



School Accountability 101: Michigan School Index System

Fall 2024



MI School Data:

School Index

Jessie Rouse School (01930) / Saginaw, School District of the City of (73010)
<http://www.spad.net/>

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School Overview

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School Year:

Click inside the tiles below to see more information about each key performance indicator.

School Index data are not available for 2019-20 and 2020-21 due to the waiver of federal accountability reporting requirements.



Overall Index

28.74 / 100

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Support Category

Comprehensive Support and Improvement
Index below threshold

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Growth Index

40.95 / 100

[View More](#)



Proficiency Index

2.09 / 100

[View More](#)



Graduation Rate Index

N/A

[View More](#)



English Learner Progress Index

N/A

[View More](#)



School Quality and Student Success
Index

44.13 / 100

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Assessment Participation Index

Assessment Participation
100.00 / 100

English Learner Participation
N/A

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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



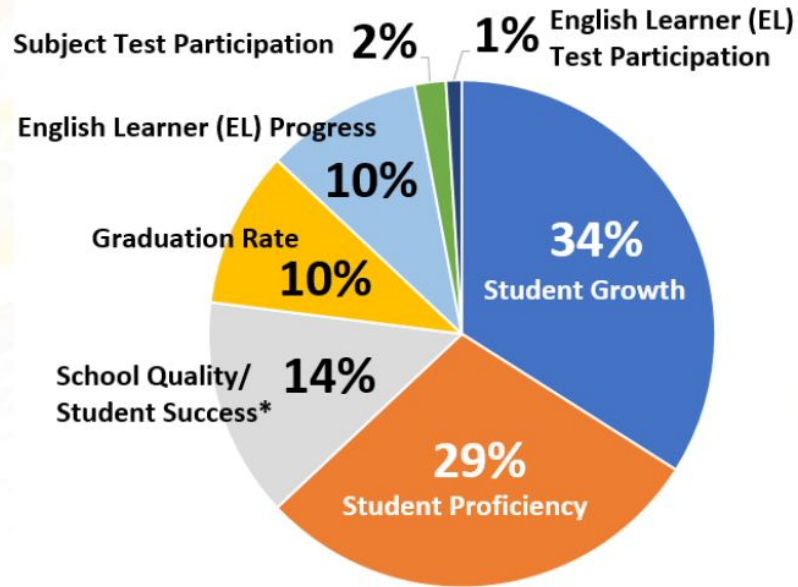
- School Index has 7 components:

- 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

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Dashboards & Education Focus Areas Early Childhood

[MI School Data](#)



[School Index Flowchart](#)

Michigan School Index System Overview



About the Michigan School Index System

The School Index is Michigan's accountability system designed to meet the accountability requirements set forth in the Elementary Student Success Act (ESSA) of 2020. The purpose of the School Index is to identify schools for supports based on their performance. Each school, component and student group receive a 0-100% percent of target score index.

School Index Components

Schools can have up to seven components comprising their overall index value.

Schools without enough students/data may not have all components. For example, an elementary school will not have a graduation rate component.

Missing components will have their weights redistributed proportionally among the remaining components.

Component	Weight
Student Growth	30%
Student Proficiency	20%
School Quality/Student Success SM	10%
Graduation Rate	10%
English Learner Progress	10%
Test Participation – M-STEP, MI-ACCESS, PIAAT, ELP	2%
English Learner Test Participation – TWASA	1%

Source: Office of Assessment, Assessment Coordinator, Postsecondary Assessment, Office of Policy/Program Evaluation and Access to Information

Student Subgroups

Schools have an index value calculated for any subgroup with at least 88 students and have the subgroup included in the component and overall index values. Student subgroups include:

- Racial/Ethnic subgroup
- English Learners
- Economically Disadvantaged
- Students with Disabilities

Identification of School Support Categories

Support Category	Identification Criteria	Frequency
Comprehensive Support and Improvement (CSI)	Schools are identified for CSI if the school: <ul style="list-style-type: none"> is in the bottom 1% of schools in Michigan OR is a high school with a four-year graduation rate of 65% or less OR was in a CSI cohort but did not meet CSI exit criteria OR was in an ATIS cohort but did not meet ATIS exit criteria 	Every 3 Years
Additional Targeted Support (ATS)	Schools are identified for ATS if they have BOTH: <ol style="list-style-type: none"> One or more subgroups in bottom 25% for each applicable component One or more subgroups overall performing in the bottom 1% school 	Every 6 Years
Targeted Support and Improvement (TSI)	Schools are identified for TSI if they have one or more subgroups in the bottom 25% for each applicable component	Annually

Additional Resources

- Information on School Index and School Identification (www.mi.gov/mde-school-index)

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Page 3 of 3

[Michigan School Index System Overview](#)

PUBLIC GUIDE TO MICHIGAN SCHOOL ACCOUNTABILITY



Background

In 2015, Congress passed the Every Student Succeeds Act of 2015 (ESSA), replacing the No Child Left Behind Act of 2002. ESSA offers flexibility to state 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 Michigan's Top 10 Strategic Education Plan and describes Michigan's federally required accountability system.

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

Michigan's 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 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 is Michigan's Accountability System?

Michigan's accountability system comprises two separate reporting tools which cover different legislation and perspectives:

- Michigan's Parent Dashboard for School Transparency



[Michigan's Parent Dashboard for School Transparency](http://www.michigan.gov/mde-parent)

www.michigandata.org/ParentDashboard/ provides easy access to reports on multiple measures that are important to parents and other caregivers.



[Public Guide to Michigan School Accountability](#)