

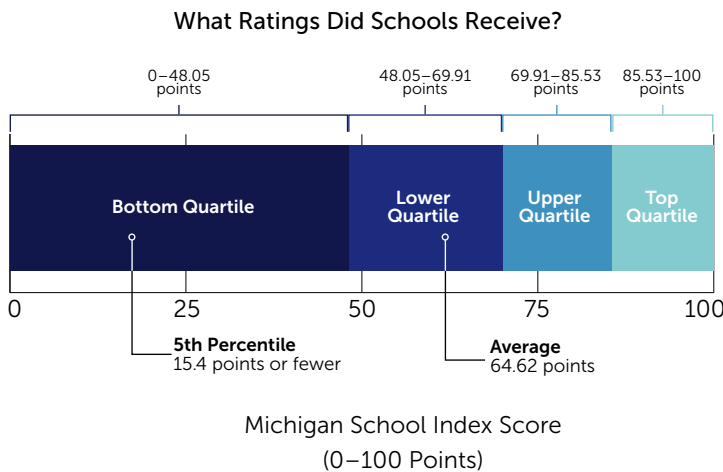
To monitor states' progress in implementing the Every Student Succeeds Act (ESSA), the Alliance for Excellent Education analyzed school ratings and lists of identified schools from the 2018–19 school year (based on 2017–18 data).

ABOUT MICHIGAN'S ESSA ACCOUNTABILITY SYSTEM

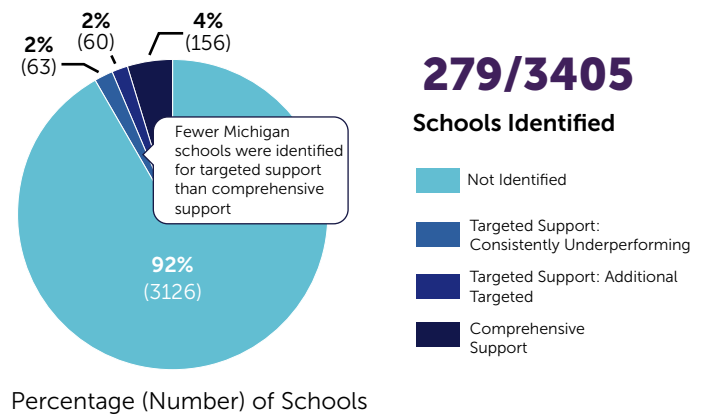
- **School rating type:** 0–100-point index (Michigan School Index)¹
- **Indicators included in ratings:** (1) proficiency: English language arts (ELA) and math; (2) growth: ELA and math; (3) progress: English language proficiency (ELP); (4) high school graduation rate; (5) school quality and student success: consistent attendance (for all schools), access to arts/PE and access to librarian/media specialist (for non-high schools), and advanced course work and postsecondary enrollment (for high schools); and (6) test participation: reading, math, and ELP
- **Subgroup performance included in ratings:** all federally required subgroups (major racial/ethnic groups, students from low-income families, English learners, and students with disabilities)
- **Categories of schools identified for improvement under ESSA:** (1) comprehensive support and improvement (CSI) due to low performance or low graduation rates schoolwide and (2) targeted support and improvement (TSI) due to low-performing groups of students, including schools with consistently underperforming subgroups (TSI:CU) and schools needing additional targeted support (TSI:ATS)
- **How schools are identified for targeted support:** TSI:CU—annually, schools with a subgroup in the bottom 25% on each indicator in the index; TSI:ATS—every six years, schools with a subgroup performing (on the overall index) at or below the lowest-performing 5% of schools
- **School year in which schools were first identified for support:** 2017–18, based on 2016–17 data²

SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT

Even though more than 25% of schools earned fewer than half of the possible points on the Michigan School Index, **only 8% of schools were identified for support** under ESSA.³

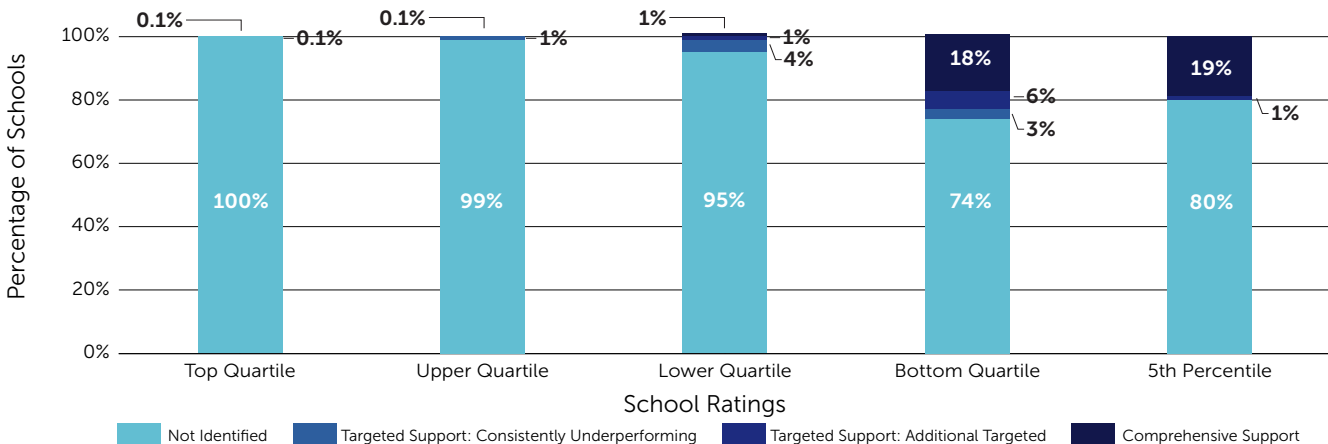


How Many Schools Were Identified for Support?



Were Schools with Low Ratings Overlooked for Support?

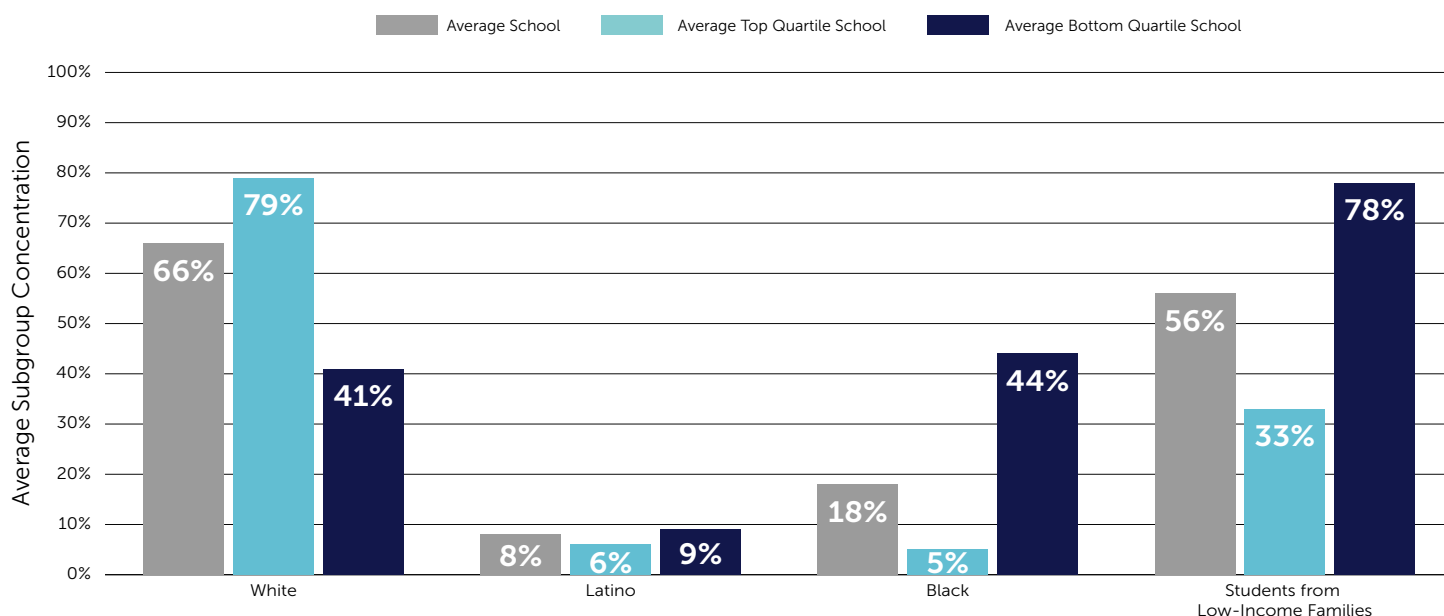
74% of schools in the bottom quartile of the index and **80%** of schools in the 5th percentile of the index were not identified for support.



PERFORMANCE OF STUDENT SUBGROUPS

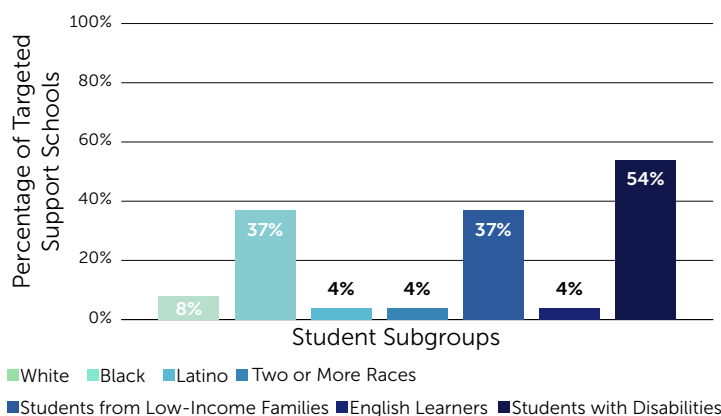
Like in most states, historically underserved students were more concentrated in schools with low ratings.

For example, the student body of an **average school** was **18%** Black. Yet the student body of an average school in the **top quartile** was **5%** Black, while the average school in the **bottom quartile** was **44%** Black.



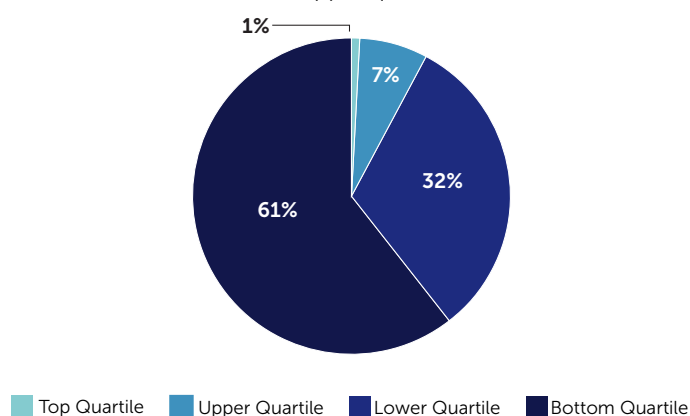
Which Student Subgroups Needed Extra Support?

In more than half of targeted support schools (54%), **students with disabilities** needed extra supports. More than one-third of targeted support schools (37%) were identified for needing to provide extra supports to **Black students** and to **students from low-income families**.



To What Extent Did High Ratings Mask Outcomes for Low-Performing Subgroups?

Among targeted support schools **1%** scored in the top quartile of the index and **7%** scored in the upper quartile.



For more information about Michigan’s ESSA plan, visit all4ed.org/essa/essa-in-your-state/.

Endnotes

- 1 This document excludes 27 schools from the analyses of school ratings because those schools were not evaluated on any indicators and received zero points.
- 2 Michigan initially used a non-ESSA compliant methodology to identify TSI schools (TSI:CU and TSI:ATS). After revising its methodology, the state reran its TSI school list the following year, using 2017–18 data, and allowed all TSI schools that were not reidentified to exit improvement status.
- 3 Some graphs in this document may not total 100 percent due to rounding of percentages.

The **Alliance for Excellent Education** (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org