Part (i): Description of State Accountability System

Part (i)(l) 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;

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

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

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;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

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;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system cription, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

t (ii): Student Achievement by Proficiency Level

section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for hematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 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 | District | Campus | African American | Hispanic | White | American Indian | | Pacific Islander | | | | | | | | | | | |
|-------------|--------------|-------|----------|--------|---------------------|----------|-------|--------------------|---|---------------------|---|-----|---|-----|-----|-----|-----|-----|---|---|--|
| | | | | | | | | | * | * | _ | 20% | * | 14% | 23% | 18% | 23% | 21% | - | * | |
| | CWD | 42% | 40% | 14% | _ | 14% | - | _ | - | - | - | 14% | - | 14% | - | * | * | * | - | - | |
| | CWOD | 70% | | | * | 19% | | - | * | * | - | 21% | * | - | 23% | 19% | 28% | 19% | - | * | |
| | EL | 54% | 49% | 18% | - | 16% | * | - | * | - | - | 18% | * | * | 19% | 18% | 24% | 13% | - | * | |
| | Male | 64% | 64% | 23% | * | 21% | - | - | * | - | - | 24% | * | * | 28% | 24% | 23% | - | - | * | |
| | Female | 70% | 68% | 21% | * | 17% | * | - | - | * | - | 18% | * | * | 19% | 13% | - | 21% | - | * | |
| Mathematics | All Students | 61% | 54% | 10% | * | 9% | * | | | | | | | | | | | | | | |
| | | | | | | | | | - | - | - | 14% | - | 14% | - | * | * | * | - | - | |
| | CWOD | 64% | 57% | 9% | * | 8% | * | - | * | * | - | 10% | * | - | 9% | 6% | 17% | 4% | - | * | |
| | EL | 51% | 36% | 5% | - | 5% | * | - | * | - | - | 5% | * | * | 6% | 5% | 12% | 0% | - | * | |
| | Male | 63% | 57% | 14% | * | 16% | - | - | * | - | - | 14% | * | * | 17% | 12% | 14% | - | - | * | |

| State District Campus | African American Hispanic White | | |
|-----------------------|------------------------------------|--|--|
| | | | |
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| | | | |
| | | | |

TEA | Governance and Accountability | Performance Reporting

| | | | | | | | | | | Two | | | |
|--|-------|----------|--------|----------|----------|-------|----------|--------------|----------|-------|--------|--------|------------|
| | | | | | | | | | | or | | Non | |
| | | | | African | | | American | | Pacific | More | Econ | Econ | |
| | State | District | Campus | American | Hispanic | White | Indian | Asian | Islander | Races | Disadv | Disadv | CWD |

Texas Education Agency



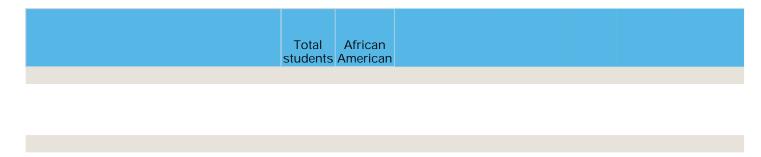
| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities | with Disabilities (Section 504) |
|-------------------------------|----------------|----------------|---------------------|----------|-------|----------------------------------|-------|---------------------|----------------------------|----|----------------------------------|--|
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | | | | - | | | |
| _ | Female | 0 | 0 | 0 | 0 | | | | | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Expulsions | | | | | | | | | | | | |
| _ | Male | 0 | | | 0 | | 0 | 0 | 0 | 0 | | |
| | Female | | 0 | | 0 | | 0 | 0 | 0 | | | |
| | Total | 0 | | 0 | 0 | | 0 | 0 | 0 | | | |
| | Male | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | | |
| _ | Female | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | | |
| Under Zero Tolerance Policies | | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | | |
| - | Female | | 0 | | 0 | | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| School-Related Arrests | | _ | _ | _ | _ | l _ | _ | _ | _ | _ | | |
| | Male | 0 | | | | | | | | 0 | | |
| _ | Female | | 0 | | 0 | | | | 0 | | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Referrals to Law Enforcemen | | _ | • | _ | _ | | | | | _ | | |
| | Male | 0 | | | | | | | - | | | |
| _ | Female | | | | 0 | | | | 0 | 0 | | |
| Students With Disabilities | Total | 0 | 0 | 0 | U | U | Ü | 0 | 0 | 0 | | |
| In-School Suspensions | | | | | | | | | | | | |
| · | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Male Female | 0 | 0 | | 0 | | 0 | | 0 | | | (|
| _ | Total | 0 | 0 | | 0 | | 0 | 0 | 0 | | | (|
| Out-of-School Suspensions | ı Ulal | U | U | U | U | U | U | U | U | U | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | (|
| | Female | | | | 0 | | | | 0 | 0 | | (|
| | Total | 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) |
|-------------------------------|--------|-------------------|---------------------|----------|-------|----------------------------------|-------|---------------------|----------------------------|----|----------------------------------|--|
| 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 | | | | | | | | | | | | |
| | 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 | | 1 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 1 |
| All Students | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | |
| | Male | 42 | 5 | 32 | 5 | -8 | -8 | -8 | -8 | 25 | 5 | -8 |
| | Female | 28 | 3 | 22 | 2 | -8 | 1 | -8 | -8 | 17 | 4 | -8 |
| | Total | 70 | 8 | 54 | 7 | -8 | 1 | -8 | -8 | 42 | 9 | -8 |

| | 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 | 0 |
| 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 |

| | Total |
|--|-------|
| Incidents of possession of a firearm or explosive device | 0 |
| Allegations of Harassment or bullying | |
| On the basis of sex | 1 |
| 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.



| High Poverty School | | |
|---|--------|---------|
| | All So | chool |
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 9.0 | 22.8% |
| Teachers Teaching with Emergency or Provisional Credentials | 6.0 | 16.0% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 3.9 | 10.4% |

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 2020-21 fiscal year.

To be updated by June 30th, 2022.

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 2020-21 school year.

| | State Number of ALT2 | | | Rate of | Campus Number of ALT2 | |
|-------------|----------------------------|----|----|---------|-----------------------------|---|
| Grade 3 | | | | | | |
| Reading | 4,966 | 1% | 58 | 1% | - | - |
| Mathematics | 4,961 | 1% | 58 | 1% | - | - |
| Grade 4 | | | | | | |
| Reading | 5,046 | 1% | 72 | 1% | - | - |
| Mathematics | 5,040 | 1% | 71 | 1% | - | - |
| Grade 5 | | | | | | |
| Reading | 5,133 | 1% | 73 | 1% | - | - |
| Mathematics | 5,138 | 1% | 73 | 1% | - | - |
| Science | 5,130 | 1% | 73 | 1% | - | - |
| Grade 6 | | | | | | |
| Reading | 4,925 | 1% | 54 | 1% | - | - |
| Mathematics | 4,923 | 1% | 56 | 1% | - | - |
| Grade 7 | | | | | | |
| Reading | 4,586 | 1% | 56 | 1% | - | - |
| Mathematics | 4,581 | 1% | 56 | 2% | - | - |
| Grade 8 | | | | | | |
| Reading | 4,513 | 1% | 45 | 1% | - | - |