



# ESSA Designations Overview

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**December 20, 2023 & January 3, 2024**

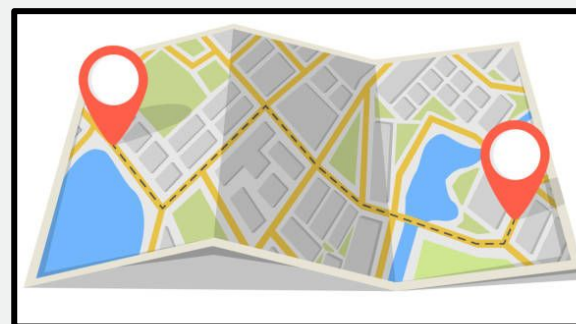


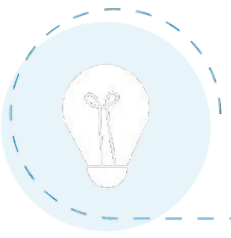
# Welcome Inclusion Activity

What was a highlight from the holiday break?

or

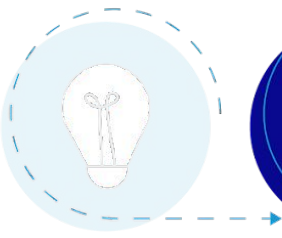
What are you most excited for in 2024?





# Objectives

- Review federal designation process, identification and exit criteria
- Review school and district requirements for different designations
- Address common questions and misconceptions regarding federal designations
- Share resources and learning opportunities



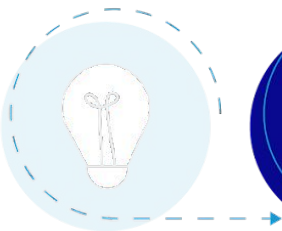
# Today's Coverage

What **will be** covered...

- Requirements from ESSA law
- Review of data used in the designation process
- Exit criteria for each designation
- Requirements for each designation

What **will not be** covered...

- AQuESTT classification process
- Future changes to classification or designation processes
- Priority Schools identification processes
- Specific school data reviews



# Which Laws Govern Accountability?

**Chapter 79**

**79-760.06.**

**Accountability system; combine multiple indicators; State Department of Education; powers; duties; designation of priority schools.**

(1) The State Board of Education shall establish an accountability system to be used to measure the performance of individual public schools and school districts. The accountability system shall combine multiple indicators, including, but not limited to, graduation rates, student growth and student improvement on the assessment instruments provided in section 79-760.03, student discipline, and other indicators of the performance of public schools and school districts as established by the state board.

(2) The indicators selected by the state board for the accountability system shall be combined annually into a school performance score and district performance score. The state board shall establish levels of performance based upon school performance scores and district performance scores in order to annually classify and report the performance of public schools and school districts beginning with the reporting of data from school year 2014-15. The department shall classify and report the performance of public schools and school districts annually on or before December 31 of each calendar year.

(3) The state board shall designate priority schools based on such classification. Schools designated as priority schools shall be at the lowest performance level at the time of the initial priority school designation. Schools designated as priority schools shall remain priority schools until such designation is removed by the state board. No less than three schools may have a priority school designation at one time. Schools designated as priority schools shall be subject to the requirements of section 79-760.07. The State Department of Education shall annually report the performance level of individual public schools and school districts as part of the statewide assessment and reporting system.

**Elementary and Secondary Education Act of 1965**  
 [As Amended Through P.L. 115-224, Enacted July 31, 2018]

[Currency: This publication is a compilation of the text of Public Law 89-10. It was last amended by the public law listed in the As Amended Through note above and below at the bottom of each page of the pdf version and reflects current law through the date of the enactment of the public law listed at https://www.govinfo.gov/app/collection/comps/]

[Note: While this publication does not represent an official version of any Federal statute, substantial efforts have been made to ensure the accuracy of its contents. The official version of Federal law is found in the United States Statutes at Large and in the United States Code. The legal effect to be given to the Statutes at Large and the United States Code is established by statute (1 U.S.C. 112, 204).]

**SECTION 1. [20 U.S.C. 6301 note] SHORT TITLE.**  
 This Act may be cited as the "Elementary and Secondary Education Act of 1965".

**SEC. 2. TABLE OF CONTENTS.**  
 The table of contents for this Act is as follows:

Sec. 1. Short title.  
 Sec. 2. Table of contents.

**TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

Sec. 1001. Statement of purpose.  
 Sec. 1002. Authorization of appropriations.  
 Sec. 1003. School improvement.  
 Sec. 1003A. Direct student services.  
 Sec. 1004. State administration.

**PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES**

**Subpart 1—Basic Program Requirements**

Sec. 1111. State plans.  
 Sec. 1112. Local educational agency plans.  
 Sec. 1113. Eligible school attendance areas.  
 Sec. 1114. Schoolwide programs.  
 Sec. 1115. Targeted assistance schools.  
 Sec. 1116. Parent and family engagement.  
 Sec. 1117. Participation of children enrolled in private schools.  
 Sec. 1118. Fiscal requirements.  
 Sec. 1119. Coordination requirements.

**Subpart 2—Allocations**

Sec. 1121. Grants for the outlying areas and the Secretary of the Interior.  
 Sec. 1122. Allocations to States.  
 Sec. 1124. Basic grants to local educational agencies.  
 Sec. 1124A. Concentration grants to local educational agencies.  
 Sec. 1125. Targeted grants to local educational agencies.  
 Sec. 1125AA. Adequacy of funding to local educational agencies in fiscal years after fiscal year 2001.  
 Sec. 1125A. Education finance incentive grant program.

\*The items relating to subpart 3 of part B and sections 5231 through 5244 in the table of sections contained in section 2 are editorially supplied. See the amendment made by section 6 of Public Law 114-95 (129 Stat. 1807).

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**What's the difference between classification and designation?**

# Classifications & Designations



*Classifications and designations are independent of one another.*

***This means a school can have a classification and a designation.***

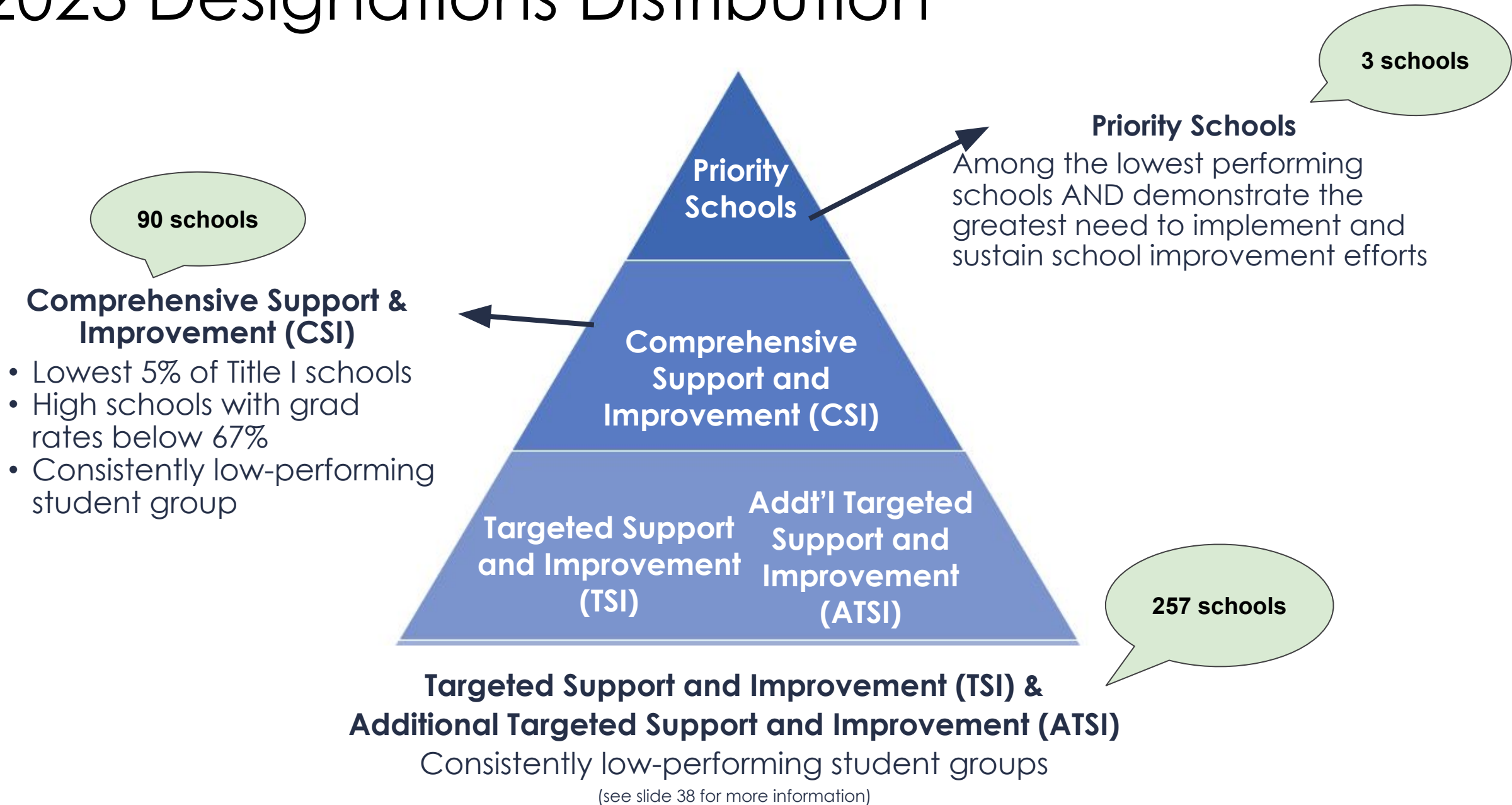
# State and Federal Designations

- Comes from the federal education law, the Every Student Succeeds Act
  - Provides guidelines regarding eligibility
- Only schools receive federal designations
- Priority School designation comes from state statute, N.R.S. 79-760.06





# 2023 Designations Distribution



# Accountability Order of Operations

- Start with AQuESTT Classifications
  - Annual statutory deadline of December 31st
- Federal designation processes begin
  - Start with identifying CSI
    - Lowest 5% (ES/MS/HS)
    - Graduation Rate (4yr <67%)
    - Apply exit criteria to eligible CSI schools
  - Establish thresholds for TSI/ATSI
  - Apply exit criteria to eligible TSI/ATSI schools
  - Generate list of all identified schools

# **Federal Designations**

## **CSI, ATSI, TSI**

# Federal Designations - Definitions

## Comprehensive Support & Improvement (CSI)

- A public school in the lowest 5% of overall performance of Title I schools,
- Any public high school with a 4-year cohort graduation rate of less than 67%, or
- Any public school with an ATSI designation for 3 years. (**CSI-ATSI**)
- Occurs every 3 years
- Monitored yearly by NDE staff (USDE, as necessary)

## Targeted Support & Improvement (TSI)

Any public school with one or more student groups performing at or below the lowest 25% of Title 1 schools. Occurs every year. Monitored by NDE staff.

## Additional Targeted Support & Improvement (ATSI)

Any public school with one or more student group(s) performing at or below the performance level of students in the lowest 5% of Title I schools (i.e. CSI schools). Occurs every 3 years. Monitored by NDE staff.

# **What is Comprehensive Support and Improvement (CSI)?**

# Comprehensive Support and Improvement

Public schools that provide **Targeted or Schoolwide Title I** services are eligible for the CSI designation. This designation identifies the **lowest 5% of Title I schools**, using a filter-like method across the following indicators:

- Performance on NSCAS Growth English Language Arts & Math, or the ACT
- Progress toward English language proficiency (for schools that serve at least 10 English learners per school)
- Growth and non-proficiency reduction
- Reduction in chronic absenteeism (students who miss 10% or more of their time in membership) and Science status

In addition, any public high school with a 4-year cohort graduation rate below 67% will be identified for comprehensive support and improvement. This rate is determined by the U.S. Department Education.

# 2023 Accountability Indicators

<b>ESSA (Federal) Indicator:</b>	Academic Achievement	English Language Proficiency and Progress	Academic Progress	Graduation Rate	School Quality & Student Success
<b>AQuESTT (State) Metric:</b>	Status	Progress Towards English Language Proficiency	Growth, Non-Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science Proficiency

**Status:** % of eligible students who scored On Track or higher in the current year's statewide Math and ELA assessments (NSCAS, NSCAS-Alt, and NSCAS-ACT)

**Progress towards ELP:** The percentage of English Learner students in a school/district who are on track in their progress towards English language proficiency as measured by the ELPA21 assessment.

**Growth:** % of NSCAS/NSCAS-Alt ELA and Math assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year within the same subject area.

**Non-Proficiency:** The trend in the percentage of ELA and Math statewide assessments scoring at a proficient level or above in the school/district for the last three school years. (A negative slope value is the goal)

**Graduation Rate:** Two separate indicators - 4-year and 7-year grad rate - lags one year behind other indicators (Ex. Accountability data for Fall 2022 will use graduation rates from Spring 2021)

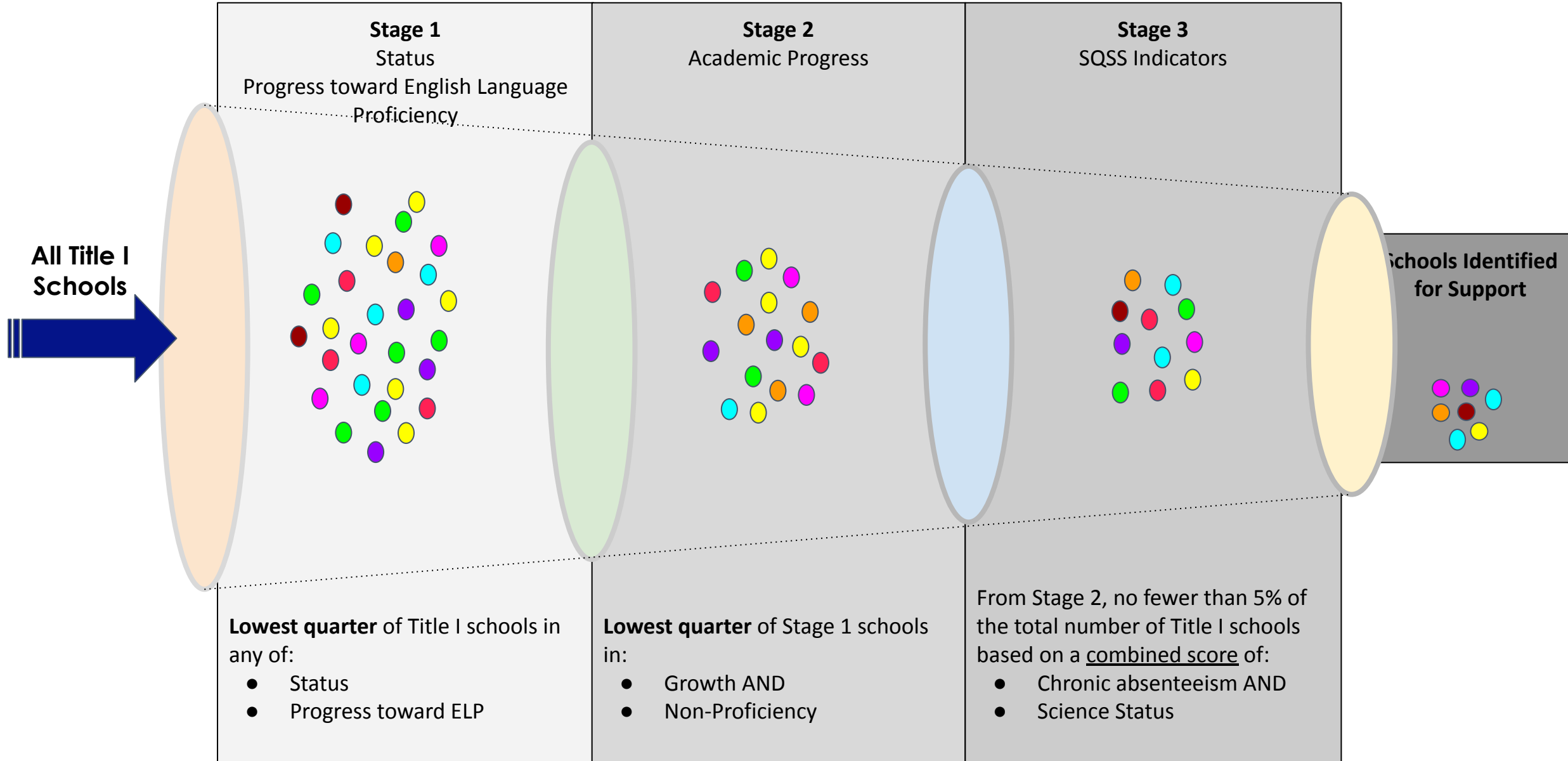
**Chronic absenteeism:** Students who miss 10% or more of their days in membership. Rate is defined by the number of these students, divided by the total number of eligible students at a school or district.

**Science Proficiency:** % of eligible statewide assessments scored at a proficient level or above on the NSCAS/NSCAS-Alt/NSCAS-ACT Science assessments.

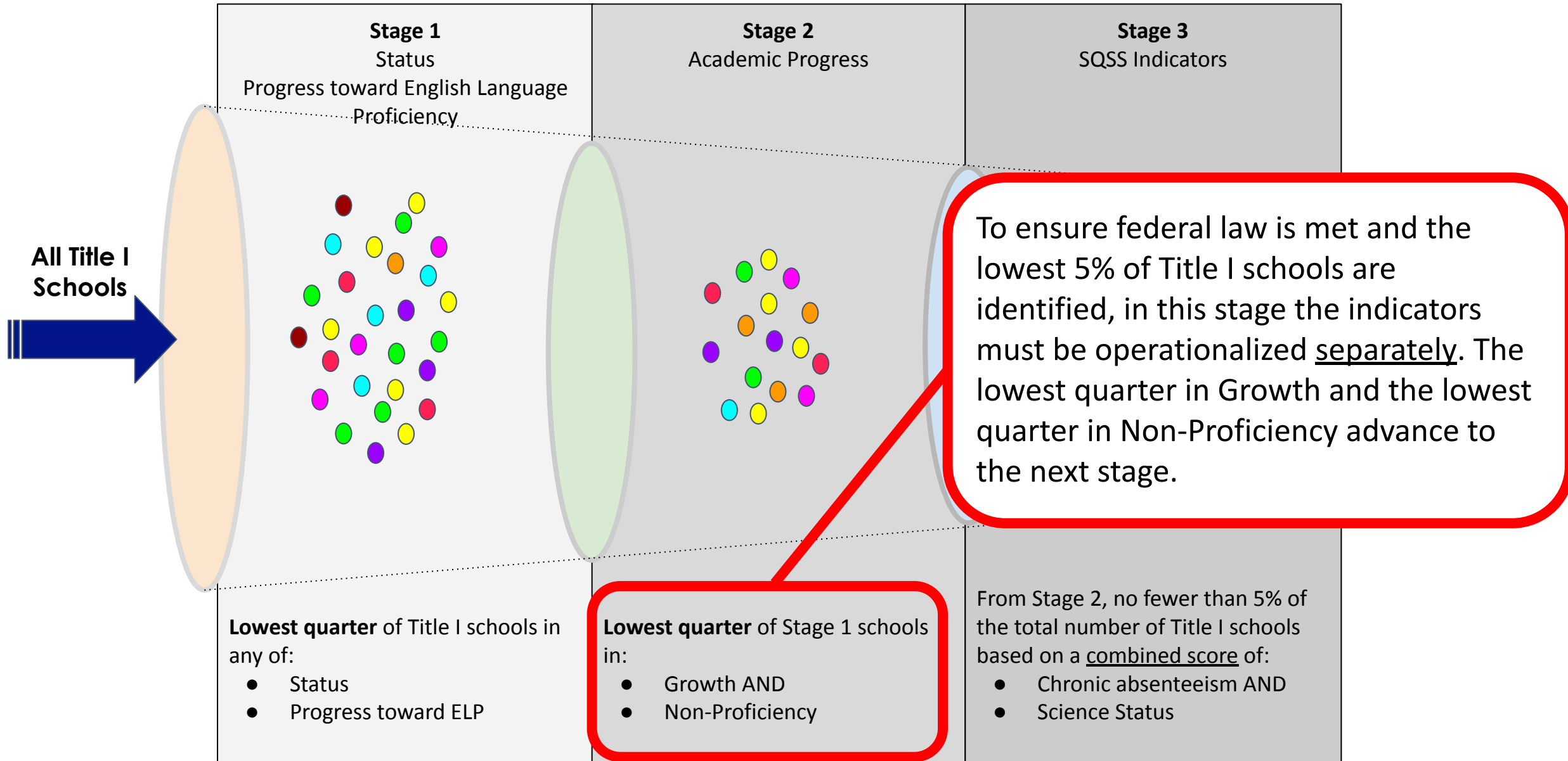
**How did my school get  
identified for CSI?**



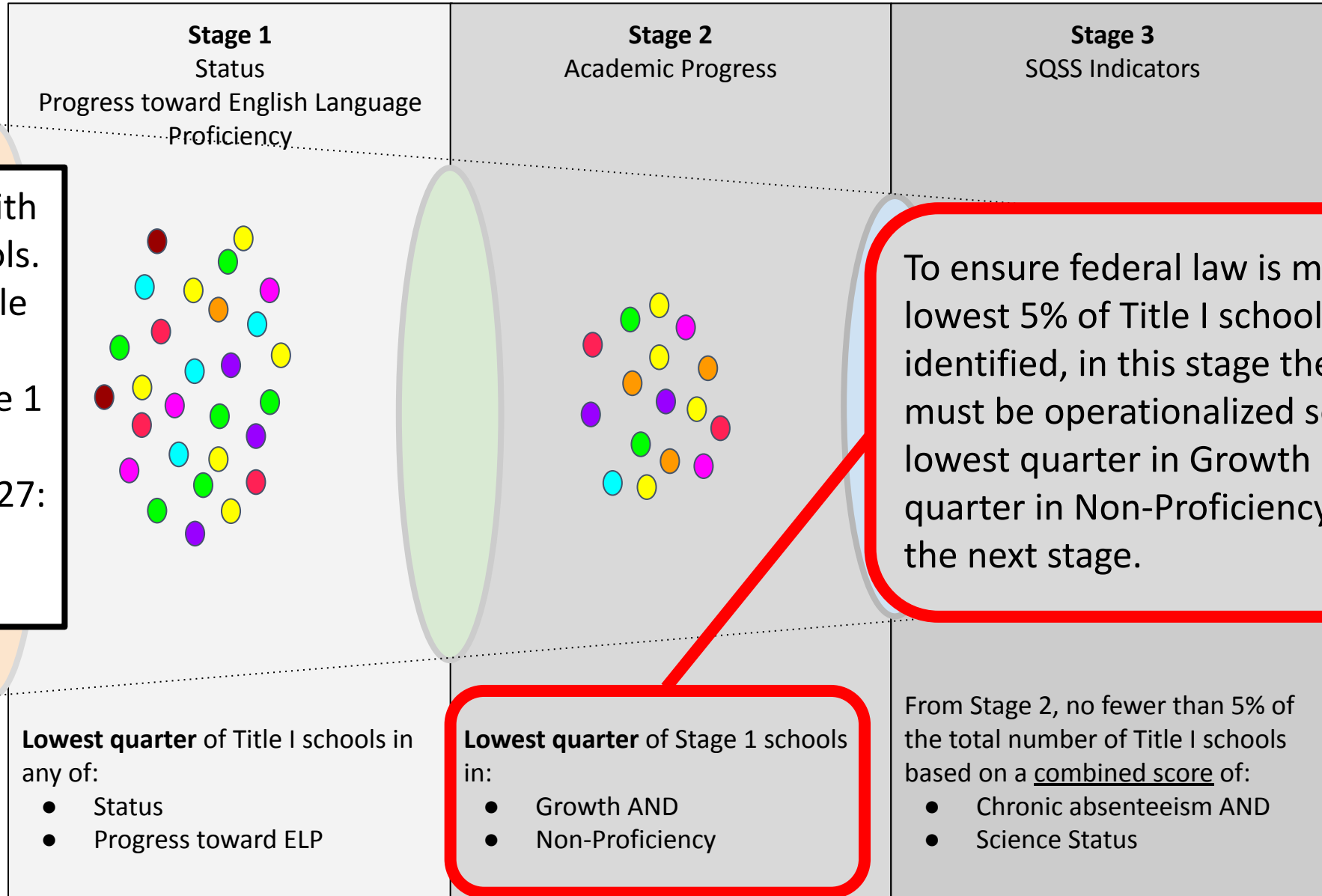
# Comprehensive Support and Improvement (CSI): Elementary & Middle Schools



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# Comprehensive Support and Improvement (CSI): Elementary & Middle Schools



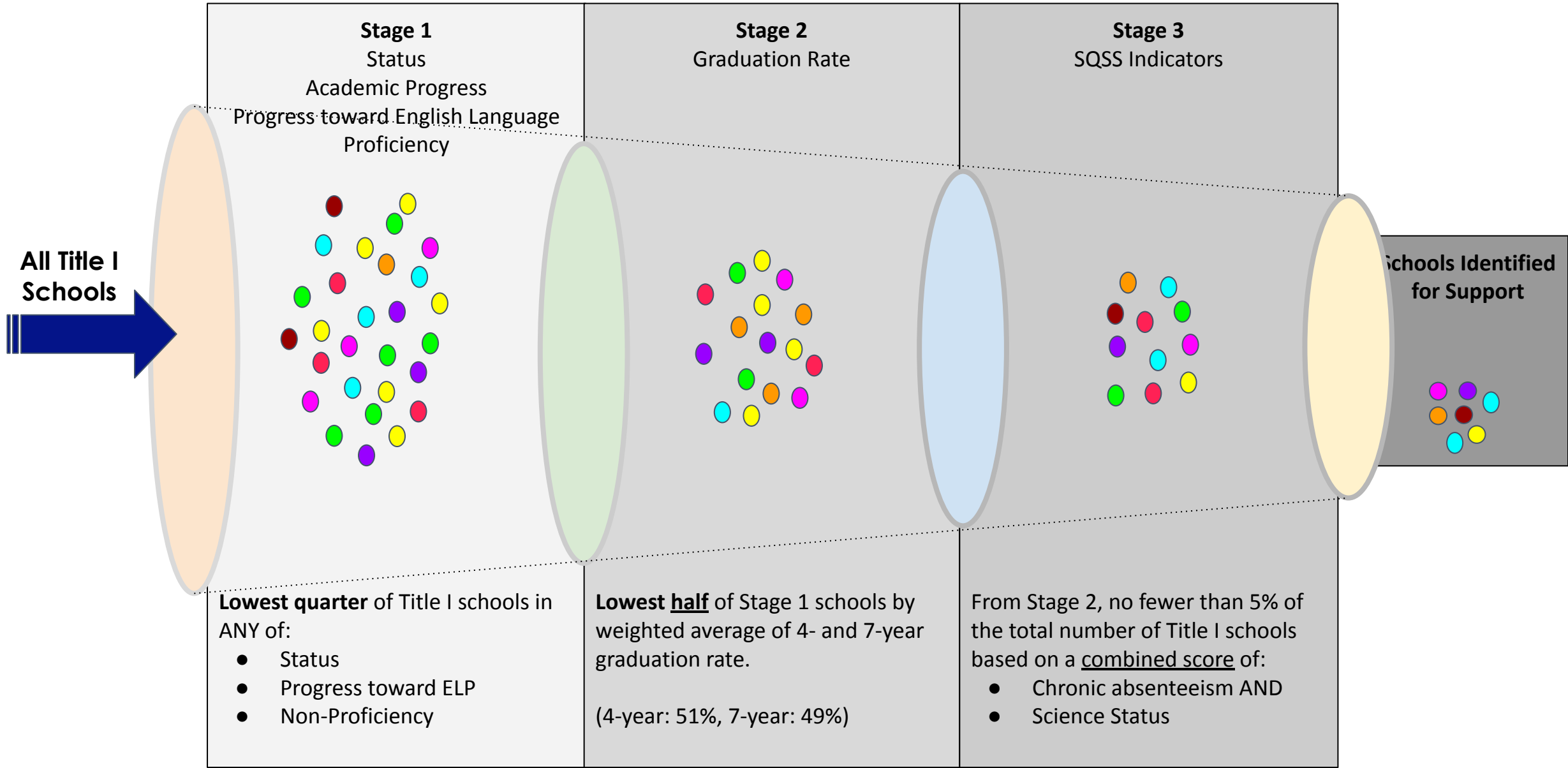
# Information on AQuESTT Reports

All public schools receive a CSI summary to inform furthest progress in CSI designation process.

<b>Comprehensive Support and Improvement (CSI)</b>	
A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <a href="https://aquestt.com/resources/">https://aquestt.com/resources/</a> for additional details of the CSI rules. Districts are not eligible for CSI.	
<b>Furthest Progress in CSI Designation:</b> Stage 1	
Stage 0:	All schools with Schoolwide or Targeted Title I programs in the classification school year
Stage 1:	Title I elementary/middle schools with scores in the lowest quartile of either the Status or English Learner Progress indicators
Stage 2:	Stage 1 schools with scores in the lowest quartile of either the Growth, or Non-Proficiency indicators
Stage 3:	Stage 2 schools with the lowest combined score of Chronic Absenteeism and Science Status

<b>Comprehensive Support and Improvement (CSI)</b>	
A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <a href="https://aquestt.com/resources/">https://aquestt.com/resources/</a> for additional details of the CSI rules. Districts are not eligible for CSI.	
<b>Furthest Progress in CSI Designation:</b> None (no Schoolwide or Targeted Title I program or not enough students)	

**Comprehensive Support and Improvement (CSI): High School\***



\*ANY public high school can also be identified for CSI if its graduation rate is below 67%.

**What are the requirements for the CSI designation?**

**What support is provided?**

**How does a school exit? What happens if a school doesn't exit?**

# CSI Support

- **ESSA requires all CSI schools to complete a needs assessment** and identify resource inequities when developing their improvement plans. A team approach is strongly recommended.
- It's critical for the work of this improvement plan **to be connected to other improvement efforts** within the district including the school's continuous improvement plan, MTSS plan, and others.
- **The NDE will be providing CSI workshops** for all schools identified, and work to connect these plans to create cohesion and coherence.

## Comprehensive Needs Assessment

The screenshot shows a 'New Assessment' form with a dark green header and a light blue navigation bar. The navigation bar includes tabs for 'Setup', 'Options', 'Selections', 'Rating', 'Supporting Documents', and 'Submission'. The 'Setup' tab is active. The form contains several required fields: 'Entity' (dropdown menu with 'McAndrew Elementary' selected), 'Assessment Type' (dropdown menu with 'Comprehensive Needs Assessment' selected), 'Assessment Name' (text input with '2021CNA-School\_Name'), and 'Select Assessment Team Members' (a row of buttons for 'EF', 'CD', 'AB', and '+3', plus an 'Add Team Member' button). There are also optional fields for 'Year' (text input with '2020-2021') and 'Period Window' (calendar icon with 'July 1 2021 - July 16 2021'). At the bottom, there are 'Close' and 'Continue' buttons.

# CSI Support

As a school identified for CSI support, you are part of a cohort of schools with similar opportunities for growth and improvement. As a CSI school you will:

- receive additional resources including technical and guided assistance for improvement from the NDE.
- complete a comprehensive needs assessment to help you identify the greatest needs for growth and assets to leverage.
- submit a plan for improvement to the NDE that outlines steps in implementation and resources needed to implement the plan
  - **be eligible to receive federal funds to support improvement efforts.**
- **Schools must choose “evidence-based” practices and/or interventions, those that have been proven to improve outcomes for students.**
- The NDE will be providing support sessions for all CSI schools to collaboratively analyze data and build implementation plans.



# Exit Criteria - CSI

- **CSI-Lowest 5% Exit Criteria**

- Not re-identified for CSI, AND
- Not in lowest 10% of Title I across the first filter (Status & ELP), AND
- Made significant progress across **all indicators**

- CSI schools identified in 2023 are eligible to exit in 2026.

- **Significant Progress** is defined as a positive change in performance across each indicator compared to the year in which the school was identified.

- **CSI-Low Grad Rate Exit Criteria**

- For high schools identified for CSI for low graduation rate, schools may exit when they have
  - A grad rate above 67% AND have two consecutive years of graduation rate improvement in order to exit such status.

# Cohort Timelines

	2018-19	2019-20 (Not counted towards years in status)	2020-21	2021-22	2022-23 (Transition Year)	2023-24 (Transition Year)	2024-25	2025-26	2026-27
<b>CSI</b> (lowest 5% Title 1 schools - identified every 3 years) (Low grad rate < 67%)	Cohort 1 - Year 1 (27 Schools)	<i>Cohort 1 - Year 2</i>	Cohort 1 - Year 2 (27 Schools)	Cohort 1 - Year 3 (27 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: more rigorous options)				
					Identify CSI schools for Cohort 2 - Year 1 (~27 schools)	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify CSI schools for Cohort 3 - Year 1 (~27 schools)	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
<b>CSI-Low Grade Rate</b> (Any high school with a grad rate of <67%)						Identify non-exiting CSI-low grad schools	Eligible to Exit	Eligible to Exit	Eligible to Exit
<b>CSI-Student Group</b> (non-exiting ATSI schools after designated time period)						Identify non-exiting ATSI schools	Eligible to Exit	Eligible to Exit	Eligible to Exit
									Identify CSI schools for Cohort 4 - Year 1
<b>ATSI</b> (schools with underperforming student groups as compared to CSI schools)		<i>Cohort 1 - Year 1</i>	Cohort 1 - Year 1 (117 Schools)	Cohort 1 - Year 2 (117 Schools)	Cohort 1 - Year 3 (117 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: Become CSI)			
					Identify ATSI schools - Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify ATSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify ATSI schools for Cohort 4 - Year 1

# Cohort Timelines

	2018-19	2019-20 (Not counted towards years in status)	2020-21	2021-22	2022-23 (Transition Year)	2023-24 (Transition Year)	2024-25	2025-26	2026-27
<b>CSI</b> (lowest 5% Title 1 schools - identified every 3 years) (Low grad rate < 67%)	Cohort 1 - Year 1 (27 Schools)	<i>Cohort 1 - Year 2</i>	Cohort 1 - Year 2 (27 Schools)	Cohort 1 - Year 3 (27 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: more rigorous options)				
					Identify CSI schools for Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify CSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
<b>CSI-Low Grad Rate</b> (Any high school with a grad rate of <67%)						Identify non-exiting CSI-low grad schools	Eligible to Exit	Eligible to Exit	Eligible to Exit
<b>CSI-Student Group</b> (schools after designated time period)						ATSI schools			
									Identify CSI schools for Cohort 4 - Year 1
<b>ATSI</b> (schools with underperforming student groups as compared to CSI schools)		<i>Cohort 1 - Year 1</i>	Cohort 1 - Year 1 (117 Schools)	Cohort 1 - Year 2 (117 Schools)	Cohort 1 - Year 3 (117 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: Become CSI)			
					Identify ATSI schools - Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify ATSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify ATSI schools for Cohort 4 - Year 1

# More Rigorous Options

If a CSI school has not met the exit criteria after three years of identification, the NDE will reevaluate their improvement plan, in consultation with the district, to determine if a

- significant revision of the progress plan is necessary,
- an entirely new progress plan is developed, or
- an alternative administrative structure is warranted.

**All Not-Yet-Exited schools** will be required to complete a new comprehensive needs assessment, engage in an external review of their classroom instructional practices, and receive technical assistance on data interpretation, root cause analysis, and rigorous goal setting and action planning. These schools will also receive periodic implementation site visits by an NDE cross-functional team to identify strengths, areas for improvement, and determine if any adjustments to their plans need to be made.

Check out the [ESSA Designation Rules](#) for more information.

**What is Additional Targeted  
Support (ATSI) and  
Improvement and Targeted  
Support and Improvement (TSI)?**

# Student Groups for Targeted Support and Improvement

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
- Latinx/Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

# Federal Accountability Explained: TSI & ATSI

Targeted Support & Improvement (TSI)	Additional Targeted Support & Improvement (ATSI)
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in CSI schools

**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.

**Am I 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, these plans 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 proficiency and improvement)
- Specifically for ATSI schools, include plans for addressing resource inequities uncovered through a [resource allocation review](#).

# How was our school identified for TSI\*/ATSI?

\*Slides 33-41 illustrate the filter process for identifying TSI schools. The process is identical for ATSI, except the comparison group is different.



# Targeted Support and Improvement

Student group performance is then evaluated through the following AQuESTT indicators:

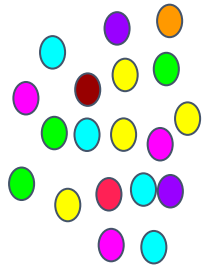
- Status (Academic Achievement)
- Progress Towards English Language Proficiency
- Growth and Non-Proficiency (Academic Progress)
- 4- and 7-Year Cohort Graduation Rate
- Chronic Absenteeism & Science Status(School Quality/Student Success)

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

## Targeted Support & Improvement (TSI): Elementary & Middle Schools

Does the school serve at least 10 students in the given student group?

**All Public Schools\***



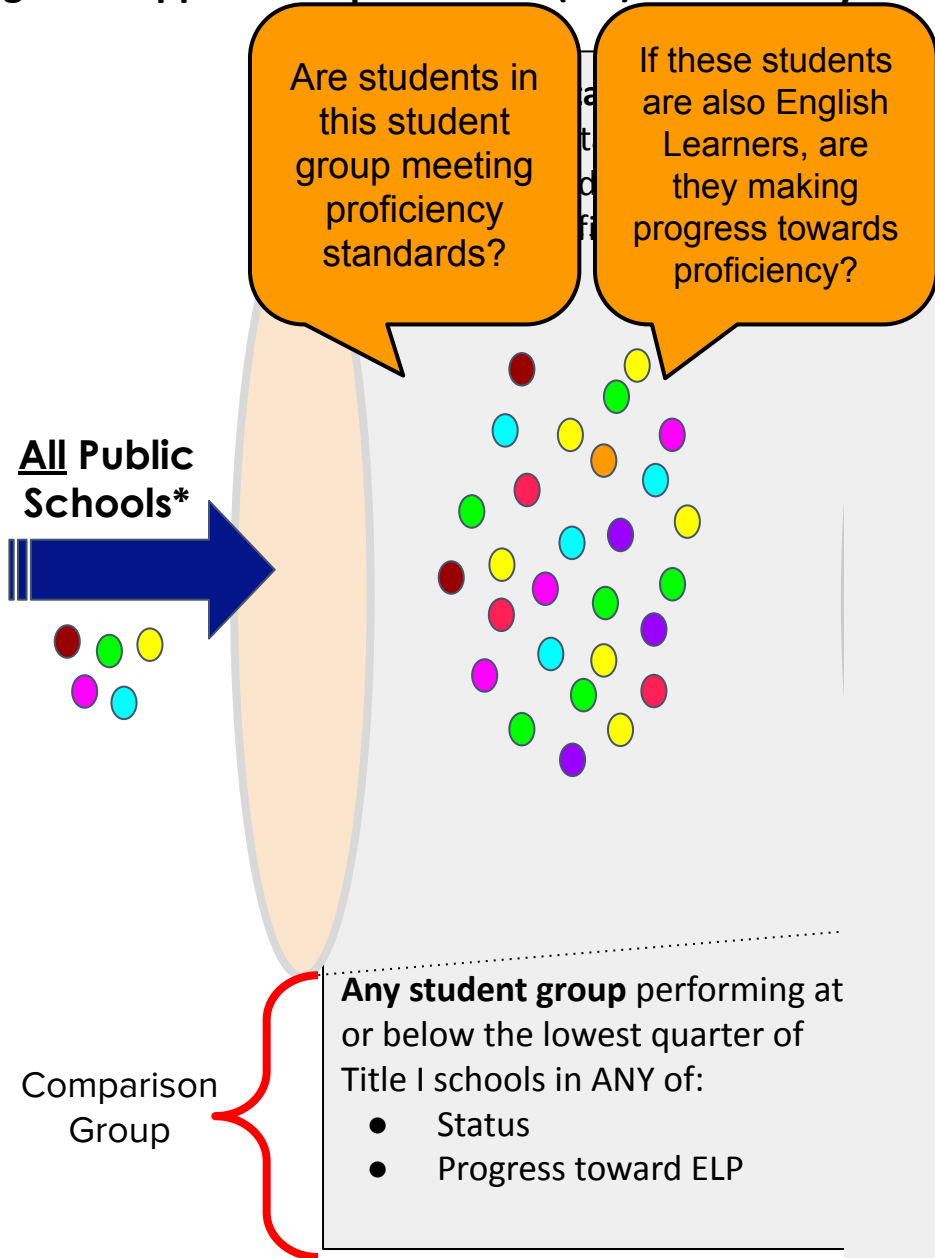
### EXAMPLE:

Nebraska Middle School serves 400 students in grades 6-8 and has every student group represented (as listed on slide 41). However, only Students with Disabilities, English Learners, Economically Disadvantaged, Hispanic, and White meet the n-size of 10. This means, five student groups are eligible for this designation process and move to Stage 1.

School Name	Student Group*	N-size
Nebraska Middle School	EL	Yes
Nebraska Middle School	FRL	Yes
Nebraska Middle School	RaceEth-AM	Exclude
Nebraska Middle School	RaceEth-AS	Exclude
Nebraska Middle School	RaceEth-BL	Exclude
Nebraska Middle School	RaceEth-HI	Yes
Nebraska Middle School	RaceEth-MU	Exclude
Nebraska Middle School	RaceEth-PI	Exclude
Nebraska Middle School	RaceEth-WH	Yes
Nebraska Middle School	SPED	Yes

\*All public schools with at least 10 students in each of the following student groups: Black/African American (BL), Hispanic (HI), American Indian/Alaska Native (AM), White (WH), Native Hawaiian (PI), Asian (AS), Two or more races (MU), Economically disadvantaged (FRL), Students with Disabilities (SPED), English Learners (EL)

# Targeted Support & Improvement (TSI): Elementary & Middle Schools



\*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

All Public Schools\*

Are students in this student group meeting proficiency standards?  
 If these students are also English Learners, are they making progress towards proficiency?

Comparison Group  
 Any student group performing or below the lowest quarter of Title I schools in ANY of:  
 • Status  
 • Progress toward ELP

\*All public schools with at least 10 students in the student group (White, Native Hawaiian, Asian, etc.)

**EXAMPLE:**

In Nebraska Middle School, there are 100 Students with Disabilities, 30 English Learners, 150 Economically Disadvantaged students, 100 Hispanic, and 300 White meet the n-size of 10.

In Stage 1, for each eligible student group, their status score is compared to the highest status score of the comparison group (For TSI, it is the lowest 25% of Title I schools).

In Stage 1, for each eligible student group, if they participated in the ELPA21 assessment, their progress toward ELP is compared to the highest score of the comparison group.

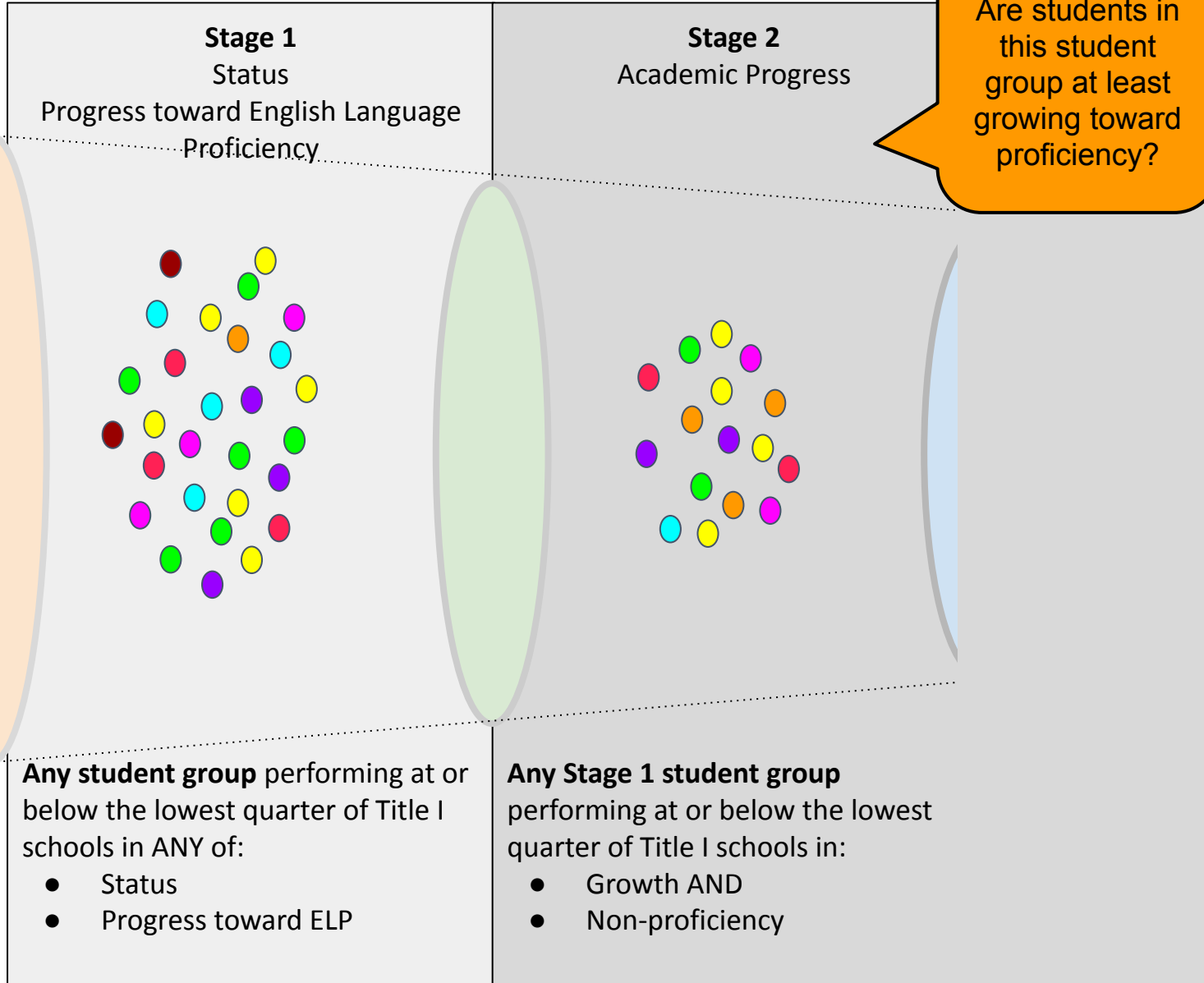
After reviewing the data, only four student groups are eligible for this designation process and move to Stage 2.

School Name	Student Group	N-size	Stage 1: Status (Title I 25%= 44.25%)*	Stage 1: ELP (Title I 25% = 36.07%)*
NMS	EL	Yes	10%	23%
NMS	FRL	Yes	30%	34%
NMS	RaceEth-AM	Exclude		
NMS	RaceEth-AS	Exclude		
NMS	RaceEth-BL	Exclude		
NMS	RaceEth-HI	Yes	18%	13%
NMS	RaceEth-MU	Exclude		
NMS	RaceEth-PI	Exclude		
NMS	RaceEth-WH	Yes	45%	-
NMS	SPED	Yes	9%	11%

\*These numbers are from the 2023 ESSA Designation Business Rules.

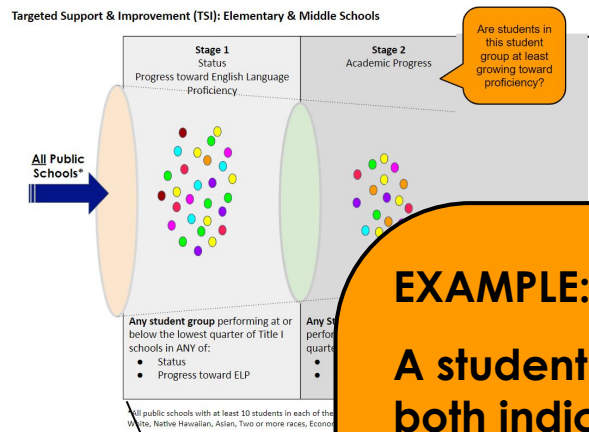
# Targeted Support & Improvement (TSI): Elementary & Middle Schools

**All Public Schools\***



Are students in this student group at least growing toward proficiency?

\*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners



**EXAMPLE:**

**A student group must be low in both indicators to move to the next stage.**

In Stage 2, for each eligible student group, their growth score is compared to the highest growth score of the comparison group.

In Stage 2, for each eligible student group, their non-proficiency (N.P.) rate is compared to the lowest rate of the comparison group. (A negative number is better)

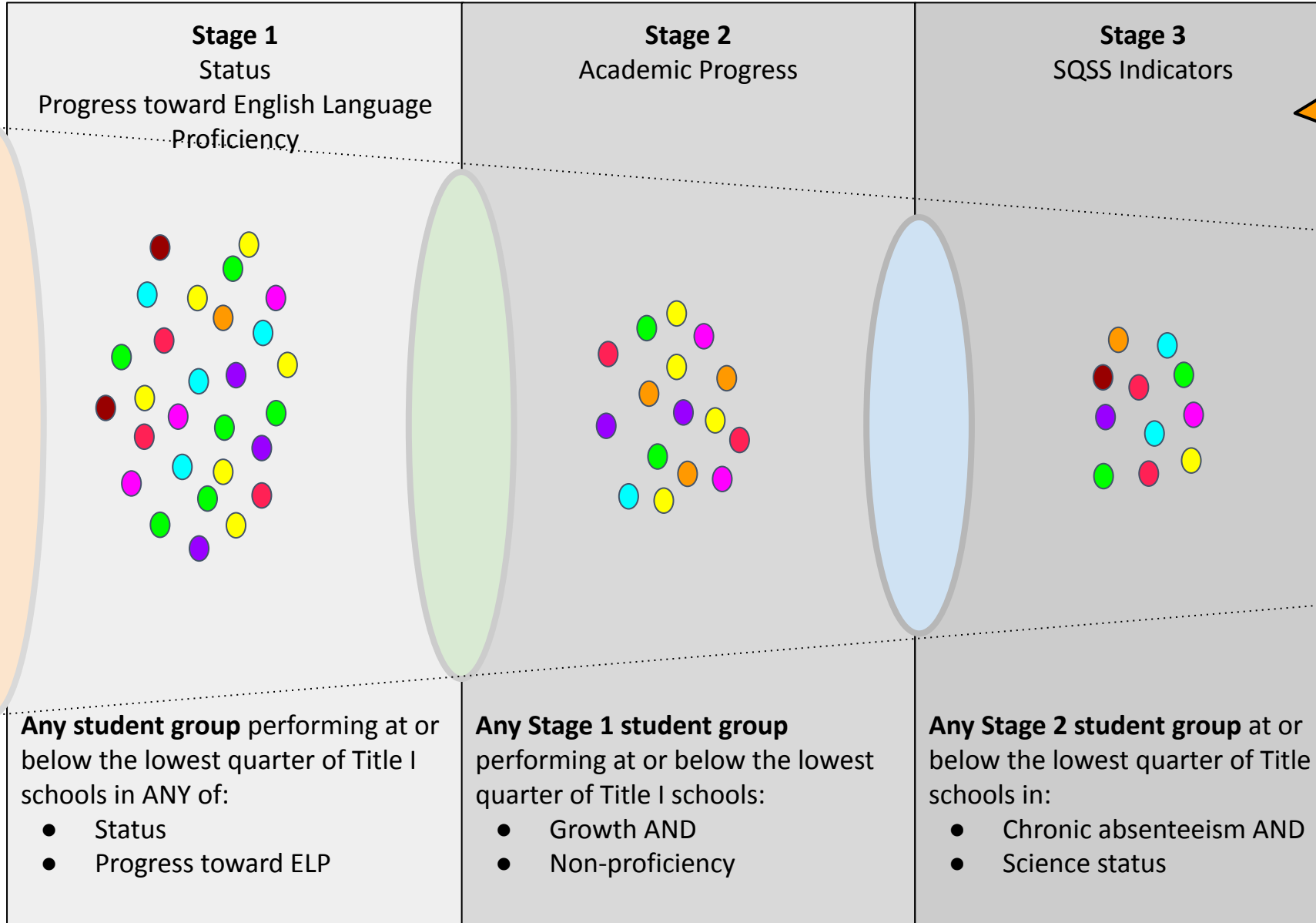
After reviewing the data, only two student groups are eligible for this designation process and move to Stage 3.

School Name	Student Group	N-size	Stage 1: Status (Title I 25%= 44.25%)*	Stage 1: ELP (Title I 25% = 36.073%)*	Stage 2: Growth (Title I 25% = 64.67%)*	Stage 2: N.P. (Title I 25% = -3.34)*
NMS	EL	Yes	10%	13%	60%	-4.61
NMS	FRL	Yes	30%	34%	57%	-3.65
NMS	RaceEth-AM	Exclude				
NMS	RaceEth-AS	Exclude				
NMS	RaceEth-BL	Exclude				
NMS	RaceEth-HI	Yes	18%	13%	57%	10.33
NMS	RaceEth-MU	Exclude				
NMS	RaceEth-PI	Exclude				
NMS	RaceEth-WH	Yes	35%	-		
NMS	SPED	Yes	9%	11%	55%	3.09

\*These numbers are from the 2023 ESSA Designation Business Rules.

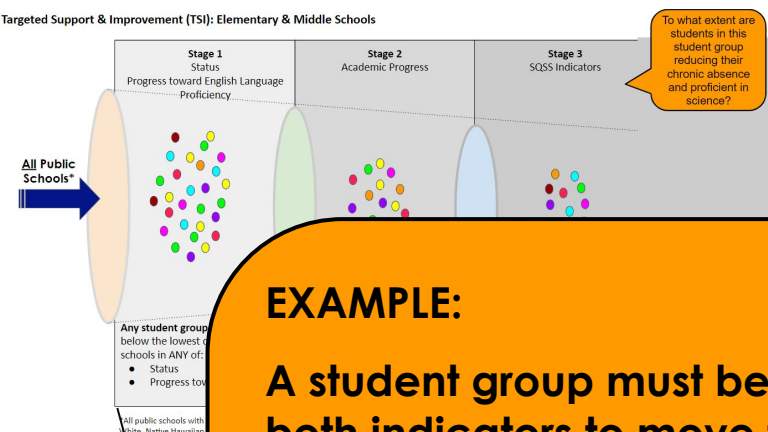
# Targeted Support & Improvement (TSI): Elementary & Middle Schools

**All Public Schools\***



To what extent are students in this student group reducing their chronic absence and proficient in science?

\*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners



**EXAMPLE:**

**A student group must be low in both indicators to move to be designated TSI.**

In Stage 3, for each eligible student group, their chronic absence (C.A.) rate is compared to the lowest rate of the comparison group.

In Stage 3, for each eligible student group, their science status score is compared to the highest score of the comparison group.

**After reviewing the data, two student groups are designated TSI for Hispanic students and Students with Disabilities.**

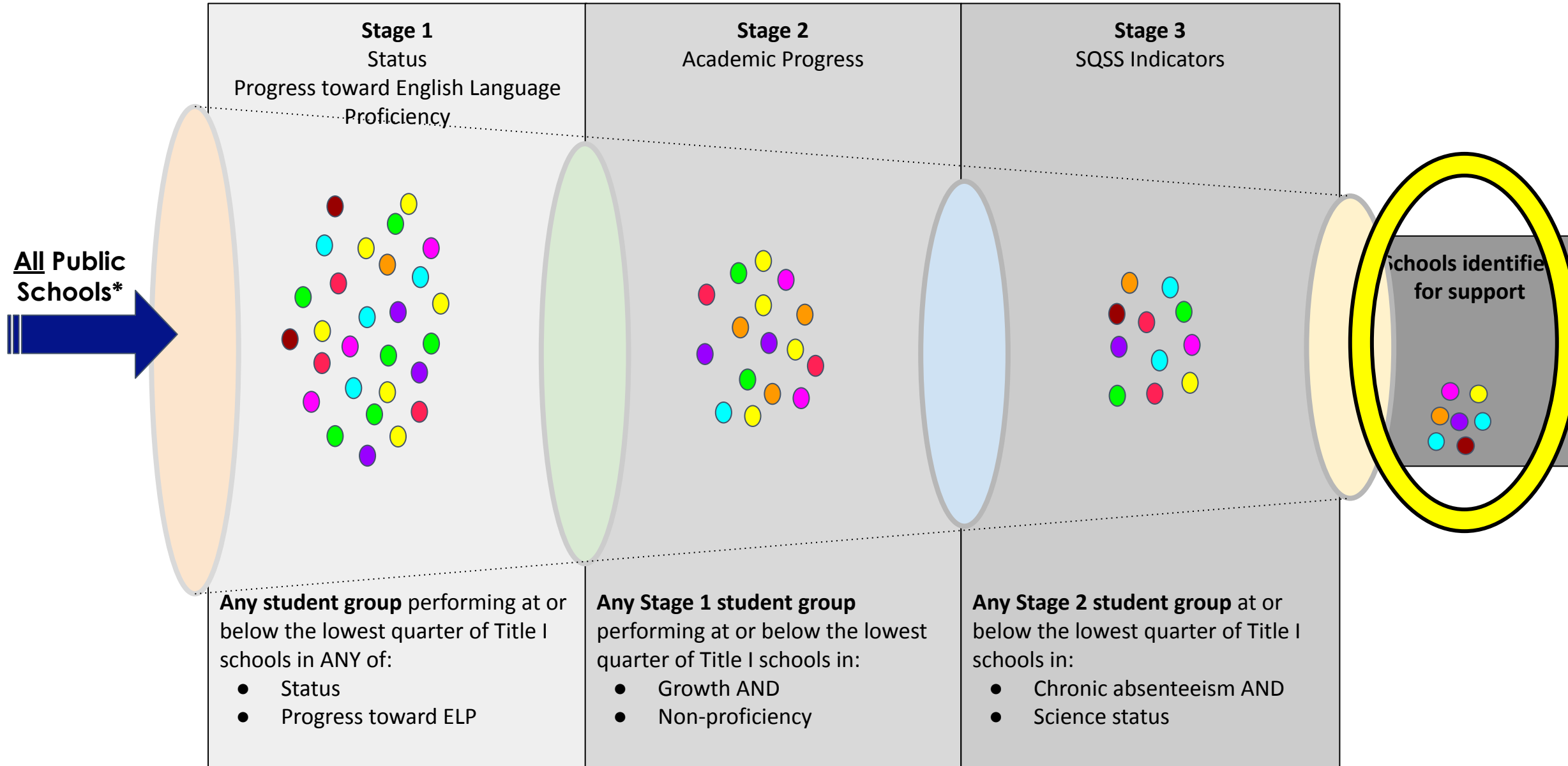
School Name	Student Group	N-size	Stage 1: Status (Title I 25%= 44.25%)*	Stage 1: ELP (Title I 25% = 36.07%)*	Stage 2: Growth (Title I 25% = 64.67%)	Stage 2: N.P. (Title I 25% = -3.34)*	Stage 3: C.A.* (Title I 25% = -1.87%)*	Stage 3: Science (Title I 25% = 60.87%)*
NMS	EL	Yes	10%	13%	60%	-4.61		
NMS	FRL	Yes	30%	34%	57%	-3.65		
NMS	RaceEth-AM	Exclude						
NMS	RaceEth-AS	Exclude						
NMS	RaceEth-BL	Exclude						
NMS	RaceEth-HI	Yes	18%	13%	57%	10.33	-3.75%	60%
NMS	RaceEth-MU	Exclude						
NMS	RaceEth-PI	Exclude						
NMS	RaceEth-WH	Yes	35%	-				
NMS	SPED	Yes	9%	11%	55%	3.09	-4.91%	48%

\*These numbers are from the 2023 ESSA Designation Business Rules.

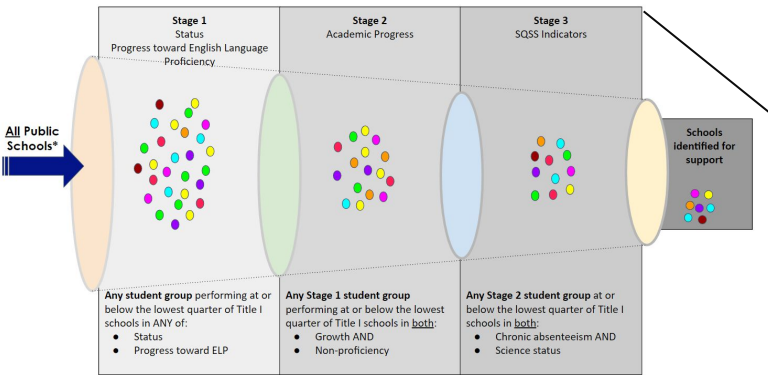
\*\* For the 2023 Designations and beyond, the chronic absenteeism indicator is a reduction model, and compares the difference from target rate for each student group.



# Targeted Support & Improvement (TSI): Elementary & Middle Schools



\*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners



\*Public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

### EXAMPLE:

After going through the filter process for identifying student groups in schools for Targeted Support and Improvement and reviewing the data, two student groups are designated TSI at Nebraska Middle School:

- Hispanic students
- Students with Disabilities

# Additional Targeted Support and Improvement

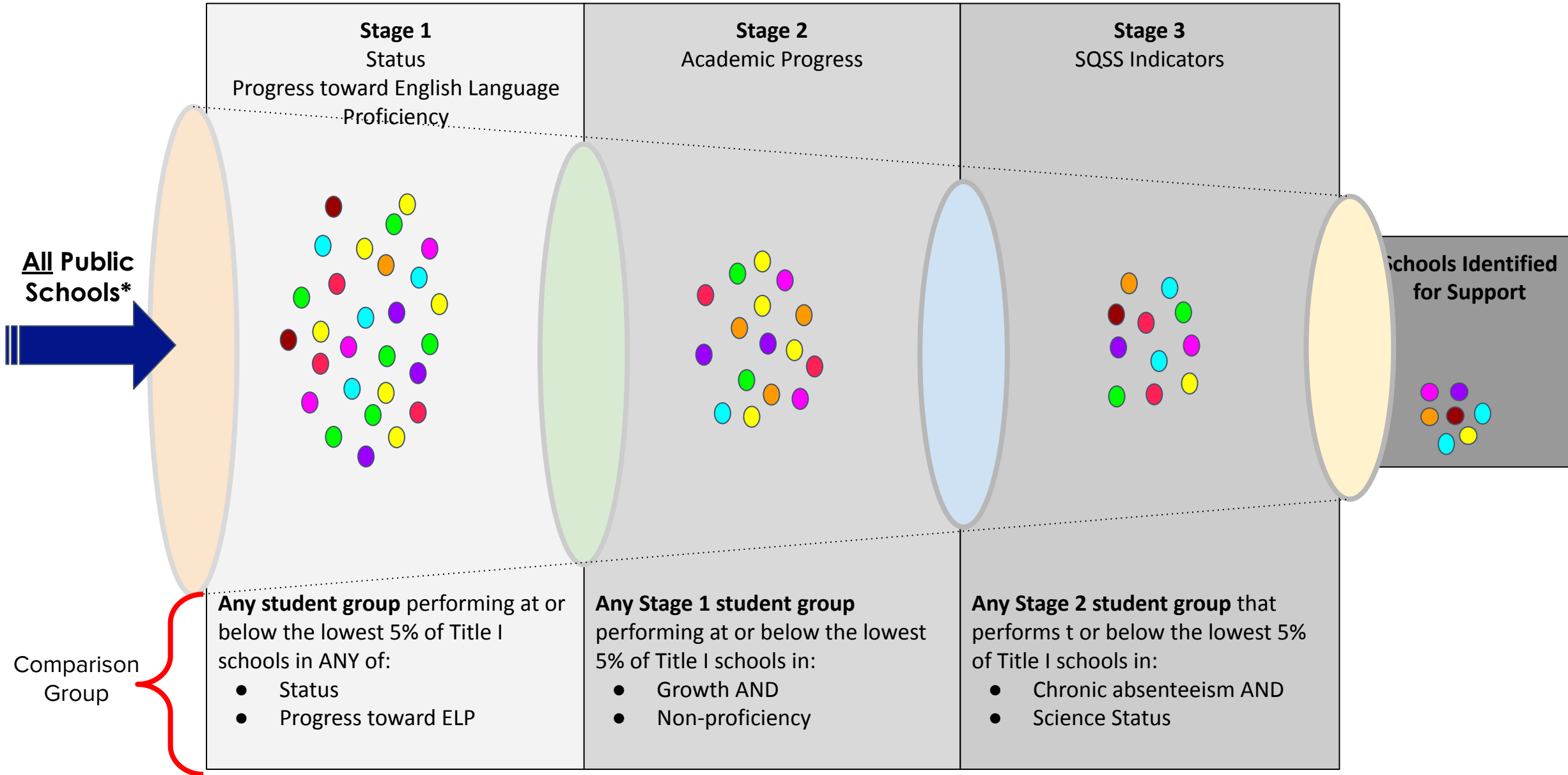
Student group performance is then evaluated through the following AQuESTT indicators:

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

If student group performance is at or below the **lowest 5%** of Title I schools, then a school is identified for **Additional Targeted Support and Improvement (ATSI)**.

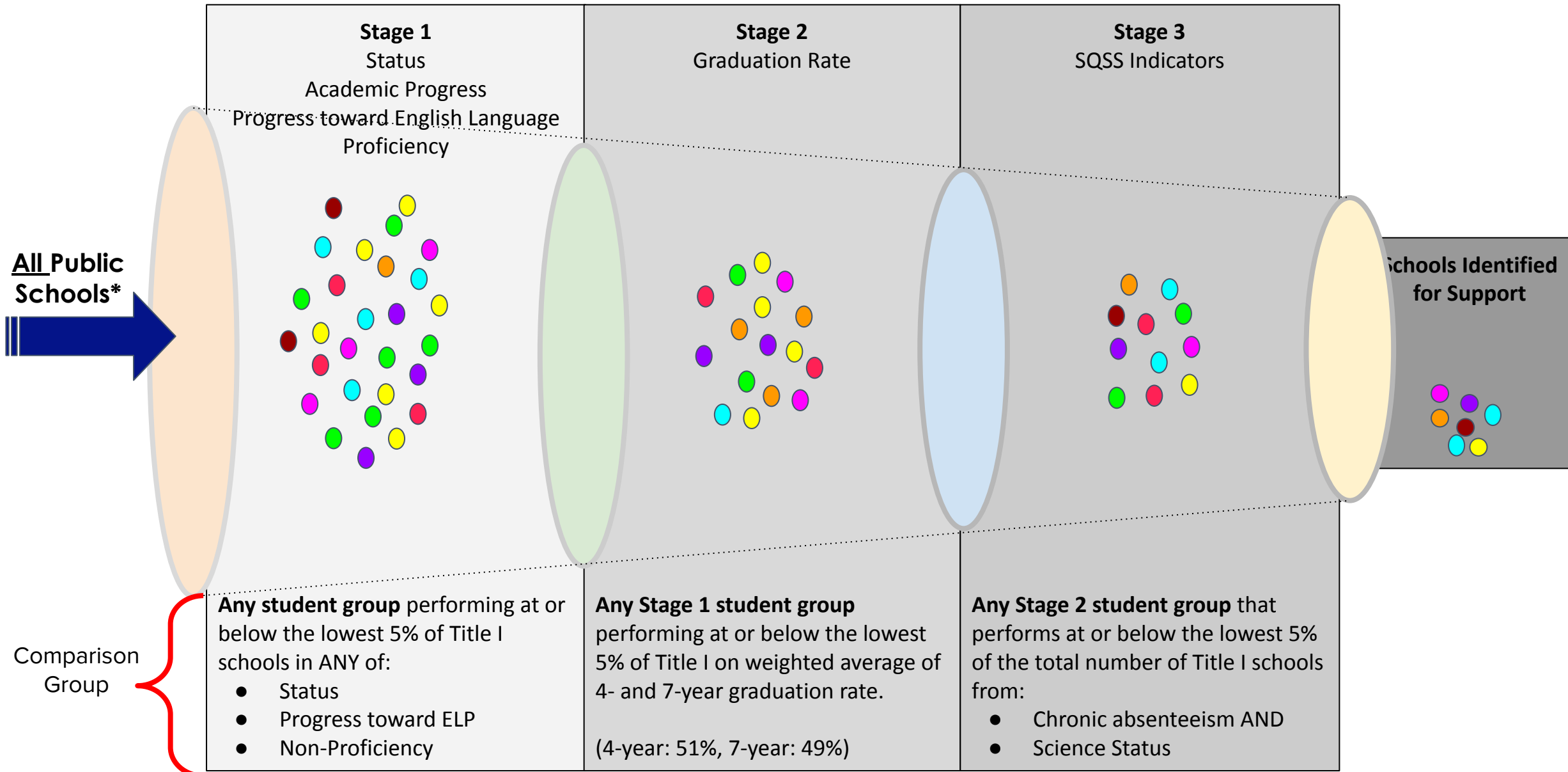
- Put another way, schools identified for ATSI serve student groups who are performing at or below the state's CSI schools.

# Additional Targeted Support & Improvement (ATSI): Elementary & Middle Schools



\*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

# Additional Targeted Support & Improvement (ATSI): High School



\*All public schools with at least 10 students in each of the following student groups: Black/African American, Hispanic, American Indian/Alaska Native, White, Native Hawaiian, Asian, Two or more races, Economically disadvantaged, Students with Disabilities, English Learners

**What is the difference  
between Targeted Support  
and Improvement (TSI) and  
Additional Targeted Support  
and Improvement (ATSI) ?**

# TSI & ATSI Differences

- 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-ATSI schools.
- **Any improvement plan used by an ATSI school is required to engage in a resource allocation review.**

**How does my school exit the designation of TSI/ATSI?**

**What happens if my school doesn't exit the designation in a specified timeline?**



# Cohort Timelines

	2018-19	2019-20 (Not counted towards years in status)	2020-21	2021-22	2022-23 (Transition Year)	2023-24 (Transition Year)	2024-25	2025-26	2026-27
<b>CSI</b> (lowest 5% Title 1 schools - identified every 3 years) (Low grad rate < 67%)	Cohort 1 - Year 1 (27 Schools)	<i>Cohort 1 - Year 2</i>	Cohort 1 - Year 2 (27 Schools)	Cohort 1 - Year 3 (27 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: more rigorous options)				
					Identify CSI schools for Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify CSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
<b>CSI-Low Grad Rate</b> (Any high school with a grad rate of <67%)						Identify non-exiting CSI-low grad schools	Eligible to Exit	Eligible to Exit	Eligible to Exit
<b>CSI-Student Group</b> (non-exiting ATSI schools after designated time period)						Identify non-exiting ATSI schools	Eligible to Exit	Eligible to Exit	Eligible to Exit
									Identify CSI schools for Cohort 4 - Year 1
<b>ATSI</b> (schools with underperforming student groups as compared to CSI schools)		<i>Cohort 1 - Year 1</i>	Cohort 1 - Year 1 (117 Schools)	Cohort 1 - Year 2 (117 Schools)	Cohort 1 - Year 3 (117 Schools)	Apply exit criteria to Cohort 1 (Non-exiting schools: Become CSI)			
					Identify ATSI schools - Cohort 2 - Year 1	Eligible to Exit	Eligible to Exit	Eligible to Exit	Apply exit criteria to Cohort 2
						Identify ATSI schools for Cohort 3 - Year 1	Cohort 3 - Year 2	Cohort 3 - Year 3	Apply exit criteria to Cohort 3
									Identify ATSI schools for Cohort 4 - Year 1

# Exit Criteria - ATSI

- **ATSI Exit Criteria**
  - Not re-identified for ATSI for the same student group
  - Made sufficient growth in Status and/or ELP and/or non-proficiency for high schools (**Stage 1**)
- **Sufficient Growth\*** is defined yearly by analyzing progress made by each student group in the current accountability year compared to the year the school was identified.
- Check out the [ESSA Designation Rules](#) for more information.
- If an ATSI school does not exit after three years (four years for those identified in 2022), they become a CSI school.

*\*Sufficient growth is used to emphasize the focus on only Stage 1. This is different from other designations.*

**How did my school get  
identified for CSI-ATSI?**

**What are the requirements?**

**What is the exit criteria?**

# CSI-ATSI Designation

- An ATSI school did not meet the exit criteria:
  - Identified as an ATSI school for the same student group AND/OR
  - Did not make sufficient growth in Stage 1 (Status & Progress towards ELP) from initial year of identification.
- Requirements
  - Conduct a comprehensive needs assessment
  - Submit an improvement plan
  - Eligible to receive federal funds

<b>Comprehensive Support and Improvement (CSI)</b>	
A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <a href="https://aquestt.com/resources/">https://aquestt.com/resources/</a> for additional details of the CSI rules. Districts are not eligible for CSI.	
Designated as CSI (automatic qualification by not exiting group from ATSI) (Designated in 2023)	
<b>Furthest Progress in CSI Designation:</b>	
Stage 0:	All schools with Schoolwide or Targeted Title I programs in the classification school year
Stage 1:	Title I elementary/middle schools with scores in the lowest quartile of either the Status or English Learner Progress indicators
Stage 2:	Stage 1 schools with scores in the lowest quartile of either the Growth, or Non-Proficiency indicators
Stage 3:	Stage 2 schools with the lowest combined score of Chronic Absenteeism and Science Status

# Exit Criteria - CSI-ATSI

- **CSI-ATSI Exit Criteria**
  - Not re-identified for ATSI for the same student group
  - Made sufficient growth in Status and/or ELP and/or non-proficiency for high schools (**Stage 1**)
- **Sufficient Growth\*** is defined yearly by analyzing progress made by each student group in the current accountability year compared to the year the school was identified.
- Check out the [ESSA Designation Rules](#) for more information.
- Schools in this designation are eligible to exit every year.

*\*Sufficient growth is used to emphasize the focus on only Stage 1. This is different from other designations.*

**What does it mean if my  
school has multiple  
designations?**

# Multiple Designations

- It is possible for a school to have multiple designations.
  - Example:
    - CSI-lowest 5% (2023)
    - CSI-ATSI (student group: English Learners)
  - CSI-lowest 5% is the most urgent of all federal designations.
  - All designations have a set of requirements and timelines to track.
- Track all requirements, timelines, and baseline year data to determine progress needed.

# Tools & Resources

## FAQ Documents with customizable slide deck

**AQUESTT**

**FAQ: Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)**

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 outcomes based performance on students and families, and focus on creating equitable opportunities to learn."

**AQUESTT and Accountability FAQ**

Note: This document will force a copy. Feel free to adjust the slides as needed.

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**AQUESTT**

## Resource Allocation Review Guidance

**Resource Allocation Review Guide for Schools & Districts**

Schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) are required to identify any resource inequities that exist in their school and/or district. These findings should be addressed through the creation and implementation of an improvement plan (ESSA Sec. 1111(d)(1)(B)(iv) & Sec. 1111(d)(2)(C)).

- CSI schools are required to submit an improvement plan to the NDE that incorporates actions to address resource inequities.
- ATSI schools are not required to submit an improvement plan to the NDE but can leverage an existing plan to address resource inequities. However, districts with ATSI schools are required to support and monitor the implementation of the plan.

**"Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering, rigorous learning outcomes—no matter their race or income. We believe that measuring and discussing the dimensions of resource equity can push us past illusory aspirations and instead focus leaders on how to design schools and set system-level policies that enable all children to succeed" (Travers, 2018, p. 4).**

A Resource Allocation Review is...	A Resource Allocation Review is not...
<ul style="list-style-type: none"> <li>A collaborative process to ensure students have equitable access to resources</li> <li>A driver of meaningful change for districts that serve low-performing schools</li> <li>A tool to support school improvement efforts</li> <li>A component of your continuous improvement processes</li> </ul>	<ul style="list-style-type: none"> <li>An evaluation or accountability measure</li> <li>A punitive action against a school or district</li> <li>A standalone activity completed in isolation of other improvement planning efforts</li> </ul>

(Adapted from [Region 15 Comprehensive Center Network & Utah Department of Education](#))

**Elements of an Effective Resource Allocation Review for District/School Teams**

- Examine **all funding** from all sources.
  - This should include federal, state, and local funding, and not just money dedicated to school improvement.

## District-level Guidance for plan identification for TSI/ATSI schools

**Supplemental Planning Document for Districts with TSI/ATSI schools**

Districts with Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools are not required to submit a new plan to the NDE. However, districts are required to support schools in identifying, implementing, and monitoring improvement plans. We strongly encourage districts to take stock of current improvement plans rather than creating a standalone plan. [This document aims to help district staff with identifying an existing plan which can be leveraged to support their TSI/ATSI schools.](#)

District Name	School Name
TSI/ATSI Designation (select all that apply)	
<input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latinx <input type="checkbox"/> Native American/Alaskan Native <input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> Two or more races <input type="checkbox"/> White <input type="checkbox"/> English Learners <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Economically Disadvantaged
Which existing improvement plan will be used to address the TSI/ATSI designation?	
<ul style="list-style-type: none"> <li>Continuous Improvement Plan</li> <li>Targeted Improvement Plan</li> <li>Multi-tiered Systems of Support (MTSS) Plan (if separate from CIP)</li> <li>Other?</li> </ul>	
What stakeholder groups have been involved in the improvement planning? How frequent? What is their role? (narrative)	
All accountability indicators must be used to inform the plan. What is the school-specific data for the following indicators?	
<ul style="list-style-type: none"> <li>Status: _____</li> <li>Progress towards ELP: _____</li> <li>Growth: _____</li> <li>Non-proficiency: _____</li> <li>Graduation rate: _____</li> <li>Chronic absence: _____</li> </ul>	



# Resources

- AQuESTT Business Rules
- AQuESTT One-Pager
- ESSA Designation Business Rules
- Designation FAQs

<https://aquestt.com/resources>





**Please  
complete our  
feedback survey!**

### **Contact Us!**

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