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the indicators used to meaningfully differentiate all public schools in the State:

Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

Other Academic Indicator for Non-High Schools: STAAR Growth Status

Graduation Rate: Federal Graduation Status

ELP Indicator: English Learner Language Proficiency Status

School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement

Domain Score: STAAR only for All Other Schools without Annual Graduates

the State's system for meaningfully differentiating all public schools in the State, including --
the specific weight of the indicators in such differentiation

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, and AEAs	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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the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details. [Chapter 4-2023 Closing the Gaps Domain](#)

the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing 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 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 Identification of Schools for Improvement](#)

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. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - 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. Title I campuses that rank in their school type's

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Mathematics	All Students	72%	78%		56%	70%	*	-	*	-	*	68%	90%	64%	73%	58%	78%	65%	-		

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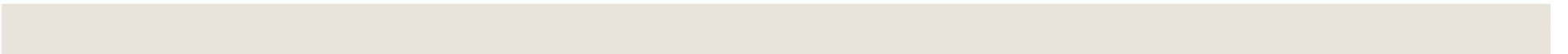
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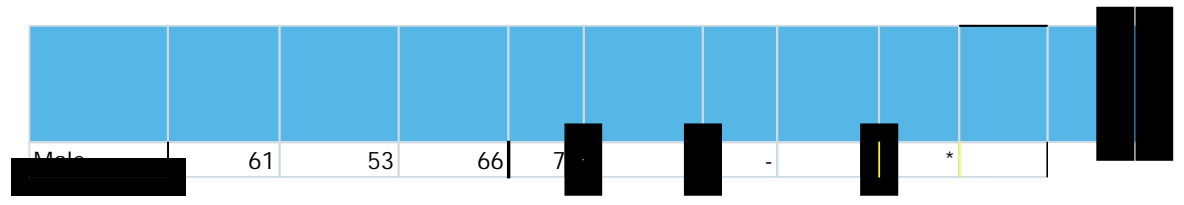


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This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, 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)

STAAR Component Score	44	42	40	52	80	81	-	62	41	36	39
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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)

Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	N					Y	Y	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	Y	N	N					N	Y	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	Y	N	Y					Y	Y	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	Y	N	N					N	Y	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N	N					N	N	N

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Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											N
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

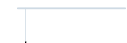
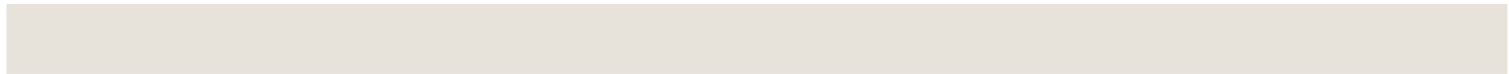
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	Female		98%	99%	100%	100%	100%	-	100%	99%	98%	98%	100%	100%	-	99%	-
	All Students		98%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	100%	99%	-
	CWD		100%	100%	100%	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD		98%	100%	100%	*	*	-	100%	99%	100%	-	99%	100%	100%	99%	-
	EL		*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male		100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female		96%	100%	100%	*	*	-	100%	99%	100%	100%	99%	100%	-	99%	-
	All Students		100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD		100%	100%	100%	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD		100%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL		*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male		100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female		100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
	All Students		100%	98%	100%	*	*	-	*	100%	92%	92%	100%	100%	100%	98%	-
	CWD		-	92%	-	-	-	-	*	100%	*	92%	-	100%	100%	86%	-
	CWOD		100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL		*	100%													



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	Male	2	0	1	1	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	2	0	1	1	0	0	0	0	1		1
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



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Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
On the basis of sex	-11
On the basis of race	-11
On the basis of disability	-11
On the basis of sexual orientation	-11
On the basis of religion	-11

This section provides information from the 2020-21 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.

	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Male	Advanced Placement Courses	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
	International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Male

Male

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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.

Professional Qualifications of Teachers		
Category	Number	Percentage
Inexperienced Teachers, Principals, and Other School Leaders	7.0	18.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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, 2024.

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 2022-23 school year.

Students with the Most Significant Cognitive Disabilities who Take STAAR Alternate 2, by Grade and Subject for the 2022-23 School Year						
Grade	Subject	Number	Percentage	Number	Percentage	Number
Grade 1						
Reading		7,391	2%	42	2%	*
Mathematics		7,386	2%	42	2%	*
Grade 2						
Reading		7,296	2%	39	2%	8
Mathematics		7,293	2%	39	2%	8
Grade 3						
Reading		6,823	2%	44	3%	*
Mathematics		6,825	2%	44	3%	*
Science		6,820	2%	44	3%	*
Grade 4						
Reading		6,480	2%	39	2%	-
Mathematics		6,481	2%	39	2%	-
Grade 5						
Reading		6,309	2%	39	2%	-
Mathematics		6,300	2%	39	2%	-



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%

This section provides information on the cohort rate at which students who graduated from high school in the 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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)

This section provides information on the Chronic Absenteeism per ED Facts 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 2021-22 school year. (CWD: children with disability; EL: English learner)

Chronic Absenteeism Rate	24%	28%	20%	32%	*	33%	-	31%	23%	31%	17%

- Indicates there are no students in the group.

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