







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

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](#)



# Texas Education Agency

Algebra I	All Students	77%	87%		*	100%	*	*	-	*	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
















## 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.



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# Texas Education Agency









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.

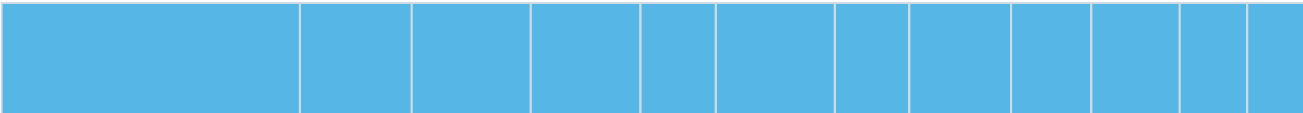
Reading	7,391	2%	25	2%	-	-
Mathematics	7,386	2%	25	2%	-	-
Reading	7,296	2%	25	2%	-	-
Mathematics	7,293	2%	25	2%	-	-
Reading	6,823	2%	17	1%	-	-
Mathematics	6,825	2%	17	1%	-	-
Science	6,820	2%	17	1%	-	-
Reading	6,480	2%	18	1%	*	0%
Mathematics	6,481	2%	18	1%	*	0%
Reading	6,309	2%	19	1%	*	1%
Mathematics	6,300	2%	19	2%	*	2%
Reading	6,168	1%	11	1%	*	1%
Mathematics	6,162	2%	11	1%	*	1%

1% \_\_\_\_\_





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	20%	27%	20%	22%	*	*	*	*	21%	27%	17%
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- \* Indicates results are masked due to small numbers to protect student confidentiality.