



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# **My School has been designated as Additional Targeted Support and Improvement (A-TSI) by PDE: Now What?**

**SWENSON ARTS AND TECHNOLOGY HIGH SCHOOL**

A photograph of two young boys sitting on the floor in a classroom, looking at a large, colorful book. The boy on the left is wearing a grey hoodie and the boy on the right is wearing a white shirt. They are both focused on the book. In the background, there are shelves with blue and white storage bins, some labeled 'Y-2B' and 'Y-2B'. There are also some plants on a shelf in the background.

# **Let's Start from the Beginning: What is ESSA?**

# ESSA stands for...

## The **E**very **S**tudent **S**ucceeds **A**ct (**ESSA**)

- Signed into action by President Obama in 2015
- Replaces the No Child Left Behind Act (NCLB), passed in 2002

### It focuses on three key areas:

- 1. Developing a system of accountability to identify schools in need of improvement and provide them technical support.**
- 2. Giving attention to specific student groups to ensure these students have equal educational opportunity**
- 3. Providing easily accessible and transparent reporting of school and District data as well as accountability to parents, families, and communities via the Future Ready PA Index**

A photograph of two young boys sitting on the floor in a classroom, looking at a large, colorful book. The boy on the left is wearing a grey hoodie and the boy on the right is wearing a white shirt. They are both focused on the book. In the background, there are shelves with various storage bins (blue and white) and a bulletin board with colorful papers. A window with a plant on the sill is also visible.

**Which students does ESSA focus on?**



# ESSA Indicators by Subgroup

## Subgroup Reporting:

- **Aligns with federal reporting requirements for:**

- All students
- Economically disadvantaged students
- English Learners
- Students with disabilities
- Homeless youth
- Race/ethnicity:
  - African-American/Black
  - American Indian or Alaskan Native
  - Asian (not Hispanic)
  - Hawaiian Native or Pacific Islander
  - Hispanic
  - Multi-Racial (not Hispanic)
  - White

- **Minimum subgroup size (minimum N): 20**

**A-TSI Designation indicators focus on Subgroups**



# From NCLB to ESSA School Designations

- **PDE will no longer use NCLB designations**
  - Priority
  - Focus
  - Non-Designated
  - Rewards
- **Under ESSA, schools will now be designated as:**
  - Comprehensive Support and Improvement (**CSI**)
  - Additional Targeted Support and Improvement (**A-TSI**)
  - Targeted Support and Improvement (**TSI**)

A student with dark hair tied back, wearing a light-colored lab coat, is focused on looking through the eyepiece of a microscope. The microscope is on a dark lab bench. In the background, there are shelves with various biology-related items, including a box labeled 'MICROSCOPES' and several books with 'BIOLOGY' on their spines. The scene is brightly lit, likely from a window on the right.

**How did PDE decide which schools would be A-TSI?**

Remember: A-TSI Designation indicators focus on Subgroups

# Things to remember...

- PDE conducted a tiered process for identification

- Preliminary Indicators (comparing)
    - Academic Achievement
    - Academic Growth
  - Substantially Weighted Indicators (one or both)
    - High School Graduation (high schools, only)
    - English Language Proficiency
  - School Quality/Student Success Indicators (both)
    - Chronic Absenteeism
    - Career Standards Benchmark
- Most indicators include two-years of data
    - *Exception: Career Standard Benchmark Indicators only incorporated one year*

Remember: A-  
TSI  
Designation  
indicators  
focus on  
Subgroups





A student with dark hair tied back, wearing a light-colored lab coat, is focused on looking through the eyepiece of a white compound microscope. The microscope is on a dark lab bench. In the background, there are shelves with various biology-related items, including a box labeled 'MICROSCOPES' and several books with 'BIOLOGY' on their spines. The scene is brightly lit, likely from a window on the right.

**How did PDE determine which schools were included and which schools were not?**

**Remember: A-TSI Designation indicators focus on Subgroups**

# Cut Scores for each metric

## 2018 Indicators and Cut Scores:

Indicators/Measures	Results Reported from...	Cut Scores
Achievement: Math and ELA Combined	2016-2017 2017-2018	At or below 31.5%
Growth: Math and ELA Combined	2016-2017 2017-2018	Below -1.0 PVAAS
Graduation Rate	2015-2016 2016-2017	At or below 79.35%
English Language Proficiency	2016-2017 to 2017-2018 Growth	At or below 31.1%
Regular Attendance	2015-2016 2016-2017	At or below 76.12%
Career Standards Benchmark	2017-2018	At or below 91.3%
Graduation Rate Only (Step 3)	2015-2016 2016-2017	At or below 67%





# **What is the connection of ESSA to the Future Ready PA Index?**

# What is the Future Ready PA Index and Why is Pennsylvania adopting this?

The Future Ready PA Index is the new school tool for communities to evaluate how schools are doing in preparing **ALL** students for college, career, and community after graduation.

## It provides:

- A holistic tool for communities to measure school success
- Less reliance on point-in-time standardized test scores.
- Gives educators an opportunity to focus on the curriculum that is important to their students and their communities.

**Visit the Future Ready PA Index online:** [www.FutureReadyPA.org](http://www.FutureReadyPA.org)



# Why a dashboard?

- Measures displayed on the dashboard are practical, and easy to read and understand.
- The dashboard treats the accountability system as a tool for continuous improvement.
- Overall school performance is apparent, and areas of strength or in need of improvement are evident.












# Understanding the Progress Measures

## Select a set of measures to get started




### Key for Progress Measures



#### Progress Towards Goal/Standard

-    Meets or Exceeds Statewide Goal
-    Meets or Exceeds Interim Target
-    Not Meeting Statewide Goal/  
Interim Target

#### Current and Previous Performance Comparison

-  Increase in Performance from the Previous Year
-  Maintained the Same Performance from  
the Previous Year
-  Decrease in Performance from the Previous Year

**IS-** Insufficient Sample

**NA-** Not Applicable

Color coding and arrows provide information about school progress.

A group of young students, primarily Black girls, are in a classroom setting, playing violins. They are wearing light blue shirts and dark pants. The background shows a typical classroom with desks, chairs, and large windows. The text is overlaid on the image in a bold, dark blue font.

**What does this mean for school improvement?  
What types of supports will my school  
receive?**

# As a school, will continue to follow our school improvement planning process:

- **Conduct a needs assessment, reviewing 3-year trend data in Qlik to set yearly Outcome Goal Targets, with a special focus on subgroups and disproportionality**
  - **(Profile and Needs Assessment Tabs)**
- **Use data to allocate and align resources with prioritized needs**
  - **(Funding Tab)**
- **Developing a robust implementation plan, including:**
  - The selection of evidence-based approaches/strategies, with detailed implementation steps in accordance with school needs
  - The selection of implementation and outcome evidence sources
  - QlikBAM Data to track progress toward outcome goals
    - **(Implementation Tab)**



# As a school, will continue to follow our school improvement planning process:

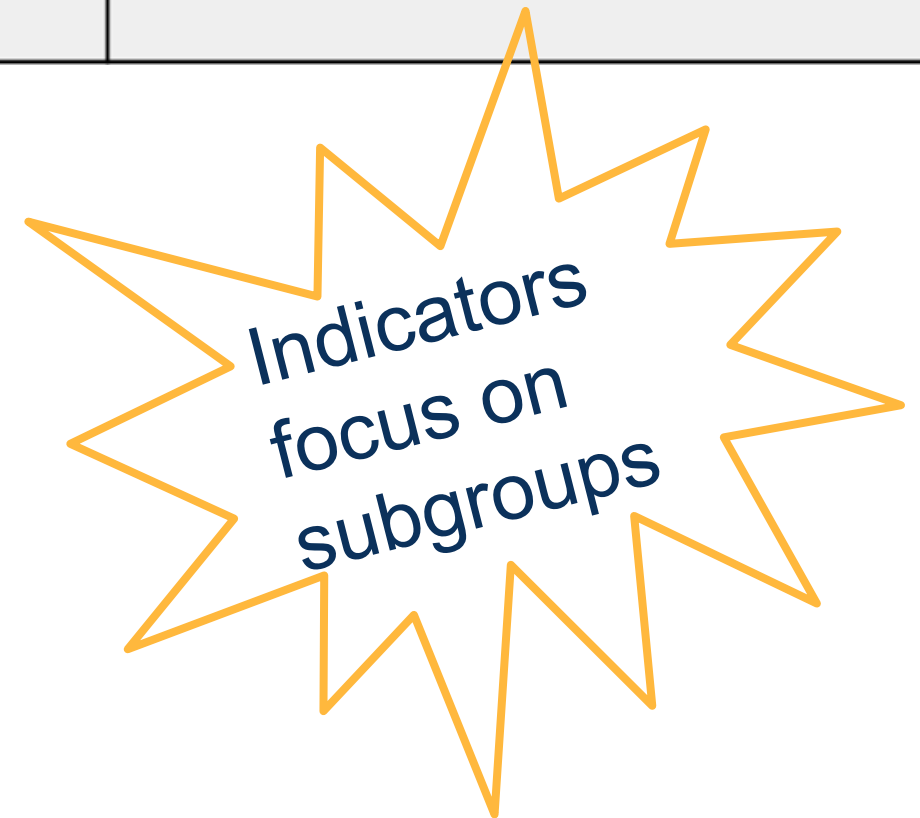
- **Quarterly Progress Monitoring, Interim Supports, and PD; including,**
  - BAM Meetings
  - Instructional Rounds and Network Support Meetings
  - Data Analysis Support
  - Technical and Interim Supports (Lifts, Shifts, and Gaps)
    - **(Progress Monitoring Tab)**

A young girl with dark hair in a bun is reading a book in a classroom. The book has illustrations of a duck and text including "First all of his legs got stuck.", "I think I've teased one of my uncles", "then he swallowed a bunch of dirt.", "I grow up", and "tomorrow he's going to show me how to walk upside down." Other students are visible in the background, also reading.

# How does my school exit the A-TSI designation?

Remember: A-TSI Designation indicators focus on  
Subgroups

Support designation	Based on...	Identification cycle
<b>Additional Targeted Support and Improvement (A-TSI)</b> <i>(applies to all public schools, Title I or not)</i>	Performance by one or more student groups performing below CSI cut points	Every three years, beginning Fall 2018



# Exit Criteria

**At a minimum, schools will be required to demonstrate each of the following during the four-year span after identification:**

1. Show continued progress on at least the academic achievement indicator and, in the case of high schools, the adjusted cohort graduation rate, such that the school contributes to the state's progress toward both interim and long-term goals;
2. Show continued progress on the School Quality or Student Success indicator(s) for which the school was identified;
3. Exceed the identification standards for A-TSI that were applied the year of initial identification, as well as the standards from the most recent round of annual meaningful differentiation;
4. Submit an updated improvement plan that details LEA and school activities that focus on sustainability and continued improvement, including a focus on phased withdrawal of A-TSI supports; and
5. Participate in PDE-sponsored technical assistance activities throughout the duration of A-TSI status.



**For additional information or questions,  
contact [planningsupports@philasd.org](mailto:planningsupports@philasd.org)**