

# 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](http://www.Michigan.gov/essa)

# Updates for 2018-19 School Index



- **Migration to MI School Data is Complete**
- **Identifications**
  - Comprehensive Support (CSI): no new identifications
  - Add'l Targeted Support (ATS): no new identifications
  - 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
- **PSAT 8/9 for Grade 8**
  - Math and ELA scores included in participation, proficiency, and growth now include PSAT 8/9 for students in grade 8.
- **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.
- **Shared Educational Entities (SEEs)**
  - Schools participating in this program will see scores from students enrolled in SEEs in their Index results



# 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?
<b>Comprehensive</b>	Every 3 Years	LEA; Approved by SEA	SEA	2019-20
<b>Add'l Targeted</b>	Every 6 Years	School; Approved by LEA	SEA	2022-23
<b>Targeted</b>	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 75<sup>th</sup> 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
<b>Building Overall Index:</b>			<b>72.3</b>



# 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
<b>Student Group Overall Proficiency Index</b>					<b>77.55</b>



# 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%
<b>Building Overall Proficiency Index</b>			<b>81.86%</b>

# 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
    - 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, PSAT, 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)
- SGPs 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, 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
- 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

# My School was Identified. Now What?



- Federally-required key components with weights 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 next be 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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**For questions about school accountability, please email us at:**

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