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

This document contains the identification process for 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 details the identification criteria, frequency of identification, exit criteria and timeline for applying exit criteria for each designation.

1. Comprehensive Support and Improvement Schools

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

A. CSI–Lowest Performing Schools (CSI-LP)
B. CSI–Low Graduation Rates (CSI-LG)
C. CSI–Additional Targeted Support Not Exiting Such Status (CSI-AT)

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 – Lowest 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 during an identification year:
    a. Identify the total number of Title I served schools in the previous school year.
        • Determine number of schools that comprise five percent of Title I served schools.
    b. Remove from consideration, closed schools, schools in the identification year that have become non-Title I schools and, on a case by case basis, schools whose configuration has changed. (i.e. Supporting less than 50% of the same student population excluding natural grade promotion.)
    c. Determine the overall School Performance Grade (SPG) score of the highest performing school in the bottom five percent of current Title I served schools.
    d. All eligible schools with that same score or lower are identified as CSI-LP.
        • Ties at the highest score may result in greater than five percent of schools identified.
iii. CSI-LP schools are identified every three years. The first identification occurred in 2018–19. Therefore, the next identification group is in 2021–22, using 2020–21 data.
    a. The first year of identification for CSI-LP schools is a planning year with implementation for three additional years.
iv. Schools exit CSI-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 in the most recent year and previous school year; **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.
v. CSI-LP schools cannot be identified as TSI-Consistently Underperforming Subgroups (TSI-CU), TSI-Additional Targeted Support (TSI-AT) or CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT).
vi. 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% 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%.

      iii.   CSI-LG schools are identified every three years. The first identification occurred in 2018–19. Therefore, the next identification group is in 2021–22, using 2020–21 data.
            a.   The first year of identification for CSI-LG schools is a planning year with implementation for three additional years.
      iv.   Schools exit CSI-LG identification after the third year of implementation if the following exit criteria is met:
            a.   Have a four-year cohort graduation rate greater than 66.7% in the most recent year and the previous year.
      v.   CSI-LG schools can also be identified as CSI-LP schools.
      vi.   CSI-LG schools, not identified as CSI-LP, can also be identified as TSI-CU, TSI-AT, or CSI-AT schools.

C. CSI - Additional Targeted Support Not Exiting Such Status

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

2. Targeted Support and Improvement Schools

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 the identified underperforming subgroups. Listed below are the two categories of identification:

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

A. TSI – Consistently Underperforming Subgroups

      i.   All schools, regardless of Title I status, are eligible for the TSI-CU identification. Schools already identified as CSI-LP cannot be identified as TSI-CU. Schools are identified annually as TSI-CU when one or more subgroup(s) receive a "F" School Performance Grade for the most recent and the previous two (2) years.
      ii.   Process of annually identifying TSI-CU schools as follows:
            a.   For the 2019–20 identification, 2017–18 and 2018–19 data is used to determine the TSI-CU schools.
                Note: Because ESSA requires the identification of TSI-CU schools annually and three years of data are not available for the 2019–20 identification, only two years of data are used.
            b.   For identification in 2020–21 and beyond, three years of data is used to determine the TSI-CU schools.
      iii.   Schools exit TSI-CU identification beginning in 2021–22 if the following exit criteria is met:
            a.   Receive a letter grade of "D" or better for the identified subgroup(s) for two consecutive years (the most recent and previous year).
            b.   Exit criteria are applied beginning with the 2021–22 school year based on 2019–20 and 2020–21 data.
            c.   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 at or below the highest identified CSI-LP 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 had only one criterion for identification. The criterion was, one or more subgroup(s) lower than the highest CSI-LP school's performance. The next identification in 2021–22 will require both criteria to be met.

    ii.   Schools exit TSI-AT identification after three years, if the subgroup(s) identifying the school as TSI-AT meet one of the following exit criteria in the exit year:

        a.   Obtain an index score of 1.0 or higher on a three-year subgroup growth score in the EVAAS system for the identified subgroup(s); **or**

        b.   Meet the measure of interim progress for the identified subgroup(s) in reading and mathematics.

Information displayed on the following pages provide graphic representations of all CSI and TSI identifications.

Comprehensive Support & Improvement and Targeted Support & Improvement Overview Chart

Designation	Eligible Schools	Year of Identification (Start of School Year)	Identification Timeline	Identification Criteria	Exit Criteria	Exit Year (End of School Year)
Comprehensive Support and Improvement – Low Performing (CSI-LP)	All Title I Served	Group 1 2018–19 Group 2 2021–22	Every 3 years	Lowest 5% SPG score of Title I served	SPG above lowest 5% in the most recent and previous year **and** Meet the All Students measures of interim progress for reading and mathematics in the exit year	Every 4 years
Comprehensive Support and Improvement – Low Graduation Rates (CSI-LG)	All High Schools	Group 1 2018–19 Group 2 2021–22	Every 3 years	Graduation rate below 66.7%	Graduation rate greater than 66.7% in the most recent and previous year	Every 4 years
Targeted Support and Improvement – Consistently Underperforming Subgroups (TSI-CU)	All Schools Except CSI-LP	Annually Starting in 2019–20	Annually	Consecutive 'F' subgroup(s) letter grade 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 the exit year	Annually after 2020–21
Targeted Support and Improvement – Additional Targeted Support (TSI-AT)	2018–19 All Schools Except CSI-LP 2021–22 TSI-CU Schools	Group 1 2018–19 Group 2 2021–22	Every 3 years	Subgroup(s) performance score at or below highest CSI-LP school	EVAAS growth index of 1.00 or higher on 3-year subgroup growth for identifying subgroup in the exit year **OR** Meet the measures of interim progress for identifying subgroup for reading and mathematics in the exit year	Every 3 years
Comprehensive Support and Improvement – Additional Targeted Support Not Exiting Such Status (CSI-AT)	Title I Served TSI-AT Schools	2021–22	Every 3 years	Unable to exit TSI-AT	Same as TSI-AT in the exit year	Every 4 years

TSI – Consistently Underperforming Subgroups to CSI Schools
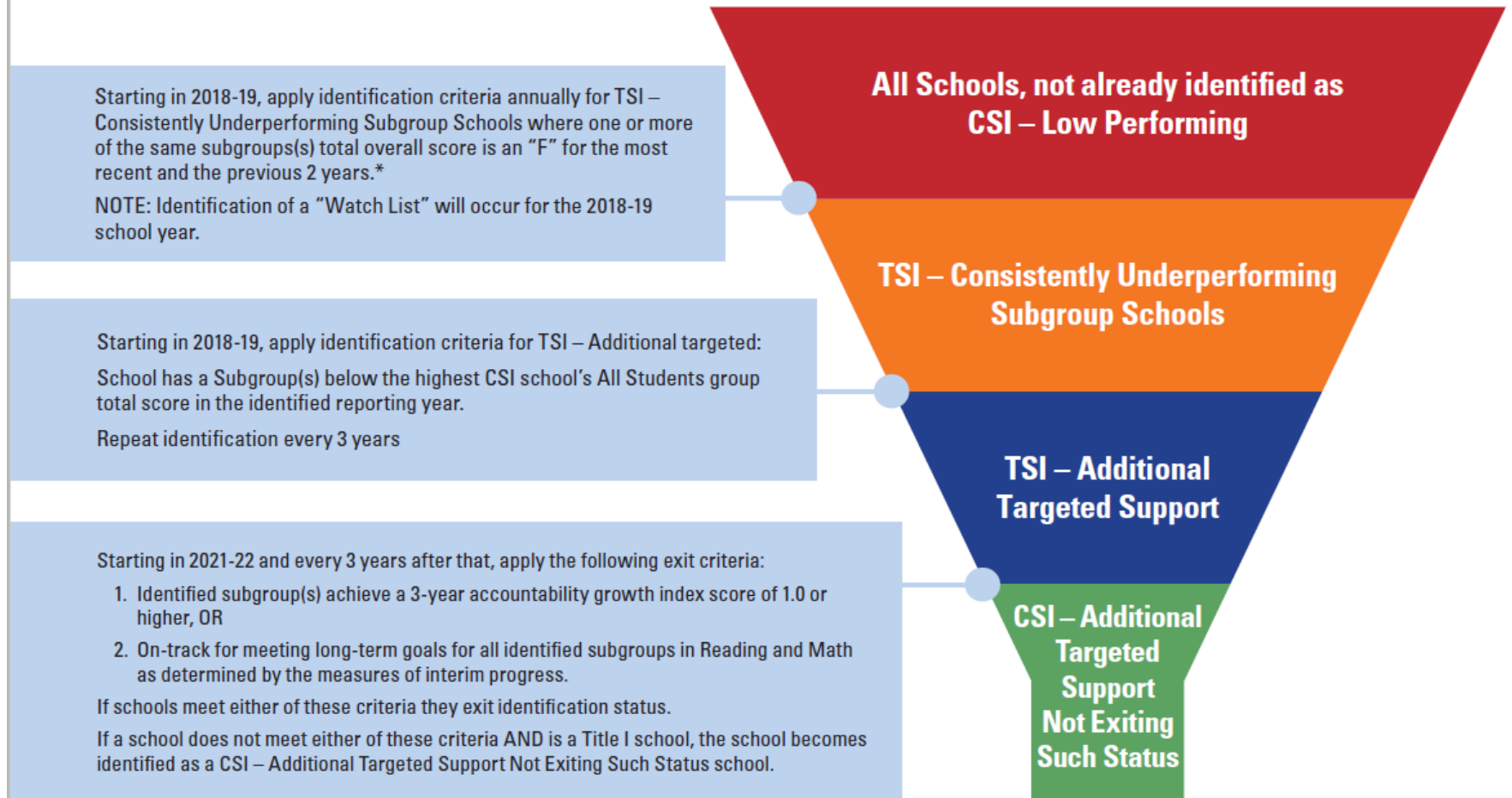
Starting in 2018-19, apply identification criteria annually for TSI – Consistently Underperforming Subgroup Schools where one or more of the same subgroups(s) total overall score is an "F" for the most recent and the previous 2 years.*

NOTE: Identification of a "Watch List" will occur for the 2018-19 school year.

Starting in 2018-19, apply identification criteria for TSI – Additional targeted:

School has a Subgroup(s) below the highest CSI school's All Students group total score in the identified reporting year.

Repeat identification every 3 years

Starting in 2021-22 and every 3 years after that, apply the following exit criteria:

1. Identified subgroup(s) achieve a 3-year accountability growth index score of 1.0 or higher, OR
2. On-track for meeting long-term goals for all identified subgroups in Reading and Math as determined by the measures of interim progress.

If schools meet either of these criteria they exit identification status.

If a school does not meet either of these criteria AND is a Title I school, the school becomes identified as a CSI – Additional Targeted Support Not Exiting Such Status school.

*THE INITIAL IDENTIFICATION, AFTER THE 2018-19 SCHOOL YEAR, WILL ONLY CONSIDER DATA FROM 2017-18 AND 2018-19.

All Schools, not already identified as CSI – Low Performing

TSI – Consistently Underperforming Subgroup Schools

TSI – Additional Targeted Support

CSI – Additional Targeted Support Not Exiting Such Status

Timeline for Identification of Schools

CSI–Low Performing

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023-24	2024-25
	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).							
CSI–Low Performing	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) / Maintain support for 2018–19 identified schools	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	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 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

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023-24	2024-25
	Identification Criteria: High schools with a 4-year cohort graduation rate below 66.7%							
CSI–Low Graduation Rate	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) / Maintain support for 2018–19 identified schools	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	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 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 Under-performing

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023-24	2024-25
	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.							
TSI–Consistently Under-performing	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

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023-24	2024-25
	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.							
TSI–Additional Targeted Support	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) / Identify 2021-22 TSI schools using 2020–21 score / Exit criteria applied for 2018-19 identified schools	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 2024-25 TSI schools using 2023–24 score / 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

	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023-24	2024-25
	Identification Criteria: Failure to exit Additional TSI status after 3 years AND receive Title I funds							
CSI–Additional Targeted Support Not Exiting Such Status	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							