

COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOL OVERVIEW

There are two ways for a school to be identified for Comprehensive Support and Improvement (CSI):

- the school is among the lowest performing 5% of schools in Michigan OR
- a high school has a 4-year graduation rate of 67% or less

Why Are Schools Being Identified?

The federal Every Student Succeeds Act (ESSA) of 2015 requires the identification of schools in need of additional support. These schools fall into three categories:

- Comprehensive Support and Improvement (CSI) schools
- Targeted Support and Improvement (TSI) schools
- Additional Targeted Support (ATS) schools

CSI schools are identified every three years, alongside ATS schools. CSI and ATS schools will be next identified in 2020. TSI schools are identified every year. CSI schools are those facing the most difficult challenges and receive the greatest level of support. Alternative schools in the lowest performing 5% are identified as CSI, but not subject to the same requirements as the traditional schools.

How Are Michigan Schools Being Identified?

Michigan uses the School Index System to identify schools for support, starting in 2018 with data from the 2016-17 school year (the most recent data available). The Index System measures school performance in six key areas—student growth, student proficiency, school quality/student success, graduation rate, English Learner progress, and assessment participation. Every school receives an overall index value ranging from 0-100 based on the percent of target met in each area. The 5% of schools with the lowest index values are identified as CSI schools, as well as any school with a four-year graduation rate of 67% or less. Learn more about the [Michigan School Index System](#).

What Happens After a School Is Identified?

Many districts, including charter schools, with CSI schools will have the opportunity to develop and implement Partnership Agreements. A Partnership Agreement offers districts expert consultants and diverse resources, and it allows them to combine state- and community-level support systems to drive improvement and self-accountability. It is with a positive opportunity for the school to work together under the leadership of the local superintendent and the local board of education to improve student achievement and outcomes, with an explicit and detailed understanding between all partners.

The ultimate goal of the Partnership Model is to regenerate struggling schools and to create sustainable systems to help students and teachers achieve at higher levels. In the cases where a CSI school is in a district that already is implementing a Partnership Agreement, the newly-identified CSI schools will be incorporated into the existing agreement. CSI schools in districts not slated to develop Partnership Agreements will develop an improvement plan and remain eligible for supports through the MDE and their local Intermediate School District (ISD).

■ CSI Plan Requirements

Districts will integrate the requirements of CSI plans into existing planning systems such as the Partnership Agreement Model, District Improvement Plans, School Improvement Plans, or other appropriate system. Each local district or Public School Academy (PSA) will be expected to develop and implement a CSI planning process that:

- is informed by the indicators within the Index and is based on a school-level needs assessment
- identifies resource inequities and includes evidence-based interventions
- is approved by the local district and the MDE
- is monitored by the MDE

■ Supports

CSI plans and corresponding supports are based on the results of the Comprehensive Needs Assessment (CNA). All districts with CSI schools are eligible for regional education supports in creating, implementing, and monitoring the CSI plan. This is accomplished through the Regional Assistance Grant (RAG), where each CSI school will receive federal Title I RAG supports from their local Intermediate School District at no cost to the local district.

■ Exiting CSI Status

ESSA requires the exit criteria for CSI schools, to be aligned to the method by which the school was identified. As such, the Michigan's CSI exit criteria must:

- be unique to the identified school
- be based on that school's performance
- at a minimum, result in the school exceeding both the highest index value used to identify the bottom 5% and a graduation rate of 67%

For schools that are not included in Partnership Agreements (e.g., Alternative Education Centers, etc.), the local school district that operates the school will develop exit criteria that are academically based and submit them to MDE for approval. Once approved, these criteria will govern the release of the school for which they were developed. The goals are expected to be specific, measurable, attainable, relevant, and time-bound. For Partnership Districts, the development and approval of goals will be met through the Partnership Agreement.

■ Additional Resources

[Information on Partnership Districts](http://www.mi.gov/mde-partnershipdistricts) (www.mi.gov/mde-partnershipdistricts)

[Information on the Index System and school identification](http://www.mi.gov/mde-accountability) (www.mi.gov/mde-accountability)