



**National
Urban League**

State: Texas

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: March 5, 2018; Link to full text can be found [here](#)

| Equity Indicators | NUL Score |
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| <p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Texas’ long-term goal is to have 72% of students proficient in reading and 73% of students proficient in math by 2032 (15 years). • The state’s School Quality and Student Success (SQSS) indicators: 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 (AP) test or dual-credit course, earning an associate’s degree or industry credential, or completing a college preparatory course) for high schools. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • The 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). • The state’s n-size is 25 students which should be lowered to 10 to ensure all students are counted for accountability. For very small schools, Texas uses an n-size of 10 students for the “all students” group in violation of ESSA. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • Definition of “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) is meaningfully different from “additional targeted support and improvement” (ATSI); however it is only triggered when one or more subgroups do not meet interim goals on all indicators for three consecutive years. The Texas Education Agency (TEA) should consider basing it on a subset of indicators instead. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>4. Resource Equity</p> <ul style="list-style-type: none"> • The TEA includes a resource equity indicator in its accountability system (the college, career, and military readiness indicator which measures passing an Advanced Placement test or dual-credit course, earning an associate degree or industry credential, or completing a course designed by a district and institution of higher education for high schools). • In addition, it describes a process to address resource inequities in the school improvement process including through the use of the seven percent set aside. • The “TEA will assist in a deeper resource allocation review that seeks to support LEAs in understanding how they allocate funds and develop plans for more equitably funding schools in need of improvement, most likely on a weight student funding basis.” | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>5. Educator Equity</p> <ul style="list-style-type: none"> • The state plan should clarify its definitions of the terms “ineffective, out-of-field and inexperienced teacher” and include strategies with timelines and interim targets for eliminating identified educator equity gaps. • The TEA will calculate gaps and post information on the state equity website. • The TEA should prioritize training for educators to learn culturally responsive approaches to teaching and also consider prioritizing other evidence-based strategies | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |



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| <p>to increase pipeline diversity including mentoring, induction and alternate certification programs.</p> <ul style="list-style-type: none"> The TEA will dedicate three percent of state Title II, Part A funds to provide grants to LEAs to support efforts to improve principal practice. | |
| <p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> The Plan is vague regarding the inclusion of community groups representing diverse communities at the decision making table and whether or not underserved communities will be engaged during implementation. | <input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor |
| <p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The TEA launched a statewide initiative for Restorative Discipline Practices working with the Institute for Restorative Justice and the Restorative Dialogue at The University of Texas at Austin’s School of Social Work to train campus and district administrators on restorative discipline methods. The TEA should consider adding school discipline in its accountability system to reduce the overuse of discipline practices that remove students from the classroom. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Texas does not adopt flexibility to use Title I to expand access to early learning. In addition, Texas makes no mention of using Title II for early learning instruction. | <input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor |
| <p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The state includes a college and career readiness (CCR) indicator based on student outcomes. The TEA’s College and Career Readiness indicator examines whether a school met the statewide goal for the percentage of grade 12 students who are college, career, and military ready. Students are counted as ready if they: (1) meet Texas Success Initiative (TSI) benchmarks in reading or math; (2) satisfy relevant performance standards on AP (or similar) exams; (3) earn dual course credits; (4) enlist in the military; (5) earn an industry certification; (6) are admitted into postsecondary certification programs that require (as a prerequisite for entrance) successful performance at the secondary level; (7) successfully complete a college preparatory course; (8) successfully meet standards on a composite of indicators that indicate preparation to enroll and succeed, without remediation, in an entry-level college course; (9) successfully complete an OnRamps dual enrollment course; or (10) are awarded an associate degree while in high school. The state gives no credit for untested students; however it’s unclear whether schools that fail to meet 95% participation requirement will be required to develop improvement plans or take steps to improve participation. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The state describes the use of Title IV funds for extended learning opportunities. The TEA should also consider adding out of school time learning as an allowable use for school improvement funds under Title 1. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> The TEA’s accountability system includes the college, career, or military readiness to measure attainment of college credits, degrees, and industry credentials. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient |



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| <ul style="list-style-type: none">• The TEA prioritizes the creation of innovative high school programs, including P-TECH, T-STEM, and early college high schools, to earn credits while in school.• The TEA should consider expanding their approaches to teaching and learning to include social and emotional learning. | <input type="checkbox"/> Poor |
| <p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The TEA calculates school ratings using a summative A–F ratings.• The TEA redesigned the State of Texas Assessments of Academic Readiness (STAAR) Report Card w/ resources specifically for parents on how to interpret their child’s STAAR score, inclusion of Lexile levels and a recommended summer reading list, strategies for parents to help their children understand of math and reading concepts, based on students’ proficiency levels, and questions to ask their child’s teacher and/or counselor.• Report card data can also be disaggregated by demographic groups. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| Overall Rating | Sufficient |