Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Student Groups Evaluated

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More races
- Economically Disadvantaged
- Emergent Bilingual (EB) student/ English Learner (EL) (current and monitored)
- Current special education
- Foster
- Homeless
- Migrant
- Continuously enrolled
- Former special education

Please refer to Chapter 10 for additional information on how each group is evaluated for federal school improvement identification.

Student Groups Evaluated for Closing the Gaps Domain Rating

While each of the student groups listed above are evaluated within Closing the Gaps under ESSA requirements, the following four groups' outcomes contribute to the domain rating.

- All students
- Two lowest performing racial/ethnic groups determined by comparing performance of racial/ethnic groups from the prior year (2021–22). Please see additional information below for determining these groups.
- High focus. Students are included in the high focus student group if they are identified as any of the following:
  - Economically disadvantaged
  - EB student/EL (current and monitored)
  - Current special education
  - Highly mobile (foster, homeless, migrant). Please see additional information below for determining this group.

Two Lowest Performing Racial/Ethnic Groups from the Prior Year

The two lowest-performing racial/ethnic groups from the prior year are determined by averaging the Academic Achievement RLA and mathematics indicators from the prior year. The two lowest performing racial/ethnic groups for 2023–24 evaluation are determined using 2022–23 Academic Achievement performance.

Existing Campus: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

- Identify the campus' two lowest groups by averaging the 2022 Academic Achievement indicator using the numerators and denominators.
  - o A group must have 10 assessments in both RLA and mathematics to be evaluated for the lowest prior year identification.
  - o If two or more of the lowest performing groups [meeting minimum size] have the same performance rate, the lowest performing groups with the largest denominator are selected.
  - o If the campus meets minimum size for only one of the racial/ethnic groups, only that group is selected.
- If the campus meets minimum size in 2023 for both identified racial/ethnic groups, both are evaluated.
- If the campus meets minimum size in 2023 for only one of the identified racial/ethnic groups, only that group is evaluated.
- If the campus does not meet minimum size in 2023 for either identified racial/ethnic group, no racial/ethnic groups are evaluated for 2023.

New Campuses: Two Lowest Performing Racial/Ethnic Groups from the Prior Year

- New campuses in their first year of operation are evaluated on the state's two lowest performing racial/ethnic groups from the prior year. For 2023, the African American and Hispanic groups were identified.
  - o If the campus meets minimum size for both racial/ethnic groups in 2023, both are evaluated.
  - o If the campus meets minimum size for only one of the racial/ethnic groups in 2023, only that group is evaluated.
  - o If the campus does not meet minimum size in 2023 for either racial/ethnic group, no racial/ethnic groups are evaluated for 2023.

A campus must have at least 10 RLA and 10 mathematics assessment results for the all students group and meet minimum size for at least four indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

High Focus

Students are included in the high focus student group if they are identified as any of the following:

- Economically disadvantaged
- EB student/EL. Please see Inclusion of EB student/ELs for additional information.
- Current special education
- Highly mobile. Please see additional information below for determining this group.

Current and Monitored EB students/ELs

A student is identified as a current EB student/EL if the student is reported as emergent bilingual in TIDE. A student is identified as a monitored EB student/EL if the student is reported in TIDE as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).

Both current and monitored EB students/ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for EB students/ELs are detailed in this chapter.

Continuously Enrolled

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.

Example: Campus Continuously Enrolled Determination (Grade 4–8)

Enrolled in District TSDS PEIMS Snapshot October 2019	Enrolled in District TSDS PEIMS Snapshot October 2020	Enrolled in District TSDS PEIMS Snapshot October 2021	Enrolled in Campus within District TSDS PEIMS Snapshot October 2022	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Inclusion of EB students/ELs

EB students/ELs who are year one in U.S. schools are excluded from accountability calculations. EB students/ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include EB students/ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components. EB students/ELs in their second year in U.S. schools with a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EB student/EL's years in U.S. schools.

Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools.

Current and Former Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TIDE.

A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or in TIDE, are no longer participating in a special education program.

Highly Mobile

Students are included in the highly mobile student group if they are identified as any of the following.

- Foster Care: Student is currently in the conservatorship of the Department of Family and Protective Services (source: PEIMS).
- Homeless: Student is coded with a homeless status PEIMS indicator code of 2, 3, 4, or 5 (source: PEIMS).
- Migrant: Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to

another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity (source: TIDE).

Minimum Size

A campus must have 10 RLA and 10 mathematics assessment results for the all students group and meet minimum size for at least four indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

0–4 Points

The performance of each student group is compared to the performance targets for each component based on school type. The performance targets are provided at the end of this chapter. Information on determining school type is available in Chapter 1.

Student groups earn 0–4 points for each indicator based on the following gradated point methodology.

Points	Definition
4	Met long-term target (2037-38 target)
3	Met interim target (2022-23 through 2026-27 target)
2	Did not meet interim target but showed expected growth toward next interim target[1]
1	Did not meet interim target but showed minimal growth[2]
0	Did not meet interim target and did not show minimal growth

[1]The definition of expected growth toward the next interim target (for 2 points) is on-track growth to reach the next interim target. The denominator for 2023 is six years as the next interim target will be evaluated in 2027–28. The denominator for 2024 will be five years and so forth.

$$\text{Current year rate} - \text{prior year rate} \geq \frac{\text{Next interim target} - \text{prior year rate}}{6}$$

The expected growth calculation is rounded to one decimal point. An example is provided below.

[2]Minimal growth (for 1 point) is defined as at least 1.0 percent growth for STAAR, Progress to Achieving English Language Proficiency and CCMR indicators. Minimal growth is at least 0.1 percent growth for graduation indicators.

New campuses in their first year of operation are evaluated for 4, 3, or 0 points as they do not have prior year data. If a student group meets minimum size for an indicator in 2023 but did not meet minimum size in 2022, that group's indicator is evaluated for 4, 3, or 0 points as the prior year data did not meet minimum size.

Example: 0–4 Points Determination

At Oak High School, the African American student group's 2022 Academic Achievement: RLA outcome was 26%. In 2023, the student group earned 28%.

	Targets	African American
Academic Achievement: RLA	2023 Target	32%
	Next Interim Target (2027-28 through 2031-32)	43%
	Long Term Target (2037-38)	66%

Points	Definition	Oak High School
4	Met long-term target (2037-38 Target)	No
3	Met interim target (2022-23 through 2026-27 Target)	No
2	Did not meet interim target but showed expected growth toward next interim target	No
1	Did not meet interim target but showed minimal growth	**Yes**
0	Did not meet interim target and did not show minimal growth	N/A

Example 2: Points Calculation

Student Group Growth		Expected Growth	
current year rate – prior year rate	≥	$\dfrac{\text{next interim target – prior year rate}}{6}$	
28– 26	≥	$\dfrac{43 - 26}{6}$	
2.0	≱	**2.8**	

Components

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics
- Growth or Graduation
  - Academic Growth Status: The School Progress, Part A domain data in RLA and mathematics for elementary and middle schools
  - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools or K–12s with graduation rates. If a high school or K–12 does not have graduation data, Academic Growth Status is used, if available.
- Progress in Achieving English Language Proficiency
- School Quality or Student Success
  - STAAR component of the Student Achievement domain for elementary and middle schools
  - College, Career, and Military Readiness (CCMR) Performance Status component for high schools or K–12s. If a high school or K–12 does not have CCMR data, STAAR component is used, if available.

Academic Achievement Component

The Academic Achievement component measures STAAR performance in RLA and mathematics at the Meets Grade Level or above standard.

Academic Achievement—Assessments Evaluated

The Academic Achievement component evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR end-of-course (EOC), and SAT/ACT results for accelerated testers as described in Chapter 2 at the Meets Grade Level or above standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more assessments in the subject area, considered separately.
- This component is evaluated if at least four indicators meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the 2023 Academic Achievement performance targets based on school type. The performance targets are provided at the end of this chapter. To determine how many points a student group earns for Academic Achievement, the group's achievement outcomes are evaluated using the 0–4 point methodology described above.

The Academic Achievement calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

Growth or Graduation Component

Academic Growth Status

For elementary and middle schools, the Academic Growth Status component provides an opportunity for campuses to receive credit for STAAR results in RLA and mathematics that show annual growth and/or demonstrate accelerated learning. For high schools and K–12s without a federal four-year graduation rate, the Academic Growth Status is used, if available.

Academic Growth Status—Assessments Evaluated

The Academic Growth Status component evaluates STAAR (with and without accommodations) and STAAR Alternate 2 assessment results for grades 4–8, and STAAR English I, English II, and Algebra I EOC assessment results. SAT/ACT results for accelerated testers are not included.

Academic Growth Status—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more STAAR tests eligible for growth evaluation in RLA and mathematics, considered separately.
- This component is evaluated if at least four indicators meet minimum size requirements, across both RLA and mathematics.
- Small numbers analysis is not used.

Academic Growth Status—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that show annual growth and/or demonstrate accelerated learning. Each student group's performance is then compared to the 2023 Academic Growth Status performance targets based on school type. To determine how many points a student group earns for the Academic Growth indicator, the group's Academic Growth outcome is evaluated using the 0–4 point methodology described above.

Please see "Chapter 3—School Progress Domain" for details on the growth methodology. The performance targets, by school type, are provided at the end of this chapter.

The Academic Growth Status calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

Federal Graduation Status

The Federal Graduation Status component measures the four-year federal graduation rate of the Class of 2022 for high schools and K–12s. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis
All Students

- The all students group is evaluated if there are at least 10 students in the class.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class of 2022 (4-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
  - o A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
  - o The all students group is evaluated if the three-year sum has at least 10 students.

Student Groups

- A student group is evaluated if there are at least 10 students from the group in the class.
- Small numbers analysis is not applied to student groups.

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. To determine how many points a student group earns for the graduation rate indicator, the group's four-year federal graduation rate is evaluated using the 0–4 point methodology described above. The performance targets are provided at the end of this chapter.

The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

Individualized Education Program (IEP) continuers will be included in the graduation cohort. The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions.

The four-year federal graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

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Number of Graduates in the Class

Number of Students in the Class

(Graduates + Continuers + TxCHSE Recipients + Dropouts)

</div>

Inclusion of EB Students/ELs

Ever EB students/ELs are evaluated for the EB students/ELs student group in the federal graduation rates. Ever EB/ELs are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school. The EB student/EL student group is evaluated if there are at least 10 current EB students/ELs.

Highly Mobile Graduate Identification

Students identified as experiencing homelessness, identified as migrant, or in foster care in the year they are reported as graduates are evaluated in the Highly Mobile graduation rate.

Inclusions to the Four-Year Federal Dropout Definition

The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For Closing the Gaps domain calculations, the 2021–22 dropouts reported during the fall 2022 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see Appendix G.

Progress in Achieving English Language Proficiency Component

The Progress in Achieving English Language Proficiency component measures an EB student/EL's progress towards achieving English language proficiency. Current EB students/ELs are the only students evaluated in this component.

Progress in Achieving English Language Proficiency—Assessments Evaluated

The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the student made progress. As the TELPAS writing domain is being updated for 2023, TELPAS results are evaluated at the domain level for 2023.

Progress in Achieving English Language Proficiency—Minimum Size Criteria and Small Numbers Analysis

- The EB student/EL student group is evaluated if there are at least 10 current EB students/ELs.

- Small numbers analysis is not used.

Progress in Achieving English Language Proficiency—Methodology

- For 2023, TELPAS results are evaluated at the domain level.

- A student is considered to have made progress if the student advances or is scored as Advanced high or Basic Fluency in at least two of the four domains from the prior year (2022) to the current year (2023).

- The four evaluated domains for Progress in Achieving English Language Proficiency are listening, speaking, reading, and writing.
- Students evaluated in all four domains in both 2022 and 2023, or scored as Advanced High or Basic Fluency in at least two of the four domains in the current year (2023), are evaluated.
- Ratings are not compared across TELPAS and TELPAS Alternate.

$$\frac{\text{Number of students with TELPAS or TELPAS Alternate assessments that advance by at least one score in at least two of the four domains from 2022 to 2023 or have are Advanced High or Basic Fluency in at least two of the four domains in 2023}}{\text{Number of students with 2022–23 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency in at least two of the four domains or have scores in all four domains in both 2022 and 2023}}$$

The current EB student/EL student group's performance is compared to the 2023 Progress in Achieving English Language Proficiency target based on school type. The performance targets are provided at the end of this chapter. To determine how many points are earned, the group's achievement outcomes are evaluated using the 0–4 point methodology described above.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

School Quality or Student Success Component

For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR. For high schools and K–12s with annual graduates, the College, Career, and Military Readiness Performance Status component measures disaggregated students' preparedness for college, the workforce, or the military. If a high school or K–12 does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.

Student Achievement Domain Score: STAAR Component Only—Assessments Evaluated

The Student Achievement Domain Score: STAAR Component Only evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR EOC, and SAT/ACT results for accelerated testers as described in Chapter 2 in all subject areas (RLA, Mathematics, Science, and Social Studies) at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.

The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain.

Student Achievement Domain Score: STAAR Component Only—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more assessments.
- This component is evaluated if at least three indicators meet minimum size requirements.
- Small numbers analysis is not used.

Student Achievement Domain Score: STAAR Component Only—Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group's performance is then compared to the 2023 Student Achievement Domain Score: STAAR

Component Only performance targets based on school type. The performance targets are provided at the end of this chapter.

The Student Achievement Domain Score: STAAR Component Only calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used is 2022 annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2021–22 as reported in TSDS PEIMS attendance records. Grade 12 students reported in the fall 2021–22 TSDS PEIMS collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

$$\frac{\text{Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators}}{\text{Number of 2022 Annual Graduates \underline{plus} Students in Grade 12 During School Year 2021–22}}$$

Students demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics*. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

  A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A student completing and earning credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A student meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.

- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.

- *Complete an OnRamps Dual Enrollment Course.* A student completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.

- *Earn an Industry-Based Certification (IBC).* A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps.

- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

- *Enlist in the Armed Forces.** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard.

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

- *Earn a Level I or Level II Certificate.* A graduate earning a level I or level II certificate in any workforce education area. See Appendix D or H for additional information.

*The military enlistment indicator is scheduled to return for 2024 accountability based on a new data collection as explained in the September 9, 2022 To The Administrator Addressed correspondence.

College, Career, and Military Readiness Performance Status—Minimum Size Criteria and Small Numbers Analysis

- Student groups are evaluated if there are 10 or more annual graduates plus students in grade 12 who did not graduate.

- This component is evaluated if at least one student group meets minimum size requirements.

- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.

  o A three-year-average CCMR rate is calculated for the all students group. The calculation is based on an aggregated three-year uniform average using the campus's 2023, 2022, and 2021 CCMR data.

  o The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the 2023 College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

The College, Career, and Military Readiness Performance calculation is determined by summing the total points earned for each evaluated indicator divided by the number of possible points (those indicators that met minimum size).

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place. For example, 59.87% is rounded to 59.9% and 79.49% is rounded to 79.5%.

Participation Status

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, SAT, ACT and TELPAS assessment results.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.

- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.
- More information on the calculation of the participation in state-administered assessments can be found in Appendix H.

Should the participation status for the all students group or any student group fall below 95 percent, rounded to the whole number, the denominator used to determine 0–4 points for the Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

Example: Adjusted Academic Achievement Performance Calculation

A campus had 100 students with STAAR assessments in RLA. Five assessments were marked A (Absent), and two assessments were marked O (Not Scored - Other). The campus's participation rate for RLA was 93 percent.

$$\frac{\text{93 scored answer documents}}{\text{100 scored, absent, or other assessments}}$$

Since the campus did not meet the 95 percent Participation Status target for RLA, adjustments were made when determining 0–4 points for RLA in the Academic Achievement component. The performance denominator had to be adjusted to include enough assessments to meet the 95 percent target, rounded to the nearest whole number.

Original RLA Academic Achievement Performance Calculation

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\substack{\text{93 scored assessments that meet accountability subset} \\ \text{(out of 100 total answer documents)}}} = 57\%$$

Adjusted RLA Academic Achievement Performance Calculation

$$\frac{\text{53 assessments at Meets Grade Level or above standard}}{\text{95 assessments (93 scored } \textbf{plus} \text{ 2 absent/other to meet 95\% participation)}} = 56\%$$

The campus's RLA performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Minimum Number of Evaluated Indicators

The following components must have a minimum number of indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement- minimum of four indicators
- Academic Growth Status- minimum of four indicators
- Student Achievement Domain Score: STAAR Component Only- minimum of three indicators
- Federal Graduation Status- minimum of one indicator
- CCMR Performance Status- minimum of one indicator

Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, sum the total points earned for each evaluated indicator. Divide the number of earned points by the number of possible points (those indicators that met minimum size). The points earned for each component are then weighted based on the following table. Component points are rounded to one decimal place. Total points for each component are determined by multiplying the points earned by the corresponding weight and rounding to one decimal place.

Example: Component Score Chart

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Component Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4		0-4					0-4	
Academic Achievement (Mathematics)									
0-4	0-4		0-4					0-4	
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4		0-4					0-4	
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4		0-4					0-4	
Academic Growth in Mathematics (EL/MS)									
0-4	0-4		0-4					0-4	
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4		0-4					0-4	
SQSS: STAAR ONLY (EL/MS)									Earned ÷ Possible (rounded to 0.1)
0-4	0-4		0-4					0-4	
Progress in Achieving English Language Proficiency[1]									Earned ÷ Possible (rounded to 0.1)
								0-4	

[1]*Current EB students/ELs are the only students evaluated in Progress in Achieving English Language Proficiency*

Calculating a Closing the Gaps Domain Score

To calculate the Closing the Gaps domain score, each component for which the campus has at least the minimum number of evaluated indicators based on the following table is weighted. If a campus does not meet minimum size for a component, the weight of the missing component is distributed proportionally among the remaining components. An example is available below.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number.

Closing the Gaps Component Weights

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	Progress in Achieving English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K–12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status[1]	10%
	Progress in Achieving English Language Proficiency	10%
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only[2]	30%

[1] If Federal Graduation Status is not available, Academic Growth Status is used.

[2] If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

Example: Closing the Gaps Calculation: Elementary School

Component	Component Points	Weight	Total Points
Academic Achievement	69.5	30%	20.9
Academic Growth Status	83.0	50%	41.5
Progress in Achieving English Language Proficiency	100	10%	10
Student Achievement Domain Score: STAAR Component Only	60.5	10%	6.1
	Closing the Gaps Domain Raw Score		**79**

Example Closing the Gaps Calculation: Middle School

Example: The sample middle school has met the minimum number of evaluated indicators in two components. The campus does not have four evaluated indicators in the Student Achievement Domain Score: STAAR Component Only for inclusion in the overall domain calculation. It does not meet minimum size for the Progress in Achieving English Language Proficiency component. The weight of the Student Achievement Domain Score: STAAR Component Only and Progress in Achieving English Language Proficiency components are distributed proportionally among the two remaining components by removing their weights from the denominator, as 100 – 20 (2 weights of 10%) = 80. The Academic Achievement weight becomes 30/80=37.5%, and the Academic Growth weight becomes 50/80=62.5%

Component	Component Points	Weight	Total Points
Academic Achievement	69	37.5%	25.9
Academic Growth Status	83	62.5%	51.9
Progress in Achieving English Language Proficiency			
Student Achievement Domain Score: STAAR Component Only			
		Closing the Gaps Domain Raw Score	**78**

Closing the Gaps Domain Rating Calculation

See "Chapter 5—Calculating 2023 Ratings" for the methodology to calculate the Closing the Gaps domain rating.

2023 Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Ac. Ach.: RLA	2023 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%	20%	33%	13%	30%	46%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%	33%	44%	28%	42%	55%
	Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%	60%	67%	57%	65%	73%
Ac Ach.: Math	2023 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%	31%	32%	15%	33%	40%
	Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%	43%	43%	29%	44%	50%
	Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%	66%	66%	58%	67%	70%
Growth: RLA (only if no Grad Rate)	2023 Target	69%	65%	66%	72%	68%	81%	70%	72%	64%	60%	65%	45%	63%	70%
	Next Interim Target (2027-28 through 2031-32)	78%	75%	76%	80%	77%	85%	78%	80%	74%	70%	75%	55%	73%	78%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	94%	90%	95%	75%	93%	95%
Growth: Math (only if no Grad Rate)	2023 Target	76%	74%	77%	73%	74%	87%	72%	73%	75%	77%	75%	64%	73%	77%
	Next Interim Target (2027-28 through 2031-32)	82%	81%	83%	80%	81%	90%	80%	80%	82%	83%	82%	74%	80%	83%
	Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	94%	95%	95%
Progress in Achieving EL Proficiency	2023 Target										34%				
	Next Interim Target (2027-28 through 2031-32)										36%				
	Long Term Target (2037-38)										40%				

[1] Progress in Achieving English Language Proficiency evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: High Schools, K–12s, and AEAs (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
STAAR Only (Only if no CCMR Rate)	2023 Target	47%	36%	42%	58%	45%	74%	47%	56%	39%	38%	38%	23%	43%	49%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	52%	68%	55%	81%	57%	66%	49%	48%	48%	33%	53%	59%
	Long Term Target (2037-38)	77%	66%	72%	88%	75%	95%	77%	86%	69%	68%	0.68	53%	73%	79%
CCMR	2023 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	56%	64%	45%	67%
	Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%	61%	66%	74%	55%	76%
	Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	81%	86%	94%	75%	95%
4 Year Fed Grad Rate[2]	2023 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	80.0%	86.7%	79.7%		
	Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%	86.0%	90.5%	85.8%		
	Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		

[1] Progress in Achieving English Language Proficiency evaluates current EB students/ELs only.

[2] Ever EB students/ELs are evaluated in the federal graduation rates. Ever EB students/ELs are students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school.

2023 Closing the Gaps Performance Targets: Middle Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Ac. Ach.: RLA	2023 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%	28%	31%	19%	38%	45%
	Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%	40%	43%	33%	48%	54%
	Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	64%	66%	60%	69%	73%
Ac Ach.: Math	2023 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%	36%	35%	21%	44%	49%
	Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%	47%	46%	34%	53%	58%
	Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%
Growth: RLA	2023 Target	63%	58%	59%	69%	63%	79%	63%	68%	58%	57%	58%	43%	61%	64%
	Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%	67%	68%	53%	71%	74%
	Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%	87%	88%	73%	91%	94%
Growth: Math	2023 Target	67%	62%	64%	72%	67%	86%	69%	71%	62%	62%	62%	50%	66%	67%
	Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%	72%	72%	60%	76%	76%
	Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%	92%	92%	80%	95%	95%
Progress in Achieving EL Proficiency	2023 Target										44%				
	Next Interim Target (2027-28 through 2031-32)										46%				
	Long Term Target (2037-38)										50%				

[1] Progress in Achieving English Language Proficiency evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: Middle Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
STAAR Only	2023 Target	47%	37%	41%	58%	45%	74%	49%	55%	38%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	47%	51%	68%	55%	81%	59%	65%	48%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	67%	71%	88%	75%	95%	79%	85%	68%	67%	68%	53%	72%	78%

[1] Progress in Achieving English Language Proficiency evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: Elementary Schools

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Ac. Ach.: RLA	2023 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
	Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%	48%	46%	38%	48%	56%
	Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%	69%	68%	63%	69%	74%
Ac Ach.: Math	2023 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
	Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%	54%	50%	41%	54%	59%
	Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%	73%	70%	65%	73%	76%
Growth: RLA	2023 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%	62%	60%	50%	64%	65%
	Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%	72%	70%	60%	74%	75%
	Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%	92%	90%	80%	94%	95%
Growth: Math	2023 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%	69%	65%	58%	70%	70%
	Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%	78%	75%	68%	78%	78%
	Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%	95%	95%	88%	95%	95%
Progress in Achieving EL Proficiency	2023 Target										49%				
	Next Interim Target (2027-28 through 2031-32)										51%				
	Long Term Target (2037-38)										55%				

[1] Progress in Achieving English Language Proficiency evaluates current EB students/ELs only.

2023 Closing the Gaps Performance Targets: Elementary Schools (continued)

	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL[1] (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
STAAR Only	2023 Target	47%	36%	41%	58%	46%	72%	49%	55%	40%	37%	38%	23%	42%	48%
	Next Interim Target (2027-28 through 2031-32)	57%	46%	51%	68%	56%	80%	59%	65%	50%	47%	48%	33%	52%	58%
	Long Term Target (2037-38)	77%	66%	71%	88%	76%	95%	79%	85%	70%	67%	68%	53%	72%	78%

[1] Progress in Achieving English Language Proficiency evaluates current EB students/ELs only.