Local Educational Agency (LEA) Guide to
Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) Identifications

Contents

Note: Items in the table of contents are hyperlinked.

If you would like to provide feedback about this guide, please fill out this survey.

Introduction: Addressing Targeted Issues

This guide provides information and resources to help districts and schools navigate the targeted improvement activities required by the ESSA for schools identified for TSI or ATSI. Since the ultimate goal is to identify and address the root causes of issues before they become severe or prolonged enough to warrant identification, the topics covered in this guide may be useful to any LEA or school.

While all improvement efforts involve the same general ingredients, targeted school improvement under ESSA has specific requirements and can involve unique challenges.

- It involves assessing needs, setting goals, and selecting interventions related to a specific group of students rather than a whole school. Current practices may need to be adjusted to support this specialized work.
- It involves using specific data related to statewide goals, including reports that may be unfamiliar.
- It requires engaging specific stakeholders the school may or may not have successfully engaged yet.
- It involves LEA oversight to assess progress toward exit and ensure requirements are met, which might involve creating new processes or templates.

LEAs and schools are not required to use any of the tools or rubrics in this guide. They are intended to support LEAs and schools to meet ESSA requirements, improve student outcomes, and exit identifications.

Equity Mindset Cards

The Equity Mindset Cards (see Appendix A) present nine mindsets that can help keep equity in the center of continuous improvement efforts. Icons for key mindsets are included at the beginning of each major section of this guide. The icons are linked to a Google Slides version of the mindset cards for more information, coaching questions, sample practices, common pitfalls, and related resources.

Making Room for Improvement

As with any improvement, it is useful to look at school capacity and what might need to give way in order to make room for improvement efforts. The questions below may be helpful to ask early in the process.

- Do we need an initiative inventory to identify what we can stop or pause?
- Do our planning tools, templates, and processes support targeted planning? If not, what steps can we take to make sure targeted planning is supported?
- What support does the school need from the district? Priority funding? Local policy waivers?
- What learning around improvement processes is needed? Do we need capacity building around data analysis or stakeholder engagement?
- Do staff understand the importance of targeted planning in ensuring educational equity?

LEAs may look more broadly at how to provide or facilitate access to improvement resources/supports around targeted improvement:

- Create platforms for schools to connect around similar issues, sharing solutions and tools
- Prioritize equity professional learning to help educators understand the larger social and historical context, as well as common patterns of behavior or thinking that contribute to gaps state-wide and nation-wide
- Create mechanisms to help schools connect improvement efforts to district priorities and plans
- Develop structures/relationships to support partnering with families and communities to understand needs more deeply and identify and engage assets

ESSA Identifications

School identifications under the ESSA are part of a statewide accountability system mandated under ESSA's Title I, Part A. Wisconsin's accountability system, articulated in our ESSA State Plan, is designed to make progress toward the following long-term goals:

- **Academic Achievement Goal:** Cut the achievement gap in half for each subgroup within eight years.
- **Graduation Rate Goal:** Cut the graduation gap in half within eight years.
- **English Language Proficiency (ELP) Goal:** Achieve an 18% increase in students on track to proficiency within eight years.

(Note: Due to COVID-19, the original six-year timeline for these goals was extended to June 2025.)

Using indicators based on the goals above, DPI's Office of Educational Accountability (OEA) identifies the schools that need the most help in making progress. The Title I Continuous Improvement Team supports the improvement efforts of identified schools; the specific supports vary based on the identification.

By identifying schools for support and improvement and ensuring they develop and implement improvement plans based on the reasons for their identification, the DPI ensures that Wisconsin's schools make steady progress toward achieving the long-term goals.

ESSA Identification Reports

ESSA identification reports are part of a joint federal notifications packet, containing reports related to identifications under both ESSA and the Individuals with Disabilities Education Act (IDEA). The packet is made available to LEAs each year via the Secure Access File Exchange (SAFE). LEAs are responsible for passing ESSA identification information along to schools.

- Each LEA receives a **District Summary Report**, which includes information about identifications under ESSA as well as the IDEA.

- The LEA also receives an **ESSA Accountability Report** for each school, whether the school has been identified or not. This report has detailed data about the school based on the indicators used for identifications, which can be useful for improvement planning for any school. More information is available in the ESSA Accountability Report Guide.

The LEA also receives a Progress-to-Exit Report for each school with a Comprehensive Support and Improvement (CSI) or ATSI identification. Since TSI identifications are made every year, the ESSA Accountability Report itself serves as a progress report for TSI.

ESSA Identifications At-a-Glance

In addition to the table below, another resource to get an overview of ESSA identifications is the [Brief Guide to ESSA Identifications](#).

	TSI: Targeted Support and Improvement	ATSI: Additional Targeted Support and Improvement	CSI: Comprehensive Support and Improvement
How Often	Every year	Every 3 years	Every 3 years
Identification Criteria	Performance of a student group is in bottom 10% of all students and bottom 10% of that group, statewide*	Performance of a student group is in bottom 5% of schools receiving Title I-A funds	• Graduation rate ≤67% *OR* • Overall performance in bottom 5% of schools receiving Title I-A funds
Multiple IDs Allowed?	Yes, if multiple groups meet criteria; schools may also have ATSI IDs	Yes, if multiple groups meet criteria; schools may also have TSI IDs	Yes, if a school meets both criteria; if also qualified for TSI or ATSI, CSI supersedes
Required Activities	With stakeholders, develop and implement a targeted improvement plan to address the issues underlying the identification(s)	• Review resource allocation for inequity • With stakeholders, develop and implement a targeted improvement plan to address the issues underlying the identification(s)	• Conduct a school-level needs assessment • Review resource allocation for inequity • With stakeholders, develop and implement an improvement plan to address the issues underlying the identification(s)
Support and Funding	• DPI provides information and resources for LEAs • Selected no-cost supports are available from the CESA-based TA Network (if no CSI IDs in the LEA)	• DPI provides information & resources for LEAs • [Grant funding](#) is available • Free supports are available from the CESA-based Technical Assistance (TA) Network (if no CSI IDs in the LEA)	• DPI provides information and resources • DPI consultants provide professional learning for newly identified schools and partner throughout the improvement process, coordinating with the LEA • Substantial annual [grant funding](#) is available
Plan Approval and Monitoring	Improvement plans are approved by the LEA; implementation is monitored by the LEA; DPI monitors the LEA as part of ESSA monitoring	Improvement plans are approved by the LEA; implementation is monitored by the LEA; DPI monitors the LEA as part of ESSA monitoring	Improvement plans are approved by DPI; implementation is monitored by DPI
Exit Criteria (in brief)	No longer meets ID criteria (DPI calculates)	• No longer meets ID criteria (DPI calculates) • Shows improvement over multiple years (DPI calculates) • Sustainable improvement processes targeting the specific student group(s) (assessed by the LEA)	• No longer meets ID criteria (DPI calculates) • Shows improvement over multiple years (DPI calculates) • Systems and structures to support high-quality continuous improvement (assessed by DPI)
If No Exit	If no exit after a number of years specified by the LEA, the LEA takes further action	If no exit after six years, school is identified for CSI	If no exit after four years, DPI takes further action

*A school must meet the threshold for a group for two consecutive years to be identified.

Student Groups for Targeted Identifications

In making TSI and ATSI identifications, DPI's OEA looks at data for the following student groups:

Racial/Ethnic Groups	Service Provision Groups
American Indian/Alaska Native	Economically Disadvantaged
Asian	English Learners
Black/African American	Students with Disabilities
Hispanic/Latino	
Native Hawaiian/Pacific Islander	
Two or More Races	
White	

Overview of Requirements for Schools

The following list is a summary of required activities for schools with targeted identifications under ESSA. More details about each activity are provided in the rest of this guide. Please note that LEAs are responsible for notifying schools about identifications and supporting schools to complete required activities (see the Overview of LEA Responsibilities section for more information).

1. **Consult and involve stakeholders in all aspects of improvement planning and implementation**. Specific stakeholders must be involved:
   - Teachers, including those for general and special education and English learners
   - School administrators
   - Other school staff
   - Students (if age-appropriate)
   - Families (must include representatives of specific student groups present in the school)
   - Other groups, depending on the local context [Groups to consider include community organizations (after school programs, libraries, health organizations, faith-based communities, etc.), tribal government representatives, government entities, neighborhood representatives, institutions of higher education]

2. **Develop a school-level targeted support and improvement plan to address the issues that led to the identification.** It may be a new plan or modified existing plan. Changes can be strategically phased over multiple years for sustainability.

3. **The plan must address each student group for which the school has an identification and be informed by indicators and goals defined in the ESSA State Plan.** The ESSA Accountability Report, part of the annual identification packet, contains data to help schools meet this requirement. State goals are outlined in the ESSA Identifications section of this guide.

4. **The plan must include one or more EBIS that meet ESSA Tiers of Evidence 1, 2, or 3.** Strategies (changes in practice, policy, programming, professional learning) should address identified root cause(s), which should be grounded in data and focused on educator practices contributing to the issues that led to identification.

5. **For ATSI, resource allocation must be reviewed for inequities, to be addressed in the plan.** The review may include the LEA level.

6. **The plan must be approved by the LEA** prior to implementation.

7. **The plan must be implemented.** To support successful implementation, the plan itself should include the following:
   - A solid theory of action to reach a strategic goal
   - Action steps, timelines, and responsibilities
   - Adequate professional learning and coaching support
   - Regular collection and analysis of data to monitor implementation and impact

8. **The plan must be monitored by the LEA.** If the plan does not lead to exit within an LEA-determined number of years, the LEA must take further action to support improvement.

9. **The school must meet applicable exit criteria**.

Exit Requirements

TSI Exit

Schools exit this identification automatically if they are not re-identified in the following year.

If a school does not exit a TSI identification after an LEA-determined number of years, the LEA must take additional action to help the school improve. The number of years should be specified in the LEA Plan, per LEA Plan Question 15.2. Please refer to the LEA Plan Questions Related to Identified Schools section of this guide for details.

ATSI Exit

Schools do not qualify for exit until the third year of identification. If the school does not exit the ATSI identification by the end of the sixth year from its initial identification, the school receives a CSI identification.

If a school has multiple ATSI identifications, it must meet exit requirements for each identification.

Exit Criterion 1: The school must not be eligible for identification in the current year.

The student group has a summary score that is above the ATSI identification threshold in both the current year and the year of initial identification. (New thresholds are determined for each identification cycle.)

Exit Criterion 2: The school must make sustained and sustainable improvement toward the statewide long-term goals.

The student group's performance score on each applicable long-term goal either shows improvement in both of the two most recent intervals OR exceeds the identification-year score in both of the most recent two years for which enough data is available.

Exit Criterion 3: The school must demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices, targeting the identified subgroup(s), are in place.

Districts determine progress to exit on Exit Criterion 3, based on submitted materials and evidence from monitoring. DPI's OEA calculates progress toward meeting Exit Criteria 1 and 2 and includes it in the school's Progress-to-Exit Report.

Tools to assess Exit Criterion 3 are included in this guide.

Overview of LEA Responsibilities

PEOPLE OVER SYSTEMS   INSTITUTIONAL RESPONSIBILITY

LEAs responsible for overseeing improvement efforts in schools with targeted identifications must ensure the school plans meet ESSA requirements. This means that processes for creating, approving and monitoring implementation of plans need to be informed by ESSA requirements.

In general, LEAs have the following responsibilities:
- Notify schools of identifications
- In WISEgrants, answer additional LEA Plan questions related to support for identified schools
- Review resource allocation at the district level for inequities and take action to address issues, and assist as needed with school-level resource allocation review
- Submit applications for and administer available grant funding
- Review and approve targeted improvement plans
- Monitor plan implementation
- Assess TSI progress and take additional action if a school does not exit within the number of years specified by the LEA
- Assess ATSI progress to ensure exit within six years (to avoid CSI identification)
- Evaluate schools identified for ATSI on Exit Criterion 3; ATSI Exit Criterion 3 status is determined solely by the district
- Report progress data to DPI as requested

In addition, LEAs may play other key roles:
- Supporting alignment of plans
- Participating on school improvement teams as needed
- Facilitating access to any needed TA, coaching, or other supports

First Steps After Identification

- Notify schools of their identifications and provide access to the ESSA Accountability Report. Make sure schools are aware of the requirements for improvement plans for their specific identification(s). Please note requirements for stakeholder engagement in planning.

- Make sure you have any needed processes and deadlines in place for plan approval and implementation monitoring and communicate these to the school(s).

- Review and prepare to answer additional LEA Plan questions about how the LEA will support identified schools and ensure requirements are met. For TSI identifications, this includes determining the number of years after which, if the school does not exit an identification, the LEA will take additional action.

- For ATSI identifications, the school is required to review resource allocation for inequities, and the LEA should consider conducting a district-level review as well.

- Find out about available supports and resources for improvement. You may be eligible for selected CESA-based supports at no cost. Ask the TA Network contact at any CESA for more information. Supports do not need to come from the CESA where an LEA is located.

Submissions to DPI

- TSI and ATSI Improvement plans are reviewed/approved by the LEA, not the DPI.

- Each year LEAs are asked to submit information regarding the Exit Criterion 3 status of each school identified for ATSI. Information submitted is included in the school's annual Progress-to-Exit Report.

How LEAs are Monitored

- If an LEA is selected for Elementary and Secondary Education Act (ESEA) monitoring, improvement plans must be submitted for each identified school. The improvement plans will be reviewed to make sure they meet ESSA requirements.

LEA Plan Questions Related to Identified Schools

If a district has not had TSI or ATSI identifications previously, there are additional LEA Plan questions that must be answered in WISEgrants and require DPI approval. LEAs may carry the same answers over the next year, or answers may be updated if the LEA changes its approaches to supporting identified schools.

#	Question	Rubric for Evaluating Answers
11	Describe how you will prioritize Title II funds to schools that are implementing comprehensive support and improvement activities and TSI and/or ATSI activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.	LEA describes how they will prioritize Title II funds to serve schools that are identified for comprehensive or targeted support and improvement (CSI, TSI, or ATSI) and have the highest percentage of children counted for Title I, Part A purposes. Processes described should be general rather than specific to one identification cycle or school.
15.1	Describe the LEA's plan to meet the responsibilities to support schools identified for CSI. Please note these responsibilities include: ● Partnering with stakeholders to develop and implement a support and improvement plan to improve student outcomes. ● The plan must - ○ Be informed by student performance indicators, including performance when measured against State long-term goals (i.e., data from the ESSA Accountability Report); ○ Include at least one EBIS that meets Tier 1, 2, or 3 of the ESSA tiers of evidence; ○ Be based on a school-level needs assessment; and ○ Identify and address resource inequities. Note: CSI improvement plans are reviewed and approved by the LEA and the DPI; implementation is monitored by the DPI.	The LEA describes their plan to meet the responsibilities to support schools identified for CSI, which includes: ● A description of how the district will ensure there is a partnership with stakeholders in the development and implementation of an improvement plan. Mandatory stakeholders: Teachers (including those for general and special education and English learners), School administrators, other school staff, Parents(must include representatives of specific subgroups present in the school), Students(if age-appropriate). ● A description of how the district will ensure the improvement plan: ○ Is Informed by performance indicators in the ESSA State Plan (i.e., data from the ESSA Accountability Report) ○ Is informed by a school-level needs assessment that includes a root cause analysis ○ Includes the identification and implementation of an evidence-based improvement strategy that meets Tier 1, 2, or 3 of the ESSA tiers of evidence ○ Identifies and addresses resource inequities. Processes described should be general rather than specific to one identification cycle or school.
15.2	Describe the LEA's plan to meet the responsibilities to support schools identified for TSI and/or ATSI. Please note these responsibilities include: ● Partnering with stakeholders to develop and implement a support and improvement plan to improve student outcomes. ● The plan must - ○ be informed by student performance indicators, including performance when measured against state long-term goals (i.e., data from the ESSA Accountability Report);	The LEA describes their plan to meet the responsibilities to support schools identified for TSI and/or ATSI which includes: ● A description of how the district will ensure there is a partnership with stakeholders in the development and implementation of an improvement plan. Mandatory stakeholders: Teachers (including those for general and special education and English learners), School administrators, other school staff, Parents (must include representatives of specific subgroups present in the school), Students (if age-appropriate). ● A description of how the district will ensure the improvement plan: ○ Is Informed by indicators from the ESSA State Plan (i.e., information in the ESSA Accountability

		○ include at least one EBIS that meets Tier 1, 2, or 3 of the ESSA tiers of evidence; ○ identify and address resource inequities (ATSI only). Note: TSI and ATSI improvement plans are reviewed and approved by the LEA; implementation is monitored by the LEA.	Report) ○ Addresses each student group for which the school has an identification ○ Includes the identification and implementation of an evidence-based improvement strategy that meets Tier 1, 2, or 3 of the ESSA tiers of evidence. ○ Identifies and addresses resource inequities (ATSI only) Processes described should be general rather than specific to one identification cycle or school.
15.3		Describe the LEA's plan approval and monitoring process for schools identified for TSI and/or ATSI. For TSI, describe the LEA's additional action following unsuccessful implementation of the school's plan after a number of years determined by the LEA.	To ensure the improvement plan developed for each school identified for TSI and/or ATSI meets the criteria in 15.2, the LEA describes their process to: ● Review and approve the improvement plan for school(s) identified for TSI and/or ATSI. ● Monitor the implementation of the plan at each school identified for TSI and/or ATSI. ● For TSI, take additional action following unsuccessful implementation of the school's plan after a number of years determined by the LEA. Specify the number of years after which the LEA will take this additional action. Processes described should be general rather than specific to one identification cycle or school.

LEA Approval of Plans

ALIGNMENT/
REALIGNMENT

Targeted improvement plans must be approved by the LEA prior to implementation. Plans related to targeted identifications are not submitted to DPI. The LEA should clarify responsibilities, processes, and timelines for plan approval and communicate clearly with identified schools.

To make it easier to review a plan to see if it meets ESSA requirements, and to make sure you have all the required elements in case of ESEA monitoring, it is useful if plans include the following elements put together or linked into one document:

- Clear place to indicate LEA review/approval, with the approval date
- List of improvement team members and the stakeholder groups they represent
- Prioritized needs and root causes related to the group(s) for which the school is identified, with descriptions of the data (including from stakeholders) and analysis processes used
- Targeted goals for the group(s) for which the school is identified

- Aligned EBIS
- Plan for implementation (including any necessary professional learning), with action steps, timelines, responsibilities
- Any engagement goals and plans

TSI/ATSI Plan Review Tool

Targeted improvement plans must contain the bolded items in the tool, which are related to legal requirements. Other items relate to best practices. LEAs may modify the tool in any way they choose—for example, by aligning the sample evidence to LEA documents/templates.

To use the tool, the LEA should set standards for approval—for example, LEAs may require each plan to rate at least "partially present" on each row.

Item	Criteria (bold items are legal requirements)	Sample Evidence	Presence
Use of identification data	• *Plan is informed by data from the ESSA Accountability Report*	• Documentation of using required data during needs assessment	None Partial Substantial Sustainable
Focus on targeted group(s)	• *Plan shows evidence of addressing each group for which there is an identification*	• Plan includes specific goals for each specified group	None Partial Substantial Sustainable
Stakeholder engagement	• *Plan includes evidence of stakeholder engagement in planning.* • *Engagement in planning includes, at minimum, teachers (including those for general and special education and English learners), school administrators, other school staff, students (if age-appropriate), and families (including representatives of specific student groups present in the school)* • Engagement in planning includes other appropriate stakeholders • Improvement team members represent underserved student groups • Plan includes evidence of ongoing engagement • Plan includes engagement of families of underserved student groups • Plan includes engagement of broad range of families in climate/culture efforts	• Team roster with roles/groups represented • Description of stakeholder engagement in planning • Agendas/notes from engagement activities • Action steps that include engagement • Communication materials that are translated into home languages	None Partial Substantial Sustainable

Resource allocation inequity review	• ***Plan includes school-level resource allocation inequity review (required for ATSI, recommended for TSI)***
	• Plan includes LEA-level resource analysis
	• Analysis goes beyond per-pupil spending
	  ○ Access to experienced and qualified teachers
	  ○ Access to high-quality curricula
	  ○ Access to high-quality family engagement
		• Resource allocation review document
		• Description of resource allocation review in needs assessment/root cause analysis
		• Action steps reflect adjustments to resource allocation to increase equity
			None
			Partial
			Substantial
			Sustainable

Goals	• Plan includes one or more goal aligned with prioritized needs related to identifications • Goals are specific • There are clear indicators to assess achievement of goals	• Goal(s) articulated in plan • Theory of action/logic model connects priority needs and goals • Success indicators are outlined in plan	None Partial Substantial Sustainable
EBIS	• ***Plan includes at least one EBIS that meets evidence requirements for at least ESSA Tier 3*** • Plan includes evidence of connection between EBIS and root cause • Strategy is aligned with prioritized student needs • EBIS is aligned with an articulated goal • EBIS is aligned with school context	• Evidence supporting an EBIS is included or linked to • Process/tool used to select EBIS (e.g., Hexagon Tool) • Theory of action or logic model to articulate alignment of EBIS	None Partial Substantial Sustainable
Implementation action steps	• ***Plan includes action steps for implementation*** • Plan includes adequate professional learning and ongoing supports • Plan includes a system for monitoring implementation, including adequate data collection and analysis for assessing impact and fidelity • Action steps are doable • Action steps are coherent and aligned with goals	• Action steps include professional learning items, or there is a separate schedule for professional learning • Schedule to support monitoring, with responsibilities/timelines, defined indicators • Plan shows larger changes are phased in appropriately over time • Action steps are reasonable in number • Action steps don't have costs that outweigh benefits	None Partial Substantial Sustainable

Consulting and Involving Stakeholders

BELONGING   HUMILITY   DIALOGUE

Evidence points to leveraging families and communities to improve schools as a key practice. Intentionally and explicitly engaging representatives from all members of the community will help ensure your improvement plans meet local needs and provide educational equity.

If you put engagement first in your improvement process—as part of needs assessment—it will help you make more informed and strategic decisions throughout. And if you build an ongoing foundation for collaboration, using authentic engagement, you'll set your continuous improvement efforts up for success over time.

Engagement Requirements

ESSA requires that each identified school create and implement a support and improvement plan in partnership with stakeholders. Schools may tailor processes to their unique situations and communities. The same stakeholder groups are required to be engaged, no matter which identification a school has.

At a minimum, schools must engage the following groups:
- Teachers, including those for general and special education and English learners
- School administrators
- Other school staff
- Students (if age-appropriate)
- Families (must include representatives of specific subgroups present in the school)

It may be necessary or beneficial to include some additional groups as well:
- Community health organizations;
- Community-based organizations, including early childhood programs and libraries;
- Neighborhood representatives, including neighboring and local businesses;
- Local and relevant environmental organizations;
- Tribal Government representatives, including Tribal Chairs/Presidents (or designees), Tribal Council representatives, Tribal Education Directors and staff;
- Government entities, including state agencies, counties, and municipalities;
- Adjunct school services, such as after–school programs and community recreation centers;
- Relevant institutions of higher education;
- Workforce investment boards and other job-related agencies; and
- Faith-based communities.

These lists come from the ESSA State Plan, p. 52.

Best Practices

There is not one best way to engage interested/affected groups in decision-making, but the earlier a group is included, the more strategic your team's decisions and actions can be.

- Include representatives of key groups on the improvement team itself.
- Consider interviews, focus groups, or "town hall" type meetings, and hold them prior to making decisions.

- Involve stakeholders in planning for engagement so you can address possible barriers to participation and create more meaningful activities.
- If you have school- or district-level engagement staff, take advantage of their expertise. There may also be staff without engagement titles who engage families on a regular basis.
- Involve families and community members in efforts around school climate and culture.
- Ensure meaningful communication with Limited English Proficient family members.
- Document your engagement efforts and the groups you engage.

Common Pitfalls

- Thinking that informing families is sufficient—to make deeper change, have conversations and do some deep listening before making decisions.
- Sending out a survey instead of having conversations—surveys are fine, but to build relationships you need two-way communication.
- Not really believing that families can add something essential to your improvement work—seeing families as extra work instead of as allies possessing skills, knowledge, and perspectives that are essential to your school's success.
- Involving only the "usual suspects"—parent organizations are an easy way to reach families, but pay attention to who is and isn't involved. What other organizations might help you connect with the communities you haven't yet reached?

Resources

- Title I Parent and Family Engagement webpage
- National Association for Family, School, and Community Engagement's Family Engagement Core Competencies
- Dual Capacity Building Framework for Family-School Partnerships

Understanding Needs

To make sure interventions are as effective as possible, it's crucial to understand local needs. This involves looking at your ESSA Accountability Report, examining other data, and engaging specific groups of students and their families to understand unique needs and experiences. It also involves examining practices, such as resource allocation, that may be contributing to adverse outcomes.

Needs assessment and root cause analysis prepare the way for strategic selection of an EBIS that will lead to meaningful change for the identified student group(s).

There is no single best way to do a needs assessment and root cause analysis. The diagram below presents a possible sequence with some guiding questions:
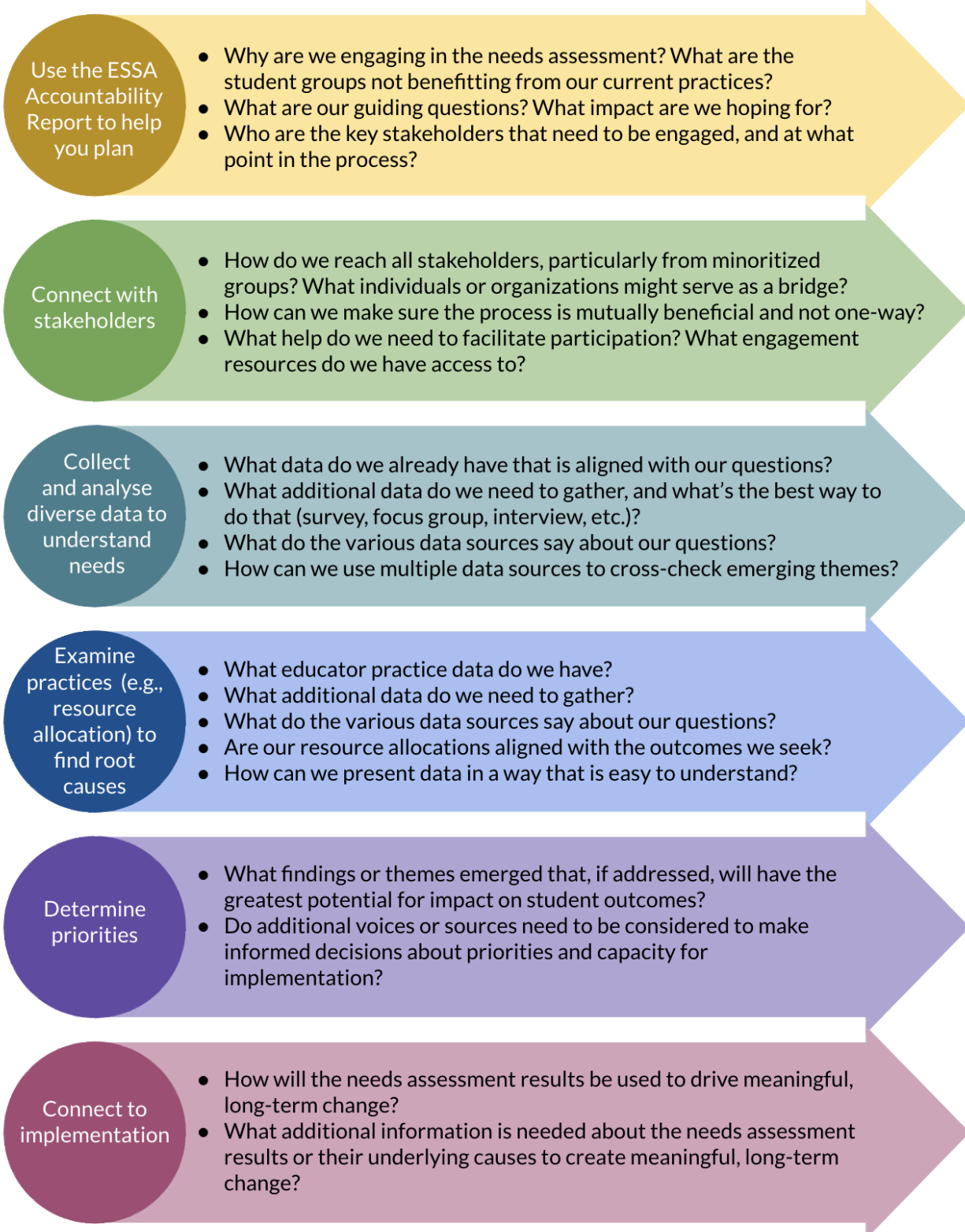
Use the ESSA Accountability Report to help you plan
- Why are we engaging in the needs assessment? What are the student groups not benefitting from our current practices?
- What are our guiding questions? What impact are we hoping for?
- Who are the key stakeholders that need to be engaged, and at what point in the process?

Connect with stakeholders
- How do we reach all stakeholders, particularly from minoritized groups? What individuals or organizations might serve as a bridge?
- How can we make sure the process is mutually beneficial and not one-way?
- What help do we need to facilitate participation? What engagement resources do we have access to?

Collect and analyse diverse data to understand needs
- What data do we already have that is aligned with our questions?
- What additional data do we need to gather, and what's the best way to do that (survey, focus group, interview, etc.)?
- What do the various data sources say about our questions?
- How can we use multiple data sources to cross-check emerging themes?

Examine practices (e.g., resource allocation) to find root causes
- What educator practice data do we have?
- What additional data do we need to gather?
- What do the various data sources say about our questions?
- Are our resource allocations aligned with the outcomes we seek?
- How can we present data in a way that is easy to understand?

Determine priorities
- What findings or themes emerged that, if addressed, will have the greatest potential for impact on student outcomes?
- Do additional voices or sources need to be considered to make informed decisions about priorities and capacity for implementation?

Connect to implementation
- How will the needs assessment results be used to drive meaningful, long-term change?
- What additional information is needed about the needs assessment results or their underlying causes to create meaningful, long-term change?

The diagram above was adapted from Cuiccio, Cary and Marie Husby-Slater (2018). *Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments.* Washington, DC: State Support Network. This resource was produced for the United States (US) Department of Education and is a source of more comprehensive information if you need it.

Requirements Related to Needs Assessment

While a formal needs assessment is not required for TSI or ATSI identifications, there are two requirements related to needs assessment—the use of data from the ESSA Accountability Report to inform the improvement plan and, for ATSI, the review of resource allocation for inequities.

Informing the Plan with ESSA Accountability Report Data

A school's ESSA Accountability Report is crucial to targeted improvement efforts. TSI and ATSI plans must be targeted to address the identifications in the report and must be informed by the identification data, so it's a good practice to automatically include that data in your needs assessment process. For ATSI, the Progress-to-Exit Report provides additional data to inform planning over time.

All ESSA identifications, as well as most of the Exit Criteria, are based on the five indicators below, which are defined in the ESSA State Plan. Some indicators, such as graduation rates, do not apply to all schools, so only the applicable indicators are used.

Indicator	Data
Academic Achievement	Points-based proficiency Forward, Dynamic Learning Map (DLM), ACT results Score reduction for any student group with a test participation rate <95%.
Growth	Student Growth Percentiles (SGPs) Grades 4-8 Forward results
Graduation	Average 4-year and 7-year graduation rates
Chronic Absenteeism	Student attendance rates <90% Includes students enrolled for at least 1/2 of an academic year (90 non-consecutive days)
English Language Proficiency (ELP) Progress	Student Growth Percentiles (SGPs) Grades 1-12 ACCESS results

The ESSA Accountability Report Guide is a great resource for understanding the rich information in your report.

The information can be analyzed in multiple ways, and it may be helpful to begin simply with recording what you notice—what pops out first. Here are some other ways to find meaning in the data so you can use it for improvement:

- Look for patterns over time:
  - Does it look like things are improving, getting worse, or staying the same? For which groups? On which indicators?
  - Are there any dramatic changes? Are scores zigzagging up and down?

- Look for student group patterns across multiple indicators:
  - Is performance on literacy and math different for a group? For all groups? What does that tell you?
  - Do graduation rates add to the picture?

- Look at differences between student groups:

- ○ What is the rate of test participation across student groups?
- ○ What do you notice about absenteeism across student groups?
- ○ If certain groups appear more engaged than others, what might that mean? How can you find out more?

The ESSA Accountability Report is just one data source—a good starting point, but not enough to get a full picture of needs. Note anything that comes up, particularly related to the student groups, and think about sources of data you could use to find answers to your lingering questions. Do you have more recent data? Do you have a different type of data, like survey data, that may help?

Reviewing Resource Allocation for Inequities

For ATSI, the needs assessment process must include a review of resource allocation, to find any inequities so they can be addressed in the improvement plan. A school-level review is required, but reviewing resource allocation at the LEA level as well can help every school in the LEA.

To help you meet the requirement, the DPI has created a Resource Inequity Data Tool, which is available in SAFE. It is designed to help you compare school-level data to district- and state-level data and ask important questions about policies and practices that might be contributing to inequities. Schools and LEAs may use this tool or another process to meet the resource inequity review requirement.

Overview of Data and Questions in the Resource Allocation Review Tool
- Student demographics
- Analysis of access to high-quality and appropriately licensed educators
  - ○ Number/percentage of educators fully licensed, unlicensed, out-of-field, or licensed with stipulations
  - ○ Number/percentage of educators/principals with three or more years experience and with less than three years
  - ○ Number/percentage of educators/principals of color
  - ○ Inquiry questions ask about comparing data at school/district/state levels and examining the impact of hiring decisions
- Analysis of access to a full range of courses
  - ○ Student demographics of those enrolled in AP/IB courses in grades 9-12
  - ○ Student demographics of those enrolled in dual enrollment courses (carrying college credit) in grades 9-12
  - ○ Inquiry questions ask about examining data for disparities and asking which practices might be contributing to any disparities
- Analysis of access to high-quality instructional materials
  - ○ For curricula in Literacy and Math, what is the date last updated, level of standards alignment, level of cultural responsiveness, connection with Title I or Special Education
  - ○ Inquiry questions ask about access to culturally responsive, standards-aligned, grade-level materials; practices contributing to any inequity; and how curricula are supported with professional development
- Analysis of distribution of funding
  - ○ Per-pupil expenditure data
  - ○ Inquiry questions ask about equity of funding for economically disadvantaged students and students of color and practices that might counteract any inequity
- Analysis of access to high-quality family engagement
  - ○ Number/percent of families engaged (attending two or more events) and participating in shared decision making

- Practices around family surveys
- Results of family surveys—family perceptions of climate, transparency
- Inquiry questions ask about the level of meaningful engagement, shared decision making, engagement in improvement planning, whether or not engaged families are representative, and how to improve practices to remove barriers to engagement

DPI pre-loads available data into the form and makes it available via SAFE annually.

Best Practices

Going beyond the minimum requirements and using best practices for needs assessment and root cause analysis will help ensure you select the most strategic improvement strategy.

Triangulating, or comparing different sources of data to see if they agree, helps you know you're on track and acts as a check on assumptions and bias. You can also use multiple methods of analysis to get different perspectives.

To ensure your needs assessment is both needs-driven and context-specific, it's important to examine student, school, educator, and stakeholder data. Below are some examples.

Stakeholders	Students	School	Educators
Educators (teachers, leaders, other staff) Students Families (representative of all student groups) Community organizations and businesses, depending on context	Demographics Achievement and Growth Graduation Rates	Resources Safety Climate Mobility	Effectiveness Retention Rates Areas of Expertise and Shortages Job Satisfaction Professional Learning Needs

Gathering and analyzing data collaboratively can help build relationships that support implementation and sustainable change.

Common Pitfalls

- Using only quantitative data or only student outcome data. Examining adult practice data is a crucial part of the process, and qualitative data from focus groups or interviews with students and families can give you a much richer picture of needs.
- Not including relevant stakeholders in collecting and analyzing data. Involving communities in all aspects of the process can help you build relationships that are crucial to successful implementation and meaningful change. Including multiple, diverse perspectives can also reduce bias in analysis.
- Seeing a connection between two pieces of data and automatically assuming there is a causal relationship. Correlation is not causality. For example, two factors may be correlated because they are both caused by a third factor. That's one reason looking at different types of data is crucial—to check your assumptions.
- Identifying something as a root cause that is really a symptom. For example, low attendance may affect low performance, but it's important to go further and ask what factors might be contributing to low attendance.
- Identifying characteristics of students or families as a root cause. Appropriate root causes are things a school can affect—its own policies, practices, programs, capacities. Beginning with the assumption that it's the school and not the students that needs to change can help prevent a

deficit mindset. It also guides improvement efforts toward factors the school has the power to change, which is crucial to success.

Resources

- Cuiccio, Cary and Marie Husby-Slater (2018). *Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments.* Washington, DC: State Support Network.
- DPI's WISExplore Data Inquiry Process
- Resource Inequity Data Tool (available in SAFE)

Selecting EBIS

SUPPORTING ADAPTIVE CHANGE   PEOPLE OVER SYSTEMS

At least one strategy in your improvement plan must be evidence-based, meeting Tier 1, 2, or 3 of the ESSA Tiers of Evidence. However, evidence alone doesn't make a strategy the right one for your situation—it also needs to be aligned to student needs and your context.

In general, a good improvement strategy:

- Is backed by evidence,
- Targets your real needs, and
- Is teachable, learnable, and doable in your real world.

Alignment to Needs and Context

The whole point of an EBIS is to get you to a goal, so it needs to be aligned to your likeliest root cause. Creating a theory of action or a logic model can help you be more strategic, so you don't waste time and effort on something that's not likely to get you where you want to go. It also helps you think about implementation steps, monitoring, and evaluation.

There are multiple ways to create a theory of action. Here's one example:

Strategy	Supports and Preparation	Indicators of Fidelity	Evidence of Improvement	Goal
If we implement this change…	*And support it in these ways…*	*And see these specific changes in adult behavior…*	*Then we can expect to see this impact on students…*	*Thereby reaching this student achievement goal*

Resources for Alignment

- [Logic model template](#)
- WISExplore [Evaluation (Hexagon) Tool Activity](#) for evaluating EBIS, based on the National Implementation Research Network (NIRN) [Hexagon Tool](#)
- [WISExplore](#) data inquiry tools and webinars

Questions to Ask About an EBIS

1. *How does this EBIS meet the needs of the students identified in our ESSA identification(s)?*
2. *How does this EBIS fit with our current initiatives and the priorities we have in our school?*
3. *Is it usable? Does the EBIS have operationalized principles and core components that are measurable and observable and tools and resources to monitor implementation?*
4. *To what degree do we have the capacity (skills, money, time, people, infrastructure) to implement the EBIS through policies, procedures, communication and other systems?*
5. *Are there supports available to help us? Expert people or external resources?*

ESSA Tiers of Evidence

If a strategy is evidence-based, it means there is evidence that it is effective at producing results and improving outcomes when implemented as intended. ESSA requires evidence that has been produced through formal studies and research. At least one strategy in your improvement plan must meet Tier 1, 2, or 3 below—Tier 4 is not acceptable for identified schools.

- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.

- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies, with statistical controls for selection bias.

- **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Education Agency (SEA), LEA, or outside research organization to determine their effectiveness. (This level of evidence does not satisfy requirements for identified schools.)

Where to Find an EBIS That Meets Requirements

If you are looking for an evidence-based strategy that meets ESSA requirements, the lists, guides, and web resources below can help.

General Resources:
- [Evidence for ESSA](#), Center for Research and Reform in Education, Johns Hopkins University
- [What Works Clearinghouse](#), Institute of Education Sciences, US Department of Education
- [Reading for Understanding](#), Institute of Education Sciences, US Department of Education
- [Aligning Evidence-Based Clearinghouses with the ESSA Tiers of Evidence](#), from REL Midwest

U.S. Department of Education Recommended:
- Administering and Using High-Quality Assessments as described [here](#)
- Evidence-Based High-Dosage Tutoring During the School Day as described [here](#)
- Evidence-Based Summer Programming as described [here](#)
- Evidence-Based After School Programming as described [here](#)
- Evidence-Based Strategies for Social and Emotional Learning and Mental Health as described [here](#)
- Core Components of Evidence-Based Social Emotional Learning Programs as described [here](#)
- Community Schools as described [here](#), or one of the following four pillars
  - Integrated Student Supports
  - Expanded and Enriched Learning Time and Opportunities
  - Active Family and Community Engagement
  - Collaborative Leadership in Practice
- High-Leverage Practices in Special Education as described [here](#)
- Council for Exceptional Children's Division for Early Childhood's Recommended Practices as described [here](#)

DPI Supported:
- Standards-Aligned Instructional Materials and Professional Learning as described [here](#) (see https://dpi.wi.gov/impl for additional details)
- Participating in the Transition Improvement Grant through DPI as described [here](#)

Institute of Education Sciences Practice Guides:
- Organizing Instruction and Study to Improve Student Learning as described [here](#)
- Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools as described [here](#)
- Effective Literacy and English Language Instruction for English Learners as described [here](#)
- Preventing Dropout in Secondary Schools as described [here](#)
- Improving Mathematical Problem Solving in Grades 4-8 as described [here](#)
- Assisting Elementary Students Struggling with Mathematics as described [here](#)
- Effective Fractions Instruction for K-8 as described [here](#)
- Foundational Skills to Support K-3 Reading as described [here](#)
- Teaching Elementary Students to Write Effectively as described [here](#)
- Teaching Secondary Students to Write Effectively as described [here](#)

Implementation and Monitoring

ALIGNMENT/REALIGNMENT   HUMILITY

Both the school and LEA participate in monitoring. The LEA is officially responsible for monitoring to ensure that the approved plan is indeed implemented to the LEA's standards and the school improves outcomes and moves toward exit. This is similar to the monitoring role of DPI in relation to schools identified for CSI. The day-to-day project oversight to make minor adjustments and keep things on track—which is also called monitoring—may involve school staff, LEA staff, and others as suits the situation.

The plan approval tool in this guide provides some best practices for implementation planning. An investment in thorough and thoughtful planning can make a huge difference in implementation. Here are just a few examples:

- Planning for any needed professional development or coaching can help staff be confident and well-prepared.
- Including timelines and responsibilities can make project management much easier.
- Defining the indicators to look for to determine whether implementation is on track eases day-to-day monitoring.
- Thinking about stakeholder engagement in implementation ahead of time, and planning it with stakeholders, can allow the collaboration to be more meaningful.

Action Step Criteria

Each action step should

- State the action clearly—what will you do?
- Support reaching the objective and goal
- Show clear alignment to the needs assessment and root cause analysis
- Be easily understood by all stakeholders
- Be doable and within the control of educators in the school
- Follow a logical sequence

TSI/ATSI Implementation Monitoring Tool

There are no specific requirements related to implementation, so the items in the tool primarily relate to best practices. LEAs may modify the tool in any way they choose—for example, by aligning the sample evidence to LEA processes/templates.

To use the tool, the LEA should set standards—for example, LEAs may require schools to rate at least "partially present" on each row.

Item	Criteria (bolded item is legal requirement)	Examples of Evidence	Presence
Implementation of action steps	● *School implements the plan.*	● Tracker to document action steps taken ● Data collected during	None Partial Substantial

		implementation • Documentation of data analysis to assess fidelity of implementation • Documentation regarding the intervention implemented • Improvement plan with action steps for implementation, including a timeline and assigned responsibilities • Documentation of review of progress on action steps	Sustainable
Effective improvement team	• Improvement team represents underserved groups • Team has good working relationships • Team has good understanding of improvement • Team is grounded in equity and priority needs of students • Clear roles and expectations for team members around improvement work	• Documentation of ongoing meetings (e.g., schedule or agendas) • Team roster with improvement roles/responsibilities • Documentation of professional learning • Conversation during monitoring demonstrates understanding • Engagement during monitoring visits • Team shows clear improvement roles/responsibilities during monitoring meetings • Team norms/agreements	None Partial Substantial Sustainable
Adequate supports for implementation	• School ensures adequate training for those implementing • School ensures ongoing coaching where needed • School ensures ongoing collaboration and communication among those implementing	• Documentation of professional learning • Schedule of PLC meetings • Documentation of coaching agreement • Schedule of coaching sessions • Tracker showing relevant action items completed	None Partial Substantial Sustainable
Assessment and adjustment for fidelity	• School collects and analyzes educator practice data to assess fidelity. • School demonstrates capacity to adjust action steps in response to data analysis.	• Fidelity indicators are well-defined and documented • Description of data analysis process, in writing or during monitoring meetings • Schedule for monitoring fidelity using adult data • Adjusted action steps in response to data	None Partial Substantial Sustainable
Assessment and adjustment for impact	• School collects and analyzes student outcome data to assess impact. • School demonstrates capacity to adjust action steps in response to data analysis.	• Impact indicators are well-defined and documented • Description of data analysis process, in writing or during monitoring meetings • Schedule for monitoring student data • Adjusted action steps in response to data	None Partial Substantial Sustainable
Stakeholder	• School demonstrates meaningful	• Improvement communications	None

engagement	communication with stakeholders around implementation. • School demonstrates stakeholder engagement in implementation.	translated into home languages • Family/student involvement on improvement team overseeing implementation • Materials for families to support any new practices (at home or otherwise) • Documentation regarding volunteer opportunities for families related to implementation • Family/student feedback mechanisms used during implementation	Partial Substantial Sustainable

Assessing ATSI Exit Criterion 3: Sustainable Processes

INSTITUTIONAL RESPONSIBILITY   SUPPORTING ADAPTIVE CHANGE   HUMILITY

The LEA is responsible for collecting evidence and determining if a school identified for ATSI has met ATSI Exit Criterion 3:

The school demonstrates evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified subgroup(s), are in place.

Checklist of High-Quality Practices to Prevent Re-Identification

The questions below are derived from the Continuous Improvement Process and Rubric (CIP) and have been tailored for targeted identifications and focused on preventing re-identification. If a school cannot answer "yes" to at least half of these questions, the school's planning processes may not be robust enough to ensure the needs of all student groups are addressed into the future and prevent re-identification.

- ☐ Does the school's needs assessment process include examining disaggregated data to identify patterns related to student groups?

- ☐ Does the school's needs assessment process specifically include identification data included in the ESSA Accountability Report?

- ☐ Does the school's needs assessment process include an examination of resource allocation for disparities among student groups?

- ☐ Does the school's examination of resource allocation include the following:
    - ○ Distribution of funding
    - ○ Access to high-quality, appropriately licensed staff
    - ○ Access to high-quality instructional materials
    - ○ Family access to avenues for input and participation in decision making

☐ Does the school's planning template support developing goals and selecting and implementing evidence-based improvement strategies targeting the needs of specific student populations?

☐ Does the school's planning process include listening to students and families from stakeholder groups associated with TSI/ATSI identifications and involving them in decision making?

☐ Are representatives of student groups associated with TSI/ATSI identifications included on the school improvement planning team?

☐ Do the school's implementation practices include collecting and analyzing educator and student data to assess fidelity of implementation and impact on student outcomes?

☐ Has the school successfully improved outcomes for a specific student group?

Sustainability Focused Evidence Tool for ATSI Exit Criterion 3

Item	Criteria	Examples of Evidence	Exit-Ready?
Sustainable improvement team to oversee planning & implementation to address the needs of specific student groups (related to CIP rubric items: R5, R6, A2)	• Team demonstrates ongoing engagement in and effective oversight of improvement efforts • Team demonstrates ongoing representation of student groups associated with identifications • School demonstrates effective administrative supports • School demonstrates effective communication mechanisms and processes	• Team rosters show representation of appropriate student groups, reasonable division of labor (roles) • Agendas, meeting schedules, etc. show ongoing engagement, sustainable division of labor • Processes/procedures support good communication, onboarding/offboarding • Documents shared show good record keeping, clear communication	Yes No

Robust systems and processes related to data
 	
(related to CIP rubric items: R7, A1)
	• School demonstrates robust needs assessment and root cause analysis processes
	• School demonstrates access to adequate data systems to support ongoing improvement
	  ○ Quantitative and qualitative data
	  ○ Student and stakeholder data
	  ○ Educator practice data
	  ○ Timely data
	  ○ Disaggregated data
	• School demonstrates organized data analysis processes
	• School demonstrates capacity to use data analysis to inform and adjust plans
		• Needs assessment done annually/regularly
		• Needs assessment shows use of wide variety of data sources
		• Needs assessment process specifically includes examination of information in the ESSA Accountability Report
		• Needs assessment process includes examining disaggregated data to identify patterns related to student groups
		• Consistent use of tools for root cause analysis
		• Documentation of ongoing analysis of resource inequities
		• Consistent use of data analysis for implementation
			Yes
			No

Sustainable planning processes related to specific student groups (related to CIP rubric items: A1)	• School demonstrates ongoing cycles of planning and implementation • School planning process supports	• Use of a template with supports for required plan components • Continuity in plans over time, with appropriate scale-up of successful practices • Improvement plans connect to LEA goals and other plans	Yes No

Sustainable implementation processes related to specific student groups	• School demonstrates adequate use of data to support implementation • School substantially completes action steps to implement at least one EBIS • Over multiple cycles, school demonstrates capacity to support implementation with appropriate training, coaching, collaborative structures	• Tracker showing multiple cycles of action steps implemented • Documentation of professional learning across cycles	Yes No	
Sustainable stakeholder engagement related to specific student groups	• School demonstrates structures and processes to support ongoing stakeholder engagement in improvement efforts. • School demonstrates structures and process for ongoing engagement of families of students from marginalized groups • School demonstrates partnerships with appropriate community organizations	• Surveys conducted over multiple cycles • Listening sessions/focus groups conducted over multiple cycles • Increasing number of families engaged in improvement efforts • List/descriptions of partnership activity	Yes No	
Equity-informed planning and implementation (related to CIP rubric items: R1, R2)	• School demonstrates ongoing commitment to educational equity • School demonstrates capacity to inform improvement efforts with equity commitment	• Mission/vision/values statement(s) • Process for aligning planning to mission/vision/values, used regularly • Needs assessment each cycle prioritizes needs of appropriate student groups	Yes No	

WI Continuous Improvement Process and Rubric Component Tool

This tool is for districts choosing to use CIP rubric components to assess Exit Criterion 3 status. If using the rubric, the LEA may require that the majority or preponderance of checkmarks fall in Accomplished or Exemplary columns for a school to be exit ready. How exit readiness is determined is up to the LEA.

COMPO-NENT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY	READY FOR EXIT?
R7: Team has systems and processes to use data.	☐ Team does not have access to necessary data. ☐ Team is unaware of data privacy needs. ☐ Team is unfamiliar with how to read and understand the data.	☐ Team has access to data for all relevant student groups (disaggregated by economic, ability, homeless, and English language status plus race/ ethnicity), including linguistically and culturally appropriate assessment data and student ELP assessment data,	☐ Team has access to data for all relevant student groups (disaggregated by economic, ability, homeless, and English language status plus race/ ethnicity), including linguistically and culturally appropriate assessment data and student ELP assessment data. ☐ Team has access to a data system that allows real-time analysis (e.g.,	☐ Team has access to data for all relevant student groups (disaggregated by economic, ability, homeless, and English language status plus race/ ethnicity), including linguistically and culturally appropriate assessment data and student ELP assessment data. ☐ Team has access to a data system that	☐ YES ☐ NO

		BUT team is unclear about why or how to analyze and interpret data and/or team does not follow data privacy protocols.	data dashboard) and maintains data privacy. ☐ Team approach to data analysis is organized and includes a focus on students who have not yet benefited from educator practice. ☐ Team working toward connecting data with content standards, learning targets, and other student outcomes.	allows real-time analysis (e.g., data dashboard) and maintains data privacy. ☐ Team approach to data analysis is organized and includes a focus on students who have not yet benefited from educator practice. ☐ Team has clarity about the intended outcomes being assessed so that data is used to inform changes in educator practice. (EXEMPLARY)	
D2: Team ensures implementation of the plan with fidelity.	☐ 25% or less implementation with fidelity of action steps.	☐ 26-50% implementation with fidelity of action steps.	☐ Team ensures, as appropriate, modification of practices, policies, and professional development. ☐ 51-89% implementation with fidelity of action steps.	☐ Team ensures, as appropriate, modification of practices, policies, and professional development. ☐ 90% or more implementation with fidelity of action steps.	☐ YES ☐ NO
D3: Team collects and uses adult practice data.	☐ No practice data is collected to determine if the EBIS is being implemented as intended.	☐ Practice data is collected, but is not aligned to the EBIS.	☐ Practice data is collected to determine if the EBIS is being implemented as intended. ☐ Practice data is used to identify unintended consequences to equity (if any). ☐ Practice data is collected and used to inform ongoing supports (i.e., training).	☐ Practice data is collected to determine if the EBIS is being implemented as intended. ☐ Practice data is used to identify unintended consequences to equity (if any). ☐ Practice data is collected and used to inform ongoing supports (i.e., training and coaching).	☐ YES ☐ NO
D4: Team collects and uses student outcome data.	☐ No outcome data is collected to determine if the EBIS is being implemented as intended.	☐ Outcome data is collected but is not aligned to the EBIS.	☐ Outcome data is collected to determine if the EBIS is affecting student data as intended. ☐ Outcome data is used to identify unintended consequences to equity (if any). ☐ Outcome data is collected and used to inform ongoing supports (i.e., training).	☐ Outcome data is collected to determine if the EBIS is affecting student data as intended. ☐ Outcome data is used to identify unintended consequences to equity (if any). ☐ Outcome data is collected and used to inform ongoing	☐ YES ☐ NO

				supports (i.e., training and coaching).	
S1: Team regularly reviews educator practice evidence/data sources to monitor and document implementation of the EBIS *(e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics).*	☐ Team does not review educator practices monitoring evidence/data sources used to document implementation [e.g., evidence from walk- throughs and observations, Educator Effectiveness (EE) data, professional learning feedback, coaching topics].	☐ Rarely, team reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). ☐ Team either revises plan and next steps or prepares for scale-up.	☐ Practice data is used to identify unintended consequences to equity (if any). ☐ Team either revises plan and next steps or prepares for scale-up, in response to the Plan-Do-Study-Act (PDSA) cycles. ☐ Through PDSA cycles, the team intermittently reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics).	☐ Practice data is used to identify unintended consequences to equity (if any). ☐ Team either revises plan and next steps or prepares for scale-up, in response to the PDSA cycles. ☐ Through multiple PDSA cycles, team regularly reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). ☐ Team uses protocol to review educator practices, monitoring evidence/data sources.	☐ YES ☐ NO
S2: Team regularly reviews student outcome evidence/data sources to monitor and document implementation of the EBIS *(e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation).*	☐ Team does not review student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation).	☐ Rarely, team reviews student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation). ☐ Team either revises plan and next steps or prepares for scale-up.	☐ Outcome data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up. ☐ Intermittently, team reviews student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation).	☐ Outcome data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up. ☐ Regularly, team reviews student outcome monitoring evidence/data sources used to document implementation (e.g., benchmark reading assessment, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation). ☐ Team uses protocol (i.e., resources from Wisconsin's Strategic Assessment) to review student outcome monitoring evidence/ data sources.	☐ YES ☐ NO

Funding and No-Cost Supports

Currently, the DPI provides grant funding for schools with CSI or ATSI identifications. There is no grant funding specifically for schools with TSI identifications.

LEAs are encouraged to use federal funds (Title I, II, III, IV, and IDEA) to support identified schools. LEAs are specifically expected to prioritize Title II funds to serve identified schools (per ESSA LEA Plan question 11).

Schools identified for TSI and/or ATSI may also be eligible for selected no-cost CESA-based supports from the TA Network for Improvement (TA Network). Contact any CESA for details.

CSI/ATSI Grant

Schools identified for ATSI are eligible for funding via the CSI/ATSI Grant. The full grant guidelines are available on the Grants to Support Identified Schools webpage.

Purpose of Funding	The purpose of the ATSI Grants is to support schools identified for ATSI to develop and implement a continuous improvement plan that meets all requirements and supports progress toward exiting the identification. ATSI Funds may be used for planning and/or implementation of evidence-based improvement strategies.
Eligible Applicants	LEAs with one or more schools identified for ATSI are eligible.
Award Amounts	Allocation amounts are calculated for each school and provided to LEAs; amounts are based on formulas that take into account factors related to both the school's ATSI student group(s) and the school as a whole.
Submission of Forms	An ATSI Improvement Activities Form must be submitted for each school being funded.
Grant Performance Period	July 1 – June 30

Resources

- Grants to Support Identified Schools webpage
- Slide presentation on braiding funding sources

Connecting Improvement Plans

ALIGNMENT/REALIGNMENT **CO-CREATION**

Connecting school plans can make improvement more coherent. There are also ways to connect planning at the school and district levels; for example, you can:

- Align school plans under ESSA to district plans informed by IDEA identifications,
- Inform district-level plans with patterns in school-level identification data (Are there patterns across grade spans? Are there issues appearing later that might be prevented?), and
- Identify unintentional barriers to school improvement efforts that might be addressed at the district level.

Title I-A Schoolwide and Targeted Assistance

A targeted plan does not need to be a completely separate plan; it can be part of a more comprehensive school improvement plan, such as a Title I-A Schoolwide Plan or any ongoing improvement plan a school might update annually.

If an identified school has a Title I Targeted Assistance program, it may be helpful to coordinate planning as well. Students belonging to certain groups are automatically considered eligible for Title I services, and three of these groups overlap ESSA identification student groups: economically disadvantaged, ELs and students with disabilities.

Crosswalk of Title I Schoolwide & ATSI/TSI Improvement Plan Requirements

	Schoolwide Plan Requirements	ATSI Plan Requirements	TSI Plan Requirements
Focus	The plan must include strategies to: - Provide opportunities for all students to meet state standards, particularly students with the greatest academic needs, - Strengthen the academic program of the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, and - Address the needs of all students, but particularly students with the greatest academic needs.	The plan must be a school-level targeted support and improvement plan to improve outcomes for student groups identified in the school's ESSA Accountability Report.	The plan must be a school-level targeted support and improvement plan to improve outcomes for student groups identified in the school's ESSA Accountability Report.
Needs Assessment	The schoolwide plan must be based on a comprehensive needs assessment.	The plan must be informed by data in the school's ESSA Accountability Report. The plan must identify resource inequities, which may include a review of LEA- and school-level	The plan must be informed by data in the school's ESSA Accountability Report. The DPI recommends including a review of resource inequities.

		budgeting, to be addressed through implementation of the plan.	
Collaborative Plan Development	The school must involve stakeholders in planning: • Parents • Students (if a secondary school) • School staff: teachers, school leaders, relevant program administrators, paraprofessionals, others • District staff • Other stakeholders as appropriate, such as Tribes/tribal organizations, technical assistance providers, etc.	The school must involve stakeholders in planning. At a minimum, this includes • Parents (must include representatives of specific subgroups present in the school), and • Students (if age-appropriate). • School staff: teachers (including general ed, special ed, teachers of English learners), school administrators, others • Other groups as appropriate, such as community organizations (after school programs, libraries, health organizations, faith-based communities, etc.), tribal government representatives, government entities, neighborhood representatives, institutions of higher ed	The school must involve stakeholders in planning. At a minimum, this includes • Parents (must include representatives of specific subgroups present in the school), and • Students (if age-appropriate). • School staff: teachers (including general ed, special ed, teachers of English learners), school administrators, others • Other groups as appropriate, such as community organizations (after school programs, libraries, health organizations, faith-based communities, etc.), tribal government representatives, government entities, neighborhood representatives, institutions of higher ed
Strategies	The plan must include strategies to meet the school's identified needs, related to the goals in the "Focus" section. (More information about possible activities is included below the table.) Title I requires ongoing family engagement, including strategies to build the capacity of school staff to engage families as equal partners and strategies to build the capacity of parents to support student learning.	The plan must include evidence-based improvement strategies that meet Tier 3 or higher in the ESSA Tiers of Evidence.	The plan must include evidence-based improvement strategies that meet Tier 3 or higher in the ESSA Tiers of Evidence.
Coordination	If applicable, the plan must show how it coordinates with other federal, state, and local resources, services, and programs. This includes improvement activities if the school has a CSI, ATSI, or TSI identification.		
Plan Approval and Monitoring	The school must have tools and processes to regularly monitor and revise the schoolwide plan, in partnership with stakeholders. The	The plan must be approved by the LEA prior to implementation; after approval, the plan must be monitored by the LEA.	The plan must be approved by the LEA prior to implementation; after approval, the plan must be monitored by the LEA.

| | | plan must be reviewed at least annually.

Plans are reviewed as a part of ESEA Consolidated Monitoring | If the school does not qualify for exit within six years, it becomes identified for comprehensive support and improvement (CSI).

Plans are reviewed as a part of ESEA Consolidated Monitoring | If the school continues to meet the criteria for identification after a number of years determined by the LEA, the LEA must take additional action.

Plans are reviewed as a part of ESEA Consolidated Monitoring |

*For schoolwide plans, Title I specifies that activities to meet student needs may include:
- counseling, mental health, specialized instructional support services, mentoring, and other strategies to improve student skills outside academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (e.g., IB, AP, dual enrollment)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA);
- professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- strategies for assisting preschool children in the transition to elementary school.

IDEA

If a school identified under ESSA is within a district identified under IDEA, it's worth asking a few questions to see if there are patterns that highlight opportunities for coordinating plans.

Questions to Ask

- **Are the groups associated with any racial disproportionality identifications also associated with one or more TSI or ATSI identifications?**
  - At the school level, if I have a TSI/ATSI identification for a racial group, does my district have a disproportionality identification for the same group? Can I build on district-level planning or use district data to better understand my students?
  - At the district level, if I have a disproportionality identification, do I have schools identified for TSI/ATSI for the same groups? Should district IDEA planning take this into account? Does data from these schools indicate disproportionality or broader racial equity issues that may contribute to disproportionality?

- **Are there connections between TSI or ATSI identifications involving students with disabilities and district level identifications under IDEA?**
  - At the school level, if there is a TSI or ATSI identification for students with disabilities, are there district level identifications under IDEA? Are there ways of leveraging the district plan to meet ESSA requirements?
  - At the district level, if there are LEA Determinations requiring action, are there any TSI/ATSI identifications for students with disabilities, and does it make sense to put

particular energy toward supporting those schools to improve? How can schools with TSI/ATSI identifications be included in district plans related to IDEA requirements?

IDEA Identifications Overview

IDEA identifications are made each year. The LEA exits the identification category by no longer meeting the criteria for identification.
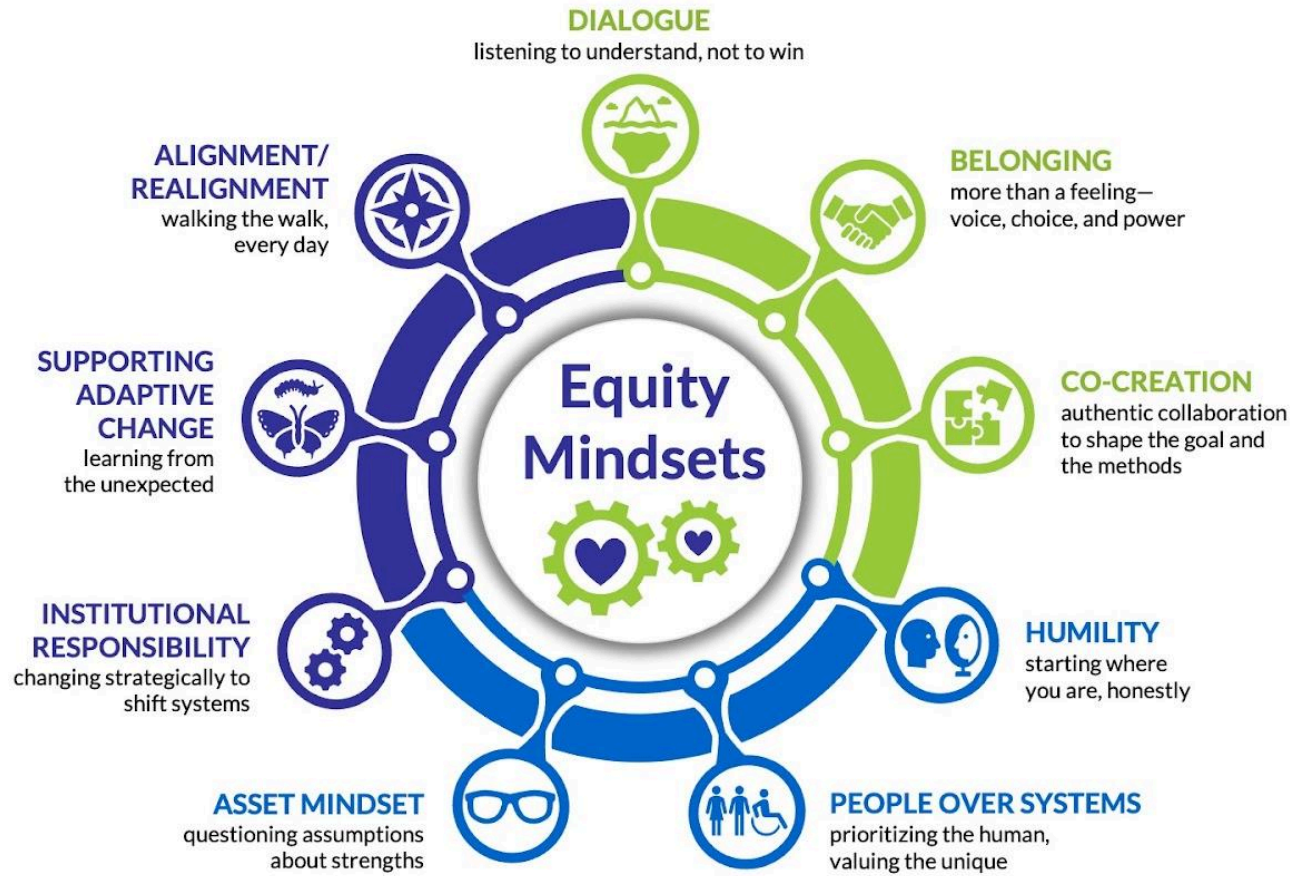
LEA Determination	What it Means	What Happens (overview)
Meets Requirements	The LEA meets the requirements of IDEA Part B.	No specific actions are prescribed.
Needs Assistance (year 1)	The LEA needs assistance meeting the requirements of IDEA Part B.	The LEA may not reduce maintenance of effort obligations unless the reduction is by less than half of the increased amount (the "50% Adjustment" rule). The LEA should take action to ensure it meets IDEA Part B requirements next year.
Needs Assistance (year 2 or more)	The LEA has persistently needed assistance meeting the requirements of IDEA Part B.	The LEA may not reduce maintenance of effort obligations unless the reduction is by less than half of the increased amount (the "50% Adjustment" rule). The LEA must engage in improvement planning that meets requirements: ● Identify areas in which the LEA needs assistance. ● Identify and implement professional development, instructional strategies, and methods of instruction that are based on scientifically sound research. ● Review and select, as appropriate, sources of TA that address the areas in which the LEA needs assistance. ● Plan for addressing the area for concern within a specified period of time. ● Comply with special conditions on grant under IDEA Part B. For Needs Intervention or Needs Substantial Intervention identifications, DPI monitors improvement efforts.
Needs Intervention or *Needs Substantial Intervention*	The LEA needs intervention or substantial intervention to meet the requirements of IDEA Part B.	Same as above.

Disproportionality Identification	What it Means	What Happens (overview)
Significant disproportionality in identification for special education or for one or more specific disability category	For three consecutive years, the LEA has a risk ratio of 2.0 or greater for one or more racial/ethnic group for the special education/specific disability category or categories (compared to all	The LEA must submit an improvement plan to DPI annually. Plans must meet requirements: ● Identify factors contributing to the significant disproportionality. ● Review and, if appropriate, revise policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary

	other students within the LEA), AND The LEA fails to demonstrate reasonable progress in lowering the risk ratio for the group and category of analysis by 0.25 or more in each of the two prior consecutive years.	removals, to ensure that they comply with the requirements of IDEA, Part B. • Implement Comprehensive Coordinated Early Intervening Services (CCEIS) and carry out activities that include professional development and educational and behavioral evaluations, services, and supports. • Address the factors contributing to the significant disproportionality. Address any policy, practice, or procedure identified as contributing to the significant disproportionality, including any that result in inappropriate identification of a racial or ethnic group.
Significant disproportionality in special education discipline and/or placement	For three consecutive years, the LEA has a risk ratio of 2.0 or greater for one or more racial/ethnic group within the discipline category/ environment code [compared to all other students with Individualized Education Program (IEPs) within the LEA/state], AND The LEA fails to demonstrate reasonable progress in lowering the risk ratio for the group and category of analysis by 0.25 or more in each of the two prior consecutive years.	Same as above.
Significant discrepancy in special education discipline	The LEA demonstrates a significant discrepancy in the rate of suspensions and expulsions greater than 10 days among children of color with disabilities–the risk for one or more racial/ethnic group is two standard deviations above the statewide mean.	Same as above.

Appendix A: Equity Mindset Cards

The Equity Mindset Cards are a tool created by the Title I team to support centering equity in continuous improvement efforts. The cards, which include nine key mindsets—plus coaching questions, sample practices, common pitfalls, and resources—are available in multiple formats on the [Equity Mindset Cards webpage](#).

Equity Mindsets

DIALOGUE
listening to understand, not to win

BELONGING
more than a feeling—
voice, choice, and power

CO-CREATION
authentic collaboration
to shape the goal and
the methods

HUMILITY
starting where
you are, honestly

PEOPLE OVER SYSTEMS
prioritizing the human,
valuing the unique

ASSET MINDSET
questioning assumptions
about strengths

INSTITUTIONAL RESPONSIBILITY
changing strategically to
shift systems

SUPPORTING ADAPTIVE CHANGE
learning from
the unexpected

ALIGNMENT/ REALIGNMENT
walking the walk,
every day

The cards are available in three formats: Google Slides for presenting, Google Slides formatted for printing, and Microsoft Word.

Appendix B: ESSA Law

Excerpt from [20 U.S.C. Section 6311](#):

(2) Targeted support and improvement

(A) In general

Each State educational agency receiving funds under this part shall, using the meaningful differentiation of schools described in subsection (c)(4)(C)—

(i) notify each local educational agency in the State of any school served by the local educational agency in which any subgroup of students is consistently underperforming, as described in subsection (c)(4)(C)(iii); and

(ii) ensure such local educational agency provides notification to such school with respect to which subgroup or subgroups of students in such school are consistently underperforming as described in subsection (c)(4)(C)(iii).

(B) Targeted support and improvement plan

Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

(i) is informed by all indicators described in subsection (c)(4)(B)*, including student performance against long-term goals;

(ii) includes evidence-based interventions;

(iii) is approved by the local educational agency prior to implementation of such plan;

(iv) is monitored, upon submission and implementation, by the local educational agency; and

(v) results in additional action following unsuccessful implementation of such plan after a number of years determined by the local educational agency.

(C) Additional targeted support

A plan described in subparagraph (B) that is developed and implemented in any school receiving a notification under this paragraph from the local educational agency in which any subgroup of students, on its own, would lead to identification under subsection (c)(4)(D)(i)(I) using the State's methodology under subsection (c)(4)(D)** shall also identify resource inequities (which may include a review of local educational agency and school level budgeting), to be addressed through implementation of such plan.

*This refers to the indicators outlined in the [ESSA State Plan](#). These indicators and group/school progress on these indicators, including related identifications, are the subject of the school's annual ESSA Accountability Report.

**This refers to criteria for identification for Comprehensive Support and Improvement (CSI).