

# TSI Data File Review

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## A Review of TSI Identification and Exit

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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

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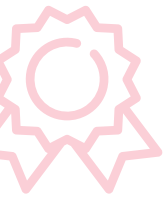
## VISION

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

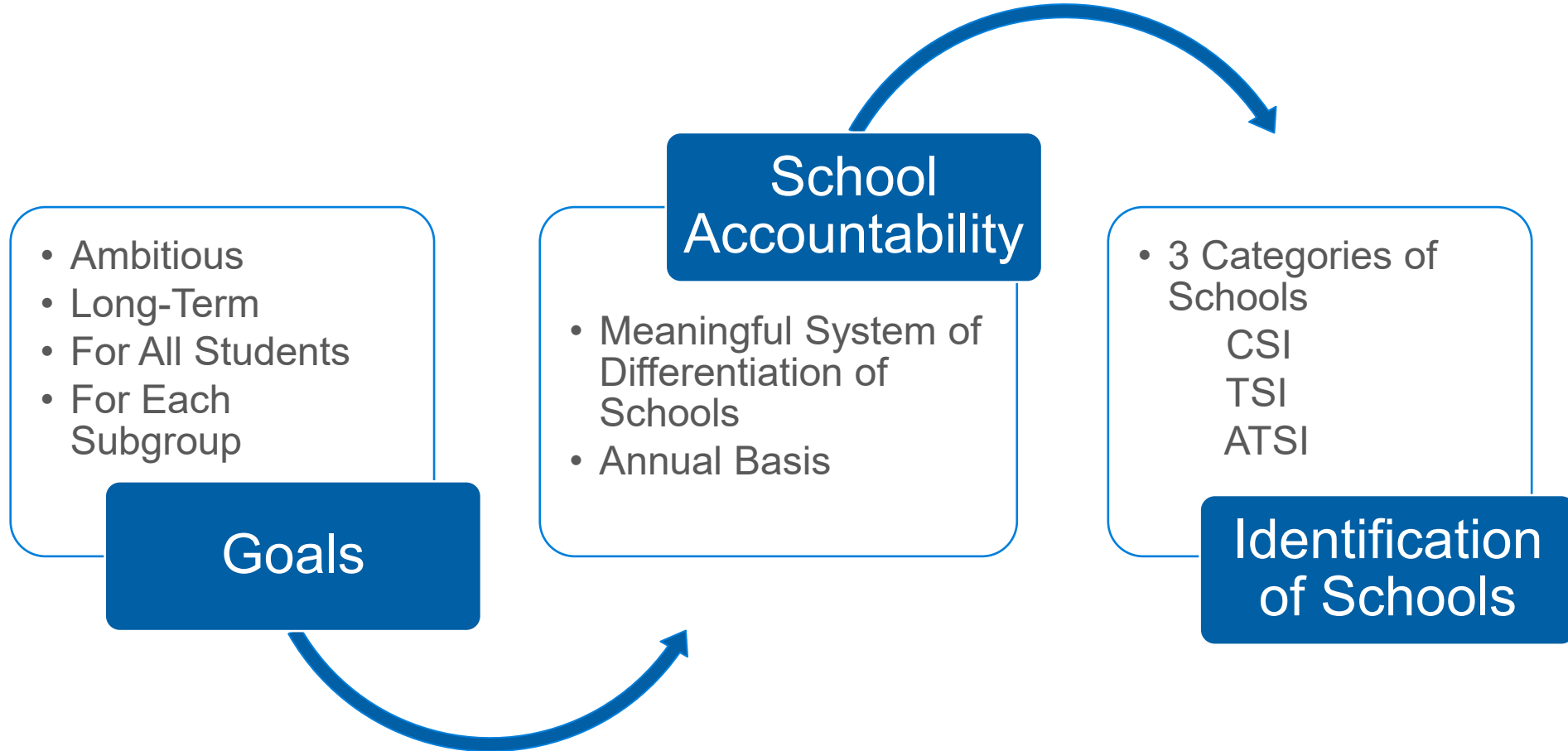


**EVERY** School and District is Rated “C” or Higher

6



# Intersection of School Improvement & Accountability



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

## Racial

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

## Special Populations

70%

Long-Term  
Goals for Each  
Subgroups

Moving  
Toward  
70%

10

N-Count for  
Subgroups

N-  
Count

## Annual Growth Expectations

Subgroup Growth Targets	ELA	Math
All	4.16	4.32
Economically Disadvantaged *	5.07	5.21
Students with Disabilities*	6.79	6.77
English Learners*	6.27	5.23
Alaskan Native or Native American	4.67	4.87
Asian	1.37	0.19
Black or African American*	5.68	5.84
Hispanic/Latino	4.62	4.12
Native Hawaiian or Other Pacific Islander	2.34	2.43
White	2.50	2.76
Two or More Races	3.63	3.76

# Identification/Exit

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- 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

## 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

## TSI - Targeted Support and Improvement

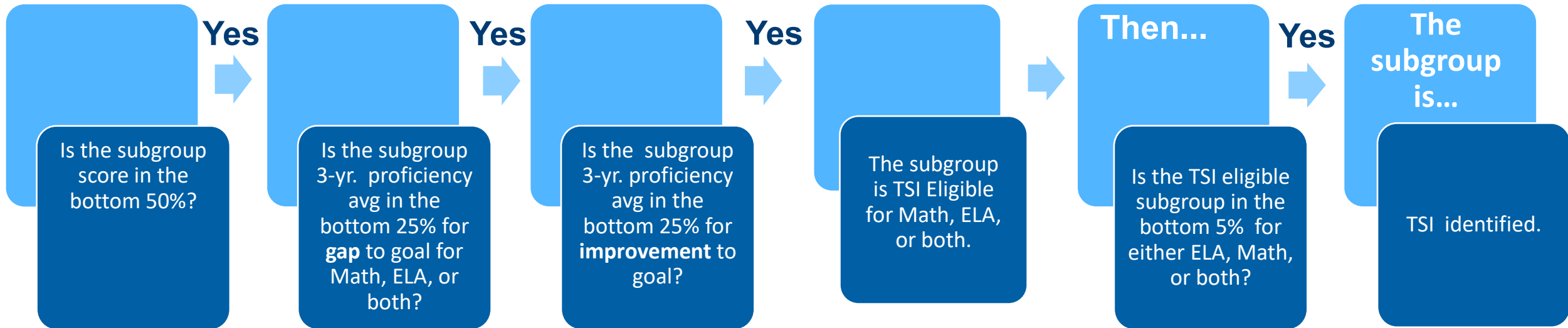
- Does not meet identification criteria, and
- 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

- **CSI TSI ATSI Summary Data**
  - contains information for each identified school (CSI, TSI, and ATSI)
- **TSI Ranking and Exiting Data**
  - Contains information about each school/subgroup and the criteria for TSI identification and Exit
- **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



- Column I – Math Gap: The gap between the state goal (70%) and the 3-year average

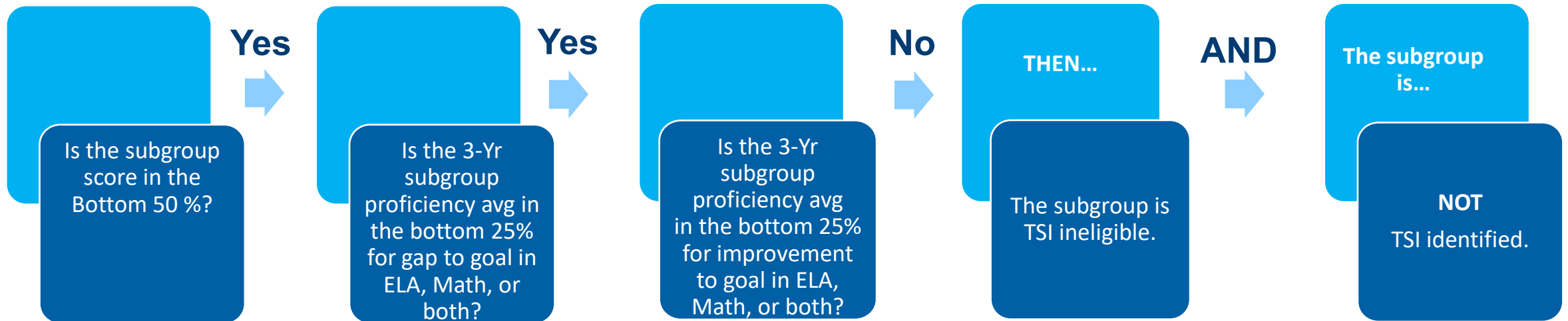
**Formula:** (3-Year Average) – 70

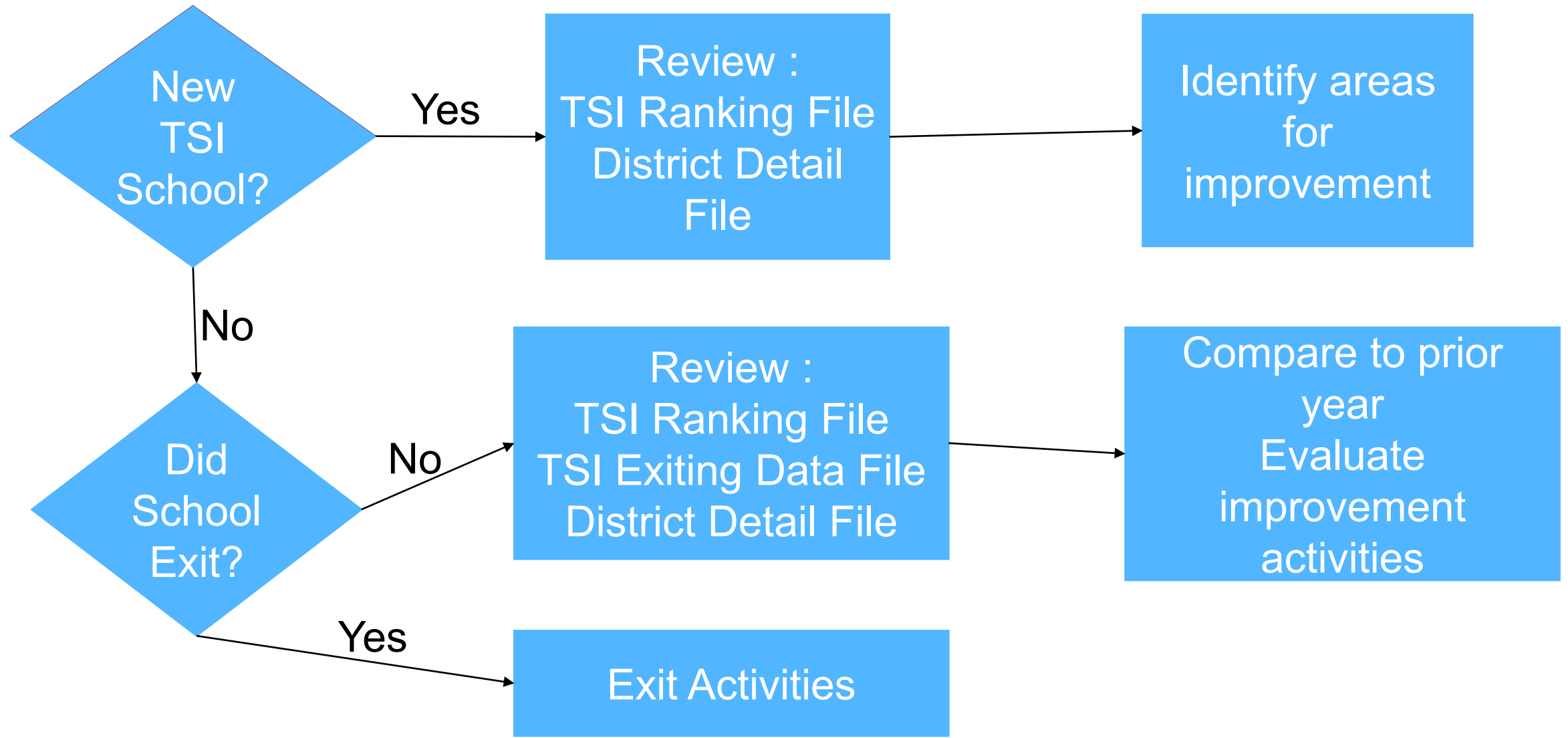
- If the Math 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for Math will not be calculated

- Column J – Math Improvement: The progress being made from 2017-18 to 2021-22 towards meeting the state goal (70%)

**Formula:** 
$$\frac{(2017-18 \text{ Proficiency} - 70) - (2021-22 \text{ Proficiency} - 70)}{(2017-18 \text{ Proficiency} - 70)}$$

- If the Math 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for Math will not be calculated





Subgroup	Sch. Type	Sub group Score	Bot-tom 50%	Math 3-year Prof.	Math Gap	Math Improve-ment	Math Bot-tom 25% Gap	Math Bottom 25% Improve-ment	Math Eligible	Eng. 3-year Proficiency	English Gap	English Improve-ment	Eng. Bot-tom 25% Gap	English Bottom 25% Improve-ment	English Eligible	TSI Eligible	RANKING	TSI	Identified as TSI last year	Identified as TSI both years
Students w/Disabilities	700	101	Y	6.4	-64	-16.666667	Y	Y	Eligible	6	-64	9.3333333	Y		Ineligible	Eligible	1	Y		
Students w/Disabilities	700	105	Y	6.4	-64	-25.67325	Y	Y	Eligible	8	-62	-44.032922	Y	Y	Eligible	Eligible	2	Y		
Students w/Disabilities	700	154	Y	6.6	-63	-15.034965	Y	Y	Eligible	6	-64	-8.988764	Y		Ineligible	Eligible	4	Y	Y	Y
Economically Disadvantaged	700	191	Y	16.5	-54	-27.111984	Y	Y	Eligible	20.5	-49.5	-11.725664	Y	Y	Eligible	Eligible	7	Y		
Students w/Disabilities	700	193	Y	16.3	-54	-29.007634	Y	Y	Eligible	17.4	-52.6	-40	Y	Y	Eligible	Eligible	8	Y		
Black or African American	700	194	Y	16.6	-53	-24.513619	Y	Y	Eligible	20.8	-49.2	-7.8774617	Y		Ineligible	Eligible	9	Y		

- 1: Which subgroup(s) is/are ineligible for English?
- 2: Why is/are the subgroup(s) ineligible?
- 3: Which subgroup on the table has the largest gap for Math? Which subgroup has the lowest gap for English? What does that mean?
- 4: Why are the schools that are marked ineligible marked yes for TSI?

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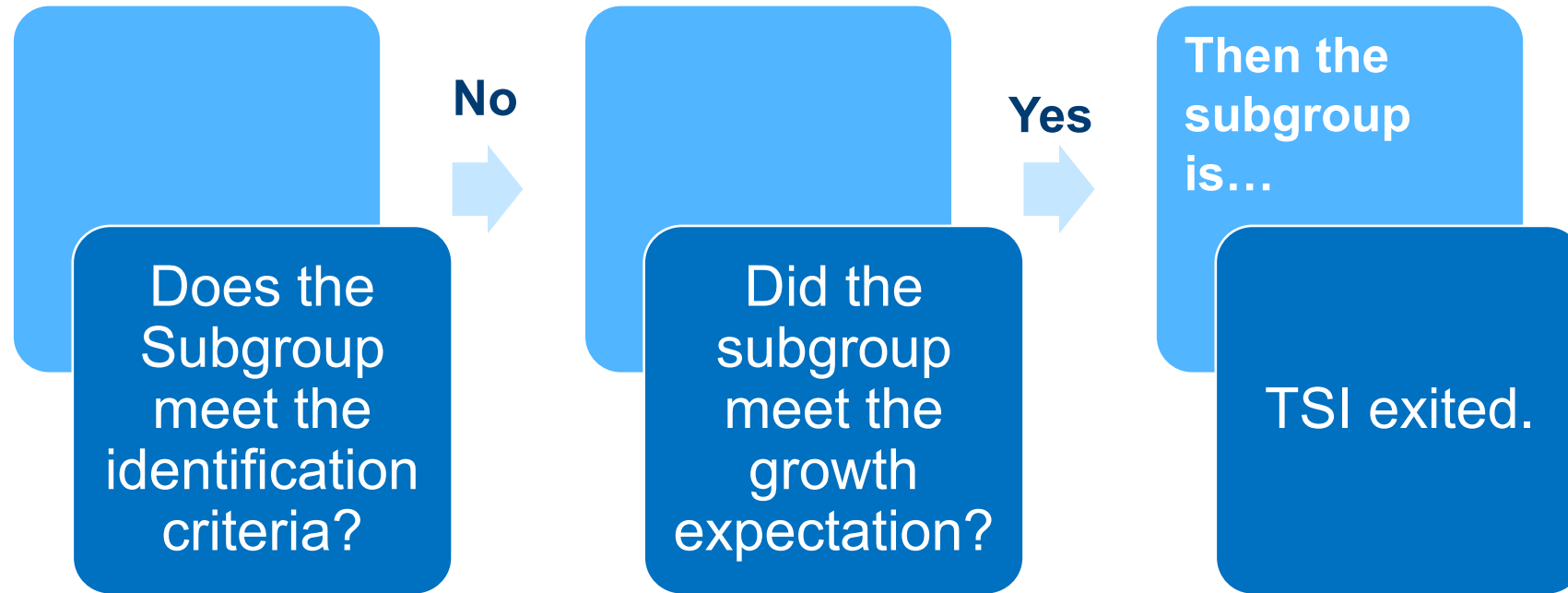
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4: Why are the schools that are marked ineligible marked yes for TSI?



- Column F – The three-year average growth for English
- Column G – The three-year average growth for Math
- Three-year average growth is the:

Average of

- (21-22 Proficiency minus 18-19 Proficiency),
- (18-19 Proficiency minus 17-18 Proficiency), and
- (17-18 Proficiency minus 16-17 Proficiency)

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

Subgroup	School Typ	Three Year Avg English Growth	Three Year Avg Math Growth	School Identified as CSI	TSI Reidentified English	TSI Exited English	TSI Reidentified Math	TSI Exited Math
Students w/Disabilities	700	4.6	4.9		Y		Y	
Students w/Disabilities	600	3.4	3.5		Y			
Students w/Disabilities	700	-0.4	2.2		Y		Y	
Students w/Disabilities	700	2.3	1.9		Y		Y	
Students w/Disabilities	700	6.1	7.6		Y			Y
Students w/Disabilities	1000	-0.2	0.9		Y		Y	
Students w/Disabilities	1000	2.7	15.9					Y
Students w/Disabilities	1000	7.4	22.3					Y

**Subgroup Growth Targets**

**Students with Disabilities\***

**ELA**

**6.79**

**Math**

**6.77**



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