

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, targeted, and additional targeted support and improvement schools.

Due to extraordinary public health and safety circumstances caused by the COVID-19 pandemic, the closure of schools during the state’s testing window inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this chapter, campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 maintain that label and interventions for 2020–21 under the provisions of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), waiver approved by the U.S. Department of Education (USDE) on March 30, 2020.

Comprehensive Support and Improvement Identification

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. 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 comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Texas requested to amend the school improvement methodology as described in the Every Student Succeeds Act (ESSA) state plan. If the amendment is approved, campuses will be evaluated in 2020 accountability using the six-year federal graduation rate. If the amendment is denied, campuses will be evaluated in 2020 accountability using the four-year federal graduation rate. Non-Title I campuses are not eligible for comprehensive support grant funding.

If the ESSA amendment request is approved, any Title I campus identified for additional targeted support for three consecutive years will be identified for comprehensive support and improvement the following school year. Title I campuses will be escalated for the first time from additional targeted to comprehensive support and improvement based on 2022 accountability rating data and will be required to implement comprehensive interventions beginning in the 2022–23 school year.

If the amendment is denied, any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) will be identified for comprehensive support and improvement the following school year.

Any campus identified for comprehensive support and improvement 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 comprehensive support and improvement identification.

Example Title I Campus Identified for Additional Targeted Support and Improvement for Three Years³

| When Identified | SY 2020–21 | SY 2021–22 | SY 2022–23 |
|-----------------|------------------|------------|-----------------|
| August 2020 | ATS ¹ | | |
| August 2021 | | ATS | |
| August 2022 | | | CS ² |

¹ATS stands for additional targeted support.

²CS stands for comprehensive support and improvement.

³ This example is applicable only if the ESSA amendment is approved.

Six-Year Graduation Rate Target

If the ESSA amendment is approved, the determination of whether a campus has met the 67 percent threshold for comprehensive support and identification will use the six-year federal graduation rate as described below. If the amendment is denied, campuses will be evaluated using the four-year federal graduation rate as described in Chapter 4.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

- The campus is evaluated, 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 of 2017 (6-year) 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.

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 comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. The following student groups are not evaluated to identify campuses for targeted support and improvement: all students; former special education; continuously enrolled; and non-continuously enrolled. Campuses are evaluated annually for identification.

Minimum Size

In order to be considered when evaluating campuses for targeted support and improvement 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.

Example Campus Identified for Targeted Support and Improvement

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EL (Current & Monitored)+ | Special Ed (Current) |
|---|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|---------------------------|----------------------|
| 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. | | | | | | | | | | |
| | 3 | 0 | - | - | - | - | - | 0 | 0 | - |
| Academic Achievement (Percent at Meets Grade Level or Above) | | | | | | | | | | |
| Reading | | | | | | | | | | |
| Target | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 29% | 19% |
| 2018 | 27%/N | 39%/Y | - | - | - | - | - | 37%/Y | 38%/Y | - |
| 2019 | 28%/N | 46%/Y | - | - | - | - | - | 41%/Y | 46%/Y | 21%/Y |
| 2020 | 25%/N | 45%/Y | - | - | - | - | - | 43%/Y | 43%/Y | 31%/Y |
| Mathematics | | | | | | | | | | |
| Target | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% |
| 2018 | 21%/N | 43%/Y | - | - | - | - | - | 40%/Y | 44%/Y | - |
| 2019 | 25%/N | 44%/Y | - | - | - | - | - | 40%/Y | 43%/Y | 21%/N |
| 2020 | 19%/N | 47%/Y | - | - | - | - | - | 42%/Y | 44%/Y | 36%/Y |
| Growth (Academic Growth) | | | | | | | | | | |
| Reading | | | | | | | | | | |
| Target | 62 | 65 | 69 | 67 | 77 | 67 | 68 | 64 | 64 | 59 |
| 2018 | 62/Y | 71/Y | - | - | - | - | - | 68/Y | 80/Y | - |
| 2019 | - | 71/Y | - | - | - | - | - | 68/Y | 70/Y | - |
| 2020 | - | 74/Y | - | - | - | - | - | 73/Y | 72/Y | 76/Y |
| Mathematics | | | | | | | | | | |
| Target | 67 | 69 | 74 | 71 | 86 | 74 | 73 | 68 | 68 | 61 |
| 2018 | 63/N | 80/Y | - | - | - | - | - | 78/Y | 85/Y | - |
| 2019 | - | 75/Y | - | - | - | - | - | 75/Y | 77/Y | - |
| 2020 | - | 79/Y | - | - | - | - | - | 79/Y | 81/Y | 83/Y |
| Student Success (Student Achievement Domain Score (STAAR Component Only)) | | | | | | | | | | |
| Target | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 |
| 2018 | 26/N | 42/Y | - | - | - | - | - | 40/Y | 42/Y | 33/Y |
| 2019 | 29/N | 46/Y | - | - | - | - | - | 43/Y | 46/Y | 20/N |
| 2020 | 28/N | 48/Y | - | - | - | - | - | 45/Y | 46/Y | 33/Y |

Additional Targeted Support Identification

Any campus that is not identified for comprehensive or targeted support and improvement is identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify **that campus type** for comprehensive support and improvement. The following student groups are not evaluated to identify campuses for additional targeted support: all students; former special education; continuously enrolled; and non-continuously enrolled. Identification occurs on an annual basis.

For example, in 2019 the scaled Closing the Gaps cut point for comprehensive identification at the bottom five percent of Title I campuses was a 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 additional targeted support.

Minimum Size

In order to be evaluated for additional targeted support, student groups must meet the following minimum size requirements. 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.

Example Campus Identified for Additional Targeted Support

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EL (Current & Monitored)+ | Special Ed (Current) |
|---|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|---------------------------|----------------------|
| Met 2019 Target | N | Y | Y | - | - | - | - | Y | Y | Y |
| Met 2020 Target | Y | Y | Y | - | - | - | - | Y | Y | N |
| Met 2020 Exit Criteria | Y | - | - | - | - | - | - | - | - | - |
| 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 | - | - | - | - | 5 | 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 | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | N | - |
| STAAR Only | | | | | | | | | | |
| | Y | Y | Y | - | - | - | - | Y | Y | 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.

Exit Criteria for 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*) on the Closing the Gaps domain by the end of the second year are considered as having successfully exited comprehensive support and improvement status.

Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status. If the ESSA amendment is approved, campuses will be evaluated using the six-year federal graduation rate. If the six-year rate is not at least 67 percent, the four-year rate will be evaluated. If the ESSA amendment is denied, campuses will be evaluated using the four-year federal graduation rate.

Comprehensive Support and Improvement Examples

To exit comprehensive support, a campus must not rank in the bottom five percent for two consecutive years and have an improved Closing the Gaps domain letter grade by the end of the second year.

| | Bottom 5% CTG* Score | CTG Grade | Identification |
|-------------|----------------------|-----------|----------------|
| 2019 | Yes | F | CS |
| 2020 | No | F | CS-Progress |
| 2021 | No | D | EXIT |

*CTG stands for Closing the Gaps.

A campus identified based on the federal graduation rate must have a federal graduation rate of at least 67 percent for two consecutive years to exit.

| | Graduation Rate | SY 2020–21 | SY 2021–22 | SY 2022–23 | SY 2023–24 |
|-------------|-------------------|------------|-------------|------------|------------|
| 2019 | Below 67.0% | CS | – | – | – |
| 2020 | At or above 67.0% | – | CS-Progress | – | – |
| 2021 | At or above 67.0% | – | – | Exit | – |
| 2022 | Below 67% | – | – | – | CS |

When a campus identified for comprehensive support does not meet minimum size for Closing the Gaps evaluation the year following identification, the campus must meet the exit criteria in the following year. If a campus does not meet minimum size for evaluation for two consecutive years following identification, it is exited.

| | Bottom 5% CTG Score | CTG Grade | Identification |
|-------------|---------------------|-----------|----------------|
| 2019 | Yes | F | CS |
| 2020 | Not Rated | - | CS-Progress |
| 2021 | No | D | EXIT |

| | Bottom 5% CTG Score | CTG Grade | Identification |
|-------------|---------------------|-----------|----------------|
| 2019 | Yes | F | CS |
| 2020 | Not Rated | - | CS-Progress |
| 2021 | Not Rated | - | EXIT |

Exit Criteria for Additional Targeted Support Schools

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics. If a student group does not meet minimum size, it is treated as having met the target for exiting purposes. If the ESSA amendment is approved, identification for additional targeted support from 2019 will not carry over to 2020.

| CTG Indicator | 2020 | 2021 | OR | 2021 | OR | 2021 |
|----------------------|------|------|----|------|----|------|
| Academic Achievement | | | | | | |
| Reading | N | Y | | N | | Y |
| Math | N | N | | Y | | Y |
| Growth | | | | | | |
| Reading | N | Y | | Y | | Y |
| Math | N | N | | Y | | N |
| ELP | – | – | | – | | – |
| STAAR Component | N | N | | Y | | N |
| Identification | ATS* | ATS | | ATS | | EXIT |

*ATS stands for additional targeted support.