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 and K-12s, AEAs, and Districts	Academic Achievement	

(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)

		African		American		Pacific						
State Di	istrict Campus	African American Hispa	nic White	Indian	Asian	Islander						

					African American	Hispanic		American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	29%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8																						
Reading	All Students	57%	58%	33%	25%	34%	*	*	-	-	*	32%	44%	20%	38%	31%	33%	-	-	-	-	-
	CWD	25%	25%	20%	20%	22%	*	-	-	-	-	20%	-	20%	-	29%	20%	-	-	-	-	-
	CWOD	61%	63%	38%	27%	38%	*	*	-	-	*	37%	44%	-	38%	32%	38%	-	-	-	-	-
	EL	33%	26%	31%	*	32%	-	-	-	-	-	32%	*	29%	32%	31%	31%	-	-	-	-	-
	Male	51%	52%	33%	25%	34%	*	*	-	-	*	32%	44%	20%	38%	31%	33%	-	-	-	-	-
	Female	63%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	39%	41%	25%	11%	30%	*	*	-	*	*	25%	*	30%	22%	29%	25%	-	-	-	-	-
	CWD	20%	23%	30%	*	29%	*	-	-	-	-	30%	-	30%	-	31%	30%	-	-	-	-	-
	CWOD	41%	44%	22%	7%	31%	*	*	-	*	*	22%	*	-	22%	28%	22%	-	-	-	-	-
	EL	24%	15%	29%	*	30%	*	-	-	-	-	30%	*	31%	28%	29%	29%	-	-	-	-	-
	Male	38%	42%	25%	11%	30%	*	*	-	*	*	25%	*	30%	22%	29%	25%	-	-	-	-	-
	Female	40%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

				African								
S	State D	District	Campus	American	Hispanic							

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student A	Achieveme	ent Domain	Score: S	TAAR C	Component	Only)					
STAAR Component Score	30	28	30	42	*	28	*	52	29	28	29
School Quality (College, Ca	reer, and	Military Re	adiness F	erform	ance)						
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Male 24 7 15 2 0 0 0 0 12 7		Total students	African American	Hispanic		Indian or Alaska Native		Pacific Islander			Students with Disabilities	Students with Disabilities (Section 504)
	Male	24	7	15	2	0	0	0	0	12		7



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	State Number of ALT2		District	Rate of	Campus Number of ALT2	Campus Rate of ALT2
Grade 7						
Reading	6,130	1%	89	2%	7	8%
Mathematics	6,120	2%	89	2%	7	12%
Grade 8						
Reading	5,794	1%	83	2%	5	6%
Mathematics	5,803	2%	83	2%	5	6%
Science	5,796	1%	83	2%	5	6%
End of Course						
English I	6,009	1%	70	1%	-	-
English II	5,490	1%	85	1%	-	-
Algebra I	5,993	1%	62	1%	-	-
Biology	5,860	1%	79	1%	-	-
All Grades						
All Subjects	109,954	1%	1,560	1%	37	6%
Reading	48,805	1%	696	1%	16	6%
Mathematics	43,293	1%	601	2%	16	6%
Science	17,856	1%	263	1%	5	6%

⁻ Indicates there are no students in the group.

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 2019 National Assessment of Educational Progress, compared to the national average of such results.



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

State Level: 2019 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 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 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	22%	25%	23%	8%	-	*	-	*	22%	17%	21%

⁻ Indicates there are no students in the group.

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