



**SAVVAS**

# School Improvement Under ESSA

How the *Every Student Succeeds Act* has changed school improvement requirements.



This Guide outlines ESSA’s accountability requirements for States and Local Education Agencies in identifying schools for support and improvement. Your State’s Department of Education may have additional requirements.

**For more  
information, visit:**  
[savvas.com/SchoolImprovement](https://savvas.com/SchoolImprovement)

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## School Improvement Overview

As part of the new accountability rules under the Every Student Succeeds Act (ESSA), each State must annually measure all public schools using five indicators of student performance:

- (1) Academic achievement in reading and math
- (2) Academic progress
- (3) Graduation rate
- (4) Progress in achieving English language proficiency
- (5) At least one State-determined indicator of school quality or student success



Each State has developed its own methodology for annual meaningful differentiation of schools and has set different weights on the five indicators. This system helps States calculate each public school's performance and identify schools with consistently underperforming subgroups of students.

# School Improvement Overview *(continued)*

## How has ESSA changed school improvement requirements from NCLB?

WHAT'S CHANGED	NCLB	ESSA
<b>Labels of lowest performing schools in State</b>	<ul style="list-style-type: none"> <li>• Priority Schools</li> <li>• Focus Schools</li> </ul>	<p>States use different naming conventions, but the most commonly used labels are:</p> <ul style="list-style-type: none"> <li>• Comprehensive Support and Improvement (CSI)</li> <li>• Targeted Support and Improvement (TSI)</li> </ul>
<b>What's calculated in accountability</b>	<ul style="list-style-type: none"> <li>• Academic achievement in reading and math</li> <li>• Graduation rate</li> </ul>	<ol style="list-style-type: none"> <li>(1) Academic achievement in reading and math</li> <li>(2) Academic progress</li> <li>(3) Graduation rate</li> <li>(4) Progress in achieving English language proficiency</li> <li>(5) At least one State-determined indicator of school quality or student success</li> </ol>
<b>Funding</b>	School Improvement Grants, distributed through competitive grant applications	States reserve 7% of Title I Part A, known as 1003a, to distribute via formula funds or competitive grants.
<b>Requirements</b>	<p>Districts must choose from 7 School Improvement models:</p> <ul style="list-style-type: none"> <li>• Restart</li> <li>• Closure</li> <li>• Transformation</li> <li>• Turnaround</li> <li>• Early Learning</li> <li>• State-selected</li> <li>• Whole School Reform</li> </ul>	<p>Improvement plans for CSI-identified schools must be based on a comprehensive needs assessment and consist of evidence-based intervention.</p> <p>Schools identified for TSI must implement one or more evidence-based intervention.</p>

*Publicly available school report cards will show each school's progress on these 5 categories*



# Closer Look at CSI/TSI

Since starting in the 2018-19 school year, ESSA requires States to identify the lowest performing schools that need comprehensive support and improvement and targeted support and improvement.

Schools identified for Comprehensive Support and Improvement face the most difficult challenges and receive the greatest level of support.

## WHAT'S IN A NAME?

Most States are using some variation of "CSI" or "TSI" to refer to these schools. But some States use their own naming convention including:

- Tier II, Tier III
- TSI-CUS, TSI-LPS
- Equity 1, 2 and 3 schools
- Turnaround and Focus schools

## ? What's the difference between Comprehensive and Targeted Support?

	COMPREHENSIVE SUPPORT AND IMPROVEMENT	TARGETED SUPPORT AND IMPROVEMENT
<b>Definition</b>	Lowest-performing 5% of Title I schools Public high schools failing to graduate one-third or more of students Title I schools with chronically low-performing student subgroups	Any public school with one or more student subgroup consistently underperforming
<b>Frequency of state identifications</b>	At least once every 3 years	Annually
<b>Plan must include evidence-based interventions</b>	Yes	Yes
<b>Plan is approved and monitored by...</b>	District and State	District

**Note:** States may identify additional categories of schools, however only schools that meet the statutory and regulatory requirements of comprehensive or targeted support and improvement schools are eligible to receive 1003a funds, according to the January 2017 Title I Accountability FAQs from the Department of Education.



# Project Planning Questions

State-identified schools will develop support and improvement plans based on a Comprehensive Needs Assessment and root cause analysis. Your State Department of Education may enact State-specific requirements, such as required personnel, approved providers, mandatory State-provided technical assistance, etc.

## ? What questions should we investigate in our project planning process?

### ► Initial questions


- Which schools are identified for Comprehensive or Targeted Support and Improvement?
- What are our State requirements for CSI versus TSI?
- Is there a required template for the Comprehensive Needs Assessment?
- Is there a planning year allowed or required?
- To what extent are 1003a funds available to schools identified for CSI versus TSI?
- Does our State have an approved list of evidence-based interventions or designated school improvement providers?
- When are our improvement plans due?

### ► Planning team logistics:

- Which stakeholders are needed on the Comprehensive Needs Assessment planning team?
- How often do we need to meet as a planning team?
- Who will be responsible for staying informed on the program requirements—attending State workshops, monitoring the website, knowing the requirements, etc.?
- Who will keep the district superintendent (or school board) informed of our planning process?
- Who will be responsible for creating the project budget?

### ► Data analysis and project planning:

- What data do we need to gather to identify local needs and root causes?
- What qualitative data should we gather via surveys, interviews, focus groups, or classroom observations?
- What are the strengths and challenges of this campus?
- Is there a particular student subgroup we need to focus on? Content area? Grade level?
- What evidence-based interventions or strategies will be implemented? What documentation of evidence is required?
- For our proposed interventions, to what extent do the evidence research studies reflect our student population?
- What systems do we need to put in place to monitor progress?
- How will we coordinate funds from other federal programs to serve CSI/TSI schools? (*See p. 7 of this Planning Guide*)



*In some States, 1003a funds will be available only for schools identified for CSI.*

## CURRICULUM SOLUTIONS ALIGNED TO YOUR NEEDS:

Your Savvas Account General Manager is available to assist in developing a customized solution from a wide array of Savvas programs and services based on your Comprehensive Needs Assessment findings.

# Funds Available to Schools Identified for CSI/TSI

ESSA references schools implementing comprehensive and targeted support and improvement activities throughout the law. Below are legislative requirements for how federal funds must be coordinated to serve schools identified for CSI/TSI:

## ▶ Title I, Part A

- States must set-aside 7% of the Title I, Part A allocation to serve schools identified for CSI/TSI via formula or competitive grants [ESEA Section 1003(a)]
- States that opt to set-aside 3% of their Title I funds for Direct Student Services must prioritize Districts with the highest percentages of schools identified for CSI/TSI [ESEA Section 1003(b)(2)]

## ▶ Title II

- Districts' applications for federal funds must describe how Title II funds will prioritize CSI/TSI schools [ESEA Section 2102(b)(2)(C)]
- Up to 5% of Title II Subpart 2 funds can be used to provide financial incentives and rewards to teachers who serve in schools identified for CSI/TSI [ESEA Section 1113(c)(4)]

## ▶ Title IV Student Support and Academic Enrichment

- Districts' Title IV plans must describe how schools identified for CSI/TSI will be served by the funds [ESEA Section 4106(e)(2)(A)(iii-iv)]

## ▶ 21st Century Community Learning Centers

- Grant awards must be focused on eligible entities that serve students who primarily attend schools identified for CSI/TSI [ESEA Section 4203(a)(3)(A)(i)]

## ▶ Promise Neighborhoods

- Grant services must be carried out in neighborhoods with schools identified for CSI/TSI [ESEA Section 4623(a)(1)(A)(iii)]



# Evidence Requirements

For more information on Savvas' evidence-based interventions, visit [Savvas.com/EvidenceBased](https://www.savvas.com/EvidenceBased)

**Schools identified for CSI/TSI must implement at least one intervention that meets ESSA's definition of strong, moderate, or promising evidence.**

ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels reflect the quality and design of the research studies supporting the intervention.

<b>STRONG</b>	<b>Experimental Study</b> (i.e., a randomized test)	} <i>Must demonstrate statistically significant positive effect on student outcomes.</i>
<b>MODERATE</b>	<b>Quasi-experimental Study</b>	
<b>PROMISING</b>	<b>Correlational Study</b> with statistical controls for selection bias	
<b>DEMONSTRATES A RATIONALE</b>	<b>Well-specified logic model</b> informed by research or evaluation	

The federal Department of Education encourages districts with schools identified for CSI/TSI to select an evidence-based intervention that:

- (1) is supported by the strongest level of evidence available, and
- (2) where the student population studied overlaps the student population to be served.

## ? Is there an approved list of evidence-based programs?

There is no federally approved list for evidence-based programs. States have taken different approaches to evidence as described below:

- **District responsibility:** Some States have decided it is the District's responsibility to demonstrate how their selected intervention aligns to strong, moderate, or promising tiers of evidence.
- **State-approved list:** Some States plan to develop a list of State-approved evidence-based interventions and encourage CSI/TSI schools to select interventions from that list.
- **Resource list:** Some States have developed "Resource Hubs" that name specific evidence-based interventions, but still allow Districts to purchase off-list as long as the District provides sufficient documentation of the evidence-base.



# Savvas' Evidence-Based Programs

After your district has identified local needs, it is time to determine which evidence-based strategies will best serve your student population. The chart below outlines the types of research studies completed on Savvas programs in alignment to ESSA's four evidence categories.

For more information on the studies completed on these programs, visit [Savvas.com/EvidenceBased](https://www.savvas.com/EvidenceBased)

The student demographics of each study is posted so you can evaluate whether it's a similar population and setting to your students to be served.

	GRADES	STRONG	MODERATE	PROMISING	DEMONSTRATES A RATIONALE
<b>CORE READING</b>					
myView Literacy	6-12				●
myPerspectives™	6-12			●	
ReadyGEN	K-6			●	
<b>READING INTERVENTION</b>					
ilit Literacy and ELL Solutions	4 and up	●			
QuickReads®	2-12	●			
SuccessMaker®	K-8	●			
Words Their Way Classroom	K-5			●	
<b>CORE MATH</b>					
Connected Math 2	6-8			●	
enVisionMath®2.0	K-5			●	
Investigations 3	K-5			●	
Prentice Hall Mathematics	9-12	●			
<b>MATH INTERVENTION</b>					
focusMATH	K-6	●			
onRamp to Algebra	6-8			●	
SuccessMaker®	K-8	●			
<b>PROFESSIONAL SERVICES</b>					
Change of Practice	K-12			●	
SIOP®	K-12			●	

# Grant Support

If you'd like to include Savvas' evidence-based programs in your school improvement plan or 1003a grant application, we can help!

## Interactive grant-writing training

If you are new to grant-writing, visit our interactive training at [FundingForSchools.com](https://www.fundingforschools.com). We share valuable tips and hints to help you write a compelling, competitive grant.

## Sample grant narrative

If you are including a Savvas program in your 1003a grant, we can provide a product-specific "Help Packet." It provides sample grant language to help you describe the Savvas program and offers best practices implementation ideas, research citations, and extensive writing tips.

## Grant reviews and revisions

All applicants for Savvas programs are eligible to receive a free comprehensive grant review from the Savvas Grants & Funding team. One of our grant managers will read your draft application and assess it against grant requirements. Your grant will be returned to you with recommendations for strengthening your application, best practices implementation ideas, research citations, and extensive writing tips.

"The Help Packet is the most helpful thing a publisher has ever bestowed on me."

– District Administrator, California

"Thanks for all your help and hints for getting this together. Your comments are very helpful and I appreciate the feedback so much."

– Nonprofit Director, Florida

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