

Texas Education Agency
2023 Federal Report Card
State

| State ESSA Goals (Middle Schools) | | | | | | | | | | |
|-----------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|
| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ |

African

State ESSA Goals (Elementary Schools)

| All Students | African American | Hispanic | White | American Indian |
|--------------|------------------|----------|-------|---------------------------------|
| 306.57 | 486.43 | 44.2 | 0.14 | re B d 1 J j d d 0 .0 T4 12 T-s |

American

State ESSA Goals (Elementary Schools)

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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 --
(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 AEAs | Academic Achievement | 50% |
| | Federal Graduation Status or Academic Growth Status ¹ | 10% |
| | English Learner Language Proficiency | 10% |
| | 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.

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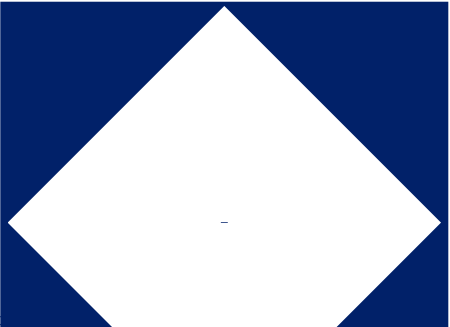
(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points 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 their 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. Then, Texas identifies the bottom five percent of Title I campuses based on their scaled scores. See the accountability manual for details. [Chapter 11-2023 Identification of Schools for Comprehensive Support and Improvement](#)

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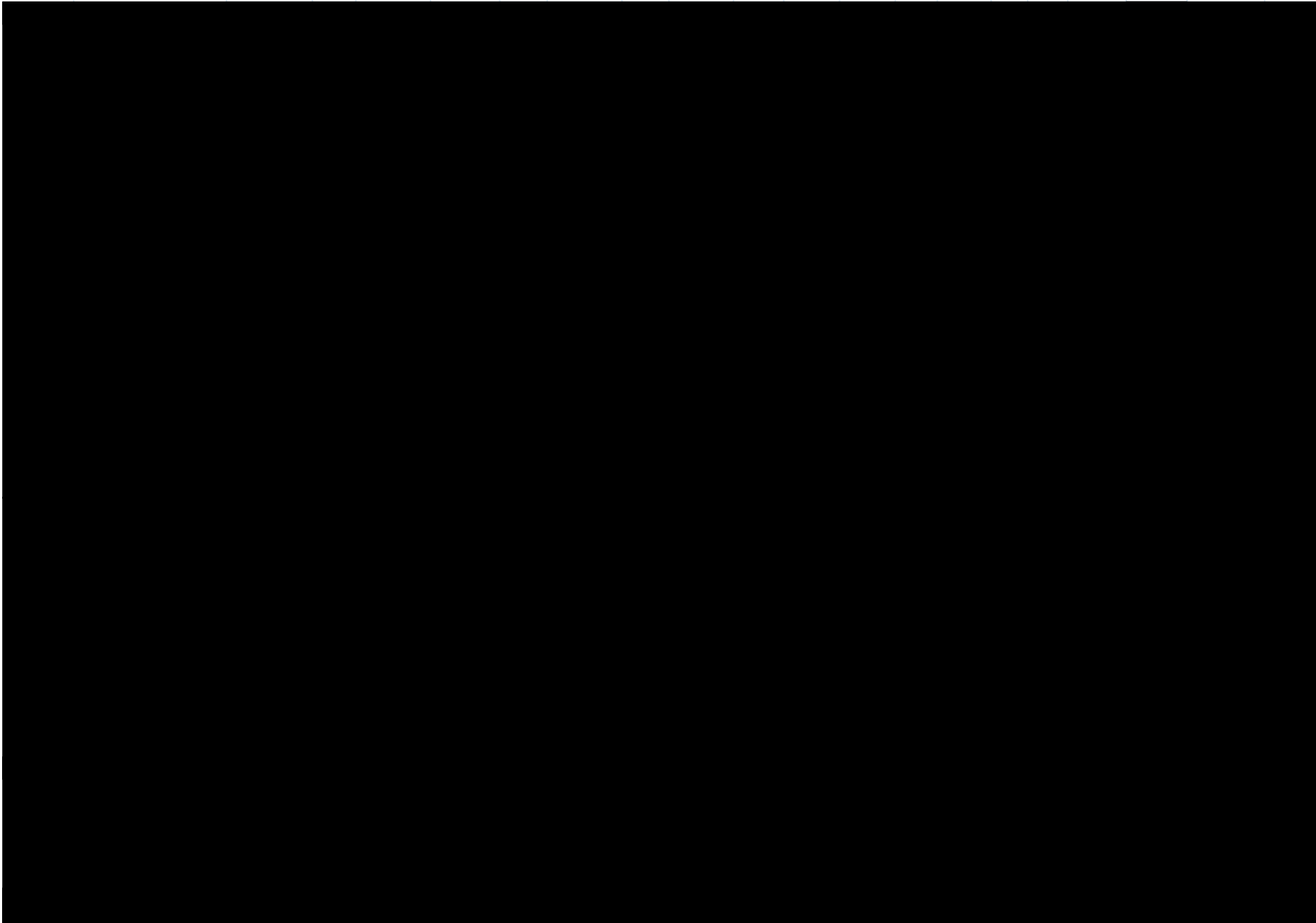
| | State | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | | | | | |
|--|-------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--|--|--|--|--|
|--|-------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--|--|--|--|--|



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| | | State | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---------|--------------|-------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| Reading | All Students | 51% | 40% | 43% | 66% | 49% | 82% | 52% | 60% | 40% | 69% | 24% | 56% | 34% | 47% | 56% | 27% | 31% | 32% | 60% |

27%



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| | State | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|--|-------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--------|---------|----------|-------------|----------|
|--|-------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--------|---------|----------|-------------|----------|



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| | | State | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|----------------------|--------------|-------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|
| Mathematics | All Students | 1% | 1% | 1% | 1% | 1% | 0% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| | CWD | 1% | 1% | 1% | 1% | 2% | 0% | 1% | 1% | 1% | 1% | 1% | - | 1% | 1% | 1% | 2% |
| | CWOD | 1% | 1% | 1% | 1% | 1% | 0% | 1% | 1% | 1% | 1% | - | 1% | 1% | 1% | 1% | 1% |
| | EL | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 2% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| | Male | 1% | 1% | 1% | 1% | 1% | 0% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | - | 2% |
| | Female | 1% | 1% | 1% | 1% | 2% | 0% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | - | 1% |
| Science | All Students | 1% | 2% | 1% | 1% | 2% | 1% | 1% | 2% | 2% | 1% | 2% | 1% | 1% | 1% | 1% | 2% |
| | CWD | 2% | 2% | 2% | 1% | 2% | 0% | 1% | 2% | 2% | 1% | 2% | - | 2% | 2% | 2% | 3% |
| | CWOD | 1% | 2% | 1% | 1% | 2% | 1% | 1% | 2% | 2% | 1% | - | 1% | 1% | 1% | 1% | 2% |
| | EL | 1% | 2% | 1% | 2% | 2% | 1% | 2% | 3% | 1% | 2% | 2% | 1% | 1% | 2% | 1% | 2% |
| | Male | 1% | 2% | 2% | 1% | 2% | 1% | 2% | 2% | 2% | 1% | 2% | 1% | 2% | 1% | - | 2% |
| | Female | 1% | 2% | 1% | 1% | 2% | 1% | 1% | 2% | 2% | 1% | 2% | 1% | 1% | 1% | - | 1% |
| SAT/ACT All Subjects | All Students | 7% | 6% | 8% | 7% | 7% | 3% | 11% | 8% | 9% | 6% | 13% | 7% | 10% | 8% | 7% | 10% |
| | CWD | 13% | 19% | 10% | 17% | * | 5% | - | 12% | 12% | 14% | 13% | - | 6% | 12% | 14% | * |
| | CWOD | 7% | 6% | 8% | 7% | 8% | 3% | 11% | 8% | 9% | 6% | - | 7% | 10% | 8% | 7% | 10% |
| | EL | 10% | 7% | 10% | 10% | 43% | 4% | - | 0% | 9% | 11% | 6% | 10% | 10% | 11% | 8% | 12% |
| | Male | 8% | 7% | 9% | 7% | 6% | 4% | 11% | 7% | 10% | 7% | 12% | 8% | 11% | 8% | - | 8% |
| | Female | 7% | 6% | 7% | 6% | 9% | 3% | 11% | 8% | 8% | 6% | 14% | 7% | 8% | - | 7% | 12% |

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities | Students with Disabilities (Section 504) |
|-------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|-----|----------------------------|--|
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Total | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Total | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Total | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| Without Educational Services | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Total | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| Under Zero Tolerance Policies | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |
| | Total | *** | *** | *** | *** | *** | *** | *** | *** | *** | | |

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| | Total |
|------------------------------------|-------|
| On the basis of race | *** |
| On the basis of disability | *** |
| On the basis of sexual orientation | *** |
| On the basis of religion | *** |

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

| | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| | | | | | | | | | | |
| | | | | | | | | | | |

| State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners | | | |
|---|-------------|----------------------------|------|
| Grade | Subject | Student Group | Rate |
| Grade 8 | Reading | Students with Disabilities | 89% |
| | | English Learners | 97% |
| | Mathematics | Students with Disabilities | 93% |
| | | English Learners | 97% |

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 academic year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; English Learners)