2020 accountability system | identification of schools for improvement

Notwithstanding any other provision of the 2020 Accountability Manual, campuses identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support in 2020 maintain that label and interventions for 2020–21 under the provisions of the ESSA waiver approved by USDE on March 30, 2020.

Comprehensive Support and Improvement (CSI)
Identification Criteria:
1. Title I – Part A campuses in the lowest 5% of Domain III scaled scores (by campus type)
2. High schools with a 6-year federal graduation rate (All Students) below 67%
3. Beginning in August 2022, Title I campuses identified for Additional Targeted Support for 3 consecutive years

Targeted Support and Improvement (TSI)
Identification Criteria:
1. Any campus that has one or more “consistently underperforming student groups” (defined using the targets in Domain III – Clos ing the Gaps)
2. A “consistently underperforming student group” = a student group that misses the targets in at least the same 3 indicators for 3 consecutive years
3. Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI
4. Domain III Student groups NOT evaluated for TSI: All Students, former special education, continuously enrolled, non-continuously enrolled
5. Minimum size criteria (MSC) for a student group to be considered as part of the TSI methodology: ≥ 25 Reading and 25 Math assessment results for evaluation in the Academic Achievement component
6. If a student group does not meet MSC, it is not considered when evaluating the campus for TSI. Also, when a student group is not evaluated because it does not meet MSC, the count of consecutive years resets for that student group.
7. Based on the data displayed, the campus would be identified for TSI based on the fact that the White student group missed the same 3 indicators (Academic Achievement-Reading, Academic Achievement-Math, and STAAR Performance) for 3 consecutive years. The count of consecutive years is reset for the Asian group and the 2 or More Races group because they did not meet MSC for Academic Achievement-Reading in 2019 and 2020, respectively.

Exit Criteria (applicable for the first time in 2020):
1. TSI is determined annually based on whether that campus has one or more “consistently underperforming student groups”
2. If a campus that was identified for TSI in 2019 is not re-identified for TSI in 2020, then the campus “exits” from TSI

Additional Targeted Support and Improvement (ATS)
Identification Criteria:
1. Any campus that is not identified for CSI or TSI is identified for ATS if an individual student group’s “% of evaluated indicators met or above the %age used to identify that campus type for CSI" is: 2019 the overall %age scores in Domain III – Clos ing the Gaps that identified campuses for CSI were:
   • 2% for elementary campuses
   • 4% for middle school and high school campuses
   • 1% for AEA campuses
   • 3% for elementary campuses
2. The %age scores that will be used for identifying ATS campuses in 2020 may differ from the %age scores used in 2019 – and cannot be determined until August 2020 (at which point, TEA will be able to determine the Domain III score that identifies the bottom 5% of campuses)
3. If the overall %ages were to stay the same for 2020, then
   • any elementary campus that has a student group meeting fewer than 90% of evaluated indicators would be identified for ATS in 2020
   • Any middle or high school campus that has a student group meeting fewer than 4% of evaluated indicators would be identified for ATS in 2020
   • Any AEA that has a student group meeting fewer than 1% of evaluated indicators would be identified for ATS in 2020
4. Domain III Student groups NOT evaluated for ATS: All Students, former special education, continuously enrolled, non-continuously enrolled
5. Minimum size criteria (MSC) for a student group to be considered as part of the ATS methodology: ≥ 25 Reading and 25 Math assessment results for evaluation in the Academic Achievement component
6. If a student group does not meet MSC, it is not considered when evaluating the campus for ATS identification
7. In the example provided – even though the Asian student group met 0 out of 2 indicators (i.e., 0% of the indicators), the campus would not be identified for ATS in 2020 because the Asian student group did not meet MSC for both Reading and Math in the Academic Achievement component.

Exit Criteria:
1. To exit ATS, the student group(s) that triggered the ATS identification must meet the targets for the Academic Achievement component in both Reading and Math
2. If the student group(s) that caused a campus to be identified for ATS in 2019 does not meet the MSC for ATS in 2020, the campus is exited from ATS (unless another student group that does meet MSC for 2020 causes the campus to be identified for ATS in 2020)
3. Applying these rules to the example (which is a campus that WAS identified for ATS in 2019):
   • If the only reason the campus was ATS in 2019 was due to the Asian student group, then the campus will be exited from ATS in 2020 because the Asian student group does not meet MSC and both Reading and Math in the Academic Achievement component in 2020
   • If the only reason the campus was ATS in 2019 was due to the ECODis student group, then the campus will NOT be exited from ATS in 2020 because the EcoDis student group did not meet the Academic Achievement targets in both Reading and Math in 2020
   • If the reason the campus was ATS in 2019 was due to the EL (+Former) student group, then the campus WILL be exited from ATS in 2020 because the EL (+Former) student group met the Academic Achievement targets in both Reading and Math in 2020 (and no other student group’s performance in 2020 causes the campus to be identified as ATS in 2020)