

MICIP Portfolio Report

Michigan Online School

Goals Included

Active

- Increase Graduation Rate
-

Buildings Included

Open-Active

- Michigan Online School
-

Plan Components Included

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MICIP Portfolio Report

Michigan Online School

Increase Graduation Rate

Status: ACTIVE

Statement: Michigan Online School will utilize the continuous improvement process to examine data to drive decision making using academic, non-academic, and systems data to analyze, evaluate, and plan strategies to improve outcomes for each student; leading to an increase in graduation rate to at least 67% by June 2028 and at least 0.01% proficiency increase in math and reading in both 2027 and 2028 as measured by MI School Data.

Created Date: 06/27/2023

Target Completion Date: 06/30/2028

Data Set Name: CSI Goal Planning - 2024-2025 (baseline)

Name	Data Source
CSI - 2024-2025 (baseline) - SAT EBRW Proficiency - 11th Grade	MI School Data
CSI - 2025-2028 - SAT Math Proficiency - 11th Grade	MI School Data
CSI - 2024-2025 (baseline) - Attendance	MI School Data
CSI - 2024-2025 (baseline) - Graduation Rate	MI School Data
CSI - 2024-2025 (baseline) - iReady 98b Goals & Results	iReady
CSI - 2024-2025 (baseline) - iReady Math	iReady
CSI - 2024-2025 (baseline) - iReady Ready	iReady
CSI - 2024-2025 (baseline) - District Attendance Data	Acadience
CSI - 2024-2025 (baseline) - POSSIP Trends	Acadience
2017-2025 ELA MSTEP Trend Grades 3-8	MI School Data
2017-2025 Math MSTEP Trend Grades 3-8	MI School Data
CSI - District Withdraw Data	Student Information System (SIS)

Name	Data Source
2020-2026	

Data Story Name: CSI Goal Planning

Initial Data Analysis: Academic Performance and Growth

Literacy: Since the 2022-2023 school year, MOS has seen a steady increase in MSTEP ELA scores (except in 3rd grade) and SAT evidence-based reading and writing proficiency. However, the number of students performing a grade level or more below proficiency tends to increase as students reach higher grades.

Mathematics: Math proficiency remains significantly below target levels, particularly for the following subgroups: Black/African American students, students with disabilities, and English learners. While students show strong growth within a school year, according to iReady assessments (improving from 51% growth in 2022–2023 to 73.49% in 2024–2025), they often show a performance dip at the beginning of the following year. This suggests that unfinished foundational skills are accumulating over time. In addition, the local assessment growth does not translate to state assessment proficiency. In fact, there is a significant difference in student achievement results between the assessments.

Attendance and Graduation Trends

Attendance Improvement: Attendance rates have been improving annually since 2021.

While MOS has a high chronic absenteeism rate (47%) compared to the state (27%), its overall attendance rate of 85% is relatively close to the state average of 91%.

Graduation Rate: Cohort sizes are increasing, and dropout rates have decreased as more students graduate in their 5th or 6th years. A major barrier identified is that many students arrive at MOS already "behind the 8 ball" with credit deficiencies and incomplete documentation from previous schools.

School Climate and Retention

Satisfaction Gap: Among families who completed the school climate survey, there is an average satisfaction rate of 95%. Most respondents feel safe and have a sense of belonging.

The Data Disconnect: There is a notable disconnect between students experiencing a sense of belonging and the school's 62.99% graduation rate. Staff suspect that at-risk students and those likely to drop out are not completing the surveys and may be lacking a sense of belonging, which only saw a 15% family participation rate.

Withdrawal Patterns: Historical data shows that the percentage of student withdrawals from parents/guardians increases each year.

Initial Initiative Inventory and Analysis: The district has a very high staff retention rate year-over-year. With this consistency, we have been able to align initiatives utilizing our continuous improvement process. We are beginning to ensure all of our professional learning is aligned to our continuous improvement plan across the entire K-12 district.

Resource Allocation Review: Based on the student withdrawal data and the school climate analysis, the data indicates that current efforts are under-resourced in capturing and analyzing the perspectives of at-risk students, specifically those who are failing or most likely to withdraw.

The following areas highlight where resources or systematic focus may be lacking:

1. Data Collection from At-Risk Populations

There is a significant "satisfaction gap" in the data. The data shows a 95% satisfaction rate among survey respondents, the graduation rate sits at only 62.99%. The continuous improvement team states it is "unlikely that the people filling out this survey have students that are not graduating". This suggests that we are currently under-resourced in its ability to reach and gather feedback from the struggling students who are most likely to drop out.

2. Direct Student Engagement and Surveying

MOS currently relies heavily on parent and family feedback, but the data indicates a need for more direct student surveying. The continuous improvement team suggests that student opinions may differ significantly from parent opinions, and current resources are not yet capturing this distinction. One proposed solution to address this resource gap is implementing a questionnaire on count day to determine what all students are feeling about their school experience. Do students feel a sense of belonging and connection? If not, why not?

3. Comprehensive Student Perspective Data

Staff identified a need for an additional survey to better understand how the school environment quantitatively and qualitatively supports student retention. The current survey data is limited, as only 15% of families participated, and it did not specifically ask questions connecting retention and school culture and climate.

Gap Analysis: The disconnect between high satisfaction (95%) and the high rates of absences (47% chronic) and withdrawals is primarily driven by a "data gap" between two distinct student populations: those who are consistently engaged and those who enter the school already facing significant barriers.

1. The Satisfied Minority vs. The Absent Majority

The data reveals a major sampling challenge in the school's collected culture and climate metrics. While 95% of families report satisfaction, this data represents only 15% of the total student population. Staff have noted it is highly unlikely that the families of students who are failing or not graduating are the ones completing these surveys. Consequently, the "high satisfaction" reflects a small, successful subgroup, while the experiences of chronically absent or withdrawing students remain largely uncaptured.

2. Attendance: The Inherited Challenge

The attendance data highlights that Michigan Online School (MOS) faces a 47% chronic absenteeism rate, which is significantly higher than the state average of 27%.

Root Cause of Absences: A primary factor is that as a virtual school, MOS inherits chronically absent students from other traditional or virtual districts. These students arrive with pre-existing attendance issues that the school is then tasked with solving.

Engagement vs. Attendance: Interestingly, the overall attendance rate is 85% (closer to the state's 91%), suggesting that many students can successfully engage, but a specific segment of the population remains deeply disconnected.

3. Summary of the Disconnect

The data indicates that MOS's positive climate and high satisfaction are real for the students who stay and participate, but these factors are currently insufficient to overcome the external challenges that new, credit-deficient, and "inherited" chronically absent students bring with them. To bridge this gap, MOS is prioritizing student-level data to track whether chronically absent students are returning or new, and we are considering assigning

a student questionnaire during count day to ensure engagement and feedback from at least 95% of students.

District Data Story Summary: The story of Michigan Online School (MOS) is one of steady internal growth battling a tide of "inherited" external challenges. While MOS is successfully improving attendance and academic growth year-over-year, it is struggling to connect appropriate resources for at-risk students that demonstrate a large amount of challenges to reach its goal of a 67% graduation rate by 2028.

The Success: A Positive Culture for Those Who Stay. The data tells a story of a school that provides a safe and welcoming environment, with a 95% satisfaction rate among families and students who feel a strong sense of belonging. Academically, MOS is seeing bright spots in consistent ELA growth and significant math improvements (based on local assessments), which staff attribute to curriculum updates and a "culture of improvement" among teachers.

The Conflict: Inherited Barriers and The Satisfaction Paradox

The core conflict in the story is that MOS often "inherits" students who arrive already "behind the 8 ball" due to chronic absenteeism and credit deficiency from previous traditional or virtual schools. This leads to a narrative tension where:

Attendance is improving, but chronic absenteeism remains high (47%) because MOS is tasked with solving issues for at-risk students.

Math skills grow during the year (based on local assessments), but students often dip at the start of a new year because they aren't the same students year-over-year, or multi-year skill gaps are not yet fully closed.

A Satisfaction Paradox exists, where nearly all survey respondents are happy, yet the graduation rate remains at 62.99%. The story reveals that MOS's data is likely missing the voices of at-risk struggling students who withdraw before they can be surveyed.

The Resolution. By prioritizing data from unsuccessful or failing students through new methods MOS aims to understand and attempt to address the hidden barriers preventing its cohorts from reaching graduation on time.

Analysis:

Root Cause



Five Whys

- **Why:** The district's 4-year cohort graduation rate is below the state expectation of 67%. We accept all students regardless of credit deficiencies. We do not have a person in place to collect and analyze the individual needs for each student in order to understand how to best support them as they strive towards graduation.

- Why: Our high school students are credit deficient when they enroll. Currently, 20% of our students are credit deficient and will need extra time to complete courses in order to graduate.

Challenge Statement: If Michigan Online School secures student records before enrollment and implements targeted instructional supports to address accumulated foundational skill gaps, then staff will be able to accurately place and effectively support the high-need students inherited from other districts, so that the graduation rate increases to at least 67% by June 2028.

Strategies:

(1/2): Data-Based Decision-Making

Owner: Katherin Mohny

Start Date: 06/27/2023

Due Date: 06/30/2028

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: \$200,000.00

- At Risk (31-A) (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Attendance - Implement a specialized 8th and 9th-grade orientation for incoming second-semester students and their parents to ensure a smooth transition into the school's environment.	Katherin Mohny	06/27/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engagement - Implement a Success Plan after six unsuccessful outreach attempts for students that are disengaged.	Katherin Mohny	06/27/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Literacy - Create a professional learning plan to ensure K-12 core ELA	Katherin Mohny	06/27/2023	06/30/2028	ONTARGET

Activity	Owner	Start Date	Due Date	Status
instructional staff are trained in the science of reading, adhering to the requirements of PA 146 & PA 147.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Math - HS math teachers will implement IXL by having students update their winter arena; upload their skill plan to Canvas; work weekly on diagnostic recommended skills (12 per semester).	Katherin Mohny	06/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MTSS - The MTSS committee will develop and document clear criteria, programs, and processes for student movement within the MTSS framework in the Implementation Guide.	Katherin Mohny	06/27/2023	06/30/2028	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Katherin Mohny

Start Date: 06/27/2023

Due Date: 06/30/2028

Summary: A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership, Tiered Delivery System, Selection and Implementation of Instruction, Interventions and Supports, Comprehensive Screening & Assessment System, Continuous Data-Based Decision Making.

Buildings: All Active Buildings

Total Budget: \$467,000.00

- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method

- MI School Data
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MTSS - The MTSS committee will develop and document clear criteria, programs, and processes for student movement within the MTSS framework in the Implementation Guide.	Katherin Mohny	06/27/2023	06/30/2028	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5.0% for CSI - 2024-2025 (baseline) - SAT EBRW Proficiency - 11th Grade		06/30/2027	ONTARGET
Increase by 5.0% for CSI - 2025-2028 - SAT Math Proficiency - 11th Grade		06/30/2027	ONTARGET
Increase by 2.5% for CSI - 2024-2025 (baseline) - Graduation Rate		06/30/2027	ONTARGET
Increase by 5.0% for 2017-2025 Math MSTEP Trend Grades 3-8		06/30/2027	ONTARGET
Increase by 5.0% for 2017-2025 Math MSTEP Trend Grades 3-8		06/30/2027	ONTARGET