

Targeted Support & Improvement

2018 Analysis

There are 708 schools/entities in the analysis file.

- Currently, we have nine indicators in the analysis file.
 - ELA Growth
 - ELA Proficiency
 - Math Growth
 - Math Proficiency
 - Science Proficiency
 - Graduation Rate (4 year)
 - Spring IRI
 - Advanced Math 8th grade
 - Advanced Math 9th Grade

- For each school and indicator, we looked for performance gaps between the following groups:
 - Economically Disadvantaged vs. Not Economically Disadvantaged
 - English Learners vs. Not English Learners
 - Students with Disabilities vs. Students without Disabilities
 - American Indian vs. Not American Indian
 - Asian vs. Not Asian
 - African American vs. Not African American
 - Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander
 - Hispanic vs. Not Hispanic
 - Multiracial vs. Not Multiracial
 - White vs. Not White

To be identified for TSI, the performance gap in a comparison group needed to be 35 percentage points or higher for three consecutive years (2016/2017/2018). Additionally, both sides of the comparison (e.g. students with disabilities and students without disabilities) had to have at least 20 students in each year.

Table 1 summarizes the identification of subgroups for Targeted Support and Improvement. Table 2 summarizes the identification for each indicator.

Table 1: Targeted Support and Improvement summary by group

| Comparison Group | Number of TSI Identifications |
|---|-------------------------------|
| Economically Disadvantaged vs. Not Economically Disadvantaged | 10 |
| English Learners vs. Not English Learners | 61 |
| Students with Disabilities vs. Students without Disabilities | 391 |
| American Indian vs. Not American Indian | 1 |
| Asian vs. Not Asian | 0 |
| African American vs. Not African American | 3 |
| Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander | 0 |
| Hispanic vs. Not Hispanic | 9 |
| Multiracial vs. Not Multiracial | 0 |
| White vs. Not White | 0 |

Table 2: TSI Identification by Indicator

| | Economically Disadvantaged vs. Not Economically Disadvantaged | English Learners vs. Not English Learners | Students with Disabilities vs. Students without Disabilities | American Indian vs. Not American Indian | Asian vs. Not Asian | African American vs. Not African American | Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander | Hispanic vs. Not Hispanic | Multiracial vs. Not Multiracial | White vs. Not White |
|---------------------|---|---|--|---|---------------------|---|---|---------------------------|---------------------------------|---------------------|
| ELA Growth | 0 | 2 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ELA Proficiency | 4 | 38 | 164 | 1 | 0 | 2 | 0 | 4 | 0 | 0 |
| Math Growth | 0 | 0 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Math Proficiency | 3 | 14 | 61 | 0 | 0 | 1 | 0 | 4 | 0 | 0 |
| Science Proficiency | 2 | 4 | 17 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Graduation Rate 4yr | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spring IRI | 0 | 2 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Advanced Math 8th | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Advanced Math 9th | 1 | 1 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 10 | 61 | 391 | 1 | 0 | 3 | 0 | 9 | 0 | 0 |

Schools could be identified for TSI based on multiple groups and indicators. Consequently, the number of identified schools/entities is far below the number of identified gaps. 247 schools were identified in at least one group/indicator. Roughly half of the schools/entities identified were identified in multiple comparisons. Table 3 summarizes schools identified by a count of indicators.

Table 3: Schools identified by count of indicators

| Number of Identifications | Number of Schools/Entities |
|---------------------------|----------------------------|
| 0 | 461 |
| 1 | 124 |
| 2 | 63 |
| 3 | 34 |
| 4 | 15 |
| 5 | 6 |
| 6 | 3 |
| 7 | 1 |
| 8 | 1 |

