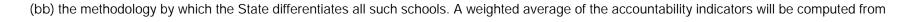
Part (i): Description of State Accountability System

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%



		State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	75%	63%	*	62%	-	-	-	-	-	64%	50%	57%	63%	60%	64%	62%	-	-	*	-
	CWD	52%	53%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	*	*	*	-	-	-	-
	CWOD	80%	80%	63%	*	63%	-	-	-	-	-	66%	50%	-	63%	59%	67%	61%	-	-	*	-
	EL	66%	60%	60%	-	60%	-	-	-	-	-	64%	40%	*	59%	60%	69%	50%	-	-	*	-
	Male	74%	74%	64%	-	64%	-	-	-	-	-	67%	*	*	67%	69%	64%	-	-	-	*	-
	Female	78%	76%	62%	*	60%	-	-	-	-	-	62%	60%	*	61%	50%	-	62%	-	-	-	-
Mathematics	All Students	70%	69%	52%	*	53%	-	-	-	-	-	55%	33%	14%	59%	63%	64%	42%	-	-	*	-
	CWD	46%	46%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	*	*	*	-	-	-	-
	CWOD	74%	73%	59%	*	60%	-	-	-	-	-	63%	33%	-	59%	66%	72%	48%	-	-	*	-
	EL	64%	57%	63%	-	63%	-	-	-	-	-	68%	40%	*	66%	63%	75%	50%	-	-	*	-
	Male	72%	71%	64%	-	64%	-	-	-	-	-	67%	*	*	72%	75%	64%	-	-	-	*	-
	Female	68%	66%	42%	*	44%	-	-	-	-	-	43%	40%	*	48%	50%	-	42%	-	-	-	-
Grade 4																						
Reading	All Students	76%	78%	68%																		

State District Ca	African ampus American Hispanic White	American Indian Asian		



- 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

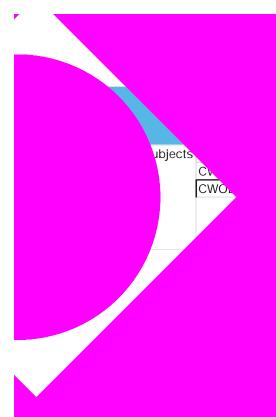
									Two or			
		All Students	African American	Hispanic		American Indian		Pacific Islander	More		CWD	EL +
	STAAR Performance Status	S										
	Reading											
	Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	Target Met	N		Υ						Υ		Υ
	Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	Target Met	N		N						N		Υ
	Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	-	N		N						N		N
	Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Target Met	N		N						N		N
	Mathematics											
	Interim Goals (2018-2022)	46% 69% N	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Target Met	N N		N				_				
_								'				
							_	_				

								Two or			
	All Students	African American	Hispanic		American Indian		Pacific Islander			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



							Two								
							or		Non						
	African			American		Pacific									
ampus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-
_	-	-	-	-	-	-	-								

		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		,
	Female	0	0	0	0	0			0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	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		
Referrals to Law Enforcemer	nt											
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0		0			0	0		2
	Female			0		0				0		(
	Total	0	0	0	0	0	0	0	0	0		2
Out-of-School Suspensions												
	Male	0	0	0		0			0	0		1
	Female	0		0		0	_		0	0		C
	Total	0	0	0	0	0	0	0	0	0		1
Expulsions												
With Educational Services	Male	0		0		0				0		C
	Female			0		0	0		0	0		(
	Total	0		0		0	0		0	0		(
Without Educational Services	Male	0		0		0	0		0	0		(
	Female			0		0			0	0		C
	Total	0	0	Θ	PRG 0	14 w (0)	1 J1 0	BT /TT4 0 9	.09 T 0 3	40	131.76 TMal	e C
Under Zero Tolerance Policies	лаю											

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			Rate of	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,584	2%	98	2%	-	-
Mathematics	6,587	2%	97	2%	-	-
Grade 4						
Reading	6,404	2%	87	2%	-	-
Mathematics	6,408	2%	87	2%	-	-
Grade 5						
Reading	6,204	2%	102	2%	-	-
Mathematics	6,205	2%	101	2%	-	-
Science	6,200	2%	101	2%	-	-
Grade 6						
Reading	6,181	2%	82	2%	-	-
Mathematics	6,177	2%	82	2%	-	-
Grade 7						
Reading	6,130	1%	89	2%	-	-
Mathematics	6,120	2%	89	2%	-	-



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	30%	55%	31%	17%	-	*	-	*	31%	32%	27%

⁻ Indicates there are no students in the group.

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