

Federal Requirements to determine School in need of Comprehensive Support and Improvement – Fall 2018

The foundation of the process of identifying CSI schools is the use of both achievement and growth data of all students in each school. Achievement data is provided by PSSA, Keystone and/or PASA exams over the past two school years; Growth data is provided by PVAAS. This method is consistent with the federal Every Student Succeeds Act (ESSA).

Step 1. Preliminary identification based on achievement and growth.

Pennsylvania initially categorized schools as eligible for identification based on performance in two domains:

1. The percentage of students scoring Proficient or Advanced on state assessments in English language arts and mathematics combined over two years **(2016-17 and 2017-18)**. These state assessments include PSSA, Keystone and PASA exams.
2. The percentage of students achieving annual growth targets (Average Growth Index or AGI), also derived from a two-year window **(2016-17 and 2017-18)**. Growth is measured by PVAAS.

Step 2. Final identification based on additional academic and non-academic indicators

After identifying those schools exhibiting both low achievement and low growth, Pennsylvania considered the performance of these schools on remaining accountability indicators, as available:

- high school graduation rate,
- progress in moving English learners to English language proficiency,
- chronic absenteeism (reported as regular attendance), and
- career standards engagement.

Performance levels were established by creating ranks for each indicator, from highest to lowest performance.

Step 3. Identification of additional high schools with low graduation rates

Finally, ESSA requires that states identify “all public high schools in the state failing to graduate one third or more of their students” (pp. 54, 57). Pennsylvania identified any high school, regardless of Title I status, not already identified through Steps 1 and 2 through evaluation of the four- and five-year adjusted cohort graduation rates.

Our School was identified as School in need of Comprehensive Support and Improvement (CSI) based on the following Indicators:

Indicators/Measures	Pennsylvania Criteria	I-LEAD CS 2018 Results
Achievement: Math and ELA Combined	At or below 31.5%	9.90%
Growth: Math and ELA Combined	Below -1.0 PVAAS	-1.93
At or below 31.5%	At or below 79.35%	51.72%
English Language Proficiency	At or below 31.1%	13.27%
Regular Attendance	At or below 76.12%	52.10%
Career Standards Benchmark	At or below 91.3%	68.27%