

TSI Frequently Asked Questions

1. Is TSI connected to our letter grades?
*TSI identification is a federal identification and is **not** related to your A-F state accountability grade.*
2. What data was used to determine subgroup designations?
AZEDs enrollment and assessment data.
3. What does the N count of 20 represent?
N count is based on the number of FAY students in the specific subgroup. Subgroups are major racial and ethnic groups, economically disadvantaged, EL and students with disabilities.
4. What is the definition of FAY?
FAY stands for 'Full Academic Year' and is defined as students enrolled within the first ten school days of the school's calendar year and continuously enrolled until the first day of the state spring testing window for AzMERIT and MSAA. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.
5. Do students that took the Alternate Assessment count?
Yes
6. How was the combined ELA and Math proficiency/passing rate calculated?

$$100 \times \frac{(\text{No. of FAY students proficient or highly proficient on AzMERIT or MSAA ELA} + \text{No. of FAY students proficient or highly proficient on AzMERIT or MSAA Math})}{(\text{No. of FAY students tested on AzMERIT or MSSA ELA} + \text{No. of FAY students tested on AzMERIT or MSSA Math})}$$
7. How is ELL_FEP calculated and what students does it include?
Student is currently an ELL student (meaning student has an ELL need – less than proficient AZELLA in the current or prior year) OR student tested proficient in prior year and is considered FEP – Fluent English Proficient. FEP students get included for 4 years after they test proficient.
8. Is TSI grant the same as the SIG grant or something different?
The TSI grant is different. TSI grant funds action steps in the IAP to address needs of student subgroups. Funding is available to any LEA with TSI schools that completes a detailed, high quality grant application. SIG grants addressed specific whole school change models and were only awarded to a few of the eligible schools.
9. What is the Exit Criteria for TSI schools?
*To exit TSI status schools must show a minimum of two years of consecutive increased subgroup achievement **and** implement the state required Integrated Action Plan **and** be out of the bottom 5%.*

10. Who does ESS and OELAS support?

ESS will support LEAs that only have schools identified with students with disabilities as the only low achieving subgroup.

Example: ABC School District

School 1 Students with disabilities

School 2 Students with disabilities

School 3 Students with disabilities

OELAS will support LEAs that only have schools identified with EL_FEP students as the only low achieving subgroup.

Example: XYZ School District

School A EL_FEP

School B EL_FEP

School C EL_FEP

If an LEA has schools representing a variety of subgroups or a single race, ethnic or poverty subgroup, Support and Innovation provides support.

Example: 123 School District

School X EL_FEP

School Y Student with disabilities

School Z Hispanic/Latino

School M EL_FEP; Students with disabilities; Economically disadvantaged

11. Do we need to completely redo the Comprehensive Needs Assessment (CNA)?

School sites need to look at their FY19 CNA through the lens of their subgroups low achievement and update it. A new CNA will be required for FY20.

12. Does the root cause analysis (RCA) need to be completed before the grant?

Yes. The root cause analysis is a methodology that helps a school determine key factors contributing to the primary need and finding the root cause of the problem. The strategies and action steps used in your integrated action plan are aligned to the CNA and RCA. The grant will require that you have alignment from your CNA, RCA and Integrated Action Plan relative to the identified subgroups.

13. If I have 10 schools, does each school apply or does the LEA apply?

The grant is for the LEA and the funding amount is based on the size of the school. So, the LEA will apply on behalf of the schools.

14. How do the allocations work?

It is the number of schools in each size category times the allocation.

School Size	Allocation
~100	\$ 7,000
101-350	\$10,000
351-600	\$12,500
601-900	\$15,000
>900	\$20,000

Examples: If an LEA has 5 TSI schools with 650 students in each, they are eligible for 5 X \$15,000 + = \$75,000 for the schools to address the identified subgroup/s' primary needs.

If an LEA has 1 school with 330 students, 2 schools with 550 and 1 school with 750; they are eligible for \$10,000+ (2X12,500) + \$15,000 = \$50,000 for the schools to address the identified subgroup/s' primary needs.

15. It looks like % passing (or % proficient) was used for this list rather than the proficiency calculation used in A-F accountability. Was this intentional?

Yes, this is pure proficiency. This federal designation has nothing to do with A-F calculations. The calculations need to be consistent year after year.

16. We are wondering if the N=20 count used for the designation is 20 students at a single grade level or subject area or a combined schoolwide count?

Twenty students in the tested grades.

17. Will the January 4th Webinar be available online after January 4th?

Our webinars are always recorded and made available.

18. What is the implementation guideline for successful grant applications?

The grant funds the strategies and actions steps in the IAPs relative to the identified subgroups.

19. Is this an FY 19 grant that ends on June 30th?

Project end date is September 30, 2018

20. What is your advice for non-Title I schools just starting the school improvement process?

To do the CNA, root causes analyses and IAP thoroughly and intentionally to drive school improvement takes time. Our best advice is to begin this process using the CNA-IAP Guidance and Resource document on our website <http://www.azed.gov/improvement/>. The process can be for the remainder of this year and next. If you are applying for the FY19 grant, your specialist will work with you to identify immediate action steps to fund. Then in March when the FY20 grant is open you will have a complete plan for FY20.

Additional questions from Nov. 9, 2018

21. How is the data calculated for SPED?

The subgroup data is based on the static file which includes the October 1 SPED count plus any additional FAY students identified as a SPED student prior to the state testing window.

22. If students receive SPED related services do they count in the N count?

Yes

23. School filled CNA and RCA for D and F do they need to do it again?

If the CNA was completed by a team or teams including all stakeholders and root causes analyses of each primary need were thorough and the IAP is aligned to then, there is not a need to redo the CNA and IAP at this time. The requirement is to review the CNA through the identified subgroup lens and add appropriate strategies and action steps to the IAP.

24. Can we fund an outside research company to conduct a needs assessment?

The Arizona Comprehensive Needs Assessment is required. It is essential that it is completed by school teams and stakeholders.

25. How do you define FAY? (#4)

FAY stands for 'Full Academic Year' and is defined as students enrolled within the first ten school days of the school's calendar year and continuously enrolled until the first day of the state spring testing window for AzMERIT and MSAA. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.

26. Is there an appeal process if we feel our data is incorrect?

If you have a question about your data, please send an inquiry to Devon Isherwood devon.isherwood@azed.gov or Peter Laing peter.laing@azed.gov and we will work with the accountability team to review the data in question.

27. Who is my SI specialist?

*List is now posted on Support and Innovation website
<http://www.azed.gov/improvement/>.*

28. What about assessments from the menu such as SAT and ACT?

All menu assessments are required to have the same four levels of achievement and must correlate with one another.

29. List of Allowable Expenditures?

The grant funds the strategies and actions steps in the IAPs relative to the identified subgroups; practices, programs or interventions must be evidence based. Generally, no positions or capital items will be funded. Examples: Purchase Wilson Reading as reading intervention for students with disabilities, provide Orton-Gillingham training for teachers (pay for trainer and teacher off contract time), Book study using "Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It" (purchase books and pay facilitator), tutoring (requires plan with different teaching than in the classroom as well as pre and post assessment), Culturally Responsive Teaching professional development, EL evidence-based pedagogy professional development.

30. What happens if growth isn't shown within the 3-year window?

TSI schools that don't meet exit criteria in four years, become Comprehensive Support and improvement Schools with increased oversight.

31. Were the subgroups required?

Yes, ESSA requires major racial and ethnic groups, economically disadvantaged, EL and students with disabilities subgroups.

32. Who do I contact in ESS if my LEA is only identified TSI for Students with Disabilities?

Support and Innovation is now (as of 11/15/18) supporting LEAs who's only identified TSI subgroup is Students with Disabilities. Specialists will be in contact next week (11/19/18). Specialists assignments will be added to the list on webpage.

33. Who do I contact in OELAS if my LEA is only identified TSI for EL_FEP students?

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