

Part (i): Description of State Accountability System

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. 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

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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 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. 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 2022-2023 school year: [Comprehensive Support and Improvement Schools](#) [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66T4 10bottom five percent of the Closing the Gaps domain for tw



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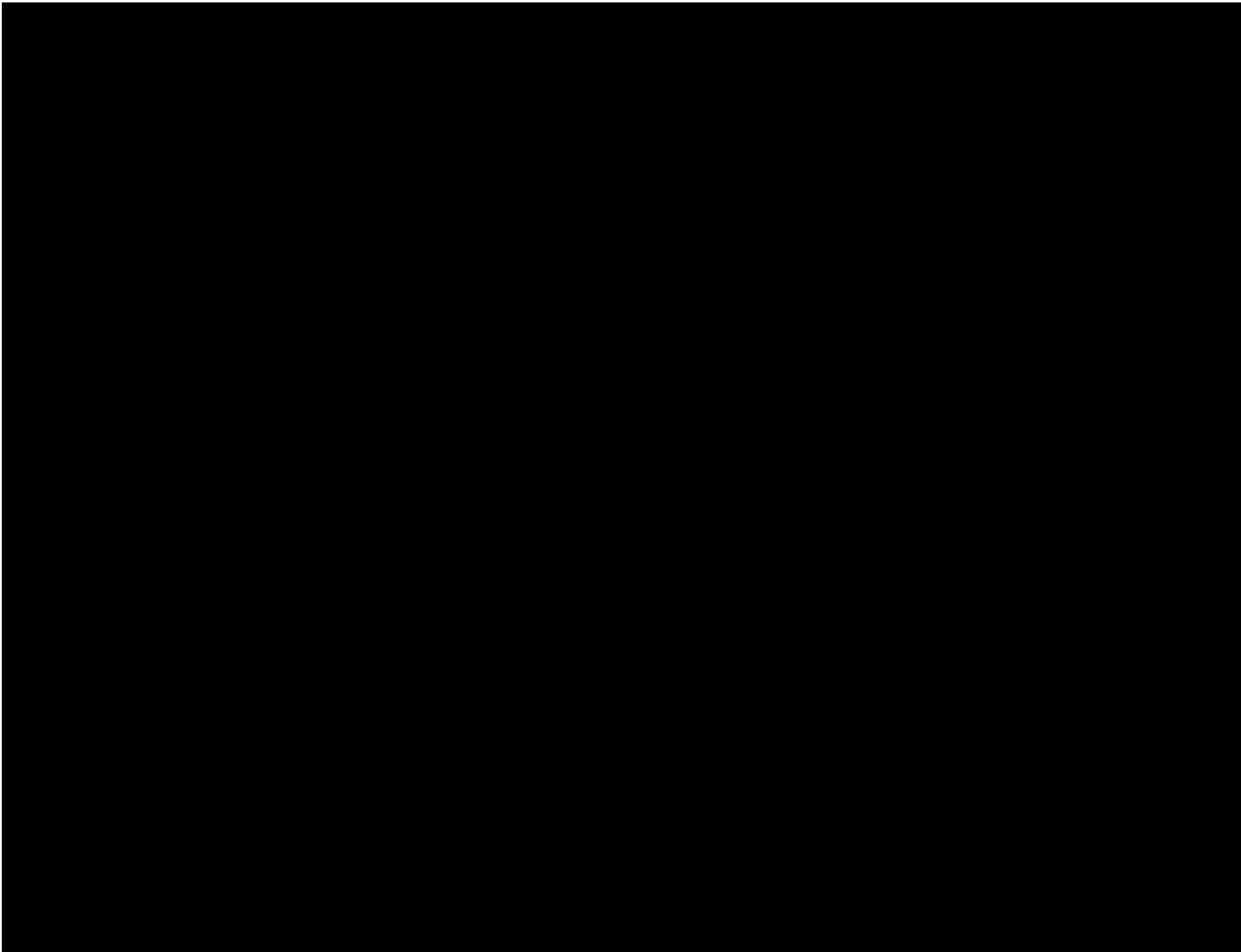
	State	District	Campus																			
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	76%	84%	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	CWD	46%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	80%	90%	100%	-	*	*	-	-	-	-	*	*	-	100%	-	*	*	-	-	-	-
	EL	60%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-





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This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	N										
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N										
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N										
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N										

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		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
Participation Rate																	
All Subjects	All Students	92%	-	100%	86%	-	-	-	-	*	89%	-	92%	-	86%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	-	100%	86%	-	-	-	-	*	89%	-	92%	-	86%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	86%	-	100%	*	-	-	-	-	*	*	-	86%	-	86%	-	-
	Female	100%	-	-	100%	-	-	-	-	-	-	100%	-	100%	-	-	100%



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Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	100.0%
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	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.

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%	-	-
Mathematics	7,386	2%	42	2%	-	-
Grade 4						
Reading	7,296	2%	39	2%	-	-
Mathematics	7,293	2%	39	2%	-	-
Grade 5						
Reading	6,823	2%	44	3%	-	-
Mathematics	6,825	2%	44	3%	-	-
Science	6,820	2%	44	3%	-	-
Grade 6						
Reading	6,480	2%	39	2%	-	-
Mathematics	6,481	2%	39	2%		



State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	*	-	-	*	-	-	-	-	-	-	-
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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	67%	-	*	80%	-	-	-	*	*	-	*

- Indicates there are no students in the group.

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