Chapter 10—Identification of Schools for Improvement

Overview

To align the identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools. In accordance with the ESSA state plan, the Closing the Gaps domain is calculated the same for all students statewide, i.e., different calculations are not applied to campuses rated under Alternative Education Accountability (AEA). Campuses paired for state accountability will also have their school identification paired to fulfill the ESSA requirement that all public elementary and secondary schools are subject to federal school improvement identifications. ESSA requires that School Quality or Student Success (SQSS) indicators are valid, reliable, comparable, and are applied the same to all schools statewide. As such, some methodologies applied in other Domains are not applied in Domain 3, e.g., CCMR IBC sunsetting cap. For more information on how the Closing the Gaps domain is calculated for federal identification of schools for improvement under ESSA, please refer to "Chapter 4—Closing the Gaps Domain."

Targeted Support and Improvement Identification

Targeted Support and Improvement Identification is based on identifying any campus with one or more consistently underperforming groups of students. TEA defines "consistently underperforming" as a school having one or more student groups that do not meet interim target or show expected growth towards the next interim target for three consecutive years. A student group that misses the targets in the same *three* indicators, for three consecutive years, is considered "consistently underperforming" and is determined to be Targeted Support and Improvement.

Data from 2019, 2022, and 2023 were considered consecutive years for 2023 TSI identification. Data from 2022, 2023, and 2024 were considered for 2024 TSI identification, and so forth. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

Consecutive Years of Underperformance	School Year Implementation
2019, 2022, 2023	2023-24
2022, 2023, 2024	2024-25
2023, 2024, 2025	2025-26
2024, 2025, 2026	2026-27

Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification.

Minimum Size

In order to be considered when evaluating campuses for TSI identification, student groups must meet the minimum size requirements. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that student group.

Each student group must have 10 reading/language arts (RLA) *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification.

Students Evaluated

In alignment with ESSA, TSI identifications are determined annually. For a campus to be prevented from being identified as TSI the following year, it must either meet interim targets or show expected growth in the indicators that were previously identified as consistently underperforming. The annual TSI identification uses the disaggregated performance of the following student groups:

- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander
- White
- Two or more races
- Economically disadvantaged
- Current Special education
- Emergent bilingual (EB) students
- Continuously Enrolled
- Former Special education

See "Chapter 4 – Closing the Gaps Domain" for more information on the data used to determine demographics for accountability purposes.

Continuously Enrolled

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the TSDS PEIMS 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 TSDS PEIMS Fall Snapshot and in the same district each of the preceding two years.

Example: Campus Continuously Enrolled Determination (Grade 4–8) for 2026 Accountability

Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2022)	Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2023)	Enrolled in District TSDS PEIMS Fall Snapshot Prior Year (2024)	Enrolled in Campus within District TSDS PEIMS Fall Snapshot Current Year (2025)	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

Former Special Education Students

In accordance with Texas Education Code, 39.053(e), a student is identified as formerly receiving special

education services if in the preceding year, 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 for Graduation or CCMR, and TIDE for STAAR indicators, are no longer participating in a special education program.

Example Campus Identified for Targeted Support and Improvement

In the following example, this campus would be identified for TSI based on the performance of the white student group. The white student group was consistently underperforming in three indicators for three consecutive years and met minimum size Academic Achievement (RLA), Academic Achievement (Mathematics), and SQSS: STAAR Only.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)	Special Education (Former)	Continuously Enrolled
	0	0	3	-	0	-	-	0	0	0	-	-
Academic Achievement (RLA)												
2023	2	3	0	-	0	-	-	3	3	2	-	0
2024	0	1	0	-	0	-	-	0	2	3	-	-
2025	2	0	0	-	2	-	-	0	3	2	2	1
Academic Achievement (Mathematics)												
2023	3	1	0	-	1	-	-	1	4	3	-	-
2024	1	3	0	-	1	-	-	2	3	2	3	-
2025	0	2	1	-	3	-	-	3	2	2	-	2
Growth (RLA)												
2023	3	3	4	-	1	-	-	4	3	3	-	-
2024	3	4	3	-	4	-	-	3	3	-	2	1
2025	2	2	3	-	2	-	-	2	3	-	-	2
Growth (Mathematics)												
2023	4	1	0	-	0	-	-	1	4	3	-	-
2024	4	3	4	-	3	-	-	4	4	-	-	3
2025	2	2	2	-	2	-	-	2	3	-	-	2
SQSS: STAAR ONLY (EL/MS)												
2023	2	1	0	-	0	-	0	3	2	2	-	-
2024	0	2	1	-	1	-	0	2	3	2	-	-
2025	2	2	0	2	2	2	2	2	2	2	2	1
English Language Proficiency[1]												
2023									3			
2024									3			
2025									3			

Additional Targeted Support Identification

ATS identifies both Title I and non- Title I campuses. ATS identification is based on a subset of TSI-identified campuses. First, the campus must meet the identification for TSI by having at least one consistently underperforming student group. Second, the Closing the Gaps score for at least one consistently underperforming student group must be lower than the score used to identify the lowest performing five percent of each school type (the same cut point used to identify CSI).

Minimum Size

In order to be evaluated for ATS, each student group must have 10 RLA *and* 10 mathematics assessment results for evaluation in the Academic Achievement component. If a student group does not meet minimum size in Academic Achievement, it is not considered when evaluating the campus for identification.

For elementary and middle schools, the student group must meet minimum size for all three years in all five indicators: Academic Achievement RLA, Academic Achievement Mathematics, Academic Growth RLA, Academic Growth Mathematics, and Student Success (STAAR Only).

For high schools and K–12s the student group must meet minimum size for all three years in all four indicators: Academic Achievement RLA, Academic Achievement Mathematics, Graduation Rate, and SQSS: School Quality (CCMR). If the campus does not have a graduation rate, Academic Growth is used with the four indicators minimum requirement.

Students Evaluated

The same student groups evaluated for TSI are evaluated for ATS.

Exit Criteria for Additional Targeted Support Schools

To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.

A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.

Example Campus Identified for Additional Targeted Support and Improvement

In the following example, this campus would be identified for ATS based on the performance of the African American student group. This group was TSI identified due to "consistent underperformance" and the group's 2025 scaled score was below the bottom 5% scale score used in CSI identification for the school type.

	African American	2024 Points Earned	Component Points Earned ÷ Possible Points	EL/MS Weight	Total Points
Academic Achievement (RLA)			12.5	33.3%	4.2
2023	0				
2024	0				
2026	0	0			
Academic Achievement (Mathematics)					
2023	1				
2024	2				
2025	1	1			
Growth (RLA)			0.0	55.6%	
2023	0			0.0	
2024	0				
2025	0	0			
Growth (Mathematics)					
2023	0				
2024	1				
2025	0	0			
SQSS: STAAR ONLY (EL/MS)			0.0	11.1%	0.0
2023	1				
2024	2				
2025	0	0			
English Language Proficiency[1]				n/a	
2023					
2024					
2025					
Closing the Gaps Domain Raw Score for African American Student Group					4
Closing the Gaps Domain Scaled Score for African American Student Group					41
Bottom 5% Closing the Gaps Cutpoint from CSI determination					47

Comprehensive Support and Improvement Identification

To identify schools for CSI (CSI-Identified, CSI-Reidentified, or CSI-Progress), TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. The first time a school meets CSI-Low Performance criteria, they are identified CSI-Identified. Each following year a school is identified for CSI, they are CSI-Reidentified. CSI identification criteria are as follows: First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their

school type's bottom five percent are identified for CSI. Please see Chapters 1 and 7 for additional information on school types.

Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI.

Any campus identified for CSI-Low Graduation Rate that has fewer than 100 students enrolled as reported in PEIMS Fall Snapshot is not required to implement interventions associated with the identification. If a campus with fewer than 100 students chooses not to implement interventions, it is not eligible for comprehensive support grant funding. Choosing not to implement interventions does not exit the campus from CSI-Low Graduation Rate identification. This flexibility is limited to only campuses identified as CSI-Low Graduation Rate, and not CSI-Low Performance campuses.

Timeline for Title I Campuses Identified for ATS for Three Consecutive Years

Any Title I campus identified for ATS for three consecutive years will be identified for CSI interventions for the following school year.

Example Campus Escalated to Comprehensive Support and Improvement

When Identified	SY 2022–23	SY 2023–24	SY 2024–25
Fall 2022	ATS (Year 1)		
Fall 2023		ATS (Year 2)	
Fall 2024			CSI (Third Identification)

Determination of Count of Consecutive School Years of CSI Ratings for More Rigorous Interventions

Schools that fail to meet the criteria to exit comprehensive support and improvement status for at least three consecutive years are subject to more rigorous interventions, including but not limited to the development of a turnaround plan.

Schools that fail to meet the exit criteria for at least five consecutive years are subject to more rigorous interventions, including but not limited to closure of the school; restarting the school in partnership with a charter school; converting the school to a charter school with an independent governing board, new leadership team, and redesigned school model; appointing a Conservator to oversee the school or LEA; or inserting a state appointed Board of Managers to oversee the entire LEA.

Exit Criteria for Comprehensive Support and Improvement

In order to exit Comprehensive Support and Improvement Identification, campuses must meet two criteria: 1) the campus must rank higher than the bottom five percent of the Closing the Gaps domain scaled score for their school type for two consecutive years *and* 2) the Closing the Gaps domain scaled score must be higher than the score it received when originally identified for CSI. When the campus meets both these criteria for the first year, the campus is identified as CSI-Progress. After a second consecutive year of meeting both criteria, the campus is exited and no longer identified as CSI. CSI-Progress identification does not break or increase the count of CSI ratings used to determine more rigorous interventions.

Campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

In the 2024 accountability year, for example, the four-year federal graduation rates for the Class of 2023 and Class of 2022 were evaluated to determine if a campus had two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2021 and Class of 2020 were evaluated to determine if a campus had successfully met exit criteria in 2024.

Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019.

If a campus was escalated to CSI after being identified ATS for three consecutive years, the campus must meet the CSI exit criteria.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated for CSI exit if the *All Students group* has at least 10 students in the class.
- Small numbers analysis applies to all students if the number of students in the class 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.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

Identification Methodologies for Previous Years

Additional information on the methodology used to identify campuses for CSI, TSI, and ATS is available in the state's consolidated ESSA plan available at https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act. Methodology used in prior years is available in that year's respective accountability manual. These manuals are available on the Performance Reporting Division website at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting.

In 2020 and 2021, districts and campuses received a *Not Rated: Declared State of Disaster* label overall and in each domain. The U.S. Department of Education (USDE) approved waivers for the following for those years:

- To measure progress toward long-term and interim goals
- To meaningfully differentiate all public schools
- To adjust the Academic Achievement indicator based on a participation rate below 95 percent
- To identify schools for CSI, TSI, and ATS based on data from the 2019–20 and 2020–21 school year.