Michigan School Index System
Frequently Asked Questions (FAQ)

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Accountability Frequently Asked Questions (FAQ)

Index System – MI School Data

Where is the School Index Report published?

The School Index Report is published on the state's education reporting website MI School Data (www.MISchoolData.org).

- Direct link: www.MISchoolData.org/school-index
- Click Path: www.MISchoolData.org > K-12 Grade > School Accountability > School Index

Who can access the School Index Report?

There are three levels of access to the School Index Report. The table below lists each access level, the requirements to access that level, and the available data / limitations for the access level.

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 data 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 data suppression. Small counts are shown to secure users. • Can access School Index report ***during*** preview window. • **Can download accountability student datafiles and preview aggregate files.**

How do I request secure access to MI School data?

Please review 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".

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When is the School Index Report published?
The School Index Report is updated annually in late Fall and is released in two phases: preview and public release. During preview, the latest, embargoed school index reports are made accessible to authorized users of MI School Data (www.MISchoolData.org) about 1-2 weeks ahead of public release of reports. To access School Index reports in preview, secure access is required (i.e., limited to authorized users of MI School Data [www.MISchoolData.org] with login credentials). Once school index reports have been public release, suppressed reports are available to all site visitors without login.

Index System – Preview Window

How do authorized users of MI School Data access the School Index Reports during preview?
Please see the document School Index Access and Preview Instructions, posted on the School Index System Resource webpage (www.mi.gov/mde-schoolindex), under the section "Reports & Data".

How can I submit questions or concerns regarding my school's accountability data?
Questions or concerns regarding the School Index Report on MI School Data can be sent to the Michigan Department of Education's (MDE) School Accountability Unit at mde-accountability@michigan.gov, during or after the School Index preview window.

Additionally, the MDE School Accountability Unit typically has office hour sessions during or around the time of the School Index preview window where schools can drop in to ask questions. Watch the Weekly Spotlight on Student Assessment and Accountability for upcoming opportunities. Notices may also be sent directly to schools through targeted emails from MDE.

The data for my school is incorrect in one or more components. Can that be corrected?
Issues relating to the data quality of School Index components will not be considered during the School Index preview window or after public release. Each data component included in the School Index has had its own submission/review window, in its respective data collection system. Schools and districts were able make necessary corrections to the staff, student, and course-level data during their respective submission/review windows. The availability of each component review window is communicated to the individual school and district personnel, which the districts reported as the appropriate contacts for that role in the state's Educational Entity Master (EEM). All source data are considered final and accurate at the time of the School Index preview window and no further requests to change these data will be considered.

Below is a list of data collection systems the School Index System uses:

Component	Agency Owner	System(s) Used	Data Quality Window
Growth Data	MDE/OEAA	Secure Site	• Verification of Enrollment & Demographics
Proficiency Data	MDE/OEAA	Secure Site	• Verification of Answer Documents
EL Progress Data	MDE/OEAA	Secure Site	• Verification of Students Not Tested
Participation Data (Content Area & EL)	CEPI/MDE/OEAA	MSDS, Secure Site	All of these windows occur following the assessment administration windows
Graduation Rate	CEPI	MSDS	Graduation rate data cleanup window occurs summer through mid-September

Component	Agency Owner	System(s) Used	Data Quality Window
K-12 On-Track Attendance (Not Chronically Absent)	CEPI	MSDS	End of Year (EOY) MSDS Collection window – late spring/early summer
K-8 Access to Arts/ Physical Education	CEPI	MSDS, REP	End of Year (EOY) MSDS Collection window, Ongoing REP Collection window
K-8 Access Librarian/ Media Specialist	CEPI	MSDS, REP	End of Year (EOY) MSDS Collection window, Ongoing REP Collection window
11-12 Advanced Coursework	CEPI	MSDS, TSDL, CTEIS	Multiple Submission Windows
Postsecondary Enrollment	CEPI, National Student Clearinghouse (NSC)	Student Transcript and Academic Record Repository (STARR), National Student Clearinghouse (NSC)	Collected from colleges and universities

Can I share the School Index preview report information with my school board or parents?

No, School Index preview reports from MI School Data contain potentially personally identifiable information and thus may **never** be shared publicly. Schools or districts that publicly share School Index preview reports may lose secure access privileges.

After the preview window closes, reports suppressing all personally identifiable information will be publicly available on MI School Data (www.mischooldata.org). Schools and districts may then choose to share the public version of School Index reports with staff, local school boards, and parents.

Why are student-level data only provided for the summative and EL assessment data components?

The data included in the school index system comes from many different sources and we are not able to provide datafiles for every component.

Where can I find descriptions for the columns used in the accountability datafiles and index report tool?

File layouts and column descriptions for the student-level accountability datafiles are linked in the School Index Preview and Access Instructions (michigan.gov) and on the School Index System Resource webpage (www.mi.gov/mde-schoolindex), under the section "Reports & Data". Within the index report tool, there is a tab labeled Data Dictionary, which describes the columns used in the file.

Index System – Public Release

Will School Index results be publicly released?

Yes, after the preview window closes, reports suppressing all personally identifiable information are made publicly available on www.mischooldata.org. Schools and districts will be able to share these public reports with staff, at public local school board meetings, and with parents.

Accountability Frequently Asked Questions (FAQ)

Where will School Index information and results be publicly released?
Michigan School Index System public reports, suppressing all personally identifiable information, will be available at www.mischooldata.org. Extensive resources and information on the Michigan School Index System can be found publicly at www.mi.gov/mde-accountability.

When will School Index information and results be publicly released?
2023-24 Michigan School Index System results are planned to be publicly released in late fall 2024. Please watch Michigan Department of Education (MDE) communications for more specific dates.

Index System – General

I thought the Parent Dashboard for School Transparency was the accountability system?
The Parent Dashboard for School Transparency is directed toward parents and communities for the purpose of gathering information about how their school(s) or prospective school(s) are doing on a variety of performance metrics, many of which have not traditionally been reported for accountability purposes.

In contrast, the School Index is directed toward educators and stakeholders for the purposes of school improvement and program evaluation. The School Index was designed to fulfill the federal requirements under ESSA. Specifically, School Index fulfills the requirements that each state have an accountability system that can both differentiate performance among all schools and student subgroups as well as identify schools for the three support categories defined in ESSA – Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), and Targeted Support and Improvement (TSI).

Does the School Index include the bottom 30% students or any achievement gap information?
The School Index does not include the Bottom 30% student group in system calculations. However, the School Index Report displays information about bottom 30% student performance for transparency purposes.

The School Index addresses achievement gaps by providing an overall index for each student group. This allows users of the system to directly compare student groups overall performance across all components to identify student groups needing further supports or interventions.

What was the process to develop the School Index system (e.g., selection of components, weights, etc.)?
The School Index System began with discussions related to Every Student Succeeds Act (ESSA) of 2015. Key stakeholders representing various areas of the education field were brought in to develop a system with student equity as the main focus. Representation included charter schools, intermediate school districts, local school districts, as well as subject matter experts from MDE and CEPI. The ESSA Technical Accountability Action Team met June – October 2016 and developed most of the School Index System during that time. Further ESSA stakeholder feedback yielded additional feedback that was incorporated into the approved School Index System.

Does the School Index include comparisons to similar or nearby schools?
No, the School Index does not use any comparison methodologies and each school's index is independently calculated. However, comparisons to similar and nearby schools are available in the Parent Dashboard for School Transparency at: www.MISchoolData.org/ParentDashboard. Additionally, in spring 2024 created and

released a school performance comparison tool, the Peer School Matching Tool that can be found at www.mi.gov/mde-accountability.

Does the School Index make any adjustments for the poverty rate within a school?
No. All schools and student populations are treated equally in the Michigan School Index System; no adjustments are made for poverty levels in a building.

Do non-public schools receive School Index Reports or accountability student datafiles?
No, only open and active K–12 public schools with data in one or more of the School Index's contributing component measures will receive a School Index Report.

How are School Index results reported for Shared Educational Entities (SEEs) and Specialized Shared Educational Entities (S2E2s)?
Students who attend a SEE or S2E2 classroom program are included in the School Index calculations of their sending school, known as the "Building Pupil Would Otherwise Attend" characteristic from the MSDS. Students with this characteristic reported are included in the calculations for the building that was indicated within it. Please note that some schools reported the "Building Pupil Would Otherwise Attend" to be the SEE school itself. When this occurs, the SEE school receives School Index results based only on the students whose "Building Pupil Would Otherwise Attend" characteristic was indicated to be the SEE school.

Index System – Identification

What are the school designations required by ESSA?
The federal school accountability law (Every Student Succeeds Act, ESSA) requires states to identify three categories of schools for supports and interventions:

- **Comprehensive Support and Improvement,** which are schools:
    - Identified every 3 years
    - Among the lowest 5% of schools; or
    - Having a 4-year cohort graduation rate of 67% or lower; or
    - Was in a CSI cohort but did not meet CSI exit criteria; or
    - Was in an ATS cohort but did not meet ATS exit criteria and so supports were elevated to CSI

- **Additional Targeted Support,** which are schools
    - Identified every 6 years
    - Having both
        - One or more student subgroups consistently underperforming across components (bottom 25% for each component applicable to that student subgroup in Michigan's School Index system) and
        - One or more student subgroups overall performing like a bottom 5% school.

- **Targeted Support and Improvement,** which are schools:
    - Identified annually

o   Having one or more student subgroups consistently underperforming across components (bottom 25% for each component applicable to that student subgroup in Michigan's School Index system)

Does MDE designate schools as Reward Schools?
MDE designated schools as Reward Schools as part of the School Grades (A-F) accountability system. However, the state law requiring the School Grades (A-F) system was repealed and that system was retired.

The School Index does not identify schools as reward schools.

Does MDE designate schools as anything else beyond the three ESSA-required designations?
Schools not designated as CSI, ATS, or TSI are labeled as "Universal Supports" on School Index Reports.

How often are the federal designations (Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), and Targeted Support and Improvement (TSI)) given?
Please see the following chart for more information:

Designation	How Often is the designation given?	Who determines supports?	Who determines exit criteria and timelines?	Timeline for next designation (data source year)
CSI	Every 3 years	Local district; Approved by MDE	MDE	2024-25
ATS	Every 6 years	School; Approved by local district	MDE	2027-28
TSI	Yearly	School; Approved by local district	Local District	2023-24

What are the bottom 5% overall and bottom 25% individual index component threshold values?
Thresholds are updated annually and provided on the second page of the School Index Identification Flowchart. Thresholds values used for CSI/ATS identifications are determined from respective year's School Index report data. Thresholds are updated each year including non-identification years for CSI/ATS—these are provided for reference purposes only.

What are some examples of how to use the bottom 5% overall and bottom 25% component thresholds?
Below are two examples of how to use the bottom 5% overall and bottom 25% individual component index threshold values. One example is for a year where CSI/ATS identifications occurred (2021-22) and the other is for a year where no CSI/ATS identifications occurred (2022-23).

2021-22 Accountability Report Year Examples
- **School A, Economically Disadvantaged Subgroup**

Component	2021-22 Subgroup's Index	2021-22 At/Below Bottom 5% Building Overall Threshold?	2021-22 At/Below Bottom 25% Component Threshold?
Overall	23.10	**Yes**	
Growth	n/a	n/a	n/a

Proficiency	8.25	n/a	**Yes**
Graduation Rate	n/a	n/a	n/a
EL Progress	n/a	n/a	n/a
SQSS	42.88	n/a	**Yes**
Subject Test Participation	99.96	n/a	**Yes**
EL Test Participation	n/a	n/a	n/a

*School A **IS IDENTIFIED for ATS in 2021-22**. This subgroup performed below the 2021-22 bottom 25% component thresholds for each applicable component **AND** has a Subgroup Overall index below the 2021-22 bottom 5% schools threshold.*

- **School B, Hispanic or Latino Subgroup**

Component	2021-22 Subgroup's Index	2021-22 At/Below Bottom 5% Building Overall Threshold?	2021-22 At/Below Bottom 25% Component Threshold?
Overall	20.98	**Yes**	
Growth	n/a	n/a	n/a
Proficiency	8.12	n/a	**Yes**
Graduation Rate	n/a	n/a	n/a
EL Progress	n/a	n/a	n/a
SQSS	36.36	n/a	**Yes**
Subject Test Participation	100.00	n/a	**No**
EL Test Participation	n/a	n/a	n/a

*School B **IS NOT IDENTIFIED for TSI in 2021-22** because the subgroup had at least one component (Subject Test Participation) performing above the 2021-22 bottom 25% component thresholds.*

2022-23 Accountability Report Year Examples

- **School C, Economically Disadvantaged Subgroup**

Component	2022-23 Subgroup's Index	2022-23 At/Below Bottom 5% Building Overall Threshold?	2022-23 At/Below Bottom 25% Component Threshold?
Overall	23.10	**Yes**	
Growth	n/a	n/a	n/a
Proficiency	8.25	n/a	**Yes**
Graduation Rate	n/a	n/a	n/a
EL Progress	n/a	n/a	n/a
SQSS	42.88	n/a	**Yes**
Subject Test Participation	99.96	n/a	**Yes**
EL Test Participation	n/a	n/a	n/a

*This subgroup performed below the bottom 25% component thresholds for each applicable component for the current year **AND** has a subgroup overall index below the bottom 5% schools threshold for the current year. School A **WOULD HAVE BEEN IDENTIFIED for ATS in 2022-23** if 2022-23 was an identification year but it is not— the most recent identification year for ATS was 2021-22. However, since this subgroup performed below the*

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*bottom 25% threshold in all applicable components it **IS IDENTIFIED for TSI in 2022-23** since TSI identification occurs annually.*

- **School D, Hispanic or Latino Subgroup**

Component	2022-23 Subgroup's Index	2022-23 At/Below Bottom 5% Building Overall Threshold?	2022-23 At/Below Bottom 25% Component Threshold?
Overall	20.98	No	
Growth	n/a	n/a	n/a
Proficiency	8.12	n/a	Yes
Graduation Rate	n/a	n/a	n/a
EL Progress	n/a	n/a	n/a
SQSS	36.36	n/a	Yes
Subject Test Participation	100.00	n/a	No
EL Test Participation	n/a	n/a	n/a

*School B **IS NOT IDENTIFIED for TSI in 2022-23** because the subgroup has at least one component (Subject Test Participation) performing above the bottom 25% component threshold for the current year.*

Are all Comprehensive Supports and Interventions (CSI) schools, bottom 5% schools?
No, Comprehensive Support includes schools meeting any of the following criteria:

- Is among the lowest 5% of schools
- Has a 4-year cohort graduation rate of 67% or lower
- Was in a CSI cohort but did not meet CSI exit criteria
- Was in an ATS cohort but did not meet ATS exit criteria and so supports were elevated to CSI

Are special education centers and alternative schools included in the School Index?
Yes, any school, including alternative schools and special education centers, with available data in any of the components included in the School Index System, will receive an overall school index value. Additionally, special education center schools with 100% of their enrollment being students with an individualized education plan (IEP) are excluded from the federal identification support categories. All schools have the same methodology for calculating school- and component-level index values.

Index System – Components General

What are the individual components of the School Index?
The School Index has seven components:

- Growth
- Proficiency
- School Quality / Student Success
- Graduation Rates
- English Learner (EL) Progress

- Assessment Participation
- English Learner Participation

School Quality / Student Success has up to five subcomponents:

- K-12 On-Track Attendance (Not Chronically Absent)
- K-8 Access to Arts / Physical Education
- K-8 Access to Librarians / Media Specialists
- 11-12 Advanced Coursework
- Postsecondary Enrollment

Why does my school not have data for one or more components?
The School Index uses data where it is available from each of the seven components. If your school does not have full-time students, does not test students, does not graduate students or serves highly transient student populations, it is likely that one or more of the components is not available for your school.

What are the component and subcomponent weights?
The component and subcomponent values are combined by a weighted average to get the overall index for the building or student group. The weights used for each component and subcomponent are as follows:

- **34% Growth**
- **29% Proficiency**
- **14% School Quality / Student Success**
    - 4% K-12 On-Track Attendance (Not Chronically Absent)
    - 4% K-8 Access to Arts / Physical Education
    - 3% 11-12 Grade Advanced Coursework
    - 2% Postsecondary Enrollment
    - 1% K-8 Access to Librarians / Media Specialists
- **10% Graduation Rate**
- **10% EL Progress**
- **3% Assessment Participation**
    - 2% Math, ELA, Science, Social Studies Participation
    - 1% English Learner (EL) Participation

Please note the weights of missing components are proportionally redistributed to the remaining components.

Why are the component weights for my school different from what is listed in the documentation?
If a school does not meet the minimum count (n-size) of students needed for a component to be included in the overall index calculations, the weight for that component is proportionally redistributed to the remaining components.

What is the minimum student count (n-size) needed for components to be included in overall index calculations?
Please see the following table for more information.

Component and Student Group	Minimum Count of Students (N-Size) Needed to be Included in Index Calculations
Student Growth	

Component and Student Group	Minimum Count of Students (N-Size) Needed to be Included in Index Calculations
All Students Group	1
Demographic Subgroup	30
Student Proficiency	
All Students Group	1
Demographic Subgroup	30
School Quality/Student Success	
All Students Group	10
Demographic Subgroup	30
Graduation Rates	
All Students Group	10
Demographic Subgroup	30
English Learner Progress	
All Students Group	30
Demographic Subgroup	n/a
Assessment Participation	
All Students Group	30
Demographic Subgroup	30

Which years of data are used in the School Index? Does that vary by component?
The School Index uses the most recent finalized data available at the time that accountability is run. However, the data quality processes for some data sources are not finalized in the current year until after accountability calculations have been completed. In these cases, the most recent data available for accountability is from the previous year. The table below describes the source years of each component in the School Index. Please note the table breaks across pages.

Component	School Years used
Growth	The Growth component only uses growth scores (SGPs) from the latest assessment year. However, Growth scores (Student Growth Percentiles, SGPs) are calculated based on **up to** the last two assessments taken by the student, with a minimum of one previous assessment required. For example, if the student was in 8th grade, their growth scores (SGPs) calculation uses as least the 7th grade score but will also use the 6th grade score if available.
Proficiency	The Proficiency component only uses data from the latest assessment year.

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Component	School Years used
School Quality/Student Success	The following School Quality / Student Success subcomponents use data from the most recent academic year. For example, 2023-24 accountability uses data from the 2023-24 school year. • K-8 Access to Arts/Physical Education • K-8 Access to Librarians/Media Specialists • K-12 On-Track Attendance (Not Chronically Absent) The following School Quality / Student Success subcomponents lag by one year. For example, 2023-24 School Index Reports use data from the 2022-23 school year. • 11-12 Advanced Coursework • Postsecondary Enrollment This lag exists because the data quality process for these data sources is not finalized in the current year until after accountability is run. Thus, the most recent data available for accountability is the previous year. Please note that the Postsecondary Enrollment subcomponent is a little more complicated. Its outcome data is from the previous year but because it must wait up to 12 months after graduation, it is based on students who graduated two years ago. For example, the Postsecondary Enrollment data for 2023-24 School Index Reports is from 2022-23 and is based on students who graduated in 2021-22.
Graduation Rate	Graduation Rate data lags by one year. For example, graduation rate data for the 2023-24 School Index Report will use graduation rates from 2022-23. This lag exists because the data quality process for this data source is not finalized in the current year until after accountability is run. Thus, the most recent data available for accountability is the previous year.
English Learner (EL) Progress	The EL Progress component only uses growth scores (SGPs) from the latest assessment year. However, Growth scores (Student Growth Percentiles, SGPs) are calculated based on **up to** the last two assessments taken by the student, with a minimum of one previous assessment required. For example, if the student was in 8th grade, their growth scores (SGPs) calculation uses as least the 7th grade score but will also use the 6th grade score if available.
General Participation & EL Participation	The Participation components only use data from the latest assessment year.

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Where can I find more details on each of the components and the calculations for the School Index?
Additional resources for, and information about, the Michigan School Index System can be found on the MDE Accountability webpage at www.mi.gov/mde-accountability.

Specifically, the following two resources provide detailed descriptions of components and calculations:

- **Michigan School Index System Guide** provides in-depth information on all School Index system components, including details on how calculations are performed and is posted on the MDE Accountability webpage or available by direct link at: https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/Index/MI_School_Index_System_Guide.pdf

- **Michigan School Index System Technical Business Rules** document: https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/Index/School-Index-Technical-Business-Rules.pdf

Index System – Proficiency

When do students count toward / against Proficiency rates for accountability?
Students are included in proficiency calculations if they meet all the following criteria:
- Subject area is ELA or math
- Enrolled for a Full Academic Year (FAY)
- Enrolled in an assessed grade: 3-8 & 11/12
  - (grade 12 students are included if they were not previously included in grade 11)
- Have a valid score

Students count for proficiency rates for accountability if they meet the inclusion rules and have a proficient test result from the M-STEP, SAT or MI-Access FI, SI or P for that content area.

Students count against proficiency rates for accountability if they meet the inclusion rules but do not have a proficient test result from the M-STEP, SAT or MI-Access FI, SI or P for that content area.

Additionally, students that did not take the state assessment in schools that do not meet the 95% participation rate count against the school's proficiency rates for accountability.

Do MI-Access and accommodated students' test scores count toward proficiency?
Yes. All students that receive a valid score and have been enrolled at the school for a full academic year (FAY), will count in the proficiency rate calculations, including those testing with standard accommodations and those testing using MI-Access FI, SI, or P.

Why does the Proficiency component on the School Index only include ELA and math content areas?
ESSA only requires ELA and math for proficiency and growth calculations. The US Department of Education (USED) interprets this to mean that only ELA and math are allowed for proficiency and growth calculations.

Index System – Growth

When do students count toward / against growth rates?
Students are included in growth calculations if they meet all the following criteria:
- Subject area is ELA or math

- Enrolled for a Full Academic Year (FAY)
- Enrolled in an assessed grade: 4-8 & 11
- Have a prior test score that can be used to calculate a current year growth score
- Have a valid score

Students count for growth rates for accountability if they meet the inclusion rules and met adequate growth on the M-STEP, PSAT 8, SAT, or MI-Access FI in that content area.

Students count against growth rates for accountability if they meet the inclusion rules but did not meet adequate growth on the M-STEP, PSAT 8, SAT, or MI-Access FI in that content area.

Additionally, students that did not take the state assessment in schools that do not meet the 95% participation rate count against the school's growth rates for accountability.

Do MI-Access and accommodated students' test scores count towards growth?
In most cases yes. All students who have a valid growth score (Student Growth Percentile; SGP) and have been enrolled at the school for a full academic year (FAY), will count in the growth rate calculations, including those testing with standard accommodations and those testing using MI-Access FI.

However, please note growth data cannot be calculated for MI-Access SI or P. Students taking those assessments do not receive growth scores (SGPs) and so are excluded from growth calculations. They neither count toward or against growth.

Why does the growth component only include ELA and math content areas?
ESSA only requires ELA and math. The US Department of Education (USED) interprets this to mean that only ELA and math are allowed for proficiency and growth calculations.

Which grades and assessments will have growth data included in 2023-24 accountability?
The table below shows the grades and assessments that have growth data included in 2023-24 accountability.

Inclusion of Growth Data in Accountability by Grade and Assessment			
Grade(s)	Assessment(s)	Math	ELA
K-2	N/A, non-tested grade	N/A	N/A
3	N/A, no prior tested grades	N/A	N/A
4	M-STEP, MI-Access FI	Yes	Yes
5	M-STEP, MI-Access FI	Yes	Yes
6	M-STEP, MI-Access FI	Yes	Yes
7	M-STEP, MI-Access FI	Yes	Yes
8	PSAT 8, MI-Access FI	Yes	Yes
9*	PSAT 9	No	No
10*	PSAT 10	No	No
11	SAT, MI-Access FI	Yes	Yes
12	N/A, only tested if the student was not tested in grade 11	N/A	N/A
*Grades 9 and 10 receive growth data but those data are not used in accountability as there is no alternative assessment for those grades.			

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Which grades are used as prior scores in growth calculations?
The tables below show by grade level which prior assessment scores get included in growth calculations.

Reporting Year	Score Type	Score Year	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2023-24	Post Test	2023-24	4	5	6	7	8	11
	Prior 1	2022-23	3	4	5	6	7	10
	Prior 2	2021-22	N/A	3	4	5	6	9

2023-24 Growth Grade Progressions for Grade 11 MI-Access FI				
Reporting Year	Score Type	Score Year	Grade 11	Notes
2023-24	Post Test	2023-24	11	
	N/A	2022-23	10	No MI-Access FI test
	N/A	2021-22	9	No MI-Access FI test
	N/A	2020-21	8	COVID; testing was optional with VERY low participation
	N/A	2019-20	7	COVID; testing was waived
	Prior 1	2018-19	6	
	Prior 2	2017-18	5	

For grade 11, why was there a switch from using grades 7 and 8 as prior scores to using grades 9 and 10?
MDE explored the usage of the 9th and 10th grade PSAT in growth calculations to help bridge the gap and improve the precision of student growth data for high schools. After many years of careful consideration, switching to using adjacent grades was determined to improve stability and precision of the growth model. It also brings 11th grade growth calculations into alignment with calculations done for grades 4-8 by allowing for adjacent grade prior scores. Finally, MDE found that switching to the usage of scores from 9th and 10th grade increases the number of students receiving growth scores in 11th grade by roughly 4,000.

For grade 11, what if a student did not take the PSAT in grade 9 or 10?
In these situations, the growth calculation simply will not occur. This is the same outcome as if a 5th grade student did not have prior scores from the 3rd or 4th grade. In neither example does a student without the prior scores needed to calculate a growth score count against a school's participation rate.

For grade 11, how does growth work for MI-Access FI, since there is no MI-Access FI in grades 9 and 10?
- For 2023-24, Grade 11 MI-Access FI students will use prior scores from grade 5 and 6.
  - Grades 9 and 10 cannot be used as MI-Access FI is not given in grades 9 and 10.
  - Grade 8 cannot be used as that was 2020-21, (optional testing with low participation).
  - Grade 7 cannot be used as that was 2019-20, (testing was waived due to COVID).

- For 2024-25, Grade 11 MI-Access FI students will use only one prior score from grade 8.
  - Grades 9 and 10 cannot be used as MI-Access FI is not given in grades 9 and 10.
  - Grade 7 cannot be used as that was 2020-21, (optional testing with low participation)

- For 2025-26, Grade 11 MI-Access FI students will use prior scores from grade 7 and 8.
  - Grades 9 and 10 cannot be used as MI-Access FI is not given in grades 9 and 10.

How will schools without student growth data be handled in School Index calculations?
Any school that is missing a School Index component as a result of not having data will have the weighting for that component proportionally reallocated to the school's existing components. That is, schools without growth will have the 34% weight from that component reallocated to the school's remaining components. For a working example of how School Index component weights reallocate, review the School Index Example Calculator.

Is there a chart for determining whether students met adequate growth?
No, it is both simpler and more complicated than that.

Simpler in that each student receives a growth target (Adequate Growth Percentile, AGP) as well as their growth score (Student Growth Percentile, SGP). Students whose growth scores (SGPs) are equal to or greater than their growth targets (AGPs) meet adequate growth. (Additionally: if a student moved from previously being not proficient to being proficient in the most recent year, they are included as having met adequate growth regardless of their growth score.)

It is more complicated in that just as students' growth scores (SGPs) vary according to students' past scores, growth targets (AGPs) also vary according to students' past scores, their current score and their "distance" from proficiency. Thus, both growth scores (SGPs) and growth targets (AGPs) are specific to students, which is why both are given in accountability student data files.

Index System – Graduation Rate

When do students count toward / against graduation rates?
The School Index uses graduation rate data calculated by the Center for Educational Performance and Information (CEPI). For information about which students count for toward or against graduation rates please see the document Understanding Michigan's Cohort Graduation and Dropout Rates posted on CEPI's Graduation and Dropout Information webpage (www.michigan.gov/cepi/pk-12/msds/grad-drop).

How are the three graduation cohorts (4-, 5-, & 6-year) combined into a single Graduation Rate index value?
An index is calculated for each cohort year graduation rate. Then, a single combined index is calculated by taking a weighted average of the three cohort index values using the following weights:

- 4-Year = 50%
- 5-Year = 30%
- 6-Year = 20%

The weights of missing/unavailable cohorts are redistributed proportionally to the remaining cohorts.

What happens if my school doesn't graduate students?
Schools that do not graduate students, either by virtue of being a school configured to have only a range of K-11 grades, or as an ISD school ineligible for graduation rates, will have the Graduation component weight (10% of the overall index) redistributed proportionally to any available components.

Accountability Frequently Asked Questions (FAQ)

Index System – EL Progress

When do students count toward / against EL progress rates?

Students are included in growth calculations if they meet all the following criteria:

- Is an English Learner (EL) student
- Enrolled for a Full Academic Year (FAY)
- Enrolled in grades: 1-12
- Have a prior test score that can be used to calculate a current year growth score
- Have a valid score

Students count toward EL Progress rates for accountability if they meet the inclusion rules and met adequate growth, or proficiency, on WIDA Access (Michigan's English language proficiency assessment).

Students count against EL Progress rates for accountability if they meet the inclusion rules but did not meet adequate growth, nor proficiency, on WIDA Access (Michigan's English language proficiency assessment).

Additionally, students that did not take the state assessment in schools that do not meet the 95% participation rate count against the school's EL Progress rates for accountability.

Are different methodologies used for the Growth and English Learner (EL) Progress components?

For the most part, the methodologies for the Growth and English Learner (EL) Progress components are the same. Both components are based on the metric "Met Adequate Growth" for their respective assessment types (content area or English language proficiency).

The difference comes from the fact that the Growth component is based only on the "Met Adequate Growth" metric while the EL Progress component also includes any student demonstrating English language proficiency to align with the fact that once EL students reach English language proficiency, they have met the goal of the EL program and exit EL services.

Index System – School Quality/Student Success

What measures or subcomponents are used for the School Quality / Student Success component?

School Quality / Student Success includes five subcomponents. The table below lists each subcomponent and provides a brief description of what it measures:

School Quality / Student Success Subcomponent	Measure Used
K-12 On-Track Attendance (Not Chronically Absent)	Percent of students that are not chronically absent. Where chronically absent is defined as missing 10% or more of scheduled days.
K-8 Access to Librarians / Media Specialists	Ratio of students to librarian / media specialist Staff
11-12 Advanced Coursework	Percent of Students in Grades 11-12 that are successfully completing one or more advanced courses. Where advanced coursework is defined to include Advanced Placement (AP), International Baccalaureate (IB), Career and

School Quality / Student Success Subcomponent	Measure Used
	Technical Education (CTE), Dual Enrollment, and Early Middle College (EMC) coursework.
Postsecondary Enrollment	Percent of graduates enrolling in a postsecondary institution within 12 months after graduation. Where postsecondary institutions include 2- or 4-year institutions of higher learning reported in Michigan's Student Transcript and Academic Record Repository (STARR) collection or the National Student Clearinghouse (NCS).
K-8 Access to Arts / Physical Education	Ratio of students to arts / physical education staff.

Are all School Quality / Student Success subcomponents included for all schools or are some grade-specific?

Some School Quality / Student Success subcomponents only apply to specific grade ranges. Here are the applicable grades for each School Quality / Student Success subcomponent:

School Quality / Student Success Subcomponent	Applicable Grade Ranges
K-12 On-Track Attendance (Not Chronically Absent)	K-12
K-8 Access to Arts / Physical Education	K-8
11-12 Advanced Coursework	11-12
Postsecondary Enrollment	12
K-8 Access to Librarians / Media Specialists	K-8

How is Chronically Absent defined?

Chronically Absent means the student has missed 10% or more scheduled school days reported in the MSDS. Students not meeting the definition of Chronically Absent are counted as Not Chronically Absent. Students must be enrolled in a school for at least 10 days before being included in this calculation.

What course types count as Advanced Coursework?

Advanced Coursework includes any of the following course types:
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Career and Technical Education (CTE)
- Dual Enrollment
- Early Middle College (EMC)

Does Postsecondary Enrollment data include students that enrolled in out-of-state or private institutions?

Yes. The Postsecondary Enrollment subcomponent uses the National Student Clearinghouse (NSC) which includes public postsecondary enrollment information for students nationwide. It also includes enrollment information reported by private institutions—however private institutions are not required to report information about their students and therefore may not be reflected in the data.

How is the overall SQSS index value calculated?

Below is the process to calculate the overall SQSS index value. Also provided is an example showing how the process is applied.

1. Calculate each student subgroups' overall SQSS index value.
   a. Within each student subgroup (including the All Students group), for each subcomponent multiply the percent of target met by the SQSS subcomponent weight to calculate the weighted points for that subcomponent.
      i. Please note: subcomponent weights may differ between student subgroups based on number subcomponents present for that student subgroup.

   b. Within each student subgroup (including the All Students group), sum the subcomponent weighted points to calculate the student subgroup's overall index value.

2. Calculate the overall SQSS index value.
   a. Add each student subgroup's overall SQSS index value and divide by the number of student subgroups (including the All Students group).

Example Calculating Overall SQSS Index Value:

SQSS Subcomponent	Student Subgroup Percent of Target Met (and Subcomponent Weight)				
	All Students	White	Economically Disadvantaged	Special Education	Overall
Chronic Absenteeism	90 (45.31%)	95 (45.31%)	85 (58.00%)	90 (58.00%)	n/a
Advanced Coursework	50 (32.81%)	60 (32.81%)	50 (42.00%)	40 (42.00%)	n/a
Postsecondary Enrollment	100 (21.88%)	100 (21.88%)	n/a	n/a	n/a
Overall	**79.07**	**84.61**	**70.3**	**69**	**75.75**

1. Calculate overall SQSS index values by student subgroup. Example for All Students group:
   a. (90 x 0.4531) + (50 x 0.3281) + (100 x 0.2188) = 79.07

2. Calculate overall SQSS component index value.
   a. (79.07 + 84.61 + 70.30 + 69.00) / 4 = 75.75

Index System – Participation

When do students count toward / against school test participation rates?

All students enrolled at a school in assessed grades who do not have an accepted not tested reason are included in participation rates.

- Assessed grades are:
  - grades 3-8 & 11/12 for math and ELA;
  - grades 5, 8, & 11 for science;

- o   grade 5, 8, & 11 for social studies; and
- o   K-12 for the English language proficiency assessment (but that assessment only applies to English Learner [EL] students].
- For students in an assessed grade that were not tested, schools may submit a not tested reason which will be reviewed by MDE. If the issue is one of the acceptable reason types (e.g., medical emergency) and has sufficient documentation, the student will be removed from participation calculations.

Students are counted as participating if they are enrolled in a grade expected to test and have a valid test result for that assessment. Additionally, English Learner (EL) students who have been in the country 12 months or less and have an accepted "EL Exception" not tested reason will also count as tested for ELA.

Students are counted as not participating if they are enrolled in a grade expected to test and do not have a valid test result for that assessment and do not have an accepted not tested reason.

Do MI-Access and accommodated students' test scores count toward participation?
Yes, if the student has a valid score, they will count positively toward participation rates.

How does the 1% MI-Access cap impact the School Index?
The 1% MI-Access cap changed from a cap on assessment proficiency rates to a cap on participation in alternate assessments. This means the rule no longer impacts proficiency rate calculations. *All* MI-Access students with valid scores (and Full Academic Year; FAY status) will be included in proficiency calculations for ELA and math.

How does the 95% participation rule apply to the School Index?
If a school's or subgroup's participation rate falls below 95%, the participation rate will be multiplied by the percent met for ELA Growth, Math Growth, ELA Proficiency, Math Proficiency and English Learner Progress to provide an adjusted index. See the example highlighted below:

Student Group	% FAY Tested	% Proficient	Adjusted Proficiency	%Target Met (Target = 60%)
All Students	96%	50%	50%	83.33%
Am. Ind./Alaska N.	-	-	-	-
Asian	-	-	-	-
Black/Afr. Am.	96%	50%	50%	83.33
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%	93.33%
Proficiency Index Value:				**81.66**