California Department of Education
Executive Office
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# **MEMORANDUM**

**DATE:** February 14, 2019

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Update on the Implementation of the Integrated Local, State, and Federal Accountability System: Schools Eligible for Support Under the Every Student Succeeds Act.

## Summary of Key Issues

The 2018–19 school year is the first time that states are required under the Every Student Succeeds Act (ESSA) to determine which schools are eligible for Comprehensive Support and Improvement (CSI) based on the criteria in the State Plan. Such identification must occur at least once every three years and include at least the lowest performing five percent of all schools receiving Title I funds. In addition, any public high school whose graduation rate has fallen below 67 percent for three consecutive years will be automatically eligible for CSI, regardless of its Title I status. (Note: Due to business rule changes to calculating the four-year graduation rate, schools were identified for CSI in 2018 using an average of two years of data, as detailed in Attachment 1.)

ESSA also requires that states determine which schools are eligible for Targeted Support and Improvement (TSI), based on student group performance. Under California’s ESSA Plan, schools that are not eligible for CSI will be eligible for TSI regardless of their Title I funding status if they have one or more student groups(s) that, for two consecutive years, meet the criteria applied to identify the lowest performing five percent of Title I schools. Normally, TSI eligibility will be determined annually.

School identification for Additional Targeted Support and Improvement (ATSI) occurs on a three-year cycle. The criteria used to identify schools for TSI and ATSI are essentially identical. Since California’s ESSA State Plan also states that schools will be identified for ATSI in the 2018–19 school year,all schools that met the criteria for TSI in 2018 have been moved into the ATSI category.

**A school can only be eligible for one category of assistance. In other words, a school cannot be eligible for CSI and TSI (or ATSI) at the same time**. In addition, schools in all three categories have the opportunity each year after their initial identification to exit support and improvement by meeting the exit criteria included in the ESSA State Plan.

Table 1 provides a breakdown of schools eligible for CSI (based on graduation rate only and on color combinations for state indicators), ATSI, and general assistance.

(Please note that those schools not eligible for CSI or ATSI are eligible for general assistance, as shown in the table.)

**Table 1: Summary Results of Schools Eligible for CSI, ATSI, and General**

**Assistance**

| **Identification Status** | **Number of Non-Charter Schools** | **Number of Charter Schools** | **Total** |
| --- | --- | --- | --- |
| **CSI** (Based on Graduation Rate Only; Title I and non-Title I Schools) | 206 | 94 | 300 |
| **CSI** (Based on State Indicator Results; Title I Schools Only) | 447 | 34 | 481 |
| **ATSI** (Title I and non-Title I Schools) | 818 | 41 | 859 |
| **General Assistance** (Title I and non-Title I Schools) | 7,230 | 1,040 | 8,270 |
| **Total** | 8,701 | 1,209 | 9,910 |

Table 2 shows the number of local educational agencies (LEAs) eligible for differentiated assistance under the Local Control Funding Formula with the number of schools identified for CSI and ATSI.

**Table 2: Number of Non-Charter Schools Located in LEAs Eligible for Differentiated Assistance**

| **Assistance Type** | **Number of Schools Eligible for ESSA Assistance** | **Number of Schools in LEAs Eligible for Differentiated Assistance** | **Percent of Schools in LEAs Eligible for Differentiated Assistance** |
| --- | --- | --- | --- |
| **CSI: Lowest 5%** | 447 | 363 | 82.1% |
| **CSI: Graduation Rate** | 206 | 159 | 77.2% |
| **ATSI** | 818 | 675 | 82.5% |
| **Total** | 1,471 | 1,197 | 81.4% |

This Information Memorandum details the eligibility criteria for CSI and ATSI, as well as key data on the schools identified for CSI and ATSI in 2018.

## Attachment(s)

Attachment 1: Identification of Schools for Comprehensive Support and Improvement
(3 Pages)

Attachment 2: Identification of Schools for Additional Targeted Support and Improvement (2 Pages)

# **Attachment 1**

## Identification of Schools for Comprehensive Support and Improvement

### Eligibility Criteria

The Every Student Succeeds Act (ESSA) requires states to identify schools for Comprehensive Support and Improvement (CSI) in two ways:

1. All high schools (regardless of whether they received Title I funding) that have a three-year average graduation rate of less than 67 percent.
* Under the graduation rate criteria, California’s Consolidated ESSA State Plan requires any public high school whose graduation rate has fallen below 67 percent for three consecutive years to be automatically identified for CSI. However, for this year only, a two-year average graduation rate was used. This is due to the business rule changes to calculating the four-year graduation cohort in response to an audit by the U.S. Department of Education Office of Inspector General which was shared with State Board of Education (SBE) in June 2018 (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx>). The California Department of Education applied these new business rules to the graduating classes of 2017 and 2018. Therefore, these two cohorts were used to calculate the two-year average. Moving forward, the three-year average will be used.
1. At least the lowest performing five percent of the Title I schools, which includes schools with Dashboard Alternative School Status (DASS).
* Under California’s ESSA State Plan, the lowest performing five percent of Title I–funded schools are identified based on the state indicator data reported in the Dashboard, using the color combinations that schools receive at the school level (i.e., not student group level). These color combinations were approved by the SBE at its July 2018 meeting (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item02a1.docx>):
* Schools with all red indicators;
* Schools with all red but one indicator of any other color;
* Schools with five or more indicators where the majority are red; and
* Schools with all red and orange indicators.

All four criteria are applied, and a school that meets any of the four criteria is identified.

Table 1 shows the number of schools identified for CSI based on colors received on state indicators (i.e., criteria used to identify the lowest performing five percent of Title I schools).

**Table 1: Number of Schools Identified for CSI by State Indicator Results: Breakdown by Color Performance**

| **Color Criteria**  | **Number of Schools** |
| --- | --- |
| All Indicators Are Red | 88 |
| All Indicators Are Red, Except One of Any Color | 134 |
| Majority of Five or More Indicators Are Red | 43 |
| All Indicators Are Red and Orange | 215 |
| Total  | 480 |

Tables 2 and 3 provide a breakdown of CSI-identified schools by DASS and non-DASS status.

**Table 2: Number of Schools Identified for CSI by State Indicator Results: Breakdown by DASS and Non-DASS Schools**

| **Color Criteria**  | **Number of DASS Schools** | **Number of Non-DASS Schools** |
| --- | --- | --- |
| All Indicators Are Red | 67 | 21 |
| All Indicators Are Red, Except One of Any Color | 38 | 96 |
| Majority of Five or More Indicators Are Red | 23 | 20 |
| All Indicators Are Red and Orange | 4 | 211 |
| Total  | 132 | 348 |

**Table 3: Number of Schools Identified for CSI by State Indicator Results: Breakdown by Charter and Non-Charter Schools**

| **Color Criteria**  | **Number of Charter Schools** | **Number of Non-Charter Schools** |
| --- | --- | --- |
| All Indicators Are Red | 5 | 83 |
| All Indicators Are Red, Except One of Any Color | 11 | 123 |
| Majority of Five or More Indicators Are Red | 4 | 39 |
| All Indicators Are Red and Orange | 14 | 201 |
| Total  | 34 | 446 |

Please note that one CSI school is not included in Tables 1 through 3 because of its small *n* size (less than 30 students); it did not receive a performance color. However, the U.S. Department of Education requires states to establish a methodology for determing whether schools are identified for CSI regardless of whether they receive a performance color. As a result, criteria were developed to identify schools without any performance colors due to their small *n* size (see below). Only one middle school met the small school criteiria.

* For K–8 schools: Very Low Status for both English language arts (ELA) and mathematics and Very High Status (20.1 percent of more) for Chronic Absenteeism.
* For high schools: Very Low Status for both ELA and mathematics and a graduation rate below 67 percent (Very Low Status).

# **Attachment 2**

## Identification of Schools for Additional Targeted Support and Improvement

### Eligibility Criteria

In accordance with California’s Every Student Succeeds Act (ESSA) State Plan, schools that are not identified for Comprehensive Support and Improvement (CSI) are eligible for Targeted Support and Improvement (TSI) if they have **one or more student group(s) that, for two consecutive years** (based on the 2017 Dashboard and 2018 Dashboard), meet the same criteria used to identify the lowest performing five percent of Title I schools.

* All red indicators (student group must have at least two indicators);
* All red but one indicator of any other color;
* Five or more indicators where the majority are red; and
* All red and orange indicators.

Please note that a student group may meet the criteria based on a different color combination from one year to the next, but the **same student group must meet one of the color combinations in both years**.

TSI identification occurs annually, whereas Additional Targeted Support and Improvement (ATSI) identification occurs every three years. (The criteria used to identify schools for TSI and ATSI are identical in 2018-19.) **Because California’s ESSA State Plan requires schools to be identified in the ATSI category for the 2018–19 school year, all schools that met the criteria for TSI were moved into the ATSI category**.

Schools that received Title I funds and schools that did not receive Title I funds are both eligible for TSI and ATSI.

A total of 859 schools were identified for ATSI for the 2018–19 school year. Two student groups that most prevalently met the ATSI criteria were students with disabilities (676 schools) and African American students (164 schools).

Table 1 provides a breakdown of ATSI-identified schools, showing how many schools met the criteria based on:

* One student group,
* Two student groups,
* Three student groups, and
* Four student groups.

**Table 1: Schools Identified for ATSI Based on the Number of Student Groups Meeting the Criteria**

| **Number of Student Groups** | **Number of Schools** |
| --- | --- |
| 1 | 717 |
| 2 | 115 |
| 3 | 23 |
| 4 | 4 |
| Total | 859 |

Tables 2 and 3 provide a breakdown of ATSI-identified schools by Dashboard Alternative School Status (DASS) and charter status.

**Table 2: Schools Identified for ATSI: Breakdown by DASS and Non-DASS Schools**

| **Number of DASS Schools** | **Number of Non-DASS Schools** | **Total** |
| --- | --- | --- |
| 3 | 856 | 859 |

**Table 3: Schools Identified for ATSI: Breakdown by Charter and Non-Charter Schools**

| **Number of Charter Schools** | **Number of Non-Charter Schools** | **Total** |
| --- | --- | --- |
| 41 | 818 | 859 |