Federally Identified Schools

Building Leaders

Objectives

- Have a clear understanding of the method, requirements, and timelines for how KS buildings are identified for support and improvement based on federal guidelines
- Make connections between the school improvement model, the process for supporting identified schools, and the work with which they are already engaged
- Understand the role and responsibility of critical partners
- Ongoing Supports

Identification to Improvement

**2025 – 2026 Improvement Cohort

Data for Identification and Exit

- **State Assessment Data**
  - Category requirements per law
  - 3 years' worth of data
  - Most recent years data
    - 2022 -2023, 2023 – 2024, 2024 - 2025 data used for 2025 - 2026 identified cycle.
  - Who:
    - Title I buildings: CSI
    - Whole school: CSI
    - All public schools: ATSI, TSI
    - Subgroups: ATSI, TSI

Graduation Data:

- 67% threshold
- 4-year adjusted cohort
- 1 year of lag data
  - 2023 - 2024 data used for 2025 – 2026 identification cycle
- Who:
  - All public high schools: CSI, ATSI, TSI
  - Whole school: CSI
  - Subgroups: ATSI, TSI

Indicators for Identification

- Academic Achievement: "*Measured by proficiency on the annual assessments.*" Percent of students at level 3 and level 4
- Gap Measure: Difference between scores of subgroups and non-subgroup, state level counterparts
- Graduation Rate: The four-year adjusted cohort graduation rate
- Progress in Achieving English Language Proficiency: *"Progress in achieving English language proficiency. . . Within a state determined timeline."*
- School Quality/Student Success Indicator: Percent of students scoring at state performance level 1

Resources

School identification and Federal Law:

- *ESEA 1111(c)(4)(D)(i)*
- *ESEA 1111(c)(4)(C)(iii)*
- *ESEA 1111(d)(2)*

The KSDE Consolidated State Plan: A state must identify in their state plan how they will use their system of annual meaningful differentiation to identify schools.

Comprehensive Support and Improvement (CSI)

- **CSI Low Performing**: Not less than the lowest-performing five (5) percent of all *Title I schools*
- **CSI Low Graduation Rate:** All public high schools in the State (*Title I and non-title I*) failing to graduation one-third or more of their students
- **CSI Not Exiting ATSI Status:** *Title I schools* that were previously identified for additional targeted support and improvement (ATSI) and did not meet the statewide exit criteria for ATSI schools within the number of years determined by the state
- **More Rigorous Intervention Schools:** CSI schools that did not meet statewide exit criteria within the number of years determined by the state

Targeted Support and Improvement

- **Additional Targeted Support and Improvement (ATSI):** Public schools (*Title I and non-Title I*) with one or more student groups performing as poorly as the threshold for low-performing Title I schools identified for CSI
- **Targeted Support and Improvement (TSI):** Public schools (*Title I and non-Title I*) with one or more student groups that meet the State's definition of "consistently underperforming." **To be identified annually*

Identification: Other

Frequency:

- CSI and ATSI schools are identified once every 3 years
- Schools identified as TSI must be identified annually. *ESEA 1111(c)(4)(C)(iii)*

Designation:

- Schools may be identified for more than one reason
- The most severe designation is the official designation

Identified Schools: Exit Criteria

- Continued improvement in risk factor data leading to identification; 2026 – 2027 and 2027 – 2028
- Provide evidence of continued progress in the areas of ELA and Math proficiency
- Maintain a continuous improvement plan within the KansaStar platform aligned to needs assessment, root cause analysis, and reason for identification.
- Continuous and active participation with KSDE provided technical assistance
- Evidence of continuous district involvement in the creation, feedback, support, and monitoring of building improvement plans
- Maintain an assessment participation rate of greater than or equal to 95%
- Schools that do not meet exit criteria will move to a more severe designation
  - CSI moves to MRI
  - ATSI moves to CSI

Roles and Responsibilities

Guiding Questions: Implementation

- **Building Context:**
  - Why are we identified? What is our current data?
  - What does our data really tell us: Root cause analysis and needs assessment
  - How will we identify variance within our school? School conditions? Quality instruction?
  - How will we structure our BLT to provide us a feedback loop for professional development, implementation, monitoring impact, and adjustments to reduce variance and raise the standard?
  - How will we structure our site council to serve as critical partners necessary to support the work?

Guiding Questions: Monitor and Support

- **Monitor and support:**
  - How will we select and provide professional development for evidence-based strategies to support:
    - Every teacher?
    - Teachers that directly support our identified student groups?
      - CSI – Whole school identification: Does this translate to: More intensive PD? More support with implementation? What will thislook like?
      - ATSI/TSI - Subgroup identification: How will our support and pd be tailored to closing the gap and raising the achievement ofidentified subgroups?
  - What will be our appropriate short-term and long-term goals?
  - What data will we use to progress monitor? What is the timeline, frequency, and method we will use?

Guiding Questions: Roles and Responsibility

Roles and Responsibility:

- Who is responsible for overseeing the work?
- Who needs to comprise our BLT specific to federal identification?
- What is the specific role of each member of our BLT?

- Who will:
  - Evaluate building data?
  - Supervise and support teachers? (Coaching and Feedback)
  - Monitor and support implementation?
  - Ensure all critical partners are involved in the plan? (This includes parents and community)
  - Be responsible to ensure HQIM are used and implemented with fidelity?

Improvement Plan

Improvement Plan Requirements

Table B.1 Support and Improvement Requirements, by School Identification Category

Support and Improvement Plan Requirements	CSI	TSI	ATSI
Entity Responsible for Developing Plan	LEA (for each CSI school)	School	School
Developed in Partnership with Stakeholders, including Principals and Other School Leaders, Teachers, Parents, and, as applicable, Tribes	Required	Required	Required
Based on a Needs Assessment	Required	~~Recommended~~	~~Recommended~~
Informed by All Indicators	Required	Required	Required
Includes Evidence-Based Interventions	Required	Required	Required
Identifying and Addressing Resource Inequities	Required	Recommended	Required
Approval	Required (by school, LEA, and State)	Required (by LEA only)	Required (by LEA only)
Monitoring the Implementation	Required (by State)	Required (by LEA)	Required (by LEA)

All schools

State and LEA

Creating the improvement plan

- KansaStar platform (simply a platform)
- Guidance and partnership with your district:
  - Fundamentals
  - Achievable goals
  - Best next step
  - Focus areas
  - Evidence-based strategies
  - Support

Creating the improvement plan (2)

- Goals: Based on reason for identification
  - CSI: Must be whole building
  - ATSI/TSI: Whole building and subgroup
- Indicators: Aligned to district fundamental and reason for identification
- Action Steps: 3 for each indicator
- Plan must be approved by district

Supporting the Plan

Improvement Plan Requirements (2)

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Monitoring the Implementation	Required (by State)	Required (by LEA)	Required (by LEA)

All schools

State and LEA

Resources

- Federal funds
- Additional funding sources
- Technical Assistance

1003(a) School Improvement Grant

- An SEA may allocate section 1003 funds only to serve schools that meet statutory requirements for the identification of CSI, TSI, and ATSI schools. (ESEA section 1003(b)(1)(A))
- LEA applications for section 1003 funds must describe how the LEA will monitor schools receiving section 1003 funds (ESEA section 1003))
- CSI, TSI, ATSI *schools* must develop support and improvement plans
- LEAs must submit applications for ESEA section 1003 funds
- ESSA Tiers of Evidence: WWC | ESSA Tiers Of Evidence

Current 1003(a) Grant Opportunity

- Planning Grant in *fall 2026*
  - Complete the first two components of the continuous school improvement process.
    - Identify local needs
    - Plan for school improvement
- Intended Use of Funds
  - Analyze the comprehensive needs assessment.
  - Compensate school staff for the time spent accomplishing these goals.

1003(a) School Improvement Grant (2)

School Support and Improvement Plan	LEA Section 1003 Application
Developed in partnership with stakeholders	Describe how the LEA will:
Based on a needs assessment	• Develop CSI plans
Informed by all indicators	• Support development and implementation of TSI and ATSI plans
Includes evidence-based interventions	• Monitor schools served by section 1003 funds
Identifies and address resources inequities (CSI and ATSI only)	• Use a rigorous review process to recruit, screen, select, and evaluate any external partners with which the LEA will partner in carrying out activities supported with section 1003 funds
	• Align other Federal, State, and local resources to carry out the activities
	• As appropriate, modify practices and policies to provide operational flexibility
	Assure that each school the LEA proposes to serve will receive all of the State and local funds it would receive in the absence of section 1003 funds.

Upcoming 1003(a) Grant Opportunities

- Competitive Grant
  - Ensure LEA receives adequate funds for its identified schools to carry out meaningful activities to improve academic achievement.
  - Application will open in *January 2027*.
  - Application requirements (E-16, page 64).
- Allowable Use of Funds
  - Any activity that the LEA determines will help a school identified for CSI, TSI, or ATSI improve student outcomes.
  - Activities must be consistent with a school's CSI, TSI, or ATSI plan.

Question and Answers



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