

# Guide to Federal Identification

## CSI / ATSI / TSI



Through Virginia's State Consolidated Plan for the federal Every Student Succeeds Act (ESSA), three categories of schools are identified for support and improvement. The three categories of schools are:

- Comprehensive Support and Improvement (CSI)
  - Schools identified as the lowest performing 5% of Title I schools
  - Schools with a federal graduation indicator (FGI) below 67%
  - Title I-ATSI schools that do not exit after three consecutive years
- Additional Targeted Support and Improvement (ATSI)
- Targeted Support and Improvement (TSI)

### Identification: CSI – Comprehensive Support and Improvement

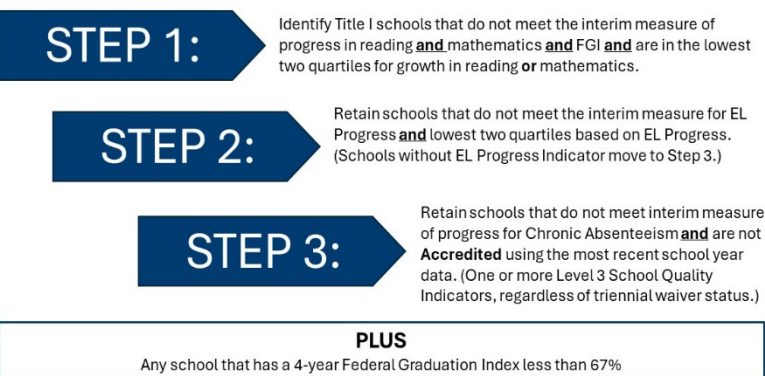
There are three identification categories for CSI: 1) Low Performing Schools, 2) FGI, and 3) Title I-ATSI schools that did not exit after three consecutive years. Low Performing and FGI categories are identified every three years.

#### 1. Overview of CSI: Low Performing Schools

- **Identification Criteria for CSI: Low Performing Schools**
  - A. Schools must be Title I schools.
  - B. Schools designated for CSI are the lowest performing 5% of Title I schools based on performance by all students.

Figure 1. CSI Identification Criteria: Low Performing and FGI Schools

### Comprehensive Support and Improvement



- **Exit Criteria for CSI: Low Performing Schools**

A comprehensive support and improvement (CSI) school can exit if it --

1. has been identified for two years;
2. is no longer in the lowest performing 5% of Title I schools; **and**
3. shows improvement in the achievement rates for reading **and** mathematics (and FGI) for the *All Students* group from when it was first identified.

Schools that exit CSI status at the end of year two will be required to implement a sustainability plan for at least one additional year.

#### 2. Overview of CSI: Federal Graduation Indicator Schools

- **Identification Criteria for CSI: FGI Schools**
  - A. Schools may be either Title I or non-Title I.
  - B. School has Federal Graduation Index < 67%.
- **Exit Criteria for CSI: FGI Schools**
  - A. School may exit after one year.
  - B. School has four-year adjusted cohort graduation rate greater than or equal to 67%.

### 3. Overview of CSI: Title I-Additional Targeted Support and Improvement (ATSI) Schools

- **Identification Criteria for CSI: Title I-ATSI Schools**
  - I. Schools must be Title I.
  - II. School has not exited ATSI status after three consecutive years.
- **Exit Criteria for CSI: Title I-ATSI Schools**
  - I. School may exit after one year.
  - II. School must meet the interim measures of progress in reading **and** mathematics performance for the student group(s) for which it was first identified.

### Identification: ATSI – Additional Targeted Support and Improvement

From among schools identified for targeted support and improvement, ATSI schools are identified. They are on the same identification schedule as CSI schools and are identified every three years.

#### Overview of ATSI

- **Identification Criteria for ATSI Schools**
  - I. Schools may be either Title I or non-Title I.
  - II. Schools identified through the TSI process with low-performing student group(s) - *Economically Disadvantaged; English Learners; Students with Disabilities; Asian; Black; Hispanic; Multiracial; White.*
  - III. Schools with one or more student groups performing below the level of the highest performing CSI school (Lowest 5%).
- **Exit Criteria for ATSI Schools**
  - I. School may exit after one year.
  - II. School must meet the interim measures of progress in reading **and** mathematics performance for the student group(s) for which it was first identified.

### Identification: TSI – Targeted Support and Improvement

TSI schools are identified annually and are schools in need of support for specific student group(s).

#### Overview of TSI

- **Identification Criteria for TSI Schools**
  - I. Schools may be either Title I or non-Title I.
  - II. Schools must have low-performing student group(s) - *Economically Disadvantaged; English Learners; Students with Disabilities; Asian; Black; Hispanic; Multiracial; White.*

Figure 2. TSI Identification Criteria

### Targeted Support and Improvement

#### STEP 1:

Identify schools with student group(s) that do not meet the interim measure of progress in reading **and** mathematics **and** FGI for the **previous two consecutive years; and** are in the lowest two quartiles for growth for one year in reading **or** mathematics.

#### STEP 2:

If the EL student group was identified in Step One, retain schools that do not meet the interim measure for EL Progress for **one year; and** are in the lowest two quartiles based on EL Progress for **one year.**

#### STEP 3:

Retain schools that do not meet interim measure of progress for Chronic Absenteeism for **two consecutive years; and** are not **Accredited** using the most recent school year data. (One or more Level 3 School Quality Indicators, regardless of triennial waiver status.)

#### • **Exit Criteria for TSI Schools**

TSI identifications are annual identifications with no specific exit requirements. Schools exit this identification after one year 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.