Appendix E:
ESSA Accountability Alignment

State (Closing the Gaps) and Federal

STAAR: Test Inclusion Methodology

Methodology

- Includes all tests (Science, Social Studies, Math, RLA)
  - STAAR with and without accommodations are included
  - STAAR Alternate 2 are included
- Includes EBs
  - EBs in their first year in U.S. schools are excluded
  - EBs in their second year in U.S. schools are included in the STAAR component using the EL performance measure.

Student Growth: Measuring Advancement

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Annual Growth: Measures growth on STAAR assessments in reading and mathematics over a two-year period.
Growth is credited for those who maintain high performance levels as well as those who fail to meet the proficiency standard but exhibit growth from one year to the next.
Accounts for all students as well as student groups by subject.
Annual growth is measured by a **transition table.**
Individual student progress is calculated as the change between **Low** Did Not Meet Grade Level, **High** Did Not Meet Grade Level, **Low** Approaches Grade Level, **High** Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance.

Accelerated Learning: Measures students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

Student Growth: Measuring Advancement

Tests Evaluated

Annual Growth ** ¶ †	
RLA	**Mathematics**
Prior Year -> Current Year	Prior Year -> Current Year
Grade 3 -> Grade 4	Grade 3 -> Grade 4
Grade 4 -> Grade 5	Grade 4 -> Grade 5
Grade 5 -> Grade 6	Grade 5 -> Grade 6
Grade 6 -> Grade 7	Grade 6 -> Grade 7
Grade 7 -> Grade 8	Grade 7 -> Grade 8
Any Grade -> English I	Any Grade -> Algebra I
Any Grade -> English II	

Accelerated Learning ‡ §	
RLA	**Mathematics**
Prior Year -> Current Year	Prior Year -> Current Year
DNM Grade 3 -> Grade 4	DNM Grade 3 -> Grade 4
DNM Grade 4 -> Grade 5	DNM Grade 4 -> Grade 5
DNM Grade 5 -> Grade 6	DNM Grade 5 -> Grade 6
DNM Grade 6 -> Grade 7	DNM Grade 6 -> Grade 7
DNM Grade 7 -> Grade 8	DNM Grade 7 -> Grade 8
DNM Any Grade -> English I	DNM Any Grade -> Algebra I
DNM Any Grade -> English II	

¶ Students who took the same grade-level or EOC assessment in the prior and current year are not included in growth calculations.
* * Students who take STAAR assessments and have skipped grade level(s) between prior year and current year will have a growth score calculated (e.g., Grade 6 mathematics -> Grade 8 mathematics will be measured for growth).
† For EOC assessments, growth is calculated only for the Algebra I, English I, and English II first-time test takers. Growth will be calculated from the first time the student takes English I to the first time the student takes English II.
‡ DNM = Did Not Meet Grade Level Performance
§ Accelerated learning includes results of students who were at Did Not Meet Grade Level in the prior year and take a 4-8 assessment or EOC assessment in the current year (e.g., DNM Grade 8 -> English I).

Test/grade level transitions include English-->Spanish.

| School Type	Indicator	Weight
Elementary and Middle Schools	Academic Growth	50 percent
High Schools and K–12s	High Schools do not include Academic Growth as a Closing the Gaps Component	

4

Student Growth: Measuring Advancement Formula

$$\frac{\text{Sum of Points Earned for Annual Growth} + (\text{Sum of Points Earned for Accelerated Instruction}) \times 0.25}{\text{Sum of Maximum Points Possible for Annual Growth}}$$

This result cannot be more than the number of maximum points, and will be capped at the maximum, even if the sum of the points earned from growth and accelerated instruction exceed the maximum points possible.

Student Growth: Accounts for all students as well as student groups by subject.
Academic Growth score denominator is the number of eligible assessments. If an assessment is eligible for annual growth and accelerated learning, it will only count once in the denominator.

CCMR Indicators: Computational Logic

Computational Logic
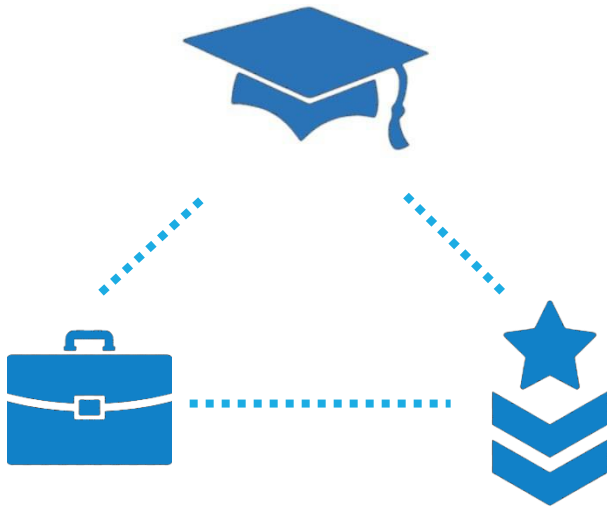
- Denominator consists of yearly annual graduates and all non-annual graduate 12th graders in the same year.

- Student who accomplishes any one is in numerator.

- CCMR indicators lag by at least one year. (CCMR data used in 2022–23 accountability were from the 2021–22 school year or prior.)

CCMR Indicators: Overview

TEA

College Ready

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit or OnRamps course(s)
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

Career Ready

- Earn an industry-based certification and complete a Program of Study
- Earn a Level I or Level II certificate
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Military Ready

- Enlist in the United States Armed Forces
- Enlist in the Texas National Guard

Closing the Gaps: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps

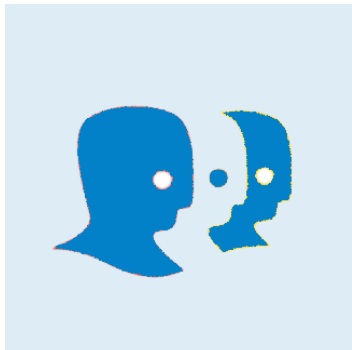# Closing the Gaps: Ensuring Educational Equity / Groups

All Students

Race/Ethnicity

Special Education

Continuously Enrolled & Highly Mobile
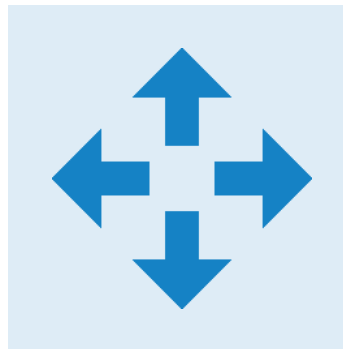
Emergent Bilingual (EB)*

Economically Disadvantaged

Closing the Gaps: Ensuring Educational Equity / Groups

Race/Ethnicity

Special Education*

Continuously Enrolled and Mobile

Emergent Bilingual (EB)*

Economically Disadvantaged
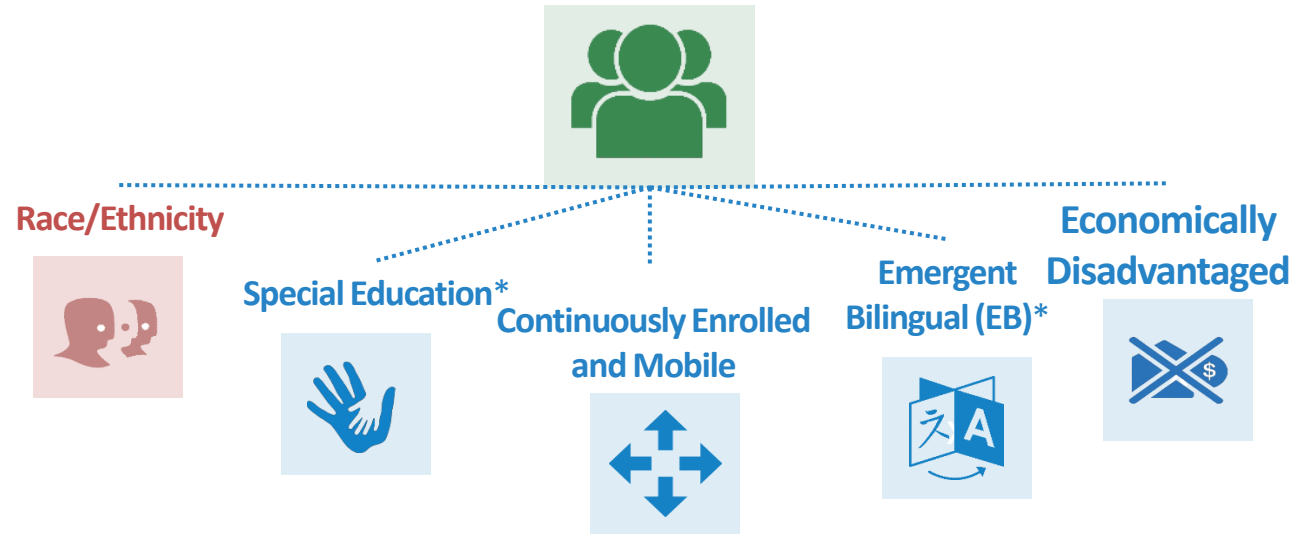
Domain 3 ratings are based on the performance of **4 Groups**

1 All Students

2 First lowest performing racial/ethnic group from prior year

3 Second lowest performing racial/ethnic group from prior year

4 High Focus**

*Includes current and former/monitored SPED/EB
**High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

Closing the Gaps: Minimum Size

The student group minimum size is **10**.

- Evaluates the outcomes for as many students as possible in Closing the Gaps in order <u>to close achievement gaps</u>.

- Reminder: 10 tests or 10 graduates
  - Minimum size is based on test counts for STAAR/TELPAS indicators.
  - Minimum size is based on graduate counts for CCMR/graduation rate indicators.

Closing the Gaps: Components Overview

Academic Achievement (EL, MS, HS)

- STAAR RLA at Meets Grade Level
- STAAR mathematics at Meets Grade Level

Growth (EL, MS)

- Growth RLA
- Growth mathematics

Graduation Rate (HS)

- 4-year federal graduation rate

English Language Proficiency (EL, MS, HS)

School Quality/Student Success (SQSS)

- STAAR (All subjects, all performance levels) (EL, MS)
- CCMR (HS)

Closing the Gaps: Components / Academic Achievement

Academic Achievement

- STAAR performance (percentage at or above Meets Grade Level)
  - RLA
  - Mathematics

Targets

- By subject area
- By school type
- By student group
- Stable for five years

Closing the Gaps: Components / Growth & Grad Rates

Growth

- Elementary and Middle Schools
  - RLA (School Progress domain)
  - Mathematics (School Progress domain)

Graduation Rates

- High Schools, K–12
  - Four-year federal graduation rates (without state exclusions)

Targets

- By school type
- By student group
- By subject area for Growth
- Stable for five years

Closing the Gaps: Components / ELP & SQSS

Progress in English Language Proficiency

- TELPAS Progress Rate
- Current Emergent Bilingual Students

School Quality or Student Success

- High Schools and K–12s: College, Career, and Military Readiness (Student Achievement domain)
- Elementary and Middle Schools: Student Achievement: STAAR Only Score

Targets

- By school type
- By student group
- Stable for five years

For 2023, 2024, and 2025 accountability, TELPAS progress was evaluated at the domain level. A student is considered to have made progress if the student advances, or is scored as Advanced High or Basic Fluency, in at least two of four domains from the prior year to the current year. Only students evaluated in all four domains in both prior and current year are evaluated.

In 2026 and subsequent accountability years, the methodology uses the TELPAS composite proficiency. A student is considered having made progress if the student advances at least one TELPAS composite proficiency level from the most recent prior year to the current year. A student is also considered having made progress if the student has a composite proficiency rating of Advanced High or Basic Fluency in the current year. Students are evaluated for progress if the student's current year composite score on TELPAS or TELPAS Alternative is Advanced High or Basic Fluency OR if the student was evaluated in all four domains (received a composite score) in both current year and the most recent prior year.

Closing the Gaps: Grade Methodology

- Indicators are weighted as described below:

School Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30 percent
	Academic Growth	50 percent
	Progress in English Language Proficiency	10 percent
	Student Achievement Domain Score	10 percent
High Schools and K–12s	Academic Achievement	50 percent
	4-Year Graduation Rate	10 percent
	Progress in English Language Proficiency	10 percent
	College, Career, and Military Readiness	30 percent

- Grade determined using the total of points earned for each student group compared to total points evaluated.

- Indicators are only evaluated for student groups that meet minimum size requirements.

Closing the Gaps: Scoring Methodology

TEA

	1	2	3	4	Sum
Academic Achievement STAAR RLA at Meets Grade Level STAAR Mathematics at Meets Grade Level	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-32**
Growth (EL/MS, HS if no grad rate) Growth in STAAR RLA Growth in STAAR Mathematics	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-8** 4 RLA 4 Math	**0-32**
Graduation Rate (HS only) 4-year Federal Graduation Rate	**0-4**	**0-4**	**0-4**	**0-4**	**0-16**
Progress to English Language Proficiency TELPAS Growth				**0-4*** *Only current EB	**0-4**
School Quality/Student Success Average of all STAAR performance scores (ES/MS) CCMR for graduates and students in grade 12 (HS)	**0-4**	**0-4**	**0-4**	**0-4**	**0-16**
The Domain 3 final score represents the sum of each component divided by the total possible points for each component, with weighting and total points that varies* by school type.					**0-100***

1 — *All Students*

2 — *First lowest performing racial/ethnic group from prior year*

3 — *Second lowest performing racial/ethnic group from prior year*

4 — *High Focus***

"Missing Targets" for TSI is 0/1

Closing the Gaps Scoring

- 4 - **Met long-term target**
- 3 - **Met interim target**
- 2 – Showed **expected growth** toward next interim target
- 1 – Showed **minimal growth**
- 0 - **Did not show minimal growth**

Closing the Gaps: Sample Score Table

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Component Points	EL/MS Weight	HS/K-12 Weight	Weighted Points
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races					
Academic Achievement (RLA)									Earned ÷ Possible (rounded to 0.1)	30%	50%	Academic Achivement Points (rounded to 0.1)
0-4		0-4		0-4				0-4				
Academic Achievement (Mathematics)												
0-4		0-4		0-4				0-4				
Federal Graduation Status (HS/K-12)									Earned ÷ Possible (rounded to 0.1)		10%	Graduation Rate Points (rounded to 0.1)
0-4		0-4		0-4				0-4				
Academic Growth in RLA (EL/MS)									Earned ÷ Possible (rounded to 0.1)	50%		Growth Points (rounded to 0.1)
0-4		0-4		0-4				0-4				
Academic Growth in Mathematics (EL/MS)												
0-4		0-4		0-4				0-4				
SQSS: CCMR (HS/K-12)									Earned ÷ Possible (rounded to 0.1)		30%	SQSS Points (rounded to 0.1)
0-4		0-4		0-4				0-4				
SQSS: STAAR ONLY (EL/MS)									Earned ÷ Possible (rounded to 0.1)	10%		SQSS Points (rounded to 0.1)
0-4		0-4		0-4				0-4				
English Language Proficiency[1]									Earned ÷ Possible (rounded to 0.1)	10%	10%	ELP Points (rounded to 0.1)
								0-4				
Closing the Gaps Score												*Sum of Weighted Points* (whole number)

[1] ELP=current EB students/ELs only

Closing the Gaps: Sample Data Table for Each Group

Data Table: Accountability Groups

Accountability Groups	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2023 accountability	✓	✓							✓	✓	
Academic Achievement Status											
Reading/Language Arts (RLA) 2024 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%		
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%		
Points Earned	1	3							1	3	
2024 % at Meets GL Standard or Above	33%	32%	32%	49%	0%	67%	-	24%	32%		
2024 # at Meets GL Standard or Above	943	26	826	81	0	4	-	6	878		
2024 Total Tests (Adjusted)	2,861	81	2,578	167	5	6	-	25	2,770		
2023 % at Meets GL Standard or Above	29%	25%	29%	41%	-	-	-	21%	28%		
Mathematics 2024 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%		
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%		
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%		
Points Earned	0	1							0	0	
2024 % at Meets GL Standard or Above	14%	10%	13%	23%	*	*	-	10%	13%		
2024 # at Meets GL Standard or Above	162	3	135	20	*	*	-	1	144		
2024 Total Tests (Adjusted)	1,186	31	1,053	88	*	*	-	10	1,137		
2023 % at Meets GL Standard or Above	15%	9%	15%	21%	-	-	-	20%	15%		
Total Points										9	32
Academic Growth Status											
RLA 2024 Target	69%	65%	66%	72%	68%	81%	70%	72%	64%		
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	76%	80%	77%	85%	78%	80%	74%		
RLA Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	94%		
Points Earned	2	3							2	2	
2024 Academic Growth Score	60%	72%	59%	63%	*	*	-	64%	59%		
2024 Growth Points	1,067.00	34.00	944.25	77.00	*	*	-	7.00	1,005.75		
2024 Total Tests	1,774	47	1,588	123	*	*	-	11	1,695		
2023 Academic Growth Score	54%	49%	53%	64%	-	-	-	44%	53%		
Mathematics 2024 Target	76%	74%	77%	73%	74%	87%	72%	73%	75%		
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	81%	83%	80%	81%	90%	80%	80%	82%		
Mathematics Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%		
Points Earned	0	0								1	
2024 Academic Growth Score	64%	50%	65%	62%	*	*	-	*	65%		
2024 Growth Points	429.25	8.50	385.50	33.25	*	*	-	*	416.00		
2024 Total Tests	667	17	590	54	*	*	-	*	642		
2023 Academic Growth Score	65%	64%	64%	71%	-	-	-	-	64%		
Total Points										10	28
Federal Graduation Rate Status											
2024 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned	3	3								3	
2023 % Graduated	92.4%	93.8%	92.0%	97.5%	*	*	-	*	92.4%		
2023 # Graduated	510	30	436	39	*	*	-	*	477		
2023 Total in Class	552	32	474	40	*	*	-	*	516		
2022 % Graduated	92.0%	100.0%	92.4%	86.4%	-	-	-	-	91.9%		
Total Points										9	12

Progress in Achieving English Language Proficiency (EB/EL Current)										
2024 Target								34%		
Next Interim Target (2027-28 through 2031-32)								36%		
Long Term Target (2037-38)								40%		
Points Earned								4		
2024 TELPAS Progress Rate								44%		
2024 TELPAS Progress								717		
2024 TELPAS Total								1,631		
2023 TELPAS Progress Rate								40%		
Total Points									4	4
Student Success (Student Achievement Domain Score (STAAR Component Only))										
2024 Target	47	36	42	58	45	74	47	56	39		
Next Interim Target (2027-28 through 2031-32)	57	46	52	68	55	81	57	66	49		
Long Term Target (2037-38)	77	66	72	88	75	95	77	86	69		
Points Earned	0	2							0	0	
2024 STAAR Component Score	33	34	33	44	26	52	-	34	33		
2024 % at Approaches GL Standard or Above	65%	72%	65%	73%	67%	93%	-	67%	64%		
2024 % at Meets GL Standard or Above	30%	27%	29%	46%	11%	57%	-	25%	29%		
2024 % at Masters GL Standard	5%	2%	5%	12%	0%	7%	-	10%	5%		
2024 Total Tests	5,745	163	5,141	370	9	14	-	48	5,516		
2023 STAAR Component Score	34	30	33	42	-	60	-	34	33		
Total Points										2	16
School Quality (College, Career, and Military Readiness Performance)										
2024 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned	3	3								3	
2023 % Students Meeting CCMR	64%	55%	64%	72%	*	*	-	*	63%		
2023 # Students Meeting CCMR	337	17	284	31	*	*	-	*	310		
2023 Total Students	525	31	446	43	*	*	-	*	492		
2022 % Students Meeting CCMR	65%	60%	65%	68%	-	-	-	-	65%		
Total Points										9	12
Participation 2023-24										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA										
% Participation	99%	100%	99%	98%	100%	100%	-	92%	99%		
# Participants	3,505	89	3,194	186	5	6	-	24	3,397		
Total Students	3,549	89	3,233	189	5	6	-	26	3,440		
Mathematics										
% Participation	96%	100%	96%	98%	*	*	-	91%	96%		
# Participants	1,319	32	1,174	98	*	*	-	10	1,265		
Total Students	1,376	32	1,227	100	*	*	-	11	1,322		

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

\+ Ever HS EB/ELs are included in the Federal Graduation Rate.

\- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Closing the Gaps: Sample Data Table for All Reported Groups

Data Table: Additional Groups

Additional Groups

	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
Academic Achievement Status													
Reading/Language Arts (RLA) 2024 Target	44%	33%	n/a	n/a	20%	13%	30%	46%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	53%	44%	n/a	n/a	33%	28%	42%	55%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	72%	67%	n/a	n/a	60%	57%	65%	73%	n/a	n/a	n/a	n/a	n/a
2024 % at Meets GL Standard or Above	79%	60%	84%	18%	30%	36%	86%	81%	77%	18%	-	18%	-
2024 # at Meets GL Standard or Above	873	131	742	7	13	54	12	586	287	3	-	3	-
2024 Total Tests (Adjusted)	1,100	219	881	38	44	150	14	727	373	17	-	17	-
2023 % at Meets GL Standard or Above	76%	55%	82%	16%	28%	32%	56%	78%	72%	26%	-	26%	-
Mathematics 2024 Target	38%	32%	n/a	n/a	31%	15%	33%	40%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	43%	n/a	n/a	43%	29%	44%	50%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	69%	66%	n/a	n/a	66%	58%	67%	70%	n/a	n/a	n/a	n/a	n/a
2024 % at Meets GL Standard or Above	58%	36%	62%	23%	23%	23%	67%	63%	46%	29%	*	17%	-
2024 # at Meets GL Standard or Above	311	33	278	3	3	18	6	240	71	2	*	1	-
2024 Total Tests (Adjusted)	537	91	446	13	13	78	9	381	156	7	*	6	-
2023 % at Meets GL Standard or Above	67%	45%	73%	18%	22%	20%	--	73%	53%	--	-	--	-
Academic Growth Status													
RLA 2024 Target	69%	65%	n/a	n/a	60%	45%	63%	70%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	70%	55%	73%	78%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	95%	95%	n/a	n/a	90%	75%	93%	95%	n/a	n/a	n/a	n/a	n/a
2024 Academic Growth Score	72%	65%	73%	54%	64%	55%	79%	74%	68%	56%	-	56%	-
2024 Growth Points	707.00	118.25	588.75	11.25	17.25	62.50	11.00	501.00	206.00	5.00	-	5.00	-
2024 Total Tests	984	182	802	21	27	113	14	679	305	9	-	9	-
2023 Academic Growth Score	69%	67%	70%	60%	63%	75%	66%	68%	72%	44%	-	44%	-
Mathematics 2024 Target	76%	75%	n/a	n/a	77%	64%	73%	77%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	82%	n/a	n/a	83%	74%	80%	83%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	95%	94%	95%	95%	n/a	n/a	n/a	n/a	n/a
2024 Academic Growth Score	64%	56%	66%	44%	44%	69%	*	66%	60%	*	-	*	-
2024 Growth Points	195.75	36.75	159.00	4.00	4.00	41.50	*	128.00	67.75	*	-	*	-
2024 Total Tests	306	66	240	9	9	60	*	194	112	*	-	*	-
2023 Academic Growth Score	83%	80%	84%	75%	62%	74%	--	79%	87%	--	-	--	-
Federal Graduation Rate Status													
2024 Target	90.0%	86.7%	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023 % Graduated	97.4%	94.2%	97.9%	92.3%	92.9%	86.1%				85.7%	*	85.7%	-
2023 # Graduated	774	113	661	24	26	62				6	*	6	-
2023 Total in Class	795	120	675	26	28	72				7	*	7	-
2022 % Graduated	96.5%	94.6%	96.8%	100.0%	100.0%	79.6%				81.8%	_	81.8%	-
Progress in Achieving English Language Proficiency (EB/EL Current)													

	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
2024 Target				34%									
Next Interim Target (2027-28 through 2031-32)				36%									
Long Term Target (2037-38)				40%									
2024 TELPAS Progress Rate				43%									
2024 TELPAS Progress				21									
2024 TELPAS Total				49									
2023 TELPAS Progress Rate				60%									
Student Success (Student Achievement Domain Score (STAAR Component Only))													
2024 Target	47	38	n/a	n/a	38	23	43	49	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	48	33	53	59	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	68	53	73	79	n/a	n/a	n/a	n/a	n/a
2024 STAAR Component Score	67	55	69	31	38	42	73	67	66	39	*	38	-
2024 % at Approaches GL Standard or Above	94%	86%	95%	66%	70%	74%	95%	94%	93%	66%	*	65%	-
2024 % at Meets GL Standard or Above	76%	59%	80%	24%	33%	39%	79%	78%	73%	34%	*	32%	-
2024 % at Masters GL Standard	30%	20%	32%	4%	10%	13%	44%	29%	31%	16%	*	16%	-
2024 Total Tests	2,615	490	2,125	83	94	356	39	1,757	858	38	*	37	-
2023 STAAR Component Score	67	53	71	27	34	39	61	69	64	29	-	29	-
School Quality (College, Career, and Military Readiness Performance)													
2024 Target	63%	56%	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
2023 % Students Meeting CCMR	73%	48%	78%	31%	34%	68%	70%	77%	61%	29%	-	29%	n/a
2023 # Students Meeting CCMR	580	58	522	9	13	52	7	471	109	2	-	2	-
2023 Total Students	793	122	671	29	38	76	10	614	179	7	-	7	-
2022 % Students Meeting CCMR	71%	52%	-	30%	29%	63%	--	74%	57%	--	-	--	-
Participation 2023-24													
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA													
% Participation	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	-	100%	-
# Participants	1,162	243	919	64	70	161	15	751	411	18	-	18	-
Total Students	1,165	244	921	64	70	162	15	752	413	18	-	18	-
Mathematics													
% Participation	99%	100%	99%	100%	100%	99%	100%	99%	99%	100%	*	100%	-
# Participants	557	99	458	16	16	82	9	391	166	7	*	6	-
Total Students	561	99	462	16	16	83	9	393	168	7	*	6	-

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.
+ Ever HS EB/ELs are included in the Federal Graduation Rate.
- Indicates there are no students in the group.
^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.
★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Closing the Gaps: Identification of Schools for Improvement

CSI: 4 Groups, one Closing the Gaps Scale Score, rank ordered by school type

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior year	High Focus	Component Points	Elem/MS Weight	Weighted Points
Academic Achievement – RLA			Max 16 Pts	30.0%	##.#
Academic Achievement – Math			Max 16 Pts		
Academic Growth – RLA (Elem/MS)			Max 16 Pts	50.0%	##.#
Academic Growth – Math (Elem/MS)			Max 16 Pts		
SQSS: STAAR Only (Elem/MS)			Max 16 Pts	10.0%	##.#
Progress in English Language Proficiency			Max 4 Pts	10.0%	##.#
Closing the Gaps Raw Score					##
Closing the Gaps Scaled Score					##

ATS: Each group individually scored, like CSI Closing the Gaps Scale Score

Student Group #1 (Each student group used in Domain 3 will be scored individually)	Component Points	Elem/MS Weight	Weighted Points
Academic Achievement – RLA	Max 4 Pts	33.3%	##.#
Academic Achievement – Math	Max 4 Pts		
Academic Growth – RLA (Elem/MS)	Max 4 Pts	53.3%	##.#
Academic Growth – Math (ES/MS)	Max 4 Pts		
SQSS: STAAR Only (Elem/MS)	Max 4 Pts	13.3%	##.#
Progress in English Language Proficiency	--	--	##.#
Individual Student Group #1 Raw Score			##
Individual Student Group #1 Scaled Score			##

CSI identification is based on the bottom 5% of each school type's Closing the Gaps score

ATS identification applies the same CSI bottom 5% score to individual student groups

Closing the Gaps: Sample Score & CSI Data Table

Texas Education Agency

2024 Identification of Schools for Improvement

2019 | 2020 | 2021 | 2022 | 2023 | **2024**

This campus is identified for comprehensive support and improvement due to low performance.

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	66	42	66	55	CS
2023	42	57	n/a	n/a	CS
2024	45	44	n/a	n/a	CS

To exit comprehensive support and improvement, a campus must not rank in its school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified.

Campuses identified as comprehensive support and improvement last year, but not evaluated on the Closing the Gaps domain this year are identified as progress.

Closing the Gaps: Sample Annual ATS/TSI Data Table (EL/MS)

Texas Education Agency

2024 Identification of Schools for Improvement

2019 | 2020 | 2021 | 2022 | 2023 | **2024**

This campus is identified for additional targeted support.
This is the second year this campus has been identified for additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
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.												
	0	0	0	-	3	-	0	0	0	0	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	36%	51%	63%	-	63%	-	60%	40%	41%	23%		
2023	3	3	3	-	0	-	3	3	3	3	3	3
2024	3	3	3	-	0	-	3	3	3	3	4	3
Academic Achievement Status: Mathematics												
2022	32%	34%	51%	-	59%	-	48%	25%	27%	14%		
2023	0	3	2	-	0	-	3	2	3	3	3	3
2024	3	3	1	-	0	-	3	3	3	0	3	0
Academic Growth Status: RLA												
2022	69%	78%	79%	-	-	-	76%	74%	71%	67%		
2023	0	0	0	-	0	-	0	0	3	3	0	0
2024	0	3	3	-	0	-	1	3	3	3	3	3
Academic Growth Status: Mathematics												
2022	66%	72%	76%	-	-	-	68%	72%	74%	64%		
2023	3	3	3	-	0	-	3	3	3	3	3	3
2024	0	3	0	-	0	-	0	3	0	3	3	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2022	39	45	60	-	63	-	58	38	38	22		
2023	0	3	0	-	0	-	3	3	3	3	3	3
2024	3	3	3	-	0	-	0	3	3	3	3	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2022												
2023								4				
2024								4				

Additional Targeted Support Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
ATS Entry Cut Point - Bottom 5% CTG Score	45	45	45	45	45	45	45	45	45	45	45	45
Student Group CTG Score	69	91	75	-	30	-	68	91	81	84	93	73
Student Group Identified for TSI and Below ATS Cut Point	N	N	N	N	Y	N	N	N	N	N	N	N

Asian			
Component	Component Points	Weight	Total Points
Academic Achievement	0.0	33.3%	0.0
Growth Status	0.0	55.6%	0.0
Student Success Status	0.0	11.1%	0.0
Closing the Gaps Raw Score			0
Closing the Gaps Score			30

Additional Definitions

Comprehensive Support and Improvement (CSI) Criteria

CSI – Low Performance

A Title I campus in the bottom 5% of Closing the Gaps scale scores by school type: elementary, middle, high school/ K–12, and alternative education accountability.

A Title I campus can also be escalated to CSI – Low Performance after being identified for ATS for three consecutive years.

CSI – Low Graduation

Any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all student groups

Targeted Support and Improvement (TSI) Criteria

TSI

A Title I or non-Title I campus with a "consistently underperforming" student group: A student group that <u>misses the targets</u> in at least the same 3 indicators, for 3 consecutive years.

A student group that earns either a zero or one point for the indicator is considered as <u>missing the target.</u>

Consecutive Years of Underperformance	Accountability Year	School Year Implementation
2023, 2024, 2025	2025	2025-26
2024, 2025, 2026	2026	2026-27
2025, 2026, 2027	2027	2027-28
2026, 2027, 2028	2028	2028-29

4 - **Met long-term target** (2037–2038 target)

3 - **Met interim target** (2022–2023 through 2026–2027 target)

2 - Did not meet interim target but showed **expected growth** toward next interim target (2027–2028 through 2031–2032 target)

1 - **Did not meet interim target but showed minimal growth**

0 - **Did not meet interim target and did not show minimal growth**

Additional Target Support (ATS) Criteria

ATS

A Title I or non-Title I campus that first meets TSI criteria with one consistently underperforming student group.
The Closing the Gaps score for at least one consistently underperforming student group is lower than the score used to identify the lowest performing 5% of each school type. (Same cut point used to identify CSI).

Escalation from ATS to CSI

A Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year.

Campuses that received their 3rd ATS identification in 2025 will be required to implement CSI interventions beginning in the 2025–26 school year.

When Identified	SY 2023–24	SY 2024–25	SY 2025–26
2023 ATS identification	ATS (Year 1)		
2024 ATS identification		ATS (Year 2)	
2025 ATS identification			**CSI (Third Identification)**