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.

<table>
<thead>
<tr>
<th>Academic Performance (At Meets Grade Level or Above)</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Educ</th>
<th>EL (Current &amp; Former)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA Baseline 2016-17 Rates</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56%</td>
<td>33%</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>2017-18 through 2021-22</td>
<td>44%</td>
<td>32%</td>
<td>37%</td>
<td>60%</td>
<td>43%</td>
<td>74%</td>
<td>45%</td>
<td>56%</td>
<td>33%</td>
<td>19%</td>
<td>29%</td>
</tr>
<tr>
<td>2022-23 through 2026-27</td>
<td>52%</td>
<td>42%</td>
<td>46%</td>
<td>66%</td>
<td>51%</td>
<td>78%</td>
<td>53%</td>
<td>62%</td>
<td>43%</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>2027-28 through 2031-32</td>
<td>62%</td>
<td>54%</td>
<td>58%</td>
<td>73%</td>
<td>62%</td>
<td>82%</td>
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<td>55%</td>
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<td>52%</td>
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<tr>
<td>2032-33</td>
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<td>66%</td>
<td>69%</td>
<td>80%</td>
<td>72%</td>
<td>87%</td>
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<td>67%</td>
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<tr>
<td>Mathematics Baseline 2016-17 Rates</td>
<td>46%</td>
<td>31%</td>
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<td>82%</td>
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<td>54%</td>
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<tr>
<td>2017-18 through 2021-22</td>
<td>46%</td>
<td>31%</td>
<td>40%</td>
<td>59%</td>
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<td>82%</td>
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<td>54%</td>
<td>36%</td>
<td>23%</td>
<td>40%</td>
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<tr>
<td>2022-23 through 2026-27</td>
<td>54%</td>
<td>41%</td>
<td>49%</td>
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<td>53%</td>
<td>85%</td>
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<tr>
<td>2027-28 through 2031-32</td>
<td>63%</td>
<td>54%</td>
<td>59%</td>
<td>73%</td>
<td>63%</td>
<td>88%</td>
<td>66%</td>
<td>69%</td>
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<tr>
<td>2032-33</td>
<td>73%</td>
<td>66%</td>
<td>70%</td>
<td>80%</td>
<td>73%</td>
<td>91%</td>
<td>75%</td>
<td>77%</td>
<td>68%</td>
<td>62%</td>
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<tr>
<td>Baseline 2016-17 Rates</td>
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<td>2017-18 through 2021-22</td>
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<td>36%</td>
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<td>2022-23 through 2026-27</td>
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<td>38%</td>
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<tr>
<td>2027-28 through 2031-32</td>
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<table>
<thead>
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<th>Graduation Rate: 4-Year Longitudinal Rate △</th>
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<tbody>
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<td>87%</td>
<td>93%</td>
<td>86%</td>
<td>95%</td>
<td>89%</td>
<td>92%</td>
<td>86%</td>
<td>78%</td>
<td>72%</td>
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<tr>
<td>2017-18 through 2021-22</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
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<td>90%</td>
<td>90%</td>
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<tr>
<td>2022-23 through 2026-27</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
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<td>92%</td>
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<td>92%</td>
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</tr>
<tr>
<td>2027-28 through 2031-32</td>
<td>94%</td>
<td>94%</td>
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<td>94%</td>
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<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

△ 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 (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

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Indicator</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Elementary and Middle Schools</td>
<td>Academic Achievement</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Other Academic Indicator</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>English Learner Language Proficiency Status</td>
<td>10%</td>
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<tr>
<td></td>
<td>SQSS: Student Achievement Domain Score: STAAR</td>
<td></td>
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<tr>
<td></td>
<td>Component Only</td>
<td>10%</td>
</tr>
<tr>
<td>High Schools, K-12s, AEAs, and Districts</td>
<td>Academic Achievement</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Federal Graduation Status or Academic Growth Status</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>English Learner Language Proficiency Status</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only</td>
<td>30%</td>
</tr>
</tbody>
</table>

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.
(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.


(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 School; Targeted Support and Improvement School; and Additional Targeted Support School.

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)
| Grade 4 | Reading | All Students | 76% | 67% | 62% | * | 62% | - | - | - | - | - | - | - | 62% | 60% | 20% | 65% | 49% | 62% | 61% | - | * | - | - | - |
| | CWD | 48% | 42% | 20% | - | 20% | - | 20% | - | * | * | - | - |
| | CWOD | 81% | 71% | 65% | * | 66% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | 66% | 62% | 49% | - | 49% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 73% | 64% | 62% | * | 63% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | 79% | 70% | 61% | - | 61% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | All Students | 68% | 66% | 63% | * | 64% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWD | 42% | 43% | 40% | - | 40% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 73% | 69% | 65% | * | 66% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | 63% | 69% | 64% | - | 64% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 70% | 67% | 70% | * | 71% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | 67% | 64% | 55% | - | 55% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 5 | Reading | All Students | 80% | 75% | 77% | * | 76% | - | - | - | - | - | - | - | - | 76% | 67% | 79% | 74% | 78% | 75% | - | - | - | - | - |
| | CWD | 50% | 46% | 67% | * | 64% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 85% | 80% | 79% | * | 79% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | 71% | 74% | 74% | - | 74% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 77% | 71% | 78% | * | 77% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | 83% | 80% | 75% | * | 73% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | All Students | 76% | 74% | 91% | * | 90% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWD | 50% | 51% | 92% | * | 91% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 80% | 78% | 91% | * | 90% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EL | 70% | 76% | 88% | - | 88% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Male | 75% | 74% | 92% | * | 92% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Female | 76% | 75% | 88% | * | 87% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
## Texas Education Agency
### 2022 Federal Report Card
#### L O DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY

### Science

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Non Econ Disadv</th>
<th>CWD</th>
<th>CWOD</th>
<th>EL</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>65%</td>
<td>60%</td>
<td>63%</td>
<td>*</td>
<td>63%</td>
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<td>-</td>
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<td>53%</td>
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<td>50%</td>
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### STAAR Percent at Meets Grade Level or Above

#### Grade 3

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<th>Reading</th>
<th>Mathematics</th>
</tr>
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<tbody>
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<td>50%</td>
<td>42%</td>
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<tr>
<td>CWD</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>CWOD</td>
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<td>40%</td>
</tr>
<tr>
<td>EL</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>Male</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>52%</td>
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#### Grade 4

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<th>Reading</th>
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<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>CWD</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>CWOD</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>EL</td>
<td>45%</td>
<td>41%</td>
</tr>
<tr>
<td>Male</td>
<td>45%</td>
<td>41%</td>
</tr>
<tr>
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<td>39%</td>
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#### Grade 5

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<td>41%</td>
</tr>
<tr>
<td>CWD</td>
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<td>20%</td>
</tr>
<tr>
<td>CWOD</td>
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<td>EL</td>
<td>34%</td>
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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>Mathematics</td>
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<tr>
<td>Grade 3</td>
<td><strong>Students</strong>: 29% 23% 24%</td>
<td><strong>Students</strong>: 20% 18% 21%</td>
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<tr>
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<td><strong>Female</strong>: 46% 48% 44%</td>
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<td><strong>CWD</strong>: 25% 28% 58%</td>
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**STAAR Percent at Masters Grade Level**

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</tr>
<tr>
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<td><strong>CWOD</strong>: 10% 10% 0%</td>
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Texas Education Agency
2022 Federal Report Card
L O DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY

TEA | School Programs | Assessment and Reporting | Performance Reporting
Page 7 of 22
## STAAR Percent at Meets Grade Level or Above

### All Grades

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### STAAR Percent at Masters Grade Level

**All Grades**

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## 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)

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- 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.

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

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<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
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- 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)
## STAAR Performance Status

### Reading

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### Mathematics

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### English Learner Language Proficiency Status

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### 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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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).
## 2022 Federal Report Card

**LO DONALD EL (057905136) - DALLAS ISD - DALLAS COUNTY**

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### Non-Participation Rate

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</table>
**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)

<table>
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<th>Total students</th>
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<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
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</tr>
</tbody>
</table>

**Notes:**
- The table includes data for various demographic groups: African American, Hispanic, White, Indian or Alaska Native, Asian, Pacific Islander, Two or More Races, EL, Students with Disabilities (Section 504).
- The data is organized by gender for each category:
  - Male
  -Female
  - Total
- The table provides a comprehensive overview of school-related arrests, referrals to law enforcement, and in-school suspensions for students with disabilities under zero tolerance policies.
## Total students

<table>
<thead>
<tr>
<th>Gender</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students with Disabilities</th>
<th>Students with Disabilities (Section 504)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Female</td>
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<td>0</td>
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</tbody>
</table>

### Referrals to Law Enforcement

<table>
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<th>White</th>
<th>Indian or Alaska Native</th>
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<th>Two or More Races</th>
<th>EL</th>
<th>Students with Disabilities</th>
<th>Students with Disabilities (Section 504)</th>
</tr>
</thead>
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<td>0</td>
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</table>

### All Students

#### Chronic Absenteeism

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<tr>
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<th>Chronic Absenteeism</th>
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</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>2 10 -8 -8 -8 -8 7 3 -8</td>
</tr>
</tbody>
</table>

### 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: 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: 1
- On the basis of race: 1
- 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.
### Preschool Programs

<table>
<thead>
<tr>
<th></th>
<th>Total students</th>
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<th>Hispanic</th>
<th>White</th>
<th>Indian or Alaska Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>EL</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>17</td>
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### Accelerated Coursework

#### Advanced Placement Courses

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</tr>
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<tbody>
<tr>
<td>Inexperienced Teachers, Principals, and Other School Leaders</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
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<tr>
<td>Teachers Teaching with Emergency or Provisional Credentials</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
<tr>
<td>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
</tr>
</tbody>
</table>

### International Baccalaureate Courses

<table>
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<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inexperienced Teachers, Principals, and Other School Leaders</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
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<tr>
<td>Teachers Teaching with Emergency or Provisional Credentials</td>
<td>-9</td>
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<tr>
<td>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</td>
<td>-9</td>
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</tbody>
</table>

### Dual Enrollment/Dual Credit Programs

<table>
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<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>Inexperienced Teachers, Principals, and Other School Leaders</td>
<td>-9</td>
<td>-9</td>
<td>-9</td>
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<tr>
<td>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</td>
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</table>

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

#### High Poverty School

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<td>Number</td>
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<tr>
<td>Inexperienced Teachers, Principals, and Other School Leaders</td>
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<tr>
<td>Teachers Teaching with Emergency or Provisional Credentials</td>
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<tr>
<td>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</td>
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</table>

- 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>State Number of ALT2</th>
<th>State Rate of ALT2</th>
<th>District Number of ALT2</th>
<th>District Rate of ALT2</th>
<th>Campus Number of ALT2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>State</td>
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<td>District</td>
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<tr>
<td></td>
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<td>Rate</td>
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<tr>
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<td>of ALT2</td>
<td>of ALT2</td>
<td>of ALT2</td>
<td>of ALT2</td>
<td>of ALT2</td>
<td>of ALT2</td>
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</tbody>
</table>

| Grade 3 | Reading  | 6,584 | 2% | 232 | 2% | * | 8% |
|         | Mathematics | 6,587 | 2% | 232 | 2% | * | 8% |
| Grade 4 | Reading  | 6,404 | 2% | 233 | 2% | * | 1% |
|         | Mathematics | 6,408 | 2% | 232 | 2% | * | 1% |
| Grade 5 | Reading  | 6,204 | 2% | 232 | 2% | * | 6% |
|         | Mathematics | 6,205 | 2% | 233 | 2% | * | 6% |
|         | Science   | 6,200 | 2% | 233 | 2% | * | 6% |
| Grade 6 | Reading  | 6,181 | 2% | 209 | 2% | - | - |
|         | Mathematics | 6,177 | 2% | 208 | 2% | - | - |
| Grade 7 | Reading  | 6,130 | 1% | 210 | 2% | - | - |
|         | Mathematics | 6,120 | 2% | 211 | 5% | - | - |
| Grade 8 | Reading  | 5,794 | 1% | 201 | 2% | - | - |
|         | Mathematics | 5,803 | 2% | 201 | 2% | - | - |
|         | Science   | 5,796 | 1% | 201 | 2% | - | - |
| End of Course | English I | 6,009 | 1% | 206 | 1% | - | - |
|         | English II | 5,490 | 1% | 198 | 1% | - | - |
|         | Algebra I | 5,993 | 1% | 210 | 1% | - | - |
|         | Biology   | 5,860 | 1% | 215 | 2% | - | - |
| All Grades | All Subjects | 109,954 | 1% | 3,898 | 2% | 20 | 5% |
|         | Reading   | 48,805 | 1% | 1,722 | 2% | 8 | 5% |
|         | Mathematics | 43,293 | 1% | 1,527 | 2% | 8 | 5% |
|         | Science   | 17,856 | 1% | 649 | 2% | * | 6% |
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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At Advanced</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>TX US TX US TX US TX US TX US TX US</td>
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</tr>
<tr>
<td>Grade 4</td>
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<td>Overall</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black</td>
<td>51 56 49 44 19 17 3 3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Hispanic</td>
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<td></td>
<td></td>
<td>White</td>
<td>26 27 74 73 44 42 10 11</td>
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<tr>
<td></td>
<td></td>
<td>American Indian</td>
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<tr>
<td></td>
<td></td>
<td>Asian</td>
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<tr>
<td></td>
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<tr>
<td></td>
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<td>Two or More Races</td>
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<td>English Language Learners</td>
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<tr>
<td>Grade 4</td>
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<td>10 14 90 86 57 48 13 10</td>
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<tr>
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<td>3 9 97 91 73 63 27 24</td>
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<td></td>
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<td>* 38 * 62 * 22 * 3</td>
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<td>Two or More Races</td>
<td>10 22 90 78 58 38 23 9</td>
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<tr>
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<tr>
<td>Grade 8</td>
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<tr>
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<td>41 39 59 61 16 21 1 2</td>
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<tr>
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<td></td>
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<tr>
<td></td>
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<td>Asian</td>
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<tr>
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<td>Two or More Races</td>
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<td>Students with Disabilities</td>
<td>74 69 26 31 5 7 1 n/a</td>
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### State Level: 2022 Percentages at NAEP Achievement Levels

<table>
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<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At Advanced</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>28 26</td>
<td>72 74</td>
<td>36 35</td>
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<tr>
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<td>English Language Learners</td>
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<td>40 24</td>
<td>8 4</td>
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* 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

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<th>Rate</th>
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<td>Students with Disabilities</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>English Learners</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Students with Disabilities</td>
<td>87%</td>
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<tr>
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<td></td>
<td>English Learners</td>
<td>95%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Reading</td>
<td>Students with Disabilities</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Learners</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Students with Disabilities</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Learners</td>
<td>97%</td>
</tr>
</tbody>
</table>

### 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)
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)

<table>
<thead>
<tr>
<th>Student Category</th>
<th>All Students</th>
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<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>CWD</th>
<th>EL</th>
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<td>Chronic Absenteeism Rate</td>
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<td>0%</td>
<td>9%</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>*</td>
<td>9%</td>
<td>11%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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