



Accountability & Supports

State Board of Education

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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 groups
 - Identify federal support categories
- 0-100 Index (% of Target Met)
- School Index is used to identify schools for support to improve student academic achievement

<u>School Index Components</u>	<u>Weight</u>
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%

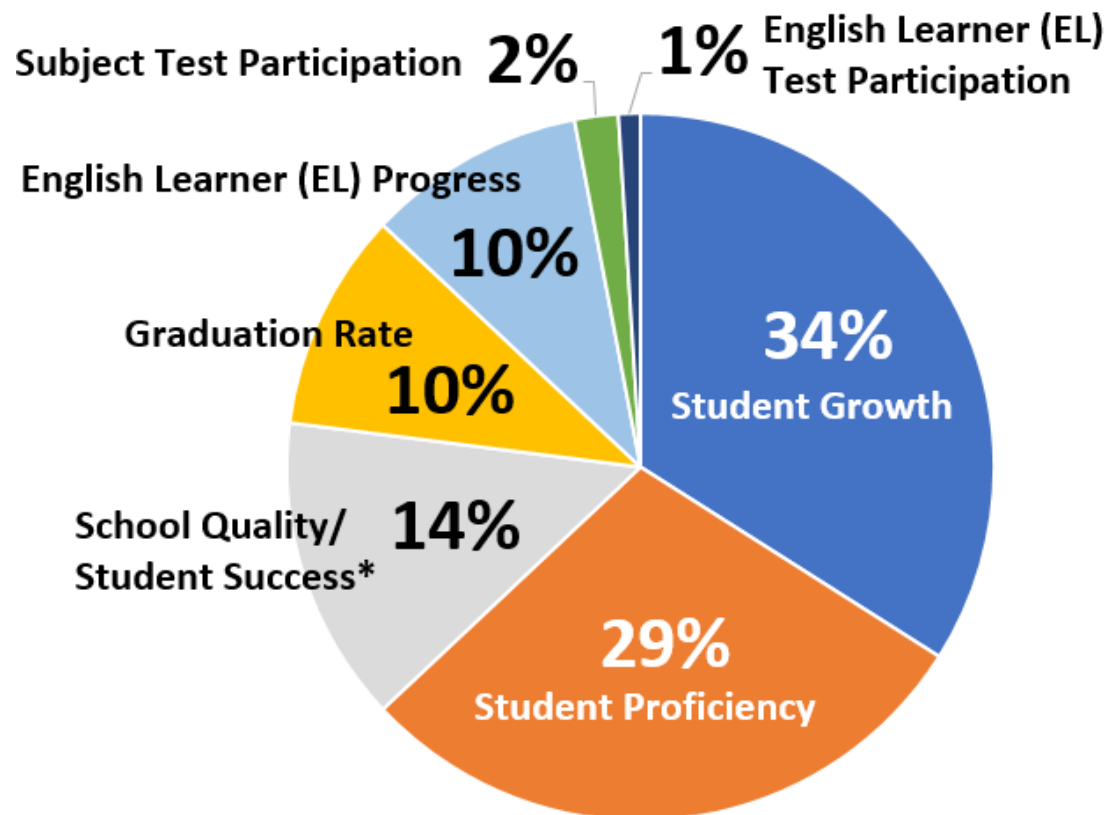
Student groups include:

- Racial/ethnic groups
- English Learners
- Economically Disadvantaged
- Students with Disabilities

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



School Index Weights



School Quality/Student Success has five subcomponents:

- 4% K-12 On-Track Attendance
- 4% K-8 Access to Arts/Physical Education
- 3% 11-12 Advanced Coursework (AP, IB, CTE, and Dual Enrollment)
- 2% Postsecondary Enrollment
- 1% K-8 Access to Librarians

*Includes K-12 Chronic Absenteeism, K-8 Access to Arts/Physical Education, K-8 Access to Librarian, 11-12 Advanced Coursework, Postsecondary Enrollment



School Index Accountability System Basics

- 0-100 index values generated for almost every public school
 - A subset of these schools eligible for identification
- Index values are used to determine federally required identifications
 - Example: lowest 5% of overall index values = Comprehensive Support Improvement
- Index values are also generated for each system component and any student group in the school meeting minimum n-size requirements
- All index values use a percent of target met concept
 - Example: The proficiency target is 80%. School's proficiency = 50%. Proficiency index = $50/80$ or 62.5.



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 groups in the bottom 25% of each applicable component (2) AND one or more student groups in the bottom 5% overall	6 years
TSI	Targeted Support and Improvement	School has at least one student group at or below the bottom 25% for each applicable component	Yearly



Entrance and Exit Criteria

Support Category	Entrance Criteria	Exit Criteria
CSI	1. School in the bottom 5% 2. School graduation rate 67% or less 3. School not exiting CSI 4. School not exiting ATS	• Not meeting CSI entrance criteria • Some improvement in proficiency in both Math and ELA for two years
ATS	Schools with student groups having <u>both</u> conditions: 1. bottom 25% for each applicable component 2. in the bottom 5% overall	• Not meeting ATS entrance criteria • Some improvement in proficiency in both Math and ELA for two years
TSI	School has one or more student groups at or below bottom 25% for each applicable component	Local district determines and evaluates; not reported to MDE



Schools Identified for Supports

Academic Year	Count of Schools	Comprehensive Support and Improvement (CSI)		Additional Targeted Support (ATS)		Targeted Support and Improvement (TSI)		Universal School Support (USS)	
		Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools	Count of Schools	Percent of Schools
2016-17	3,435	162	4.7%	5	0.1%	128	3.7%	3,140	91.4%
2017-18	3,405	153	4.5%	60	1.8%	63	1.9%	3,129	91.9%
2018-19	3,402	147	4.3%	59	1.7%	63	1.9%	3,133	92.1%
2021-22	3,367	255	7.6%	68	2.0%	138	4.1%	2,906	86.3%
2022-23	3,361	251	7.5%	67	2.0%	98	2.9%	2,945	87.6%
2023-24	3,335	241	7.2%	66	2.0%	73	2.2%	2,955	88.6%
2024-25	3,324	240	7.2%	51	1.5%	67	2.0%	2,966	89.2%

*Percentages may not sum to 100% due to rounding.



Schools Identified for Comprehensive Support and Improvement (CSI)

- **53 schools previously identified for CSI in 2022 exited in 2025**
- 240 total schools are identified for CSI in the 2025 cohort
- 178 schools were re-identified for CSI in 2025 and will receive “more rigorous” supports, as required by federal law
- 59 schools were newly identified for CSI in 2025
- 24 schools closed, thus “exiting” CSI in 2025; 3 additional schools closed after 6/30/2025 and are included in the 2025 CSI cohort



Schools Identified for Additional Targeted Support (ATS)

- **15 schools previously identified for ATS in 2022 met eligibility and exited early from ATS in 2025**
- 2 schools closed, thus “exiting” ATS in 2025
- 51 schools remained identified for ATS in 2025
- 0 schools were newly identified for ATS in 2025. A new identification cycle for ATS will occur in 2028.
- 51 total schools are currently identified for ATS



Schools Identified for Targeted Support and Improvement (TSI)

- **51 schools previously identified for TSI in 2024 were NOT re-identified for TSI in 2025**
- 1 school closed, thus “exiting” TSI in 2025
- 22 schools remained identified for TSI in 2025
- 45 schools were newly identified for TSI in 2025
- 67 total schools are identified for TSI in the 2025 cohort



School Identifications & District Supports.

Schools vs. District Support

- ESSA support categories identify ***schools*** for supports
- Michigan Department of Education (MDE) provides supports to ***districts*** that have one or more schools identified for support



District Counts by Office of Support

Count of Districts by Highest School Support Category and Support Office

Count of DistrictCode						Column Label
Row Labels		CSI	ATS	TSI	USS	Grand Total
OPD		59				59
OES		94	19			113
MDE Universal				23	684	707
Grand Total		153	19	23	684	879

Count of Schools by Support Office and Support Category - All Categories

Count of BuildingCode					
Row Labels	CSI	ATS	TSI	USS	Grand Total
OPD	138	23	28	210	399
OES	102	28	13	641	784
MDE Universal			26	2115	2141
Grand Total	240	51	67	2966	3324



MDE Support for Districts Identified for a Partnership Agreement



CSI, Partnership Agreements Via Office of Partnership Districts (OPD)

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.



Partnership Model Levels of Support

Three levels of support from OPD

I. Intensive (n=31)

A district that previously had a partnership agreement and has one or more school(s) **re-identified** for CSI.

II. Essential (n=25)

A district with a school **newly identified** for CSI.

III. Fundamental (n=1)

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



Districts Exiting Partnership

MDE celebrates the 12 districts and 33 schools that successfully exited partnership status!

Districts that exit a partnership agreement will focus on creating a plan to sustain progress and continue improving student achievement.



Re-identified Partnership Districts

For the 32 districts that are continuing in a partnership agreement, OPD will work collaboratively with the district to conduct a 36-Month Academic Outcomes Evaluation (AOE) of schools reidentified as CSI:

- summary of progress
- opportunities for improvement, and
- next steps to revise goals and enhance implementation of evidence-based strategies



Re-identified Partnership Districts

In accordance with ESSA (Every Student Succeeds Act Sec. 1111.c.4.D) and state law (MCL Section 388.1621h), support is more intensified and rigorous for districts who have been re-identified for partnership tailored to each district's needs based on the factors below:

- Quality of curriculum and instructional practices
- Implementation of a Multi-Tiered System of Supports (MTSS)
- Capacity of administrative and teaching staff
- Effectiveness of resource allocation



Newly Identified Districts

For the 25 districts new to a partnership agreement, OPD:

- conducts introduction to partnership meetings and webinars, and
- collaborates with districts and ISDs in the development of the partnership agreement, including the:
 1. completion of a Comprehensive Needs Assessment (CNA)
 2. determination of goal area(s), benchmarks, and outcomes, and
 3. identification of evidence-based strategies, activities, and funding sources.



MDE Support for Districts with Schools Identified for CSI Not in a Partnership Agreement via the Office of Educational Supports



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

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

- **Virtual and alternative education** 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 did not exit due to unimproved proficiency
 - Previously identified for ATS and not exiting ATS (converts to CSI)
- Non-virtual or alternative education schools with one of the following criteria:
 - Previously identified for ATS and not exiting ATS (converts to CSI)



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.

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



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

Effective with the FY2025-26 identification cycle, OES will implement a two-level support structure:

OES CSI Basic Supports & Services

OES CSI More Rigorous Services & Resources

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.

OES Consultants across multiple units 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)

OES Coordinated Support Services to Districts with Schools Identified for CSI –

Basic Supports:

- Enhance the coordination of 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
- Use the MICIP Process to support the review, and if necessary, revision of each school's 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 Schools Identified for CSI –

Basic Supports *(Continued)*:

- Provide technical assistance and professional development as requested, in areas of identified need, including Resource Allocation Review
- Conduct the approval and periodic review of school level plans, providing guidance as needed for necessary revisions based upon progress monitoring of established goals for improvement



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

Overview of OES CSI Basic Supports Services & Resources

- **CSPC Provides Facilitated Support to School/District**
- **Technical Assistance and Guidance for CSI Plan Submission**
- MICIP School/Systems Resources & Guidance Documents
- Facilitated Regional & Systems MICIP Roadshow 2.0 Training
- Facilitated MICIP District/School Teams Refresher Training
- Guided support for identifying resource inequities as required under ESSA via the MDE Resource Allocation Review (RAR)
- EWIMS Training Tools & Resources – Secondary Grade Level Schools
- Regularly scheduled Office Hours for ISDs/ESAs supporting LEAs with schools identified for CSI
 - Offered to Regional Assistance Grant recipient ISDs/ESAs
 - Targeted for ISDs/ESAs working with non-partnership agreement LEAs



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

Overview of OES CSI More Rigorous Services & Resources

- MICIP Roadshow ***Expansion Pack***: Focused, tailored, and direct from professional development and technical assistance to school and district leaders on CSI school plan revisions in the context of addressing the reason(s) for CSI identification status
- 1-1 Coaching Supports from the OES Continuous Improvement and Financial Unit staff with expertise in systems work, grants to support districts and their identified schools, and resource allocation/review of resource inequities in the context of supporting districts and their identified schools



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

Overview of OES CSI More Rigorous Services & Resources *(Continued)*

- Direct support to school and district leaders with an increased focus on identifying resource inequities, to further inform any necessary revisions of the current school level CSI plans
- EWIMS intensified training and facilitation of the initial Implementation Fidelity Rubric assessment to determine specific school needs for the effective implementation and coaching – Select identified CSI secondary schools
- *OES Unit Initiative-Specific Support* – each unit in OES will provide content/area specific supports to districts and ISDs/ESAs in the unit's area of expertise (e.g., charter schools, virtual schools, alternative high schools, literacy, numeracy)



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 group(s) consistently underperforming across components (bottom 25% for each component applicable to that student group in Michigan's School Index system)
- AND one or more student group(s) 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 for provision of **Basic** services, as outlined in the previous slides, for schools identified for CSI.



MDE Support: Targeted Support & Improvement (TSI)



TSI Supports

Schools identified for Targeted Support and Improvement (TSI) have at least one student group at or below the bottom 25% for each component applicable to that student group in Michigan's School Index system.

Districts with only schools 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).



MDE Support: Regional Assistance Grant (RAG)



MDE Financial Support for Districts with Schools Identified for CSI/ATS/TSI

Regional Assistance Grant (RAG) – School Improvement Formula Funding

- Under ESSA Section 1003(b)(1)(A), the MDE reserves a portion of Title I funding to support districts with one or more schools identified for CSI/ATS/TSI. These funds are distributed via the RAG.
- These funds are distributed on a formula basis using enrollment-based allocations to eligible ISDs/RESAs. ISD/ESA grant recipients provide supplemental supports, services, and resources to districts within their service area with schools identified for CSI/TSI/ATS.
- For the FY 2025-26 select eligible ISD/RESAs will receive a supplemental RAG allocation to support districts with schools within their service area that are newly identified as CSI. These funds will support the planning and preparation process consistent with ESSA Section 1111(d).



Accountability & Supports

Questions?