

Texas Education Agency
2022 Federal Report Card
NANCY MOSELEY EL (057905187) - DALLAS ISD - DALLAS COUNTY

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%			

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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(d.)Tlua0 1.000 rg 1.000 1.000 1.000 Ps25ish Learner Language Proficiency Status

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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
Science	All Students	65%	60%	51%	0%	55%	*	-	*	-	-	51%	*	29%	56%	54%	53%	49%	-	*	-	-
	CWD	40%	37%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	10%	11%	60%	-	-	-	-
	CWOD	69%	64%	56%	0%	63%	*	-	*	-	-	56%	*	-	56%	67%	68%	47%	-	*	-	-
	EL	52%	59%	54%	-	56%	-	-	*	-	-	55%	*	10%	67%	54%	52%	56%	-	*	-	-
	Male	67%	61%	53%	*	53%	-	-	*	-	-	55%	*	11%	68%	52%	53%	-	-	*	-	-
	Female	63%	59%	49%	*	58%	*	-	*	-	-	47%	*	60%	47%	56%	-	49%	-	*	-	-

STAAR Percent at Meets Grade Level or

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Science	All Students	74%	66%	51%	0%	55%	*	-	*	-	-	51%	*	29%	56%	54%	53%	49%	-	*	-	-
	CWD	47%	43%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	10%	11%	60%	-	-	-	-
	CWOD	78%	70%	56%	0%	63%	*	-	*	-	-	56%	*	-	56%	67%	68%	47%	-	*	-	-
	EL	58%	63%	54%	-	56%	-	-	*	-	-	55%	*	10%	67%	54%	52%	56%	-	*	-	-
	Male	74%	66%	53%	*	53%	-	-	*	-	-	55%	*	11%	68%	52%	53%	-	-	*	-	-
	Female	75%	67%	49%	*	58%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv								

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv		
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Total EL in Class	Proficiency of EL	Rate of Proficiency
341	22	6%

- 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											

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		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv							
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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								

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	Total
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	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)

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- 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		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	

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	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

* 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		