Targeted Support and Improvement (TSI)

Support and Innovation Unit

October 22nd, 2018

Welcome!

Thank you for taking the time to view this webinar!

To see additional information and resources regarding Targeted School Improvement (TSI), please visit **http://www.azed.gov/improvement**

Please email us your questions at:
SupportandInnovationInbox@azed.gov

Core Values
Trust, Compassion, Respect, Accountability, Service Oriented, Integrity, Transparency, Collaboration and Empowerment

Mission
To improve LEA and school systems in order to significantly increase and sustain quality outcomes for Arizona students.

Vision
Driving academic reform creating and sustaining highly effective schools by promoting systemic changes.

Support and Innovation Unit
Arizona Department of Education

Agenda

TSI Schools Identification and Exit Criteria

ADE Monitoring and Support for TSI Schools

Review of LEA Requirements for TSI Schools

FY19 TSI Grant Opportunity Overview

2018-2019 Timeline for TSI Schools

Examples of Expectations for TSI Schools

Next Steps: *Opportunities for Support*

TSI School Identification Criteria

- Any school with any subgroup of students, **that on its own**, would lead to identification as a Comprehensive Support and Improvement School (CSI) will be identified as a Targeted Support and Improvement (TSI) School.

- **Subgroups** are **major racial and ethnic groups, students with disabilities, English learners** and **economically disadvantaged students**

- The **2018 subgroup N-count** for Arizona is **20**

- Subgroup achievement in the **bottom 5% of Title I schools** (13% or below combined ELA and Math for 2018 identification)

ADE will notify <u>LEAs</u> which schools are Targeted Support and Improvement (TSI) Schools

TSI Schools will be identified every three years

TSI School Exit Criteria

- A minimum of two 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

ADE Monitoring and Support

Support and Innovation will monitor and support <u>**LEA's**</u> with **multiple subgroups and single subgroups** *other than* **students with disabilities or English language (EL) learners**

Support and Innovation will also collaborate with ESS and OELAS to support LEAs with TSI schools:

- **Exceptional Student Services (ESS)** will monitor and support LEAs with schools identified for the **students with disability subgroup only**

- The **Office of English Language Acquisition Services (OELAS)** will monitor and support LEAs with schools identified for the **English language (EL) subgroup only**

If your LEA's only identified subgroups in your TSI schools are *students with disabilities* or *English language (EL)* learners, please contact ESS or OELAS for support, as applicable

The **TSI grant** is available for **all LEAs with identified TSI schools**

This webinar focuses on requirements for LEAs with multiple subgroups and single subgroups other than students with disabilities or English language (EL) learners

LEA Requirements for TSI Schools

- Notify each identified TSI school of their status
- Update the LEA IAP to include support of TSI school Strategies and Action Steps to improve subgroup achievement
- Provide oversight and support for TSI Schools
  - Ensure TSI school IAP addresses subgroup achievement
    - **Support** Strategies and Action Steps
    - **Progress monitor** Strategies and Action Steps
    - **Evaluate** the success of Strategies and Action Steps

Additional LEA Requirements

- Complete School and LEA Contact Forms on Support and Innovation website for the LEA and TSI School/s at: www.azed.gov/improvement

- Review, Sign and Upload Assurances to ALEAT (Appendix I)

- Ensure school Comprehensive Needs Assessments (CNA) and Root Cause Analysis (RCA) Fishbones are conducted annually

- Collect records and evidence to support the monitoring, implementation and evaluation of TSI school Goals, Strategies and Action Steps

School Integrated Action Plan (SIAP)

The LEA is responsible for ensuring that each identified TSI school completes an updated SIAP:

- Based on the Comprehensive Needs Assessment (CNA) and the Root Cause Analysis (RCA) Fishbone conducted relative to the identified subgroup/s, determine what Principle/s need to be addressed:
  - Principle 1 - Effective Leadership
  - Principle 2 - Effective Teachers and Instruction
  - Principle 3 - Effective Organization of Time
  - Principle 4 - Effective Curriculum
  - Principle 5 - Conditions, Climate and Culture
  - Principle 6 - Family and Community Engagement

The following are required elements that must be addressed in the SIAP for each selected Principle:
- **Primary Need**
- **Root Cause**
- **Need Statement**
- **Desired Outcome**
- **Strategies (*specific to subgroup achievement*)**
- **Action Steps**
  - Use of **evidence-based** programs, practices and/or interventions (**Appendix E**)
    - **Tag Action Steps**
      - TSI (**program** tag) and/or
      - FY19_TS (**funding** tag)
- **SMART goals - Subgroup ELA and Math goals to address low achievement**
  - Leading and lagging indicators
  - Process and impact goals as appropriate

*See guidance materials CNA to RCA to IAP http://www.azed.gov/improvement (Appendix A)

LEA Integrated Action Plan (LIAP)

The LEA plan must support the implementation of all TSI school level Integrated Action Plans (SIAPs). The LEA's IAP is based on:

- A review of all school CNA results looking for patterns and trends

- A review of school Root Cause Analysis (RCA) Fishbones to look for patterns and trends

- Reflective Questioning process and discussion with site and district leaders

- Identification of evidence-based Strategies and Action Steps to support TSI schools

The following are required elements that must be addressed in the LIAP for each selected Principle:
- **Primary Need**
- **Root Cause**
- **Need Statement**
- **Desired Outcome**
- **Strategies (*specific to subgroup achievement*)**
- **Action Steps**
  - Use of **evidence-based** programs, practices and/or interventions (**Appendix E**)
    - **Tag Action Steps**
      - TSI (program tag) and/or
      - FY19_TS (funding tag)
- **SMART goals - Subgroup ELA and Math goals to address low achievement**
  - Leading and lagging indicators
  - Process and impact goals as appropriate

How to Submit LEA and School IAPs to ADE

LEA with Title I Schools

- LEA is responsible for updating their existing LEA IAP (LIAP) and all TSI school IAPs (SIAPs) in **ALEAT** using the appropriate program (**TSI**) and funding tags (**FY19TS**)

- LEA will also upload to **ALEAT**:
  - Updated CNAs for all TSI schools
  - Completed Fishbone templates to document Root Cause Analysis of CNAs
  - *Optional*: IAP Plan Development Worksheets

LEA with No Title I Schools

- LEA will collect School IAPs and Root Cause Analysis (RCA) Fishbones for all TSI Schools

- LEA will **email assigned Specialist** completed LEA IAP Plan Development Worksheets for the LEA

LEA with Title I and Non-Title I Schools

- LEA may use ALEAT for Title I and Non-Title I schools for submitting required CNAs and completing IAPs; **or**

- LEA will use **ALEAT for Title I schools** and **email their assigned Specialist** completed IAP Plan Development Worksheets **for all Non-Title I TSI schools**

FY19 TSI Grant Opportunity

LEAs with Targeted Support and Improvement (TSI) schools are eligible.
- For profit charter schools are NOT eligible.

This will be a **competitive** grant. While there are sufficient funds to award all successful applicants, a detailed application with all required elements and documents are required for funding. The size of each school allocations will be based on the size of the TSI school.
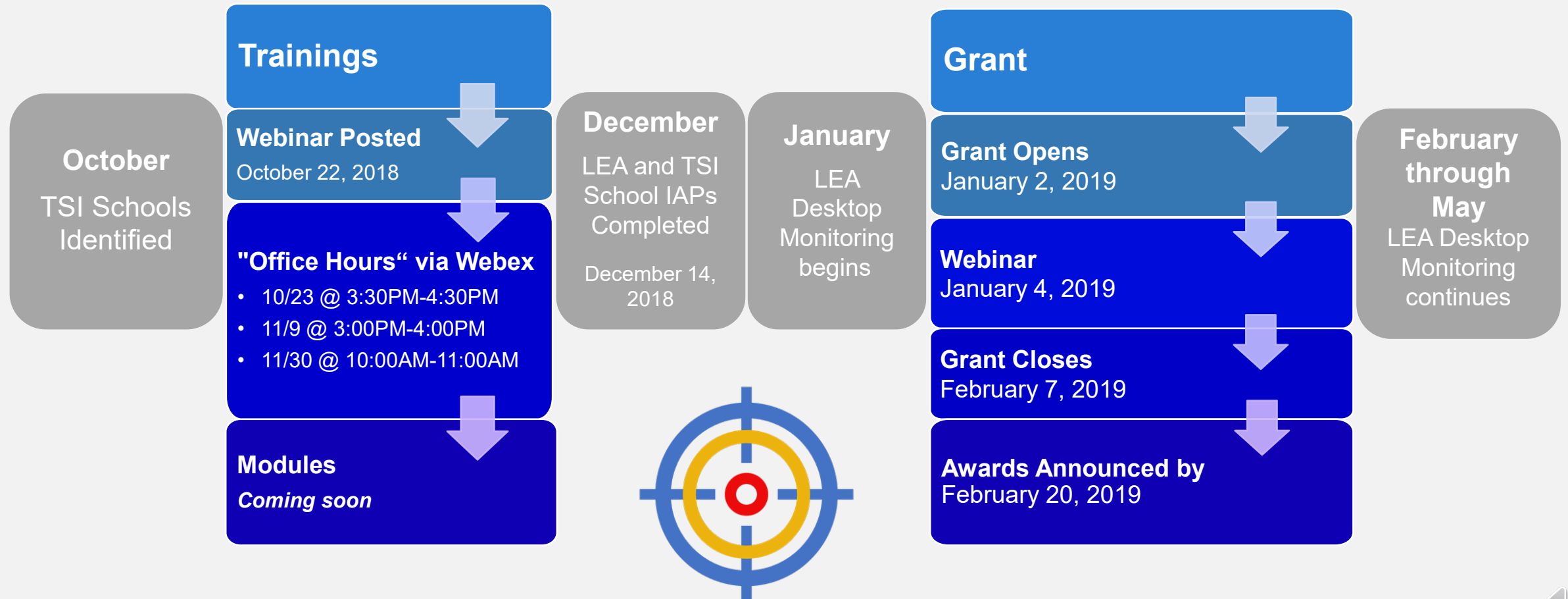
Mark Your Calendar for Grant Information!

- **Grant Opens:**   January 2, 2019
- **Grant Webinar:** January 4, 2019
- **Grant Closes:**   February 7, 2019

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

2018-2019 Timeline for TSI Schools

October

TSI Schools Identified

Trainings

Webinar Posted
October 22, 2018

"Office Hours" via Webex
- 10/23 @ 3:30PM-4:30PM
- 11/9 @ 3:00PM-4:00PM
- 11/30 @ 10:00AM-11:00AM

Modules
Coming soon

December

LEA and TSI School IAPs Completed

December 14, 2018

January

LEA Desktop Monitoring begins

Grant

Grant Opens
January 2, 2019

Webinar
January 4, 2019

Grant Closes
February 7, 2019

Awards Announced by
February 20, 2019

February through May

LEA Desktop Monitoring continues

Support and Innovation Unit TSI LEA Desktop Monitoring Protocol

Support and Innovation Education Program Specialists will discuss, by phone, the following with the LEA designee:

- Have all schools complete the CNA and Root Cause Analyses?

- Have all schools completed their Integrated Action Plan including the required elements in selected principles relative to identified subgroups?

  - Primary needs

  - Root Causes

  - Needs Statements

  - Desired Outcomes

  - SMART Goals

- What was your process to ensure that schools completed #1 and #2?

- Based on the LEA's analysis of the TSI schools' CNAs, what trends were identified across schools? What unique needs of specific schools were identified?

Support and Innovation Unit TSI LEA Desktop Monitoring Protocol

LEA Integrated Action Plan

- What action steps in the LEA IAP address trends and unique school needs?
  - Implementation
  - Monitoring progress
  - Evaluation
  - Are action steps tagged TSI and/or FY19TS?
- What accountability measures does the LEA have in place for School IAP implementation ensuring increased student achievement for the identified subgroups?
  - How will you know implementation is taking place effectively?
  - How will you monitor and report progress?
  - Who is responsible for holding schools accountable?

Examples of TSI School Expectations

All the following information can also be found in the Targeted Support and Improvement School Guidance and Resources 2018-2019 guidance and on the Support and Improvement website at: **www.azed.gov/improvement**

- *Creating SMART Goals*
- *The CNA, RCA, IAP Process*
- *LEA Guiding Questions to Analyze School CNAs*
- *IAP Plan Development Worksheet Templates*
- *Example of School IAP (SIAP) Plan Development Worksheet*
- *Example of LEA IAP (LIAP) Plan Development Worksheet*
- *ESSA Evidence-Based Strategies*

Creating SMART Goals

Subgroup achievement examples

- Percent of (subgroup) scoring proficient will increase by ___% from ___% in 2018 to ___% in 2019 or The achievement gap between % of all students scoring proficient and the % of (subgroup) students scoring proficient will be reduced by ___% from ___% in 2018 to ____ in 2019.

Leading indicator examples

- (Subgroup) (Attendance Rate) will increase from _____% in 2017-2018 to ___% in 2018-2019. or (Subgroup) (Discipline Incidents) will be reduced by _____% from _____ in 2017-18 to___ in 2018-19.

CNA based examples

- *(process goal):* By (date) evidence based reading intervention curriculum will be adopted as evidenced by written documents.

- *(process goal):* Implementation of reading intervention curriculum will begin (date).

- *(Impact goal):* (Subgroup) reading proficiency will increase from 5% in 2018 to 15% in 2019 as measured by the district reading assessment.

Comprehensive Needs Assessment (CNA), Root Cause Analysis (RCA), Integrated Action Plan (IAP) Process

LEA Guiding Questions to Analyze School CNAs

What patterns or trends are evident in student achievement data among the schools?

What patterns or trends are evident in student and teacher demographic data?

What patterns or trends are evident in the Leading Indicator data?

What patterns or trends are evident in the data regarding the 6 Principles?

What patterns or trends are evident in the primary needs selected by schools to be addressed in school IAPs?

What specific evidence-based strategies, actions and interventions can the LEA implement to support schools to successfully address identified primary needs and desired outcomes?

What systems, processes, procedures, operational flexibility can be put in place to support schools in implementation of School Integrated Action Plans?

How will these actions be monitored and evaluated? Are we doing what we said we would do? Are we doing it well? Is it impacting students learning and achievement? How do we know?

IAP Plan Development Worksheet Template

Primary Need:
Root Cause:
Needs Statement:
Desired Outcome: (Needs statement restated in a positive)
SMART Goals

IAP Plan Development Worksheet Template

Strategy 1:	**Implementation Action Steps** • • •
	Monitor Implementation Actions Steps • • •
	Evaluation Action Steps • • •

Example of School IAP Plan Development Worksheet Template

Primary Need: *Principle 2.1 Our teachers maintain high academic expectations for all; element F**
(B* and E*)

Purposeful and intentional use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.
~MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting all students~

Root Cause:

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement:

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of all students in a schoolwide structure/process.

Desired Outcome: (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for **all** students

Example of School IAP Plan Development Worksheet Template
Continued

SMART Goals:

Process: All staff will participate in MTSS professional learning activities in October, November and December 2018.

Process: Committee will be formed to research and design schoolwide MTSS structure/process, implementation to begin January 2019.

Impact:
- Reading achievement for (subgroup) will increase by 15% moving from 15% proficient and highly proficient on 2018 AzMERIT to 30% proficient or highly proficient on 2019 AzMERIT.

- Math achievement for (subgroup) will increase by 12% moving from 10% proficient and highly proficient on 2018 AzMERIT to 22% proficient or highly proficient on 2019 AzMERIT.

Example of School IAP Plan Development Worksheet Template
Continued

Strategy 1: MTSS professional learning for all staff	**Implementation Action Steps** • Establish planning committee • Determine PL provider/s • Calendar PL sessions • Set expectations for learning and implementation • Conduct PL sessions
	Monitor Implementation Actions Steps • PL surveys • Classroom observations • PLC notes • Staff meeting discussions

	Evaluation Action Steps
	
	• Determine strategy impact by reviewing the following evidence:
	   • Summative achievement data
	   • Classroom walkthrough data

Example of LEA IAP Plan Development Worksheet Template

Primary Need: CNA Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.

Differentiated instruction and interventions to meet needs of all students

Schools that Display Primary Need:

Arizona Elementary School (subgroup/s), Sunburst Elementary School (subgroup/s)
Canyon Elementary School (subgroups)

Root Cause(s):

Staffs lack knowledge of the principles of differentiated instruction. Lack of district level support for differentiated learning and intervention development.

Needs Statement(s):

District needs to establish differentiated instruction trainings, support systems and expectations to ensure the needs of all students are met

Desired Outcome: (Needs statement restated in a positive)

District level differentiated instruction trainings planned and delivered. A system of support through district coaches to ensure implementation.

Example of LEA IAP Plan Development Worksheet Template
Continued

SMART Goals:

Process: District will communicate the vision and expectation for implementing differentiated instruction, including connection to MTSS. Professional Learning will be planned and implemented beginning October 2018

Process: District Coaches will develop and implement a system of support for teachers by October 2018

Impact:
- Math achievement for (subgroup) will increase by 15% moving from 2% proficient or highly proficient on 2018 AzMERIT to 17% proficient or highly proficient on 2019 AzMERIT.

- ELA achievement for (subgroup) will increase by 15% moving from 4% proficient or highly proficient on 2018 AzMERIT to 19% proficient or highly proficient on 2019 AzMERIT.

Example of LEA IAP Plan Development Worksheet Template
Continued

Strategy 1: Provide differentiated instruction professional learning	**Implementation Action Steps** • Set expectations for learning and implementation communication strategy • District Coaches research and plan in consultation with principals • Calendar PL sessions • Conduct PL sessions
	Monitor Implementation Actions Steps • Training modules • Participant rosters • Participants survey results • Classroom observations • Lesson plans
	Evaluation Action Steps • Summative achievement data • Classroom walkthrough data

ESSA Evidence-Based Strategies

ESSA supports that schools in need (CSI or TSI) will develop Integrated Action Plans, based on needs identified in the Comprehensive Needs Assessment and a thorough root cause analysis which reflect these evidence-based interventions.

ESSA requires **all school improvement** strategies, practices, programs and interventions funded through Title I 1003(a) meet specific evidence requirements and demonstrate a statistically significant effect on improving meaningful student outcomes.

The Arizona Department of Education **will not** fund any strategies, practices, programs and interventions that do not meet the rigorous ESSA evidence requirements.

ESSA (Section 8002) outlines four tiers of evidence. The table below includes ESSA's definition for each of the tiers, along with a practical interpretation of each tier:

Tier	ESSA Definition	What does it mean?
Tier 1 Strong	Strong evidence from at least one well-designed and well-implemented experimental study.	Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).
Tier 2 Moderate	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.	Well-designed and well-implemented quasi-experimental studies meet the What Works Clearinghouse (WWC) evidence standards *with* reservations.
Tier 3 Promising	Promising evidence from at least one well-designed and well-implemented correlational study.	Correlational studies (e.g., studies that can show a *relationship* between the intervention and outcome but cannot show *causation)* have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).

ESSA Evidence-Based Strategies

2018-2019 Timeline for TSI Schools

October
TSI Schools Identified

Trainings

Webinar Posted
October 22, 2018

"Office Hours" via Webex
- 10/23 @ 3:30PM-4:30PM
- 11/9 @ 3:00PM-4:00PM
- 11/30 @ 10:00AM-11:00AM

Modules
Coming soon

December
LEA and TSI School IAPs Completed

December 14, 2018

January
LEA Desktop Monitoring begins

Grant

Grant Opens
January 2, 2019

Webinar
January 4, 2019

Grant Closes
February 7, 2019

Awards Announced by
February 20, 2019

February through May
LEA Desktop Monitoring continues

Thank You!

To see additional information and resources regarding Targeted School Improvement (TSI), please visit **http://www.azed.gov/improvement**

Contact Us

Please email us your questions at: **SupportandInnovationInbox@azed.gov**

Support and Innovation
Improved Outcomes for All