ESSA's Annual Meaningful Differentiation (AMD) Requirements
Comprehensive Support and Improvement (CSI) Identification Process – Fall 2022

Pennsylvania's process for determining CSI schools uses two years of achievement data (PSSA/Keystone/PASA) and two years of growth data (PVAAS), as well as two or three years of student success measures to gradually narrow the number of eligible schools until the state identifies at least five percent of Title I buildings statewide. ESSA requires school designations occur regardless of school configurations, therefore the inability to calculate academic growth or Career Standards Benchmark will result in the indicators being excluded from designation determinations for the school. This approach is consistent with ESSA requirements and waivers.

Step 1. Preliminary identification based on academic 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 **(2018-19 and 2021-22).**

    Calculation for Assessments for Fall 2022 determinations:

Numerator: 18-19 ELA + 21-22 ELA + 18-19 Math + 21-22 Math (Prof/Adv. in PSSA or Keystone + PASA)

Denominator: For both years: # of test takers for Math & ELA or 95% of full academic year enrollment, whichever is greater

2. The percentage of students achieving annual growth targets (Average Growth Index or AGI), also derived from a two-year window **(2018-19 and 2021-22)**.

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

After identifying a subset of 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, and then identifying a common cut point across the indicators to identify the required number of buildings.

Calculations for each of the "Step 2" indicators are described below:

Adjusted Cohort Graduation Rate (combined four- and five-year rates):

The combined (four- and five-year) adjusted cohort graduation rate (ACGR) was determined by the percentage of students who earn a high school diploma within four or five years.

Calculation or formula for Fall 2022 AMD:

Numerator: Attributed number of students graduating with a high school diploma on or before the reporting year (2018-19 4-year + 2018-19 5-year + 2019-20 4-year + 2019-20 5-year+ 2020-21 4-year + 2020-21 5-year)

Denominator: Number of cohort students entering 9th grade four or five years prior to the reporting year.

English Language Proficiency

English learner growth toward, and on-time attainment of, English language proficiency as measured by the ACCESS for ELLs.

Calculation for English language proficiency for Fall 2022 AMD:

Numerator: Number of EL students, enrolled for a full academic year, who met individual interim growth target or attainment level on or ahead of time in the 2018-19 and 2021-22 school years

Denominator: Number of students enrolled for a full academic year and have ACCESS scores from the current and previous school years.

Chronic Absenteeism (Regular Attendance)

Chronic absenteeism was calculated based on the percentage of students who missed more than 10 percent of school days across the academic year. Students enrolled for fewer than 60 days of school were excluded from that school's calculation.

Calculation for Chronic Absenteeism for Fall 2022 AMD:

Numerator: Number of students enrolled for 60 or more school days and present 90 percent or more of school days in the 2018-19, 2019-20 and 2020-21 school years

Denominator: Number of students enrolled for 60 or more school days

Career Standards Benchmark

School entities must demonstrate that students have met the full continuum of career readiness expectations as defined for each grade span. Measured at grades 5, 8, and 11.

Calculation for Career Standards Benchmark for Fall 2022 AMD:

Numerator: Number of full academic year students in the cohort reporting the required number of pieces of evidence in the 2018-19 and 2021-22 school years

Denominator: Number of full academic year students in the cohort

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.

2022 Indicators and Cut Scores:

Indicators/Measures	Results Reported from…	Cut Scores
Achievement: Math and ELA Combined	2018-2019 2021-2022	At or below 28.8%
Growth: Math and ELA Combined	2018-2019 2021-2022	When Achievement is below 10%, any PVAAS When Achievement < 16.3% and >= 10%, Below 1.0 PVAAS When Achievement < 22.6% and >= 16.3%, Below 0 PVAAS When Achievement < 22.6% and >= 16.3%, Below 0 PVAAS When Achievement < 28.8% and >= 22.6%, Below -1 PVAAS
Graduation Rate	2018-2019 2019-2020 2020-2021	At or below 66.05%
English Language Proficiency	2018-2019 2021-2022	At or below 10.4%
Regular Attendance	2018-2019 2019-2020 2020-2021	At or below 59.3%
Career Standards Benchmark	2018-2019 2021-2022	At or below 52.06%
Graduation Rate Only (Step 3)	2018-2019 2019-2020 2020-2021	At or below 67%