A RESOURCE FOR EDUCATORS AND PARENTS

CSI Schools – TSI

The FACTS:

After the passage of the Every Student Succeeds Act (ESSA), each state was required to write a plan outlining how they will evaluate how well schools are doing on a variety of indicators. The System for School Success is outlined in Alaska's State Plan and describes how DEED will create school designations and what supports these schools will receive.

Indicators within the System for School Success are:

- Academic Achievement looks at the percentage of students whose performance on the state's summative assessments demonstrate the skills and knowledge of the current grade-level content in English language arts and mathematics.
- Academic Growth looks at the percentage of students who improved from one year to the next on the statewide summative assessments in English and language arts and mathematics.
- Graduation Rate looks at the percentage of students who graduated from high school with a diploma in four or five years.
- English Learner Progress calculates the percentage of English learners who meet or exceed their growth target toward attaining English language proficiency. English learners are students who have the influence of a language other than English.
- Chronic Absenteeism (School Quality/Student Success) looks at the percentage of students who missed less than 10% of the days they attended at the school.
- Grade 3 English Language Arts indicates how many students are proficient on the statewide summative assessment in English language arts.

An index value is determined for each student group within a school with 10 students in a minimum of two indicators. CSI-TSI designations occur annually.

How is this school designation determined?

A school receives a designation of Comprehensive Support – Targeted Support and Improvement (CSI-TSI) when:

- A school designated for targeted support and improvement for the same consistently underperforming subgroup for the previous three consecutive years
- An ATSI school (which has one or more student groups whose index value is less than or equal to the index value of the lowest 5% of Title I schools) that fails to exit after three years will then be identified as a CSI-TSI school.

- The nine student groups considered within each school are:
  - African American
  - Alaska Native/American Indian
  - Asian/Pacific Islander
  - Caucasian
  - Hispanic
  - Two or More Races
  - Students with Disabilities
  - English Learners
  - Economically Disadvantaged

Exit Criteria for this Designation

- A school may exit if all student groups within the school have an index value above the index value of the lowest 5% of Title I schools
- All subgroups in the school indicate that the school has no consistently underperforming subgroups
- And the previously identified group(s) have an accountability index score that has improved since the point of identification.

Supports Available for CSI-TSI Schools

A district serving a designated CSI-TSI school will develop a school improvement plan focused on the subgroup of students. This plan will

include the input of local stakeholders (parents, school staff, community members, students, etc.), address the reasons for designation, and consider local needs. The plan will include evidence-based interventions to improve adult practices and the performance of the identified student subgroup.

These schools have access to school improvement resources equivalent to CSI 5% to assist in the implementation of the school improvement plan and continue to have access to general supports available to all schools.