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.

School Accountability: Michigan School Index System

Fall 2023

Federal Mandate for Accountability & Supports



- Every Student Succeeds Act (ESSA) is the federal reauthorization of the Elementary and Secondary Education Act (ESEA).
- ESSA is the nation's education law and represents a longstanding commitment to equal opportunity for all students.
- ESSA requires each state establish
 - An accountability system to identify schools for support
 - A system of supports for identified schools

Every Student Succeeds Act



- Amended ESSA Plan approved by the U.S. Department of Education (USED) on October 26, 2023
 - Included index plan (accountability system) to fulfill ESSA requirements and transparency dashboard for parents
- Waivers submitted for specific sections of ESSA
- All changes to the originally-submitted plan and waiver requests are indicated in the revision posted at www.Michigan.gov/essa

Updates for 2022-23 School Index



- Only new identifications for TSI supports; CSI & ATS identifications carry forward from 21-22 for required support duration
- Growth returns for all grades (4-8, 11)
 - Data are post-pandemic, meaning only one prior score is included, from 2021-22
 - 11th grade growth calculated using PSAT 10 scores from 2021-22
- Targets updated using 2021-22 data; target setting methodology same as before
- Downloadable ISD- and district-level results files available on MI School Data

Support Categories: Fall 2023



- USED required support category entries and exits in Fall 2022:
 - CSI – Comprehensive Support and Improvement
 - ATS – Additional Targeted Support
 - TSI – Targeted Support and Improvement

Note: Schools with performance above the criteria used to identify CSI, ATS, or TSI will be labeled on MI School Data Index reports for receiving “Universal Supports” afforded to all schools.

- Fall 2023 includes:
 - TSI: New enters

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 25% of each applicable component
 - (2) AND one or more student subgroups in the bottom 5% overall
- **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 2023)	School	District	District

Support Categories: Enter & Exit Criteria



Support Category	Entrance Criteria	Exit Criteria
CSI	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Not meet CSI entrance criteria • Improvement (0.01 increase) in proficiency, for both Math and ELA, for two years
ATS	<p>School has both:</p> <ol style="list-style-type: none"> (1) One or more student subgroups in the bottom 25% of each applicable component (2) AND one or more student subgroups in the bottom 5% overall 	<ul style="list-style-type: none"> • Not meet ATS entrance criteria • Improvement (0.01 increase) in proficiency, for both Math and ELA, for two years
TSI	<p>School has one or more student subgroups in the bottom 25% of each applicable component</p>	<p>Local district determines and evaluates; not reported to MDE</p>

Support Categories: Non-Exiting Schools



What happens when schools identified for CSI do not meet exit criteria in 2024-25?

- CSI (Comprehensive Support and Improvement)
 - Schools in a CSI cohort but not exiting CSI will
 - Continue CSI for another 3 years
 - Receive “more rigorous” supports, as required by federal law

School Identifications and District Supports



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

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 Michigan’s strategic education plan
- Goals to increase performance such that the statewide average moves up to the value of the current 75th percentile by the end of 2031-32
 - Goals are “anchored” at these values through 2031-32
- Expectations are the same for all students
- Participation requirement (target) remains at 95%

School Index: Long Term Goal Values



Component	Baseline Value (2021-22)	Long-term Goal (2031-32)
Proficiency – ELA	41.80%	56.31%
Proficiency – Math	28.20%	43.94%
Growth – ELA	43.75%	57.05%
Growth – Math	22.27%	35.80%
Graduation – 4-year	81.25%	93.00%
Graduation – 5-year	87.50%	95.76%
Graduation – 6-year	89.80%	96.34%
EL Progress	26.14%	43.33%
K-12 On-Track Attendance	62.20%	73.83%
11-12 Advanced Coursework	29.32%	52.15%
Postsecondary Enrollment	51.16%	64.37%
K-8 Access to Arts/Physical Education	169.8:1	124.6:1
K-8 Access to a Librarian/Media Specialist	52100:1	6125:1

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 Components



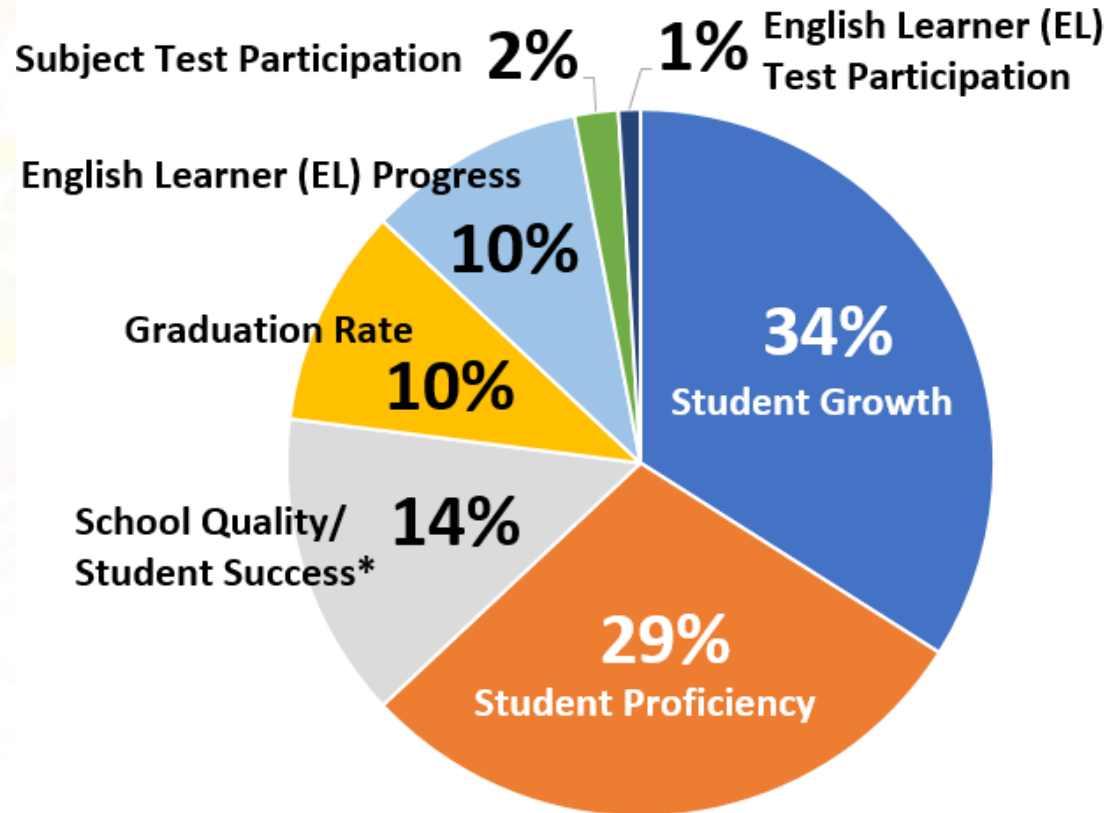
- School Index has 7 components:

- 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, and Dual Enrollment)
- 2% Postsecondary Enrollment
- 1% K-8 Access to Librarians

School Index Component Weights



*Includes K-12 Chronic Absenteeism, K-8 Access to Arts/Physical Education, K-8 Access to Librarian, 11-12 Advanced Coursework, Postsecondary Enrollment

- 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 Attributes



- Each component also has an 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 include Math and ELA only

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 Student Subgroups



- School Index breaks down data 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

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 Strategic Education Plan 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 = 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

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, PSAT, SAT, & MI-Access
 - Grades 3-8, & 11/12
 - Only Math and ELA
 - 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, PSAT, SAT, & MI-Access
 - Grades 4-8, & 11
 - Only Math and ELA
 - 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

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	73.83% Not Chronically Absent
K-8 Access to Arts/ Physical Education	124.60 Students/FTE
K-8 Access to Librarian/ Media Specialist	6125.00 Students/FTE
11-12 Advanced Coursework	52.15% Successfully Completing
Postsecondary Enrollment	64.37% Enrolled within 12 Months

School Index: Assessment Participation



- Measure: Participation Rate
- Includes:
 - All students enrolled during the assessment window
 - M-STEP, PSAT, 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

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

My School was Identified for CSI. Now What?



- Comprehensive Support and Improvement (CSI)
 1. MDE will assign a liaison to support the school's district
 2. The district, working with the MDE specialist, will:
 - A. Complete a needs assessment
 - B. Develop CSI plan(s) for approval by MDE
 - c. Implement CSI plan(s)
 3. MDE, working with the school's district, will monitor improvement plan(s)
 4. After 3 years of supports, MDE will evaluate the school for possible exit

My School was Identified for ATS. Now What?



- Additional Targeted Support (ATS):
 1. MDE will assign a liaison to support the school's district
 2. The district, working with the MDE specialist, will:
 - a. Complete a needs assessment
 - A. Develop an improvement plan, that addresses ATS requirements, to be approved by the district
 - B. Implement the improvement plan
 - C. The school's district, working with the school, monitors the improvement plan
 3. After 3/6 years of supports, MDE will evaluate the school for possible exit from ATS or after 6 years, escalation to CSI

My School was Identified for TSI. Now What?



- Targeted Support and Improvement (TSI):
 1. The school, working with its district, will:
 - A. Complete a needs assessment
 - B. Develop an improvement plan, that addresses TSI requirements, to be approved by the district
 - C. Implement the improvement plan
 2. The school's district, working with the school, monitors the improvement plan
 3. After a district-determined amount of time, the school's district evaluates the school for possible exit from TSI

Additional Resources & Contact Information



Resource	Location/Link
Support Resources for Identified Schools	www.mi.gov/mde-supports
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, option 3

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