

Additional Targeted Support Overview

Why Are Schools Identified for Supports?

Federal law (the Every Student Succeeds Act of 2015 or ESSA) requires states to identify schools in need of further support and defines three categories of support to be identified:

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

How Are Schools Identified for ATS?

Schools are identified for ATS if, in Michigan's School Index system, they have BOTH:

1. 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)
2. AND one or more student subgroups in the bottom 5% overall

Michigan uses its School Index accountability system to identify schools for support. In the School Index, each school, student subgroup and component receive a 0-100 index based on the percent of target met in seven key areas:

- Student Growth
- Student Proficiency
- School Quality/Student Success
- Graduation Rate
- English Learner Progress
- Test Participation (M-STEP, PSAT 8, SAT and MI-ACCESS)
- English Learner Test Participation (WIDA ACCESS and WIDA Alternate ACCESS)

Once index values are determined, the school index values are ranked to find the bottom 5% of schools and component index values are ranked to find the bottom 25% in each component.

How Often Are Schools Identified for and exited from ATS?

Michigan identifies schools for ATS once every six years. ATS exits occur every six years, with a possible option for early exit after three years. There was a deviation from these cycles due to the COVID-19 pandemic pause to federal school accountability. The first ATS cohort was identified in Spring 2019, based on 2017-18 data. Schools currently receiving ATS supports were identified in Fall 2022, based on 2021-22 data. The next identification of ATS will occur in Fall 2028, based on 2027-28 data. Existing ATS schools meeting exit criteria based on 2024-25 data may be invited to early exit in Fall 2025. Otherwise, existing ATS schools will be reviewed for exit in Fall 2028, using 2027-28 data.

What Happens After a School Is Identified for ATS?

Once schools are identified for ATS, the following actions occur:

1. The Michigan Department of Education (MDE) will assign a primary contact to support the school's district
2. The school, working with its district and MDE primary contact, will:
 - a) Complete a needs assessment
 - b) Develop an improvement plan, that addresses ATS requirements, to be approved by the district
 - c) Implement the improvement plan
3. The school's district, working with the school, monitors the improvement plan
4. After 3 years of supports, MDE will evaluate the school for possible optional exit from ATS
5. After 6 years of supports, MDE will evaluate the school for possible exit from ATS or escalation to CSI

ATS Improvement Plan Requirements

ESSA requires that schools identified for ATS shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement an improvement plan for the school to improve student outcomes for each subgroup of students that was the subject of the ATS identification, that—

- is informed by the components of School Index
- includes evidence-based interventions
- identifies resource inequities
- is approved by the school's district
- upon approval and implementation, is monitored by the school's district

To minimize the reporting burden, districts will integrate ATS requirements into the Michigan Integrated Continuous Improvement Process (MICIP).

Supports

All districts with schools identified for ATS will:

- Have a primary contact within MDE assigned to support their district
- Be eligible for MDE supports in creating, implementing and monitoring the implementation of improvement plan(s)

Exiting ATS Supports

To exit ATS a school must meet the following criteria:

- For the identified student subgroups, no longer meet the ATS entrance criteria
- For the identified student subgroups, improve proficiency in both math and ELA (minimally 0.01 percentage point improvement) for each of the last two available years of the ATS cycle.
 - For 2024-25 ATS optional exits this will mean both 2023-24 and 2024-25 proficiency will each need to be at least 0.01 percentage point greater than baseline proficiency in 2021-22.
 - For 2027-28 ATS exits this will mean both 2026-27 and 2027-28 proficiency will each need to be at least 0.01 percentage point greater than baseline proficiency in 2021-22.

Schools identified for ATS but either (1) not meeting ATS exit criteria in the ATS early exit year (Fall 2025) or (2) choosing not to opt-in to ATS early exit, will continue as ATS until the end of the full six-year ATS cycle.

Schools identified for ATS but not meeting ATS exit criteria at the end of the full six-year ATS cohort cycle (Fall 2028 using 2027-28 data) will be identified for CSI.

Additional Resources

- [Michigan School Index System Resources \(www.mi.gov/mde-schoolindex\)](http://www.mi.gov/mde-schoolindex)
- [Resources for Schools Identified for CSI, ATS, or TSI \(www.mi.gov/mde-supports\)](http://www.mi.gov/mde-supports)