



DCSI Leadership Network

October 15, 2024

Today's Agenda

- 01** Welcome/Introductions and Icebreaker
- 02** 24-25 Accountability School Improvement 2.0 Updates
- 03** Networking
- 04** Closing



Your Region 4 SI Team



Nancy Webster
Senior Education Specialist



Trenae Hill, Ed.D.
Senior Education
Specialist/EALS Lead



Sheila Gruver
Education Specialist II



Mariana Maldonado
Education Specialist II



Kimberly Thompson
Education Specialist II



Katherine Fisher
Education Specialist II



Andrea Livingston
Education Specialist II



Renee O'Neal, Ed.D.
Education Specialist II



Jen Wellman
Education Specialist II

Welcome and Icebreaker



This or That: Halloween Edition

Costume Party	or	Stay in and pass out candy
Meet a ghost	or	Meet a Vampire
Spooky Decorations	or	Fall Decorations
Chocolate Candy	or	Sweet/Sour Candy
Watch a scary movie	or	Read a scary book

24-25 Accountability Update

Robert Reeves

Senior Education Specialist, Accountability, Research, and Compliance Support



Robert Reeves

Senior Education Specialist
Accountability and Assessment

Robert.Reeves@esc4.net

Accountability Update



Updates: [2024 Underlying Accountability Subset Data Available in TEAL](#)

The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.

- The 2024 Accountability Reports and Data Tables and the 2024 Accountability Data Downloads are now available in TEAL without ratings or scale scores. This includes a data download of the raw component scores.
- The 2024 STAAR, Growth, AEA Retest Growth and EL Student Listings are also available in TEAL. 2024 CCMR Student Listings were posted on August 2, 2024.
- For school systems who have calculated scale scores internally and would like to verify their calculations with the agency, for 2024 or also for 2023 to help internally evaluate progress, please email performance.reporting@tea.texas.gov.

Accountability Data Tables



2024 Accountability Reports

▶ Select a School Year

▶ Select a Report Level

▶ Select a Region

- Region 01: Edinburg
- Region 02: Corpus Christi
- Region 03: Victoria
- Region 04: Houston
- Region 05: Beaumont

View Reports

State and Regional data tables are publicly posted under the 2024 Accountability Reports.

Results Driven Accountability (RDA)



Date	Activity
Currently Available	2024 preliminary, confidential RDA data with performance level (PL) values posted (TEAL) and LEA review window
October	RDA Significant Disproportionality (SD) Year 3 letters sent to affected LEAs
November 14	2024 RDA reports with determination level (DL) values posted (public web)



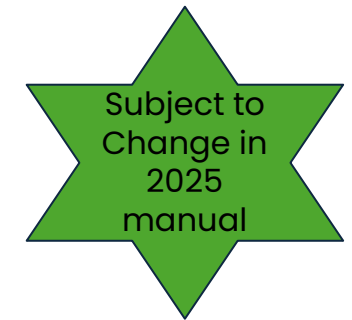
2025 Accountability Updates



The [2024 Accountability Manual](#) previewed forthcoming accountability changes.

Three key changes for the 2024–25 accountability cycle:

- College Prep Courses
- Industry Based Certifications
- English Language Proficiency (Domain 3)

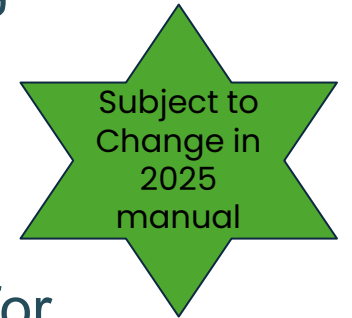


Review and Approval of College Prep Courses

- TEA will review and approve college prep courses during the 2024–2025 school year.
- Anticipated call for applications during this fall.
- Only approved college prep courses will count towards CCMR beginning with the 2025–2026 graduates.

Phase-in of College Prep 12th Grade Requirement

- College prep courses completed in the 11th or 12th grade will be eligible for CCMR credit for those graduating during the 2024–25 school year.
- Students graduating after the 2024–25 school year must have completed the courses in 12th grade to be eligible for CCMR credit.

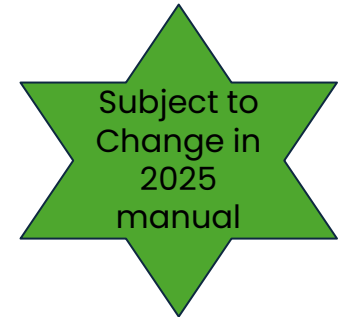


Review and Approval of College Prep Courses

- TEA will review and approve college prep courses during the 2024–2025 school year.
- Only approved college prep courses will count towards CCMR beginning with the 2025–2026 graduates.
- Communication regarding the approval process posted in [September 2024 Advanced Academics Newsletter](#)

Phase-in of College Prep 12th Grade Requirement

- College prep courses completed in the 11th or 12th grade will be eligible for CCMR credit for those graduating during the 2024–25 school year.
- Students graduating after the 2024–25 school year must have completed the courses in 12th grade to be eligible for CCMR credit.



IBC Changes

Phase-in of Aligned IBC and CTE Coursework

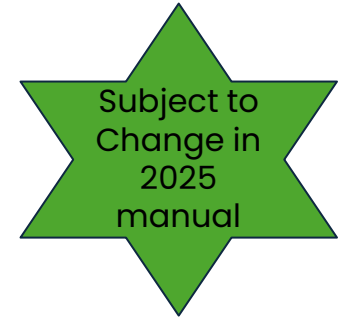
CCMR Credit Requirements for Annual Graduates by Accountability Year

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunseting limit)
Class of 2023	2024	Earn IBC (2019–2022 & 2022–2025 lists with sunseting limit)
Class of 2024	2025	Earn IBC (2019–2022 & 2022–2025 lists with sunseting limit) plus 1 course in aligned program of study ¹
Class of 2025	2026	Earn IBC (2022–2025) plus Concentrator in aligned program of study ²
Class of 2026	2027	Earn IBC (2022–2025 & 2025–2029 lists with sunseting limit) plus Completer in aligned program of study ³

¹ One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)

² Two or more courses for at least two credits in the same program of study

³ Three or more courses for four or more credits, including one level three or level four course in the same program of study



ELP (Domain 3) Changes

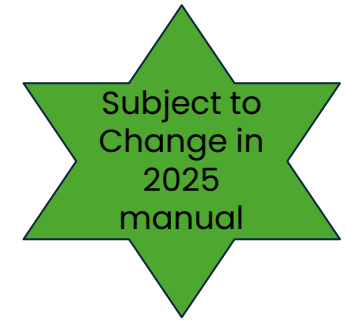
Evaluation of K–12 TELPAS and TELPAS Alternate Results

- English Language Proficiency (ELP) was evaluated at the domain level for 2023 and 2024 accountability due to changes in the TELPAS writing domain.
- Evaluation at the composite level is anticipated to return for 2025 accountability.

English Language Proficiency Composite Methodology

A student is considered to have demonstrated progress if

- they advance by at least one score of the composite rating from the prior year to the current year, or
- the student scores Advanced High.



Federal Identification



Updates: Information for School Systems with Campuses Identified for School Improvement

- School Identification lists for campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS) were posted to the [2024 Accountability System webpage](#).
- Annual identification of campuses for CSI, TSI, and ATS is a federal requirement. The methodology for these identifications are detailed in the state's [ESSA consolidated plan](#) and summarized in the [2024 Accountability manual](#).
- Underlying accountability reports in the TEAL Accountability application have been updated to include the Identification for Schools for Improvement report.
- TAA outlines Federal Intervention Requirements for federally identified campuses. Additional details will be posted on the [Division of School Improvement webpage](#).

Targeted Support and Improvement (TSI) Identification Criteria



- Who: Title I & non-Title I campuses
- How: Identified as **consistently underperforming** for at least one student group in the **Closing the Gaps** domain data.
- **Consistently Underperforming**: A student group that misses the targets in at least the same 3 indicators, for 3 consecutive years
- Evaluated annually for TSI identification

Consecutive Years of Underperformance	School Year Implementation
2019, 2022, 2023	2023-24
2022, 2023, 2024	2024-25
2023, 2024, 2025	2025-26
2024, 2025, 2026	2026-27

Targeted Support and Improvement (TSI) Identification Criteria - Example



	African American	Hispanic	White	Econ Dis	EB/EL
Count of Indicators Missed for Three Consecutive Years					
	1	3	--	0	0
Academic Achievement Status: RLA					
2022	XX%	XX%	--	XX%	XX%
2023	1	1		2	1
2024	2	0		2	2
Academic Achievement Status: Math					
2022	XX%	XX%	--	XX%	XX%
2023	3	2		1	2
2024	1	0		2	3
Academic Growth Status: RLA					
2022	XX%	XX%	--	XX%	XX%
2023	1	1		2	3
2024	1	0		2	3
Academic Growth Status: Math					
2022	XX%	XX%	--	XX%	XX%
2023	2	1		2	3
2024	0	1		2	3
Student Success					
2022	XX%	XX%	--	XX%	XX%
2023	1	1		2	2
2024	1	0		2	3
English Language Proficiency					
2022					XX%
2023					1
2024					3

The Hispanic student group is consistently underperforming because they missed targets in 3 indicators for 3 consecutive years.

This campus is identified for TSI for the Hispanic student group.

Exit Criteria: Have No Consistently Underperforming Student Groups



Additional Targeted Support (ATS) Identification Criteria

- Who: Title I & non-Title I campuses
- How: **Met TSI criteria** with at least one consistently underperforming student group AND the consistently underperforming student group's **Closing the Gaps** score is **lower** than the score used to identify the lowest performing **5%** of each school type.
- Note: The bottom 5% is the same cut point used to identify CSI

Additional Targeted Support (ATS) Identification Criteria - Example



	African American	Hispanic	White	Econ Dis	EB/EL
Count of Indicators Missed for Three Consecutive Years					
	1	3	--	0	0
Academic Achievement Status: RLA					
2022	XX%	XX%	--	XX%	XX%
2023	1	1		2	1
2024	2	0		2	2
Academic Achievement Status: Math					
2022	XX%	XX%	--	XX%	XX%
2023	3	2		1	2
2024	1	0		2	3
Academic Growth Status: RLA					
2022	XX%	XX%	--	XX%	XX%
2023	1	1		2	3
2024	1	0		2	3
Academic Growth Status: Math					
2022	XX%	XX%	--	XX%	XX%
2023	2	1		2	3
2024	0	1		2	3
Student Success					
2022	XX%	XX%	--	XX%	XX%
2023	1	1		2	2
2024	1	0		2	3
English Language Proficiency					
2022					XX%
2023					1
2024					3

The Hispanic student group is consistently underperforming with a CTG score below the bottom 5%.

Hispanic			
Component	Component Points	Weight	Total Points
Academic Achievement	0.0	33.3%	0.0
Growth Status	12.5	55.6%	7.0
Student Success Status	0.0	11.1%	0.0
Closing the Gaps Raw Score			7
Closing the Gaps Score			44

	Hispanic
ATS Entry Cut Point - Bottom 5% CTG Score	45
Student Group CTG Score	44
Student Group Identified for TSI and Below ATS Cut Point	Y

This campus is identified for ATS for the Hispanic student group



Additional Targeted Support (ATS) Exit Criteria

- To exit ATS, the **Closing the Gaps score** for the consistently underperforming student group must **surpass the score used in the year of ATS identification** to identify the lowest performing five percent of each school type.
- A campus may exit ATS to TSI status if the campus continues to meet TSI criteria

Comprehensive Support & Improvement Identification Criteria



Method #1

Who: Title I Campuses

Closing the Gaps score in the bottom 5% of their campus type

Method #2

Who: All Campuses

Six-year federal graduate rate below 66.7%

Method #3

Who: Title I Campuses

Identified for ATS for three consecutive years

Comprehensive Support & Improvement Exit Criteria



- Campuses that **do not rank in their school type's bottom five percent** of the Closing the Gaps domain for **two consecutive years** AND have **Closing the Gaps domain scaled score** by the end of the second year that is **higher than when originally identified** are considered as having successfully exited.
- Campuses previously identified as CSI based solely on a low graduation rate **must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years** to exit CSI status.
- The four-year federal graduation rates for the Class of 2023 and Class of 2022 are evaluated to determine if a campus has two consecutive years of a four-year graduation rate to exit. The six-year federal graduation rates for the Class of 2021 and Class of 2020 are evaluated to determine if a campus has successfully met exit criteria in 2024.

School Improvement 2.0

24-25 School Improvement Interventions and
Requirements



School Improvement 2.0

Requirement	Change
Optional SI-Engaged Training	2 Days → 1 or ½ day
Targeted Improvement Plan	Statement of Strategy (<1 hour to complete) Fidelity of Implementation Tracker
Submissions	2 (February and June)
ESF Diagnostic	Spring → September/October Targeted (6 guiding questions)
TEA Touchpoints	Superintendent Consultation (new); fewer calls
Prioritized Focus Areas	Lever 1 support for all campuses

Intervention Component	ATS/TSI	CSI Year 1, Identified Year 2/Progress	3 + Years CSI Identification (not met CSI exit criteria for 3 consecutive Years)	ESF Focus Support Grant (Not CSI)
DCSI Assignment	No	Yes	Yes	Yes
ESF Diagnostic**	No	Yes	Yes	Yes
Superintendent Consultation	No	Yes	Yes	Yes
Board hearing and TIP approval	No	Yes	Yes	Yes
Targeted Improvement Plan (TIP) with Submission to TEA	No	Yes	Yes	Yes
FLIPS	No	Yes	Yes	No
Local Improvement Plan (LIP)***	Yes	No	No	No
Turnaround Plan (TAP)	No	No	Yes, develop	No

**Required if ESF diagnostic is more than three years old.

***ATS and TSI LIPs could be randomly selected for submission to TEA

Guidance for Special Cases



Excluded from Supt Consultations and FLIPS	Not Excluded from Supt Consultations
23-25 ESF- FSG campuses without a CSI identification or F rating	School Action Fund *
Term-limited campuses includes charters	System of Great Schools*

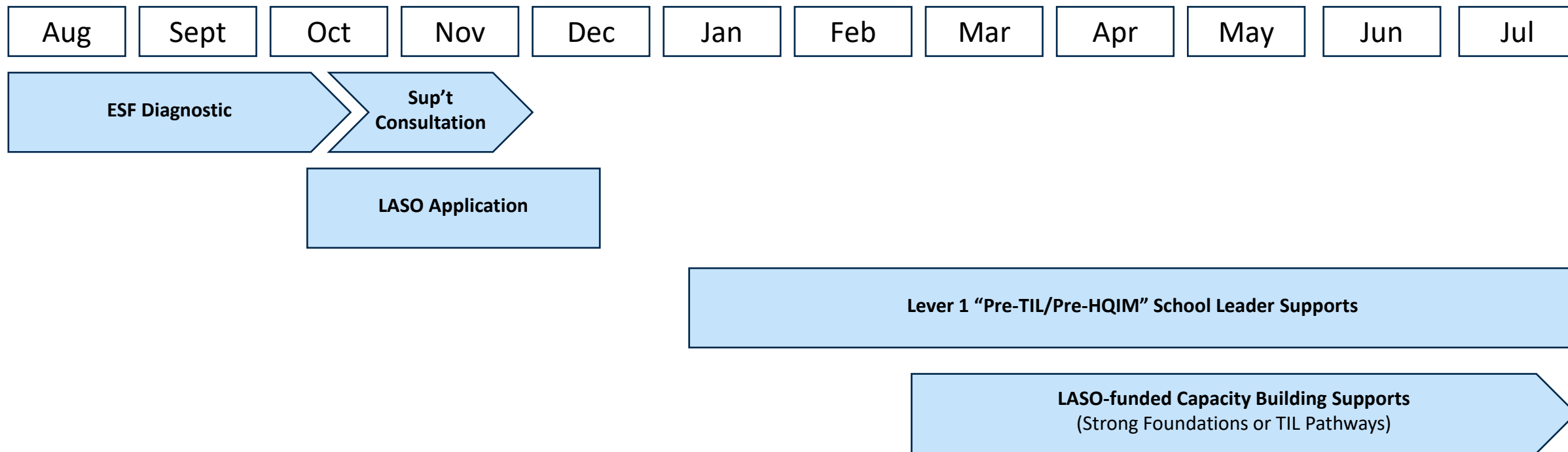
**Rationale: This type of performance management routine is already in place within these specific programs.*



	Fall 2024						
				LASO Grant Window Opens Oct 14 - Dec 13			
Month	July	August	September	October	November	December	
Interventions	Optional ESF Overview and SI Intervention Training Window						
		Effective School Framework Diagnostics Window			Founda		
		Federal Accountability Ratings and TAA released			Superintendent -LEA Consultation Window**		TIF
Contact	TEA: Email & Follow-Up		TEA/ESC LEA Touchpoint Window 1				
Submissions						→ DCSI* name is submitted in ISAM* by Dec 6th, 2024	

Spring 2025					
	LASO Award Notifications	Notice of Grant Awards (NOGA) Window			
January	February	March	April	May	June
Instructional Leadership of Instructional Practices and Systems (FLIPS) Implementation **					
Board Approval Window					
TEA/ESC LEA Touchpoint Window 2			TEA/ESC LEA Touchpoint Window 3		
	→ Targeted Improvement Plan (TIP) submission by Feb 28th, 2025 - Statement of Strategy				→ Targeted Improvement Plan (TIP) submission by June 20th, 2025 - Year-End Progress Check

We have updated the school improvement process to start capacity building earlier and reduce compliance burdens on the district



Subject to change. See TAA letter regarding interventions for confirmation.



Single TIP submission



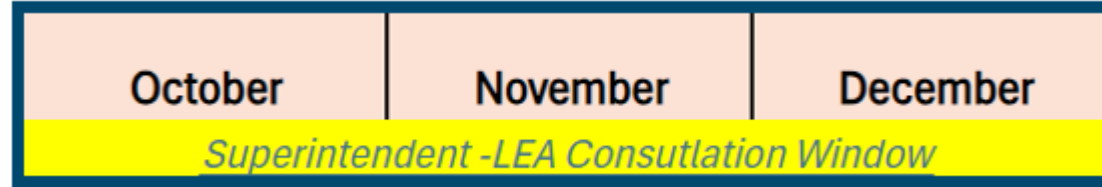
FOI Tracker EoY submission

Overview of Required Interventions

Subject to change. See TAA letter regarding interventions for confirmation.

Action	Due Date
Campus engages in ESF Diagnostic with Lever 4 Academic Review	August – October 2024
Superintendent Consultation	September – November 2024
Public Meeting	By February 2025
LEA may apply for LASO	Application window: October 14 - December 13, 2024 Award notification: February 2025
Superintendent identifies a District Coordinator of School Improvement (DCSI) and enters DCSI contact into ISAM	No later than December 6, 2024
Board Hearing and Board Approval of Targeted Improvement Plan	By February 28, 2025, Board approval date captured on TIP Submission 1
The campus develops and implements a Targeted Improvement Plan	Submission 1: Statement of Strategy – February 28, 2025 Submission 2: Year End Progress Check – June 20, 2025
Lever 1 Supports	Winter'24-Spring '25

Superintendent-LEA Consultation



Superintendent Consultation

Intended Outcomes:

- 1) Share the campus's current state
- 2) Determine next steps aligned to high impact strategies
- 3) Identify the "best fit" for the District Coordinator of School Improvement role

Subject to change. See TAA letter regarding interventions for confirmation.

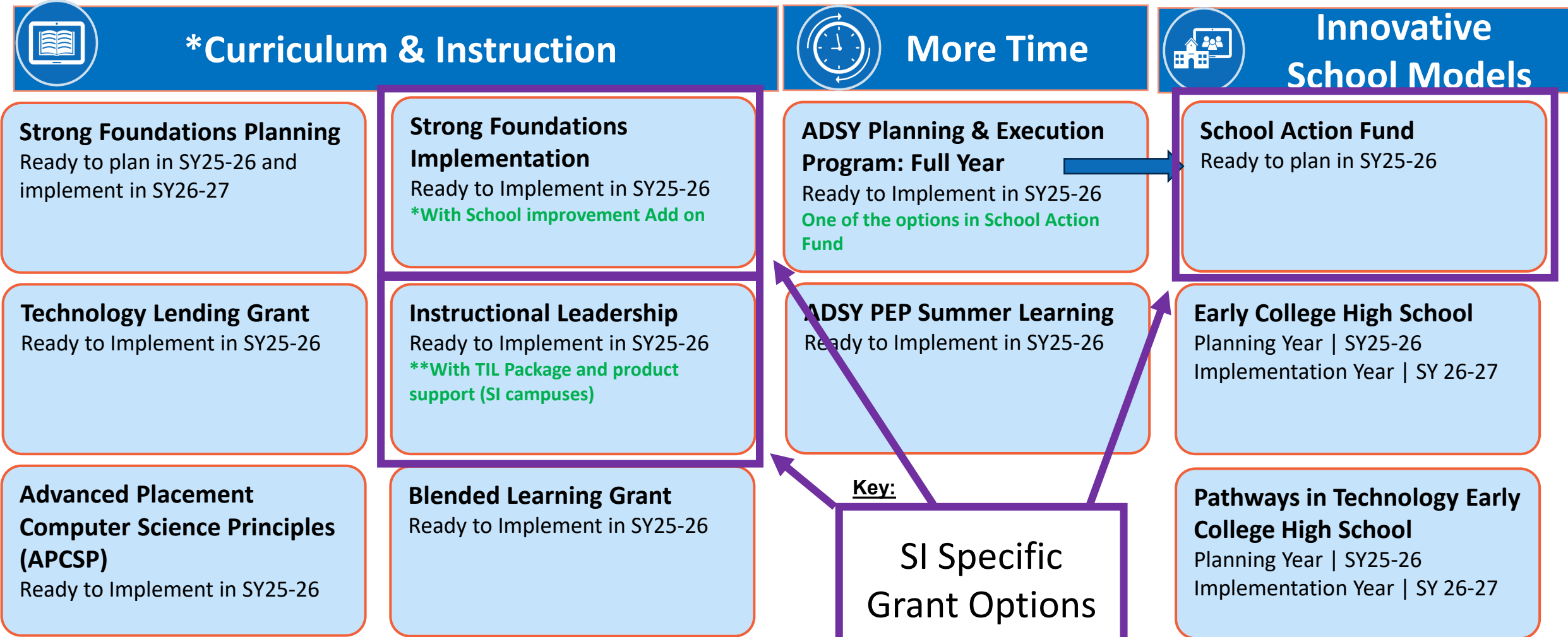
What is LASO?

- Learning Acceleration Support Opportunities
- **Consolidated** application cycle that strategically batches grant funding opportunities that are supported with continued learning acceleration and innovation opportunities.
- Focus on **C&I Implementation**
- **Application window:** October 14 - December 13, 2024
- **Award notification:** February 2025

LASO will provide 11 grant opportunities

Subject to change. See TEA Grant Opportunities web site for confirmation.

Note: Campuses can apply for LASO opportunities that they are eligible for.





LASO Cycle 3 Support

Help Desk
Popular Applications AskTED ECOS for Educators Grant Opportunities Secure Applications TEAL Login TSDS

Q

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LASO Cycle 3

[← Back to LASO Homepage](#)

LASO Cycle 3 application opens in

19 8 7 0

days hrs min sec

In October 2024, TEA is continuing to offer streamlined, consolidated grant applications, focused on a few grant programs that are bundled and that help accelerate academic gains. The Learning Acceleration Support Opportunities (LASO) is the next iteration of a universal consolidated application cycle that strategically batches grant funding opportunities that are supporting with continued learning acceleration and innovation opportunities.

LASO Cycle 3 program grants are focused on three of the five learning acceleration strategies: Curriculum & Instruction, More Time and Innovative School Models.

LASO Cycle 3 consolidated grant application opens October 14, 2024 and closes on December 13, 2024 at 5:00 P.M. CST.

Note: Tentative until final portfolio released in October.

Page Navigation:

Roadmap

Grant Portfolio

Timeline

Webinar Information

ESC Toolkit

Networking



Purpose: Opportunity to process new information, discuss guiding questions, and give/receive input from others.

Guiding Questions

1. What planning and support are needed during the LASO Cycle 3 application window (Oct. 14 – Dec. 13)?
2. What next steps are needed between now and the first TIP submission – Feb. 2025?
3. What concerns can we help you troubleshoot?



Q & A



Closing

We are your District Advancement Champion!

“

"It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change."
-Charles Darwin

”

SY 24-25 DCSI Leadership Network



DISTRICT COORDINATORS OF SCHOOL IMPROVEMENT

Leadership Network

**Deepen Your Expertise.
Connect with Fellow DCSIs.**

The DCSI Leadership Network meetings offer focused sessions to deepen your understanding of the continuous improvement process for identified campuses. Collaborate and learn best practices from fellow DCSIs to achieve greater impact.

Virtual & Hybrid Sessions

Date	Session ID	Format
July 30, 2024	1838495	virtual
October 15, 2024	1842667 (in-person) 1842703 (virtual)	hybrid
January 23, 2025	1842704 (in-person) 1842705 (virtual)	hybrid
May 13, 2025	1842706 (in person) 1842707 (virtual)	hybrid

CONTACT US
SystemicSupport@esc4.net
esc4.net/DSS | 713.744.6820

REGION 4 District Systemic Support

ESF 3.0 Diagnostic Opt-In Opportunity



The flyer is titled "ESF 3.0 DIAGNOSTIC Opt-in Opportunity" and is set to respond by October 1st, Fall 2024. It features the R4ESC logo and the tagline "Discover the POWER of the Effective Schools Framework". A central section titled "What is the Effective Schools Framework Diagnostic and Why Do You Need One?" contains four key points: ensuring campuses prioritize Essential Actions for Continuous Improvement; collaborative effort between campus and district teams with an ESF Facilitator; a detailed report of evidence aligned to the ESF; and refined goals and action steps to improve student outcomes. Below this, it outlines "The ESF Goal" (providing a clear vision for what districts and schools across the state do to ensure an excellent education for all) and "The ESF Opportunity" (a one-of-a-kind opportunity to receive a comprehensive ESF 3.0 aligned Academic Review, hands-on support from a trained Region 4 ESF Facilitator, the highest leverage action steps to improve student outcomes, and an action plan for moving forward to campus success). The flyer also includes a sign-up link (bit.ly/ESFOpti2024), a cost of \$8,500 per campus, and a time period from November 2024 to March 2025. Contact information for Nancy Webster, Education Specialist II, is provided at the bottom right.

Respond by October 1st!

ESF 3.0 DIAGNOSTIC

Opt-in Opportunity

Fall 2024

Discover the **POWER** of the Effective Schools Framework

What is the Effective Schools Framework Diagnostic and Why Do You Need One?

- Ensures campuses and districts are prioritizing Essential Actions for Continuous Improvement
- Is a collaborative effort between the campus and district teams and an ESF Facilitator
- Provides a detailed report that clearly outlines evidence collected that is aligned to the ESF
- Refines goals and action steps to improve student outcomes

The ESF Goal

To provide a clear vision for what districts and schools across the state do to ensure an excellent education for all.

The ESF Opportunity

Here's what you'll receive from this one-of-a-kind opportunity:

- A comprehensive ESF 3.0 aligned Academic Review
- Hands-on support from a trained Region 4 ESF Facilitator throughout the entire process
- The highest leverage action steps to improve student outcomes.
- An action plan for moving forward to campus success

Please share your interest by responding no later than October 1, 2024 for this first-come, first-served opportunity.

Cost: \$8,500 per campus
Time: November 2024 to March 2025

[Sign Up Here](https://bit.ly/ESFOpti2024) bit.ly/ESFOpti2024

CONTACT US
Nancy Webster
Education Specialist II
Nancy.Webster@esc4.net

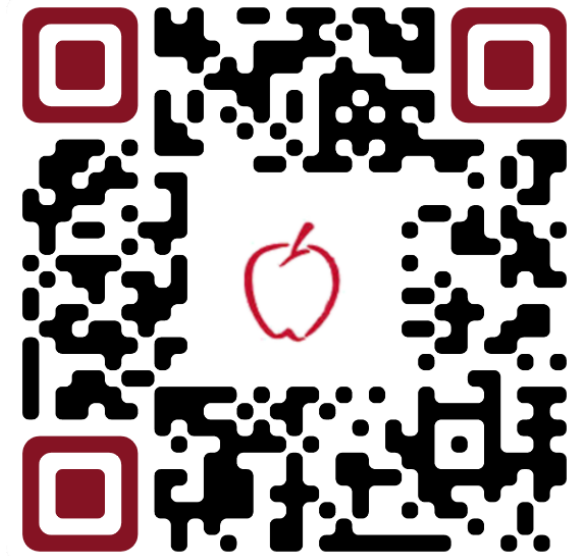
REGION 4 District Systemic Support

Upcoming Learning Opportunities



The screenshot shows the website for Region 4 District Systemic Support Solutions. The header includes the "region 4" logo, navigation links (About, Professional Development, Services, Products, Certification, Employment), and a search bar. The main content area is titled "District Systemic Support Solutions" and includes a description of the department's mission. Below this, there are four service area icons: "contacts" (envelope), "workshops" (lightbulb), "conference" (people at a table), and "leadership network" (people in a circle). A "Tweets from @Region4_D3S" section shows a tweet from @Region4_D3S dated Oct 26, mentioning a GBF training session. At the bottom, it says "District Systemic Support Solutions Service Areas".

<https://www.esc4.net/DSS>



@Region4_DSS

#R4SystemicSupport

X



We want to hear from you!



Region 4 School Improvement DCSI
Leadership Network Exit Ticket

mariana.maldonado@esc4.net [Switch account](#)

* Indicates required question

Email *

Your email

Session Date *

Choose

How relevant and helpful do you think this session was for your role as DCSI? *

1 2 3 4 5

Not Relevant Very Relevant

