# 2023 Dashboard Technical Guide:Every Student

# Succeeds Act

# School Support





Prepared by the California Department of Education

Available on the CDE [California School Dashboard](https://www.cde.ca.gov/dashboard)

[and System of Support](https://www.cde.ca.gov/dashboard) Web Page.

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### About the Guide, Resources, and Contacts

#### About this “Mini-Guide”

The California School Dashboard (Dashboard) Technical Guide provides technical information on California’s accountability system, specifically the state and local indicators reported on the Dashboard. The guide is divided into multiple sections, or mini-guides, to allow viewers to download only the topics of interest. The focus of this mini-guide is on the Comprehensive Support and Improvement (CSI) – Low Graduation Rate, CSI – Low Performing, and Additional Targeted Support and Improvement (ATSI) assistance determinations under the Every Student Succeeds Act (ESSA). However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)2023 [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

#### Resources

* The [[System of Support - California School Dashboard and System of Support (CA Dept of Education)](https://www.cde.ca.gov/ta/ac/cm/sysofsupport.asp)](https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp) web page offers all resources related to California’s System of Support.
* The [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) was developed to support local educational agencies (LEAs), parents and communities by bringing the Dashboard closer to home.
* The [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp)web page contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (Academic, College/Career, Chronic Absenteeism, English Learner Progress Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* ESSA School Support, contact the School Improvement and Support Office (SISO) by e-mail at SISO@cde.ca.gov.
* Logging onto the Dashboard, registering as a LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at lcff@cde.ca.gov
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at calpads-support@cde.ca.gov

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### 2023 ESSA Assistance

#### Comprehensive Support and Improvement (CSI) Introduction

In accordance with ESSA, schools are eligible for CSI if they receive at least one color coded performance level on any state indicator and meet the criteria in one of the following categories:

1. **CSI–Low Graduation Rate**

For 2023, the CSI–Low Graduation Rate category consists of schools that have a three–year graduation rate (i.e., the combined four-and five-year high school graduation rate) that is below 68 percent. This graduation rate criteria applies to **both** Title I–funded schools and non-Title I-funded schools.

1. **CSI–Low Performing**

For 2023, the CSI–Low Performing category consists of schools that received Title I funding for the 2022–23 school year and are the lowest performing based on the 2023 Dashboard data. No less than five percent of the Title I–funded schools must be included in this category.

School eligibility categories are hierarchical. First, school eligibility is determined for CSI–Low Graduation Rate. Schools eligible for CSI–Low Graduation Rate and are Title I funded are then removed from the pool prior to the determination of the CSI–Low Performing category – which will only consist of schools that are Title I-funded. Schools can only be eligible for **one** CSI category in any given school year.

Note: Schools that were eligible for CSI–Low Performing in prior years but are **no longer** Title I-funded will continue to be in CSI until they meet the exit criteria.

Additionally, schools that do not receive a color-coded performance level on any State indicator on the 2023 Dashboard may be eligible for CSI under the Small School Program (see the section below).

#### CSI – Low Graduation Rate

For 2023, any school with a school level combined four-and five-year graduation rate less than 68 percent **over three years** will be eligible for CSI–Low Graduation Rate. Schools must have a combined four-and five-year graduation rate in 2021, 2022, and 2023 to be eligible for support. Schools are eligible for this category regardless of their Title I funding status. In addition, schools must have ≥30 students in the graduation denominator in all three years (i.e., 2021, 2022, and 2023) to be eligible for support in this category.

Schools will be evaluated on an annual basis to determine continued eligibility or exit for CSI –Low Graduation Rate. Those eligible for CSI–Low Graduation Rate in 2022–23 were reevaluated in 2023–24. Schools with a three-year combined four-and five-year graduation rate at 68 percent or above were no longer eligible for CSI based on the CSI–Low Graduation Rate criteria.

Schools that were eligible for CSI–Low Graduation Rate but did not meet the n-size criteria of ≥30 students in the current year to have a three-year average graduation rate calculated will exit. See Example 3 below.

##### CSI–Low Graduation Rate Formula

The CSI–Low Graduation Rate formula:

The sum of Graduates in 2021, 2022, and 2023

**Divided by**

The sum of students in cohort in 2021, 2022, and 2023

**Multiply by** 100 and round to the nearest tenth.

See Example 1 and 2 below.

##### Dashboard Alternative Status School (DASS) Community of Practice (COP)

DASS schools eligible for CSI under the Low Graduation Rate or Low Performing criteria will be referred to as DASS CoP schools. The addition of “CoP” was first approved by the California State Board of Education (SBE) at the September 2022 SBE meeting to distinguish the uniqueness of DASS schools and the students they serve.

In addition, at their September 2022 meeting, the SBE also approved the implementation of a federal flexibility for LEAs. This flexibility allows LEAs to forgo implementation of **all** CSI-related improvement activities if their DASS CoP schools meet both of the following criteria:

1. School is eligible for CSI–Low Graduation Rate; and
2. School has less than 100 students enrolled as of Census Day 2022

More information about DASS CoP schools and available flexibilities for CSI is available on the [Comprehensive Support and Improvement](https://www.cde.ca.gov/sp/sw/t1/csi.asp) web page under the DASS CoP tab.

##### CSI–Low Graduation Rate Entry Examples

For a school to be eligible under the CSI–Low Graduation Rate criteria, the school must have a three-year combined four-and five-year high school graduation rate below 68 percent.

###### Example 1: Mendy High School

Table 2 provides the number of graduates and cohort students in 2021, 2022, and 2023 for Mendy High School.

**Table 1: Mendy High School Graduation Graduates and Cohort Students in 2021, 2022, and 2023**

| **Year** | **2021** | **2022** | **2023** | **Total** |
| --- | --- | --- | --- | --- |
| Graduates (Numerator) | 80 | 87 | 67 | 234 |
| Students in Cohort (Denominator) | 146 | 142 | 95 | 383 |

Dividing 234 (sum of Graduates row) by 383 (sum of Students in Cohort row) then multiplying by 100 equals 61.1% (rounded to the nearest tenth).

In this example, Mendy High School’s three-year graduation rate was 61.1% and the school **met** the CSI–Low Graduation Rate criteria.

###### Example 2: Eastern Parkway High School

Table 2 provides the number of graduates and cohort students in 2021, 2022, and 2023 for Eastern Parkway High School.

**Table 2: Eastern Parkway High School Graduation Graduates and Cohort Students in 2021, 2022, and 2023**

| **Year** | **2021** | **2022** | **2023** | **Total** |
| --- | --- | --- | --- | --- |
| Graduates (Numerator) | 551 | 386 | 377 | 1,314 |
| Students in Cohort(Denominator) | 770 | 534 | 583 | 1,887 |

Dividing 1,314 (sum of Graduates row) by 1,887 (sum of Students in Cohort row) then multiplying by 100 equals 69.6%.

In this example, Eastern Parkway High School’s three-year graduation rate was 69.6% and the school **did not meet** the CSI–Low Graduation Rate criteria.

##### CSI–Low Graduation Rate Exit Examples

Schools will be evaluated on an annual basis to determine continued eligibility for CSI –Low Graduation Rate. Those eligible for CSI–Low Graduation Rate in 2022–23 were reevaluated in 2023–24. Schools with a three-year combined four-and five-year graduation rate at 68 percent or above were no longer eligible for CSI based on the CSI–Low Graduation Rate criteria.

This section provides examples of high school’s exiting CSI–Low Graduation Rate.

###### Example 3: Tora High School

Tora High School was eligible for CSI–Low Graduation Rate in 2022. Table 3 provides the number of graduates and cohort students in 2021, 2022, and 2023 for Toro High School.

**Table 3: Tora High School Graduation Graduates and Cohort Students in 2021, 2022, and 2023**

| **Year** | **2021** | **2022** | **2023** | **Total** |
| --- | --- | --- | --- | --- |
| Graduates (Numerator) | 10 | 22 | 23 | 45 |
| Students in Cohort(Denominator) | 31 | 32 | **29** | 92 |

In this example, Tora High School will exit CSI–Low Graduation Rate because the high school had **less than** 30 students in the cohort in 2023. As a result, Tora High School **did not meet** the n-size criteria in all three years.

###### Example 4: Bloomfield Science Academy

Bloomfield Science Academy was eligible for CSI–Low Graduation Rate in 2022. Table 4 provides the number of graduates and cohort students in 2021, 2022, and 2023 for Bloomfield Science Academy.

**Table 4: Bloomfield Science Academy High School Graduation Graduates and Cohort Students in 2021, 2022, and 2023**

| **Year** | **2021** | **2022** | **2023** | **Total** |
| --- | --- | --- | --- | --- |
| Graduates (Numerator) | 48 | 67 | 73 | 188 |
| Students in Cohort(Denominator) | 82 | 77 | 85 | 244 |

Dividing 188 (sum of Graduates row) by 244 (sum of Students in Cohort row) then multiplying by 100 equals 70.0%.

In this example, Bloomfield Science Academy’s three-year graduation rate is 77.0%. As a result, the school will exit CSI–Low Graduation Rate because the school’s three-year graduation rate was **greater** than 68 percent.

#### CSI – Low Performing

After schools determined to be eligible under the CSI–Low Graduation Rate criteria are removed from the pool of Title I–funded schools, schools that meet the criteria for CSI–Low Performing are determined next. The lowest-performing Title I-funded schools as required by ESSA, will be **determined** based on state indicator data from the 2023 Dashboard, using the Performance Color combinations that schools receive at the **school-level** (i.e., not student group level) on the following Dashboard state indicators:

* English language arts/literacy Indicator
* Mathematics Indicator
* English Learner Progress Indicator
* Graduation Rate Indicator
* Suspension Rate Indicator
* Chronic Absenteeism Indicator
* College/Career Indicator

Please note that while the ELPI only applies to English learners (ELs), it is used in CSI Lowest Performing determinations for schools.

California will identify not less than five percent of Title I-funded schools for CSI–Low Performing using the following hierarchical criteria:

* Criterion 1: All **Red** indicators
* Criterion 2: All **Red** indicators except for one indicator of another Performance Color
* Criterion 3: Five or more indicators where the majority are **Red**
* Criterion 4: All **Red** and Orange indicators

Please note the College/Career Indicator (CCI) will only report on Status level on the 2023 Dashboard, and, as a result, a Status level of Very Low will be used as a proxy for Red in CSI–Low Performing.

The criteria are hierarchical. For 2023–24, the CDE determined no less than five percent of Title I funded schools for CSI–Low Performing using Criteria 1, 2, and 3. **As a result, Criterion 4: All Red and Orange indicators was not implemented.**

**Note**: Criterion 1 applies for schools that have at least **one** state indicator with an n-size of 30 or greater. Criteria 2, 3, and 4 apply for schools that have **two or more** indicators that have met the n-size of 30 or greater.

Schools will be evaluated on an annual basis to determine continued eligibility or exit for CSI–Low Performing. Those eligible under the CSI–Low Performing category in 2022–23 were reevaluated in 2023–24.

A school is no longer eligible for CSI−Low Performing when both of the following criteria are met:

* **Exit Criterion 1:** School does not meet any of the CSI−Low Performing eligibility criteria for entry; **and**
* **Exit Criterion 2:** School showed improvement on at least one state indicator at the lowest Status level from the 2022 Dashboard in Change on the 2023 Dashboard.

Improvement in Change is different by state indicator:

* + ELA and Mathematics indicator, a Change of +0.1 distance from standard points
	+ ELPI and Graduation Rate, a Change of +0.1 percentage points.
	+ Suspension Rate and Chronic Absenteeism, a Change of -0.1 percentage points.

Note: Title I funding status **does not** apply to CSI−Low Performing exit criteria.

##### CSI–Low Performing Entry Examples

For a school to be eligible under the CSI–Low Performing criteria, the school must receive Title I funding in 2022–23 **and** must meet one the eligibility criterion:

* Criterion 1: All **Red** indicators
* Criterion 2: All **Red** indicators except for one indicator of another Performance Color
* Criterion 3: Five or more indicators where the majority are **Red**
* Criterion 4: All **Red** and **Orange** indicators

As mentioned above, Criterion 4 was **not** implemented for 2023–24 CSI–Low Performing determinations.

###### Example 5: Kotel Elementary School

Kotel Elementary School (Title I-funded) has the following Performance Colors on the 2023 Dashboard:

* English Learner Progress Indicator = Red
* Academic Indicator – ELA = Red
* Academic Indicator – Math = Red
* Suspension Rate = Red

In this example, this school **would be eligible** under the CSI–Low Performing criteria of *“Criterion 1: Schools with all Red indicators”*.

###### Example 6: Sundial High School

Sundial High School (Title I-funded) has the following Performance Colors on the 2023 Dashboard:

* English Learner Progress Indicator = Green
* Academic Indicator – ELA = Yellow
* Academic Indicator – Math = Orange
* Chronic Absenteeism = Red
* Suspension Rate = Red

In this example, this school **would not be eligible** for CSI–Low Performing because the school did not meet any of the CSI–Low Performing eligibility criteria.

##### CSI–Low Performing Exit Examples

For a school to exit CSI−Low Performing, they must meet **both** of the following criteria:

* **Exit Criterion 1:** School does not meet any of the CSI−Low Performing eligibility criteria for entry, **and**
* **Exit Criterion 2:** School showed improvement on at least one state indicator at the lowest Status level from the 2022 Dashboard in Change on the 2023 Dashboard.

Improvement in Change is different by state indicator:

* + ELA and Mathematics indicator, a Change of +0.1 distance from standard points
	+ ELPI and Graduation Rate, a Change of +0.1 percentage points.
	+ Suspension Rate and Chronic Absenteeism, a Change of -0.1 percentage points.

###### Example 7: Chai Middle School

Chai Middle School was eligible for CSI–Low Performing in 2022–23 based on the results of the 2022 Dashboard under Criterion 1. Table 6 compares the school’s performance on the 2022 and 2023 Dashboards.

**Table 6: Comparison of Chai Middle School’s 2022 and 2023 Dashboard Results**

| **State Indicator** | **2022 Status Level** | **Exit Criterion 1: 2023 Performance Color** | **Exit Criterion 2: 2023 Change** | **Improvement in Change from 2022 to 2023** |
| --- | --- | --- | --- | --- |
| Academic – ELA | Very Low | Red | -9.1 | No |
| Academic – Math | Very Low | Red | -10.0 | No |
| **Suspension Rate** | **Very High** | **Green** | **-4.2** | **Yes** |
| Chronic Absenteeism | Very High | Orange | +0.5 | No |

In the above example, the school met Exit Criterion 1. Additionally, Chai Middle School met Exit Criterion 2 because in 2022 the Suspension Rate indicator was at the lowest level **and** the school had an improvement in Change with a decrease of 2.1 in the Suspension Rate Indicator from the 2022 Dashboard to the 2023 Dashboard. As a result, the school **exits** CSI–Low Performing.

###### Example 8: Hagit Elementary School

Hagit Elementary School was eligible for CSI–Low Performing in 2022–23 based on the results of the 2022 Dashboard under Criterion 1. Table 7 compares the school’s performance on the 2022 and 2023 Dashboards.

**Table 7: Comparison of Hagit Elementary School’s 2022 and 2023 Dashboard Results**

| **State Indicator** | **2022 Status Level** | **Exit Criterion 1: 2023 Performance Color** | **Exit Criterion 2: 2023 Change** | **Improvement in Change from 2022 to 2023** |
| --- | --- | --- | --- | --- |
| Suspension Rate | High | Orange | -0.2 | Yes |
| Chronic Absenteeism | Very High | Orange | +0.5 | No |

In the above example, Hagit Elementary School met Exit Criterion 1. While Hagit Elementary School did have an improvement for the Suspension Rate Indicator, this indicator was not at the lowest level on the 2022 Dashboard. The school **did not** have an improvement in Change for any of the indicators (i.e., Chronic Absenteeism) that was at the lowest level on the 2022 Dashboard. As a result, the school **will not exit** CSI–Low Performing.

#### Small Schools Program for CSI

Schools that do not receive a color-coded performance level for the “ALL” student group on any of the following State indicators on the 2023 Dashboard may be eligible for Small School CSI eligibility determinations:

* ELA Indicator
* Mathematics Indicator
* Chronic Absenteeism Indicator
* Graduation Rate Indicator
* Suspension Rate Indicator
* English Learner Progress Indicator
* College/Career Indicator

Note: for the College/Career Indicator an n-size of less than 30 in the current status denominator

##### Determine CSI–Low Graduation Rate Small Schools

All schools with an n-size of 11-29 for each of the following State indicators will be evaluated for CSI–Low Graduation Rate:

* ELA
* Math
* Graduation Rate

CSI–Low Graduation Rate eligibility criteria for all schools that have graduation data are as follows:

* ELA Status level = Very Low (1); and
* Math Status level = Very Low (1); and
* Graduation Rate Status less than 68.0%

Small schools that meet the CSI–Low Graduation Rate criteria for Small Schools and are Title I-funded are removed from the pool for CSI–Low Performing eligibility determinations.

##### CSI–Low Graduation Rate Small Schools Exit Criteria

Schools will be evaluated on an annual basis to determine continued eligibility for CSI–Low Graduation Rate. Those eligible for CSI–Low Graduation Rate in 2022–23 were reevaluated in 2023–24. Schools that no longer meet the entry criteria, mentioned above, will exit CSI–Low Graduation Rate.

##### Determine CSI–Low Performing Small Schools

All Title I-funded schools with an n-size of 11-29 for each of the following State indicators are evaluated for CSI–Low Performing:

* ELA
* Math
* Chronic Absenteeism

CSI–Low Performing eligibility criteria for Title I-funded schools are as follows:

* ELA Status level = Very Low (1); and
* Math Status level = Very Low (1); and
* Chronic Absenteeism Status equal to or greater than 20.1%

##### CSI–Low Performing Small Schools Exit Criteria

Schools will be evaluated on an annual basis to determine continued eligibility for CSI–Low Performing. Those eligible for CSI–Low Performing in 2022–23 were reevaluated in 2023–24. Schools that no longer meet the entry criteria, mentioned above, will exit CSI–Low Performing.

#### Additional Targeted Support and Improvement (ATSI)

Both Title I funded and non-Title I funded schools are eligible for TSI/ATSI if they have one or more student groups(s) that, for two consecutive years, meet the criteria applied to determine at least the lowest performing 5 percent of Title I funded schools.

##### ATSI Eligibility Criteria

To be eligible for ATSI, a school must not be eligible for CSI–Low Graduation or CSI–Low Performing. Second, the school has **one or more student groups that, for two consecutive years** based on the Dashboard, meet the same criteria used to determine CSI–Low Performing. As a result, only Criteria 1, 2, and 3 were applied for ATSI eligibility determinations.

In order to be eligible for ATSI determinations, a school must have at least one student group that meets the n-size requirements in both Dashboard years:

* On the 2023 Dashboard, at one state indicator with a performance color; and
* On the 2022 Dashboard, at least one state indicator with a Status denominator of 30 or more students.

Schools are eligible under the ATSI criteria if one or more student groups meet one of the criteria on the **2022 and 2023 Dashboards**, as outlined in Table 8.

**Table 8: ASTI Entry Criteria**

| **State Indicator** | **2022 Dashboard Criteria** | **2023 Dashboard Criteria** |
| --- | --- | --- |
| Criterion 1 | All indicators at the **lowest Status level** | All **Red** indicators |
| Criterion 2 | All indicators at the **lowest Status level** except one indicator of another Status level | All **Red** indicators except for one indicator of another performance color |
| Criterion 3 | Five or more indicators where the majority are at the **lowest Status level**. | Five or more indicators where the majority are **Red** |

Note: Criterion 1 applies for all student groups that have at least **one** state indicator that meets the n-size requirement in both the 2022 **and** 2023 Dashboards. Criterion 2 applies for all student groups that have **two or more** indicators that have met the n-size requirements on both the 2022 **and** 2023 Dashboards.

##### ATSI Student Groups

ATSI determinations are made at the student group level. The student groups used for ATSI determinations are:

* Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
* Homeless Students
* English Learner Students
* Foster Youth Students
* Student with Disabilities
* Socioeconomically Disadvantaged Students

Please note that for ATSI eligibility determinations, the English Learner Progress Indicator is only applied to the EL student group.

##### ATSI Exit Criteria

Schools initially eligible for ATSI in the 2022–23 year will be reevaluated in the 2023–24 year to determine continued eligibility or exit. A school is no longer eligible for ATSI support based on the following criteria:

* **Exit Criterion 1**: Student group does not meet any of the ATSI eligibility criteria for entry; **and**
* **Exit Criterion 2:** Student showed improvement on at least one state indicator at the lowest Status level from the 2022 Dashboard in Change on the 2023 Dashboard.

Improvement in Change is different by state indicator:

* + ELA and Mathematics indicator, a Change of +0.1 distance from standard points
	+ ELPI and Graduation Rate, a Change of +0.1 percentage points.
	+ Suspension Rate and Chronic Absenteeism, a Change of -0.1 percentage points.

For example, if a school became eligible for ATSI in 2022–23 based on the performance of the English Learner (EL) student group, the school must meet the exit criteria for the EL student group to exit ATSI.

Additionally, if a school was eligible for ATSI in the prior year but did not have at least one state indicator meeting the n-size of 30 or greater in the current year, the school will exit ATSI.

###### Example 9: Tavor Elementary School

Tavor Elementary School was eligible for ATSI in 2022–23 based on the results of the 2022 Dashboard under Criterion 2 for the Students with Disabilities student group. Table 9 compares the school’s performance on the 2022 and 2023 Dashboards:

**Table 9: Comparison of Tavor Elementary School’s 2022 and 2023 Dashboard Results for the Students with Disabilities Student Group**

| **State Indicator** | **2022 Status Level** | **Exit Criterion 1: 2023 Performance Color** | **Exit Criterion 2: 2023 Change** | **Improvement in Change from 2022 to 2023** |
| --- | --- | --- | --- | --- |
| Suspension Rate | High | Yellow | -4.2 | N/A |
| **Chronic Absenteeism** | **Very High** | **Orange** | **-2.8** | **Yes** |

In the above example, the Student with Disabilities student group **met** Exit Criterion 1. Additionally, on the 2022 Dashboard, the Chronic Absenteeism indicator was at the lowest level for the Students with Disabilities student group. The Students with Disabilities student group met Exit Criterion 2 because this student group had an improvement in Change (decrease of 2.8) for that state indicator on the 2023 Dashboard. As a result, the school’s Students with Disabilities student group **met** both ATSI exit criteria.

###### Example 10: Spring Hill Junior High School

Spring Hill Junior High School was eligible for ATSI in 2022–23 based on the results of the 2022 Dashboard for the English Learner student group. Table 10 compares the English learner student group’s performance on the 2022 and 2023 Dashboards.

**Table 10: Comparison of Spring Hill Junior High School’s 2022 and 2023 Dashboard Results for the English Learner Student Group**

| **State Indicator** | **2022 Status Level** | **Exit Criterion 1: 2023 Performance Color** | **Exit Criterion 2: 2023 Change** | **Improvement in Change from 2022 to 2023** |
| --- | --- | --- | --- | --- |
| ELPI | Very Low | Red | -2.1 | No |
| Academic – ELA | Very Low | Orange | -15.4 | No |
| Academic – Math | Very Low | Red | -2.9 | No |
| Suspension Rate | High | Yellow | +0.3 | No |
| Chronic Absenteeism | Very High | Orange | +1.1 | No |

In the above example, Spring Hill Junior High met Exit Criterion 1. However, on the 2022 Dashboard, the ELPI, ELA, Math, and Chronic Absenteeism was at the lowest level for the English Learner student group. The English Learner student group **did not meet** Exit Criterion 2 because this student group **did not** have an improvement in Change for any of those state indicators on the 2023 Dashboard. As a result, the school’s English Learner student group **did not** **meet** both ATSI exit criteria.