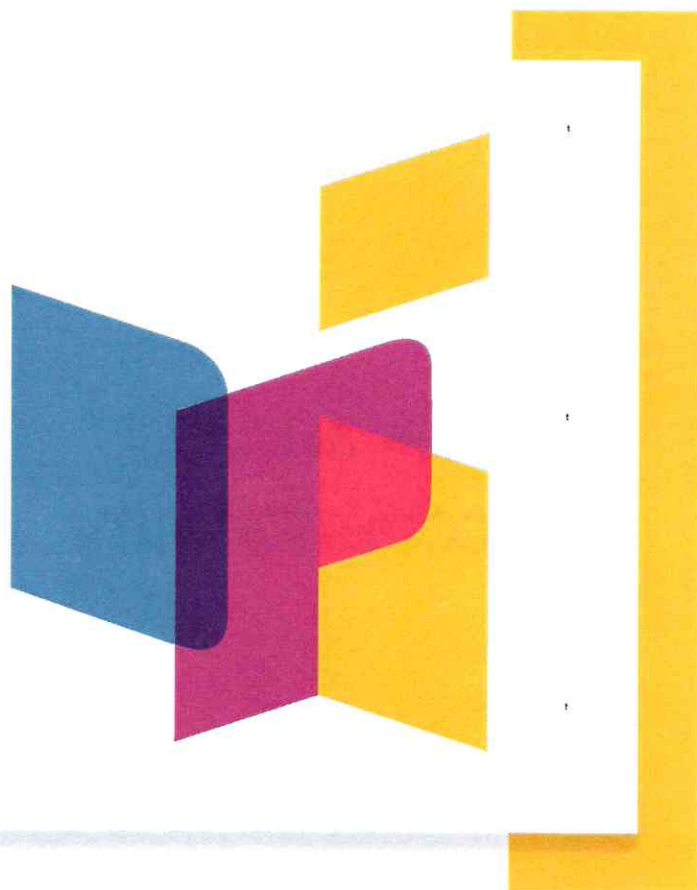


September 9, 2022




# TSI/CSI Overview

Amanda Peterson  
Director, Educational Improvement and Support





# ESSA and Accountability

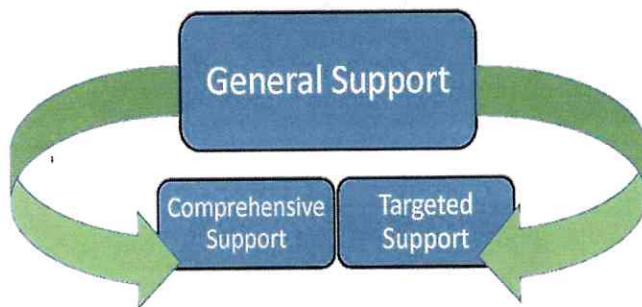
- The [Every Student Succeeds Act \(ESSA\)](#) was signed into law on December 10, 2015.
  - ESSA reauthorized the 1965 Elementary and Secondary Education Act (ESEA), which was previously reauthorized as No Child Left Behind (NCLB).
  - The law builds on key areas of progress and ongoing efforts to improve educational opportunities for all students in North Dakota.
  - On September 1, 2017, NDDPI received official approval of the [North Dakota State ESSA Plan](#).
  - NDDPI staff continues to review the law and engage in deliberate stakeholder involvement through the ESSA Planning Committee which approves any accountability process revisions that don't require a full state plan amendment.
- 

# Purpose of Accountability

- The purpose of the ND accountability system is to provide statewide responsibility to all stakeholders to pursue the ND PK-12 Strategic vision and to do the following:
  - Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, and the state;
  - Ensure all schools and districts are engaged in a process of continuous improvement;
  - Identify when and where desired results are not being achieved, prioritize which schools are most in need of support; and
  - Allocate resources and support services, increase oversight and engagement and elevate accountability for those schools most in need of support.



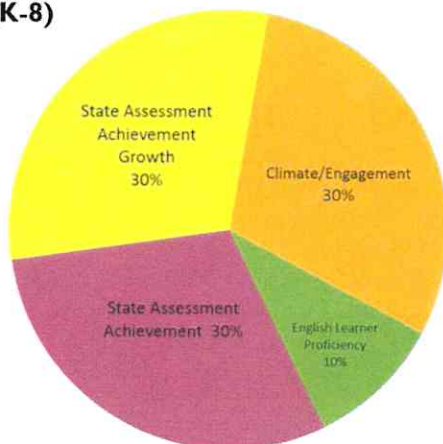
# Continuous Improvement



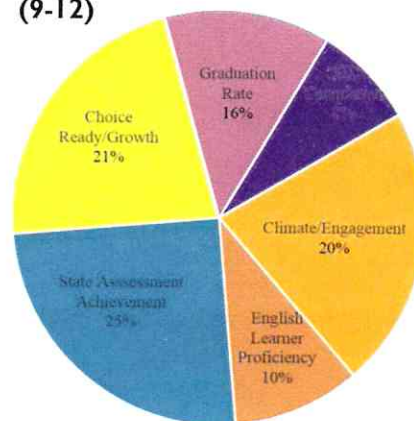
- Currently, North Dakota uses Cognia statewide for approval and as a system of improvement of all public schools.
- All schools participate in continuous school improvement through the Cognia process.
- Within North Dakota's System of Support:
  - General Support
  - Targeted Support
  - Comprehensive Support
- Visit the [Insights Dashboard](#) for detailed information about any school in North Dakota.

# School Accountability System

**Elementary  
(K-8)**

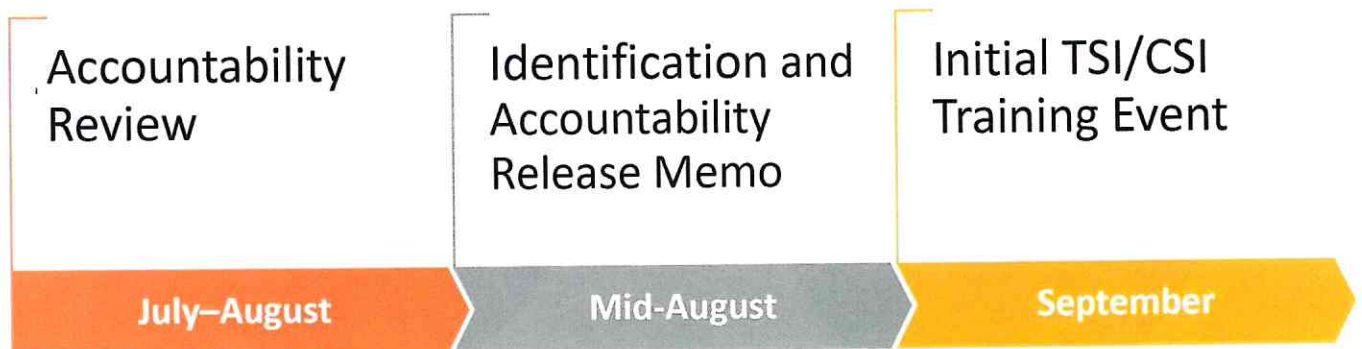


**High School  
(9-12)**



For accountability purposes, grades 7 & 8 are included with the elementary report, except for large districts with an approved middle school.

## Current Identification Timeline



# ESSA Accountability and ND

- Under ESSA, NDDPI initially identified schools as Comprehensive Support and Improvement (CSI) for the first time in March of 2018 and the first round of Targeted Support and Improvement (TSI) schools in August of 2018 based on accountability data from either the 2016-2017 school year or the 2018-2019 school year.
- In the spring of 2019, with COVID-19, ND was unable to administer the ND State Assessment (NDSA) and, therefore, run accountability.
  - At that time, any school that was identified as TSI, was “frozen”, which meant that they were still considered TSI in 2020-2021.
  - Schools identified as CSI, were supposed to be in their “final” year of identification in 2020-2021.
- In the winter of 2020, the USED released a waiver to allow states to again pause accountability, due to potential data inconsistencies caused by the pandemic.
  - During the spring ND ESSA Implementation meeting, the committee voted to again “freeze” any TSI/CSI school for the 2021-2022 school year.
- Preliminary 2022-2023 TSI/CSI notifications occurred on August 17, 2022. The accountability review period ends on September 9, 2023.
  - NDDPI intends for this information to be finalized and available to the public next week.



# Comprehensive Support and Improvement

<https://www.nd.gov/dpi/districtsschools/essa/accountability/comprehensive-support-and-improvement>




# CSI Selection process

**Comprehensive Support:** Schools identified for Comprehensive Support are selected based upon the following criteria and calculation steps:


1. Rank the schools by total points earned based upon a strategic data process. Information can be found in the [North Dakota Accountability Index Guide](#).
2. Take the bottom 5% of these schools.
3. Add high schools who have a less than 67% 6-year cohort grade rate.
4. DPI reviews the pool and identifies candidates.
5. In 21-22, 15 schools are identified for Comprehensive Support.

# CSI Exit Criteria

Scores that are above the bottom 5% of Title I schools when data is run every 3 years.



**For a school identified based on graduation rate:** a rate that is 67% or higher for 3 consecutive years.



**For a school identified based on low performance:** success in meeting established interim goals for both academic achievement and graduation rates.

## CSI Results (15 schools)

	District	Enrollment
Warwick Elementary School	Warwick 29	87
Fort Yates Middle School	Ft Yates 4	67
Warwick Middle School	Warwick 29	61
Selfridge Elementary School	Selfridge 8	48
Jefferson Elementary School	Fargo 1	288
Dunseith Elementary School	Dunseith 1	275
Mandaree Elementary School	Mandaree 36	151
Cannon Ball Elementary School	Solen 3	137
Oberon Elementary School	Oberon 16	55
Drayton Elementary School	Drayton 19	115
Dunseith High School	Dunseith 1	315
Valley Middle School	Grand Forks 1	527
Bowbells Elementary School	Bowbells 14	46
Dickinson Middle School	Dickinson 1	814
Four Winds Community High	Ft Totten 30	191

## CSI Statistics

- 6 FORMER CSI schools EXITED CSI; 1 moved to TSI status
- 7/15 identified CSI schools did not exit and are entering into their second round of CSI status
- 3 TSI schools from the 19-20 cohort moved into CSI status
- 2 TSI schools from the 18-19 CSI cohort moved into CSI status, but had not been identified for the last three years
- 60 % of CSI schools are elementary schools (9/15)
- 27% of CSI schools are middle schools (4/15)
- 13% of CSI schools are high schools (2/15)

# Targeted Support and Improvement

<https://www.nd.gov/dpi/districtsschools/essa/accountability/targeted-support-and-improvement>



# Current Targeted Support Selection Process

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Schools are selected, annually, from a pool of “consistently underperforming” schools, defined in the following terms:

- A school, based on the composite reading and math score on the NDSA, performing in the bottom 10% for up to 3 consecutive years
  - Any school from the pool that has one or more subgroups (i.e. economically disadvantaged, children with disabilities, English Learners, and/or White, American Indian, Alaska Native, African American, Asian or Native Hawaiian, Other Pacific Islander, Hispanic or Latino) with **achievement levels below the highest performing comprehensive school** based on all accountability factors within the state’s accountability system
-

# TSI Exit Criteria

School is no longer underperforming based on TSI-selection criteria.

School is successful in meeting established interim goals in identified subgroups for two consecutive years and the school is exiting by making progress on its own.

**Schools receiving TSI support that do not meet exit criteria after 3 consecutive years will be selected for Comprehensive Support.**



## TSI Results (23 schools)

	District	Enrollment
Solen High School	Solen 3	90
Minnewaukan High School	Minnewaukan 5	80
New Town Middle School	New Town 1	153
White Shield Elementary	White Shield 85	134
Williston Middle School	Williston Basin 7	498
Carl Ben Eielson Middle School	Fargo 1	633
Nedrose Elementary School	Nedrose 4	219
Liberty Middle School	West Fargo 6	1208
Minto Elementary School	Minto 20	225
Turtle Mountain Community Elementary	Belcourt 7	634
Ben Franklin Middle School	Fargo 1	851
Mandan High School	Mandan 1	1144
South Middle School	Grand Forks 1	577
Wing Elementary School	Wing 28	46
Hebron High School	Hebron 13	44
Eight Mile High School	Eight Mile 6	96
McVay Elementary School	Williston Basin 7	413
Missouri Ridge Middle School	Williston Basin 7	362
Sargent Central High School	Sargent Central 6	44
Sunnyside Elementary School	Minot 1	305
Wachter Middle School	Bismarck 1	1067
Grafton Jr. High School	Grafton 18	145
Will-Moore Elementary School	Bismarck 1	232

## TSI Statistics

- 14 FORMER TSI schools EXITED; 3 moved to CSI status
- 35% of TSI schools are elementary schools (8/23)
- 39% of TSI schools are middle schools (9/23)
- 26% of TSI schools are high schools (6/23)

# Requirements and Support

# Required Checkpoints



**September: Data and Goal  
Development**



**January: Implementation  
Checkpoint**



**Spring: Process Review,  
Implementation Celebrations**

# Parent Notification Requirement

## Notify

Notify parents and families regarding performance measures outlined in the state's accountability report (NDDPI provides templates)

## Provide

Provide a link to [Insights](#) on district website

## Include

School support status, reason for selection, and identifying information

# School Board Requirements

- School Boards providing oversight to CSI schools **must** go through the Be Legendary School Board Leadership Institute
  - It is **optional** for TSI schools.
- CSI schools must contact Marcia McMahon @ [marcia@eandmllc.com](mailto:marcia@eandmllc.com) to schedule by December 15, 2022 and complete the certification by September 2023



## OPPORTUNITY FOR SCHOOL BOARD MEMBERS: Be Legendary School Board Leadership Certification

See back side for more details.

North Dakota Department of Public Instruction (NDDPI) has partnered with Elliott and McMahon, LLC, to provide North Dakota school boards and school leaders with invaluable training to improve student outcomes. Using a research-based and proven system, the Be Legendary School Board Leadership Institute is based on six critical pillars to transform school board performance:

1. ADOPTING STUDENT OUTCOME GOALS
2. ADOPTING GOAL PROGRESS MEASURES
3. MONITORING STUDENT OUTCOME GOALS
4. STRUCTURING FOR SUCCESS
5. ADOPTING GUARDRAILS
6. ACTIVE TEAMWORK AND ADVOCACY



# Updated Support Framework

- NDDPI is contracting with NDREAs to provide support for TSI and CSI schools, specifically related to ESSA Accountability performance measures.

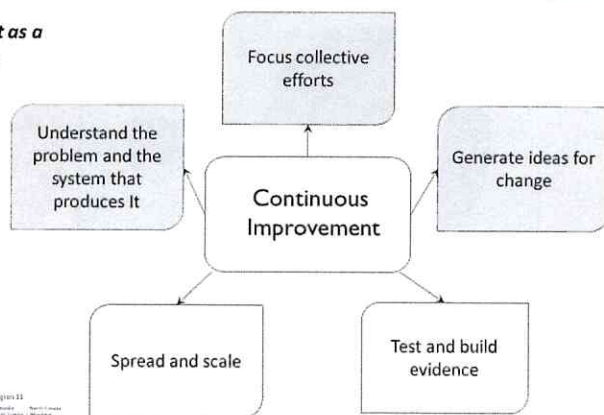
**15.1-09.1-02.1. Regional education association - Services to be offered.**

1. In order to be eligible for state funding, a regional education association must offer the following services to its member districts:
    - a. Coordination and facilitation of professional development activities for teachers and administrators employed by its member districts;
    - b. Supplementation of technology support services;
    - c. Assistance with achieving school improvement goals identified by the superintendent of public instruction;
    - d. Assistance with the collection, analysis, and interpretation of student achievement data; and
    - e. Assistance with the expansion and enrichment of curricular offerings.
  2. Subsection 1 does not preclude a regional education association from offering additional services.
- NDDPI will factor feedback from respective REA liaisons regarding a school's planning and decision-making processes into the accountability formula to determine which schools ultimately receive a TSI/CSI designation or are eligible to exit using a rubric within the School Renewal Handbook.



# 2022-2023 ND School Renewal Process

## Improvement as a Science



CCNETWORK > Region 11  
Cassidy North Dakota  
Kathleen Moore

(Bryk et al., 2015)

## A School Renewal Handbook for North Dakota Public Schools (Version 2.0)



What Specifically Are We Trying to Accomplish?  
What Is the Exact Problem We Are Trying to Solve?

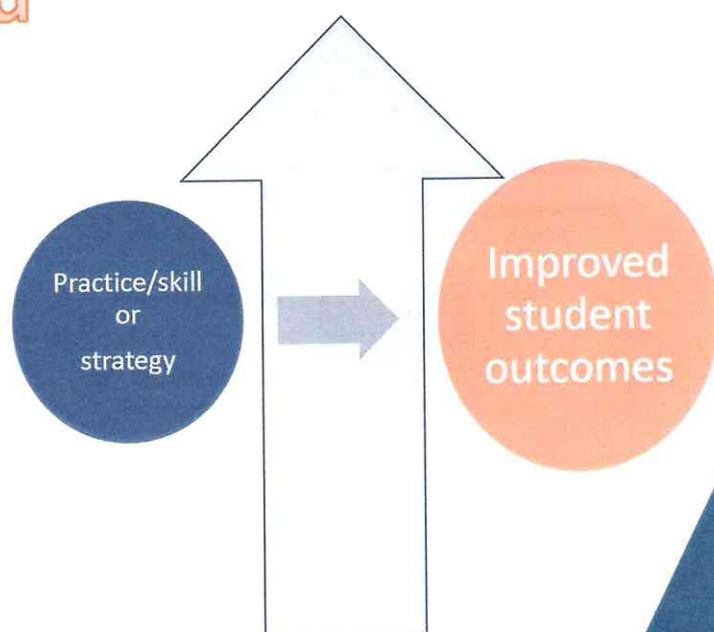
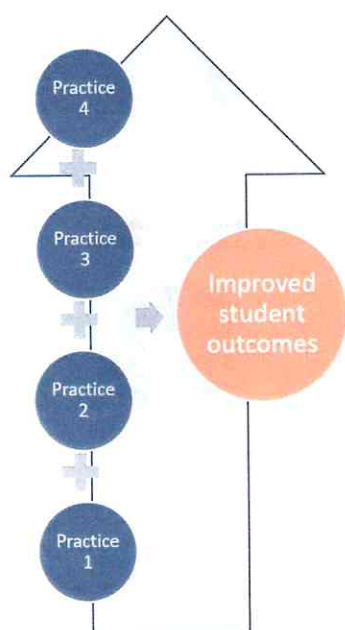
What Change Practice Might We Introduce, and Why?

How Will We Know That Our Change(s) Are Improvements?

CCNETWORK >

Dakota Regional Education Association  
Public Education | Regional Education Association

## Evidence-Based Programs And Evidence-Based Practice



# Funding



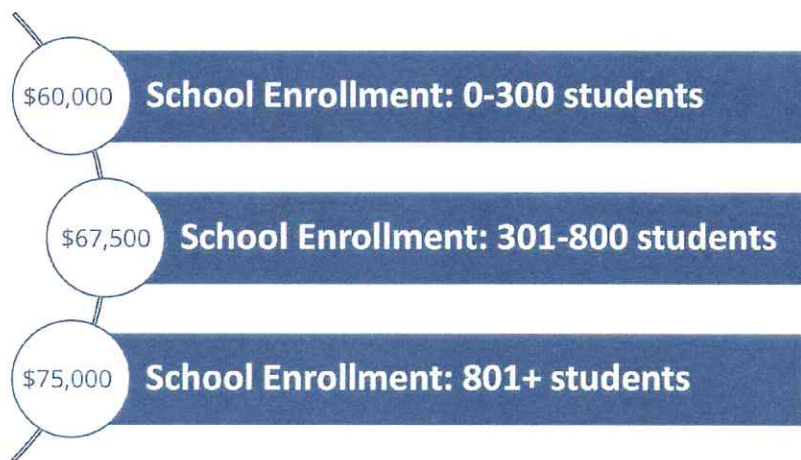
## Federal Grant Funding- Title I School Support

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- 7% Title I Setaside
  - 2022-2023 Allocation
    - LEA Grants = \$3,047,242 (includes provision to contract with service agencies (REAs) to provide direct support)
    - Admin = \$160,382
-

Schools selected are awarded school improvement grants to support and sustain improvement efforts by targeting interventions for root causes or performance gaps in student subgroups.

TSI Grant Cycle and Allocation:

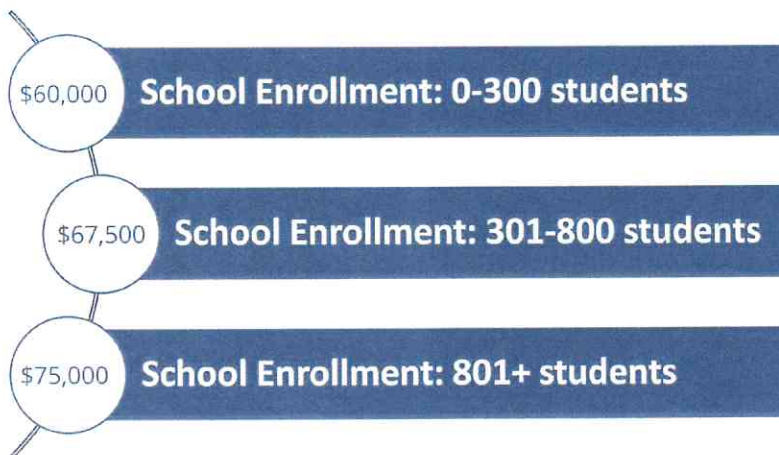


TSI  
Funding  
Support =  
\$1,492,500

TSI Grant Funding Period: September 1, 2022 - December 30, 2023 (15 months)

Schools selected are awarded school improvement grants for three consecutive years to implement evidence-based strategies and build local capacity to sustain improvement efforts.

CSI Grant Cycle and Allocation:



CSI Funding  
Support =  
\$930,000

CSI Grant Funding Period: September 1, 2022 - June 30, 2025 (yearly contract with continuing renewal)

# Goals and Uses of Funds


- All schools are provided guidance and support.
- Schools set their own goals based on their needs.
- Schools need to use evidence-based interventions and strategies.
- Funds are flexible, as long as schools can justify that the strategies, activities, and purchases align to the needs described in the application.
  - In general, these follow similar other Federal Program guidelines.
- Funds are intended to help schools make improvements in areas that led to the selection such as the following:
  - Professional Learning (MTSS, data, coaching, etc.)
  - Teacher stipends for professional learning, tutoring, school improvement meetings, etc. outside contract hours
  - Supplemental evidence-based curriculum
  - Technology and other hands-on manipulatives



# Evidence-Based Interventions



## Using Evidence-Based Practices

- ESSA generally supports and requests for prioritizing evidence-based interventions, strategies, and approaches as an overall theme
  - Evidence-based interventions are practices, strategies, or programs proven to be effective when leading to particular outcomes
  - Evidence demonstrates results when implemented
  - Programs across Title I, Title II, Title III, and Title IV must include evidence-based interventions
    - Title I School improvement requires the implementation of a higher level of evidence
    - Other programs may use less rigorous standards
- 

# Evidence-Based Interventions Level

## WHAT IS AN "EVIDENCE-BASED" INTERVENTION? (from section 8101(21)(A) of the ESEA)

"...the term 'evidence-based,' when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
  - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
  - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
  - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and  
(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

# ESSA Law and Guidance

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- Dictates application requirements.
  - NDDPI interprets the law to put the application together (see example).
- Statutory Information
  - Full text can be found here: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
    - School improvement law can be found on pages 9-15, Section 1003a
- [ESEA Funding Section 1003a Presentation \(PDF\) \(ed.gov\)](#)



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