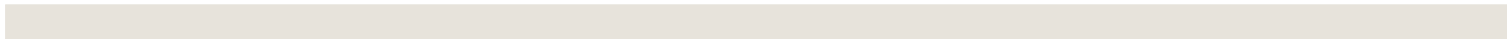


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State ESSA Goals (Middle Schools)										
	All Students	African American	Hispanic	White	American Indian					



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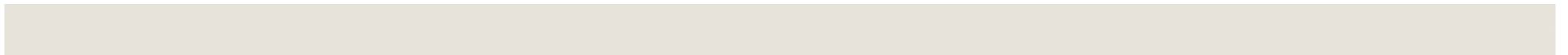
Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a.

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(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 4-2023 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'. 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](#)





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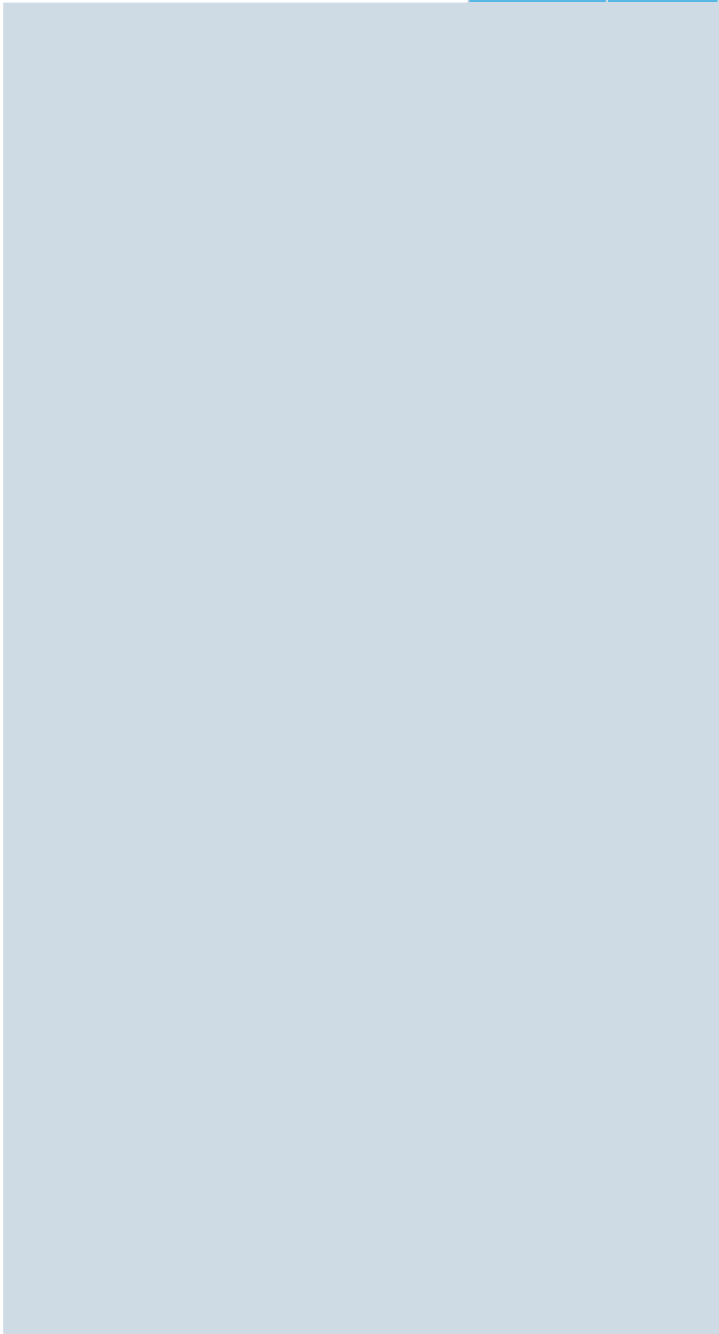


		State Dis	Dis	EL	EL	EL	EL	Hispanic	Asian
Mathematics	All Students	21%	30%					-	40%
	CWD	8%	12%					-	*
	CWOD	23%	34%		18%			-	46%
	EL	14%	13%	0%	-			-	*
	Male	23%	33%	30%	22%	34%		-	38%
	Female	19%	26%	21%	0%	21%		-	43%

		Hispanic	Asian	Female	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	35%	0%	30%	21%	-	-	-	-
	CWD	0%	0%	0%	0%	-	-	-	-
	CWOD	35%	0%	35%	24%	-	-	-	*
	EL	0%	0%	*	*	-	-	-	-
	Male	35%	*	30%	-	-	-	-	*
	Female	24%	*	-	-	-	-	-	-

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
		77									



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N		N		N	N	N	N
English Learner Language Proficiency Status	<small>Statu5w (p d 1 J p d 0 D) 584.64 486.14 259.93 15486 1-7H 09 Tf 465.12 476.49 Td (N)Tj ET 0.808 0.855 0</small>										



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	0	0	0	0	0	0	1		
	Total	1	0	0	0	0	0	0	0	1		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	-11	-11	-11	-11	-11	-11	-11	-11	-11		
	Female	-11	-11	-11	-11	-11	-11	-11	-11	-11		
	Total	-11	-11	-11	-11	-11	-11	-11	-11	-11		
Referrals to Law Enforcement												
	Male	-11	-11	-11	-11	-11	11	-11	-11	-11		
	Female	-11	-11	-11	-11	-11	11	-11	-11	-11		

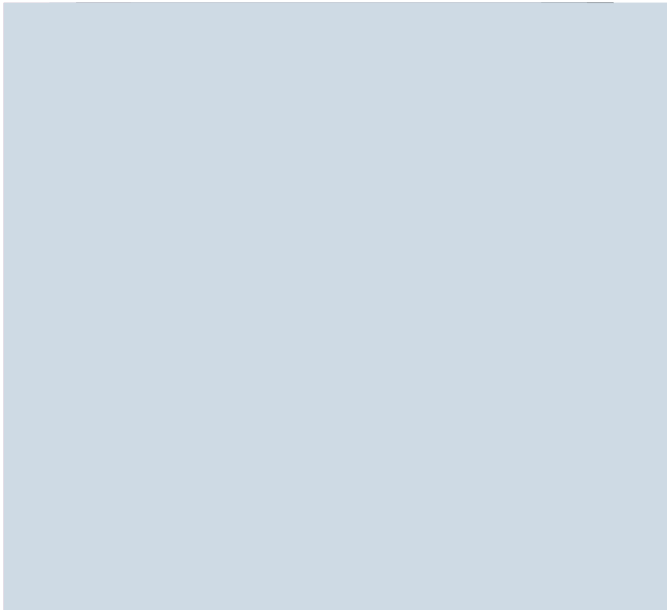


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	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	-11
On the basis of race	-11
On the basis of disability	-11
On the basis of sexual orientation	-11
On the basis of religion	-11

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total students	African American	Hispanic						



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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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.0	26.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	42	2%	5	5%
Mathematics	7,386	2%	42	2%	5	5%
Grade 4						
Reading	7,296	2%	39	2%	*	1%
Mathematics	7,293	2%	39	2%	*	1%
Grade 5						
Reading	6,823	2%				

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 8						
Reading	6,168	1%	38	2%	-	-
Mathematics	6,162	2%	38	3%	-	-
Science	6,163	1%	38	2%	-	-
End of Course						
English I	6,032	1%	26	1%	-	-
English II	5,771	1%	27	1%	-	-
Algebra I	6,015	1%	26	1%	-	-
Biology	6,041					

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
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%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	15%	25%	11%	-	18%	*	11%	14%	17%	17%

- Indicates there are no students in the group.

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