

Expectations and Supports for **Schools Identified** for Comprehensive Support and Improvement (CSI) or Targeted/Additional Targeted Support and Improvements (TSI/ATSI) (Equity 2 and 3)

Purpose

This document shows the Entrance Criteria and responsibilities of school, SEA, and LEAs, as they relate to Schools who are identified for Comprehensive Support and Improvement (levels one through three), as well as Targeted and Additional Targeted Support and Improvement.

CSI 1

Entrance Criteria	School Responsibilities	Local Education Agency (LEA) Responsibilities	State Education Agency (SEA) Responsibilities
Any public high school with a graduation rate less than 67% The bottom 5% of Title I schools based on weighted sum of school quality measures PreK-2 schools with a 3rd grade program in the lowest performing 5% of Title 1 schools ATSI schools not exiting status	<ul style="list-style-type: none"> • Complete Comprehensive Needs Assessment and Data Inventory • Complete Continuous Improvement Plan • Attend Support Meetings and Professional Development/Office Hours (see calendar below for more details) 	<ul style="list-style-type: none"> • Oversee Comprehensive Needs Assessment, Data Inventory, and Continuous Improvement Plan Development • Provide ongoing monitoring of Continuous Improvement Plan implementation • Attend Support Meetings and Professional Development/ Office Hours (see calendar below for more details) • Review best options with AOE specialists for investments to support new evidence-based practices 	<ul style="list-style-type: none"> • Facilitate Support Meetings and Professional Development/Office Hours (see calendar below for more details) • Monitor the Continuous Improvement Plan implementation • Provide on-going technical assistance and support as needed

CSI 2

Entrance Criteria	School Responsibilities	Local Education Agency (LEA) Responsibilities	State Education Agency (SEA) Responsibilities
<p>Any CSI 1 school remaining in status (based on the CSI1 entrance criteria) after three years</p>	<ul style="list-style-type: none"> • Complete Comprehensive Needs Assessment and Data Inventory • Complete Continuous Improvement Plan • Attend Support Meetings and Professional Development/Office Hours (see calendar below for more details) • Ensure EQA representative(s) is/are present for CNA completion and selection of evidence-based strategies • Attend AOE led trainings on Comprehensive Needs Assessments 	<ul style="list-style-type: none"> • Oversee Comprehensive Needs Assessment, Data Inventory, and Continuous Improvement Plan Development • Provide ongoing monitoring of implementation of Continuous Improvement Plan • Attend Support Meetings and Professional Development/Office Hours (see calendar below for more details) • Review best options with AOE specialists for investments to support new evidence-based practices to schools based on need • Assign district leadership personnel to meet at least quarterly with the school (and AOE) to review the Continuous Improvement Plan, School Improvement expenditures, data, progress and results 	<ul style="list-style-type: none"> • Facilitate Support Meetings and Professional Development/Office Hours (see calendar below for more details) • Monitor the Continuous Improvement Plan implementation quarterly • Provide best options for investments to support new evidence-based practices (In collaboration with School Improvement Support Team) • Provide on-going technical assistance/support as needed (In collaboration with School Improvement Support Team) • AOE will limit the menu of state-approved evidence-based strategies that the SU/SD and school can choose from when using federal funding for continuous improvement, and will participate in the strategy-selection process (In collaboration with School Improvement Support Team) • Plan approval will be based on the perceived impact of the plan on the challenges leading to the school's identification

CSI 3

Entrance Criteria	School Responsibilities	Local Education Agency (LEA) Responsibilities	State Education Agency (SEA) Responsibilities
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<p>Any CSI 2 school remaining in status (based on the CSI1 entrance criteria) after three years</p>	<ul style="list-style-type: none"> • Complete Comprehensive Needs Assessment and Data Inventory • Complete Continuous Improvement Plan • Attend Support Meetings and Professional Development/ Office Hours (see calendar below for more details) • Ensure Education Quality Assurance representative(s) is/are present for Comprehensive Needs Assessment completion and selection of evidence-based strategies • Attend AOE led trainings on Comprehensive Needs Assessments 	<ul style="list-style-type: none"> • Oversee Comprehensive Needs Assessment, Data Inventory, and Continuous Improvement Plan Development • Provide ongoing monitoring of implementation of Continuous Improvement Plan • Attend Support Meetings and Professional Development/ Office Hours (see calendar below for more details) • Assign district leadership personnel to meet frequently (at least monthly) with the school (and AOE) to review the Continuous Improvement Plan, School Improvement expenditures, data, progress and results • Review best options with AOE specialists for investments to support new evidence-based practices to schools based on need 	<ul style="list-style-type: none"> • Facilitate Support Meetings and Professional Development/Office Hours (see calendar below for more details) • Monitor the Continuous Improvement Plan three times a year • Provide best options for investments to support new evidence-based practices (In collaboration with School Improvement Support Team) • AOE will limit the menu of state-approved evidence-based strategies that the SU/SD and school can choose from when using federal funding for continuous improvement, and will participate in the strategy-selection process (In collaboration with School Improvement Support Team) • AOE will provide or arrange for provision of required professional learning/in-depth support, as needed, in areas related for identification (In collaboration with School Improvement Support Team)
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TSI (Targeted Support and Improvement)

Entrance Criteria	School Responsibilities	Local Education Agency (LEA) Responsibilities	State Education Agency (SEA) Responsibilities
<p>A school having one or more “consistently underperforming,” student groups, based on all indicators in the State Plan and where the following conditions are met: In two consecutive years, the school is identified as “Equity 1” for the same student group and one of the following conditions is true:</p> <ul style="list-style-type: none"> a. The school has closed the gap due to declining performance of the all-student group or b. The student group of interest is in the lowest 5% of “Equity 1” schools for improvement for that student group 	<ul style="list-style-type: none"> • Submit Continuous Improvement Plan annually, including goals and strategies that address the needs of the student group(s) identified as in need of support and improvement • Attend Professional Development/Office Hours • Solicit on-going support from AOE, as needed 	<ul style="list-style-type: none"> • Provide additional progress monitoring and support for Continuous Improvement Plan implementation with ongoing monitoring • Solicit on-going support from AOE, as needed 	<ul style="list-style-type: none"> • Provide on-going support for Continuous Improvement Plan goal and strategy development • Facilitate support Meetings and Professional Development/Office Hours (see calendar below for more details) • Provide additional targeted assistance with AOE cross-team support for evidence-based strategies to support equity goals

ATSI (Additional Targeted Support and Improvement)

Entrance Criteria	School Responsibilities	Local Education Agency (LEA) Responsibilities	State Education Agency (SEA) Responsibilities
<p>These schools are identified from among the schools that were identified as TSI by examining student groups that are performing at or below the level of performance for all students in the highest performing of the Comprehensive Support Schools (lowest 5%)</p>	<ul style="list-style-type: none"> • Submit Continuous Improvement Plans annually, including goals and strategies that address the needs of the student group(s) identified as in need of support and improvement • Complete school resource allocation review to describe resource inequities (related to funding, staffing, instruction and programs, and physical infrastructure) • Attend Professional Development/Office Hours • Conduct an independent examination/evaluation of policies, practices, and programs to determine biases or inequities (at the school) • Solicit on-going support from AOE, as needed 	<ul style="list-style-type: none"> • Provide additional progress monitoring and support for Continuous Improvement Plan implementation with ongoing monitoring • Complete LEA resource allocation review to describe resource inequities (related to funding, staffing, instruction and programs, and physical infrastructure) • Conduct an independent examination/evaluation of policies, practices, and programs to determine biases or inequities (LEA level) 	<ul style="list-style-type: none"> • Provide on-going support for Continuous Improvement Plan goal and strategy development • Facilitate the Resource Allocation Review process • Provide additional targeted assistance with AOE cross-team support for evidence-based strategies to support equity goals

Schools identified for equity 1 status must include goals and strategies in CIP that directly address the identified sub-groups.

Calendar of Supports

Type of Support	July 2024	Aug. 2024	Sept. 2024	Oct. 2024	Nov. 2024	Dec. 2024	Jan. 2025	Feb. 2025	March 2025	April 2025	May 2025	June 2025	July 2025
Identifications/Annual Snapshot Release								✓					
Professional Development/ Office Hours			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CIP Review and Monitoring													
• CIP Submission 2025 Date TBD													
• Quarterly LEA Leadership Meeting (CSI Schools Only)					✓			✓			✓		
• Monthly School Leadership Check-In Meetings for Progress Monitoring and Support (CSI Schools Only)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1003 Grant Management (CSI Schools only)													
• Monitoring	✓						✓	✓				✓	✓
• Business Manager Check-in					✓				✓				