

Trans Center for Youth Inc - Escuela Verde

This report contains ESSA identifications and accompanying accountability data to inform school-level [continuous improvement planning](#). More information [about this report](#), [ESSA accountability](#), and [accountability business rules](#) is available.

Possible identifications include [Comprehensive Support and Improvement - Lowest Performance \(CSI-LP\)](#), [Comprehensive Support and Improvement - Low Graduation Rate \(CSI-LG\)](#), [Additional Targeted Support and Improvement \(ATSI\)](#), and [Targeted Support and Improvement \(TSI\)](#).

Identification: **CSI**

School receives Title I funds? Yes

Identifications and Summary Scores

[Identifications](#) and [summary scores](#) are listed below. Identifications are determined based on summary scores or graduation rates as described in the Appendix.

Student Group	Identification	ID Year	Summary Score		Threshold Warning
			2022-23	2021-22	
All-Students	CSI-LP	2018-19	10.1	13.1	-
American Indian	-	-	-	-	-
Asian	-	-	-	-	-
Black	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
Economically Disadvantaged (ECD)	-	-	-	-	-
English Learner (EL)	-	-	-	-	-
Students with Disabilities (SWD)	-	-	-	-	-

Indicator Scores and Percentile Ranks

Summary scores are based on indicator percentile ranks for the five ESSA accountability indicators. A percentile rank is calculated for each indicator based on the indicator score. The scores and associated percentile ranks for this school are shown below.

Student Group	Achievement		Growth		Graduation		ELP Progress		Absenteeism	
	Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile
All-Students	10.7	4	-	-	79.7	9	36.4	7	25.8	30
American Indian	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	26.7	39
Pacific Islander	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged (ECD)	-	-	-	-	-	-	-	-	27.5	55
English Learner (EL)	-	-	-	-	-	-	36.4	7	26.8	57
Students with Disabilities (SWD)	-	-	-	-	-	-	-	-	23.6	65

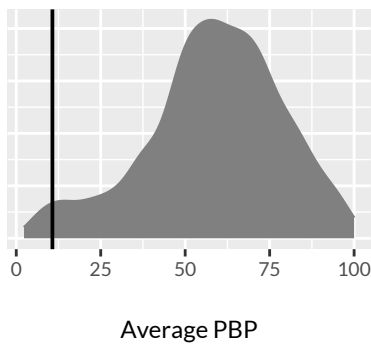
Academic Achievement

A measure of student performance on statewide assessments. The score is a multi-year average of points-based proficiency (PBP) rates. Participation rates (% part) less than 95% are marked with an asterisk and negatively impact points-based proficiency scores. See [more about the academic achievement indicator](#) and [academic achievement indicator business rules](#).

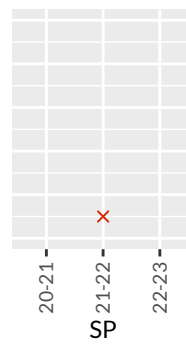
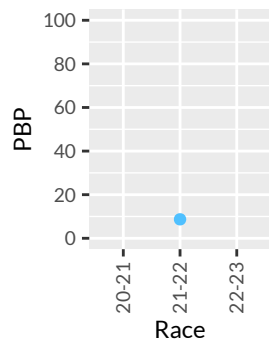
This school ranks at the **4th percentile** (%ile) in academic achievement.

Key	Student Group	Score	%ile
	All-Students	10.7	4
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	-	-
×	Economically Disadvantaged (ECD)	-	-
×	English Learner (EL)	-	-
×	Students with Disabilities (SWD)	-	-

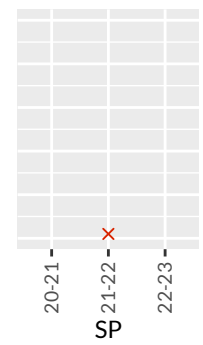
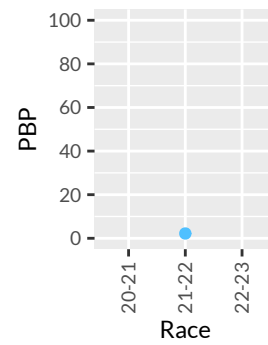
Statewide Scores



ELA



Math



ELA Points-Based Proficiency

Student Group	2020-21			2021-22			2022-23		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	9.3	23	82*	22.9	20	80*
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	8.7	20	83*	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
ECD	-	-	-	10	22	85*	-	-	-
EL	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-

Academic Achievement (continued)

Student Group	Math Points-Based Proficiency								
	2020-21			2021-22			2022-23		
	PBP	n	% part	PBP	n	% part	PBP	n	% part
All-Students	-	-	-	1.9	23	82*	6.3	20	80*
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	2.2	20	83*	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
ECD	-	-	-	2	22	85*	-	-	-
EL	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-

Student Group	ELA Performance Level Detail (%)											
	2020-21				2021-22				2022-23			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	0	0	22	78	0	15	25	60
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	0	0	20	80	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
ECD	-	-	-	-	0	0	23	77	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-	-	-	-

Student Group	Math Performance Level Detail (%)											
	2020-21				2021-22				2022-23			
	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below	Adv	Prof	Basic	Below
All-Students	-	-	-	-	0	0	4	96	0	0	15	85
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	0	0	5	95	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
ECD	-	-	-	-	0	0	5	95	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-	-	-	-

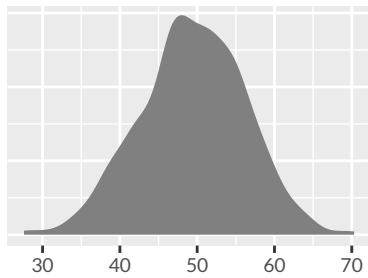
Student Growth

A measure of how rapidly students are progressing academically. The score is a multi-year average of mean student growth percentiles (SGPs). See [more about the student growth indicator](#) and [student growth indicator business rules](#). This indicator only applies to schools with at least one grade in grades 4-8.

This school ranks at the **NA percentile** (%ile) in student growth.

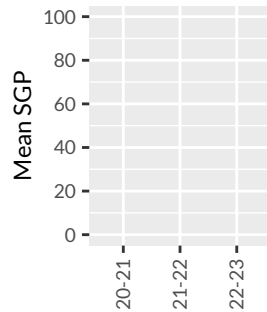
Key	Student Group	Score	%ile
	All-Students	-	-
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	-	-
×	Economically Disadvantaged (ECD)	-	-
×	English Learner (EL)	-	-
×	Students with Disabilities (SWD)	-	-

Statewide Scores

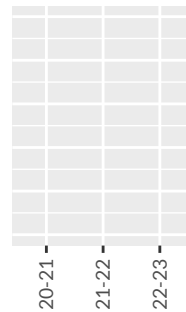


Average of Mean SGPs

ELA

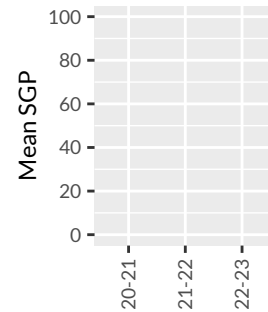


Race

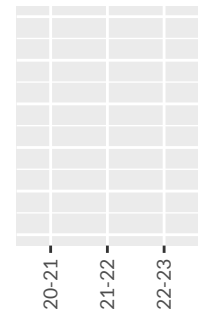


SP

Math



Race



SP

Student Group	ELA						Math					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
All-Students	-	-	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
ECD	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-	-	-	-

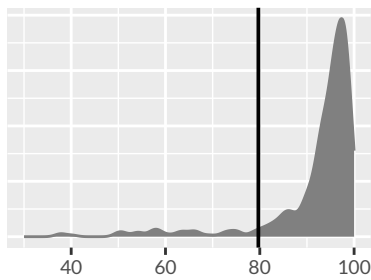
Graduation

A measure of the percentage of students graduating. The score is the mean of the 2021-22 four- and seven-year graduation rates. See [more about the graduation indicator](#) and [graduation indicator business rules](#). This indicator only applies to schools with a grade 12.

This school ranks at the **9th percentile** (%ile) in graduation.

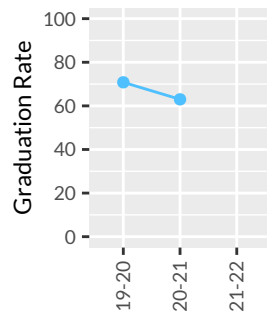
Key	Student Group	Score	%ile
	All-Students	79.7	9
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	-	-
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	-	-
×	Economically Disadvantaged (ECD)	-	-
×	English Learner (EL)	-	-
×	Students with Disabilities (SWD)	-	-

Statewide Scores

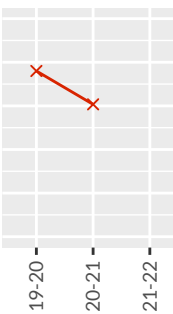


Mean Graduation Rate

4-Year

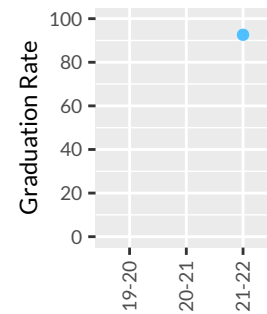


Race

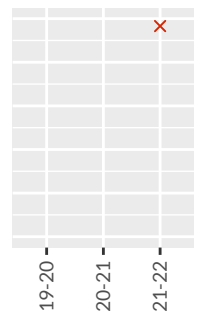


SP

7-Year



Race



SP

Student Group	2019-20		2020-21		2021-22							
	4-Year	7-Year	4-Year	7-Year	4-Year	7-Year						
	n	Rate	n	Rate	n	Rate						
All-Students	26	73.1	-	-	33	60.6	22	86.4	20	65	36	94.4
American Indian	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	24	70.8	-	-	27	63	-	-	-	-	27	92.6
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
ECD	25	76	-	-	28	60.7	-	-	-	-	29	96.6
EL	-	-	-	-	-	-	-	-	-	-	-	-
SWD	-	-	-	-	-	-	-	-	-	-	-	-

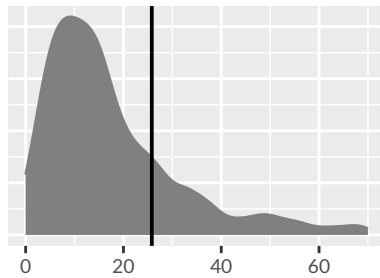
Chronic Absenteeism

A measure of missed instructional time. The score is a multi-year average of the percentage (rate) of students who were absent more than 10% of the time. See [more about the chronic absenteeism indicator](#) and [chronic absenteeism indicator business rules](#).

This school ranks at the **30th percentile** (%ile) in absenteeism.

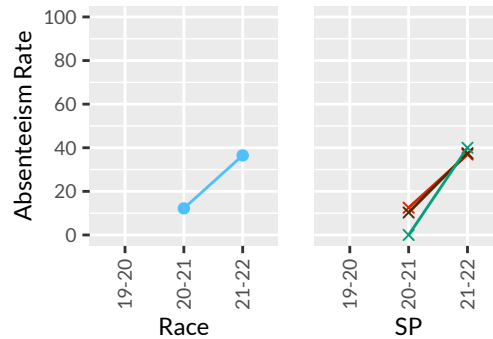
Key	Student Group	Score	%ile
	All-Students	25.8	30
●	American Indian	-	-
●	Asian	-	-
●	Black	-	-
●	Hispanic/Latino	26.7	39
●	Pacific Islander	-	-
●	Two or More Races	-	-
●	White	-	-
×	Economically Disadvantaged (ECD)	27.5	55
×	English Learner (EL)	26.8	57
×	Students with Disabilities (SWD)	23.6	65

Statewide Scores



Average Absenteeism Rate

Absenteeism

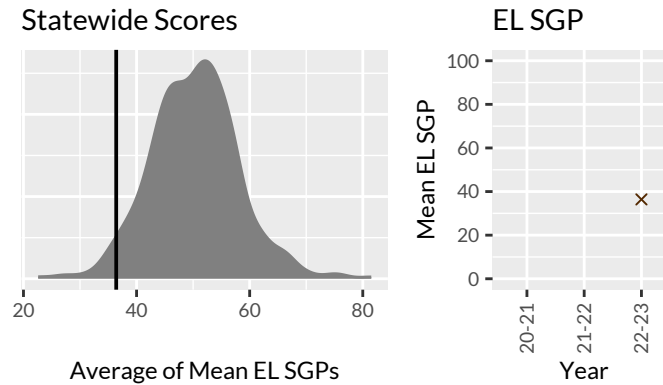


Student Group	2019-20		2020-21		2021-22	
	n	Rate	n	Rate	n	Rate
All-Students	-	-	120	11.7	119	35.3
American Indian	-	-	-	-	-	-
Asian	-	-	-	-	-	-
Black	-	-	-	-	-	-
Hispanic/Latino	-	-	98	12.2	96	36.5
Pacific Islander	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-
ECD	-	-	104	12.5	111	36.9
EL	-	-	39	10.3	40	37.5
SWD	-	-	26	0	25	40

ELP Progress

A measure of how rapidly English learners are progressing towards English language proficiency. The score is a multi-year average of mean student growth percentiles from the ACCESS for ELLs assessment. See [more about the ELP progress indicator](#) and [ELP progress indicator business rules](#). This indicator only applies to schools with at least 20 English learners.

This school ranks at the **7th percentile** (%ile) in ELP progress, and the indicator score is 36.4.



	2020-21		2021-22		2022-23	
Student Group	n	Mean	n	Mean	n	Mean
EL	-	-	-	-	20	36.4

Next Steps

All schools identified under ESSA are required to engage in continuous improvement to address the root causes underlying the identification. Schools must have an improvement plan that meets ESSA requirements. The plan may build on existing efforts and does not have to be a new or separate plan. The plan must be developed with specific stakeholders, including families. It must be informed by indicators in the ESSA State Plan (e.g., data in the ESSA Accountability Report). It must also include one or more evidence-based improvement strategies that meet ESSA requirements. Additional requirements vary depending on the identification.

Schools identified for CSI: A consultant from DPI will partner with you through the continuous improvement process, connecting you with resources and funding, reviewing and approving improvement plans, and monitoring implementation. In addition to the planning requirements described above, schools with CSI identifications are required to conduct a needs assessment, identify resource inequities, and demonstrate sustainable systems to ensure high-quality improvement planning and practices into the future.

Schools identified for TSI or ATSI: In addition to the planning requirements described above, schools with targeted identifications must specifically address the student group(s) in the identification(s). LEAs must review and approve TSI and ATSI improvement plans and monitor implementation of improvement efforts. Schools with ATSI identifications must complete a resource inequity review and demonstrate that sustainable and high-quality improvement practices targeting the identified student groups are in place.

For more help understanding identifications, responsibilities, exit criteria, and timelines:

- Talk with your district about scheduling a district-level virtual meeting to discuss your federal identifications under ESSA or IDEA with DPI staff from Special Education, Title I Continuous Improvement, and/or the Office of Educational Accountability. DPI staff are happy to answer any of your questions about federal identifications and related continuous

improvement activities. Both special education and regular education leaders are encouraged to attend, and you may include TA Network contacts as well.

- Visit the [ESSA School Identifications](#) webpage.
- Consult the [Brief Guide to ESSA Identifications](#).
- Visit the [Resources and Supports for Continuous Improvement](#) webpage.
- Visit the [ESSA Accountability](#) and [Federal Identifications](#) webpages.
- Review the [DPI Continuous Improvement Process Criteria and Rubric](#).

Appendix - Identification Criteria

The ESSA accountability system identifies schools for CSI-LP, ATSI, and TSI by comparing the summary scores of the all-students group (CSI-LP) or each student group (ATSI and TSI) to applicable score thresholds. For these identifications, thresholds are set separately for schools with a 12th grade and schools without a 12th grade. The ESSA accountability system identifies any school with a graduation rate below 67% for CSI-LG, regardless of summary score.

CSI-LP

A school is identified for CSI-LP when its current-year summary score falls below the applicable CSI threshold. Thresholds correspond to the 5th percentile among summary scores for all-students groups statewide. Only Title I-receiving schools are eligible for CSI-LP, and only Title I-receiving schools are used to calculate the identification threshold.

	CSI-LP Threshold
	2022-23
Schools with a 12th grade	8.7
Schools without a 12th grade	5.7

TSI

A school is identified for TSI when one or more of its race/ethnicity groups or service provision groups (ECD, EL, SWD) has a summary score that falls below (a) the TSI group threshold and (b) the TSI all-students threshold for two consecutive years. TSI thresholds are set separately for the race/ethnicity groups and the service provision groups. TSI group thresholds correspond to the 10th percentile among summary scores for each group type statewide. TSI all-students thresholds correspond to the 10th percentile among summary scores for all-students groups statewide.

	TSI - Race/Ethnicity		TSI - Service Provision		TSI - All Students	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Schools with a 12th grade	15.7	16.5	17.1	17.4	18.5	19.8
Schools without a 12th grade	14.5	14.1	14.9	14.9	17.3	16.9

ATSI

A school is identified for ATSI when one or more of its groups qualifies for TSI (see above) and the current-year summary score for that group also falls below the applicable CSI threshold. These thresholds are listed above under CSI-LP. A school can have both TSI and ATSI identifications.