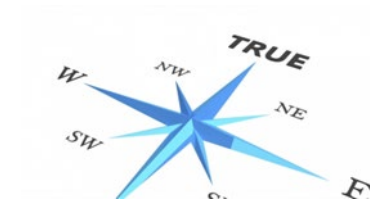




# Office of Educational Supports Coordinated Supports District Informational Webinar

**December 13-14-16, 2022**



# OES Coordinated Supports



# OES Coordinated Supports **MINDSET**



*"You can't go back and change the beginning, but you CAN start where you are and Change the Ending."* CS Lewis

Focus on Top 10 Strategic Education Plan Guiding Principle #4:

*"All students are provided every opportunity to achieve the broadest range of life dreams"* (supporting districts and schools to build sustainable systems that will impact LIFE OUTCOMES for our True North!).



# OES Coordinated Supports **APPROACH**



Partnerships with local ISD/RESA services and other MDE Offices will be KEY to our ability to work with and support the Coordinated Support (CS) needs of districts with schools identified for supports (*CSI and/or ATS*).



# OES Coordinated Supports **SERVICE AFFIRMATION**



***IF we leverage partnerships in the field and within MDE THEN LEAs with Schools Identified for Coordinated Supports will have the on-time, wrap-around services needed to prepare for and implement their unique improvement work with fidelity, SO that the needs of ALL students are met.***



# School Accountability Recap

Michigan School Index



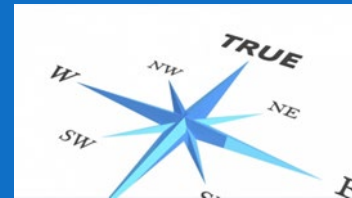
# Every Student Succeeds Act (ESSA)



- 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.



# MDE 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





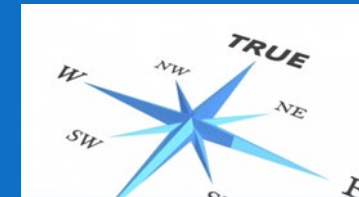
# COVID & Every Student Succeeds Act (ESSA)



- During the pandemic ESSA Accountability was temporarily halted.
- School Year 2022-2023 restarted the ESSA Accountability Requirement using Spring 2022 Statewide Assessment Data.
- School Districts (including public school academies) with schools identified for supports in Fall of 2022 will be assigned to work with either the Office of Partnership Districts (OPD), or with the Office of Educational Supports (OES).
- OES supports will be aligned with those required elements as articulated in ESSA.



# Federal Support Categories Entrance Criteria



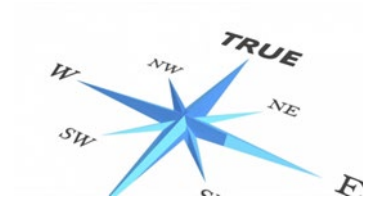
Support Category	Support Category Full Name	Entrance Criteria	Frequency / Duration of Support Category
<b>CSI</b>	<b>Comprehensive Support and Improvement</b>	<ul style="list-style-type: none"><li>• School has an overall index value in the bottom 5%</li><li>• OR School has a 4-year graduation rate of 67% or less</li><li>• OR School was in a CSI cohort and did not exit CSI</li><li>• OR School was in an ATS cohort and did not exit ATS</li></ul>	<b>3 years</b>
<b>ATS</b>	<b>Additional Targeted Support</b>	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	<b>6 years</b>
<b>TSI</b>	<b>Targeted Support and Improvement</b>	School has at least one student subgroup at or below bottom 25% for each applicable component	<b>Yearly</b>



# Comparison of Support Category Attributes & Required Actions



Support Category	Breadth of Issue	How Often is the designation given?	Responsibility Who plans and implements support?	Oversight Who approves support plan?	Exits Who sets criteria & timelines?
<b>CSI</b>	School	Every 3 Years	District	State	State
<b>ATS</b>	Subgroup	Every 6 Years	School	District	State
<b>TSI</b>	Subgroup	Yearly	School	District	District



# OES Coordinated Supports Services Overview



# OES Vision Forward: Successful Sustainable Service



- Information shared today, outlines the OES intended plan *of action in "Coordinated Supports"* Initiative process – as shared with the SBE in August & December 2022.
- Understanding the capacity, resources, and supports that will be necessary to implement CSI and/or ATS coordinated technical assistance and support services with fidelity to ESSA basic requirements, OES welcomes the opportunity to work in collaboration with district leaders, and local ISD/RESA's partners to realize identified goals to impact life-outcomes for students.



# Coordinated Supports Via Office of Educational Supports (OES)



**Through a coordinated OES team approach, consultants from one or more of the seven (7) OES units will provide guidance and support services to districts with identified schools** to meet the basic 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



## Coordinated Supports Via Office of Educational Supports (OES) Cont.



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**, with other MDE offices, **with local ISD/RESAs**, and with district leaders to customize services to address the specific needs of the district and its schools identified for support.

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.

All appropriate, relevant, and necessary job-embedded, professional development and training will be provided to OES CSPC's to ensure capacity for successful implementation.



# OES Coordinated Supports Overview: Comprehensive Support & Improvement (CSI)





# CSI Coordinated Supports Via Office of Educational Supports (OES) 1



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

- ***Alternative Education 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 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)



# Comparison of Support Category Attributes & Required Actions 2



Support Category	Breadth of Issue	How Often is the designation given?	Responsibility Who plans and implements support?	Oversight Who approves support plan?	Exits Who sets criteria & timelines?
<b>CSI</b>	School	Every 3 Years	District	State	State
<b>ATS</b>	Subgroup	Every 6 Years	School	District	State
<b>TSI</b>	Subgroup	Yearly	School	District	District



# CSI Coordinated Supports Via Office of Educational Supports (OES) 2



## OES CSPC Support Services to Districts with **CSI** Identified Schools:

- Meets regularly with district & school leaders to establish rapport and develop a collaborative approach to address the reason for CSI support identification
- Coordinate services with and between district leaders, local ISD/RESA partners, and other MDE offices, to customize 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 Coordinated Supports Via Office of Educational Supports (OES) 3



## OES Coordinated Support Services to Districts with **CSI** Identified Schools (*Cont.*):

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



## According to ESSA Section 1111(d)(1)(B) **COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)**



**District Action:** In partnership with those having critical perspectives (including principals and other school leaders, teachers, and parents), **locally develop and implement a CSI plan for the school to improve** student outcomes.

### **Plan Requirements:**

1. Informed by all indicators of the school index
2. Include evidence-based interventions
3. Based on a school-level needs assessment
4. Identifies resource inequities (*Resources Allocation Review may be necessary*)

### **Plan Approval:**

The following entities must approve the plan:

1. School
2. District
3. MDE

### **Monitoring Implementation:**

1. MDE monitors and periodically reviews the CSI plan

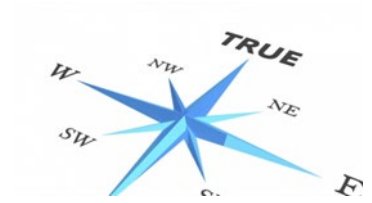


## CSI Coordinated Supports Via Office of Educational Supports (OES) 4



### **Encourage districts and schools to *leverage the MICIP process* to review and, if necessary, revise current school improvement plans for schools identified for CSI:**

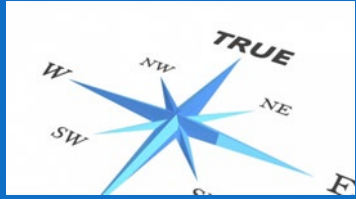
- Comprehensive needs assessment to review the reason for CSI identification
- Root Cause Analysis to identify underlying causes of the problem
- Review of available funding to identify resources for implementation of school level plan
- Revise, as necessary, each school improvement plan to address root 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)



# OES Coordinated Supports Overview: Additional Targeted Support (ATS)



# ATS Coordinated Supports Via Office of Educational Supports (OES) 1



**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 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





# Comparison of Support Category Attributes & Required Actions 3



Support Category	Breadth of Issue	How Often is the designation given?	Responsibility Who plans and implements support?	Oversight Who approves support plan?	Exits Who sets criteria & timelines?
<b>CSI</b>	School	Every 3 Years	District	State	State
<b>ATS</b>	Subgroup	Every 6 Years	School	District	State
<b>TSI</b>	Subgroup	Yearly	School	District	District



# According to ESSA Section 1111(d)(2)(C) **ADDITIONAL TARGETED SUPPORT (ATS)**



**School Action:** In partnership with those having critical perspectives (including principals and other school leaders, teachers, and parents), **locally develop and implement an ATS plan for the school** to improve student outcomes for each specific population of students that are the subject of the notification.

## **Plan Requirements:**

1. Informed by all indicators of the school index
2. Include evidence-based interventions
3. Identifies resource inequities (*Resource Allocation Review may be necessary*)

## **Plan Approval:**

The following entities must approve the plan:

1. School
2. District

## **Monitoring Implementation:**

1. District monitors the ATS plan



## ATS Coordinated Supports Via Office of Educational Supports (OES) 2



### **Encourage districts and schools to *leverage the MICIP process* to review and, if necessary, revise current school improvement plans for schools identified for ATS:**

- Comprehensive needs assessment to review the reason for ATS 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)



# **MDE & OES Coordinated Supports Overview: Targeted Support & Improvement (TSI)**



# Targeted Support & Improvement (TSI) Via MDE Including OES



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)



# Comparison of Support Category Attributes & Required Actions 4



Support Category	Breadth of Issue	How Often is the designation given?	Responsibility Who plans and implements support?	Oversight Who approves support plan?	Exits Who sets criteria & timelines?
<b>CSI</b>	School	Every 3 Years	District	State	State
<b>ATS</b>	Subgroup	Every 6 Years	School	District	State
<b>TSI</b>	Subgroup	Yearly	School	District	District



# OES Coordinated Supports Overview: Regional Assistance Grant

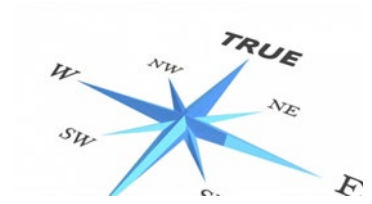


# Coordinated Supports Initiative RAG



- The Regional Assistant Grant (RAG) is awarded to ISD/RESAs to support districts with schools identified for CSI supports, whether the district is in a partnership agreement or not.
- Eligibility is determined by CSI status in accordance with ESSA rules for prioritizing available funding. Partnership Agreements are not the basis for RAG funding eligibility.
- RAG allocations are based on the number of schools identified for CSI served by the ISD/RESA. *ISD/RESAs can support the newly identified schools now with any funds that are not needed for the current cohort.* The allocations specifically awarded for newly identified schools will start next fall (2023).
- RAG dollars MUST be used to support schools identified for CSI, ATS, and TSI, consistent with Title I rules (although funding awarded starts with identifications of greatest need (CSI)).





# OES Coordinated Supports Overview: Next Steps



# OES Coordinated Supports Next Steps



- Superintendents with schools identified to receive CSI and/or ATS supports from OES must identify a District Coordinated Supports Lead and forward this person's Name and Email information to your district's assigned OES CSPC.
- Once your OES CSPC receives this information, he/she will contact the District's identified Coordinated Supports Lead to get acquainted and establish dates/times for connecting, and to schedule subsequent district-wide Coordinated Supports meetings.
- OES CSPC's will make every effort to include ISD/RESA partners on email communications and in related district meetings.



# OES CSI Coordinated Support Next Steps – Year 1



- Initial consultation with district and school leaders (*including ISD/RESA Partners* )
- Establish a regular schedule for meeting and support service sessions with identified districts/schools (*including ISD/RESA Partners* )
- Provide guided support **as requested** by districts as they complete the Resource Allocation Review, as required under ESSA (if applicable)
- Guidance in 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
- Coordinate the process for review and SEA approval of submitted school level plan(s)



# OES CSI Coordinated Support Next Steps – Years 2 & 3



## ***Progress Monitoring Phase***

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

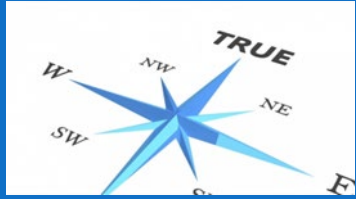
- Initiate/Continue the monitoring process
- Coordinate technical assistance with all partners and content area specialists (*OES, MDE, ISD/RESA's, etc.*)
- Monitor the implementation and evaluation of the approved district/school plan





# OES Coordinated Supports Initiative

*Vision Forward: Successful Sustainable Service*



# Questions?





# Office of Educational Supports (OES) Contact Information



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# Thank You!!!

Stay Tuned for More OES “Coordinated Supports” Initiative  
Updates & Information