

2022 Federal School Improvement Overview and Q&A

As part of the spring 2022 Every Student Succeeds Act (ESSA) plan amendment, TEA proposes an update to comprehensive support and improvement (CSI) and additional targeted support (ATS) identification and exit methodologies. This overview and Q&A provides additional detail on the proposal. A public comment period for the amendment proposal runs through April 4, 2022.

Please send all comments by electronic mail addressed to performance.reporting@tea.texas.gov.

Targeted Support and Improvement (TSI)

TSI Identification Methodology

The Texas Education Agency (TEA) is not proposing any changes to the TSI identification criteria. TSI identifies both Title I and non-Title I campuses.

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. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

TSI is an annual identification with no exit criteria.

TSI Identification Example

The elementary campus below would be identified as TSI based on the White student group. This group missed the same three indicators in 2018, 2019, and 2022.

	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	-	95	-	-	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 (ATS)

Proposed ATS Identification Methodology for 2022 and Beyond

ATS identification would be based on the subset of TSI-identified campuses. ATS identifies both Title I and non-Title I campuses. Any TSI-identified campus would have its identification

2022 Federal School Improvement Overview and Q&A

escalated to ATS if it meets both ATS identification criteria. First, the campus would have to meet the identification for TSI by having at least one consistently underperforming student group. Second, the campus would also have at least one consistently underperforming student group that did not meet any of its evaluated indicators for those three consecutive years. The consistently underperforming student group must meet the minimum size in all indicators for all three years in order to be escalated to ATS.

ATS Identification Example

The elementary campus below would be identified as ATS based on the White student group. This group missed all five indicators in 2018, 2019, and 2022.

	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	33%	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%	53%	45%	82%	50%	54%	36%	40%	23%
2018	35%	31%	50%	-	76%	-	-	34%	44%	33%
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	53
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))										
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

Proposed ATS Exit Methodology for 2022 and Beyond

To exit ATS, the campus would have to not be reidentified for ATS. A campus would exit ATS to TSI status if the campus continued to meet TSI criteria but did not have at least one student group that did not meet any evaluated indicators for three consecutive years. If the campus had no consistently underperforming student groups, it would exit both ATS and TSI status.

ATS Q&As

- 1. If a campus was identified as ATS in 2018 or 2019, does that campus have to meet the old exit criteria to exit ATS status for 2022?**

No. If a previously identified ATS campus is not identified under the 2022 methodology, it is considered as having successfully exited ATS status.

2022 Federal School Improvement Overview and Q&A

2. Is there a minimum size for ATS identification?

Yes.

For elementary/middle schools the student group must meet minimum size (25 assessments) for all three years in all five indicators

- Academic Achievement Reading
- Academic Achievement Mathematics
- Academic Growth Reading
- Academic Growth Mathematics
- Student Success (STAAR Only)

For high schools/K-12s the student group must meet minimum size (25 assessments or 25 graduates) for all three years in all four indicators

- Academic Achievement Reading
- Academic Achievement Mathematics
- Graduation Rate
- School Quality (CCMR)

If minimum size is not met for all three years, the campus could remain TSI if it missed at least three indicators for three years.

3. What if a student group does not meet minimum size one year, how does that affect the count of consecutive years?

If a student group does not meet minimum size one year, the count of consecutive years is reset for ATS identification purposes.

4. What happens with a high school that does not have a graduation rate?

If a high school does not have a graduation rate, Academic Growth is used with the same five minimum indicators requirement that applies to elementary and middle schools.

5. Can a campus fail to exit ATS status if a different student group than the triggering student group fails to meet its targets for three years?

Yes. For example, a campus may be identified in 2022 based on the special education student group. In 2023, the special education group meets its targets, but then the Asian student group fails to meet its targets for three years. That campus would be identified as ATS Year 2 based on the performance of the Asian student group.

Proposed Escalation of ATS to CSI Timeline

Under the current ESSA plan, any Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year. As part of the ESSA amendment request, TEA is requesting 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.

2022 Federal School Improvement Overview and Q&A

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)

ATS Escalation Q&As

- 1. If a Title I campus identified in 2018 and 2019 as ATS is reidentified in 2022, is that considered Year 3?**

No. All campuses identified in 2019 were relabeled as Year 1 after Texas dropped the All Students group from TSI and ATS identification.

If the ESSA amendment is approved as proposed, a campus identified in 2022 would be considered ATS Year 1 regardless of prior identifications.

If the ESSA amendment is denied, Title I campuses will be escalated for the first time from ATS to CSI in August 2023 as was detailed in the spring 2021 ESSA amendment.

When Identified ATS	SY 2020–21	SY 2022–23	SY 2023–24
August 2019	ATS (Year 1)		
August 2022		ATS (Year 2)	
August 2023			CSI (Third Identification)

- 2. Must the same student group(s) trigger ATS identification for three years for the campus to be escalated to CSI?**

No. A campus may be identified as ATS for three years based on differing student groups. The escalation is based on the campus' ATS status, not on a particular student group.

- 3. What if a campus exits ATS to TSI in August 2024 but is reidentified as ATS in August 2025? Would it be escalated to CSI in 2025?**

No. In order to be escalated to CSI, a Title I campus must be identified as ATS for three consecutive years. This campus would be labeled ATS Year 1 in 2025.

Comprehensive Support and Improvement (CSI)

Proposed CSI Identification Methodology for 2022 and Beyond

To identify schools for CSI, TEA proposes annually ranking all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA proposes also evaluating 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 would be identified for CSI.

2022 Federal School Improvement Overview and Q&A

First, TEA would determine 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 would determine which campuses fell in the bottom five percent for each school type.

Next, TEA would rank order the overall scaled scores for *all* Title I campuses statewide (without regard to campus type) to determine the scaled score cut point for the bottom five percent. **A Title I campus with a Closing the Gaps scaled score in the bottom five percent and an overall scaled score in the lowest percentile would be identified for CSI.**

Proposed CSI Exit Methodology for 2022 and Beyond

Campuses that did 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 would be considered as having successfully exited.

CSI Identification Example

Using the last year of Closing the Gaps and overall scaled score data available (2019), the bottom five percent Closing the Gaps scaled scores for Title I campuses, by school type, would be:

- Elementary: 47
- Middle: 36
- HS/K–12: 66
- AEA: 30

The 2019 overall lowest percentile scaled score for Title I campuses would be 59.

In order to be identified as CSI under the new methodology, a campus would have to fall within the following ranges. ***Note, these scaled scores are based on 2019 data and will change each year based on statewide campus outcomes.***

- Elementary: Closing the Gaps scaled score ≤ 47 **and** an overall scaled score ≤ 59 .
- Middle: Closing the Gaps scaled score ≤ 36 **and** an overall scaled score ≤ 59 .
- HS/K–12: Closing the Gaps scaled score ≤ 66 **and** an overall scaled score ≤ 59 .
- AEA: Closing the Gaps scaled score ≤ 30 **and** an overall scaled score ≤ 59 .

CSI Q&As

1. Are campuses that were identified as bottom five percent CSI in 2018 eligible to exit status in 2022?

Yes. First, a campus identified in 2018 must have a 2019 Closing the Gaps scaled score greater than 42 (the bottom 5%). Second, the campus must not rank in the bottom five percent of its school type and not rank in the lowest percentile overall for 2022.

2. Are campuses that were identified or reidentified as bottom five percent CSI in 2019 eligible to exit status in 2022?

No. For 2022, campuses identified/reidentified in 2019 must not rank in the bottom five percent of their school type to be labeled as CSI Progress. Those campuses will be evaluated for exit in 2023.

2022 Federal School Improvement Overview and Q&A

3. What if a high school campus was identified as both CSI graduation rate and CSI bottom five percent?

High schools identified as having a low graduation rate must meet or exceed the 67% federal graduation rate for two years to exit CSI graduation rate status. They must also meet both bottom five percent exit criteria to exit CSI five percent status. It is possible to exit one identification while not exiting the other.

Further Information

If you have questions regarding the proposed amendment, please contact the Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.