

# AN ANALYSIS OF TEXAS'S ESSA PLAN

This dashboard analyzes Texas's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Texas submitted its plan on September 18, 2017, and the U.S. Department of Education approved it on March 6, 2018. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/txconsolidatedstateplanfinal.pdf>. View ESSA equity dashboards for other states at [www.all4ed.org/essa](http://www.all4ed.org/essa).



## LONG-TERM GOALS

### Academic Achievement

72% of students proficient in reading and 73% of students proficient in math by 2032

### Academic Achievement by Student Subgroup

Increase by 50% the number of students in each subgroup that meet grade-level standards

### 4-Year Cohort High School Graduation Rate

94% of students graduating by 2032

### English Language Proficiency

Accounts for students' initial proficiency level in setting student goals but does not set maximum timeline for students to attain proficiency

## SUPPORT AND INTERVENTION

### Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

Definition triggers intervention when 1 or more subgroups do not meet interim goals on all indicators for 3 consecutive years

### High School Graduation Rate Used to Identify Schools for Comprehensive Support

4-year cohort graduation rate

## ACCOUNTABILITY

### Disaggregation of Student Subgroups

Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status; also uses former students with disabilities, mobile students, and continuously enrolled students in school ratings

### N-Size

25 students; for very small schools, uses an n-size of 10 students for the "all students" group in violation of ESSA

### School Quality and Student Success (SQSS) Indicator

Percentage of students testing at "approaches" grade-level standards or higher on all statewide assessments for elementary and middle schools; college, career, and military readiness (including passing an Advanced Placement test or dual-credit course, earning an associate's degree or industry credential, or completing a college preparatory course) for high schools

### High School Graduation Rate

Uses 4-year cohort graduation rate exclusively

### Weighting of Academic Indicators

100% weight for all grades

### Testing Participation Rates

No credit for untested students; unclear whether schools that fail to meet 95% participation requirement will be required to develop improvement plans or take steps to improve participation

### Inclusion of Student Subgroup Performance

Performance of each subgroup receives equal weight with performance of "all students" in the calculation of school ratings (A-F grades on the "closing the gaps" domain)

## ★ BONUS

Texas is one of the few states incorporating direct measures of student achievement as SQSS indicators

## ! CONCERN

Texas uses a different A-F grading system for state accountability with 2 additional domains, which could be confusing to parents and the public

**Note:** Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

## LONG-TERM GOALS

### Academic Achievement

- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Academic Achievement by Student Subgroup

- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

### 4-Year Cohort High School Graduation Rate

- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Extended-Year Cohort High School Graduation Rate

- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

### English Language Proficiency

- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

## ACCOUNTABILITY

### Disaggregation of Student Subgroups

- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

### N-Size

- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

### School Quality and Student Success (SQSS) Indicator

- **Green:** Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

### High School Graduation Rate Indicator

- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

### Weighting of Academic Indicators

- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

### Testing Participation Rates

- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

### Inclusion of Student Subgroup Performance in School Ratings

- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

## SUPPORT AND INTERVENTION

### Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

### High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate