

# Identifying Comprehensive Support and Improvement and Targeted Support and Improvement Schools

This document contains the methodology for identifying Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools as defined in the North Carolina Every Student Succeeds Act (ESSA) State Plan. There are three categories of CSI schools and two categories of TSI schools. This document will detail the identification criteria, first year of identification, frequency of identification, exit criteria and timeline for applying exit criteria for each designation.

The categories of each designation are:

## Comprehensive Support and Improvement Schools

**CSI – Low Performing (CSI-LP)**

**CSI – Low Graduation Rate (CSI-LG)**

**CSI – Additional Targeted Support Not Exiting Such Status (CSI-AT)**

## Targeted Support and Improvement Schools

**TSI – Consistency Underperforming (TSI-CU)**

**TSI – Additional Targeted Support (TSI-AT)**

### 1. Comprehensive Support and Improvement Schools

North Carolina must identify schools for comprehensive support and improvement as defined in the ESSA state plan. There are three categories of identification:

- A) CSI-Low Performing Schools,
- B) CSI-Low Graduation Rates, and
- C) CSI-Additional Targeted Support Not Exiting Such Status.

For the 2018–19 identification year, only CSI-LP and CSI-LG schools are identified. CSI-AT schools will first be identified in the 2021–22 school year.

#### A. CSI – Low Performing Schools

- i. CSI-LP schools are the lowest performing five percent of all schools receiving Title I, Part A funds (served) in the state.
- ii. Process of identifying the lowest five percent:
  - a. Identify the total number of Title I served schools in the previous school year (2017–18 for the first identification).
  - b. Determine number of schools that comprise five percent of Title I served schools.
  - c. Determine the overall School Performance Grade (SPG) score of the highest performing school in the bottom five percent of Title I served schools.
  - d. All eligible schools with the same score, found in c., or lower are identified as CSI-LP (ties at the highest score may result in greater than five percent of schools identified).
- iii. The first year for identification of CSI-LP schools is the 2018–19 school year, using 2017–18 data. 2018–19 is a planning year with implementation in 2019–20, 2020–21 and 2021–22.
- iv. CSI-LP schools are identified every three years. Therefore, the next identification group is in 2021–22, using 2020–21 data.

- v. Schools are eligible to exit CSP-LP after the third year of implementation if the following exit criteria are met:
  - a. Have an overall SPG score that is above the lowest five percent of all Title I served schools; **and**
  - b. Meet measure of interim progress for the All Students group, in the exit year, on the school's long-term goals in reading and mathematics.
- vi. CSI-LP schools cannot be identified as TSI-CU, TSI-AT or CSI-AT.
- vii. CSI-LP schools can also be identified as CSI-LG schools.

## **B. CSI - Low Graduation Rates**

- i. North Carolina identifies high schools with a four-year cohort graduation rate less than 66.7 percent as needing comprehensive support and improvement regardless of Title I status.
- ii. Process of identifying low graduation rates
  - a. Determine whether the minimum-N for the cohort graduation rate is greater than or equal to 30, if yes then;
  - b. Identify schools with a cohort graduation rate below 66.7 percent.
- iii. The first year for identification of CSI-LG schools is the 2018–19 school year, using 2017–18 data. 2018–19 is a planning year with implementation in 2019–20, 2020–21 and 2021–22.
- iv. CSI-LG schools are identified every three years. Therefore, the next identification group is in 2021–22, using 2020-21 data.
- v. Schools are eligible to exit CSI-LG identification after the third year of implementation if the following exit criteria are met:
  - a. Have a four-year cohort graduation rate greater than 66.7 percent.
- vi. CSI-LG schools can also be identified as CSI-LP schools.
- vii. CSI-LG schools, not identified as CSI-LP, can also be identified as TSI-CU or TSI-AT schools.

## **C. CSI - Additional Targeted Support Not Exiting Such Status**

- i. Schools unable to exit the Targeted Support and Improvement – Additional Targeted Support and Improvement (TSI-AT) identification and are Title I served by the end of the three-year period associated with TSI-AT are identified as CSI-AT. See section 2.B below for more information on TSI-AT
- ii. The first year of identification will be in the 2021–22 school year.
- iii. CSI-AT schools will be identified every three years.
- iv. Schools can exit this identification if the requirements of exiting TSI-AT are met during the exit year (every four years).

## **2. Targeted Support and Improvement (TSI)**

North Carolina must identify schools for targeted support and improvement as defined in the ESSA state plan. These schools receive support at the local level for underperforming subgroups. There are two categories of identification:

- A) TSI- Consistently Underperforming Subgroups (TSI-CU) and
- B) TSI – Additional Targeted Support (TSI-AT)

## A. TSI – Consistently Under-performing (TSI-CU)

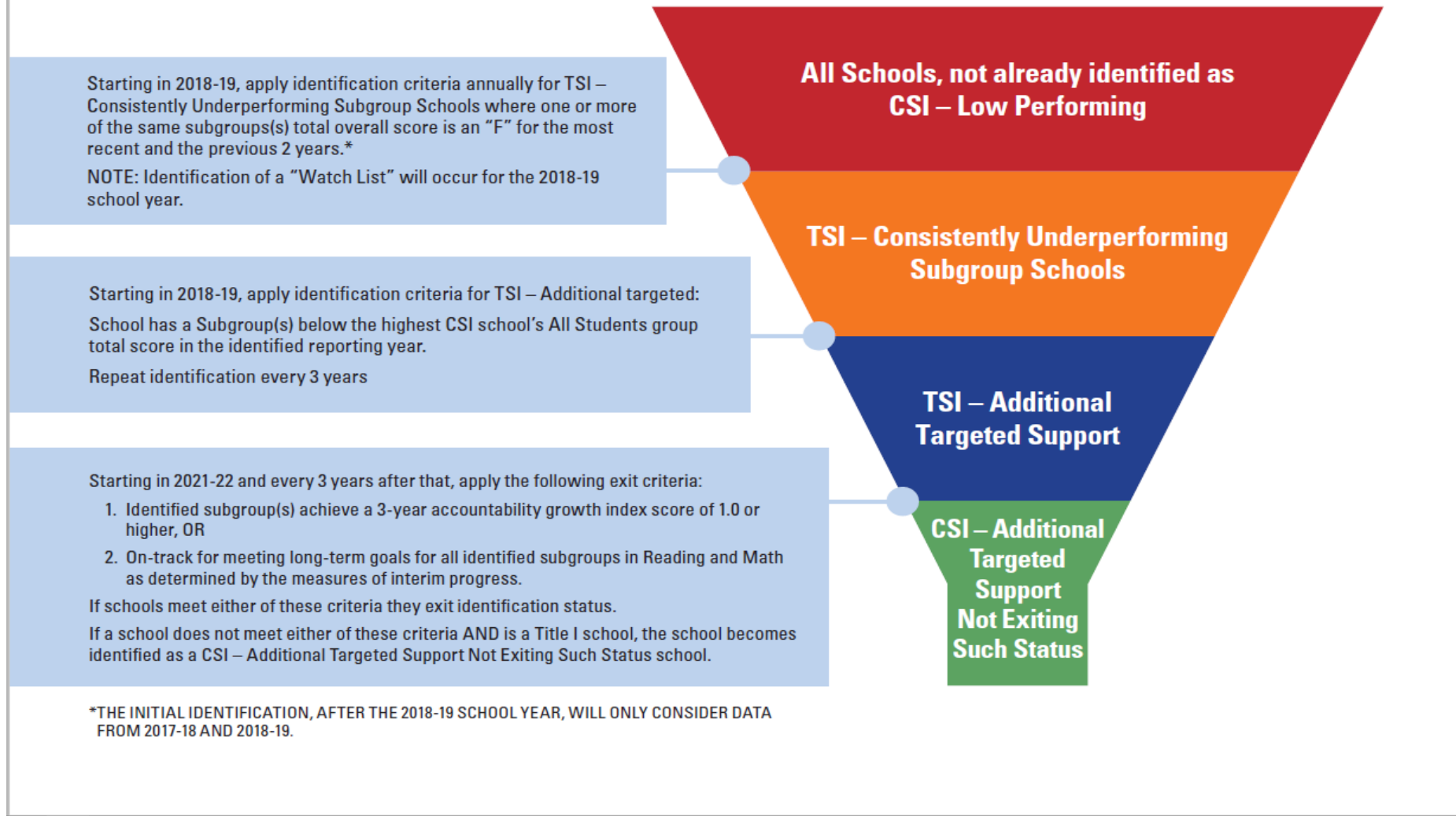
- i. All schools, except those already identified as CSI-LP, regardless of Title I status are eligible for the TSI-CU identification. Schools are identified as TSI-CU when one or more of the same subgroup receives a grade of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years.
- ii. TSI-CU schools are identified annually
  - a. For the 2018-19 identification, using 2017-18 data, a ‘watch list’ is developed. Schools on the watch list are at risk for identification as TSI-CU in 2019-20.
  - b. For the 2019-20 identification, 2017-18 and 2018-19 data is used to determine the TSI-CU schools.
  - c. For the 2020-21 and beyond identifications, three years of data is used to determine the TSI-CU schools.
- iii. Schools exit this identification by receiving a letter grade of “D” or better for the identified subgroups in the most recent and previous year (two consecutive years)
  - a. Schools are eligible to exit beginning in the 2020-21 school year, using 2018–19 and 2019–20 data.
  - b. The exit criteria are applied annually thereafter.

## B. TSI – Additional Targeted Support (TSI-AT)

- i. All schools regardless of Title I status are eligible for TSI-AT identification. Schools are identified as TSI-AT when:
  - a. The school has one or more subgroup(s) where the subgroup performance grade score is below the highest identified CSI school’s All Students group (from 1.A.ii.c above) during the identification year; **and**
  - b. The school is on the TSI-CU list for the subgroup(s) for the previous year. **Note:** The 2018–19 has only one of the criteria for identification. The criteria is, one or more subgroup(s) lower than the highest CSI school’s performance. The next identification in 2021–22 will require both criteria to be met.
- ii. Schools can exit this status every three years. Schools exit this identification during the exit year when the subgroup(s) causing the school to be identified as TSI-AT meet one of the following:
  - a. Obtain an index score of 1.0 or higher on a three-year subgroup growth score in the EVAAS system during the exit year for the identified subgroup(s); **or**
  - b. Meet the measure of interim progress for the identified subgroup(s) during the exit year in reading and mathematics.

The information displayed on the following pages provide additional graphic representations of the CSI and TSI identifications.

# TSI – Consistently Underperforming Subgroups to CSI Schools



## 2018–19 CSI and TSI Overview Chart 8/27/2018

Designation	Eligible Schools	First Year of Identification	Identification Timeline	Identification Criteria	Exit Criteria	Exit Year
CSI-LP	Title I Served	2018–19	Every 3 years	Lowest 5% SPG score of Title I served	SPG above lowest 5% <b>and</b> meet measures of interim progress in exit year	Every 4 years
CSI-LG	All High Schools	2018–19	Every 3 years	Graduation rate below 66.7%	Graduation rate greater than 66.7 in exit year	Every 4 years
TSI-CU	All Schools Except CSI-LP	2018–19 (Watch List)	Annually	'F' subgroup(s) letter grade 1yr data 18–19 2yrs data 19–20 3yrs data 20–21 and beyond	'D' subgroup(s) letter grade in most recent and previous year for identified subgroup(s) in exit year	Annually after 2020–21
TSI-AT	All Schools Except CSI-LP	2018–19	Every 3 years	Subgroup(s) performance score below highest CSI-LP school	EVAAS growth index of 1.00 or higher on 3-year subgroup growth for identifying subgroup in exit year <b>OR</b> Meet the measures of interim progress in reading and mathematics	Every 3 years
CSI-AT	Title I Served	2021–22	Every 3 years	Unable to exit TSI-AT	Same as TSI-AT in exit year	Every 4 years

**Timeline for Identification of Schools**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
CSI-Low Performing	Identification Criteria: Perform in the lowest 5% of all Title I served schools using the NC statewide system of annual meaningful differentiation (School Performance Grades).							
	Continue services for Priority schools using NC ESEA Flexibility definition	Identify 2018-19 CSI schools (planning year)	Maintain support for 2018-19 identified schools	Maintain support for 2018-19 identified schools	Identify 2021-22 CSI schools (planning year)	Exit criteria applied for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria	Identify 2024-25 CSI schools (planning year)
					Maintain support for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria		Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria
Exit Criteria: Achieve above the lowest 5% of Title I served schools using the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous school year AND meet measures of interim progress for All Students subgroup in all subjects (reading and math).								
CSI-Low Graduation Rate	Identification Criteria: High schools with a 4-year cohort graduation rate below 66.7%							
	Continue services for Priority schools using NC ESEA Flexibility definition	Identify 2018-19 CSI schools (planning year)	Maintain support for 2018-19 identified schools	Maintain support for 2018-19 identified schools	Identify 2021-22 CSI schools (planning year)	Exit criteria applied for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria	Identify 2024-25 CSI schools (planning year)
					Maintain support for 2018-19 identified schools	Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria		Maintain support for 2021-22 identified schools AND 2018-19 identified schools that did not meet exit criteria
Exit Criteria: Achieve a 4-year cohort graduation rate above or equal to 66.7% for the most recent and previous school year.								
TSI-Consistently Underperforming	Identification Criteria: one or more of the same subgroup(s) with a designation of 'F' on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and previous 2 years.							
	Continue services for Focus schools using NC ESEA Flexibility definition	Watch List (modified identification criteria)	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools
	Exit Criteria: Achieve a letter grade of 'D' or higher on the NC statewide system of annual meaningful differentiation (School Performance Grades) for previously identified subgroups in the most recent and previous year.							
TSI-Additional Targeted Support	Identification Criteria: Schools where any subgroup's performance is less than the top CSI identified school's All Students subgroup total score and have been identified as schools with one or more Consistently Underperforming subgroups for the identification year. For the 2018-19 identification only, the pool is all schools whose subgroup's performance is less than the top CSI identified school's All Students subgroup.							
	N/A	Identify 2018-19 TSI schools using 2017-18 score	Maintain TSI Identification	Maintain TSI Identification	Move to CSI-Additional Targeted Support Not Exiting Such Status (schools identified in 2018-19, Title I served schools only)	Maintain TSI Identification	Maintain TSI Identification	Move to CSI-Additional Targeted Support Not Exiting Such Status (schools identified in 2021-22, Title I served schools only)
					Identify 2021-22 TSI schools using 2020-21 score			Identify 2024-25 TSI schools using 2023-24 score
					Exit criteria applied for 2018-19 identified schools			Exit criteria applied for 2021-22 identified schools
Exit Criteria: identified subgroup(s) achieve a 3-year growth index score of 1.0 or higher OR are on track to meet the subgroup(s) 10-year proficiency goals in Reading and Math.								
CSI-Additional Targeted Support Not Exiting Such Status	Identification Criteria: Failure to exit Additional TSI status after 3 years AND receive Title I funds							
	N/A	N/A	N/A	N/A	Identify 2021-22 CSI-Additional Targeted Support Not Exiting Such Status since being identified in 2018-19 (planning year)	Maintain support for 2021-22 identified schools	Maintain support for 2021-22 identified schools	Identify 2024-25 CSI-Additional Targeted Support Not Exiting Such Status since being identified in 2021-22 (planning year)
	Exit Criteria: Same as exiting Additional TSI status							