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Accountability Winter/Spring Learning Webinars

Utilizing the TAPR Data Downloads

View a recording of this webinar at: https://youtu.be/kjsJ08X-ct0

Understanding the Identification of Schools for Improvement

Presentation resources at tea.texas.gov/perfreport/resources/index.html

Understanding the CCMR Outcomes Bonus

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

- 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.
Exiting Comprehensive Support and Improvement

- 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

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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>EL (Current &amp; Monitored)</th>
<th>Special Ed (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement (Percent at Meets Grade Level or Above)</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56%</td>
<td>33%</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>Target</td>
<td>27%</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018</td>
<td>27%</td>
<td>39%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>37%</td>
<td>38%</td>
<td>-</td>
</tr>
<tr>
<td>2019</td>
<td>28%</td>
<td>45%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>41%</td>
<td>46%</td>
<td>21%</td>
</tr>
<tr>
<td>2020</td>
<td>25%</td>
<td>45%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43%</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
<td>45%</td>
<td>82%</td>
<td>50%</td>
<td>54%</td>
<td>36%</td>
<td>40%</td>
<td>23%</td>
</tr>
<tr>
<td>Target</td>
<td>21%</td>
<td>43%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td>2018</td>
<td>21%</td>
<td>43%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>2019</td>
<td>25%</td>
<td>44%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>2020</td>
<td>19%</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>Growth (Academic Growth)</td>
<td>62</td>
<td>65</td>
<td>69</td>
<td>67</td>
<td>77</td>
<td>67</td>
<td>68</td>
<td>64</td>
<td>64</td>
<td>59</td>
</tr>
<tr>
<td>Target</td>
<td>62/Y</td>
<td>71/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018</td>
<td>62/Y</td>
<td>71/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>68/Y</td>
<td>80/Y</td>
<td>-</td>
</tr>
<tr>
<td>2019</td>
<td>-</td>
<td>71/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>68/Y</td>
<td>70/Y</td>
<td>-</td>
</tr>
<tr>
<td>2020</td>
<td>-</td>
<td>74/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73/Y</td>
<td>72/Y</td>
<td>76/Y</td>
</tr>
<tr>
<td>Mathematics</td>
<td>67</td>
<td>69</td>
<td>74</td>
<td>71</td>
<td>86</td>
<td>74</td>
<td>73</td>
<td>68</td>
<td>68</td>
<td>61</td>
</tr>
<tr>
<td>Target</td>
<td>63/N</td>
<td>80/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2018</td>
<td>63/N</td>
<td>80/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>78/Y</td>
<td>85/Y</td>
<td>-</td>
</tr>
<tr>
<td>2019</td>
<td>-</td>
<td>75/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>75/Y</td>
<td>77/Y</td>
<td>-</td>
</tr>
<tr>
<td>2020</td>
<td>-</td>
<td>79/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>79/Y</td>
<td>81/Y</td>
<td>83/Y</td>
</tr>
<tr>
<td>Student Success (Student Achievement Domain Score (STAAR Component Only))</td>
<td>36</td>
<td>41</td>
<td>58</td>
<td>46</td>
<td>73</td>
<td>48</td>
<td>55</td>
<td>38</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>Target</td>
<td>26/N</td>
<td>42/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40/Y</td>
<td>42/Y</td>
</tr>
<tr>
<td>2018</td>
<td>26/N</td>
<td>42/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40/Y</td>
<td>42/Y</td>
</tr>
<tr>
<td>2019</td>
<td>29/N</td>
<td>46/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>43/Y</td>
<td>46/Y</td>
</tr>
<tr>
<td>2020</td>
<td>28/N</td>
<td>48/Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>45/Y</td>
<td>46/Y</td>
</tr>
</tbody>
</table>
Exiting Targeted Support and Improvement Identification

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

- 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...
Additional Targeted Support Identification

- 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

<table>
<thead>
<tr>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>EL (Current &amp; Monitored)</th>
<th>Special Ed (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met 2019 Target</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Met 2020 Target</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Met 2020 Exit Criteria</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>N</td>
</tr>
</tbody>
</table>

**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 - - - - 6 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**

| STAAR Only | - | - | - | - | - | - | - | 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.
Questions

Resources

• [http://tea.texas.gov/A-F](http://tea.texas.gov/A-F)
• [https://tea.texas.gov/perfreport/resources/index.html](https://tea.texas.gov/perfreport/resources/index.html)

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- Performance Reporting Email
  performance.reporting@tea.texas.gov

- Performance Reporting Telephone
  (512) 463-9704
Thank you!