MICHIGAN SCHOOL
INDEX SYSTEM GUIDE



Michigan Department of Education
Office of Educational Assessment and Accountability

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Table of Contents

Introduction **3**

- Parent Dashboard vs. School Index System – Why Both? 3
- Michigan's Top 10 Strategic Education Plan 3

What's New **4**

Michigan School Index System **5**

- Overview of School Index 5
- Accountability Key Concepts 5
- System Components 6
- School Quality/Student Success Subcomponents 10
- School Index Preview Window 12
- Data Collection and Accuracy 12

School Identification for Supports **12**

- Comprehensive Support & Improvement (CSI) 12
- Additional Targeted Support (ATS) 13
- Targeted Support & Improvement (TSI) 13

Additional Resources **13**

Contact Us **13**

Appendices **14**

- Appendix A – Report Location, Access, & Preview 14
- Appendix B – Component Target Values & Long-Term Goals 23
- Appendix C – Calculating Index Values 24
- Appendix D – Accountability Key Concepts Details 28

Notes **30**

Contact Us **31**

Introduction

This guide is meant to provide a detailed look at the Michigan School Index System, which was developed to fulfil the school accountability requirements of the federal Every Student Succeeds Act of 2015 (ESSA). ESSA replaced the federal No Child Left Behind (NCLB) Act and directed states to develop accountability systems to help provide all children with the significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The Michigan School Index System is federally approved through Michigan's ESSA Consolidated State Plan. For more details on Michigan's implementation of ESSA, please visit: www.mi.gov/essa.

In the last 25 years school accountability has gone from the dichotomous and prescriptive system of Adequate Yearly Progress (AYP) under NCLB to less-prescriptive systems focused on closing achievement gaps. Today there are familiar requirements and components from the past but with much more flexibility to develop a system that provides a more state-directed approach and fit. The current systems providing information around school accountability are Parent Dashboard for School Transparency and School Index.

Parent Dashboard vs. School Index System – Why Both?

The Michigan MI School Data Parent Dashboard for School Transparency on MI School Data (www.mischooldata.org/dashboard-home) reports a holistic, data- driven story of what is happening in Michigan's local schools for caregiver audiences. The Parent Dashboard allows users to choose, see, and understand the school performance factors most important to them from a variety of factors. The Michigan Parent Dashboard for School Transparency was developed for parents, with help from parents, and includes many school factors above and beyond what is required under state and federal reporting laws. Where possible, it provides not only a chosen school's data, but also the average of similar (peer) schools and the statewide average to help place school performance data in greater context for parents.

In contrast, the Michigan School Index System serves to fulfill the federal requirements under ESSA for a statewide system to identify schools in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) and is directed toward educators and stakeholders for the purposes of school improvement and program evaluation. MDE uses the results of the Michigan School Index System to determine the appropriate level of support given to districts and schools statewide. The Michigan School Index System balances numerous state and federal legal requirements, policies, and ideals. The system also balances accuracy and simplicity while still providing valid and reliable results.

Michigan's Top 10 Strategic Education Plan

The Michigan School Index System supports the principles and goals of MDE's Top 10 Strategic Education Plan. The plan is approved by Michigan's State Board of Education. Michigan's Top 10 Strategic Education Plan aims to provide focused direction to Michigan's education community, in support of all learners. It is designed to concentrate energy and resources, to strengthen operations, and to set success measures to ensure that all stakeholders are working together toward common education goals.

The School Index specifically supports the following Top 10 Strategic Education plan goals:

Top 10 Goal	School Index System Support
Improve early literacy achievement	The proficiency component aggregates student proficiency across assessments, grades and content areas, and the growth component aggregates the percent of students meeting adequate growth across assessments, grades, and content areas.
Improve the health, safety, and wellness of all learners	The on-track attendance subcomponent illuminates student groups and schools that have a high prevalence of chronically absent students.
Expand secondary learning opportunities for all students	The advanced coursework subcomponent reports successful completion of advanced coursework geared toward career and/or college preparation, such as Advanced Placement (AP) programs, Early Middle College (EMC) programs, Career Technical Education (CTE) programs, International Baccalaureate (IB) programs and Dual Enrollment (DE) programs.
Increase the percentage of all students who graduate from high school	The graduation rate component reports four-, five- and six-year graduation rates.
Increase the percentage of adults with a post-secondary credential	The postsecondary enrollment subcomponent measures the percent of students enrolling in postsecondary institutions within 12 months after graduation.

What's New

- New school identifications for support will only be made for the following federal school support category for 2025-26:
    - Targeted Support and Improvement (TSI)

Michigan School Index System

Overview of School Index

The School Index is designed to both fulfill the ESSA requirements to identify schools for support and provide a diagnostic tool all schools can use to identify the areas where they are performing well and those areas in need of further support. To do this, for each school, it calculates a 0-100 (percent of target met) index value for the school overall, each student subgroup, and for each component and subcomponent. These index values are then used to identify schools with the greatest academic needs for one of three support categories required by ESSA: Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), and Targeted Support and Improvement (TSI).

Schools may have some components excluded from their overall index value if those components do not have enough students/data. For example, an elementary school will not have a graduation rate component. The weights of missing components are redistributed proportionally to the remaining components.

Table 1 on the next page provides a description of each School Index component and its initial minimum weight when it is present for a school.

For technical descriptions and complete calculation details covering all aspects of the School Index, please review the Michigan School Index System Technical Business Rules.

Accountability Key Concepts

The School Index was designed using key concepts from ESSA requirements, Michigan state laws, stakeholder input, public feedback, best practices, and lessons learned from prior accountability systems.

Concepts required by federal and/or state law:

- Testing grades 3-8 & 11 in math and English Language Arts (ELA)
- Testing grades 5, 8, & 11 in science and social studies
- Disaggregating results by student subgroups
- Limiting subgroup inclusion to those meeting minimum counts (n-size)
- Limiting to Full Academic Year (FAY) students
- Excluding private and homeschooled students
- Sending scores back for Shared Educational Entities (SEEs)
- Including all public schools, including public charter schools

Concepts brought forth through stakeholder feedback and prior experiences:

- Equally weighting values for elements policy makers value equally (e.g., student subgroups).
- Using differentiated weighting to average elements policy makers value to differing degrees (e.g., content areas, graduation cohorts, components, and subcomponents).
- Measuring performance by percent of target met to give credit to schools making progress toward targets

More details on each of these concepts are provided in Appendix D of this document.

Table 1: Component Descriptions and Weights

Component	Description	Weight in Overall School Index Value
Student Growth	Students meeting or exceeding adequate growth expectations	34%
Student Proficiency	Students achieving at or above college- and career-readiness	29%
School Quality/ Student Success	This component is a combination of up to five subcomponents, each described below: • K-12 On-Track Attendance (percent students not chronically absent) • K-8 Student Access to Arts/Physical Education • K-8 Student Access to Librarians • 11/12 Advanced Coursework • Post-Secondary Enrollment	14%
Graduation Rate	Students graduating with a diploma within 4, 5, or 6 years	10%
English Learner Progress	Students meeting or exceeding adequate growth in English language proficiency or are English language proficient	10%
General Participation	Students participating in state summative content area tests	2%
English Learner Participation	Students participating in state summative English language proficiency assessment	1%

System Components

Growth Component

When present, the growth component accounts for a minimum 34 percent of the overall index. It aggregates the percent of students meeting adequate growth (those with enough growth to reach or maintain proficiency within 3 years) across assessments, grades, and content areas. Data in this component is from the 2025-26 school year.

Assessments with growth scores used in the growth component include M-STEP, PSAT 8, SAT, and MI-Access Functional Independence (FI). Growth scores cannot be calculated for MI-Access Supported Independence (SI) and Participation (P), due to the small number of students statewide taking those assessments. Therefore MI-Access SI and P are not included in the growth component.

Grades 4-8 and 11 receive growth data and are used in the growth component. Grade 3 students do not have a prior score and so growth cannot be included. Grades 9 and 10 receive growth scores but are not included due to the lack of an alternate assessment in those grades. However, grades 9 and 10 achievement scores are used as inputs in calculating the grade 11 growth scores.

Content areas used for the growth component are limited to Math and English Language Arts (ELA). The United States Education Department (USED) does not allow states to include science and social studies in the growth component.

Adjustments to growth rates are made for schools with growth participation rates below 95 percent. An example of this is shown in Table 2 below. The student subgroup has a growth participation rate (i.e., Percent FAY Growth Expected) below 95%. Therefore, their Percent Meeting Adequate Growth Rate is multiplied by their growth participation rate to get a Participation Adjusted Adequate Growth rate. That is 38 x 90% = 34.20.

For more details on Michigan's underlying growth model, visit the MDE Student Growth webpage (www.mi.gov/mde/services/school-performance-supports/accountability/student-growth-in-school-accountability).

Table 2: Example Growth Component Participation Adjustment (Content Area: Math)

Student Group	% FAY Growth Expected	% Meeting Adequate Growth	Participation Adjusted Adequate Growth	% Target Met Adequate Growth (Target 35.80)
Example Subgroup	90%	38%	34.20%	95.53%

Proficiency Component

When present, the proficiency component accounts for a minimum 29 percent of the overall index and aggregates student proficiency across assessments, grades, and content areas. The data in this component is from the 2025-26 school year.

Assessments used in the proficiency component include M-STEP, PSAT 8, SAT, MI-Access Functional Independence (FI), MI-Access Supported Independence (SI), and MI-Access Participation (P).

Grades used in the proficiency component include grades 3-8 and 11/12. Grade 12 students are expected to test if they were not previously tested in grade 11.

Content areas used for the proficiency component are limited to Math and English Language Arts (ELA). The United States Education Department (USED) does not allow states to include science and social studies in the proficiency component.

Adjustments to proficiency rates are made for schools with proficiency participation rates below 95 percent. An example of this is shown in Table 3 below. The student subgroup has a proficiency participation rate (that is, Percent Full Academic Year [FAY] Tested) below 95%. Therefore, their Percent Proficient is multiplied by their proficiency participation rate to get a Participation Adjusted Proficiency rate. That is 60 x 90% = 54.

Table 3: Example Proficiency Component Rates (Content Area: ELA)

Student Group	% FAY Tested	% Proficient	Participation Adjusted Proficiency	% Target Met Proficiency (Target 56.31)
Example Subgroup	90%	60%	54%	95.90%



Graduation Rate Component

When present, the graduation rate component accounts for a minimum 10 percent of the overall index. It uses the same adjusted cohort calculation used in previous accountability systems (required under ESSA). Four-, five-, and six-year rates are calculated and used in determining an overall graduation rate for the school. Data in this component is sourced from the 2024-25 school year.

- **Four-year cohort** graduation rates are the percent of students graduating within four years of entering high school.
- **Five-year cohort** graduation rates are the percent of students graduating within five years of entering high school.
- **Six-year cohort** graduation rates are the percent of students graduating within six years of entering high school.

Early/middle college (EMC) students are a special case. EMC students are excluded from the four-year cohort (neither counted for nor against rates).

For EMC students to count as graduating, they must both (1) receive a high school diploma and (2) receive either an early college certificate of completion or an associate degree. For the five-year cohort this must occur within five years of entering high school. For the six-year cohort this must occur within six years of entering high school.

Separate index values are calculated for each graduation cohort. Then, cohort index values are combined by using the weights in Table 4 below. The weights of missing cohorts are redistributed proportionately among the remaining cohorts.

Table 4: Graduation Cohort Weights

Graduation Rate Cohort	Weight in Graduation Rate Component
Four-Year Cohort	50%
Five-Year Cohort	30%
Six-Year Cohort	20%

English Learner (EL) Progress Component

When present, the English Learner (EL) progress component accounts for a minimum 10 percent of the overall index. It aggregates the percent of EL students showing progress toward acquiring proficiency in English. Data in this component is from the 2025-26 school year.

Students are counted as showing EL progress based on one of the following two pathways:

- Meeting adequate growth on WIDA ACCESS
- Meeting English proficiency on WIDA ACCESS or WIDA Alternate ACCESS

Adequate growth is a metric describing the amount of growth needed to reach or maintain proficiency, within a specific timeframe. For EL progress that timeframe is five years or less.

Assessments used in the EL progress component include WIDA ACCESS and WIDA Alternate ACCESS. Please note the WIDA Alternate ACCESS can only use the proficiency pathway as too few students take this assessment to calculate growth scores.

Grades K-12 are used in calculating the EL progress component. Please note that for Kindergarten MDE only uses the proficiency pathway, as those students do not have a prior score and so growth scores cannot be calculated for them.

Composite scores combining the four language domains (reading, writing, listening, and speaking) are used for the proficiency and growth pathways of the EL Progress component. Students missing one or more domains are excluded (neither counted for nor against) from EL Progress.

Adjustments to EL Progress are made for schools with EL Progress participation rates below 95 percent. Table 5 below shows an example for a student subgroup with an EL Progress participation rate (i.e., Percent FAY Tested) below 95%. Therefore, their Percent Meeting Progress is multiplied by their EL Progress participation rate to get a Participation Adjusted Progress rate. That is, 50 x 80% = 40.

Table 5: Example English Learner (EL) Progress Component Rates

Student Group	% FAY Tested	% Meeting Progress	Participation Adjusted Progress	% Target Met Proficiency (Target 43.33)
English Learners	80%	50%	40%	92.31%

General Assessment Participation

When present, the general assessment participation component accounts for a minimum 2 percent of the overall index. It aggregates participation across assessments, grades, and content areas. Data in this component is from the 2025-26 school year.

Assessments used in the general assessment participation component include M-STEP, PSAT 8, SAT, MI-Access Functional Independence (FI), MI-Access Supported Independence (SI), and MI-Access Participation (P).

Grades used in the general assessment participation component include grades 3-8 and 11/12. Grade 12 students are expected to test if they were not previously tested in grade 11.

Contents areas used for the general assessment participation include Math, English Language Arts (ELA), Science, and Social Studies.

English Learner (EL) Participation

When present, the English Learner (EL) Participation component accounts for a minimum 1 percent of the overall index. It aggregates student participation across assessments, grades, and content areas. The data in this component is sourced from the 2025-26 school year.

Assessments used in the English Learner (EL) Participation component include WIDA ACCESS and WIDA Alternate ACCESS.

Grades used in the EL participation component include grades K-12.

Only students with composite scores (which combine the four language domains of reading, writing, listening, and speaking) are counted as participating for the EL participation component.

School Quality & Student Success (SQSS) Component

When present, the School Quality & Student Success (SQSS) component accounts for a minimum 14 percent of the overall index and aggregates data from five subcomponents. Table 6 below lists the five subcomponents and their weight within the overall School index. Components without data will have their weight reallocated proportionally among the other subcomponents.

The subcomponents used are dependent on the school's grade configuration.

Schools with 11th and/or 12th Grades:

- On-Track Attendance (Not Chronically Absent)
- 11-12 Advanced Coursework
- Postsecondary Enrollment

Schools without 11th and/or 12th Grades:

- On-Track Attendance (Not Chronically Absent)
- Access to Arts/Physical Education
- Access to a Librarian/Media Specialist

Table 6: School Quality and Student Success Subcomponent Weights

School Quality & Student Success Subcomponent	Weight in Overall System
K-12 On-Track Attendance (Not Chronically Absent)	4%
K-8 Access to Arts/Physical Education	4%
11-12 Advanced Coursework	3%
Postsecondary Enrollment	2%
K-8 Access to Librarians/Media Specialists	1%

School Quality/Student Success Subcomponents

K-12 On-Track Attendance

When present, the K-12 On-Track Attendance subcomponent accounts for a minimum 4 percent of the overall index. It is intended to illuminate student groups and schools that have a high prevalence of chronically absent students. A high K-12 chronic absence rate can help drive improvement discussions and encourage schools and communities to work together to address the factors that lead to poor student attendance. The data in this component is from the 2025-26 End of Year (EOY) Michigan Student Data System (MSDS) data collection.

Students are defined as chronically absent if they have a cumulative enrollment of at least 10 days and have missed 10 percent or more of their scheduled days. This definition is used to calculate the percent of students NOT chronically absent. That rate is converted to an index by taking the percent not chronically absent and dividing by the subcomponent target. For example, a school having 70 percent of their students not chronically absent would receive an index of 94.48 (70/73.83).

K-8 Access to Arts/ Physical Education

When present, the K-8 Access to Arts/Physical Education subcomponent accounts for a minimum 4 percent of the overall index and indicates student access to the arts and physical education staff. The data in this component is from the 2025-26 End of Year (EOY) Registry of Educational Personnel (REP) data collection.

Full-time equivalency (FTE) values are used to compute a ratio of students to staff employed in the fine arts (dance, music, theater or performance, and visual arts) and physical education (health, physical education, recreation, and sex education). The

subcomponent index is then calculated by taking the subcomponent target ratio and dividing it by the school's achieved ratio. For example, a school with a 200 students: FTE ratio would have an index of 62.3 (124.6/200).

K-8 Access to a Librarian/Media Specialist

When present, the K-8 Access to Librarian/Media Specialist subcomponent accounts for a minimum 1 percent of the overall index and indicates student access to librarians and media specialists. The data in this component is from the 2025-26 End of Year (EOY) Registry of Educational Personnel (REP) data collection.

Full-time equivalency (FTE) values are used to compute a ratio of students to staff employed as librarians. The subcomponent index is then calculated by taking the subcomponent target ratio and dividing it by the school's achieved ratio. For example, a school with 200 students: FTE ratio would have an index of 100 (6,125/200).

11-12 Advanced Coursework

When present, the 11-12 advanced coursework subcomponent accounts for a minimum 3 percent of the overall index and is a measure of the percent of grades 11-12 students successfully completing advanced coursework geared toward career and/or college preparation (i.e., Dual Enrollment, Early Middle College [EMC], Career and Technical Education [CTE] Program Completer, Advanced Placement [AP], and International Baccalaureate [IB] courses). Due to varying data system timelines in each of the many sources for this metric, the data in this component is from the 2024-25 school year.

Students are counted as completing advanced coursework if they meet all the following criteria:

1. Enrolled in grade 11 or 12
2. Reported as successfully completing any of the advanced coursework types

Advanced coursework types are collected from multiple systems and include:

1. Michigan Student Data System (MSDS) Teacher-Student Data Link (TSDL) collection
2. Student Transcript and Academic Record Repository (STARR) collection
3. Career and Technical Education Information System (CTEIS)

The advanced coursework subcomponent calculates the percent of grade 11-12 students reported as successfully completing advanced courses. An index is calculated by dividing the percent completing advanced coursework by the subcomponent target. For example, a school with 45 percent of students in grades 11-12 completing advanced coursework would receive an index of 86.29 (45/52.15).

Postsecondary Enrollment

When present, the postsecondary enrollment subcomponent accounts for a minimum 2 percent of the overall index and measures the percent of students enrolling in postsecondary institutions within 12 months after graduation. Due to varying data system timelines for this metric, data in this component is from the 2023-24 school year.

This component uses data collected by the Center for Educational Performance and Information (CEPI) and reported in their Postsecondary Outcomes by High School Report. This report counts a student in postsecondary enrollment if all the following criteria are met:

1. The student has graduated by earning a high school diploma
2. There is a matching record in Michigan's Student Transcript and Academic Record Repository (STARR) collection or national college enrollment data from the National Student Clearinghouse (NCS) showing the student has enrolled in a 2- or 4-year institution of higher learning. (most, but not all, colleges/universities report data to NSC).
3. Enrollment must be at least 6 months but no more than 12 months after graduation.

The postsecondary enrollment subcomponent calculates the percent of graduates enrolling in postsecondary institutions. That percentage is converted to an index by dividing the percent of graduates enrolling in postsecondary institutions by the subcomponent target. For example, a school having 50 percent of their graduates enrolling in postsecondary institutions would receive an index of 77.68 (50/64.37).

School Index Preview Window

A courtesy preview window of the Michigan School Index System is offered on MI School Data (www.mischooldata.org) to authorized users with secure access, approximately 1-2 weeks prior to public release. For more information about the School Index secure access and preview, please see Appendix A of this document.

Data Collection and Accuracy

All source data are considered final and accurate at the time of the School Index preview window and no further requests to change to these data will be considered at that time.

Each data component included in the School Index has its own submission/review window in its respective data collection system. Schools and districts are able to make necessary corrections to data during those respective submission/review windows. The availability of each of the component review windows is communicated to the individual(s) the districts report as the appropriate contact(s) in Michigan's Educational Entity Master (EEM; www.mi.gov/eem).

For guidance about accurate data collection for school accountability please see the document "Accountability Data Reporting Best Practices" posted at www.mi.gov/mde-accountability under the section "General Accountability Resources".

School Identification for Supports

Michigan's approved Every Student Succeeds Act (ESSA) plan provides three support categories for Michigan Schools identified by the School Index:

- Comprehensive Support & Improvement (CSI)
- Additional Targeted Support (ATS)
- Targeted Support & Improvement (TSI)

Comprehensive Support & Improvement (CSI)

Michigan schools can be identified for CSI through one of four ways:

- Is in the bottom 5% of schools in Michigan via an Overall School Index value
- Is a high school with a four-year graduation rate of 67% or less
- Was in a CSI cohort but did not meet CSI exit criteria
- Was in an ATS cohort but did not meet ATS exit criteria at the end of the full ATS cohort cycle and so supports are elevated to CSI. (Schools not meeting ATS *early exit criteria* do NOT convert to CSI but continue as ATS through the end of the six-year ATS cohort cycle.)

Michigan identifies and exits CSI every three years. Identifications and exits will next occur in Fall 2028 and are based on the previous cycle's data.

Schools identified for CSI shall, in partnership with stakeholders, locally develop and implement an improvement plan for the school to improve student outcomes.

To exit CSI, a school must no longer meet CSI entrance criteria and must improve proficiency in both Math and ELA for two years, as calculated in the School Index (minimally 0.01 percentage point improvement).

Additional Targeted Support (ATS)

Michigan schools are identified for ATS through the following criteria:

- One or more student subgroup(s) overall are performing like a bottom 5% school AND
- One or more student subgroups consistently underperforming across components (bottom 25% for each component applicable to that student subgroup)

Michigan identifies schools for ATS once every six years. ATS exits occur every six years, with a possible option for early exit after three years. ATS identifications and exits were last done in fall 2022. ATS early exit last occurred in fall 2025. Schools currently receiving ATS will next be reviewed for potential exit after the full six-year support cycle in Fall 2028. ATS identifications and exits are all based on the previous cycle's data.

Schools identified for ATS shall, in partnership with stakeholders, locally develop and implement an improvement plan for the school to improve student outcomes for each student subgroup identified for ATS.

To exit ATS, a school must, for the identified student subgroups, no longer meet the ATS entrance criteria, and, for the identified student subgroups, improve proficiency in both math and ELA for two years as calculated in the School Index (minimally 0.01 percentage point improvement). Schools identified for ATS but not meeting ATS exit criteria at the end of the full ATS cohort cycle are identified for CSI and given more rigorous supports.

Targeted Support & Improvement (TSI)

Michigan schools can be identified for TSI through the following criteria:

- The school has one or more student subgroup(s) consistently underperforming across components (bottom 25% for each component with data for that student subgroup in School Index).

Schools are identified for TSI every year.

Schools identified for TSI shall, in partnership with stakeholders, locally develop and implement an improvement plan for the school to improve student outcomes for each student subgroup identified for TSI. All districts with schools identified for TSI are eligible for MDE supports in creating, implementing, and monitoring an improvement plan.

Districts are responsible for developing exit criteria and a timeline for their school(s) identified for TSI. The criteria should be aligned to the school's TSI plan and should be designed to address the needs of the identified student group(s).

Additional Resources

For additional resources supporting the Michigan School Index System, please see the following:

- School Index Website (www.mi.gov/mde-schoolindex)
  - 1-2 page overviews
  - Guides, Presentations, & FAQs
  - Technical Documentation & Tools
  - Identification Lists
  - Data & Reports
- Accountability Best Practices Guide
  Posted on www.mi.gov/mde-accountability
  - Data collections and data accuracy
- Student Growth in Accountability Website (www.michigan.gov/mde/services/school-performance-supports/accountability/student-growth-in-school-accountability)
  - General and technical descriptions of Michigan's student growth model

Contact Us

For questions or concerns about School Index, contact the MDE Accountability Unit by either:

- MDE-Accountability@michigan.gov
- 877-560-8378

Appendices

Appendix A – Report Location, Access, & Preview

Levels of Access

The School Index Report has three levels of access. Table A.1 below lists each access level, the requirements to access that level, and the available data / limitations for the access level.

Table A.1: Access Level Descriptions

Access Level	Access Requirements	Available Data / Limitations
Public Access	• No requirements; publicly available	• Suppresses small counts to protect student privacy. • Can access School Index report ***after*** preview window.
Secure Access ***without*** Accountability Role	• Requires MiLogin	• No suppression. Small counts are shown to secure users. • Can access School Index report ***during*** preview window.
Secure Access ***with*** Accountability Role	• Requires MiLogin • Requires completing security form to request adding Accountability Role.	• No suppression. Small counts are shown to secure users. • Can access School Index report ***during*** preview window. • **Can download accountability student datafiles.**

Secure Only Instructions

Requesting Secure Access

For instructions on how to request secure access to MI School Data (the website where the School Index report is located), please see the document MILogin for Business User Guide for MI School Data Users posted on the MI School Data Help & Support Page (www.MISchoolData.org/support-page) under the section "Secure Login Assistance."

Secure access users of MI School Data will only be able to access the secure (unsuppressed) version of the School Index report for the location(s) (i.e., school[s], district[s], ISD[s]) for which they have an approved security form. Individuals needing access to multiple locations will need to fill out a separate security form for each location. The process for requesting secure access for a location is described in the document "MILogin User Guide for MI School Data Users" linked above.

Additionally, only secure access users of MI School Data with an approved accountability download permissions will be able to access the secure accountability download files. The process for requesting the addition of the accountability downloads permission to an existing secure access MI School Data account is described in the document "MILogin User Guide for MI School Data Users" linked above.

Preview Window

About 1-2 weeks prior to public release, a courtesy secure access preview of the School Index report is provided to authorized users (i.e. users with approved secure access) of MI School Data. In the weeks prior to the preview, the Office of Educational Assessment and Accountability (OEAA) will communicate about the upcoming preview window and the steps to ensure secure access through the OEAA Spotlight weekly newsletter (www.mi.gov/mde-spotlight). Once the preview is available, OEAA announces that availability through a targeted email to ISD, district, and school staff, using contact information reported by the districts in the Educational Entity Master, or EEM (www.mi.gov/eem).

During the preview window approved secure access users of MI School Data can:

- Review the soon to be published School Index Report **one school** at a time.
- Download the School Index Aggregate Datafile
    - Allows for the review of key data for **multiple schools** at once.
    - Gives overall/component index values and school support categories.
    - Especially useful for large districts with multiple schools.
- Download the Accountability Student Datafile
    - Gives the student level data needed to replicate the index values for Subject Test Participation, Proficiency, Growth, English Learner Test Participation, and English Learner Progress.
    - Allows for better understating of how the assessment metrics were calculated.
    - Also allows for schools and districts to link the data to other local data to continue the process of program evaluation and continuous improvement.

Please note **the secure version of the School Index Report (available during preview) cannot be shared publicly (including with local school boards) at any time (neither during nor after preview),** because it contains unsuppressed small counts and so sharing publicly could violate student privacy. Only the public version of the School Index report can be shared publicly.

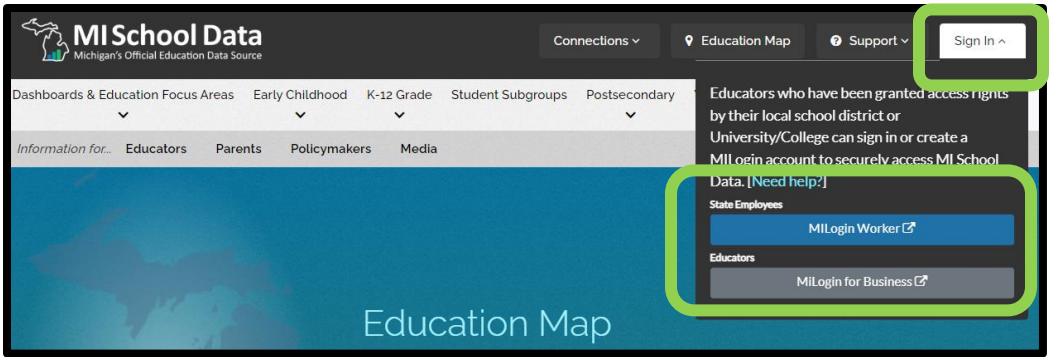
Secure Access Login

1. Request and get approval for Secure Access to MI School Data (see the earlier section in this document "Requesting Secure Access").

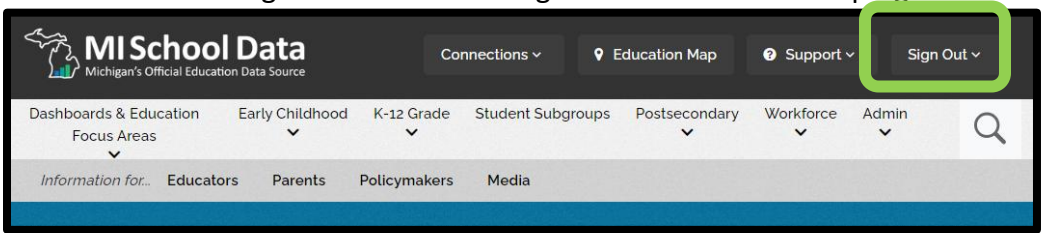
2. Go to MI School Data (www.MISchoolData.org)

3. Login to the secure access portion of MI School Data (screenshot on next page)
    a. Click on the "Sign In" button, in the horizontal menu near the top of the page

    b. Click on the "MILogin" button for your appropriate role
        i. Educators use "MILogin for Business"
        ii. State Employees use "MILogin Worker"



4. Verify you have logged in.
    a. After a successful login there will be a "Sign Out" button at the top right.



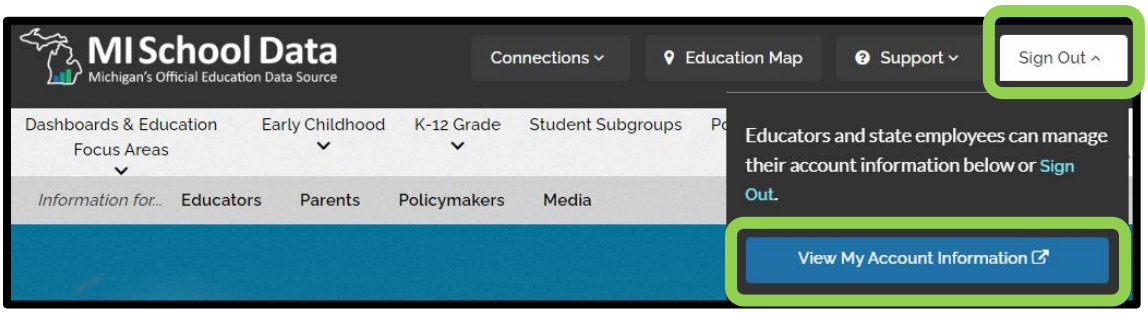
Verify Secure Access Approved Location(s) and Role

Secure access users of MI School Data will only be able to access the secure (unsuppressed) version of the School Index report for the location(s) (i.e., school[s], district[s], ISD[s]) for which they have an approved security form.

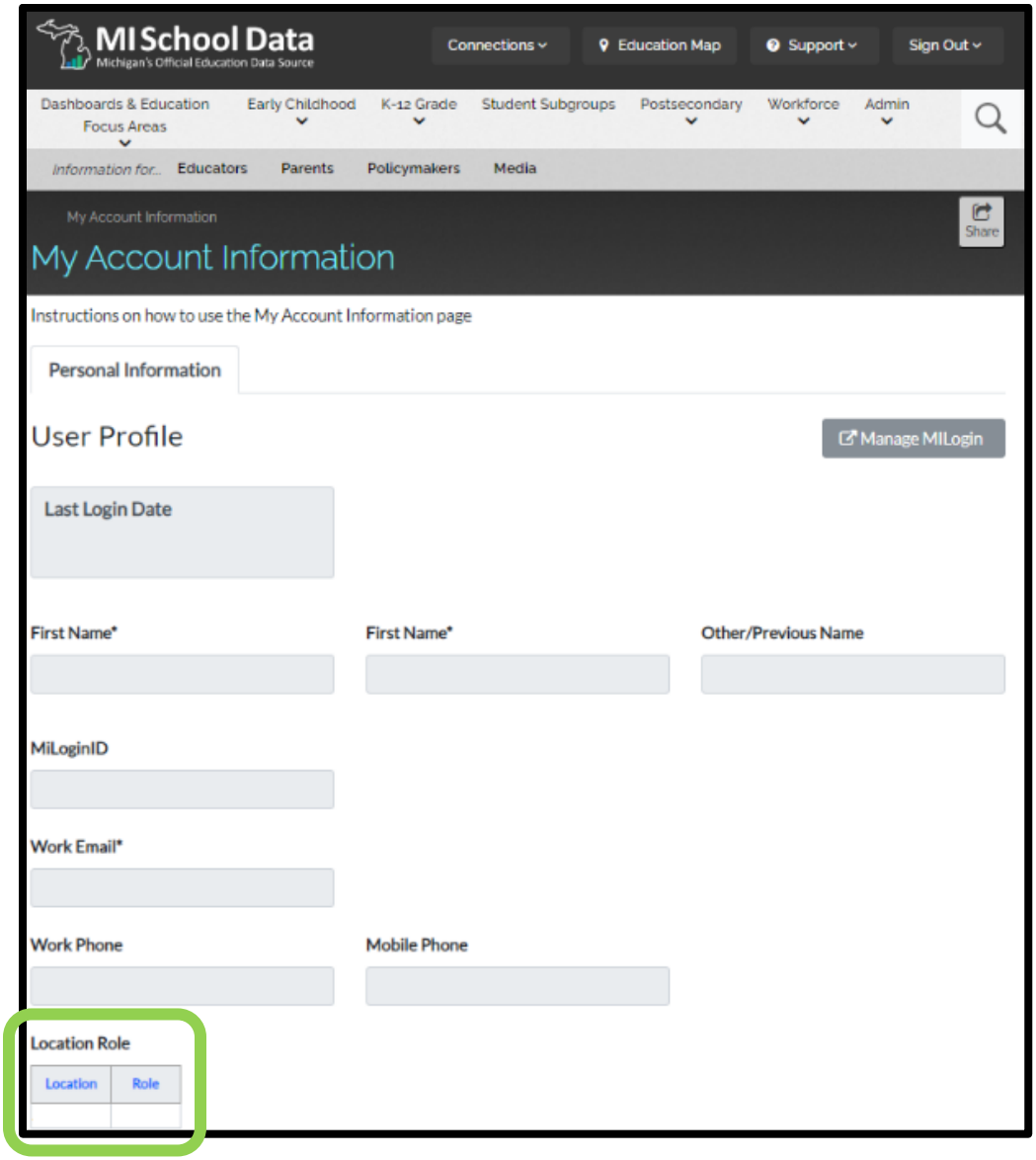
Additionally, only secure access users of MI School Data with an approved Accountability Role will be able to access the secure accountability download files.

Secure Access users of MI School Data can use the following steps to verify which location(s) (i.e., school[s], district[s], ISD[s]) and roles for which they have been approved:

1. Click on the "Sign Out" button near the top right of the page
2. Click on "View My Account Information"



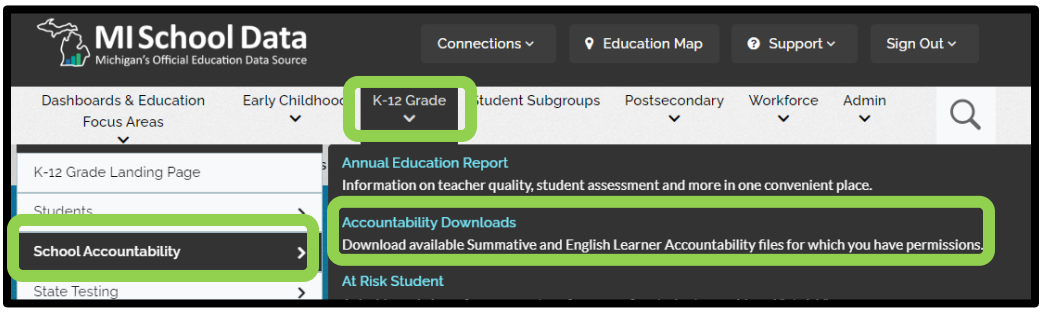
3. Verify the approved location(s) and role
    a. Approved location(s) and role are listed at the bottom of the page.
    b. Please note roles can and do vary by location



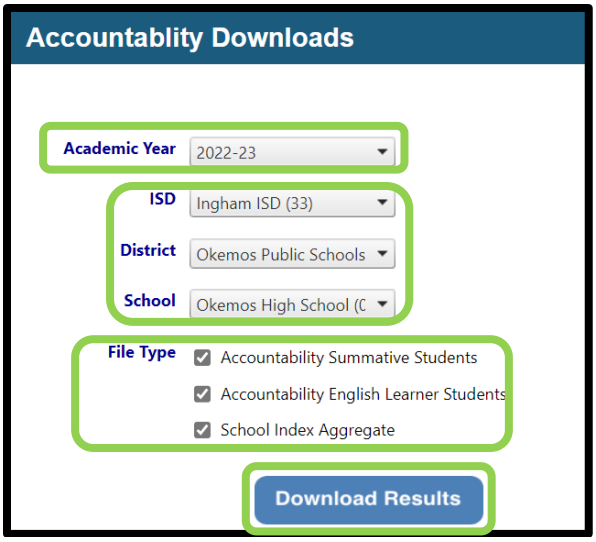
4. If needed, request access for additional locations or to add the Accountability Role to a location
    a. Each location and the role for that location must be requested separately.
    b. For instructions on how to request secure access to a location or adding the Accountability Role to an existing secure MI School Data account, please see the document MILogin User Guide for MI School Data Users posted on the MI School Data Support Page (www.MISchoolData.org/support-page) under the section "Secure Login Assistance".

Secure Accountability Downloads

1. Go to MI School Data (www.MISchoolData.org)
2. Login to the secure access portion of MI School Data (see earlier section "Secure Access Login")
    a. Only secure access users can access the secure accountability downloads
    b. If you are an educator who does not have but needs secure access, please see the earlier section "Requesting Secure Access"
3. Navigate to the Accountability Downloads page
    a. Click on "K-12 Grade" in the horizontal menu across the top of the page
    b. Click on "School Accountability" from the dropdown menu
    c. Click on "Accountability Downloads"



4. Select the data files you want to download (screenshot on next page)
    a. Select the desired academic year
    b. Select the desired entity (ISD, District, or School)
        i. School index is only available at the school level
        ii. ISD or district users can select all schools within their approved ISDs or districts
        iii. Only schools for which the user has approved secure access AND approved accountability role will be listed in the accountability downloads entity selection
    c. Select the desired file type(s)
        i. Check or unchecking the boxes by specific file types
            1. **Accountability Summative Students** contains the student records needed to replicate the subject test participation, proficiency, and growth components of School Index. **NEVER share publicly.**
            2. **Accountability English Learner Students** contains the student records needed to replicate the English Learner test participation and English Learner Progress components of School Index. **NEVER share publicly.**
            3. **School Index Aggregate** contains school-level records giving for each school: (1) the overall composite index value, (2) the index values for each of the seven components, and (3) the school's support category (CSI, ATS, TSI, or Universal Supports). **EMBARGOED until public release.**
    d. Click the "Download Results" button (visible after checking one or more file type boxes)
    e. Check your email for a link to a .csv file (can be opened by any spreadsheet software)

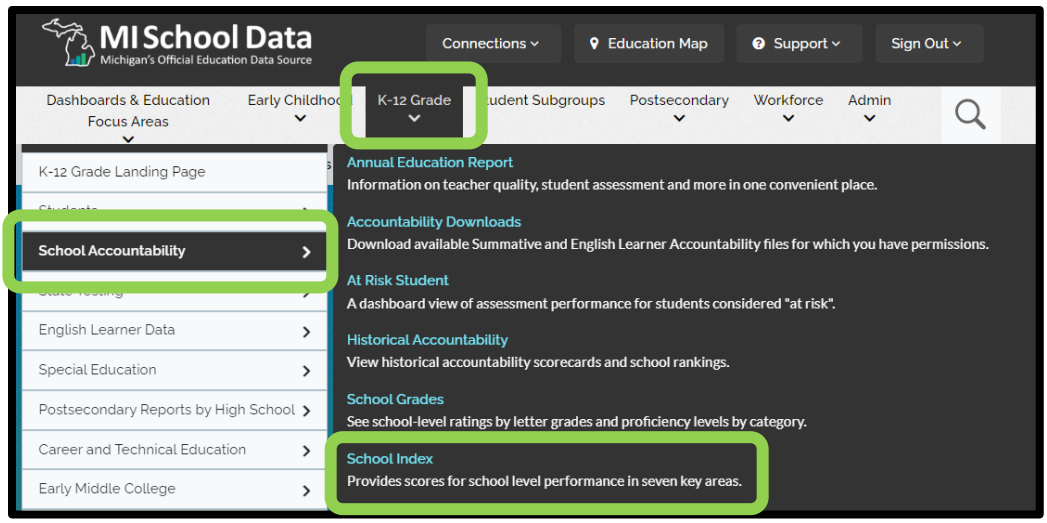


For instructions on working with student-level datafiles, please see Instructions on Working with Accountability Student Datafiles and Data Dictionary for Accountability Student Data Files, available on the accountability downloads page and the School Index Resources page www.mi.gov/mde-schoolindex.

Public & Secure - Shared Instructions

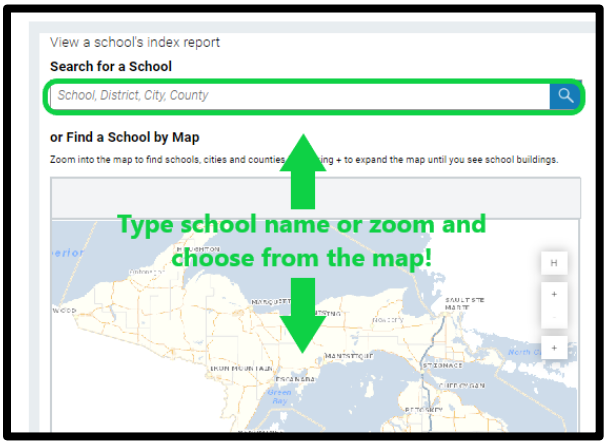
Report Location

1. Go to MI School Data (www.MISchoolData.org)
    a. For secure access,
        i. Please login first (see the earlier section "Secure Access Login")
        ii. Then proceed to step 2
    b. For public access, please proceed to step 2
2. Navigate to the report
    a. Click on "K-12 Grade" in the horizontal menu across the top of the page
    b. Click on "School Accountability" from the dropdown menu
    c. Click on "School Index"



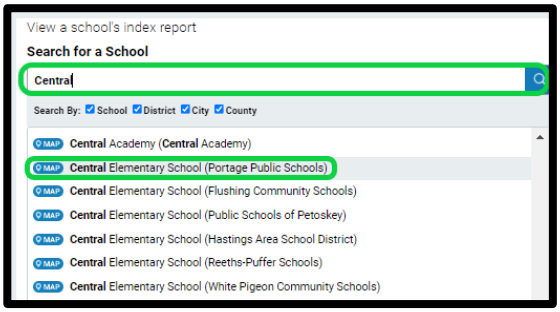
Selecting a School

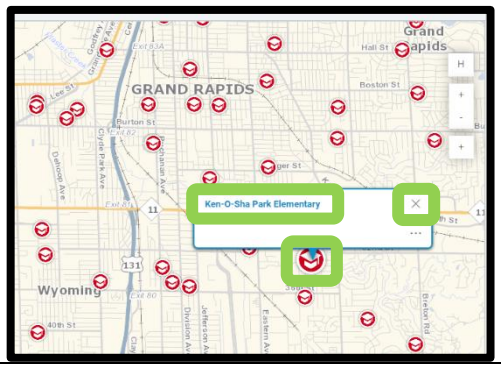
1. Search for a school
    a. By typing the name of school, district, city, or county in the text box
    b. By zooming in on the map feature.



2. Select the desired school

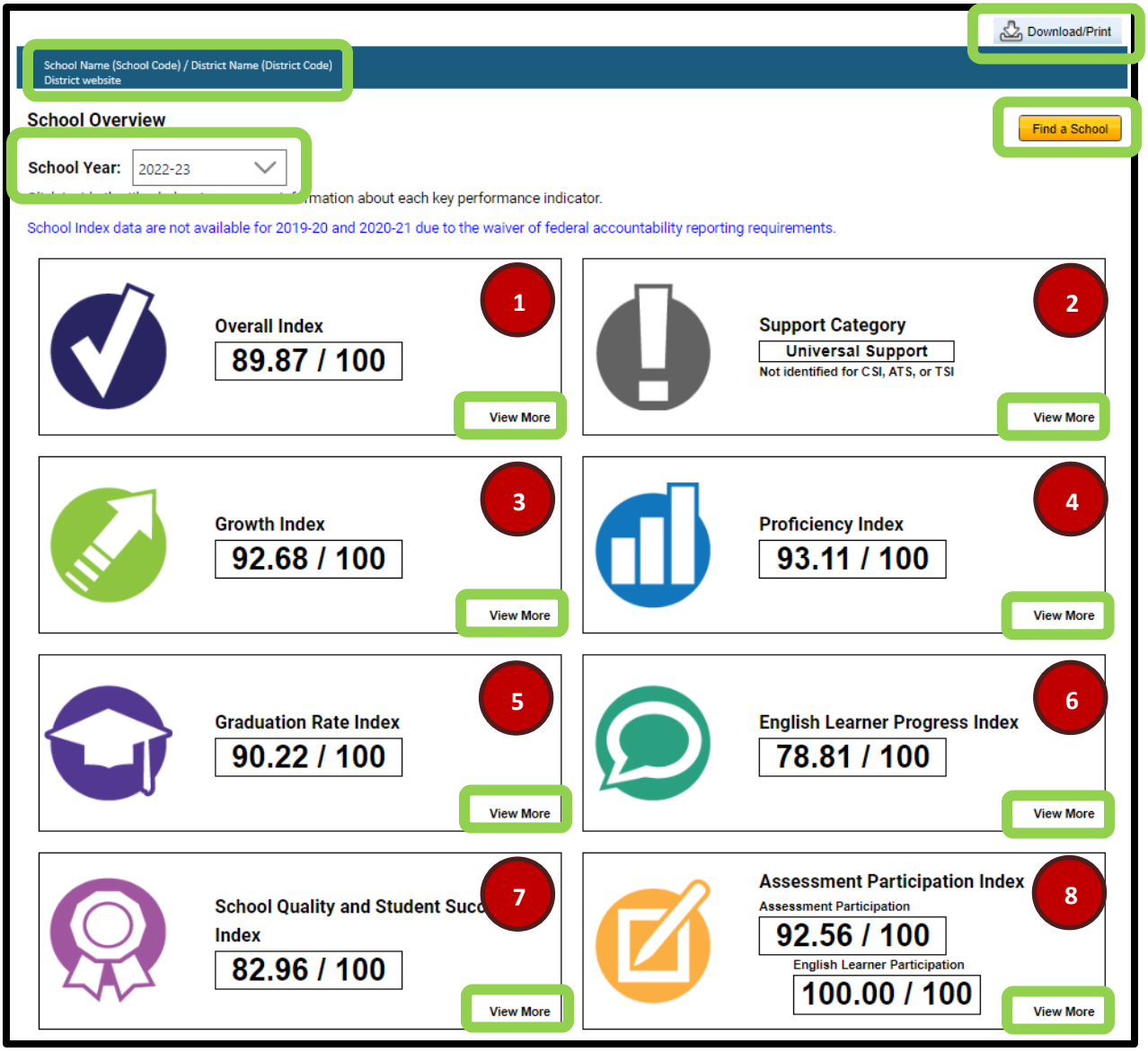
Text Box Instructions	**Map Feature** Instructions
1. List of schools generated as you type 2. Some school names are repeated across multiple districts. The district name is given in parentheses after the school name to help select the desired school. 3. Click on the desired school name	1. Zoom in to the desired area 2. Once you are zoom in far enough red markers are shown for each school 3. Click on a marker to open a popup box with the school name 4. If it is not the desired school, click the "X" at the top right of the popup box 5. If it is the desired school, click on the school name within the popup box





Review the School Index Report

1. Verify the school and district (click on “Find a School” to search for another school)
2. Choose the school year (defaults to the most recent year)
3. Click on any tile to view more detailed information on that component
4. Click on the “Download/Print” button to download or print the current display



Indicator Display Descriptions

Click “View More” on any overview tile to see more details and information.

1. The Overview tile and value displays the overall school level index value on a scale of 0-100 determined for the selected school.
2. The Support Category tile displays the level of support identified for the selected school. If the selected school’s performance was above the criteria used to identify each of the three federal school support categories (CSI, ATS, and TSI), this tile will have the label “Universal Support” and a greyed-out exclamation point image. Schools identified to receive CSI, ATS, or TSI will have a red exclamation point image displayed and the corresponding

support identification, along with a brief reason for that identification. Note that the label for CSI and ATS identifications from a previous year will carry forward until exited. Click the “View More” text in the corner of this tab to see detailed data about the selected school’s evaluation against criteria used to identify schools for CSI, ATS, or TSI supports.

3. The Growth Overview tile displays a 0-100 student growth performance index across ELA and math for the selected school if applicable.
4. The Proficiency Overview tile displays a 0-100 student proficiency performance index across ELA and math for the selected school if applicable.
5. The Graduation Rate Overview tile displays a 0-100 graduation rate index across 4, 5, a 6-year cohort graduation rates for the selected school if applicable.
6. English Learner Progress Overview tile displays a 0-100 student proficiency and growth performance index for English language learners in the selected school if applicable.
7. The School Quality and Student Success Overview tile displays a combined 0-100 performance index across the areas of on-track attendance, postsecondary enrollment, advanced coursework completion, and staffing ratios where applicable.
8. The Assessment Participation Overview tile displays a 1-100 student participation index on state assessments across ELA, math, science, and social studies combined and a 0-100 student participation on the state assessment for English learners for the selected school where applicable.

Appendix B – Component Target Values & Long-Term Goals

ESSA requires states to set long-term goals for their state-wide accountability systems. To meet that requirement, Michigan has set targets for each component in the Index System. These targets are set at the value of the 75th percentile for that component in the baseline year (2021-22). This sets challenging but achievable component targets. This is because, by definition, 75 percent of schools are not yet fully meeting the target (challenging), but 25 percent of schools are already meeting the target (achievable). Note that these targets are part of a required federal accountability system. Specifically, they are not recommendations for adding or eliminating staffing levels in Michigan schools. Furthermore, it is not an appropriate practice to manipulate staffing levels with an intent to exit or avoid the federally required school identifications (CSI, TSI, ATS).

Michigan's long-term goals are set using component targets as anchors. These long-term goals are to increase performance in each component so that the statewide average in 2031-32 will be at or above that component's target (i.e., the value of the 75th percentile from the baseline year [2021-22] for that component).

Long-term goals and component targets will remain constant through 2031-32 unless changes in source data or components used require these targets to be reset.

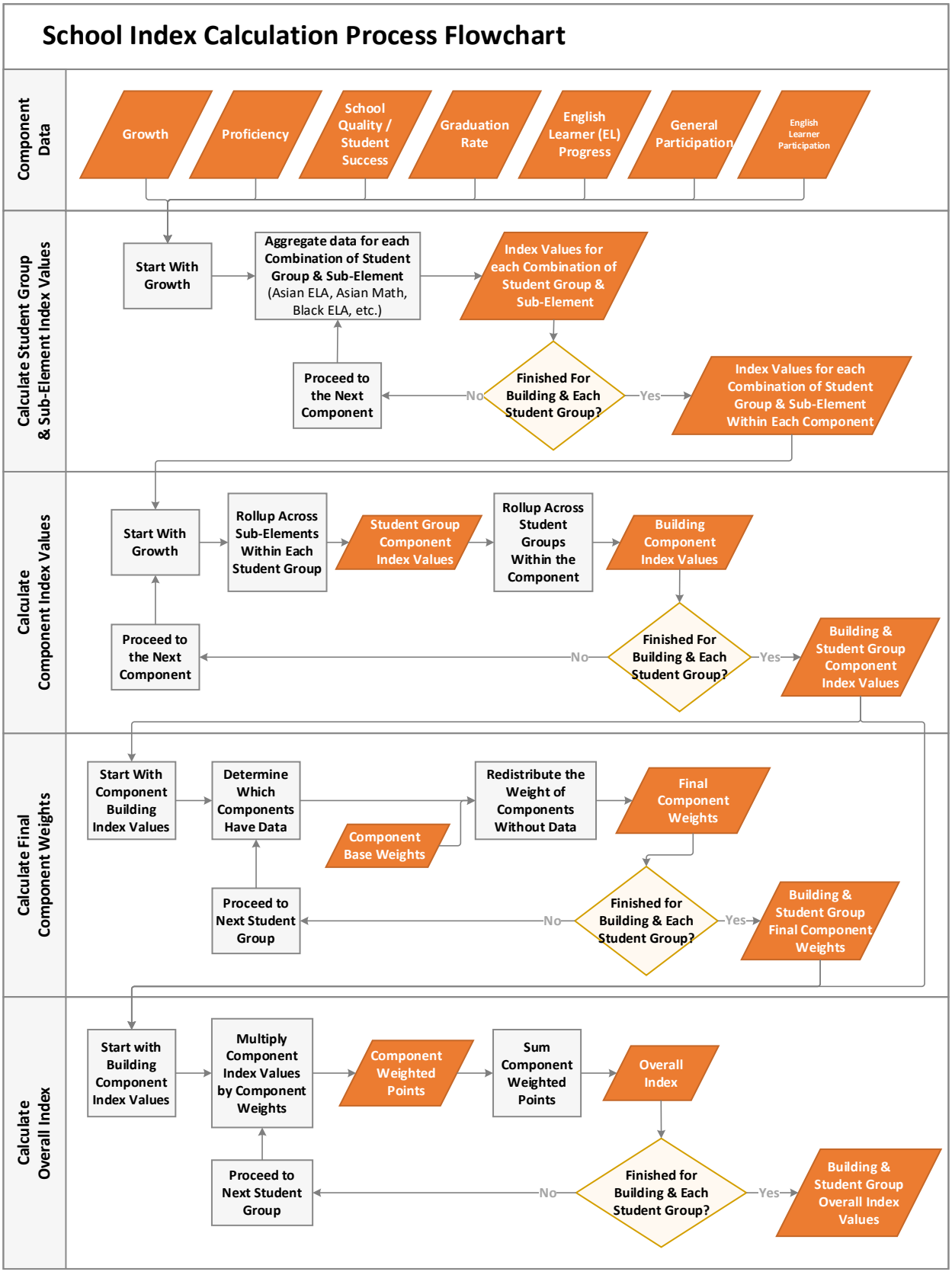
The table below gives both the baseline statewide average and the target/long-term goal for each component of the Michigan School Index System.

Table B.1: Component Target Values & Long-Term Goals

Component	Baseline (2021-22) Statewide Average	Component Targets (2021-22 75th Percentile) & Long-Term Goal (2031-32) Statewide Average
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%
English Learner Progress	26.14%	43.33%
School Quality/Student Success (SQSS)		
SQSS – On-Track Attendance	62.20%	73.83%
SQSS – Advanced Coursework	29.32%	52.15%
SQSS – Postsecondary Enrollment	51.16%	64.37%
SQSS – K-8 Access to Arts and Physical Education	169.80	124.60
SQSS – K-8 Access to Librarians	52100	6125.00

Appendix C – Calculating Index Values

Index Calculation Flowchart



Calculation Overview

The School Index is designed to both fulfill the ESSA requirements to identify schools for support and to provide a diagnostic tool all schools can use to identify the areas where they are performing well and those areas in need of further support. School Index provides 0-100 index values for four levels:

- the building overall
- each student group
- each component
- each combination of student group and sub-element (content area, graduation cohort, or subcomponent) within each component

This section details the process of how the overall building and student group indices are calculated. A one-page flowchart visually representing this process is above here within Appendix D.

Calculation Process

The process to calculate indices for each of these four levels has five stages:

1. gather component data
2. Within each component, calculate index values for each combination of student group and sub-element (content area, graduation cohort, and subcomponent)
3. calculate component-level index values
4. calculate component weights
5. calculate overall index

Gather Component Data

First, gather data for the seven components:

- Growth
- Proficiency
- School Quality/Student Success (SQSS)
- Graduation Rate
- English Learner (EL) Progress
- General Assessment Participation
- English Learner Participation

SQSS has five subcomponents:

- K-12 Chronic Absenteeism
- K-8 Access to Arts/Music/PE
- K-8 Access to Librarians/Media Specialists.
- 11/12th Advanced Coursework
- Prior Grade 12 Postsecondary Enrollment

Calculate Index Values for Each Combination of Student Group and Sub-Element

Once component data are collected, index values are calculated for each combination of student group and sub-element (content area, graduation cohort, or subcomponent) within each component.

This is done by dividing the component measure value by the target for that component. For example, in table C.1 below, Participation Adjusted Proficiency is 50 percent. The target value is 60 percent. The index value would be 88.79 (50/60).

Participation adjustments are applied at this step to any combination student group and sub-element having a participation rate of less than 95 percent.

Table C.1 Example Proficiency Student Group and Content Area ELA Index Calculation

Student Group	% FAY Tested	% Proficient	Participation Adjusted Proficiency	Index (% Target Met) Target = 60%
Example Subgroup	96%	50%	50%	88.79%

Calculate Component Index Values

First within each component, combine any sub-elements (content area, graduation cohort, or subcomponent) to get a single value for each student subgroup.

The process for combining sub-elements varies for each sub-element as follows:

- **Content areas** are combined by a weighted average based on the number of tests taken in each content area (shown in table C.2 below).
- **Graduation cohorts** are combined by a weighted average based on the policy weights assigned to each cohort. Weights are proportionally redistributed for missing cohorts.
- **Subcomponents** are combined by a weighted average based on policy weights assigned to each subcomponent. If a subcomponent is missing (i.e., does not have data) its weight is proportionally redistributed among the remaining subcomponents having data.

Then calculate a single index value for the component by taking the unweighted average of all student subgroup values within the component (see table C.3 below).

Table C.2 Example Proficiency Student Group Index Calculation

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 Proficiency Index	**77.55**

Table C.3 Example Proficiency Building Index Calculation

Student Group	ELA	Math	Combined
All Students	83.33%	92%	87.67%
American Indian/Alaska Native	-	-	-
Asian	-	-	-
Black/African American	83.33%	88%	85.67%
Hispanic/Latino	-	-	-
Native Hawaiian/Other Pacific Islander	-	-	-
Two or More Races	-	-	-
White	75.00%	80%	77.55%
Economically Disadvantaged	83.33%	74%	78.76%
English Learners	-	-	-
Students with Disabilities	83.33%	76%	79.67%
		Building Overall Proficiency Index	**81.86%**

Calculate Component Weights

Once index values have been calculated for all available components, weights need to be applied to each component. Schools that do not have all components will have weights from the missing components proportionally redistributed to the school's existing components. Table C.4 below shows a few examples of how weights are redistributed for missing component scenarios.

Calculate the Overall Index

The last step is calculating a weighted index value for each component and summing the results. This is done both for the building overall and for each student group. Table C.5 below provides an example of calculating a weighted index value and summing the results.

Table C.4 Example Weighting Cases

Component	Example 1: Component Weighting with All Available	Example 2: Component Weighting with No Graduation Rate	Example 3: Component Weighting with No Graduation Rate or EL Progress
Growth	34.00%	37.78%	42.50%
Proficiency	29.00%	32.22%	36.25%
School Quality/Student Success	14.00%	15.56%	17.50%
Graduation Rate	10.00%	n/a	n/a
EL Progress	10.00%	11.11%	n/a
General Assessment Participation	2.00%	2.22%	2.48%
English Learner Participation	1.00%	2.22%	1.28%

Table C.5 Example Overall Index Calculation

Component	Component Value (% of target met)	Component Weight	Weighted Index Value
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
General Assessment Participation	100.00	2.00	2.00
English Learner Participation	100.00	1.00	1.00
		Building Overall Index	**72.3**



Appendix D – Accountability Key Concepts Details

The following concepts are key to understanding the Michigan School Index System and school accountability results reporting practices in general.

0-100 Point Percent of Target Met

The School Index system moves away from a binary met/not met status when considering whether schools have met component targets. Instead, a percent of target met concept is used to determine to what ***degree*** a school has met targets. This approach allows for a more detailed view of a school's performance relative to targets. For example, in Assessment Participation the target is 95 percent. Under the previous systems, a school with 94% received a status of "Not Met" and zero points. Under School Index, a school's actual value of 94% is divided by the target value 95%, to get a participation index of 98.95 (94/95).

Full Academic Year (FAY) Student Status

To ensure the data represent the programmatic needs of students in the building, only students enrolled for a Full Academic Year (FAY) are included in the assessment components (Proficiency, Growth, and English Learner [EL] Progress). FAY is defined as students reported as enrolled in the school at the Fall General Collection, the Spring General Collection, and at the enrollment snapshot for the given assessment. Students not present in all three snapshots are not FAY. All information for determining FAY will come from the Michigan Student Data System (MSDS). For more information on FAY, please refer to the document "Full Academic Year Business Rules" posted on the School Accountability webpage (www.mi.gov/mde-accountability) under the section "General Accountability Resources".

Grades and Assessments Included

The accountability system includes students enrolled in assessed grades for the assessment programs and content areas indicated in Table D.1 below. For the M-STEP, PSAT 8, SAT and MI-Access assessments, these include 3-8 and 11*. For WIDA ACCESS and WIDA Alternate ACCESS assessments these include grades K-12.

Table D.1 Grades and Assessments Included by Content Area

Area Assessed	Grades Assessed	Assessment Program
English Language Arts	3-8, 11*	M-STEP, PSAT 8, SAT & MI-Access
Mathematics	3-8, 11*	M-STEP, PSAT 8, SAT & MI-Access
Science	5, 8, 11*	M-STEP & MI-Access
Social Studies	5, 8, 11*	M-STEP & MI-Access
English Language Proficiency	K-12**	WIDA ACCESS & WIDA Alternate ACCESS

*12th grade students are counted in accountability calculations if they were not counted in grade 11.

** Only K-12 students reported as English Learner (EL) students take WIDA ACCESS or WIDA Alternate ACCESS

Please note PSAT 9 and PSAT 10 continue to NOT be directly included in accountability. Results from these assessments are not included in the proficiency component and are not directly included in the growth component. PSAT 9 and PSAT 10 are indirectly used as prior scores (inputs) for the calculation of grade 11 growth.

Work skills assessment results continue to not be included in School Index calculations.

Student Subgroups

The accountability system includes eleven student subgroups: All Students, American Indian or Alaska Native, Asian, Black or African American, Economically Disadvantaged, English Learners, Hispanic of Any Race, Native Hawaiian or Other Pacific Islander, Students with Disabilities, Two or More Races, and White.

In addition, the Bottom 30% subgroup is displayed in accountability results but not included in index calculations.

Equal weighting of Student Groups

Subgroups are weighted equally when calculating index values. This aligns with Michigan's Top 10 goals and is consistent with past systems (AYP and scorecards).

Minimum Student Counts (N-Size)

Only subgroups meeting the minimum count of students (n-size) are included in index calculations.

- Subgroups with 30 or more students are included in index calculations.
- Subgroups with 10-29 students will have information displayed but will not be included in index calculations.
- Subgroups with fewer than 10 students will not have information displayed nor will they be included in index calculations.

The "Bottom 30%" subgroup is displayed only for reporting purposes regardless of n-size and is not included in index calculations.

All schools are required to be included in the accountability system, regardless of enrollment size, so a lower student count (n-size) is used for the "All Students Group." Table D.2 below gives the minimum n-size required by each component to provide the student group an index calculation for that component.

Student Residency Status

Students reported in state systems as having a student residency setting of homeschooled or as private/nonpublic are excluded from School Index calculations.

Table D.2: Minimum Student Counts by Component

Component	**All Students Group** Minimum Count of Students (N-Size) to be Included in Index Calculations	**Demographic Subgroup** Minimum Count of Students (N-Size) to be Included in Index Calculations
Student Growth	1	30
Student Proficiency	1	30
School Quality/Student Success	10	30
Graduation Rates	10	30
English Learner Progress	30	N/A
General Participation	30	30
English Learner Participation	30	N/A



Types of Averages

The accountability system uses both simple and weighted averages when aggregating the multiple content areas, graduation cohorts, student groups, subcomponents, and components at different points in the process.

Weighted averages are used when the elements being combined are valued to differing degrees by policy makers. For example, components that include assessed content areas (Proficiency, Growth, and Participation) combine content area results by weighting them by the number of student records within the content area to get a weighted value for each student group. This is both appropriate and fair since it ensures that a content area counts proportionally to the number of records from which it is comprised. The accountability system uses weighted averages to combine performance values across different content areas, multiple graduation cohort years, subcomponents (in the case of school quality/ student success), and across system components.

Simple, or unweighted, averages are used when all the elements being combined are valued equally. For example, student groups are always combined using simple unweighted averages. This is to ensure all students, and the groups to which they belong, receive equitable attention within the accountability system and to avoid replicating copies of the school's "All Students" group.

Notes

MICHIGAN Department of Education

Contact Us

The Office of Educational Assessment and Accountability is responsible for producing the Michigan School Index System. We are happy to answer any questions or concerns you may have.

Phone: 877-560-8378
Email: mde-accountability@michigan.gov