Texas Education Agency

Baseline Rates											49%
2022-23 through 2026-27											49%
2027-28 through 2031-32											51%
2032-33 through 2036-37											53%
2037-38											55%

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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

All Students	35	42	34	37	-	40	*	50	36	35	32
CWD	35	47	32	*	-	-	-	*	34	35	33
CWOD	36	40	35	40	-	40	*	50	36	-	32
EL €	32	-	32	36	-	25	-	*	32	33	32
Male	36	30	37	25	-	20	*	42	36	33	34
Female	35	49	32	46	-	54	-	*	35	38	30
All Students	39	37	39	35	-	45	*	36	38	44	37
CWD	44	32	46	*	-	-	-	*	44	44	43
CWOD	37	39	37	38	-	45	*	25	37	-	36
EL €	37	-	37	21	-	44	-	*	36	43	37
Male	40	22	41								

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)

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Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N	N	N	N		N		N	N	N	N
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N										

					%	98%	98%	98%	98%	98%	98%

Long-Term Goals		
Target Met		

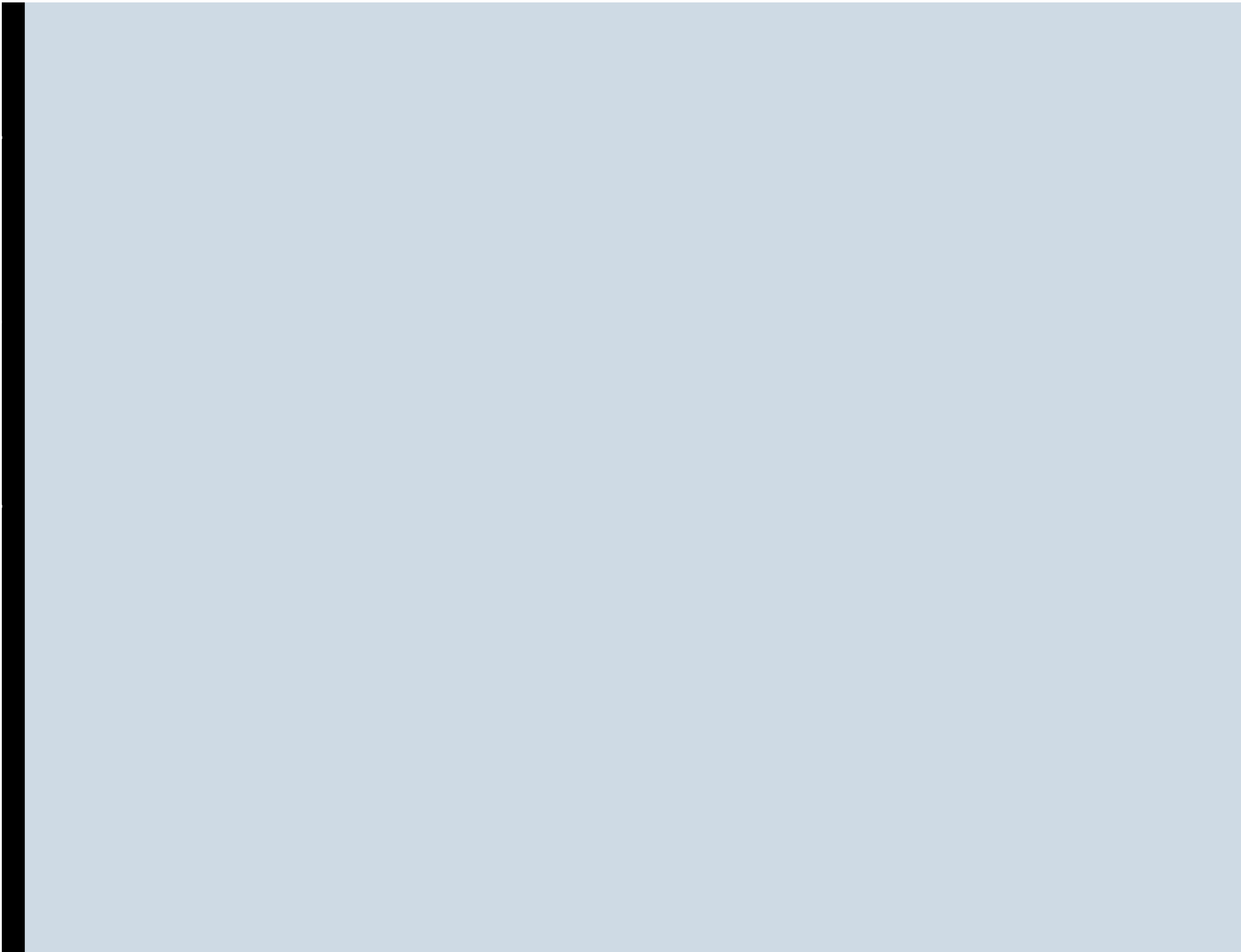Blank cell indicates there are no da

+ STAAR Performance and Graduation ... h Learner Language Proficiency uses EL (Current).

This section provides the percentage of students assessed a ... AR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children wit ... lish learner)

All Student		7%	99%	100%	-	%	91%		97	98%	99	99%	98%	99%	-
CWD		6%	98%	*	-	-	80%	97%	100	98%	-	99%	97%

97%

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	All Students		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		-	-	-	-	-	-	-	-	-	-	-	-		

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual

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.

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)

Chronic Absenteeism Rate	43%	58%	40%	56%	*	46%	*	40%	44%	55%	38%

- Indicates there are no students in the group.

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