



School Accountability Identification Flow Chart

For More Information visit:
• www.mi.gov/mde-supports
• www.mi.gov/mde-schoolindex

School Accountability Index Value Determined

Does the school meet one of more of the following criteria:

- school's index value in the bottom 5%
- school's 4-year graduation rate at or below 67%
- school was in 2016-17 CSI cohort and did not meet CSI exit criteria
- school in 2017-18 ATS cohort and did not meet ATS exit criteria

Does the school have BOTH:

1. At least one student group in the Bottom 25% of each applicable component?
2. At least one student group in the Bottom 5% overall?

Does the school have at least one student group in the Bottom 25% of each applicable component?

Comprehensive Support and Improvement (CSI) Identification

Additional Targeted Support (ATS) Identification

Targeted Support and Improvement (TSI) Identification

No CSI, ATS, or TSI Identification

After a School is Identified for CSI:

1. MDE will assign a liaison to support the school's district
2. The district, working with the MDE specialist, will:
 - a. Complete a needs assessment
 - b. Develop CSI plan(s) for approval by MDE
 - c. Implement CSI plan(s)
3. MDE, working with the school's district, will monitor improvement plan(s)
4. After 3 years of supports, MDE will evaluate the school for possible exit

For more information see the CSI Overview.

After a School is Identified for ATS:

1. MDE will assign a liaison to support the school's district
2. The district, working with the MDE specialist, 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 6 years of supports, MDE will evaluate the school for possible exit from ATS or escalation to CSI

For more information see the ATS Overview.

After a School is Identified for TSI:

1. The school, working with its district, will:
 - a. Complete a needs assessment
 - b. Develop an improvement plan, that addresses TSI requirements, to be approved by the district
 - c. Implement the improvement plan
2. The school's district, working with the school, monitors the improvement plan
3. After a district-determined amount of time, the school's district evaluates the school for possible exit from TSI

For more information see the TSI Overview.

Identification Process Summaries

In a CSI naming year, the threshold for the bottom 5% of schools is set. Schools will be identified as CSI schools if they are (1) at or below this bottom 5% schools threshold, OR (2) meet the graduation rate rules, OR (3) schools identified for ATS in 2017-18 that did not exit within an MDE-determined timeline. Additionally, schools that were in the 2016-17 CSI cohort and did not meet CSI exit criteria will remain identified for CSI.

In a TSI naming year, which is every year, the threshold for the bottom 25% is set within each component. Schools having one or more subgroups at or below these thresholds in each applicable component will be identified as TSI schools, unless the school also meets CSI or ATS criteria.

In an ATS naming year, schools having one or more subgroups performing at or below the bottom 25% component thresholds for each applicable component **AND** one or more subgroups performing at or below the bottom 5% schools threshold will be identified as ATS schools, unless the school also meets CSI criteria.

Identification Thresholds

Note: The thresholds below were used for prior identification years and are only provided for reference. Thresholds for identifications using 2021-22 school year data are yet to be determined. This resource will be updated once they become available.

Threshold Type	Applicable Designations	Component	Threshold
Bottom 5% Building	CSI & ATS	Overall	30.64
Bottom 25% Components	TSI & ATS	Growth	45.10
		Proficiency	46.63
		Graduation Rate	89.69
		English Learner Progress	54.72
		School Quality and Student Success	65.60
		Subject Test Participation	100.00
		English Learner Test Participation	100.00

Examples:

School A, Economically Disadvantaged Subgroup

Component	Subgroup's Index	At/Below Bottom 5% Building Threshold?	At/Below Bottom 25% Component Threshold?
Overall	20	Yes	
Growth	31	n/a	Yes
Proficiency	40	n/a	Yes
Graduation Rate	n/a	n/a	n/a
EL Progress	n/a	n/a	n/a
SQSS	67	n/a	Yes
Subject Test Participation	95	n/a	Yes
EL Test Participation	n/a	n/a	n/a

School A is identified as an ATS school. This subgroup is below the below the bottom 25% component thresholds for each applicable component **AND** has a Subgroup Overall index below the bottom 5% schools threshold.

School B, Hispanic or Latino Subgroup

Component	Subgroup's Index	At/Below Bottom 5% Building Threshold?	At/Below Bottom 25% Component Threshold?
Overall	20	Yes	
Growth	31	n/a	Yes
Proficiency	40	n/a	Yes
Graduation Rate	90	n/a	No
EL Progress	n/a	n/a	n/a
SQSS	72	n/a	Yes
Subject Test Participation	95	n/a	Yes
EL Test Participation	n/a	n/a	n/a

School B is **NOT** identified because the subgroup has at least one component (Graduation Rate) performing above the bottom 25% component thresholds.