CSI Escalation Data File Review

mdek12.org

A Review of CSI Escalation

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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

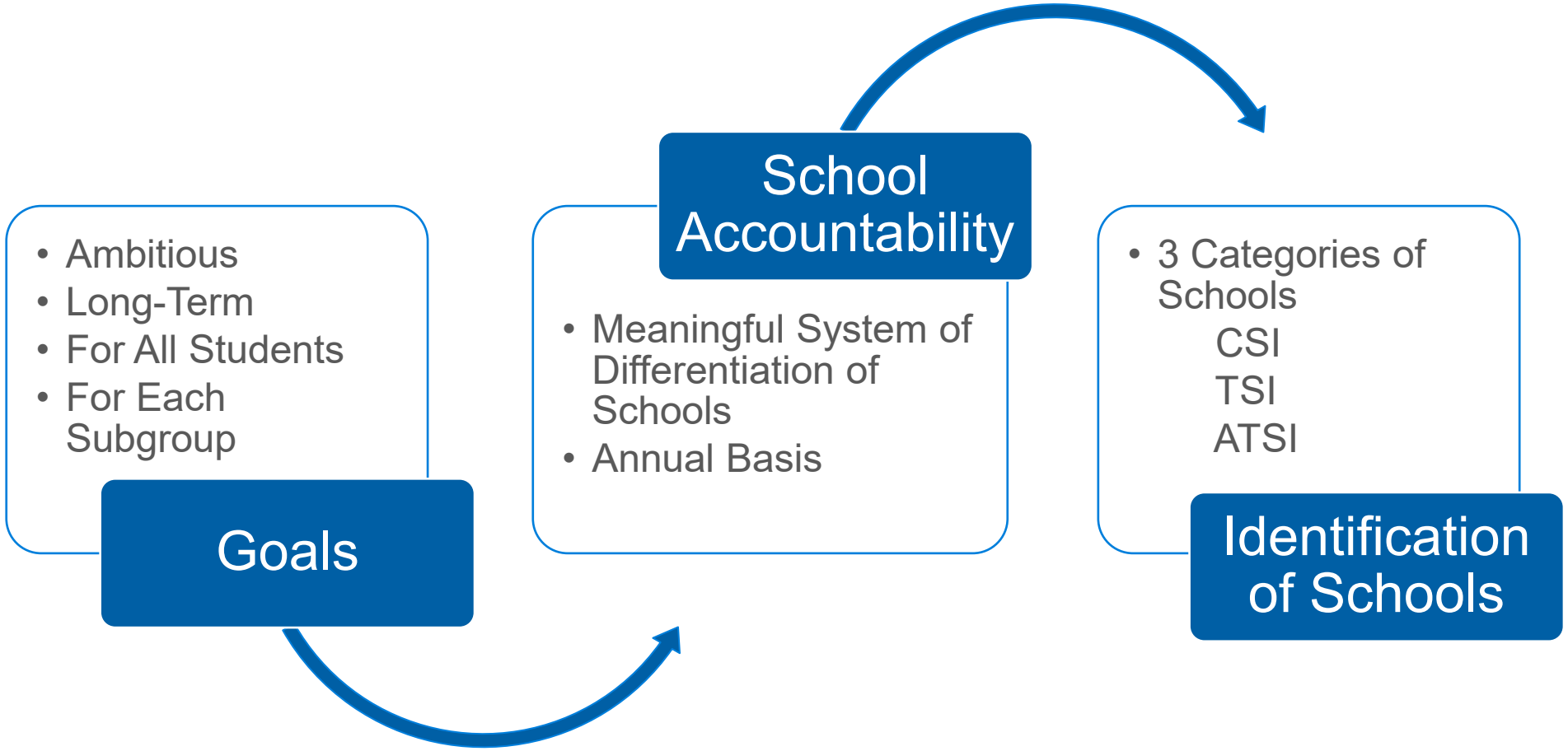
State Board of Education STRATEGIC PLAN GOALS

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
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

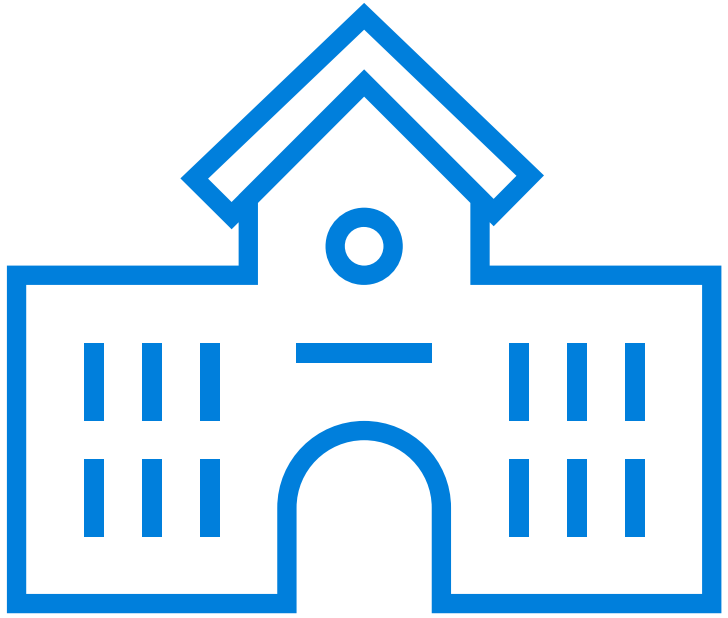
Purpose

- To review data files associated with CSI Identifications and Exit for:
  - Escalation Schools (formerly ATSI)

Intersection of School Improvement & Accountability



Subgroups



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)

Subgroup Score is a Calculation

- 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.

13 Indicators for SWD 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

Data Years Used for School Improvement Identifications

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

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)

An Additional Cut Score Established for Escalation to CSI

- Beginning in Fall 2023, proficiency cut scores were determined to address the final layer in ATSI escalation to CSI.
- MS Consolidated State plan states in Method 3 for CSI identification
    - *"Your school was previously an additional targeted support and improvement 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." Page 37 of MS Succeeds Plan.*

Cut-scores for 2022-23 Identifications

- **CSI and ATSI Cut-scores**
  - 279 for 700-point schools
  - 528 for 1000-point schools
- **ATSI Escalation (Proficiency) Cut-scores**

School Year	700-point Math	700-point ELA	1000-point Math	1000-point ELA
2018-19	14.3	15.3	10.8	15.4
2021-22	10.1	14.1	20.9	16.4
2022-23	16.0	19.0	23.0	21.3

Proficiency Cut Scores Established for Escalation to CSI

- Schools eligible for ATSI to CSI Escalation:
  - Title I School AND
  - Identified for ATSI since Fall of 2018 or Fall of 2019 AND
  - Does not meet exit criteria for ATSI in Fall 2023 AND
  - Has 3 consecutive years of proficiency performance below the bottom 5% of all Title I schools

ATSI Escalation (2 examples)

- Both Schools are Title I since Fall 2017 and did not exit ATSI

School 1: 700-point school Students with Disabilities Subgroup

School Year	700-point Math Cut-score	Math Proficiency	700-point ELA Cut-score	ELA Proficiency
2018-19	14.3	11.5	15.3	16.7
2021-22	10.1	9.8	14.1	13.5
2022-23	16.0	15.4	19.0	20.3

→ **Escalates to CSI (Math)**

School 2: 700-point school Students with Disabilities Subgroup

School Year	700-point Math Cut-score	Math Proficiency	700-point ELA Cut-score	ELA Proficiency
2018-19	14.3	16.1	15.3	17.6
2021-22	10.1	9.5	14.1	15.8
2022-23	16.0	17.2	19.0	18.4

→ **Remains ATSI school**

Exit Criteria for Schools - MDE Approved ESEA Addendum

CSI- Comprehensive Support and Improvement (Fall 2023)

- 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 Title I ATSI) Begins Fall 2026*

CSI- Comprehensive Support and Improvement (Fall 2026)

- Grad rate above 67%, or
- 3-year average performance above lowest 5% of Title IA schools, and an increase in the letter grade or increase that crosses over the midpoint of the letter grade
- *(Non-Exiting Title I ATSI)* Average subgroup performance (3-year avg) above the bottom 5% Title I schools, and an increase in the letter grade or increase that crosses over the midpoint of the letter grade once approved in the ESEA amendment

District Data Files

- **CSI TSI ATSI Summary Data**
  - Contains information for each identified school (CSI, TSI, and ATSI)
- **CSI Data**
  - Contains information about each school/subgroup and the criteria for CSI identification
- **District Detail Data**
  - Specific to individual districts – Contains data for subgroups (2018-19, 2021-22, and 2022-2023)

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.

ATSI Calculations

- 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

Identifying for ATSI

Using the most recent 3-yrs of accountability scores,

calculate the 3-yr overall average for each Title IA school.

Then

Determine the lowest 5%.

The top of the lowest 5% is the cut-score.

Ask

Is the subgroup's 3-yr. average score for the school

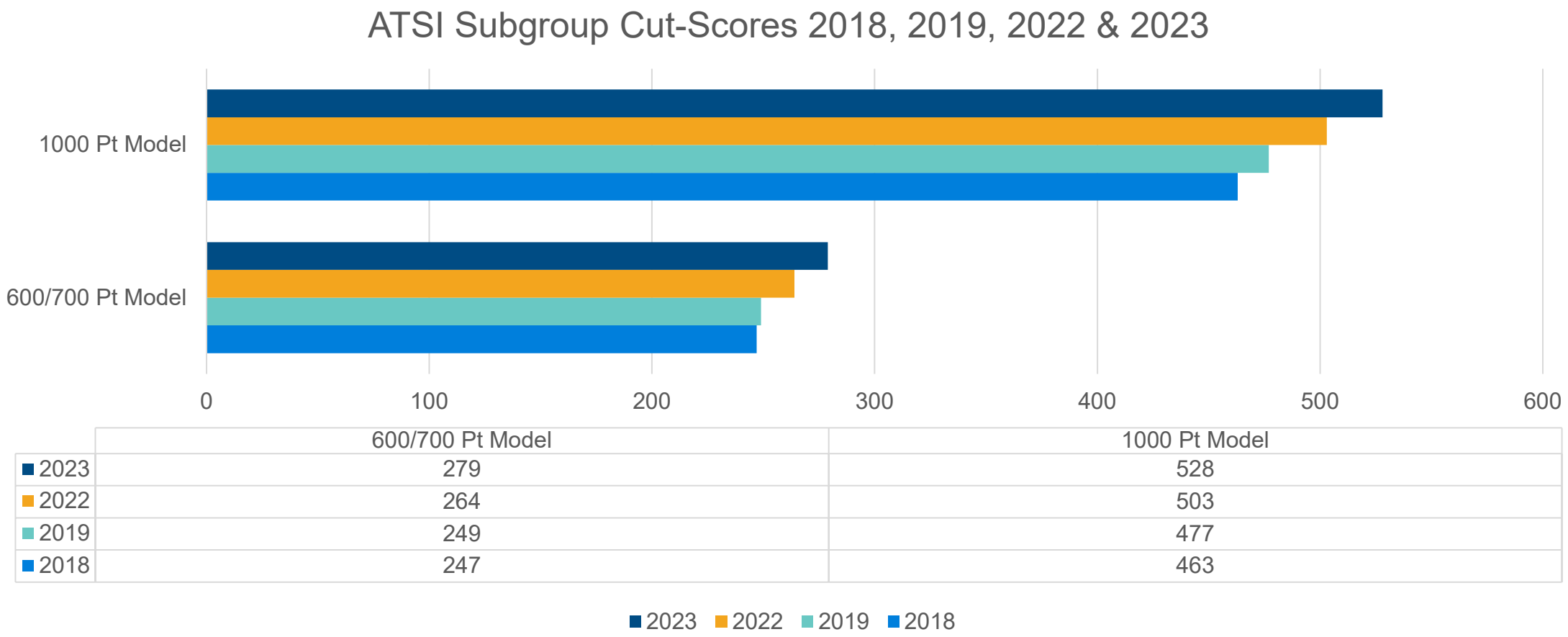
at or below the cut-score?

Yes

Then, the subgroup is

ATSI identified.

4 Years of Subgroup Cut-Scores



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

Criteria for ATSI Exit (Fall 2024) and CSI Escalation Exit (Fall 2026)

- CRITERIA 1: Subgroup performance is above “All Students” in the lowest 5%Title IA schools

- CRITERIA 2: Current year decile is above prior year decile

ATSI Decile Groups 1000-Point Schools

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

ATSI Decile Groups 700-Point Schools

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

ATSI Decile Group Examples

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

Exiting CSI Escalation – Same as ATSI, if ESEA Amendment Approved

Using the most recent 3-yrs. of accountability scores,

calculate the 3-yr overall average for each Title IA school.

Then

Determine the lowest 5%...

the top of the lowest 5% is the cut-score.

Ask

Is the subgroup's 3-yr average score for the school

above cut score?

Yes

Is the current year decile score

higher than the prior year's decile score?

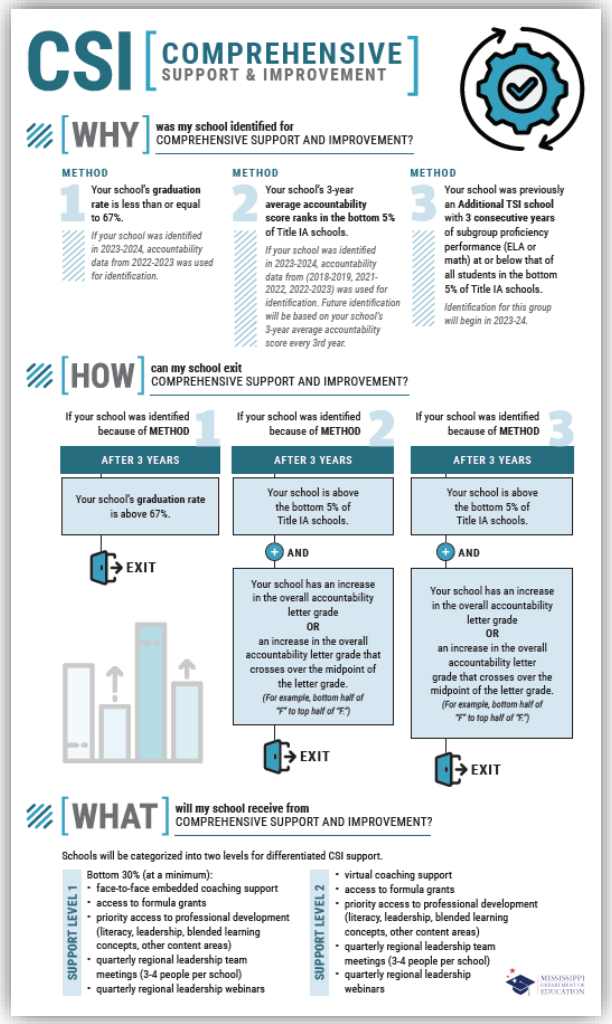
Yes

Then, the subgroup is

ATSI exited.

Questions

Resources



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?

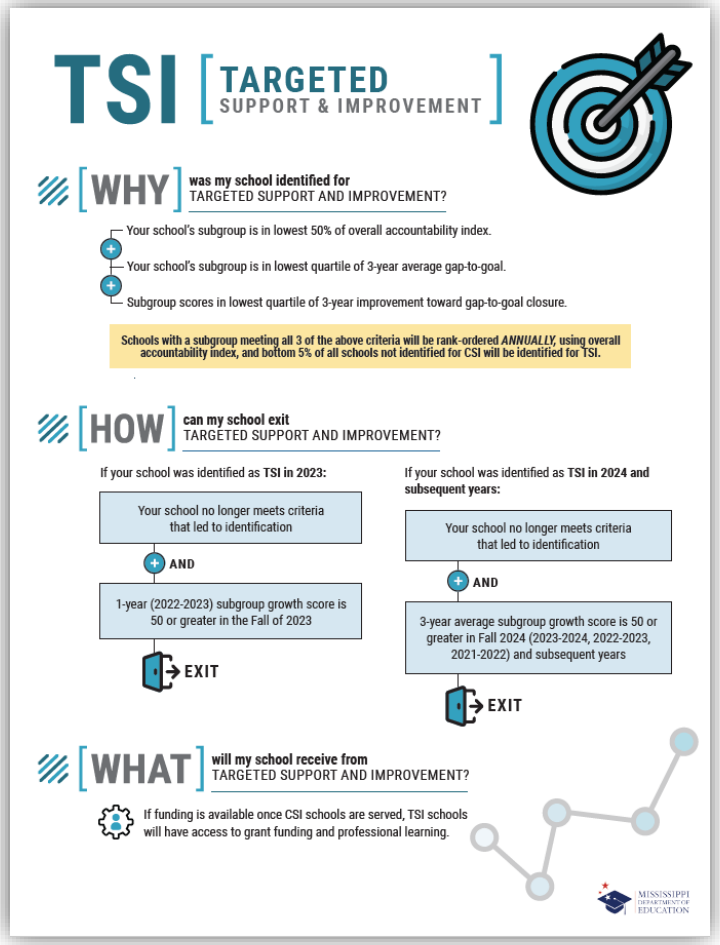
If your school was identified because of METHOD 1	If your school was identified because of METHOD 2	If your school was identified because of METHOD 3
AFTER 3 YEARS	AFTER 3 YEARS	AFTER 3 YEARS
Your school's **graduation rate** is above 67%.	Your school is above the bottom 5% of Title IA schools.	Your school is above the bottom 5% of Title IA schools.
EXIT	AND	AND
	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")*	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")*
	EXIT	EXIT

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.

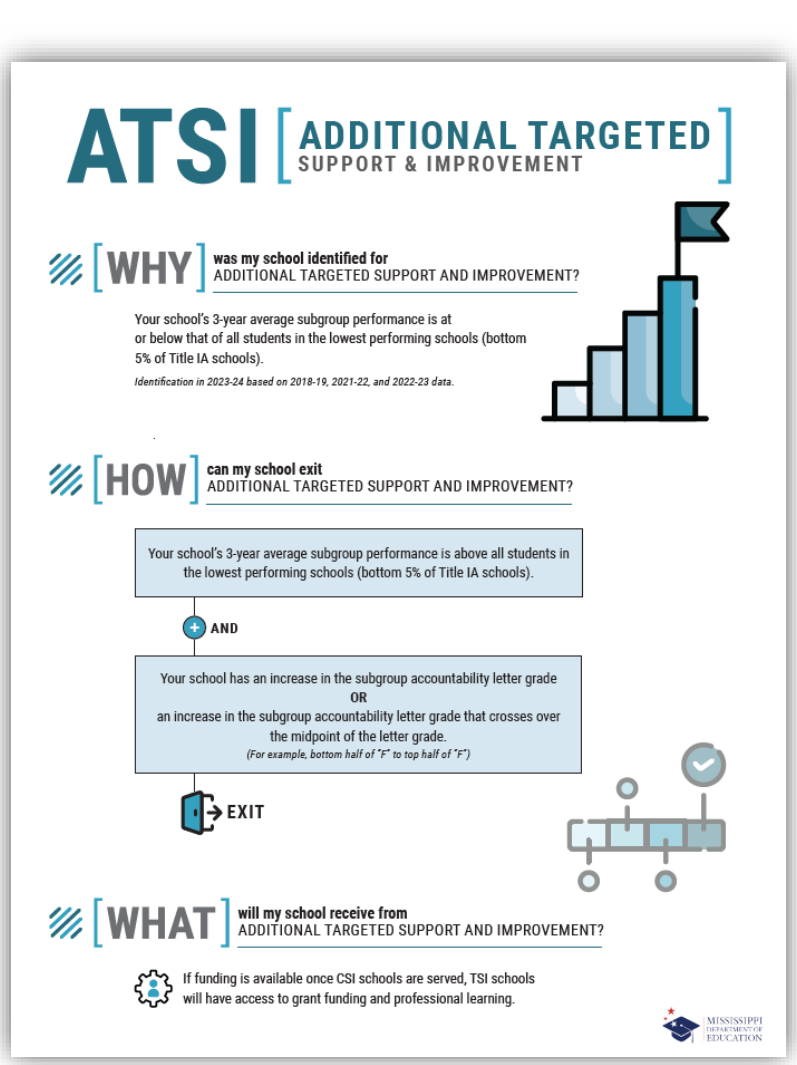
Schools with a subgroup meeting all 3 of the above criteria will be rank-ordered *ANNUALLY*, using overall accountability index, and bottom 5% of all schools not identified for CSI will be identified for TSI.

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:**
Your school no longer meets criteria that led to identification	Your school no longer meets criteria that led to identification
AND	AND
1-year (2022-2023) subgroup growth score is 50 or greater in the Fall of 2023	3-year average subgroup growth score is 50 or greater in Fall 2024 (2023-2024, 2022-2023, 2021-2022) and subsequent years
EXIT	EXIT

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).

AND

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")

EXIT

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.

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Urgency Rising

2023-2024 MDE School Improvement Convening!

Lake Terrace Convention Center

Hattiesburg, MS

November 13-15, 2023

School Improvement Activities

	HIIP 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?	• ATSI and TSI School Teams	• ATSI Escalated Schools	• Middle and High Schools
When?	• December 2023 - April 2024	• November 2023-June 2024	• Begins January 2024
Why?	• Deep dive to support subgroup performance	• Deep dive into HLPs through Implementation Science Processes	• Deep dive into school redesign and its impact on improving outcomes for students

School Improvement Activities

	Networked Team Engagement for More Rigorous Options Schools	Interviews and Supports – MRO School/District Team	Interviews and Supports – Failing Districts
Who?	• MRO CSI District Teams	• MRO School District Teams	• Failing District Teams
When?	• Begins January 2024 – End of Cycle	• **Informational Webinar October 18th @ 10:30 a.m.** • Begins November 2023-June 2024	• **Informational Webinar October 18th @ 10:30 a.m.** • Begins November 2023-June 2024
Why?	• Cohort Engagement focused on instructional transformation and transformational leadership	• District engagement with districts with schools that have been CSI since 2018-19	• District engagement with districts with 2 or more recent years as failing

Resources

- 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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