



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 23, 2025

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' February 24, 2025, 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 amendment to the Department for review and approval.

I have determined that the amendment request meets ESEA requirements; accordingly, 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 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's responsibility to comply with these civil rights requirements.

Thank you for the work the Texas Education Agency (TEA) has invested in 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,

Hayley B. Sanon
Principal Deputy Assistant Secretary
and Acting Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Katherine Beck, TEA Performance Reporting Division

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Amendment to the Texas Consolidated State Plan

The following is a summary of Texas’ amendment request. Please refer to the Department’s website (<https://www.ed.gov/about/ed-offices/oese/key-documents>) for Texas’ complete consolidated State plan.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

- *Eighth Grade Math Exception*
The Texas Education Agency (TEA) revised its State strategies to prepare all students for Algebra I.
- *Student Groups*
TEA updated the name of its “Former Special Education” student group to “Students formerly receiving special education services.” The State did not change the definition of the student group.
- *Minimum N-size*
TEA will use a three-year average for its Graduation Rate and College, Career, and Military Readiness indicators when there are fewer than 10 students in the class.
- *Long-Term Goals – Progress in Achieving English Language Proficiency (ELP)*
Beginning with accountability determinations made following school year 2025-2026, TEA will use updated baseline data from the 2023-2024 school year and revised measurements of interim progress and long-term goals through the 2037-2038 school year for progress in achieving ELP. TEA did not change its methodology for setting measurements of interim progress and long-term goals.
- *Indicator – Progress in Achieving English Language Proficiency*
TEA revised its Progress in Achieving ELP indicator. Beginning in the 2025-2026 school year, TEA will measure this indicator based on year-over-year composite proficiency scores on the Texas English Language Proficiency Assessment System (TELPAS) or TELPAS Alternate assessments. A student will be considered to have made progress if the student either (1) advances at least one TELPAS composite proficiency level from the most recent prior year to the current year, or (2) has a composite proficiency rating of Advanced High or Basic Fluency in the current year.

TEA will continue to use its current methodology for this indicator for accountability determinations based on data from the 2024-2025 school year.

- *Including All Public Schools in a State’s Accountability System – Alternate Methodology*
TEA clarified its alternate methodology for schools comprised of only non-tested grades. Specifically, for accountability purposes, such schools must pair with a feeder school or use the result of the LEA overall when there is no clear relationship with another school in the LEA.

TEA also clarified that the State does not apply an alternate methodology for its Alternative Education Accountability (AEA) campuses that serve special populations. Such schools are

included in the State’s accountability system using the same methodology as traditional schools.

- *School Identification Methodology – Comprehensive Support and Improvement (CSI)-Not Exiting Additional Targeted Support and Improvement (ATSI)*
TEA clarified that the number of years a school identified for ATSI has to meet exit criteria before it is identified for CSI begins with the first identification. The school’s timeline does not restart if, in a subsequent year, a different student group meets the threshold for the State’s ATSI criteria. TEA also updated its example timeline.
- *Exit Criteria – CSI*
TEA added exit criteria for CSI schools that are identified due to low graduation rates to require that such schools must have a four- or six-year adjusted cohort graduation rate (ACGR) of at least 66.7 percent for two consecutive years to exit CSI.
- *Exit Criteria – ATSI*
TEA modified its ATSI exit criteria to clarify that to be eligible to exit, every student group in the school must be above the ATSI identification threshold.