

# EXITING AN ESSA IDENTIFICATION

Office of Educational Accountability  
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## 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) *Varies, based on identification:*
  - 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 subgroup(s), are in place.

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

Please refer to the [ESSA Identifications Timeline](#) for more information about when your school is eligible to exit.

## CSI-LOWEST PERFORMANCE

### EXIT CRITERIA

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

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#### 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:

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

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#### CRITERION 2

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

To demonstrate progress on the long-term goals, one of the following must be true:

- 1) (Definition A) The school's performance on each long-term goal exceeds the initial performance that led to the school's identification in both of the most recent two years for which enough data are available, or
- 2) (Definition B) The school shows improvement on the long-term goal in both of the two most recent intervals.

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 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.

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#### 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 is collected during the school year, and exit eligibility is determined in late spring.

Specifically, the school must demonstrate that:

- 1) There is an effective system that:
  - Involves diverse stakeholders in improvement planning and includes improvement teams reflecting diverse stakeholders and roles (R3, R4 & P6).
  - 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.

- 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:
- The team implements the plan with fidelity and collects educator practice and student outcome data to assess implementation and impact (D2, D3 & D4).
  - 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 is eligible 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	Three Years Ago	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	Three Years Ago	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	Three Years Ago	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.

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 Accountability Timeline](#) for more specific information on timelines for your school.

In general, a school is eligible 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 the first cohort of CSI-LP-schools, identified in 2018-19 (using 2017-18 data), to 2024-25.

## FAQS

### WHEN IS MY SCHOOL ELIGIBLE TO EXIT ITS CSI-LOWEST PERFORMANCE IDENTIFICATION?

A school identified for CSI-LP is eligible 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, is eligible for exit after data for the 2022-23 and 2023-24 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. 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. These reports 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.

### 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 is eligible to exit from CSI-LG but not CSI-LP, the school will exit its CSI-LG identification but will remain identified as CSI-LP.

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#### 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 exit criterion uses evidence collected through the alternate accountability determination form. In general, these schools must:

*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.

*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.

These schools must also pass Exit Criterion 3.

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

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#### 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. In general, these schools must:

*In the current year:* Receive ratings of “Maintaining or Improving Performance” on the ELA Academic Performance, Mathematics Academic Performance, and On-Track for Success (high schools only) priority areas of the alternate accountability determination form.

*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 (high schools only) priority areas of the alternate accountability determination form in the prior year.

Note that the alternate criterion is only used if the school falls below cell size in *both* achievement long-term goals. If a school has sufficient data to demonstrate progress on at least one achievement long-term goal, but has insufficient data for one or more other long-term goals, then the long-term goals for which the school has insufficient data are considered inapplicable and do not affect the school's ability to exit. These schools must also pass Exit Criterion 3.

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

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#### 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:

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#### 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.

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#### CRITERION 2

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

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

- 3) 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
- 4) The school shows improvement on the graduation long-term goals in both of the two most recent intervals.

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#### 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 is collected during the school year, and exit eligibility is determined in late spring.

Specifically, the school must demonstrate that:

1) There is an effective system that:

- Involves diverse stakeholders in improvement planning and includes improvement teams reflecting diverse stakeholders and roles (R3, R4 & P6).
- 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.
- 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:

- The team implements the plan with fidelity and collects educator practice and student outcome



data to assess implementation and impact (D2, D3 & D4).

- 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 is eligible 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	Three Years Ago	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	Three Years Ago	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 Accountability Timeline](#) for more specific information on timelines for your school.

In general, a school is eligible 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 the first cohort of CSI-LG-schools, identified in 2018-19 (using 2017-18 data), to 2024-25.

## FAQS

### WHEN IS MY SCHOOL ELIGIBLE TO EXIT ITS CSI-LOW GRADUATION RATE IDENTIFICATION?

A school identified for CSI-LG is eligible 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 data from the 2021-22 school year, is eligible for exit in the 2024-25 school year.

A school exits its identification status at the end of the school year 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. These reports 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 is eligible to exit from CSI-LG but not CSI-LP, the school will exit its CSI-LG identification but will remain identified as CSI-LP.

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## 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 exit criterion uses evidence collected through the alternate accountability determination form. In general, these schools must:

*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.

*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](#).

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## 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:

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#### 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:

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

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#### CRITERION 2

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

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

- 1) The identified student group's performance on each long-term goal exceeds the initial performance that led to the student group's identification in both of the most recent two years for which enough data are available, or
- 2) The identified student group shows improvement on the measure in both of the two most recent intervals.

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 may be considered inapplicable if the school does not have enough data to determine progress.

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#### CRITERION 3

*The school must demonstrate evidence that sustained and sustainable high-quality improvement planning and practices, targeting the identified subgroup(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.

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#### 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 is eligible 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	Three Years Ago	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	Three Years Ago	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 assessed for Mourning Dove Middle’s ECD student group.

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 of systems, structures, and/or procedures that ensure sustained and sustainable high-quality improvement planning and practices 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 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 Accountability Timeline](#) for more specific information on timelines for your school.

In general, a school is eligible to exit an ATSI identification after two years of holding the identification.

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

**FAQS**

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**WHEN IS MY SCHOOL ELIGIBLE TO EXIT ITS ATSI IDENTIFICATION?**

A school identified for ATSI is eligible for exit once DPI has two school years of data more recent than the data used for identification, and these data show improvement that meets all three exit criteria. For example, a school identified for ATSI in December 2022, based on data from the 2021-22 school year, is eligible for exit after data for the 2022-23 and 2023-24 school years is available. If the school meets exit criteria, the Progress to Exit Report for 2024-25, released in February 2025, indicates this. The school exits the identification at the end of the 2024-25 school year. Progress to Exit Reports, which show progress related to each of a school's identifications, are typically issued in February and April with the preliminary report in February and the final report in April.

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

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#### 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 insufficient data to receive a current-year summary score will not be evaluated on Criterion 1. (Insufficient data means that the student group has fewer than 20 Full-Academic-Year (FAY) students for the Academic Achievement indicator and/or fewer than 20 Half-Academic-Year students for the Chronic Absenteeism indicator.)

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#### 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 achievement long-term goal will not be evaluated on Criterion 2.

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#### 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.

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#### 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 on exiting for ATSI schools that convert to a CSI identification. 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.

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#### 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.

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#### 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.

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### 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 racial/ethnic student group 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

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#### 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](#).

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#### 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.