

2016-17

MICHIGAN SCHOOL



COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOL POLICY BRIEF

About Comprehensive Support and Improvement Schools

The Every Student Succeeds Act (ESSA) of 2015 requires the identification of Comprehensive Support and Improvement schools (CSI). ESSA defines CSI schools as the lowest performing 5% of schools receiving Title I funds in the state as well as any school with a 4-year cohort graduation rate of 67% or less. Michigan utilizes this definition but also includes any non-Title I receiving school meeting the above criteria in identifying CSI schools.

School Identification in Michigan

Michigan identifies CSI schools every three years, beginning with the 2016-2017 school year. To identify CSI schools, Michigan uses the new School Index System. The Index System measures school performance in six key areas (student growth, student proficiency, school quality/student success, graduation rate, English Learner progress, and assessment participation). Every school receives a 0-100 index value based on the percent of target met in each of the six areas. The 5% of schools with the lowest index values are identified as CSI schools as well as any school with a four-year graduation rate of 67% or less.

Post-Identification

Many districts with CSI schools will have the opportunity to develop and implement Partnership Agreements. A Partnership Agreement affords a broad spectrum of technical expertise and resources to school districts that operate identified CSI schools, and allows for local districts to use community and state-level support systems to drive improvement and self-accountability. It is meant only as a positive opportunity to work together under the leadership of the local superintendent and the local board of education to improve student achievement and outcomes, with an explicit and detailed understanding between all partners. The ultimate goal of the Partnership Model is to regenerate struggling schools and to facilitate the creation of sustainable systems to help students and teachers achieve at higher levels. In the cases where a CSI school is operated by a district that is already implementing a Partnership Agreement, the newly identified CSI school will be incorporated into the existing agreement. CSI schools in districts not slated to develop Partnership Agreements will develop an improvement plan and remain eligible for supports through the MDE and its local ISD/ESA.

CSI Planning Requirements

Districts will integrate the requirements of CSI plans into existing planning systems such as the Partnership Agreement Model, District Improvement Plans, School Improvement Plans or other appropriate system. Each local district will be expected to develop and implement a CSI planning process that:

- is informed by the indicators within the Index and is based on a school-level needs assessment,
- identifies resource inequities and includes evidence-based interventions,
- is approved by the local district and the MDE,
- and is monitored by the MDE.

■ Supports

All districts with CSI schools are eligible for local ISD/ESA supports in creating, implementing, and monitoring the implementation of the CSI plan. This is accomplished through the Regional Assistance Grant (RAG) where each CSI school will receive Title I-RAG supports from their local ISD/ESA at no cost to the local district. CSI plans and corresponding supports are based on the results of the Comprehensive Needs Assessment (CNA).

■ Exiting CSI Status

ESSA requires that the exit criteria for schools identified as CSI, are aligned to the method by which the school was identified. As such, the Michigan's CSI exit criteria must be unique to the identified school, be based on that school's performance, and must, at a minimum, result in the school exceeding both the index value cut-off for the lowest achieving bottom 5% and a graduation rate of 67%. For schools that are not included in Partnership Agreements (e.g., Alternative Education Centers, etc.), the Local Education Agency that operates the school will develop exit criteria that are academically based and submit them to MDE for approval. Once approved, these criteria will govern the release of the school for which they were developed. The goals are expected to be specific, measurable, attainable, relevant, and time-bound. For partnership districts the development and approval of goals will be met through the partnership agreement.

■ Additional Resources

More information on Partnership Districts is available at: (www.mi.gov/mde-partnershipdistricts) under the "MDE Operations" menu item in the left-hand navigation of the MDE webpage.

More information on the Index System and school identification is available at: (www.mi.gov/mde-accountability) under the "Resources for Educators" section.