

# Targeted Support and Improvement (TSI) General Information Sheet

**Requirement:**

ESSA requires states to annually identify any public school with one or more “consistently underperforming” student groups for Targeted Support and Improvement (TSI). The goal is to encourage the state, LEAs, and schools to focus more attention on underserved populations and meet education goals for each student. See ESSA Section 1111(d)(2): <https://www.govinfo.gov/content/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>

**Identification Criteria:**

A school will be identified for TSI 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

The identified student group must have at least two indicators of concern and an nSize of at least 10 students in the target group.

This list is norm referenced and will change year to year. You have to have two sequential years in the lowest 5% to be included on the TSI list.

This identification occurs annually beginning school year 2018–2019. Schools already identified for either State School Turnaround or Comprehensive Support and Improvement (CSI) under ESSA will not be identified for TSI.

- **What are the four indicators of accountability?**
  - Achievement
  - Growth
  - Growth of the Lowest 25% (LQ)
  - ELs
  - Post- Secondary Readiness- (High Schools)
    - Advance Coursework
    - ACT
    - Graduation

**Growth index**

SGP are “met” or “not met” targets

SGP Range	Met Target	NOT Met Target
>65	1.0	.75
50-65	.75	.50
40-49	.50	.25
<40	.25	0

**LEA Responsibility:**

Each LEA receiving this notification, in partnership with stakeholders including principals and other school leaders, teachers and parents, is required to develop and implement a school-level targeted TSI plan to improve student outcomes based on the indicators in the statewide accountability system for each student group that was the subject of notification. LEAs are responsible for TSI notification, implementation, and monitoring. The Utah State Board of Education (USBE) is not provided with resources to support TSI requirements.

**TSI requirements and processes led by the LEA:**

1. Notify schools of TSI status
2. Schools must partner with stakeholders to establish a Targeted Support and Improvement Plan for each identified student group
3. 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,
4. TSI plan(s) must be approved by the LEA prior to implementation
5. LEA must monitor implementation of the TSI plan(s)

**Exit Criteria:**

As outlined in Utah's ESSA State Plan, schools identified for TSI 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. A school may not exit if student outcomes for the student group have not improved (e.g., the student group does not show improvement in proficiency rates and student growth measures). Schools are expected to make the necessary improvements to exit within four years. The timeline for exiting targeted support and improvement status is intended to allow schools at least two years to implement changes in practice and two years to demonstrate consecutive years of improvement. Any Title I school that does not meet the exit criteria within four years will be identified for comprehensive support and improvement (CSI).

**Notes:**

- Low Graduation Rate generates an automatic flag, moving a school to one of the improvement lists.
- Alternative schools and special ed schools are removed from the lists.

**Schools Identified for TSI:**

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>

# CANYON ELEMENTARY SCHOOL 2018

School Year	School	Student Group	Achievement Points	Growth Points	Lowest Quartile Points	School's Overall Points	Total Points Possible	School's TSI Score	Current Year 5% Cut Score
2018	Canyon	ELL	2.6	25.9	16.4	44.9	137	32.77%	34.93%

2018

## SAGE Results for Canyon School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	48.9%	56.9%	52.9%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	57.8%	67.5%	63.3%
Hispanic	15.0%	16.7%	14.6%
Multiple Races	N<10	N<10	N<10
Pacific Islander	N<10	N<10	N<10
Female	49.4%	54.5%	49.2%
Male	48.3%	59.3%	56.9%
Economically Disadvantaged	34.0%	48.0%	44.9%
Limited English Proficiency	8.2%	14.3%	≤10%
Students with Disabilities	19.6%	33.3%	30%-39%
Mobile	30%-39%	30%-39%	N<10

Canyon EL Historical Proficiency Data