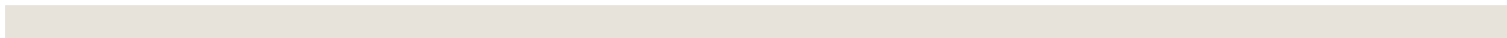


Texas Education Agency

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.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

Reading/ELA											
Baseline 2016-17 Rates											
		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%



Texas Education Agency

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: Co9tus

Texas Education Agency

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>

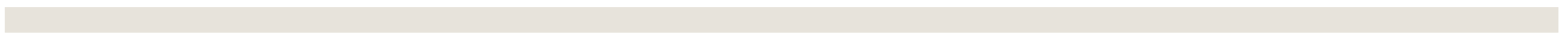
the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three 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.

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.

Texas Education Agency

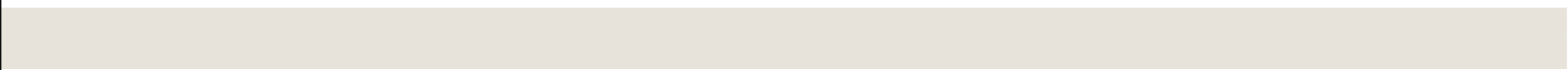
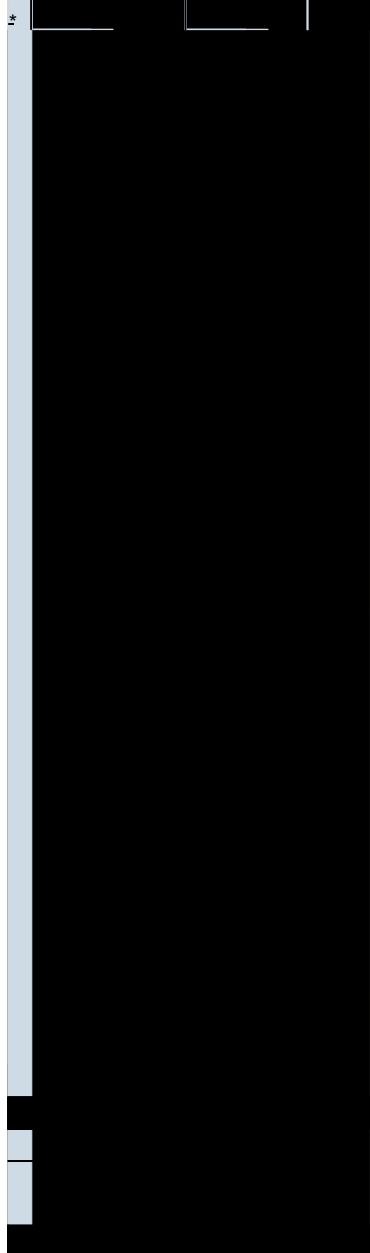


Reading	All Students	76%	73%		73%	73%	*	-	*	-	-	73%	75%	73%	73%	62%				
---------	--------------	-----	-----	--	-----	-----	---	---	---	---	---	-----	-----	-----	-----	-----	--	--	--	--



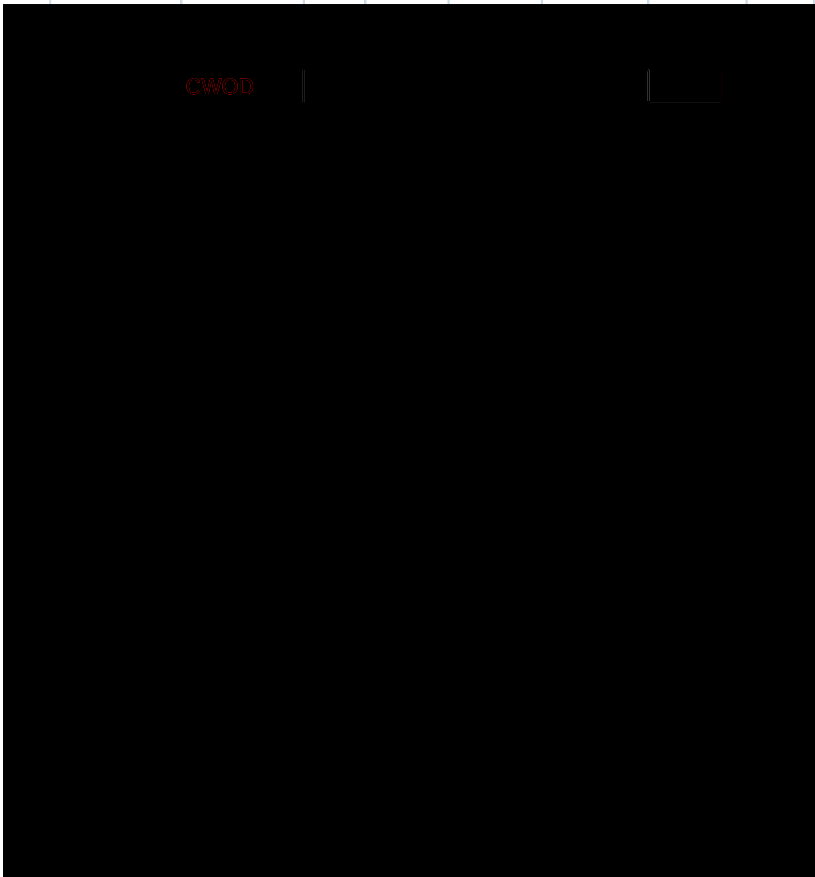
Texas Education Agency

77%	Science	EL	All Students	65%	66%		74%	77%	*	-	*	-	*	73%	100%	71%	78%	68%	78%	77%	-	*	-	-
71%	CWD			40%	33%		*	*	-	-	-	-	-	71%	-	71%	-	*	*	*	-	-	-	-



Mathematics	Female	19%	14%		0%	22%	*	-	-	-	*	8%	27%	*	16%	25%	-	14%	-	*	-	-
Reading	All Students	36%	34%		49%	44%	*	-	*	-	*	41%	86%	29%	49%	32%	40%	55%	-	*	-	-
	CWD	12%	8%		*	*	-	-	-	-	-	29%	-	29%	-	*	*	*	-	-	-	-
	CWOD	40%	37%		51%	44%	*	-	*	-	*	42%	86%	-	49%	30%	41%	57%	-	*	-	-
	EL	23%	31%		-	32%	-	-	-	-	-	27%	*	*	30%	32%	29%	33%	-	-	-	-
	Male	32%	30%		39%	38%	-	-	-	-	*	35%	80%	*	41%	29%	40%	-	-	*	-	-
	Female	39%	37%		63%	48%	*	-	*	-	*	47%	89%	*	57%	33%	-	55%	-	*	-	-
Mathematics	All Students	24%	23%		21%	27%	*	-	*	-	*	21%	50%	0%	27%	28%	16%	34%	-	*	-	-
	CWD	9%	6%		*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	26%	25%		23%	29%	*	-	*	-	*	23%	50%	-	27%	30%	17%	36%	-	*	-	-
	EL	17%	23%		-	28%	-	-	-	-	-	23%	*	*	30%	28%	29%	28%	-	-	-	-
	Male	25%	23%		9%	24%	-	-	-	-	*	13%	40%	*	17%	29%	16%	-	-	*	-	-
	Female	23%	22%		38%	30%	*	-	*	-	*	29%	56%	*	36%	28%	-	34%	-	*	-	-
												13%	43%	14%	18%	4%	18%	17%		*	-	-
												14%	-	14%		*	*	*		-	-	-
												13%										

CWOD



Texas Education Agency

- 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.

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)

182	16	9%

- 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.

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

Texas Education Agency

Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

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).

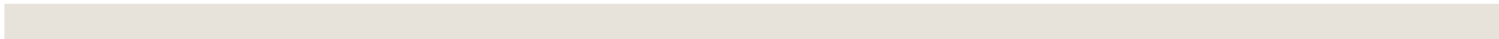
€ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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)





Texas Education Agency






This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual

[Redacted]									
[Redacted]					[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

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 2020-21 school year. (CWD: children with disability; EL: English learner)



Chronic Absenteeism Rate	11%	17%	8%	8%	-						
--------------------------	-----	-----	----	----	---	--	--	--	--	--	--