Summary of Proposed Amendment to Appendix A   September 2023

As part of the 2023 *A–F* System Refresh, the Texas Education Agency (TEA) submitted an amendment to the state's Every Student Succeeds Act (ESSA) plan to adjust the methodology within the Closing the Gaps domain. **This amendment was approved by the U.S. Department of Education on August 7, 2023.**

September 12, 2023, the agency announced a delay in the issuance of 2023 *A–F* Accountability Ratings to conduct further analyses of the statewide growth data from the 2022–23 school year to inform cut scores in the Academic Growth domain, and the disaggregated long-term and interim goals (targets) and cut scores within the Closing the Gaps domain.

In the August 7th approved ESSA amendment, the State's disaggregated measurements of interim progress toward meeting the long-term goals for academic growth in Appendix A (targets) use a baseline of the average level of student growth for the 2018–19 and 2021–22 school years. Since then, analysis has shown that the 2021–22 growth was more anomalous than expected, so setting baselines that partially incorporate data from the 2021–22 school year may not adequately take into account the impact of COVID-19. The data analysis and proposed measurements of interim progress (targets) and Closing the Gaps domain cut points were shared in the September 19th meeting of the Texas Accountability Advisory Group and made publicly available on the 2023 Development Website.

Measurements of Interim Progress and Long-Term Goals (Student Group Targets)

The agency updated federal student group targets and set them by school type: elementary, middle, and high school. The targets are available in Appendix A on TEA's ESSA webpage.

UPDATED FROM THE AUGUST 7, 2023 APPROVED AMENDMENT:
- Growth or Graduation -
    - To account for the impact of COVID-19, Academic Growth Status used ~~an average of~~ 2019 ~~and 2022~~ growth outcomes incorporating the updated methodology from the School Progress, Part A domain. Long-term targets were adjusted to account for the updated methodology.
    - Federal Graduation Status used the Class of 2021 statewide federal four-year graduation, disaggregated for each student group. Long-term targets were updated to ensure all students groups could demonstrate growth to target.

UNCHANGED FROM THE AUGUST 7, 2023 APPROVED AMENDMENT:
- Overall
    - To increase fairness and accuracy of ratings, all targets are differentiated by school type.
    - To account for the impact of COVID-19, all long-term targets are pushed back five years to 2037–38.
    - The first five years of interim targets align with each school type's baseline rates and increase at five-year increments until reaching the long-term targets.
- Academic Achievement (Performance at Meets Grade Level disaggregated for reading/language arts [RLA] and mathematics)

- To account for the impact of COVID-19 and the STAAR redesign, Academic Achievement used the original 2017 baseline dataset at Meets Grade Level with disaggregated targets by school type.
- English Language Proficiency (ELP)
  - ELP used 2021 and 2022 baseline TELPAS domains data.
  - For 2024, targets will be updated to shift back to evaluating the composite rating.
- School Quality or Student Success
  - The Student Achievement Domain Score: STAAR Component Only used the original 2017 baseline dataset with disaggregated targets by school type.
  - College, Career, and Military Readiness (CCMR) Performance Status used the 2022 statewide outcomes (2021 annual graduates) disaggregated for each student group.