

# 2022 Federal School Improvement Overview and Q&A

As part of the spring 2022 Every Student Succeeds Act (ESSA) plan amendment, TEA proposes an update to comprehensive support and improvement (CSI) and additional targeted support (ATS) identification and exit methodologies. This overview and Q&A provides additional detail on the proposal. A public comment period for the amendment proposal runs through April 2022. Please send all comments by electronic mail addressed to [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)

## Targeted Support and Improvement (TSI)

### TSI Identification Methodology

The Texas Education Agency (TEA) is not proposing any changes to the TSI identification criteria. TSI identifies both Title I and non-Title I campuses.

A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered “consistently underperforming.” Any campus not identified for CSI that has at least one consistently underperforming student group is identified for TSI. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

TSI is an annual identification with no exit criteria.

### TSI Identification Example

The elementary campus below would be identified as TSI based on the White student group. This group missed the same three indicators in 2018, 2019, and 2022.

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## Additional Targeted Support (ATS)

### Proposed ATS Identification Methodology for 2022 and Beyond

ATS identification would be based on the subset of TSI-identified campuses. ATS identifies both Title I and non-Title I campuses. Any TSI-identified campus would have its identification

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escalated to ATS if it meets both ATS identification criteria. First, the campus would have to meet the identification for TSI by having at least one consistently underperforming student group. Second, the campus would also have at least one consistently underperforming student group that did not meet any of its evaluated indicators for those three consecutive years. A consistently underperforming student group must meet the minimum size in all indicators for all three years in order to be escalated to ATS.

## ATS Identification Example

The elementary campus below would be identified as ATS based on the White student group. This group missed all five indicators in 2018, 2019, and 2022.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Dis	EL Current and Monitored	SPED Current
If a consistently underperforming student group missed all evaluated indicators for three years, the campus is escalated to ATS.										
Years Missed			3							
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	33%	37%	56%	-	53%	-	-	37%	36%	36%
2019	25%	35%	50%	-	61%	-	-	32%	40%	28%
2022	34%	33%	52%	-	74%	-	-	31%	38%	28%
Mathematics										
2018	35%	31%	50%	-	76%	-	-	34%	44%	39%
2019	32%	31%	50%	-	76%	-	-	34%	44%	39%
2022	35%	31%	50%	-	76%	-	-	34%	44%	39%
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	70	48	55	38	37	20		36	41	58
2018	71	67	76	-	68	75	78	2018	6	6
2019	76	68	84	-	73	84	-	2019	6	6
2022	68	68	85	-	70	81	-	2022	6	6
Mathematics Target	7	69	74	71	86	74	73	68	68	61
2018	60	62	85	-	64	71	72	2018	7	7
2019	30	30	80	84	74	78	71	2019	7	7
2022	31	31	78	81	78	78	78	2022	7	7
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	70	48	55	38	37	20		36	41	58
2018	71	67	76	-	68	75	78	2018	6	6
2019	76	68	84	-	73	84	-	2019	6	6
2022	68	68	85	-	70	81	-	2022	6	6

## Proposed ATS Exit Methodology for 2022 and Beyond

To exit ATS, the campus would have to not be reidentified for ATS. A campus would exit ATS to TSI status if the campus continued to meet TSI criteria but did not have at least one student group that did not meet any evaluated indicators for three consecutive years. If the campus had no consistently underperforming student groups, it would exit both ATS and TSI status.

## ATS Q&As

1. If a campus was identified as ATS in 2018 or 2019, does that campus have to meet the old exit criteria to exit ATS status for 2022?

No. If a previously identified ATS campus is not identified under the 2022 methodology, it is considered as having successfully exited ATS status.

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First, TEA would determine 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 would determine which campuses fell in the bottom five percent for each school type.

Next, TEA would rank order the overall scaled scores for Title I campuses statewide (without regard to campus type) to determine the scaled score cut point for the bottom five percent. A Title I campus with a Closing the Gaps scaled score in the bottom five percent and an overall scaled score in the lowest percentile would be identified for CSI.

### Proposed CSI Exit Methodology for 2022 and Beyond

Campuses that did not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI would be considered as having successfully exited.

### CSI Identification Example

Using the last year of Closing the Gaps and overall scaled scores available (2019), the bottom five percent Closing the Gaps scaled scores for Title I campuses, by school type, would be:

- Elementary: 47
- Middle: 36
- HS/K-12: 66
- AEA: 30

The 2019 overall lowest percentile scaled score for each school type is as follows:



