

Part (i): Description of State Accountability System

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[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

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Texas Education Agency
2023 Federal Report Card
JACINTO CITY EL (101910106) - GALENA PARK ISD - HARRIS COUNTY

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-12s; 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, and AEAs	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.

Texas Education Agency
2023 Federal Report Card
JACINTO CITY EL (101910106) - GALENA PARK ISD - HARRIS COUNTY

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

(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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's





Texas Education Agency
 2023 Federal Report Card
 JACINTO CITY EL (101910106) - GALENA PARK ISD - HARRIS COUNTY

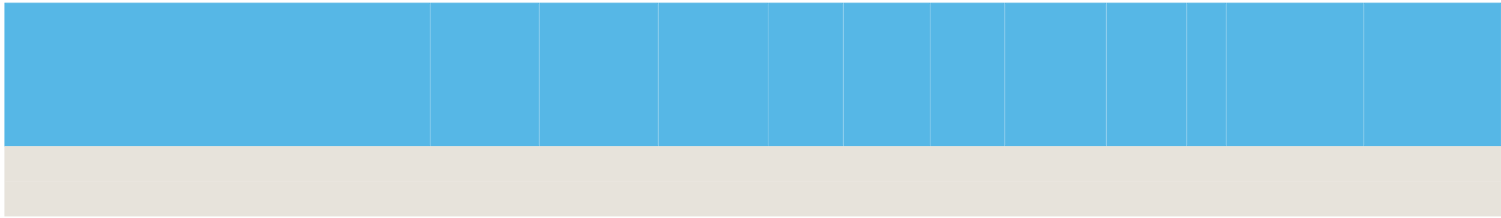
		State Dis	African	American	Pacific	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	For
Mathematics	All Students	18%					22%	27%	2%	26%	19%	27%	18%	-		
	CWD	8%					0%	*	2%	-	0%	0%	6%	-		
	CWOD	20%					26%	28%	-	26%	22%	33%	20%	-		
	EL	11%					19%	14%	0%	22%	19%	22%	16%	-		
	Male	20%		11%			27%	26%	0%	33%	22%	27%	-			
	Female	16%		*			17%	29%	6%	20%	16%	-	18%			
Science	All Students	17%	15%	*			13%	24%	0%	17%	10%	21%	8%			

Texas Education Agency
 2023 Federal Report Card
 JACINTO CITY EL (101910106) - GALENA PARK ISD - HARRIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	70	85	69	-	-	-	-	-	66	66	63
Female	73	*	72	*	-	-	-	-	73	78	69

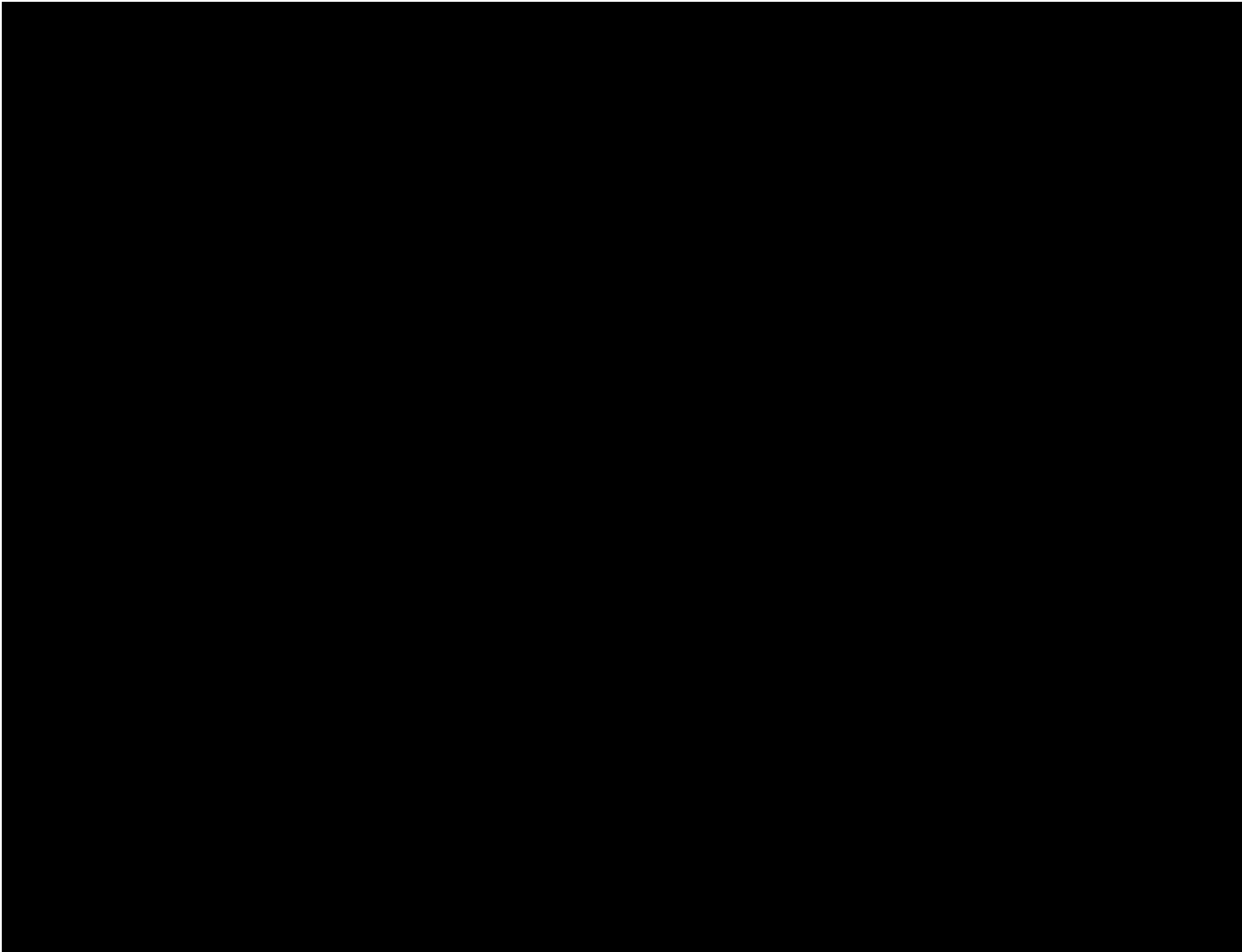
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Texas Education Agency
2023 Federal Report Card
JACINTO CITY EL (101910106) - GALENA PARK ISD - HARRIS COUNTY

	Total
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations	



Campus
Rate of
ALT2

-

-

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State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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 2021-22 school year. (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
Chronic Absenteeism Rate	15%	17%	15%	0%	*	-	-	-	15%	18%	11%

- Indicates there are no students in the group.

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