

Targeted Support and Improvement Schools in Maryland

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Title I - Program Improvement and Family Support



Title I Spring Administrative Meeting

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SESSION OUTCOMES

By the end of this session, participants will:

- Understand the identification and exit criteria of Targeted Support and Improvement Schools (TSI);
- Gain knowledge of key resources for Targeted Support and Improvement Schools (TSI)
- Understand how Title I funding can be used for Targeted Support and Improvement Schools (TSI)

TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

Types of Schools	Description	Timeline for Identification	Initial year of Identification
Low-Performing Student Group	Any school where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools.	At least once every three years	2018-2019
Consistently Underperforming Student Group	Any school with one or more underperforming student groups, defined as a group that does not meet its school-level annual targets over two years based on all applicable indicators in the State accountability system.	Annually	2019-2020

STATEWIDE LOOK TSI SCHOOLS

- 376 TSI SCHOOLS IN 23 LSSs and the SEED SCHOOL
- 158 TSI SCHOOLS THAT ARE TITLE I SCHOOLS
- 218 NON-TITLE I TSI SCHOOLS

STATEWIDE LOOK TSI SCHOOLS

- THE TOP FOUR STUDENT GROUPS IDENTIFIED FOR TSI SUPPORT ACROSS THE STATE ARE-
 - Students with Disabilities
 - Economically-Disadvantaged Students
 - English Learners
 - African American Students

LOCAL RESPONSIBILITIES

- Oversight for TSI Schools is the responsibility of the Local School Systems
- Each TSI School will develop a TSI Intervention Plan that is approved by their LSS and--
 - ❑ Involves key stakeholders
 - ❑ Identifies resource inequities in TSI Schools
 - ❑ Includes a needs assessment, an action plan, uses evidence-based strategies
 - ❑ Describes the monitoring approach, evaluation methods and measures, and timelines

LOCAL ACCOUNTABILITY

- ❑ The LSS is expected to collect data regularly to evaluate the academic progress of the student groups that caused their schools to be identified as TSI Schools;
- ❑ LSSs are required to support TSI Schools to ensure effective standards-based instructional practices are used to improve student learning outcomes; and
- ❑ Title I TSI Schools are required to participate in annual program reviews conducted by MSDE.

EXITING TSI STATUS

- Schools must demonstrate that significant progress has been made toward meeting annual targets for two consecutive years; and

- Exiting TSI Schools must have a sustainability plan approved by the LSS.

FUNDING/RESOURCES

TSI SCHOOLS

- Local School System funds may be used to support TSI Schools;
- Local School Systems may reserve funding from their Title I, Part A allocation to support Title I TSI Schools;
- Braiding of Federal funds may be available to support local implementation of specially designed instruction (IDEA, Title II, and Early Childhood Education);
- Title III Funding for English Learners may be available for supplemental support; and
- Technical assistance is available at Title I Regional and Title I Administrative Meetings

ADDITIONAL RESOURCES

TSI SCHOOLS

- Training to support curriculum implementation and rigorous instruction
- Support for Engaging Families and the Communities
- Targeted Professional Learning for General and Special Education
- Supplemental Support for English Learners—
Through the Title III Program

MARYLAND'S SCHOOL IMPROVEMENT RESOURCE HUB

[Maryland School Improvement Resource Hub](#)

- Research articles
- A Systems Framework: The Four Domains for Rapid School Improvement
- Evidence-based interventions
- Curriculum Vetting Resources
- Rubrics, templates, and planning documents

NEXT STEPS: TSI SCHOOLS IN MARYLAND

- ❑ Provide contact information identifying the LSS TSI Lead/Coordinator and submit the information to MSDE Office of Title I, TSI Coordinator
- ❑ Identify key stakeholders for planning and readiness
- ❑ Prepare the Title I TSI Intervention Plans for submission

Contact Information

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