

Texas Education Agency
2022 Federal Report Card
State

Part (i): Description of State Accountability System

Part (i)(I)

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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-12 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, AEAs, and Districts	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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		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
Mathematics	All Students	39%	25%	33%	52%	36%	78%	40%	44%	30%	52%	20%	41%	24%	38%	40%	26%	22%	22%	43%
	CWD	20%	16%	19%	24%	16%	48%	18%	20%	18%	26%	20%	-	14%	22%	18%	11%	15%	22%	22%
	CWOD	41%	27%	34%	56%	39%	79%													



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	69	65	68	70	66	86	72	70	67	60	68
CWD	60	56	60	60	57	73	65	60	58	60	59
CWOD	71	67	70	71	68	86	72	71	68	-	69
EL •	68	70	67	70	63	80	68	70	68	59	68
Male	68	63	67	69	65	86	71	70	66	60	67
Female	70	67	69	71	68	85	72	70	68	60	69

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL •	Homeless •	Foster Care •
Federal Graduation Rates													
4-year Longitudinal Cohort													

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- 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 the other indicators of 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 Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	36	41	59	46	75	47	54	39	25	33
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	47%	60%	71%	58%	84%	51%	63%	56%	64%	47%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N	N	N	N	N	N	N	N



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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)
Without Disabilities												
Suspensions												
	Male	229,193	48,262	116,161	54,708	784	3,229	303	5,746	34,678		
	Female	115,387	28,132	61,610	21,354	370	972	168	2,781	15,119		
	Total	344,580	76,394	177,771	76,062	1,154	4,201	471	8,527	49,797		
Out-of-School Suspensions												
18,082	Male	102,899	28,843	54,512	15,888	303	1,147	95	2,111	18,082		
327	Female	53,827	18,233	27,888	6,088	135	327					
	Total	156,726	47,076	82,394	21,976	438	1,474	95	2,111	18,082		

27,888



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	Total
Incidents of physical attack or fight without a weapon	49,296
Incidents of threats of physical attack with a weapon	568
Incidents of threats of physical attack with a firearm or explosive device	524
Incidents of threats of physical attack without a weapon	7,026
Incidents of possession of a firearm or explosive device	218
Allegations of Harassment or bullying	
On the basis of sex	1,622
On the basis of race	812
On the basis of disability	331
On the basis of sexual orientation	818
On the basis of religion	483

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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 credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	56,975.0	14.6%	13,481.3	17.0%	13,630.6	11.8%
Teachers Teaching with Emergency or Provisional Credentials						

State Level: 2022 Percentages at NAEP Achievement Levels									
					% Below Basic	% At or Above Basic			

State Level:
2022 NAEP Participation Rates for Students with
Disabilities and English Learners

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