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.

(bb) the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming 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 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

(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. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - 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. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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 types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 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 2021-22 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

Texas Education Agency



			African			American		Pacific				
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander				

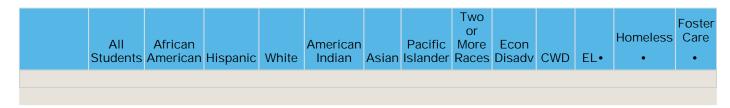
	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	79	60	80	*	-	*	-	*	80	44	71
Mathematic	S										
All Students	79	55	80	89	-	-	-	-	79	68	73
CWD	68	*	70	*	-	-	-	-	68	68	62
CWOD	81	56	81	100	-	-	-	-	80	-	75
EL•	73	*	73	*	-	-	-	-	73	62	73
Male	80	50	81	*	-	-	-	-	79	67	73
Female	78	*	79	83	-	-	-	-	79	70	74

- 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.



Total		
EL in	Proficiency	Rate of
Class	of EL	Proficiency
528	99	19%

- 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		American Indian		Pacific Islander	Two or More Races		CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)												
33 33	STAAR Component Score	44	39	44	57	*	*	-	33	44	25	33
	School Quality (College, Career, and Military Readiness Performance)											
	%Students meeting CCMR	70%	50%	71%	67%	*	-	-	*	70%	64%	57%

- Indicates there are no students in the group.

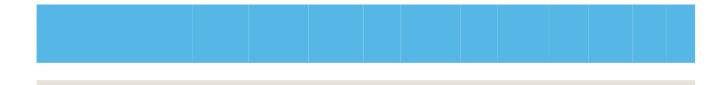
* Indicates results are masked due to small numbers to protect student confidentiality.

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	, RG 00).894 rg 0.8	08 0.855 0.894 RG 0. ⁻	14 w р d 1 Л
	· · · · · ·												

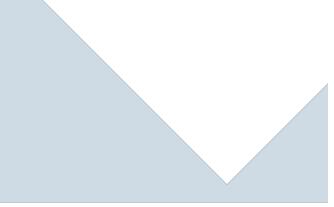
Texas Education Agency 2022 Federal Report Card



		Campus	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	E
All Subjects	All Students	1%	0%	1%	3%	*	*	-	*	1%	
	CWD	2%	0%	2%	8%	-	-	-	-	2%	
	CWOD	1%	0%	1%	2%	*	*	-	*	1%	
	ΈL	0%	* *	0%	0%	*	-	-	-	1%	
	lale	1%									

		WOD	EL	Male	Female	Migrant
	6	1%	0%	1%	0%	0%
	2%	-	2%	3%	1%	-
%	-	1%	0%	1%	0%	0%
)%	2%	0%	0%	1%	0%	*

0



	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	61
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	1
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

		Total students	African American	Hispanic		Indian or Alaska Native	Asian	Pacific Islander			Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	133	2	129	2	0	0	0	0	4	1
	Female	166	2	162	2	0	0	0	0	2	0
	Total	299	4	291	4	0	0	0	0	6	1

- Indicates there are no data available in the group.

-3 Indicates skip logic failure.

- -8 Indicates EDFacts missing data.
- -9 Indicates not applicable / skipped.
- -11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

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 So	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.5	9.3%
Teachers Teaching with Emergency or Provisional Credentials	4.0	3.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	23.6	20.3%

- Indicates there are no data available in the group.

Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2023.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State				
				Campus	
Number	of	Number	Rate of	Number	
of ALT2	ALT2	of ALT2	ALT2	of ALT2	

State Level: 2022 Percentages at N	State Level: 2022 Percentages at NAEP Achievement Levels											
	% % % At or At or											
	9	6	At	or	At	or						
	Bel	OW	Abo	ove	Ab	ove icient						
	Ba	sic	Ba	sic	Profi	cient						

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

								Two			
								or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Chronic Absenteeism Rate											