

TSI/ATSI Schools Parent Letter

September 15, 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 2nd 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/procter_r_hug_high_school/2019/nspf/

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

- Need for professional learning on how to meet the needs of diverse learners.
- Lack of teacher knowledge around strategies on how to engage students in academic discourse.
- Teachers focusing on covering content and not checking for understanding.

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

- Provide on-going professional learning on strategies and resources that support EL students with language acquisition
- Provide on-going professional learning and resources on differentiating instruction, including implementing IEP accommodations and how to best meet the needs of students with IEPs.
- Provide professional learning opportunities to teachers on the use of higher order critical thinking skills questions and strategies that promote academic discourse in the classroom.

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: [From SPP]

To provide support and meet school and district goals, Hug HS is using general funds, ESSER funds and Title I funds to provide on-going professional learning after contract hours.

Additionally, your child's school is planning professional learning opportunities for:

- Teachers who receive professional learning on strategies and resources specific to supporting EL students with language acquisition will implement the strategies in their classroom and will use resources provided to support students' learning and credit attainment.
- Teachers who receive professional learning on strategies and resources specific to supporting students with IEPs will implement the strategies in their classroom and will use resources provided to support students' learning and credit attainment.
- Teachers who receive professional learning on the use of higher order critical thinking questioning will implement the strategies in their classroom to engage students in academic discourse during class.
- Families and students will feel more connected with the school and will experience more positive interactions when positive communication is received from staff.

The district will support your child's school by providing additional funding and resources for professional learning, tutoring, additional staff allocations, time for Professional Learning Communities, time for teachers to prep and plan for student learning. 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 775-333-5300 or hug@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,

Cristina Oronoz, Principal