

## TSI/ATSI Schools Parent Letter

November 17, 2022

Dear Parent or Guardian,

The purpose of this letter is to notify you that your child's school has been newly identified as a TSI/ATSI school for the 2022-2023 school year. This letter provides important information regarding your child's school and describes the protocol for measuring the academic performance of public schools in Nevada.

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. Highlights of ESSA include holding all students to high academic standards and identifying low performing schools along with appropriate supports for school improvement. Under ESSA, there are two main school designations: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Additionally, Targeted Support and Improvement (TSI) is another school designation.

The State uses results from its school rating system, the Nevada School Performance Framework (NSPF), to identify CSI, TSI, and ATSI schools.

### TSI Schools

TSI schools are schools that meet the following conditions:

- Schools with consistently underperforming subgroups (25 students or more) across these indicators
  - Academic Achievement: Math and ELA proficiency (for elementary schools, Read by Grade 3 proficiency),
  - Academic Growth,
  - English Learner Growth,
  - Student Engagement.
- Schools with underperforming subgroups in the Academic Achievement indicator AND two other indicators

TSI schools are schools with consistently underperforming student subgroups that did not meet targets for two years in a row.

### ATSI Schools

ATSI schools are identified annually and are:

- A subset of TSI schools that require additional targeted support because of significant subgroup performance challenges that would, on their own, lead to a CSI designation,
- Based on subgroup number of students greater than or equal to 25.

ATSI schools were those with very low performing subgroups in 2019 only. ATSI schools must reduce the number of non-proficient students identified in subgroup performance by at least 10% for two consecutive years or meet the school's measures of interim progress for two consecutive years.

### School Specific Information

This is the 2<sup>nd</sup> year your child's school has been identified as a TSI/ATSI school. Your child's school has been identified as a TSI/ATSI school because it meets the condition(s) listed above. You can find out specifics about those indicators by clicking on this link:

[http://nevadareportcard.nv.gov/DI/nv/washoe/spanish\\_springs\\_high\\_school/2019/nspf/](http://nevadareportcard.nv.gov/DI/nv/washoe/spanish_springs_high_school/2019/nspf/)

The following root causes have been identified as reasons why your child's school has been listed as underperforming:

1. Student Success:
  - a. A decrease in core credit attainment.
  - b. Lack of differentiated teaching strategies; not reaching all students.
  - c. Special Education and ELL populations being well below the school percentile.
  - d. Not having enough capacity to support the social and emotional needs of our student body.
  - e. Low level of student engagement.
2. Adult Learning Culture:
  - a. Overwhelming negative effects of the COVID19 pandemic
  - b. Loss of student engagement
  - c. The shift to greater virtual learning
  - d. A lack of consistent, a lack of school activities—due to pandemic—and consistent family engagement/communication
  - e. Little collegial/professional development time
  - f. A significant loss of PLC time due to completing the accreditation process.
3. Connectedness:
  - a. Pandemic
  - b. Less access to SEL instruction in the past 24 months.
  - c. Other duties at home that lead to less focus on school, i.e., being a care taker, working
  - d. Less adherence to SEL practice implementation in student life.
  - e. Less extra-curricular activities in the past 24 months.
  - f. Students feeling less connected to school and learning, i.e. distance learning impact.

With this determination, your child's school will receive increased levels of support which will include:

1. Student Success—Action Steps:
  - a. Identify students needing support and schedule them into the appropriate support classes.
  - b. Work with teachers to develop tier 2 and tier 3 interventions in their classrooms.
  - c. Collaborate with the MTSS team to identify students in need of more intense tier 2 and tier 3 interventions and schedule time for those interventions.
2. Adult Learning Culture—Action Steps:
  - a. Determine what financial resources are needed and available.
  - b. Admin team will determine suitable training material for department leaders on training staff for PLC success.
  - c. Admin team will train department leaders on what effective and efficient PLCs look like. The department leaders will facilitate and guide the PLC process.
  - d. Identify a timeline and schedule on professional development days and topics such as: Common Assessment alignment, data dives into student work, data analysis driving subsequent instruction and Time Management.
  - e. Identify teachers who can provide micro-professional development in building teacher capacity.
  - f. Measuring Tool: Admin. Team and Department Leaders will create an MS Form tracking PLC progress on collaboration, time management and the PLC process (Four PLC questions, Common Assessments, student data review and instructional changes based on data).
  - g. Admin team will attend PLCs and take observational notes (focusing on collaboration, time management and the PLC process) intended to improve teacher capacity and the PLC process.

- h. Collect and analyze teacher feedback on the PLC process and additional support needed.
  - i. Engage in PLC discussions around the implementation of stated foci—collaboration, parent communication, time management and the PLC process—and, based on those discussion, identify need for additional professional development opportunities around academic discourse.
  - j. Debrief with Department Leads on PLC progress toward meeting the goals.
  - k. Improve staff climate and culture through more frequent staff incentive events.
3. Connectedness-Action Steps:
- a. Continued development of SEL lessons
  - b. Direct instruction of SEL lessons, (focus varies per grade level)
  - c. Lessons to include Digital Citizenship, financial literacy, career building, social awareness and self-management through the use of School Connect.
  - d. Revise SEL strategies per grade level lesson as needed
  - e. Continued work by the SEL committee to monitor SEL instruction implementation and adjustments.

The following have been identified as district goals for the 2022-2023 school year:

- Academic Growth
- Developing Recruiting, and Training Highly-Effective Personnel
- Family and Community Engagement
- Continuous Improvement
- Safe and Welcoming Schools

### **School Specific Actions:**

To provide support and meet school and district goals, Spanish Springs HS is using ESSER funds to offer after school tutoring. Additionally, your child's school is using Professional Learning time to focus on the PLC process with teachers to provide more aligned curriculum and assessments to students. The district will support your child's school by offering Professional Development to teachers. Also, the district will support your child's school by working with the school to create a TSI/ATSI plan. You will receive further information on how you can engage in this process, as required under federal law. You will also receive a copy of this plan once it is created.

For more information about the progress being made by your child's school, please review the School Performance Plan on your school's website. The school's NSPF report is available at Nevada Department of Education's Report Card portal. Please contact your school at 775-425-7733 or [spanishspringshs@washoeschools.net](mailto:spanishspringshs@washoeschools.net) for more information.

Lastly, parent and family engagement is critical to your child's success. You are welcome and encouraged to become involved in the academic progress of your child's school. Please visit your child's school for information about parent and family engagement opportunities.

Sincerely,

Sean Hall, Principal