

Guide to 2024 School Improvement Designation Categories

Background

The Office of the State Superintendent of Education (OSSE) is required by the Every Student Succeeds Act (ESSA) to:

1. Annually calculate accountability scores for public and public charter schools in the District using its accountability system, as approved by the US Department of Education (USED) and State Board of Education (SBOE),
2. Designate the lowest-performing 5 percent of schools for additional supports, and
3. Inform Local Education Agencies (LEAs) of these school designations.

In December 2024, OSSE made designations for the first time using its [2022 ESSA State Plan Amendment](#)³ based on accountability scores from the 2023-24 school year. There are four (4) designation types based on school-wide accountability scores, as well as one (1) designation type for schools that are consistently underperforming for a particular student group. This guide provides an overview of the designation categories as well as requirements for schools designated under each category.

Summary of December 2024 Designation Categories

Designation	Description
Comprehensive Support and Improvement (CSI)	Title I schools that score in the bottom 5% of total number of points on the accountability framework within the same grade span/accountability system level. As in previous years, the lowest-performing 5% of elementary/middle schools and high schools will be calculated separately. Eight (8) elementary/middle schools and two (2) high schools will comprise the lowest-performing 5%.
Comprehensive Support and Improvement – Graduation (CSI-Grad)	High schools where both their 4-year Adjusted Cohort Graduation Rate (ACGR) and 5-year ACGR fall below 67%.
Intensive Support and Improvement (ISI)	Any school that was designated as CSI in the previous designation cycle, and remains in the lowest performing 5% of schools, as determined by accountability score. This designation is officially a subset of CSI.
Monitored Improvement Status (MIS)	Schools will receive this designation if they were designated as CSI in 2018 and do not have an accountability score in the lowest-performing 5% in 2024, but did not demonstrate improvement in academic achievement by raising ELA and math proficiency on the statewide assessment by at least one percentage point since 2018. Please note that this designation does not apply to schools identified as CSI only in 2022, as the state plan addendum under which those schools were designated did not state the same exit criteria.
Targeted Support and Improvement (TSI)	Schools with a student group accountability score that is at or below the threshold identified for the lowest performing 5% of schools within the same grade span/accountability system for two consecutive years (SY2022-23 and SY2023-24).

³ OSSE previously made school designations in 2018 and 2022, under the District’s original ESSA State Plan and State Plan Addendum, respectively.

Requirements of Designated Schools

Designated schools, with support from their School Team for Accelerating Progress (STAP) and Local Education Agencies (LEAs) are required by law to conduct a Needs Assessment (NA) and develop a School Improvement Plan (SIP) inclusive of evidence-based strategies. LEAs, if applicable (see below) must also complete a Resource Allocation Review (RAR) and share it with schools to inform their SIP development. Schools designated as CSI, ISI, and MIS are also requested to submit an Investment in Schools (IIS) grant application and budget. All designated schools are monitored by OSSE. OSSE provides mandatory templates for the NA, RAR, and SIP, ensuring consistency and adherence to federal guidelines.

	CSI	CSI-Grad	ISI	MIS	TSI
Needs Assessment (NA)	X	X	X	X	O
School Improvement Plan (SIP)	X	X	X	X	O
Resource Allocation Review (RAR)*	X	X	X	X	X
Investment in Schools (IIS) Grant Application	X		X	X	
IIS Grant Budget	X		X	X	
Monitoring	Differentiated By Designation Type				

* Completed at the LEA Level and only required by multi-site LEAs who have 10 or more of their schools identified for Comprehensive or Targeted Support, or 60 percent of their schools identified for Comprehensive or Targeted Support (whichever is lower).

O: A needs assessment is encouraged but not required; A school improvement plan is required but does not need to adhere to the OSSE template and is not approved by OSSE.

X: Required to use the OSSE templates and must be approved by OSSE.

Below is a description of each required deliverable:

- **Needs Assessment (NA):** CSI, CSI-Grad, ISI, and MIS-designated schools conduct a comprehensive Needs Assessment, gathering input from stakeholders, reviewing data, and identifying root causes of underperformance.
- **Resource Allocation Review (RAR):** For multi-site LEAs with a significant number of designated schools, OSSE requires a Resource Allocation Review to document expenditures and identify disparities in resource allocation across schools.
- **School Improvement Plan (SIP):** CSI, CSI-Grad, ISI, and MIS-designated schools are required to develop a School Improvement Plan based on their Needs Assessment and Resource Allocation Review. These plans must outline specific, evidence-based strategies for improvement, and are approved by OSSE. For charter schools, the SIP must also be approved by PCSB and the board of the charter LEA.
- **Investment in Schools (IIS) Grant:** CSI, ISI, and MIS-designated submitted an IIS grant application, aligning their budgets with the SIPs and focusing federal funds on the most critical areas of need.
- **Monitoring:** OSSE conducts periodic monitoring of SIP implementation and oversees end-of-year reviews, ensuring that schools adhere to their plans and make progress towards their improvement goals. OSSE offers ongoing technical assistance to LEAs and schools, helping them navigate the requirements, complete their assessments and plans, and effectively utilize the IIS grant funds.

School Designation	SIP Development	SIP Approval	SIP Monitoring
CSI, ISI, and MIS	Schools & LEA	OSSE, PCSB	OSSE
CSI-Grad	Schools & LEA	LEA	LEA
TSI	School	LEA	LEA

Exiting Designations

For schools designated in 2024 and beyond, schools will exit CSI status if they meet all of the following conditions. CSI-designated schools do not exit status just because their accountability score goes up or other school scores go down.

1. The school receives an accountability score higher than the initial cut-point that was used to make designations for CSI in the cycle of their designation;
2. The school receives an accountability score which is higher than the new lowest performing 5% cut-score; and
3. The school increases its rate of students meeting or exceeding expectations on the statewide English language arts (ELA) and math assessments above the respective rates from the year in which the school received its original CSI designation.

In order to exit CSI-Grad-designation status, the school must: (1) increase its 4- and 5-year graduation rates so that at least one is higher than 67% and (2) both rates must not be below the rate when the school was designated for support.

Using the school’s approved SIP, OSSE will support designated schools to address their areas of greatest need as they improve performance to exit designated status.

Questions

For additional resources and questions related to designation categories and OSSE’s school improvement work, please visit osse.dc.gov/acceleratedc.