Accountability & Supports

November 2022

Accountability

Every Student Succeeds Act (ESSA)

- Every Student Succeeds Act (ESSA) is the federal reauthorization of the Elementary and Secondary Education Act (ESEA).

- ESSA is the nation's education law and represents a longstanding commitment to equal opportunity for all students.

- ESSA requires that each state establish a state-wide accountability system for public schools in the state.

School Index Overview

- School Index is Michigan's accountability system established to comply with the requirements of ESSA
  - Differentiate all schools
  - Seven weighted components
  - Disaggregate all components by student subgroups
  - Identify federal support categories

- 0-100 Index (% of Target Met)

- School Index is used to identify schools for support to improve student academic achievement

School Index Components	Weight
Student Growth	34%
Student Proficiency	29%
School Quality/Student Success	14%
Chronic Absenteeism 4%	
Access to Arts/Physical Education 4%	
11-12 Advanced Coursework 3%	
Postsecondary Enrollment 2%	
Access to Librarian 1%	
Graduation Rate	10%
English Learner Progress	10%
General Assessment Participation	2%
English Learner Participation	1%

Student subgroups include:
- Racial/ethnic subgroups   - English Learners
- Economically Disadvantaged   - Students with Disabilities

Weights are reallocated for any component that does not apply to the school

Federal Support Categories Entrance Criteria

Support Category	Support Category Full Name	Entrance Criteria	Frequency / Duration of Support Category
CSI	Comprehensive Support and Improvement	• School has an overall index value in the bottom 5% • OR School has a 4-year graduation rate of 67% or less • OR School was in a CSI cohort and did not exit CSI • OR School was in an ATS cohort and did not exit ATS	3 years
ATS	Additional Targeted Support	School has both: (1) One or more student subgroups in the bottom 25% of each applicable component (2) AND one or more student subgroups in the bottom 5% overall	6 years
TSI	Targeted Support and Improvement	School has at least one student subgroup at or below bottom 25% for each applicable component	Yearly

State Legislated School Accountability

- Michigan also has an accountability system defined by state law
  - Often referred to as the A-F System
  - The state system also identifies schools for CSI BUT…
    - State law defines CSI differently than ESSA
    - Law provides no support funding for schools identified by the state system

- State-CSI designation will not be used in determining which districts will receive support described later in this presentation

MDE Support:
Comprehensive Support & Improvement (CSI)

Districts to be supported by the Office of Partnership Districts (OPD)

- Those having schools
  - In the bottom 5%, and/or
  - With a 4-year graduation rate of 67% or less

- Districts in a partnership agreement may also have schools identified for CSI that do not meet partnership agreement entrance criteria (e.g., alternative education schools, virtual schools) and/or schools identified for ATS or TSI. OPD will support any schools within the district that have been identified for support.

CSI, Partnership Agreements Via Office of Partnership Districts

District Supports

For each district, count the schools identified for each category of support (CSI, ATS, or TSI)

Does the district have any schools identified for CSI? — Yes

Adjust the district's CSI count by subtracting schools that meet one or more of the following conditions:
1. Alternative education school
2. Virtual school
3. Not in the bottom 5% and not having low graduation rate but are:
   a. Re-Identified for CSI due to unimproved proficiency
   b. Identified for CSI due to not exiting ATS

(Please note adjustments to district CSI counts only apply to determining which office within MDE will provide support to the district.)

Does the district have an adjusted CSI count of 1 or more? — Yes → Partnership Agreement (PA) Supported by Office of Partnership Districts (OPD)

No → Office of Educational Supports (OES)

Partnership Model Levels of Support

Three levels of support from OPD

I. Intensive

II. Essential

III. Fundamental

A district that <u>previously</u> had a partnership agreement and has one or more school(s) **re-identified** for Comprehensive Support and Improvement (CSI).

I. Expectations for Partnership Districts with Intensive Supports

- On-site meetings **twice-a-month** include the following participants:
  - First monthly meeting between OPD liaison and district leadership
  - Second monthly meeting includes OPD liaison, OPD director or assistant director, district leadership, and ISD personnel

- Director or Assistant Director of OPD participates in **writing** partnership agreements

- Develop aligned measurable 18-month interim target benchmarks and 36-month end target outcomes that will be achieved for each school operated by the district that is subject to the partnership agreement

I. Expectations for Partnership Districts With Intensive Supports

- Office of Partnership Districts, intermediate school districts, and local school districts develop the partnership agreements based on a comprehensive needs assessment utilizing the Michigan Integrated Continuous Improvement Process (MICIP)

- Conduct semi-annual presentations on partnership agreement progress at local board meetings

Michigan Integrated Continuous Improvement Process (MICIP)

The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing *whole child needs* to develop **plans** and coordinate **funds**.

Pathways for assignment:

1. A district with a previous partnership agreement that only has a single school **newly** identified for CSI in the bottom 5% by the School Index

2. A district without a previous partnership agreement in which a school is identified for CSI in the bottom 5% by the School Index

II. Expectations for Partnership Districts With Essential Supports

- On-site **monthly** meetings between liaison and district

- Office of Partnership Districts, intermediate school districts and districts <u>develop the partnership agreement</u> based on a comprehensive needs assessment utilizing the Michigan Integrated Continuous Improvement Process (MICIP)

- Develop aligned measurable <u>18-month interim target benchmarks and 36-month end target outcomes</u> that will be achieved for each school operated by the district that is subject to the partnership agreement

II. Expectations for Partnership Districts With Essential Supports

- At a minimum, meetings are held **every other month** on-site with liaison, district leadership and ISD personnel

- Director or Assistant Director of OPD conducts quarterly school visits

- OPD director approves the district's partnership agreement

- Conduct annual presentations on partnership agreement progress at local board meetings

A district identified for a partnership agreement due to low graduation rate.

III. Expectations for Partnership Districts with Fundamental Supports

- On-site **every other month** meetings between liaison and district leadership

- Office of Partnership Districts, intermediate school districts and local districts <u>develop the partnership agreement</u> based on a comprehensive needs assessment utilizing the Michigan Integrated Continuous Improvement Process (MICIP)

- Develop aligned measurable <u>18-month interim target benchmarks and 36-month end target outcomes</u> that will be achieved for each school operated by the district that is subject to the partnership agreement

III. Expectations for Partnership Districts Fundamental Supports

- OPD director approves the district's partnership agreement

- At a minimum quarterly meetings are held on-site with liaison, district leadership and ISD personnel

- Director or Assistant Director of OPD conducts twice-a-year school visits

Districts supported by the Office of Educational Supports (OES) may have schools identified for CSI that are:

- Alternative education and/or virtual schools with one or more of the following criteria:
  - In the bottom 5%
  - With a 4-year graduation rate of 67% or less
  - Previously identified for CSI and not exiting CSI due to unimproved proficiency
  - Previously identified for ATS and not exiting ATS (converts to CSI)
- Non-alternative education or non-virtual schools with one of the following criteria:
  - Previously identified for CSI and not exiting CSI due to unimproved proficiency, but no longer in the bottom 5%
  - Previously identified for ATS and not exiting ATS (converts to CSI)

CSI, Non-Partnership Agreement Via Office of Educational Supports (OES)

District Supports

For each district, count the schools identified for each category of support (CSI, ATS, or TSI)

Does the district have any schools identified for CSI? —— Yes ——

Adjust the district's CSI count by subtracting schools that meet one or more of the following conditions:
1. Alternative education school
2. Virtual school
3. Not in the bottom 5% and not having low graduation rate but are:
   a. Re-Identified for CSI due to unimproved proficiency
   b. Identified for CSI due to not exiting ATS

(Please note adjustments to district CSI counts only apply to determining which office within MDE will provide support to the district.)

Does the district have an adjusted CSI count of 1 or more? —— Yes —— **Partnership Agreement (PA) Supported by Office of Partnership Districts (OPD)**

—— No —— **Office of Educational Supports (OES)**

CSI, Non-Partnership Agreement
Via Office of Educational Supports (OES)

Through a coordinated OES team approach, consultants from one or more of the eight (8) OES units will provide guidance and support services to districts with identified schools to meet the federal requirements as outlined under the Every Student Succeeds Act (ESSA)

1. Continuous Improvement Unit
2. Educational Experiences Unit
3. Literacy Unit
4. Special Populations Unit
5. Public School Academies Unit
6. Financial Unit
7. Regional Support Unit
8. Student Supports Unit

CSI, Non-Partnership Agreement
Via Office of Educational Supports (OES)

OES Coordinated Support Services to Districts with Identified Schools:

- Meet regularly with district/school leaders to establish rapport and develop a collaborative approach to address the reason for CSI support identification

- Coordinate services between local ISD/RESA, and other MDE offices, to customize and tailor wrap-around services to address the needs of districts with identified schools

- Guide in the revision of each school's annual improvement plan to include CSI specific ESSA required items, including evidenced-based interventions to address the specific area(s) of need identified in the comprehensive need assessment for each school

CSI, Non-Partnership Agreement Via Office of Educational Supports (OES)

OES Coordinated Support Services to Districts with Identified Schools (Continued):

- Identify, prepare, and make accessible to districts and schools a suite of survey tools and resources to address operational, fiscal, and systemic barriers to improvement

- Provide technical assistance and professional development as requested, in areas of identified need, including Resource Allocation Review

- Conduct annual review and approval of school level plans, providing guidance as needed for necessary revisions based upon progress monitoring of established goals for improvement

Leverage the MICIP process to review and, if necessary, revise current school improvement plans for schools identified for CSI:

- Comprehensive needs aassessment to review the reason for CSI identification

- Root Cause Analysis to identify underlying causes of the problem

- Review of available funding to identify resources for implementation of school level plan

- Revise, as necessary, each school improvement plan to address root cause(s) of the problem using evidence and research-based strategies

- Document alignment of school-level CSI plan with district improvement plan (systems level support in the work)

- Monitor implementation of school level plan(s)

CSI, Non-Partnership Agreement
Via Office of Educational Supports (OES)

An OES Coordinated Supports Point of Contact (CSPC) will be assigned to work with each district with identified schools. The CSPC will coordinate services between OES units, other MDE offices, and local ISD/RESA to customize services to address the specific needs of districts with identified schools.

Regional and Other OES Consultants will serve as the CSPCs to support districts/schools. The current OES structure of five (5) statewide regional support areas will serve as the foundation for CSPC assignment.

CSI, Non-Partnership Agreement
Via Office of Educational Supports (OES)

Year 1 CS Initial Planning Phase

- <u>Assign</u> a Coordinated Supports Point of Contact (CSPC) for districts with identified schools

- <u>Initial consultation</u> with district and school leaders

- <u>Establish</u> a regular schedule for meeting and support service sessions with identified districts/schools

- <u>Provide guided support</u> as requested by districts as they complete the Resource Allocation Review, as required under ESSA

- <u>Guide</u> the revision of the school's improvement plan to align with ESSA required CSI components, and include evidence-based interventions to address the specific "root cause" for identification

- <u>Coordinate</u> the process for review and SEA approval of school level plan(s)

Years 2 & 3 CS Progress Monitoring Phase

Coordinated Supports Point of Contact (CSPC) for each district with identified schools will:

- Initiate the <u>monitoring </u>process
- <u>Coordinate</u> technical assistance with partners and content area specialists
- <u>Monitor</u> the implementation and evaluation of the approved district/school plan

MDE Support:
Additional Targeted Support (ATS)

Additional Targeted Support (ATS) Via Office of Educational Supports (OES)

Districts supported by the Office of Educational Supports (OES) may have schools identified for ATS. Schools identified for ATS have **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 in the bottom 5% overall

Districts with schools identified for ATS, not in a partnership agreement, will be supported by **OES**, as requested by the district, using the same protocols and services as outlined for schools identified for CSI and supported by OES

Districts with schools identified for ATS, in a partnership agreement, will be supported by **OPD** as part of their district partnership agreement

Additional Targeted Support (ATS)

MDE Support:
Targeted Support & Improvement (TSI)

TSI Supports

Districts with schools only identified for TSI will be primarily supported through universal support provided by MDE to all districts plus specific communication regarding TSI (e.g., resources explaining the TSI identification and guidance regarding the TSI plan requirement)

Targeted Support & Improvement (TSI)

District Supports

For each district, count the schools identified for each category of support (CSI, ATS, or TSI)
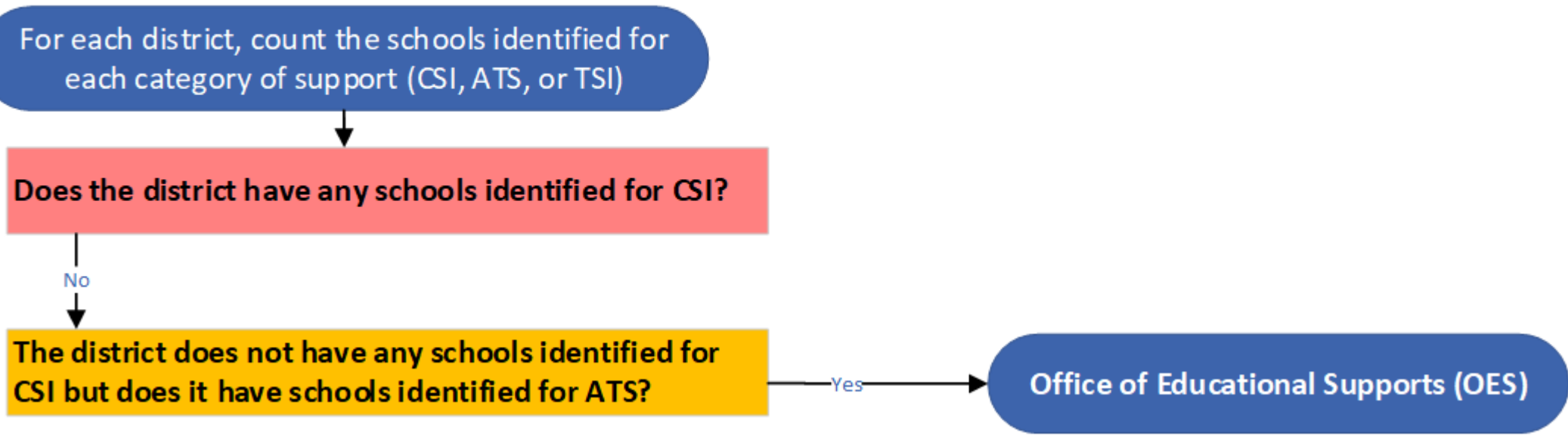
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Does the district have any schools identified for CSI?

No ↓

The district does not have any schools identified for CSI but does it have schools identified for ATS?

No ↓

The district does not have any schools identified for CSI or ATS but does it have schools identified for TSI? —Yes→ **Universal Support Plus MDE Communications Related to TSI (e.g., webinars and resources)**

No ↓

The district does not have any schools identified for CSI, ATS, or TSI. → **Universal Support**