

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: College, Career, and Military Readiness for High Schools and K-12 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, AEAs, and Districts	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 Domain Score: STAAR Component Only ²	30%

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

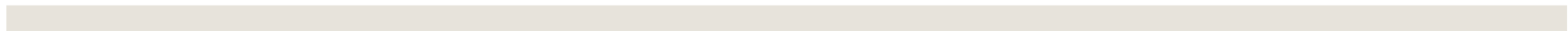
² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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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>

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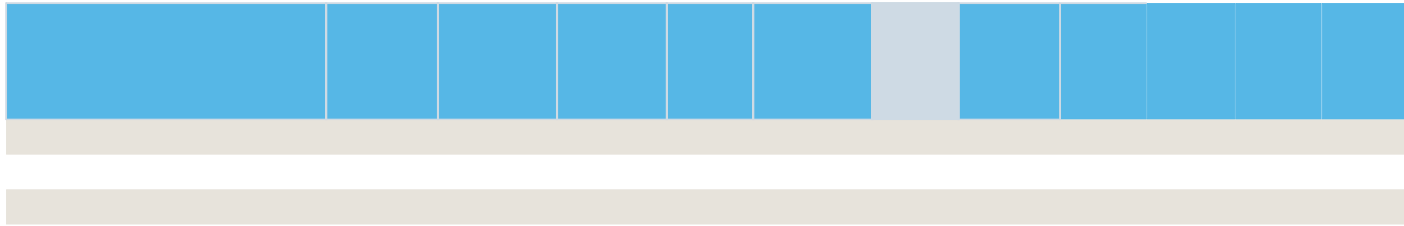
Reading	All Students	79%	76%		83%	76%	67%	-	*	-	*	75%	81%	45%	81%	67%	69%	85%	*	*	*	-
	CWD	47%	42%		47%	40%	80%	-	*	-	-	42%	64%	45%	-	15%	39%	59%	-	*	*	-
	CWOD	83%	80%		92%	80%	60%	-	*	-	*	80%	83%	-	81%	72%	74%	86%	*	*	-	-
	EL	63%	68%		-	68%	*	-	*	-	-	68%	58%	15%	72%	67%	56%	78%	*	*	-	-
	Male	75%																				







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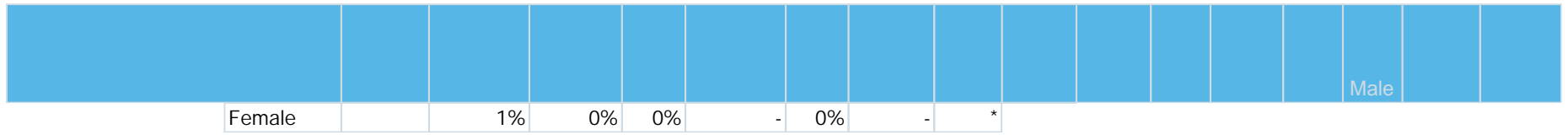
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
€											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
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).

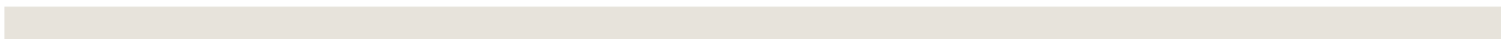
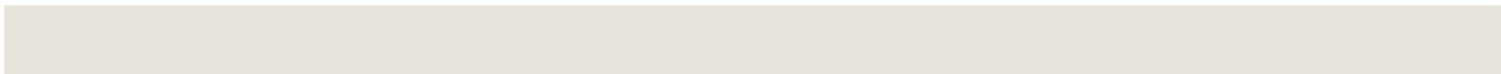
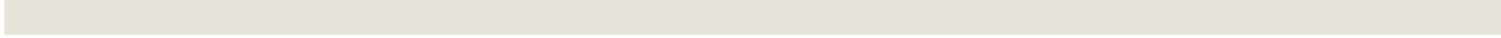
This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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	Male	21	2	17	2	0	0	0	0	7		3
	Female	3	2	1	0	0	0	0	0	1		1
	Total	24	4	18	2	0	0	0	0	8		4
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0

0

0

0.28 | re 0* | 6 0.14 3.46e | 0154rg 2 j 305.28 377.28 44.2

Female* | 6 0.10 0.8 377015 | rg .808 | 0 0.000 | R0 J j | BT 0 | T4 9.090 | f 1 1 | 0.50g .81 1

Reading	6,130	1%	10	1%	6	1%
Mathematics	6,120	2%	10	1%	6	1%
Reading	5,794	1%	21	1%	7	1%
Mathematics	5,803	2%	21	1%	7	1%
Science	5,796	1%	21	1%	7	1%
English I	6,009	1%	17	1%	-	-
English II	5,490	1%	19	1%	-	-
Algebra I	5,993	1%	17	1%	-	-
Biology	5,860	1%	16	1%	-	-
All Subjects	109,954	1%	339	1%	33	1%
Reading	48,805	1%	150	1%	13	1%
Mathematics	43,293	1%	131	1%	13	1%
Science	17,856	1%	58	1%	7	1%

- Indicates there are no students in the group.

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

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.

Grade 4	Reading	Overall	42	37	58		

Mathematics

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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 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 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 2020-21 school year. (CWD: children with disability; EL: English learner)

Chronic Absenteeism Rate	11%	8%	11%	13%	17%	6%	-	*	12%	11%	12%

- Indicates there are no students in the group.

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