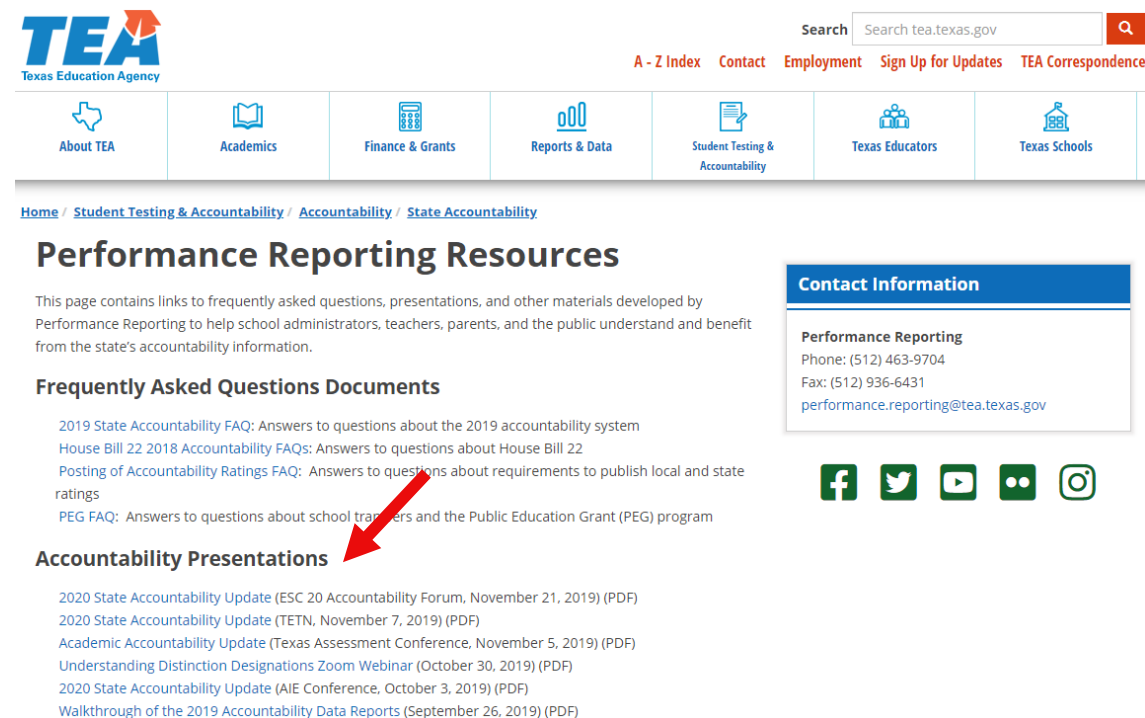


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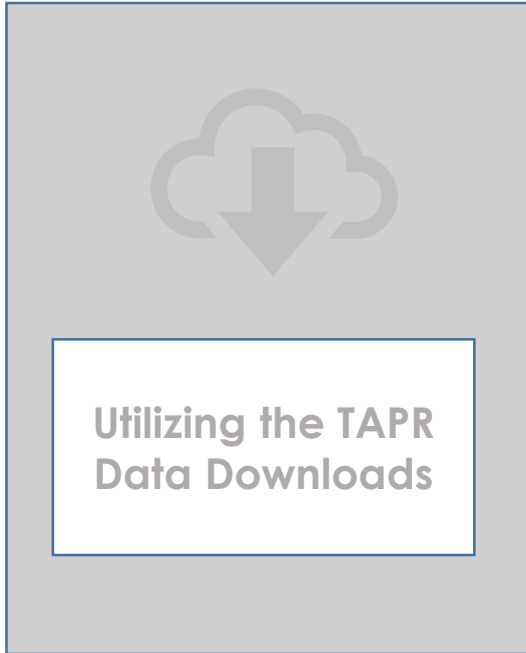
- Copies of this presentation and previous webinars are located at <https://tea.texas.gov/perfreport/resources/index.html>.



The screenshot shows the TEA website's Performance Reporting Resources page. The page includes a search bar, navigation links (A-Z Index, Contact, Employment, Sign Up for Updates, TEA Correspondence), and a menu with icons for About TEA, Academics, Finance & Grants, Reports & Data, Student Testing & Accountability, Texas Educators, and Texas Schools. The main content area is titled 'Performance Reporting Resources' and contains a description, 'Frequently Asked Questions Documents' (with links to 2019 State Accountability FAQ, House Bill 22 2018 Accountability FAQs, Posting of Accountability Ratings FAQ, and PEG FAQ), and 'Accountability Presentations' (with links to 2020 State Accountability Update (ESC 20 Accountability Forum, November 21, 2019) (PDF), 2020 State Accountability Update (TETN, November 7, 2019) (PDF), Academic Accountability Update (Texas Assessment Conference, November 5, 2019) (PDF), Understanding Distinction Designations Zoom Webinar (October 30, 2019) (PDF), 2020 State Accountability Update (AIE Conference, October 3, 2019) (PDF), and Walkthrough of the 2019 Accountability Data Reports (September 26, 2019) (PDF)). A red arrow points to the 'Accountability Presentations' section. On the right, there is a 'Contact Information' box with performance reporting contact details and social media icons for Facebook, Twitter, YouTube, LinkedIn, and Instagram.

How to submit questions during the webinar

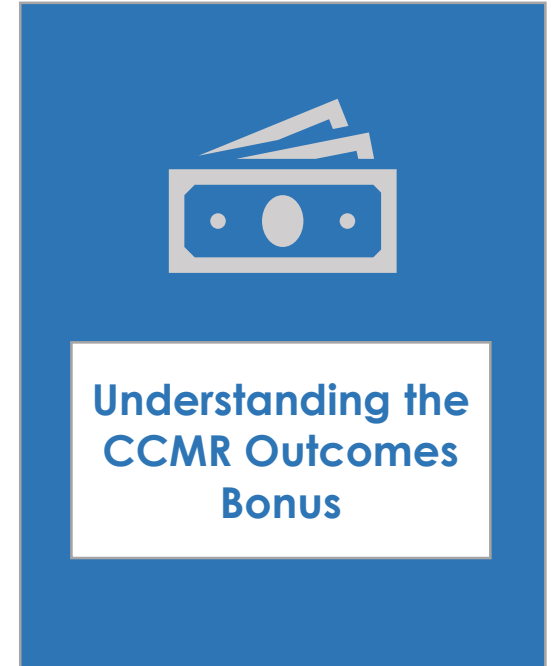
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Friday, May 8 at 1:00 PM
Register at this [link](#)

Understanding the Identification of Schools for Improvement

Texas Education Agency
Office of Governance and Accountability
Performance Reporting Division

- The Every Student Succeeds Act (ESSA) requires state education agencies to determine low-performing schools.
- Once identified, evidence-based strategies to improve these low-performing schools must be implemented, and states must provide technical assistance and grant funding to assist districts and schools with improvement.
- Low-performing schools are categorized as comprehensive support and improvement schools, targeted support and improvement schools, and additional targeted support.

- To align identification of schools for improvement with the state's accountability system, TEA utilizes the Closing the Gaps domain.
- The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors.

- A campus may receive only one label when identified for school improvement. Utilizing campus outcomes in the Closing the Gaps domain, the agency first identifies comprehensive support and improvement schools in Texas.
- Second, those campuses that were not identified for comprehensive support and improvement are evaluated for targeted support and improvement.
- Lastly, those campuses that were not identified for comprehensive or targeted are evaluated for additional targeted support.

- This webinar will review how schools are identified annually for comprehensive, targeted, and additional targeted support.
- If identified, TEA's Division of School Improvement intervenes with campuses.
- For information regarding intervention requirements, improvement plan submissions, and tools and trainings contact the Division of School Improvement at SIDivision@tea.texas.gov or 512-463-5226.

Comprehensive Support and Improvement

- The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement (CSI). 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 CSI.
- For 2019, the CSI Closing the Gaps scaled score cut point was 42.

Comprehensive Support and Improvement Identification Example

District Number	District	Campus Number	Campus	ESC Region	County	School Type	Grades Served	Closing the Gaps Score	Support Label
115903	DELL CITY ISD	115903001	DELL CITY SCHOOL	19	HUDSPETH	Elem/Secondary	PK - 12	60	
254902	LA PRYOR ISD	254902101	LA PRYOR EL	20	ZAVALA	Elementary	PK - 06	54	
137901	KINGSVILLE ISD	137901105	HARVEY EL	02	KLEBERG	Elementary	PK - 04	47	
013903	PETTUS ISD	013903001	PETTUS SECONDARY	02	BEE	Elem/Secondary	06 - 12	42	Comprehensive Identified
015908	SOUTH SAN ANTONIO ISD	015908042	ALAN B SHEPARD MIDDLE	20	BEXAR	Middle School	06 - 08	42	Comprehensive Identified
015917	SOUTHSIDE ISD	015917105	FREEDOM EL	20	BEXAR	Elementary	01 - 05	42	Comprehensive Identified
020901	ALVIN ISD	020901043	G W HARBY J H	04	BRAZORIA	Middle School	06 - 08	42	Comprehensive Identified
027904	MARBLE FALLS ISD	027904041	MARBLE FALLS MIDDLE	13	BURNET	Middle School	06 - 08	42	Comprehensive Identified
057905	DALLAS ISD	057905266	FREDERICK DOUGLASS EL	10	DALLAS	Elementary	EE - 05	42	Comprehensive Identified
061902	LEWISVILLE ISD	061902052	HUFFINES MIDDLE	11	DENTON	Middle School	06 - 08	42	Comprehensive Identified
066902	SAN DIEGO ISD	066902041	BERNARDA JAIME J H	02	DUVAL	Middle School	06 - 08	42	Comprehensive Identified
067904	GORMAN ISD	067904101	MAXFIELD EL	14	EASTLAND	Elementary	EE - 05	42	Comprehensive Identified
101902	ALDINE ISD	101902052	LEWIS MIDDLE	04	HARRIS	Middle School	06 - 08	42	Comprehensive Identified
101919	SPRING ISD	101919046	BAMMEL MIDDLE	04	HARRIS	Middle School	06 - 08	42	Comprehensive Identified
108904	EDINBURG CISD	108904047	BETTY HARWELL MIDDLE	01	HIDALGO	Middle School	06 - 08	42	Comprehensive Identified
123910	BEAUMONT ISD	123910014	BEAUMONT UNITED H S	05	JEFFERSON	High School	09 - 12	42	Comprehensive Identified
126903	CLEBURNE ISD	126903107	AD WHEAT MIDDLE	11	JOHNSON	Middle School	06 - 08	42	Comprehensive Identified
164901	MENARD ISD	164901041	MENARD ELEMENTARY/JH	15	MENARD	Elementary	PK - 08	42	Comprehensive Identified
178904	CORPUS CHRISTI ISD	178904050	MARTIN MIDDLE	02	NUECES	Middle School	06 - 08	42	Comprehensive Identified
212905	TYLER ISD	212905043	HOGG MIDDLE	07	SMITH	Middle School	06 - 08	42	Comprehensive Identified
226801	TEXAS LEADERSHIP	226801002	TEXAS LEADERSHIP OF MIDLAND	15	TOM GREEN	Elem/Secondary	KG - 10	42	Comprehensive Identified
227901	AUSTIN ISD	227901055	DOBIE MIDDLE	13	TRAVIS	Middle School	06 - 08	42	Comprehensive Identified
227901	AUSTIN ISD	227901065	SADLER MEANS YWLA	13	TRAVIS	Middle School	06 - 08	42	Comprehensive Identified
227904	PFLUGERVILLE ISD	227904045	DESSAU MIDDLE	13	TRAVIS	Middle School	06 - 08	42	Comprehensive Identified
246909	ROUND ROCK ISD	246909053	PFC ROBERT P HERNANDEZ MIDDLE	13	WILLIAMSON	Middle School	06 - 08	42	Comprehensive Identified
057906	DESOTO ISD	057906103	NORTHSIDE EL	10	DALLAS	Elementary	KG - 05	41	Comprehensive Identified
205903	INGLESIDE ISD	205903104	GILBERT J MIRCOVICH ELEMENTARY	02	SAN PATRICIO	Elementary	02 - 04	41	Comprehensive Identified
007905	PLEASANTON ISD	007905103	PLEASANTON EL	20	ATASCOSA	Elementary	02 - 05	39	Comprehensive Identified
014909	TEMPLE ISD	014909041	LAMAR MIDDLE	12	BELL	Middle School	06 - 08	39	Comprehensive Identified
015822	JUBILEE ACADEMIES	015822002	JUBILEE HIGHLAND HILLS	20	BEXAR	Elementary	PK - 08	39	Comprehensive Identified

At least the bottom five percent of Title I, Part A campuses are identified for comprehensive support and improvement.



- Additionally, if a campus does not have at least a 67 percent four-year federal graduation rate for the all students group, the campus is automatically identified for CSI.
- This identification is not tied to Title I status.

*This methodology is part of a submitted ESSA amendment and may change to the **six-year rate**. Please see the [December 19, 2019, To The Administrator Addressed](#) for more information.*

- Finally, any Title I campus identified for targeted support and improvement for three consecutive years will be identified for CSI the following school year.

*This methodology is part of a submitted ESSA amendment and may change to **additional targeted support and improvement for three consecutive years**. Please see the [December 19, 2019, To The Administrator Addressed](#) for more information.*

Minimum Size Criteria

- There is no minimum size criteria for CSI. However, any campus identified for CSI that has fewer than 100 students enrolled as reported in October snapshot is not required to implement interventions associated with the identification.
- If a campus 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.

- 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*) in the Closing the Gaps domain **by the end of the second year** will be considered as having successfully exited CSI status.
- Campuses identified as CSI based solely on a graduation rate below 67 percent must have a graduation rate of at least 67 percent for two consecutive years to exit. The **six-year rate** will be used if the amendment is approved.

Targeted Support and Improvement

- Individual student group performance is monitored through the Closing the Gaps domain.
- Any campus with one or more consistently underperforming student groups is identified for TSI.
- TEA defines “consistently underperforming” as a school having one or more student group(s) that do not meet the same three targets for three consecutive years.
- Campuses are identified for TSI annually.

- This identification is “cell specific.” Consistently underperforming must be the same student group, in the same three indicators, for three consecutive years.
- Example:
 - White
 - Academic Achievement, Reading
 - Academic Achievement, Math
 - Growth, Math
- Missed all three targets in 2018, 2019, and 2020

Minimum Size Criteria

- **The all students group is not evaluated.** Each remaining student group must have 25 reading and 25 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.
- The following student groups are not evaluated to identify campuses for TSI: all students; former special education; continuously enrolled; and non-continuously enrolled

Targeted Support and Improvement Identification Example

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
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.										
	3	0	-	-	-	-	-	0	0	-
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading										
Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	27%/N	39%/Y	-	-	-	-	-	37%/Y	38%/Y	-
2019	28%/N	46%/Y	-	-	-	-	-	41%/Y	46%/Y	21%/Y
2020	25%/N	45%/Y	-	-	-	-	-	43%/Y	43%/Y	31%/Y
Mathematics										
Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	21%/N	43%/Y	-	-	-	-	-	40%/Y	44%/Y	-
2019	25%/N	44%/Y	-	-	-	-	-	40%/Y	43%/Y	21%/N
2020	19%/N	47%/Y	-	-	-	-	-	42%/Y	44%/Y	36%/Y
Growth (Academic Growth)										
Reading										
Target	62	65	69	67	77	67	68	64	64	59
2018	62/Y	71/Y	-	-	-	-	-	68/Y	80/Y	-
2019	-	71/Y	-	-	-	-	-	68/Y	70/Y	-
2020	-	74/Y	-	-	-	-	-	73/Y	72/Y	76/Y
Mathematics										
Target	67	69	74	71	86	74	73	68	68	61
2018	63/N	80/Y	-	-	-	-	-	78/Y	85/Y	-
2019	-	75/Y	-	-	-	-	-	75/Y	77/Y	-
2020	-	79/Y	-	-	-	-	-	79/Y	81/Y	83/Y
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	26/N	42/Y	-	-	-	-	-	40/Y	42/Y	33/Y
2019	29/N	46/Y	-	-	-	-	-	43/Y	46/Y	20/N
2020	28/N	48/Y	-	-	-	-	-	45/Y	46/Y	33/Y

- TEA annually identifies campuses with one or more consistently underperforming student groups for TSI.

Additional Targeted Support

- Any campus that is not identified for CSI or TSI is identified for additional targeted support (ATS) if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for CSI.
- Identification occurs on an annual basis.

In other words...

- For reference, in 2019 the cut point for CSI was a Closing the Gaps scaled score of 42.
- Unscaling the 42 equated to a 9 elementary raw score and a 4 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 9 percent (middle/high school 4 percent) of evaluated indicators was identified for ATS.

Minimum Size Criteria

- **The all students group is not evaluated.** Each remaining student group must have 25 reading and 25 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.
- The following student groups are not evaluated to identify campuses for ATS: all students; former special education; continuously enrolled; and non-continuously enrolled

Additional Targeted Support Identification Example

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Met 2019 Target	N	Y	Y	-	-	-	-	Y	Y	Y
Met 2020 Target	Y	Y	Y	-	-	-	-	Y	Y	N
Met 2020 Exit Criteria	Y	-	-	-	-	-	-	-	-	-
Indicators Evaluated										
Target	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
% Indicators Met	100%	80%	100%	-	-	-	-	80%	67%	0%
# Indicators Met	5	4	5	-	-	-	-	4	4	0
# Indicators Evaluated	5	5	5	-	-	-	-	5	6	5
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading	Y	Y	Y	-	-	-	-	Y	Y	N
Mathematics	Y	Y	Y	-	-	-	-	Y	Y	N
Growth (Academic Growth)										
Reading	Y	Y	Y	-	-	-	-	Y	Y	N
Mathematics	Y	N	Y	-	-	-	-	N	N	N
English Language Proficiency										
	-	-	-	-	-	-	-	-	N	-
STAAR Only										
	Y	Y	Y	-	-	-	-	Y	Y	N

This campus is identified for additional targeted support as the special education student group met minimum size in reading and mathematics for Academic Achievement and missed the target for all evaluated indicators.

- To exit, the triggering student group(s) must meet the targets for the Academic Achievement indicator in both reading and mathematics.
- If a student group does not meet minimum size, it will be treated as having met the target for exiting purposes.
- ATS identification occurs on an annual basis.
- As of a result of the submitted ESSA amendment, ATS identification from 2019 will not carry over to 2020.



Resources

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

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Thank you!