

# FUNDING Fact Sheet



## Title I, Part A: School Improvement 1003(a)

The Every Student Succeeds Act (ESSA) allows for 7% of Title I funds to be set aside to support improvement activities for low-performing schools identified by each state's accountability system. Unlike the former School Improvement Grant (SIG) requirements, states and districts will have greater flexibility in how they help these schools. While there is more flexibility, it should be noted that school improvement funding must be utilized in accordance with annual school improvement plans and align with goals and objectives set forth in the plan.

### FUNDING

- An estimated \$1 billion will be distributed across a smaller number of identified schools which means **more money per individual school (without funding caps)**
- 95% must be spent at the local level (schools); districts must set aside 1% to support parent and family engagement efforts
- Districts serving the highest number or percentage of identified schools must be given priority for funding
- Some states will make local awards through a competitive process rather than distribute through a formula

### CSI/TSI SCHOOLS

There are two main classifications of schools in need of improvement that must be identified under ESSA. States may add additional classifications.

**Comprehensive Support and Improvement (CSI)** schools are identified at least once every three years and typically include:

- The lowest performing 5% of Title I schools;
- High schools with graduation rates below 67%;
- Schools initially identified for TSI (*see below*) that do not improve during a state-specified timeline.

**Targeted Support and Improvement (TSI)** schools are identified annually. TSI schools will have one or more persistently under-performing student subgroup.

**How do these schools get identified?** Using the state's accountability plan, schools are identified using required ESSA indicators including:

- 1) proficiency on assessments
- 2) growth in proficiency (grades below high school)
- 3) high school graduation rates
- 4) progress of English learners (ELs) toward proficiency
- 5) "other" indicators that measure school quality or student access

### EVIDENCE LEVELS

Both CSI and TSI schools **must use** school improvement funds on activities, strategies, or interventions that demonstrate a statistically significant effect on improving student outcomes based on the **top three ESSA levels of evidence**. States may choose to enact more stringent evidence level requirements.

- **Strong** – at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial)
- **Moderate** – at least one well-designed and well-implemented quasi-experimental study
- **Promising** – at least one well-designed and well-implemented correlation study with statistical controls for selection bias

### NEEDS ASSESSMENT

Once **CSI schools** are identified, districts must work with the school and stakeholders to conduct a needs assessment to develop and implement an improvement plan that:

- addresses the reason for its identification;
- includes evidence-based interventions and identifies resource inequities; and
- is approved by both the **district and the state**.

**TSI schools** must work with stakeholders to conduct a needs assessment to develop a school improvement plan that:

- includes evidence-based intervention(s);
- is approved and monitored by the **LEA**; and
- is designed to improve outcomes for sub-group(s) that led to identification.

