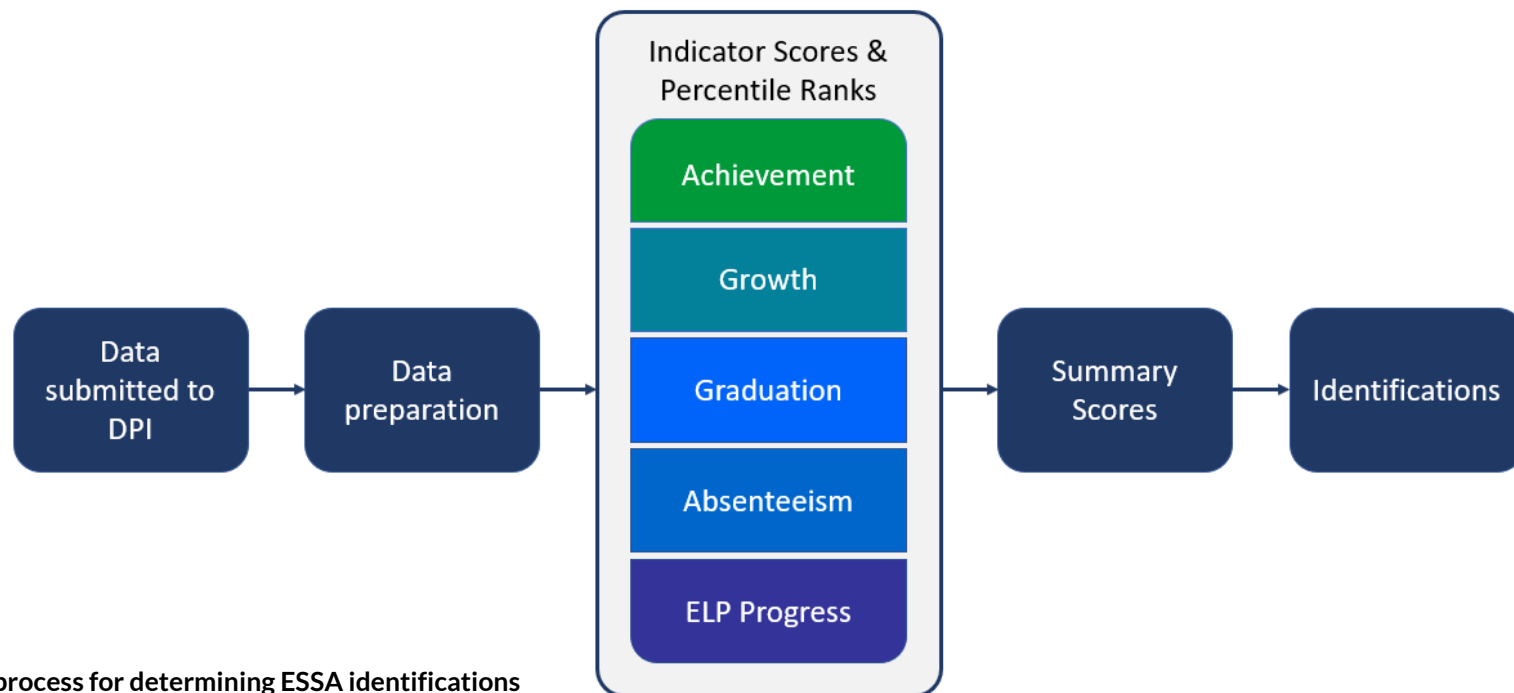


# GUIDE TO THE ESSA ACCOUNTABILITY REPORT

Office of Educational Accountability  
 February 2024

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

DPI scores these indicators and makes identifications in the process illustrated in Figure 1. After data is submitted to DPI, the Office of Educational Accountability (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 about ESSA accountability, please contact OEA at [oeaemail@dpi.wi.gov](mailto:oeaemail@dpi.wi.gov).

# OVERVIEW (PAGE 1)



Example ESSA Accountability Report (2022-23)

## Guernsey - Cheddar Elementary

This report contains ESSA identifications and accompanying accountability data to inform school-level **continuous improvement planning**. More information about this report, ESSA accountability, and accountability business rules 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: **TSI** School receives Title I funds? Yes  
Identified student groups: Black

### Identifications and Summary Scores

Identifications and summary scores are listed below. Identifications are determined based on summary scores or graduation rates as described in the Appendix.

Student Group	Identification	ID Year	Summary Score		Threshold Warning
			2022-23	2021-22	
All-Students	-	-	34.2	38.2	-
American Indian	-	-	21.6	22	-
Asian	-	-	61.5	64.2	-
Black	TSI	2023-24	8.5	13.9	-
Hispanic/Latino	-	-	37.9	20.1	-
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	48.2	56.5	-
White	-	-	67.3	64.5	-
Economically Disadvantaged (ECD)	-	-	65.6	65.7	-
English Learner (EL)	-	-	58.6	59.3	-
Students with Disabilities (SWD)	-	-	42.4	49.3	-

### Indicator Scores and Percentile Ranks

Summary scores are based on indicator percentile ranks for the five ESSA accountability indicators. A percentile rank is calculated for each indicator based on the indicator score. The scores and associated percentile ranks for this school are shown below.

Student Group	Achievement		Growth		Graduation		ELP Progress		Absenteeism	
	Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile
All-Students	44.8	18	48.6	44	-	-	50.9	52	26.8	19
American Indian	35.6	20	45.3	27	-	-	-	-	44.9	11
Asian	51.8	40	54.6	76	-	-	-	-	6.8	81
Black	32.6	17	34.1	2	-	-	-	-	62.6	3
Hispanic/Latino	28.9	13	51	59	-	-	-	-	16.3	49
Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	59.6	52	-	-	-	-	-	-	28.5	27
White	75.1	78	53.1	70	-	-	-	-	27.3	29
Economically Disadvantaged (ECD)	38.2	46	53.8	86	-	-	-	-	16.6	63
English Learner (EL)	36.5	43	52.6	81	-	-	50.9	52	22.4	46
Students with Disabilities (SWD)	32.5	36	45.8	42	-	-	-	-	16.9	62

DATE

1

Example

## (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 current 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 – Identification Criteria" 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 in your report.

## (C) INDICATOR SCORES AND PERCENTILE RANKS

This table includes a calculated indicator score and a percentile rank for each indicator. Percentile ranks are calculated from the indicator 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)

Example ESSA Accountability Report (2022-23)



## Academic Achievement

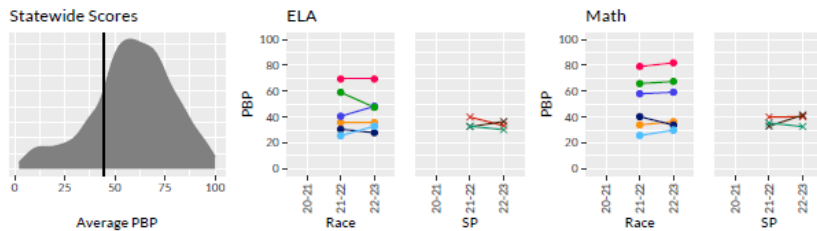
A measure of student performance on statewide assessments. The score is a multi-year average of points-based proficiency (PBP) rates. Participation rates (% part) less than 95% are marked with an asterisk and negatively impact points-based proficiency. See [more about the academic achievement indicator](#) and [academic achievement indicator business rules](#).

This school ranks at the 18th percentile (%ile) in academic achievement.

A

Key	Student Group	Score	%ile
	All-Students	44.8	18
	American Indian	35.6	20
	Asian	51.8	40
	Black	32.6	17
	Hispanic/Latino	28.9	13
	Pacific Islander	-	-
	Two or More Races	59.6	52
	White	75.1	78
	Economically Disadvantaged (ECD)	38.2	46
	English Learner (EL)	36.5	43
	Students with Disabilities (SWD)	32.5	36

B



C

Student Group	ELA Points-Based Proficiency								
	2020-21			2021-22			2022-23		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	40	396	99	43.5	377	100
American Indian	-	-	-	35.9	78	100	35.7	77	100
Asian	-	-	-	40.6	69	100	48.3	60	100
Black	-	-	-	30.6	31	100	27.9	34	100
Hispanic/Latino	-	-	-	25.6	129	98	32.9	114	99
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	59.1	22	100	47.5	20	100
White	-	-	-	69.4	67	99	69.4	72	100
ECD	-	-	-	40	40	100	33.3	36	97
EL	-	-	-	32.5	100	100	36.5	100	99
SWD	-	-	-	32.9	41	95	30.2	43	98

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

The academic achievement indicator summarizes student performance on 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. 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/symbol 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/symbol 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 eligible 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)

Example ESSA Accountability Report (2022-23)



## Academic Achievement (continued)

**A**

Student Group	Math Points-Based Proficiency								
	2020-21			2021-22			2022-23		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	45.4	395	99	48.8	377	100
American Indian	-	-	-	34	78	100	36.4	77	100
Asian	-	-	-	58	69	100	59.2	60	100
Black	-	-	-	40.3	31	100	33.8	34	100
Hispanic/Latino	-	-	-	25.8	128	97	29.8	114	99
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	65.9	22	100	67.5	20	100
White	-	-	-	79.1	67	99	81.9	72	100
ECD	-	-	-	40	40	100	40.3	36	97
EL	-	-	-	33	100	100	41.5	100	99
SWD	-	-	-	35.4	41	95	32.6	43	98

**B**

Student Group	ELA Performance Level Detail (%)											
	2020-21				2021-22				2022-23			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	2	19	36	43	3	21	36	40
American Indian	-	-	-	-	0	13	46	41	3	12	40	45
Asian	-	-	-	-	1	15	49	35	0	27	43	30
Black	-	-	-	-	0	13	35	52	0	12	32	56
Hispanic/Latino	-	-	-	-	1	13	23	63	1	16	32	52
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	0	41	36	23	0	35	25	40
White	-	-	-	-	9	37	37	16	11	33	39	17
ECD	-	-	-	-	3	15	43	40	0	17	33	50
EL	-	-	-	-	1	12	38	49	1	15	40	44
SWD	-	-	-	-	0	15	37	49	2	9	35	53

**C**

Student Group	Math Performance Level Detail (%)											
	2020-21				2021-22				2022-23			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	5	20	35	40	7	22	32	39
American Indian	-	-	-	-	1	13	38	47	0	16	42	43
Asian	-	-	-	-	4	32	39	25	7	32	35	27
Black	-	-	-	-	6	13	35	45	3	9	41	47
Hispanic/Latino	-	-	-	-	1	9	32	59	4	12	25	60
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	18	27	23	32	20	30	15	35
White	-	-	-	-	15	37	39	9	17	42	31	11
ECD	-	-	-	-	0	23	35	43	6	14	36	44
EL	-	-	-	-	2	13	34	51	4	15	41	40
SWD	-	-	-	-	5	7	41	46	5	9	33	53

### (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 eligible 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)

Example ESSA Accountability Report (2022-23)



## Student Growth

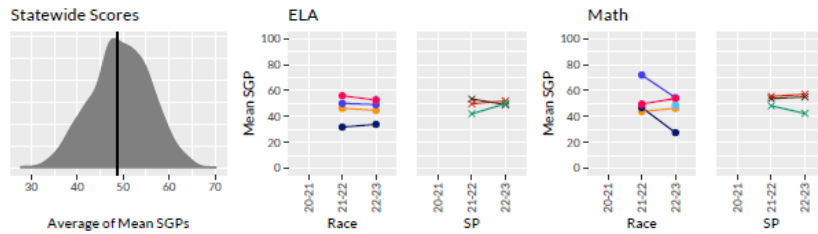
A measure of how rapidly students are progressing academically. The score is a multi-year average of mean student growth percentiles (SGPs). See [more about the student growth indicator](#) and [student growth indicator business rules](#). This indicator only applies to schools with at least one grade in grades 4-8.

This school ranks at the 44th percentile (%ile) in student growth.

A

Key	Student Group	Score	%ile
	All-Students	48.6	44
●	American Indian	45.3	27
●	Asian	54.6	76
●	Black	34.1	2
●	Hispanic/Latino	51	59
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	53.1	70
●	Economically Disadvantaged (ECD)	53.8	86
●	English Learner (EL)	52.6	81
●	Students with Disabilities (SWD)	45.8	42

B



C

Student Group	ELA				Math							
	2020-21	2021-22	2022-23	2022-23	2020-21	2021-22	2022-23	2022-23				
	n	Mean	n	Mean	n	Mean	n	Mean				
All-Students	-	-	135	47.5	219	48.5	-	-	135	51.4	220	48
American Indian	-	-	48	46.3	49	44.7	-	-	48	43.8	49	46.3
Asian	-	-	26	50.1	41	49.2	-	-	26	72	41	54.5
Black	-	-	22	31.8	23	33.9	-	-	22	46.9	23	27.5
Hispanic/Latino	-	-	-	-	65	53.4	-	-	-	-	66	48.7
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	39	56	41	52.7	-	-	39	49.6	41	53.9
ECD	-	-	26	49.8	24	52	-	-	26	55.5	24	57.1
EL	-	-	51	53.5	78	49.1	-	-	51	53.8	79	55.1
SWD	-	-	28	42	34	49.9	-	-	28	48.2	34	42.3

## (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 as measured by student growth percentiles (SGPs). 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. 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 a weighted average of these rates across multiple years. 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/symbol 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/symbol 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)

Example ESSA Accountability Report (2022-23)



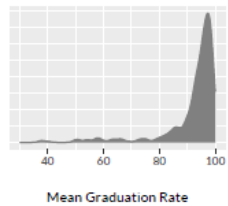
## Graduation

A measure of the percentage of students graduating. The score is the mean of the 2021-22 four- and seven-year graduation rates. See [more about the graduation indicator](#) and [graduation indicator business rules](#). This indicator only applies to schools with a grade 12.

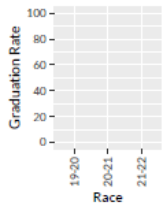
This school ranks at the NA percentile (%ile) in graduation.

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)	-	-

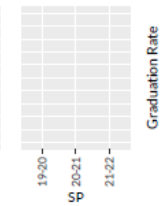
Statewide Scores



4-Year



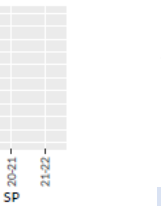
7-Year



4-Year



7-Year



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

### (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. This indicator only applies to schools with a grade 12.

### (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/symbol 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/symbol 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 the 2021-22 4- and 7-year rates.

# CHRONIC ABSENTEEISM (PAGE 6)

Example ESSA Accountability Report (2022-23)

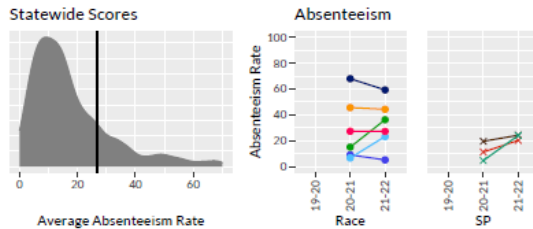


## Chronic Absenteeism

A measure of missed instructional time. The score is a multi-year average of the percentage (rate) of students who were absent more than 10% of the time. See [more about the chronic absenteeism indicator](#) and [chronic absenteeism indicator business rules](#).

This school ranks at the 19th percentile (%ile) in absenteeism.

Key	Student Group	Score	%ile
	All-Students	26.8	19
	American Indian	44.9	11
	Asian	6.8	81
	Black	62.6	3
	Hispanic/Latino	16.3	49
	Pacific Islander	-	-
	Two or More Races	28.5	27
	White	27.3	29
	Economically Disadvantaged (ECD)	16.6	63
	English Learner (EL)	22.4	46
	Students with Disabilities (SWD)	16.9	62



Student Group	2019-20		2020-21		2021-22	
	n	Rate	n	Rate	n	Rate
All-Students	-	-	627	24.2	613	28.5
American Indian	-	-	114	45.6	106	44.3
Asian	-	-	133	9	117	5.1
Black	-	-	50	68	54	59.3
Hispanic/Latino	-	-	151	6.6	142	23.2
Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	40	15	47	36.2
White	-	-	139	27.3	147	27.2
ECD	-	-	89	11.2	89	20.2
EL	-	-	149	19.5	161	24.2
SWD	-	-	65	4.6	75	24

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

The chronic 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 (half the academic year) and were absent more than 10% of the time.

### (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/symbol 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.

A

B

C

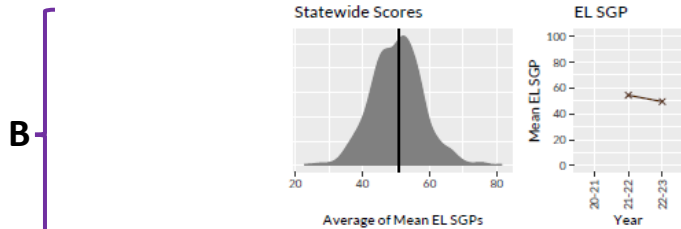
## ELP PROGRESS AND NEXT STEPS (PAGE 7)

Example ESSA Accountability Report (2022-23)



### ELP Progress

- A** A measure of how rapidly English learners are progressing towards English language proficiency. The score is a multi-year average of mean student growth percentiles from the ACCESS for ELLs assessment. See [more about the ELP progress indicator](#) and [ELP progress indicator business rules](#). This indicator only applies to schools with at least 20 English learners. This school ranks at the 52nd percentile (%ile) in ELP progress, and the indicator score is 50.9.



**C**

Student Group	2020-21		2021-22		2022-23	
	n	Mean	n	Mean	n	Mean
EL	-	-	72	54.5	123	49.5

### Next Steps

- D**
- All schools identified under ESSA are required to engage in continuous improvement to address the root causes underlying the identification. Schools must have an improvement plan that meets ESSA requirements. The plan may build on existing efforts and does not have to be a new or separate plan. The plan must be developed with specific stakeholders, including families. It must be informed by indicators in the ESSA State Plan (e.g., data in the ESSA Accountability Report). It must also include one or more evidence-based improvement strategies that meet ESSA requirements. Additional requirements vary depending on the identification.
- Schools identified for CSI: A consultant from DPI will partner with you through the continuous improvement process, connecting you with resources and funding, reviewing and approving improvement plans, and monitoring implementation. In addition to the planning requirements described above, schools with CSI identifications are required to conduct a needs assessment, identify resource inequities, and demonstrate sustainable systems to ensure high-quality improvement planning and practices into the future.
- Schools Identified for TSI or ATSI: In addition to the planning requirements described above, schools with targeted identifications must specifically address the student group(s) in the identification(s). LEAs must review and approve TSI and ATSI improvement plans and monitor implementation of improvement efforts. Schools with ATSI identifications must complete a resource inequity review and demonstrate that sustainable and high-quality improvement practices targeting the identified student groups are in place.
- For more help understanding identifications, responsibilities, exit criteria, and timelines:
- Talk with your district about scheduling a district-level virtual meeting to discuss your federal identifications under ESSA or IDEA with DPI staff from Special Education, Title I Continuous Improvement, and/or the Office of Educational Accountability. DPI staff are happy to answer any of your questions about federal identifications and related continuous

### (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. 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.





Example ESSA Accountability Report (2022-23)

## Appendix - Identification Criteria

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

### CSI-LP

A school is identified for CSI-LP when its current-year summary score falls below the applicable CSI threshold. Thresholds correspond to the 5th percentile among summary scores for all-students groups statewide. Only Title I-receiving schools are eligible for CSI-LP, and only Title I-receiving schools are used to calculate the identification threshold.

CSI-LP Threshold	
2022-23	
Schools with a 12th grade	8.7
Schools without a 12th grade	5.7

### TSI

A school is identified for TSI when one or more of its groups has a summary score that falls below (a) the TSI group threshold and (b) the TSI all-students threshold for two consecutive years. TSI thresholds are set separately for the race/ethnicity groups and the service provision groups (ECD, EL, SWD). Note that all-students groups are not eligible for TSI. TSI group thresholds correspond to the 10th percentile among summary scores for the group type (race/ethnicity or service provision) statewide. TSI all-students thresholds correspond to the 10th percentile among summary scores for all-students groups statewide.

	TSI - Race/Ethnicity		TSI - Service Provision		TSI - All Students	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Schools with a 12th grade	15.7	16.5	17.1	17.4	18.5	19.8
Schools without a 12th grade	14.5	14.1	14.9	14.9	17.3	16.9

### ATSI

A school is identified for ATSI when one or more of its groups qualifies for TSI and the current-year summary score for that group falls below the applicable CSI threshold. These thresholds are listed above under CSI-LP. A school can have both TSI and ATSI identifications.

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.