**TSI Frequently Asked Questions**

## Is TSI connected to our letter grades?

TSI identification is a federal identification and is **not** related to your A-F state accountability grade.

## What data was used to determine subgroup designations?

The A-F Static File which is created using AZEDs enrollment and assessment data.

## What does the N count of 20 represent?

N count which is used to first identify TSI subgroups is based on the number of FAY students in the specific subgroup. Subgroups are major racial and ethnic groups, economically disadvantaged, EL\_FEP and students with disabilities.

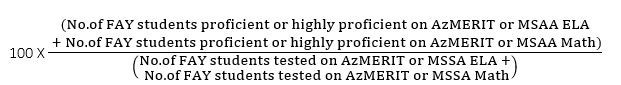
## What is the definition of FAY?

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 week day in May (May 1, 2019). Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.

## Do students that took the Alternate Assessment count?

Yes

## How was the combined ELA and Math proficiency/passing rate calculated?



1. How is ELL\_FEP calculated and what students does it include?

This variable includes both students who are currently ELL students (meaning student has an ELL need – less than proficient AZELLA in the current or prior year) OR students tested proficient in prior year and is considered FEP – Fluent English Proficient. FEP students get included for 4 years after they test proficient.

1. If I have questions about my data, who do I talk to?

Contact [achieve@azed.gov](mailto:achieve@azed.gov)

## Do we need to do the Comprehensive Needs Assessment (CNA)?

The CNA is required each year. As a TSI school, looking at the CNA through the lens of the identified subgroup.

*Note: Subgroup Key Indicators*

*Principle 1.2 A & D; 1.6, 1.7 A & B; 1.8*

*Principle 2.1; 2.4 A, B and I; 2.5 D*

*Principle 3.2 B; 3.5 C*

*Principle 4.1; 4.4 B; 4.5*

*Principle 5.1 B & C; 5.3 A*

## Does the root cause analysis (RCA) need to be completed?

Yes, it is critical to successful improvement. The root cause analysis is a methodology that helps a school determine what is actually contributing to the primary need and finding the root cause of the problem that if eliminated, will eliminate the need. The strategies and action steps used in your integrated action plan are aligned to the CNA and RCA. Alignment of your CNA, RCA and Integrated Action Plan relative to the identified subgroups is essential.

## 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/s. So, the LEA will apply on behalf of the schools.

*The trends across schools are funded at the District Programs level.*

*Unique school needs are funded at the school level.*

1. How often are TSI Schools identified?

*Schools are identified every three years. The first TSI School were identified based on 2018 AzMERIT scores.*

1. What are the 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 l schools*.

## 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.

## 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.

## Is the N=20 count used for the TSI designation 20 students at a single grade level or subject area or a combined schoolwide count?

Twenty students total in the tested grades.

## What is the project end date?

Project end date is September 30th.

# How is the data calculated for SPED?

*The subgroup data is based on the static file which marks a student as SPED if they were included in the October 1 ESS Census.*

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

*If the student was included in the October 1 ESS Census and is a FAY student, they would be included.*

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

*It is essential that the Arizona Comprehensive Needs Assessment is completed by school teams and stakeholders, not an outside team. The conversations are important, looking at the indicators and elements and the evidence then determining the root cause together is powerful.*

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1. List of Allowable Expenditures?

*The grant funds the strategies and actions steps in the IAPs relative to the identified subgroups, aligned to the CNA and RCA; 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.*

1. 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*.

1. Were the subgroups required?

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

1. How will I know my students’ growth?

Each Fall you will receive your new proficiency scores showing improvement or regression.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ABC School | ABC Elementary District |  | Students with Disabilities | 3 | 9 | 6 |
|  | 1ST Elementary School | 1ST Elementary District |  | Students with Disabilities | 6 | 12 | 6 |
|  | XYZ HIGH SCHOOOL | BEST H S |  | EL | 7 | 4 | -3 |
|  |  |  |  |  |  |  |  |