

Identification of Schools for Improvement

To align identification of schools for improvement with the state’s accountability system, TEA utilizes a rank-ordering method based on the Closing the Gaps domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools.

Comprehensive Support and Improvement Identification

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Also, if **any Title I, or non-Title I** campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is automatically identified for comprehensive support and improvement. **Non-Title I campuses are not eligible for comprehensive grant funding.**

Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

Any campus identified for comprehensive support and improvement that has fewer than 100 students enrolled will not be required to implement interventions associated with the identification. If a campus chooses not to implement interventions, they are not eligible for comprehensive grant funding.

Title I Campus Identified for Targeted Support for Three Years Scenario

		SY 2020-21	SY 2021-22	SY 2022-23
Example Indicator: Two or More Races, Growth, Reading				
Year	Met Target?	Identification		
2017	N			
2018	N			
2019	N	TS (2017-19 data)		
2020	N		TS (2018-20 data)	
2021	N			CS (2019-21 data)

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Targeted Support and Improvement Identification

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. TEA defines “consistently underperforming” as a campus having one or more student groups that do not meet targets for three consecutive years. Any campus that has one or more achievement gap(s) between individual student groups and the performance targets will be identified for targeted support and improvement.

The following student groups are not evaluated to identify campuses for targeted support and improvement: former special education, continuously enrolled, and non-continuously enrolled.

Campuses are evaluated annually for targeted support and improvement identification.

	Indicators		SY 2020-21	SY 2021-22	SY 2022-23
	Two or More Races, Growth, Reading	Economically Disadvantaged, Academic Achievement, Math			
Year	Met Target?	Met Target?	Identification		
2017	N	Y			
2018	N	N			
2019	N	N	TS (2017-19 Two or More Races, Growth Reading)		
2020	Y	N	TS (2018-20 Economically Disadvantaged, Academic Achievement, Math)		
2021	N	Y	Not identified (No student groups missed 3 consecutive years.)		

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Feedback opportunity: (What happens when a student group doesn't meet minimum size? Should it be consecutive years evaluated or the same three consecutive years used to evaluate all campuses?)

		SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Example Indicator: Two or More Races, Growth, Reading					
Year	Met Target?	Identification			
2017	N				
2018	N				
2019	N	TS (2017-19 data)			
2020	-		(2018-20 data)		
2021	N			(2019-21 data)	
OR					
2017	N				
2018	N				
2019	N	TS (2017-19 data)			
2020	-		(2018-20 data)		
2021	N			TS (2018-21 data)	
2022	N				CS (2019-22 data)

Feedback opportunity: If we "pause" consecutive years, should two years of not meeting minimum size reset the consecutive years clock?

		SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Example Indicator: Two or More Races, Growth, Reading					
Year	Met Target?	Identification			
2017	N				
2018	N				
2019	N	TS (2017-19 data)			
2020	-		(2018-20 data)		
2021	-			(2019-21 data)	
2022	N				(2020-22 data)

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Additional Targeted Support

Any campus that is not identified for comprehensive or targeted support and improvement will be identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify **that campus type** for comprehensive support and improvement.

The following student groups are not evaluated to identify campuses for additional targeted support: former special education, continuously enrolled, and non-continuously enrolled.

Student groups that meet minimum size for evaluation in only the School Quality Student Success component (CCMR or STAAR Only) will not be considered when identifying campuses for additional targeted support. If the EL student group meets minimum size in the ELP component and only the School Quality Student Success component (CCMR or STAAR Only), the EL student group will not be considered when identifying campuses for additional targeted support.

	2019		2019
CTG Indicator	Eco Dis Student Group	AND	EL Student Group
Academic Achievement			
Reading	-		-
Math	-		-
Growth			
Reading	-		-
Math	-		-
ELP	-		N
STAAR Component	Y		N
Percentage of Targets Met	Not evaluated		Not evaluated

For example, in 2018 the scaled Closing the Gaps cut point for comprehensive identification at the bottom five percent of Title I campuses was a scaled score of 47. Unscaling the 47 equated to a 13 elementary raw score and a 6 middle/high school raw score. Those raw scores were then set as the percentage of indicators a student group must meet (by campus type). Any elementary campus that had a student group that met fewer than 13 percent (middle/high school 6 percent) of their evaluated indicators was identified for additional targeted support.

Identification occurs on an annual basis.

Campus Identified for Additional Targeted Support Scenario

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Additional Targeted Support														
Target	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%	n/a	n/a	n/a
% Indicators Met	60%	0%	60%	20%	-	-	-	0%	60%	50%	0%	-	-	-
# Indicators Met	3	0	3	1	-	-	-	0	3	1	0	-	-	-
# Indicators Evaluated	5	1	5	5	-	-	-	1	5	2	2	-	-	-

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Exit Criteria for Comprehensive Support and Improvement Schools

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from *F* to *D* or from *D* to *C*) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

Comprehensive Support and Improvement Identification and Exit Scenario

	Grad Rate	SY 2019–20	SY 2020–21	SY 2021–22	SY 2022–23
2018	Below 67.0%	CS	-	-	-
2019	At or above 67.0%	-	CS	-	-
2020	At or above 67.0%	-	-	Exit	-
2021	Below 67%	-	-	-	CS

To exit comprehensive support, a campus must not rank in the bottom 5 percent and have an improved CTG letter grade for two consecutive years.

	Bottom 5% CTG Score	CTG Grade	Identification
2018	Yes	F	CS
2019	No	D	CS
2020	No	D	EXIT
OR			
2018	Yes	F	CS
2019	No	F	CS
2020	No	D	CS

Feedback opportunity: What happens with a campus identified for comprehensive support that does not meet minimum size for CTG evaluation the next year? What happens if that campus doesn't meet minimum size again for two or three consecutive years?

	Bottom 5% CTG Score	CTG Grade	Identification
2018	Yes	F	CS
2019	Not Rated	-	CS
2020	No	D	EXIT?
OR			
2018	Yes	F	CS
2019	Not Rated	-	CS
2020	Not Rated	-	CS?
2021	Not Rated	-	CS?

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Exit Criteria for Additional Targeted Support and Improvement Schools

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

CTG Indicator	2018	2019		2019		2019
Academic Achievement						
Reading	N	Y		Y		Y
Math	N	N		N		Y
Growth						
Reading	N	Y	OR	Y	OR	Y
Math	N	N		Y		N
ELP	-	-		-		-
STAAR Component	N	N		Y		N
Percentage of Targets Met	0%	40%		80%		60%
Identification	ATS	ATS		ATS		EXIT

Campuses identified for additional targeted support in 2018 using only student groups that met minimum size in only one component (ELP/School Quality Student Success), and/or by using the EL group which met minimum size only in the ELP and School Quality Student Success components, will be exited in 2019 if they do not meet the minimum size requirements as described above.

CTG Indicator	2018	2019
Academic Achievement		
Reading	-	-
Math	-	-
Grad Rate	-	-
ELP	-	-
CCMR	N	N
Percentage of Targets Met	0%	not evaluated
Identification	ATS	EXIT