Kentucky Department of Education
EDUCATION

Kentucky Department of Education
CSIP with TSI Addendum
Monitoring Instrument 2023-2024

School and district improvement efforts are a collaborative process involving multiple stakeholders. The following definitions are outlined in 703 KAR 5:225:

"Comprehensive District Improvement Plan" or "CDIP" means a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

"Comprehensive School Improvement Plan" or "CSIP" means a plan developed by the school council, or successor and charter schools with the input of parents, faculty and staff, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students.

Pursuant to 703 KAR 5:225, the Kentucky Department of Education is tasked with reviewing CSIPs and CDIPs. During the review process, KDE staff provide feedback to assist schools and districts with improvement planning to ensure plans are developed and implemented effectively. This process of monitoring enables schools and districts to ensure compliance with state and federal regulations and focus on ways to develop more effective programs through collaboration and self-evaluation.

The rubric that follows will indicate a rating of *Needs Improvement*, *Meets Expectations for Submission* or *Indicates High-Quality Planning* highlighted in yellow for each component of the CSIP. For each area highlighted under **Needs Improvement,** districts/schools must revise their responses on the appropriate diagnostic until expectations are met. Complete the revisions on the **Needs Assessment Diagnostic or CSIP template and resubmit to the Continuous Improvement Platform (CIP).** Please send email confirmation to the assigned KDE Program Consultant once the revision has been uploaded to the platform.

Needs Assessment Rubric

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Protocol	A data review process is not described. Participating stakeholder groups are not identified. Meeting timeline and/or documentation is not described.	A data review process is described, including review, analysis and application of results. A timeline for meetings is described and includes stakeholder groups engaged and description of documentation.	The process includes active and meaningful stakeholder engagement and an approach that is both needs-driven and context-specific, including a review of the previous plan and its implementation.
Review of Previous Plan	A summary of the implementation of last year's improvement plan, including goals, objectives, strategies and activities, is not provided. Explanation of how the review will inform this year's plan is not included.	A summary of the implementation of last year's improvement plan is provided and includes reflection on the goals, objectives, strategies and activities. Successes are identified and an explanation of how the review will inform this year's plan is described.	The summary provides analysis of implementation with specific steps for utilizing the findings in this year's planning process. These steps are addressed in the CSIP diagnostic and template.
Trends	It is not clear that data from the previous two years has been analyzed. Areas for improvement are not identified.	The response clearly indicates analysis of data from the two previous years and identifies significant areas for improvement.	Trends are supported by strong data from the past two academic years with academic, cultural and behavioral data points. Data is derived from multiple data sources or voices. All data points are cross-

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			referenced or triangulated to create a fuller picture of the issue.
Current State	Precise numbers and percentages are not included. Data sources are not cited. Multiple sources of data are not provided.	Multiple sources of data are cited, including precise numbers and percentages.	The data includes a balance of input data, output data and demographic or community context data.
Priorities/Concerns	Areas of weakness are not identified. Precise numbers and percentages are not provided.	Areas of weakness are identified using precise numbers and percentages.	A manageable number of priorities have been identified and are thoroughly addressed in the CSIP diagnostic and template.
Strengths/Leverages	No strengths or leverages have been identified. Precise numbers and percentages are not provided.	Strengths and leverages have been identified using precise numbers and percentages.	Awareness of how strengths and leverages identified may be utilized to improve areas of concern has been articulated.
Key Elements	No processes, practices or conditions have been identified as a focus.	Processes, practices or conditions are identified as a focus for resources and effort.	Processes, practices or conditions are identified and clearly linked to a Key Core Work Process or other improvement system.

Needs Assessment Areas of Strength:
Needs Assessment Areas of Improvement:
Things to Consider:

Alignment to Needs Rubric

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Priorities/Concerns from Needs Assessment	No areas of weakness aligned to question #5 of the Needs Assessment are identified.	Two to three areas of weakness aligned to question #5 of the Needs Assessment are identified.	The two to three areas of weakness aligned to question #5 of Needs Assessment are thoroughly addressed in the strategies and activities outlined in the CSIP.
Processes, Practices, or Conditions to be Addressed from Key Elements Template	No processes, practices, or conditions aligned to the School Key Elements Template are identified.	Two to three processes, practices, or conditions identified as a focus on the School Key Elements Template are referenced.	The two to three processes, practices, or conditions identified are thoroughly addressed in the strategies and activities sections within the CSIP.
Indicator Scores	The overall scores of status and change are not listed for each indicator as required by school level.	The overall scores of status and change are listed for each indicator as required by school level.	

Alignment to Needs Areas of Strength:
Alignment of Needs Areas of Improvement:
Things to Consider:

CSIP Template Rubric

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Math and Reading Goal	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
Math and Reading Objective	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
Math and Reading Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategy.
Math and Reading Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Math and Reading Progress Monitoring	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
Math and Reading Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Science, Social Studies and Writing Goal	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
Science, Social Studies and Writing Objective	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
Science, Social Studies and Writing Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategy
Science, Social Studies and Writing Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Science, Social Studies and Writing Measure of Success	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
Science, Social Studies and Writing Progress Monitoring	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
Science, Social Studies, and Writing Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Achievement Gap Objective	Objective statements do not indicate targets for the current school year based on data from state assessments.	Objective statements clearly indicate targets for the current school year based on data from state assessments.	Objective statements are measurable and describe an ambitious but attainable target.
Achievement Gap Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategy
Achievement Gap Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Achievement Gap Measure of Success	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
Achievement Gap Progress Monitoring	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
Achievement Gap Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
English Learner Progress Goal	Goal statement does not indicate a three- to five-year goal based on relevant data.	Goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
English Learner Progress Objective	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target for the current school year.
English Learner Progress Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit and clearly connected to an established improvement approach. It is clear how the strategy will lead to changes that will enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategies.
English Learner Progress Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken including as appropriate: what the action is and its purpose, when and how often the action will occur, and the audience or recipient of the action. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
English Learner Progress Measure of Success	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
Progress Monitoring for English Learner Progress	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
English Learner Progress Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
School Climate and Safety Goal	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
School Climate and Safety Objective	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target for the current school year.
School Climate and Safety Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit and clearly connected to an established improvement approach. It is clear how the strategy will lead to changes that will enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategy.
School Climate and Safety Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			stated goal and strategy, and how it will be completed. All action steps are intentionally aligned with and provide a logical scaffolding to realize all outcomes.
School Climate and Safety Measure of Success	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
School Climate and Safety Progress Monitoring	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
School Climate and Safety Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Postsecondary Readiness Goal	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
Postsecondary Readiness Objective	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
Postsecondary Readiness Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategy
Postsecondary Readiness Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed. All action steps are intentionally aligned

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			with and provide a logical scaffolding to realize all outcomes.
Postsecondary Readiness Measure of Success	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
Postsecondary Readiness Progress Monitoring	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
Postsecondary Readiness Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
Graduation Rate Goal	The goal statement does not indicate a three- to five-year goal based on relevant data.	The goal statement clearly articulates a three- to five-year goal based on relevant data.	Goals are SMART. Goals clearly address critical school challenges identified in the needs assessment.
Graduation Rate Objective	Objective statements do not indicate a target for the current school year based on relevant data.	Objective statements clearly indicate a target for the current school year based on relevant data.	Objective statements are measurable and describe an ambitious but attainable target.
Graduation Rate Strategy	It is not clear that the chosen strategy is based on an established improvement approach.	Each strategy is specific and clearly aligned to an established improvement approach.	Descriptions of the strategies are explicit, noting how the strategy will lead to changes that will clearly enable the school to achieve the stated goal. Strategies are clearly aligned to identified needs and are mostly evidence-based strategy
Graduation Rate Activities	Listed activities are not actionable steps.	Each activity describes an actionable step.	Descriptions of the action steps provide detail regarding the actions to be taken, including as appropriate: what the action is and its purpose, when and how often the action will occur, the audience or recipient of the action, the alignment of the audience to the stated goal and strategy, and how it will be completed. All action steps are intentionally aligned

Diagnostic Component	Needs Improvement	Meets Expectations for Submission	Indicates High-Quality Planning
			with and provide a logical scaffolding to realize all outcomes.
Graduation Rate Measure of Success	Criteria is not based on observable measures.	Success criteria is based on quantitative and/or qualitative measures that can be observed.	Measures include student achievement data as well as implementation data.
Graduation Rate Progress Monitoring	No process is described. Timelines and persons responsible are not included.	A clear process is described, including timelines and persons responsible.	Estimated dates of completion are appropriate and all dates are not end-of-year dates. The distribution of action steps to responsible parties is varied and not concentrated around a few people and/or groups.
Graduation Rate Funding	Funding sources are not clearly identified.	Specific funding sources are identified or there is an indication of no need for funding.	Estimated amounts for each funding source are included. Specific materials, services or personnel to be funded are listed.

Indicators Areas of Strength:
Indicators Areas of Improvement:
Things to Consider:

Targeted Support and Improvement (TSI), Including Additional Targeted Support and Improvement (ATSI) Improvement Plan Addendum

This portion of the rubric addresses the required elements for schools identified for targeted support and improvement (TSI), including additional targeted support and improvement (ATSI). The rubric that follows will indicate a rating of Not Present, Developing or Meets Criteria highlighted in yellow for each additional requirement of the improvement plan. Also, the rubric includes a summary of elements to address.

For any **Not Present or Developing** rating, schools must revise their responses on the appropriate diagnostic until found to meet criteria.

Complete the revisions on the **CSIP goal building template and resubmit to the Continuous Improvement Platform (CIP).** Please send email confirmation to the assigned KDE Program Consultant once the revision has been uploaded to the platform.

TSI Requirement	Not Present	Developing	Meets Criteria
Turnaround Leadership	The plan includes no specific process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups.	The plan includes a process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups but lacks specificity or depth.	The plan includes a specific process for ensuring that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups.
Critical Resource Inequities	The plan includes no specific process for reviewing the allocation and use of resources (people, time, and money).	The plan includes a process for reviewing the allocation and use of resources (people, time, and money) but does not address any resource inequities that were identified that may contribute to underperformance, or does not explain how identified resource inequities will be addressed	The plan includes a process for reviewing the allocation and use of resources (people, time, and money), addresses any resource inequities that were identified that may contribute to underperformance, and explains how identified resource inequities will be addressed
Additional Actions	The plan includes no specific process used to review the learning culture related to the targeted subgroup(s).	The plan includes a process used to review the learning culture related to the targeted subgroup(s) but does not address any additional actions that were determined to address the causes of underperformance.	The plan includes a specific process used to review the learning culture related to the targeted subgroup(s) and describes additional actions that were determined to address the causes of underperformance.

TSI Requirement	Not Present	Developing	Meets Criteria
Targeted Subgroups and Evidence-based Interventions	The areas of need revealed by the analysis of data do not address the targeted subgroup **OR** evidence-based practice(s) that specifically targets the subgroup(s) achievement that contributed to the TSI/ATSI identification are not identified.	The areas of need revealed by the analysis of data are addressed through CSIP activities for the targeted subgroup(s). Evidence-based practice(s) that specifically target the subgroup(s) achievement that contributed to the TSI/ATSI identification are identified, but specifics regarding monitoring the evidence-based practice to ensure it is implemented with fidelity is missing or lacking depth **OR** appropriate documentation has not been uploaded to the CIP.	The areas of need revealed by the analysis of data are addressed through CSIP activities for the targeted subgroup(s). Evidence-based practice(s) the school will incorporate that specifically target the subgroup(s) achievement that contributed to the TSI/ATSI identification are identified, specifics regarding monitoring the evidence-based practice to ensure it is implemented with fidelity are included, and appropriate documentation has been uploaded to the CIP.

Elements to Address: