



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** 2018-19 Identification of Schools for Support Under the Every Student Succeeds Act

**NUMBER:** MEM-062702.0

**ISSUER:** Karen Ryback, Executive Director  
Federal and State Education Programs

Oscar Lafarga, Executive Director  
Office of Data and Accountability

**DATE:** January 30, 2019

**ROUTING**  
Local District  
Administrators  
School Principals  
School Assistant Principals  
School Coordinators  
School Administrative Assistants

**PURPOSE:** The Every Student Succeeds Act (ESSA) requires states to identify and provide additional supports to their lowest performing schools. This memorandum provides information on school eligibility.

**MAJOR CHANGES:** This is a new memorandum.

**INSTRUCTIONS: I. BACKGROUND**

Under the Every Student Succeeds Act (ESSA), states are required to implement a statewide accountability system that identifies schools as Comprehensive Support and Improvement (for overall low performance), and Targeted Support and Improvement or Additional Targeted Support and Improvement (for consistent or chronic low performance of subgroups). Schools will be identified by the State starting in January 2019 based on results for overall students, and for individual student group performance on the California School Dashboard (“the Dashboard”). School identification categories are hierarchical and schools cannot be identified under more than one category. The State updates the Dashboard annually, and has posted updated results to reflect 2017-18 data.

**II. SCHOOL ELIGIBILITY**

Comprehensive Support and Improvement (CSI)

Beginning in January 2019, the State will identify schools for Comprehensive Support and Improvement (CSI) status based on any of the following results on the Dashboard:

- Any high school with 67% or below in graduation (based on 2-year average)



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- Title I schools where all indicators are red
- Title I schools where all indicators are a combination of red and orange
- Title I schools where all but one indicator are red
- Title I schools where if there are five or more indicators, the majority are red

CSI schools will be identified in January 2019, January 2020 and every three years thereafter to align with federal requirements and the Local Control Accountability Plan cycle.

Once identified as CSI, schools must complete the following mandates:

- Write a plan with stakeholders that:
  - is informed by all indicators
  - is based on the findings of a comprehensive needs assessment
  - identifies resource inequities
  - includes evidence-based interventions
- Implement the plan

The School Plan for Student Achievement (SPSA) will be adapted for CSI schools such that the above plan requirements are addressed. The plan will be approved by the school, the district and the State and will be monitored by the State.

### Additional Targeted Support and Improvement (ATSI)

In January 2019, the State will also identify schools for Additional Targeted Support and Intervention (ATSI) status. For schools that have not been identified as CSI that have one or more student group(s) that meet(s) any of the following criteria based on two consecutive years on the Dashboard:

- All indicators are red (must have at least two indicators)
- All indicators are a combination of red and orange
- All but one indicator are red
- If there are five or more indicators, the majority are red

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 the criteria in both years.

Similarly to CSI schools, ATSI schools will be identified in January 2019, January 2020 and every three years thereafter to align with federal requirements and the Local Control Accountability Plan cycle.

Once identified as ATSI, schools must complete the following mandates:

- Write a plan with stakeholders that:



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- is informed by all indicators
  - is based on the findings of a comprehensive needs assessment
  - identifies resource inequities
  - includes evidence-based interventions
- Implement the plan

The SPSA will also be adapted for ATSI schools such that the above plan requirements are addressed. For ATSI schools, the plan is approved by the school and district and monitored by the LEA.

### Targeted Support and Improvement (TSI)

Beginning in January 2021 and annually, the State will identify schools for Targeted Support and Intervention (TSI) status based on the same criteria noted above for ATSI. The TSI mandates are the same as ATSI except that TSI schools are not required by ESSA to complete a comprehensive needs assessment. That said, all Title I schools complete needs assessments as part of their School Plan for Student Achievement (SPSA).

### **III. EXIT CRITERIA**

For CSI, TSI and ATSI schools, the State will review Dashboard results annually to determine if a school continues to have the designation or if it exits the status for the year based on no longer meeting the identification criteria and improving the status of relevant indicators.

### **IV. RESOURCES**

The 2018 California School Dashboard Technical Guide explains the California School Dashboard and the identification criteria in great detail, and offers sample scenarios to demonstrate how identification criteria apply to CSI, ATSI or TSI. The relevant pages (143-147) from the Technical Guide are found on Attachment A.

See related resources for links to the full technical guide and the California School Dashboard.

### **RELATED RESOURCES:**

REF-055699, *Adjusted Cohort Graduation Rate (ACGR)*, issued August 30, 2018 by the Office of Data and Accountability

REF-055700, *Dashboard Alternative School Status (DASS) One-Year Graduation Rate*, issued August 30, 2018, by the Office of Data and Accountability.



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REF-06700.0, *2018 California School Dashboard*, issued January 11, 2019, by the Office of Data and Accountability.

<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf>.

[www.caschooldashboard.org](http://www.caschooldashboard.org).

**ASSISTANCE:**

For additional information regarding state-identified school mandates, contact Federal and State Education Programs at (213) 241-6990.

For assistance with the CA Dashboard and identification criteria, contact State Reporting Services Branch at (213) 241-2450.



## Identification of Schools for Comprehensive Support and Improvement

In accordance with the ESSA, schools are eligible for **Comprehensive Support and Improvement (CSI)** when they are identified in one of the following two categories:

1. The 'CSI–Low Graduation Rate Schools' category, for 2018, consists of schools that have a two–year average high school graduation rate below 67 percent. This graduation rate criteria applies to both Title I–funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for both 2017 and 2018 to be eligible for identification in this category.
2. The 'CSI–Lowest Performing Schools' category, for 2018, consists of schools that received Title I funding for the 2017–18 school year and are the lowest performing based on the 2018 Dashboard data. At least five percent of the Title I–funded schools must be identified in this category.

School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is 'CSI–Low Graduation Rate Schools.' Schools identified for CSI based on graduation rate that happened to be Title I–funded are removed from the pool prior to the identification of Title I–funded schools in the 'CSI–Lowest Performing Schools' category. In future years, schools that meet exit criteria will be determined on an annual basis.

Because Dashboard Alternative School Status (DASS) schools are included in the 2018 Dashboard, the same school identification criteria under ESSA will apply to DASS schools as will apply to non-DASS schools.

### **Schools with Graduation Rate Below 67 Percent (CSI–Low Graduation Rate Schools)**

For 2018, any school with a school level graduation rate less than 67 percent **averaged over two years** will be identified for CSI. Schools must have a graduation rate in both 2017 and 2018 to be eligible for identification in this second group. Schools are eligible for this category regardless of their Title I funding status. [Note: 'CSI–Low Graduation Rate Schools' will be identified based on a three–year average graduation rate in the future.]

### **Lowest-performing Title I Schools (CSI–Lowest Performing Schools)**

After schools identified for 'CSI–Low Graduation Rate' are removed from the pool of Title I–funded schools, schools that meet the criteria for 'CSI–Lowest Performing Schools' are identified next. The lowest-performing Title I schools—as required by ESSA—will be identified based on the data in the **2018 Dashboard**, using the color combinations that schools receive at the school level (i.e., not student group level) on the Dashboard



indicators. The selection criteria are:

- Schools with all red indicators;
- Schools with all red but one indicator of any other color;
- Schools with all red and orange indicators; and
- Schools with five or more indicators where the majority are red.

**Examples of How Schools Are Identified for CSI**

For a school to be identified for CSI, the school must either have a two-year average high school graduation rate below 67 percent, regardless of the Title I funding status of the school or have received Title I funds for the 2017–18 school year and meet the criteria for lowest performing schools.

**Example 1: Ruby Union High School**

Ruby Union High School did **not** receive Title I funds for the 2017–18 school year.

High School Graduation Rates for 2017 and 2018:

Year	Graduation Rate
2018	65.4
2017	59.8
Two-year Average	62.6

Although Ruby Union High School did not receive Title I funds for the 2017–18 school year, it was eligible for CSI identification based on its two-year average graduation rate of 62.6 percent. Because Ruby Union High School had a graduation rate in both 2017 and 2018 and met the criteria of having a two-year average graduation rate below 67 percent, this school is identified as a ‘CSI–Low Graduation Rate School.’

**Example 2: Amethyst Elementary School**

Amethyst Elementary School received Title I funds for the 2017–18 school year.

Performance levels achieved in all applicable indicators on 2018 Dashboard:

State Indicators	Performance Level
ELA	Red
Mathematics	Orange
Chronic Absenteeism	Orange
Suspension	Orange

Because Amethyst Elementary received all red and orange on its 2018 Dashboard indicators at the school level, this school is identified in the ‘CSI–Lowest Performing Schools’ category.



**Example 3: Jasper Middle School**

Jasper Middle School received Title I funds for the 2017–18 school year.

Performance levels achieved in all applicable indicators on 2018 Dashboard:

State Indicators	Performance Level
ELA	Red
Mathematics	Red
Chronic Absenteeism	Orange
Suspension	Yellow

Because Jasper Middle School received a yellow in addition to the orange on the 2018 Dashboard, this school does not meet the criteria for identification as a CSI school.

**Example 4: Emerald High School**

Emerald High School received Title I funds for the 2017–18 school year.

Performance levels achieved in all applicable indicators on 2018 Dashboard:

State Indicators	Performance Level
ELA	Red
Mathematics	Red
Graduation Rate	Red
Suspension	Yellow
CCI	Orange

High School Graduation Rates for 2017 and 2018:

Year	Graduation Rate
2018	55.7
2017	49.9
Two-year Average	52.8

Emerald High School is a DASS school. As mentioned earlier, the same criteria for school identification under ESSA apply to DASS schools as to non-DASS schools.

Although Emerald High School did receive Title I funds for the 2017–18 school year and met the criteria of having five or more indicators with the majority being red on the 2018 Dashboard, this school is identified as a 'CSI–Low Graduation Rate School' based on having a two-year average graduation below 67 percent. Because schools can only be identified in one category, in the hierarchy of identification for CSI, schools are identified for the 'CSI–Low Graduation Rate Schools' category first, followed by the 'CSI–Lowest Performing Schools' category.



## Identification of Schools for Targeted Support

In accordance with California’s ESSA State Plan, schools that are not identified for 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(s) the same criteria as applied in the identification of the ‘CSI–Lowest Performing Schools.’ Schools that received Title I funds and schools that did not receive Title I funds are both eligible for Targeted Support. TSI identification occurs annually. Because DASS schools did not receive a 2017 Dashboard, they will not be identified for TSI for this year.

The criteria used to identify schools for TSI and the criteria used to identify schools for Additional Targeted Support and Improvement (ATSI) are identical. 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 are moved into the ATSI category. School identification for ATSI occurs on a three–year cycle.

Schools not identified for CSI that have one or more student group(s) that meet(s) any of the following criteria based on the 2017 Dashboard and 2018 Dashboard will be identified in the ATSI category for the 2018–19 school year:

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

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 the criteria in both years. In future years, schools that meet exit criteria will be determined on an annual basis.

### Examples of How Schools Are Identified for Targeted Support

Because the identification criteria for TSI and ATSI are identical and, for the 2018–19 school year, all schools identified for targeted support will be assigned to the ATSI category, the examples that follow will refer to ATSI. In addition, while schools may be identified based on more than one student group meeting the criteria, the examples give information on a single student group.

#### Example 1: Onyx High School

Performance levels achieved by **Multiple Races (MR) student group** in all applicable indicators:

State Indicators	2017 Dashboard	2018 Dashboard
ELA	Orange	Red
Mathematics	Red	Red
Graduation Rate	Orange	Red
Suspension	Yellow	Orange
CCI	Orange	Orange





Onyx High School was not identified for ATSI for the 2018–19 school year based on its Multiple Races student group. Although this student group met the criteria of ‘all red and orange indicators’ based on the 2018 Dashboard, it failed to meet the criteria based on the 2017 Dashboard when it had a Yellow indicator in addition to Red and Orange.

**Example 2: Agate Middle School**

Performance levels achieved by **English Learner (EL) student group** in all applicable indicators:

State Indicators	2017 Dashboard	2018 Dashboard
ELA	Red	Red
Mathematics	Red	Red
ELPI	Red	n/a
Chronic Absenteeism	n/a	Orange
Suspension	Yellow	Orange

Agate Middle School was identified for ATSI based on its EL student group that met the criteria of ‘all red but one indicator of any other color’ based on the 2017 Dashboard and the criteria of ‘all red and orange indicators’ based on the 2018 Dashboard. The indicators are not required to be the same for both years. [Note: Because only one year of data is available for the English Language Proficiency Assessments for California (ELPAC), ELPI is not an available indicator on the 2018 Dashboard. While ELPI is an indicator on the 2017 Dashboard, the only student group applicable for the ELPI is the EL student group. Chronic Absenteeism is a new indicator on the 2018 Dashboard.]

**Example 3: Aquamarine K–12 Charter School**

Performance levels achieved by **Students with Disabilities (SWD) student group** in all applicable indicators:

State Indicators	2017 Dashboard	2018 Dashboard
ELA	Orange	Red
Mathematics	Red	Red
Graduation Rate	Red	Red
Chronic Absenteeism	n/a	Orange
Suspension	Yellow	Orange
CCI	Red	Orange

Aquamarine K–12 Charter School was identified for ATSI for the 2018–19 school year based on its SWD student group. The school’s SWD student group met the criteria of ‘five or more indicators where the majority are red’ based on the 2017 Dashboard and the criteria of ‘all red and orange indicators’ based on the 2018 Dashboard.