

As part of the 2023-24 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.

## Student Group Targets

The agency is updating federal student group targets and setting them by school type: elementary, middle, and high school. The targets are available in Appendix A of TEA's [ESSA webpage](#).

- x Overall
  - o To increase fairness and accuracy of ratings, targets are differentiated by school type.
  - o To account for the impact of COVID-19, all long-term targets are pushed back five years to 2037-38.
  - o 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.
- x Academic Achievement (Performance at Meets Grade Level disaggregated for language arts [ELA] and mathematics)
  - o To account for the impact of COVID-19 and the STAAR redesign, Academic Achievement used the original 2017 baseline data at Meets Grade Level with disaggregated targets by school type.
- x Growth or Graduation
  - o 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 1 domain. Long-term targets were adjusted to account for the updated methodology.
  - o 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.
- x English Language Proficiency (ELP)
  - o To account for the TELPAS Writing change, ELP used 2021 and 2022 TELPAS baseline data for the listening, speaking and reading domains only.
  - o For 2024, targets will be updated to include writing and will shift back to evaluating the composite rating.
- x School Quality or Student Success
  - o The Student Achievement Domain Score: STAAR Component Only used the original 2017 baseline dataset with disaggregated targets by school type.
  - o College, Career, and Military Readiness (CCMR) Performance Status used the 2022 statewide outcomes (2021 annual grades) disaggregated for each student group.

## Graded Points Methodology

In addition to updating interim student group targets, the agency is awarding graded outcomes for performance and growth toward these targets. The methodology used between 2018 and 2022 evaluated group performance on a yes/no basis; using a 4-point methodology provides further

differentiation for groups demonstrating growth but yet achieving target performance. The graded point methodology follows.

### *Proposed Points Definitions*

Points	Definition
4	Met long-term target
3	Met interim target
2	Did not meet interim target but showed expected growth toward interim target
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

Summary of Proposed ESSA Amendment  
Closing the Gaps: Components

January 2023

x



# Summary of Proposed ESSA Amendment

January 2023

- x Pacific Islander
- x White
- x Two or more races
- x Economically disadvantaged
- x Special education
- x Emergent bilingual (EB) students/English learners(EL)
- x Continuously Enrolled (beginning with 2023)
- x Former Special Education (beginning with 2023)

The continuously enrolled and former special education groups will be evaluated for ATS/TSI for the first time in 2023. These two groups could potentially be identified as “consistently performing” in August 2025 based on data from 2023, 2024, and 2025.

## For Further Information

A full draft of the ESSA amendment, comments and responses, and appendices are available [here](#). If you have any questions regarding the proposed ESSA amendment, please contact TEA’s Performance Reporting Division at (512) 463-9704 or [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)