2025 MICIP Guidance for Districts with Schools Identified for Comprehensive Support and Improvement (CSI)

Purpose

This document supports districts newly identified with CSI schools in understanding their federal requirements and state expectations, how those requirements align to MICIP and fit in the platform, and how to use data to set meaningful improvement goals.

Connecting MICIP and ESSA Requirements

Component	Description	Relevance for CSI Schools
MICIP Process	Michigan's integrated continuous improvement process and platform for assessing needs, planning strategies, implementation, monitoring, adjusting, and evaluating.	CSI plans must be embedded into MICIP platform to meet both ESSA requirements and state expectations for all schools in Michigan (MCL - Section 380.1277).
ESSA Requirements (Section 1111(d)(3))	Federal law requires states to provide support for the lowest performing 5% of Title I schools and high schools with graduation rates at or below 67%.	Drives identification criteria and exit goals.

Embedded Equity Lens

Applying an equity lens means shifting from viewing students as the problem to recognizing and addressing systemic barriers, with careful attention to opportunities and to how resources are allocated and used to support student outcomes. It requires including diverse voices such as students, families, and staff in data analysis to understand the impact of resource decisions. Teams must monitor both access and outcomes, ensuring strategies are resourced fairly and adjustments are made to prevent inequities. Equity is not a one-time step, but a continuous practice of tracking, reflecting, and acting to ensure every student receives the support needed to succeed.

MICIP Steps for District & School Teams

Step	ESSA CSI Plan Requirements	Action	Tools/Resources MICIP Process Guide
1. Review Identification Data	The plan must be informed by all MI School Index indicators, including student performance against State-determined long-term goals.	Analyze School Index data, focusing on components that triggered qualification for receiving comprehensive support for improvement.	• School Index Overview • School Support Identification Flowchart • Index System Guide • School Index Access and Preview Instructions
2. Build Data Story	The plan must: • be based on a school-level needs assessment • identify resource inequities, which may include a review of local educational agency and school-level budgeting (RAR)	• Review initiative inventory • Complete Resource Allocation Review • Analyze data for needs • Identify trends across multiple years. • Summarize analysis • Identify causation	• Guidance for Adding and Adjusting Data Sets in MICIP • MICIP Initiative Inventory Toolkit • NIRN Root Cause Final (NY Math).docx • Resource Allocation Review Process Guide • Resource Allocation Review Training Videos

Step	ESSA CSI Plan Requirements	Action	Tools/Resources MICIP Process Guide

3. Develop Goals and Target Measures	The plan must address the reasons for identification and is designed to enable the school to exit CSI status.
	• Include ambitious goals with:
	  ○ Interim process & student outcome targets
	  ○ End process & student outcome targets
		• Use Component Raw Measures to set realistic, measurable, and exit-aligned goals
		• Create interim and end targets
			District specific MICIP CSI End-Target-Measure*
			
			*This report aligns to End-Target-Outcomes for Partnership Districts

4. Consider, Select, and Plan for Strategy Implementation	The plan must include at least one evidence-based intervention.	• Select evidence-based strategies targeting identified root causes • Create a strategy implementation guide • Identify aligned activities • Identify resources necessary for implementation	• MICIP Strategy Bank Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments • ESSA Tiers of Evidence: What You Need To Know • Hexagon-Tool • Create a Strategy Implementation Guide • Strategy Implementation Guide Template

Step	ESSA CSI Plan Requirements	Action	Tools/Resources MICIP Process Guide
5. Implement, Monitor, and Adjust	The plan must be approved by the school, district, and State. The plan must be monitored consistently by: • School • District The plan must be periodically reviewed by the State.	• Collect, analyze, and upload evidence for capacity, scale and reach, and fidelity in the monitor section of the MICIP platform as appropriate. • Collect, analyze, and upload evidence for impact on student outcomes in the monitor section of the MICIP platform as appropriate. • Share with district leadership, ISD/RESA, and MDE. • Add Adjust notes as appropriate	• MICIP Coaching Guide - Implement, Monitor, and Adjust
6. Report Progress	The plan must: • Be reviewed periodically by the State Demonstrate evidence of progress via interim and end target measures	• Collect and analyze evaluation data on capacity, fidelity, scale/reach, and impact. • Compare progress to baseline (Data Story) • Determine if targets and goals are met ○ Decide on sustaining, scaling, or adjusting strategies. • Communicate results with district, ISD/RESA, MDE, and the community.	• MICIP Portfolio - Generate Report

Step 1. Review Identification Data

Understanding the Data Story

Understanding your school's data story is the first step in responding to CSI identification. By reviewing key School Index components and the specific indicators that contributed to identification, teams can build a shared understanding of current performance, uncover patterns, and anchor future goals and strategies in accurate, actionable data. The School Index System includes the Overall Index, Proficiency (ELA & Math), Growth (ELA & Math), and Graduation Rate (for high schools).

Table: CSI Entry & Exit Data Points

Metric	Definition	CSI Identification	CSI Exit Expectation Recorded in Monitoring Notes
Overall Index	Combined weighted score from all components.	At or below bottom 5% threshold	Above the bottom 5% threshold at the end of the CSI cohort cycle
Graduation Rate	Four-year cohort graduation rate.	At or below 67%	Above 67% at the end of the CSI cohort cycle.
ELA & Math Proficiency	Percent of students meet or exceeding standards.	29% of overall index	At or above approximate minimum ETMs aligned towards exiting the bottom 5% AND a 0.01 percentage point increase over baseline for two years (both math & ELA).
ELA & Math Growth	Percent of students progressing enough to reach or maintain proficiency in three years	34% of overall index	At or above approximate minimum ETMs aligned towards exiting the bottom 5%.
School Quality/ Student Success On-Track Attendance	Percent of students NOT chronically absent. That is, missing less than 10% of their possible attendance days.	4% of overall index (leading indicator)	At or above approximate minimum ETMs aligned towards exiting the bottom 5%.

Using Component Raw Measures for Goal Setting

The *Component Raw Measure* converts index values to a **real-world performance number** (e.g., % proficient).

- This makes goals more concrete and easier to monitor.
- It also allows alignment between MICIP goals and exit criteria.

Worked Example: Setting a Math Proficiency Goal

Example Element	Example Value
School	ABC Middle School
Component	Math Proficiency
Current Raw Measure	5% proficient
Approximate Minimum End-Target-Objective (ETO)*	22% proficient (Example value only. See the district specific MICIP CSI ETO Report for actual values.)
Target to Exit:	Achieve math proficiency at or above 22% by the end of the CSI cohort.
MICIP Goal:	Increase math proficiency from 5% to 23% by 2028 (a six percentage point gain by the end of the CSI Cohort).

*Approximate minimum ETOs are set by converting the identification bottom 5% threshold to raw measures and then rounding up to the nearest whole number. The exit bottom 5% threshold will be different than, but likely close to, the identification bottom 5% threshold. This approximation does not guarantee that a school will meet exit criteria.

Video Link:
School Index Training Videos and Presentations (Developed and Provided by ISD Support Partners)

Step 2. Build Data Story

CSI Assess Needs – Step-by-Step Checklist

For schools identified for Comprehensive Support and Improvement (CSI), the Assess Needs process establishes a clear picture of current performance, resource equity, and root causes. This step must be informed by all MI School Index components (growth, proficiency, graduation, English learner progress, chronic absenteeism, advanced coursework, post-secondary enrollment, access to arts/PE, access to librarians, participation on state content area assessments, participation on state English language development assessments) measured for school accountability, and a school-level needs assessment that includes identifying resource inequities.

Step	MICIP Platform Connection	Action	Completion Notes
1. Identify Area(s) of Inquiry	"Data Story"	Define key focus areas using MI School Index and Resource Allocation Review data; if in Partnership status, also examine MTSS, leadership/capacity, and instructional/operational systems.	

Step	MICIP Platform Connection	Action	Completion Notes
2. Discover and Collect Data	"Data Set"	Gather multiple data types (achievement, demographic, process/systems, perception) at satellite, map, and street levels, disaggregated for federally identified student groups. It is strongly recommended that the following data objects be included in the data sets: • M step (ELA and/or Math) • PSAT (ELA and/or Math) • SAT (ELA and/or Math) • School Index (ELA and/or Math) • Graduation Rate • Perception Data • Attendance • Local Assessments • Process Data	
3. Data Analysis	"Initial Data Analysis"	Explain what the data reveals about current performance and needs.	
4. Conduct Initial Initiative Inventory	"Initial Initiative and Analysis"	List current and past initiatives connected to the areas of inquiry; assess purpose, supports, resources, equitable allocation, and impact; identify duplicative or ineffective initiatives.	

Step	MICIP Platform Connection	Action	Completion Notes
5. Resource Allocation Review	"Resource Equity"	Engage in a collaborative process to identify and address resource inequities that hinder effective implementation of evidence-based strategies, ensuring support for all students.	
6. Analyze Gaps	"Gap Analysis"	Compare the current vs. desired state for all students and groups using both quantitative (e.g., proficiency rates, graduation) and qualitative (e.g., access to supports) data; examine opportunity gaps alongside achievement gaps.	
7. Write Data Story Summary	"District Data Story"	Summarize strengths, opportunities for growth, equity findings, and resource allocation conclusions; explain how inequities will be addressed in the plan.	

Step	MICIP Platform Connection	Action	Completion Notes
8. Root Cause Analysis	• 5 Whys • Fishbone • Add your own	Use tools such as the *Fishbone Diagram* or *5 Whys* to identify systemic causes within the team's influence; include perspectives of those most impacted and avoid deficit-based framing of students or families.	
9. Identify Challenge Statement	If.. then ... so that...	Write a concise statement that links the identified gap to the improvement plan, using the format: *If [system change], then [adult practice change], so that [student outcome] meets targets.*	

Video Links:

MDE MICIP Platform Tutorial: Assess Data story

MDE MICIP Platform Assess Root Cause & Plan

CSI Data Objects-How to create Data Objects in the MICIP Platform

Step 3. Develop Goals and Target Measures

CSI Select Goals – Step-by-Step Checklist

In MICIP, goal setting ensures that the school or district plan addresses the root causes identified during the Assess Needs process and directly targets the identified gaps. Each goal must clearly connect to a strategy and supporting activities, and improvement efforts should align to measurable outcomes for students, systems, or the whole child.

Step	MICIP Platform Connection	Action	Completion Notes
1. Determine Goal Type(s)	Define Goal Determine Goal Due Date	Decide whether goals will be academic, non-academic, and/or systems-focused based on the data story and CSI requirements. Set a manageable number of goals that directly address identified needs.	
2. Name Goal	Name Goal	Create a concise, descriptive name for each goal (e.g., *MTSS Academic Achievement – ELA & Math*).	
3. Set Targets	End Targets Interim Targets	Define both interim and end (36-month) targets, using quantifiable metrics such as Component Raw Measures (% proficient, graduation rates).	
4. Check Goal Quality		Ensure each goal meets SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound), addresses equity gaps, and emphasizes system and adult practice changes.	

Step 4. Consider, Select, and Plan for Strategy Implementation

CSI Identify Strategies – Step-by-Step Checklist

Identifying strategies in MICIP connects your improvement goals to specific, research- or evidence-based actions that address the root causes of identified gaps. For CSI schools, strategies must be selected and implemented in ways that:

- Meet ESSA requirements for evidence-based interventions.
- Address both academic and non-academic/Whole Child factors contributing to performance gaps.
- Are feasible given district/school capacity, resources, and readiness for implementation.
- Are designed to close equity gaps in access, opportunities, and outcomes for all student groups, especially those most impacted by barriers.

Effective strategy identification ensures that planned work is targeted, actionable, and sustainably resourced, leading to measurable improvement in student achievement and school systems over time.

Step	MICPI Platform Connection	Action	Completion Notes
1. Select from MiStrategyBank or Evidence-Based Source	Select a Strategy	Choose strategies with a strong or moderate evidence base (Evidence Based ESSA Levels 1-2, Research-Based ESSA Levels 3-4) from MiStrategyBank or other vetted sources. Ensure each strategy supports one or more goals and addresses identified root causes.	
2. Determine Fit	Hexagon Tool	Use the NIRN Hexagon Tool (or similar) to assess readiness for implementation (including capacity, fit, and resources) and usability (meets need, includes support, usability within context). Complete strategy consideration notes within the tool.	

Step	MICPI Platform Connection	Action	Completion Notes
3. Define Strategy Implementation Guide	Identify Strategy Details	Specify the strategy scope, population served, instructional/operational components, and intended outcomes using a Strategy Implementation Guide.	
4. Plan for Implementation		Outline key activities, timelines, responsible staff, and resource needs. Ensure alignment between activities and interim/end targets.	
5. Specify Strategy Details	Who is responsible? Which buildings?	Identify who is responsible for implementation and which buildings are impacted. Document these details in the Strategy Implementation Guide.	
6. Document Strategy Implementation Activities	Identify Activities	Transfer activities from the Strategy Implementation Guide into the MICIP platform for monitoring and progress tracking.	

Step	MICPI Platform Connection	Action	Completion Notes
7. Confirm Funding Alignment	Fund the Strategy	Coordinate funds across eligible programs to support sustainability. Document funding sources within MICIP.	
8. Strategy Communication	Communicate the Strategy	Identify which Educational Partner groups need to be informed and define how and when communication will take place.	

Video Link:

MDE MICIP Platform Plan Manage Strategies-Walkthrough

Step 5. Implement, Monitor, and Adjust

CSI Implement & Monitor – Step-by-Step Checklist

The Implement and Monitor phase in MICIP ensures that selected strategies and activities are carried out as intended, with fidelity, scale, and reach, and that progress toward interim and end targets is regularly measured. For schools identified for CSI, this phase is essential for meeting ESSA and state requirements by providing evidence that plans are actively in motion, resources are effectively allocated, and adjustments are made based on data. Monitoring focuses on four key dimensions—**capacity, fidelity, scale/reach, and impact**—while maintaining an equity lens to ensure that supports are implemented fairly and effectively for all student groups, particularly those most impacted by barriers.

Step	Action	Completion Notes
1. Prepare for Implementation	Ensure all Educational Partners understand their roles and responsibilities. Confirm resources (human, financial, material, and time) are in place and adjust the Strategy Implementation Guide based on partner input. Identify metrics and aligned data objects that will provide evidence of progress.	
2. Implement Strategies & Activities	Carry out strategies and activities according to the plan and timelines, maintaining alignment with interim and end targets.	
3. Monitor Implementation	Monitor the implementation data listed below throughout the course of the 3–5-year plan. The type of implementation data being monitored will vary over time and not necessarily include each type below when monitoring occurs. Document findings in a monitoring note with evidence and communicate with partners.	

Step	Action	Completion Notes
	Capacity: Assess whether implementation is supported by sufficient resources (human, financial, technology, material, and time). **Fidelity/Integrity:** Assess whether strategies and activities are being implemented as intended and that the plan is followed as written. **Scale & Reach:** Assess the degree to which the strategy is being implemented in classrooms across buildings. Track whether the intended population (schools, grade levels, student groups) is being reached.	
4. Monitor Impact	Measure progress toward interim and end targets by comparing side-by-side new data to baseline data using agreed-upon metrics. Collect evidence to support progress claims and add a note in the Goal Impact section of the platform.	
5. Adjust as Needed	Use monitoring data to make informed adjustments if/as needed in MICIP (data story, goals, strategies, activities). Create an adjustment note and revise the plan by following the platform's "breadcrumbs" back through the appropriate elements. Communicate changes to Educational Partners.	

Video Link:

MDE MICIP Platform Implement Monitor

Step 6. Report Progress

CSI Report Progress – Step-by-Step Checklist

The Report Progress phase in MICIP ensures that districts and schools identified for Comprehensive Support and Improvement (CSI) regularly evaluate and communicate the results of their improvement efforts. This step closes the continuous improvement cycle by reviewing capacity, fidelity, scale/reach, and impact data; determining whether goals and targets have been met; and making decisions about sustaining, adjusting, or ending strategies. For schools identified for CSI, this phase is critical to meeting ESSA and state requirements by demonstrating evidence of improvement, transparency with Educational Partners, and ongoing alignment of resources and efforts to student needs.

Step	Action	Completion Notes
1. Gather Evaluation Data	Collect additional data on capacity, fidelity/integrity, scale/reach, and impact for each goal. Include interim and end target results in monitor notes and upload graphs or visuals as evidence (district-developed or through integration).	
2. Analyze Results	Determine whether goals were met, partially met, or not met. Identify contributing factors, including but not limited to equity considerations, adequacy of resource availability and use, variations in strength of implementation, and variation in impact results.	
3. Compare to Baseline	Assess progress against the baseline data established during the *Assess Needs* phase. Document in the MICIP platform both changes in outcomes and improvements.	

Step	Action	Completion Notes
4. Document Evidence	Compile supporting evidence, including qualitative and quantitative data, regarding implementation and impact recorded in the MICIP platform.	
5. Decide Next Steps	Based on results, determine and record whether to sustain, scale, adjust, or discontinue strategies. Ensure next steps align with current needs and available resources.	
6. Communicate Results	Share progress with Educational Partners (district leadership, school boards, staff, families, community members, ISD/RESA, and MDE). Provide clear, accessible reports that include successes, challenges, and plans for improvement. Tailor communication to audience needs.	
7. Integrate into Next MICIP Cycle	Use evaluation findings to inform the Revise phase, ensuring continuous improvement is data-driven and equity-focused.	

Video Link:

MDE MICIP Platform Report-Walkthrough

Contact Information

Topic	Contact
MICIP Process or Platform	MICIP Lead: Dot Blackwell – blackwelld1@michigan.gov MiServiceDesk: MiServiceDesk - Service project
CSI Requirements	Statewide System of Support (SSoS) Lead: Jennifer Curtis - curtisj18@michigan.gov
RAG Requirements	Education Consultant: Connie McCall – mccallc@michigan.gov
Resource Allocation Review	Education Consultant: Steven Curry – currys1@michigan.gov
MiStrategy Bank	Education Consultant: Dave Carlson – carlsond12@michigan.gov

General MICIP Resources:

- Michigan Integrated Continuous Improvement Process (MICIP)
- MICIP Process Guide
- MICIP Platform Training Manual
- Active Implementation Hub
- MICIP Professional Learning Bites
- Video Library — MI Systems Support
- 10 Questions to Consider about a Continuous Improvement Plan
- Common Vocabulary for Systemic Support
  Common vocabulary terms used by MDE, SISEP, MiMTSS, Statewide Field Team, and MICIP to support systems work
- MICIP Sample Systems Plan
- MI Systems Support

Getting Started:

- MICIP: District-Led Continuous Improvement

Equity:

- Building Equity Through MICIP Toolkit
- Resource Equity