

# 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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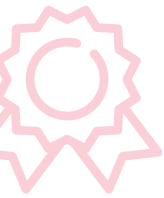
## VISION

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



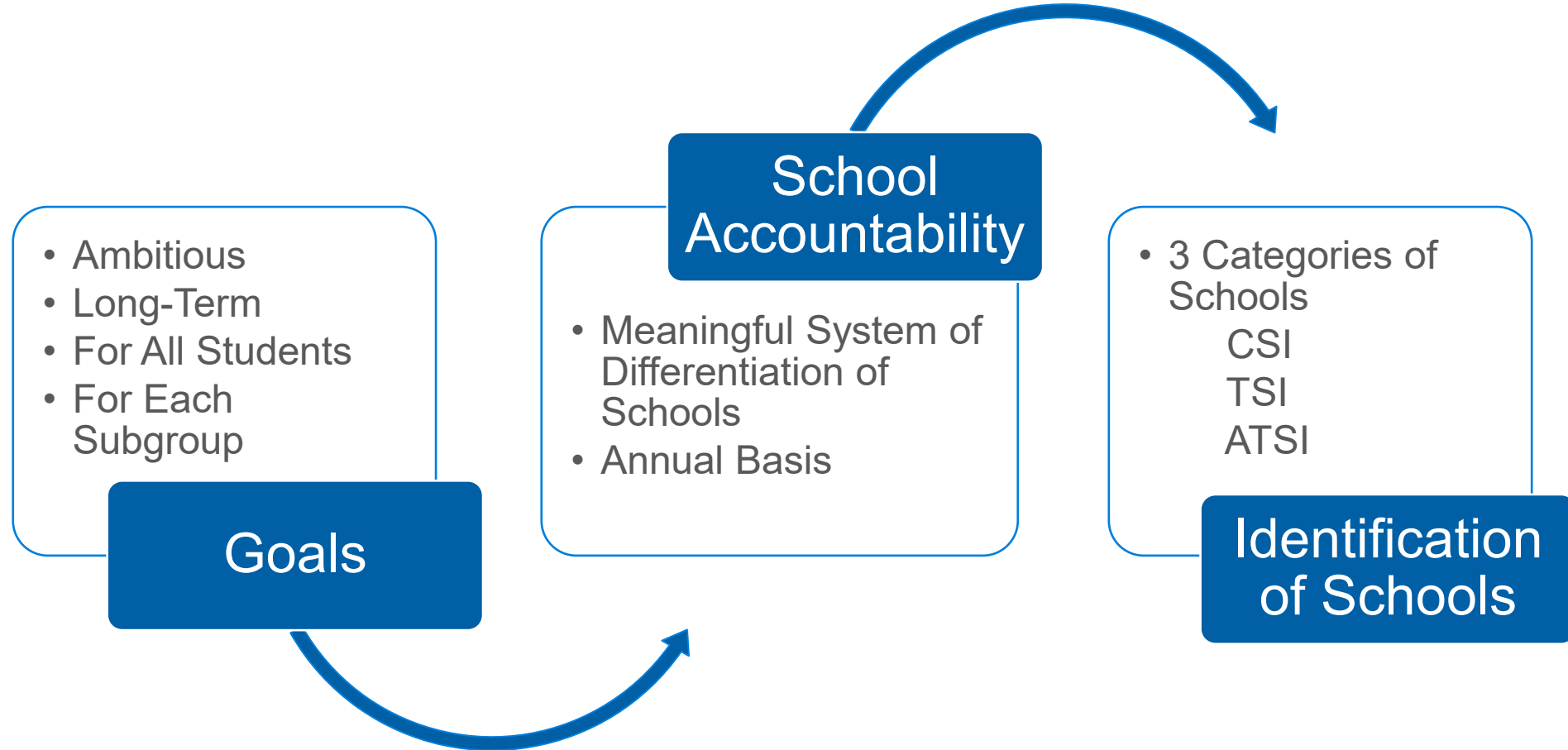
**EVERY** School and District is Rated “C” or Higher

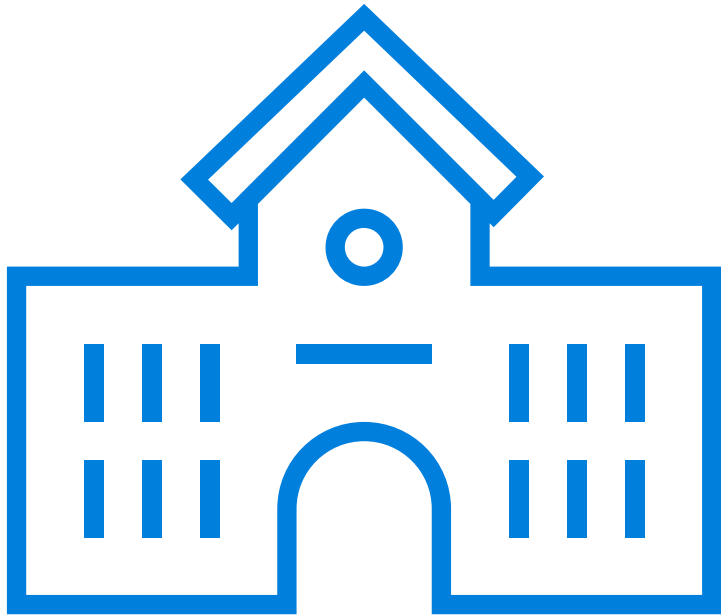
6



To review data files associated with TSI identifications and exit.

# Intersection of School Improvement & Accountability





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

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



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

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

## 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

### Fall of 2023

- Does not meet identification criteria, and
- 1-year subgroup growth score is 50 or greater

### Fall of 2024

- Does not meet identification criteria, and
- 3-year average subgroup growth score is 50 or greater

- **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 (2018-19, 2021-22, and 2022-2023)



- This file contains information about each school/subgroup and the criteria for TSI identification
- There are 2 tabs in the spreadsheet: one for 700-point schools and one for 1000-point schools



- Column A – School ID
- Columns B and C – District and School Name
- Column D – Subgroup
- Column E – School Type (600, 700, or 1000 points)
- Column F – Subgroup Accountability Score

- Column G – Bottom 50%
- If the subgroup’s accountability score was in the lowest 50%, this column is marked “Y”
- If the column is marked “Y”, this school/subgroup combination has met the first criteria for TSI

- Column H – The 3-year average proficiency rate for this subgroup in Math.
- If the n-size was not met in all 3 years, the rate is not calculated. The Gap and Improvement calculations for Math are also not calculated.



- 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 are not calculated.

- Column J – Math Improvement: The progress being made from 2018-19 to 2022-23 towards meeting the state goal (70%)
  - Formula: 
$$\frac{(2018-19 \text{ Proficiency} - 70) - (2022-23 \text{ Proficiency} - 70)}{(2018-19 \text{ Proficiency} - 70)}$$
- If the Math 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for Math are not calculated.

- Column K – Math Bottom 25% Gap
- If the subgroup's Gap value was in the lowest 25%, this column is marked "Y"
- Column L – Math Bottom 25% Improvement
- If the subgroup's Improvement value was in the lowest 25%, this column is marked "Y"



- Column M – Math Eligible
- This column is marked “Eligible” when the following conditions are met:
  - School/subgroup was in the Bottom 50% **AND**
  - 3-year average was below 70% **AND**
  - Math Gap was in the Bottom 25% **AND**
  - Math Improvement was in the Bottom 25%



- Column N – The 3-year average proficiency rate for this subgroup in English.
- If the n-size was not met in all 3 years, the rate is not calculated. The Gap and Improvement calculations for English are also not calculated.



- Column O – English Gap: The gap between the state goal (70%) and the 3-year average
  - Formula: (3-Year Average) – 70
- If the English 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for English are not calculated.



- Column P – English Improvement: The progress being made from 2018-19 to 2022-23 towards meeting the state goal (70%)
  - Formula: 
$$\frac{(2018-19 \text{ Proficiency} - 70) - (2022-23 \text{ Proficiency} - 70)}{(2018-19 \text{ Proficiency} - 70)}$$
- If the English 3-year Average for the school/subgroup is at 70% or above, the Gap and Improvement calculations for English are not calculated.

- Column Q – English Bottom 25% Gap
- If the subgroup's Gap value was in the lowest 25%, this column is marked "Y"
- Column R – English Bottom 25% Improvement
- If the subgroup's Improvement value was in the lowest 25%, this column is marked "Y"



- Column S – English Eligible
- This column is marked “Eligible” when the following conditions are met:
  - School/subgroup was in the Bottom 50% **AND**
  - 3-year average was below 70% **AND**
  - English Gap was in the Bottom 25% **AND**
  - English Improvement was in the Bottom 25%

- Column T – TSI Eligible
- This column is marked “Eligible” when the following conditions are met:
  - School/subgroup was in the Bottom 50% **AND**
  - **EITHER**
    - Math Eligibility was met (Column M) **OR**
    - English Eligibility was met (Column S)



- Column U – Ranking
- If the school/subgroup is Eligible for TSI, they are ranked by subgroup accountability score
- The number of schools identified for TSI is based on the total number of schools in Mississippi, resulting in 5% of schools being identified.

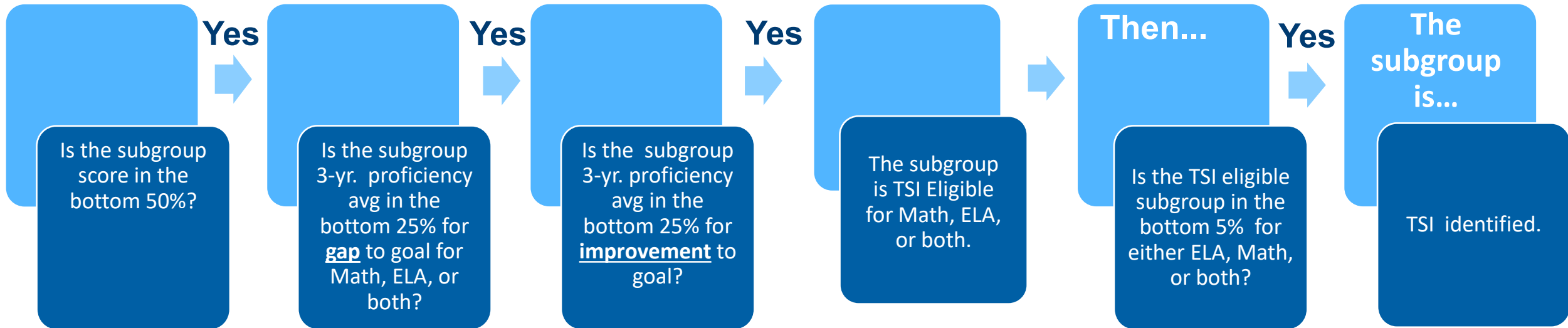
- Column V – TSI Identification
- For 700-point schools, the bottom 5% of schools that are not continuing CSI or ATSI schools are identified for TSI
- For 1000-point schools, the bottom 5% of schools that are not continuing CSI or ATSI schools are identified for TSI
- For both 700 and 1000-point schools that were TSI last year and did NOT exit, this column is marked “Y”



- Column W – Last year’s TSI Identification
  - Indicates if school was identified for TSI last year
- Column X – Identified as TSI both years
  - Indicates if school was identified for TSI last year AND meets TSI identification criteria this year



- Column Y – Reidentified CSI or ATSI school
  - Indicates if school was identified as CSI or ATSI last year and did not exit or if the school was identified for CSI in the current year
  - These schools may meet the criteria for TSI, but are not identified for TSI due to their existing identification






- Three-year average growth uses the ELA and Math growth components from accountability calculations
  - For Fall 2024 exit calculations, this includes:
    - 2021-22, 2022-23, and 2023-24

# Questions

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## 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%. → EXIT

If your school was identified because of METHOD 2

**AFTER 3 YEARS**

Your school is above the bottom 5% of Title IA schools.  
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") → EXIT

If your school was identified because of METHOD 3

**AFTER 3 YEARS**

Your school is above the bottom 5% of Title IA schools.  
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") → 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:

- Your school no longer meets criteria that led to identification
- AND
- 1-year (2022-2023) subgroup growth score is 50 or greater in the Fall of 2023

→ EXIT



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

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

→ EXIT

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

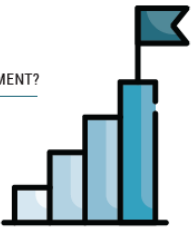
If funding is available once CSI schools are served, TSI schools will have access to grant funding and professional learning.

## 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.*

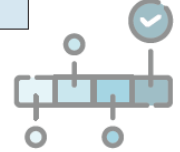



### HOW can my school exit ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT?

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.



## 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  |
|--------------|---|--|--|
| <b>Who?</b>  | <ul style="list-style-type: none"> <li>• ATSI and TSI School Teams</li> </ul>                 | <ul style="list-style-type: none"> <li>• ATSI Escalated Schools</li> </ul>   | <ul style="list-style-type: none"> <li>• Middle and High Schools</li> </ul>  |
| <b>When?</b> | <ul style="list-style-type: none"> <li>• December 2023 - April 2024</li> </ul>                | <ul style="list-style-type: none"> <li>• November 2023-June 2024</li> </ul>  | <ul style="list-style-type: none"> <li>• Begins January 2024</li> </ul>  |
| <b>Why?</b>  | <ul style="list-style-type: none"> <li>• Deep dive to support subgroup performance</li> </ul> | <ul style="list-style-type: none"> <li>• Deep dive into HLPs through Implementation Science Processes</li> </ul>       | <ul style="list-style-type: none"> <li>• Deep dive into school redesign and its impact on improving outcomes for students</li> </ul> |





- [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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