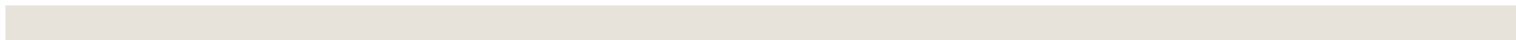


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the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students (not applicable to district and state report cards).

[Blue Header Bar]											
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Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%	
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%	
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%	
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%	
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%	
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%	
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%	
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%	
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%	
	2037-38	74%	66%	79.09	Tf 331.2	345.45	Td (66%)	Tj ET 0.808	0.855	0.894	rg 0.808	0.855	0.894

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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



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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](#)

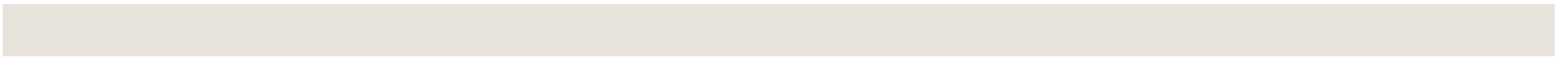
the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three 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 bottom five percent are identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's

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Male	75	81	71	*	-	-	-	*	77	65	78	
Female	86	89	84	*	-	-	-	*	86	71	86	

- 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 high school graduation rates for the class of 2022.

												€	€	€
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EL €	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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.

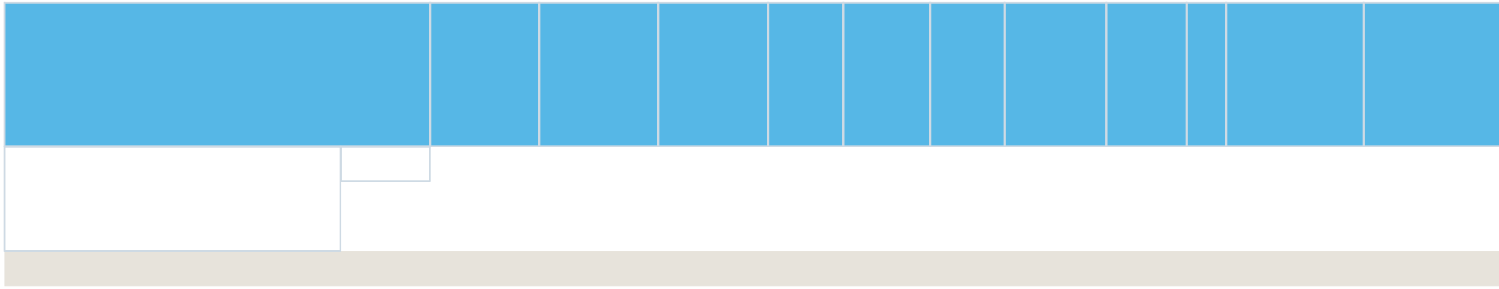
This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

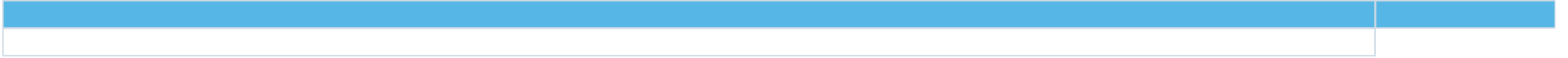
215	35	16%

- 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)







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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	8.0	17.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.5	13.1%

- 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.

Reading	7,391	2%	25	2%	*	4%
Mathematics	7,386	2%	25	2%	*	4%

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	21%	23%	19%	26%	-	40%	*	20%	21%	35%	15%

- Indicates there are no students in the group.

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