**FAQ: Targeted Support and Improvement (TSI) and
Additional Targeted Support and Improvement (ATSI)**
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1. **How did my school get identified for this level of support?**
   Targeted Support and Improvement (TSI) and Additional Targeted Support and
   Improvement (ATSI) are federal designations relating to student group
   performance that is disparate from their peers. The student groups are:

   - Black/African American
   - Hispanic/Latinx
   - Native American/Alaskan Native
   - Native Hawaiian/Pacific Islander
   - Two or more races

   - Asian
   - White
   - English Learners
   - Students with Disabilities
   - Economically Disadvantaged Students

   Student group performance is evaluated through the following AQuESTT
   indicators:
   - Status (Academic Achievement)
   - Growth and Non-Proficiency (Academic Progress)
   - Progress Towards English Language Proficiency
   - 4- and 7-Year Cohort Graduation Rate
   - Chronic Absenteeism (School Quality/Student Success)

   If student group performance is below the lowest quarter of Title I schools, then a
   school is identified for Targeted Support and Improvement (TSI).

   If student group performance is below the lowest 5% of Title I schools, then a
   school is identified for Additional Targeted Support and Improvement (ATSI). Put
   another way, schools identified for ATSI serve student groups who are performing
   at or below the state's CSI schools.

2. **Why is there a focus on student group performance?**
   "Research informs us that outcomes of educational policies have shorted
   historically marginalized students, and as these inequities persist, so do the
   disparities in student performance. Therefore, we must move away from solely
   burdening outcome based performance on students and families, and focus on
   creating equitable opportunities to learn."

   Learn more about [Reframing the Achievement Gap: Ensuring All Students Benefit](#)

from Equitable Access to Learning, from the Midwest and Plains Equity Assistance Center.

Put another way, opportunity gaps precede achievement gaps. The TSI and ATSI designation point out potential opportunity gaps and provide resources to address them.

3. **What does the NDE mean by educational equity?**
As a state agency, the NDE acknowledges an international history of bias and bigotry resulting in societal disparities and inequities, and the NDE commits to confronting this history by leading for educational equity. Educational equity means that all students have access to the educational resources they need at the right moment, at the right level, and with the right intensity, to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests. Equity requires that these opportunities and outcomes exist across race, gender, ethnicity, language, disability, sexual orientation, family background, adverse events, and/or family income. Equity efforts will ensure that all students are known, heard, and supported while having access to the opportunities and resources needed to be ready for success in their post-secondary learning experiences, careers, and civic lives.

Read more about the NDE's commitment to educational equity.

4. **What will this mean for my school?**
TSI and ATSI are *district-led improvement efforts* with support from the NDE and ESUs. Districts are required to:
   ● Notify schools of their designation and the student group(s) identified for support.
   ● Support schools in creating a plan for improvement to be held with the district.
   ● Monitor the implementation of plans.

5. **Is my school required to submit a new plan?**
No. The NDE recommends taking stock of current plans (Continuous Improvement Plans, Targeted Improvement Plans for addressing needs of students with disabilities, Title 1 plans, MTSS plans, etc.) being implemented at the school, and considering ways to adapt or augment these plans rather than creating a standalone plan.

However, any plan identified to address the designation must:

- Be developed in partnership with multiple stakeholders in your local community
- Be informed by all accountability indicators (ELA and math proficiency and growth, progress towards English proficiency, graduation rates [where applicable], and reduction in chronic absenteeism)
- Specifically for ATSI schools, include plans for addressing resource inequities uncovered through a resource allocation review.

The NDE is supporting schools in this work by providing the following *optional* resources:
- Comprehensive Needs Assessment: A tool to help identify the greatest needs for growth and assets to leverage.
- Leading for Equity in our Schools Resource: An equity-centered professional learning resource.
- NE Continuous Improvement: Schools may use NE Framework/NeMTSS improvement plan template.

The NDE will not collect these improvement plans, but may check on implementation and progress at any time. The NDE also encourages continued partnerships with ESUs, and community-based organizations to support this work.

6. **What is the anticipated timeline for when my school should expect to receive support?**
   The NDE will notify districts of schools in their boundaries identified for TSI and/or ATSI in early fall. Districts must then notify schools of their designation and student group(s) identified for support. Districts and ESUs can then provide support to schools through professional learning opportunities as well as utilizing materials that the NDE has compiled.

7. **How much time will my school have to exit this level of support?**
   TSI is an annual designation. ATSI designations are run whenever CSI identifications occur. Schools can exit this status when all identified low-performing student groups show sufficient growth and no longer meet the criteria for identification.

8. **What if a school is unable to exit this level of support?**
   A school that does not exit ATSI status after three years will be identified for a higher level of support, Comprehensive Support and Improvement (CSI). ATSI schools newly identified in Fall of 2022 will have four years to exit status.

   This timeline provides a visual representation of the overlapping nature of the accountability cohorts.

9. **How is TSI different from AYP (Adequate Yearly Progress)?**

    Adequate Yearly Progress (AYP), a No Child Left Behind initiative, set 100% proficiency targets for student groups. While this measure created a valuable conversation about student group performance, and led to important work around data disaggregation, AYP focused on punitive actions without differentiated support for schools.

    TSI and ATSI are designed to pair designation with support. Additionally, while AYP focused on a single measure of accountability, proficiency, TSI and ATSI looks across all indicators including graduation rate, chronic absenteeism, growth, and proficiency.

10. **How will TSI/ATSI be reflected in AQuESTT classifications?**

    Beginning in 2019, any school with consistently low-performing student groups may not be classified as Excellent. The NDE believes a school can only be considered Excellent if all students and each student group are being served at the same high quality.

11. **How are TSI and ATSI different?**

    Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) are both federal designations signaling a need to improve outcomes for specific student groups.
    - TSI is an annual designation, while ATSI normally occurs whenever CSI designations occur.
    - The TSI designation should alert a school to the needs for the specifically identified student group(s).
    - ATSI should be considered a more urgent designation, and will most likely warrant more intense interventions.
    - ATSI schools are compared to the lowest 5% of Title I schools.
        - Put another way, if the student group constituted a school on their own, their performance would be at or below the performance of the lowest 5% of Title I schools (CSI schools)
    - ATSI schools that do not exit ATSI status after three years (four years for those identified in 2022) automatically become CSI schools.