

## Chapter 10 Identification of Schools for Improvement

### Overview

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA), the state has implemented 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 0061g/TT01006TB9mS3eMC ET/Spr6101006TB9mS3i149 Closing the Gaps

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 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 remains at 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

Identification of students evaluated

Demographic data 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)

The continuously enrolled and former special education groups evaluated for TSI for the first time in 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 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 ordering the scaled scores of Title I campuses by school type: elementary, middle, high school/TK2, and alternative education accountability. TEA then determines which campuses fell in the bottom five percent for each school type.

When Identified	SY 202 <del>2</del> 23	SY 202 <del>3</del> 24	SY2024t25
Fall2022	ATS (Year 1)		
Fall2023		ATS (Year 2)	
Fall2024			CSI (Third Identification)