Chapter 10 v Identification of Schools for Improvement

Overview

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA), the •š š [• }µ v š]o]šÇ •Ç•š u U d µš]o}ni]main pšormanoe]ov]šen]iZ ' ‰• 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 doma q 0 0 61g /TT0 1006TB9mS3eMC ET /Spr 610 1006TB9mS3iI49 Closing the G

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 Students Evaluated

) by May 12, 2023, are used to determine demographics for accountability purposes.

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

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The continuously enrolled and former special education groups are evaluated for TSI for the first time in
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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

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.

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)