

Summary of Federal Supports and Improvement Statuses

This document provides a summary of the three statuses of federal supports and improvements for which a school may be identified, and how schools are identified or removed from each status.

Status 1: Comprehensive Support and Improvement

Definition and Identification

Federal law requires the Department to establish a methodology to identify schools for comprehensive support and improvement. This methodology must identify a school for comprehensive support and improvement if:

- the school receives Title I funds and scores in the lowest-performing 5 percent of all schools receiving Title I funds; or
- the school is a public high school with a federal graduation rate less than 67 percent; or
- the school has been identified for additional targeted support and improvement and did not satisfy exit criteria within the established time frame.

Schools are identified annually for comprehensive support and improvement status.

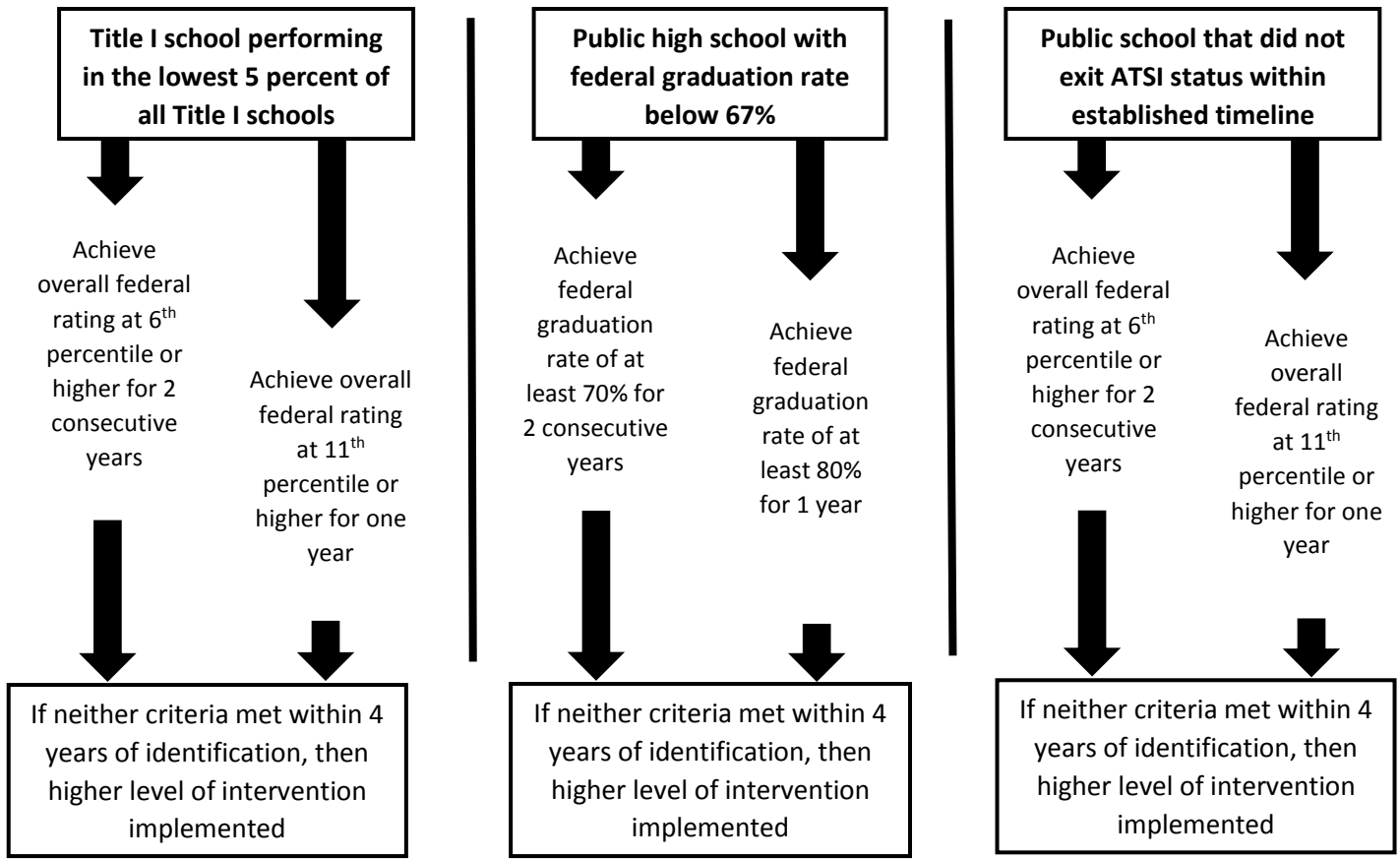
Requirements of Schools Identified for Comprehensive Support and Improvement

School corporations must develop and implement a comprehensive support and improvement plan for each school within its corporation that has been identified for comprehensive support and improvement. This plan must outline how the school and school corporation will improve student outcomes. Specifically, the plan must meet the following requirements:

- The plan must be informed by all indicators in the federal accountability system, including student performance against the state's long-term goals.
- The plan must include evidence-based interventions.
- The plan must be based on a school-level needs assessment.
- The plan must identify resource inequities, which may include a review of corporation and school-level budgeting to be addressed through the implementation of the Comprehensive Support and Improvement Plan.
- The plan must be approved by the school, school corporation, and the Department; and implementation of the plan must be monitored and periodically reviewed by the Department.

Exit Requirements

The exit requirements for schools identified for comprehensive support and improvement vary depending upon the reason for identification. In addition to the applicable exit criteria below, a school must also establish a sustainability plan to demonstrate furtherance of improved student outcomes. The flow chart below provides a breakdown of how a school may exit comprehensive support and improvement status, and actions to be taken if the school does not exit comprehensive support and improvement status within the established time frame.



The table below includes the thresholds for comprehensive support and improvement identification and exit criteria. Note that these thresholds may change annually because they are set based on the statewide data set specific to each school year.

	2018-2019
5% threshold for CSI Identification	28.96 points
6% threshold for CSI Exit Criteria	30.80 points
11% threshold for CSI Exit Criteria	34.96 points

Status 2: Targeted Support and Improvement

Definition and Identification

Federal law requires the Department to establish a methodology to identify schools for targeted support and improvement. Any public school with at least one consistently underperforming student group is identified for targeted support and improvement. A student group is considered “consistently underperforming” if:

- The student group’s overall rating is in the lowest 10 percent of the student group statewide for two consecutive years; and
- The student group’s overall rating is “does not meet expectations” for two consecutive years.

Eligible student groups for targeted support and improvement identification include students from any major racial and ethnic groups (American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander, White), economically disadvantaged students, children with disabilities, and English learners.

Schools will be identified for targeted support and improvement for the first time during the 2020-2021 school year, using 2018-2019 and 2019-2020 federal accountability ratings.

The table below includes the thresholds for targeted support and Improvement identification. Note that these thresholds may change because they are set annually based on the statewide data set. Additionally, no thresholds were established for the American Indian or Pacific Islander student groups because no school received an overall rating for either of these student groups based on 2018-2019 data.

	2018-2019
10% threshold for Asian student group	53.25 points
10% threshold for Black student group	23.54 points
10% threshold for Hispanic student group	34.44 points
10% threshold for Multiracial student group	31.82 points
10% threshold for White student group	44.77 points
10% threshold for Economically Disadvantaged student group	35.13 points
10% threshold for Children with Disabilities student group	19.79 points
10% threshold for English Learner student group	25.91 points

Requirements of Schools Identified for Targeted Support and Improvement

Schools identified for targeted support and improvement must develop and implement a targeted support and improvement plan in partnership with its stakeholders, such as principals and other school leaders, teachers, and parents. The school-level targeted support and improvement plan must outline how the school will improve student outcomes for the identified student group or groups. Additionally, the plan must meet the following requirements:

- The plan must be informed by all indicators in the federal accountability system, including student performance against the state’s long-term goals.
- The plan must include evidence-based interventions.

- The plan must be approved by the school corporation; and implementation of the plan must be monitored and periodically reviewed by the school corporation.

Exit Requirements

The exit requirements for schools identified for targeted support and improvement are established by the school corporation. Specifically, the school corporation determines the timeline by which a school must demonstrate “successful implementation” of its school-level plan, as well as the definition of and criteria to demonstrate “successful implementation”. A school that has unsuccessfully implemented its school-level targeted support and improvement plan by the corporation-established time frame must be subject to additional action, as determined by the school corporation.

Status 3: Additional Targeted Support and Improvement

Definition and Identification

Federal law requires the Department to identify schools with one or more underperforming student groups. In order to be identified for additional targeted support and improvement, a student group must be identified for targeted support and improvement. In other words, the additional targeted support and improvement status is a subset of the targeted support and improvement status. Additionally, a student group must be performing at or below the performance of the lowest-performing 5 percent of Title I schools.

Eligible student groups for additional targeted support and improvement identification include students from any major racial and ethnic groups (American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander, White), economically disadvantaged students, children with disabilities, and English learners.

Schools were first identified for additional targeted support in 2018-2019, based on the 2017-2018 federal accountability determinations. The Department will identify schools for additional targeted support and improvement status once every four years. The next round of identifications for additional targeted support and improvement status will occur in 2021-2022 using 2020-2021 federal accountability ratings.

Requirements of Schools Identified for Additional Targeted Support and Improvement

Schools identified for additional targeted support and improvement must complete the same requirements as a school identified for targeted support and improvement, with one additional consideration in the school-level plan: the school must identify resource inequities that may be impacting student outcomes of the student group identified for additional targeted support and address those inequities in the school-level plan.

Exit Requirements

The exit requirements for schools identified for additional targeted support are as follows:

- The identified student group must not be in the lowest-performing 10 percent of the student group statewide; *and*
- The identified student group must not receive an overall federal rating of “does not meet expectations”; *and*

- The identified student group must achieve an overall federal rating at the 6th percentile or higher for two consecutive school years; *or*
- The identified student group must achieve an overall federal rating at the 11th percentile or higher for one school year; *and*
- Establish a sustainability plan to demonstrate furtherance of improved student outcomes.

The timeline to meet exit requirements for additional targeted support and improvement status is four years. A school that does not meet the additional targeted support and improvement exit requirements will be re-categorized with comprehensive support and improvement status.