

Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

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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.

Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - 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

Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander													
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MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	ELEL						
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Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander													

Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific				

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Texas Education Agency
2022 Federal Report Card
MAUDE MAE KIRCHNER EL (159901107) - EAGLE PASS ISD - MAVERICK COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
55	6	11%

- 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







- 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 8	Reading	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
		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	Participation 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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	2%	-									