

ESSA School Improvement Required Activities

General Required State Activities

- Provide support for district and school improvement
- Periodically review resource allocation to support school improvement for districts serving significant numbers of identified schools, and address inequities to the extent practicable
- Provide technical assistance to districts serving significant numbers of identified schools (Guidance specifically identifies developing and implementing support and improvement plans, conducting school-level needs assessments, selecting evidence-based interventions, and reviewing and addressing resource inequities.)
- Establish methods to allocate school improvement funds, and to monitor and evaluate the use of school improvement funds
- If external partners are used to provide direct services to schools; recruit, screen, select, and evaluate external partners
- Include districts receiving funds on the state report card including interventions being implemented

General Required District Activities

- To receive funds for school improvement, submit applications that include
 - Descriptions of evidence-based interventions that will be implemented in schools
 - How districts will carry out responsibilities; help schools develop support and improvement plans; monitor schools; recruit, screen, select, and evaluate any external partners; align resources to carry out activities; and provide operational flexibility as appropriate
 - Planning year activities if applicable
 - Assurances that schools will receive all of the state and local funds they would have otherwise received

Comprehensive Support and Improvement

District Activities	State Activities
<ul style="list-style-type: none"> • Notify the parents of each student enrolled in schools, including the reason(s) for identification and how parents can be involved in developing and implementing improvement plans (See additional requirements in 200.21.) • In partnership with stakeholders, complete needs assessments for schools that examine <ul style="list-style-type: none"> ○ Academic achievement information from math and reading MCAs for all students and for student groups ○ Performance on all indicators of the state accountability system for all students and for student groups ○ The reason(s) schools were identified for comprehensive support and improvement ○ Schools' unmet needs including those with respect to students, school leadership and instructional staff, quality of instructional programs, family and community involvement, school climate, and distribution of resources ○ At the districts' discretion, performance on locally selected indicators that affect student outcomes • Review district- and school-level resources among and within schools with respect to <ul style="list-style-type: none"> ○ Disproportionate rates of inexperienced, out-of-field, or ineffective teachers ○ Access and availability of advanced coursework ○ Access to full-day kindergarten and to preschool programs ○ Access to specialized instructional support personnel ○ Per-pupil expenditures ○ At the districts' discretion, district- and school-level budgeting and resource allocation, and access to instructional materials and technology • In partnership with stakeholders, design and implement comprehensive support and improvement plans that <ul style="list-style-type: none"> ○ Will improve student outcomes in schools ○ Are informed by the state's long-term goals and indicators 	<ul style="list-style-type: none"> • Notify districts of schools identified for support • Review and approve comprehensive support and improvement plans in a timely manner to ensure that they <ul style="list-style-type: none"> ○ Are designed and implemented in partnership with stakeholders ○ Are informed by the state's long-term goals and indicators ○ Include evidence-based interventions ○ Are based on a school-level needs assessments ○ Identify resource inequities • Monitor and periodically review implementation of comprehensive support and improvement plans • Establish uniform exit criteria (Schools must demonstrate improved student outcomes and no longer meet the criteria for identification for comprehensive support and improvement.) <p>The state may provide a list of state-established evidence-based interventions or a state-approved list of evidence-based interventions.</p> <p>The state may differentiate for dropout recovery and credit recovery high schools.</p> <p>The state may exempt high schools with fewer than 100 students that are identified due to low graduation rates.</p>

District Activities	State Activities
<ul style="list-style-type: none"> ○ Include at least one evidence-based intervention that <ul style="list-style-type: none"> ▪ Is supported by the strongest level of evidence available ▪ Is appropriate to the needs of schools and the school populations ▪ May be selected from a state-provided list ○ Are based on the school-level needs assessments ○ Identify and address resource inequities ○ Describe how early stakeholder input was solicited and used in plan development, and how stakeholders will participate in plan implementation ○ Are approved by the school, district, and state ○ Are made publicly available (See additional requirements in 200.21.) ○ Upon approval and implementation, are monitored and periodically reviewed by the state <p>Districts may provide students with an opportunity to transfer to another school.</p> <p>Districts may have a planning year to carry out needs assessments and develop comprehensive support and improvement plans.</p>	
<p>In addition, for schools identified for comprehensive support and improvement that fail to meet exit criteria</p> <ul style="list-style-type: none"> ● Conduct new school-level needs assessments ● Amend comprehensive support and improvement plans to <ul style="list-style-type: none"> ○ Address reasons schools did not meet exit criteria, including whether schools implemented interventions with fidelity and sufficient intensity ○ Address results of new needs assessments ○ Update how they will continue to address previously identified resource inequities ○ Identify and address any new resource inequities ○ Implement additional interventions that <ul style="list-style-type: none"> ▪ Must be determined by the state 	<p>In addition, for schools identified for comprehensive support and improvement that fail to meet exit criteria</p> <ul style="list-style-type: none"> ● Provide more rigorous state-determined action (Such actions could include reorganizing the school to implement a new instructional model, replacing leadership, converting the school to a charter school, changing school governance, closing the school, revoking the school's charter.) ● Review and approve amended comprehensive support and improvement plans in a timely manner as determined by the state to ensure that they <ul style="list-style-type: none"> ○ Address reasons schools did not meet exit criteria, including whether schools implemented interventions with fidelity and sufficient intensity

District Activities	State Activities
<ul style="list-style-type: none"> ▪ Must be more rigorous ▪ Must be based on strong or moderate levels of evidence ▪ Are appropriate to school populations ▪ May address school-level operations such as changes to budgeting, staffing, or the school day or year • Submit amended comprehensive support and improvement plans to the state in a timely manner as determined by the state • Make amended comprehensive support and improvement plans publicly available (See additional requirements in 200.21.) 	<ul style="list-style-type: none"> ○ Address results of new needs assessments ○ Update how they will continue to address previously identified resource inequities ○ Identify and address any new resource inequities ○ Implement additional interventions that <ul style="list-style-type: none"> ▪ Were determined by the state ▪ Are more rigorous ▪ Are based on strong or moderate levels of evidence ▪ Are appropriate to school populations • Increase monitoring, support, and periodic review of the implementation of amended comprehensive support and improvement plans

Targeted Support and Improvement

School Activities	District Activities	State Activities
<ul style="list-style-type: none"> • In partnership with stakeholders, design and implement targeted support and improvement plans that <ul style="list-style-type: none"> ○ Address the reason(s) for identification and will improve student outcomes for the lowest-performing students ○ Are informed by the state's long-term goals and indicators, and, at the schools' discretion, locally selected indicators that affect student outcomes ○ For schools operating a school-wide program, address the needs identified by the required needs assessments 	<ul style="list-style-type: none"> • Notify schools identified for support, including the groups of students that have been identified as underperforming • Notify the parents of each student enrolled in schools, including the reason(s) for identification and how parents can be involved in developing and implementing schools' improvement plans (See additional requirements in 200.21.) • Review and approve targeted support and improvement plans in a timely manner • Ensure that schools are able to meet the requirements to develop and implement plans 	<ul style="list-style-type: none"> • Notify districts of schools identified for support, including the groups of students that have been identified as underperforming

School Activities	District Activities	State Activities
<ul style="list-style-type: none"> ○ Include at least one evidence-based intervention that <ul style="list-style-type: none"> ▪ Is appropriate to address reasons for identification and to improve outcomes for the lowest-performing students in schools ▪ Must be, to the extent practicable, supported by research conducted on sample populations or settings that overlap with the populations or settings the schools ▪ May be selected from a state-provided list ○ Describe how early stakeholder input was solicited and used in the plans' development, and how stakeholders will participate in plan implementation ○ Are approved by districts prior to implementation ○ Result in additional action after unsuccessful implementation after a number of years determined by districts <p>Schools may have planning years to carry out needs assessments and develop targeted support and improvement plans.</p>	<ul style="list-style-type: none"> ● Make targeted support and improvement plans and any amendments to plans publically available (See additional requirements in 200.21.) ● Monitor the implementation of targeted support and improvement plans ● Identify uniform exit criteria and make exit criteria publically available (except for Title I schools with a low-performing student group receiving "additional targeted support") (Schools must demonstrate improved student outcomes for the lowest-performing student group(s) and no longer meet the criteria for identification for targeted support and improvement.) 	

School Activities	District Activities	State Activities
	<p>In addition, for schools identified for targeted support and improvement that fail to meet exit criteria</p> <ul style="list-style-type: none"> • Require schools to amend the targeted support and improvement plans to <ul style="list-style-type: none"> ○ Include additional actions that address reasons schools did not meet exit criteria ○ Encourage schools to include interventions that meet a higher level of evidence • Review and approve amended targeted support and improvement plans • Increase the monitoring and support of the implementation of targeted support and improvement plans • Make amended targeted support and improvement plans publicly available (See additional requirements in 200.21.) 	
<p>In addition, for schools with a low-performing student group receiving “additional targeted support”</p> <ul style="list-style-type: none"> • Identify and address resource inequities that affect the low-performing student group(s) in targeted support and improvement plans, which must at a minimum include a review district- and school-level resources among and within schools with respect to <ul style="list-style-type: none"> ○ Disproportionate rates of inexperienced, out-of-field, or ineffective teachers 		<p>In addition, for schools with a low-performing student group receiving “additional targeted support”</p> <ul style="list-style-type: none"> • Define statewide exit criteria (Schools must demonstrate improved student outcomes for the lowest-performing student group(s) and no longer meet the criteria for identification for targeted support and improvement.) • Identify Title I schools that do not meet exit criteria after a state-determined number of years for comprehensive support and improvement

School Activities	District Activities	State Activities
<ul style="list-style-type: none"> ○ Access and availability of advanced coursework ○ Access to full-day kindergarten and to preschool programs ○ Access to specialized instructional support personnel ○ Per-pupil expenditures ○ At the districts' discretion, district- and school-level budgeting and resource allocation, and access to instructional materials and technology 		