

ATSI Data File Review

A Review of ATSI Identification and Exit

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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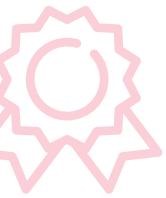
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



- Black
- White
- Asian
- Hispanic
- Multi-racial
- Native American
- Pacific Islander

Racial

- Students with Disabilities (SWD)
- Economically Disadvantaged (ED)
- English Learner (EL)

Special Populations

70%

Long-Term
Goals for Each
Subgroups

Moving
Toward
70%

10

N-Count for
Subgroups

N-
Count

- Consists of each component of the accountability model
- Used in determining TSI and ATSI identifications

CEP

Community eligibility is included for this subgroup.

Autism

Language/Speech
Impairment
Hearing Impairment
Visual Impairment
Deaf-Blindness
Intellectual Disability
Specific Learning
Disability

Other Health Impairment
Traumatic Brain Injury
Emotional Disturbance
Orthopedic Impairment
Multiple Disabilities
Developmentally Delayed

Year in District Detail Data File	Accountability Data Year	School Improvement Identification Year
2017	2017-2018	2018-2019
2018	2018-2019	2019-2020
2021	2021-2022	2022-2023

CSI- Comprehensive Support and Improvement

- Grad Rate 67% or below
- Lowest 5% Title I Schools (based on 3 years of data)
- Non-exiting Title I ATSI Schools (Fall 2023)

TSI - Targeted Support and Improvement (Consistently Underperforming Subgroup)

- The bottom 50% of schools are identified based on subgroup scores
- The bottom 25% are then flagged for both **gap** to goal and **improvement** to goal for each subject and for each subgroup
- The schools that flag for gap and improvement in at least one subject and in at least one subgroup are rank ordered
- The bottom 5% are identified as TSI

ATSI – Additional Targeted Support and Improvement

- Low-performing subgroup (subgroup performing like the lowest 5% of Title IA schools)
- 3-year average subgroup score is at or below the established cut score for “ALL Students” in the lowest 5% of Title IA schools

SAR – Schools At Risk

- Failing School

CSI- Comprehensive Support and Improvement

- Grad rate above 67%, or
- 3-year average performance above lowest 5% of Title IA schools, and any increase over the identification year accountability score
- *(Non-Exiting ATSI)* Average subgroup performance (3-year avg) above the bottom 5% Title I schools **(Beginning Fall 2023)** and any increase over the identification year subgroup score

TSI - Targeted Support and Improvement

- Does not meet identification criteria
- 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

ATSI – Additional Targeted Support and Improvement

- 3-year subgroup performance above all students in Title IA schools, **and** any increase in subgroup score – *subgroup comparison against prior year*

SAR – Schools At Risk

- No longer failing

- **CSI TSI ATSI Summary Data**
 - contains information for each identified school (CSI, TSI, and ATSI)
- **ATSI Data**
 - contains information about each school/subgroup and the criteria for ATSI identification
 - The ATSI Cut-score is 264 for 600/700-point schools
 - The ATSI Cut-score is 503 for 1000-point schools
- **District Detail Data**
 - Specific to individual districts – Contains data for subgroups (2017-18, 2018-19, and 2021-2022)

READING	MATH	SCIENCE	ENGLISH LANGUAGE PROGRESS
Proficiency n-count 10	Proficiency n-count 10	Proficiency n-count 10	
Growth All Students n-count 10	Growth All Students n-count 10		
Growth Lowest 25% n-count 10	Growth Lowest 25% n-count 10		
			Progress to Proficiency n-count 10

READING	MATH	OTHER SUBJECTS	GRADUATION 4-YEAR	ACCELERATION	COLLEGE & CAREER READINESS	ENGLISH LANGUAGE PROGRESS
Proficiency n-count 10	Proficiency n-count 10	Science Proficiency n-count 10	4-year Cohort Rate n-count 10	Performance n-count 10	ACT Math Performance n-count 10	
Growth All Students n-count 10	Growth All Students n-count 10	U.S. History Proficiency n-count 10		Participation n-count 10	ACT Reading or English Performance n-count 10	
Growth Lowest 25% n-count 10	Growth Lowest 25% n-count 10					
						Progress to Proficiency n-count 10

ATSI TALK



Requirement

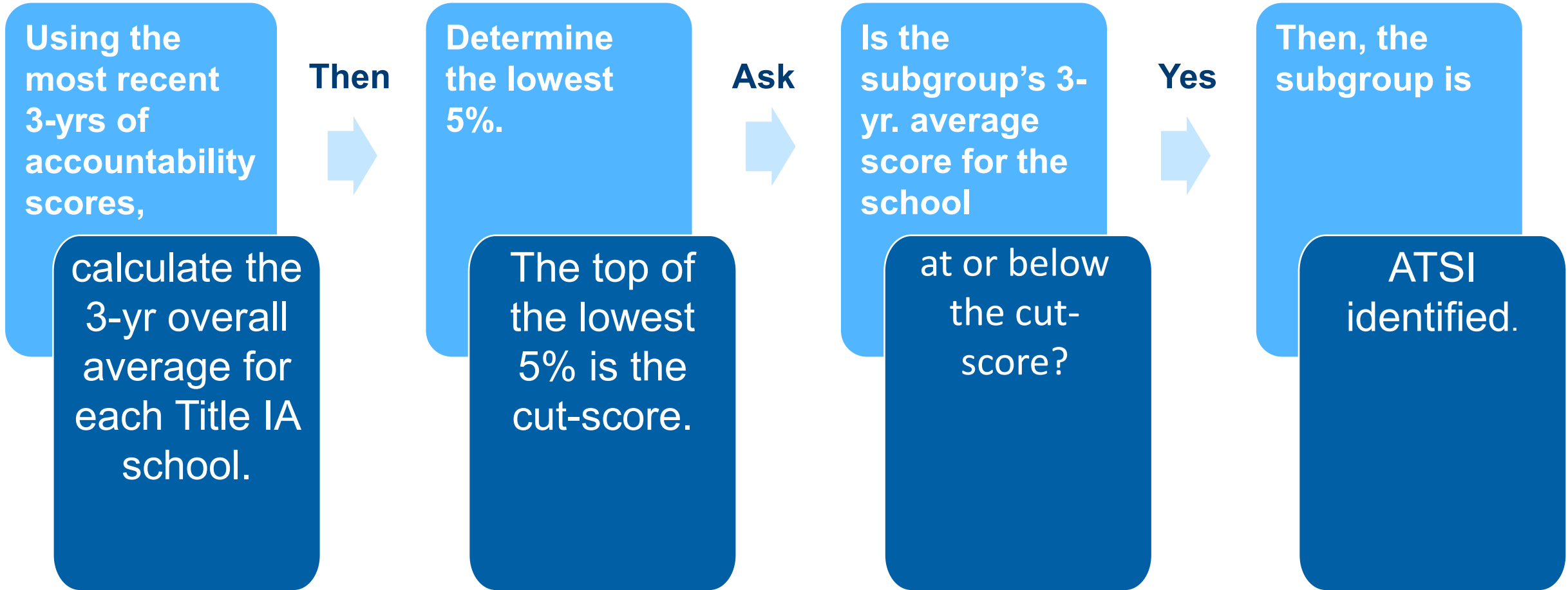
ED requires the SEA, in accordance with section 1111(d)(2)(C) of ESEA, to identify any subgroup that is performing as poorly as the schools identified for CSI, as ATSI using the same methodology.

Cut-Score

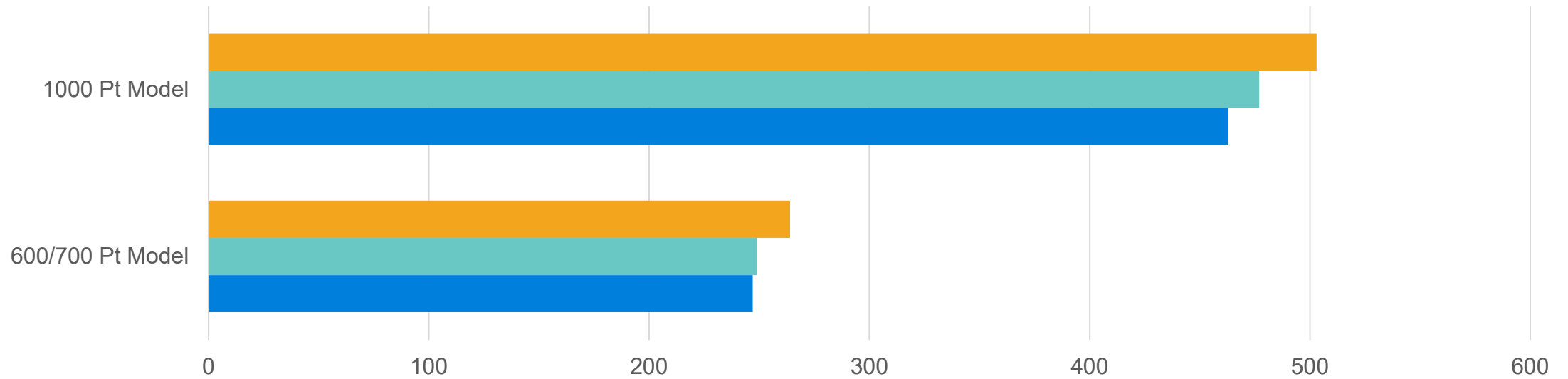
The subgroup cut score will always be based on the accountability performance of the lowest 5% of Title I schools and is subject to change each accountability year.



- For each of the 3 years, schools that meet the n-count for each component of the 700 and 1000-point scale are determined (600-point schools are included)
- For schools that meet the minimum n-size criteria, the 3-year average overall score for subgroups is calculated
- The 3-year overall average for “All students” is calculated for Title IA schools
- The **bottom 5%** are identified to determine the cut-score (the top score of the bottom 5% is the cut-score)
- Any school that has one or more subgroups with a 3-year average at or below the cut-score is identified for ATSI



ATSI Cut-Scores 2018, 2019, & 2022



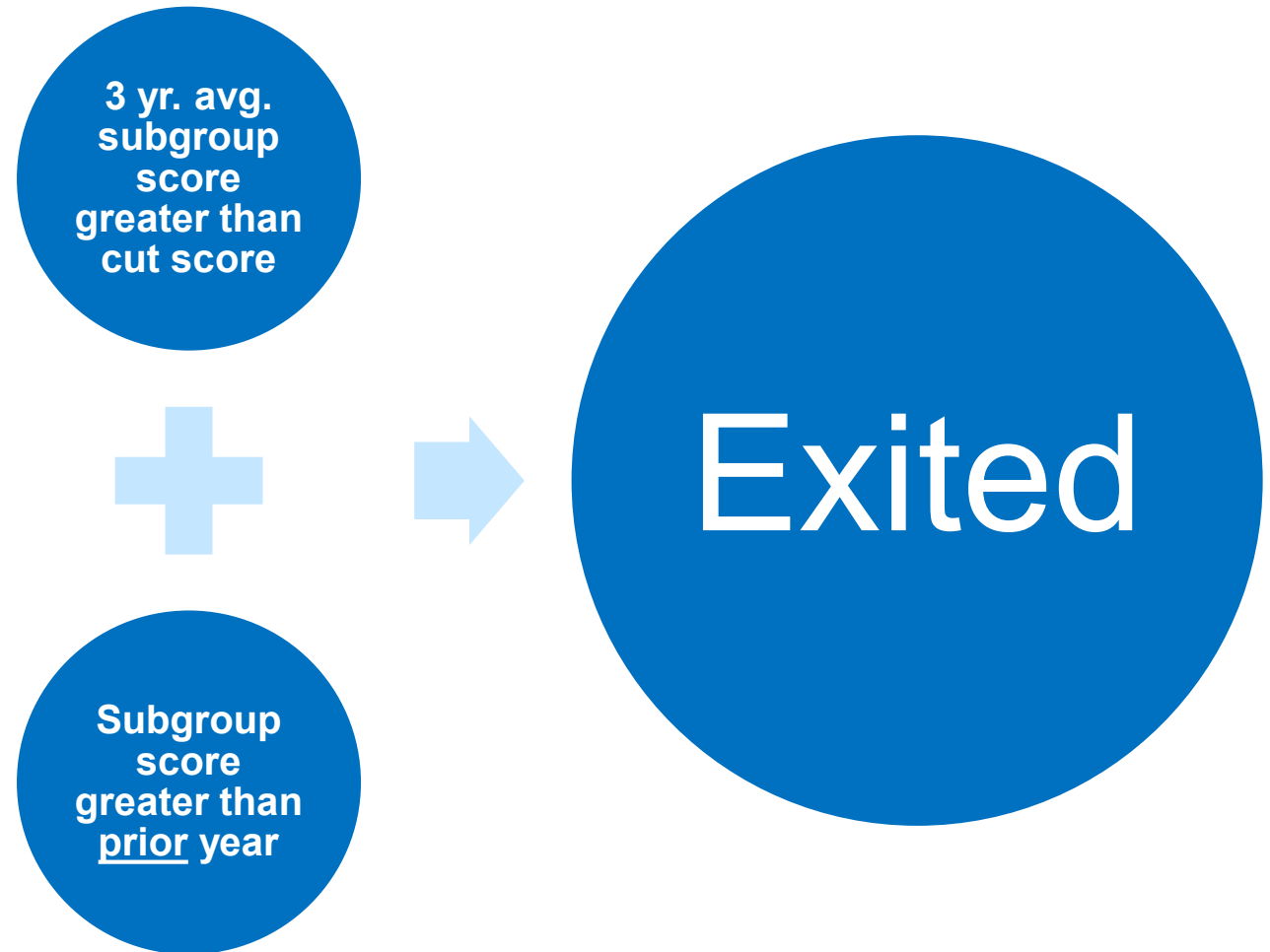
	600/700 Pt Model	1000 Pt Model
2022	264	503
2019	249	477
2018	247	463

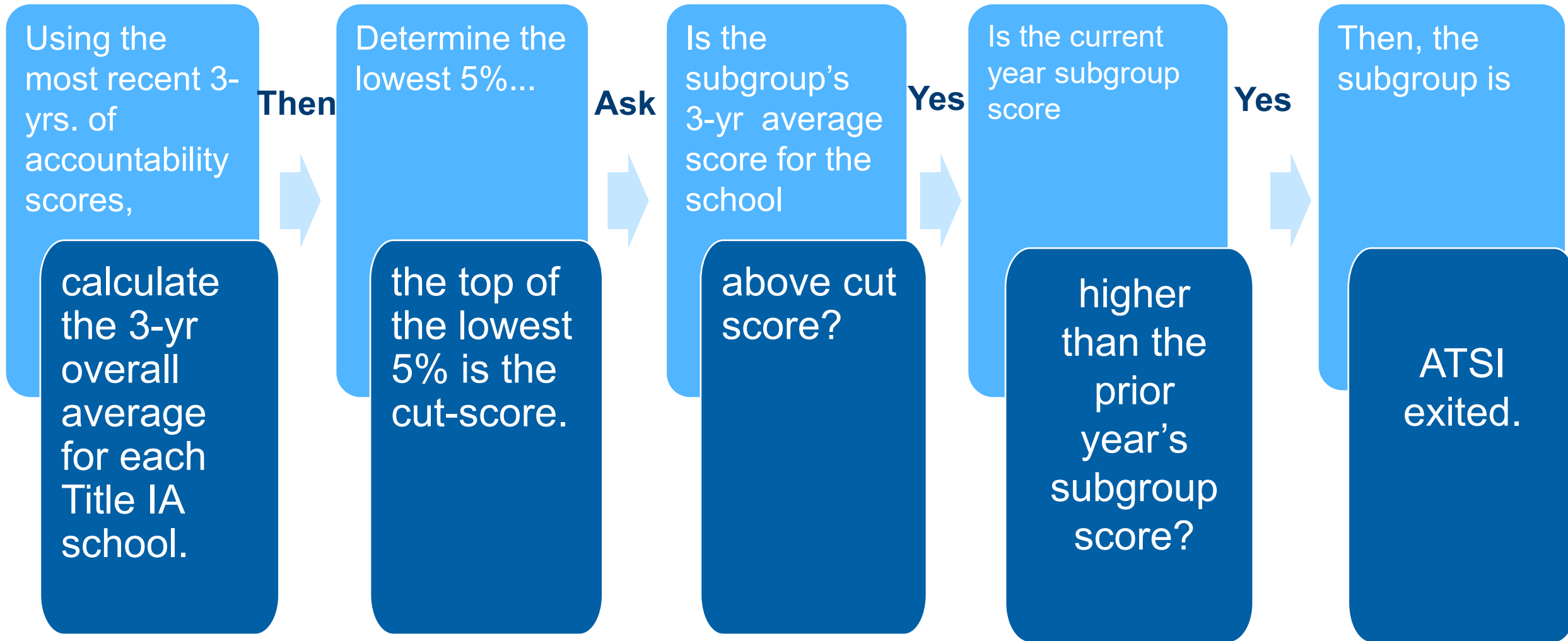
2022 2019 2018

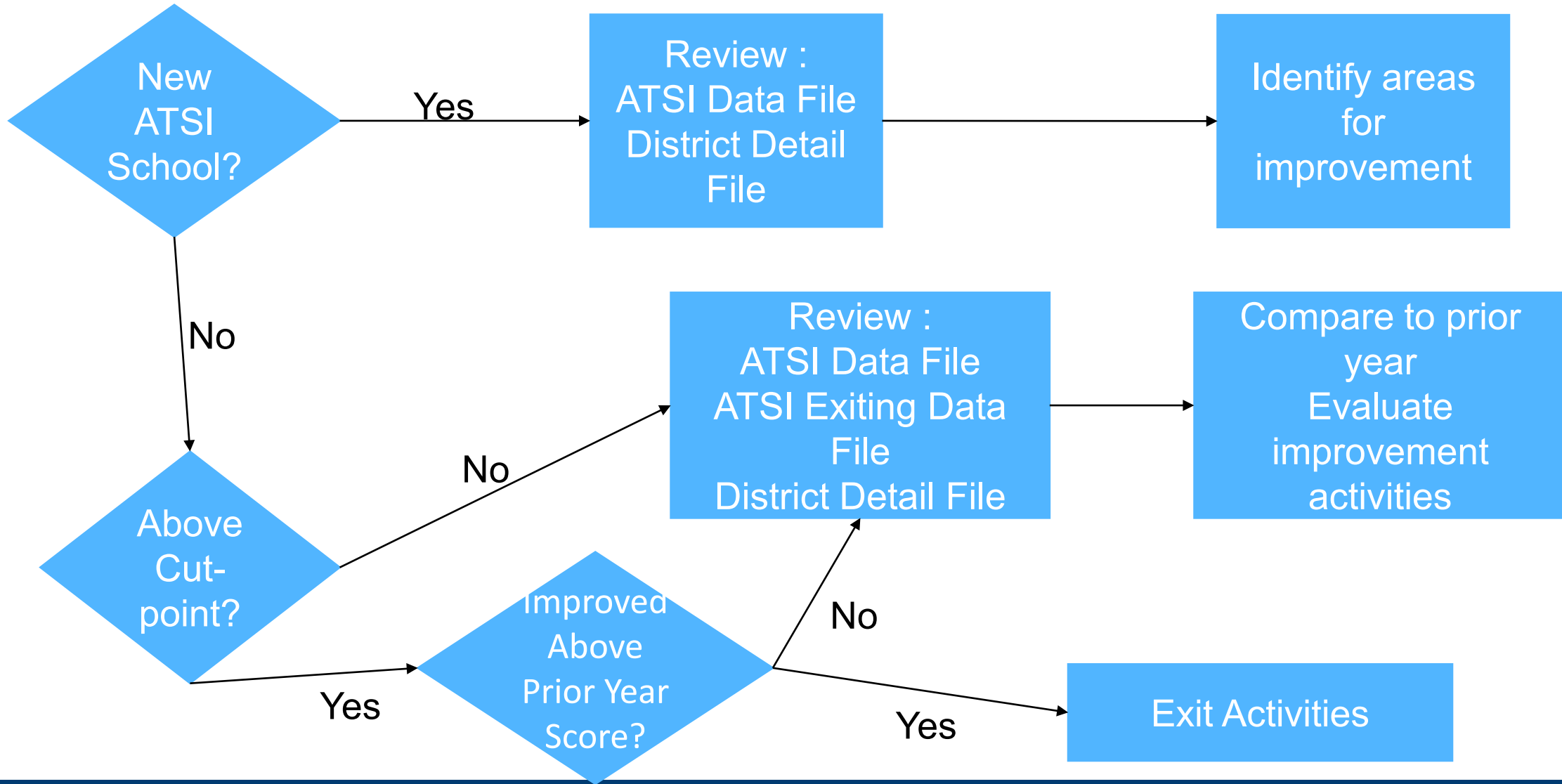
Subgroup	Subgroup Score	3-Year Avg	School Year	Proficiency Math	Proficiency English	Proficiency Science	Growth Math	Growth English	Low25 Math	Low25 English
Black or African American	317	315	2017	27.6	31.6	59.1	48.9	52.6	39.6	57.9
Black or African American	340	315	2018	35.5	27.7	47.1	61.6	53.5	54.8	59.9
Black or African American	289	315	2021	34.7	21.6	23.3	56.1	46	57	50
Economically Disadvantaged	322	330	2017	27.1	31.3	60.2	49.1	53.1	43.8	57.2
Economically Disadvantaged	357	330	2018	38.6	32.2	54.3	63.3	57.3	54.5	57
Economically Disadvantaged	311	330	2021	40.1	26.4	29.6	61.5	47.8	60.3	45.2
Students w/Disabilities	261	215	2017	18.9	20.8	58.3	36.3	47.5	26.9	52.4
Students w/Disabilities	244	215	2018	13.3	9.8	31.6	50	44.6	52.1	42.8
Students w/Disabilities	139	215	2021	12.9	4.8	4.3	34.2	23.8	30.1	29.3
White	432	442	2017	53.7	53.7	86.8	69.2	62.5	41.5	64.5
White	460	442	2018	66.2	53.7	81.2	86.6	62.7	59.1	50
White	435	442	2021	67.9	54.9	63.3	82.9	67.5	68.8	29.2

- CRITERIA 1: Subgroup performance is above “All Students” in Title IA schools
- CRITERIA 2: Any increase in accountability score – (*subgroup comparison against prior year*)
 - ***Subgroup score is calculated since subgroups do not receive accountability scores and ratings.***

- 600/700 Point Schools - 264
- 1000 Point Schools - 503







- Elbow Partner: discuss and share what this table tells us

SUBGROUP	2021-22 Subgroup Score	2018-2019 Subgroup Score	2017-2018 Subgroup Score	3-Year Average Subgroup Score	600-700 Cutpoint	ATSI	ATSI Reidentified	ATSI Exited	Not Identified for TSI (ATSI)
Black or African American	395	224	355	325	264				
Economically Disadvantaged	400	235	359	331	264				
Students w/Disabilities	227	259	200	229	264	Y	Y		
Economically Disadvantaged	385	359	315	353	264				
Economically Disadvantaged	443	356	294	364	264				
White	412	388	342	381	264				
White	439	418	372	410	264				
Economically Disadvantaged	474	415	453	447	264				
White	509	454	444	469	264				
Black or African American	366	228	258	284	264			Y	
Economically Disadvantaged	362	238	268	289	264				
Students w/Disabilities	286	252	183	240	264	Y	Y		

Given what you know about ATSI, which subgroup(s) exited? Why?

Subgroup	Three Year Average	Cut Point	Average above cut point?	Prior Year Subgroup Score	Current Year Subgroup Score	ATSI Reidentified	ATSI Exited
Students w/Disabilities	Did not meet n-size			274			Y
Students w/Disabilities	241	264	N	263	251	Y	
Students w/Disabilities	159	264	N	157	139	Y	
Black or African American	247	264	N	225	245	Y	
Students w/Disabilities	206	264	N	219	189	Y	
Students w/Disabilities	252	264	N	254	265	Y	
Students w/Disabilities	278	264	Y	229	320		Y
Students w/Disabilities	234	264	N	248	245	Y	



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