

# ESSA Identification Exit Scenarios

---

## Introduction

The Every Student Succeeds Act (ESSA) federal education law requires the identification of the lowest performing public schools and schools with low performing student groups in each state. Wisconsin's [ESSA Plan](#) describes how schools are [identified](#) for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) under Wisconsin's ESSA accountability system.

Upon identification, CSI and ATSI schools remain identified until the schools "exit" that status. The plan lists three general criteria – based on student outcomes and continuous improvement processes – that an identified school must meet in order to exit:

1. Not be eligible for identification in the current year;
2. Make sustained and sustainable improvement toward the long-term goals; and
3. Demonstrate evidence of systems, structures and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices are in place.

This document outlines the processes for exiting CSI and ATSI identifications through common scenarios and questions. Note that a third category of ESSA accountability identifications described in Wisconsin's ESSA Plan, Targeted Support and Improvement (TSI), is an annual identification for one year and does not require that schools exit.

*Note that this document is a working draft and is subject to change.*

## Comprehensive Support and Improvement

### When is my school eligible to exit its CSI identification?

A school identified for CSI-Lowest Performance and/or CSI-Low Grad is eligible to exit its CSI identification once DPI has two years of data following identification and these data show improvement that meets Wisconsin's Exit Criteria. For example, a school identified for CSI in December 2018 (using 2017-18 and prior years of data) could be eligible for exit after data for the 2018-19 and 2019-20 school years are available.

A school exits its identification status at the end of the school year if the school meets all three relevant exit criteria as defined below. To follow the example above, the earliest a CSI school identified in 2018 can exit would be June of 2021. In the meantime, DPI would provide "Progress

to Exit Reports” for the school. These reports include school-level information relative to identification criteria and are issued in December as part of the preliminary joint federal notifications, and again the following spring. In this example, the school would receive Progress to Exit Reports in December 2019 and May/June 2020, then in December 2020 and May/June 2021, in preparation for the potential June 2021 exit.

### **My school is identified for CSI-Lowest Performance. How do we exit?**

There are three exit criteria that CSI-Lowest Performance schools must meet in order to exit:

1. The school’s summary score is above **both** the threshold for CSI identification from the school year when the school was identified *and* the CSI threshold in the current year.
2. The school demonstrates progress toward long-term goals in one of two ways:
  - The school’s average points-based proficiency rates, graduation rates, and rate of English Learners who are on-track to proficiency (as available) exceed the rates when the school was identified in both of the most recent two years for which enough data is available; OR
  - The two most recent intervals both show improvement in average points-based proficiency rates, graduation rates, and rate of English Learners who are on-track to proficiency (as available). (These criteria are applied separately for each of the long-term goals in Wisconsin’s ESSA plan.)
3. There is evidence of systems, structures and/or procedures in place, as found in specific components of the [Continuous Improvement Process Criteria and Rubric](#), that ensure sustained and sustainable high-quality improvement planning and practices. **Look for the accomplished level of components of the rubric as noted below:**

Evidence of meeting the Accomplished or Exemplary expectations for each of the rubric components noted below is necessary for a district or school to exit Comprehensive Support and Improvement status.

- a. The district and school will demonstrate that there is an effective system:
  - i. That includes implementation teams reflecting diverse stakeholders and roles (R3, R4 & P6 in Continuous Improvement Process Criteria and Rubric).
  - ii. That supports educators’ use of an evidence-based improvement strategy that is aligned with identified needs and positively impacts student learning (P4 & P5 in Continuous Improvement Process Criteria and Rubric).
  - iii. That can be replicated for new initiatives (A1 & A2 in Continuous Improvement Process Criteria and Rubric).
- b. Effective implementation of continuous improvement process

structures are in place, monitored and sustainable:

- i. The team implements the plan with fidelity and includes collection of practice and student outcome data (D2, D3 & D4 in Continuous Improvement Process Criteria and Rubric).
- ii. The team uses a system to regularly review educator practice and student outcome data used to document implementation, revise action steps and plan for sustainability and further use or scaling up of the evidence-based improvement strategy. (R7, S1 & S2 in Continuous Improvement Process Criteria and Rubric).

### **My school is identified for CSI-Low Grad Rate. How do we exit?**

There are three exit criteria that CSI-Low Grad Rate schools must meet in order to exit:

1. The school's average four- and seven-year graduation rate is at least 67 percent.
2. The school demonstrates progress towards the graduation long-term goal in one of two ways:
  - The school's four-year and seven-year graduation rates both exceed the initial performance for which the school was identified in both of the most recent two years for which enough data is available; OR
  - The two most recent intervals both show improvement. (These criteria are applied only to the graduation long-term goal: four and seven-year graduation rates, separately.)
3. There is evidence of systems, structures, and/or procedures in place, as found in specific components of the [Continuous Improvement Process Criteria and Rubric](#), that ensure sustained and sustainable high-quality improvement planning and practices. **Look for the accomplished level of components of the rubric as noted below:**

Evidence of meeting the Accomplished or Exemplary expectations for each of the rubric components noted below is necessary for a district or school to exit Comprehensive Support and Improvement status.

  - a. The district and school will demonstrate that there is an effective system:
    - i. That includes implementation teams reflecting diverse stakeholders and roles (R3, R4 & P6 in Continuous Improvement Process Criteria and Rubric).
    - ii. That supports educators' use of an evidence-based improvement strategy that is aligned with identified needs and positively impacts student learning (P4 & P5 in Continuous Improvement Process Criteria and Rubric).
    - iii. That can be replicated for new initiatives (A1 & A2 in

- Continuous Improvement Process Criteria and Rubric).
- b. Effective implementation of continuous improvement process structures are in place, monitored and sustainable:
    - i. The team implements the plan with fidelity and includes collection of practice and student outcome data (D2, D3 & D4 in Continuous Improvement Process Criteria and Rubric).
    - ii. The team uses a system to regularly review educator practice and student outcome data used to document implementation, revise action steps and plan for sustainability and further use or scaling up of the evidence-based improvement strategy. (R7, S1 & S2 in Continuous Improvement Process Criteria and Rubric).

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

Yes, a school that is identified for both CSI-Low Grad and CSI-Lowest Performance may exit both identifications in the same year if it meets the above exit criteria for both identifications. The school must exit each identification separately. For example, if a school identified for both is eligible to exit from CSI-Low Grad but not CSI-Lowest Performance, the school will exit its CSI-Low Grad identification but will remain identified as CSI-Lowest Performance.

**What happens to the CSI identification if my school has too few students to receive a Summary Score in a later year (too few students to consider for Exit Criteria #1)?**

Identification is generally based upon summary scores. Identified schools with insufficient data to receive a summary score participate in Alternate Accountability for the given year. (Insufficient data means that the school has less than 20 Full Academic Year (FAY) students for the Academic Achievement indicator or less than 20 Half Academic Year students Chronic Absenteeism indicator in ESSA Accountability.)

DPI will provide additional information at a later time about how identified schools may exit based upon evidence collected through Alternate Accountability.

**What happens to the CSI identification if my school has too few students to determine progress toward Long-Term Goals (too few students to consider for Exit Criteria #2)?**

The Exit Criteria of progress toward long-term goals (Academic Achievement, Graduation, or On-Track to English Language Proficiency) will be determined separately for each goal. Further, the school's progress will be determined for each goal for which the school has sufficient data. If an identified school has too few Full Academic Year (FAY) students for *all* of the achievement long-term goals, or too few students in the graduation cohort for the graduation long-term goal, there is



also insufficient data to receive summary scores. Schools with insufficient data for the Achievement Long-Term Goal within Criteria #2 (tested students do not meet cell size of 20) participate in Alternate Accountability for the given year.

DPI will provide additional information at a later time about how identified schools may exit based upon evidence collected through Alternate Accountability.

**For CSI-Low Grad, what if my 4- or 7-year cohort no longer has at least 20 students?**

Schools identified for CSI-Low Grad with insufficient graduation data (less than 20 students) will participate in Alternate Accountability for the given year.

DPI will provide additional information at a later time about how identified schools may exit based upon evidence collected through Alternate Accountability.

**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.

## Additional Targeted Support and Improvement

**When is my school eligible to exit its ATSI identification?**

A school identified for ATSI is eligible to exit the ATSI identification once DPI has two years of data following identification and that these data show improvement that meets Wisconsin's Exit Criteria. For example, a school identified for ATSI in December 2018 (using 2017-18 and prior years of data) is eligible for exit after data for the 2018-19 and 2019-20 school years are available.

A school exits its identification status at the end of the school year. To follow the example above, the earliest an ATSI school identified in 2018 can exit would be June of 2021. In the meantime, DPI would provide "Progress to Exit Reports" for the school. These reports include school-level information relative to identification criteria and are issued in December as part of the preliminary joint federal notifications, and again the following spring. In this example, the school would receive Progress to Exit Reports in December 2019 and May/June 2020, then in December 2020 and May/June 2021, in preparation for the potential 2021 exit.

### **My school is identified for ATSI. How do we exit?**

There are three criteria that ATSI schools must meet in order to exit:

1. The school's summary score is above **both** the threshold for ATSI identification from the school year when the school was identified *and* the ATSI threshold in the current year.
2. The school demonstrates progress toward long-term goals in one of two ways:
  - The group's average points-based proficiency rates, graduation rates, and rate of English Learners who are on-track to proficiency (as available) exceed the rates when the group was identified in both of the most recent two years for which enough data is available; OR
  - The two most recent years of data show improvement in average points-based proficiency rates, graduation rates, and rate of English Learners who are on-track to proficiency (as available). (These criteria are applied separately for each of the long-term goals in Wisconsin's ESSA plan.)
3. The school must demonstrate evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified subgroup(s), are in place.

**Evidence of high-quality improvement practices is described through the "accomplished" components of the [Continuous Improvement Process Criteria and Rubric](#), as noted below:**

- a. Effective implementation of continuous improvement process structures are in place, monitored and sustainable:
  - i. The team implements the plan with fidelity and includes collection of practice and student outcome data (D2, D3 & D4 in Continuous Improvement Process Criteria and Rubric).
  - ii. The team uses a system to regularly review educator practice and student outcome data used to document implementation, revise action steps and plan for sustainability and further use or scaling up of the evidence-based improvement strategy. (R7, S1 & S2 in Continuous Improvement Process Criteria and Rubric).

### **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 Criteria #1)?**

Identification is generally based upon summary scores. Identified groups with insufficient data to receive a current-year summary score must be evaluated for Criteria #1 using data submitted by the school. (Insufficient data means that the group has fewer than 20 Full Academic Year (FAY) students for either the Academic Achievement indicator or fewer than 20 Half Academic Year students for the Chronic Absenteeism indicator in ESSA Accountability.)



DPI will provide additional information at a later time about how identified groups may exit based upon evidence collected from the school or through Alternate Accountability if applicable.

**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 Criteria #2)?**

The Exit Criteria of progress toward long-term goals (Academic Achievement, Graduation, or On-Track to English Language Proficiency) will be determined separately for each goal. Further, the group's progress will be determined for each goal for which the group has sufficient data. If an identified group has too few Full Academic Year (FAY) students for *all* of the long-term goals, there is also insufficient data to receive summary scores.

DPI will provide additional information at a later time about how identified groups may exit based upon evidence collected from the school or through Alternate Accountability if applicable.

**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 additional information at a later time (this scenario is not applicable until 2024) on exiting for ATSI schools that convert to CSI identification.

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

The CSI identification supersedes the ATSI identification in these cases. Schools identified for ATSI who become eligible for CSI in an identification year will be considered CSI (with the identification beginning in the year during which the school was identified for CSI).