

## Chapter 10—Identification of Schools for Improvement

### Overview

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) 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 Closing the Gaps domain data to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same *three* indicators, for three consecutive years, is considered “consistently underperforming.” Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. Data from 2022, 2023, and 2024 are considered for 2024 TSI identification, and so forth. The below chart shows additional years. A “no” is considered missing the target for 2019 and 2022. For 2023 and beyond, a student group that earns either a zero or one point for the indicator is considered as missing the target.

Consecutive Years of Underperformance	School Year Implementation
2019, 2022, 2023	2023-24
2022, 2023, 2024	2024-25
2023, 2024, 2025	2025-26
2024, 2025, 2026	2026-27

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. Campuses are evaluated annually for 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 10 reading/language arts (RLA) *and* 10 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 former minimum size of 25 remains in effect for 2019 and 2022 data. The minimum size of 10 applies to 2023 and beyond.

### Students Evaluated

In alignment with ESSA, TSI identifications are determined annually using the disaggregated performance of the following student groups. The data saved by districts in the Test Information Distribution Engine (TIDE) by the date indicated on the Texas Assessment Program Calendar of Events (“*Final Date to Enter Student Information for Accountability Reporting*”) are used to determine demographics for accountability purposes. Please see specific dates in Chapter 13.

- African American
- American Indian

- Asian
- Hispanic
- Pacific Islander
- White
- Two or more races
- Economically disadvantaged
- Current Special education
- Emergent bilingual (EB) students/English learners (EL)
- Continuously Enrolled (beginning with 2023)
- Former Special education (beginning with 2023)

The continuously enrolled and former special education groups were evaluated for TSI for the first time in 2023. These two groups could potentially be identified as “consistently underperforming” in August 2025 based on data from 2023, 2024, and 2025.

### Example Campus Identified for Targeted Support and Improvement

In the following example, this campus would be identified for TSI based on the performance of the white student group. This group met minimum size in and missed the same three evaluated indicators for three consecutive years: Academic Achievement (RLA), Academic Achievement (Mathematics), and SQSS: STAAR Only.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Education (Current)	Special Education (Former)	Continuously Enrolled
Academic Achievement (RLA)												
2022	39%	37%	N	-	N	-	-	37%	36%	36%		
2023	0	1	0	-	0	-	-	0	2	3		
2024	2	0	0	-	2	-	-	0	3	2	2	1
Academic Achievement (Mathematics)												
2022	35%	N	N	-	N	-	-	N	44%	39%		
2023	1	3	0	-	1	-	-	2	3	2		
2024	0	2	1	-	3	-	-	3	2	2	-	2
Growth (RLA)												
2022	68%	71%	69%	-	N	-	-	68%	75%	78%		
2023	3	4	3	-	4	-	-	3	3	-		
2024	2	2	3	-	2	-	-	2	3	-	-	2
Growth (Mathematics)												
2022	70%	N	N	-	N	-	-	N	74%	73%		
2023	4	3	4	-	3	-	-	4	4	-		
2024	2	2	2	-	2	-	-	2	3	-	-	2
SQSS: STAAR ONLY (EL/MS)												
2022	37%	N	N	-	N	-	N	38%	45%	34%		
2023	0	2	1	-	1	-	0	2	3	2		
2024	2	2	0	2	2	2	2	2	2	2	2	1
English Language Proficiency <sup>1</sup>												
2022									45%			
2023									3			
2024									3			

## Additional Targeted Support Identification

ATS identification is based on a 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 Closing the Gaps score for at least one consistently underperforming student group must be lower than the score used to identify the lowest performing five percent of each school type (the same cut point used to identify CSI).

### Minimum Size

In order to be evaluated for ATS, each student group must have 10 RLA *and* 10 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 RLA, Academic Achievement Mathematics, Academic Growth RLA, 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 RLA, 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 former minimum size of 25 remains in effect for 2019 and 2022 data. The minimum size of 10 applies to 2023 and beyond.

### Students Evaluated

The same student groups evaluated for TSI are evaluated for ATS.

### Exit Criteria for Additional Targeted Support Schools

To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type.

A campus may exit ATS to TSI status if the campus continues to meet TSI criteria.

### Example Campus Identified for Additional Targeted Support and Improvement

In the following example, this campus would be identified for ATS based on the performance of the African American student group. This group was TSI identified due to “consistent underperformance” and the group’s 2024 scaled score was below the bottom 5% scale score used in CSI identification for the school type.

	African American	2024 Points Earned	Component Points Earned ÷ Possible Points	EL/MS Weight	Total Points
<b>Academic Achievement (RLA)</b>					
2022	N		12.5	33.3%	4.2
2023	0				
2024	0	0			
<b>Academic Achievement (Mathematics)</b>					
2022	N		0.0	55.6%	0.0
2023	2				
2024	1	1			
<b>Growth (RLA)</b>					
2022	N		0.0	55.6%	0.0
2023	0				
2024	0	0			
<b>Growth (Mathematics)</b>					
2022	N		0.0	11.1%	0.0
2023	1				
2024	0	0			
<b>SQSS: STAAR ONLY (EL/MS)</b>					
2022	N		0.0	11.1%	0.0
2023	2				
2024	0	0			
<b>English Language Proficiency<sup>1</sup></b>					
2022			n/a		
2023					
2024					
<b>Closing the Gaps Domain Raw Score for African American Student Group</b>					<b>4</b>
<b>Closing the Gaps Domain Scaled Score for African American Student Group</b>					<b>41</b>
<b>Bottom 5% Closing the Gaps Cutpoint from CSI determination</b>					<b>47</b>

### Comprehensive Support and Improvement Identification

To identify schools for CSI, TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. 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. Title I campuses that rank in their school type’s bottom five percent are identified for CSI. Please see Chapters 1 and 7 for additional information on school types.

Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation

rate for 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 with fewer than 100 students 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.

### 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. 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
Fall 2022	ATS (Year 1)		
Fall 2023		ATS (Year 2)	
Fall 2024			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 Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.

Campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

The four-year federal graduation rates for the Class of 2023 and Class of 2022 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 2021 and Class of 2020 are evaluated to determine if a campus has successfully met exit criteria in 2024.

Note that the four-year federal graduation rate was used for CSI identification in 2018 and 2019.

### 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 CSI, TSI, and ATS 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 prior years is available in that year’s respective 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 CSI, TSI, and ATS based on data from the 2019–20 and 2020–21 school year.