



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

August 7, 2023

The Honorable Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Dear Commissioner Morath,

I am writing in response to Texas' June 23, 2023, request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amendment request meets ESEA requirements and, for this reason, I am approving Texas' amended State plan. A summary of Texas' amendment is enclosed. This letter, as well as Texas' revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Texas' ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Texas' consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Texas' responsibility to comply with these civil rights requirements.

Thank you for the work that the Texas Education Agency devoted to its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

/s/

Adam Schott
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Katherine Beck, Performance Reporting Division
400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

Amendment to the Texas Consolidated State Plan

The following is a summary of Texas' amendment request. Please refer to the Department's website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Texas' complete consolidated State plan.

- *Native Language Assessments*

The Texas Education Agency (TEA) removed Spanish grade 4 writing from the list of assessments available in Spanish.

- *Subgroups*

TEA will evaluate the performance of the following student groups for the purposes of identifying schools for comprehensive support and improvement (CSI): (1) the all-students group; (2) a combined "High Focus" subgroup consisting of an unduplicated count of economically disadvantaged students, English learners, children with disabilities, foster students, migrant students, and homeless students; and (3) a subgroup that consists of, for each school, the two lowest-performing major racial and ethnic subgroups from the prior year on reading/language arts (R/LA) and mathematics achievement.

TEA continues to meet the requirement to include all required subgroups for purposes of calculating and reporting performance on each of the indicators, identification of schools for targeted support and improvement based on consistently underperforming subgroups (TSI) and additional targeted support and improvement (ATSI), and measurements of interim progress and long-term goals.

- *Minimum N-Size*

TEA revised the minimum number of students necessary for a school or student subgroup to be included in the accountability system from 25 to 10.

- *Long-Term Goals – Academic Achievement*

TEA set long-term goals and measurements of interim progress for academic achievement by grade span (i.e., high schools/K-12 schools/alternative high schools, middle schools, and elementary schools) instead of one set of goals across all grades and schools. TEA shifted its long-term goals for academic achievement from the 2031-2032 school year to the 2037-2038 school year. TEA also added long-term goals for its State-defined subgroups ("High Focus", "Continuously Enrolled", and "Former Special Education" students). TEA maintained its previous methodology for setting long-term goals and measurements of interim progress. Finally, TEA established long-term goals for R/LA and mathematics growth.

- *Long-Term Goals – Graduation Rate*

TEA shifted its long-term goals for graduation rate from the 2031-2032 school year to the 2037-2038 school year. TEA also updated its baseline data to the 2020-2021 school year instead of the 2014-2015 school year. All subgroups continue to have the same long-term goal of 98 percent.

TEA also added long-term graduation rate goals for its State-defined subgroups ("High Focus", "Continuously Enrolled", and "Former Special Education" students).

- *Long-Term Goals – Progress in Achieving English Language Proficiency (ELP)*
TEA set long-term goals and measurements of interim progress for progress in achieving English language proficiency (ELP) by grade span (i.e., high schools/K-12 schools/alternative high schools, middle schools, and elementary schools) instead of one set of goals across all grades and schools. TEA shifted its long-term goals for progress in achieving ELP from the 2031-2032 school year to the 2037-2038 school year. TEA also amended its baseline data to the 2021-2022 school year from the 2018-2019 school year.
- *Other Academic Indicator for Elementary and Secondary Schools that are not High Schools*
TEA revised its plan to use a transition table to measure student academic growth between performance levels for its Other Academic indicator for elementary and secondary schools that are not high schools. The indicator also includes points for “Accelerated Learning,” which provides additional points if a student that did not meet grade level proficiency in the prior year makes significant progress.
- *Graduation Rate Indicator*
TEA made changes to its description of how it calculates the Graduation Rate indicator to be consistent with the changes TEA is making to its overall system of annual meaningful differentiation. A school that meets either the graduation rate long-term goal or measurement of interim progress receives points in the State’s accountability system.
- *Progress in Achieving ELP Indicator*
For the 2022-2023 school year only, due to a change in the TELPAS writing assessment, TEA will evaluate the progress in achieving ELP indicator based on a student’s results at the domain level instead of the student’s composite rating on the TELPAS. An English learner will be considered to have made progress if the student advances a proficiency level from the prior year to the current year or scores either Advanced High or Basic Fluency in at least two of four domains (listening, speaking, reading, and writing).
- *School Quality or Student Success (SQSS) Indicator*
TEA removed the writing assessment from its SQSS indicator for elementary and secondary schools that are not high schools, because TEA no longer has a separate writing assessment. The indicator will still include performance on the R/LA, mathematics, science, and social studies assessments.

With respect to its SQSS indicator for high schools (the College, Career, and Military Readiness indicator), TEA clarified that a student who earns an industry-based certification must earn a certification that is aligned with a career and technical education (CTE) program of study in order to be included in the indicator.

Finally, TEA removed the SQSS indicator it added in fall 2022 that rank-ordered schools by performance on the R/LA and mathematics assessments and was calculated as the final step in its accountability system.

- *System of Annual Meaningful Differentiation/Weighting*
TEA modified its calculation of the “Closing the Gaps” score (i.e., the score on TEA’s accountability system used for Federal purposes). TEA will calculate a score based on a weighted average of the indicators using the number of points earned divided by the number of points available. Specifically, each school or student group meeting the State’s minimum n-size will earn between 0 and 4 points on each indicator (i.e., 4 points if it meets its long-term goal; 3 points if it meets its measurement of interim progress; 2 points if it does not meet the measurement of interim progress but shows expected growth towards its next measurement of interim progress; 1 point if it does not meet its measurement of interim progress but shows minimal growth; and 0 points if it does not meet its measurement of interim progress and does not show minimal growth).

TEA’s methodology otherwise remains unchanged from its currently approved plan: TEA will then rank-order schools by school type to determine the lowest-performing five percent for each school type to be identified for CSI.

- *Comprehensive Support and Improvement (CSI) – Low Graduation Rate*
TEA revised its plan to identify any school with a six-year graduation rate below 66.7 percent (rather than below 67 percent) for CSI – Low Graduation Rate.
- *Targeted Support and Improvement – Consistently Underperforming Subgroups (TSI)*
TEA will use the same new “0 to 4” scale to identify schools for TSI that it uses to identify schools for CSI. Any school with a student group that earns a 0 (did not meet measurement of interim progress and did not show minimal growth) or 1 (did not meet measurement of interim progress but showed minimal growth) on an indicator for three consecutive years will be identified as TSI, beginning in accountability determinations following the 2024-2025 school year. For the 2022-2023 and 2023-2024 school years, TEA will identify a school for TSI if, for three consecutive years, it “did not meet” its measurement of interim progress or, starting with data from the 2022-2023 school year, earns a 0 or 1 on that measurement of interim progress.
- *Additional Targeted Support and Improvement (ATSI)*
TEA will use the same “0 to 4” scale to identify schools for ATSI that it uses to identify schools for CSI. Any school already identified for TSI with a student group that scores below the CSI threshold (i.e., the accountability score of highest performing school identified for CSI) will be identified for ATSI.
- *CSI Exit Criteria*
TEA removed the component of its CSI exit criteria based on the SQSS indicator that it removed (i.e., performance on the R/LA and mathematics assessments). TEA continues to exit a CSI school if it does not rank in the bottom five percent for two consecutive years and has a Closing the Gaps domain score that exceeds the threshold when originally identified for CSI.

- *ATSI Exit Criteria*
TEA revised its exit criteria so that, instead of the student group that led to identification meeting at least one indicator, a school may exit ATSI status if the student group scores above the CSI threshold used in the original year of identification.
- *Other Continued Support*
TEA clarified that schools that fail to exit CSI status for at least three years are subject to more rigorous interventions (i.e., a school that fails to exit CSI status will continue to be subject to more rigorous interventions beyond three years). TEA added that the interventions listed are “as appropriate and authorized by the Texas Education Code.”