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Targeted Support and Improvement / Additional Targeted Support and Improvement

March 4, 2025

Presented by:

Student Achievement and Support Division

Analysis, Measurement, and Accountability Reporting Division

Professional Learning Support Division

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Acronyms

ATSI: Additional Targeted Support and Improvement

CDE: California Department of Education

CSI: Comprehensive Support and Improvement

EC: *Education Code*

ESSA: Every Student Succeeds Act

LCAP: Local Control and Accountability Plan

LEA: local educational agency

SPSA: School Plan for Student Achievement

TSI: Targeted Support and Improvement

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Agenda

- Overview
- TSI and ATSI Eligibility/Exit
  - Examples
- Requirements for LEAs and Schools
- Planning Elements
- Title II, Part A
- Categories of Support
- Summary
- Resources

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Reminders

Please use the Zoom Question and Answer feature to post any questions you may have.

A copy of today's presentation is located on the TSI/ATSI tab of the CDE ESSA School Support Webinar Resources web page.

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What is TSI and ATSI? (1)

- TSI and ATSI are ESSA school support categories assigned to schools in need of targeted support based on performance outcomes of one or more **student groups**.
- Schools can only be eligible for **one support category** at a time. Therefore, a school eligible for TSI cannot also be eligible for ATSI or CSI at the same time.
- Both Title I-funded and non-Title I-funded schools can be eligible for TSI and ATSI.

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What is TSI and ATSI? (2)

- Per California's ESSA State Plan, TSI and ATSI both require one or more student group(s) that, for **two consecutive years** based on the California School Dashboard (Dashboard), meet the same criteria used to determine CSI Low Performing.
- While TSI and ATSI have the same entry criteria, determinations for these categories are made at different intervals.

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TSI and ATSI Comparison

Topic	TSI	ATSI
When	Non-CSI/ATSI years (2024 and 2025 Dashboards)	Every three years (2026 Dashboard)
Who	Student Group Focus	Student Group Focus
Exit	Does not meet entry criteria	Meet specific exit criteria (*Status and Change*)
Notification	LEA must notify school	LEA must notify school
Plan	School must develop	School must develop
Funding	No funding	No funding

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Why do we make TSI determinations?

A provision of ESSA and California's ESSA State Plan requires California to make TSI determinations. 2024–25 is the first year California has made TSI determinations.

TSI-eligible schools have at least one student group that is consistently underperforming, and this signals to school leaders that the student group requires targeted support and intervention. TSI determinations are made in non-CSI/ATSI entry years to draw timely attention to student groups in need and to avoid improvement delays which could impact future ESSA school support determinations.

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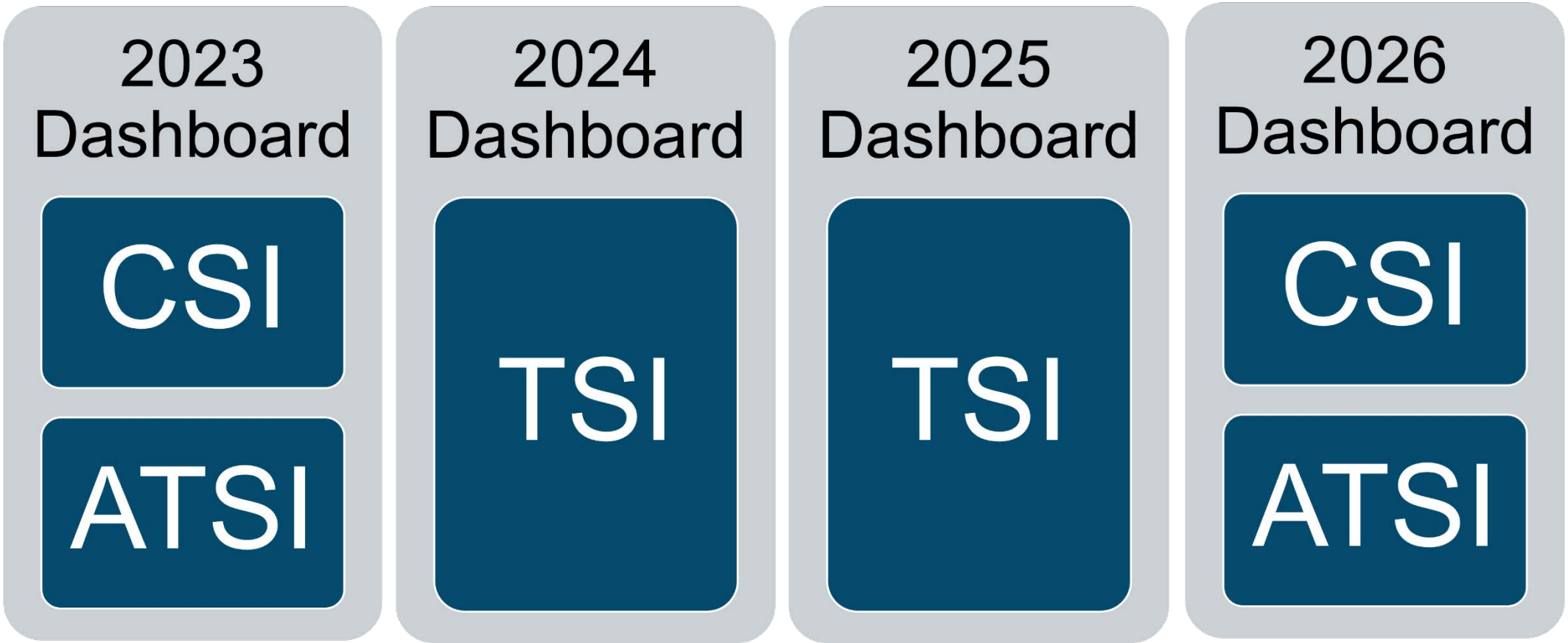
Timeline of Federal School Support Determinations



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TSI and ATSI in California

All schools that were not eligible for CSI or ATSI, even those schools that exited CSI or ATSI based on the results of the 2024 Dashboard, were placed into the eligibility pool for TSI determinations.

Based on the 2024–25 ESSA Assistance Status Data File,

- 306 schools are eligible for TSI
- 626 schools are eligible for ATSI

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TSI and ATSI Student Groups

The student groups used for TSI and ATSI determinations are:

- Race/ethnicity (i.e., **Black/African American**, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and **Two or More Races**)
- Homeless Students
- **English Learner (EL) Students**
- Foster Youth Students
- **Students with Disabilities (SWD)**
- Socio-economically Disadvantaged Students

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TSI Eligibility Criteria

All schools with a student group that meet the criteria below are eligible for TSI.

Criteria	2024 TSI Entry Criteria Based on the 2023 and 2024 Dashboards
Criterion 1	All **Red** indicators
Criterion 2	All **Red** indicators except for one indicator of another performance color
Criterion 3	Five or more indicators where the majority are **Red**

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TSI Small Schools

Schools that **do not** meet the minimum number of students to receive a performance color on state indicators are placed in the eligibility pool for TSI **small schools determination**. These schools will have TSI small schools eligibility criteria applied to determine their eligibility for TSI.

Small schools criteria is only applied for CSI and TSI eligibility, not ATSI eligibility.

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Example 1: School **Is** Eligible for TSI (1)

State Indicator	2023 Performance Color (SWD)	2024 Performance Color (SWD)
English Language Proficiency Indicator (ELPI)	Not Applicable	Not Applicable
Academic – English Language Arts (ELA)	No Color	No Color
Academic – Math	No Color	No Color
Suspension Rate	**Red**	Yellow
Chronic Absenteeism	**Red**	**Red**

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Example 1: School **Is** Eligible for TSI (2)

State Indicator	2023 Performance Color (SWD)	2024 Performance Color (SWD)
ELPI	Not Applicable	Not Applicable
Academic – ELA	No Color	No Color
Academic – Math	No Color	No Color
Suspension Rate	**Red**	**Yellow**
Chronic Absenteeism	**Red**	**Red**

Criterion 1: All Red

Criterion 2: All Red except one.

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Example 2: School **Is Not** Eligible for TSI (1)

State Indicator	2023 Performance Color (EL)	2024 Performance Color (EL)
ELPI	Orange	Yellow
Academic – ELA	**Red**	Orange
Academic – Math	Yellow	Yellow
Suspension Rate	**Red**	Green
College/Career	**Red**	**Red**
Graduation Rate	**Red**	Orange

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Example 2: School **Is Not** Eligible for TSI (2)

State Indicator	2023 Performance Color (EL)	2024 Performance Color (EL)
ELPI	Orange	Yellow
Academic – ELA	**Red**	Orange
Academic – Math	Yellow	Yellow
Suspension Rate	**Red**	Green
College/Career	**Red**	**Red**
Graduation Rate	**Red**	Orange

Criterion 3: Five or more indicators, majority red

Criteria Not Met

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ATSI Exit Criteria (1)

Exit Criterion 1: Student group **does not meet** any of the ATSI eligibility criteria for entry.

Criteria	Eligibility Criteria Based on the 2023 and 2024 Dashboards
Criterion 1	All **Red** indicators
Criterion 2	All **Red** indicators except for one indicator of another performance color
Criterion 3	Five or more indicators where the majority are **Red**

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ATSI Exit Criteria (2)

Exit Criterion 2: On the 2024 Dashboard, the student group showed improvement in Change on at least **one** state indicator that was **Red** on the 2023 Dashboard.

Indicator	Amount of Change +/-
ELA Math	+0.1 distance from standard points
ELPI Graduation Rate College/Career	+0.1 percentage points
Suspension Rate Chronic Absenteeism	-0.1 percentage points

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ATSI Exit Criteria (3)

ATSI Exit Criterion 1 and ATSI Exit Criterion 2 must **both** be met by the **same** student group that contributed to the school's ATSI eligibility in order to exit ATSI. As a reminder,

Exit Criterion 1: Student group does not meet any of the ATSI eligibility criteria for entry.

Exit Criterion 2: Student group showed improvement in at least one state indicator that was Red on the 2023 Dashboard.

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Example 3: School **Exits** ATSI (1)

State Indicator (SWD)	2023 Performance Color	2024 Performance Color	Exit Criterion 2: 2024 Change	Improvement in Change from 2023 to 2024
Suspension Rate	Orange	Yellow	-4.2	N/A
Chronic Absenteeism	**Red**	Orange	**-2.8**	**Yes**

2023 Entry Criteria **Met** (All Red except one).

2024 Entry Criteria **Not Met**

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Example 3: School **Exits** ATSI (2)

Because the SWD student group did not meet any ATSI Entry Criteria based on the 2024 Dashboard, the SWD student group **has met ATSI Exit Criterion 1** (Does not meet any entry criteria).

Now we check if the SWD student group has met ATSI Exit Criterion 2 through improvement in any of its Red indicators.

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Example 3: School **Exits** ATSI (3)

State Indicator (SWD)	2023 Performance Color	2024 Performance Color	Exit Criterion 2: 2024 Change	Improvement in Change from 2023 to 2024
Suspension Rate	Orange	Yellow	-4.2	N/A
Chronic Absenteeism	**Red**	Orange	**-2.8**	**Yes**

The SWD student group showed Improvement in Change by decreasing its Chronic Absenteeism rate by 2.8 percentage points.

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Example 3: School **Exits** ATSI (4)

The SWD student group improved its lowest indicator by decreasing its Chronic Absenteeism rate by 2.8%. This change is greater than the required change of at least 0.1%.

As such, the SWD student group has **met ATSI Exit Criterion 2** (show Improvement in Change on at least one state indicator that was Red on the 2023 Dashboard).

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Example 3: School **Exits** ATSI (5)

The SWD student group met ATSI Exit Criterion 1 and ATSI Exit Criterion 2. As a result, this school exits ATSI based on the performance of its SWD student group.

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Example 4: School **Does Not Exit** ATSI (1)

State Indicator (EL)	2023 Performance Color	2024 Performance Color	Exit Criterion 2: 2024 Change	Improvement in Change from 2023 to 2024
ELPI	Red	Orange	-2.1	No
Academic - ELA	Red	Orange	-15.4	No
Academic - Math	Red	Red	-2.9	No

2023 Entry Criteria **Met** (All Red)

2024 Entry Criteria **Not Met**

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Example 4: School **Does Not Exit** ATSI (2)

Because the EL student group did not meet any ATSI Entry Criteria based on the 2024 Dashboard, the EL student group has **met ATSI Exit Criterion 1** (Does not meet any entry criteria).

Now we check if the EL student group has met ATSI Exit Criterion 2 through improvement in any of its Red indicators.

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Example 4: School **Does Not Exit** ATSI (3)

State Indicator (EL)	2023 Performance Color	2024 Performance Color	Exit Criterion 2: 2024 Change	Improvement in Change from 2023 to 2024
ELPI	Red	Orange	-2.1	No
Academic - ELA	Red	Orange	-15.4	No
Academic - Math	Red	Red	-2.9	No

The EL student group did not show the required levels of Improvement in Change in any formerly Red indicators.

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Example 4: School **Does Not Exit** ATSI (4)

The EL student group did not show Improvement in Change in any of its formerly Red indicators. Recall that for ELPI, ELA, and Math, change must be greater than +0.1 distance from standard/percentage points.

As such, the EL student group has **not met ATSI Exit Criterion 2**.

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Example 4: School **Does Not Exit** ATSI (5)

The EL student group in this example met ATSI Exit Criterion 1, but not ATSI Exit Criterion 2. Remember that the **same** student group must meet **both** ATSI Exit Criteria to exit. As a result, this school **does not exit** ATSI based on the performance of its EL student group.

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ESSA Assistance Status Data File (1)

The 2024–25 ESSA Assistance Status Data File indicates which schools continue to be eligible for CSI and ATSI and which schools are newly eligible for TSI. The Data File indicates the student group that contributed to a school's eligibility for ATSI (based on the 2023 Dashboard) and TSI (based on the 2024 Dashboard).

School	FOSTER	HISPANIC	HOMELESS	Total
School A	0.0	0.0	0.0	0.0
School B	0.0	1.0	0.0	1.0
School C	1.0	0.0	1.0	2.0

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ESSA Assistance Status Data File (2)

The ESSA Assistance Status Data File also indicates CSI and ATSI exits.

School	Assistance Status 2023	Assistance Status 2024	Exit
School D	ATSI	No Status	ATSI Exit
School E	CSI Low Perform	CSI Low Perform	No Exit
School F	CSI Low Grad	No Status	CSI Exit
School G	No Status	TSI	No Exit
School H	CSI Low Perform	TSI	CSI Exit

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TSI and ATSI Requirements for LEAs

For each of its TSI or ATSI-eligible schools, LEAs must:

- **Notify** the school of its TSI or ATSI designation, including which student group/s/ is consistently underperforming.
- **Approve** the TSI or ATSI plan.
- **Monitor** the implementation of TSI or ATSI plan.

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TSI and ATSI Requirements for Schools

Each TSI- or ATSI-eligible school must:

- **Develop** and **implement** a school-level plan to improve outcomes **for each student group** that was the subject of notification.
- **Collaborate** with educational partners.
- **Integrate** the TSI or ATSI plan into the SPSA, LCAP (single school districts and charter schools only pursuant to *EC* Section 64001[j]), or an alternative plan that meets federal planning requirements.

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TSI and ATSI Plan Elements (1)

Pursuant to ESSA, Section 1111(d)(2)(B–C):

The TSI and ATSI plan must:

1. Be informed by all indicators, including student performance against long-term goals.
2. Include evidence-based interventions, strategies, and/or activities.
3. Be approved by the LEA prior to implementation.

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TSI and ATSI Plan Elements (2)

Continued

4. Be monitored, upon submission and implementation, by the LEA.

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Additional ATSI Plan Element

The ATSI plan must include all TSI plan requirements with the **addition of the identification of resource inequities** (which may include a review of LEA and school level budgeting).

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Using the SPSA for Planning

EC Sections 64001–65001 streamlines state and federal planning processes and allows the SPSA to meet ESSA requirement for TSI and ATSI. As a convenience, the SPSA templates for TSI and ATSI include instructions that guide users in using the templates for TSI and ATSI planning. For example, in the Annual Measurable Outcomes section of the SPSA template instructions for TSI, the instructions for this section includes the following note:

"When completing this section for TSI, the school must include metrics related to the specific student group(s) that led to the school's identification."

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Using the LCAP for Planning

Single school districts and **charter schools** may reference the TSI/ATSI Planning Summary web page to assist in using the LCAP for TSI and ATSI planning.

The Planning Summary:

- Provides a summary of the TSI and ATSI plan requirements.
- Identifies where each TSI and ATSI plan requirement may be addressed within the LCAP.

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Who Approves the TSI or ATSI Plan? (1)

If the school utilizes the SPSA process, the plan must be approved by the Schoolsite Council, as well as by the governing board of the LEA.

The LEA governing board may approve the TSI or ATSI plan through the SPSA or LCAP (single school districts and charter schools only) process pursuant to *EC* Section 64001(i) or *EC* Section 47606.5.

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Who Approves the TSI or ATSI Plan? (2)

If single school districts and charter schools use the LCAP to meet TSI or ATSI requirements, the governing board of the LEA approves the plan. The LEA must consult with educational partners and the plan must meet all TSI or ATSI planning requirements. The LEA governing board may approve the TSI or ATSI plan through the LCAP process pursuant to *EC* Section 52062 or *EC* Section 47606.5.

If an LEA uses an alternative planning process, the LEA is responsible for educational partner engagement and approving the plan. The LEA has local control/decision-making authority to determine how the school's TSI or ATSI plan is approved.

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Plan Approval and Implementation Timeline

March–June 2025: TSI/ATSI plan **development**

July 2025–June 2026: TSI/ATSI plan **implementation**

The LEA must approve a school's TSI or ATSI plan prior to implementation. The plan is expected to be approved prior to the first day of the 2025–26 school year.

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Federal Program Monitoring

LEAs with schools eligible for TSI and/or ATSI may be selected for a Federal Program Monitoring review using the School Support and Improvement Instrument.

For more FPM-related information, contact the Title I Monitoring and Support Office by email at TIMSO@cde.ca.gov.

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No School Improvement Funding

TSI- and ATSI-eligible schools are not eligible to receive ESSA school improvement funds.

ESSA school improvement funds prioritized for CSI (i.e., ESSA, Section 1003 funds) may **not** be used at an LEA's TSI- or ATSI-eligible schools.

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Title II, Part A (1)

The purpose of Title II is to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which includes:

- Increasing student achievement consistent with the challenging state academic standards;
- Improving the quality and effectiveness of teachers, principals, and other school leaders;

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Title II, Part A (2)

Continued

- Increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

- Providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

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Title II, Part A (3)

Pursuant to ESSA, Section 20 *U.S.C.* Section 6612[b][2][C]) the LEA shall prioritize funds to schools served by the agency that are implementing:

- Comprehensive Support and Improvement activities and
- **Targeted Support and Improvement activities** and
- Have the highest percentage of children counted under Title I, Part A.

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Title II, Part A (4)

In addition to the school level TSI Plan and pursuant to ESSA, Section 2102(b)(2)(C), the LEA must review and **revise their LCAP Federal Addendum, Title II – Prioritizing Funding** provision.

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Title II, Part A (5)

LEAs will address these questions in the Title II section of the LCAP Federal Addendum Prioritizing Funding:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and **TSI schools** and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and **TSI schools** and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

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Improvement Strategies to Consider

- **Expanded-day Opportunities**
  - Summer Learning Programs based on EdResearch for Action Summer Learning Program Profiles.
  - High-Impact Tutoring programs through the National Student Support Accelerator.
- **Family Engagement**
- **Staffing**: positions dedicated to specific cohorts or student groups
- **Teacher support**: time for collaboration and peer-to-peer observation
  - The Ten Dimensions of Equity self-assessment tools through the Alliance for Resource Equity.

Categories of Support

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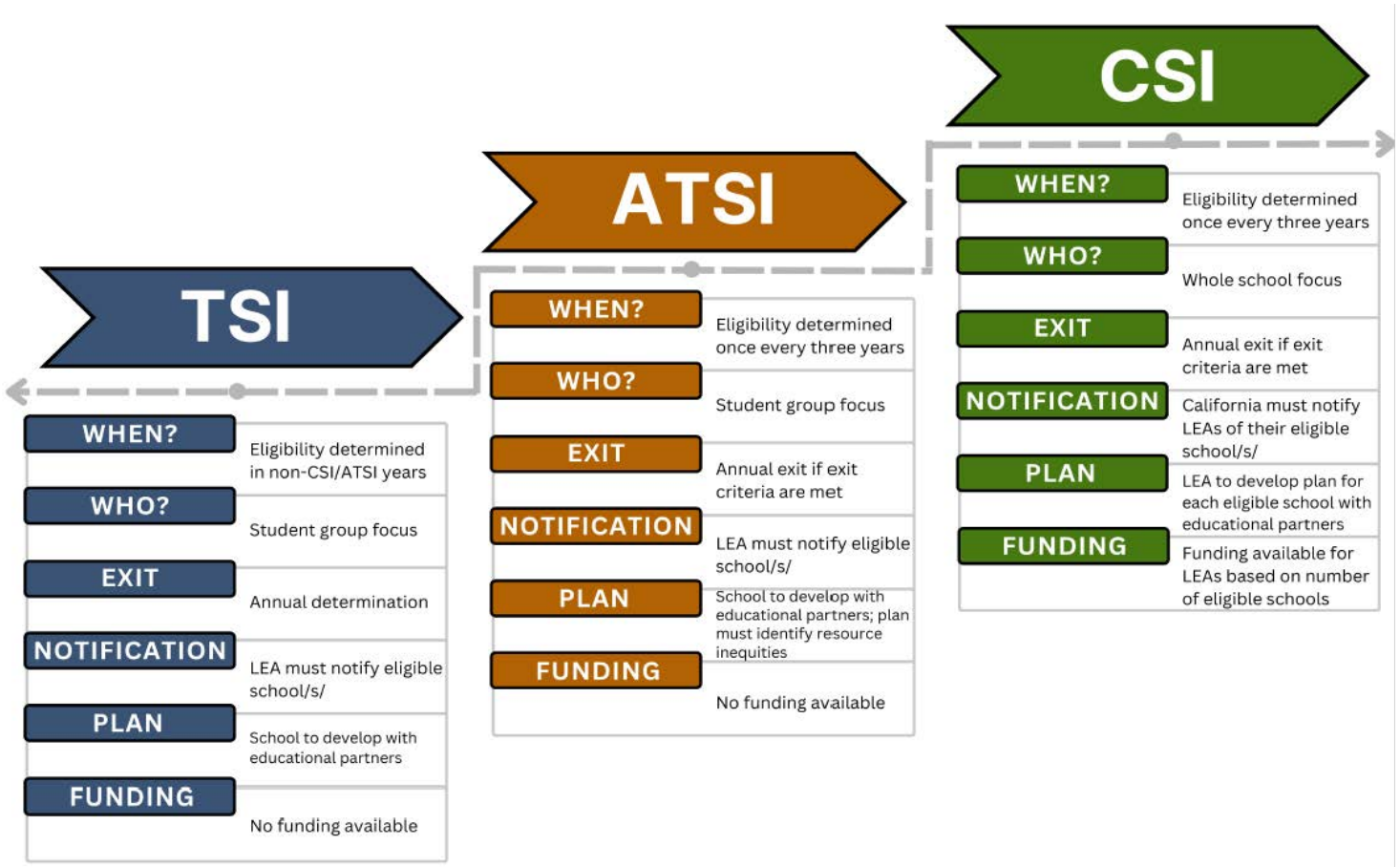

Reference Appendix 1 for long descriptive text.

Cascading Levels of Support (1)

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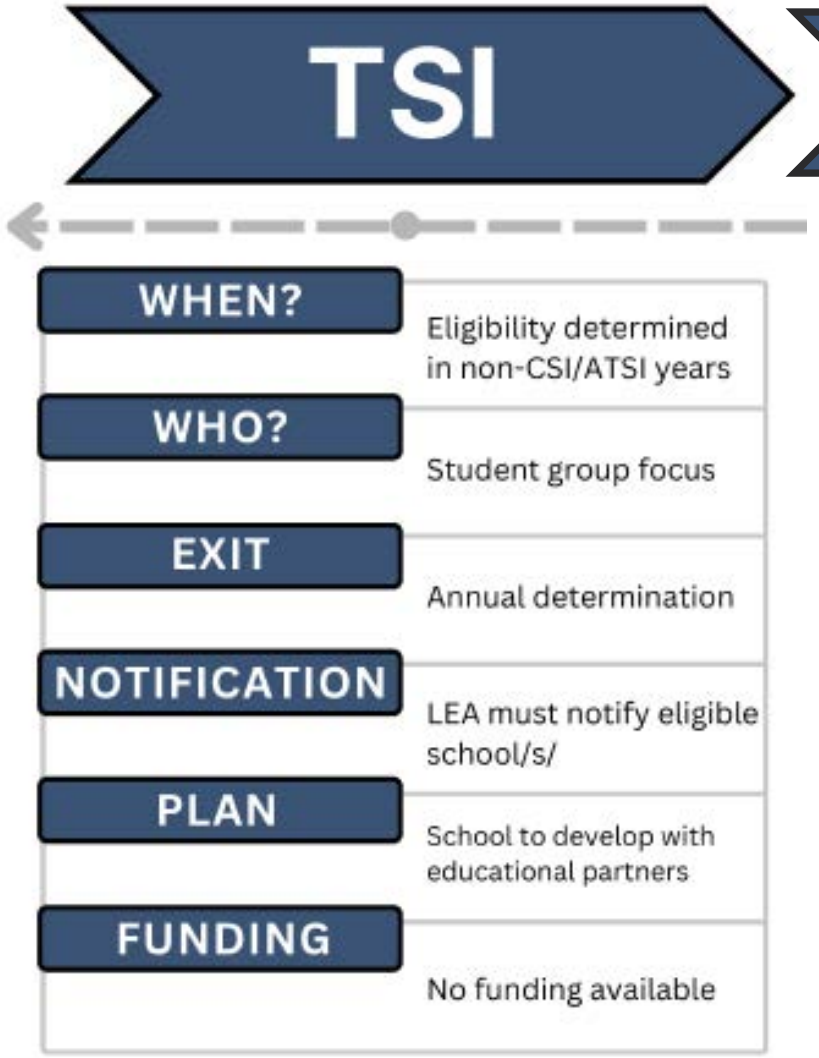

A school is eligible for TSI based on the performance of its **SWD** student group on the **2024 Dashboard**.

The **SWD** student group *continues* to meet TSI criteria based on the **2025 Dashboard**.

Reference Appendix 2 for long descriptive text.

Cascading Levels of Support (2)

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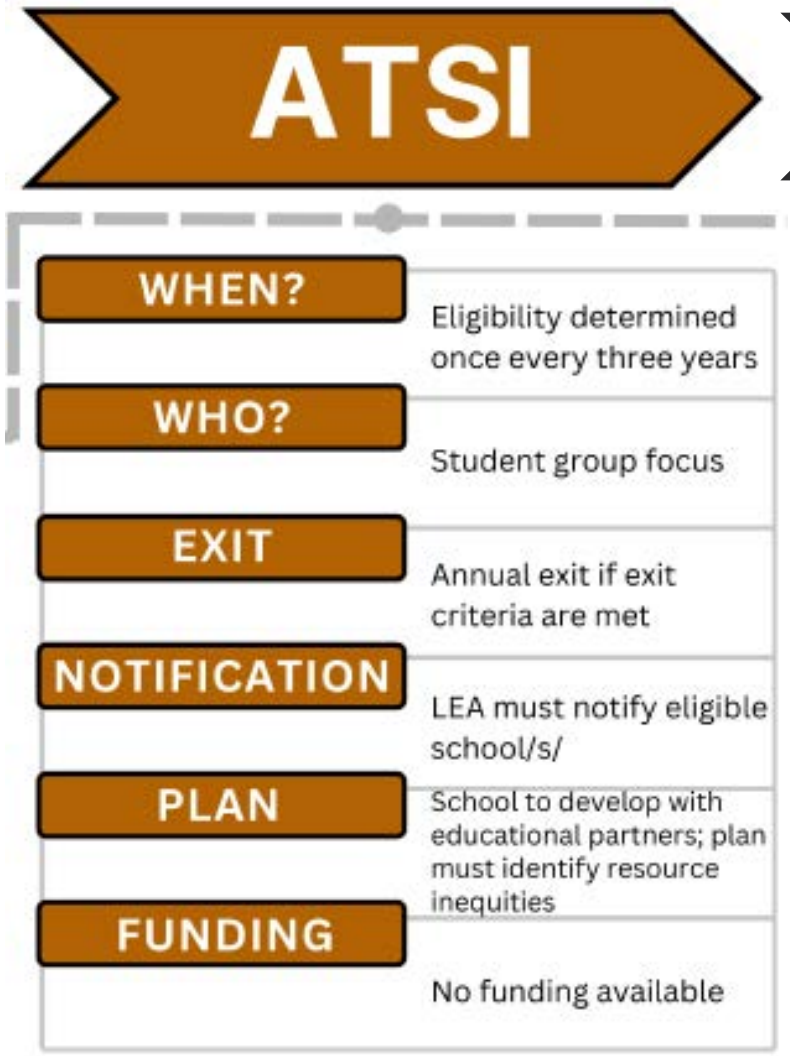

2026 Dashboard

If the **SWD** student group continues to meet TSI criteria, the school will move into **ATSI** because ASTI determinations are made based on the **2026 Dashboard**, not TSI.

Reference Appendix 3 for long descriptive text.

Cascading Levels of Support (3)

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Beyond 2026…

Theoretically, schools that do not exit ATSI within a state-determined number of years could become eligible for CSI and the CSI LEA subgrant.

More information about this will be shared when available.

Reference Appendix 4 for long descriptive text.

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Summary (1)

- The 2024–25 ESSA Assistance Status Data File provides the schools with continued eligibility for CSI and ATSI, new eligibility for TSI, and schools that have exited CSI or ATSI.
- Schools eligible for TSI and schools that continue to be eligible for ATSI must develop and implement a plan to improve outcomes for each student group that was the subject of notification.

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Summary (2)

- ESSA school improvement funding is **not** available to LEAs for their TSI- and ATSI-eligible schools.
- Title II funds must be prioritized to support CSI- and TSI-eligible schools.
- Schools eligible for any ESSA school support (CSI, TSI, or ATSI) category may be selected for FPM reviews.
- TSI and ATSI plans should be approved and ready for implementation by the first day of the 2025–26 school year.

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Resources (1)

CDE TSI/ATSI web page:
https://www.cde.ca.gov/sp/sw/t1/tsi.asp

CDE ESSA School Support Webinar Resources:
https://www.cde.ca.gov/sp/sw/t1/essawebinars.asp

CDE ESSA Assistance Status Data File:
https://www.cde.ca.gov/sp/sw/t1/essaassistdatafiles.asp

CDE LCAP web page: https://www.cde.ca.gov/re/lc/

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Resources (2)

CDE SPSA (TSI) template:
https://www.cde.ca.gov/re/lc/documents/spsatsitemplate2024.docx

CDE SPSA (ATSI) template:
https://www.cde.ca.gov/re/lc/documents/spsaatsitemplate2024.docx

CDE TSI/ATSI Planning Summary:
https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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Resources (3)

California School Dashboard:
https://www.caschooldashboard.org/

CDE 2024 Dashboard Technical Guide for ESSA School Support:
https://www.cde.ca.gov/ta/ac/cm/documents/dbguideessa24.docx

CDE Continuous Improvement Resources:
https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp

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Resources (4)

CDE Title II, Part A: https://www.cde.ca.gov/pd/ti/

CDE Title II Use of Funds Presentation: https://www.cde.ca.gov/pd/ti/documents/use-of-funds-webinar.pptx

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Contact Information

ESSA School Support: School Improvement and Support Office
SISO@cde.ca.gov

TSI Eligibility and Dashboard Questions:
Dashboard@cde.ca.gov

Title II, Part A Funds: Professional Learning Support and Monitoring
TitleII@cde.ca.gov

Planning Support: Local Agency Systems Support Office
LCFF@cde.ca.gov

Thank You

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Appendix 1: Long Description for Slide 51 (1)

Return to Slide 51: Categories of Support

TSI is shown in the first column. Under the TSI heading are the following subheadings: When, Who, Exit, Notification, Plan, and Funding.

Corresponding content for each subheading, in the same order, includes the following: Eligibility determined in non-CSI/ATSI years, Student group focus, Annual determination, LEA must notify eligible school/s/, School to develop with educational partners, No funding available.

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Appendix 1: Long Description for Slide 51 (2)

Return to Slide 51: Categories of Support

ATSI is shown in the second column. Under the ATSI heading are the following subheadings: When, Who, Exit, Notification, Plan, and Funding.

Corresponding content for each subheading, in the same order, includes the following: Eligibility determined once every three years, Student group focus, Annual exit if exit criteria are met, LEA must notify eligible school/s/, School to develop with educational partners; plan must identify resource inequities, No funding available.

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Appendix 1: Long Description for Slide 51 (3)

Return to Slide 51: Categories of Support

CSI is shown in the third column. Under the CSI heading are the following subheadings: When, Who, Exit, Notification, Plan, and Funding.

Corresponding content for each subheading, in the same order, includes the following: Eligibility determined once every three years, Whole school focus, Annual exit if exit criteria are met, California must notify LEAs of their eligible school/s/, LEA to develop plan for each eligible school with educational partners, Funding available for LEAs based on number of eligible schools.

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Appendix 2: Long Description for Slide 52

Return to Slide 52: Cascading Levels of Support (1)

TSI is shown in the first column. Under the TSI heading are the following subheadings: When, Who, Exit, Notification, Plan, and Funding.

Corresponding content for each subheading, in the same order, includes the following: Eligibility determined in non-CSI/ATSI years, Student group focus, Annual determination, LEA must notify eligible school/s/, School to develop with educational partners, No funding available.

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Appendix 3: Long Description for Slide 53

Return to Slide 53: Cascading Levels of Support (2)

ATSI is shown in the second column. Under the ATSI heading are the following subheadings: When, Who, Exit, Notification, Plan, and Funding.

Corresponding content for each subheading, in the same order, includes the following: Eligibility determined once every three years, Student group focus, Annual exit if exit criteria are met, LEA must notify eligible school/s/, School to develop with educational partners; plan must identify resource inequities, No funding available.

TONY THURMOND
State Superintendent
of Public Instruction

Appendix 4: Long Description for Slide 54

Return to Slide 54: Cascading Levels of Support (3)

CSI is shown in the third column. Under the CSI heading are the following subheadings: When, Who, Exit, Notification, Plan, and Funding.

Corresponding content for each subheading, in the same order, includes the following: Eligibility determined once every three years, Whole school focus, Annual exit if exit criteria are met, California must notify LEAs of their eligible school/s/, LEA to develop plan for each eligible school with educational partners, Funding available for LEAs based on number of eligible schools.