

# 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
<b>Total</b>	<b>10</b>	<b>61</b>	<b>391</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>

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

