

# **School Designations: CSI, TSI, ATSI What's the Difference and What Do I Do Now?**

# Goals for this Session:

- Understand the **difference** among each federal designations
- Provide an **overview** of the Continuous Improvement Process
- Learn where to find **resources** for continuous improvement

<http://bit.ly/SchoolDesEngage>

# School Improvement Every Student Succeeds Act (ESSA)

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
- Additional Targeted Support and Improvement (ATSI)

**Layers of support depending on designation**

# Report Card Indicators for Designations

- Academic Achievement
- Academic Growth
- English Language Proficiency Assessment Progress
- Chronic Absenteeism
- Graduation
- Postsecondary Opportunities

# Comprehensive Support & Improvement (CSI)

- The bottom 5 percent of schools
- High schools with a graduation rate of 67% or lower over a three-year average
- Schools earning an F in all reportable indicators
  - Professional development to create Continuous Improvement Plan
  - School Support Specialist -1 specialist for every 12 schools
  - Improvement Funds-\$50,000 per year and additional competitive funds up to \$200,000 per year
  - Three-Year Cycle of Improvement (2018-2021)

# Targeted Support & Improvement (TSI)

- One subgroup is in the bottom 5% on two or more indicators over a three year period
- Designated beginning in fall of 2020
  - Notification
  - Needs Assessments and Resource Allocation Review
  - Regional professional development on indicators of concern

# Additional Targeted Support & Improvement (ATSI)

- One subgroup is in the bottom 5%
- Designated beginning in fall of 2019
  - Notification
  - Needs Assessments and Resource Allocation Review
  - Regional professional development on indicators of concern

# Role of School Support

“Developing positive on-site relationships is a priority for the agency’s school support specialists, who guide schools toward solving their own problems...”

*Oklahoma Edge*. Oklahoma’s Consolidated ESSA Plan. p. 82

[sde.ok.gov/sites/ok.gov.sde/files/documents/files/OK\\_consolidatedStateplan01122018.pdf](https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OK_consolidatedStateplan01122018.pdf)



# Continuous Improvement Cycle



# Step 1: Identify Local Needs

## Comprehensive Needs Assessment

- Oklahoma's Nine Essential Elements
- Surveys
- Resource Allocation Review
- Multiple Measures of Data

**Identify  
Local  
Needs**

**All Students  
Can Grow**

**All Schools  
Can Improve**

# 9 Essential Elements Framework

## Academic Performance

OEE  
**1** Curriculum

OEE  
**2** Classroom Evaluation/  
Assessment

OEE  
**3** Instruction

## Learning Environment

OEE  
**4** School Culture

OEE  
**5** Student, Family, and  
Community Support

OEE  
**6** Professional Growth,  
Development, and  
Evaluation

## Collaborative Leadership

OEE  
**7** Leadership

OEE  
**8** Organizational Structure  
and Resources

OEE  
**9** Comprehensive and  
Effective Planning

# Academic Performance

**OEE  
1**

## Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

**OEE  
2**

## Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**OEE  
3**

## Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied and research-based practices to improve student academic performance.

# Learning Environment

**OEE**  
**4**

## **School Culture**

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

**OEE**  
**5**

## **Student, Family, and Community Support**

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

**OEE**  
**6**

## **Professional Growth, Development, and Evaluation**

The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

# Leadership

OEE  
7

## Leadership

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

OEE  
8

## Organizational Structure and Resources

The school/district leadership team is organized to maximize use of all available resources to support high quality performance of students and staff.

OEE  
9

## Comprehensive and Effective Planning

The school/district leadership team develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

<https://sde.ok.gov/continuous-improvement>

## Downloads

[Nine Essential Elements One Pager](#)

[Nine Essential Element Booklet](#)

[Nine Essential Elements Checklist](#)

[Dimensions of Resource Equity](#)

[Dimensions of Resource Equity Questions](#)

[External Provider Rubric](#)

**OKLAHOMA 9 ESSENTIAL ELEMENTS OF EFFECTIVE SCHOOLS**  
**NEEDS ASSESSMENT CHECKLIST: OEE 1**

**Oklahoma Essential Element 1:  
Academic Performance - Curriculum**

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

**Performance Expectations:**

The school leader recognizes and encourages implementation practices that motivate and increase student achievement.

Use the following rating scale descriptors for the below Needs Assessment

- 1 This element does NOT exist.
- 2 Some aspects of this element exist, but it is not systemic.
- 3 Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
- 4 This element is evident at our school, and we continually adjust the implementation plan to improve the element's impact on quality learning.

**1.1**

**Academic expectations are aligned with the Oklahoma Academic Standards (OAS).**

There is evidence that the curriculum is aligned with state academic content and process standards (OAS).



**4.7 Teachers communicate student progress with parents.**

Teachers communicate regularly with families about individual student progress.



**4.8 Teachers care about students and inspire best efforts.**

There is evidence that the teachers and staff care about students and inspire best efforts.



**4.9 Multiple communication strategies are used to disseminate information.**

Multiple communication strategies are used for the dissemination of information to all stakeholders.



**4.10 Student achievement is valued and publicly celebrated.**

There is evidence that student achievement is highly valued and publicly celebrated.



**4.11 Equity and diversity are valued and supported.**

Leadership provides support for the physical, cultural, socioeconomic, and intellectual needs of all students, which reflects a commitment to equity and appreciation of diversity.



# Dimensions of Resource Equity

- Access to Teacher Quality
- Empowering, Rigorous Content
- Instructional Time
- Early Intervention
- Whole Child Approach
- Family Academic Engagement

# Resources

## Downloads

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[External Provider Rubric](#)



### Dimensions of Resource Equity

Adapted from [What Is Resource Equity?](#) A working paper that explores the dimensions of resource equity that support academic excellence by Jonathan Travers  
<file:///I:/Users/234901/Downloads/4039-what-is-resource-equity-oct-2018.pdf>

#### Factors That Directly Impact the Student Experience

Teaching Quality	Research and experience tell us that consistent access to effective teaching has a dramatic effect on student achievement. However, too often districts have difficulty attracting and retaining their best teachers in high-need schools. Any definition of resource equity must ensure that students with greater needs have at least as much access to excellent teaching, if not more.
Empowering, Rigorous Content	Research has shown a relationship between the level of expectations that systems, schools, or teachers set for their students and their students' subsequent levels of achievement. Those expectations play out in richness and rigor of curriculum material, the way instruction is delivered, what assignments students receive and the rigor with which they are graded, and access to advanced course material. Though we typically find much lower rigor in high-need schools, high-performing schools and systems actively manage the level of intellectual rigor that teachers demand of all students.
Instructional Time and Attention	We typically see very little variation in total student instructional hours. Using time well means differentiating instruction to meet students and then accelerating progress to help students with diverse learning needs learn rigorous, grade-level content. In addition, when time is used effectively, adding instructional hours to the school year can be a powerful lever for improving student outcomes.



### Dimensions of Resource Equity Focus Area Questions

#### Access to Teacher Quality

1. How are highly effective teachers distributed across schools and students of different subgroups?
2. How are novice teachers distributed across students of different subgroups?

#### Empowering, Rigorous Content

1. How are students in different subgroups represented in high level courses and is that representation equal to their distribution across demographics?

#### Whole Child Approach

1. To what extent does each subgroup have access to targeted social and emotional services, programs, and resources such as counselors, social workers, or other mental health resources?
2. To what extent does each subgroup have access to a consistent and fair disciplinary process and positive school culture?

#### Family/Academic Engagement

1. By subgroup, what percentage of families report feeling welcome at their child's school?
2. By subgroup, what percentage of families report being consulted and informed about the academic lives of their children?



## Step 2:

# Select Relevant, Evidence-Based Practices and Interventions

Evidence-Based Practices and Interventions: strategies or interventions that demonstrate a statistically significant effect on improving student outcomes

(ESEA section 8101(21)(A))

Identify  
Local  
Needs

All Students  
Can Grow

All Schools  
Can Improve

Select  
Interventions

# Why is it Important to Focus on Evidence?

- **No Child Left Behind.** This law required programs and practices be research based in their design. There was no focus on the outcomes of the program or practice.
- **ESSA.** This law requires evidence of the outcomes
  - What is the extent to which outcomes improved?
  - What are the odds of achieving the desired outcome?
  - Is it proven with students similar to your population and setting?

# ESSA Tiers of Evidence

**Tier 1:** Strong evidence

**Tier 2:** Moderate evidence

**Tier 3:** Promising evidence

**Tier 4:** Demonstrates a rationale

All federal programs require the use of evidence.

# Step 3: Plan for Implementation

- Develop SMART goals
- Develop Action Plan
- Professional Learning



# Additional Considerations: Local Capacity

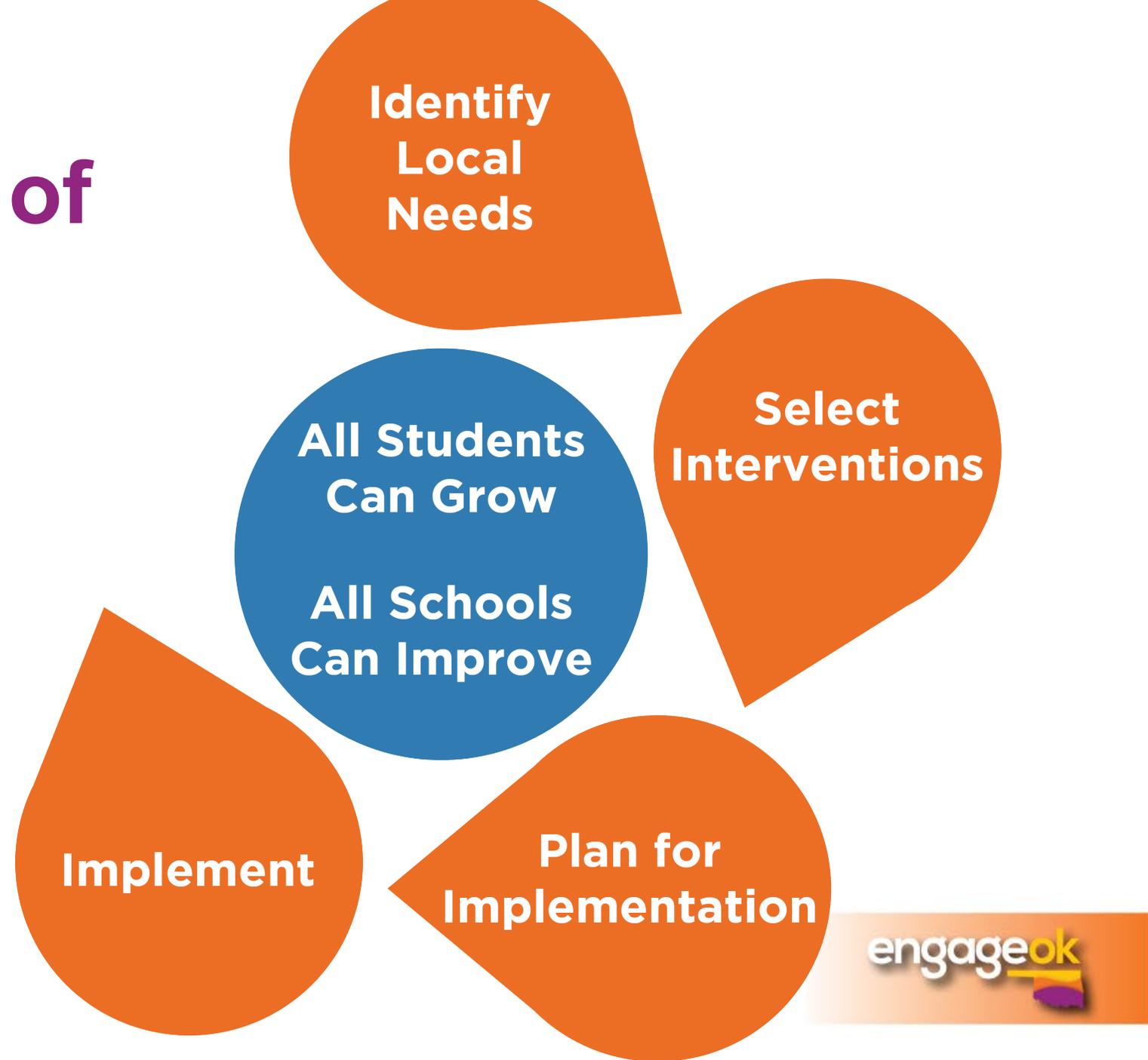
- What **resources** are required to **implement** this intervention? Are **funds** available? Do staff members have the needed **skills**? Is there **buy-in** for the intervention?
- Will the potential impact of this intervention justify the **costs**, or would **more cost-effective** interventions accomplish the same outcomes?

# Local Capacity, cont.

- How does the intervention fit into **larger strategic goals** and other **existing efforts**?
- How will this intervention be **sustained over time**?

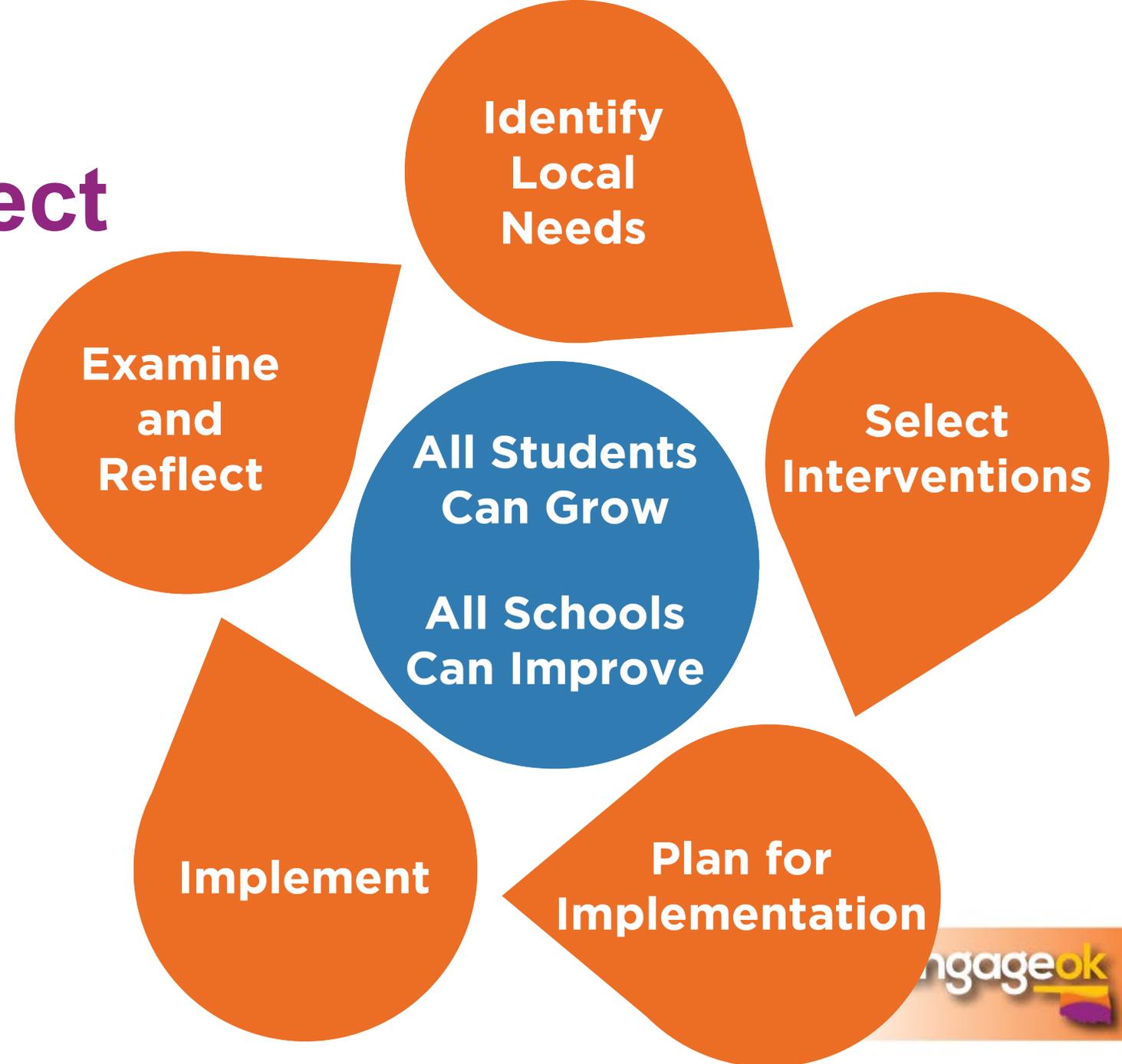
# Step 4: Implementation of Plan

- Instructional Coaching
- Leadership Coaching
- Model Teaching
- Professional Learning



# Step 5: Examine & Reflect

- Quarterly review of site benchmark data
- Progress monitoring
- End-of-year data review
- Revise plan as needed



# Oklahoma State Department of Education Resources

[Navigating the School Report Card](#)

[Spotlight Documents for Each Report Card Indicator](#)

[Navigating the ATSI Detail in Accountability in Single Sign On](#)

[English Learner Resources](#)

[Special Education Resources](#)

[Systems of Support](#)

[Indian Education Resources](#)

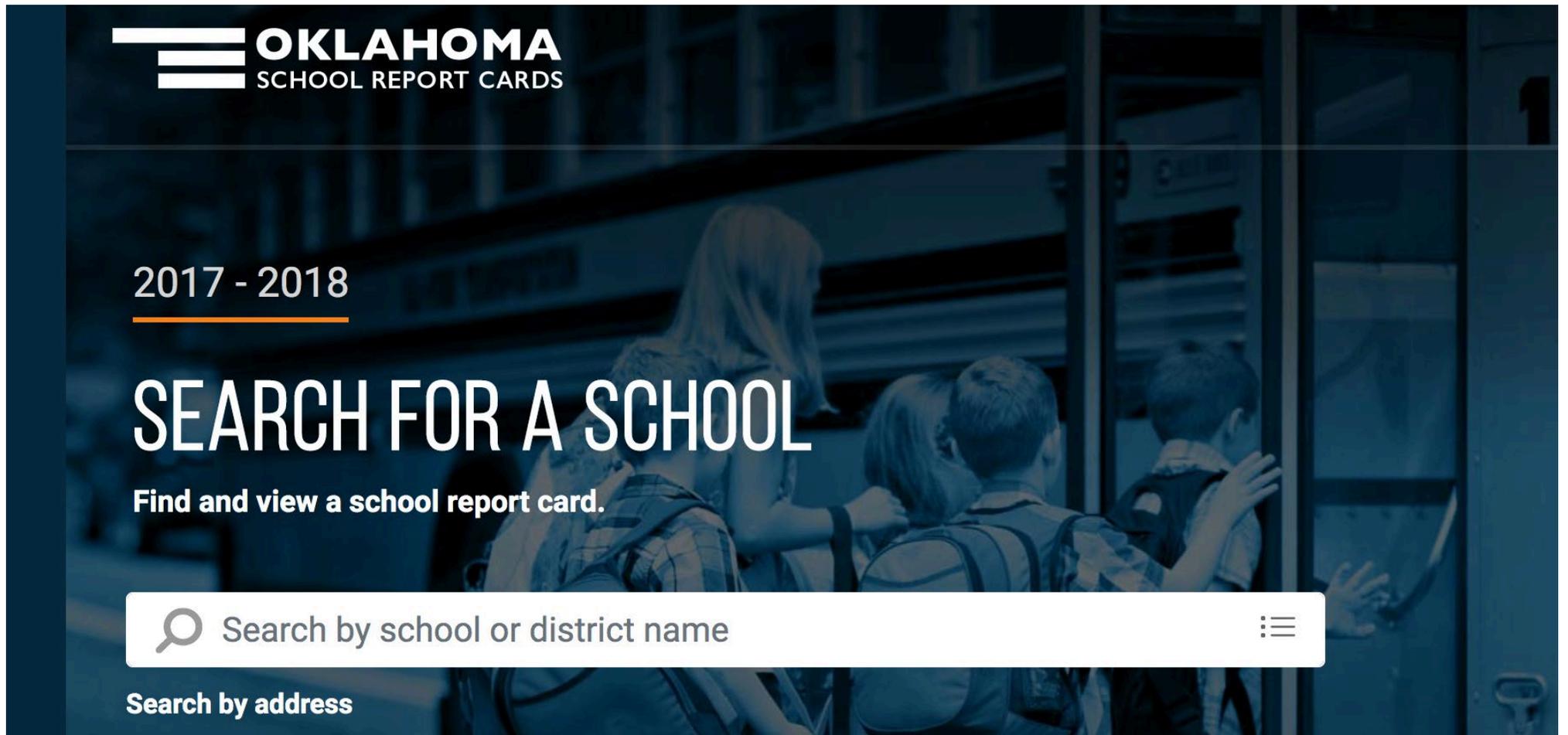
[Curriculum Frameworks for Subject Areas](#)

[Oklahoma Family Guides](#)

[Family Engagement](#)

[Attendance Works Playbook](#)

[oklaschools.com](http://oklaschools.com)



The screenshot shows the Oklahoma School Report Cards website interface. At the top left is the logo for "OKLAHOMA SCHOOL REPORT CARDS" with a stylized graphic of three horizontal bars. Below the logo, the text "2017 - 2018" is displayed and underlined. The main heading is "SEARCH FOR A SCHOOL" in large, bold, white letters. Below this heading is the subtext "Find and view a school report card." A search bar is present with a magnifying glass icon on the left and a hamburger menu icon on the right. The search bar contains the text "Search by school or district name". Below the search bar, the text "Search by address" is visible. The background of the interface is a dark blue-tinted image of students in a school hallway.

**OKLAHOMA**  
SCHOOL REPORT CARDS

2017 - 2018

# SEARCH FOR A SCHOOL

Find and view a school report card.

 Search by school or district name 

Search by address

# INDICATORS

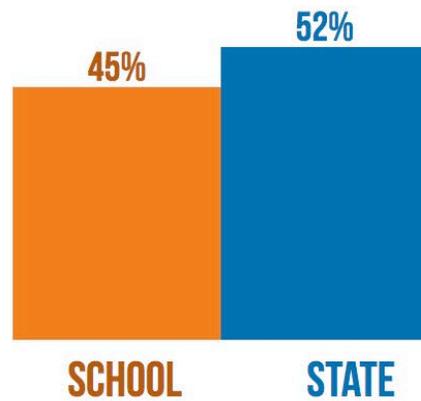
View by Student Group ▾

## ACADEMIC ACHIEVEMENT

C

How prepared are students for the next grade, course or level?

Points Possible: 35

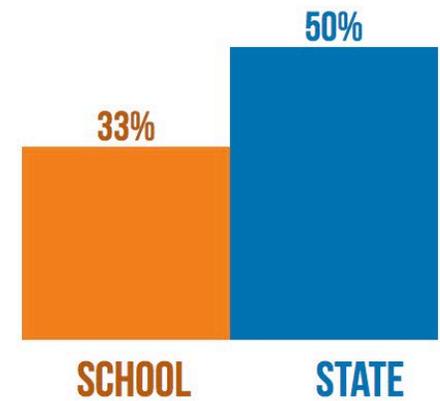


## ACADEMIC GROWTH

D

How are students growing compared to their performance the previous year?

Points Possible: 30



# ACADEMIC GROWTH

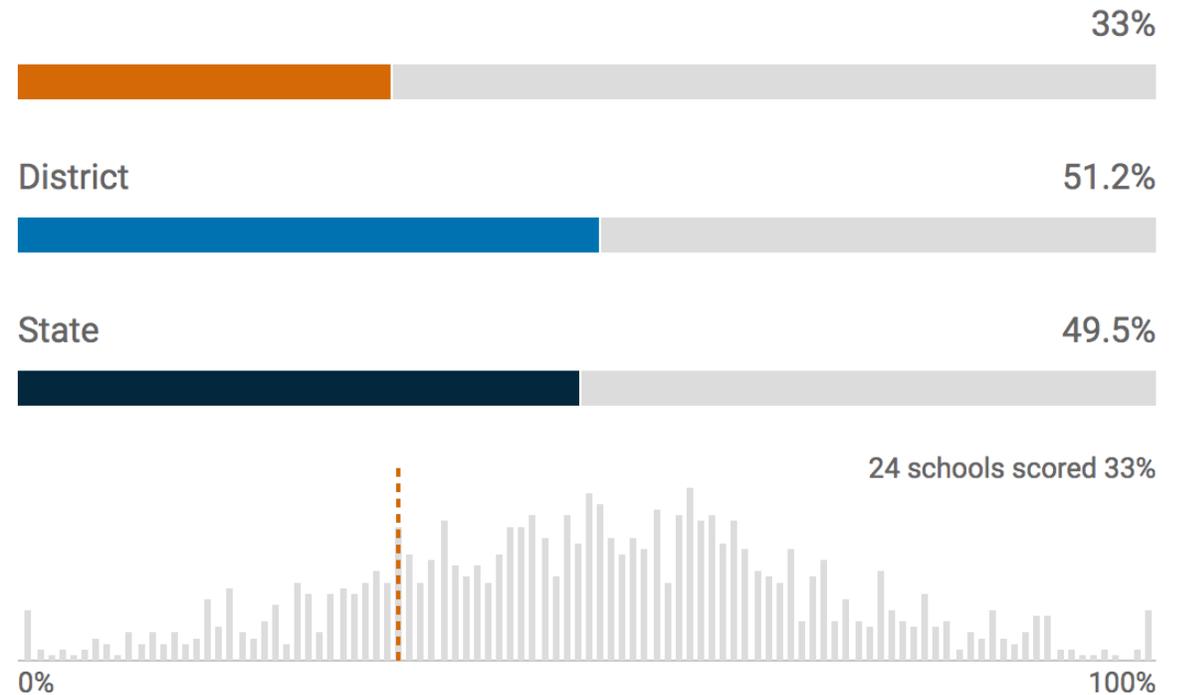
Composite English Math

This indicator shows the average amount of progress students made on English and math assessments over consecutive years.

[+ view demographics](#)

**Points Earned: 9.9 of 30**

View the bottom graph to see how this school's performance compares to other Oklahoma schools.



# Office of School Support: Focus on Subgroups

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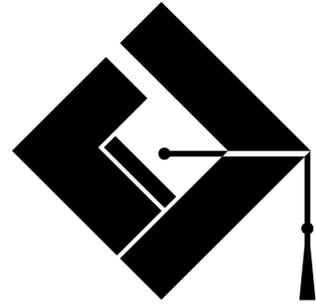
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