

# Texas Education Agency 2021 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;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

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

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;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

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;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

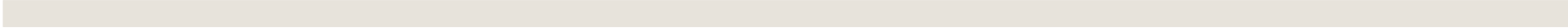
On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

## Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 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)

	State	African American	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Percent at Approaches Grade																
All Students	67%				67%	75%	56%	82%	42%	70%	54%	64%	70%	44%	50%	78%
CWD	42%				45%	50%	34%	58%	42%	30%	42%	42%	25%	11%	32%	53%
CWOD																





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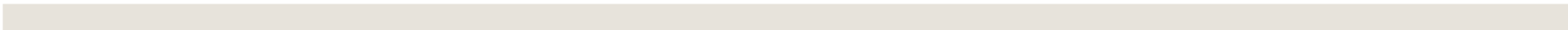
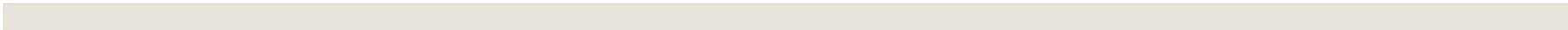
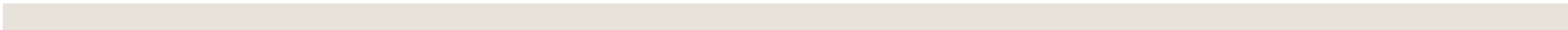
	State				
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State	African American	Hispanic	White	American Indian				
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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
846,980	118,815	14%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- € Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American	



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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
Female	12%	15%	13%	8%	11%	12%	15%	12%	13%	10%	14%	12%	11%	-	12%	22%

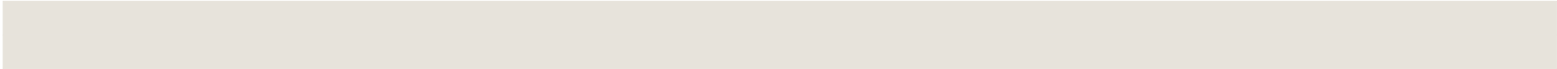


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	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races		Students with Disabilities	Students with Disabilities (Section 504)
Male	230,140	<b>48,487</b>	116,737	54,806	789	3,239	309	5,773	34,810		
Female											

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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	32,759	10,031	14,623	7,084	93	136	15	777	5,798		14,564
Female	8,829	3,135	3,971	1,467	23	29					



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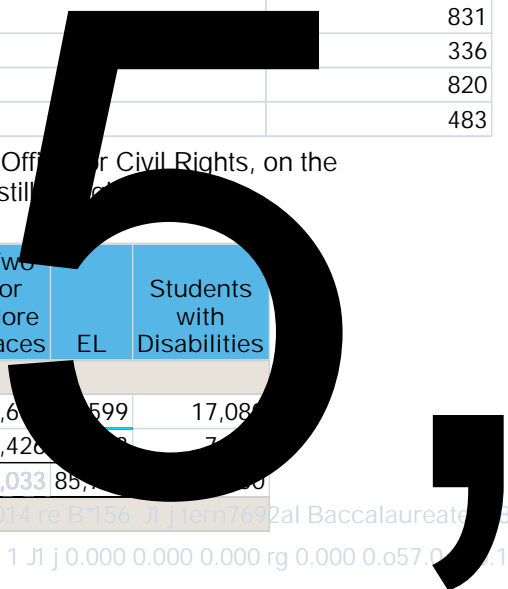
	Total
[Redacted]	49,992
[Redacted]	569
[Redacted] explosive device	524
Incidents of threats of physical attack without a weapon	7,091
Incidents of possession of a firearm or explosive device	219
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	1,628
On the basis of race	831
On the basis of disability	336
On the basis of sexual orientation	820
On the basis of religion	483

Part (viii)(1) [Redacted] school districts to the Office for Civil Rights, on the number of [Redacted] secondary credit while still [Redacted]

[Large redacted area covering the middle section of the report card]

	Pacific Islander	Two or More Races	EL	Students with Disabilities
	156	2,600	599	17,080
	146	2,420	599	17,080
	9,031	302	5,033	85,700

Accelerated Coursework 0894 re [Redacted] 224 19555 15796 014 re B 156 J1 j tern7692al Baccalaureate 3 19  
 Advance Placement Male Co57.0.14 re B\* d 1 J1 j 0.000 0.000 0.000 rg 0.000 0.057.0 .14 w



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Part (ix): Teacher Quality Data

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

	State Number of ALT2	State Rate of ALT2
Reading	4,586	1%
Mathematics	4,581	1%





