



**Every Student Succeeds Act
Support to Schools**

The table below summarizes support to low-performing schools as identified in [Maryland Every Student Succeeds Act \(ESSA\) Consolidated Plan](#).

Identification of Schools	Exit Criteria	Technical Assistance for School Improvement	More Rigorous Interventions (CSI schools that do not exit after 3 years)
<p>Comprehensive and Support Improvement (CSI) Schools There are four categories of CSI schools described below.</p> <ol style="list-style-type: none"> <i>Lowest Performing:</i> Lowest achieving five percent of Title I schools based on the “all students” group. <i>Low Graduation Rate:</i> High schools failing to graduate one third or more of their students based on the four year adjusted cohort graduation rate. <i>Chronically Low-Performing Student Group:</i> Any Title I school identified for targeted support and improvement that does not improve within three years. <i>School Improvement Grant (SIG) Schools:</i> Existing SIG schools will be included on the CSI school list. In 2016-2017, five schools in Maryland began implementation of a five-year SIG grant. SIG schools were identified as the lowest performing five percent of Title I schools based on 2015-2016 data. <p><Continued on Next Page></p>	<ul style="list-style-type: none"> CSI and TSI schools that no longer meet identification criteria after three years will be eligible to exit. CSI and TSI schools must demonstrate sustained progress for two consecutive years. Schools eligible to exit must develop a sustainability plan and have it approved prior to exit. Sustainability plans for TSI schools must be approved by the local school system. Sustainability plans for CSI schools must be approved by the local school system and MSDE. 	<ul style="list-style-type: none"> CSI schools will be required to have a root cause analysis conducted by a third party, external to MSDE and the LEA, to uncover causes for school performance problems. LEAs must demonstrate that they have collaborated with a diverse stakeholder group that includes but is not limited to central office staff, school administration, teachers, parents, business partners, higher education partners, and other community partners to: <ul style="list-style-type: none"> review the results of the root cause analysis for the school; identify needs based on root cause analysis; and align and prioritize needs based on local school system and state goals. CSI and TSI schools are required to establish a network of partners and community resources that support student achievement and well-being based on identified need. This include providing necessary academic, health, and social service supports before, during, and/or after school. <p><Continued on Next Page></p>	<ul style="list-style-type: none"> MSDE will convene an external stakeholder group to review the root cause analysis and revise the action plan. Data will be analyzed to determine necessary modifications to school schedules, course offerings, instructional material, and other programmatic revisions. Local school superintendents will be required to make significant staffing, scheduling, and/or programmatic changes based on recommendations from MSDE and external stakeholder group. This will include assigning experienced and effective teachers and leaders to schools identified as needing more rigorous interventions. Principals will be required to use MSDE school leadership coaches. Leadership coaches will meet regularly with principals to provide guidance on the implementation of school improvement strategies. Principals, assistant principals, and teacher leaders will be required to participate in targeted professional learning experiences identified by MSDE to address the unique needs of low-performing schools. <p><Continued on Next Page></p>



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<p>Targeted Support and Improvement (TSI) Schools There are two categories for TSI schools described below.</p> <ol style="list-style-type: none"> <i>Low-Performing Student Group:</i> Schools with one or more student groups performing below the summative performance of the all students group in the lowest performing five percent of Title I schools. <i>Consistently Underperforming Subgroup TSI Schools:</i> Any school with one or more underperforming student group that does not meet its annual targets over two years based on all indicators in the State accountability system. <p>Additional Statewide Category of Schools The Maryland State Department of Education (MSDE) is committed to supporting all of its lowest performing schools. As a result, MSDE will identify for support the lowest 5% of all (Title I and non-Title I) Maryland schools.</p>		<ul style="list-style-type: none"> LEAs will be required to develop an action plan with CSI and TSI schools that includes evidence-based interventions to address identified needs and accountability indicators that resulted in the school’s designation. LEAs must demonstrate that the action plan was developed by a diverse stakeholder group. TSI schools must have the action plan approved by the LEA. CSI schools must have an action plan approved by the LEA and MSDE. MSDE will develop a resource hub that contains evidence-based interventions, effective practices, research articles, rubrics, templates, planning documents, and other items that support the identification, implementation, and assessment of evidence-based interventions. MSDE will collaborate with the central office staff and school administration in establishing and implementing a monitoring process to ensure selected evidence-based interventions are implemented with a high-level of fidelity. CSI schools will be required to use MSDE vetted curriculum for English Language Arts and mathematics. MSDE will collaborate with LEAs to provide training that supports curriculum implementation and rigorous instruction. Curriculum implementation will be monitored by LEAs and MSDE. 	<ul style="list-style-type: none"> School leaders will be held accountable for implementation of resources and strategies provided during professional learning experiences. MSDE will lead a team composed on central office staff, school administration, and other stakeholder groups to conduct monthly on-site school visits to monitor progress towards meeting established goals. Visits will include analyzing data, conducting learning walks, and participating in classroom observations. Collaborative debriefs will occur after each school-based visit. School administration will be required to implement recommendations that are developed as a result of monthly school visits. MSDE will facilitate professional learning experiences for school-based and central office personnel that focus on providing, monitoring, and assessing tiered academic support and nonacademic support to students; building teacher and leader capacity; and engaging the community in school improvement efforts. MSDE will conduct quarterly fiscal review sessions. LEAs will be required to make modifications base on outcomes of fiscal review sessions. <p style="text-align: right;"><Continued on Next Page></p>



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		<ul style="list-style-type: none"> Principals, assistant principals, and teacher leaders from CSI schools will be required to participate in MSDE professional learning experiences designed to build capacity for implementing evidenced-based interventions identified in action plans. Quarterly on-site and virtual visits will be conducted for fiscal monitoring and to review progress towards meeting identified goals. Distribution of funds will be based on a formula and driven by identified needs in the approved needs assessment and action plan. Schools will be held accountable for meeting established benchmarks and accountability measures in approved plans. 	<ul style="list-style-type: none"> Distribution of funds will be based on a formula and driven by identified needs in the approved needs assessment and action plan. Schools will be held accountable for meeting established benchmarks and accountability measures in approved plans.