

2018-19

MICHIGAN SCHOOL

INDEX SYSTEM POLICY BRIEF



About the Michigan School Index System

The Michigan School Index System was developed to comply with the accountability requirements set forth in the Every Student Succeeds Act (ESSA) of 2015. The school index system allows users to analyze a school’s strengths and weaknesses in a range of areas. Schools receive credit in each area based on the degree to which the school meets its targets. Areas included in a school’s index may include: student assessment data, graduation rates, attendance rates, completing advanced coursework, postsecondary enrollment, and staffing ratios. Schools receive an overall index value based on the areas above in which they have data, as well as index values for each individual area and student subgroup. Index values can range from 0-100. Schools with low index values are identified as one of three low-performing school types according to federal requirements specified in ESSA.

Index System Components

Schools can have up to seven components comprising their overall index value. Schools without enough students/data may have some components excluded from their overall index value. For example, an elementary school will not have a graduation rate component. Schools missing components will have weights from those missing components redistributed proportionally to remaining components.

Component	Weight
Student Growth	34%
Student Proficiency	29%
School Quality/Student Success*	14%
Graduation Rate	10%
English Learner Progress	10%
General Assessment Participation	2%
English Learner Participation	1%

* Includes: Chronic Absenteeism, Advanced Coursework, Postsecondary Enrollment, Access to Arts/Physical Education, and Access to Librarians/Media Specialists

Student Subgroups

Schools with a valid student subgroup (any subgroup with at least 30 students) will have an index value calculated for the subgroup as well as have the subgroup included in the component and overall index values. Student subgroups include:

- Racial/ethnic subgroups
- Economically Disadvantaged
- English Learners
- Students with Disabilities

School Identification

Identification Category	Identification Criteria	Identification Frequency
Comprehensive Support and Improvement	5% of schools with lowest index values and any school with 67% or lower graduation rate	Every three years
Targeted Support and Improvement	Schools having one or more subgroups performing in the bottom 25% within each applicable component	Annually
Additional Targeted Support	Schools with a subgroup index value at or below the highest index value of Comprehensive Support and Improvement schools	Every six years