

# I. STATE DETERMINED PERFORMANCE LEVELS

## B: State Determined Performance Levels (SDPL) Form

State Name: Texas

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Indicators	Baseline Level <sup>11</sup>	Performance Levels				
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25
Secondary Indicators						
1S1: Four-Year Graduation Rate	97.02%	97.02%	97.02%	96.72%	96.72%	96.72%
1S2: Extended Graduation Rate	98.15%	N/A	N/A	98.10%	98.10%	98.10%
2S1: Academic Proficiency in Reading Language Arts	58.13%	58.13%	58.13%	Baseline Year	Year 2	TBD
2S2: Academic Proficiency in Mathematics	47.27%	47.27%	47.27%	Baseline Year	Year 2	TBD
2S3: Academic Proficiency in Science	59.62%	59.62%	59.62%	Baseline Year	Year 2	TBD
3S1: Post-Program Placement	71.21%	71.21%	71.21%	40.99%	40.99%	40.99%
4S1: Non-traditional Program Concentration	49.68%	49.68%	49.68%	16.76%	16.76%	16.76%
5S1: Program Quality – Attained Recognized Postsecondary Credential	8.16%	8.16%	8.16%	30.90%	30.90%	30.90%
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other <sup>12</sup>	31.91%	31.91%	31.91%	23.39%	23.39%	23.39%

Post Secondary Indicators						
1P1: Post-Program Placement	82.8%	83.0%	83.2%	83.4%	83.6%	83.8%
2P1: Earned Recognized Postsecondary Credential	50.6%	50.8%	51.0%	51.2%	51.4%	51.6%
3P1: Non-traditional Program Concentration	16.7%	17.0%	17.1%	17.2%	17.3%	17.4%

In program year 2020-21, the Texas Education Agency changed how the CTE status for secondary students was reported to TEA by implementing auto-coding based on district-reported student course information. The SDPLs for secondary indicators reported in Texas 2020-21 through 2023-24 State Plan were based on baselines and calculations using the district self-reported CTE status indicators, which may not be as reliable as the auto-coded CTE status. Texas has adjusted the SDPLs to reflect the CTE auto-coded status indicators based on the average of program years 2020-21 and 2021-22 actual performance levels with an expectation of 0.1% increase from this average. Starting in program year 2024-25 for the revised state plan, for each additional year, meaningful progress is defined as an increase by 0.1% per Text Box 8 requirements (aa), (bb), (ee), and (ff).

In accordance with requirement (dd), Texas has compared itself with other states and has adjusted the SDPLs for 3S1, 4S1, and 5S1. Texas 3S1 adjusted SDPL is lower than other states due to timing of the availability of workforce unemployment insurance data to the agency. To ensure meaningful progress based on accurate data for use of 3S1 by districts, Texas uses workforce data from the second quarter after program exit, i.e., quarter 4 (October – December) after the program year. Complete data for 3S1 is not available for CAR submission and thus Texas reports lower rates of placement than other states reflected in the 2022-23 new calculation. Starting in fiscal year 2022-23, Texas will align its 4S1 non-traditional indicator by students' concentration in a program of study rather than attributing non-traditional students by completion of a related course. This change results in fewer students as non-traditional, and this decline is reflected in the 2022-23 new calculation. Finally, the list of industry-based certifications expanded in PY 2020-21 and districts have increased the reporting of certifications earned by students, so 5S1 SDPL has been increased to reflect this change.

Baselines will be established for secondary core indicators 2S1, 2S2, and 2S3 using fiscal year 2022-23 information. New SDPLs will be determined in 2024-2025 based upon two available years of data with change reflected. In accordance with House Bill 3906 of the 86th Texas Legislature, the State of Texas Assessments of Academic Readiness (STAAR) underwent a redesign to add new question types, cross-curricular passages, and evidence-based writing. The first year of the redesigned STAAR implementation was 2022-23.