

Texas Education Agency

The image shows a header section consisting of a blue bar with a grid of 11 columns and 2 rows. Below this is a solid tan bar. The rest of the page is blank white space.



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

Texas Education Agency

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

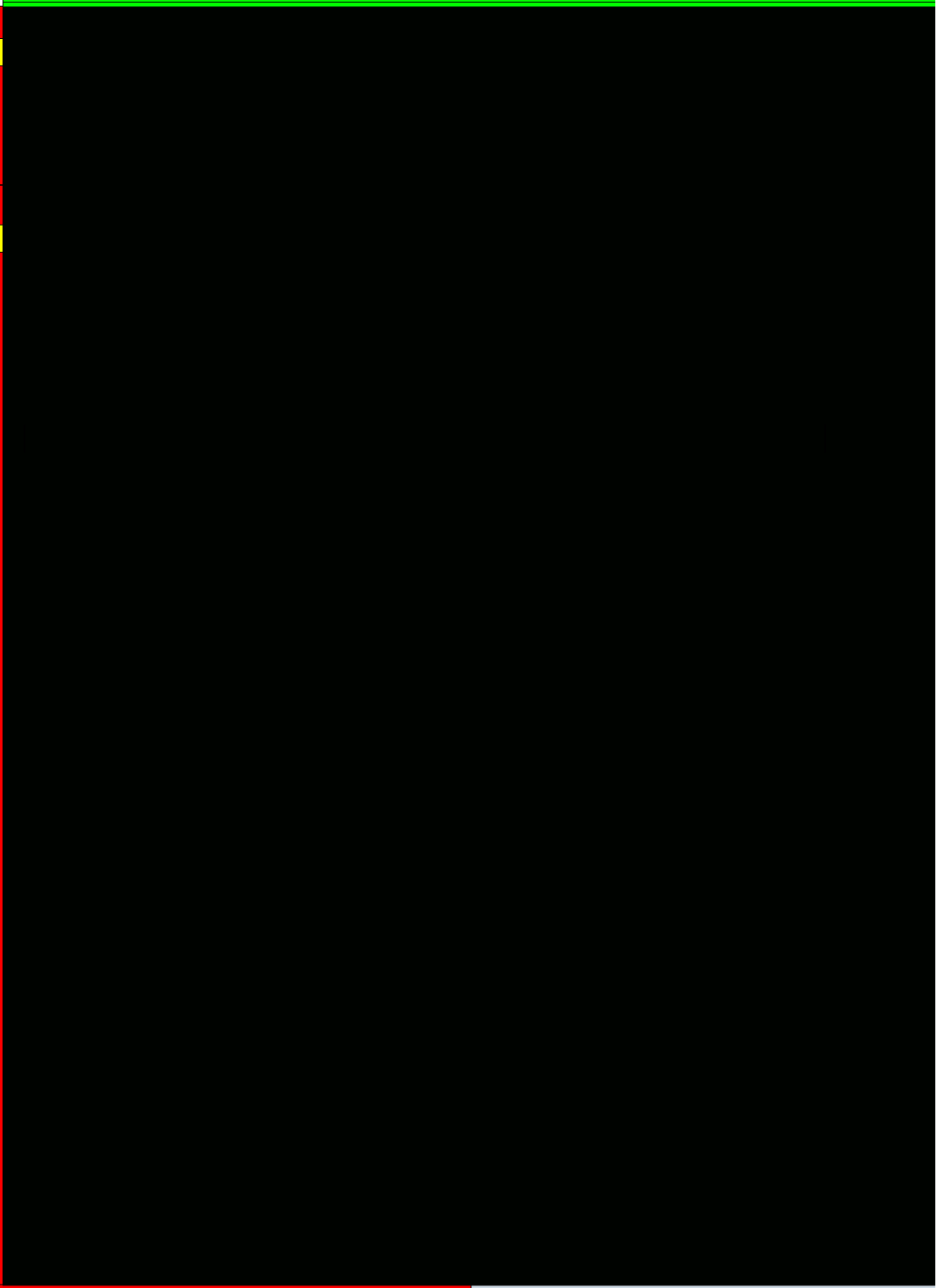
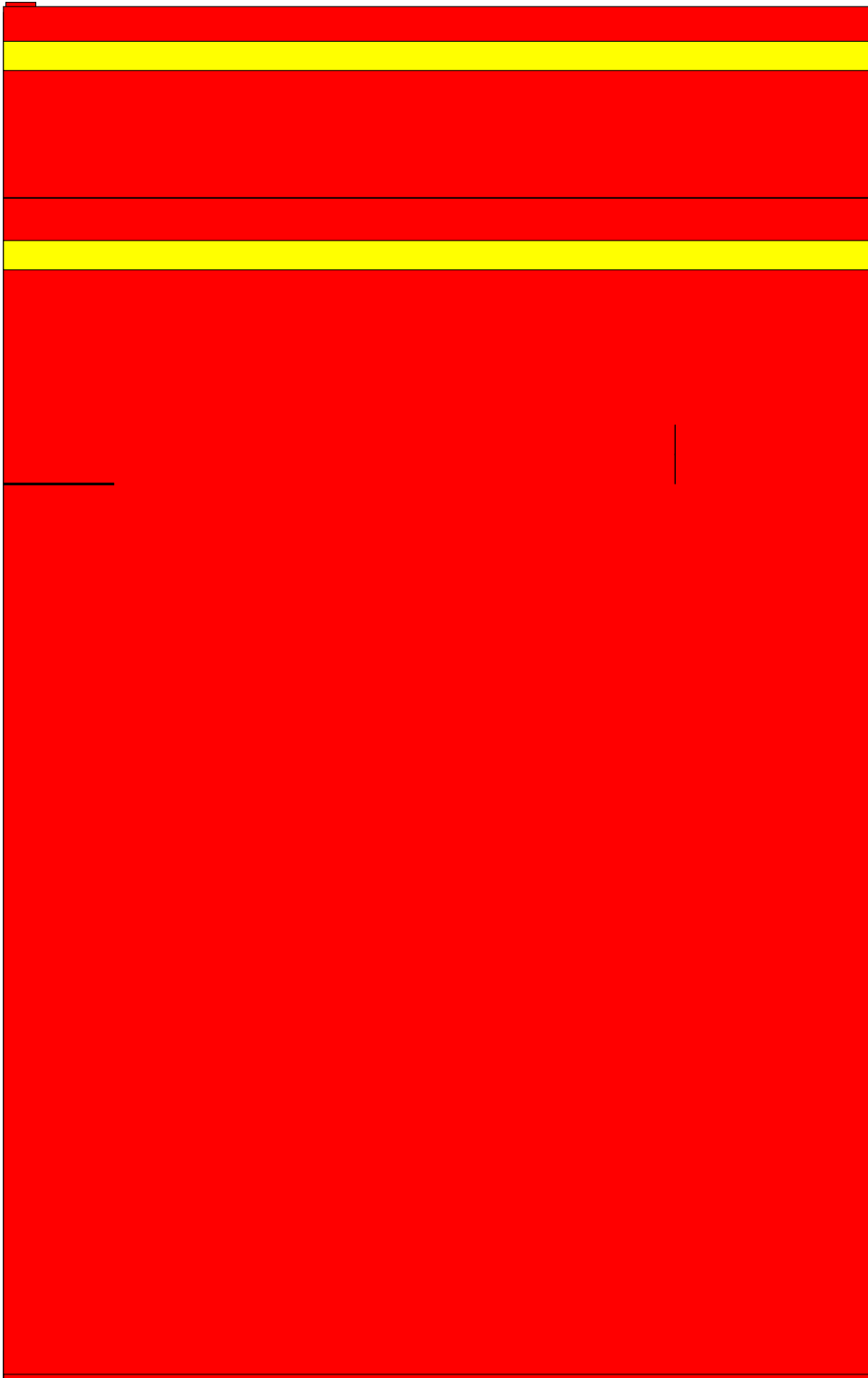




Texas Education Agency

Mathematics	All Students	11%	8%		12%	14%	65%	-	85%	-	53%	7%	71%	10%	56%	24%	48%	51%	-	-	-	-
	CWD	7%	6%		8%	8%	*	-	*	-	*	8%	*	10%	-	13%	14%	0%	-	-	-	-
	CWOD	12%	8%		15%	16%	69%	-	85%	-	57%	7%	73%									








Texas Education Agency



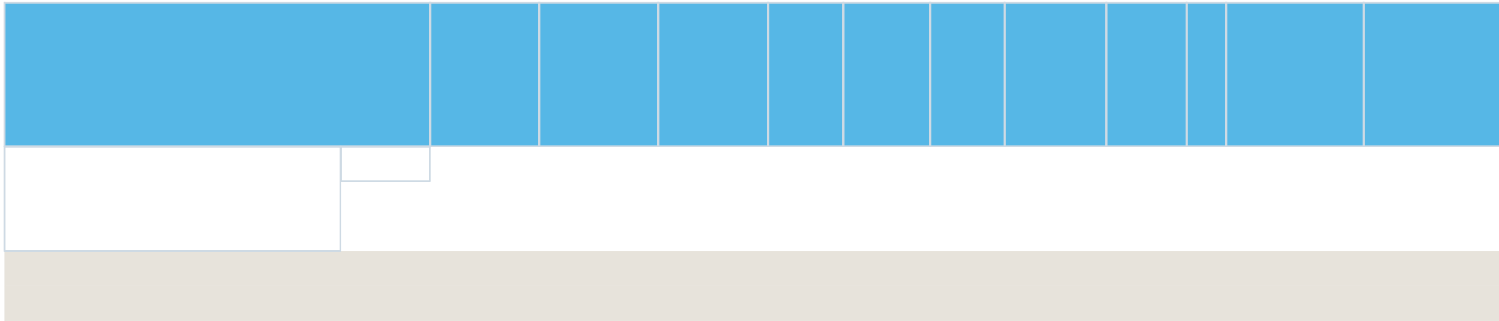
Texas Education Agency

																	
Female		100%	98%	98%	-	100%	-	100%	98%	99%	100%	99%	100%	-	99%	-	





Texas Education Agency



Texas Education Agency

	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

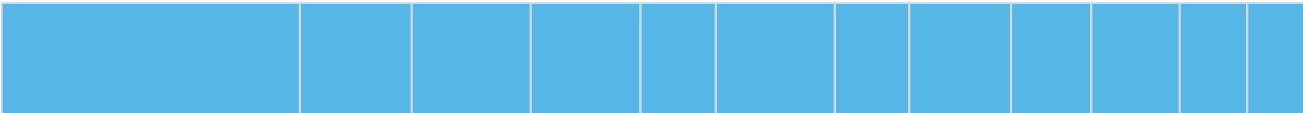
- Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 5 Indicates Action Plan/Quick Plans.
 - 8 Indicates ED Facts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.
 - *** Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

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.

Inexperienced Teachers, Principals, and Other School Leaders	18.0	24.2%
Teachers Teaching with Emergency or Provisional Credentials	6.0	8.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	12.9	18.6%

- Indicates there are no data available in the group.

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%	39%	30%	8%	-	2%	-	13%	42%	43%	28%
--------------------------	-----	-----	-----	----	---	----	---	-----	-----	-----	-----

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.