



School Support & Improvement

aTSI & TSI Training

Information for Identified Schools

December 2022



Agenda

- Identification & Data
- Collective Support & Artifacts for Accountability
- Planning Grant Information
- Q & A Session





aTSI and TSI Identification

Identification & Data





ESSA Requires Review of Subgroups in TWO categories

- aTSI
 - Any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School.
- TSI
 - Any school with consistently underperforming subgroups.



ESSA Requirements

Subgroups, for accountability purposes, are students from:

- Major racial and ethnic groups
- Students with disabilities
- English learners
- Income eligible students

Note Abbreviations in data

SWD	Students with Disabilities
ELFEP1-4	English learners and all students scoring Fluent English Proficient in years 1-4
IE12	Income Eligibility 1 and 2 (Formerly Economically Disadvantaged)





aTSI Identification

- The Targeted Support and Improvement N count is 20 FAY students.
- Subgroup achievement in the bottom 5% of Title I schools based on CSI LA criteria, see data module CSI 101 on website for support.
- Reidentification for aTSI is every 3 years.





Exit Criteria

- A minimum of 1 year of increased achievement for SY 2022-23 only; a minimum of 2 years of consecutive increased subgroup achievement; and
- implementation of school improvement goals, strategies, and action steps relative to subgroup achievement in state required Integrated Action Plan; and
- subgroup achievement above bottom 5% of Title I schools. considering all applicable criteria.

If exit criteria is not met by the end of the 4th year, Title 1 schools become CSI Schools, beginning in the 2024-2025 year.





TSI Identification

- The Targeted Support and Improvement N count is 20
- All major subgroups are included
- Subgroup achievement in the bottom 5% of Title I schools based on CSI LA criteria
- Consistently underperforming is defined as underperforming subgroups for 3 consecutive years





Need data support?

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Data Specialist
Arizona Department of Education
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Local Education Agency (LEA) ESSA Requirements

- Per ESSA requirements, the LEA with aTSI and TSI Schools is responsible for:
 - Notifying each identified school
 - Including specific goals, strategies and action steps in the LEA integrated action plan addressing trends and patterns across schools to increase subgroup achievement
 - Supporting and monitoring aTSI and TSI schools as they add specific goals, strategies and action steps addressing subgroup achievement to the school integrated action plan
 - Supporting and monitoring implementation of strategies, and action steps
 - Progress monitoring of strategies and action steps
 - Evaluating implementation and success of strategies, and action steps
 - Overseeing grant expenditures and ensuring fiscal compliance





LEA Requirements for aTSI/TSI

- Complete an annual LEA Plan for Support
- Participate in aTSI and TSI checkpoints throughout the year (Year 2 and Beyond)
- Conduct monthly/bimonthly/quarterly meetings with site leaders of identified schools to monitor progress, assess impact, and evaluate success
- Attend Virtual Learning Collaborative Meetings (Year 2 and Beyond)
- Complete annual EPS Support Survey





Creating a successful aTSI/TSI LEA team

- **Communicate** between LEA Leadership and aTSI/TSI schools
- **Review the data** for all identified aTSI/TSI subgroups
- **Select aTSI/TSI team members** so that relevant perspectives are represented





State Education Agency (SEA) Support

- The SEA (ADE) monitors and supports the LEA with TSI schools. Education Program Specialists (EPS) will provide collaborative technical assistance to LEAs federally identified for aTSI and TSI.
- Support will be provided at the LEA level, with additional school-level support provided only at the request of the LEA and based upon availability of Arizona DOE staff.
- EPS will communicate with the LEA's selected aTSI/TSI contact(s).





Criteria for Selecting your aTSI/TSI Contact(s):



Collaborate with the Education Program Specialist (EPS) assigned to your LEA

Designate one or more members from the aTSI LEA Team

Support and hold site leaders accountable

Include members that directly support identified subgroup(s)





aTSI and TSI Identification

Collective Support & Artifacts for Accountability





Creating a Partnership

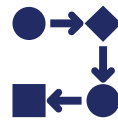




Education Program Specialist First Year Planning Support



Guiding the LEA through the collection and analysis of sub-group data



Guiding the LEA through the problem-solving cycle of the continuous improvement framework



Collaborating on a district plan for support focused on specific needs for the LEA and school context



Assisting with the selection of evidence-based actions, strategies, and interventions for the LEA plan for support



Providing ongoing communication with the LEA



Providing tools, resources, coaching and support for continuous improvement



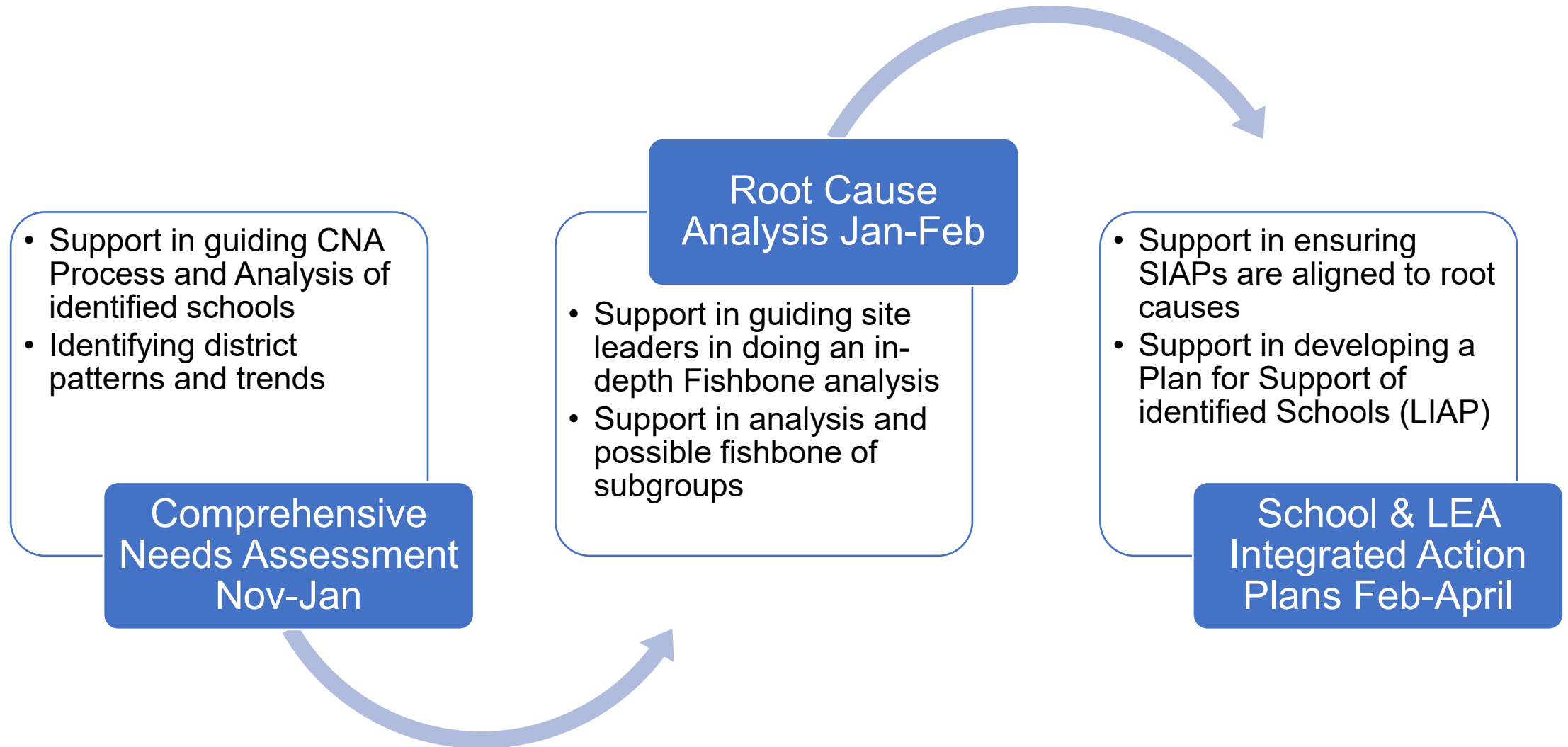
Conducting monitoring of LEA's plan for support



Conducting monitoring of the evidence-based practices and review of progress monitoring data



Late Identification = Shifting Support Year 1 Planning for Success in FY24



Artifact #1 for Accountability (Year 1)

LEA aTSI/TSI Patterns, Trends and Unique Needs Form

- Due on or before March 30, 2023
- LEA reviews identified schools CNAs and Fishbones (Root Causes)
- Conducts LEA Fishbone (if needed)
- Identify patterns and trends across identified schools
- Identify unique needs of identified schools



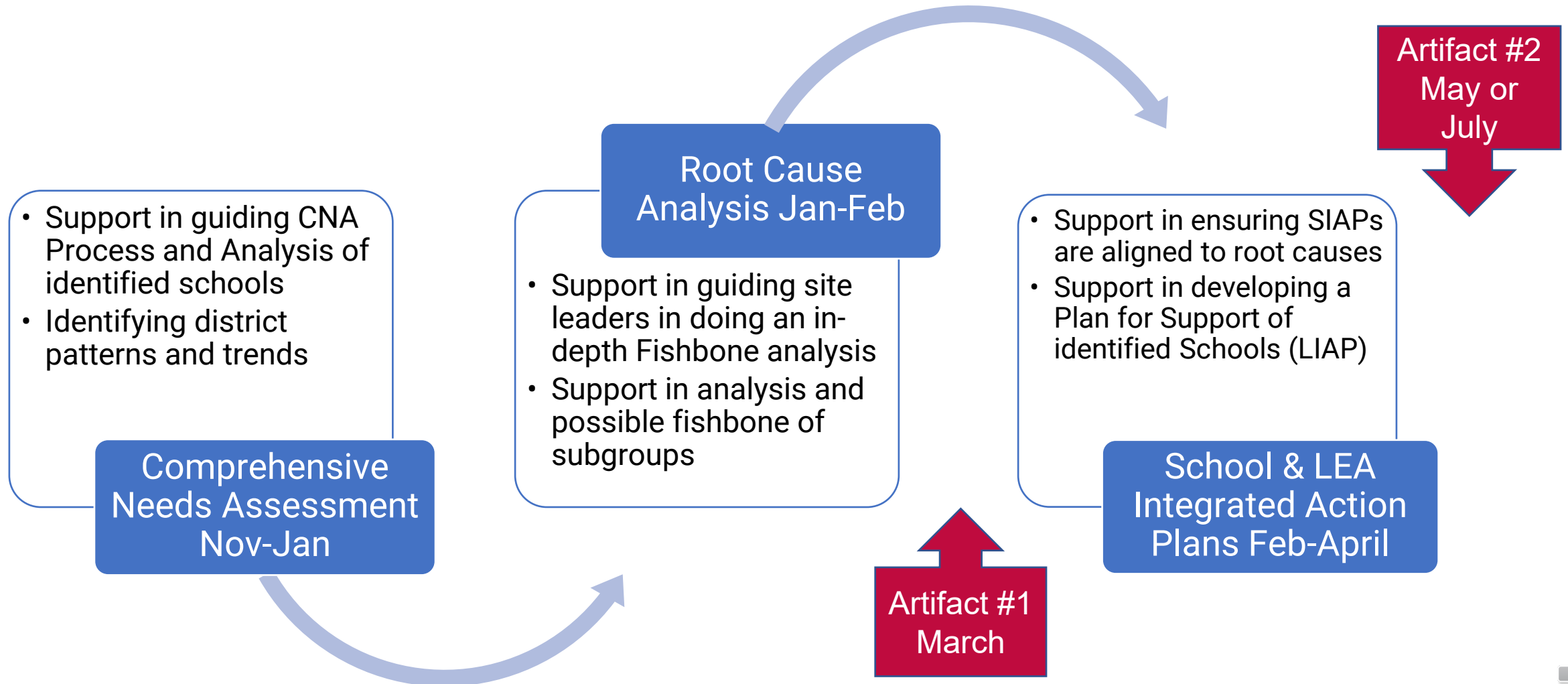
Artifact #2 for Accountability (Year 1)

LEA Integrated Action Plan (LIAP) in GME

- LEA develops strategies and actions steps for Communicating Expectations, Addressing LEA patterns and trends, monitoring implementation of LIAP and SIAP strategies and actions to impact student learning for identified subgroups (Principle 1 in LIAP)
- Plan for Support Template to guide discussions
- Due on or before May 30, 2023 to qualify for SI grants or by June 30, 2023 if not applying for funding



Late Identification = Shifting Support Year 1 Planning for Success in FY24






First Year Technical Desktop Support

- Providing technical support and/or virtual coaching, resources and tools to support to planning for the first year of identification.
- Providing support in budgeting School Improvement funds, including the development of the grant applications as well as monitoring expenditures and drawdown.





**What if I am
also CSI LA
or CSI G?**





Dual Identified CSI/aTSI Schools

- Schools will need to have subgroups as a category on fishbones or complete a separate fishbone for their identified subgroups (FY24).
- Site visit will have agenda topics specific to subgroup populations in leadership team meeting.
- LEAs will be required to develop a LEA plan for support (LIAP) and designate a Point of Contact for LEA aTSI/TSI Team.





Dual Identified CSI/aTSI Schools

LEA debrief will be conducted with the LEA aTSI Team.

- This debrief will include Monitoring of LEA Support Plan with Point of Contact and/or LEA team.
- Debrief may occur on the same day or another day depending on time.
- Check Points will occur three (3) times, beginning the FY24 school year.

*Please
collaborate
with your
assigned EPS
to address
supporting
dual
identification.*





aTSI and TSI Identification

Planning Grant Information





Allowable Expenditures

- Pay for off contract work (above and beyond duties necessary to job function); committees, professional learning activities, research specific to subgroup achievement
 - *Subs for Staff to Plan*
 - *Board approved off contract hourly rate pay, must be reasonable*
 - *Requires time and effort logs*
- Specialized supplies **directly** related to the planning are allowable





Funds Available

School Enrollment	Maximum Allocation
Up to 350	\$15,000
351-600	\$20,000
601-900	\$25,000
>900	\$30,000





Planning Grant Information



- SI grant applications opened **November 28, 2022**, and must be submitted by end of day on **January 13, 2023**. EPS team reviews and LEAs are notified of award/non-award by **February 7, 2023**.
- This is a competitive grant and application must be complete.
- It is strongly suggested to collaborate with your assigned EPS regarding grant application and grant revisions.





Additional Grant Expectations

- Revisions may be completed throughout the year but must be completed 45 days prior to the project end date of September 30, 2023.
- Reimbursements (RR) may begin after a grant application has been director approved and are expected to be submitted monthly to show timely use of funds.
- EPS will communicate with the LEA/ school on outstanding funds.





Grant Timeline

Grant application opens Nov. 28, 2022

Nov 2022

Grant application closes Jan. 13, 2023

Jan 2023

LEAs notified of award or non-award by Feb. 7, 2023

Feb 2023

Grant funds are available Feb. 7, 2023
(if Director approved)

Feb 2023

Project ends September 30, 2023

Sept 2023

[Please review the TSI Grant Funding Module on the ADE SSI Professional Learning Page.](#)





Virtual Grant Office Hours

12/15 **9:00-10:00 am**
<https://us06web.zoom.us/j/82304676420>

3:00-4:00 pm
<https://us06web.zoom.us/j/84577070080>

12/28 **9:00-10:00 am**
<https://us06web.zoom.us/j/89722319093>

1/5 **9:00-10:00 am**
<https://us06web.zoom.us/j/82906321606>

3:00-4:00 pm
<https://us06web.zoom.us/j/82076156742>





Resource Links

- [School Improvement Guidance and Grant Information](#)
- [SSI Professional Learning](#)
- [Artifact # 1: LEA aTSI/TSI Patterns, Trends, and Unique Needs form](#)
- [Artifact #2: Plan for Support template for planning](#)
- [aTSI/TSI Grant Module and Application](#)





Thank You

For questions, contact your Education Program Specialist or email SchoolImprovementInbox@AZED.gov or please call (602) 364-2269

