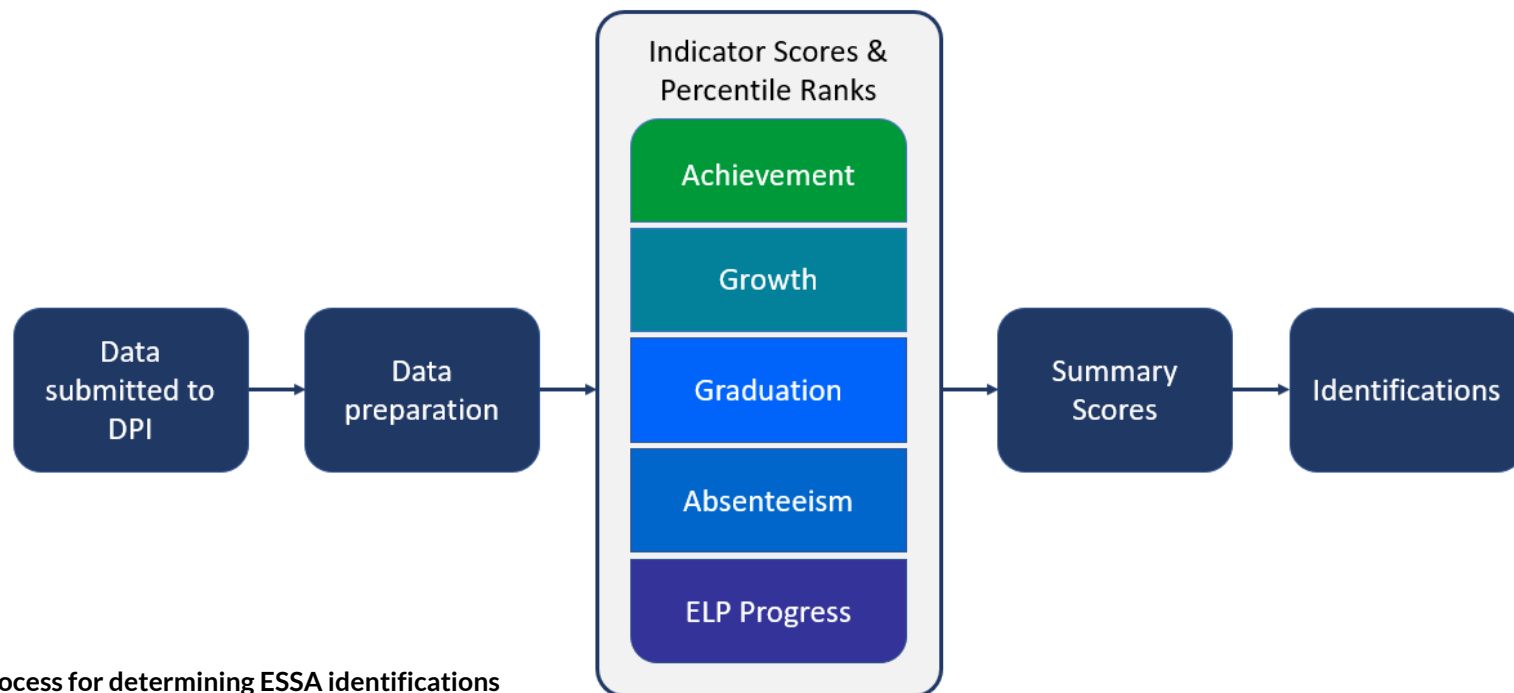


# GUIDE TO THE ESSA ACCOUNTABILITY REPORT

Office of Educational Accountability  
 November 2022

The Every Student Succeeds Act (ESSA) and United States Department of Education (USED) require Wisconsin to identify schools and student groups for support and improvement. As part of these efforts, the Wisconsin Department of Public Instruction (DPI) issues ESSA Accountability Reports with up to five indicators: academic achievement, student growth, graduation, chronic absenteeism, and progress in achieving English language proficiency (ELP progress). The reports also describe whether a school was identified for support and improvement. However, regardless of identification status, all schools should consider these reports a tool for continuous improvement.



**Figure: DPI's process for determining ESSA identifications**

DPI scores these indicators and makes identifications in the process above. After data is submitted to DPI, OEA processes the data with its business rules. Next, OEA calculates indicator scores for each of the five indicator areas. Then, OEA ranks each indicator's score against other schools or student groups statewide to create percentile ranks. Next, OEA calculates summary scores with the percentile ranks of all applicable indicators. Last, after determining summary score thresholds for identifications, ESSA identifications are made.

The ESSA Accountability Report displays this process for your own school, but in reverse - the ESSA Accountability Reports begin with ESSA identifications and work back to the data underlying each indicator. If you have any questions, please contact us at [oeaemail@dpi.wi.gov](mailto:oeaemail@dpi.wi.gov).

# OVERVIEW (PAGE 1)



ESSA Accountability Report (2021-22)

## Nectar - Honeybee High

This report contains preliminary ESSA identification results and accompanying data to inform school-level [continuous improvement planning](#). More information about [this report](#), [business rules](#), and [ESSA accountability](#) is available.

Possible identifications include Comprehensive Support and Improvement - Lowest Performance (CSI-LP), Comprehensive Support and Improvement - Low Graduation Rate (CSI-LG), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Identification: **Not Identified**

Title I-receiving school: No

## Identifications and Summary Scores

Identifications and summary scores for the school and its groups are listed below. Summary scores are calculated from indicator ranks and are compared to identification thresholds on page 8 to determine identifications.

Student Group	Identification	ID Year	Summary Score	
			2021-22	Threshold Warning
All-Students	-	-	78.9	-
American Indian	-	-	-	-
Asian	-	-	91.1	-
Black	-	-	18.6	Close to TSI threshold
Hispanic/Latino	-	-	39.5	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	84.2	-
White	-	-	85.2	-
Economically Disadvantaged (ECD)	-	-	67.8	-
English Learner (EL)	-	-	58.9	-
Students with Disabilities (SWD)	-	-	68.4	-

## Indicator Scores and Percentile Ranks

This school and its groups ranked at the following percentiles (%ile) in the five ESSA accountability indicators.

Student Group	Achievement		Growth		Graduation		ELP Progress		Absenteeism	
	Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile
All-Students	79.2	97	-	-	97.7	79	63.4	95	24.4	25
American Indian	-	-	-	-	-	-	-	-	-	-
Asian	100	100	-	-	99	92	-	-	11.1	63
Black	34.6	26	-	-	84.3	15	-	-	61.5	8
Hispanic/Latino	32.6	23	-	-	96.6	64	-	-	44	17
Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	77	94	-	-	-	-	-	-	28.9	29
White	81.3	96	-	-	98.7	90	-	-	20.7	41
Economically Disadvantaged (ECD)	39.5	80	-	-	92	76	-	-	56.4	10
English Learner (EL)	17.9	35	-	-	95.4	90	63.4	95	45.1	17
Students with Disabilities (SWD)	34.9	71	-	-	94	85	-	-	49.1	14

## (A) HEADING

This section displays a school's ESSA identification(s). Schools identified for Comprehensive Support and Improvement (CSI) may have either CSI – Lowest Performance (CSI-LP) or CSI – Low Graduation Rate (CSI-LG) identifications, or both. Schools may also have Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI) identifications, or both. Although schools with CSI identifications do not also receive ATSI or TSI identifications, these schools likely have groups that would otherwise qualify for ATSI or TSI identifications.

This section also displays whether a school participated in the Title I program. Only schools participating in Title I are eligible for CSI identifications.

## (B) IDENTIFICATIONS AND SUMMARY SCORES

This table includes ESSA identifications for your school and for student groups in your school alongside their current-year summary scores. Any pre-existing identification will also appear in this table. ID Year is the first year in which a school received its current identification(s) and determines the timeline for exit eligibility and other requirements for an identified school. For information on the thresholds for each identification, see the “Appendix – Thresholds” page in your school's report. For more information about an identification and resources available to support schools with identifications, see the Next Steps section on page 7 of your report.

## (C) INDICATOR SCORES AND PERCENTILE RANKS

This table includes a calculated outcome score and a percentile rank for each indicator. Percentile ranks are calculated from the outcome scores of schools and groups statewide and show how your school/group compares to other schools/groups statewide. In addition, ranks are made separately for the all-students group, the racial/ethnic groups, and the service provision groups. Schools and groups that graduate students and those that do not are ranked separately. For more information on this calculation, please see the [ESSA Business Rules Brief](#).

# ACADEMIC ACHIEVEMENT (PAGE 2)

ESSA Accountability Report (2021-22)



## Academic Achievement

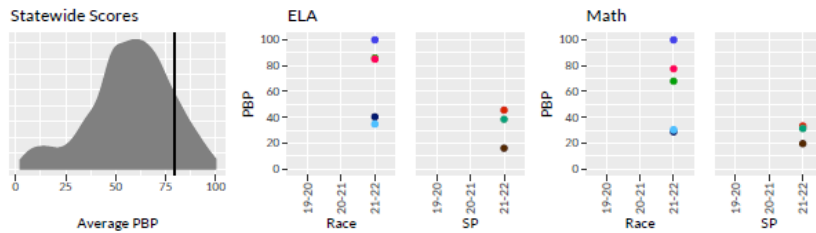
A measure of student performance on statewide assessments. The score is usually a multi-year weighted average of points-based proficiency (PBP) rates, but in this year's report, the score is from 2021-22 data alone. Participation rates (% part) less than 95% negatively impact PBP. See [more explanation](#) and [business rules](#) here.

This school ranks at the 97th percentile (%ile) in academic achievement.

A

Key	Student Group	Score	%ile
	All-Students	79.2	97
	American Indian	-	-
	Asian	100	100
	Black	34.6	26
	Hispanic/Latino	32.6	23
	Pacific Islander	-	-
	Two or More Races	77	94
	White	81.3	96
	Economically Disadvantaged (ECD)	39.5	80
	English Learner (EL)	17.9	35
	Students with Disabilities (SWD)	34.9	71

B



C

Student Group	ELA Points-Based Proficiency								
	2019-20			2020-21			2021-22		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	-	-	-	83	549	94*
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	100	56	98
Black	-	-	-	-	-	-	40.4	23	85*
Hispanic/Latino	-	-	-	-	-	-	34.8	42	88*
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	86	23	89*
White	-	-	-	-	-	-	85	404	95
ECD	-	-	-	-	-	-	45.6	102	85*
EL	-	-	-	-	-	-	16.1	25	86*
SWD	-	-	-	-	-	-	38.5	37	74*

### (A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The academic achievement indicator summarizes student performance on required statewide academic assessments. Specifically, results are based on the Forward, ACT, and DLM assessments in 3<sup>rd</sup>-8<sup>th</sup> and 11<sup>th</sup> grades. Up to three years of assessment results are used in a typical year. Please note that the 2021-22 reports only use one year of assessment data due to flexibilities from USED in response to COVID-19. This points-based proficiency rate awards points for student performance levels as follows: advanced, 1.5 points; proficient, 1 point; basic, 0.5 point; below basic, 0 points.

### (B) GRAPHS

On the left, the histogram shows the statewide distribution of average points-based proficiency rates for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in ELA points-based proficiency rates for each student group in your school with at least 20 tested students who were enrolled for the full academic year. The two graphs divide the racial/ethnic groups (left) and the service provision groups (right). A color key is provided in the indicator outcome table above.

The last two graphs show trends in math points-based proficiency rates, again dividing the racial/ethnic groups (left) and the service provision groups (right). A color key is provided in the indicator outcome table above.

### (C) ELA POINTS-BASED PROFICIENCY TABLE

This table shows the points-based proficiency rate (PBP), count (n) and participation rate (% part) for the school and each student group on the ELA portion of the Forward, ACT, and DLM assessments for 3<sup>rd</sup>-8<sup>th</sup> and 11<sup>th</sup> grades. ESSA requires states to calculate achievement outcomes based on the higher of 95% of students or the actual number of students tested. Schools and groups with less than 95% of students tested will see a reduction in their points-based proficiency rate, and an asterisk will also appear in "% part."

**ACADEMIC ACHIEVEMENT (PAGE 3)**

ESSA Accountability Report (2021-22)


**Academic Achievement (continued)**

**A**

Student Group	Math Points-Based Proficiency								
	2019-20			2020-21			2021-22		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	-	-	-	75.5	550	94*
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	100	56	98
Black	-	-	-	-	-	-	28.8	23	85*
Hispanic/Latino	-	-	-	-	-	-	30.4	43	90*
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	68	23	89*
White	-	-	-	-	-	-	77.6	404	95
ECD	-	-	-	-	-	-	33.3	102	85*
EL	-	-	-	-	-	-	19.6	25	86*
SWD	-	-	-	-	-	-	31.3	38	76*

**B**

Student Group	ELA Assessment Data											
	2019-20				2020-21				2021-22			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	-	-	-	-	19	44	23	15
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	50	43	5	2
Black	-	-	-	-	-	-	-	-	4	30	17	48
Hispanic/Latino	-	-	-	-	-	-	-	-	5	17	29	50
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	26	35	39	0
White	-	-	-	-	-	-	-	-	17	48	24	11
ECD	-	-	-	-	-	-	-	-	7	28	25	40
EL	-	-	-	-	-	-	-	-	4	4	16	76
SWD	-	-	-	-	-	-	-	-	14	16	27	43

**C**

Student Group	Math Assessment Data											
	2019-20				2020-21				2021-22			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	-	-	-	-	24	28	24	24
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	61	21	9	9
Black	-	-	-	-	-	-	-	-	4	17	17	61
Hispanic/Latino	-	-	-	-	-	-	-	-	5	12	28	56
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	30	17	22	30
White	-	-	-	-	-	-	-	-	22	32	26	20
ECD	-	-	-	-	-	-	-	-	6	16	25	53
EL	-	-	-	-	-	-	-	-	4	4	24	68
SWD	-	-	-	-	-	-	-	-	11	13	21	55

**(A) MATH POINTS-BASED PROFICIENCY TABLE**

This table shows the points-based proficiency rate (PBP), count (n), and participation rate (% part) for the school and each student group on the math portion of the Forward, ACT, and DLM assessments for 3<sup>rd</sup>-8<sup>th</sup> and 11<sup>th</sup> grades. ESSA requires states to calculate achievement outcomes based on the higher of 95% of students or the actual number of students tested. Schools and groups with less than 95% of students tested will see a reduction in their points-based proficiency rate, and an asterisk will appear in “% part.”

**(B) ELA ASSESSMENT TABLE**

This table shows the percentage of students scoring in each proficiency level on the ELA portion of the Forward, ACT, and DLM assessments: advanced (adv), proficient (prof), basic, and below basic (below).

**(C) MATH ASSESSMENT TABLE**

This table shows the percentage of students scoring in each proficiency level on the math portion of the Forward, ACT, and DLM assessments: advanced (adv), proficient (prof), basic, and below basic (below).

# STUDENT GROWTH (PAGE 4)

ESSA Accountability Report (2021-22)



## Student Growth

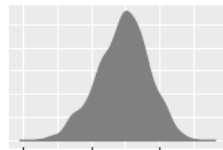
A measure of how rapidly students are progressing academically. The score is usually a multi-year weighted average of mean student growth percentiles (SGPs), but in this year's report, the score is from 2021-22 data alone. See [more explanation](#) and [business rules](#) here.

This school ranks at the **NA percentile (%ile)** in student growth.

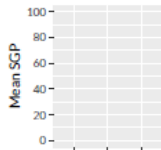
Key	Student Group	Score	%ile
	All-Students	-	-
	American Indian	-	-
	Asian	-	-
	Black	-	-
	Hispanic/Latino	-	-
	Pacific Islander	-	-
	Two or More Races	-	-
	White	-	-
	Economically Disadvantaged (ECD)	-	-
	English Learner (EL)	-	-
	Students with Disabilities (SWD)	-	-

A

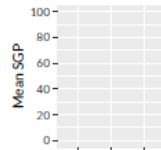
Statewide Scores



ELA



Math



B

Student Group	ELA			Math		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
	n	Mean	n	Mean	n	Mean
All-Students	-	-	-	-	-	-
American Indian	-	-	-	-	-	-
Asian	-	-	-	-	-	-
Black	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-
ECD	-	-	-	-	-	-
EL	-	-	-	-	-	-
SWD	-	-	-	-	-	-

C

### (A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The student growth indicator summarizes how rapidly students in 4<sup>th</sup>-8<sup>th</sup> grades are gaining knowledge and skills from year to year compared to other students statewide. Student growth calculations for a given year are typically based on that year's assessment result and up to five prior years of assessment results. However, content-area student growth percentiles (SGPs) in 2021-22 use only 2021-22's assessment results and one prior year of assessment results. Student-level growth results are then averaged to produce school-level average growth for the all-students group in the school and for each student group in the school with at least 20 students who have growth scores. The outcome is typically a weighted average of these rates across multiple years. Please note that the 2021-22 reports only use one year of growth data due to flexibilities from USED in response to COVID-19. All improvement, regardless of a student's starting point, can contribute positively to the student growth indicator for the all-students group or a given student group.

### (B) GRAPHS

On the left, the histogram shows the statewide distribution of mean student growth percentiles for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in mean ELA student growth percentiles for each student group in your school with at least 20 students with a growth score. The two graphs divide the racial/ethnic groups (left) and the service provision groups (right). A color key is provided in the indicator outcome table above.

The last two graphs show trends in mean math student growth percentiles, again dividing the racial/ethnic groups (left) and the service provision groups (right). A color key is provided in the indicator outcome table above.

### (C) ELA AND MATH MEAN SGPS TABLE

This table shows the number of students with growth results in the given year (n) and the average growth for students in each group (mean).

# GRADUATION (PAGE 5)

ESSA Accountability Report (2021-22)



## Graduation

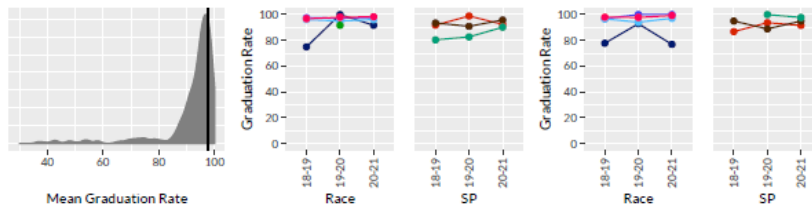
A measure of the percentage of students graduating. The score is the mean of the 2020-21 4- and 7-year graduation rates. See [more explanation and business rules here](#).

This school ranks at the 79th percentile (%ile) in graduation.

Key	Student Group	Score	%ile
	All-Students	97.7	79
	American Indian	-	-
	Asian	99	92
	Black	84.3	15
	Hispanic/Latino	96.6	64
	Pacific Islander	-	-
	Two or More Races	-	-
	White	98.7	90
	Economically Disadvantaged (ECD)	92	76
	English Learner (EL)	95.4	90
	Students with Disabilities (SWD)	94	85

A

Statewide Scores



B

Student Group	2018-19		2019-20		2020-21	
	n	Rate	n	Rate	n	Rate
All-Students	537	95.7	453	96.7	508	97.4
American Indian	-	-	-	-	-	-
Asian	40	97.5	32	96.9	36	97.2
Black	28	75	27	77.8	25	100
Hispanic/Latino	51	96.1	30	96.7	40	95
Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	24	91.7	-
White	401	96.8	356	98	379	97.9
ECD	98	91.8	68	86.8	88	98.9
EL	31	93.5	20	95	22	90.9
SWD	56	80.4	-	-	52	82.7

C

## (A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The graduation rate indicator summarizes the rate at which students in your school are graduating from high school. This indicator uses only one year of graduation data. The measure is an average of the four-year and seven-year adjusted cohort graduation rates.

## (B) GRAPHS

On the left, the histogram shows the statewide distribution of mean graduation rates for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in 4-year graduation rates for each student group in your school with at least 20 students in the cohort. The two graphs divide the racial/ethnic groups (left), and the service provision groups (right). A color key is provided in the indicator outcome table above.

The last two graphs show trends in 7-year graduation rates, again dividing the racial/ethnic groups (left) and the service provision groups (right). A color key is provided in the indicator outcome table above.

## (C) GRADUATION RATE TABLE

This table shows the count (n) of and 4- and 7-year graduation rates (rate) for students in your school. The graduation indicator is an average of one year's 4- and 7-year rates.

# CHRONIC ABSENTEEISM (PAGE 6)

ESSA Accountability Report (2021-22)

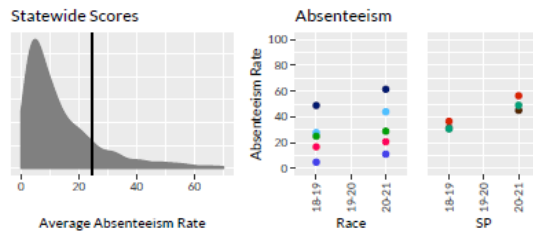


## Chronic Absenteeism

A measure of missed instructional time. The score is usually a multi-year weighted average of the percentage (rate) of students who were absent more than 10% of the time, but in this year's report, the score is from 2020-21 data alone. See [more explanation](#) and [business rules](#) here.

This school ranks at the 25th percentile (%ile) in absenteeism.

Key	Student Group	Score	%ile
	All-Students	24.4	25
	American Indian	-	-
	Asian	11.1	63
	Black	61.5	8
	Hispanic/Latino	44	17
	Pacific Islander	-	-
	Two or More Races	28.9	29
	White	20.7	41
	Economically Disadvantaged (ECD)	56.4	10
	English Learner (EL)	45.1	17
	Students with Disabilities (SWD)	49.1	14



Student Group	2018-19		2019-20		2020-21	
	n	Rate	n	Rate	n	Rate
All-Students	2126	18.3	-	-	2271	24.4
American Indian	-	-	-	-	-	-
Asian	184	4.9	-	-	225	11.1
Black	90	48.9	-	-	109	61.5
Hispanic/Latino	180	27.8	-	-	207	44
Pacific Islander	-	-	-	-	-	-
Two or More Races	64	25	-	-	90	28.9
White	1595	16.8	-	-	1629	20.7
ECD	363	36.6	-	-	365	56.4
EL	105	31.4	-	-	113	45.1
SWD	205	30.7	-	-	232	49.1

### (A) INDICATOR DESCRIPTION, SCORES, AND RANKS

The absenteeism indicator summarizes missed instructional time. The score is typically a multi-year weighted average of the percentage (rate) of students who were enrolled for at least 90 days and were absent more than 10% of the time. Please note that the 2021-22 reports only use one year of absenteeism data due to flexibilities from USED in response to COVID-19.

### (B) GRAPHS

On the left, the histogram shows the statewide distribution of average absenteeism rates for the all-students group. The vertical line shows your school's rate.

The next two graphs show trends in absenteeism for each student group in your school with at least 20 students in the cohort. The two graphs divide the racial/ethnic groups (left) and the service provision groups (right). A color key is provided in the indicator outcome table above.

### (C) ABSENTEEISM RATE TABLE

This table shows the number of students who were enrolled for at least half the academic year (n), and the percentage of students who were chronically absent in the given year (rate). Note that a lower multi-year rate of chronic absenteeism results in a higher rank on this indicator.

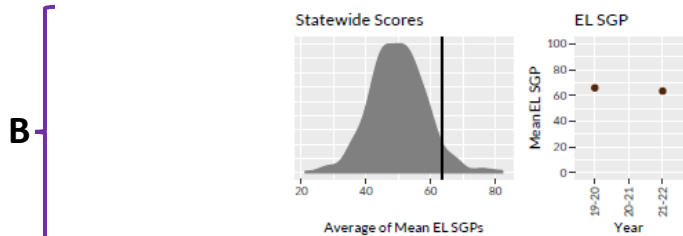
## ELP PROGRESS AND NEXT STEPS (PAGE 7)

ESSA Accountability Report (2021-22)



### ELP Progress

- A** A measure of how rapidly English learners are progressing towards English language proficiency. The score is usually a multi-year weighted average of mean student growth percentiles from the ACCESS assessment, but in this year's report, the score is from 2021-22 data alone. See [more explanation](#) and [business rules](#) here.
- This school ranks at the 95th percentile (95ile) in ELP progress, and the outcomes score is 63.4.



**C**

Student_Group	2019-20		2020-21		2021-22	
	n	Mean	n	Mean	n	Mean
EL	53	65.9	-	-	46	63.4

### Next Steps for Schools with Identifications

Identified schools are required to go through a continuous improvement process. It is important to engage in a readiness assessment to determine where to start with continuous improvement efforts, which can be found in [DPI Continuous Improvement Process Criteria and Rubric](#).

**Schools identified for TSI or ATSI:** Your district is responsible for monitoring improvement efforts and reviewing/approving your improvement plan to address needs identified in your report. Work with your district to understand your data and use it to guide improvement efforts.

**Schools identified for CSI:** A consultant from DPI will connect with you to guide you in the continuous improvement process.

- D**
- For more help understanding identifications, responsibilities, exit criteria, and timelines:
    - LEAs with federal identifications under ESSA or IDEA can schedule a district-level Microsoft Teams meeting with DPI staff through this [JFN Bookings Link](#). Both special education and regular education leaders are encouraged to attend this meeting.
    - Visit the [ESSA Accountability](#) and [Federal Notifications](#) webpages.
    - Review the [DPI Continuous Improvement Process Criteria and Rubric](#).
  - Consider seeking further continuous improvement support and resources through the [Technical Assistance Network for Improvement](#). Resources are also available on the [Resources and Supports for Continuous Improvement](#) webpage.

### (A) INDICATOR DESCRIPTION, SCORE, AND RANK

The English language proficiency progress indicator summarizes how rapidly English learners (ELs) in your school are progressing on their path to English language proficiency, based on up to five years of results on ACCESS for ELLs. The calculation is typically a multi-year weighted average of student-level growth scores, ACCESS student growth percentiles (SGPs), for students in your school. Please note that the 2021-22 reports only use one year of ELP growth data due to flexibilities from USED in response to COVID-19. All improvement, regardless of a student's starting point, can contribute positively to the ELP progress indicator.

The school's ranking in ELP progress and outcomes score is also displayed here.

### (B) GRAPHS

On the left, the histogram shows the statewide distribution of average EL SGPs. The vertical line shows your school's rate.

On the right, the graph shows trends in mean EL SGPs in your school when at least 20 students have a growth score.

### (C) MEAN EL SGPS TABLE

This table shows student growth on the ACCESS for ELLs exam. Specifically, the table shows the number of English learners with growth results in the given year (n) and the average growth for those students (mean).

### (D) NEXT STEPS

This section contains next steps and resources for identified schools. If your LEA has a federal identification under ESSA or IDEA, consider [scheduling a Microsoft Teams meeting with DPI](#) for further discussion. Regardless of identification status, all schools should consider opportunities for continuous improvement.





## Appendix - Thresholds

The ESSA accountability system identifies schools for CSI-LP, ATSI, and TSI by comparing the summary scores of the all-students group and each student group to applicable score thresholds. For these identifications, thresholds are set separately for schools with and schools without a 12th grade. Separately, CSI-LG identifies any school with a graduation rate below 67%. The tables below display the various thresholds.

### CSI-LP

A school identified for CSI-LP must meet two criteria: 1) the school must be a Title I-receiving school, and 2) the current-year summary score falls below the CSI threshold. The thresholds are at the 5th percentile of all Title I-receiving school all-student groups statewide.

2021-22 CSI-LP Threshold	
Schools with a 12th grade	6.3
Schools without a 12th grade	5.7

### ATSI

A school identified for ATSI must meet two criteria: 1) it must have one or more racial or service provision groups that qualify for TSI (see below), and 2) one or more of those groups must also fall below the applicable CSI-LP threshold. These thresholds are listed above under CSI-LP.

### TSI (Racial Group)

This year, a school identified for TSI via a racial group must meet two criteria: 1) the current-year summary score falls below the current-year TSI racial group threshold, and 2) the current-year summary score falls below the current-year all-students group threshold. The thresholds are set at the 10th percentile of the relevant groups statewide.

2021-22 TSI (Racial Group) Threshold	
Schools with a 12th grade	16.5
Schools without a 12th grade	14.1

### TSI (Service Provision Group)

This year, a school identified for TSI via a service provision group (ECD, EL, SWD) must meet two criteria: 1) the current-year summary score falls below the current-year TSI service provision group threshold, and 2) the current-year summary score falls below the current-year all-students group threshold. The thresholds are set at the 10th percentile of the relevant groups statewide.

2021-22 TSI (Serv. Prov. Group) Threshold	
Schools with a 12th grade	17.4
Schools without a 12th grade	14.9

This page describes the thresholds for each ESSA identification. If you have questions about how these thresholds applied to your school or its student groups, please [schedule a Microsoft Teams meeting with DPI](#) for further discussion.