



Comprehensive & Targeted Schools

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Identification of Schools for Improvement

- Every Student Succeeds Act (ESSA)
- Uses Domain 3 (Closing the Gaps)
- Underperforming student groups
- Minimum size of 10
- All federal sub groups

**Comprehensive Support and
Improvement (CSI)**

**Targeted Support and
Improvement (TSI)**

**Additional Targeted Support
(ATS)**

How are Comprehensive Support and Improvement Identifications calculated?

Low performance in Domain 3:

A **Title I** campus with a Closing the Gaps (CTG) **scaled score in the bottom five percent** of their school type is identified for CSI.

- TEA determines the **bottom 5%** of the CTG outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/K-12, and alternative education accountability campuses. TEA then determines which campuses fall in the bottom 5% for each school type.

Low graduation rate:

If any **Title I or non-Title I** campus **does not attain a 66.7% six-year federal graduation rate** for the All Students group, the campus is identified for CSI low graduation.

2-Year Identification

Targeted Support and Improvement (TSI)

Identification:

- Any campus with at least one consistently underperforming student group (Title I or non-Title I)
- Must look at all FEDERALLY REQUIRED groups
- Minimum Size = 10 RLA & 10 Math tests
- Group misses targets in same 3 indicators for 3 consecutive years = consistently underperforming
- School years = 2022, 2023, 2024

| | 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 |
|---|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------------------|-----------------------------|----------------------------|-----------------------|
| Academic Achievement (RLA) | | | | | | | | | | | | |
| 2022 | 39% | 37% | N | - | N | - | - | 37% | 36% | 36% | | |
| 2023 | 0 | 1 | 0 | - | 0 | - | - | 0 | 2 | 3 | - | 1 |
| 2024 | 2 | 0 | 0 | - | 2 | - | - | 0 | 3 | 2 | 2 | 1 |
| Academic Achievement (Mathematics) | | | | | | | | | | | | |
| 2022 | 35% | N | N | - | N | - | - | N | 44% | 39% | | |
| 2023 | 1 | 3 | 0 | - | 1 | - | - | 2 | 3 | 2 | - | 2 |
| 2024 | 0 | 2 | 1 | - | 3 | - | - | 3 | 2 | 2 | - | 2 |
| Growth (RLA) | | | | | | | | | | | | |
| 2022 | 68% | 71% | 69% | - | N | - | - | 68% | 75% | 78% | | |
| 2023 | 3 | 4 | 3 | - | 4 | - | - | 3 | 3 | - | - | 2 |
| 2024 | 2 | 2 | 3 | - | 2 | - | - | 2 | 3 | - | - | 2 |
| Growth (Mathematics) | | | | | | | | | | | | |
| 2022 | 70% | N | N | - | N | - | - | N | 74% | 73% | | |
| 2023 | 4 | 3 | 4 | - | 3 | - | - | 4 | 4 | - | - | 2 |
| 2024 | 2 | 2 | 2 | - | 2 | - | - | 2 | 3 | - | - | 2 |
| SQSS: STAAR ONLY (EL/MS) | | | | | | | | | | | | |
| 2022 | 37% | N | N | - | N | - | N | 38% | 45% | 34% | | |
| 2023 | 0 | 2 | 1 | - | 1 | - | 0 | 2 | 3 | 2 | 1 | 0 |
| 2024 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |

Additional Targeted Support

- Subset of Targeted Support campuses (Title I or non-Title I)
- Has at least one consistently underperforming student group
- **Closing the Gap score for student group is lower than the CTG score used to identify Comprehensive campuses.**
- Minimum size = 10 in all indicators

FEDERAL ACCOUNTABILITY SUMMARY - 8.29.24

| CAMPUS | 24-25 SCHOOL IMPROVEMENT <small>(based on 23-24 data)</small> | 23-24 SCHOOL IMPROVEMENT <small>(based on 22-23 data)</small> | 22-23 SCHOOL IMPROVEMENT <small>(based on 21-22 data)</small> | 21-22 SCHOOL IMPROVEMENT <small>(based on 18-19 data)</small> |
|--------------|--|--|--|--|
| Abilene High | n/a | n/a | n/a | n/a |
| Cooper High | n/a | n/a | n/a | n/a |
| ATEMS | n/a | n/a | n/a | n/a |
| Woodson | n/a | n/a | n/a | n/a |
| Clack | Comprehensive | Targeted | Additional Targeted | Targeted |
| Craig | n/a | n/a | Targeted | Targeted |
| Madison | Targeted | Targeted | Additional Targeted | Targeted |
| Mann | Targeted | Targeted | Targeted | Targeted |
| Alcorta | n/a | n/a | Comprehensive | Comprehensive |
| Austin | Targeted | n/a | n/a | n/a |
| Bassetti | Targeted | Targeted | n/a | n/a |
| Bonham | Targeted | Targeted | Targeted | Targeted |
| Bowie | Comprehensive | Targeted | Targeted | Targeted |
| Dyess | n/a | n/a | n/a | n/a |
| Martinez | n/a | n/a | n/a | Additional Targeted |
| Ortiz | Comprehensive | Comprehensive | Targeted | Targeted |
| Purcell | Targeted | Targeted | Targeted | Targeted |
| Stafford | n/a | n/a | Targeted | Targeted |
| Taylor | Targeted | n/a | Targeted | n/a |
| Thomas | n/a | n/a | n/a | n/a |
| Ward | Targeted | n/a | n/a | n/a |

Effective Schools Framework Grant 2023-2025

- ▶ In 2023, four campuses applied for a grant to assist with school improvement strategies
- ▶ 2 Year Grant/final year of awarded grant
- ▶ Instructional Supports from e2L/PLC training

What's Next

| | |
|---|--|
| Comprehensive Campuses (3 campuses) | <ul style="list-style-type: none">● ESF Diagnostic● Superintendent Consultation (11/8)● Engage stakeholders● Create Targeted Improvement Plan (TIP)-submit to TEA● Board approval |
| Targeted Campuses (8 campuses) | <ul style="list-style-type: none">● Superintendent Consultation (11/8)● Engage stakeholders● Create Local Improvement Plan (LIP) |
| Additional Targeted (0 campuses) | <ul style="list-style-type: none">● Superintendent Consultation● Engage stakeholders● Create Local Improvement Plan (LIP) |
| Effective School Framework Focused Support Grant campuses 2023-2025 (4 campuses) | <ul style="list-style-type: none">● Superintendent Consultation (11/8)● Engage stakeholders● ESF Diagnostic● Create Targeted Improvement Plan (TIP)-submit to TEA● Board approval |

QUESTIONS?