Every Student Succeeds Act Assistance in 2022–23

Under the federal Every Student Succeeds Act (ESSA), California determines schools that are eligible for additional support and assistance.

ESSA Assistance Categories

Schools are eligible for the following categories of assistance:

- Comprehensive Support and Improvement (CSI)
- Additional Targeted Support and Improvement (ATSI)

In addition, CSI determinations are made for the following two categories of schools:

- Low Graduation Rate
- Low Performing

The California School Dashboard (Dashboard) is used to determine school eligibility for CSI and ATSI in 2022–23.

CSI—Low Graduation Rate

All schools (both Title I and non-Title I schools) with a three-year graduation rate below 68 percent are eligible for CSI—Low Graduation Rate.

Example 1: Mendy High School

Mendy High School has the following graduates and cohort students in 2020, 2021, and 2022:

Table 1. Graduate and Cohort Student Counts

Year	2020	2021	2022	Total
Graduates	80	87	67	234
Students in Cohort	146	142	95	383

Dividing 234 (total graduates) by 383 (total students in cohort), then multiplying by 100 equals 61.1 percent.

In this example, Mendy High School's three-year graduation rate was 61.1 percent and the school met the CSI—Low Graduation Rate criteria.

CSI—Low Graduation Rate Exit

Schools eligible for CSI—Low Graduation Rate in 2019–20 will exit if their schoolwide three-year graduation rate is 68 percent or above.

Additionally, schools that were CSI—Low Graduation Rate in 2019–20 and did not meet the n-size criteria in 2021–22 to have a three-year graduation rate calculated will exit.

CSI—Low Performing

After schools are determined eligible for CSI—Low Graduation Rate, school eligibility for CSI—Low Performing is determined from the pool of remaining Title I funded schools. The criteria outlined below will only apply for 2022–23 CSI—Low Performing eligibility determinations. California will identify at least five percent of Title I funded schools for CSI—Low Performing using the following hierarchical criteria:

- Criteria 1: all indicators **at the lowest Status level**
- Criteria 2: all indicators at the lowest Status level **except for one indicator at another Status level**

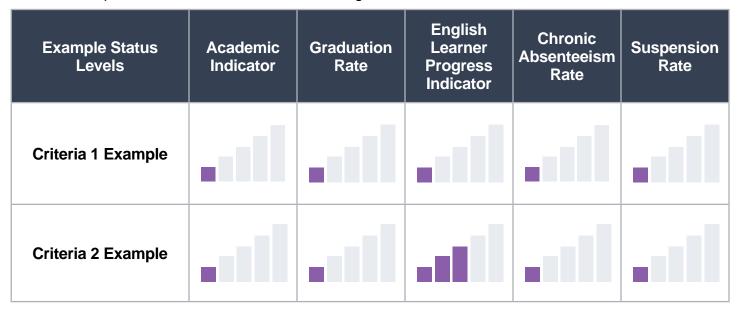Table 2. Sample Criteria for CSI—Low Performing

Example Status Levels	Academic Indicator	Graduation Rate	English Learner Progress Indicator	Chronic Absenteeism Rate	Suspension Rate
Criteria 1 Example					
Criteria 2 Example					

Table 3. Lowest Status Level for Each Indicators

State Indicator	Lowest Status Level
Academic Indicator—English Language Arts/Literacy (ELA)	Very Low
Academic Indicator—Mathematics	Very Low
Graduation Rate	Very Low
English Learner Progress Indicator (ELPI)	Very Low
Chronic Absenteeism Rate	Very High
Suspension Rate	Very High
College/Career Indicator (CCI)*	N/A

*The CCI will not be produced on the 2022 Dashboard and will therefore not be used in 2022–23 CSI or eligibility determinations.

Example 2: Kotel Elementary School

Kotel Elementary School has the following Status levels:

- ELPI is Very Low.
- Academic Indicator—ELA is Very Low.
- Academic Indicator—Mathematics is Very Low.
- Suspension Rate is Very High.

In this example, this school would be eligible for CSI—Low Performing using the first criteria (i.e., all state indicators are at the lowest Status level).

CSI—Low Performing Exit

In order for a school to exit CSI—Low Performing, a school must

- not meet any of the CSI Status level combination eligibility criteria for entry; **and**
- have at one state indicator with a performance color of Red or Orange on the 2019 Dashboard that had an improvement of Status level of at least 0.1 percent for that indicator from the 2019 Dashboard to the 2022 Dashboard.

For the ELPI, Graduation Rate, and Academic Indicators there must be an increase of at least 0.1 percent. For the Suspension Rate and Chronic Absenteeism Rate Indicators there must be a decrease of at least 0.1 percent.

Example 3: Dayan Middle School

Dayan Middle School was eligible for CSI—Low Performing in 2019–20 based on the results of the 2019 Dashboard. Dayan Middle School has the following performance colors on the 2019 Dashboard:

- Academic Indicator—ELA is Orange.
- Academic Indicator—Mathematics is Red.
- Suspension Rate is Red.
- Chronic Absenteeism is Red.

The following table compares the school's 2019 Status level percentage to the school's 2022 Status level percentage only (Change is not available on the 2022 Dashboard).

Table 3: Dayan Middle School Status Levels from 2019–20

State Indicator	2019 Status Level Value	2019 Performance color	2022 Status Level Value	2022 Status Level	Improvement in Status Value (2019–20)
Academic—ELA	-107.6	Orange	-109.1	Very Low	No
Academic—Mathematics	-155.6	Red	-155.9	Very Low	No
Chronic Absenteeism Rate	14.6	Red	14.7	High	No
Suspension Rate	12.4	Red	3.1	Very Low	Yes

Since Dayan Middle School had a decrease of 9.3 percent in the Suspension Rate Indicator Status value from 2019–20, the school will exit CSI—Low Performing.

ATSI

After schools are determined eligible for CSI—Low Graduation Rate and CSI—Low Performing, school eligibility for ATSI is determined from the pool of remaining Title I funded and non-Title I funded schools. The **same criteria** used to determine CSI—Low Performing are also used to make ATSI determinations. However, ATSI eligibility is based on student group performance.

Schools are eligible for ATSI if one or more student groups (refer below) meet one of the following criteria:

- All indicators at the lowest Status level
- All indicators at the lowest Status level except for one indicator at another Status level

These criteria outlined above will only apply for the 2022–23 ATSI eligibility determinations.

ATSI Exit

The same exit criteria for CSI—Low Performing apply for ATSI, but at the student group level. For example, if a school became eligible for ATSI in 2019–20 based on the performance of the English Learner student (EL student) group, the school has to meet the exit criteria for the EL student group in order to exit ATSI.

ATSI Student Groups

The following student groups are used for ATSI determinations:

- 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
- EL Students
- Foster Youth Students
- Student with Disabilities
- Socioeconomically Disadvantaged Students

For more information, visit the California Department of Education California School Dashboard and System of Support web page at https://www.cde.ca.gov/ta/ac/cm/index.asp.

March 2023