School Accountability 101: Michigan School Index System

Fall 2025

Federal Mandate for State Accountability & Supports

- Every Student Succeeds Act (ESSA) is the nation's education law representing a longstanding commitment to continuous improvement and equal opportunity for all students

- ESSA requires each state establish systems to:
  - annually report outcomes for **_ALL_** schools
  - identify and support schools with the lowest outcomes

- **_States_** develop systems of accountability and support
  - Aligned to Michigan's Top 10 Strategic Education Plan
  - Michigan's ESSA, approved by USED, plan is available at www.mi.gov/essa

ESSA Support Categories (**SCHOOLS**)

- ALL ESSA Support Categories are identified at the **SCHOOL** level

- **Comprehensive Support and Improvement (CSI)**
  - Overall School Index in the bottom 5%
  - OR School 4-year graduation rate 67% or less
  - OR School not exiting CSI
  - OR School not exiting ATS

- **Additional Targeted Support (ATS)**
  - School has **both**:
    - (1) One or more student subgroups in the bottom 5% overall
    - (2) AND one or more student subgroups in the bottom 25% of each applicable component

- **Targeted Support and Improvement (TSI)**
  - School has one or more student subgroups in the bottom 25% of each applicable component

Support Categories: Attributes & Required Actions

Support Category	Breadth of Issue	How often is the designation given? (next cycle)	Responsibility Who plans and implements supports?	Oversight Who approves supports?	Exits Who sets criteria & timelines?
CSI	School	Every 3 Years (Fall 2025)	District	State	State
ATS	Subgroup	Every 6 Years (Fall 2028)	School	District	State
TSI	Subgroup	Yearly (Fall 2025)	School	District	District

Support Categories: Enter & Exit Criteria

Support Category	Entrance Criteria	Exit Criteria
CSI	- Overall School Index in the bottom 5% - OR School 4-year graduation rate 67% or less - OR School not exiting CSI - OR School not exiting ATS	- Not meet CSI entrance criteria - Improvement (0.01 increase) in proficiency, for both Math and ELA, for two years
ATS	School has both: (1) One or more student subgroups in the bottom 5% overall (2) AND one or more student subgroups in the bottom 25% of each applicable component	- Not meet ATS entrance criteria - Improvement (0.01 increase) in proficiency, for both Math and ELA, for two years
TSI	School has one or more student subgroups in the bottom 25% of each applicable component	Local district determines and evaluates; not reported to MDE

2024-25 Identifications & Exits

- **Identifications & Exits**
  - CSI will have exits & identify a new 3-year cohort
  - ATS will have early exits but will NOT have any new identifications
  - TSI will have new identifications (exits are locally determined by districts)
  - Universal Supports – schools not identified for CSI, ATS, or TSI

- **ATS _Early_ Exits**
  - NEW in 2024-25
  - ATS cohort is 6 years but are now reviewed for possible exit from ATS after year 3
  - Schools NOT exiting ATS early will simply remain ATS for the remainer of the full 6-year ATS cohort. In fall 2028, these schools will either exit ATS or convert to CSI.

ATS *Early* Exit Additional Criteria

- To exit ATS (after either six or three years), all identified subgroups must:
  - Have an overall subgroup index above the bottom 5% threshold
  - AND increase proficiency (by at least 0.01 over baseline) in both math and ELA for each of the last two years of the ATS cohort cycle

- To exit ATS early (after three years), schools must *additionally* meet:
  - ALL subgroups have an overall subgroup index above the bottom 5% threshold
  - AND the school has an overall school index above the bottom 5% threshold
  - AND the school has a 4-year graduation rate above 67%, if applicable
  - AND the school did NOT opt-out of ATS early exit.
  - (That is, not meet ATS entrance criteria AND not meet CSI entrance criteria)

Support Categories: Non-Exiting Schools

What happens if schools in CSI or ATS cohorts do not meet exit criteria in 2024-25?

- **CSI (Comprehensive Support and Improvement)**
  - Continue as CSI for another 3 years
  - Receive "more rigorous" supports, as required by federal law

- **ATS (Additional Targeted Support)**
  - In Fall 2025, schools in an ATS cohort not meeting ATS early exit criteria, or choosing to opt-out of ATS early exits, will continue in ATS through Fall 2028
  - In Fall 2028, schools in the ATS cohort will either exit ATS or convert to CSI

School Identifications and District Supports

- ESSA support categories identify _**schools**_ for supports

- Michigan Department of Education (MDE) provides supports to _**districts**_ that have one or more schools identified for support

School Index Overview

- Purpose
  - Allows differentiation of ALL* schools
  - Enables identification of a subset of schools for federally required support categories

- Entity Level
  - **School** level only
  - No district or ISD (Intermediate School District) level data

- Key Characteristics
  - 0-100 (Percent of Target Met) Index
  - 7 components
  - Both building overall and 10 student subgroups

School Index Components

- School Index has 7 components, each which also gets a 0-100 index:
  - 34% Student Growth
  - 29% Student Proficiency
  - 14% School Quality/ Student Success (SQSS)
  - 10% Graduation Rate
  - 10% English Learner (EL) Progress
  - 2% Subject Assessment Participation
  - 1% EL Assessment participation

SQSS has 5 subcomponents:
- 4% K-12 On-Track Attendance
- 4% K-8 Access to Arts/ Physical Education
- 3% 11-12 Advanced Coursework (AP, IB, CTE, EMC, and Dual Enrollment)
- 2% Postsecondary Enrollment
- 1% K-8 Access to Librarians

School Index Component Weights
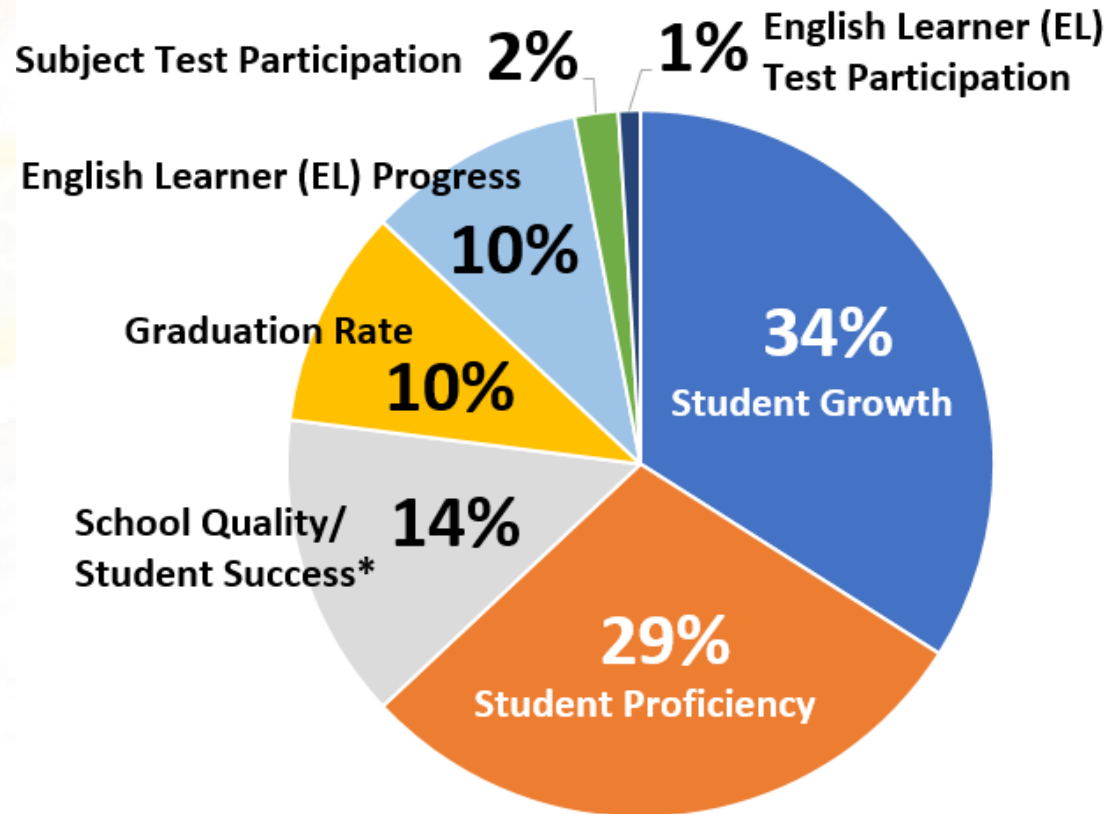
- Component Weights show how much a component contributes to the Overall Index

- Non-applicable components have their weights spread **proportionally** to the remaining components to preserve policy decisions

School Index: Component Characteristics

- Component index values: 0-100

- Each is disaggregated by subgroups
  - Except EL Progress and EL Assessment Participation
  - Only subgroups with **at least 30** students are included in school index disaggregation calculations

- Key content area variations
  - Participation includes all content areas
  - Growth and proficiency only include ELA and math

School Index Student Subgroups

- School Index breaks down data separately for the following student groups, as required by ESSA:
  - All Students
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic Or Latino
  - White
  - Two or More Races
  - Economically Disadvantaged
  - English Learners
  - Students with Disabilities

- Each subgroup also has an index value from 0-100

- Minimum subgroup n-size:
  - Displays: 10 or more students
  - Calculations: 30 or more students

- Subgroups are weighted equally
  - Aligned with Michigan's Top 10 Strategic Education Plan goal of ensuring equity

- Bottom 30% subgroup only for reporting, not used in calculations

Percent of Target Met

- Index values represent the percent of target met
  - Index = (Actual Value) / (Target Value) * 100

- Targets are set within each component

- Index values (percent of target met) are capped at 100
  - Ensures high performance in one area doesn't hide low performance in another

Example 1:
- School's EL Progress rate is 40%
- EL Progress Target is 43.33%
- EL Progress Index = 40 / 43.33 * 100
                    = 92.31

Example 2:
- School's EL Progress rate is 70
- EL Progress Target is 43.33
- EL Progress Index = 70 / 43.33 * 100
                    = >100
                    = 100 (capped)

ESSA Long-Term Goals & School Index Component Targets

- ESSA requires states to set long-term goals for each system component
  - Michigan also uses these long-term goals as School Index component targets
  - Michigan's targets align to Michigan's Top 10 Strategic Education Plan
  - Targets are planned to remain constant through 2031-32

- Targets set at the 75th percentile of the baseline year
  - Baseline year 2021-22
  - Challenging – greater than 75% of schools' baseline performance
  - Achievable – already met by 25% of schools in baseline year

- Expectations are the same for all student groups
  - Allows for measurement of progress toward equity across student groups

School Index Statewide Targets & Long-Term Goals

- Statewide targets / long-term goals for **ALL** schools and subgroups

Component	Target / Long-Term Goal
Growth – ELA	57.05%
Growth – Math	35.80%
Proficiency – ELA	56.31%
Proficiency – Math	43.94%
Graduation – 4-year	93.00%
Graduation – 5-year	95.76%
Graduation – 6-year	96.34%
English Learner (EL) Progress	43.33%
Subject Assessment Participation	95.00%
EL Assessment Participation	95.00%

School Quality / Student Success Subcomponent	Target / Long-Term Goal
Pct. NOT Chronic. Absent	73.83%
K-8 Access to Arts/PE	124.6 Students : 1 Staff FTE
11-12 Adv. Coursework	52.15%
Postsecondary Enrollment	64.37%
K-8 Access to Librarian	6,125 Students : 1 Staff FTE

School Index Components: Growth

- Measure: Percent of Students Meeting Adequate Growth
  - Percent of students on track to reach or maintain proficiency within 3 years

- Includes:
  - M-STEP, PSAT, SAT & MI-Access
  - Grades 4-8 & 11
  - Only Math & ELA
  - Only Full Academic Year (FAY) students are included

- Disaggregated by subgroup

- Growth rate is adjusted (multiplied by participation rate) if participation rate is below 95%
  - Aligns with the ESSA requirements for proficiency component calculations

- Math and ELA values are combined using a weighted average based on the number tested in each content area

School Index: Growth Scores & Growth Targets

- **Growth Scores** = Student Growth Percentile (SGP)

- Tells what percent of similar a students had lower growth than that student

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

- Average growth score (SGP) is 50

- **Growth Targets** = Adequate Growth Percentile (AGP)

- Tells what growth score (SGP) a student needs to reach to count as met adequate growth

- Growth Targets (AGPs) can range from 1-99

- Unique to each student

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

- Vary between 1-3 years

School Index Components: Proficiency

- Measure: Percent of Students Meeting Proficiency

- Includes:
  - M-STEP, PSAT, SAT & MI-Access
  - Grades 3-8 & 11/12
  - Only Math & ELA
  - Only Full Academic Year (FAY) students are included

- Disaggregated by subgroup

- Proficiency rate is adjusted (multiplied by participation rate) if participation rate is below 95%
  - Required by ESSA

- Math and ELA values are combined using a weighted averaged based on the number tested in each content area

School Index Components: School Quality/ Student Success

- 5 SQSS subcomponents

- Subcomponent values are combined using the weights to the right into a single SQSS index within subgroups

- Missing subcomponents have their weights redistributed proportionally

- Subgroup SQSS index values are combined by a simple average for a single SQSS index

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

School Index Components: Graduation

- Measure: Graduation Rates

- Includes:
  - 4-, 5- & 6-Year Cohorts
  - Only includes students meeting graduation rate inclusion rules defined by CEPI (Center for Educational Performance and Information)

- Disaggregated by subgroup

- 4-, 5-, & 6-year values are combined using the following weights
  - 4-year = 50
  - 5-year = 30
  - 6-year = 20

- Weights from missing cohorts are redistributed proportionally to existing cohorts

School Index Components: English Learner (EL) Progress

- Measure: Percent of English Learner (EL) Students Making EL Progress
  - Meeting EL Adequate Growth
  - OR Demonstrating EL Proficiency
- Includes:
  - **Only includes EL students**
  - WIDA Access
  - WIDA Alt Access (proficiency only)
  - Grades K-12
  - Only Full Academic Year (FAY) students are included

- Not disaggregated for subgroups
  - Only applies to the EL subgroup

- EL Progress rate is adjusted (multiplied by EL participation rate) if EL participation rate is below 95%
  - Aligns with the ESSA requirements for proficiency component calculations

School Index Components: Assessment Participation

- Measure: Participation Rate

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

- Disaggregated by subgroup

- Math, ELA, Science, and Social Studies participation values are combined using a weighted average based on the number tested in each content area

- Students with valid tests count as participating

School Index Components:
English Learner Assessment Participation

- Measure: Participation Rate

- Includes:
  - **Only includes EL students** enrolled during the assessment window
  - Grades K-12
  - WIDA Access and WIDA Alt Access

- Students with valid tests count as participating

School Index Calculation Process

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

2. **Calculate a single index for each student group**
   - Weighted average of component sub-elements, i.e., content areas, cohorts, subcomponents

3. **Calculate a single index for the component**
   - Simple average of student groups index values

4. **Calculate a single index for the overall building or overall subgroup**
   - Weighted average of index values across components

School Index: Example Calculation Student Group & Content Area Index Values

Student Group	%FAY Tested	% Proficient	Part. Adjusted Proficiency	%Target Met (Target = 56.31%)
All Students	96%	50%	50%	88.79%
Am. Ind/Alaska	-	-	-	-
Asian	-	-	-	-
Black/African Am.	96%	50%	50%	88.79%
Hispanic/Latino	-	-	-	-
Nat. Hawaiian	-	-	-	-
Two or More	-	-	-	-
White	90%	50%	45%	79.91%
Econ. Dis.	95%	50%	50%	88.79%
Eng. Learners	-	-	-	-
Students w/Dis.	96%	50%	50%	88.79%

School Index: Example Calculation
Student Group Index Values

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 Calculation Building Component Index Values

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 Proficiency Index			**81.86%**

School Index: Example Calculation 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**

Pulling it all Together

- **School Index meets federal requirements and is aligned to state policy**

- **Three Support Categories (CSI, ATS, and TSI)**

- **School Index Key Features**
  - Uses a 0-100 (percent of target met) index
  - Based on 7 components and 10 student subgroups
  - Targets set at the 75th percentile in baseline year (current baseline was 2021-22)

- **A building's overall school index is the combination of multiple data points**
  - Components, subgroups, content areas, graduation cohorts, and subcomponents.

- **Component Details**
  - Vary by component such as which grades, assessments, content areas, cohorts, and subcomponents are included.

Public School Index Report

- Formatted data for one school at a time

- Accessing School Index Report
  - www.mischooldata.org
  - Hover over "K-12th Grade"
  - Click on "School Index"
  - Select a school

- School Year drop-down to allow for review of past years' data

- Each tile is clickable for further details in that area
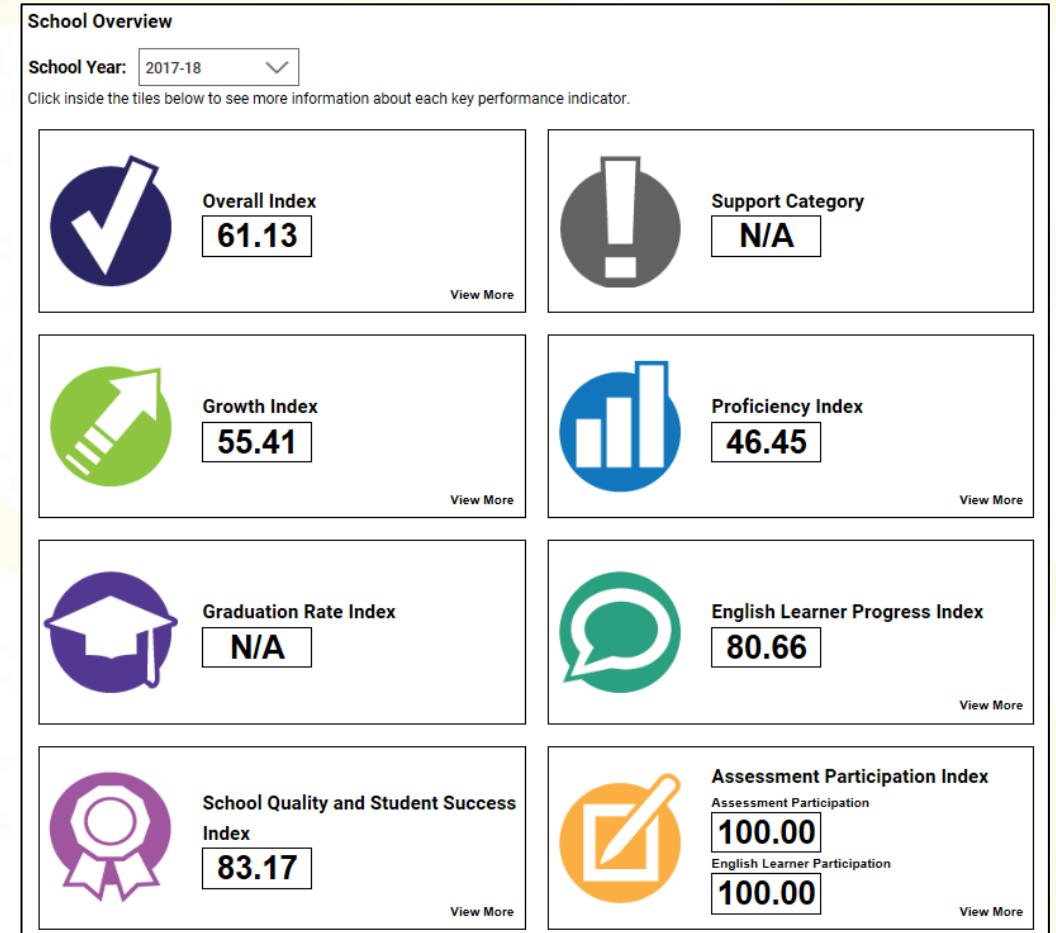
Public School Index Results spreadsheet

- Raw data for all schools at once. One record per school with many columns.

- Posted at public release of School Index

- Accessing School Index Results
  - www.mi.gov/mde-schoolindex
  - Scroll down to "School Index Resources"
  - Expand "Reports & Data"
  - Click on "School Index Results File"

School Index Resources

Overviews ⌄

Guides, Presentations, & FAQs ⌄

Technical Documentation & Tools ⌄

Reports & Data ⌃

Links to School Index public reports and files.

- NEW 2023-24 School Index Reports on MI School Data
- NEW 2023-24 School Index Results File
- NEW 2023-24 School Index Report Tool
- NEW 2023-24 School Index Results Analysis
- Historical School Index Data

Additional Resources & Contacts: **Accountability System**

Resource	Location/Link
School Index Resources	**www.mi.gov/mde-schoolindex**
MI School Data School Index Reports	www.mischooldata.org/school-index
School Accountability Unit Contact Information	mde-accountability@michigan.gov 877-560-8378

Additional Resources & Contacts: **Supports for Identified Schools**

Resource	Location/Link
Supports for Identified Schools (Lists, two-page overviews [CSI, ATS, TSI, school Index], plan development resources, professional learning, technical assistance, and more)	**www.mi.gov/mde-supports**
Supports by the Office of Educational Supports (OES)	MDE-OESCoordinatedSupports@michigan.gov
Supports by the Office of Partnership Districts (OPD)	MDE-OfficeOfPartnershipDistricts@michigan.gov