

## FAQ: Comprehensive Support and Improvement

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### 1. What does the Comprehensive Support and Improvement (CSI) designation mean for my school?

As a school identified for CSI support, you are part of a cohort of 25-30 schools with similar opportunities for growth and improvement. As a school you will:

- receive additional resources including technical and guided assistance for improvement from the NDE.
- complete a comprehensive needs assessment to help you identify the greatest needs for growth and assets to leverage.
- submit a plan for improvement to the NDE that outlines steps in implementation and resources needed to implement the plan
- be eligible for funding to support improvement efforts.

### 2. How did my school get identified for this level of support?

Schools that are providing Targeted or Schoolwide Title I services are the only schools eligible for CSI designations. This designation identifies the lowest 5% of Title I schools (around 27), using a filter-like method across the following indicators:

- Performance on NSCAS Growth English Language Arts & Math, or the ACT
- Growth and non-proficiency reduction
- Progress toward English language proficiency (for schools that serve at least 10 English learners per school)
- Chronic absenteeism (students who miss one-tenth of their time at that school)

In addition, any high school with a graduation rate below 67% will be identified for comprehensive support and improvement.

### 3. What kinds of support can my school receive if we are identified for Comprehensive Support and Improvement?

Previous school improvement efforts legislated from the federal level were very prescriptive and overly punitive. CSI is different. Schools and districts have significant autonomy to direct and lead for improvement. Schools must choose “evidence-based” interventions, those that have been proven to improve outcomes for students. The NDE will be providing workshops for all CSI schools to work together to build their plans and interventions and choose these

interventions. Schools can work closely with their ESUs to obtain professional development, coaching, and other school improvement services.

**4. Will this require my school submitting a new plan? If so, what kinds of support will my school receive in developing my new plan?**

Yes. Federal law requires all CSI schools to complete a needs assessment and identify resource inequities when developing their improvement plans. However, it is critical for the work of this improvement plan to be connected to other improvement efforts within the district including the school's continuous improvement plan, MTSS plan, and others. The NDE will be providing CSI workshops for all schools identified, and work to connect these plans to create cohesion and coherence.

**5. How will the plans be monitored and assessed?**

The NDE will conduct regular check-ins with CSI schools, and monitor progress towards meeting goals outlined in the school's improvement plan. Additionally, the NDE will facilitate regular CSI cohort check-ins wherein schools can share common celebrations, concerns, and next steps in learning and improving together.

**6. What can my school expect my supports to look like?**

Schools are at the helm with their supports, with partners at NDE and ESUs by their sides. Schools, in partnership with the NDE, get to identify together the supports necessary. This could include additional staff, intensive professional development, development of social-emotional learning or student health supports, and instructional coaching. The CSI process is over three years, and includes continued development during that time.

**7. Do financial supports come with this designation?**

Yes. As part of Nebraska's Every Student Succeeds Act Plan, the NDE reserved 7% of the state's Title I funding for improvement efforts. This totals approximately \$5 million to serve schools in need of improvement. The Support for Improvement (SFI) plan/application for CSI schools is a required plan that is also a competitive application. After CSI schools submit a plan for improvement, they *may* receive funds to implement their plan.

**8. What is the anticipated timeline for when my school should expect to receive support?**

Schools can expect designation notification in early fall. School and district leaders will then receive instructions to access and complete a comprehensive needs assessment. Once this needs assessment is completed, the NDE will gather schools to bridge from the needs assessment to a plan of action. Further information regarding plan submission, award notification of funds, and support plan will be provided in early fall.

#### **9. How much time will my school get to exit this level of support?**

The NDE sets the timeline for schools to exit status in the state's ESSA plan. Normally, a CSI school has three years to exit status, and cannot exit until that three year window is up. However, the NDE took advantage of flexibilities provided by the US Department of Education, and is extending the cohort identified in 2022 to four years, with each school able to exit any subsequent year.

This [timeline](#) provides a visual representation of the overlapping nature of the accountability cohorts.

#### **10. What should we expect if my school is unable to exit this level of support?**

A school that does not exit CSI after three years (four years for schools identified in 2022) must pursue a more rigorous option, and can expect the following three choices made in conjunction with the NDE:

- Significant revision to the improvement plan
- A completely new improvement plan
- An alternative administrative structure

#### **11. Our school is not a Title I school. What does this mean for us?**

Schools identified for comprehensive support and improvement by definition are Title I schools. Only schools providing Title I services can be identified for CSI. However, there is one exception – *any public high school* with a graduation rate below 67% is automatically identified for CSI.

#### **12. How do we explain this to our teachers, families, and school community?**

Our school accountability system is about identifying the specific supports for each school. Some schools need more support to improve than others. A school identified for comprehensive support and improvement is a Title I school that typically serves a significant proportion of economically disadvantaged students. The goal of this process is to focus resources for improvement and get schools the tools needed to improve.