<table>
<thead>
<tr>
<th>Identification</th>
<th>Description</th>
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<th>Requirements</th>
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| Comprehensive Support & Improvement (CSI) | Three ways to be identified:  
A) Be a Title I school that performs among the bottom 5% of all schools based on AICS.  
B) Be a public high school that fails to graduate at least 2/3 (67%) of students.  
C) Be a Title I school that has a subgroup(s) whose performance alone would place them among the bottom 5% AND does not meet the exit criteria within four years of initial identification. (see ATSI below) | Identification for CSI schools will occur once every three years beginning with the 2018-19 school year. | 1. The SEA notifies the LEAs of schools that have been identified for CSI.  
2. The LEA and school(s) collaborate with stakeholders to develop a CSI plan that is informed by the indicators, including performance on long-term goals. The plan must include evidence-based interventions, be based on a school-level needs assessment, and identify resource inequities.  
3. The plan is approved by both the LEA and SEA.  
4. The plan is monitored by the SEA. Additionally, the SEA will provide continued support as prescribed by Sec. 1111(d)(3). | A school's AICS must improve and remain improved for two consecutive years. Failure to meet the exit criteria within four years will result in more rigorous interventions defined by the state. |
| Targeted Support & Improvement (TSI) | Schools (not just Title I schools) are identified for TSI when they have one or more subgroups who, when ranked from highest subgroup performance to lowest subgroup performance, perform among the bottom 10% based on the schools AICS of the specified subgroup. | Identification for TSI schools will occur every year beginning with the 2018-19 school year. | 1. The SEA notifies the LEAs of schools that have been identified for TSI and for which subgroup(s).  
2. The LEA notifies the school(s) that have been identified for TSI and for which subgroup(s).  
3. The school(s) collaborate with stakeholders to develop a TSI plan that is informed by the indicators, including performance on long-term goals. The plan must include evidence-based interventions and a plan for additional action in cases where implementation is unsuccessful.  
4. The plan is approved and monitored by the LEA. Additionally, the SEA will provide continued support as prescribed by Sec. 1111(d)(3). | N/A |
| Additional Targeted Support & Improvement (ATSI) | Schools (not just Title I schools) are identified for ATSI when they have one or more subgroups who, when ranked from highest subgroup performance to lowest subgroup performance, perform among the bottom 5% of all students based on the schools AICS of the specified subgroup. Title I schools that have been identified as ATSI schools and fail to meet the exit criteria within four years of initial identification will be designated as CSI schools. | Identification for ATSI schools will occur once every three years beginning with the 2018-19 school year. | 1. The SEA notifies the LEAs of schools that have been identified for ATSI and for which subgroup(s).  
2. The LEA notifies the school(s) that have been identified for ATSI and for which subgroup(s).  
3. The school(s) collaborate with stakeholders to develop a ATSI plan that is informed by the indicators, including performance on long-term goals. The plan must include evidence-based interventions, identification of resource inequities, and a plan for additional action in cases where implementation is unsuccessful.  
4. The plan is approved and monitored by the LEA. Additionally, the SEA will provide continued support as prescribed by Sec. 1111(d)(3). | A school's AICS for the specified subgroup(s) must improve and remain improved for two consecutive years. Failure to meet the exit criteria within four years will result in a CSI designation. |