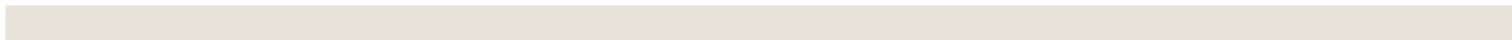
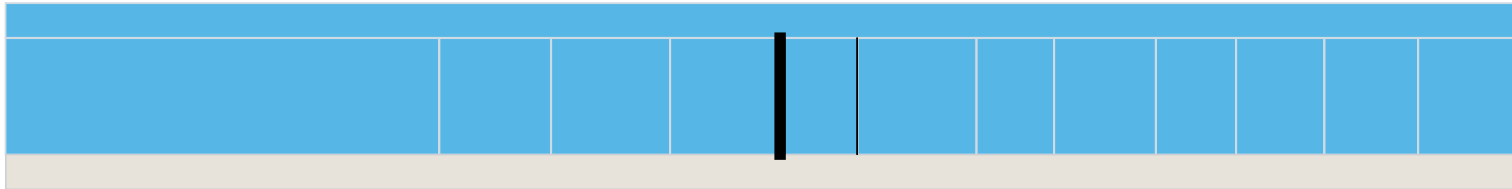
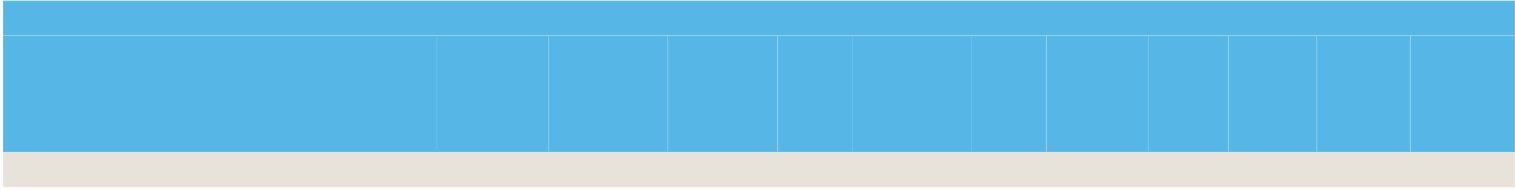


Texas Education Agency

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).





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-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

English Learner Language Proficiency	Elementary and Middle Schools	Academic Achievement
		Other Academic Indicator
		English Learner Language Proficiency



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](#)

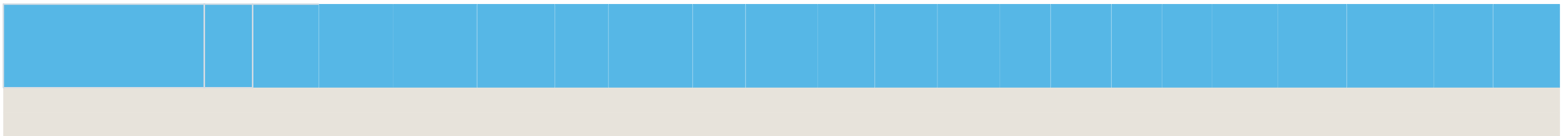
the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three 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 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 66.7 percent for two consecutive years to exit CSI status.

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)







Texas Education Agency

Female 00 rg 0.000 0.05.56 2 0.14 w.14 w 0 d 1 J1 j BT /TT4 9 9 5846 294.91 Td (Female)Tj ET 0.808041 45 0.894 rg 0.80e B* 0 d 1 J1 j 0.000 0.000 0.0

All Students	73	62	64	78	*	76	-	67	58	55	63
CWD	55	44	49	64	-	55	-	54	39	55	44
CWOD	76	73	69	79	*	80	-	69	65	-	70
EL €	63	*	56	74	-	69	-	56	53	44	63
Male	72	60	64	75	-	79	-	66	55	59	68
Female	74	65	64	81	*	73	-	69	60	48	57
All Students	62	57	50	67	*	66	-	70	46	52	51
CWD	52	45	43	60	-	71	-	61	35	52	38
CWOD	64	64	53	68	*	64	-	71	50	-	55
EL €	51	*	42	61	-	59	-	67	40	38	51
Male	66	62	55	71	-	73	-	66	50	54	60
Female	57	49	45	62	*	55	-	74	42	49	40

- Indicates there are no students in the group.

*

FemaleFemale

Texas Education Agency

- 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.

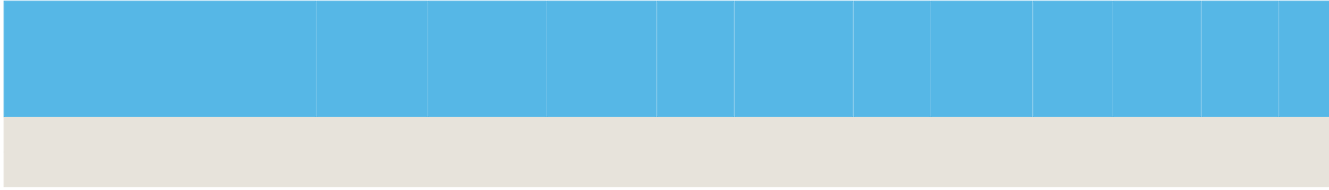
This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

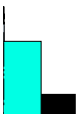
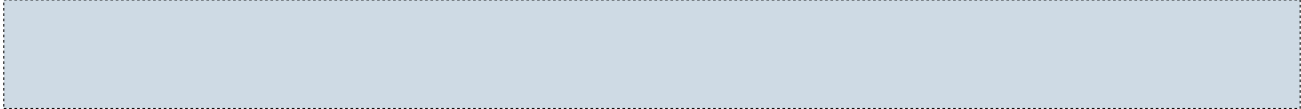
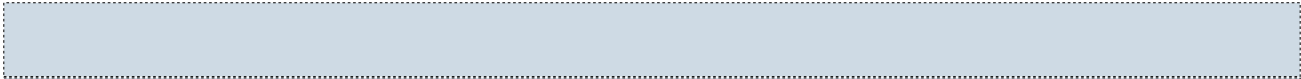
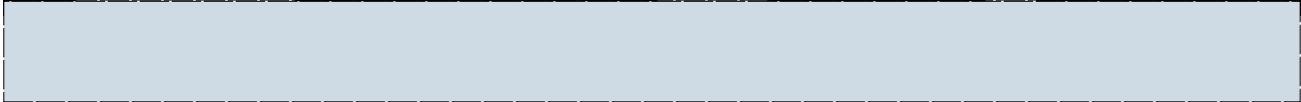
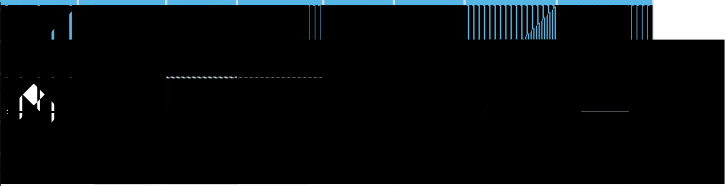
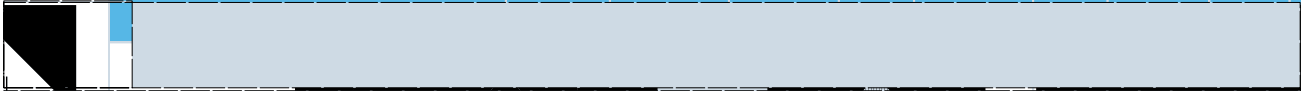
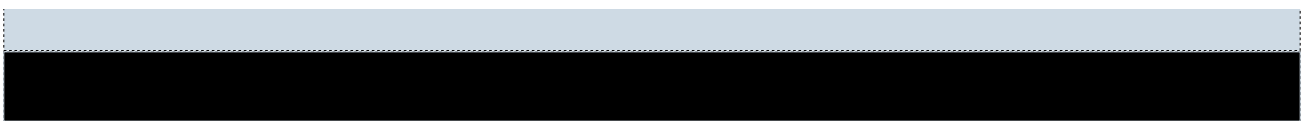
200	70	35%

- 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) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the

Texas Education Agency





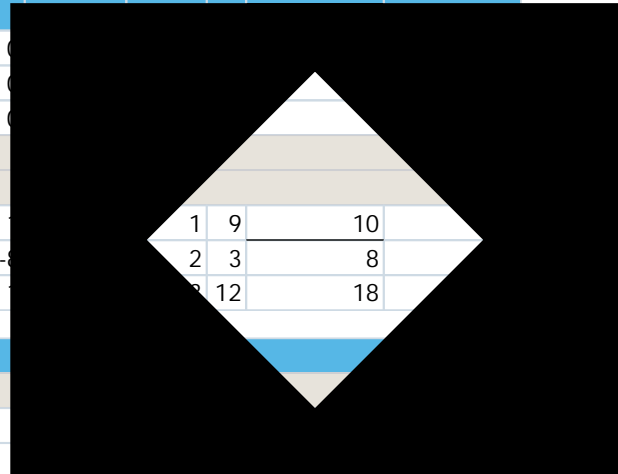
Texas Education Agency

Under Zero Tolerance Policies	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		
	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		
	Male	9	1	3	5	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0	0		
	Total	9	1	3	5	0	0	0	0	0	0		
	Male	1	0	1	0	0	0	0	0	0	1		0
	Female	1	0	1	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0	1		0
	Male	1	0	0	1	0	0	0	0	0	0		1
	Female	1	0	0	1	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0	0		1
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0	0		0

Female

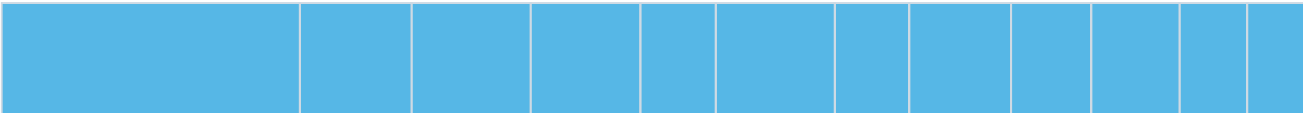
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	Male	3	1	0	2	0	0	0	0	0	0	0	0
	Female	1	0	0	1	0	0	0	0	0	0	0	0
	Total	4	1	0	3	0	0	0	0	0	0	0	0
	Male	22	1	13	6	-8	0	0	0	0	0	0	0
	Female	22	2	10	7	-8	-5	0	0	0	0	0	0
	Total	44	3	23	13	-8	-5	0	0	0	0	0	0



Incidents of rape or attempted rape													0
Incidents of sexual assault (other than rape)													0
Incidents of robbery with a weapon													0
Incidents of robbery without a weapon													0
Incidents of physical attack or fight with a weapon													0
Incidents of physical attack or fight without a weapon													9
Incidents of threats of physical attack with a weapon													0
Incidents of threats of physical attack without a weapon													5
Incidents of possession of a firearm or explosive device													0
On the basis of sex													0
On the basis of race													0
On the basis of disability													0
On the basis of sexual orientation													0

This section provides information on the Chronic Absenteeism per ED Facts 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	18%	37%	29%	14%	*	4%	-	12%	36%	36%	24%
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- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.