

## **Understanding Identification as a Comprehensive School Improvement (CSI) under the Every Student Succeeds Act (ESSA)**

There are 64 schools (5% of Title I receiving schools) and they are located in 28 different LEAs

CSI school identification is based on the ESSA calculation contained in the Missouri Consolidated ESSA Plan ([federal accountability webpage link](#)).

The calculation considers three to four indicators per school, depending on whether or not a school has a large enough English language learner population to calculate.

The minimum “n” size for inclusion is 30, either 30 in each year, or a total of 30 scores over three years (called pooling).

High schools (any school with 12<sup>th</sup> grade) used graduation rate in their calculation. Elementary and middle schools used average growth rate (from the Missouri growth model used in MSIP).

### **Exiting Comprehensive Status:**

Schools must improve their MAP performance for both MA and ELA, both subjects, by the average step size improvement listed in Appendix A of the state plan (see link above) in two out of the next three years. The average step size can be MPI points or percent proficient/advanced.

### **Requirements for Comprehensive Schools:**

The school must develop a plan for improvement in cooperation with the regional school improvement team led by the DESE Area Supervisor, Charter Field Director or other DESE staff. The plan must address the needs identified by the school which led to the identification of the school in comprehensive status. There will be some additional funding through the federal allocation process for comprehensive schools.

There are no notification requirements. LEAs/schools/charters may choose to notify their local stakeholders, but it is not required by ESSA.

DESE will include the federal identification and status on the annual report card (building).

### **Identification of ESSA Comprehensive Status**

#### **Example Calculation for a building with the English language learner group:**

##### **Indicator 1: Academic Achievement**

3-year average MPI MA + 3-year average MPI ELA, added together/divided by 2, converted to NCE and then a ranked percentile, x a weight of 4

##### **Indicator 2: Graduation rate if a high school, Growth if an elementary or middle school**

3-year average of data, converted to NCE and then a ranked percentile, x a weight of 3

##### **Indicator 3: English Language Acquisition**

3-year average of data, converted to NCE and then a ranked percentile, x a weight of 2

Indicator 4: Attendance Rate

3-year average of data, converted to NCE and then a ranked percentile, x a weight of 1

**Example Calculation for a building without an English language learner group:**

Indicator 1: Academic Achievement

3-year average MPI MA + 3-year average MPI ELA, added together/divided by 2, converted to NCE and then a ranked percentile, x a weight of 5

Indicator 2: Graduation rate if a high school, Growth if an elementary or middle school

3-year average of data, converted to NCE and then a ranked percentile, x a weight of 3.75

Indicator 4: Attendance Rate

3-year average of data, converted to NCE and then a ranked percentile, x a weight of 1.25

Each indicator sub score, after weighting, is summed to an overall index score for the school.

Schools were sorted by index scores. The lowest scoring 5% of Title I schools are designated as CSI schools.