

Texas Education Agency



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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

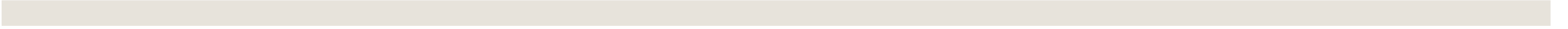
School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement

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	

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Male

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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	53	39	49	57	*	76	*	56	34	29	52
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

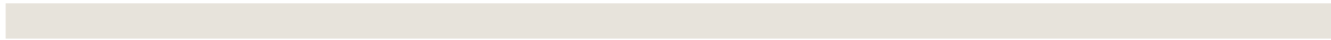
* Indicates results are masked due to small numbers to protect student confidentiality.

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)

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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	N	N



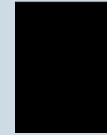
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	Male	2	1	0	1	0	0	0	0	0	0	2
	Female	1	1	0	0	0	0	0	0	0	0	1
	Total	3	2	0	1	0	0	0	0	0	0	3
With Educational Services	Male	0	0	0	0	0	00	00	00	0		0
	Female	00										





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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.

Inexperienced Teachers, Principals, and Other School Leaders	12.1	23.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.2%

Reading	6,168	1%	38	2%	-	-
Mathematics	6,162	2%	38	3%	-	-
Science	6,163	1%	38	2%	-	-
English I	6,032	1%	26	1%	-	-
English II	5,771	1%	27	1%	-	-
Algebra I	6,015	1%	26	1%	-	-
Biology	6,041					

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 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 2021-22 school year. (CWD: children with disability; EL: English learner)

Chronic Absenteeism Rate	24%	28%	31%	17%	*	22%	*	20%	40%	29%	25%

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