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 ESS	SA Goals (HS/K-1	2 & AEA)				_		
			All Students	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Curren & Former)
	Academic Pe	rformance (At Meets Gra	ade Level	or Above)									
	Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%					

State ESSA Goals (Middle Schools)												
		All	African			American		Pacific	Two or More		Special	
		Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Pe	erformance (At Meets Gra	de Level d	or Above)									
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%				

	St	tate ESSA	Goals (Ele	ementa	ry Schools	s)					
	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

(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

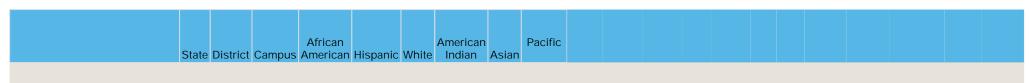
(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of 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.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)





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

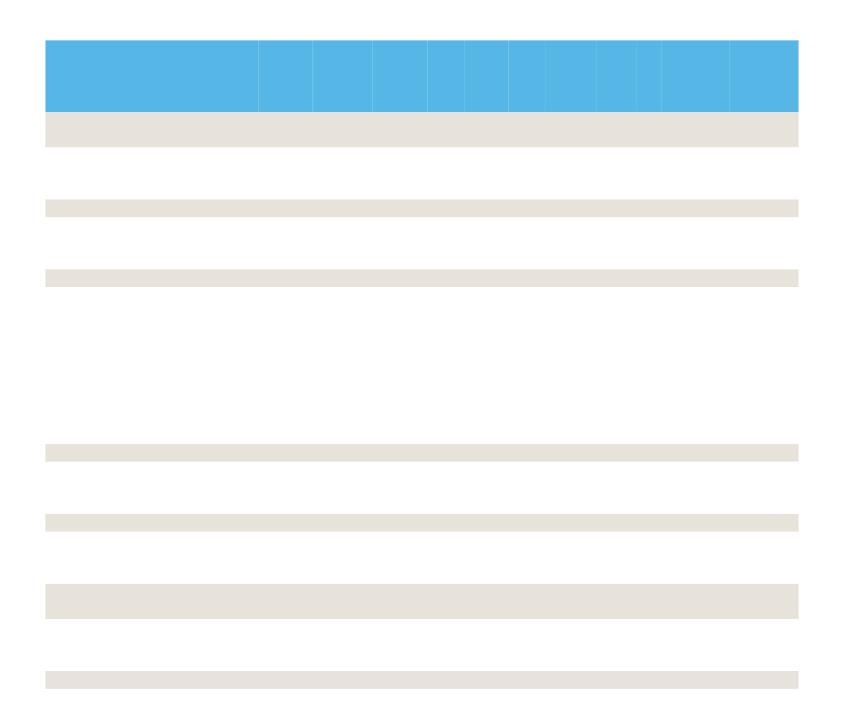
State	District				

Texas Education Agency



Texas Education Agency 2023 Federal Report Card

		Campus	African American	Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	5%	6%	5%	7%	-	0%	-	*	4%	10%	7%	5%	5%	5%	6%	*
	CWD	7%	10%	7%	*	-	-	-	-	6%	11%	7%	-	7%	4%	12%	-
	CWOD	5%	5%	5%	7%	-	0%	-	*	3%	10%	-	5%	5%	5%	5%	*
	EL	5%	0%	5%	0%	-	0%	-	-	3%	11%	7%	5%	5%	4%	5%	-
	Male	5%	3%	5%	7%	-	0%	-	*	3%	10%	4%	5%	4%	5%	-	*
	Female	6%	9%	6%	6%	-	0%	-	*	4%	10%	12%	5%	5%	-	6%	



	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II)

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	20.3	

	State Number of ALT2	State Rate of ALT2	Number		Campus Number of ALT2	Campus Rate of ALT2
Reading	6,168	1%	87	2%	-	-
Mathematics	6,162	2%	87	2%	-	-
Science	6,163	1%	87	2%	-	-
End of Course						
English I	6,032	1%	78	1%	7	1%
English II	5,771	1%	67	1%	10	2%
Algebra I	6,015	1%	78	1%	9	1%
Biology	6,041	1%	80	1%	*	1%
All Grades						
All Subjects	117,761	1%	1,550	1%	30	1%
Reading	52,275	1%	682	1%	17	1%
Mathematics	46,462	2%	615	2%	9	1%
Science	19,024	1%	253	1%	*	1%

⁻ Indicates there are no students in the group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

	State Level: 2022 Percentages at NAEP Achievement Levels										
		% Below Basic						% At Advanced			
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9	
		Black	51	56	49	44	19	17	3	3	
		Hispanic	52	50	48	50	20	21	3	4	
		White	26	27	74	73	44	42	10	11	
		American Indian	*	57	*	43	*	18	*	3	
		Asian	8	17	92	83	71				

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners								
Grade	Subject	Student Group	Rate					
Grade 4	Reading	Students with Disabilities	89%					
		English Learners	95%					
	Mathematics	Students with Disabilities	87%					
		English Learners	95%					
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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	CWD	EL
In-State Public Institutions	23%	*	23%	-	-	*	-	*	22%	13%	18%
In-State Private Institutions	3%	*	3%	-	-	-	-	-	4%	-	3%
Out-o85/28estitutionions	*	*	*	*	-	-	-	-	*	*	

