Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

			5	State ESS/	A Goal	5						
		All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races		Special Educ	EL (Curren & Former)
Academic Pe	erformance (At Meets Gra	de Level	or Above)									
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation F	Rate: 4-Year Longitudinal	Rate Δ										
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

△ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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, AEAs, and Districts	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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)

											Two											
											or		Non									
					African			American		Pacific		Econ	Econ								Foster	
	2	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Per	rcent at Approa	aches	Grade L	_evel or A	bove																	
Grade 3																						

											Two											
											or		Non									
		State	District	Compus	African American	Hispanic	White	American		Pacific Islander		Econ Disadv	Econ	CWD	CWOD	EI	Malo	Fomalo	Migrapt	Homeless	Foster	
Reading	All Students			57%	36%	58%	vviiite	Inulan	ASIAII	ISIAIIUEI	Races	56%	64%				65%		wigran	*	Care	winnary
Iteduling	CWD	52%		60%		56%				_	_	56%	*	60%	5070		67%			_		
	CWOD	80%		56%		58%			*		*	56%	60%		56%		65%			*		
	EL	66%		50%		50%					_	51%	40%				55%	47%		_		
	Male	74%		65%		64%			*	_	*	59%	100%				65%			*		
	Female	78%		51%		55%	_			_	_	54%	20%	_		47%		51%	_	_	_	
Mathematics	All Students			59%		60%	_	_	*	_	*	56%	82%				65%	54%	_	*	_	
Mathematics	CWD	46%		50%		44%	_			_		44%	*	50%	- 00	3370				_	_	
	CWOD	74%		60%		62%	_		*	_	*	57%	80%		60%		65%	56%	_	*	-	
	EL	64%		59%		59%	_			_	_	57%	80%				65%	56%	_	_	_	
	Male	72%		65%		67%	_		*	_	*	59%	100%				65%	5070		*		
	Female	68%		54%		57%				_	_	54%	60%			56%		54%		_		
Grade 4	remaie	00 /0	4070	J470	5570	5770			_			5470	0070		5070	5070	_	5470				
Reading	All Students	76%	59%	68%	58%	69%	_	_	*	_	-	69%	57%	0%	74%	64%	61%	78%	_	*	*	
reduing	CWD	48%		0%		0%	_			_		0%	*	0%	7470	*	0%			_	*	<u> </u>
	CWOD	81%		74%		75%			*	_		75%	67%		74%	68%	70%			*		
	EL	66%		64%		64%				_		66%	*				54%	76%		_	*	
	Male	73%		61%		61%	_		*	_		61%	*	0%			61%			*	*	
	Female	79%		78%		81%						81%	*			76%		78%		_		
Mathematics	All Students			70%		76%			*	_		73%	57%	29%			67%	78%		*	*	
Mathematics	CWD	42%		29%		40%						33%	*	29%	7070	*				_	*	
	CWOD	73%		76%		79%	_		*	_	_	76%	67%		76%	88%	72%	80%	_	*	_	
	EL	63%		87%		87%	_			_	_	88%	*				89%	84%	_	_	*	
	Male	70%		67%		76%	_		*	_		70%	*	33%			67%			*	*	
	Female	67%		78%		77%	_			_	_	78%	*			84%		78%	_	_	_	
Grade 5	remaie	07 70	4070	7070	0070	7770						7070			0070	0470		7070				
Reading	All Students	80%	65%	78%	50%	82%	*	_	*	-	-	80%	63%	40%	81%	80%	75%	85%	_	_	-	
rteading	CWD	50%		40%		*	_	_		_	-	40%		40%	-	*	*	*	_	_	-	_
	CWOD	85%		81%		84%	*	_	*	_	-	83%	63%		81%	83%	77%	88%	_	_	-	
	EL	71%		80%		80%	_	_	*	_	-	82%	67%				72%		_	_	-	
	Male	77%		75%		76%	*	_		_	_	77%	57%				75%		_	_	-	
	Female	83%		85%		92%	_		*	_	_	85%	*			90%		85%	_	_	_	
Mathematics	All Students			85%		88%	*	_	. *	_	_	86%	75%				84%		_	_	_	
matricinates	CWD	50%		40%		*	_	_		_	_	40%		40%		3270		*	_	_	_	
	CWOD	80%		88%		90%	*		*	_	_	89%	75%		88%	94%	85%	92%	_	_	_	
	EL	70%		92%		92%	_		*	_	_	93%	83%				90%	95%		_	_	
	Male	75%	60%	92 % 84%		92 % 86%	-			_	-	86%	71%				84%	5570		_	_	<u> </u>
	Female	76%		85%		92%			*	-	-	85%	/ 1 /0			90%		- 85%		_	-	<u> </u>
	remaie	/0/0	5770	0570		5270	-	-		-	-	0.570			92 70	5570	-	0570	-		-	

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											or		Non									
		Chata	District	Comput	African American	Llienonie	White	American		Pacific	More	Econ	Econ	CWD	CWOD		Mala	Famala	Minuset	Hemologe	Foster	
Science	All Students			55%	20%	61%		ingian	ASIAN *	Islander	Races	56%	50%				61%	44%	Migrant	Homeless	Care	wintary
Science	CWD	40%		40%	20%	*		-		-	-	40%	50%	40%	50%	5270	*	4470	-	-	-	
	CWOD	40 <i>%</i>		40 % 56%	22%	61%	-	-	-	-	-	40% 57%	- 50%	40 %	56%	51%	63%	44%	-	-	-	
	EL	52%		52%	2270	53%			*			52%	50%	*			59%	43%				
	Male	67%	42%	61%	- 25%	67%			_			61%	57%	*			61%	4570				
	Female	63%	37%	44%	*	50%			*			46%	*			43%		44%		_	_	
STAAR Per	cent at Meets					5070						1070			1170	10 /0		1170				
Grade 3		Giuu		715070																		
Reading	All Students	50%	29%	29%	18%	31%	-	-	*	-	*	27%	45%	20%	30%	25%	38%	24%	-	*	-	_
licating	CWD	30%		20%	*			-	-	-	_	22%	*		-		17%	*	_	_	_	
	CWOD	54%		30%	20%	32%		_	*	_	*	28%	50%		30%		41%	24%	_	*	-	_
	EL	37%	24%	25%	-	25%		_	-	_	_	24%	40%	*			40%	17%	_	_	-	_
	Male	49%		38%	20%	42%		-	*	-	*	32%		17%			38%	-	-	*	-	-
	Female	52%		24%	17%	25%		-	-	-	-	24%	20%	*		17%		24%	-	-	-	-
Mathematics	All Students	42%	23%	28%	0%	31%	-	-	*	-	*	27%	36%	10%			30%	27%	-	*	-	-
	CWD	27%		10%	*	11%		-	-	-	-	11%	*		-		17%	*	-	-	-	-
	CWOD	45%	23%	30%	0%	34%	-	-	*	-	*	29%	40%	-	30%	27%	32%	29%	-	*	-	-
	EL	35%	21%	25%	-	25%	-	-	-	-	-	27%	0%	*	27%	25%	15%	31%	-	-	-	-
	Male	45%	25%	30%	0%	33%	-	-	*	-	*	26%	50%	17%	32%	15%	30%	-	-	*	-	-
	Female	39%	21%	27%	0%	30%	-	-	-	-	-	28%	20%	*	29%	31%	-	27%	-	-	-	-
Grade 4																						
Reading	All Students	53%	34%	49%	50%	49%	-	-	*	-	-	49%	57%	0%	54%	42%	37%	67%	-	*	*	-
	CWD	29%	19%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	57%	36%	54%	60%	52%	-	-	*	-	-	53%	67%	-	54%	44%	42%	69%	-	*	-	-
	EL	41%	29%	42%	-	42%	-	-	-	-	-	42%	*	*	44%	42%	21%	64%	-	-	*	-
	Male	51%	31%	37%	43%	34%	-	-	*	-	-	35%	*	0%	42%	21%	37%	-	-	*	*	-
	Female	55%	36%	67%	60%	68%	-	-	-	-	-	69%	*	*	69%	64%	-	67%	-	-	-	-
Mathematics	All Students	42%	22%	51%	25%	54%	-	-	*	-	-	53%	29%	0%	55%	64%	49%	53%	-	*	*	-
	CWD	25%	17%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	*	-
	CWOD	45%	23%	55%	30%	58%	-	-	*	-	-	57%	33%	-	55%	68%	56%	54%	-	*	-	-
	EL	34%	23%	64%	-	64%	-	-	-	-	-	66%	*	*	68%	64%	64%	64%	-	-	*	-
	Male	45%	24%	49%	14%	54%	-	-	*	-	-	50%	*	0%	56%	64%	49%	-	-	*	*	-
	Female	38%	20%	53%	40%	55%	-	-	-	-	-	56%	*	*	54%	64%	-	53%	-	-	-	-
Grade 5																						
Reading	All Students	57%	38%	55%	10%	62%	*	-	*	-	-	57%	38%	40%	56%	60%	47%	70%	-	-	-	-
	CWD	29%	20%	40%	*	*	-	-	-	-	-	40%	-	40%	-	*	*	*	-	-	-	-
	CWOD	61%	40%	56%	11%	63%	*	-	*	-	-	58%	38%	-	56%	63%	48%	72%	-	-	-	-
	EL	43%	34%	60%	-	59%	-	-	*	-	-	61%	50%	*	63%	60%	52%	71%	-	-	-	-
	Male	53%	33%	47%	13%	55%	*	-	-	-	-	50%	29%	*	48%	52%	47%	-	-	-	-	-

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											or	_	Non									
		State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	Econ Disady	CWD	CWOD	FI	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	60%		•		75%	-	-	*	-	-	69%	*		72%			70%	-	-	-	
5	All Students					64%	*	_	. *	_	-	61%	38%	20%			53%			_	-	
	CWD	25%				*	-	-		-	-	20%	-	20%		*	*		-	-	-	
	CWOD	50%				66%	*	-	. *	-	-	65%	38%			71%	54%	76%	-	-	-	
	EL	38%				67%	-	-	. *	-	-	70%	50%				59%		-	-	-	
	Male	48%	30%	53%	38%	57%	*	-	· _	-	-	55%	43%	*	54%	59%	53%	-	-	-	-	
	Female	46%	26%	70%	*	75%	-	-	. *	-	-	73%	*	*	76%	81%		70%	-	-	-	
Science	All Students	38%	15%	24%	10%	27%	*	-	. *	-	-	26%	13%	20%			29%	15%	-	-	-	
	CWD	23%	16%	20%	*	*	-	-	. _	-	-	20%	-	20%	-	×	*	*	-	-	-	
	CWOD	40%	15%	25%	11%	27%	*	-	*	-	-	26%	13%	-	25%	21%	31%	12%	-	-	-	
	EL	24%	11%	20%	-	20%	-	-	*	-	-	20%	17%	*	21%	20%	28%	10%	-	-	-	
	Male	41%	17%	29%	13%	33%	*	-	· _	-	-	32%	14%	*	31%	28%	29%	-	-	-	-	
	Female	34%	13%	15%	*	17%	-	-	*	-	-	15%	*	*	12%	10%	-	15%	-	-	-	-
STAAR Perc	ent at Maste	ers Gra	ade Leve	el																		
Grade 3																						
Reading	All Students	29%	12%	11%	9%	12%	-	-	*	-	*	10%	18%	0%	12%	9%	13%	10%	-	*	-	-
-	CWD	12%	5%	0%	*	0%	-	-	· _	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	13%	12%	10%	13%	-	-	*	-	*	11%	20%	-	12%	10%	15%	11%	-	*	-	
	EL	19%	9%	9%	-	9%	-	-	-	-	-	10%	0%	*	10%	9%	10%	8%	-	-	-	-
	Male	28%	11%	13%	0%	15%	-	-	*	-	*	9%	33%	0%	15%	10%	13%	-	-	*	-	-
	Female	31%	13%	10%	17%	9%	-	-	· _	-	-	11%	0%	*	11%	8%	-	10%	-	-	-	-
Mathematics	All Students	20%	7%	11%	0%	13%	-	-	*	-	*	11%	9%	10%	11%	9%	10%	12%	-	*	-	
	CWD	10%	6%	10%	*	11%	-	-		-	-	11%	*	10%	-	×	17%	*	-	-	-	-
	CWOD	22%	8%	11%	0%	13%	-	-	. *	-	*	11%	10%	-	11%	10%	9%	13%	-	*	-	-
	EL	15%	7%	9%	-	9%	-	-	-	-	-	10%	0%	*	10%	9%	5%	11%	-	-	-	-
	Male	23%	9%	10%	0%	12%	-	-	. *	-	*	9%	17%	17%	9%	5%	10%	-	-	*	-	-
	Female	18%	6%	12%	0%	13%	-	-	. _	-	-	13%	0%	*	13%	11%	-	12%	-	-	-	-
Grade 4																						
Reading	All Students	28%	13%	26%	17%	26%	-	-	*	-	-	26%	29%	0%	28%	21%	18%	36%	-	*	*	-
	CWD	10%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	×	0%	*	-	-	*	
	CWOD	31%	14%	28%	20%	28%	-	-	. *	-	-	28%	33%	-	28%	22%	21%	37%	-	*	-	
	EL	18%	11%	21%	-	21%	-	-	-	-	-	20%	*	*	22%	21%	11%	32%	-	-	*	-
	Male	26%	12%	18%	14%	17%	-	-	*	-	-	17%	*	0%	21%	11%	18%	-	-	*	*	
	Female	29%	14%	36%	20%	39%	-	-	-	-	-	38%	*	*	37%	32%	-	36%	-	-	-	
Mathematics	All Students	22%	10%	25%	0%	28%	-	-	. *	-	-	24%	29%	0%	27%	34%	22%	28%	-	*	*	-
	CWD	10%	6%	0%	*	0%	-	-	_	-	-	0%	*	0%	-	×	0%	*	-	-	*	
	CWOD	25%	10%	27%	0%	30%	-	-	. *	-	-	26%	33%	-	27%	36%	26%	29%	-	*	-	-
	EL	16%	10%	34%	-	34%	-	-	_	-	-	34%	*	*	36%	34%	29%	40%	-	-	*	-
	Male	25%	12%	22%	0%	24%	-	-	. *	-	-	22%	*	0%	26%	29%	22%	-	-	*	*	-

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| | State | District | Campus | African
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| Female | 71% | 52% | 68% | 46% | 70%
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 | 68%
 | 70% | 14% | 71% | 74%
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| All Students | 74% | 56% | 55% | 20% | 61%
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 | - | -
 | 56%
 | 50% | | 56% | 52%
 | 61% | 44% | - | - | - | - |
| CWD | 47% | 30% | 40% | * | *
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 | 40%
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| CWOD | 78% | 59% | 56% | 22% | 61%
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 | 57%
 | 50% | - | 56% | 54%
 | 63% | 44% | | - | - | - |
| EL | 58% | 40% | 52% | - | 53%
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 | 50% | * | 54% | 52%
 | 59% | 43% | - | - | - | - |
| Male | 74% | 55% | 61% | 25% | 67%
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| Female | 75% | 57% | 44% | * | 50%
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| All Students | 47% | 27% | 42% | 21% | 45%
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| CWD | 23% | 16% | 14% | 0% | 18%
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| CWOD | 50% | 28% | 44% | 24% | 47%
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| EL | 29% | 17% | 43% | - | 43%
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| Male | 45% | 25% | 41% | 21% | 45%
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 | 41%
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| Female | 48% | 29% | 42% | 21% | 45%
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| All Students | 52% | 32% | 44% | 27% | 46%
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 | 43%
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 | 41% | 47% | - | * | * | - |
| CWD | 24% | 17% | 18% | * | 22%
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| CWOD | 56% | 34% | 46% | 31% | 48%
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| EL | 31% | 19% | 42% | - | 41%
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| All Students | 41% | 22% | 45% | 18% | 48%
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| Female | 40% | 21% | 44% | 15% | 47%
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| All Students | 46% | 25% | 24% | 10% | 27%
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		State	District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
All Subjects	All Students	22%	9%	19%	4%	21%	*	-	43%	-	*	20%	13%	4%	20%	20%	18%	20%	-	*	*	-
	CWD	9%	5%	4%	0%	5%	-	-	-	-	-	4%	*	4%	-	0%	3%	6%	-	-	*	-
	CWOD	24%	10%	20%	4%	23%	*	-	43%	-	*	21%	14%	-	20%	21%	20%	21%	-	*	-	-
	EL	12%	6%	20%	-	20%	-	-	*	-	-	21%	9%	0%	21%	20%	19%	21%	-	-	*	-
	Male	21%	9%	18%	2%	21%	*	-	*	-	*	19%	15%	3%	20%	19%	18%	-	-	*	*	-
	Female	23%	10%	20%	7%	21%	-	-	*	-	-	21%	10%	6%	21%	21%	-	20%	-	-	-	-
Reading	All Students	25%	11%	21%	9%	23%	*	-	*	-	*	22%	19%	5%	23%	20%	19%	25%	-	*	*	-
	CWD	9%	5%	5%	*	6%	-	-	-	-	-	5%	*	5%	-	0%	0%	14%	-	-	*	-
	CWOD	27%	12%	23%	10%	24%	*	-	*	-	*	23%	21%	-	23%	21%	21%	25%	-	*	-	-
	EL	13%	7%	20%	-	20%	-	-	*	-	-	21%	14%	0%	21%	20%	17%	23%	-	-	*	-
	Male	22%	9%	19%	5%	21%	*	-	*	-	*	18%	25%	0%	21%	17%	19%	-	-	*	*	-
	Female	28%	13%	25%	15%	25%	-	-	*	-	-	26%	10%	14%	25%	23%	-	25%	-	-	-	
Mathematics	All Students	20%	8%	20%	0%	23%	*	-	*	-	*	21%	12%	5%	22%	24%	21%	20%	-	*	*	_
	CWD	9%	5%	5%	*	6%	-	-	-	-	-	5%	*	5%	-	0%	7%	0%	-	-	*	_
	CWOD	21%	9%	22%	0%	25%	*	-	*	-	*	23%	13%	-	22%	25%	22%	21%	-	*	-	_
	EL	12%	6%	24%	-	24%	-	-	*	-	-	26%	7%	0%	25%	24%	23%	24%	-	-	*	_
	Male	21%	9%	21%	0%	24%	*	-	*	-	*	22%	13%	7%	22%	23%	21%	-	-	*	*	_
	Female	19%	8%	20%	0%	22%	-	-	*	-	-	21%	10%	0%	21%	24%	-	20%	-	-	-	-
Science	All Students	20%	8%	8%	0%	9%	*	-	*	-	-	9%	0%	0%	8%	6%	12%	0%	-	-	-	-
	CWD	8%	5%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	_
	CWOD	22%	8%	8%	0%	10%	*	-	*	-	-	9%	0%	-	8%	6%	13%	0%	-	-	-	
	EL	7%	3%	6%	-	6%	-	-	*	-	-	7%	0%	*	6%		10%		-	-	-	
	Male	22%	8%	12%	0%	14%	*	-	-	-	-	14%	0%	*			12%		-	-	-	
	Female	19%	7%	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 (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

	All	African American	Hispanic	White	American Indian		Pacific Islander	Two or More	Econ	CWD	=1
Academic O			riispanie	white	mulan	Asian	ISIAITUEI	Races	DISauv	CVVD	
Reading											
All Students	89	75	92	-	-	*	-	-	89	30	90
CWD	30	*	38	-	-	-	-	-	30	30	*
CWOD	94	83	95	-	-	*	-	-	93	-	95
$EL \diamond$	90	-	90	-	-	*	-	-	89	*	90
Male	88	85	88	-	-	*	-	-	87	29	85
Female	92	57	97	-	-	*	-	-	91	*	96
Mathematic	s										
All Students	84	68	86	-	-	*	-	-	85	50	90
CWD	50	*	63	-	-	-	-	-	50	50	*
CWOD	87	75	88	-	-	*	-	-	88	-	92
EL \diamond	90	-	90	-	-	*	-	-	90	*	90
Male	82	77	83	-	-	*	-	-	83	43	86
Female	88	50	92	-	-	*	_	-	88	*	95

- 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.

	All Students	African American	Hispanic		American Indian		Pacific Islander	Two or More Races		CWD		Homeless	Foster Care ♦
Federal Gra	duation R	ates											
4-year Long	itudinal C	ohort Grad	duation Ra	ate (Gr	9-12): Clas	ss of 2	021						
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL \diamond	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- \diamond 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
257	35	14%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- \diamond 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	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student A	Achieveme	ent Domair	Score: S	TAAR (Component	Only)					
STAAR Component Score	43	23	45	*	-	67	-	*	43	19	44
School Quality (College, Ca	reer, and	Military Re	adiness F	Perform	ance)						
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- 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 Statu											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N		Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	N	Y						Y		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Y						Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N		Ν
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		Ν
English Learner Language	Proficiend	cy Status									
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Υ
Federal Graduation Status	Δ										
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

								Two or			
	All Students	African American	Hispanic		American Indian		Pacific Islander	More	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

Blank cells above represent student group indicators that do not meet the minimum size criteria.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

△ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate		-		-													Ĵ
All Subjects	All Students	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
		100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
		100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
		100%	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
		100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-

		Campus	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD			Female	Migrant
Mathematics	Male	100%	100%	100%	*	-	*	-	*	100%		100%				-	-
		100%	100%	100%	*	-	*	-	*	100%	100%				100%	-	-
	Female	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	
		100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate	e																
All Subjects	All Students	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	_	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
•	CWD	0%	*	0%	-	_	-	_	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	_	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	_	0%	-	_	*	_	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	_	*	_	*	0%	0%	0%	0%	0%	0%	_	-
	Female	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*		-	-	-	-	-	0%	*	0%	-			0%	-
	CWOD	0%	0%	0%	*	_	*	_	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	_	0%	-	-	*	-	-	0%	0%	0%		0%		0%	
	Male	0%	0%		*	-	*	-	*	0%	0%	0%		0%		_	-
	Female	0%	0%		-	-	*	-	-	0%	0%	0%		0%		0%	-
Science	All Students	0%	0%		*	-	*	-	-	0%	0%	0%				0%	
	CWD	0%	*		-	-	-	-	-	0%	-	0%	-	*		*	-
	CWOD	0%	0%	0%	*	-	*	-	-	0%	0%	-		0%	0%	0%	-
	EL	0%	-	0%	-	_	*	-	-	0%	0%	*					
	Male	0%	0%		*	_	-	_	-	0%	0%	*		0%		-	-
	Female	0%	*		_	_	*	_	_	0%	*	*		0%		0%	-

		Campus	African American	Hispanic		American Indian		Pacific Islander				CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_
	Female	-	-	-	-	_	-	-	-	-	-	-	-	-	-	-	_

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities	5											
In-School Suspensions												
	Male	4	2	2	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	2	2	0	0	0	0	0	1		
Out-of-School Suspensions												
	Male	6	5	1	0	0	0	0	0	1		
	Female	1	0	1	0	0	0	0	0	1		
	Total	7	5	2	0	0	0	0	0	2		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		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)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	4	0	4	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	1		
Referrals to Law Enforcemen	nt											
	Male	6	2	4	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	2	4	0	0	0	0	0	1		
Students With Disabilities												
In-School Suspensions												
	Male	3	2	1	0	0	0	0	0	1		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	2	1	0	0	0	0	0	1		2
Out-of-School Suspensions												
	Male	3	3	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	3	0	0	0	0	0	0	0		1
Expulsions												
With Educational Services	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
Without Educational Services	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
Under Zero Tolerance Policies	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
School-Related Arrests												

		Total students	African American	Hispanic		Indian or Alaska Native		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
Referrals to Law Enforcemen	nt											
	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
All Students												
Chronic Absenteeism												
	Male	41	17	23	1	-8	-8	-8	-8	12	6	-8
	Female	40	19	20	1	-8	-8	-8	-8	13	1	-8
	Total	81	36	43	2	-8	-8	-8	-8	25	7	-8

	lotal
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	1
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	0
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

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.

Total

		Total students	African American	Hispanic		Indian or Alaska Native		Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	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	-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
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
Dual Enrollment/Dual Credit Programs	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

- 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.

High Poverty School											
	All Se	chool									
	Number	Percent									
Inexperienced Teachers, Principals, and Other School Leaders	2.0	6.9%									
Teachers Teaching with Emergency or Provisional Credentials	0.0	-									
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.4%									

- 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 Number of ALT2		Number		Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	70	2%	-	-
Mathematics	6,587	2%	70	2%	-	-
Grade 4						
Reading	6,404	2%	63	1%	-	-
Mathematics	6,408	2%	63	1%	-	-
Grade 5						
Reading	6,204	2%	67	1%	-	-
Mathematics	6,205	2%	67	1%	-	-
Science	6,200	2%	67	1%	-	-
Grade 6						
Reading	6,181	2%	66	1%	-	-
Mathematics	6,177	2%	66	1%	-	-
Grade 7						
Reading	6,130	1%	58	1%	-	-
Mathematics	6,120	2%	57	1%	-	-
Grade 8						
Reading	5,794	1%	56	1%	-	-
Mathematics	5,803	2%	56	1%	-	-
Science	5,796	1%	56	1%	-	-
End of Course						
English I	6,009	1%	58	1%	-	-
English II	5,490	1%	53	1%	-	-
Algebra I	5,993	1%	59	1%	-	-
Biology	5,860	1%	59	1%	-	-
All Grades						
All Subjects	109,954	1%	1,111	1%	-	-
Reading	48,805	1%	491	1%	-	-
Mathematics	43,293	1%	438	1%	-	-
Science	17,856	1%	182	1%	-	-

- 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 Le	vel: 2022 Percentages at N	AEP	Acl	niev	eme	nt Lev	vels		
				% Below Basic		% or ove sic	% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	ТΧ	US	ТΧ	US	ТΧ	US	ТΧ	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	
		Hispanic	52	50	48	50	20	21	3	
		White	26	27	74	73	44	42	10	1
		American Indian	*	57	*	43	*	18	*	
		Asian	8	17	92	83	71	58	31	2
		Pacific Islander	*	50	*	50	*	23	*	
		Two or More Races	28	32	72	68	41	38	8	1
		EcoDis	54	52	46	48	18	19	3	
		Students with Disabilities	77	73	23	27	7	10	1	
Mathe		English Language Learners	57	67	43	33	16	10	2	
	Mathematics	Overall	22	25	78	75	38	36	8	
		Black	33	45	67	55	21	15	2	
		Hispanic	27	36	73	64	27	22	3	
		White	10	14	90	86	57	48	13	1
		American Indian	*	41	*	59	*	22	*	
		Asian	3	9	97	91	73	63	27	2
		Pacific Islander	*	38	*	62	*	22	*	
		Two or More Races	10	22	90	78	58	38	23	
		EcoDis	31	38	69	62	24	20	3	
		Students with Disabilities	51	56	49	44	18	14	2	
		English Language Learners	31	48	69	52	26	14	3	
Grade 8	Reading	Overall	34	30	66	70	23	31	2	
		Black	45	47	55	53	17	16	1	
		Hispanic	41	39	59	61	16	21	1	
		White	24	22	76	78	30	38	2	
		American Indian	*	45	*	55	*	18	*	
		Asian	8	14	92	86	60	56	11	1
		Pacific Islander	*	35	*	65	*	25	*	
		Two or More Races	28	27	72	73	32	35	5	
		EcoDis	42	42	58	58	16	19	1	
		Students with Disabilities	74	69	26	31	5	7	1	n/

State Level: 2022 Percentages at NAEP Achievement Levels											
			% Below Basic				% At or Above Proficient		% At Advanced		
Grade	Subject	Student Group	ТΧ	US	ТΧ	US	ТΧ	US	ТΧ	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	5	7	
		Black	54	62	46	38	11	9	2	1	
		Hispanic	46	51	54	49	16	14	2	2	
		White	28	26	72	74	36	35	8	9	
		American Indian	*	55	*	45	*	13	*	2	
		Asian	10	14	90	86	57	58	27	27	
		Pacific Islander	*	50	*	50	*	17	*	5	
		Two or More Races	26	37	74	63	30	28	3	7	
		EcoDis	49	54	51	46	15	13	2	2	
		Students with Disabilities	81	77	19	23	4	5	n/a	1	
		English Language Learners	60	76	40	24	8	4	1	n/a	

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

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 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary 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)

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)

								Two or			
	All Students	African American	Hispanic		American Indian		Pacific Islander	More		CWD	EL
Chronic Absenteeism Rate		41%	17%	17%		*	-	*	21%	26%	

- Indicates there are no students in the group.

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