

Using Performance Reporting Resources to Goal Set and Plan for Domain 3 (2026–2027)

Overview

Domain 3, Closing the Gaps, evaluates academic performance across student groups to inform state accountability ratings and federal school improvement designations. To support data-driven goal setting, enhanced performance reporting resources can help bridge state summary data with federal school improvement requirements.

This document summarizes how to use:

- **The (Enhanced)** 2026 Closing the Gaps Accountability Report to review performance points earned for state accountability ratings alongside points evaluated for federal school improvement.
- **The (New)** 2027 Closing the Gaps Planning Report, available on the Texas Education Agency Login (TEAL), to evaluate future campus targets and identify priority areas for improvement.

Together, these resources help evaluate data, cross-reference reports, and establish 2027 campus targets. For complete Domain 3 methodologies and calculation formulas, see [Chapter 4 of the 2026 Accountability Rating System Manual](#).

Understanding the Dual Purpose of Domain 3

Domain 3 (Closing the Gaps) evaluates the performance of historically underserved student groups to ensure all students are provided equitable opportunities for success. Aligned with federal Every Student Succeeds Act (ESSA) requirements, Domain 3 evaluates student groups across achievement, growth, graduation, College, Career and Military Readiness (CCMR), and progress to English language proficiency.

Within the state accountability system, Domain 3 serves two accountability functions:

- **State Accountability Ratings:** Outcomes from four designated student groups (*All Students, First Lowest Performing Racial/Ethnic Group, Second Lowest Performing Racial/Ethnic Group, and High Focus*) contribute directly to the Domain 3 state accountability rating
- **Federal School Improvement Identification:** Performance across all relevant student groups is evaluated under ESSA State Plan, to identify campuses requiring federal support, including:
 - Comprehensive Support and Improvement (CSI): Evaluates four designated student groups (*All Students, First Lowest Performing Racial/Ethnic Group, Second Lowest Performing Racial/Ethnic Group, and High Focus*), and identifies Title I campuses that rank in the lowest-performing 5% of campuses in their school type based on Closing the Gaps scaled scores, campuses with a six-year federal graduation rate below 66.7% for the All Students group, and Title I campuses identified for Additional Targeted Support (ATS) for three consecutive years.
 - Targeted Support and Improvement (TSI): Evaluates twelve student groups and identifies campuses with one or more consistently underperforming student groups. A student group is considered

consistently underperforming when it does not meet interim targets or show expected growth toward the next interim target in the same three indicators for three consecutive years. See [Chapter 10 of the 2027 Accountability Rating System Manual](#) for details on student groups evaluated.

- Additional Targeted Support (ATS): Evaluates twelve student groups, and identifies TSI-identified campuses with one or more consistently underperforming student groups whose Closing the Gaps score falls below the cut point used to identify the lowest-performing 5% of campuses for Comprehensive Support and Improvement (CSI). See [Chapter 10 of the 2027 Accountability Rating System Manual](#) for details on student groups evaluated.

While four student groups drive the state accountability rating, tracking performance across all eligible student groups is essential for effective local goal setting and preventing unintended federal school designations.

Resources for Domain 3 Planning

To streamline Domain 3 data analysis and local target setting, two Performance Reporting resources are now available to support campus and district planning.

Resource 1: (Enhanced) 2026 Closing the Gaps Summary Report

What's New: The report features dedicated rows under each component section (such as Academic Achievement and Academic Growth) that separate:

- **Points Earned for Accountability Rating:** Shows the points evaluated by the four designated state rating student groups (*All Students, First Lowest Performing Racial/Ethnic Group, Second Lowest Performing Racial / Ethnic Group, and High Focus*)
- **Points Evaluated for Federal School Improvement:** Shows the points evaluated across all eligible student groups (up to 16 groups) to fulfill federal ESSA requirements

Why Use It: Provides side-by-side visibility into state accountability rating points earned and federal performance points

How to Access: Access the 2026 Closing the Gaps report through the [Accountability Reports](#) by following these steps:

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus*	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability											
Groups evaluated in 2026 accountability	✓	✓	✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%		
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%		
Points Earned for Accountability Rating	3	3	3						3		
Points Evaluated for Federal School Improvement	3	3	3	3		3		0	3		
2026 % at Meets GL Standard or Above	50%	44%	44%	72%	-	80%	*	45%	41%		
2026 # at Meets GL Standard or Above	557	80	296	103	-	55	*	**	356		
2026 Total Tests (Adjusted)	1,120	183	675	143	-	69	*	**	866		
2025 % at Meets GL Standard or Above	49%	42%	42%	70%	-	89%	-	53%	39%		
Mathematics 2026 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%		
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%		
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%		
Points Earned for Accountability Rating	1	3	2						1		
Points Evaluated for Federal School Improvement	1	3	2	3		0		1	1		
2026 % at Meets GL Standard or Above	35%	29%	30%	58%	-	67%	*	26%	26%		
2026 # at Meets GL Standard or Above	198	27	104	47	-	**	*	7	108		
2026 Total Tests (Adjusted)	568	92	349	81	-	**	*	27	411		
2025 % at Meets GL Standard or Above	30%	17%	21%	56%	-	82%	-	15%	20%		
Total Points										19	32
Academic Growth Status											
RLA 2026 Target	69%	65%	66%	72%	68%	81%	70%	72%	64%		
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	76%	80%	77%	85%	78%	80%	74%		
RLA Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	94%		
Points Earned for Accountability Rating	2	2	3						3		
Points Evaluated for Federal School Improvement	2	2	3	3		3		3	3		
2026 Academic Growth Score	68%	62%	67%	73%	-	82%	-	79%	66%		
2026 Growth Points	547.00	80.75	301.75	87.00	-	49.75	-	27.75	383.75		
2026 Total Tests	759	130	453	120	-	61	-	35	583		
2025 Academic Growth Score	60%	55%	58%	63%	-	81%	-	59%	55%		
Mathematics 2026 Target	76%	74%	77%	73%	74%	87%	72%	73%	75%		
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	81%	83%	80%	81%	90%	80%	80%	82%		
Mathematics Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	3	3	3						3		

Enhanced 2026 Closing the Gaps Report with rows for state and federal school improvement points.

1. Go to the [Accountability Reports search page](#)
2. Enter 2026 in the Year field and the desired campus or district information
3. Select Search
4. Select the campus or district and select View Reports
5. Select the Closing the Gaps tab at the top of the screen
6. Select Closing the Gaps to open the report

How to Use It: Review the Points Evaluated for Federal School Improvement row across indicators to identify student groups, focusing on those student groups receiving 0 or 1 point.

Resource 2: (New) 2027 Closing the Gaps Planning Report

What's New: A campus-specific planning report that displays the unique campus percentages required to score 1, 2, 3 or 4 points across every student group and component for the 2027 accountability year based on 2026 results. The report is available to download in an Excel spreadsheet format or a PDF file.

Why Use It: Eliminates manual formula calculations by providing the exact, campus-specific percentage targets needed to achieve 1-4 points.

How to Access: Access a campus-specific 2027 Closing the Gaps Planning Report through the TEAL Accountability application by following these steps:

1. [Log into TEAL](#)
2. Open the Accountability application
3. Select the Performance Reporting tab located at the top of the page
4. Expand the 2027 Academic Accountability section
5. Select the 2027 Closing the Gaps Planning Report
6. Select Campus to view an individual campus report or select District to download data for each campus in the district as a .csv or .txt file.

How to Use It: Review the pre-calculated percentage targets across each component and student group to set targeted performance goals for the 2027 accountability year. Use the planning symbol key below to interpret the data displayed within the 1-point and 2-point planning rows.

	Accountability Groups										Additional Groups			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Econ Disadv	EBEL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Percentage thresholds required to score 1,2,3 or 4 points														
Academic Achievement Status														
4 Points: RLA Long Term Target (2027-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	66%	64%	60%	69%	73%
3 Points: Current RLA Target (2026)	44%	32%	35%	59%	44%	74%	46%	56%	33%	31%	28%	19%	38%	45%
2 Points: RLA Expected Growth (2026)	41.0%	35.3%	47.3%	○	40.3%	33.3%	33.7%	13.3%	17.7%	○	40.7%	○	35%	○
1 Point: RLA Minimal Growth (2026)	36%	31%	39%	○	30%	29%	30%	1%	11%	○	35%	○	35%	○
2025 % at Meets GL Standard or Above	35%	33%	30%	38%	○	0%	29%	26%	29%	0%	10%	80%	34%	○
2025 # at Meets GL Standard or Above	105	8	15	72	○	0	10	53	56	0	7	4	53	○
2025 Total Tests (Adjusted)	301	24	50	152	○	1	34	225	203	10	70	5	187	○
4 Points: Mathematics Long Term Target (2027-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	68%	61%	72%	75%
3 Points: Current Mathematics Target (2026)	47%	32%	39%	61%	47%	85%	52%	56%	36%	35%	36%	14%	44%	49%
2 Points: Mathematics Expected Growth (2026)	31.3%	28.3%	24.3%	36.7%	○	29.0%	26.3%	26.0%	22.3%	18.7%	○	32.0%	○	○
1 Point: Mathematics Minimal Growth (2026)	20%	22%	12%	22%	○	13%	17%	17%	11%	12%	○	20%	○	○
2025 % at Meets GL Standard or Above	100%	100%	100%	100%	○	0%	12%	16%	16%	10%	11%	0%	19%	○
2025 # at Meets GL Standard or Above	100	23	49	185	○	1	33	214	196	10	64	5	184	○
2025 Total Tests (Adjusted)	301	24	50	152	○	1	34	225	203	10	70	5	187	○
Symbols signify data conditions: (★) = Target met or exceeded (○) = Fewer than 10 assessed students (-) = No baseline data available														
4 Points: RLA Long Term Target (2027-38)	63.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
3 Points: Current RLA Target (2026)	63.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
2 Points: RLA Expected Growth (2026)	63.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
1 Point: RLA Minimal Growth (2026)	63.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
2025 Academic Growth Score	63.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
2025 Growth Points	169.75	15.00	29.75	105.50	○	0.00	19.50	121.50	112.00	2.50	17.25	5.25	105.25	○
2025 Total Tests	292	23	50	184	○	1	34	216	198	10	64	5	186	○
4 Points: Mathematics Long Term Target (2027-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%	92%	92%	80%	95%	95%
3 Points: Current Mathematics Target (2026)	67%	62%	64%	72%	67%	86%	69%	71%	62%	62%	62%	50%	66%	67%
2 Points: Mathematics Expected Growth (2026)	56.7%	52.7%	55.3%	58.7%	○	57.0%	56.7%	57.3%	50.7%	49.3%	○	56.7%	○	○
1 Point: Mathematics Minimal Growth (2026)	48%	44%	47%	49%	○	47%	50%	51%	41%	40%	○	48%	○	○
2025 Academic Growth Score	47%	43%	45%	48%	○	46%	49%	50%	40%	44%	○	47%	○	○
2025 Growth Points	136.75	10.00	22.50	89.00	○	0.00	15.25	105.25	98.25	4.00	26.00	2.50	86.00	○
2025 Total Tests	291	23	49	185	○	1	33	214	196	10	64	5	184	○
Federal Graduation Rate Status														
4 Points: Long Term Target (2027-38)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%	86.7%	80.0%	79.7%	80.0%	80.0%
3 Points: Current Target (2026)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%
2 Points: Expected Growth (2026)	98.0%	98.0%	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 Point: Minimal Growth (2026)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%
2024 % Graduated	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%
2024 # Graduated	291	23	49	185	○	1	33	214	196	10	64	5	184	○
2024 Total in Class	291	23	49	185	○	1	33	214	196	10	64	5	184	○

2027 Closing the Gaps report with campus-specific targets.

Symbol	Definition
(★)	Target Met or Exceeded: Indicates prior-year performance already met or exceeded the 3-point target, placing the student group directly into 3- or 4-point status, and making a 1- or 2- point growth allocation not applicable
(◇)	Minimum Size Not Met: Indicates the student group has fewer than 10 assessed students, making a 1- or 2- point growth allocation not applicable
(-)	Missing Baseline Data: Indicates no prior-year baseline data exists to establish growth calculations.

Steps to Analyze 2026 Domain 3 Data and Set 2027 Targets

Follow the steps below to maximize the impact of these resources and analyze 2026 Domain 3 Data and goal set for 2027.

Step 1: Open and Review Key Reports Side-by-Side

- Open the 2026 Closing the Gaps Report and the 2026 Targeted Support and Improvement (TSI) Information Report, located under the Closing the Gaps tab in Accountability Reports, and review them side by side.

Step 2: Identify Student Groups with 0, or 1 Point

- On the 2026 Closing the Gaps Report, review the Points Evaluated for Federal School Improvement rows for all student groups.
- Focus on student groups receiving a 0 or 1 point across indicators.

Step 3: Cross Reference Multi-Year Trends

- Match the low-point groups identified in Step 2 to the corresponding student groups in the TSI Report
- Review red highlights indicating missed targets and identify student groups with repeated missed targets across multiple years.

2026 Closing the Gaps Report

Data Table: Accountability Groups

	Accountability Groups										Total Earned Points	Total Possible Points
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Low Focus		
Groups to be evaluated in 2027 accountability												
Review groups earning a 0 or 1 on the Points Earned for Federal School Improvement rows.	Academic Achievement Status											
	44%	32%	36%	62%	43%	74%	45%	66%	32%			
	53%	43%	47%	68%	53%	78%	64%	65%	43%			
	72%	66%	68%	81%	72%	87%	73%	79%	66%			
	Points Earned for Accountability Rating	3	3	3						3		
Points Evaluated for Federal School Improvement	3	3	3	3		3		0	3			
2026 % at Meets GL Standard or Above	50%	44%	44%	72%	-	80%	-	80%	41%			
2026 # at Meets GL Standard or Above	557	80	296	103	-	55	*	**	356			
2026 Total Tests (Adjusted)	1,120	183	675	143	-	69	*	**	866			
2025 % at Meets GL Standard or Above	49%	42%	42%	70%	-	89%	-	53%	39%			
Mathematics 2026 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%			
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	55%	43%			
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%			
Points Earned for Accountability Rating	1	3	2						1			
Points Evaluated for Federal School Improvement	1	3	2	3		0		1	1			
2026 % at Meets GL Standard or Above	30%	29%	30%	58%	-	67%	-	26%	26%			
2026 # at Meets GL Standard or Above	198	27	104	47	-	**	*	7	108			
2026 Total Tests (Adjusted)	568	92	349	81	-	**	*	27	411			
2025 % at Meets GL Standard or Above	30%	17%	21%	56%	-	82%	-	15%	20%			
Total Points									19	32		

2026 Targeted Support and Improvement Report

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two Or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
0	0	0	0	-	0	-	0	1	1	1	0	0
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	3	-	3	-	0	3	3			
2025	3	3	3	-	4	-	2	3	3			
2026	3	3	3	-	3	-	0	3	3			
Academic Achievement Status: Mathematics												
2024	0	1	3	-	3	-	2	0	1	0	0	1
2025	1	0	3	-	3	-	0	0	0	0	3	0
2026	3	2	3	-	0	-	1	1	1	1	0	3
Graduation (Federal Graduation Rate)												
2024	3	3	4	-	0	-	0	3	3	3		
2025	3	3	3	-	3	-	4	3	3	3		
2026	3	3	3	-	0	-	3	3	3	3		
School Quality (College, Career, and Military Readiness Performance)												
2024	3	3	3	-	0	-	2	2	3	1	-	3
2025	4	3	4	-	4	-	4	3	4	3	-	3
2026	4	3	4	-	3	-	3	4	4	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									3			
2026									9			

Match low-point student groups across both reports.

Review groups earning a 0 or 1 on the Points Earned for Federal School Improvement rows.

Review repeated missed targets across years. Red highlights indicate missed targets.

Example workflow (Steps 1 – 3) for identifying low-point student groups and reviewing missed targets

Step 4: Access the 2027 Closing the Gaps Planning Report on TEAL

- Open the 2027 Closing the Gaps Planning report in the TEAL Accountability application.
- Navigate directly to the student groups flagged in Step 2 for further analysis

Step 5: Analyze Targets and Set 2027 Goals

- Review the campus-specific percentage thresholds needed to move targeted student groups from 0-, 1-, or 2-point status to a 3-point (Current Target) or 4-point (Long-Term Target) status.
- Use the symbol key to interpret special data conditions and identify any considerations that may affect target calculations.
 - ★ (Star): Indicates prior-year performance already met or exceeded the 3-point target
 - ◇ (Diamond): Indicates the student group has fewer than 10 assessed students and is not eligible for growth point calculations
 - (Hyphen): Indicates no prior-year baseline data is available to calculate growth targets
- Incorporate the identified targets into campus improvement and goal-setting efforts for 2027.

2027 Closing the Gaps Planning Report

	Accountability Groups								Additional Groups			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EBEL (Current & Former)	Special Ed (Current & Former)	Continuously Enrolled
Groups to be evaluated in 2026 accountability	△											
Academic Achievement Status												
4 Points: RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	66%	64%	69%
3 Points: Current RLA Target (2026)	44%	32%	35%	59%	44%	74%	46%	56%	33%	31%	28%	38%
2 Points: RLA Expected Growth (2026)	41.0%	★	35.3%	47.3%		◇	40.3%	33.3%	33.7%	13.3%	17.7%	◇
1 Point: RLA Minimal Growth (2026)	36%	★	31%	39%		◇	30%	29%	30%	1%	11%	◇
2025 % at Meets GL Standard or Above	35%	33%	30%	38%	-	0%	-	29%	28%	29%	0%	80%
2025 # at Meets GL Standard or Above	105	8	15	72	-	0	-	10	63	58	0	7
2025 Total Tests (Adjusted)	301	24	50	192	-	1	-	34	225	203	10	5
4 Points: Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	65%	72%
3 Points: Current Mathematics Target (2026)	47%	32%	39%	61%	47%	85%	52%	56%	36%	35%	36%	44%
2 Points: Mathematics Expected Growth (2026)	31.3%	28.3%	24.3%	36.7%		◇	29.0%	26.3%	26.0%	22.3%	18.7%	◇
1 Point: Mathematics Minimal Growth (2026)	20%	22%	13%	22%		◇	13%	17%	17%	11%	12%	◇
2025 % at Meets GL Standard or Above	19%	21%	12%	21%	-	0%	-	12%	16%	16%	10%	0%
2025 # at Meets GL Standard or Above	56	5	6	41	-	0	-	4	36	33	1	8
2025 Total Tests (Adjusted)	302	24	50	193	-	1	-	34	225	203	10	5
Academic Growth Status												
4 Points: RLA Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	88%	88%	87%	73%	91%
3 Points: Current RLA Target (2026)	63%	58%	59%	69%	63%	79%	63%	68%	58%	58%	57%	61%
2 Points: RLA Expected Growth (2026)	63.0%	★	★	64.0%		◇	63.7%	60.0%	59.7%	36.0%	35.7%	◇
1 Point: RLA Minimal Growth (2026)	58%	★	★	58%		◇	58%	57%	58%	26%	28%	◇
2025 Academic Growth Score	58%	65%	60%	67%	-	0%	-	57%	56%	57%	25%	100%
2025 Growth Points	169.75	15.00	26.75	105.50	-	0.00	-	19.50	121.00	112.00	2.50	17.25
2025 Total Tests	292	23	50	184	-	1	-	34	216	198	10	5

2027 Closing the Gaps Planning Report

2027 Closing the Gaps Planning Report

	Accountability Groups								Additional Groups			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EBEL (Current & Former)	Special Ed (Current & Former)	Continuously Enrolled
Groups to be evaluated in 2026 accountability	△											
Academic Achievement Status												
4 Points: RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%	66%	64%	69%
3 Points: Current RLA Target (2026)	44%	32%	35%	59%	44%	74%	46%	56%	33%	31%	28%	38%
2 Points: RLA Expected Growth (2026)	41.0%	★	35.3%	47.3%		◇	40.3%	33.3%	33.7%	13.3%	17.7%	◇
1 Point: RLA Minimal Growth (2026)	36%	★	31%	39%		◇	30%	29%	30%	1%	11%	◇
2025 % at Meets GL Standard or Above	35%	33%	30%	38%	-	0%	-	29%	28%	29%	0%	80%
2025 # at Meets GL Standard or Above	105	8	15	72	-	0	-	10	63	58	0	7
2025 Total Tests (Adjusted)	301	24	50	192	-	1	-	34	225	203	10	5
4 Points: Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%	68%	65%	72%
3 Points: Current Mathematics Target (2026)	47%	32%	39%	61%	47%	85%	52%	56%	36%	35%	36%	44%
2 Points: Mathematics Expected Growth (2026)	31.3%	28.3%	24.3%	36.7%		◇	29.0%	26.3%	26.0%	22.3%	18.7%	◇
1 Point: Mathematics Minimal Growth (2026)	20%	22%	13%	22%		◇	13%	17%	17%	11%	12%	◇
2025 % at Meets GL Standard or Above	19%	21%	12%	21%	-	0%	-	12%	16%	16%	10%	0%
2025 # at Meets GL Standard or Above	56	5	6	41	-	0	-	4	36	33	1	8
2025 Total Tests (Adjusted)	302	24	50	193	-	1	-	34	225	203	10	5
Academic Growth Status												
4 Points: RLA Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	88%	88%	87%	73%	91%
3 Points: Current RLA Target (2026)	63%	58%	59%	69%	63%	79%	63%	68%	58%	58%	57%	61%
2 Points: RLA Expected Growth (2026)	63.0%	★	★	64.0%		◇	63.7%	60.0%	59.7%	36.0%	35.7%	◇
1 Point: RLA Minimal Growth (2026)	58%	★	★	58%		◇	58%	57%	58%	26%	28%	◇
2025 Academic Growth Score	58%	65%	60%	67%	-	0%	-	57%	56%	57%	25%	100%
2025 Growth Points	169.75	15.00	26.75	105.50	-	0.00	-	19.50	121.00	112.00	2.50	17.25
2025 Total Tests	292	23	50	184	-	1	-	34	216	198	10	5

Using campus-specific targets to establish local performance goals.

Example

This example illustrates how a campus can use the reports described above to identify a low-performing student group, evaluate federal identification risk, and establish improvement targets.

Scenario:

A high school identifies the Two or More Races student group as earning 0 points in Mathematics Achievement on the 2026 Closing the Gaps Report. After cross-referencing the 2026 Targeted Support and Improvement (TSI) Information Report, they confirm that the student group has repeatedly missed performance targets, indicating elevated federal identification risk.

Using the 2027 Closing the Gaps Planning Report in TEAL, they determine that Mathematics Achievement performance must improve from 12% to 29.0% to earn 2 points, or to 56% to reach the 3-point target. Based on this analysis, the campus establishes a Mathematics improvement goal for the student group and incorporates the target into local planning for 2027.

Next Steps

1. Review the Points Evaluated for Federal School Improvement rows on the 2026 Closing the Gaps report to identify student groups earning 0,1, or 2 points across indicators that may require additional support. See [Chapter 10 of the 2026 Accountability Rating System Manual](#) for additional information.
2. Cross-reference identified student groups with the 2026 Targeted Support and Improvement (TSI) Information Report to review missed targets and determine areas requiring focused improvement efforts.
3. Locate those student groups in the 2027 Closing the Gaps Planning Report in TEAL to review campus-specific targets and incorporate performance goals into local planning.

Helpful Resources

Refer to the resources below for additional guidance.

- For questions, contact the Performance Reporting Division via the [Performance Reporting Help Desk](#)
- For more information on Federal Accountability (CSI, TSI, and ATS), see [Chapter 10 of the 2027 Accountability Rating System Manual](#)

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