

Texas Education Agency
2022 Federal Report Card

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LANGUAGE DEVELOPMENT CENTER (159901103) - EAGLE PASS ISD - MAVERICK COUNTY

(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)

There is no data for this campus.

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

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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)

There is no data for this campus.

Part (iii)(II): Graduation Rate

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

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

| Total EL in Class | Proficiency of EL | Rate of Proficiency |
|-------------------|-------------------|---------------------|
| 171 | 30 | 18% |

- 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)

There is no data for this campus.

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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 | | | | | | | | | | | Y |
| Long-Term Goals | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | Y |
| Federal Graduation Status € | | | | | | | | | | | |
| Interim Goals (2018-2022) | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Target Met | | | | | | | | | | | |
| Interim Goals (2023-2027) | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| Target Met | | | | | | | | | | | |
| Interim Goals (2028-2032) | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |
| Target Met | | | | | | | | | | | |
| 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

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)

There is no data for this campus.

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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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| | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific | | | | |
|--|----------------|------------------|----------|-------|-------------------------|-------|---------|--|--|--|--|
| | | | | | | | | | | | |
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| | Total |
|--|-------|
| Incidents of physical attack or fight with a firearm or explosive device | 0 |
| Incidents of physical attack or fight without a weapon | 0 |
| Incidents of threats of physical attack with a weapon | 0 |
| Incidents of threats of physical attack with a firearm or explosive device | 0 |
| Incidents of threats of physical attack without a weapon | 0 |
| 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 | 2542 | 71 | 830 | 855 | 0 | 89 | 4 | 14 | 1 | 13 |
| Male | 1254 | 27 | 308 | 355 | 0 | 45 | 1 | 11 | 0 | 6 |
| Female | 1288 | 44 | 522 | 499 | 0 | 44 | 3 | 3 | 1 | 7 |

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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.

| High Poverty School | | |
|---|------------|---------|
| | All School | |
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 3.0 | 12.5% |
| Teachers Teaching with Emergency or Provisional Credentials | 3.0 | 13.0% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 5.0 | 21.7% |

- 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

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

| 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

Pa
20%

| | All Students | American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Eco | CWD | EL |
|--------------------------|--------------|----------|----------|-------|--------|-------|------------------|-------------------|-----|-----|----|
| Chronic Absenteeism Rate | 20% | - | 20% | | | 20% | 20% | 20% | 20% | 20% | |