

Texas Education Agency

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the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. 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 Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year:



Mathematics



Reading

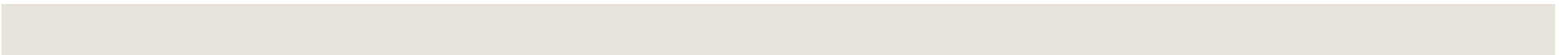
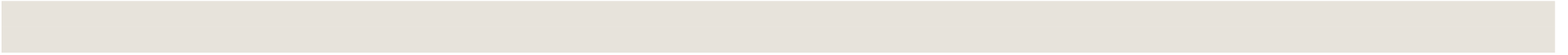


Mathematics



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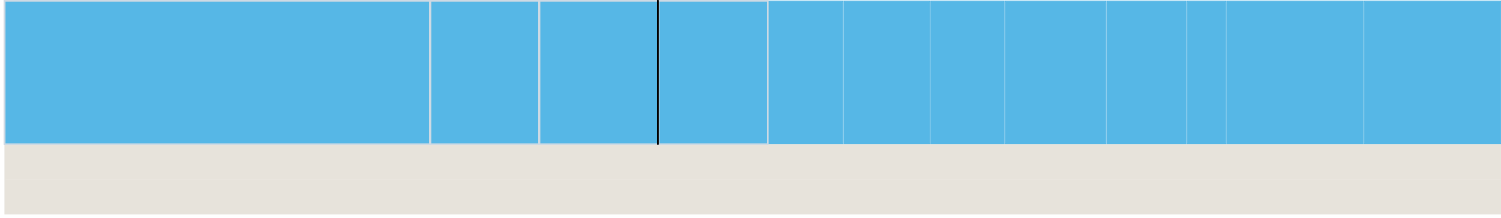
	All Students	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	-	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	*
	All Students	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	-	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	0%	*
	All Students	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	*
	CWOD	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	*
	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on

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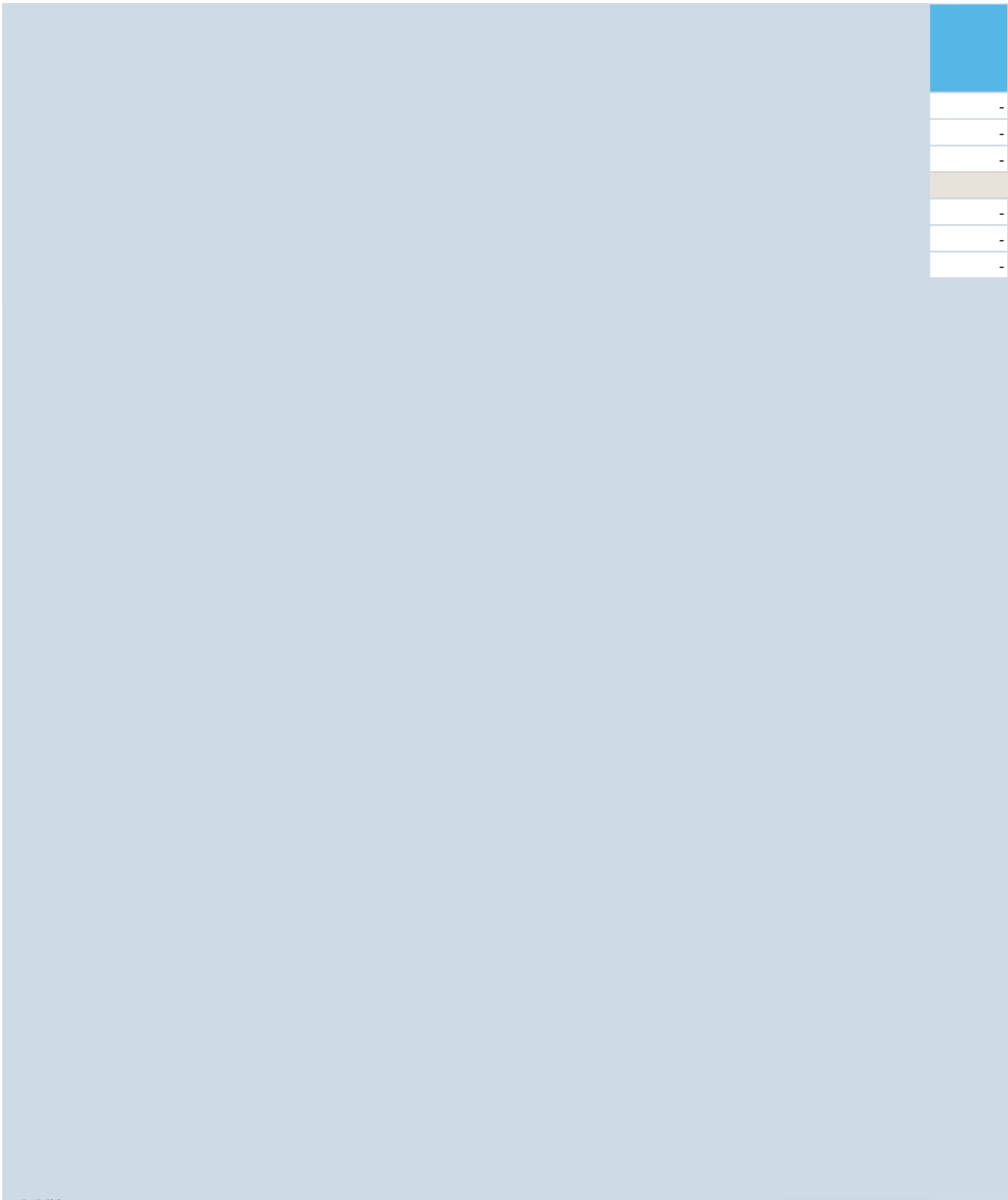


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Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0



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