2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19

under the Elementary and Secondary Education Act of 1965

Delaware

U.S. Department of Education
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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a "Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)" document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this "2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency" (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at https://oese.ed.gov/files/2020/02/csso-letter.pdf.

Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

Cover Page

Authorized SEA Representative (Printed Name) Mark Holodick, Ed.D.	
Signature of Authorized SEA Representative	Date: 3/23/22

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template)*:

a. Establishment of Long-Term Goals. *(ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template)* Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☒ Two Years

2. Graduation Rate. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☐ Two Years

3. Progress in Achieving English Language Proficiency (ELP). *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☐ Two Years

b. Indicators. *(ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template)* Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. ☐ Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. ☒ Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

   Delaware utilizes a criterion-referenced, growth to standard methodology based on annual matched student scores to determine growth to standard at the student level. As a result of the USED waiver from administering statewide summative assessments in Spring 2020 due to COVID-19 and highly variable participation rates in Spring 2021, Delaware does not have the data necessary to calculate the Academic Progress indicator for elementary and middle schools in a credible and defensible manner. Delaware has analyzed the impact of the pandemic on student outcomes as measured by Smarter and modeled other methodologies to calculate student growth. Results of both the analysis and the modeling have indicated bias and a differential impact on our most vulnerable populations.

Considering the differential impact on our most vulnerable subgroups of students, coupled with the fact that there is inherent bias in calculating growth when participation rates vary widely across our schools, including any measurement of growth for high-stakes decisions would neither be suitable nor appropriate for use in the state's system for accountability determinations in 2021-2022. When the impact of calculating growth in 2022 was presented to Delaware's Technical Advisory Committee (TAC) in November 2021, the "TAC supported not calculating aggregate growth measures in 2022 given the differences in participation rates across schools. Schools that have lower achievement scores may be at a disadvantage when growth is not used for accountability purposes." As such, the growth measures of the Academic Progress indicator (Other Academic Indicator) will not be included in the state's accountability calculation in 2021-2022. School-level growth calculations will resume in Spring 2023 with a review of growth targets and adjustments made as needed when there is more stability in the student population and their educational experience.

As part of Delaware's currently approved statewide accountability system, growth in grades 4-8 is the only measure in the Other Academic Indicator. By pausing growth calculations for the 2021-2022 school year, data in this indicator will be missing. As such, the growth measures of the Academic Progress indicator (Other Academic Indicator) will not be included in the state's accountability calculation in 2021-2022. Growth calculations will resume in Spring 2023 with a review of growth targets and adjustments made as needed.

To address the federal requirement that state's include data across all five indicators, Delaware will move proficiency in Science and Social Studies, currently included in the School Quality and Student Success Indicator, to the Other Academic Indicator for elementary and middle schools (growth is not calculated at the high school level, so there is no gap to fill). Moving these measures to the Other Academic Indicator meets the ESSA requirements that all five indicators have measurable data, and that the system of annual meaningful differentiation shall be based on all indicators in the State's accountability system as described in 1111 (c)(4)(B).

3. ☐ Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

4. ☐ Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

5. ☒ School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

   Delaware proposes to move the Science and Social Studies proficiency measures from the SQSS Indicator to the Other Academic Indicator. Please see question 2 above.

c. Annual Meaningful Differentiation. *(ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template)* Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. ☒ State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

   Per sec. 1111(c)(4)(C)(i) of ESSA, the State's system of annual meaningful differentiation of all public schools shall be based on *all* indicators in the State's accountability system. Delaware assigns an overall rating for each public school annually based on all required indicators. Due to the ongoing differential impact of the pandemic on learning environments and operational systems across our Local Education Agencies, leading to incomplete data availability and compromised data quality, Delaware will neither report overall summative ratings nor will we report indicator-level ratings in fall 2022 based on data from the 2021-2022 school year. Moreover, Delaware will not be calculating the growth measure under the Academic Progress indicator (Other Academic Indicator) as described above in b2, due to widely varied participation rates in spring 2021 and resulting bias. However, as Delaware is committed to providing educators, students, families and communities with information about the performance of our schools, all available data will be reported for schools that meet the minimum n-size for each measure. Overall index scores, as stated in our consolidated ESSA plan, will be used to identify the schools and students in most need of support as they continue to emerge from the pandemic's impact. Delaware will continue to provide resources to those schools that are demonstrating the lowest performance statewide.

2. ☐ Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

   Delaware proposes to move the Science and Social Studies proficiency measures from the SQSS Indicator to the Other Academic Indicator for elementary and middle schools. The points associated with these two measures will remain the same, and moving these measures aligns with the ESSA requirement that academic measures, in the aggregate, significantly outweigh the measures under the SQSS indicator. The high school model is not impacted.

3. ☐ Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (*e.g.*, P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

d. Identification of Schools. *(ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template)* Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements

for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State pan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

☐ Comprehensive Support and Improvement Schools: Low Performing
☐ Comprehensive Support and Improvement Schools: Low Graduation Rate
☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
☐ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

A. ☒ Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

Delaware will continue to use the overall index score generated by school performance on all available measures of the statewide accountability system to identify the Title I schools that are in the lowest five percent of all Title I schools. However, the overall index score will not include points for growth in grades 4-8.

Delaware strongly believes that making accountability determinations using 2021-2022 school year data (or in combination with data from the 2018-2019 school year which are not comparable to the 2021-2022 school year), will significantly undermine our goals to promote equitable learning environments. Performance as measured by the statewide accountability system would be considered biased against schools that educate student populations that have faced the most challenges during the pandemic, regardless of how much progress and growth was achieved. However, to meet federal requirements, Delaware will continue to use the overall index score generated by school performance on all available measures of the statewide accountability system to identify the Title I schools that are in the lowest five percent of all Title I schools based on SY 2021-2022 accountability data. However, the overall index score will not include points for growth in grades 4-8.

B. ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to

graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

C. ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

D. ☒ Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Delaware strongly believes that making accountability determinations using 2021-2022 school year data, would significantly undermine our goals to improve academic outcomes and to promote equitable learning environments for all subgroups of students. Performance as measured by the statewide accountability system would be considered biased against schools that educate student populations that have faced the most challenges during the pandemic, regardless of how much progress and growth was achieved. However, to satisfy the federal requirement to identify schools for Targeted Support and Improvement (TSI), Delaware will revise its methodology to identify schools for TSI in fall 2022 by using accountability data from 2018 and 2019 without growth measures to determine whether any of the schools in the lowest performing groups identified in 2022 were also underperforming in 2018 and 2019, which would show a pattern of consistent underperformance. Overall accountability index scores will be calculated for school year 2021-2022 to determine whether any school has a student group scoring at or below the threshold set for the lowest-performing five percent of the All Students subgroup (used for CSI school identification). Schools with a student group(s) scoring below that level, as well as below the threshold in SY2018 and SY2019, will be designated for Targeted Support and Improvement (TSI-2), and strategic plans to address subgroup performance will be a part of the required plan for improvement. The student groups for which the school has been consistently underperforming will be included in the TSI-2 designation.

E. ☒ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

As the letter to USED from CCSSO on January 18, 2022 states, "because the legal requirement is based on the concept of consistent underperformance (that is, underperformance demonstrated consistently over a period of years) and states have experienced gaps in the collection of assessment and other data during the COVID pandemic, they will likely experience difficulty in identifying schools that have consistently underperformed as of 2021-22". Without two consecutive years of complete accountability data that are comparable, Delaware will not be able to credibly identify schools for TSI in alignment with its currently approved consolidated state plan. However, to meet the federal requirement to identify schools for Additional Targeted Support and Improvement in fall 2022, Delaware will utilize accountability data from the 2021-2022 school year only, without growth measures, to determine which subgroups demonstrate an overall accountability score equal to or below the 2021-2022 CSI threshold for the lowest performing schools. The student groups for which the school has been "consistently underperforming" will be included in the TSI designation, and strategic plans to address subgroup performance will be a part of the required district plan for improvement. Delaware will return to its methodology outlined in its consolidated ESSA plan for annually identifying any school with one or more "consistently underperforming" subgroup in fall 2023.

e. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)*

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

i. ☒ The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.

ii. ☒ The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

	Year 1 (Designation Year)	Year 2	Year 3	Year 4 (option)
Original	2018-2019	2019-2020	2020-2021	2021-2022
Revised	2018-2019	2021-2022	2022-2023	2023-2024

B. Criteria

i. ☒ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

ESSA requires states to develop statewide exit criteria for CSI and ATSI/TSI-1 schools that must "ensure continued progress to improve student academic achievement and school success" (ESEA section 1111(d)(3)). Delaware will ensure continued progress to improve student academic achievement and school success by comparing Smarter Math and ELA proficiency data from school year 2020-2021 to school year 2023-2024. Schools must demonstrate improvement in student performance relative to grade-level standards and not show regression in academic performance since their original identification in 2018. Performance as measured by all other relevant indicators of the statewide school accountability system will also be used as evidence of improvement since identification in 2018. To further demonstrate student improvement and illustrate overall impact on student success as evidence for exiting CSI status, a school may present supporting information in the form of a portfolio including Multi-Tiered System of Supports (MTSS) data, educator retention data, as well as Opportunity to Learn data such as access to high quality instructional materials, access to technology, and access to high-speed internet.

ii. ☒ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

ESSA requires states to develop statewide exit criteria for CSI and ATSI/TSI-1 schools that must "ensure continued progress to improve student academic achievement and school success" (ESEA section 1111(d)(3)). Delaware will ensure continued progress to improve student academic achievement and school success by comparing Smarter Math and ELA proficiency data from school year 2021-2022 to school year 2023-2024. Schools must demonstrate improvement in student performance relative to grade-level standards. Performance as measured by all other relevant indicators of the statewide school accountability system will also be used as evidence of improvement since identification in 2022. To further demonstrate student improvement and illustrate overall impact on student success as evidence for exiting CSI status, a

school may present supporting information in the form of a portfolio including Multi-Tiered System of Supports (MTSS) data, educator retention data, as well as Opportunity to Learn data such as access to high quality instructional materials, access to technology, and access to high-speed internet.

iii. ☒ The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

Delaware will adjust the timeline for schools identified for Comprehensive Support and Improvement in fall 2022 to meet the statewide exit criteria and exit status in fall 2024.

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

i. ☒ The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

ii. ☒ The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

	Year 1 (Designation Year)	**Year 2**	**Year 3**	**Year 4 (option)**
Original	2018-2019	2019-2020	2020-2021	2021-2022
Revised	2018-2019	2021-2022	2022-2023	2023-2024

B. Criteria

i. ☒ The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Delaware will ensure continued progress to improve student academic achievement and school success by comparing Smarter Math and ELA proficiency data from school year 2020-2021 to school year 2023-2024 for the

subgroup(s) for which the ATSI/TSI-1 schools were identified in 2018. Schools must demonstrate improvement in subgroup performance relative to grade-level standards. Performance as measured by all other relevant indicators of the statewide school accountability system will also be used as evidence of subgroup improvement since identification in 2018. To further demonstrate student improvement and illustrate overall impact on student success as evidence for exiting ATSI/TSI-1 status, a school may present additional evidence of improved subgroup performance in the form of a portfolio including Multi-Tiered System of Supports (MTSS) data, educator retention data, as well as Opportunity to Learn data such as access to high quality instructional materials, access to technology, and access to high-speed internet.

ii. ☒ The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

Delaware will ensure continued progress to improve student academic achievement and school success by comparing Smarter Math and ELA proficiency data from school year 2021-2022 to school year 2023-2024 for the subgroup(s) for which the ATSI/TSI-1 schools are identified in 2022. Schools must demonstrate improvement in subgroup performance relative to grade-level standards. Performance as measured by all other relevant indicators of the statewide school accountability system will also be used as evidence of improvement since identification in 2022. To further demonstrate student improvement and illustrate overall impact on student success as evidence for exiting ATSI/TSI-1 status, a school may present additional evidence of improved subgroup performance in the form of a portfolio including Multi-Tiered System of Supports (MTSS) data, educator retention data, as well as Opportunity to Learn data such as access to high quality instructional materials, access to technology, and access to high-speed internet.

iii. ☒ The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

Schools identified for Additional Targeted Support and Improvement (TSI-1) in fall 2022 will be able to exit this status in fall 2024. Those not exiting this short-term designation will be escalated to Comprehensive Support and Improvement (CSI) status.