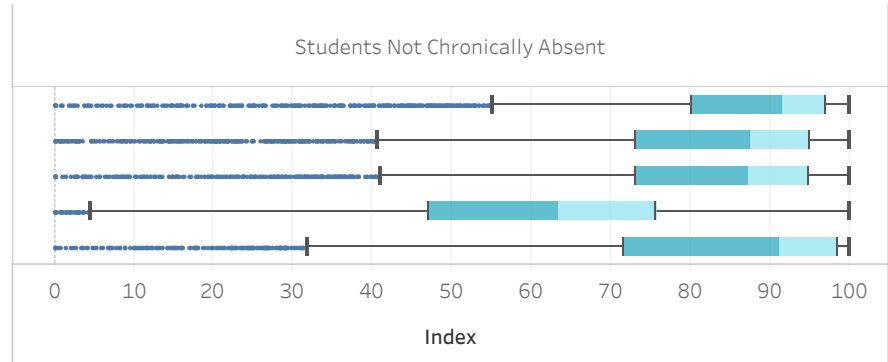
(1) EL proficiency was redefined in 2016-17. Growth target were adjusted as more years of data using the redefined EL proficiency became available.

(2) COVID increased the challenges being faced by EL students to reach EL proficiency. The growth model captured this increased challenge by further increasing students' EL growth targets.

Students Not Chronically Absent Details

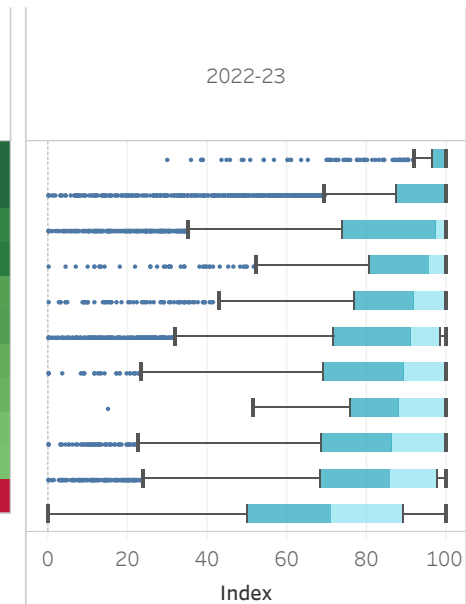
Historical Counts, Median Values, and Box Plots

Component	Academic Year	Count of Schools	Pct With Index Below 50	Median Index
Students Not Chronically Absent	2016-17	3,387	9%	92
	2017-18	3,356	12%	88
	2018-19	3,347	12%	87
	2021-22	3,336	28%	63
	2022-23	3,312	12%	91



Current Year Counts, Median Values, and Box Plots By Student Subgroup

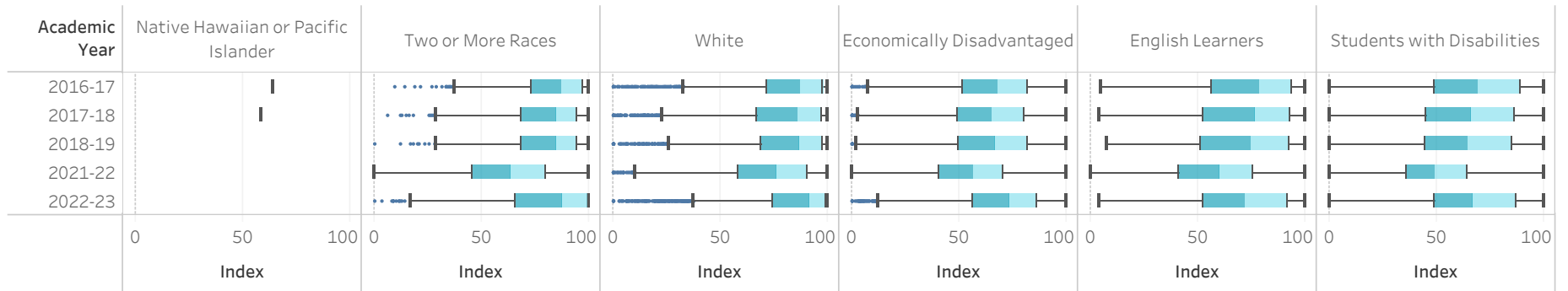
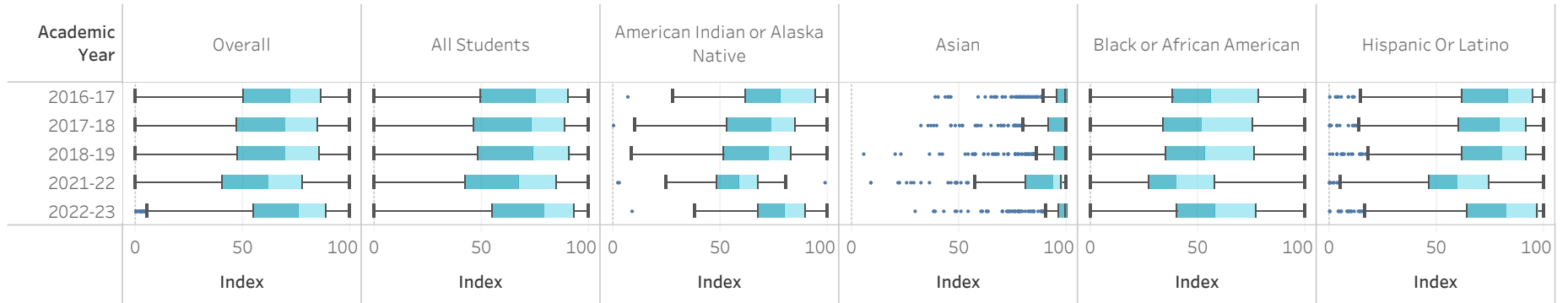
Component	Student Subgroup	2022-23		
		Count of Schools	Pct With Index Below 50	Median Index
Students Not Chronically Absent	Asian	367	3%	100
	White	2,859	7%	100
	English Learners	773	5%	96
	All Students	3,312	12%	97
	Overall	3,312	12%	91
	Hispanic Or Latino	1,196	7%	92
	Two or More Races	908	10%	89
	American Indian or Alaska Native	38	3%	88
	Students with Disabilities	2,697	12%	86
	Economically Disadvantaged	3,170	13%	86
	Black or African American	1,346	25%	71



School Index Subgroup Overview

Variations Within Each Subgroup Across Academic Years

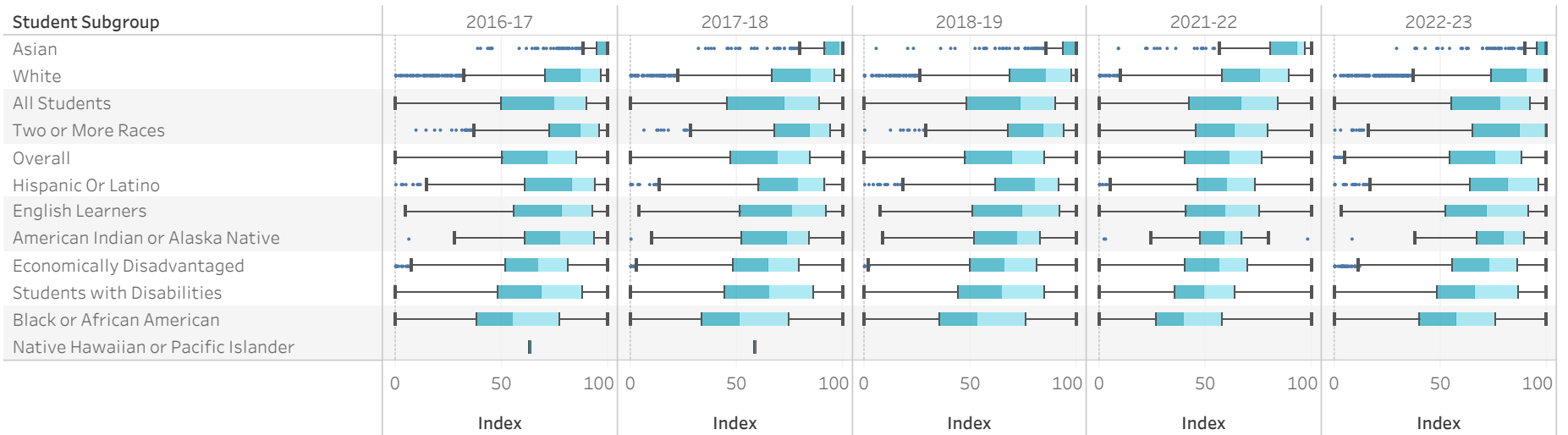
Subgroup Overall Index Box Plots



School Index Subgroup Overview

Variations Within Each Academic Year Across Subgroups

Subgroup Overall Index Box Plots

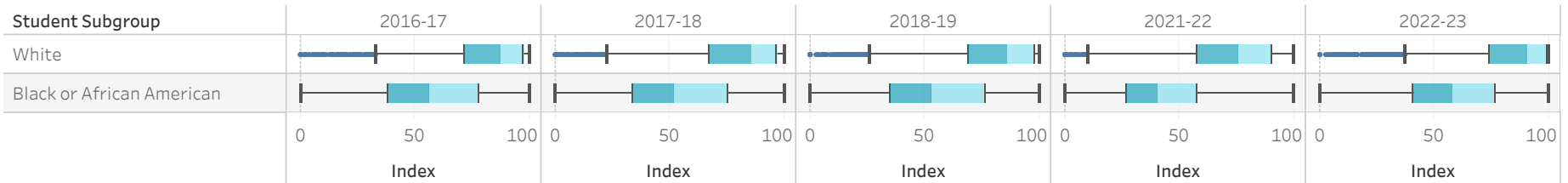


Subgroup Overall Index Counts and Median Values

Student Subgroup	2016-17		2017-18		2018-19		2021-22		2022-23	
	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index	Count of Schools	Median Index
Asian	387	100	388	99	388	99	368	94	369	100
White	2,961	87	2,930	86	2,923	86	2,886	76	2,874	91
All Students	3,435	75	3,405	73	3,402	74	3,367	67	3,361	79
Two or More Races	637	87	723	85	762	85	876	64	908	87
Overall	3,435	72	3,405	70	3,402	70	3,367	62	3,361	76
Hispanic Or Latino	1,073	83	1,090	79	1,118	80	1,195	60	1,200	82
English Learners	772	79	790	76	783	74	753	60	774	72
American Indian or Alaska Native	47	78	44	74	44	73	38	59	38	80
Economically Disadvantaged	3,185	68	3,210	65	3,198	67	3,195	57	3,189	73
Students with Disabilities	2,690	69	2,695	66	2,697	65	2,687	50	2,698	67
Black or African American	1,361	56	1,355	52	1,345	53	1,334	40	1,350	58
Native Hawaiian or Pacific Islander	1	64	1	59						

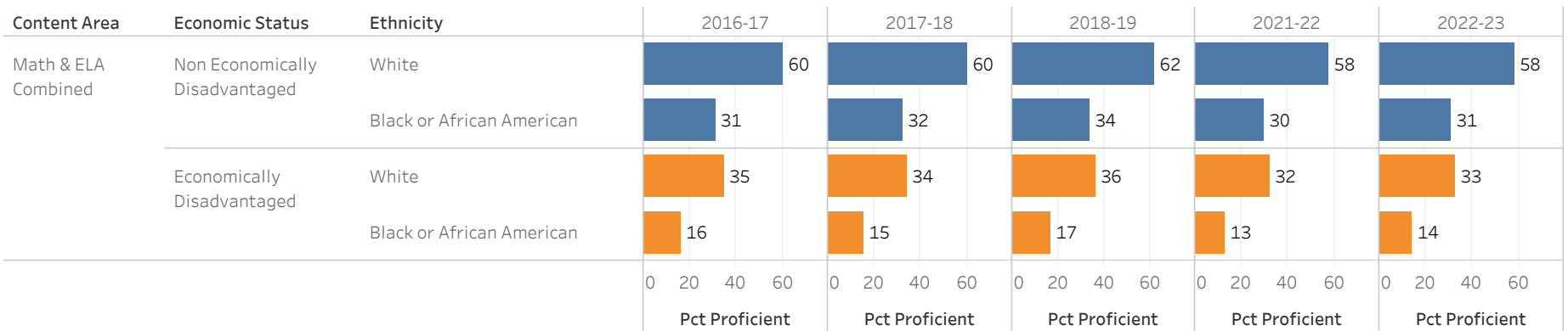
Context for Black Student Group School Index Outcomes

Subgroup Overall Index Box Plots



Controlling for Economic Status (i.e., poverty)

Full Academic Year (FAY) Proficiency By Economic Status and Ethnicity



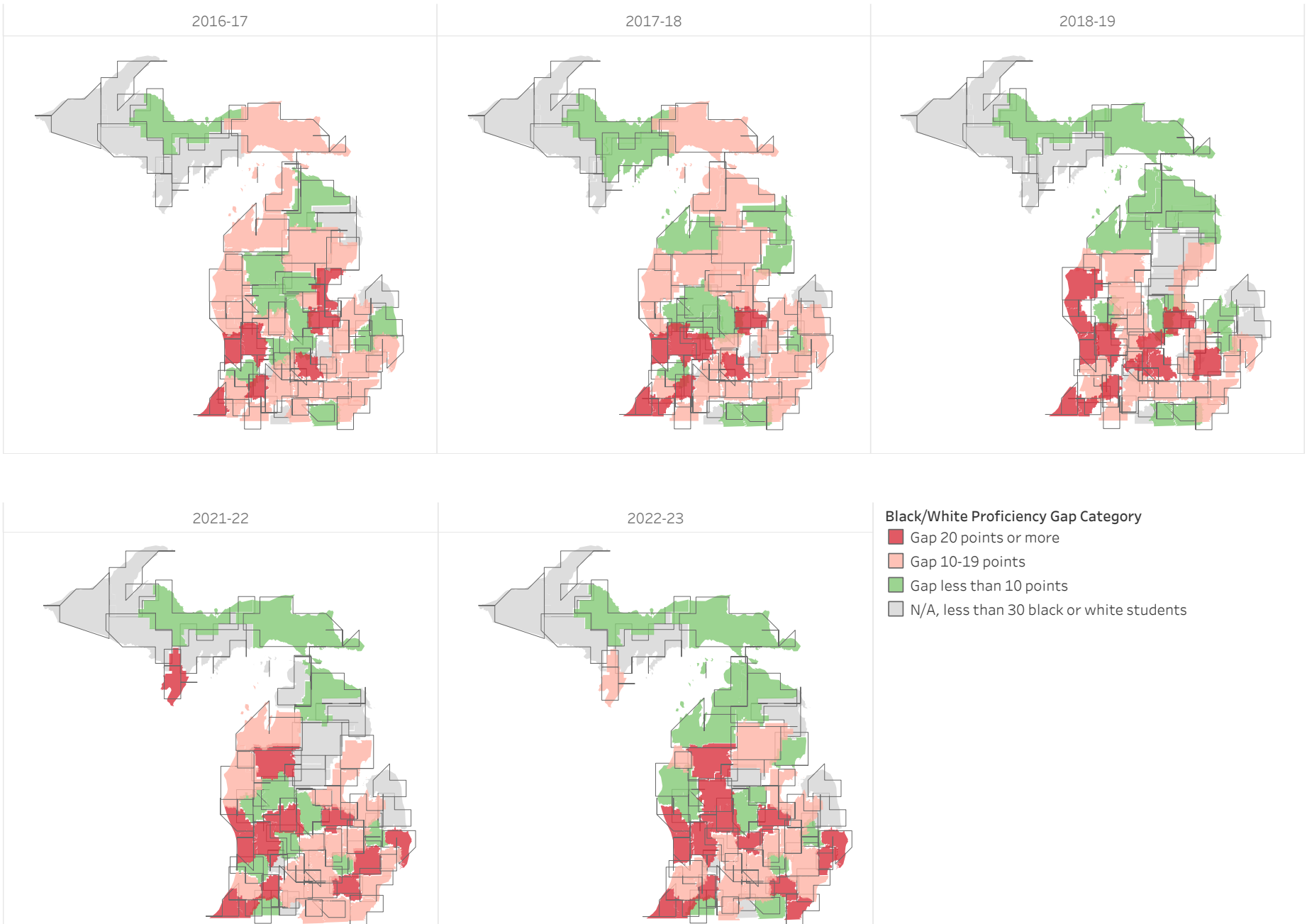
Controlling for Economic Status & Location (i.e., Intermediate School Districts; ISDs)

Frequency of ISDs with Large Black/White Proficiency Gaps Among Economically Disadvantaged (ED) Students

Academic Year	Count of ISDs	Count of ISDs with 30 Plus FAY Black ED and 30 Plus FAY White ED Students	Count of ISDs Having 10 Plus Point Black/White Proficiency Gap	Pct of ISDs Having 10 Plus Point Black/White Proficiency Gap
2016-17	56	46	34	74%
2017-18	56	48	35	73%
2018-19	56	44	31	70%
2021-22	56	44	33	75%
2022-23	56	46	32	70%

Maps of Black/White Proficiency Gaps Among Economically Disadvantaged Students

By Intermediate School District (ISD) and Academic Year



School Index by School Types

School Type	Count of Schools					Median Index				
	2016-17	2017-18	2018-19	2021-22	2022-23	2016-17	2017-18	2018-19	2021-22	2022-23
All Schools	3,435	3,405	3,402	3,367	3,361	72	70	70	62	76
Primary (K-2)	140	143	149	153	154	81	85	85	62	84
Elementary (K-5)*	1,090	1,080	1,088	1,082	1,090	82	81	80	70	86
Elementary (K-6)**	234	226	219	200	188	73	70	70	66	81
Middle (5-9)	472	459	461	443	444	67	63	68	61	76
High (8-12)	698	698	698	677	665	71	66	64	53	60
Elementary/Middle (K-9)	296	292	271	294	297	53	52	52	52	66
Elementary/Middle/High (K-12)	237	248	271	286	274	58	57	56	45	57
Middle/High (5-12)	258	250	243	232	236	46	42	46	51	60
Grades Served Not Reported	10	9	2		13	39	22	44		17
Special Education Center	111	111	111	109	72	62	60	63	48	55
Small School (<30 FAY Students)	593	605	627	596	557	37	31	35	34	44
Virtual	53	120	121	237	164	32	29	30	27	35
Alternative Education	210	220	210	258	244	21	18	18	17	21
Charter	370	361	370	368	369	50	46	48	42	58
Traditional Public School - Peer of Charter***	1,337	1,331	1,236	1,217	1,188	69	66	67	57	73
Traditional Public School - Non-Peer of Charter	1,728	1,713	1,796	1,782	1,804	77	75	75	65	79

* Schools serving some portion of grades K-5, specifically including some portion of grades 3-5

**Schools serving some portion of grades K-6, specifically including grade 6 and some portion of grades 3-5

***TPS - Peer of Charter is defined as among the 30 closest traditional public schools to a charter school having at least 50% overlap in grades served by the charter school

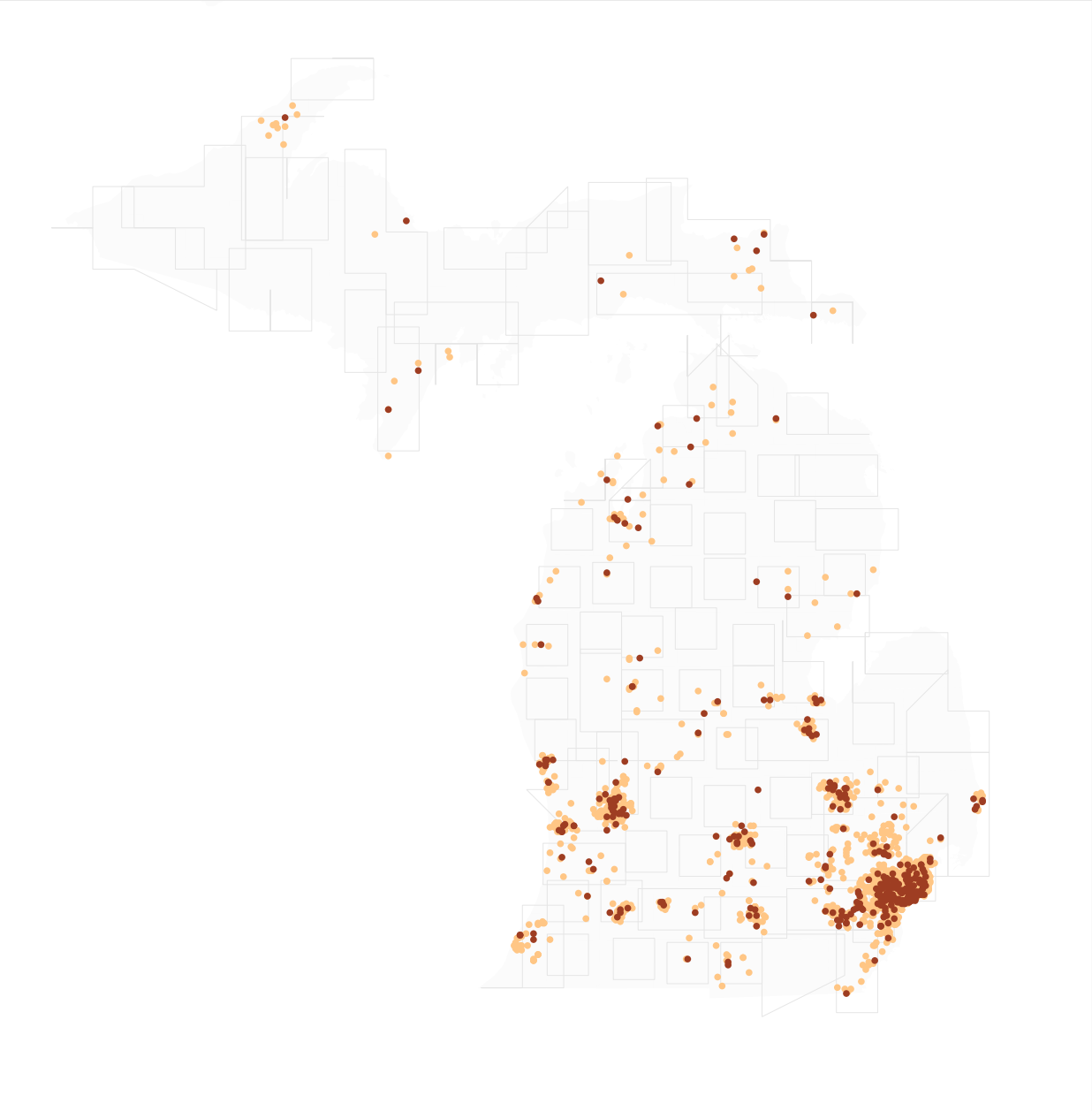
Map of Charter Schools

2022-23

CharterType

- Charter
- Traditional Public School - Peer of Charter***

***TPS - Peer of Charter is defined as among the 30 closest traditional public schools to a charter school having at least 50% overlap in grades served by the charter school



Glossary

Topic	Term	Description
Accountability Systems	AYP	Adequate Yearly Progress. School accountability system under the federal No Child Left Behind (NCLB) Act of 2001.
	Top-to-Bottom	School accountability system under federal flexibility waivers from 2011-12 through 2015-16.
	School Index	School accountability system under federal Every Student Succeeds Act (ESSA) of 2015.
School Identifications	Met / Not Met AYP	The two identification categories under the AYP accountability system. <ul style="list-style-type: none"> Met AYP – Schools that met all targets Not Met AYP – Schools that did not meet all targets
	Priority, Focus, Reward	The three identification categories under the Top-to-Bottom accountability system. <ul style="list-style-type: none"> Priority – schools with large unmet student needs schoolwide. Focus – Schools with large differences in outcomes for their highest and lowest students. Reward – Schools with high performance, high improvement, or outcomes higher than similar schools.
	CSI, ATS, TSI	The three support categories under the School Index Accountability system. <ul style="list-style-type: none"> CSI (Comprehensive Support and Improvement) is defined as: <ul style="list-style-type: none"> The school is in the bottom 5% of schools in Michigan OR is a high school with a four-year graduation rate of 67% or less OR was in a CSI cohort but did not meet CSI exit criteria OR was in an ATS cohort but did not meet ATS exit criteria and so supports are elevated to CSI ATS (Additional Targeted Support) is defined as: <ul style="list-style-type: none"> One or more student subgroups in the bottom 5% overall AND One or more student subgroups in the bottom 25% for each applicable school index component TSI (Targeted Support and Improvement) is defined as: <ul style="list-style-type: none"> One or more student subgroups in the bottom 25% for each applicable school index component
General Terms	FAY	Full Academic Year. Students enrolled at the school for Fall count day, Spring count day, and the assessment window.
	ISD	Intermediate School District. A county, or multi-county, level agency that assists local school districts in providing programs and services.

Additional Resources

- **School Index reports for individual schools** are publicly available at: www.mischooldata.org/school-index/.
- **More information and resources** on School Index are available at: www.mi.gov/mde-schoolindex.
- **Questions or comments** about School Index or the contents of this report may be directed to the Michigan Department of Education’s School Accountability Unit by emailing mde-accountability@michigan.gov or by calling 877-560-8378 and choosing option 3.