



# Targeted Support and Improvement (TSI) Under ESSA

Dr. Max Lang  
Leslie Evans

# Objectives

1. Understand TSI processes and requirements for identified schools
2. Understand evidence-based requirements in ESSA
3. Begin to plan/continue planning your school or LEA's TSI plan



# ESSA School Improvement

```
graph TD; A[ESSA School Improvement] --> B[Comprehensive Support and Improvement CSI]; A --> C[Targeted Support and Improvement TSI]; B --> D[Lowest 5% of Title I Schools]; B --> E[Any HS with ≤ 67% graduation Rate]; C --> F[Consistently underperforming student groups];
```

Comprehensive  
Support and  
Improvement  
CSI

Targeted Support  
and Improvement  
TSI

Lowest 5% of Title  
I Schools

Any HS with  $\leq$   
67% graduation  
Rate

Consistently  
underperforming  
student groups

# State School Turnaround & ESSA School Improvement

## • State School Turnaround

- Lowest performing 3% statewide for two consecutive years
- Resources provided through state funds
- Turnaround school must select and contract with a turnaround expert provider

## • ESSA School Improvement

- Title I CSI for achievement
  - Title I school in the lowest performing 5% of Title I schools for three years on average
- CSI for graduation rate
  - Any public high school with a graduation rate equal to or less than 67% for three years on average
- TSI for student groups
  - Student group performing in the lowest 5% for two consecutive years

Schools will not be double identified

# What is our collective knowledge of TSI?

I haven't a clue!

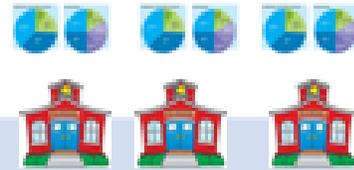
My school has an awesome plan!



# ESSA School Improvement – Targeted Support and Improvement (TSI) - Identification

- A school will be identified if, for two consecutive years, any of its student groups fall below the percentage of points associated with the lowest performing five percent of schools in the state's accountability system.
- Student groups include:
  - Students who are identified as economically disadvantaged
  - Students with disabilities
  - Students who are identified as English learners
  - Students by major racial and ethnic groups
- TSI schools will be identified annually





Accountability  
all schools and  
LEAs

Rank order  
school list and  
cut score set  
(5%)

Student group  
calculations by  
school – using  
same acct.  
indicators

Does the school  
have any  
student groups  
performing at  
or below the 5%  
cut?

If so, Identified  
for TSI



# TSI Identification Process



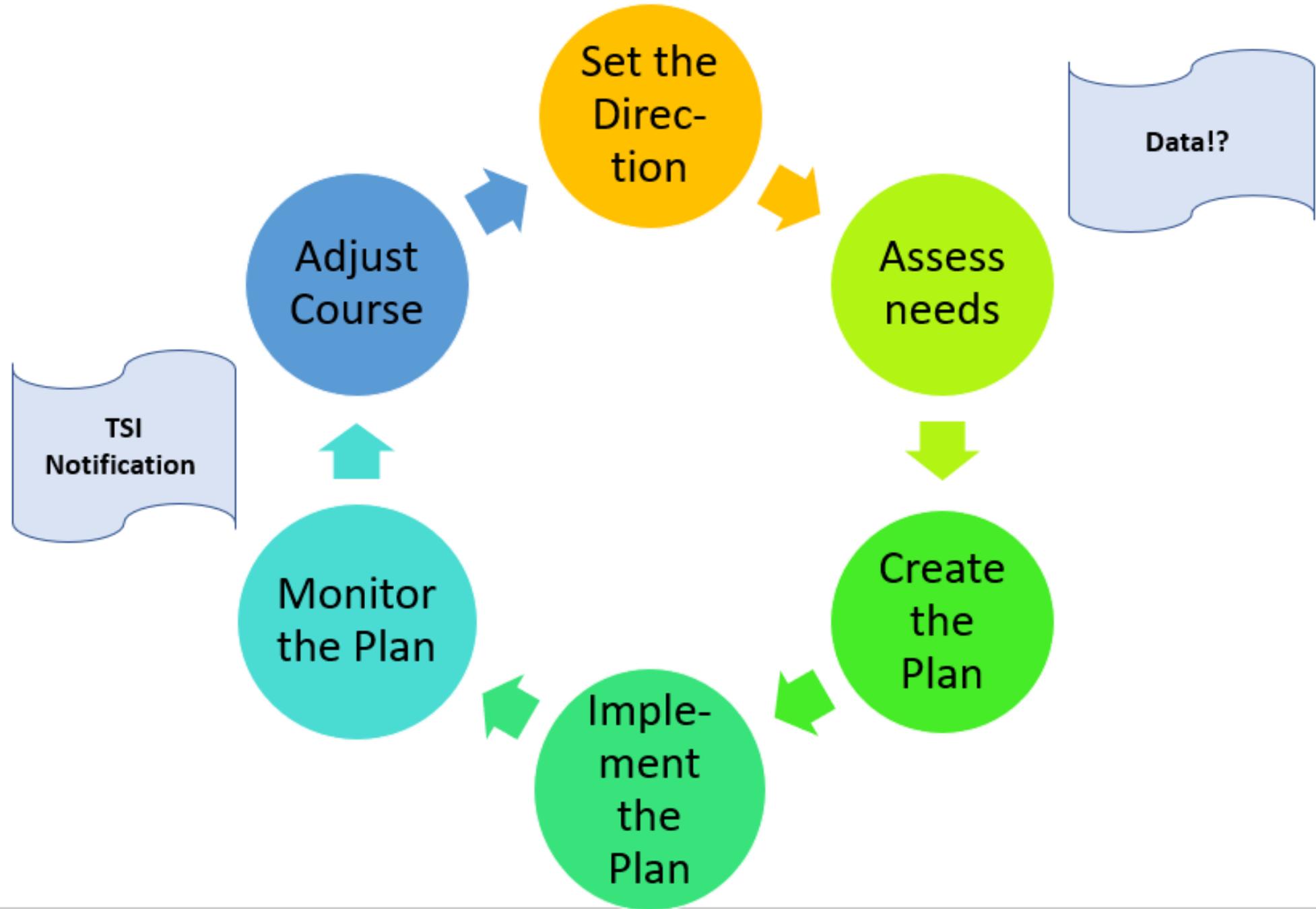
# List of TSI Schools and Key to Student Groups

The statewide list of TSI schools and the student groups that identified each school as TSI may be found here:  
<https://www.schools.utah.gov/File/49e3f2e1-00d4-4706-8cd2-c947dd8b00ec>

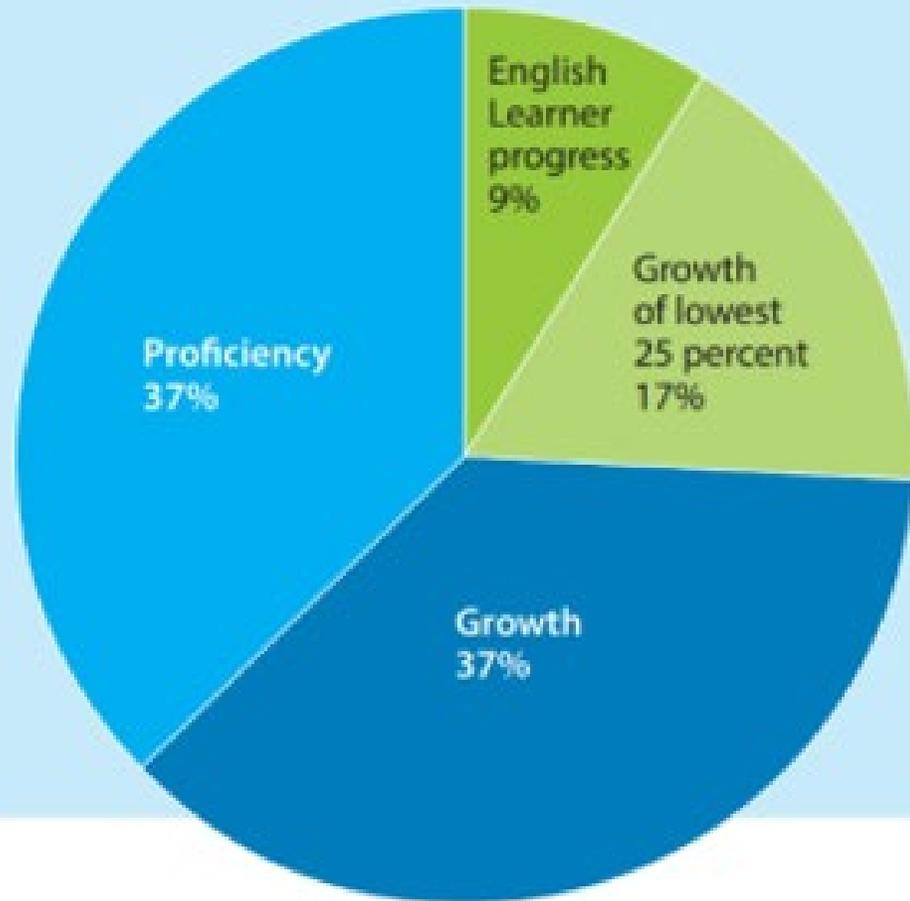
<b>EDA</b>	<b>Economically Disadvantaged</b>
<b>SWD</b>	Students with Disabilities
<b>ELL</b>	English Language Learner
<b>AM7</b>	American Indian/Alaska Native
<b>AS7</b>	Asian
<b>BL7</b>	Black/African American
<b>HI7</b>	Hispanic
<b>WH7</b>	Caucasian
<b>MU7</b>	Multiracial
<b>PI7</b>	Pacific Islander



# Continuous Improvement Cycle



## ELEMENTARY AND MIDDLE SCHOOLS



## HIGH SCHOOLS

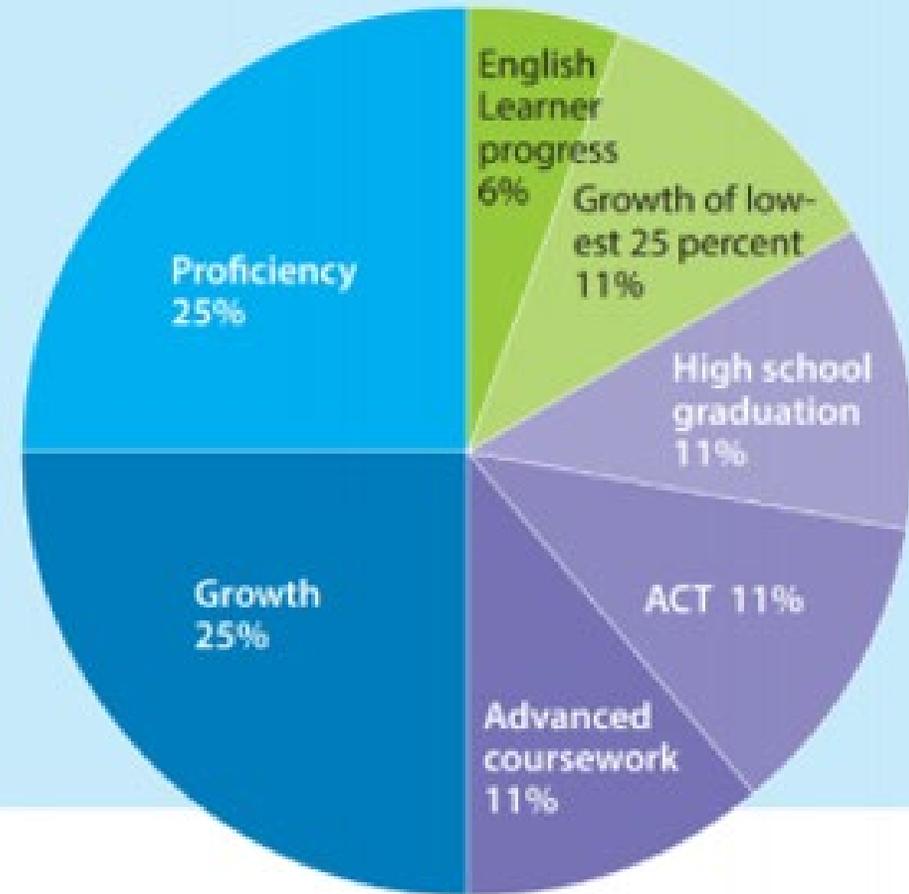


Table 1: Points and weighting of indicators for elementary/middle schools

Indicator	Points	Percentage of Total	Percentage with <10 ELs
Achievement	56	37%	41%
Growth	56	37%	41%
EL Progress	13	9%	--
Growth of Lowest Performing 25%	25	17%	18%
Total	150	100%	100%

Table 2: Points and weighting of indicators for high schools

Indicator	Points	Percentage of Total	Percentage with <10 ELs
Achievement	56	25%	41%
Growth	56	25%	41%
EL Progress	13	6%	--
Growth of Lowest Performing 25%	25	11%	18%
Postsecondary Readiness	75	33%	35%
Total	225	100%	100%



# TSI List of Schools

<https://schools.utah.gov/File/49e3f2e1-00d4-4706-8cd2-c947dd8b00ec>

OverallPoints	IndicatorCount	TotalPointsPossible	TSIScore	Current Year 5% Cut Score
35.6	3	137	25.98%	34.93%
42.15	3	137	30.76%	34.93%
35.21	3	137	25.70%	34.93%
44.37	4	150	29.58%	34.93%
37.27	3	137	27.20%	34.93%
45.52	3	137	33.22%	34.93%
34.71	3	137	25.33%	34.93%
26.21	3	137	19.13%	34.93%
38.13	3	137	27.83%	34.93%
45.4	5	187	24.28%	34.93%
34.00	4	150	22.67%	34.93%

0	2018	122	103	174 E	Alpine I
1	2018	122	163	174 E	Alpine I
2	2018	122	163	174 E	Alpine I
3	2018	122	165	177 E	Alpine I

◀
▶
TSI Schools - 2018
**TSI Student Group Scores 2018**



<https://schools.utah.gov/assessment/resources>

## Reports

School Report Cards:

-  [Comprehensive School Improvement \(CSI\) Identified Schools Statistical 3-year Rank 2018](#)
-  [ESSA 95% Participation List 2018](#)
-  [Rank List 2018](#)
-  [Rank Title I List 2018](#)
-  [Targeted School Improvement \(TSI\) Student Group List 2018](#)
-  [Turnaround Cohort 2018](#)



StudentGroupsCode	AchievementPoints	GrowthPoints	LQPoints	ELPoints	GRADPoints	ACTPoints	AdvPoints	OverallPoints	IndicatorCount	TotalPointsPossible	TSIScore	Current Year 5% Cut Score
ELL	0	20.4	15.2	-	-	-	-	35.6	3	137	25.98%	34.93%
ELL	2.55	23.3	16.3	-	-	-	-	42.15	3	137	30.76%	34.93%
ELL	4.41	18.6	12.2	-	-	-	-	35.21	3	137	25.70%	34.93%
SWD	9.07	20.8	9.6	4.9	-	-	-	44.37	4	150	29.58%	34.93%
PI7	4.87	19.5	12.9	-	-	-	-	37.27	3	137	27.20%	34.93%
SWD	10.92	21.1	13.5	-	-	-	-	45.52	3	137	33.22%	34.93%
ELL	3.11	19.1	12.5	-	-	-	-	34.71	3	137	25.33%	34.93%
SWD	6.51	13	6.7	-	-	-	-	26.21	3	137	19.13%	34.93%
ELL	4.13	21.5	12.5	-	-	-	-	38.13	3	137	27.83%	34.93%
ELL	0	10.7	10.5	-	20	4.2	-	45.4	5	187	24.28%	34.93%
PI7	6.76	12.3	9.1	-	-	6.8	-	34.96	4	162	21.58%	34.93%
ELL	2.37	16.8	12.3	-	-	-	-	31.47	3	137	22.97%	34.93%
PI7	6.59	22.2	10	-	-	-	-	38.79	3	137	28.31%	34.93%
ELL	4.9	15.6	12.3	-	-	-	-	32.8	3	137	23.94%	34.93%
SWD	7.51	19.6	13.9	7.8	-	-	-	48.81	4	150	32.54%	34.93%
SWD	2.49	-	15	6.2	-	-	-	23.69	3	94	25.20%	34.93%
ELL	2.38	17.9	12	-	-	-	-	32.28	3	137	23.56%	34.93%
SWD	6.93	14.4	8	6.5	-	-	-	35.83	4	150	23.89%	34.93%
ELL	3.67	17.8	13.6	-	-	-	-	35.07	3	137	25.60%	34.93%
HI7	8.61	22.4	14.7	4.7	-	-	-	50.41	4	150	33.60%	34.93%
SWD	2.98	19.2	12.5	6.2	-	-	-	40.88	4	150	27.25%	34.93%



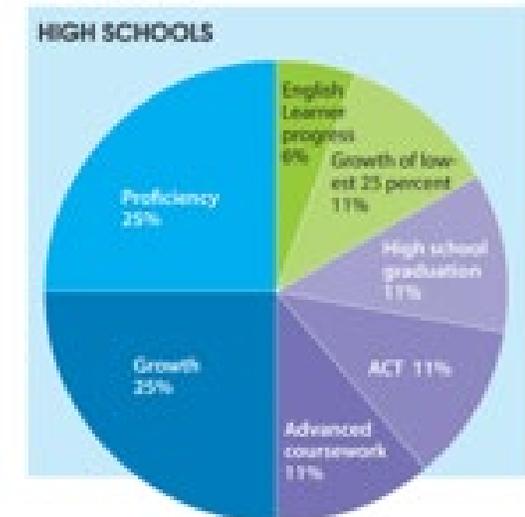
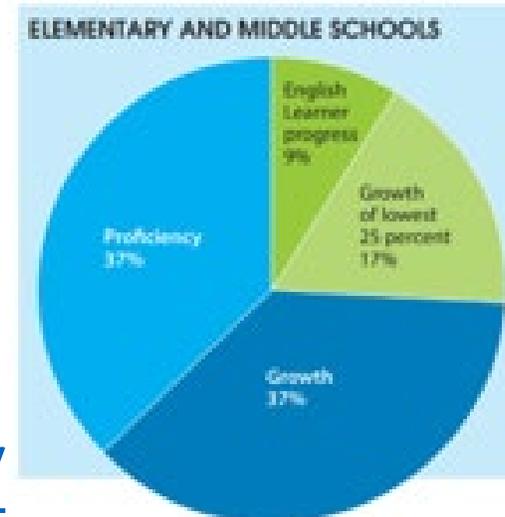
# Achievement (Proficiency) Indicator

## RISE Scores

$$\text{Achievement Points} = \left( \frac{\text{Number of proficient scores}}{\text{Total number of scores}} \right) \times 56$$

- 56 points possible (37% of points possible for Elem. And 25% points possible for HS)
- 18.67 points for ELA
- 18.67 points for Math
- 18.67 points for Science

<https://datagateway.schools.utah.gov/>



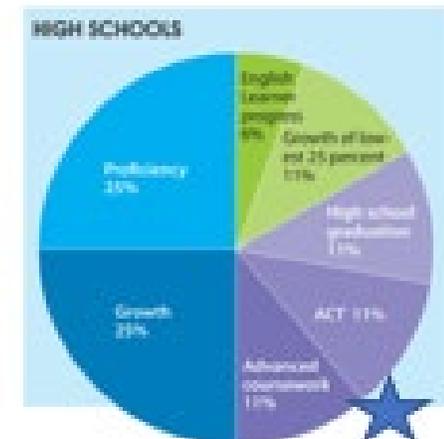
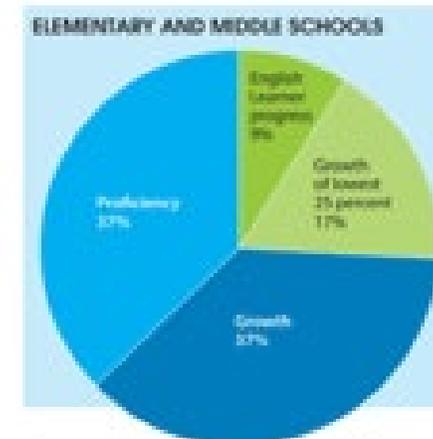
# Growth Indicator

## RISE Scores

$$\text{Growth Points} = \left( \frac{\text{Summed weights for all students and subjects}}{\text{Total number of scores}} \right) \times 56$$

- 56 points possible (37% of points possible for elementary and 25% points possible for HS)
- Growth is calculated by a) whether a student did or did not meet their Student Growth Target and b) the amount of growth the student made as determined by their Student Growth Percentile (SGP)

Student SGP	Student Met SGT	Student Did Not Meet SGT
>65	1.00	.75
50-65	.75	.50
40-49	.50	.25
<40	.25	0

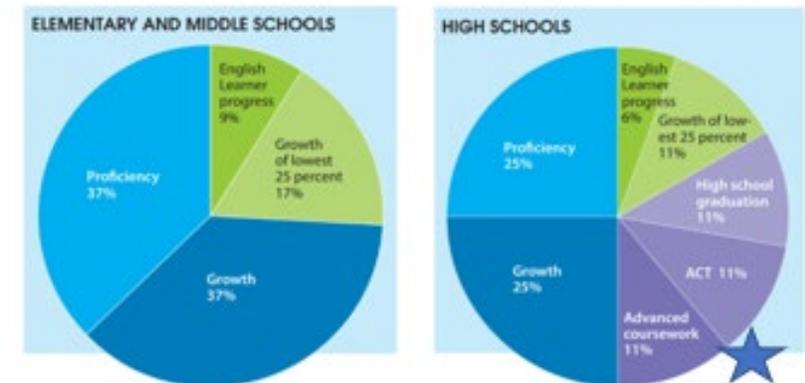


# Growth of the Lowest 25%

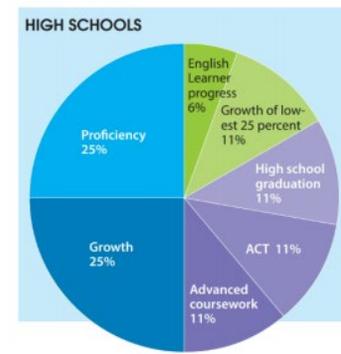
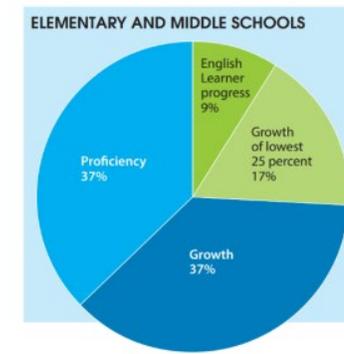
RISE Scores

$$\text{Growth of of LQ Points} = \left( \frac{\text{LQ students with SGP of } \geq 40}{\text{All students in the LQ group}} \right) \times 25$$

- 25 points possible (17% for elementary and 11% for HS)



# English Learner Progress Indicator



## WIDA ACCESS Scores

A key change in Every Student Succeeds Act (ESSA) is that assessment and accountability for English Learner Progress was moved from Title III to Title I and must be included in the state's overall accountability system (Goldschmidt, 2018). Utah's accountability system includes an indicator of English learner progress (ELP). This indicator is a measure of EL students' **academic language development and proficiency in English.**

**\*WIDA does not measure academic proficiency in the content areas or the Utah Core Standards.**



# English Learner Progress Indicator

$$\text{Points} = \left( \frac{\text{Number of ELs making adequate progress} + \text{ELs reaching proficiency}}{\text{Total number of current EL students} - \text{first year ELs}} \right) \times 13$$

## WIDA ACCESS Scores

- 13 points (9% for elementary and 6% for HS)
- Adequate progress for ELs is determined by charts in the Accountability Technical Manual
- The progress charts consider the student's
  - Initial grade level
  - Initial English language proficiency level
  - Time enrolled in school with supportive English instruction



# Progress Charts

Table 6: Initial Grade 1-3 EL Adequate Progress Targets

Initial ELP Level	Time in EL Program					
	1	2	3	4	5	6
1.0-1.9	+1.4	+1.0	+0.7	+0.6	+0.3	+0.1
2.0-2.9	+1.2	+0.7	+0.6	+0.3	+0.2	+0.1
3.0-3.9	+0.8	+0.6	+0.5	+0.3	+0.1	+0.1
4.0-4.9	+0.6	+0.5	+0.3	+0.2	+0.1	+0.1

Grades 8-12

Initial ELP Level	Time in EL Program					
	1	2	3	4	5	6
1.0-1.9	+0.7	+1.0	+0.6	+0.4	+0.3	+0.2
2.0-2.9	+0.6	+0.8	+0.6	+0.5	+0.3	+0.1
3.0-3.9	+0.6	+0.7	+0.5	+0.3	+0.1	+0.1
4.0-4.9	+0.4	+0.5	+0.1	+0.1	+0.1	+0.1

\*Gray cells indicate years after student should have met exit criteria.



# WIDA ACCESS Individual Student Reports (must have a login to access)

<https://datagateway.schools.utah.gov/>

The screenshot displays the Utah State Board of Education Data Gateway website. At the top, the Utah State Board of Education logo is visible. Below it, a dark red navigation bar contains the text "DATA GATEWAY" and "My Tools". The "My Tools" dropdown menu is open, showing a list of options. An arrow points from the "Assessment" section of the main navigation to the "WIDA ACCESS Reports Download" option in the dropdown menu.

**Utah State Board of Education**

**DATA GATEWAY** My Tools ▾

- Assessment
  - Compare Schools
  - SAGE
  - SAGE History
  - Student Growth
  - Proficiency Movement
- Accountability
  - School Report Card

**Main**

- Students

**Assessment**

- KEEP Results
- KEEP Admin
- SAGE Scores by Teacher
- SAGE Special Codes
- Student Scores Lookup
- UTREx Assessment Reports
- WIDA ACCESS Reports Download

**Special Education**

- Assessment Comparison
- SAGE Scores for SWD

**Additional Navigation (partially visible):** Educational, Data Gatew, y Training



# Choose your school

## Download individual student reports



 DATA GATEWAY

My Tools ▾

School Year

2017/2018 ▾

District

Academy for Math ▾

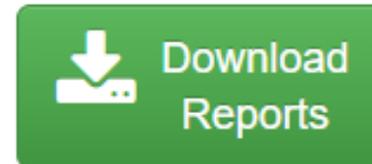
School

Academy for Math ▾

### 2018 WIDA ACCESS Reports for Currently Enrolled Students

Group reports by

- School » Grade
- School



# Postsecondary Readiness

75 points possible (33%)

25 points – Graduation Rate

$$\text{Points} = ((4 \text{ year graduation rate } \% \times 22.5) + (5 \text{ year graduation rate } \% \times 2.5)) \times 25$$

25 points – ACT

$$\text{ACT Points} = \frac{\text{Number of students with composite score } \geq 18}{\text{Total number of ACT scores}} \times 25$$

25 points – Readiness Coursework

$$\text{Coursework Points} = \left( \frac{\text{Number of students who met coursework criteria}}{\text{Total number of students in graduation cohort}} \right) \times 25$$



<https://schools.utah.gov/assessment/resources>

## Reports

School Report Cards:

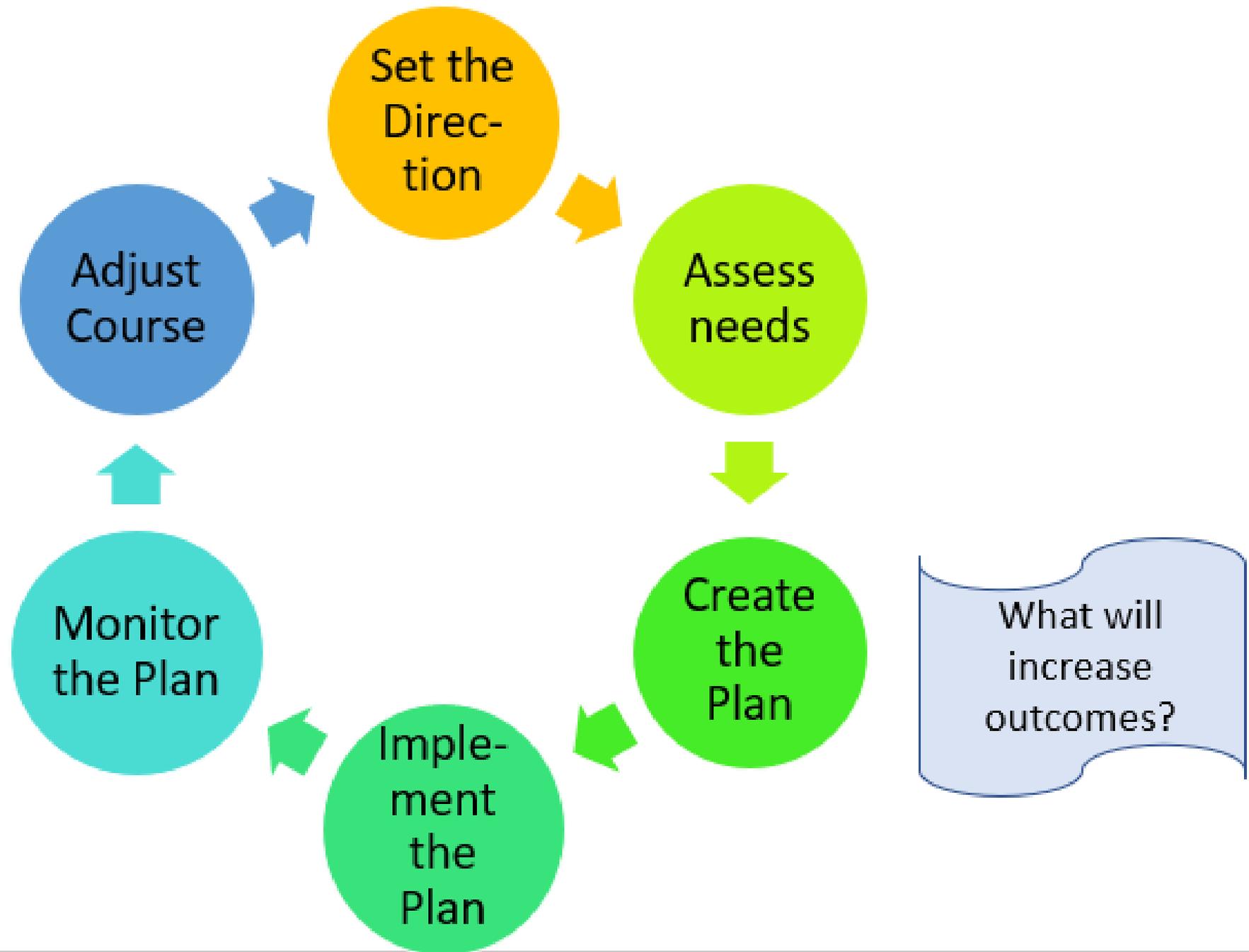
-  [Comprehensive School Improvement \(CSI\) Identified Schools Statistical 3-year Rank 2018](#)
-  [ESSA 95% Participation List 2018](#)
-  [Rank List 2018](#)
-  [Rank Title I List 2018](#)
-  [Targeted School Improvement \(TSI\) Student Group List 2018](#)
-  [Turnaround Cohort 2018](#)



StudentGroupsCode	AchievementPoints	GrowthPoints	LQPoints	ELPoints	GRADPoints	ACTPoints	AdvPoints	OverallPoints	IndicatorCount	TotalPointsPossible	TSIScore	Current Year 5% Cut Score
ELL	0	20.4	15.2	-	-	-	-	35.6	3	137	25.98%	34.93%
ELL	2.55	23.3	16.3	-	-	-	-	42.15	3	137	30.76%	34.93%
ELL	4.41	18.6	12.2	-	-	-	-	35.21	3	137	25.70%	34.93%
SWD	9.07	20.8	9.6	4.9	-	-	-	44.37	4	150	29.58%	34.93%
PI7	4.87	19.5	12.9	-	-	-	-	37.27	3	137	27.20%	34.93%
SWD	10.92	21.1	13.5	-	-	-	-	45.52	3	137	33.22%	34.93%
ELL	3.11	19.1	12.5	-	-	-	-	34.71	3	137	25.33%	34.93%
SWD	6.51	13	6.7	-	-	-	-	26.21	3	137	19.13%	34.93%
ELL	4.13	21.5	12.5	-	-	-	-	38.13	3	137	27.83%	34.93%
ELL	0	10.7	10.5	-	20	4.2	-	45.4	5	187	24.28%	34.93%
PI7	6.76	12.3	9.1	-	-	6.8	-	34.96	4	162	21.58%	34.93%
ELL	2.37	16.8	12.3	-	-	-	-	31.47	3	137	22.97%	34.93%
PI7	6.59	22.2	10	-	-	-	-	38.79	3	137	28.31%	34.93%
ELL	4.9	15.6	12.3	-	-	-	-	32.8	3	137	23.94%	34.93%
SWD	7.51	19.6	13.9	7.8	-	-	-	48.81	4	150	32.54%	34.93%
SWD	2.49	-	15	6.2	-	-	-	23.69	3	94	25.20%	34.93%
ELL	2.38	17.9	12	-	-	-	-	32.28	3	137	23.56%	34.93%
SWD	6.93	14.4	8	6.5	-	-	-	35.83	4	150	23.89%	34.93%
ELL	3.67	17.8	13.6	-	-	-	-	35.07	3	137	25.60%	34.93%
HI7	8.61	22.4	14.7	4.7	-	-	-	50.41	4	150	33.60%	34.93%
SWD	2.98	19.2	12.5	6.2	-	-	-	40.88	4	150	27.25%	34.93%



# Continuous Improvement Cycle



# ESSA School Improvement – TSI – Required Actions

- TSI requirements and processes led by the LEA:
  - Notify schools of TSI status
  - Schools must partner with stakeholders to establish a Targeted Support and Improvement Plan for each identified student group
  - TSI Plan(s) must include interventions that meet ESSA's evidence-based requirements and may include a review of LEA and school-level budgeting to identify resource inequities,
  - TSI plan(s) must be approved by the LEA prior to implementation
  - LEA must monitor implementation of the TSI plan(s)

# Resource

- TSI school teams DO NOT need to use this handbook, but teams may want to use the tools
  - Improvement plan template
  - Interviews
  - Surveys
  - Classroom Observations
  - Root Cause Analysis tools
- <https://schools.utah.gov/file/0661922d-d4dc-419f-b462-01acae3b070b>

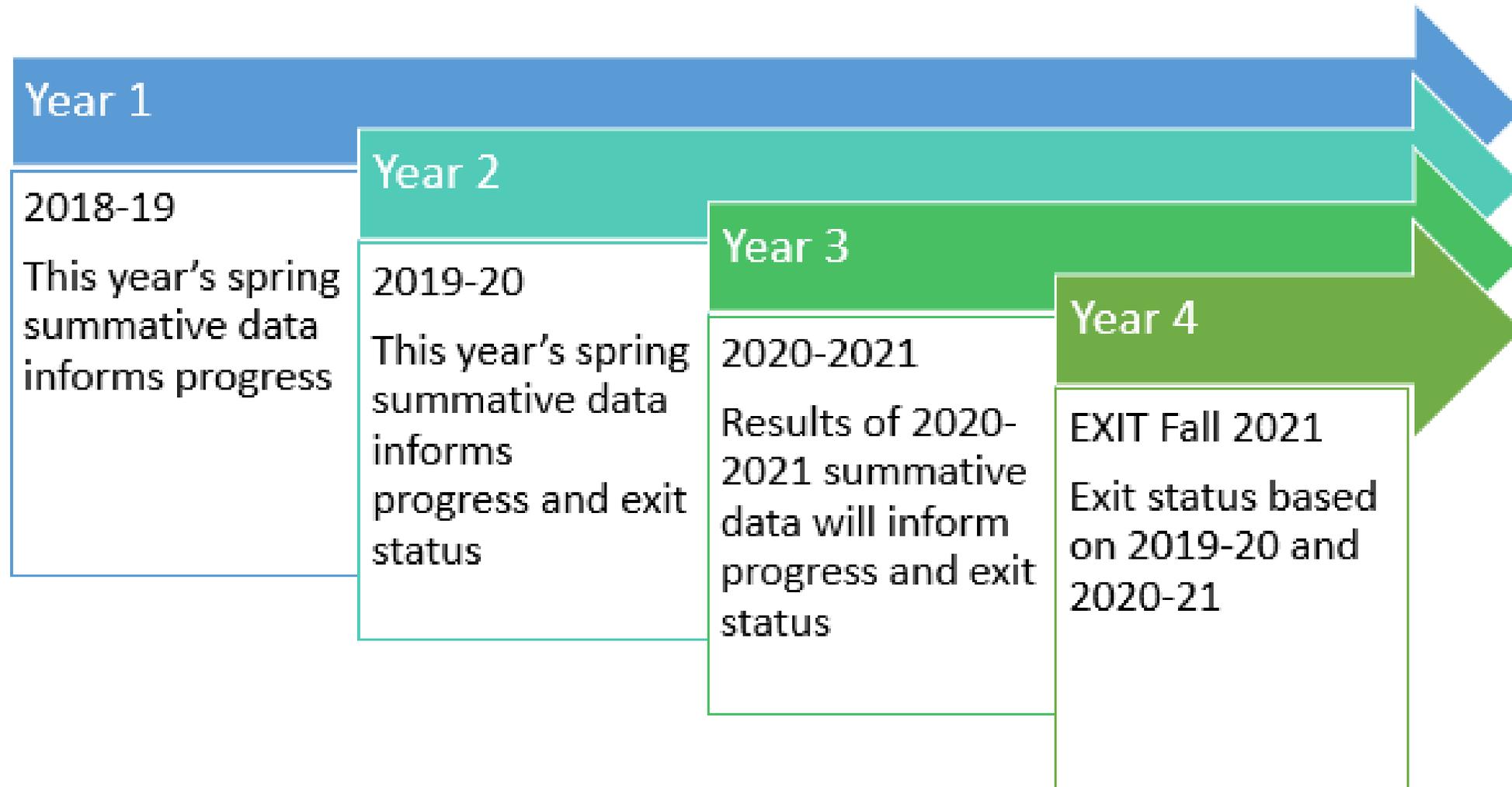


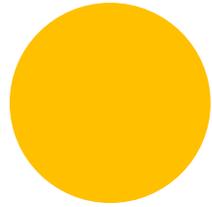
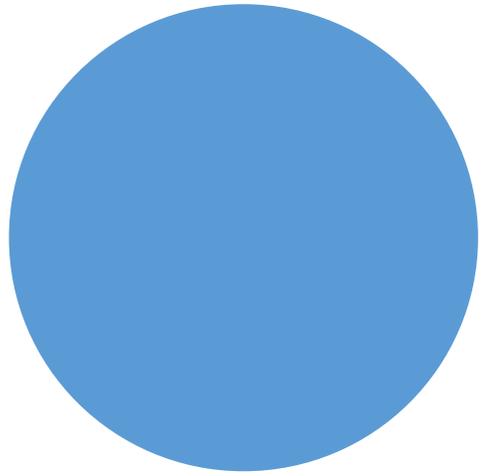
# ESSA School Improvement – TSI – Exit Status

- TSI schools will exit when, for two consecutive years, the school no longer has student groups performing below the percentage of points (cut score) associated with the lowest performing five percent of schools in the state's accountability system
  - Schools are expected to make the necessary improvements to exit within four years
- Any Title I school that does not meet the exit criteria will be identified for comprehensive support and improvement (CSI) for the student group identified.

# Targeted Support and Improvement (TSI) Identification 2018-19

(Using 2016-17 and 2017-18 Accountability Data)



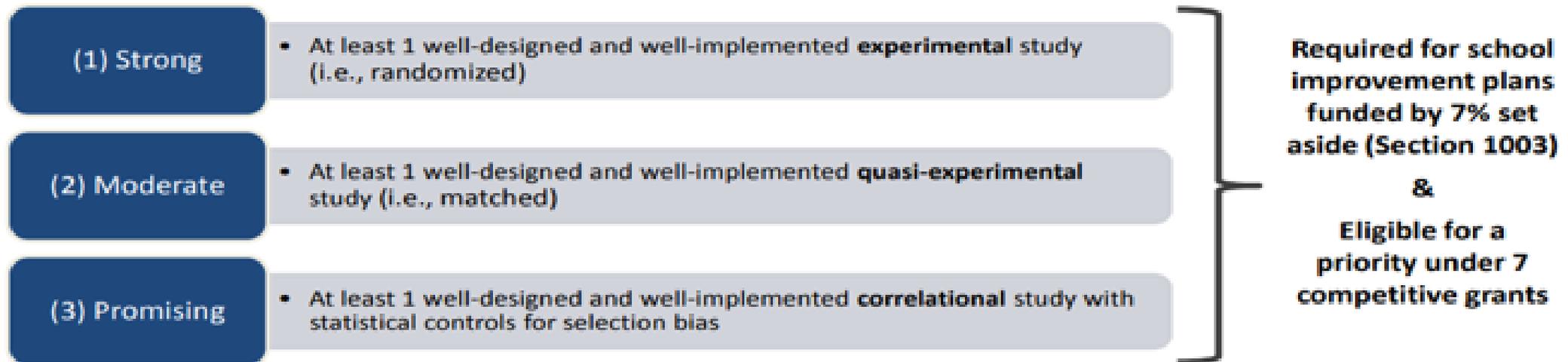


# Evidence-based Requirements in ESSA

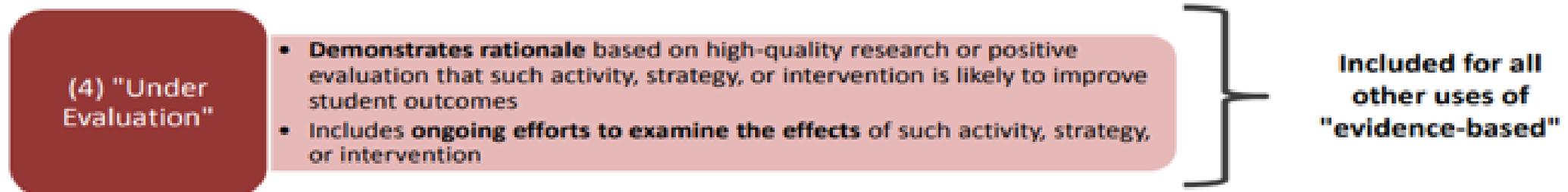
Targeted Support and  
Improvement (TSI) -  
School Improvement  
Plans

## Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:



The 4<sup>th</sup> level is designed for ideas that do not yet have an evidence base qualifying for the top 3 levels above. Given the requirement in the second bullet below to examine the effects of these ideas, this *evidence-building* level can be referred to as "under evaluation."



# Data Review: Your LEA/School

Using the USBE data portal, review data for your LEA or school.

What patterns do you notice? Does anything surprise you?

Are there achievement gaps? Do they vary by grade?

What is a high leverage area of need for your context?

# Selecting Evidence-Based Interventions

Identify  
research

Screen research  
studies

Assess the evidence base and identify  
areas in need of more evidence

# What is a “Strategy?”

“ESSA evidence tiers clearly and consistently focus on an ‘activity, strategy, or intervention.’ Research is relevant in as much as it demonstrates that an education activity, strategy, or intervention is likely to produce the desired effect. ESSA does not, however, define what might be considered an activity, strategy, or intervention.”

<https://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf>

You do not need to choose a commercial product or program!



# Branded vs. Unbranded Programs

“States and districts may opt to replicate a branded program in their own contexts. If the unbranded program shares all the components of the branded program and research on the branded program meets other ESSA requirements, then that research can be used to justify the unbranded replication. According to the U.S. Department of Education (2016d), **“[t]he label or brand attached to a program or intervention included in a research study is less important than the activities, strategies, and practices that constitute that program or intervention.”**

<https://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf>



# EBP Resources from WestEd

<https://wested.box.com/v/USBEvidence>

A school identified for improvement under ESSA must implement evidence-based practices that meet the top three levels of evidence if the school is the recipient of any Title I 1003(a) school improvement funds.



# Tool 5 Key Questions & Steps

- What are the outcomes that you would like to achieve and possible interventions to help achieve those outcomes?
- Review available research studies on a single intervention.
- Determine the level of evidence demonstrated by each study.
- For each study, to what extent was the educational setting and population similar to the one you are considering?
- Assess the cumulative body of evidence on the intervention, both in general and specifically for your educational setting and population.



# Tool 6 Key Questions & Steps

- Review available information to better understand how well each evidence-based intervention under consideration would fit into the context of your educational setting.
- Review available information to determine the costs of implementing the interventions under consideration in your educational setting.
- Discuss the feasibility of selecting and implementing each intervention in your educational setting, and the advantages and disadvantages of each intervention as it pertains to your educational context.

# Identifying Research



[eric.ed.gov](http://eric.ed.gov)



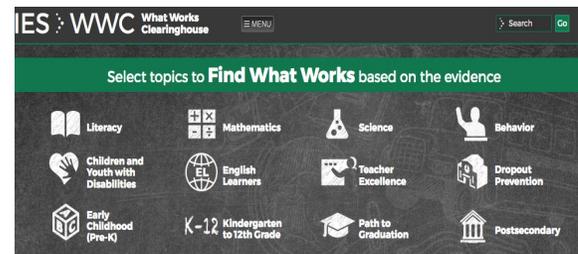
[evidenceforessa.org](http://evidenceforessa.org)



[campbellcollaboration.org](http://campbellcollaboration.org)

<https://www.schools.utah.gov/ulead>

<https://ies.ed.gov/ncee/wwc/>



# Turn and Talk

What are some of the interventions you have planned, or are thinking of implementing?

Write a logic model for your chosen intervention

***If*** we build stronger mentoring and induction program, ***then*** we will retain new teachers, improve their instructional practices ***and*** increase student achievement



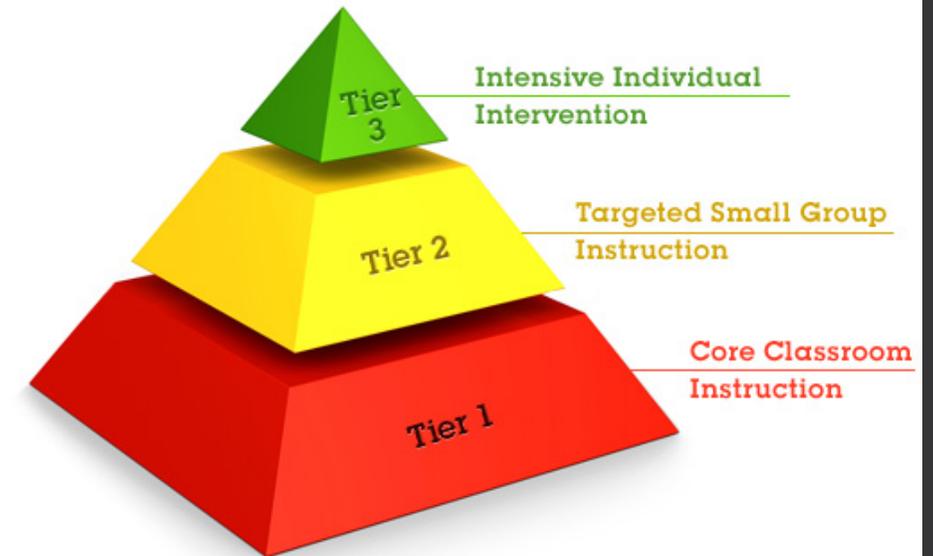
# ESSA School Improvement TSI - Funding

- LEAs are expected to support this improvement plan and implementation
- Consider leveraging funds from:
  - Titles I, II, III
  - Enhancement for At-Risk Students (EARS)
  - Title IVB (21st Century)
  - K-3 Reading

# Turn and Talk

What funds are available to support interventions in your TSI plan?

What targeted actions could enrich Tier 1 instructional quality to support the growth and proficiency for ALL students?



RTI (Response To Intervention)  
**3 Tiers of Support**

# Contacts

## USBE School Improvement Team

- Max Lang – [max.lang@schools.utah.gov](mailto:max.lang@schools.utah.gov)
- 801-538-7725
  
- Leslie Evans – [leslie.evans@schools.utah.gov](mailto:leslie.evans@schools.utah.gov)
- 801-538-7851
  
- Rebecca Donaldson – [rebecca.donaldson@schools.utah.gov](mailto:rebecca.donaldson@schools.utah.gov)
- 801-538-7869