

ATSI Data File Review

A Review of ATSI Identification and Exit

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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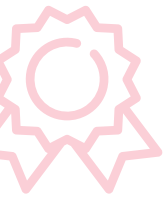
VISION

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

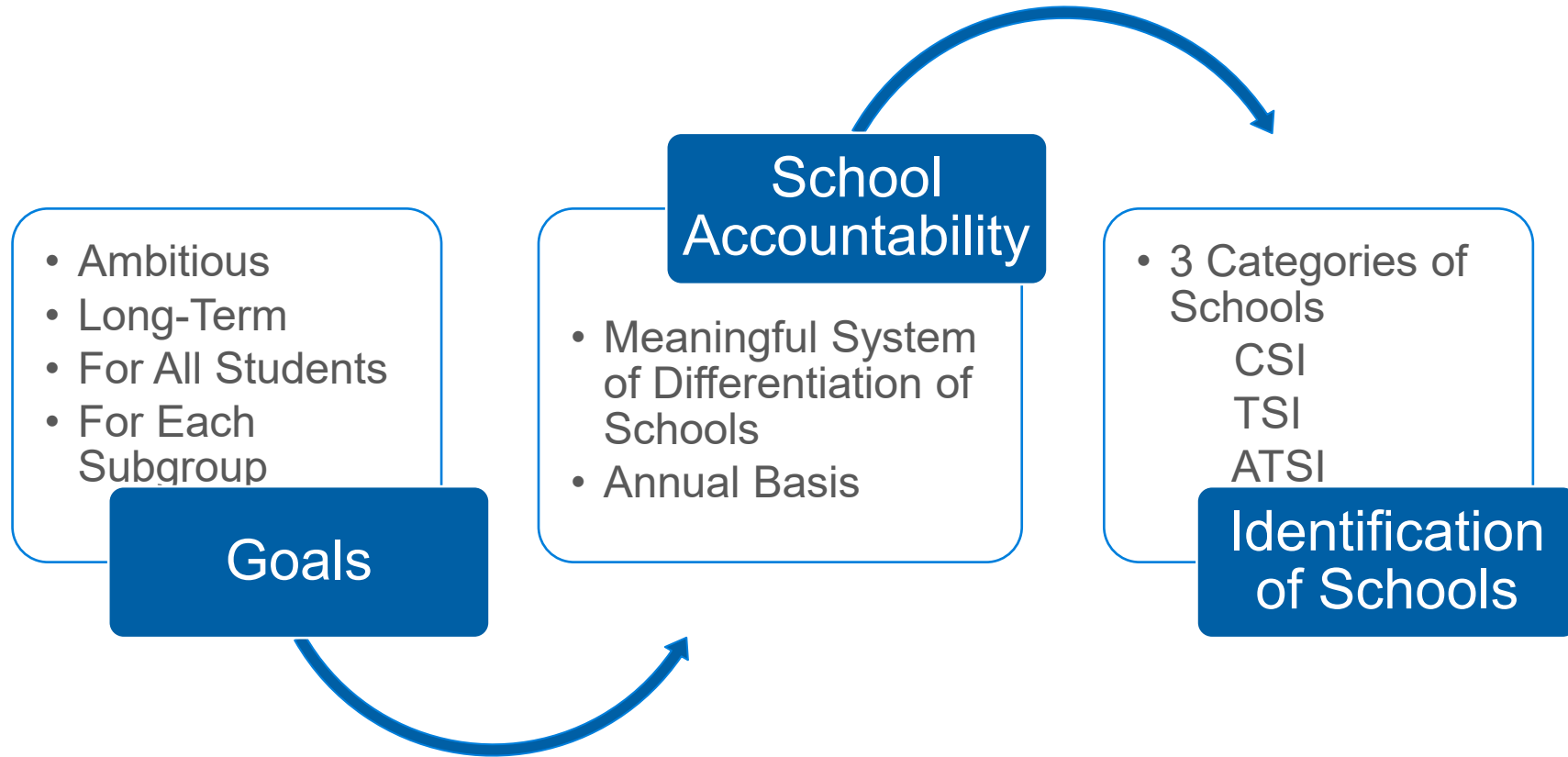


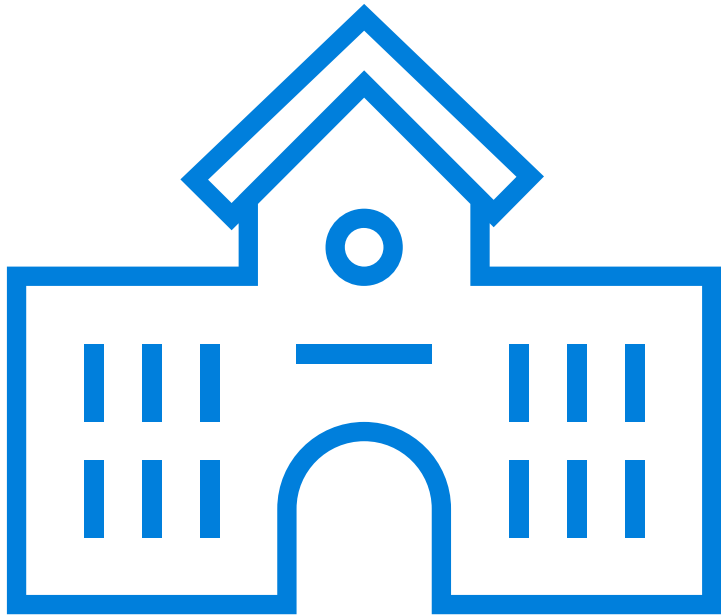
EVERY School and District is Rated “C” or Higher

6



Intersection of School Improvement & Accountability





Racial Groups
Black
White
Asian
Hispanic
Multi-Racial
Native American
Pacific Islander
Special Population Groups
Students with Disabilities (SWD)
Economically Disadvantaged (ED)
English Language (EL)

10

**N-Count for
Subgroups**

N-
Count

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

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

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
2018	2018-2019	2019-2020
2021	2021-2022	2022-2023
2022	2022-2023	2023-2024

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

ATSI – Additional Targeted Support and Improvement

- **Fall of 2023:** 3-year subgroup performance above the bottom 5% of Title IA schools, and any increase in subgroup score – subgroup comparison against prior year
- **Fall of 2024:** 3-year subgroup performance above the bottom 5% of Title IA schools, and improve by a letter grade or from the bottom half of the letter grade to the top half of the letter grade. The MDE uses an equivalence in the form of deciles to determine the improvement of the 2nd part of the exit criteria

- **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 279 for 600/700-point schools
 - The ATSI Cut-score is 528 for 1000-point schools
- **District Detail Data**
 - Specific to individual districts – Contains data for subgroups (2018-19, 2021-22, and 2022-2023)

- This file contains information about each school/subgroup and the criteria for ATSI identification
- There are 2 tabs in the spreadsheet: one for 700-point schools and one for 1000-point schools
- The file contains data for all schools and subgroups that met the minimum n-size for the 3 years (2018-19, 2021-22, and 2022-23)

- Column A – School ID
- Columns B and C – District and School Name
- Column D – Subgroup



- Column E – The subgroup accountability score for 2022-2023
- Column F – The subgroup accountability score for 2021-2022
- Column G – The subgroup accountability score for 2018-2019

- Column H – The 3-year average subgroup accountability score
- Column I – The cut score established for either the 700-point schools or the 1000-point schools



- Column J – ATSI
- This column is marked ‘Y’ if the school is identified for ATSI (i.e. at or below the cut score).
- This column is also marked ‘Y’ for any school that was identified for ATSI last year and did not exit

- Column K – ATSI Reidentified School
- Column L – ATSI Exiting School. For subgroups that have escalated from ATSI to CSI, this column will indicate “Escalated”. If a school was identified for CSI and the subgroup did not escalate, this column will indicate “Y”
- Column M – Not identified for TSI (ATSI Continuing). This column indicates if a school met the criteria for TSI, but was not identified for TSI because they are an ATSI Reidentified School



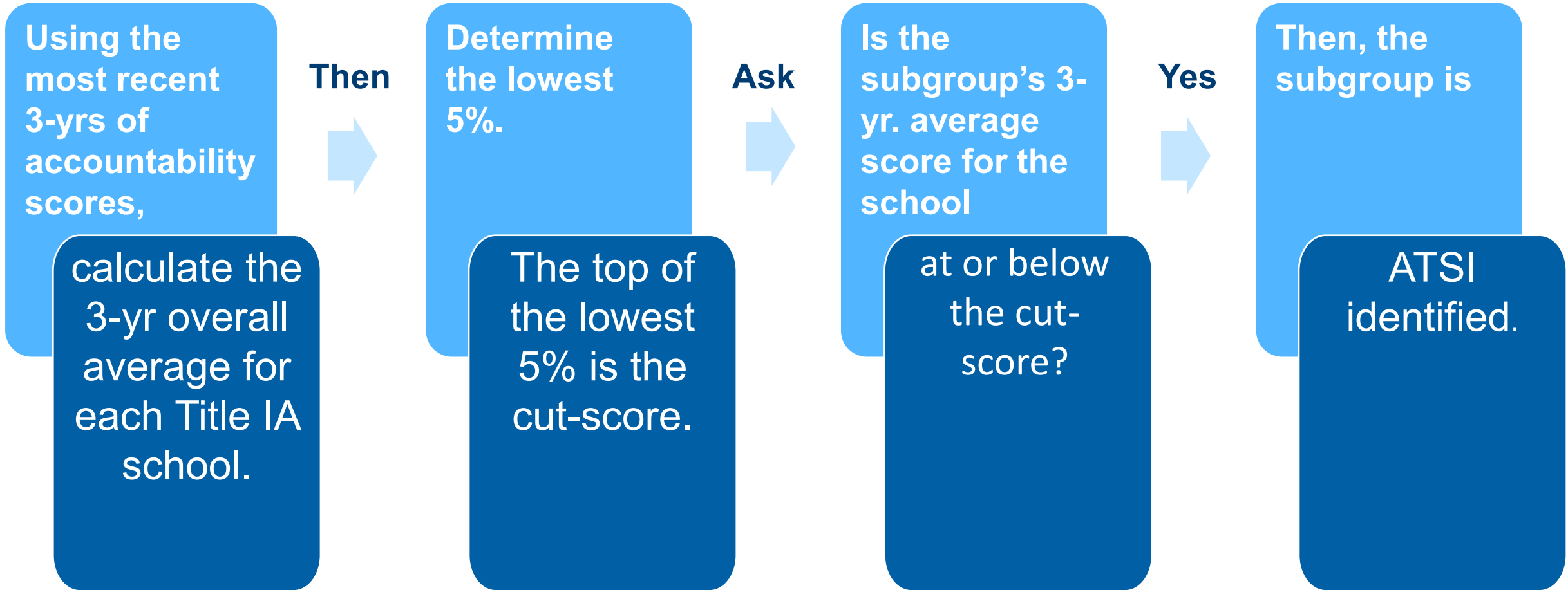
Requirement

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.

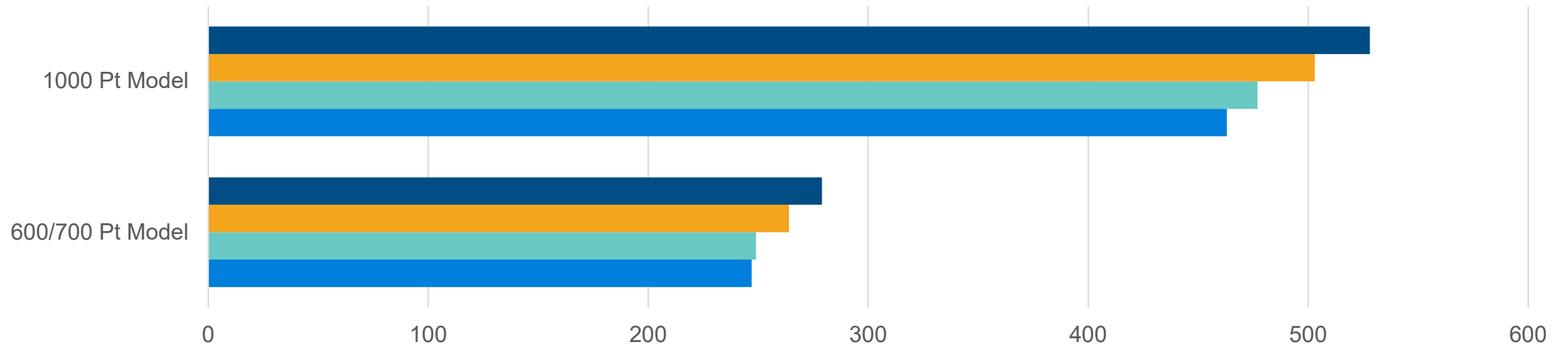
Cut-Score

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 Subgroup Cut-Scores 2018, 2019, 2022 & 2023



	600/700 Pt Model	1000 Pt Model
■ 2023	279	528
■ 2022	264	503
■ 2019	249	477
■ 2018	247	463

■ 2023 ■ 2022 ■ 2019 ■ 2018

- CRITERIA 1: 3-year 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.***

- CRITERIA 1: 3-year subgroup performance is above “All Students” in Title IA schools
- CRITERIA 2: Current year decile is above prior year decile

Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	0-358	359-467	468-498	499-515	516-533	534-551	552-578	579-596	597-635	636-672	673-754
Economically Disadvantaged	0-350	351-485	486-518	519-533	534-550	551-576	577-594	595-619	620-654	655-687	688-775
Students w/ Disabilities	0-254	255-304	305-370	371-397	398-415	416-435	436-452	453-475	476-511	512-534	535-637

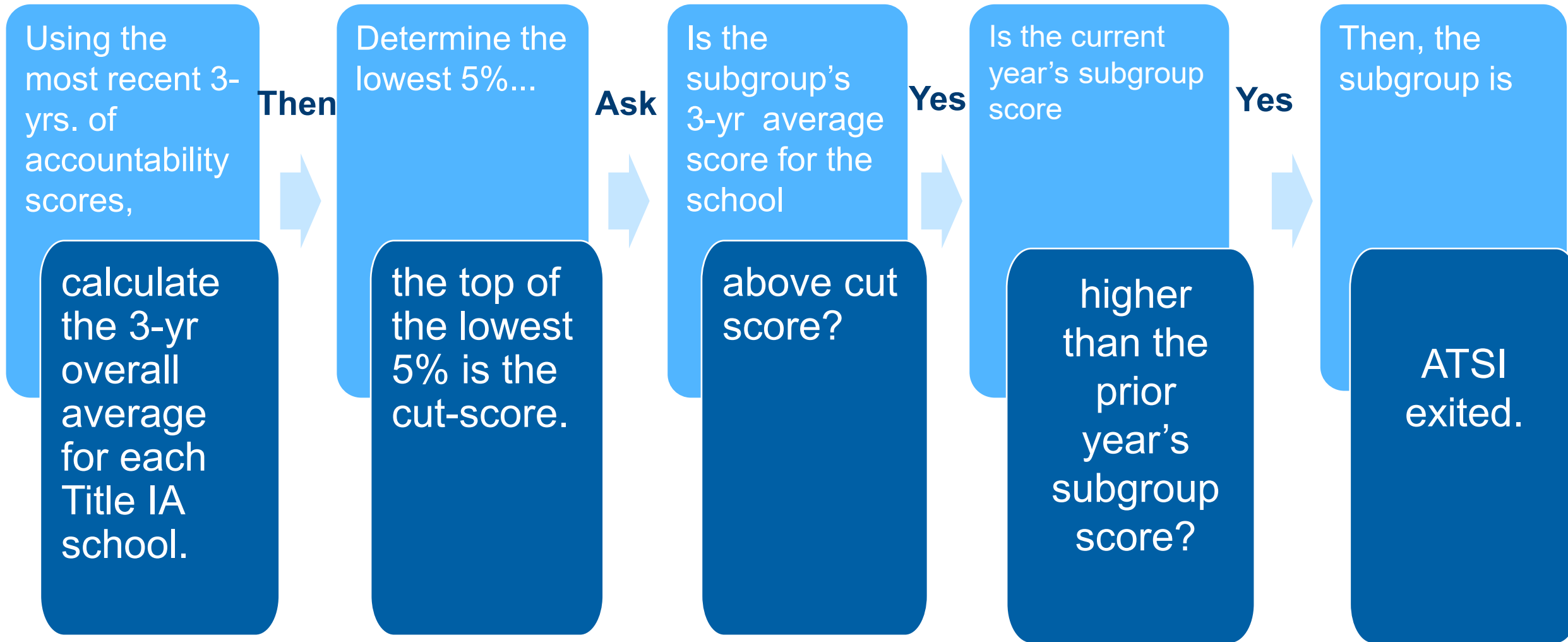
Note: scores listed are the highest value of each group

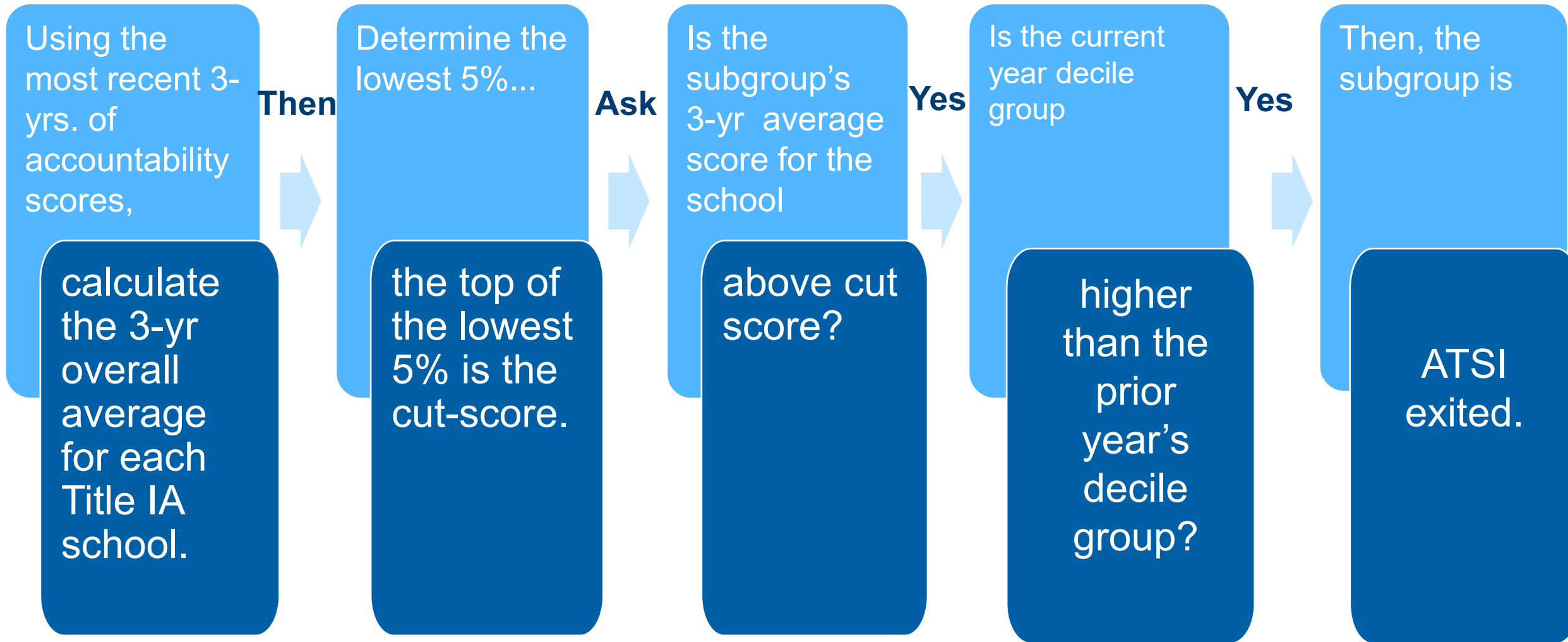
Subgroup	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Black or African American	0-156	157-243	244-271	272-293	294-317	318-334	335-351	352-369	370-392	393-431	432-673
Economically Disadvantaged	0-158	159-260	261-291	292-320	321-338	339-359	360-376	377-392	393-419	420-455	456-672
Students w/ Disabilities	0-68	69-153	154-189	190-210	211-233	234-251	252-270	271-290	291-322	323-354	355-531
English Learners	0-151	152-203	204-236	237-251	252-269	270-286	287-301	302-325	326-335	336-388	389-451

Note: scores listed are the highest value of each group

Example cut score: 279 (2025-26 cut score to be determined)

Subgroup	3-yr Avg	2025-26 Score	2025-26 Decile	2024-25 Score	2024-25 Decile	3-yr Avg above cut?	Increase in Decile?	Exit?
Students w/ Disabilities	267	143	10	130	10	No	No	No
Students w/ Disabilities	296	334	90	162	20	Yes	Yes	Yes
Economically Disadvantaged	321	342	50	373	60	Yes	No	No
Economically Disadvantaged	274	357	50	270	20	No	Yes	No





Questions

CSI [COMPREHENSIVE SUPPORT & IMPROVEMENT]



WHY was my school identified for COMPREHENSIVE SUPPORT AND IMPROVEMENT?

METHOD

1 Your school's graduation rate is less than or equal to 67%.
If your school was identified in 2023-2024, accountability data from 2022-2023 was used for identification.

METHOD

2 Your school's 3-year average accountability score ranks in the bottom 5% of Title IA schools.
If your school was identified in 2023-2024, accountability data from (2018-2019, 2021-2022, 2022-2023) was used for identification. Future identification will be based on your school's 3-year average accountability score every 3rd year.

METHOD

3 Your school was previously an Additional TSI school with 3 consecutive years of subgroup proficiency performance (ELA or math) at or below that of all students in the bottom 5% of Title IA schools.
Identification for this group will begin in 2023-24.

HOW can my school exit COMPREHENSIVE SUPPORT AND IMPROVEMENT?

If your school was identified because of METHOD **1**

AFTER 3 YEARS
Your school's graduation rate is above 67%.



If your school was identified because of METHOD **2**

AFTER 3 YEARS
Your school is above the bottom 5% of Title IA schools.



Your school has an increase in the overall accountability letter grade
OR
an increase in the overall accountability letter grade that crosses over the midpoint of the letter grade.
(For example, bottom half of "F" to top half of "F")



If your school was identified because of METHOD **3**

AFTER 3 YEARS
Your school is above the bottom 5% of Title IA schools.



Your school has an increase in the overall accountability letter grade
OR
an increase in the overall accountability letter grade that crosses over the midpoint of the letter grade.
(For example, bottom half of "F" to top half of "F")



WHAT will my school receive from COMPREHENSIVE SUPPORT AND IMPROVEMENT?

Schools will be categorized into two levels for differentiated CSI support.

SUPPORT LEVEL 1

- Bottom 30% (at a minimum):
- face-to-face embedded coaching support
- access to formula grants
- priority access to professional development (literacy, leadership, blended learning concepts, other content areas)
- quarterly regional leadership team meetings (3-4 people per school)
- quarterly regional leadership webinars

SUPPORT LEVEL 2

- virtual coaching support
- access to formula grants
- priority access to professional development (literacy, leadership, blended learning concepts, other content areas)
- quarterly regional leadership team meetings (3-4 people per school)
- quarterly regional leadership webinars



TSI [TARGETED SUPPORT & IMPROVEMENT]



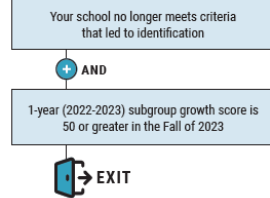
WHY was my school identified for TARGETED SUPPORT AND IMPROVEMENT?

- Your school's subgroup is in lowest 50% of overall accountability index.
- Your school's subgroup is in lowest quartile of 3-year average gap-to-goal.
- Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure.

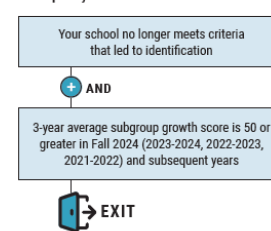
Schools with a subgroup meeting all 3 of the above criteria will be rank-ordered ANNUALLY, using overall accountability index, and bottom 5% of all schools not identified for CSI will be identified for TSI.

HOW can my school exit TARGETED SUPPORT AND IMPROVEMENT?

If your school was identified as TSI in 2023:

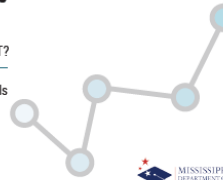


If your school was identified as TSI in 2024 and subsequent years:



WHAT will my school receive from TARGETED SUPPORT AND IMPROVEMENT?

- If funding is available once CSI schools are served, TSI schools will have access to grant funding and professional learning.

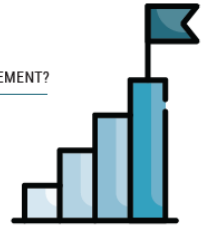


ATSI [ADDITIONAL TARGETED SUPPORT & IMPROVEMENT]

WHY was my school identified for ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT?

Your school's 3-year average subgroup performance is at or below that of all students in the lowest performing schools (bottom 5% of Title IA schools).

Identification in 2023-24 based on 2018-19, 2021-22, and 2022-23 data.

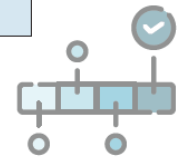


HOW can my school exit ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT?

Your school's 3-year average subgroup performance is above all students in the lowest performing schools (bottom 5% of Title IA schools).



Your school has an increase in the subgroup accountability letter grade
OR
an increase in the subgroup accountability letter grade that crosses over the midpoint of the letter grade.
(For example, bottom half of "F" to top half of "F")



WHAT will my school receive from ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT?

- If funding is available once CSI schools are served, TSI schools will have access to grant funding and professional learning.





Urgency Rising

*2023-2024 MDE School
Improvement Convening!*

Lake Terrace Convention Center

Hattiesburg, MS

November 13-15, 2023

	HIP Community of Practice – Cohort II	Maximizing High Leverage Practices for Students with Disabilities through Implementation Science Community of Practice	Customizing School Experiences through Redesign
Who?	<ul style="list-style-type: none"> • ATSI and TSI School Teams 	<ul style="list-style-type: none"> • ATSI Escalated Schools 	<ul style="list-style-type: none"> • Middle and High Schools
When?	<ul style="list-style-type: none"> • December 2023 - April 2024 	<ul style="list-style-type: none"> • November 2023-June 2024 	<ul style="list-style-type: none"> • Begins January 2024
Why?	<ul style="list-style-type: none"> • Deep dive to support subgroup performance 	<ul style="list-style-type: none"> • Deep dive into HLPs through Implementation Science Processes 	<ul style="list-style-type: none"> • Deep dive into school redesign and its impact on improving outcomes for students





- [Comprehensive Needs Assessment Tool](#)
- [Critical Perspectives – A tool for Stakeholder Engagement](#)
- [Community Engagement Council Guidance](#)
- [School Improvement Monitoring Instrument](#)
- [Supporting Students in Poverty with High-Impact Instructional Strategies](#)
- [Specially Designed Instruction Guidance Document](#)
- [High-Leverage Practices | High-Leverage Practices \(highleveragepractices.org\)](#)
- [School Improvement Funded Strategies](#)
- [Inclusive Leadership Guide](#) * **New Resource**



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