

Texas Education Agency
2022 Federal Report Card
GREEN VALLEY EL (101910105) - GALENA PARK ISD - HARRIS COUNTY

Part (i): Description of State Accountability System

Part (i)(I)

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(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)







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		State	District	Campus	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
All Subjects	All Students	22%	19%	14%	8%	16%	35%	-	*	-	*	14%	14%	4%	15%	18%	12%	16%	*	6%	*	-
	CWD	9%	5%	4%	3%	5%	-	-	-	-	-	4%	-	4%	-	0%	6%	0%	*	*	-	-
	CWOD	24%	21%	15%	9%	17%	35%	-	*	-	*	15%	14%	-	15%	19%	14%	17%	-	7%	*	-
	EL	12%	16%	18%	-	17%	*	-	*	-	-	18%	14%	0%	19%	18%	16%	21%	-	0%	-	-
	Male	21%	18%	12%	4%	14%	60%	-	*	-	-	13%	5%	6%	14%	16%	12%	-	*	0%	*	-
	Female	23%	20%	16%	11%	18%	27%	-	-	-	*	15%	32%	0%	17%	21%	-	16%	-	8%	-	-
Reading	All Students	25%	19%	19%	12%	20%	57%	-	*	-	*	18%	21%	6%	20%	22%	17%	21%	*	13%	*	-
	CWD																					

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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
203	17	8%

- 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)

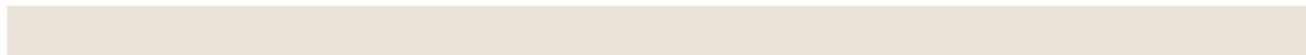
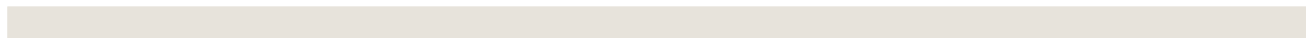
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	36	23	41	63	-	*	-	*	35	9	43
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
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Part (vi): Goal Meeting Status

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





with
or

	Total students	African American	Hispanic	White	Native American or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)
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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	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

- Indicates there are no students in the group.

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

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 or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4										

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26		

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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)

