



Jairia Diggs, Director of Federal Programs and School Improvement
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January 10, 2023

Dear Parent:

Denton Independent School District is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <https://www.dentonisd.org/federalreportcard> or are also available on the Texas Education Agency's website at: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-2021 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, 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:

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, 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.

Part (iii)(I): Academic Growth

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on 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.

Part (vi): Goal Meeting Status

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (Progress toward meeting long-terms goals and measurements of interim progress).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (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.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (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.

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.

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, 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.

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.

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 2018-19 school year enrolled in the 2019-20 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.

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 2019-20 school year.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact your child's principal.

Sincerely,



Jairia Diggs
Director of Federal Programs and School Improvement



Jairia Diggs, Director of Federal Programs and School Improvement
Professional Development Center • 1212 Bolivar Street • Denton, TX 76201 • (940) 369-0676
jdiggs@dentonisd.org • www.dentonisd.org/federalstate

10 enero de 2023

Estimado Padre:

El Denton independiente del distrito escolar está compartiendo información sobre el distrito y el plantel de su hijo con usted como parte de las obligaciones que tiene bajo la Ley federal Every Student Succeeds Act de 2015 (ESSA, por sus siglas en inglés).

Los Reportes de Informe Federal para el estado, el distrito y cada uno de los planteles del distrito ya están disponibles en el sitio web del distrito: <https://www.dentonisd.org/federalreportcard> o también están disponibles en el sitio web de la Agencia de Educación de Texas en: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>.

Esta es la información incluida en la cartilla de calificaciones:

Parte (i): Descripción general del Sistema de Contabilidad del Estado de Texas

- (I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- (II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- (IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
 - (aa) el peso específico de los indicadores en dicha diferenciación;
 - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
 - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
 - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- (V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- (VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

Parte (ii): Logro Estudiantil por Nivel de Competencia

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2021–22. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2021-22. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2021.

Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2022 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

Parte (vi): Estado de cumplimiento de metas

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés.

Parte (vii): Participación STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias.

Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2017-18, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2017-18, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

Parte (x): Gasto por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

Se actualizará antes del 30 de junio de 2023.

Parte (xi): Participación en STAAR Alternate 2

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2021-22.

Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en inglés)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2022.

Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria

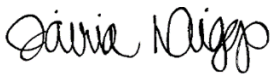
Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2019-20 que se inscribieron en el año académico 2020-21 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

Parte (xiv): Información Adicional – Ausentismo Crónico

Esta sección proporciona información sobre el ausentismo crónico según la definición de ED Facts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2020-21.

Si tiene dificultades accediendo a la información desde el sitio web, las copias impresas de los informes están disponibles en el distrito o en la oficina del campus. Si tiene alguna pregunta sobre la información, póngase en contacto con su director de la escuela.

Sinceramente,



Jaira Diggs
director de programas federales y mejoramiento escolar

2021-22 Federal Report Card Definitions for Texas Public Schools

The Elementary and Secondary Education Act (ESEA), as amended, requires a state to prepare and disseminate widely to the public an annual Report Card for all public school districts, campuses, and the state. The Federal Report Card for Texas Public Schools is a web-based system that generates the required federal report cards at the state, district, and campus levels for easy dissemination by school districts.

Federally Required Student Groups

Each state must include the following student groups in its annual report cards. School districts in Texas report student information through the Texas Student Data System (TSDS PEIMS) and through test answer documents from the State of Texas Assessments of Academic Readiness (STAAR®) for students in grades 3–8 and STAAR end-of-course (EOC) examinations for students taking high school-level courses.

Children with Disabilities (CWD)—These students are identified as being served by special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. Children without Disability (CWOD) are students not served by special education programs. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Economically Disadvantaged—These students are identified in TSDS PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

English Learner (EL)—These students are identified as having limited English proficiency (LEP) or as English learners ever in grades 9-12 by the Language Proficiency Assessment Committee (LPAC). (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Ethnic Distribution—Each student is included in one of the following groups based on demographic information identified in TSDS PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Foster Care—These students are identified in TSDS PEIMS as a child in foster care, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Gender—Results are reported separately for males and females based on the gender reported in TSDS PEIMS or on STAAR® answer documents. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Homeless—These students are identified in TSDS PEIMS as a child in homeless status, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Migrant—These students are identified in TSDS PEIMS or on STAAR® answer documents as a Migrant Student. “Migrant Student” indicates whether the student (ages 3–21), the student's parent, spouse, or guardian is a migratory agricultural worker. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Military Connected —These students are identified in TSDS PEIMS as students with parent who is a member of the Armed Forces. (Source: TSDS PEIMS, Oct. 2021, TEA Student Assessment Division)

Structure of the 2021-22 Federal Report Card for Texas Public Schools

Part (i): Description of State Accountability System

(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;

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

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

(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;

(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;

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) 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.

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 without a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2021.

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 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)

This section provides information on 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.

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.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2017-18 Civil Right Data Collection (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.

Part (viii)(II): This section provides information from the 2017-18 Civil Right Data Collection (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.

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.

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.

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.

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 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.

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.

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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.

| State ESSA Goals | | | | | | | | | | | | |
|--|-------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|-----------------------|
| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & Former) |
| Academic Performance (At Meets Grade 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 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% |

Δ 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).

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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 Status ¹ | 10% |
| | English Learner Language Proficiency | 10% |
| | SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ² | 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.

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(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)

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military | |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--------|---------|----------|-------------|----------|--|
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |
| End of Course | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|--|--------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| English I | All Students | 64% | 65% | 57% | 42% | 49% | 72% | 75% | 75% | - | - | 46% | 75% | 27% | 63% | 36% | 51% | 64% | - | 13% | 0% | * |
| | CWD | 29% | 29% | 27% | 12% | 28% | 35% | - | * | - | - | 21% | 45% | 27% | - | 32% | 23% | 33% | - | * | * | - |
| | CWOD | 68% | 72% | 63% | 51% | 53% | 80% | 75% | 85% | - | - | 52% | 79% | - | 63% | 36% | 57% | 70% | - | 17% | * | * |
| | EL | 38% | 41% | 36% | - | 34% | 63% | * | 40% | - | - | 36% | 30% | 32% | 36% | 36% | 28% | 45% | - | 13% | - | * |
| | Male | 58% | 59% | 51% | 34% | 42% | 69% | 60% | 57% | - | - | 39% | 71% | 23% | 57% | 28% | 51% | - | - | 9% | * | - |
| | Female | 70% | 73% | 64% | 51% | 58% | 76% | * | 89% | - | - | 55% | 80% | 33% | 70% | 45% | - | 64% | - | * | * | * |
| English II | All Students | 71% | 72% | 64% | 48% | 57% | 80% | 29% | 88% | - | * | 55% | 76% | 30% | 71% | 43% | 59% | 70% | - | 32% | 20% | * |
| | CWD | 33% | 32% | 30% | 17% | 28% | 43% | * | - | - | - | 27% | 38% | 30% | - | 31% | 29% | 32% | - | 0% | * | - |
| | CWOD | 76% | 78% | 71% | 56% | 63% | 86% | 40% | 88% | - | * | 62% | 81% | - | 71% | 46% | 65% | 77% | - | 40% | * | * |
| | EL | 43% | 48% | 43% | * | 42% | 50% | - | * | - | - | 44% | 39% | 31% | 46% | 43% | 41% | 46% | - | 33% | - | - |
| | Male | 65% | 67% | 59% | 36% | 52% | 75% | 33% | 82% | - | - | 52% | 68% | 29% | 65% | 41% | 59% | - | - | 50% | * | * |
| | Female | 77% | 78% | 70% | 61% | 62% | 84% | * | 100% | - | * | 59% | 86% | 32% | 77% | 46% | - | 70% | - | 0% | * | * |
| Algebra I | All Students | 74% | 68% | 53% | 38% | 52% | 60% | 50% | 91% | - | - | 45% | 67% | 36% | 57% | 53% | 50% | 57% | - | 54% | * | * |
| | CWD | 46% | 35% | 36% | 24% | 39% | 33% | - | * | - | - | 23% | 71% | 36% | - | 38% | 37% | 33% | - | * | * | - |
| | CWOD | 78% | 74% | 57% | 43% | 55% | 65% | 50% | 100% | - | - | 52% | 66% | - | 57% | 57% | 53% | 62% | - | 55% | * | * |
| | EL | 64% | 57% | 53% | * | 50% | 83% | * | 80% | - | - | 53% | 52% | 38% | 57% | 53% | 53% | 53% | - | 50% | - | * |
| | Male | 71% | 65% | 50% | 32% | 47% | 62% | * | 100% | - | - | 42% | 65% | 37% | 53% | 53% | 50% | - | - | 57% | * | - |
| | Female | 78% | 72% | 57% | 47% | 58% | 58% | * | 83% | - | - | 49% | 69% | 33% | 62% | 53% | - | 57% | - | 50% | * | * |
| Biology | All Students | 82% | 79% | 78% | 65% | 72% | 90% | 100% | 94% | - | - | 71% | 89% | 53% | 82% | 60% | 74% | 83% | - | 42% | * | * |
| | CWD | 57% | 53% | 53% | 38% | 43% | 70% | - | * | - | - | 45% | 71% | 53% | - | 35% | 47% | 61% | - | - | * | - |
| | CWOD | 86% | 83% | 82% | 73% | 77% | 92% | 100% | 100% | - | - | 76% | 91% | - | 82% | 65% | 79% | 86% | - | 45% | * | * |
| | EL | 66% | 62% | 60% | * | 58% | 83% | * | * | - | - | 60% | 63% | 35% | 65% | 60% | 55% | 68% | - | 43% | - | * |
| | Male | 80% | 77% | 74% | 57% | 68% | 89% | 100% | 100% | - | - | 66% | 88% | 47% | 79% | 55% | 74% | - | - | 50% | * | - |
| | Female | 85% | 82% | 83% | 76% | 78% | 91% | * | 90% | - | - | 77% | 91% | 61% | 86% | 68% | - | 83% | - | * | * | * |
| STAAR Percent at Meets Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |
| End of Course | | | | | | | | | | | | | | | | | | | | | | |
| English I | All Students | 46% | 48% | 40% | 27% | 30% | 58% | 25% | 75% | - | - | 29% | 60% | 15% | 45% | 17% | 35% | 47% | - | 7% | 0% | * |
| | CWD | 17% | 16% | 15% | 8% | 12% | 23% | - | * | - | - | 8% | 35% | 15% | - | 9% | 13% | 18% | - | * | * | - |
| | CWOD | 50% | 53% | 45% | 33% | 34% | 65% | 25% | 85% | - | - | 34% | 63% | - | 45% | 19% | 39% | 53% | - | 8% | * | * |
| | EL | 19% | 19% | 17% | - | 15% | 38% | * | 40% | - | - | 18% | 13% | 9% | 19% | 17% | 15% | 20% | - | 0% | - | * |
| | Male | 40% | 41% | 35% | 21% | 25% | 52% | 20% | 57% | - | - | 24% | 53% | 13% | 39% | 15% | 35% | - | - | 9% | * | - |
| | Female | 53% | 55% | 47% | 35% | 37% | 65% | * | 89% | - | - | 35% | 69% | 18% | 53% | 20% | - | 47% | - | * | * | * |
| English II | All Students | 54% | 57% | 52% | 37% | 41% | 69% | 29% | 82% | - | * | 38% | 70% | 18% | 58% | 26% | 48% | 56% | - | 16% | 0% | * |
| | CWD | 21% | 16% | 18% | 13% | 13% | 29% | * | - | - | - | 15% | 25% | 18% | - | 15% | 23% | 11% | - | 0% | * | - |
| | CWOD | 59% | 64% | 58% | 44% | 46% | 76% | 40% | 82% | - | * | 43% | 75% | - | 58% | 28% | 53% | 63% | - | 20% | * | * |
| | EL | 22% | 28% | 26% | * | 26% | 17% | - | * | - | - | 26% | 29% | 15% | 28% | 26% | 20% | 32% | - | 11% | - | - |
| | Male | 48% | 51% | 48% | 27% | 37% | 68% | 33% | 73% | - | - | 36% | 64% | 23% | 53% | 20% | 48% | - | - | 25% | * | * |
| | Female | 62% | 64% | 56% | 49% | 46% | 70% | * | 100% | - | * | 40% | 76% | 11% | 63% | 32% | - | 56% | - | 0% | * | * |

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| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|---|--------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| Algebra I | All Students | 42% | 36% | 17% | 10% | 18% | 19% | 17% | 45% | - | - | 16% | 19% | 7% | 20% | 14% | 15% | 20% | - | 8% | * | * |
| | CWD | 19% | 13% | 7% | 4% | 9% | 8% | - | * | - | - | 5% | 14% | 7% | - | 3% | 8% | 7% | - | * | * | - |
| | CWOD | 45% | 40% | 20% | 12% | 20% | 21% | 17% | 63% | - | - | 19% | 20% | - | 20% | 17% | 17% | 22% | - | 9% | * | * |
| | EL | 28% | 19% | 14% | * | 13% | 17% | * | 60% | - | - | 16% | 4% | 3% | 17% | 14% | 17% | 11% | - | 17% | - | * |
| | Male | 40% | 34% | 15% | 9% | 15% | 17% | * | 60% | - | - | 15% | 17% | 8% | 17% | 17% | 15% | - | - | 14% | * | - |
| | Female | 45% | 39% | 20% | 12% | 20% | 21% | * | 33% | - | - | 18% | 22% | 7% | 22% | 11% | - | 20% | - | 0% | * | * |
| Biology | All Students | 54% | 49% | 48% | 33% | 40% | 63% | 43% | 81% | - | - | 36% | 66% | 23% | 53% | 22% | 47% | 49% | - | 17% | * | * |
| | CWD | 25% | 22% | 23% | 14% | 22% | 24% | - | * | - | - | 12% | 46% | 23% | - | 13% | 25% | 19% | - | - | * | - |
| | CWOD | 57% | 53% | 53% | 38% | 43% | 69% | 43% | 85% | - | - | 41% | 69% | - | 53% | 24% | 51% | 54% | - | 18% | * | * |
| | EL | 26% | 23% | 22% | * | 20% | 33% | * | * | - | - | 23% | 17% | 13% | 24% | 22% | 24% | 19% | - | 14% | - | * |
| | Male | 52% | 48% | 47% | 34% | 39% | 63% | 40% | 83% | - | - | 35% | 66% | 25% | 51% | 24% | 47% | - | - | 25% | * | - |
| | Female | 56% | 51% | 49% | 32% | 42% | 64% | * | 80% | - | - | 37% | 67% | 19% | 54% | 19% | - | 49% | - | * | * | * |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | | | | | | | | |
| End of Course | | | | | | | | | | | | | | | | | | | | | | |
| English I | All Students | 10% | 10% | 8% | 3% | 5% | 13% | 0% | 38% | - | - | 4% | 16% | 3% | 9% | 1% | 6% | 11% | - | 0% | 0% | * |
| | CWD | 4% | 4% | 3% | 0% | 6% | 0% | - | * | - | - | 2% | 3% | 3% | - | 3% | 1% | 4% | - | * | * | - |
| | CWOD | 11% | 11% | 9% | 4% | 5% | 16% | 0% | 46% | - | - | 4% | 18% | - | 9% | 0% | 7% | 12% | - | 0% | * | * |
| | EL | 1% | 1% | 1% | - | 1% | 0% | * | 0% | - | - | 1% | 0% | 3% | 0% | 1% | 1% | 0% | - | 0% | - | * |
| | Male | 8% | 8% | 6% | 0% | 5% | 10% | 0% | 29% | - | - | 3% | 12% | 1% | 7% | 1% | 6% | - | - | 0% | * | - |
| | Female | 13% | 12% | 11% | 6% | 5% | 17% | * | 44% | - | - | 5% | 20% | 4% | 12% | 0% | - | 11% | - | * | * | * |
| English II | All Students | 9% | 9% | 9% | 4% | 3% | 18% | 14% | 29% | - | * | 4% | 16% | 5% | 10% | 0% | 6% | 12% | - | 0% | 0% | * |
| | CWD | 5% | 3% | 5% | 4% | 4% | 6% | * | - | - | - | 5% | 3% | 5% | - | 0% | 6% | 2% | - | 0% | * | - |
| | CWOD | 9% | 10% | 10% | 4% | 2% | 20% | 20% | 29% | - | * | 4% | 18% | - | 10% | 0% | 6% | 14% | - | 0% | * | * |
| | EL | 1% | 1% | 0% | * | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - |
| | Male | 7% | 6% | 6% | 2% | 2% | 13% | 17% | 9% | - | - | 4% | 10% | 6% | 6% | 0% | 6% | - | - | 0% | * | * |
| | Female | 11% | 12% | 12% | 6% | 3% | 23% | * | 67% | - | * | 5% | 22% | 2% | 14% | 0% | - | 12% | - | 0% | * | * |
| Algebra I | All Students | 26% | 21% | 9% | 5% | 10% | 9% | 0% | 36% | - | - | 10% | 7% | 6% | 10% | 8% | 7% | 11% | - | 0% | * | * |
| | CWD | 8% | 7% | 6% | 4% | 7% | 6% | - | * | - | - | 5% | 7% | 6% | - | 3% | 6% | 4% | - | * | * | - |
| | CWOD | 29% | 23% | 10% | 5% | 10% | 9% | 0% | 50% | - | - | 11% | 7% | - | 10% | 9% | 8% | 12% | - | 0% | * | * |
| | EL | 14% | 7% | 8% | * | 6% | 0% | * | 60% | - | - | 9% | 0% | 3% | 9% | 8% | 11% | 3% | - | 0% | - | * |
| | Male | 25% | 20% | 7% | 4% | 8% | 7% | * | 40% | - | - | 9% | 5% | 6% | 8% | 11% | 7% | - | - | 0% | * | - |
| | Female | 28% | 23% | 11% | 7% | 11% | 11% | * | 33% | - | - | 12% | 9% | 4% | 12% | 3% | - | 11% | - | 0% | * | * |
| Biology | All Students | 21% | 18% | 16% | 9% | 12% | 23% | 0% | 38% | - | - | 9% | 26% | 8% | 18% | 6% | 14% | 19% | - | 0% | * | * |
| | CWD | 7% | 7% | 8% | 10% | 8% | 6% | - | * | - | - | 9% | 4% | 8% | - | 9% | 9% | 6% | - | - | * | - |
| | CWOD | 22% | 20% | 18% | 8% | 13% | 26% | 0% | 46% | - | - | 9% | 29% | - | 18% | 6% | 15% | 20% | - | 0% | * | * |
| | EL | 5% | 5% | 6% | * | 5% | 0% | * | * | - | - | 6% | 8% | 9% | 6% | 6% | 5% | 8% | - | 0% | - | * |
| | Male | 21% | 17% | 14% | 8% | 10% | 21% | 0% | 50% | - | - | 8% | 24% | 9% | 15% | 5% | 14% | - | - | 0% | * | - |
| | Female | 21% | 19% | 19% | 10% | 15% | 26% | * | 30% | - | - | 12% | 28% | 6% | 20% | 8% | - | 19% | - | * | * | * |
| STAAR Percent at Approaches Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |

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| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|--|--------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| All Grades | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 73% | 71% | 64% | 48% | 58% | 77% | 64% | 88% | - | * | 54% | 78% | 36% | 69% | 47% | 59% | 69% | - | 36% | 6% | 85% |
| | CWD | 44% | 41% | 36% | 22% | 34% | 45% | * | 56% | - | - | 28% | 56% | 36% | - | 34% | 34% | 38% | - | 9% | 0% | - |
| | CWOD | 77% | 76% | 69% | 55% | 62% | 82% | 69% | 93% | - | * | 61% | 81% | - | 69% | 50% | 65% | 75% | - | 41% | 11% | 92% |
| | EL | 59% | 57% | 47% | 100% | 45% | 72% | * | 56% | - | - | 48% | 46% | 34% | 50% | 47% | 43% | 53% | - | 33% | - | * |
| | Male | 71% | 69% | 59% | 39% | 52% | 75% | 60% | 84% | - | - | 49% | 75% | 34% | 65% | 43% | 59% | - | - | 42% | 0% | * |
| | Female | 75% | 73% | 69% | 58% | 64% | 79% | 75% | 91% | - | * | 60% | 83% | 38% | 75% | 53% | - | 69% | - | 24% | 9% | 90% |
| Reading | All Students | 74% | 75% | 60% | 45% | 53% | 76% | 53% | 82% | - | * | 50% | 76% | 29% | 67% | 39% | 55% | 67% | - | 24% | 9% | 86% |
| | CWD | 43% | 43% | 29% | 15% | 28% | 39% | * | * | - | - | 24% | 41% | 29% | - | 32% | 26% | 32% | - | 0% | * | - |
| | CWOD | 78% | 80% | 67% | 53% | 58% | 83% | 62% | 87% | - | * | 57% | 80% | - | 67% | 41% | 61% | 73% | - | 31% | 14% | 100% |
| | EL | 57% | 58% | 39% | * | 38% | 57% | * | 29% | - | - | 40% | 35% | 32% | 41% | 39% | 34% | 46% | - | 24% | - | * |
| | Male | 70% | 71% | 55% | 35% | 47% | 73% | 45% | 72% | - | - | 45% | 70% | 26% | 61% | 34% | 55% | - | - | 30% | * | * |
| | Female | 78% | 79% | 67% | 56% | 60% | 80% | * | 93% | - | * | 57% | 83% | 32% | 73% | 46% | - | 67% | - | 8% | 14% | * |
| Mathematics | All Students | 71% | 67% | 57% | 38% | 53% | 67% | 50% | 94% | - | - | 47% | 73% | 36% | 61% | 53% | 54% | 60% | - | 57% | * | * |
| | CWD | 44% | 38% | 36% | 24% | 39% | 33% | - | * | - | - | 23% | 71% | 36% | - | 38% | 37% | 33% | - | * | * | - |
| | CWOD | 75% | 71% | 61% | 43% | 56% | 72% | 50% | 100% | - | - | 53% | 73% | - | 61% | 57% | 58% | 65% | - | 58% | * | * |
| | EL | 61% | 56% | 53% | * | 50% | 83% | * | 80% | - | - | 53% | 52% | 38% | 57% | 53% | 53% | 53% | - | 50% | - | * |
| | Male | 71% | 67% | 54% | 32% | 48% | 69% | * | 100% | - | - | 43% | 72% | 37% | 58% | 53% | 54% | - | - | 63% | * | - |
| | Female | 71% | 67% | 60% | 47% | 59% | 64% | * | 89% | - | - | 51% | 74% | 33% | 65% | 53% | - | 60% | - | 50% | * | * |
| Science | All Students | 74% | 72% | 78% | 65% | 72% | 90% | 100% | 94% | - | - | 71% | 89% | 53% | 82% | 60% | 74% | 83% | - | 42% | * | * |
| | CWD | 47% | 43% | 53% | 38% | 43% | 70% | - | * | - | - | 45% | 71% | 53% | - | 35% | 47% | 61% | - | - | * | - |
| | CWOD | 78% | 77% | 82% | 73% | 77% | 92% | 100% | 100% | - | - | 76% | 91% | - | 82% | 65% | 79% | 86% | - | 45% | * | * |
| | EL | 58% | 54% | 60% | * | 58% | 83% | * | * | - | - | 60% | 63% | 35% | 65% | 60% | 55% | 68% | - | 43% | - | * |
| | Male | 74% | 72% | 74% | 57% | 68% | 89% | 100% | 100% | - | - | 66% | 88% | 47% | 79% | 55% | 74% | - | - | 50% | * | - |
| | Female | 75% | 73% | 83% | 76% | 78% | 91% | * | 90% | - | - | 77% | 91% | 61% | 86% | 68% | - | 83% | - | * | * | * |
| SAT/ACT All Subjects | All Students | 92% | 99% | 100% | - | 100% | 100% | - | 100% | - | - | 100% | 100% | - | 100% | - | 100% | 100% | - | * | - | - |
| | CWD | 75% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 92% | 99% | 100% | - | 100% | 100% | - | 100% | - | - | 100% | 100% | - | 100% | - | 100% | 100% | - | * | - | - |
| | EL | 69% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 93% | 99% | 100% | - | * 100% | - | * | - | - | - | 100% | 100% | - | 100% | - | 100% | - | - | * | - | - |
| | Female | 92% | 99% | 100% | - | 100% | 100% | - | * | - | - | * 100% | 100% | - | 100% | - | - | 100% | - | - | - | - |
| STAAR Percent at Meets Grade Level or Above | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 47% | 45% | 41% | 27% | 33% | 55% | 29% | 76% | - | * | 30% | 58% | 16% | 46% | 20% | 38% | 45% | - | 14% | 0% | 69% |
| | CWD | 23% | 22% | 16% | 10% | 13% | 21% | * | 33% | - | - | 10% | 31% | 16% | - | 10% | 17% | 14% | - | 0% | 0% | - |
| | CWOD | 50% | 48% | 46% | 32% | 37% | 61% | 31% | 82% | - | * | 35% | 61% | - | 46% | 22% | 43% | 50% | - | 16% | 0% | 75% |
| | EL | 29% | 27% | 20% | 33% | 19% | 28% | * | 44% | - | - | 21% | 16% | 10% | 22% | 20% | 19% | 21% | - | 10% | - | * |
| | Male | 45% | 43% | 38% | 23% | 30% | 53% | 25% | 72% | - | - | 28% | 54% | 17% | 43% | 19% | 38% | - | - | 21% | 0% | * |
| | Female | 48% | 46% | 45% | 32% | 37% | 57% | 38% | 79% | - | * | 33% | 62% | 14% | 50% | 21% | - | 45% | - | 0% | 0% | 80% |

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|---|--------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| Reading | All Students | 52% | 53% | 46% | 32% | 36% | 64% | 27% | 79% | - | * | 33% | 65% | 17% | 52% | 21% | 41% | 52% | - | 12% | 0% | 71% |
| | CWD | 24% | 24% | 17% | 10% | 13% | 25% | * | * | - | - | 11% | 30% | 17% | - | 12% | 18% | 15% | - | 0% | * | - |
| | CWOD | 56% | 57% | 52% | 38% | 40% | 71% | 31% | 83% | - | * | 38% | 70% | - | 52% | 23% | 46% | 58% | - | 15% | 0% | 83% |
| | EL | 31% | 31% | 21% | * | 20% | 29% | * | 29% | - | - | 21% | 22% | 12% | 23% | 21% | 17% | 26% | - | 6% | - | * |
| | Male | 47% | 48% | 41% | 24% | 31% | 60% | 27% | 67% | - | - | 29% | 59% | 18% | 46% | 17% | 41% | - | - | 17% | * | * |
| | Female | 56% | 57% | 52% | 42% | 41% | 68% | * | 93% | - | * | 37% | 73% | 15% | 58% | 26% | - | 52% | - | 0% | 0% | * |
| Mathematics | All Students | 41% | 36% | 24% | 10% | 20% | 30% | 17% | 65% | - | - | 18% | 32% | 7% | 27% | 14% | 22% | 25% | - | 14% | * | * |
| | CWD | 22% | 19% | 7% | 4% | 9% | 8% | - | * | - | - | 5% | 14% | 7% | - | 3% | 8% | 7% | - | * | * | - |
| | CWOD | 44% | 39% | 27% | 12% | 22% | 34% | 17% | 79% | - | - | 21% | 35% | - | 27% | 17% | 26% | 28% | - | 17% | * | * |
| | EL | 29% | 24% | 14% | * | 13% | 17% | * | 60% | - | - | 16% | 4% | 3% | 17% | 14% | 17% | 11% | - | 17% | - | * |
| | Male | 42% | 38% | 22% | 9% | 17% | 31% | * | 75% | - | - | 17% | 32% | 8% | 26% | 17% | 22% | - | - | 25% | * | - |
| | Female | 40% | 34% | 25% | 12% | 23% | 29% | * | 56% | - | - | 20% | 33% | 7% | 28% | 11% | - | 25% | - | 0% | * | * |
| Science | All Students | 46% | 43% | 48% | 33% | 40% | 63% | 43% | 81% | - | - | 36% | 66% | 23% | 53% | 22% | 47% | 49% | - | 17% | * | * |
| | CWD | 23% | 21% | 23% | 14% | 22% | 24% | - | * | - | - | 12% | 46% | 23% | - | 13% | 25% | 19% | - | - | * | - |
| | CWOD | 49% | 46% | 53% | 38% | 43% | 69% | 43% | 85% | - | - | 41% | 69% | - | 53% | 24% | 51% | 54% | - | 18% | * | * |
| | EL | 25% | 22% | 22% | * | 20% | 33% | * | * | - | - | 23% | 17% | 13% | 24% | 22% | 24% | 19% | - | 14% | - | * |
| | Male | 47% | 43% | 47% | 34% | 39% | 63% | 40% | 83% | - | - | 35% | 66% | 25% | 51% | 24% | 47% | - | - | 25% | * | - |
| | Female | 45% | 42% | 49% | 32% | 42% | 64% | * | 80% | - | - | 37% | 67% | 19% | 54% | 19% | - | 49% | - | * | * | * |
| SAT/ACT All Subjects | All Students | 64% | 88% | 92% | - | 100% | 89% | - | 100% | - | - | 89% | 93% | - | 92% | - | 97% | 86% | - | * | - | - |
| | CWD | 43% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 64% | 88% | 92% | - | 100% | 89% | - | 100% | - | - | 89% | 93% | - | 92% | - | 97% | 86% | - | * | - | - |
| | EL | 18% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 68% | 91% | 97% | - | * | 96% | - | * | - | - | 100% | 96% | - | 97% | - | 97% | - | - | * | - | - |
| | Female | 60% | 84% | 86% | - | 100% | 79% | - | * | - | - | * | 89% | - | 86% | - | - | 86% | - | - | - | - |
| STAAR Percent at Masters Grade Level | | | | | | | | | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 22% | 20% | 11% | 5% | 7% | 16% | 4% | 36% | - | * | 7% | 17% | 5% | 12% | 3% | 9% | 13% | - | 0% | 0% | 31% |
| | CWD | 9% | 8% | 5% | 4% | 6% | 4% | * | 0% | - | - | 5% | 4% | 5% | - | 4% | 6% | 4% | - | 0% | 0% | - |
| | CWOD | 24% | 22% | 12% | 5% | 8% | 18% | 4% | 42% | - | * | 7% | 19% | - | 12% | 3% | 9% | 15% | - | 0% | 0% | 33% |
| | EL | 12% | 10% | 3% | 0% | 3% | 0% | * | 31% | - | - | 4% | 2% | 4% | 3% | 3% | 4% | 3% | - | 0% | - | * |
| | Male | 21% | 19% | 9% | 3% | 6% | 13% | 5% | 28% | - | - | 6% | 13% | 6% | 9% | 4% | 9% | - | - | 0% | 0% | * |
| | Female | 23% | 21% | 13% | 7% | 9% | 19% | 0% | 44% | - | * | 8% | 21% | 4% | 15% | 3% | - | 13% | - | 0% | 0% | 30% |
| Reading | All Students | 25% | 25% | 9% | 3% | 4% | 16% | 7% | 33% | - | * | 4% | 16% | 4% | 10% | 0% | 6% | 11% | - | 0% | 0% | 14% |
| | CWD | 9% | 9% | 4% | 2% | 5% | 3% | * | * | - | - | 4% | 3% | 4% | - | 2% | 4% | 3% | - | 0% | * | - |
| | CWOD | 27% | 27% | 10% | 4% | 4% | 18% | 8% | 37% | - | * | 4% | 18% | - | 10% | 0% | 7% | 13% | - | 0% | 0% | 17% |
| | EL | 13% | 11% | 0% | * | 0% | 0% | * | 0% | - | - | 0% | 0% | 2% | 0% | 0% | 1% | 0% | - | 0% | - | * |
| | Male | 22% | 21% | 6% | 1% | 3% | 12% | 9% | 17% | - | - | 3% | 11% | 4% | 7% | 1% | 6% | - | - | 0% | * | * |
| | Female | 28% | 28% | 11% | 6% | 4% | 20% | * | 53% | - | * | 5% | 21% | 3% | 13% | 0% | - | 11% | - | 0% | 0% | * |

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| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant | Homeless | Foster Care | Military |
|----------------------|--------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|-----|------|--------|---------|----------|-------------|----------|
| Mathematics | All Students | 20% | 16% | 10% | 5% | 10% | 10% | 0% | 41% | - | - | 10% | 9% | 6% | 11% | 8% | 9% | 11% | - | 0% | * | * |
| | CWD | 9% | 8% | 6% | 4% | 7% | 6% | - | * | - | - | 5% | 7% | 6% | - | 3% | 6% | 4% | - | * | * | - |
| | CWOD | 21% | 17% | 11% | 5% | 11% | 11% | 0% | 50% | - | - | 12% | 9% | - | 11% | 9% | 9% | 12% | - | 0% | * | * |
| | EL | 12% | 10% | 8% | * | 6% | 0% | * | 60% | - | - | 9% | 0% | 3% | 9% | 8% | 11% | 3% | - | 0% | - | * |
| | Male | 21% | 18% | 9% | 4% | 8% | 10% | * | 38% | - | - | 9% | 8% | 6% | 9% | 11% | 9% | - | - | 0% | * | - |
| | Female | 19% | 15% | 11% | 7% | 12% | 10% | * | 44% | - | - | 11% | 11% | 4% | 12% | 3% | - | 11% | - | 0% | * | * |
| Science | All Students | 20% | 18% | 16% | 9% | 12% | 23% | 0% | 38% | - | - | 9% | 26% | 8% | 18% | 6% | 14% | 19% | - | 0% | * | * |
| | CWD | 8% | 7% | 8% | 10% | 8% | 6% | - | * | - | - | 9% | 4% | 8% | - | 9% | 9% | 6% | - | - | * | - |
| | CWOD | 22% | 20% | 18% | 8% | 13% | 26% | 0% | 46% | - | - | 9% | 29% | - | 18% | 6% | 15% | 20% | - | 0% | * | * |
| | EL | 7% | 6% | 6% | * | 5% | 0% | * | * | - | - | 6% | 8% | 9% | 6% | 6% | 5% | 8% | - | 0% | - | * |
| | Male | 22% | 19% | 14% | 8% | 10% | 21% | 0% | 50% | - | - | 8% | 24% | 9% | 15% | 5% | 14% | - | - | 0% | * | - |
| | Female | 19% | 17% | 19% | 10% | 15% | 26% | * | 30% | - | - | 12% | 28% | 6% | 20% | 8% | - | 19% | - | * | * | * |
| SAT/ACT All Subjects | All Students | 13% | 16% | 20% | - | 13% | 16% | - | 50% | - | - | 22% | 19% | - | 20% | - | 24% | 14% | - | * | - | - |
| | CWD | 11% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 13% | 16% | 20% | - | 13% | 16% | - | 50% | - | - | 22% | 19% | - | 20% | - | 24% | 14% | - | * | - | - |
| | EL | 1% | * | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 17% | 20% | 24% | - | * | 26% | - | * | - | - | 40% | 21% | - | 24% | - | 24% | - | - | * | - | - |
| | Female | 10% | 12% | 14% | - | 20% | 0% | - | * | - | - | * | 17% | - | 14% | - | - | 14% | - | - | - | - |

- 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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| Academic Growth Score | | | | | | | | | | | |
| Reading | | | | | | | | | | | |
| All Students | 60 | 50 | 63 | 62 | * | 50 | - | - | 62 | 64 | 70 |
| CWD | 64 | 50 | 74 | 67 | - | - | - | - | 61 | 64 | 75 |
| CWOD | 60 | 50 | 62 | 62 | * | 50 | - | - | 62 | - | 70 |
| EL ◇ | 70 | * | 69 | * | - | - | - | - | 73 | 75 | 70 |
| Male | 61 | 46 | 63 | 67 | * | 44 | - | - | 62 | 71 | 63 |

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| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|--------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| Female | 60 | 55 | 63 | 57 | - | * | - | - | 61 | 46 | 78 |
| Mathematics | | | | | | | | | | | |
| All Students | 40 | 29 | 36 | 45 | * | 75 | - | - | 34 | 25 | 32 |
| CWD | 25 | 19 | 23 | 36 | - | * | - | - | 15 | 25 | 15 |
| CWOD | 43 | 33 | 39 | 47 | * | 90 | - | - | 38 | - | 37 |
| EL ◇ | 32 | - | 27 | * | * | * | - | - | 30 | 15 | 32 |
| Male | 37 | 17 | 33 | 47 | * | * | - | - | 30 | 27 | 35 |
| Female | 42 | 45 | 40 | 42 | * | * | - | - | 38 | 23 | 28 |

- 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 | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL◇ | Homeless ◇ | Foster Care ◇ |
|--|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|-------------|--------|--------|------------|---------------|
| Federal Graduation Rates | | | | | | | | | | | | | |
| 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021 | | | | | | | | | | | | | |
| All Students | 96.0% | 91.4% | 94.8% | 97.7% | 100.0% | 100.0% | * | 100.0% | 93.4% | 83.1% | 96.2% | 90.7% | 60.0% |
| CWD | 83.1% | 72.7% | 75.0% | 92.6% | - | * | - | - | 79.5% | 83.1% | 100.0% | 90.0% | * |
| CWOD | 97.8% | 95.7% | 97.1% | 98.5% | 100.0% | 100.0% | * | 100.0% | 96.2% | - | 95.8% | 90.9% | * |
| EL ◇ | 96.2% | * | 95.9% | - | * | * | - | - | 95.8% | 100.0% | 96.2% | 100.0% | - |
| Male | 94.0% | 86.2% | 92.8% | 96.2% | * | 100.0% | * | 100.0% | 89.8% | 80.5% | 93.3% | 81.8% | * |
| Female | 98.1% | 96.6% | 96.9% | 99.1% | * | 100.0% | - | 100.0% | 96.9% | 88.9% | 100.0% | 100.0% | * |

- 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)

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| Total EL in Class | Proficiency of EL | Rate of Proficiency |
|-------------------|-------------------|---------------------|
| 350 | 55 | 16% |

- 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 | 39 | 27 | 33 | 49 | 32 | 67 | - | * | 30 | 19 | 23 |
| School Quality (College, Career, and Military Readiness Performance) | | | | | | | | | | | |
| %Students meeting CCMR | 59% | 25% | 57% | 68% | 20% | 94% | * | 40% | 49% | 60% | 37% |

- 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 | CWD | EL + |
|---------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|------|
| STAAR Performance Status | | | | | | | | | | | |
| Reading | | | | | | | | | | | |
| Interim Goals (2018-2022) | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| Target Met | Y | Y | Y | Y | | Y | | | Y | N | N |
| Interim Goals (2023-2027) | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| Target Met | N | N | N | N | | Y | | | N | N | N |
| Interim Goals (2028-2032) | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| Target Met | N | N | N | N | | Y | | | N | N | N |
| Long-Term Goals | 72% | 66% | 69% | 80% | 72% | 87% | 73% | 78% | 67% | 60% | 65% |

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| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|------|
| Target Met | N | N | N | N | | N | | | N | N | N |
| Mathematics | | | | | | | | | | | |
| Interim Goals (2018-2022) | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| Target Met | N | N | N | N | | | | | N | N | N |
| Interim Goals (2023-2027) | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| Target Met | N | N | N | N | | | | | N | N | N |
| Interim Goals (2028-2032) | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| Target Met | N | N | N | N | | | | | N | N | N |
| Long-Term Goals | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| Target Met | N | N | N | N | | | | | N | N | N |
| English Learner Language Proficiency Status | | | | | | | | | | | |
| Interim Goals (2018-2022) | | | | | | | | | | | 36% |
| Target Met | | | | | | | | | | | N |
| Interim Goals (2023-2027) | | | | | | | | | | | 38% |
| Target Met | | | | | | | | | | | N |
| Interim Goals (2028-2032) | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | N |
| Long-Term Goals | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | N |
| Federal Graduation Status^Δ | | | | | | | | | | | |
| Interim Goals (2018-2022) | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Target Met | Y | Y | Y | Y | | | | | Y | N | Y |
| Interim Goals (2023-2027) | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| Target Met | Y | N | Y | Y | | | | | Y | N | Y |
| Interim Goals (2028-2032) | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | Y | N | Y | Y | | | | | N | N | Y |
| Long-Term Goals | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | Y | N | Y | Y | | | | | N | N | Y |

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).

Δ 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)

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| | | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|-------------------------------|--------------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|------|------|------|------|--------|---------|
| Participation Rate | | | | | | | | | | | | | | | | | |
| All Subjects | All Students | 97% | 96% | 97% | 97% | 100% | 100% | - | * | 97% | 98% | 97% | 97% | 98% | 97% | 98% | - |
| | CWD | 97% | 98% | 99% | 93% | * | 100% | - | - | 97% | 96% | 97% | - | 98% | 96% | 98% | - |
| | CWOD | 97% | 96% | 97% | 97% | 100% | 100% | - | * | 97% | 98% | - | 97% | 98% | 97% | 98% | - |
| | EL | 98% | 100% | 98% | 97% | * | 100% | - | - | 98% | 99% | 98% | 98% | 98% | 98% | 99% | - |
| | Male | 97% | 95% | 97% | 96% | 100% | 100% | - | - | 96% | 97% | 96% | 97% | 98% | 97% | - | - |
| | Female | 98% | 98% | 97% | 97% | 100% | 100% | - | * | 97% | 98% | 98% | 98% | 99% | - | 98% | - |
| Reading | All Students | 97% | 96% | 98% | 97% | 100% | 100% | - | * | 97% | 98% | 99% | 97% | 99% | 97% | 98% | - |
| | CWD | 99% | 98% | 100% | 97% | * | * | - | - | 99% | 98% | 99% | - | 100% | 99% | 99% | - |
| | CWOD | 97% | 96% | 98% | 97% | 100% | 100% | - | * | 97% | 97% | - | 97% | 99% | 97% | 98% | - |
| | EL | 99% | 100% | 99% | 100% | * | 100% | - | - | 99% | 99% | 100% | 99% | 99% | 98% | 100% | - |
| | Male | 97% | 94% | 98% | 96% | 100% | 100% | - | - | 97% | 97% | 99% | 97% | 98% | 97% | - | - |
| | Female | 98% | 99% | 98% | 97% | * | 100% | - | * | 98% | 98% | 99% | 98% | 100% | - | 98% | - |
| Mathematics | All Students | 97% | 98% | 96% | 97% | 100% | 100% | - | - | 96% | 98% | 96% | 97% | 97% | 96% | 97% | - |
| | | 97% | 98% | 96% | 97% | 100% | 100% | - | - | 96% | 98% | 96% | 97% | 97% | 96% | 97% | - |
| | CWD | 96% | 100% | 98% | 89% | - | * | - | - | 96% | 93% | 96% | - | 97% | 94% | 98% | - |
| | | 96% | 100% | 98% | 89% | - | * | - | - | 96% | 93% | 96% | - | 97% | 94% | 98% | - |
| | CWOD | 97% | 97% | 96% | 98% | 100% | 100% | - | - | 96% | 99% | - | 97% | 97% | 97% | 97% | - |
| | | 97% | 97% | 96% | 98% | 100% | 100% | - | - | 96% | 99% | - | 97% | 97% | 97% | 97% | - |
| | EL | 97% | * | 97% | 100% | * | 100% | - | - | 97% | 100% | 97% | 97% | 97% | 97% | 98% | - |
| | | 97% | * | 97% | 100% | * | 100% | - | - | 97% | 100% | 97% | 97% | 97% | 97% | 98% | - |
| | Male | 96% | 98% | 95% | 96% | * | 100% | - | - | 96% | 97% | 94% | 97% | 97% | 96% | - | - |
| | | 96% | 98% | 95% | 96% | * | 100% | - | - | 96% | 97% | 94% | 97% | 97% | 96% | - | - |
| | Female | 97% | 98% | 97% | 97% | * | 100% | - | - | 96% | 99% | 98% | 97% | 98% | - | 97% | - |
| | | 97% | 98% | 97% | 97% | * | 100% | - | - | 96% | 99% | 98% | 97% | 98% | - | 97% | - |
| SAT/ACT All Subjects | All Students | 96% | - | 80% | 100% | - | 100% | - | - | 90% | 98% | - | 96% | - | 97% | 96% | - |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 96% | - | 80% | 100% | - | 100% | - | - | 90% | 98% | - | 96% | - | 97% | 96% | - |
| | EL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 97% | - | * | 100% | - | * | - | - | 100% | 96% | - | 97% | - | 97% | - | - |
| | Female | 96% | - | 83% | 100% | - | * | - | - | 80% | 100% | - | 96% | - | - | 96% | - |
| Non-Participation Rate | | | | | | | | | | | | | | | | | |

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| | | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Non Econ Disadv | CWD | CWOD | EL | Male | Female | Migrant |
|-----------------------------|--------------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----|------|----|------|--------|---------|
| All Subjects | All Students | 3% | 4% | 3% | 3% | 0% | 0% | - | * | 3% | 2% | 3% | 3% | 2% | 3% | 2% | - |
| | CWD | 3% | 2% | 1% | 7% | * | 0% | - | - | 3% | 4% | 3% | - | 2% | 4% | 2% | - |
| | CWOD | 3% | 4% | 3% | 3% | 0% | 0% | - | * | 3% | 2% | - | 3% | 2% | 3% | 2% | - |
| | EL | 2% | 0% | 2% | 3% | * | 0% | - | - | 2% | 1% | 2% | 2% | 2% | 2% | 1% | - |
| | Male | 3% | 5% | 3% | 4% | 0% | 0% | - | - | 4% | 3% | 4% | 3% | 2% | 3% | - | - |
| | Female | 2% | 2% | 3% | 3% | 0% | 0% | - | * | 3% | 2% | 2% | 2% | 1% | - | 2% | - |
| Reading | All Students | 3% | 4% | 2% | 3% | 0% | 0% | - | * | 3% | 2% | 1% | 3% | 1% | 3% | 2% | - |
| | CWD | 1% | 2% | 0% | 3% | * | * | - | - | 1% | 2% | 1% | - | 0% | 1% | 1% | - |
| | CWOD | 3% | 4% | 2% | 3% | 0% | 0% | - | * | 3% | 3% | - | 3% | 1% | 3% | 2% | - |
| | EL | 1% | 0% | 1% | 0% | * | 0% | - | - | 1% | 1% | 0% | 1% | 1% | 2% | 0% | - |
| | Male | 3% | 6% | 2% | 4% | 0% | 0% | - | - | 3% | 3% | 1% | 3% | 2% | 3% | - | - |
| | Female | 2% | 1% | 2% | 3% | * | 0% | - | * | 2% | 2% | 1% | 2% | 0% | - | 2% | - |
| Mathematics | All Students | 3% | 2% | 4% | 3% | 0% | 0% | - | - | 4% | 2% | 4% | 3% | 3% | 4% | 3% | - |
| | CWD | 4% | 0% | 2% | 11% | - | * | - | - | 4% | 7% | 4% | - | 3% | 6% | 2% | - |
| | CWOD | 3% | 3% | 4% | 2% | 0% | 0% | - | - | 4% | 1% | - | 3% | 3% | 3% | 3% | - |
| | EL | 3% | * | 3% | 0% | * | 0% | - | - | 3% | 0% | 3% | 3% | 3% | 3% | 2% | - |
| | Male | 4% | 2% | 5% | 4% | * | 0% | - | - | 4% | 3% | 6% | 3% | 3% | 4% | - | - |
| | Female | 3% | 2% | 3% | 3% | * | 0% | - | - | 4% | 1% | 2% | 3% | 2% | - | 3% | - |
| Science | All Students | 3% | 5% | 3% | 3% | 0% | 0% | - | - | 4% | 2% | 6% | 3% | 3% | 3% | 3% | - |
| | CWD | 6% | 5% | 3% | 12% | - | * | - | - | 6% | 7% | 6% | - | 4% | 7% | 5% | - |
| | CWOD | 3% | 5% | 3% | 2% | 0% | 0% | - | - | 3% | 1% | - | 3% | 3% | 3% | 2% | - |
| | EL | 3% | * | 3% | 17% | * | * | - | - | 4% | 0% | 4% | 3% | 3% | 3% | 3% | - |
| | Male | 3% | 5% | 3% | 4% | 0% | 0% | - | - | 4% | 3% | 7% | 3% | 3% | 3% | - | - |
| | Female | 3% | 5% | 3% | 2% | * | 0% | - | - | 4% | 1% | 5% | 2% | 3% | - | 3% | - |
| SAT/ACT All Subjects | All Students | 4% | - | 20% | 0% | - | 0% | - | - | 10% | 2% | - | 4% | - | 3% | 4% | - |
| | CWD | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 4% | - | 20% | 0% | - | 0% | - | - | 10% | 2% | - | 4% | - | 3% | 4% | - |
| | EL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 3% | - | * | 0% | - | * | - | - | 0% | 4% | - | 3% | - | 3% | - | - |
| | Female | 4% | - | 17% | 0% | - | * | - | - | 20% | 0% | - | 4% | - | - | 4% | - |

- 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

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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 | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities | Students with Disabilities (Section 504) |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|--|
| Students Without Disabilities | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | Male | 93 | 19 | 41 | 31 | 0 | 1 | 1 | 0 | 19 | | |
| | Female | 40 | 7 | 22 | 11 | 0 | 0 | 0 | 0 | 5 | | |
| | Total | 133 | 26 | 63 | 42 | 0 | 1 | 1 | 0 | 24 | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 39 | 13 | 13 | 13 | 0 | 0 | 0 | 0 | 5 | | |
| | Female | 6 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 45 | 15 | 16 | 14 | 0 | 0 | 0 | 0 | 5 | | |
| 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 | | |
| 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 | 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 Enforcement | | | | | | | | | | | | |
| | 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 | | |
| Students With Disabilities | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |

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| | | 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) |
|-------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|--|
| | Male | 41 | 17 | 14 | 8 | 1 | 0 | 1 | 0 | 10 | | 33 |
| | Female | 16 | 4 | 8 | 4 | 0 | 0 | 0 | 0 | 3 | | 10 |
| | Total | 57 | 21 | 22 | 12 | 1 | 0 | 1 | 0 | 13 | | 43 |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | 21 | 8 | 8 | 5 | 0 | 0 | 0 | 0 | 3 | | 16 |
| | Female | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | | 6 |
| | Total | 27 | 12 | 10 | 5 | 0 | 0 | 0 | 0 | 3 | | 22 |
| 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 | | | | | | | | | | | | |
| | 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 Enforcement | | | | | | | | | | | | |
| | 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 | 172 | 28 | 65 | 76 | 1 | -8 | 1 | 1 | 17 | 37 | -8 |
| | Female | 161 | 23 | 60 | 72 | 3 | -8 | -8 | 3 | 14 | 29 | -8 |
| | Total | 333 | 51 | 125 | 148 | 4 | -8 | 1 | 4 | 31 | 66 | -8 |

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| | 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 | 11 |
| 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 | 1 |
| 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 students | African American | Hispanic | White | Indian or Alaska Native | Asian | 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 | 272 | 18 | 66 | 167 | 2 | 16 | 0 | 3 | 11 | 2 |
| | Female | 398 | 38 | 111 | 212 | 3 | 28 | 2 | 4 | 7 | 7 |
| | Total | 670 | 56 | 177 | 379 | 5 | 44 | 2 | 7 | 18 | 9 |
| International Baccalaureate Courses | Male | 70 | 4 | 20 | 37 | 1 | 6 | 0 | 2 | 2 | 0 |
| | Female | 137 | 9 | 43 | 67 | 4 | 13 | 0 | 1 | 6 | 0 |
| | Total | 207 | 13 | 63 | 104 | 5 | 19 | 0 | 3 | 8 | 0 |

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| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| Dual Enrollment/Dual Credit Programs | Male | 7 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 8 | 0 | 1 | 5 | 0 | 2 | 0 | 0 | 0 | 0 |
| | Total | 15 | 0 | 2 | 11 | 0 | 2 | 0 | 0 | 0 | 0 |

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates ED Facts 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.

| | All School | |
|---|------------|---------|
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 21.0 | 13.9% |
| Teachers Teaching with Emergency or Provisional Credentials | 9.0 | 6.2% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 18.3 | 12.6% |

- 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 | State Rate of ALT2 | District Number of ALT2 | District Rate of ALT2 | Campus Number of ALT2 | Campus Rate of ALT2 |
|----------------------|----------------------------|-----------------------------|-------------------------------|-----------------------------|-----------------------------|---------------------------|
| Grade 3 | | | | | | |
| Reading | 6,584 | 2% | 38 | 2% | - | - |
| Mathematics | 6,587 | 2% | 38 | 2% | - | - |
| Grade 4 | | | | | | |
| Reading | 6,404 | 2% | 32 | 1% | - | - |
| Mathematics | 6,408 | 2% | 32 | 1% | - | - |
| Grade 5 | | | | | | |
| Reading | 6,204 | 2% | 40 | 2% | - | - |
| Mathematics | 6,205 | 2% | 40 | 2% | - | - |
| Science | 6,200 | 2% | 40 | 2% | - | - |
| Grade 6 | | | | | | |
| Reading | 6,181 | 2% | 36 | 2% | - | - |
| Mathematics | 6,177 | 2% | 36 | 2% | - | - |
| Grade 7 | | | | | | |
| Reading | 6,130 | 1% | 40 | 2% | - | - |
| Mathematics | 6,120 | 2% | 39 | 2% | - | - |
| Grade 8 | | | | | | |
| Reading | 5,794 | 1% | 32 | 1% | - | - |
| Mathematics | 5,803 | 2% | 32 | 2% | - | - |
| Science | 5,796 | 1% | 32 | 1% | - | - |
| End of Course | | | | | | |
| English I | 6,009 | 1% | 44 | 1% | 7 | 1% |
| English II | 5,490 | 1% | 26 | 1% | 7 | 1% |
| Algebra I | 5,993 | 1% | 42 | 1% | 7 | 1% |
| Biology | 5,860 | 1% | 44 | 1% | 8 | 1% |
| All Grades | | | | | | |
| All Subjects | 109,954 | 1% | 663 | 1% | 29 | 1% |
| Reading | 48,805 | 1% | 288 | 1% | 14 | 1% |
| Mathematics | 43,293 | 1% | 259 | 2% | 7 | 1% |
| Science | 17,856 | 1% | 116 | 1% | 8 | 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 Level: 2022 Percentages at NAEP Achievement Levels | | | | | | | | | | |
|--|---------------------------|----------------------------|---------------|----|---------------------|----|--------------------------|-----|---------------|-----|
| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
| | | | 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 | 75 | 38 | 36 | 8 | 8 |
| | | Black | 33 | 45 | 67 | 55 | 21 | 15 | 2 | 1 |
| | | Hispanic | 27 | 36 | 73 | 64 | 27 | 22 | 3 | 3 |
| | | White | 10 | 14 | 90 | 86 | 57 | 48 | 13 | 10 |
| | | American Indian | * | 41 | * | 59 | * | 22 | * | 4 |
| | | Asian | 3 | 9 | 97 | 91 | 73 | 63 | 27 | 24 |
| | | Pacific Islander | * | 38 | * | 62 | * | 22 | * | 3 |
| | | Two or More Races | 10 | 22 | 90 | 78 | 58 | 38 | 23 | 9 |
| | | EcoDis | 31 | 38 | 69 | 62 | 24 | 20 | 3 | 2 |
| Students with Disabilities | | 51 | 56 | 49 | 44 | 18 | 14 | 2 | 2 | |
| English Language Learners | 31 | 48 | 69 | 52 | 26 | 14 | 3 | 2 | | |
| Grade 8 | Reading | Overall | 34 | 30 | 66 | 70 | 23 | 31 | 2 | 4 |
| | | Black | 45 | 47 | 55 | 53 | 17 | 16 | 1 | 1 |
| | | Hispanic | 41 | 39 | 59 | 61 | 16 | 21 | 1 | 2 |
| | | White | 24 | 22 | 76 | 78 | 30 | 38 | 2 | 5 |
| | | American Indian | * | 45 | * | 55 | * | 18 | * | 2 |
| | | Asian | 8 | 14 | 92 | 86 | 60 | 56 | 11 | 12 |
| | | Pacific Islander | * | 35 | * | 65 | * | 25 | * | 2 |
| | | Two or More Races | 28 | 27 | 72 | 73 | 32 | 35 | 5 | 6 |
| | | EcoDis | 42 | 42 | 58 | 58 | 16 | 19 | 1 | 1 |
| | | Students with Disabilities | 74 | 69 | 26 | 31 | 5 | 7 | 1 | n/a |
| | 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 | |

| State Level: 2022 Percentages at NAEP Achievement Levels | | | | | | | | | | |
|--|-------------|----------------------------|---------------|----|---------------------|----|--------------------------|----|---------------|-----|
| Grade | Subject | Student Group | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
| | | | TX | US | TX | US | TX | US | TX | US |
| Grade 8 | Mathematics | 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 postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (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 |
|-------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|-----|
| In-State Public Institutions | 44% | 39% | 35% | 51% | * | 68% | - | * | 33% | 19% | 29% |
| In-State Private Institutions | * | * | - | * | - | - | - | - | - | - | - |
| Out-of-State Institutions | 7% | 11% | 5% | 8% | - | * | - | - | 3% | - | * |

- Indicates there are no students in the group.

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

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 | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|--------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|-----|
| Chronic Absenteeism Rate | 12% | 18% | 14% | 9% | 6% | 0% | * | 14% | 17% | 18% | 12% |

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