(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.

American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
-	-	-	*	30%	38%	21%	35%	29%	39%	23%	-	*	-	-
-	-	-	*	23%	*	21%	-	0%	20%	*	-	*	-	-
-	-	-	*	33%	43%	-	35%	37%	50%	23%	-	*	-	-
-	-	-	-	20%	*	0%	37%	29%	42%	17%	-	*	-	-
-	-	-	*	35%	60%	20%	50%	42%	39%	-	-	*	-	-
-	-	-	-	26%	*	*	23%	17%	-	23%	-	*	-	-
-	-	-	-	25%	40%	8%	32%	21%	30%	24%	-	*	-	-
-	-	-	-	8%	*	8%	-	*	14%	0%	-	*	-	-
-	-	-	-	30%	*	-	32%	18%	38%	29%	-	-	*	-
-	-	-	-	19%	*	*	18%	21%	29%	17%	-	-	*	-
-	-	-	-	25%	*	14%	38%	29%	30%	-	-	-	*	-
-	-	-	-	25%	*	0%	29%	17%	-	24%	-	-	-	-
-	-	-	-	18%										

42%

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

Texas Education Agency
2022 Federal Report Card
GOVALLE EL (227901116) - AUSTIN ISD - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	55	74	*	-	-	-	*	74	59	70
CWD	59	*	55	*	-	-	-	*	64	59	63
CWOD	78	56	82	*	-	-	-	*	78	-	73
EL •	70	*	73	-	-	-	-	-	67	63	70
Male	77	*	76	-	-	-	-	*	79	69	75
Female	68	42	71	*	-	-	-	*	69	45	66
Mathematics											
All Students	61	50	61	*	-	-	-	*	63	46	60
CWD	46	*	39	*	-	-	-	*	52	46	44
CWOD	67	33	69	*	-	-	-	*	68	-	65
EL •	60	-	60	-	-	-	-	-	59	44	60
Male	69	*	67	-	-	-	-	*	69	53	73
Female	52	40	53	*	-	-	-	*	57	36	47

\- Indicates there are no students in the group.

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

Texas Education Agency
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GOVALLE EL (227901116) - AUSTIN ISD - TRAVIS COUNTY

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
• 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
97	5	5%

- 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	26	18	26	40	-	-	-	59	24	15	24
School Quality (College, Career, and Military Readiness Performance)											
%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	Asian	Pacific Islander	Two or More Races	Econ Disadv		

	Campus	African American	Hispanic											

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.

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

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78					
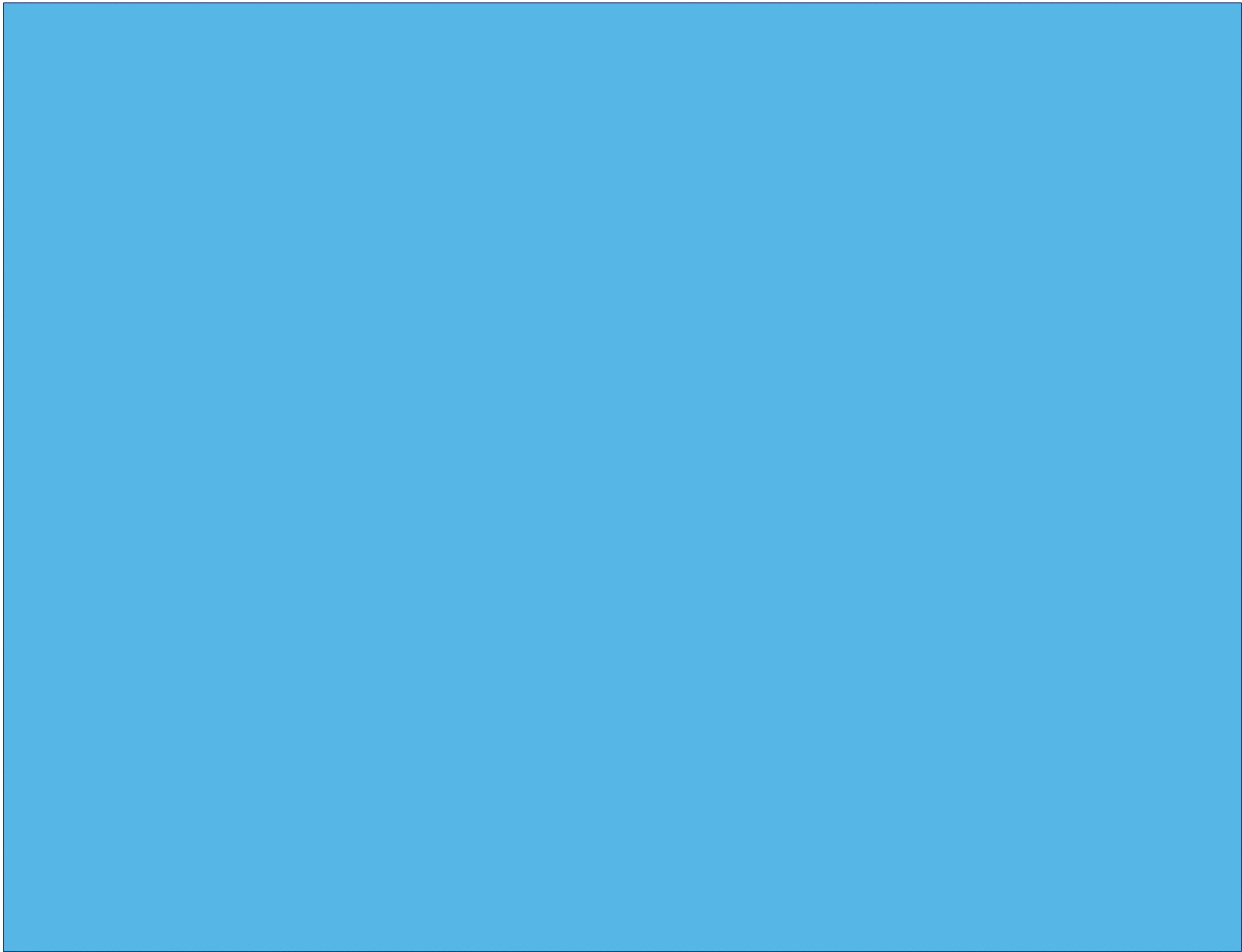
There is no data for this campus.

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)

	All Students	African American	Hispanic	White							