

Summary of Proposed Amendment to Consolidated State Plan Under the Elementary and Secondary Education Act of 1965 (ESEA)

November 2024

Background

In 2023, 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 of its state accountability system used for federal identification under ESEA as amended by ESSA. **This amendment was approved by the U.S. Department of Education (USDE) on August 7, 2023.** This was followed by further analyses of student growth data to inform adjustments to the long-term and interim goals (targets). **This amendment was approved by the USDE on December 19, 2023.**

In the December 2023 approved State plan, the State's measurements (targets) of interim progress toward meeting the long-term goals for Progress in Achieving English Language Proficiency in Appendix A used a baseline of 2021-2022 progress rates for each campus type, under domain-based methodology. In 2023, 2024, and 2025 accountability, ELP Progress is based on year over year TELPAS domain results.

- **Domain-based Methodology:** A student is considered having made progress if the student advances at least one proficiency level in at least two of four domains from the most recent prior year to the current year. A student is also considered to have made progress if the student scored as Advanced High or Basic Fluency, in at least two of four domains in the current year. The four evaluated domains are listening, speaking, reading, and writing.

2024-2025 Amendment: Progress in Achieving English Language Proficiency

In this proposed amendment, the State seeks return to composite-based Progress in Achieving English Language Proficiency methodology and to set the long-term and interim goals based on a baseline of 2023-2024 progress rates for each campus type. Year over year TELPAS composite proficiency results are proposed to be implemented beginning in the 2026 accountability year.

- **Composite-based Methodology:** A student is considered to have made progress if the student advances at least one TELPAS composite proficiency level from the most recent prior year to the current year. A student is also considered to have made progress if the student has a composite proficiency rating of Advanced High or Basic Fluency in the current year. A weighted formula (25% weight for each of the 4 domains) is used to generate composite ratings.

The data analysis and proposed measurements of interim progress (targets) were shared in the December 2024 meeting of the Texas Accountability Advisory Group and made publicly available on the [Accountability System Development](#) webpage.

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

The agency updated the ELP Progress targets and set them by school type: elementary, middle, and high school. The targets are available in Appendix A on TEA's [ESSA webpage](#).

Other Clarifying Updates Made to the Amendment

- The TEA Strategic Plan was updated.
- The current strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school were outlined.
- The description of the Statewide Accountability System was updated to refer to the 2023 refresh and the agency’s intent to keep the system unchanged to the extent that is possible until the next refresh.
- “Former Special Education” students was renamed “Students formerly receiving special education services”.
- Clarity was added to the Small Numbers Analysis description.
- Building a Talent Strong Texas was described to build on the 60x30TX plan.
- The Closing the Gaps domain for Alternative Education Accountability (AEA) campuses was clarified to follow the same all-campus methodology.
- The pairing methodology used by the State for campuses that do not serve any grade level for which STAAR assessments are administered was clarified (as was requested by the USDE).
- Clarity of terms was provided for ATS to CSI escalation circumstances.
- Exit criteria for CSI-Low Performance vs. CSI- Low Graduation was clarified.
- Other phrase-tense updates were made throughout the document to keep it up to date.

For Further Information

A full draft of the ESSA amendment, comments and responses, and appendices are available [here](#). Questions regarding the proposed ESSA amendment can be directed to TEA’s Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.