

# Identification of School for Comprehensive and Targeted Support and Improvement under ESSA

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# Advance Organizer

- Provide an overview of ESSA requirements
- Discuss possible options for NY

# Statute Related to Identification of Schools

- Based on the defined system of annual meaningful differentiation establish a State-determined methodology to identify schools in need of:
  - Comprehensive Support and Improvement or
  - Targeted Support and Improvement

# Targeted Support and Improvement

Type of Schools	Description	Timeline for ID	Initial Year
Consistently Underperforming Subgroup(s)	Any school with one or more consistently underperforming subgroups	Annually	2019-2020
Low Performing Subgroup	Any school with a subgroup performing below the threshold for the all students group for the lowest 5% of Title I schools. These schools must receive additional targeted support under the law.	At least once every 3 years	2018-2019

# Comprehensive Support and Improvement

Type of Schools	Description	Timeline for ID	Initial Year
Lowest Performing	Lowest 5% of Schools receiving Title I funds	At least once every 3 years	2018-2019
Low Graduation Rates	All public high schools in the state with graduation rates lower than 67%	At least once every 3 years	2018-2019
Chronically Low-Performing Subgroup(s)	Any Title I school previously identified for targeted support for a low-performing subgroup and did not improve during the state-determined number of years	At least once every 3 years	State determined

# Identification for Comprehensive Support

- For each school identified, LEAs must work with the school and stakeholders to develop and implement an improvement plan that is:
  - informed by all indicators, includes evidence based interventions, is based on a school needs assessment, and identifies resources inequities
  - approved by the school, LEA and SEA; and is periodically monitored and reviewed by the state.
- LEA's may provide students in CSI schools with the option to transfer to another school
  - Should this be required in NY?
- “More rigorous State-determined action” if state defined exit-criteria are not met in a specified number of years
  - Should this include placing schools into State receivership?

# ESSA Requirements Related to the Identification of Schools for Targeted Support

## Consistently Underperforming Sub-Groups:

As part of a state's system of *annual* meaningful differentiation, the state shall establish a process for identifying public schools for which any subgroup of students is "consistently underperforming"

- using a definition determined by the state
- based on all indicators defined in 1111.(c)(4)(B) – academic achievement (and growth in HS, if applicable); academic progress/growth (for elementary and middle school); high school graduation rate; ELL progress toward achieving ELP; school quality or student success - AND the state accountability system
- where subgroups refer to accountability subgroups defined in (c)(1): economically disadvantaged; students from major ethnic/racial groups; children with disabilities; and English Learners

# Implications of Identification

Schools identified as having one or more consistently underperforming sub-groups must work with stakeholders to develop a school improvement plan that is:

- Informed by all ESSA indicators and long term goals
- Includes evidence based interventions
- approved and monitored by the LEA
  - This represents an important change from NCLB and NCLB waivers
- designed to improve outcomes for sub-groups that led to identification, and
- result in additional action if the LEA's uniform exit criteria is not met within a specified number of years



# ESSA Requirements Related to the Identification of Schools for Targeted Support

## Low Performing Sub Groups:

- Starting with school year 2017-2018 , upon SEA notification, LEAs must *notify* any school having one or more sub-groups that would, on its own lead to identification of the school as a low performing school using the state’s methodology for annual meaningful determination, and therefore will receive *additional* targeted support.
- *Defined as schools having one or more sub-groups performing below the performance of all students in any school in the lowest performing 5%.*
  - *We need to explore the balance of under- and over-identification of schools*

# Implications of Identification

- Creation of a school improvement plan, as previously defined, and
- Identification of the school for comprehensive support and improvement IF the school does not meet the state's exit criteria (for schools having low performing students) within a *state-determined* number of years
  - *referred to in the regulations as chronically low performing sub-group schools*

# Defining Consistently Underperforming Sub Groups

1. What does it mean for a sub-group to be “**consistently underperforming**?”
2. How should ***underperforming*** be defined – relative to what?
3. Given the implications associated with identification for targeted support and improvement what is more detrimental - over or under identification (e.g., Type I vs. Type II error)?
  - In other words, should we protect against **potential over-identification** of schools for TSI or against **potential under-identification**?
  - **This is a big decision!!**

# Identification for Comprehensive Support

- The law appears fairly straightforward here, but as we discussed in December and depending on what we decide in terms of an “overall rating,” we might have some different options other than simply identifying schools with the lowest 5% of total scores
- Here are two potential options, both of which are based on the notion that low achievement, combined with other factors, puts the children most at risk

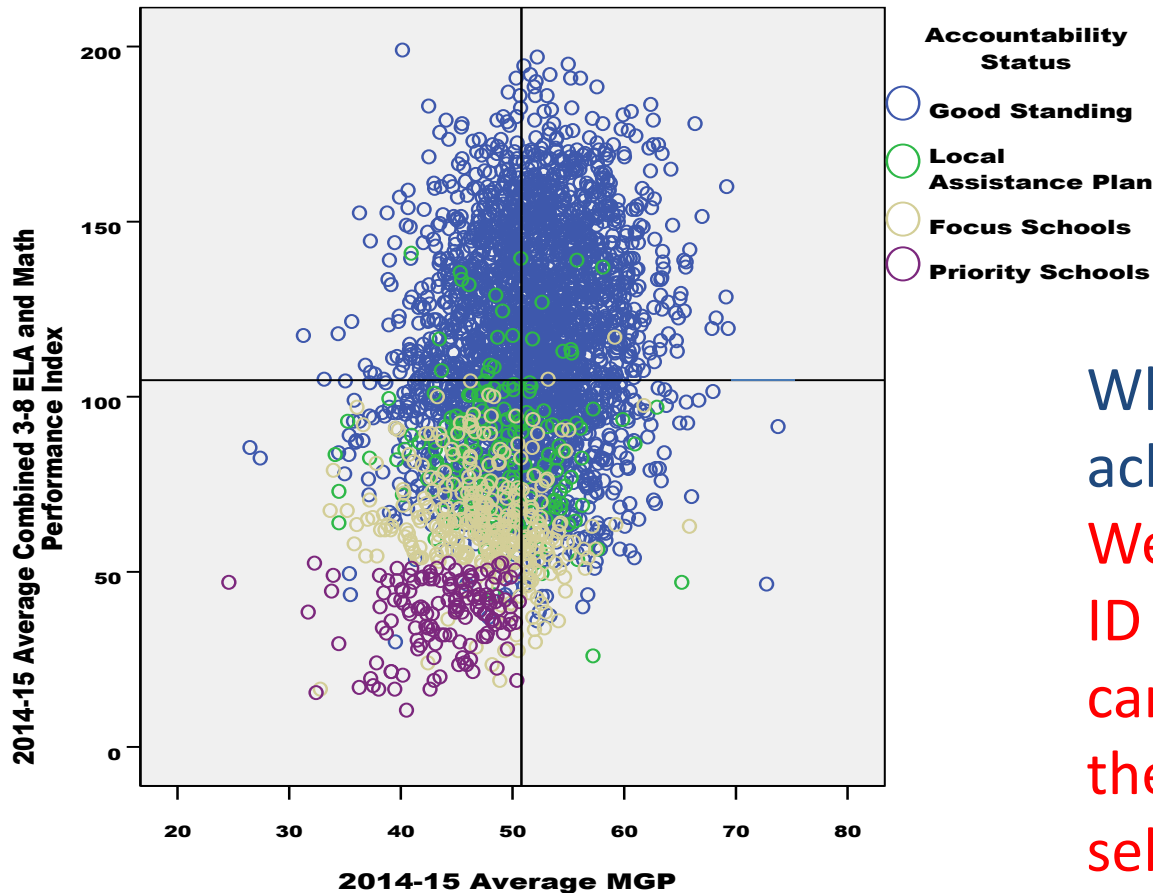
# Potential CSI-Identification Approach #1

School	Achievement	Growth	Additional Indicator	ELP	Decision
A	Lowest 5%	Low	Low	Low	CSI
B	Lowest 5%	Low	Low	Low	CSI
C	Lowest 5%	Average	Low	Average	Potential TSI
D	Lowest 5%	Low	Average	Average	CSI
E	Lowest 5%	Low	High	High	Potential TSI
F	Lowest 5%	High	Average	Average	Good Standing?
G	Lowest 5%	High	Low	Low	Potential TSI

These are fictional profiles, but show how the first factor is achievement in the lowest 5%, but other indicators allow the school to be placed on a “watch” list or to avoid identification altogether.

# Potential CSI ID approach #2 (growth & achievement)

**Accountability Status of Elementary and Middle Schools Based on 2014-15 ELA and Math Achievement and Growth Results**



What do we value:  
achievement or growth?  
We can adjust axis until we  
ID 5% of Title I schools. We  
can rely on signal-detection  
theory to help fine-tune our  
selection.

# Potential CSI Approaches

- Which of these approaches, if either, make the most sense to you?
- Are there other approaches that we should consider?

# Identification of Schools for Targeted Support

- This is trickier than identification of schools for comprehensive support
- **Key Question:** What criteria should NY use to identify “consistently underperforming” and “low performing” subgroups and, consequently, schools for Targeted Support and Intervention?
- To answer this question, you have to define your priorities with respect to a variety of factors:



# Consistently Underperforming?

- How should we define “**consistently**” underperforming”?
  - **across multiple indicators** (e.g., a subgroup fails to perform at an expected level, or progress at an expected rate, across multiple indicators within a given year )
  - **across multiple years** (e.g., a subgroup fails to perform at an expected level, or progress at an expected rate, on one or more indicators across multiple years)
  - If defined in terms of performance over time, how many years should be considered? What factors/data should influence this determination?
    - how “**underperforming**” is defined and the amount and type of change necessary to move out of this classification

# Low Performing or “Underperforming”

- How should we define “**underperforming?**”
  - Criterion Referenced: performance of sub-group relative to state-defined long term goals and interim progress measures for academic achievement, graduation rate, progress toward attainment of ELP or other state-selected indicators.
  - Norm Referenced: performance of sub-group relative to performance of the state, district or the school.
    - Must determine what norm group is most appropriate/reasonable given the type of information you are seeking and the characteristics of the school

# Potential Approach

- TSI schools will include all schools that:
  - Have one or more subgroups that failed to make progress towards meeting subgroup achievement and/or graduation rate **targets for three consecutive years.**
- Schools will exit TSI identification when they:
  - The subgroup(s) leading the school to be identified for TSI support make progress towards meeting subgroup achievement and/or graduation rate targets.