

**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:

- Asian
- Black/African American
- Hispanic/Latinx
- Native American/Alaskan Native
- Native Hawaiian/Pacific Islander
- Two or more races
- White
- English Learners
- Economically Disadvantaged Students
- Students with Disabilities

Student group performance is evaluated through the following AQuESTT indicators:

- Status (Academic Achievement)
- Progress Towards English Language Proficiency (Academic Achievement)
- Growth and Non-Proficiency (Academic Progress)
- 4- and 7-Year Cohort Graduation Rate
- Chronic Absenteeism (School Quality/Student Success)
- Science Status (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?**

“It’s not just about the bottom 5 percent. While recent improvement efforts have focused primarily on these schools, most low-income students, students of color, students with disabilities, and English learners actually attend the other 95% of schools — which often demonstrate poor results for these groups.”

Learn more about [School Improvement under ESSA from Ed Trust](#).

Put another way, student groups exist in all schools and it's important to bring attention to any opportunity gaps as they precede achievement gaps. The TSI and ATSI designation serve as a signal for improvement and provide resources to address them.

### 3. 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.

### 4. 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], reduction in chronic absenteeism, and science status)
- 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.
- [Nebraska Multi-Tiered Systems of Support \(NeMTSS\)](#): A continuous improvement framework and tools designed to support leaders in assessing and reinforcing systems of support for students and teachers.
- [NE Continuous Improvement Plan Template](#): 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.

**5. 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 the 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.

**6. How much time will my school have to exit this level of support?**

TSI is an annual designation. ATSI designations occur whenever CSI identifications occur. Schools can exit this status when all identified low-performing student groups show sufficient growth in stage 1 of the filter process, and no longer meet the criteria for identification.

**7. 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 and can exit at any time until 2026. ATSI schools newly identified in Fall of 2023 will have three years to exit and can only exit in Fall of 2026, as originally designed.

This [timeline](#) provides a visual representation of the overlapping nature of the accountability cohorts.

**8. 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.

## 9. 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 all identities and backgrounds. 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](#).

## 10. 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.