Campus ESSA Goals (HS/K-12 & AEA)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	27%	43%

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American						
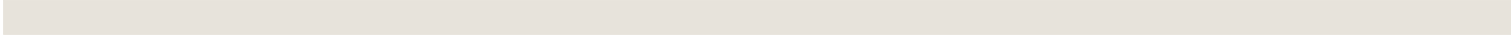
(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) 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'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) 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. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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.

Part (i)(V) 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 2023-2024 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schoolsand Additional Targeted Support Schools.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
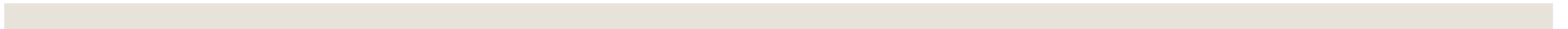
	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female				

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	68	*	68	70	-	-	-	-	65	62	73
CWD	62	*	61	*	-	-	-	-	59	62	68
CWOD	70	*	69	*	-	-	-	-	67	-	74
EL €	73										

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y						Y		

Campus	African American	Hispanic	White										

White

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific				

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

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.

High Poverty School		
	All School	

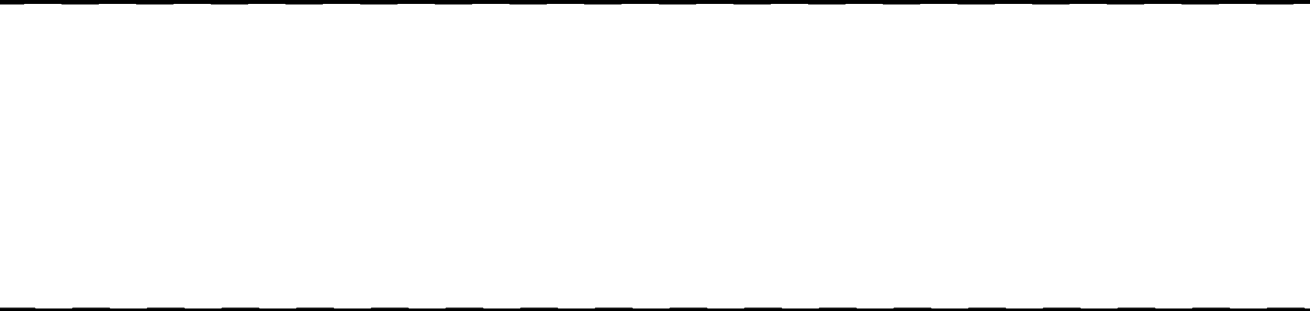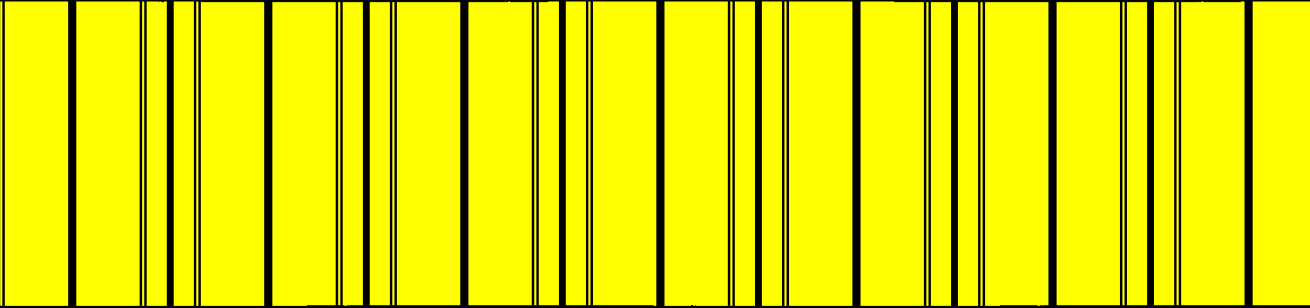|	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects			385	1%	24	3%
Reading			177	1%	10	3%
Mathematics			152	1%	10	3%
Science			56	1%	*	4%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels											
				% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject		Student Group	TX	US	TX	US	TX	US	TX	US