

Texas Education Agency
2023 Federal Report Card
State

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (*not applicable to district and state report cards*).

| State ESSA Goals (HS/K-12 & AEA) | | | | | | | | | | | | |
|---|-------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|------------------|
| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Curr & Form) |
| Academic Performance (At Meets Grade Level or Above) | | | | | | | | | | | | |
| Reading/ELA | Baseline Rates | 44% | 32% | 36% | 62% | 43% | 74% | 45% | 58% | 33% | 13% | 2 |
| | 2022-23 through 2026-27 | 44% | 32% | 36% | 62% | 43% | 74% | 45% | 58% | 33% | 13% | 2 |
| | 2027-28 through 2031-32 | 53% | 43% | 47% | 68% | 53% | 78% | 54% | 65% | 44% | 28% | 3 |
| | 2032-33 through 2036-37 | 62% | 54% | 58% | 74% | 63% | 82% | 63% | 72% | 55% | 43% | 4 |
| | 2037-38 | 72% | 66% | 68% | 81% | 72% | 87% | 73% | 79% | 67% | 57% | 6 |
| Mathematics | Baseline Rates | 38% | 26% | 35% | 48% | 37% | 72% | 41% | 44% | 32% | 15% | 3 |
| | 2022-23 through 2026-27 | 38% | 26% | 35% | 48% | 37% | 72% | 41% | 44% | 32% | 15% | 3 |
| | 2027-28 through 2031-32 | 48% | 38% | 46% | 57% | 48% | 77% | 51% | 53% | 43% | 29% | 4 |
| | 2032-33 through 2036-37 | 58% | 50% | 57% | 66% | 59% | 82% | 61% | 62% | 54% | 43% | 5 |
| | 2037-38 | 69% | 63% | 68% | 74% | 69% | 86% | 71% | 72% | 66% | 58% | 6 |
| EL Progress | | | | | | | | | | | | |
| | Baseline Rates | | | | | | | | | | | 3 |
| | 2022-23 through 2026-27 | | | | | | | | | | | 3 |
| | 2027-28 through 2031-32 | | | | | | | | | | | 3 |
| | 2032-33 through 2036-37 | | | | | | | | | | | 3 |
| | 2037-38 | | | | | | | | | | | 4 |
| Graduation Rate: 4-Year Longitudinal Rate | | | | | | | | | | | | |
| | Baseline Rates | 90.0% | 86.3% | 88.1% | 93.8% | 87.4% | 96.7% | 88.3% | 90.8% | 86.7% | 79.7% | 80.0% |
| | 2022-23 through 2026-27 | 90.0% | 86.3% | 88.1% | 93.8% | 87.4% | 96.7% | 88.3% | 90.8% | 86.7% | 79.7% | 80.0% |

| State ESSA Goals (Elementary Schools) | | | | | | | | | | | | |
|---------------------------------------|-------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|-----------------------|
| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & Former) |
| Mathematics | 2022-23 through 2026-27 | 46% | 34% | 39% | 59% | 44% | 73% | 46% | 55% | 35% | 26% | 37% |
| | 2027-28 through 2031-32 | 55% | 45% | 49% | 66% | 53% | 78% | 55% | 63% | 46% | 38% | 48% |
| | 2032-33 through 2036-37 | 64% | 56% | 59% | 73% | 62% | 83% | 64% | 71% | 57% | 50% | 59% |
| | 2037-38 | 73% | 67% | 70% | 80% | 72% | 87% | 73% | 78% | 68% | 63% | 69% |
| | Baseline Rates | 49% | 33% | 44% | 60% | 47% | 82% | 51% | 55% | 40% | 29% | 45% |
| | 2022-23 through 2026-27 | 49% | 33% | 44% | 60% | 47% | 82% | 51% | 55% | 40% | 29% | 45% |
| | 2027-28 through 2031-32 | 58% | 44% | 53% | 67% | 56% | 85% | 59% | 63% | 50% | 41% | 54% |
| | 2032-33 through 2036-37 | 67% | 55% | 62% | 74% | 65% | 88% | 67% | 71% | 60% | 53% | 63% |
| | 2037-38 | 75% | 67% | 72% | 80% | 74% | 91% | 76% | 78% | 70% | 65% | 73% |
| | EL Progress | | | | | | | | | | | |
| | Baseline Rates | | | | | | | | | | | 49% |
| | 2022-23 through 2026-27 | | | | | | | | | | | 49% |
| | 2027-28 through 2031-32 | | | | | | | | | | | 51% |
| | 2032-33 through 2036-37 | | | | | | | | | | | 53% |
| | 2037-38 | | | | | | | | | | | 55% |

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including

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- (aa) the specific weight of the indicators in such differentiation

| Campus Type | Indicator | Weight |
|--------------------------------|--|--------|
| Elementary and Middle Schools | Academic Achievement | 30% |
| | Other Academic Indicator | 50% |
| | English Learner Language Proficiency | 10% |
| | SQSS: Student Achievement Domain Score: STAAR Component Only | 10% |
| High Schools, K-12s, and AEA's | Academic Achievement | 50% |
| | Federal Graduation Status or Academic Growth Status ¹ | 10% |
| | English Learner Language Proficiency | 10% |

| Campus Type | Indicator | Weight |
|-------------|--|--------|
| | SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ² | 30% |

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. Chapter 4-2023 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: Comprehensive Support and Improvement Schools , Targeted Support and Improvement Schools and Additional Targeted Support Schools .

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.