Part (i): Description of State Accountability System Part (i)(I)

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

by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from eeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), and F (0-59) and further used to differentiate all public schools. tes/default/files/chapter-4-2022-closing-the-gaps-domain.pdf

by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the ain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for t and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support ). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years ion.

by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I losing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final t and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall tified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas campuses fell in the bottom five percent for each school type. Next, TEA rank orders the overall scaled scores for all wide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent le I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types identified for CSI.

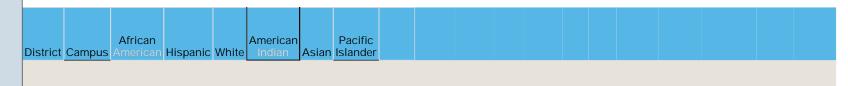
and names of all public schools in the State identified by the State for comprehensive support and improvement or support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the comprehensive Support and Improvement Schools Targeted Support and Improvement Schools and Additional Targeted

eria established by the State, including the length of years established. Campuses that do not rank in their school types the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI

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#### hievement by Proficiency Level

nformation on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



State				

		State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	21%	27%	25%	28%	26%	-	30%	-	57%	28%	24%	11%	29%	25%	24%	32%	*	13%	*	-
	CWD	9%	7%	11%	8%	11%	29%	-	-	-	*	8%	24%	11%	-	9%	11%	11%	*	0%	*	-
	CWOD	21%	22%	29%	28%	30%	26%	-	30%	-	67%	30%	25%	-	29%	27%	26%	33%	*	17%	*	-
	EL	12%	18%	25%	-	24%	*	-	*	-	*	25%	19%	9%	27%	25%	23%	27%	*	20%	-	
	Male	21%	21%	24%	25%	24%	19%	-	20%	-	*	24%	22%	11%	26%	23%	24%	-	*	13%	*	-
	Female	19%	20%	32%	26%	34%	38%	-	40%	-	*	32%	28%	11%	33%	27%	-	32%	*	11%	*	-
Science	All Students	20%	16%	11%	8%	12%	17%	-	50%	-	25%	11%	15%	2%	12%	4%	11%	11%	*	0%	0%	*
	CWD	8%	4%	2%	5%	1%	0%	-	-	-	-	3%	0%	2%	-	0%	2%	2%	-	*	*	
	CWOD	22%	18%	12%	9%	13%	21%	-	50%	-	25%	12%	17%	-	12%	5%	13%	12%	*	0%	*	*
	EL	7%	11%	4%	-	4%	*	-	*	-	*	4%	4%	0%	5%	4%	4%	5%	*	0%	-	*
	Male	22%	17%	11%	9%	12%	14%	-	*													

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	72	74	71	61	*	86	-	*	72	61	66
Mathematic	S										
All Students	80	83	80	57	-	*	-	*	80	52	76
CWD	52	44	56	50	-	-	-	-	49	52	45
CWOD	84	90	84	59	-	*	-	*	84	-	80
EL•	76	-	76	*	-	*	-	*	74	45	76
Male	75	79	74	64	-						

Maic

Total		
EL in	Proficiency	Rate of
Class	of EL	Proficiency
1,132	177	16%

- 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	African	Hiononio	\\/\b:to	American	Aciem	Pacific	Two or More	Econ	CMD	FI
Students American Hispanic White Indian Asian Islander Races Disadv CWD EL Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	42	42	40	*	73	*	54	42	23	29
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	80%	76%	81%	81%	*	100%	*	71%	78%	77%	71%

- 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		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status	S										
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Υ	Υ	N					Υ	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%



	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	151
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	11
Incidents of possession of a firearm or explosive device	1
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

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
-	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	575	120	405	30	0	14	0	6	12	1
	Female	681	150	459	42	1	22	0	7	21	0
	Total	1,256	270	864	72	1	36	0	13	33	1
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

		Total students	African American	Hispanic		Indian or Alaska Native		Pacific Islander			Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	195	30	145	13	0	6	0	1	2	4
	Female	315	61	230	16	1	3	0	4	6	1
	Total	510	91	375	29	1	9	0	5	8	5

- 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	36.6	12.0%	
Teachers Teaching with Emergency or Provisional Credentials	15.8	5.6%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	66.2	23.4%	

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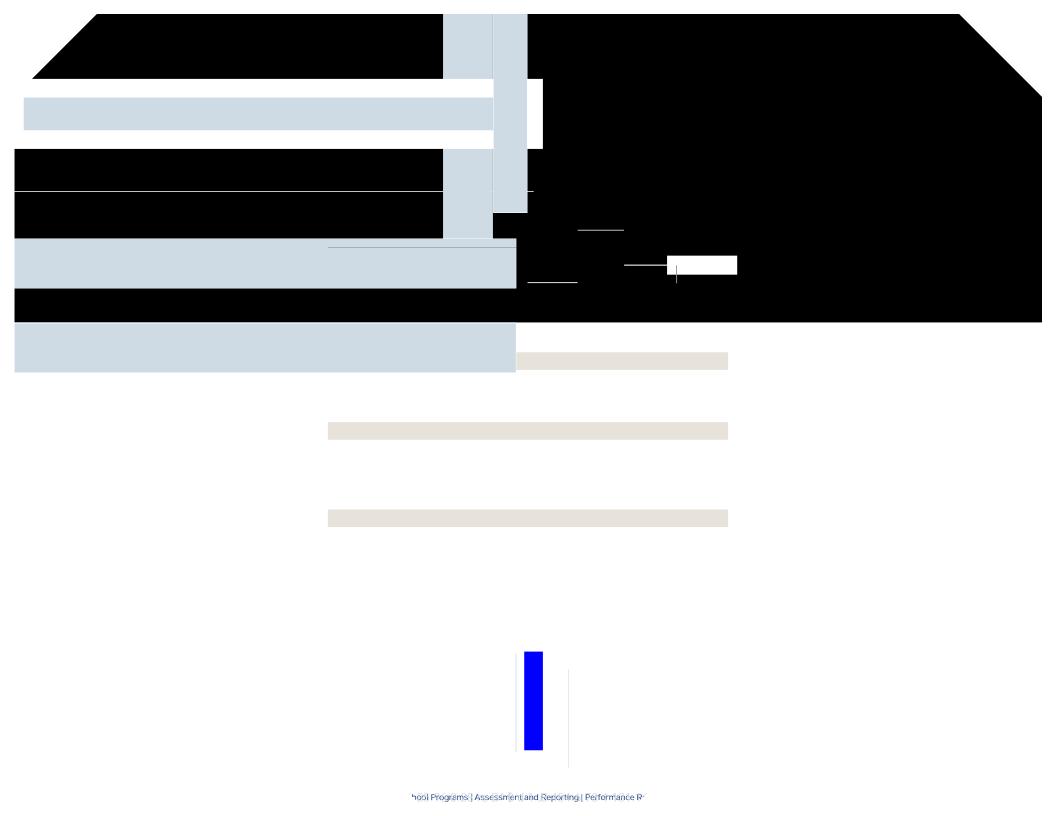
#### Part (x): Per-pupil Expenditure

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.

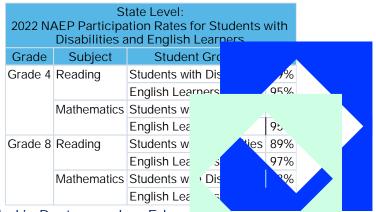
### Part (xi): STAAR Alternate 2 Participation

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 Level: 2022 Percentages at NAEP Achievement Levels											
			Bel	6 ow sic			% At Advanced				
Grade	Subject	5	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian		10	14	90	86	57	58	27	27
		Pacific	Islander	*	50	*	50	*	17	*	5
			More Races	26	37	74	63	30	28	3	7
			49	54	51	46	15	13	2	2	
		ts with Disabilities	81	77	19	23	4	5	n/a	1	
	English Language Learners				76	40	24	8	4	1	n/a

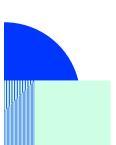
<sup>\*</sup> Indicates reporting standards not met.n/a Indicates data reporting is not applicable for this group.



#### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Educa

Students

This section provides information on the cohort rate at which students who graduation in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in a stsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)



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	14%	13%	14%	20%	15%	4%	*	28%	14%	21%	16%

<sup>-</sup> Indicates there are no students in the group.

<sup>\*</sup> Indicates results are masked due to small numbers to protect student confidentiality.