



GUIDE TO  
**ESSA Accountability**  
IN WISCONSIN



WISCONSIN DEPARTMENT OF  
**Public Instruction**

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# Introduction

Wisconsin has separate [state accountability](#) and [federal accountability](#) systems. This guide covers the federal accountability system under The Every Student Succeeds Act (ESSA). The *History* section of this Guide provides further details on how Wisconsin's ESSA accountability system was established and the *Crosswalk of State and ESSA Accountability* section outlines the similarities and differences between Wisconsin's state accountability system and federal ESSA accountability system.

Information about how Wisconsin shares student group, school, and statewide performance results under ESSA is provided in the *ESSA Accountability Reporting* section of this Guide.

The section *Entering an ESSA Identification* explains how schools are evaluated under ESSA federal accountability, including details on the five accountability indicators that are ranked and weighted to produce summary scores, culminating in different types of identifications:

1. Comprehensive Support and Improvement–Lowest Performance (CSI-LP)
2. Comprehensive Support and Improvement–Low Graduation Rate (CSI-LG)
3. Additional Targeted Support and Improvement (ATSI)
4. Targeted Support and Improvement (TSI)

After schools enter an ESSA identification, they must meet three exit criteria to have that identification removed. For more information about how schools exit different identifications, including examples, FAQs, and the timeline for exiting, see the *Exiting an Identification* section of this Guide.

The timelines associated with entering and exiting identifications, including the various timelines for exit eligibility and consequences of failing to exit, are outlined in the *ESSA Identification Timelines* section.

This Guide concludes with information for schools on continuous improvement support in the *Support for Schools and Districts* section and information about how to contact DPI with additional questions in the *Contact Us* section.



# History

ESSA became law in December 2015 and requires identification of the lowest-performing public schools and student groups in each state.<sup>1</sup> While drafting the Wisconsin ESSA Plan, the Department of Public Instruction (DPI) conducted extensive stakeholder engagement throughout 2016 and 2017, including outreach to advocacy organizations, district and school administrators, and policy and legislative leaders. In particular, the Wisconsin legislature preferred to keep ESSA and the school and district report cards as separate accountability systems, and DPI supported this because the two systems serve different purposes.

- **School and District Report Cards:** *assigns all schools and districts one of five performance categories.*
- **ESSA Accountability:** *identifies the lowest performing schools and student groups for support.*

Stakeholder engagement drove many aspects of the Wisconsin State Plan, which was submitted to the US Department of Education in September 2017.<sup>2</sup> The plan was approved on January 11, 2018. The first preliminary identifications were released in December 2018, and the first final identifications were released publicly in March 2019. The plan was amended in 2022 as a result of the two-year freeze on identifications due to the COVID-19 pandemic. The most recent [ESSA plan](#) is available on the DPI website.

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<sup>1</sup> Note that ESSA only applies to public schools; it does not apply to private schools participating in the Parental Choice Programs.

<sup>2</sup> [Stakeholder Feedback Summary](#) and [Wisconsin Consolidated State Plan](#)



# Crosswalk of State and ESSA Accountability

Like the Wisconsin state accountability system, the ESSA federal accountability system has an overall goal of ensuring schools are providing students with equitable, transformative, and sustainable educational experiences. The table below outlines the similarities and differences between these two systems:

|                           | State Accountability System  | ESSA Accountability System   |
|---------------------------|--|--|
| <b>Primary Purpose</b>    | To provide ratings to all schools and districts with one of five performance categories through robust and detailed performance reporting as required by <a href="#">Wis. Stat. 115.385</a> .  | To appropriately identify public schools, based on overall and student group performance, most in need of support and systems improvement as required by the <a href="#">Wisconsin ESSA State Plan</a> .   |
| <b>Primary Product</b>    | School and District Report Cards<br><i>Report cards are generated for both schools and districts.</i>  | ESSA Accountability Reports<br><i>Schools receive ESSA Accountability Reports as part of district Joint Federal Notification Packets.</i>  |
| <b>Applicability</b>      | All schools and districts, including public, charter and private schools participating in the choice program.  | Only public schools (including charters) and student groups within a school; does not apply to choice schools.   |
| <b>Reporting</b>          | Annual reporting covers five performance ratings, ranging from <i>Fails to Meet Expectations</i> to <i>Significantly Exceeds Expectations</i> , with corresponding 1-5 star ratings and accountability score on a scale of 0-100.                        | Annual reporting for all public schools, leading to one of four ESSA identification categories: <ol style="list-style-type: none"> <li>1. <i>Comprehensive Support &amp; Improvement (CSI)</i></li> <li>2. <i>Additional Targeted Support &amp; Improvement (ATSI)</i></li> <li>3. <i>Targeted Support &amp; Improvement (TSI)</i></li> <li>4. <i>Not identified</i></li> </ol> <p>A public school may be identified if it graduates fewer than 67% of students or is among the lowest-performing schools or student groups based on summary scores.</p> |
| <b>Reporting Timeline</b> | Annually by November 30.   | Annual reporting. Identification timelines differ: CSI & ATSI identifications normally occur every three years. TSI identifications normally occur every year.   |
| <b>Report Type</b>        | Public (redacted) report cards published as PDFs on the <a href="#">DPI report cards website</a> since 2011-12. Secure (unredacted) report cards are also available to schools and districts in the <a href="#">Secure Access File Exchange (SAFE)</a> . | Public reports published as PDFs on the <a href="#">DPI ESSA Accountability Reports website</a> , starting with the 2017-18 school year. Reports are released securely to schools and districts in the <a href="#">Secure Access File Exchange (SAFE)</a> . Additional reporting occurs through the <a href="#">WISEdash Public Portal</a> .   |



|  |  |   |
|--|--|---|
| <p><b>Measures</b></p>                   | <p>Four Report Card Priority Areas:</p> <ol style="list-style-type: none"> <li>1. Student Achievement (grades 3-11)</li> <li>2. School Growth (grades 4-11)</li> <li>3. Target Group Outcomes</li> <li>4. On-Track to Graduation</li> </ol> <p>Additional participation data not scored:<br/>Course and Program Data (grades 9-12)</p> | <p>Five ESSA Indicators:</p> <ol style="list-style-type: none"> <li>1. Academic Achievement (grades 3-8, 11)</li> <li>2. Student Growth (grades 4-8)</li> <li>3. Graduation (HS)</li> <li>4. Progress in Achieving English Language Proficiency</li> <li>5. Chronic Absenteeism</li> </ol>                                    |
| <p><b>Scoring</b></p>                    | <p>100 point accountability index<br/><i>Scores are based on performance averages and normative data. The purpose of the report card scoring system is to identify the appropriate overall rating category.</i></p>  | <p>Summary scores on a 1-100 scale<br/><i>Scores are based on percentile ranks. The purpose of the ESSA scoring system is to identify the schools and student groups with the lowest performance relative to other schools and student groups.</i></p>  |
| <p><b>Intervention</b></p>               | <p>Opportunity Schools Partnership Program:</p> <ul style="list-style-type: none"> <li>• <a href="#">Milwaukee</a></li> <li>• <a href="#">Other districts</a></li> </ul>   | <p>Two categories of required intervention:</p> <ol style="list-style-type: none"> <li>1. CSI: state and district monitoring and <a href="#">support for continuous improvement</a> intervention/monitoring</li> <li>2. TSI &amp; ATSI: district monitoring and <a href="#">support for continuous improvement</a></li> </ol> |
| <p><b>Funding to Support Schools</b></p> | <p>None specific to accountability results.</p>  | <p>Federal ESEA funds (Title I) available to CSI &amp; ATSI schools.</p>  |



# ESSA Accountability Reporting

DPI issues a variety of reports, dashboards, and spreadsheets to inform Wisconsin schools, districts, and communities of student group, school and statewide performance under the federal ESSA Accountability system.

## Reports

The Office of Educational Accountability issues three reports for ESSA accountability:

- 1) ESSA Accountability Report
- 2) ESSA Progress to Exit Report
- 3) Joint Federal Notifications District Summary Report

DPI issues these reports as PDFs as part of the Joint Federal Notification Packet in [SAFE](#). Preliminary reports are issued in February and final reports are issued in April. Public ESSA and district summary reports are also posted to the [DPI ESSA Accountability Report website](#).

### ESSA Accountability Report

DPI issues ESSA Accountability Reports annually. These reports compare school and student group performance to that of other schools and student groups statewide to determine which schools and student groups receive ESSA identifications.<sup>3</sup> For more information on how ESSA identifications are determined, see the *Entering an ESSA Identification* section of this Guide. For more information on interpreting the ESSA Accountability Report, please see the Guide to the ESSA Accountability Report posted on [OEA's ESSA Accountability website](#).

### ESSA Progress to Exit Report

DPI issues ESSA Progress to Exit Reports annually for schools with CSI or ATSI identifications. These reports explain how a school can exit an identification and show the data used to determine exit status. For more information on the exit process for schools who have been identified or whose student groups have been identified, see the *Exiting an ESSA Identification* section of this Guide.

### District Summary Report

DPI issues district summary reports annually. These reports provide a summary of the ESSA identification status for each school in the district, as well as the district's IDEA LEA determination and IDEA racial equity identification status. For more information on how ESSA identifications are determined, see the *Entering an ESSA Identification* section of this Guide. For more information on IDEA LEA determinations and IDEA racial equity identification statuses, schedule a [Joint Federal Notifications Support Microsoft Teams](#) meeting.

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<sup>3</sup> Student groups include the all-students group; racial/ethnic groups (Asian, Black, Hispanic, American Indian, Pacific Islander, Two or More Races, White); and service provision groups (Economically Disadvantaged (ECD), English learners (EL), Students with Disabilities (SWD)).





## Dashboards & Downloads

DPI also issues a broad variety of information on [WISEdash Public](#) - an interactive, online dashboard that fulfills ESSA reporting requirements. In particular, DPI strongly recommends reviewing the [ESSA Overview page on WISEdash Public](#), which contains links to federally required data dashboards, such as Forward and ACT assessment results, Forward and ACT participation rates, graduation rates, absenteeism rates, and more. In addition, the overview page also contains a variety of federally required data downloads that are not otherwise available on the WISEdash Public dashboards, including student growth, progress toward the long-term goals, Civil Rights Data Collection (CRDC) data, and more.

## Statewide Reporting on Long-Term Goals

ESSA requires each state to have long-term goals for academic progress and to report on statewide progress toward meeting the long-term goals. Wisconsin's long-term goals are to cut the achievement gaps and graduation gaps in half within eight years. Wisconsin also reports its measurements of interim progress through spreadsheets posted on [WISEdash Public](#).

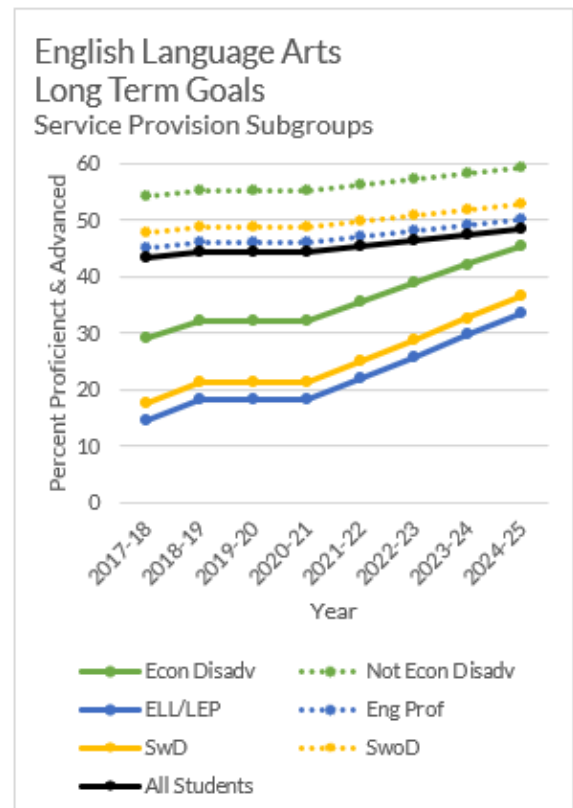
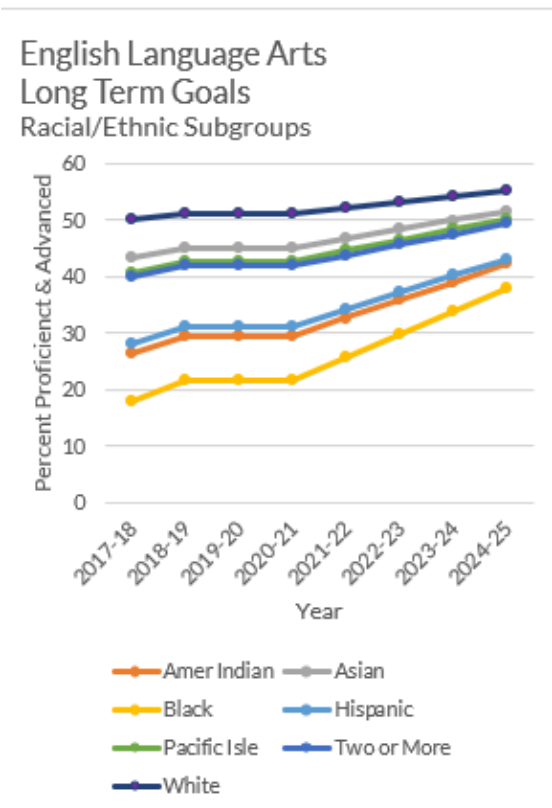
The following pages contain Wisconsin's long-term goals, which encompass:

- (1) English language arts proficiency,
- (2) Mathematics proficiency,
- (3) 4-year graduation,
- (4) 7-year graduation, and
- (5) English learner on-track to proficiency rates.



## English Language Arts Long-Term Proficiency Rate Goals

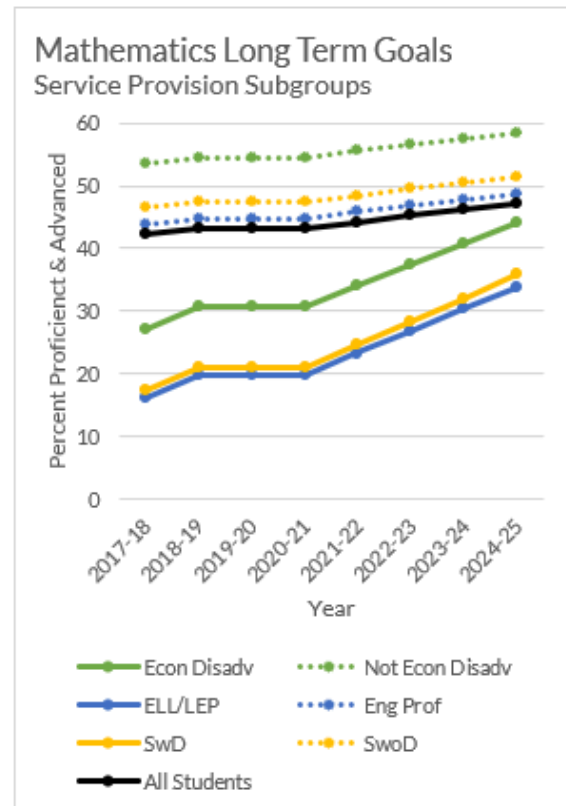
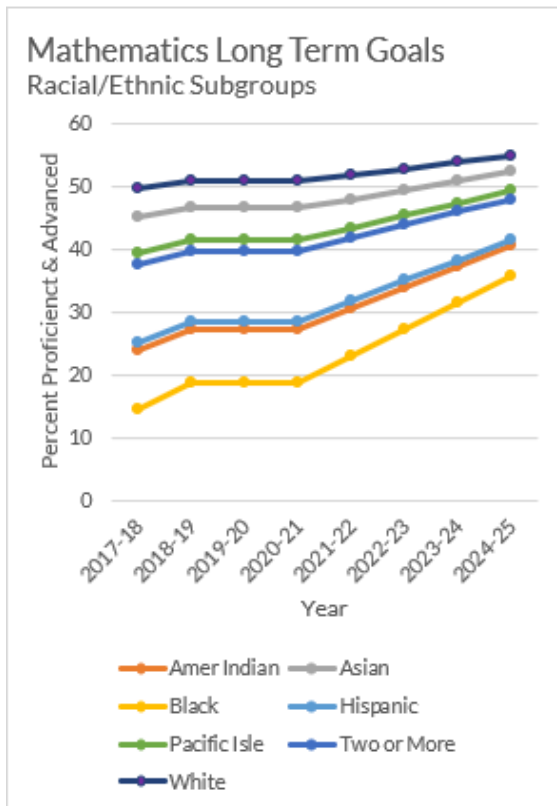
| Student Group   | Baseline 2015-16 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------|------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| All Students    | 42.3             | 43.3    | 44.3    | 44.3    | 44.3    | 45.3    | 46.3    | 47.3    | 48.3    |
| Amer Indian     | 23.1             | 26.3    | 29.5    | 29.5    | 29.5    | 32.6    | 35.8    | 39.0    | 42.2    |
| Asian           | 41.8             | 43.4    | 45.0    | 45.0    | 45.0    | 46.7    | 48.3    | 49.9    | 51.5    |
| Black           | 13.8             | 17.7    | 21.7    | 21.7    | 21.7    | 25.7    | 29.7    | 33.7    | 37.7    |
| Hispanic        | 25.1             | 28.1    | 31.1    | 31.1    | 31.1    | 34.1    | 37.1    | 40.1    | 43.1    |
| Pacific Isle    | 38.8             | 40.7    | 42.6    | 42.6    | 42.6    | 44.5    | 46.4    | 48.3    | 50.2    |
| Two or More     | 38.0             | 39.9    | 41.8    | 41.8    | 41.8    | 43.7    | 45.6    | 47.5    | 49.4    |
| White           | 49.2             | 50.2    | 51.2    | 51.2    | 51.2    | 52.2    | 53.2    | 54.2    | 55.2    |
| Econ Disadv     | 25.6             | 28.9    | 32.2    | 32.2    | 32.2    | 35.5    | 38.8    | 42.1    | 45.4    |
| Not Econ Disadv | 53.1             | 54.1    | 55.1    | 55.1    | 55.1    | 56.1    | 57.1    | 58.1    | 59.1    |
| ELL/LEP         | 10.6             | 14.4    | 18.2    | 18.2    | 18.2    | 22.0    | 25.8    | 29.6    | 33.4    |
| Eng Prof        | 44.1             | 45.1    | 46.1    | 46.1    | 46.1    | 47.1    | 48.1    | 49.1    | 50.1    |
| SwD             | 13.6             | 17.4    | 21.2    | 21.2    | 21.2    | 25.0    | 28.8    | 32.6    | 36.4    |
| SwD             | 46.8             | 47.8    | 48.8    | 48.8    | 48.8    | 49.8    | 50.8    | 51.8    | 52.8    |





## Mathematics Long-Term Proficiency Rate Goals

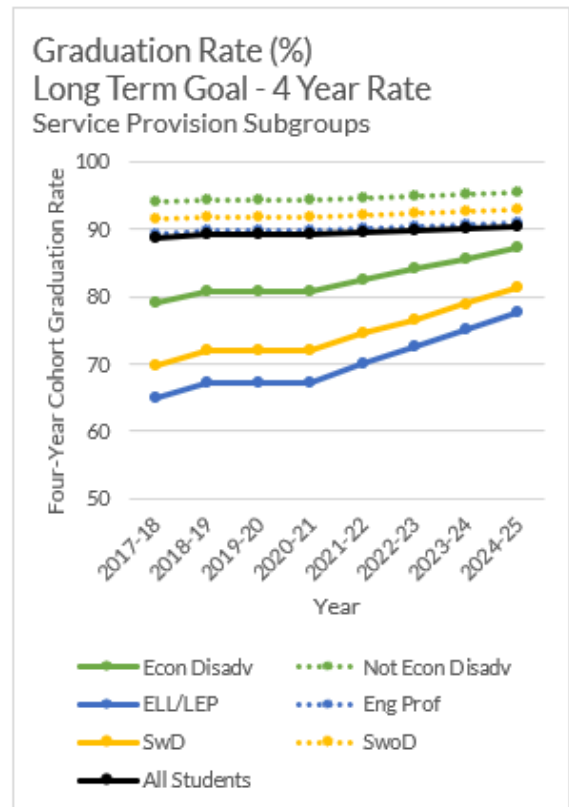
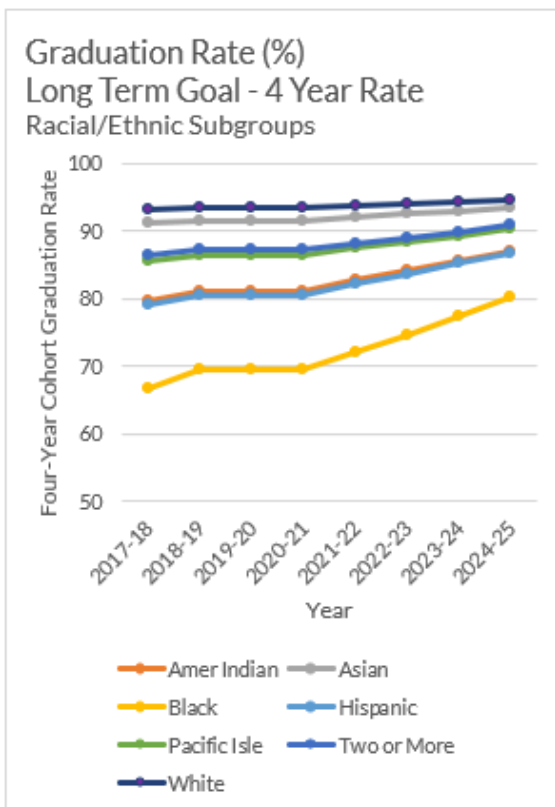
| Student Group   | Baseline 2015-16 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------|------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| All Students    | 41.2             | 42.2    | 43.2    | 43.2    | 43.2    | 44.2    | 45.2    | 46.2    | 47.2    |
| Amer Indian     | 20.5             | 23.9    | 27.2    | 27.2    | 27.2    | 30.5    | 33.8    | 37.1    | 40.4    |
| Asian           | 43.7             | 45.1    | 46.5    | 46.5    | 46.5    | 47.9    | 49.4    | 50.8    | 52.2    |
| Black           | 10.3             | 14.5    | 18.7    | 18.7    | 18.7    | 22.9    | 27.1    | 31.3    | 35.5    |
| Hispanic        | 21.7             | 25.0    | 28.3    | 28.3    | 28.3    | 31.6    | 34.9    | 38.2    | 41.5    |
| Pacific Isle    | 37.3             | 39.3    | 41.3    | 41.3    | 41.3    | 43.3    | 45.3    | 47.3    | 49.3    |
| Two or More     | 35.3             | 37.4    | 39.5    | 39.5    | 39.5    | 41.6    | 43.7    | 45.8    | 47.9    |
| White           | 48.7             | 49.7    | 50.7    | 50.7    | 50.7    | 51.7    | 52.7    | 53.7    | 54.7    |
| Econ Disadv     | 23.8             | 27.2    | 30.6    | 30.6    | 30.6    | 34.0    | 37.4    | 40.8    | 44.2    |
| Not Econ Disadv | 52.5             | 53.5    | 54.5    | 54.5    | 54.5    | 55.5    | 56.5    | 57.5    | 58.5    |
| ELL/LEP         | 12.8             | 16.3    | 19.8    | 19.8    | 19.8    | 23.3    | 26.8    | 30.3    | 33.8    |
| Eng Prof        | 42.8             | 43.8    | 44.8    | 44.8    | 44.8    | 45.8    | 46.8    | 47.8    | 48.8    |
| SwD             | 13.6             | 17.3    | 21.0    | 21.0    | 21.0    | 24.7    | 28.4    | 32.1    | 35.8    |
| SwD             | 45.5             | 46.5    | 47.5    | 47.5    | 47.5    | 48.5    | 49.5    | 50.5    | 51.5    |





## Four Year Graduation Rate Long-Term Goals

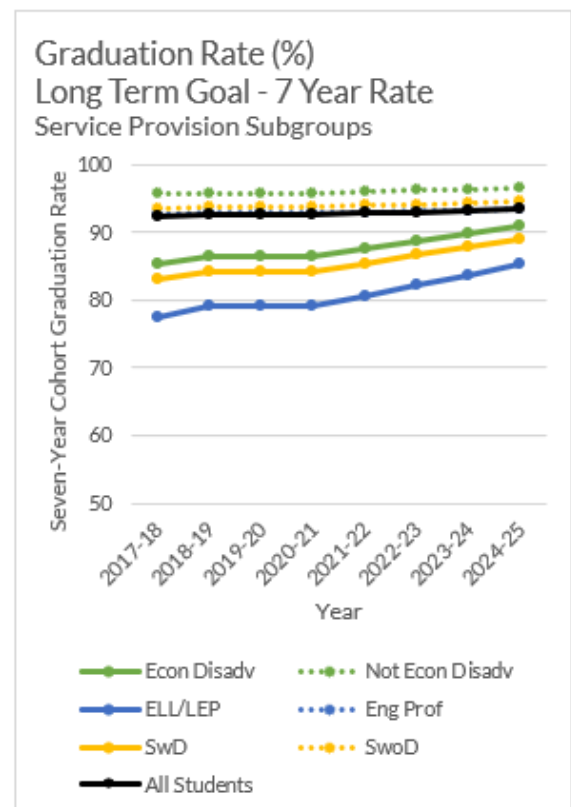
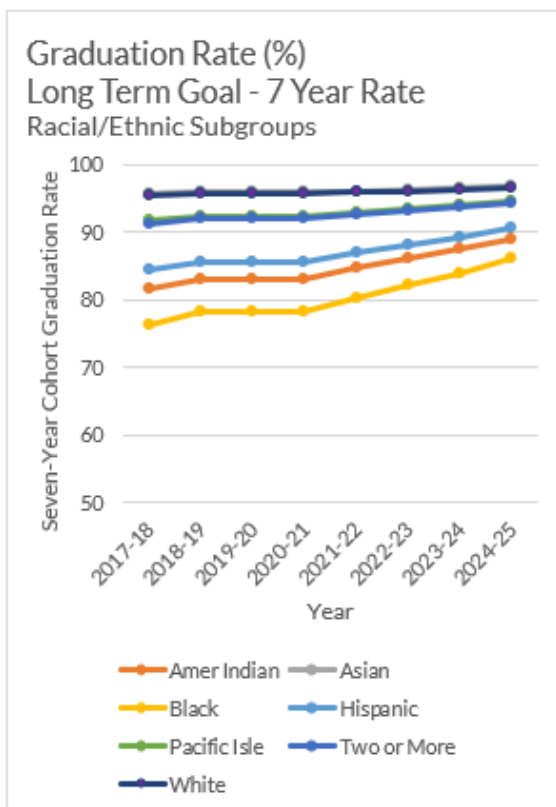
| Student Group   | Baseline 2014-15 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------|------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| All Students    | 88.4             | 88.7    | 89.1    | 89.1    | 89.1    | 89.4    | 89.7    | 90.1    | 90.4    |
| Amer Indian     | 78.1             | 79.6    | 81.1    | 81.1    | 81.1    | 82.6    | 84.1    | 85.6    | 87.1    |
| Asian           | 90.7             | 91.2    | 91.6    | 91.6    | 91.6    | 92.1    | 92.5    | 93.0    | 93.4    |
| Black           | 64.0             | 66.7    | 69.4    | 69.4    | 69.4    | 72.0    | 74.7    | 77.4    | 80.1    |
| Hispanic        | 77.5             | 79.1    | 80.6    | 80.6    | 80.6    | 82.2    | 83.7    | 85.3    | 86.8    |
| Pacific Isle    | 84.5             | 85.5    | 86.4    | 86.4    | 86.4    | 87.4    | 88.4    | 89.3    | 90.3    |
| Two or More     | 85.5             | 86.4    | 87.3    | 87.3    | 87.3    | 88.2    | 89.0    | 89.9    | 90.8    |
| White           | 92.9             | 93.2    | 93.4    | 93.4    | 93.4    | 93.7    | 94.0    | 94.2    | 94.5    |
| Econ Disadv     | 77.3             | 79.0    | 80.6    | 80.6    | 80.6    | 82.3    | 84.0    | 85.6    | 87.3    |
| Not Econ Disadv | 93.7             | 94.0    | 94.3    | 94.3    | 94.3    | 94.6    | 94.9    | 95.2    | 95.5    |
| ELL/LEP         | 62.2             | 64.8    | 67.3    | 67.3    | 67.3    | 69.9    | 72.5    | 75.0    | 77.6    |
| Eng Prof        | 89.0             | 89.3    | 89.7    | 89.7    | 89.7    | 90      | 90.3    | 90.7    | 91.0    |
| SwD             | 67.5             | 69.8    | 72.1    | 72.1    | 72.1    | 74.4    | 76.6    | 78.9    | 81.2    |
| SwoD            | 91.1             | 91.4    | 91.7    | 91.7    | 91.7    | 92.1    | 92.4    | 92.7    | 93.0    |





## Seven Year Graduation Rate Long-Term Goals\*

| Student Group   | Baseline 2012-13 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------|------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| All Students    | 92.1             | 92.3    | 92.6    | 92.6    | 92.6    | 92.8    | 93.0    | 93.3    | 93.5    |
| Amer Indian     | 80.2             | 81.7    | 83.1    | 83.1    | 83.1    | 84.6    | 86.1    | 87.5    | 89.0    |
| Asian           | 95.5             | 95.7    | 95.9    | 95.9    | 95.9    | 96.1    | 96.3    | 96.5    | 96.7    |
| Black           | 74.2             | 76.2    | 78.1    | 78.1    | 78.1    | 80.1    | 82.1    | 84.0    | 86.0    |
| Hispanic        | 83.2             | 84.4    | 85.6    | 85.6    | 85.6    | 86.9    | 88.1    | 89.3    | 90.5    |
| Pacific Isle    | 91.2             | 91.8    | 92.3    | 92.3    | 92.3    | 92.9    | 93.4    | 94.0    | 94.5    |
| Two or More     | 90.7             | 91.3    | 91.9    | 91.9    | 91.9    | 92.5    | 93.1    | 93.7    | 94.3    |
| White           | 95.2             | 95.4    | 95.6    | 95.6    | 95.6    | 95.9    | 96.1    | 96.3    | 96.5    |
| Econ Disadv     | 84.3             | 85.4    | 86.5    | 86.5    | 86.5    | 87.6    | 88.7    | 89.8    | 90.9    |
| Not Econ Disadv | 95.5             | 95.7    | 95.8    | 95.8    | 95.8    | 96.0    | 96.2    | 96.3    | 96.5    |
| ELL/LEP         | 76.0             | 77.5    | 79.1    | 79.1    | 79.1    | 80.6    | 82.2    | 83.7    | 85.3    |
| Eng Prof        | 92.5             | 92.7    | 92.8    | 92.8    | 92.8    | 93.0    | 93.2    | 93.3    | 93.5    |
| SwD             | 82.0             | 83.1    | 84.3    | 84.3    | 84.3    | 85.4    | 86.6    | 87.7    | 88.9    |
| SwoD            | 93.3             | 93.5    | 93.7    | 93.7    | 93.7    | 93.9    | 94.1    | 94.3    | 94.5    |

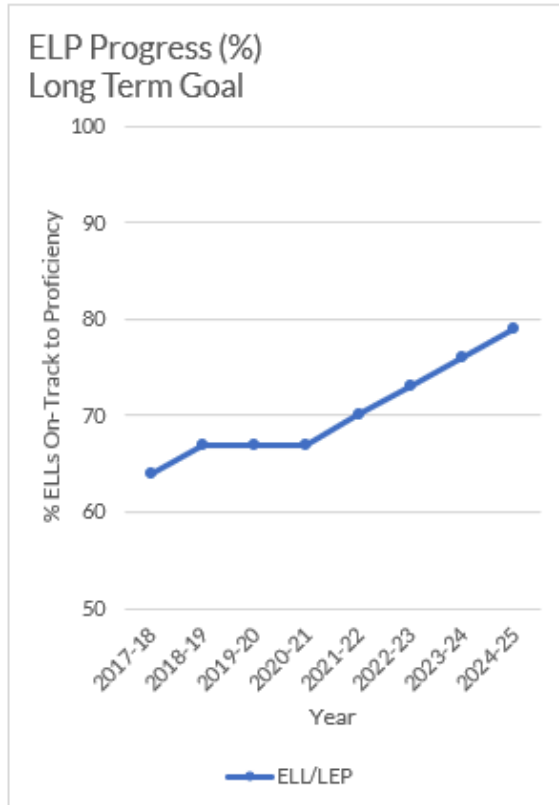


\*Rates in the table and charts are based on six-year graduation rates and are intended to provide a close approximation of seven-year graduation rates. The 2013 6-year adjusted cohort rate is based on students who graduated, after six years in high school, in 2015. DPI did not calculate seven-year graduation rates at the time of initial ESSA plan submission. The baseline rates and goals will be updated to reflect the actual seven-year rates as the data becomes available.



## ELP Progress Long-Term Goals

| Student Group | Baseline 2014-15 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---------------|------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| ELL/LEP       | 61               | 64      | 67      | 67      | 67      | 70      | 73      | 76      | 79      |





# Entering an ESSA Identification

## Accountability Indicators and Scoring

The first part of determining ESSA identifications is assigning indicator scores to each school and student group. Each school and student group receives a score on up to five indicators. To receive a score on a given indicator, the ESSA accountability system requires a minimum of 20 students (minimum cell size) for that school or student group. The five indicators in the ESSA accountability system are:

| Indicator  | Data   |
|--|--|
| <b>Academic Achievement</b>                        | <i>Points-based proficiency</i><br>Forward, DLM, ACT results (grades 3-8, 11)<br>Score reduction for any student group with a test participation rate of <95%                |
| <b>Growth</b>                                      | <i>Student Growth Percentiles (SGPs)</i><br>Grades 4-8<br>Forward results  |
| <b>Graduation</b>                                  | <i>Average 4-year and 7-year graduation rates</i>  |
| <b>Chronic Absenteeism</b>                         | <i>Percent of students with attendance rates &lt;90%.</i><br>Grades K-12<br>Includes students enrolled for at least a half-academic year defined as 90 non-consecutive days. |
| <b>English Language Proficiency (ELP) Progress</b> | <i>Student Growth Percentiles (SGPs)</i><br>Grades 1-12<br>ACCESS for ELLs results   |

Detailed business rules for each of the indicator scores are provided in the *Business Rules* section below.

After indicator scores have been assigned to each school and student group, the second part of determining ESSA identifications is ranking each indicator score statewide (indicator percentile). Indicator percentiles are calculated separately for schools graduating students and schools not graduating students. Indicator scores are ranked on a 1 to 100 scale, with 1 reflecting the lowest indicator percentile and 100 reflecting the highest indicator percentile.

After percentile rankings for each indicator have been established, the third part of determining ESSA identifications is combining the indicator percentiles to produce a summary score. In this calculation, the indicator percentiles are averaged together based on the weight for each indicator. Each indicator percentile is multiplied by the weight for that indicator and those totals are added together to get a summary score.



The weights for each indicator are set depending on which scored indicators a school has, as shown in the table below. Scenarios that include a gray box do not have enough data to be scored on one or more indicators. At a minimum, academic achievement and chronic absenteeism are needed to receive a summary score. In addition, the weight of the ELP progress indicator depends on the proportion of ELs enrolled in the school: 10% or more EL, less than 10% EL, or fewer than 20 ELs. In all scenarios, the weights will add up to 1 (or 100%).

**Table of Indicator Weights**

| Percentage English Learners              | Academic Achievement | Student Growth | Graduation Rate | Chronic Absenteeism | ELP Progress |
|--|----------------------|----------------|-----------------|---------------------|--------------|
| <b>&gt;= 10% EL</b>                      | 0.25                 | 0.25           | 0.25            | 0.15                | 0.1          |
|  | 0.375                |                | 0.375           | 0.15                | 0.1          |
|  | 0.375                | 0.375          |                 | 0.15                | 0.1          |
|  | 0.75                 |                |                 | 0.15                | 0.1          |
| <b>&lt;10% EL</b>                        | 0.267                | 0.267          | 0.267           | 0.15                | 0.05         |
|  | 0.4                  |                | 0.4             | 0.15                | 0.05         |
|  | 0.4                  | 0.4            |                 | 0.15                | 0.05         |
|  | 0.8                  |                |                 | 0.15                | 0.05         |
| <b>ELs do not meet minimum cell size</b> | 0.283                | 0.283          | 0.283           | 0.15                |              |
|  | 0.425                |                | 0.425           | 0.15                |              |
|  | 0.425                | 0.425          |                 | 0.15                |              |
|  | 0.85                 |                |                 | 0.15                |              |

The final part of determining ESSA identifications is comparing summary scores to identification thresholds. Schools that fall below the identification thresholds are identified for support and improvement. Separate thresholds are calculated for schools that graduate students and schools that do not graduate students, as well as for the all-students groups, racial/ethnic student groups, and service provision student groups (ECD, EL, SWD). See the *Ident. criteria* row of the table below for more information on how thresholds are established. Summary scores and thresholds are also used in Exit Criterion 1 as part of determining whether a school can exit an identification; for more information on this, please see the *Exiting an ESSA Identification* section of this Guide.





## ESSA Identifications

The ESSA accountability system includes three identifications:

- 1. Comprehensive Support & Improvement (CSI)**
  - a. CSI - Lowest Performance
  - b. CSI - Low Graduation Rate
  - c. ATSI - CSI Conversion (see “ATSI”, “Failure to exit” in table below)
- 2. Additional Targeted Support & Improvement (ATSI)**
- 3. Targeted Support & Improvement (TSI)**

If schools and student groups within those schools do not meet the criteria for any of the identifications above, those schools are listed as “Not Identified” in ESSA Accountability reports.

The details of the identification and improvement processes for these schools are included in Wisconsin’s [ESSA plan](#). While the ESSA accountability system is intended to identify schools for support and improvement, DPI reports results for all public schools in the state.



| Identifi-<br>cation     | CSI - Lowest<br>Performance   | CSI - Low<br>Graduation Rate   | TSI   | ATSI   |
|-------------------------|---|--|---|--|
| <b>Eligibility</b>      | All Title-I receiving schools are eligible  | All schools with a 12th grade are eligible   | Low-performing student groups are eligible  | Lowest-performing student groups are eligible  |
| <b>Ident. criteria</b>  | Schools are in the bottom 5% of overall performance among all Title-I receiving schools, ranked by summary scores   | Schools with a combined average graduation rate (4-year and 7-year) below 67%      | Student groups scoring in the bottom 10% relative to all-students groups statewide <i>and</i> the bottom 10% relative to other racial/ethnic or service provision (ECD, EL, SWD) groups for two consecutive years | Student groups that qualify for TSI <i>and</i> score below the threshold for CSI - LP identification. In other words, if the student group were a school, it would be identified for CSI - LP                          |
| <b>Ident. frequency</b> | Every 3 years   | Every 3 years  | Every year  | Every 3 years  |
| <b>Length of ident.</b> | At least 2 years, until exit  | At least 2 years, until exit   | 1 year, unless re-identified the next year  | At least 2 years, until exit or conversion to CSI  |
| <b>Failure to exit</b>  | Must exit after 4 years. More rigorous interventions from DPI apply after 4 years.  | Must exit after 4 years. More rigorous interventions from DPI apply after 4 years. | Must exit after district-determined number of years. More rigorous interventions from district apply after this time.   | Must exit after district-determined number of years. More rigorous interventions from districts apply after this time. Identification may convert to CSI after 6 years.  |
| <b>Other notes</b>      | Schools may be identified for both CSI-LP and CSI-LG.<br><br>A school participating in Alternate Accountability that misses all three of its goals in the current year and either of the two previous years will be identified for CSI. | Schools may be identified for both CSI-LP and CSI-LG.                              | A school's identified groups may differ from year to year.<br><br>A school may have multiple student groups identified for TSI.   | A school may have multiple student groups identified for ATSI.<br><br>An ATSI school may also have one or more groups identified for TSI. In this situation, the school-level identification is considered to be ATSI. |



## Business Rules

### Academic Achievement Indicator

The academic achievement indicator calculates points-based proficiency rates using up to three years of data. This indicator applies to all schools and groups with enough tested students, using data from the Forward Exam (grades 3-8), ACT with writing (grade 11), and DLM (alternate assessment for all applicable grade levels). The points-based proficiency rate is percentile ranked separately for schools that do and do not graduate students. Schools are percentile ranked compared to other schools, racial/ethnic groups are percentile ranked compared to other racial/ethnic groups, and service provision groups (ECD, EL, SWD) are percentile ranked compared to other service provision groups.

ESSA requires academic achievement calculations to penalize schools or groups with test participation below 95%, with lower test participation producing larger penalties. Wisconsin's ESSA system applies this requirement by adjusting the denominator of the points-based proficiency rate calculation to the 95% tested level for schools testing below the required 95% rate. For example, if a middle school serving students in grades 6-8 had 100 full academic year (FAY) students, but only 90 of these students participated in state assessments, the school's points-based proficiency rate is calculated by dividing the number of points by 95 (minimum participation required by ESSA) rather than 90 (the actual number of students tested).

The academic achievement indicator also:

- Uses English language arts (ELA) and mathematics test results for grades 3-8 and 11 (Forward, DLM, ACT with writing).
- Includes only full academic year (FAY) students.
- Awards zero points for students scoring Developing, 0.5 points for Approaching, 1 point for Meeting, and 1.5 points for Advanced in the points-based proficiency rate calculation.
- Caps points-based proficiency rates at 1.0.
- Uses adjusted denominators for points-based proficiency when a school or student group falls below the 95% test participation rate.
- Requires schools to have at least 20 students for at least one content area.
- Uses up to three years of data and gives more weight to more recent years and to years with more students in the calculation.
- Uses the actual count of students tested in the multi-year weighted average. The adjusted denominator for the 95% test participation requirement is not part of the weighting process.

### Student Growth Indicator

The student growth indicator combines multiple years of Student Growth Percentiles (SGPs) for ELA and mathematics into mean SGPs for schools and student groups. Mean SGPs are percentile ranked separately for schools that do and do not graduate students. Schools are percentile ranked compared to other schools, racial/ethnic groups are percentile ranked compared to other racial/ethnic groups, and service provision groups (ECD, EL, SWD) are percentile ranked compared to other service provision groups.

The student growth indicator also:



- Is only available to schools with grades 4-8.
- Includes FAY students that have a test record in the prior year.
- Requires schools to have at least 20 students for at least one content area.
- Uses up to six years of data to calculate student-level SGPs. This is based upon the most recent year and up to five prior years' data.
- Uses up to three years of school-level mean SGPs and gives more weight to more recent years and to years with more students in the calculation.

### **Graduation Rate Indicator**

The graduation rate indicator averages 4- and 7-year adjusted cohort graduation rates for the most recently available school year. Schools are percentile ranked compared to other schools, racial/ethnic groups are percentile ranked compared to other racial/ethnic groups, and service provision groups (ECD, EL, SWD) are percentile ranked compared to other service provision groups. This indicator applies to all schools with a 12th grade.

The graduation rate indicator also:

- Requires both a 4- and 7-year rate in order for a school or student group to receive a graduation rate score.
- Equally weights 4-year and 7-year graduation rates in the average graduation rate.
- Uses data lagged by one year due to timing of data collection.

### **ELP Progress Indicator**

Like the student growth indicator, the ELP progress indicator combines multiple years of SGPs from the ACCESS for ELLs exam into mean SGPs, which are the same for the school and the EL student group. These multi-year mean SGPs are percentile ranked separately for schools that do and do not graduate students. This indicator applies to all schools for whom at least 20 SGPs are calculated in the most recent year. Most schools do not meet this minimum cell size.

The ELP progress indicator also:

- Is available to schools with grades 1-12.
- Includes FAY students that have at least one prior test record.
- Uses up to six years of data to calculate student-level SGPs. This is based upon the most recent year and up to five prior years' data.
- Uses up to three years of school-level mean SGPs, giving more weight to more recent years and to years with more students in the calculation.

### **Chronic Absenteeism Indicator**

The chronic absenteeism indicator uses a multi-year chronic absenteeism rate. This rate is converted to a percentile ranking separately for schools that do and do not graduate students, and based upon one of three applicable comparison groups: all-students, racial/ethnic groups, and service provision groups (ECD, EL, SWD). This indicator applies to all schools.

The chronic absenteeism indicator also:



- Includes students that were enrolled at least 90 days (do not need to be contiguous).<sup>4</sup>
- Considers a student to be chronically absent if they missed more than 10% of possible attendance days.
- Uses data lagged by one year due to timing of data collection.
- Uses up to three years of data and gives more weight to more recent years and to years with more students in the calculation.

## Other Business Rules

- In order to be included in the system of ESSA identifications, a school or student group must have at minimum both an academic achievement and chronic absenteeism indicator percentile rank.
- Some schools lack sufficient data to calculate a summary score but have sufficient data for some indicators. These Alternate Accountability schools are included when ranking indicator outcomes if they have at least 20 students for the indicator in question. Alternate accountability schools are still eligible for CSI.
- A school participating in Alternate Accountability that misses all three of its goals in the current year and either of the two previous years will be identified for CSI.
- For all indicators that use multiple years of data, more recent years are weighted more heavily and the most recent year of data is required to have an indicator score. Specifically, when three years of data is available, the weights are 1.5 for the current year, 1.25 for the prior year, and 1 for two years prior. When two years of data are available, the weights are 1.5 for the current year and 1 for either the year prior or two years before. When one year of data is available, the weight is 1 for the current year.

## Examples

### Case 1: Wood Violet Elementary School, Identified for CSI

Consider the following indicator values for all-students and economically disadvantaged (ECD) student group performance at Wood Violet Elementary School. These indicator values were determined by the multi-year averaging process. For simplicity, assume that the ECD student group is the only group meeting minimum cell size requirements at the school. Percentile ranks for these groups were calculated based upon the all-students group and service provision groups, respectively, at non-high schools statewide. The corresponding weights are also provided.

Data for Wood Violet Elementary School

|                      | All-Students Group |                      |        | ECD Student Group |                      |        |
|----------------------|--------------------|----------------------|--------|-------------------|----------------------|--------|
|                      | Indicator Score    | Indicator Percentile | Weight | Indicator Score   | Indicator Percentile | Weight |
| Academic Achievement | 9                  | 6                    | 40%    | 12                | 12                   | 42.5%  |
| Student Growth       | 23.5               | 4                    | 40%    | 39.5              | 6                    | 42.5%  |
| Graduation           |                    |                      |        |                   |                      |        |
| Chronic Absenteeism  | 22                 | 3                    | 15%    | 7                 | 60                   | 15%    |
| EL Progress          | 31                 | 3                    | 5%     |                   |                      |        |

<sup>4</sup> This minimum enrollment length is in response to the ESSA requirement that students be enrolled at least half of an academic year (HAY) in order to be included in absenteeism indicator calculations.



The all-students and ECD student group summary scores are calculated using the indicator percentiles and weights:

$$\begin{aligned} \text{All-students summary score} &= (6 * 0.40) + (4 * 0.40) + (3 * 0.15) + (3 * 0.05) \\ &= 4.6 \end{aligned}$$

$$\begin{aligned} \text{ECD summary score} &= (12 * 0.425) + (6 * 0.425) + (60 * 0.15) \\ &= 16.65 \end{aligned}$$

All-students and student group summary scores across the state are ranked to determine thresholds for ESSA identifications. The hypothetical thresholds for the current year in this example are as follows:

$$\begin{aligned} \text{All-students CSI and ATSI threshold} &= 6.2 \\ \text{Service provision group TSI threshold} &= 12 \end{aligned}$$

Since the all-students group score falls under the CSI threshold, Wood Violet Elementary School is identified for comprehensive support. The ECD group is not identified for TSI because its summary score exceeds the service provision group TSI threshold and because student groups at CSI schools cannot receive TSI or ATSI identifications.

## Case 2: Mourning Dove Middle School, Identified for TSI

Consider the following indicator values for all-students and black student group performance at Mourning Dove Middle School. These indicator values were determined by the multi-year averaging process. For simplicity, assume that the black student group is the only group meeting minimum cell size requirements at the school. Percentile ranks for these groups were calculated based upon the all-students group and racial groups, respectively, at non-high schools statewide. The corresponding weights are also provided.

### Data for Mourning Dove Middle School

|                      | All-Students Group |                      |        | Black Student Group |                      |        |
|----------------------|--------------------|----------------------|--------|---------------------|----------------------|--------|
|                      | Indicator Score    | Indicator Percentile | Weight | Indicator Score     | Indicator Percentile | Weight |
| Academic Achievement | 47                 | 32                   | 42.5%  | 8.5                 | 4                    | 42.5%  |
| Student Growth       | 42.5               | 27                   | 42.5%  | 24.5                | 3                    | 42.5%  |
| Graduation           |                    |                      |        |                     |                      |        |
| Chronic Absenteeism  | 4                  | 84                   | 15%    | 26                  | 5                    | 15%    |
| EL Progress          |                    |                      |        |                     |                      |        |

The all-students and black student group scores are calculated using the indicator percentiles and weights:

$$\begin{aligned} \text{All-Students summary score} &= (32 * 0.425) + (27 * 0.425) + (84 * 0.15) \\ &= 37.675 \end{aligned}$$

$$\text{Black student group score} = (4 * 0.425) + (3 * 0.425) + (5 * 0.15)$$



$$= 3.725$$

All-students and student group summary scores across the state are ranked to determine thresholds for ESSA identifications. The hypothetical thresholds for the current year in this example are as follows:

All-Students CSI and ATSI threshold = 6.2  
 Racial student group TSI threshold = 10.4

The school does not qualify for comprehensive support based on the performance of the all students group (the all-students score is above the CSI threshold). However, the black student group falls under the threshold for TSI and under the threshold for ATSI, revealing that the student group has been consistently underperforming. Mourning Dove Middle School is therefore identified for TSI.

### Case 3: Honeybee High School, Not Identified

Consider the following indicator values for all-students and students with disabilities group (SWD) performance at Honeybee High School. These indicator values were determined by the multi-year averaging process. For simplicity, assume that the SWD group is the only student group meeting minimum cell size requirements at the school. Percentile ranks for these groups were calculated based upon the all-students group and service provision groups, respectively, at high schools statewide. The corresponding weights are also provided.

#### Data for Honeybee High School

|                      | All-Students Group |                      |        | SWD Subgroup    |                      |        |
|----------------------|--------------------|----------------------|--------|-----------------|----------------------|--------|
|                      | Indicator Score    | Indicator Percentile | Weight | Indicator Score | Indicator Percentile | Weight |
| Academic Achievement | 40                 | 78                   | 37.5%  | 41              | 73                   | 42.5%  |
| Student Growth       |                    |                      |        |                 |                      |        |
| Graduation           | 94                 | 83                   | 37.5%  | 91              | 86                   | 42.5%  |
| Chronic Absenteeism  | 1                  | 90                   | 15%    | 1               | 92                   | 15%    |
| EL Progress          | 61                 | 52                   | 10%    |                 |                      |        |

The all-students and SWD group scores are calculated using the indicator percentiles and weights:

$$\begin{aligned} \text{All-Students summary score} &= (78 * 0.375) + (83 * 0.375) + (90 * 0.15) + (52 * 0.10) \\ &= 79.075 \end{aligned}$$

$$\begin{aligned} \text{SWD group score} &= (73 * 0.425) + (86 * 0.425) + (92 * 0.15) \\ &= 81.375 \end{aligned}$$

All-students and student group summary scores across the state are ranked to determine thresholds for ESSA identifications. The hypothetical thresholds for the current year in this example are as follows:

All-students CSI and ATSI threshold = 6.8  
 Service provision student group TSI threshold = 12.1



Honeybee High School does not meet the criteria for CSI, ATSI, or TSI, as its all-students summary score was above the CSI threshold, its graduation rate was above 67%, and its SWD group summary score was above the TSI threshold.





# Exiting an ESSA Identification

## General Exit Criteria

In addition to engaging in required improvement activities, schools must meet three criteria to exit a CSI or ATSI identification. A school or student group must:

- 1) Not be eligible for identification in the current year.
- 2) Make sustained and sustainable improvement toward the long-term goals.
- 3) Either
  - a) CSI: Demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.
  - b) ATSI: Demonstrate evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified student group(s), are in place.

TSI identifications are made annually. Schools exit this identification automatically if they are not re-identified the following year.

Please refer to the *ESSA Identifications Timeline* section in this Guide for more information about when a school has the opportunity to exit.

## CSI-Lowest Performance

### Exit Criteria

In order to exit a CSI-Lowest Performance (CSI-LP) identification, a school must meet three criteria:

#### Criterion 1

*The school must not be eligible for identification in the current year.*

The current year's summary score for the all-students group must be above both:

- a) The CSI-LP threshold from the school year when the school was identified, and
- b) The CSI-LP threshold in the current year.

#### Criterion 2

*The school must make sustained and sustainable improvement toward the long-term goals.*



A school or group demonstrates progress toward a long-term goal when it shows that its performance on the measure has improved over time in at least one of two specific ways:

- (a) The school or group performs better on the goal in both of the two most recent years than it performed at the time it was identified.
- (b) The school or group shows consistent improvement on the goal over the three most recent years.

The long-term goals include:

- (1) The ELA points-based proficiency rate
- (2) The mathematics points-based proficiency rate
- (3) The four-year graduation rate
- (4) The seven-year graduation rate
- (5) The rate of English learners who are on track to achieve English proficiency.

These criteria are applied separately for each of the long-term goals. A long-term goal is inapplicable if the school does not have enough data to determine progress.

### Criterion 3

*The school must demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.*

To demonstrate such evidence, a school must receive a rating of Accomplished or Exemplary on certain components of the WI DPI Continuous Improvement Process Criteria and Rubric (R3, R4, R7, P4, P5, P6, A1, A2, D2, D3, D4, S1, and S2). The relevant criteria are also indicated in parentheses after each item below. Documentation and other evidence relevant to this exit criterion are collected throughout the school year.

Specifically, the school must demonstrate that:

- 1) There is an effective system that:
  - a) Involves diverse stakeholders in improvement planning and includes improvement teams reflecting diverse stakeholders and roles (R3, R4 & P6).
  - b) Supports educators' use of an evidence-based improvement strategy that is aligned with identified needs and positively impacts student learning (P4 & P5). At least one improvement strategy must meet criteria for levels 1, 2, or 3 of the ESSA tiers of evidence.
  - c) Can be replicated for new initiatives (A1 & A2).
- 2) Systems, structures, and/or procedures to support continuous improvement have been implemented effectively and are monitored and sustainable:
  - a) The team implements the plan with fidelity and collects educator practice and student outcome data to assess implementation and impact (D2, D3 & D4).
  - b) The team reviews educator practice and student outcome data regularly and systematically and uses this analysis to revise action steps and inform subsequent decisions and plans. (R7, S1 & S2).



**Example**

Wood Violet Elementary has had a CSI-LP identification for three years. Because there are at least two years of data available after identification, Wood Violet Elementary has the opportunity to exit its identification, but it must meet the three exit criteria above.

**Criterion 1: *The school must not be eligible for identification in the current year.***

| Student Group | Summary Score (Current Year) | ID Year Threshold | Current Year Threshold |
|---------------|------------------------------|-------------------|------------------------|
| All-Students  | 7.1                          | 6.2               | 6.7                    |

This year, Wood Violet Elementary’s summary score is 7.1. The CSI identification threshold from the year it was first identified (ID Year Threshold) is 6.2. The CSI threshold in the current year is 6.7. Because Wood Violet Elementary’s current summary score is higher than both the CSI identification threshold when it was identified and the current CSI threshold, Wood Violet Elementary passes Criterion 1.

**Criterion 2: *The school must make sustained and sustainable improvement toward the long-term goals.***

A school must demonstrate progress toward the long-term goals by either (definition A) exceeding the initial performance that led to the school’s identification in the two most recent years in which enough data is available or (definition B) showing improvement in the two most recent intervals.

1) ELA Points-Based Proficiency Rate

| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| All-Students  | 15.1                   | 13.9          | 14.8      | 16.7      |

Three years ago, when the school was identified for CSI-LP, Wood Violet Elementary’s ELA points-based proficiency rate was 15.1. Two years ago, it was 13.9. One year ago, it was 14.8. This year, it was 16.7. Wood Violet Elementary has not met definition A, because 14.8 and 16.7 are not both greater than 15.1 (it has not exceeded the initial performance that led to its identification in both of the two most recent years). However, Wood Violet Elementary has met definition B, because 14.8 is greater than 13.9, and 16.7 is greater than 14.8 (the two most recent intervals have both shown improvement). Since a school only needs to show progress through either definition A or definition B, Wood Violet Elementary has demonstrated progress towards the ELA points-based proficiency rate long-term goal.

2) Mathematics Points-Based Proficiency Rate



| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| All-Students  | 17.1                   | 18.7          | 18.1      | 20.4      |

Three years ago, when the school was identified for CSI-LP, Wood Violet Elementary’s mathematics points-based proficiency rate was 17.1. Two years ago, it was 18.7. Last year, it was 18.1. This year, it was 20.4. Wood Violet Elementary has met definition A, because 18.1 and 20.4 are both greater than 17.1 (it has exceeded the initial performance that led to its identification in both of the two most recent years). However, Wood Violet Elementary has not met definition B, because 18.1 is less than 18.7, even though 20.4 is greater than 18.1 (the two most recent intervals have not both shown improvement). Since a school only needs to show progress through either definition A or definition B, Wood Violet Elementary has demonstrated progress towards the mathematics points-based proficiency rate long-term goal.

3) Four-Year Graduation Rate Long-Term Goal

Wood Violet Elementary is an elementary school and does not graduate students. Since graduation is not an applicable measure for this school, this long-term goal is not applicable.

4) Seven-Year Graduation Rate Long-Term Goal

Wood Violet Elementary is an elementary school and does not graduate students. Since graduation is not an applicable measure for this school, this long-term goal is not applicable.

5) On-Track to English Language Proficiency Long-Term Goal

| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| All-Students  | 12.0                   | 17.4          | 15.4      | 11.9      |

Three years ago, when the school was identified for CSI-LP, Wood Violet Elementary’s rate of students who were on-track to English language proficiency was 12.0. Two years ago, it was 17.4. Last year, it was 15.4. This year, it was 11.9. Wood Violet Elementary has not met definition A, because 15.4 is greater than 12.0 but 11.9 is not (it has not exceeded the initial performance that led to its identification in both of the two most recent years). Wood Violet Elementary has also not met definition B, because 15.4 is less than 17.4, and 11.9 is less than 15.4 (the two most recent intervals have not both shown improvement). Since neither definition has been met, Wood Violet Elementary has not shown progress towards the on-track to English language proficiency long-term goal.

*Exit Criterion 2 Summary*

Wood Violet Elementary has shown progress in both ELA points-based proficiency and mathematics points-based proficiency. Furthermore, the graduation long-term goals are not applicable for Wood Violet Elementary. However, Wood Violet Elementary has not shown



progress in on-track to English language proficiency. Since all the applicable long-term goals have not been met, Wood Violet Elementary has not met Criterion 2.

**Criterion 3: *The school must demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.***

Wood Violet Elementary has been working with its DPI Title I contact since it was identified for CSI-LP to implement and document its continuous improvement efforts with the WI DPI Continuous Improvement Process Criteria and Rubric. CSI-LP schools are required to pass the following rubric components: R3, R4, R7, P4, P5, P6, A1, A2, D2, D3, D4, S1, and S2. This year the school was evaluated on all of these components and received a mix of Developing, Accomplished, and Exemplary ratings on these components. Since a school must receive ratings of Accomplished or Exemplary on all the above rubric components, Wood Violet Elementary has not met Criterion 3.

### **Summary**

Wood Violet Elementary met Criterion 1 but did not meet Criteria 2 or 3. Since the school did not meet all three criteria, Wood Violet Elementary will not exit its CSI-LP identification this year.

### **Timeline**

See the *ESSA Identification Timeline* section of this Guide for more specific timeline information.

In general, a school has the opportunity to exit a CSI-LP identification after two years of holding the identification.

In general, a school that does not exit a CSI-LP identification after four years of holding the identification is subject to more rigorous intervention by DPI. COVID-19 delayed this intervention for Cohort 1 of CSI-LP-schools, identified in 2018-19 (using 2017-18 data), to 2024-25.

### **FAQs**

**When does my school have the opportunity to exit its CSI-Lowest Performance identification?**

A school identified for CSI-LP has the opportunity to exit its identification once DPI has two years of data following identification and these data show improvement that meets all three exit criteria (listed above). For example, a school identified for CSI-LP in December 2022, based on data for the 2021-22 school year, has the opportunity to exit after data for the 2022-23 and 2023-24 school years are available.

A school exits its identification status at the end of June if the school meets all three relevant exit criteria. For example, the earliest a CSI-LP school identified in December 2022 can exit would be June 2025. In the meantime, DPI will provide Progress to Exit Reports for the school that describe the school's performance on the exit criteria. A preliminary report is typically issued in February and a final report is typically issued in April of each school year.



If my school is eligible for both CSI-Low Graduation Rate and CSI-Lowest Performance, can we exit both in the same year?

Yes, a school that is identified for both CSI-LG and CSI-LP may exit both identifications in the same year if it meets the exit criteria for both identifications. The school must exit each identification separately. For example, if a school with both identifications has the opportunity to exit from CSI-LG but not CSI-LP, the school will exit its CSI-LG identification but will remain identified as CSI-LP.

**What happens to the CSI-Lowest Performance identification if my school has too few students to receive a summary score in a later year (too few students to consider for Exit Criterion 1)?**

In cases where a CSI-LP school has fewer than 20 full academic year (FAY) tested students for the academic achievement indicator and/or fewer than 20 half academic year students for the chronic absenteeism indicator, an alternate exit criterion is applied in place of Criterion 1. The Alternate Criterion uses evidence collected through the alternate accountability determination form. In general, these schools must:

- 1) ***In the current year:*** Receive ratings of “Maintaining or Improving Performance” on the ELA Academic Performance, Mathematics Academic Performance, and On-Track for Success priority areas of the alternate accountability determination form.
- 2) ***In the prior year:*** Either demonstrate progress on all applicable long-term goals under Exit Criterion 2 OR if prior-year long-term goal data are not available, receive ratings of “Maintaining or Improving Performance” on the ELA Academic Performance, Mathematics Academic Performance, and On-Track for Success priority areas of the alternate accountability determination form in the prior year.

Please note that the On-Track for Success priority area is only applicable for high schools in this exit criterion.

These schools must also pass Exit Criterion 3.

For more information about alternate accountability, please see the [OEA Alternate Accountability](#) webpage.

**What happens to the CSI-Lowest Performance identification if my school has too few students to determine progress toward long-term goals (too few students to consider for Exit Criterion 2)?**

A school identified for CSI-LP must demonstrate progress on all long-term goals that are applicable for that school. A long-term goal is considered applicable when (a) the goal is relevant to the school’s identification and grade configuration and (b) the school has sufficient data to demonstrate progress. In the context of the long-term goals, a school has sufficient data when it meets the minimum cell size of 20 in the current year and at least two prior years.

If a school does not meet the minimum cell size of 20 FAY tested students in the current year for at least one achievement long-term goal, it also does not have enough data to calculate a summary score. Instead, the Alternate Criterion (described above) is applied.



If a school meets the minimum cell size of 20 FAY tested students in the current year for at least one achievement long-term goal, but it does not have sufficient prior-year data to demonstrate progress, the long-term goal(s) for which it has insufficient prior-year data are inapplicable and do not affect the school's ability to exit. The school will still be evaluated on any other long-term goals for which it has sufficient data. If the school does not have sufficient data for any long-term goals, then Exit Criterion 2 is inapplicable in its entirety and does not affect the school's ability to exit.

All CSI-LP schools must also pass Exit Criterion 3.

### What happens to my school's CSI identification if my school closes or changes grade configurations?

Identifications are tied to school codes used for accountability. When a school closes, the code is retired, and the identification goes away with it. Identified schools that undergo grade reconfigurations or other changes that retain their school codes also retain their identification. [DPI's Reassignment of School Codes policy](#) has more information about reassignment or retention of school codes.

## CSI-Low Graduation Rate

### Exit Criteria

In order to exit a CSI-LG identification, a school must meet three criteria:

#### Criterion 1

*The school must not be eligible for identification in the current year.*

A CSI-LG school must have either:

- 1) An average four- and seven-year graduation rate that is at least 67 percent, or
- 2) If a seven-year graduation rate is not available, a four-year rate that is at least 67 percent.

#### Criterion 2

*The school must make sustained and sustainable improvement toward the graduation long-term goals.*

To demonstrate progress on the long-term goals, either:

- 1) The school's four-year and seven-year graduation rates both exceed the initial rates that led to the school's identification in both of the most recent two years for which enough data are available, or
- 2) The school shows improvement on the graduation long-term goals in both of the two most recent intervals.

#### Criterion 3

*The school must demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.*

To demonstrate such evidence, a school must receive a rating of Accomplished or Exemplary on certain components of the WI DPI Continuous Improvement Process Criteria and Rubric (R3, R4, R7, P6, P4, P5, A1, A2, D2, D3, D4, S1, and S2). The relevant criteria are also indicated in



parentheses after each item below. Documentation and other evidence relevant to this exit criterion are collected throughout the school year.

Specifically, the school must demonstrate that:

- 1) There is an effective system that:
  - a) Involves diverse stakeholders in improvement planning and includes improvement teams reflecting diverse stakeholders and roles (R3, R4 & P6).
  - b) Supports educators' use of an evidence-based improvement strategy that is aligned with identified needs and positively impacts student learning (P4 & P5). At least one improvement strategy must meet criteria for levels 1, 2, or 3 of the ESSA tiers of evidence.
  - c) Can be replicated for new initiatives (A1 & A2).
- 2) Systems, structures, and/or procedures to support continuous improvement have been implemented effectively and are monitored and sustainable:
  - a) The team implements the plan with fidelity and collects educator practice and student outcome data to assess implementation and impact (D2, D3 & D4).
  - b) The team reviews educator practice and student outcome data regularly and systematically and uses this analysis to revise action steps and inform subsequent decisions and plans (R7, S1 & S2).

### Example

Honeybee High has had a CSI-LG identification for three years. Because there are at least two years of data available after identification, Honeybee High has the opportunity to exit its identification, but it must meet the three exit criteria above.

**Criterion 1: *The school must not be eligible for identification in the current year.***

This year, Honeybee High has an average four- and seven-year graduation rate of 71.1%. Since this is greater than the 67% threshold, Honeybee High has met Criterion 1.

**Criterion 2: *The school must make sustained and sustainable improvement toward the long-term goals.***

A school must demonstrate progress toward four-year and seven-year graduation rate long-term goals by either (definition A) exceeding the initial performance that led to the school's identification in the two most recent years in which enough data is available or (definition B) showing improvement in the two most recent intervals.

1) Four-Year Graduation Rate

| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| All-Students  | 61.5%                  | 65.2%         | 64.7%     | 68.2%     |

Three years ago, when the school was identified for CSI-LG, Honeybee High had a four-year graduation rate of 61.5%. Two years ago, it was 65.2%. Last year, it was 64.7%. This year, it is





68.2%. Honeybee High has met definition A, because 64.7% and 68.2% are both greater than 61.5% (it has exceeded the initial performance that led to its identification in both of the two most recent years). However, Honeybee High has not met definition B, because 64.7% is less than 65.2% even though 68.2% is greater than 64.7% (the two most recent intervals have not both shown improvement). Since a school only needs to show progress through either definition A or definition B, Honeybee High has demonstrated progress towards the four-year graduation rate long-term goal.

2) Seven-Year Graduation Rate

| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| All-Students  | 64.9%                  | 64.7%         | 71.5%     | 74.0%     |

Three years ago, when the school was identified for CSI-LG, Honeybee High had a seven-year graduation rate of 64.9%. Two years ago, it was 64.7%. Last year, it was 71.5%. This year, it is 74.0%. Honeybee High has met definition A, because 71.5% and 74.0% are both greater than 64.9% (it has exceeded the initial performance that led to its identification in both of the two most recent years). Honeybee High has also met definition B, because 71.5% is greater than 64.7%, and 74.0% is greater than 71.5% (the two most recent intervals have both shown improvement). Honeybee High has therefore demonstrated progress towards the seven-year graduation rate long-term goal.

**Criterion 3: Demonstrate evidence of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.**

Honeybee High has been working with its DPI Title I contact since it was identified for CSI-LG to implement and document its continuous improvement efforts with the WI DPI Continuous Improvement Process Criteria and Rubric. This year, the school was evaluated on the following rubric components: R3, R4, R7, P6, P4, P5, A1, A2, D2, D3, D4, S1, and S2. The school received a mix of Developing, Accomplished, and Exemplary ratings on these components. Since a school must receive ratings of Accomplished or Exemplary on all rubric components relevant to exit for its identification type, Honeybee High has not met Criterion 3.

**Summary**

Honeybee High met Criteria 1 and 2 but did not meet Criterion 3. Since the school did not meet all three criteria, Honeybee High will not exit its CSI-LG identification this year.

**Timeline**

See the *ESSA Identification Timeline* section of this Guide for more specific timeline information.

In general, a school has the opportunity to exit a CSI-LG identification after two years of holding the identification.

In general, a school that does not exit a CSI-LG identification after four years of holding the identification is subject to more rigorous intervention by DPI. However, COVID-19 delayed this



intervention for Cohort 1 of CSI-LG-schools, identified in 2018-19 (using 2017-18 data), to 2024-25.

## FAQs

### When does my school have the opportunity to exit its CSI-Low Graduation Rate identification?

A school identified for CSI-LG has the opportunity to exit its identification once DPI has two years of data following identification and these data show improvement that meets the exit criteria (listed above). For example, a school identified for CSI-LG in December 2022, based on lagged graduation data from the 2020-21 school year, has the opportunity to exit in the 2024-25 school year, when lagged graduation data from the 2021-22 and 2022-23 school years are available

A school exits its identification status at the end of June if the school meets all three relevant exit criteria. For example, the earliest a CSI-LG school identified in December 2022 can exit would be June 2025. In the meantime, DPI will provide Progress to Exit Reports for the school that describe the school's performance on the exit criteria. A preliminary report is typically issued in February and a final report is typically issued in April of each school year.

### If my school is identified for both CSI-Low Graduation Rate and CSI-Lowest Performance, can we exit both in the same year?

Yes, a school that is identified for both CSI-LG and CSI-LP may exit both identifications in the same year if it meets the exit criteria for both identifications. The school must exit each identification separately. For example, if a school with both identifications has the opportunity to exit from CSI-LG but not CSI-LP, the school will exit its CSI-LG identification but will remain identified as CSI-LP.

### For CSI-Low Graduation Rate, what if my four- or seven-year cohort no longer has at least 20 students?

Schools identified for CSI-LG may be evaluated using their four-year graduation rate alone if their seven-year graduation cohort has fewer than 20 students. If a school has fewer than 20 students in their four-year graduation cohort, an alternate exit criterion is applied in place of Criteria 1 and 2. The Alternate Criterion uses evidence collected through the alternate accountability determination form. In general, these schools must:

- 1) ***In the current year:*** Receive a "Maintaining or Improving Performance" rating in the On-Track for Success priority area on the alternate accountability determination form.
- 2) ***In the prior year:*** Either demonstrate progress on both graduation long-term goals under Exit Criterion 2 (or demonstrate progress on the four-year graduation rate long-term goal if data for the seven-year graduation rate long-term goal is not available) OR if prior-year long-term goal data is not available, receive a rating of "Maintaining or Improving Performance" in the On-Track for Success priority area on the alternate accountability determination form in the prior year.

These schools must also pass Exit Criterion 3.

For more information about alternate accountability, please see the [OEA Alternate Accountability](#) webpage.



What happens to my school's CSI identification if my school closes or changes grade configurations?

Identifications are tied to school codes used for accountability. When a school closes, the code is retired and the identification goes away with it. Identified schools that undergo grade reconfigurations or other changes that retain their school codes also retain their identification. [DPI's Reassignment of School Codes policy](#) has more information about reassignment or retention of school codes.

## ATSI

### Exit Criteria

In order to exit an Additional Targeted Support and Improvement (ATSI) identification, a school's identified student group must meet three criteria:

#### Criterion 1

*The group must not be eligible for identification in the current year.*

An ATSI student group must have a summary score that is above both:

- a) The ATSI identification threshold from the school year when the student group was identified, and
- b) The ATSI identification threshold in the current year.

#### Criterion 2

*The school must make sustained and sustainable improvement toward the long-term goals.*

To demonstrate progress on the long-term goals, either:

- a) Performance on the goal exceeds both of the two most recent years of available data exceeds the performance reported in the year it was identified, or
- b) Performance on the goal increases over both of the two most recent intervals of available data.

The long-term goals include the ELA points-based proficiency rate, mathematics points-based proficiency rate, four-year graduation rate, seven-year graduation rate, and (for identified English learner student groups only) the rate of English learners who are on-track to English language proficiency. These criteria are applied separately for each of the long-term goals. A long-term goal is considered inapplicable if the school does not have enough data to determine progress.

#### Criterion 3

*The school must demonstrate evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified student group(s), are in place.*

To meet Exit Criterion 3, the school must demonstrate such evidence to the LEA and the LEA must determine that the school has implemented sustained and sustainable practices, as identified in the needs assessment and reflected in the school improvement plan. LEAs submit their assessment of Exit Criterion 3 to DPI via an annual status report.



**Example**

Mourning Dove Middle has had an ATSI identification related to its economically disadvantaged (ECD) student group for three years. Because there are at least two years of data available after identification, this student group has the opportunity to exit its identification, but it must meet the three exit criteria above.

**Criterion 1: *The school must not be eligible for identification in the current year.***

| Student Group | Summary Score (Current Year) | ID Year Threshold | Current Year Threshold |
|---------------|------------------------------|-------------------|------------------------|
| ECD           | 7.1                          | 6.2               | 6.7                    |

This year, Mourning Dove Middle’s ECD student group summary score is 7.1. The ATSI identification threshold from the year it was identified is 6.2. The ATSI identification threshold in the current year is 6.7. Because Mourning Dove Middle’s current ECD student group summary score is higher than both the ATSI threshold when it was identified and the current ATSI threshold, Mourning Dove Middle’s ECD student group passes Criterion 1.

**Criterion 2: *The school must make sustained and sustainable improvement toward the long-term goals.***

A student group must demonstrate progress toward the long-term goals by either (definition A) exceeding the initial performance that led to the student group’s identification in the two most recent years in which enough data is available or (definition B) showing improvement in the two most recent intervals.

1) ELA Points-Based Proficiency Rate

| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| ECD           | 15.1                   | 13.9          | 14.8      | 16.7      |

Three years ago, when Mourning Dove Middle’s was identified for ATSI, the ECD student group’s ELA points-based proficiency rate was 15.1. Two years ago, it was 13.9. Last year, it was 14.8. This year, it was 16.7. Mourning Dove Middle’s ECD student group has not met definition A, because 14.8 and 16.7 are not both greater than 15.1 (it has not exceeded the performance that led to its identification in both of the two most recent years). However, Mourning Dove Middle’s ECD student group has met definition B, because 14.8 is greater than 13.9, and 16.7 is greater than 14.8 (the two most recent intervals have both shown improvement). Since a student group only needs to show progress through either definition A or definition B, Mourning Dove Middle’s ECD student group has demonstrated progress towards the ELA points-based proficiency rate long-term goal.

2) Mathematics Points-Based Proficiency Rate



| Student Group | Year of Identification | Two Years Ago | Last Year | This Year |
|---------------|------------------------|---------------|-----------|-----------|
| ECD           | 17.1                   | 18.7          | 18.1      | 20.4      |

Three years ago, when Mourning Dove Middle’s ECD student group was identified for ATSI, the student group’s mathematics points-based proficiency rate was 17.1. Two years ago, it was 18.7. Last year, it was 18.1. This year, it was 20.4. Mourning Dove Middle’s ECD student group has met definition A, because 18.1 and 20.4 are both greater than 17.1 (it has exceeded the performance that led to its identification in both of the two most recent years). However, Mourning Dove Middle’s ECD student group has not met definition B, because 18.1 is less than 18.7, even though 20.4 is greater than 18.1 (the two most recent intervals have not both shown improvement). Since a student group only needs to show progress through either definition A or definition B, Mourning Dove Middle’s ECD student group has demonstrated progress towards the mathematics points-based proficiency rate long-term goal.

3) Four-Year Graduation Rate Long-Term Goal

Mourning Dove Middle is a middle school and does not graduate students. Since graduation is not an applicable measure for this school, this long-term goal is not applicable.

4) Seven-Year Graduation Rate Long-Term Goal

Mourning Dove Middle is a middle school and does not graduate students. Since graduation is not an applicable measure for this school, this long-term goal is not applicable.

5) On-Track to English Language Proficiency Long-Term Goal

For ATSI identifications, the on-track to English language proficiency long-term goal is applicable only for English learner student groups. This long-term goal is not applicable for Mourning Dove Middle’s ECD student group.

*Exit Criterion 2 Summary*

Mourning Dove Middle has shown progress in both ELA points-based proficiency and mathematics points-based proficiency. Furthermore, the graduation and on-track to English language proficiency goals are not applicable for Mourning Dove Middle. Since all the applicable long-term goals have been met, Mourning Dove Middle’s ECD student group has met Criterion 2.

**Criterion 3: *The school must demonstrate evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified student group(s), are in place.***

Since it was identified for ATSI, Mourning Dove Middle has been working with its district to implement and document its continuous improvement efforts. After reviewing documentation and other evidence, the LEA determined that Mourning Dove Middle's annual planning process did not include sufficient engagement of families of students who are economically disadvantaged, and its planning template did not support targeted goal setting well enough to ensure ongoing support for this student group. Mourning Dove Middle has therefore not met Criterion 3.

**Summary**



Mourning Dove Middle met Criteria 1 and 2, but Mourning Dove Middle did not meet Criterion 3. Since the school did not meet all three criteria, Mourning Dove Middle's ECD student group will not exit its ATSI identification this year.

## Timeline

See the *ESSA Identification Timeline* section of this Guide for more specific timeline information.

In general, a student group has the opportunity to exit an ATSI identification after two years of holding the identification.

In general, if a student group does not exit an ATSI identification after six years of holding that identification, the ATSI identification may be converted to a school-level CSI identification by DPI. However, COVID-19 delayed this conversion for the first cohort of ATSI-identified schools to 2026-27.

## FAQs

### **When does my school have the opportunity to exit its ATSI identification?**

A school identified for ATSI has the opportunity to exit once DPI has two school years of data following identification and these data show improvement that meets all three exit criteria (listed above). For example, a school identified for ATSI in December 2022, based on data from the 2021-22 school year, has the opportunity to exit after data for the 2022-23 and 2023-24 school years is available. In the meantime, DPI will provide Progress to Exit Reports for the school that describe the identified student group's performance on the exit criteria. A preliminary report is typically issued in February and a final report is typically issued in April of each school year.

A school with multiple ATSI identifications continues to be identified for ATSI until it meets the exit criteria for each identification.

### **What happens to the ATSI identification if my student group has too few students to receive a summary score in a later year (too few students to consider for exit criterion 1)?**

Identified student groups with fewer than 20 FAY tested students for the academic achievement indicator and/or fewer than 20 half academic year students for the chronic absenteeism indicator will not be evaluated on Criteria 1 or 2. These groups are evaluated based on Criterion 3 alone.

### **What happens to the ATSI identification if my student group has too few students to determine progress toward long-term goals (too few students to consider for exit criterion 2)?**

Student groups for which a school has an ATSI identification must demonstrate progress on all long-term goals that are applicable for that student group. A long-term goal is considered applicable when (a) the goal is relevant to the student group on which the identification is based and the grade configuration of the school and (b) the student group has sufficient data to demonstrate progress. In the context of the long-term goals, a student group has sufficient data when it meets the minimum cell size of 20 in the current year and at least two prior years.

Identified student groups with too few students to determine progress for at least one long-term goal will not be evaluated on Criterion 2.



**What happens to my school's ATSI identification if my school closes or changes grade configurations?**

Identifications are tied to school codes used for accountability. When a school closes, the code is retired and the identification goes away with it. Identified schools that undergo grade reconfigurations or other changes that retain their school codes also retain their identification. [DPI's Reassignment of School Codes policy](#) has more information about reassignment or retention of school codes.

**If my ATSI-identified school is converted to CSI in six years, do I still exit based on the performance of my identified student group?**

DPI will provide information on the exit process for ATSI-to-CSI identifications at a later time. Please keep in mind that only Title I-receiving schools with ATSI identifications are eligible for conversion to CSI. The first scheduled ATSI-to-CSI conversion is during the 2026-27 school year.

**What happens to the ATSI identification if my school is eligible for CSI before my school exits its ATSI identification?**

A school with an existing ATSI identification may receive a CSI identification in a subsequent identification year if the school meets the criteria for a CSI identification. The CSI identification supersedes the ATSI identification in these cases.

**My school has two ATSI identifications from different cohorts. If my school exits the older identification, when will my school convert to CSI?**

ATSI-identified schools convert to CSI based on the identification year of their oldest, non-exited identification, and ATSI-identified schools are converted to CSI after six years. For example, Silt Loam Middle has had an ATSI identification for its ECD student group for four years and an ATSI identification for its SWD student group for one year. If Silt Loam Middle exits its ATSI identification for its ECD student group this year, there will be another five years before the school is converted to CSI.

## **TSI**

### **Exit Criteria**

TSI identifications are annual identifications with no specific exit requirements. Schools exit this identification automatically if they are not re-identified in the following year. There is no limit to the number of times a student group may be re-identified for TSI.

#### **Example**

Last year, Cranberry Middle was identified for TSI because its Pacific Islander student group's summary score fell below the TSI identification threshold for a second consecutive year.

This year, Cranberry Middle's Pacific Islander student group's summary score again fell below the TSI identification threshold. Cranberry Middle remains identified for TSI.

### **Timeline**

TSI identifications are annual. A school previously identified for TSI may be reidentified in subsequent years.



## FAQs

### What requirements and obligations come with a TSI identification?

Schools identified for TSI are required to engage in continuous improvement to address the issues that resulted in their identification. These efforts are monitored by the Local Educational Agency (LEA). An overview of requirements is provided on the [Targeted Support and Improvement webpage](#).

### What supports are available to help schools exit a TSI identification?

Schools identified for TSI are supported and monitored by their Local Education Agency (LEA). Visit the [Continuous Improvement](#) section of the DPI website for additional resources and information.



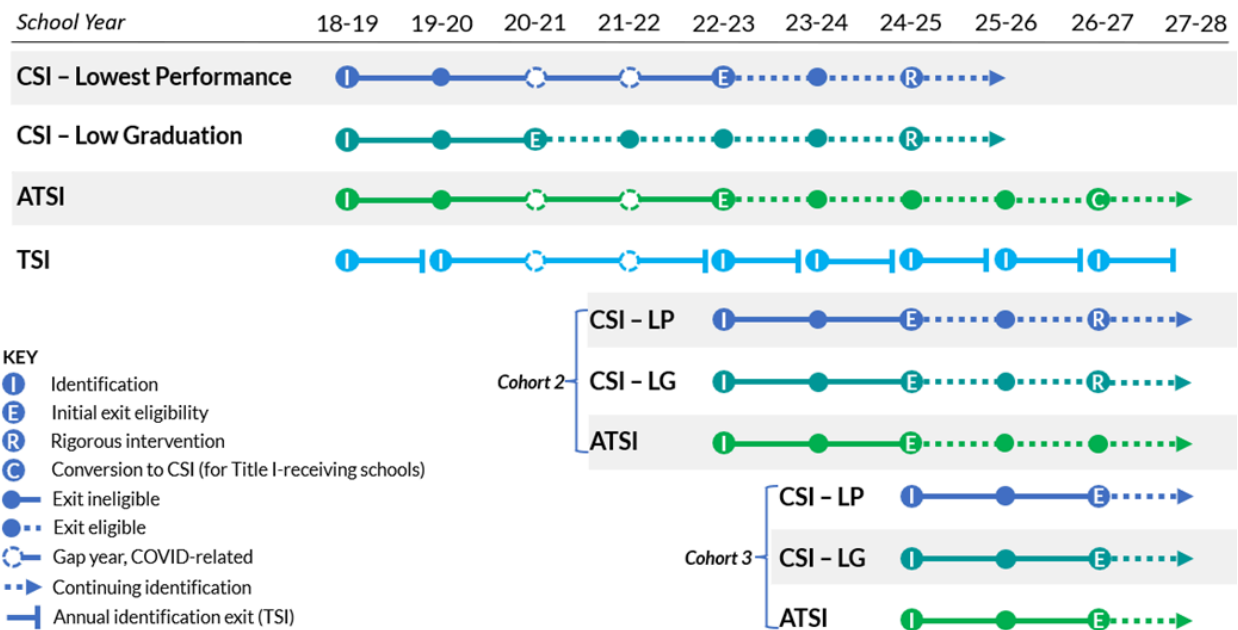


# ESSA Identification Timeline

## Timeline Graphic

A graphic version of this timeline is below. A high-resolution PDF version of this timeline is also available on the [OEA ESSA Accountability webpage](#).

### ESSA Identifications Timeline



## Understanding Years and Cohorts

The years in this timeline indicate the school year in which an event occurs or a status changes. The years used in report titles, however, indicate the school year of the most recent data in the report. For example, a report issued in school year 2018-19 is labeled as a 2017-18 report as it contains data from the 2017-18 school year and before. As of 2024, ESSA reports are typically released with preliminary identifications in February and final identifications in April. Exact release timing may change from year to year.

Schools receiving CSI or ATSI identifications become part of a cohort based on the initial year that school received an identification. The cohort determines timelines for exit eligibility, more rigorous interventions, conversion to CSI, and more. Schools identified for CSI or ATSI in 2018-19 belong to Cohort 1. Schools identified for CSI or ATSI in 2022-23 belong to Cohort 2. Schools identified for CSI or ATSI in 2024-25 belong to Cohort 3. If a school has identifications from multiple years, the school’s cohort is the cohort associated with the oldest active identification. For example, if a school has one ATSI identification from 2018-19 and another ATSI identification



from 2022-23, the school is considered to belong to Cohort 1. If the school exits its 2018-19 ATSI identification but not its 2022-23 identification, it will become part of Cohort 2.

Targeted Support and Improvement (TSI) groups do not belong to these cohorts, because TSI is an annual identification.

## Key Description

Identification – ESSA requires DPI to identify the lowest-performing schools and student groups at regular intervals – every three years for CSI and ATSI and every year for TSI. However, the identification schedule was disrupted by COVID-19. Preliminary identifications are typically released in February and final identifications are typically released in April with accompanying reports posted in SAFE.

Initial exit eligibility – For CSI and ATSI identifications, a school does not have the opportunity to exit in the first two years of identification. Exit eligibility was further postponed for Cohort 1 of CSI-LP and ATSI schools/groups due to COVID-19. Schools typically receive a preliminary exit status in February and final exit status in April. Schools exiting identifications remain identified until June 30 of that year. For more information about the exit process, see the *Exiting an ESSA Identification* section of this Guide.

Rigorous intervention – DPI applies more rigorous interventions if a school does not exit a CSI identification after 4 years. Rigorous interventions for Cohort 1 were postponed due to COVID-19 and began in 2024-25.

Conversion to CSI (for Title I-receiving schools) – Title I-receiving schools with an ATSI identification convert to CSI if they do not exit after 6 years of identification. Conversion of ATSI to CSI for Cohort 1 was postponed due to COVID-19 and is now scheduled for 2026-27. ATSI-to-CSI conversion does not apply to schools that do not receive Title I funds.

Exit ineligible – In general, a school with a CSI or ATSI identification does not have the opportunity to exit in the first two years of identification. TSI identifications are annual identifications. Schools exit this identification automatically if they are not re-identified in the following year.

Exit eligible – Starting in the third year of identification, a school with a CSI or ATSI identification has the opportunity to exit its identification. Exit eligibility was postponed for CSI-LP, and ATSI schools due to COVID-19. TSI schools were also retained in their identifications for two years due to COVID-19 (see below).

Gap year, COVID-related – During the peak of the COVID-19 pandemic, the US Department of Education (USED) authorized waivers from ESSA accountability for 2020-21 and 2021-22. As part



of these waivers, USED required that CSI-LP, ATSI, and TSI schools and groups retain identifications during those two years without eligibility to exit.

Continuing identification – Schools continue to be identified until they exit their identification.

Annual identification exit (TSI) – TSI is an annual identification. Schools are identified for TSI every year, and the identification lasts only one year. However, schools identified for TSI in the 2019-20 school year retained their identifications an additional two years due to COVID-19.

Cohort – The set of schools that first received a CSI or ATSI identification in a particular year. A cohort determines timelines for exit eligibility and additional actions based on the identification. Cohorts apply to schools with identifications that have multi-year timelines, so TSI schools are not included.

### CSI-Lowest Performance Timeline

| School Year | Action  |   |   |
|-------------|---|---|---|
|             | Cohort 1  | Cohort 2  | Cohort 3  |
| 2018-19     | Identification based on 2017-18 ESSA report<br><i>Exit ineligible</i> |   |   |
| 2019-20     | -<br><i>Exit ineligible</i>   |   |   |
| 2020-21     | COVID-related gap year<br><i>Exit ineligible</i>                      |   |   |
| 2021-22     | COVID-related gap year<br><i>Exit ineligible</i>                      |   |   |
| 2022-23     | Initial exit eligibility<br><i>Exit eligible</i>                      | Identification based on 2021-22 ESSA report<br><i>Exit ineligible</i> |   |
| 2023-24     | -<br><i>Exit eligible</i>   | -<br><i>Exit ineligible</i>   |   |
| 2024-25     | Rigorous intervention<br><i>Exit eligible</i>                         | Initial exit eligibility<br><i>Exit eligible</i>                      | Identification based on 2023-24 ESSA report<br><i>Exit ineligible</i> |
| 2025-26     | Continuing identification until exit                                  | -<br><i>Exit eligible</i>   | -<br><i>Exit ineligible</i>   |
| 2026-27     | ...   | Rigorous intervention<br><i>Exit eligible</i>                         | Initial exit eligibility<br><i>Exit eligible</i>                      |
| 2027-28     | ...   | Continuing identification until exit                                  | -<br><i>Exit eligible</i>   |
| 2028-29     | ...   | ...   | Rigorous intervention<br><i>Exit eligible</i>                         |
| 2029-30     | ...   | ...   | Continuing identification until exit                                  |



## CSI - Low Graduation Rate Timeline

| School Year | Action   |  |  |
|-------------|--|--|--|
|             | Cohort 1   | Cohort 2   | Cohort 3   |
| 2018-19     | Identification<br><i>Exit ineligible</i>         |  |  |
| 2019-20     | -<br><i>Exit ineligible</i>                      |  |  |
| 2020-21     | Initial exit eligibility<br><i>Exit eligible</i> |  |  |
| 2021-22     | -<br><i>Exit eligible</i>                        |  |  |
| 2022-23     | -<br><i>Exit eligible</i>                        | Identification<br><i>Exit ineligible</i>         |  |
| 2023-24     | -<br><i>Exit eligible</i>                        | -<br><i>Exit ineligible</i>                      |  |
| 2024-25     | Rigorous intervention<br><i>Exit eligible</i>    | Initial exit eligibility<br><i>Exit eligible</i> | Identification<br><i>Exit ineligible</i>         |
| 2025-26     | Continuing identification<br>until exit          | -<br><i>Exit eligible</i>                        | -<br><i>Exit ineligible</i>                      |
| 2026-27     | ...  | Rigorous intervention<br><i>Exit eligible</i>    | Initial exit eligibility<br><i>Exit eligible</i> |
| 2027-28     | ...  | Continuing identification<br>until exit          | -<br><i>Exit eligible</i>                        |
| 2028-29     | ...  | ...  | Rigorous intervention<br><i>Exit eligible</i>    |
| 2029-30     | ...  | ...  | Continuing identification<br>until exit          |



## ATSI Timeline

| School Year | Action  |   |   |
|-------------|---|---|---|
|             | Cohort 1  | Cohort 2  | Cohort 3  |
| 2018-19     | Identification<br><i>Exit ineligible</i>                                |   |   |
| 2019-20     | -<br><i>Exit ineligible</i>   |   |   |
| 2020-21     | COVID-related gap year<br><i>Exit ineligible</i>                        |   |   |
| 2021-22     | COVID-related gap year<br><i>Exit ineligible</i>                        |   |   |
| 2022-23     | Initial exit eligibility<br><i>Exit eligible</i>                        | Identification<br><i>Exit ineligible</i>                                |   |
| 2023-24     | -<br><i>Exit eligible</i>   | -<br><i>Exit ineligible</i>   |   |
| 2024-25     | -<br><i>Exit eligible</i>   | Initial exit eligibility<br><i>Exit eligible</i>                        | Identification<br><i>Exit ineligible</i>                                |
| 2025-26     | -<br><i>Exit eligible</i>   | -<br><i>Exit eligible</i>   | -<br><i>Exit ineligible</i>   |
| 2026-27     | Conversion to CSI for Title I-receiving schools<br><i>Exit eligible</i> | -<br><i>Exit eligible</i>   | Initial exit eligibility<br><i>Exit eligible</i>                        |
| 2027-28     | Continuing identification until exit                                    | -<br><i>Exit eligible</i>   | -<br><i>Exit eligible</i>   |
| 2028-29     | ...   | Conversion to CSI for Title I-receiving schools<br><i>Exit eligible</i> | -<br><i>Exit eligible</i>   |
| 2029-30     | ...   | Continuing identification until exit                                    | -<br><i>Exit eligible</i>   |
| 2030-31     | ...   | ...   | Conversion to CSI for Title I-receiving schools<br><i>Exit eligible</i> |
| 2031-32     | ...   | ...   | Continuing identification until exit                                    |

## TSI Timeline

TSI is an annual identification. A school exits its TSI identification(s) after one year if it is not re-identified for TSI.



# Support for Schools and Districts

Both ESSA and the Individuals with Disabilities Education Act (IDEA) require identification of schools and districts needing extra support in their efforts to meet the needs of every student group. The federal identifications (ESSA and IDEA) align with DPI's [coordinated improvement supports](#) for schools and districts. These coordinated statewide supports are available to all schools and districts whether they are identified under ESSA, IDEA, or not at all.

Any school or district with an [ESSA or IDEA identification](#) will have the opportunity to strengthen their existing continuous improvement efforts at little or no cost. DPI provides tools, resources, and supports that empower schools and districts to coordinate efforts, build collaborative teams, use data, lead for equity, and ultimately improve student outcomes.

DPI works closely with the statewide [Technical Assistance Network for Improvement](#) and other partners across the state to connect [resources and supports for continuous improvement](#) and align them to school and district needs.



# Contact Us

For questions about ESSA accountability calculations, contact the [Office of Educational Accountability](#).

For questions about ESSA funding or school improvement and supports, contact [Title I](#).

For questions about IDEA accountability calculations, school improvement, and supports for students with disabilities, contact [Special Education](#).