

School Designation	TURNAROUND Comprehensive Support and Improvement (CSI)	FOCUS Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)
Designation Defined	CSI schools are schools whose three-year average of the accountability index is in the bottom 5 percent of all schools statewide. In addition, schools with six-year adjusted cohort graduation rates for all students that are less than 70 percent in each of the three most recent cohorts will also be identified for comprehensive support.	TSI schools have a subgroup of students that are falling behind. More specifically, students with high needs have either consistently low academic growth in ELA or math or in the case of high schools, students with high needs demonstrate consistently low academic achievement. In both cases, schools are in the bottom 10 percent of all schools statewide for three consecutive years. In addition, schools with six-year adjusted cohort graduation rates for students with high needs that are less than 70 percent in each of the three most recent cohorts also will be identified for targeted support and improvement.	ATSI schools are Focus schools that have an individual student group that on its own (i.e., based on that student group’s accountability index) would have led to its identification as a comprehensive support school.
Identification Cycle	Every three years, using the 3 most recent years of available accountability data.	Annually, using the 3 most recent years of available accountability data.	Every three years, using the 3 most recent years of available accountability data.
School Improvement Plans and Implementation Requirements	<p>The LEA with CSI is responsible for:</p> <ul style="list-style-type: none"> • Notifying each identified school • Developing and implementing a school-level comprehensive action plan to increase overall improvement: <ul style="list-style-type: none"> ○ informed by performance on the state’s long-term goals (ELA and Mathematics Achievement, ELA and Math Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate) ○ based on school-level needs assessments ○ engages stakeholders in the school improvement process 	<p>The LEA with TSI is responsible for:</p> <ul style="list-style-type: none"> • Notifying each identified school • Developing and implementing a school-level targeted support and improvement plan to improve outcomes to increase subgroup achievement: <ul style="list-style-type: none"> ○ informed by performance on the state’s long-term goals (ELA and Mathematics Achievement, ELA and Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate) ○ based on school-level needs assessments 	<p>The LEA with ATSI is responsible for:</p> <ul style="list-style-type: none"> • Notifying each identified school • Developing and implementing a school-level targeted support and improvement plan to improve outcomes to increase subgroup achievement: <ul style="list-style-type: none"> ○ informed by performance on the state’s long-term goals (ELA and Mathematics Achievement, ELA and Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate) ○ based on school-level needs assessments

	<ul style="list-style-type: none"> ○ identifies resource inequities to be addressed in the school improvement plan ○ includes evidence-based interventions ● Plan and CSI Checklist are uploaded to the Resource Library in eGMS ● Approved by the LEA and SEA 	<ul style="list-style-type: none"> ○ engages stakeholders in the school improvement process ○ identifies resource inequities to be addressed in the school improvement plan ○ includes evidence-based interventions ● Approved by the LEA 	<ul style="list-style-type: none"> ○ engages stakeholders in the school improvement process ○ identifies resource inequities to be addressed in the school improvement plan ○ includes evidence-based interventions ● Approved by the LEA
Supports and Interventions	<ul style="list-style-type: none"> ● Eligible for School Improvement Grant (SIG) with minimum allocation of \$200,000 ● LEA and SEA provide resources and professional learning experiences for school improvement and effective program implementation. ● Liaison in the Turnaround Office assigned to provide technical assistance ● Site visits will be made to all CSI schools. The frequency of site visits is determined based on individual school context and need. 	<ul style="list-style-type: none"> ● Eligible for SIG with minimum allocation of \$50,000 ● Supported at the LEA level with evidence-based interventions as outlined in TSI plan ● Access to resources and professional learning experiences for school improvement 	<ul style="list-style-type: none"> ● Eligible for SIG with minimum allocation of \$50,000 ● Supported at the LEA level with evidence-based interventions as outlined in ATSI plan ● Access to resources and professional learning experiences for school improvement
Monitoring	<ul style="list-style-type: none"> ● LEA submits plan for SEA review and approval. ● Upon approval, monitored by the LEA <u>and</u> SEA a minimum of 3 times a year through monitoring meetings, data tracker, and site visits, including periodic review of resource allocation for school improvement in LEAs with a significant number of CSI schools ● LEA monitors frequently and maintains records and evidence of CSI school oversight, support and monitoring 	<ul style="list-style-type: none"> ● LEA is required to approve TSI school improvement plans. ● The SEA monitors and supports the LEA with TSI schools, including periodic review of resource allocation for school improvement in LEAs with a significant number of CSI or TSI schools ● LEA maintains records and evidence of TSI school oversight, support and monitoring ● SEAs must periodically review resource allocation for school improvement in LEAs with a significant number of TSI schools 	<ul style="list-style-type: none"> ● LEA is required to approve TSI school improvement plans. ● The SEA monitors and supports the LEA with ATSI schools ● LEA maintains records and evidence of ATSI school oversight, support and monitoring

Other Requirements	<ul style="list-style-type: none"> • Keep organized, relevant records for announced and unannounced site visits • Submit all required documentation in a timely manner • Adhere to all assurances 		
Exit Criteria	<p>These schools are expected to exit in four years or less. They will exit if:</p> <ul style="list-style-type: none"> • they no longer meet the reason for their identification in two consecutive years after identification; and • they demonstrate substantial improvement and continued progress toward improved academic achievement and school success on the data that were the basis for the identification. <p>Any school identified for CSI failing to meet the CSDE’s exit criteria within three years will be required to implement more rigorous, evidence-based interventions with high statistical probability of success in the following three areas: increased academic performance, increased graduation rates, and increased English language proficiency.</p>	<p>These schools are expected to exit in four years or less. They will exit if:</p> <ul style="list-style-type: none"> • they no longer meet the reason for their identification in two of three years after identification; and • they demonstrate substantial improvement and continued progress toward improved student academic achievement and school success on the accountability index for the subgroup(s) that were the basis for the identification. 	<p>These schools are expected to exit in four years or less. They will exit if:</p> <ul style="list-style-type: none"> • the school exits Focus status because only Focus schools can be ATSI; or • they no longer meet the reason for their identification in two consecutive years; and • they demonstrate substantial improvement and continued progress toward improved student academic achievement and school success on the accountability index for the subgroup(s) that were the basis for the identification. <p>Title I schools identified for ATSI that do not meet the exit criteria within four years will be identified for CSI.</p>