

Chapter 10—Identification of Schools for Improvement

Overview

To align identification of schools for improvement with the state’s accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) schools.

Targeted Support and Improvement Identification

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered “consistently underperforming.” Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

Minimum Size

In order to be considered when evaluating campuses for TSI identification, student groups must meet the following minimum size requirements. When a student group is not evaluated because it does not meet minimum size, the count of consecutive years resets for that student group.

Each 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. Campuses are evaluated annually for TSI identification.

Example Campus Identified for Targeted Support and Improvement

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
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.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	59%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	22%	42%	51%	-	73%	-	-	36%	54%	30%
2022	26%	45%	51%	-	83%	-	-	36%	54%	30%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	69	-	76	-	-	68	75	78
2019	68	76	84	-	84	-	-	73	84	-
2022	63	68	82	-	85	-	-	70	81	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	89	-	90	-	-	80	84	-
2022	72	78	86	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
2022	36	41	54	-	73	-	56	40	52	25

Additional Targeted Support Identification

ATS identification is based on the subset of TSI-identified campuses. ATS identifies both Title I and non-Title I campuses. Any TSI-identified campus has its identification escalated to ATS if it meets both ATS identification criteria. First, the campus must meet the identification for TSI by having at least one consistently underperforming student group. Second, the campus must also have at least one consistently underperforming student group that did not meet any of its evaluated indicators for three consecutive years.

Minimum Size

In order to be evaluated for ATS, each 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.

For elementary and middle schools, the student group must meet minimum size for all three years in all five indicators: Academic Achievement Reading, Academic Achievement Mathematics, Academic Growth Reading, Academic Growth Mathematics, and Student Success (STAAR Only).

For high schools and K-12s the student group must meet minimum size for all three years in all four indicators: Academic Achievement Reading, Academic Achievement Mathematics, Graduation Rate, and School Quality (CCMR). If the campus does not have a graduation rate, Academic Growth is used with the four indicators minimum requirement.

The following student groups are not evaluated to identify campuses for ATS: all students; former special education; continuously enrolled; and non-continuously enrolled. Identification occurs on an annual basis.

Exit Criteria for Additional Targeted Support Schools

To exit ATS, the campus must not be reidentified for ATS. A campus may exit ATS to TSI status if the campus continues to meet TSI criteria but does not have at least one consistently underperforming student group that did not meet any evaluated indicators for three consecutive years.

Example Campus Identified for Additional Targeted Support and Improvement

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
If a consistently underperforming student group missed all evaluated indicators for three years, the campus is escalated to ATS.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	39%	37%	56%	-	53%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
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Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	68	71	67	-	76	-	-	68	75	78
2019	68	76	68	-	84	-	-	73	84	-
2022	63	68	68	-	85	-	-	70	81	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	70	60	62	-	85	-	-	64	74	73
2019	74	78	73	-	90	-	-	80	84	-
2022	72	78	73	-	91	-	-	78	81	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
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2018	37	40	50	-	63	-	42	38	45	34
2019	34	41	53	-	62	-	30	40	50	29
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Comprehensive Support and Improvement Identification

As part of the spring 2022 Every Student Succeeds Act (ESSA), amendment, TEA requested to update the CSI identification and exit criteria. Under ESSA, at least five percent of Title I campuses statewide must be identified and/or reidentified. TEA annually establishes the minimum number of campuses that must be identified and/or reidentified to fulfill ESSA requirements. For example, if Texas has 6,400 Title I campuses in 2022, the state must identify and/or reidentify at least 320 campuses as CSI.

To identify schools for CSI, TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final CSI determinations. Using a multi-step process, Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI.

First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type—elementary, middle, high school/ K–12, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type. Please see Chapters 1 and 7 for additional information on school types.

Next, TEA rank orders the overall scaled scores for *all* Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school type’s bottom five percent are identified for CSI.

For example, if Texas has 6,400 Title I campuses in 2022, the state must identify and/or reidentify at least 320 campuses as CSI. By rank ordering the overall scaled scores, a cut point is established that aligns with at least 320 campuses falling within the lowest percentile. At least 320 Title I campuses must be identified and/or reidentified by falling within both their school type’s bottom five percent and within the lowest overall scaled score ranking.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent six-year federal graduation rate for the all students group, the campus is identified for CSI.

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 identification.

Updated Timeline for Title I Campuses Identified for ATS for Three Consecutive Years

Any Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year. As part of the spring 2022 ESSA amendment request, TEA requested to delay the escalation of ATS campuses until August 2024. If the request is approved, Title I campuses will be escalated for the first time from ATS to CSI in August 2024 based on 2022, 2023, and 2024 accountability rating data. These campuses will be required to implement CSI interventions beginning in the 2024–25 school year.

When Identified	SY 2022–23	SY 2023–24	SY 2024–25
August 2022	ATS (Year 1)		
August 2023		ATS (Year 2)	
August 2024			CSI (Third Identification)

If the request is denied, Title I campuses will be escalated for the first time from ATS to CSI in August 2023 as detailed below.

When Identified	SY 2020–21	SY 2021–22	SY 2022–23	SY 2023–24
August 2020 (2019 carryover due to COVID-19)	ATS (Year 1)			
August 2021 (2019 carryover due to COVID-19)		ATS (Year 1)		
August 2022			ATS (Year 2)	
August 2023				CSI (Third Identification)

Exit Criteria for Comprehensive Support and Improvement

Campuses that do not rank in their school type’s bottom five percent of the Closing the Gaps domain for two consecutive years *and* have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited.

Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

The four-year federal graduation rates for the Class of 2021 and Class of 2020 are evaluated to determine if a campus has two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2019 and Class of 2018 are evaluated to determine if a campus has successfully met exit criteria in 2022.

Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019. As defined in the January 2020 Amendment to the ESSA State Plan, the six-year federal graduation rate is also used to evaluate these campuses for exit.

Comprehensive Support and Improvement Examples

Year	Bottom 5% CTG*	Bottom Overall %	Identification
2018	Yes	N/A	CSI
2019	No	N/A	CSI-Progress
2020	N/A COVID	N/A COVID	CSI-Progress
2021	N/A COVID	N/A COVID	CSI-Progress
2022	No	No	Exit

*CTG stands for Closing the Gaps.

Data Source	Graduation Rate	SY 2019–20	SY 2020–21	SY 2021–22
Class of 2019, 4-year rate	Below 67.0%	CSI	–	–
Class of 2018, 6-year rate	At or above 67.0%	–	CSI-Progress	–
Class of 2019, 6-year rate	At or above 67.0%	–	–	Exit

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated for CSI exit, if the all students group has at least 10 students in the class.
- Small numbers analysis applies to all students if the number of students in the class is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.

Identification Methodologies for Previous Years

Additional information on the methodology used to identify campuses for comprehensive, targeted, and additional targeted support and improvement is available in the state’s consolidated ESSA plan available at <https://tea.texas.gov/about-tea/laws-and-rules/essa/every-student-succeeds-act>. Methodology used in 2018 is available in the *2018 Accountability Manual*. 2019 identification methodology is available in the *2019 Accountability Manual*. These manuals are available on the Performance Reporting Division website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

In 2020 and 2021, districts and campuses received a *Not Rated: Declared State of Disaster* label overall and in each domain. The U.S. Department of Education (USDE) approved waivers for the following for those years:

- To measure progress toward long-term and interim goals
- To meaningfully differentiate all public schools
- To adjust the Academic Achievement indicator based on a participation rate below 95 percent
- To identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2019–20 and 2020–21 school year