

Understanding the Closing the Gaps Domain

Texas Education Agency
Office of Governance and Accountability
Performance Reporting

How to submit questions during the webinar

- Open a browser on any computer, tablet, or smartphone
- Go to slido.com
- Enter the event code #**TEADOMAIN3**

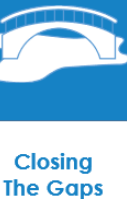
Overview of the Accountability System



Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

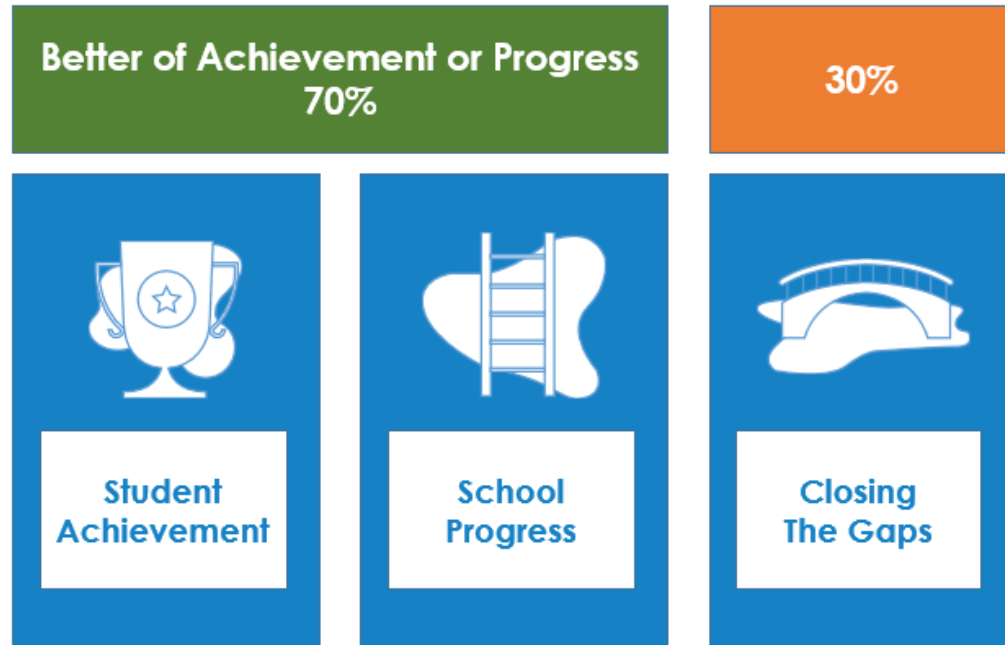


School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.



Closing the Gaps 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).

Three Domains: Calculating an Overall Accountability Rating



Districts and campuses receive an overall rating, as well as a rating for each domain.

A = scaled score 90–100

B = scaled score 80–89

C = scaled score 70–79

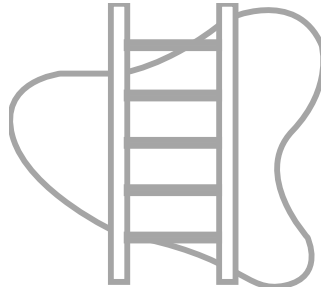
D = scaled score 60–69

F = scaled score ≤ 59



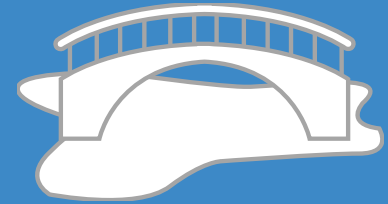
**Student
Achievement**

A copy of this presentation
is available at
<https://tea.texas.gov/A-F/>



**School
Progress**

A copy of this presentation
is available at
<https://tea.texas.gov/A-F/>



**Closing
The Gaps**

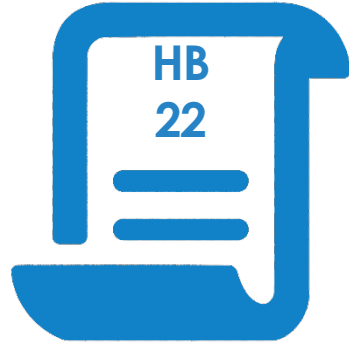
Understanding the
Closing the Gaps
Domain

Design of the Closing the Gaps Domain

A blue icon of the Texas State Capitol dome, showing the dome's structure and the columns of the portico.

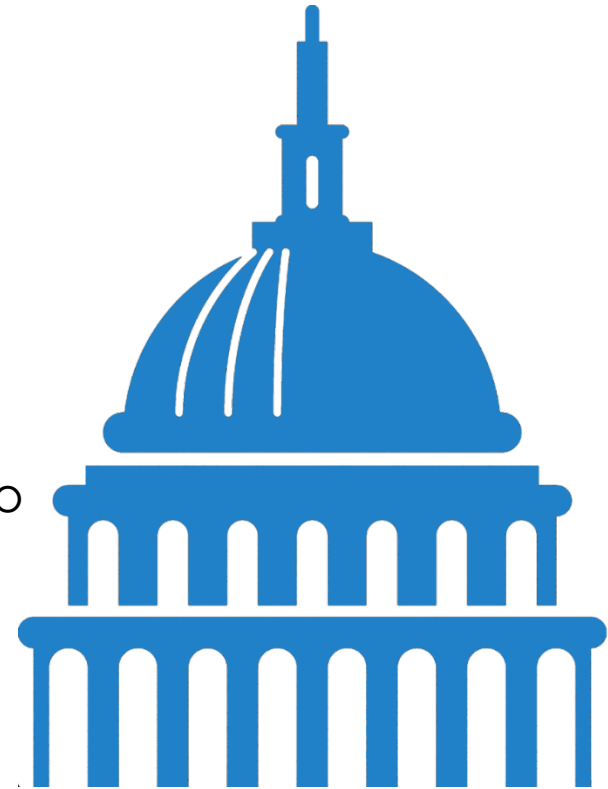
Every Student Succeeds Act (ESSA)

Requires the “implementation of academic standards, assessments, or accountability systems; and how to meet the needs of disadvantaged students, children with disabilities, and English learners, the needs of low-performing schools, and other educational needs of students.”



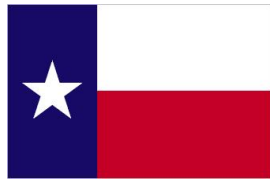
House Bill 22, 85th Texas Legislature

Mandates that the commissioner “continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in preparing students for postsecondary success.”





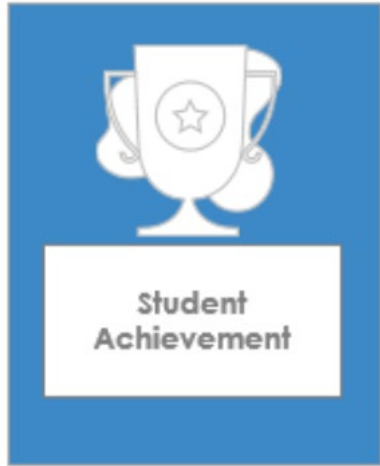
Provides each state the flexibility to establish rigorous, yet achievable long-term academic goals for student groups.



Measures achievement differentials among student groups that include the indicators and measures required under ESSA.

ESSA and HB 22 allow Texas to have one accountability system that meets the requirements of both state and federal accountability.

Design of the Closing the Gaps Domain



All Students



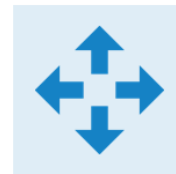
All Students



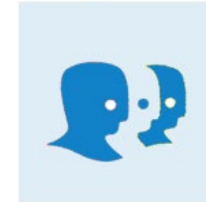
All Students



Continuously Enrolled
and Mobile



Race/Ethnicity



English
Learners (ELs)



Special Education



Economically
Disadvantaged



Components of the Closing the Gaps Domain

Academic Achievement

- STAAR Performance Status at the Meets Grade Level or above standard in English language arts (ELA)/reading and mathematics

Growth or Graduation

- Academic Growth Status: The School Progress, Part A domain data in reading and mathematics for elementary and middle schools
- Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools, K–12s, and districts with graduation rates. If a high school, K–12, or district does not have graduation data, Academic Growth Status is used, if available.

English Language Proficiency

- Evaluates current year TELPAS results against the prior year to determine if the students made progress toward 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, K–12s, and districts. If a high school, K–12, or district does not have CCMR data, STAAR component is used, if available.

Up to fourteen student groups are evaluated if minimum size is met

- All students
- Seven racial/ethnic groups:
 - African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students receiving special education services
- Students formerly receiving special education services
- Current and monitored English learners (through year 4 of monitoring)
- Continuously enrolled
- Non-continuously enrolled

Current and Former Special Education Students

- Current special education student: the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS and on STAAR answer documents.
- Former special education student: in any of the preceding three years, the student was 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 and on STAAR answer documents, are no longer participating in a special education program.

District Continuously and Non-Continuously Enrolled

- For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the fall snapshot during the current school year and each of the three preceding years.
- For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year fall snapshot and each of the preceding two years.
- If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Campus Continuously and Non-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.

Minimum Size Criteria

Academic Achievement

- All students: 10 or more assessments in the subject area, considered separately
- Student groups: 25 or more assessments in the subject area, considered separately

Growth

- All students: 10 or more STAAR progress measures in ELA/reading and mathematics, considered separately
- Student groups: 25 or more STAAR progress measures in ELA/reading and mathematics, considered separately

Minimum Size Criteria

Graduation

- All students group: 10 students in the class
- Student groups: 25 students from the group in the class

English Language Proficiency

- The EL student group is evaluated if there are at least 25 current EL students.

Minimum Size Criteria

School Quality (CCMR Performance)

- All students: 10 or more annual graduates plus students in grade 12 who did not graduate
- Student groups: 25 or more annual graduates plus students in grade 12 who did not graduate

Student Success (STAAR Component)

- All students: 10 or more assessments
- Student groups: 25 or more assessments

Components of the Closing the Gaps Domain

Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled

HS, K-12, and District Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- 4-year Federal Graduation Rate
- College, Career, and Military Readiness
- English Language Proficiency Status

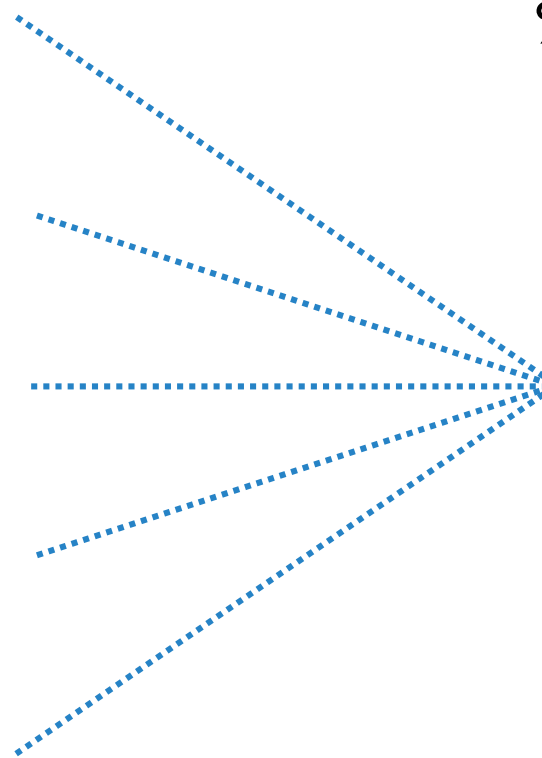
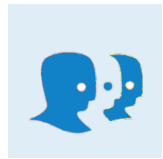
EL/MS Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics
- Student Achievement Domain Score: STAAR Component Only
- English Language Proficiency Status

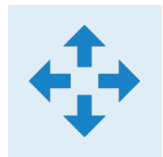
Closing the Gaps Domain: Calculating a Rating

Student Group

Achievement Target



**% of Student Groups
that Meet Target**



**Overall
Domain
Grade**

Closing the Gaps Indicator Targets

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

Subject	Academic Growth Status (Elementary and Middle Schools)													
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Federal Graduation Status (High Schools, K-12s, and Districts) ¹														
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)													
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

College, Career, and Military Readiness Performance Status (High Schools, K-12s, and Districts)													
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

English Language Proficiency Status ²														
											36%			

Closing the Gaps: Academic Achievement

- Evaluates STAAR (with and without accommodations), STAAR Alternate 2 assessments, and EL performance measure results for grades 3–8 and end-of-course (EOC) in ELA/reading and mathematics at the Meets Grade Level or above standard.
- Targets by student group and subject area:

Academic Achievement (Percentage at Meets Grade Level or above)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

- 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 2019 Academic Achievement performance targets.

Academic Achievement Reading	All Students
% at Meets Grade Level and above	27%
# at Meets Grade Level and above	276
Total Reading Assessments for All Students	1017

	All Students
Reading Target	44%
Target Met	No

Closing the Gaps: Academic Growth Status

- For elementary and middle schools, the Academic Growth Status component provides an opportunity to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain performance.
- STAAR (with and without accommodations) and STAAR Alternate 2 assessment results and progress measures for grades 4–8 and STAAR EOC in English II and Algebra I
- Targets by student group and subject area:

Academic Growth Status (Elementary and Middle Schools)														
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	66%	62%	65%	69%	67%	77%	67%	68%	59%	64%	64%	65%	66%	67%
Mathematics	71%	67%	69%	74%	71%	86%	74%	73%	61%	68%	68%	70%	71%	70%

Academic Growth Status Methodology

- Each student group is evaluated by subject area on the percentage of assessment results that maintained performance from the prior year to the current year or meets the *Expected* or *Accelerated* STAAR progress measure expectation.
- This methodology is also used for the School Progress Domain, Part A: Academic Growth

Academic Growth Mathematics	Economically Disadvantaged
Academic Growth Score	69
Growth Points	132
Total Mathematics for Economically Disadvantaged Students	191

	Economically Disadvantaged
Mathematics Target	68
Target Met	Yes

Closing the Gaps: Federal Graduation Status

- The Federal Graduation Status component measures the federal four-year graduation rate of the Class of 2018 for high schools, K–12s, and districts.
- For high schools, K–12s, and districts without a federal four-year graduation rate, the Academic Growth Status is used, if available.
- For the Class of 2018, the four-year graduation target is 90 percent of students graduate with a regular high school diploma in four years. Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Federal Graduation Status (High Schools, K–12s, and Districts) ¹													
All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a

¹ Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

Federal Graduation Status Methodology

- The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \\ (\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts})$$

Federal Graduation Status	Hispanic
Percent Graduated	95%
Number Graduated	236
Total Hispanic in Class	248

	Hispanic
Graduation Target	90%
Target Met	Yes

Closing the Gaps: English Language Proficiency Status

English Language Proficiency Status

- The English Language Proficiency Status component evaluates the TELPAS results for grades K–12.
- For 2019, current year TELPAS results are compared to the prior year to determine if the students made progress.
- Current ELs are the only students evaluated in this component.

English Language Proficiency Status ²													
All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
										36%			

² English Language Proficiency Status evaluates current ELs only.

A student is considered having made progress if:

- the student advances by at least one score of the composite rating from the prior year to the current year, or
- the student's result is Advanced High.
- The current EL student group's performance is compared to the 2019 English Language Proficiency target.

Number of TELPAS assessments that advance by at least one score of the composite rating from prior year or are Advanced High

Number of 2018–19 TELPAS assessments with Advanced High rating or non-zero prior year composite ratings

A student is considered having made progress if:

- the student advances by at least one score of the composite rating from the prior year to the current year, or
- the student's result is Advanced High.
- The current EL student group's performance is compared to the 2019 English Language Proficiency target.

English Language Proficiency	English Learners
TELPAS Progress Rate	41%
TELPAS Progress	202
TELPAS Total	496

	Target
TELPAS Target	36%
Target Met	Yes

Closing the Gaps: School Quality

- For high schools, K–12s, and districts 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, K–12, or district does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.
- Targets by student group:

College, Career, and Military Readiness Performance Status (High Schools, K–12s, and Districts)													
All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

- 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 here is 2018 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 2017–18 as reported in TSDS PEIMS attendance records.
- Grade 12 students reported in TSDS PEIMS as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

- The CCMR indicators are the same as used in the Student Achievement domain.

Number of Graduates plus Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators

Number of 2018 Annual Graduates plus Students in Grade 12 During School Year 2017–18

School Quality	Continuously Enrolled
Percent of students meeting CCMR	53%
Number of students meeting CCMR	124.5
Total Continuously Enrolled Students	233

	Continuously Enrolled
CCMR Target	50%
Target Met	Yes

Closing the Gaps: Student Success

- For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR.
- STAAR (with and without accommodations), STAAR Alternate 2 assessments, and EL performance measure results for grades 3–8 and EOC in all subject areas at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard is used.
- Targets by student group:

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)													
All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

- 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.

STAAR Performance Levels	Rate
Percent of Assessments at the Approaches Grade Level or Above	69%
Percent of Assessments at the Meets Grade Level or Above	40%
Percent of Assessments at the Masters Grade Level	10%
Total Assessments (all subject areas) for All Students	2106

Totals	
Approaches	69%
Meets	40%
Masters	10%
Total Percentage Points	119
Score (Total Percentage Points ÷ 3)	40

	All Students
STAAR Target	47%
Target Met	No

Walkthrough: Academic Achievement

Closing the Gaps Data Tables

	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
Academic Achievement														
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Target Met	N	N	N						N	N	Y		N	N
% at Meets GL Standard	27%	29%	26%	44%	-	58%	-	*	27%	16%	19%	*	30%	20%
# at Meets GL Standard	276	24	235	**	-	7	-	*	245	107	22	*	221	55
Total Tests (Adjusted)	1017	84	901	**	-	12	-	*	897	655	115	*	736	281
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Target Met	N	Y	Y						Y	Y	Y		N	N
% at Meets GL Standard	45%	33%	44%	63%	-	100%	-	*	46%	43%	33%	*	46%	42%
# at Meets GL Standard	157	10	134	**	-	6	-	*	141	104	15	*	117	40
Total Tests (Adjusted)	350	30	306	**	-	6	-	*	309	243	46	*	257	95
Total Indicators														

- In the example above, the campus met the minimum size on 16 student groups (8 in reading and 8 in mathematics) to be evaluated on their respective targets.
- Of those evaluated, 6 student groups met the target.

Closing the Gaps Data Tables

	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
Academic Achievement														
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Target Met	N	N	N						N	N	Y		N	N
% at Meets GL Standard	27%	29%	26%	44%	-	58%	-	*	27%	16%	19%	*	30%	20%
# at Meets GL Standard	276	24	235	**	-	7	-	*	245	107	22	*	221	55
Total Tests (Adjusted)	1017	84	901	**	-	12	-	*	897	655	115	*	736	281
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Target Met	N	Y	Y						Y	Y	Y		N	N
% at Meets GL Standard	45%	33%	44%	63%	-	100%	-	*	46%	43%	33%	*	46%	42%
# at Meets GL Standard	157	10	134	**	-	6	-	*	141	104	15	*	117	40
Total Tests (Adjusted)	350	30	306	**	-	6	-	*	309	243	46	*	257	95
Total Indicators														

- To calculate a score for each of the Closing the Gaps components, determine the percentage of evaluated indicators met for each component.
- Divide the number of indicators met by the number of indicators evaluated (those that met minimum size).

Example Calculation: Academic Achievement Component Score

	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	Special Ed -Current	Continuously Enrolled	Total Met	Total Evaluated
Reading	Y	Y	Y	N	Y	Y	N	Y	6	8
Mathematics	N	Y	N	Y	Y	Y	Y	N	5	8
Total									11	16
Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)									69	

Calculating a Closing the Gaps Rating

Elementary/Middle Schools

Weight

- | | |
|---|-----|
| ■ Academic Achievement | 30% |
| ■ STAAR Growth Status | 50% |
| ■ English Language Proficiency | 10% |
| ■ Student Achievement Domain Score:
STAAR Component Only | 10% |

High Schools, K–12, AEAs, and Districts

Weight

- | | |
|---|-----|
| ■ Academic Achievement | 50% |
| ■ Federal Graduation Status
(STAAR Growth Status if not available) | 10% |
| ■ English Language Proficiency | 10% |
| ■ College, Career, and Military Readiness
(Student Achievement Domain Score:
STAAR Component Only if not available) | 30% |

Calculating a Closing the Gaps Rating: Example

Scaled scores were created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Component	Total Met	Total Evaluated	Percent Met	Weight	Score
Academic Achievement	6	16	38%	50%	19
Growth Status	1	13	8%		
Graduation Rate	5	6	83%	10%	8.3
ELP Status	0	1	0%	10%	0
Student Success Status	3	10	10%		
School Quality Status	6	7	86%	30%	25.8
Closing the Gaps Component Score					53

- In order to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades, raw domain and component scores are adjusted to scaled scores.
- The methodology and formulas for scaling domains and components are provided in the *2019 Accountability Manual*.
- A scaling tool is available at <https://tea.texas.gov/2019Accountability.aspx>
- For a high school in our previous example, a 53 component score is scaled to a **76 (C)** for the domain.

Date	Event
August 7	2019 preliminary performance domain tables without rating labels released (TEAL Accountability)
August 14	2019 accountability ratings released to districts and charters (TEAL Accountability)
August 15	2019 accountability ratings released (public web)



Resources

- <http://tea.texas.gov/A-F>
- <https://tea.texas.gov/perfreport/resources/index.html>

Sign up for the Performance Reporting weekly bulletin:



- **Performance Reporting Home Page**
<http://tea.texas.gov/accountability/>
- **2019 Accountability Rating System**
<https://tea.texas.gov/2019Accountability.aspx>
- **Performance Reporting Email**
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
(512) 463-9704

A large group of diverse elementary school children are sitting together, filling the background of the slide. They are all smiling and looking towards the camera. The children are of various ethnicities and ages, ranging from young children to pre-teens. They are wearing a variety of casual clothing, including t-shirts, sweatshirts, and collared shirts. The background is a plain, light-colored wall.

Thank you!