
The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard in English language arts (ELA)/reading and mathematics
- Growth or Graduation
 - Academic Growth Status: The School Progress, Part A domain data in reading and mathematics for elementary and middle schools
 - Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools, K–12s, and districts with graduation rates. If a high school, K–12, or district does not have graduation data, Academic Growth Status is used, if available.
- English Language Proficiency
- School Quality or Student Success
 - STAAR component of the Student Achievement domain for elementary and middle schools
 - College, Career, and Military Readiness (CCMR) Performance Status component for high schools, K–12s, and districts. If a high school, K–12, or district does not have CCMR data, STAAR component is used, if available.

A district or campus must have 10 reading and 10 mathematics assessment results for the all students group and meet minimum size for at least five indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a district or campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

The Closing the Gaps domain evaluates performance of 14 student groups. The data saved by districts in the TIDE by May 20, 2022, are used to determine demographics for accountability purposes.

- All students
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EB student/EL performance measures are not included in the Academic Growth Status component. EB students/ELs are evaluated using the STAAR progress measure.

- All students are evaluated if there are 10 or more STAAR progress measures in ELA/reading and mathematics, considered separately.
- Student groups are evaluated if there are 25 or more STAAR progress measures in ELA/reading and mathematics, considered separately.
- This component is evaluated if at least five student groups meet minimum size requirements.
- Small numbers analysis is not used.

- A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
- The all students group is evaluated if the three-year sum has at least 10 students.
- A student group is evaluated if there are at least 25 students from the group in the class.
- Small numbers analysis is not applied to student groups.
- The continuously enrolled, non-continuously enrolled, and former special education student groups are not evaluated.

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year federal graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

$$\frac{\text{Number of Graduates in the Class}}{\text{Number of Students in the Class}} \times 100 = \text{Graduation Rate (\%)} \approx 74.9$$

- If the composite rating from 2020 is not available, the 2019 composite rating is compared to the 2022 composite rating.
- If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2022 composite rating.

The current EB student/EL student group's performance is compared to the 2022 English Language Proficiency target. The performance target is provided at the end of this chapter.

The English Language Proficiency component calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49(s)-1.4 (ro)-2 (u)1.4 (n)1.4 (d)-4 (e)1.7 (d)1.4 (t)2.6

The Student Achievement Domain Score: STAAR Component Only calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used is 2021 annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2020–21 as reported in TSDS PEIMS attendance records. Grade 12 students reported in the fall 2020–21 TSDS PEIMS collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators
Number of 2021 Annual Graduates plus Students in Grade 12 During School Year 2020–21

Students demonstrate college, career, or military readiness in any one of the following ways:

- Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics. A student meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

*CID 11 832Se, A student must meet the TSI requirements in both ELA/reading and mathematics. A student who does not necessarily need to meet them on the same assessment. A student who meets the TSI requirements in ELA/reading on the SAT or ACT does not need to meet them on the same assessment in mathematics. A student who meets the TSI requirements in mathematics on the SAT or ACT does not need to meet them on the same assessment in ELA/reading. A student who meets the TSI requirements in ELA/reading on the SAT or ACT and in mathematics on the SAT or ACT does not need to meet them on the same assessment in both ELA/reading and mathematics. A student who meets the TSI requirements in ELA/reading on the SAT or ACT and in mathematics on the SAT or ACT does not need to meet them on the same assessment in both ELA/reading and mathematics.

- Enlist in the Armed Forces.* A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student. A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- Earn a Level I or Level II Certificate. A graduate earning a level I or level II certificate in any workforce education area. See Appendix D or H for additional information.

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

- The all students group is evaluated in the CCMR component if there are 10 or more annual graduates plus students in grade 12 who did not graduate.
- Student groups are evaluated if there are 25 or more annual graduates plus students in grade 12 who did not graduate.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.
 - A three-year-average CCMR rate is calculated for the all students group. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2022, 2021, and 2020 CCMR data.
 - The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

To calculate a score for each of the Closing the Gaps components, determine the percentage of evaluated indicators met for each component. Divide the number of indicators met by the number of indicators evaluated (those that met minimum size).

$$\frac{\text{Number of indicators that met the performance target}}{\text{Total number of indicators evaluated}}$$

Closing the Gaps component scores are rounded to the nearest whole number.

| Academic Achievement Component Score* | | | | | | | | | | |
|---------------------------------------|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| | Y | Y | Y | N | Y | Y | N | Y | 6 | 8 |
| | N | Y | N | Y | Y | Y | Y | N | 5 | 8 |
| | | | | | | | | | | |
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*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups that met minimum size.

The following components must have a minimum of five indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement
- Academic Growth Status
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

| Academic Achievement* | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|---|
| | | | | | | | | | |
| | 75 | 13 | 26 | 26 | 10 | 24 | 13 | 62 | |
| | Y | N | Y | Y | N | N | N | Y | 4 |
| | 70 | 11 | 23 | 26 | 10 | 22 | 10 | 60 | |
| | Y | N | N | Y | N | N | N | Y | 3 |
| | | | | | | | | | |
| | | | | | | | | | |

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups with Academic Achievement data.

| Academic Achievement* | | | | | | | | |
|-----------------------|----|----|----|----|---|----|---|---|
| | | | | | | | | |
| | 50 | 23 | 10 | 11 | 6 | 26 | 5 | |
| | Y | N | N | N | N | Y | N | 2 |
| | 47 | 25 | 9 | 8 | 5 | 24 | 5 | |
| | Y | Y | N | N | N | N | N | 2 |
| | | | | | | | | |
| | | | | | | | | |

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has seven groups with Academic Achievement data.

To calculate the Closing the Gaps domain score, each component for which the district or campus has at least the minimum number of evaluated indicators based on the following table is weighted.

Component points are rounded to one decimal place. Total points for each component are determined by multiplying the percentage of evaluated indicators

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