

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

| Elementary and Middle Schools | Academic Achievement | 30% |
|-------------------------------|--|-----|
| | Other Academic Indicator | 50% |
| | English Learner Language Proficiency | 10% |
| | SQSS: Student Achievement Domain Score: STAAR Component Only | 10% |
| High Schools, K-12s, and AEAs | Academic Achievement | 50% |
| | Federal Graduation Status or Academic Growth Status1 | 10% |
| | English Learner Language Proficiency | 10% |
| | SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2 | 30% |

¹ If Federal Graduation Status is not available, Academic Growth Status is used.

² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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

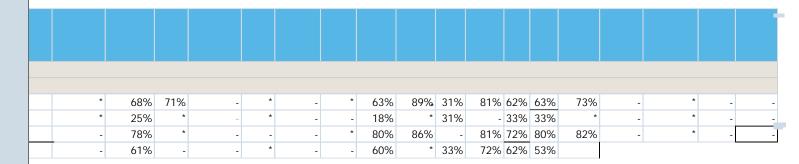
n the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the lentify campuses that have consistently under-performing student groups. A student group that misses the targets cators, for three consecutive years, is considered 'consistently underperforming'. Any campus not identified for mprovement (CSI) that has at least one consistently underperforming student group is identified for Targeted I). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered I identification. See the accountability manual for details. Chapter 10-2023 Identification of Schools for

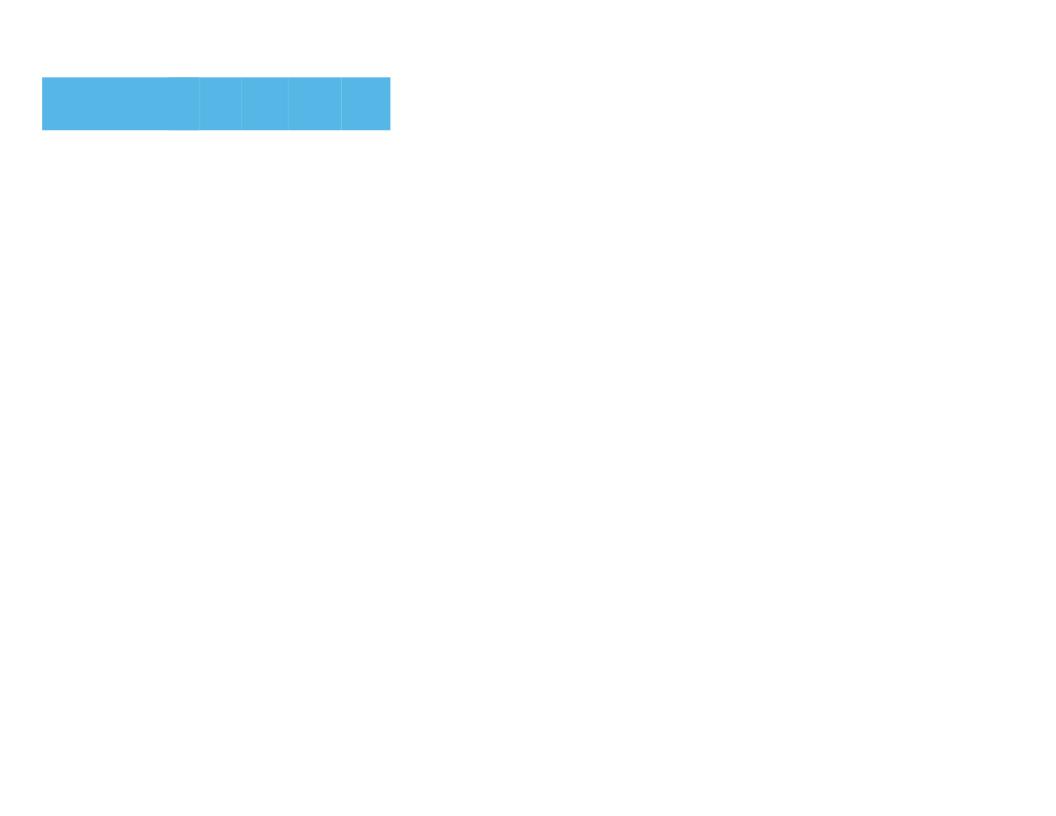
h the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I he Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's ied for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be school year.

mes of all public schools in the State identified by the State for comprehensive support and improvement or t and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the prehensive Support and Improvement Schools Targeted Support and Improvement Schools and Additional Targeted

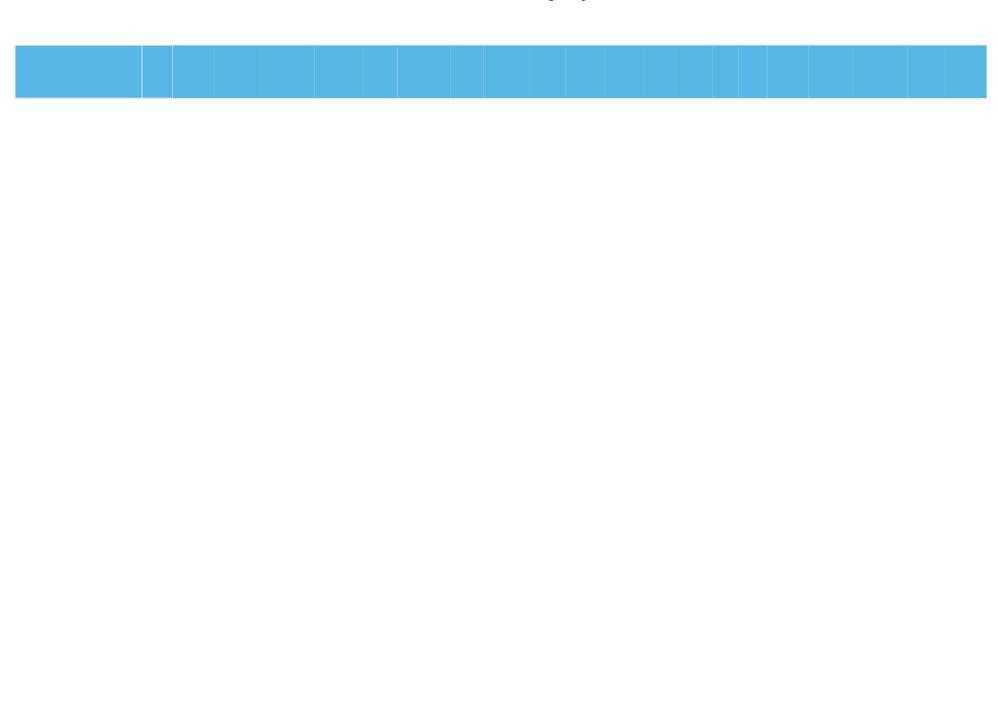
ablished by the State, including the length of years established. Campuses that do not rank in their school type's sing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the n when originally identified are considered as having successfully exited. Campuses previously identified as CSI rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI

ion on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for id science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, re in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)









| Male | 74 | 85 | 74 | * | - | * | - | - | 75 | 81 | 73 |
|--------|----|----|----|---|---|---|---|---|----|----|----|
| Female | 46 | - | 47 | * | - | - | - | * | 45 | 28 | 52 |

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 accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

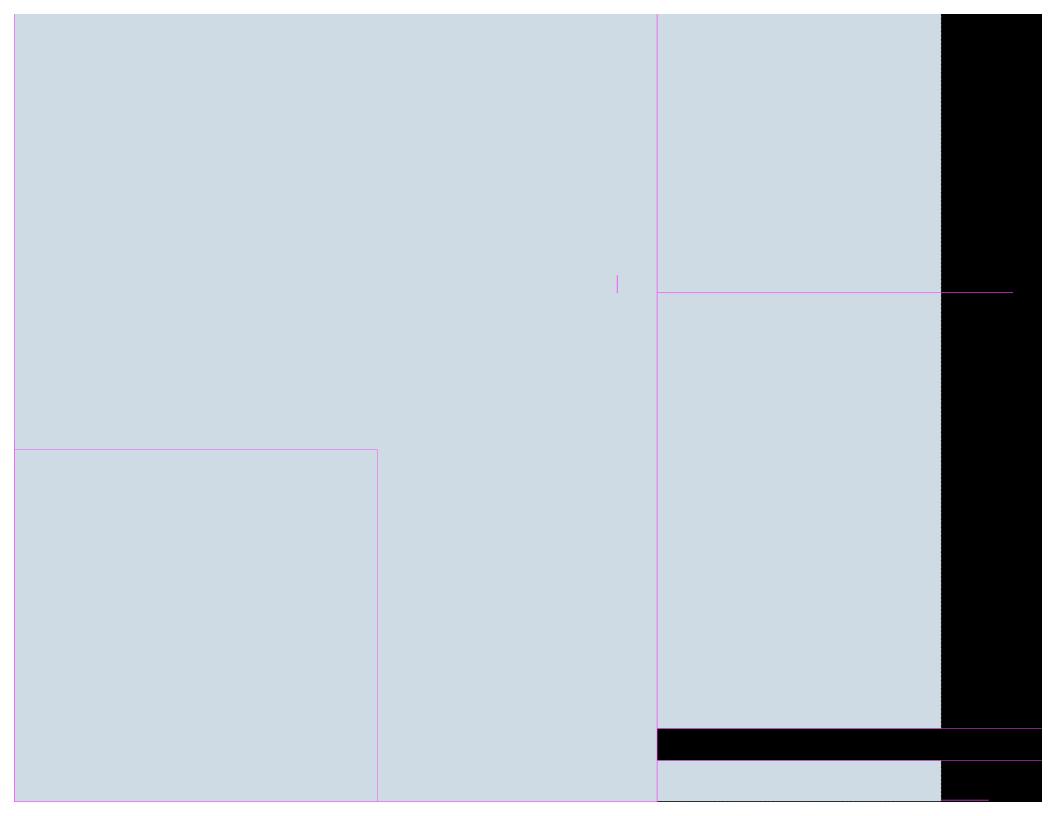
| STAAR Component Score | 32 | 23 | 30 | 54 | - | * | - | 58 | 31 | 27 | 27 |
|------------------------|----|----|----|----|---|---|---|----|----|----|----|
| %Students meeting CCMR | - | - | - | - | - | - | - | - | - | - | - |

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

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

| | | 2.10/ | 2001 | ==0/ | | 700/ | | ==0/ | 0=0/ | 0.404 | 0.704 |
|---------------------------|-----|-------|------|------|-----|------|-----|------|------|-------|-------|
| Interim Goals (2023-2027) | 46% | 34% | 39% | 59% | 44% | 73% | 46% | 55% | 35% | 26% | 37% |
| Target Met | N | | N | N | | | | | Υ | Υ | N |
| Interim Goals (2028-2032) | 55% | 45% | 49% | 66% | 53% | 78% | 55% | 63% | 46% | 38% | 48% |
| Target Met | Ν | | N | N | | | | | N | N | N |
| Interim Goals (2033-2037) | 64% | 56% | 59% | 73% | 62% | 83% | 64% | 71% | 57% | 50% | 59% |
| Target Met | N | | N | N | | | | | N | N | N |
| Long-Term Goals | 73% | 67% | 70% | 80% | 72% | 87% | 73% | 78% | 68% | 63% | 69% |
| Target Met | Ν | | N | N | | | | | N | N | N |
| | | | | | | | | | | | |
| Interim Goals (2023-2027) | 49% | 33% | 44% | 60% | 47% | 82% | 51% | 55% | 40% | 29% | 45% |
| Target Met | N | | N | N | | | | | N | N | N |
| Interim Goals (2028-2032) | 58% | 44% | 53% | 67% | 56% | 85% | 59% | 63% | 50% | 41% | 54% |
| Target Met | N | | N | N | | | | | N | N | N |
| Interim Goals (2033-2037) | 67% | 55% | 62% | 74% | 65% | 88% | 67% | 71% | 60% | 53% | 63% |
| Target Met | N | | N | N | | | | | N | N | N |





| | | Male | 0 | 0 | 0 | 0 | (|) | 0 (|) (| 0 0 | | |
|-----|---------------------------|--------|---|---|------|---|------|-----|------|-----|------|----------|--|
| | | Female | 0 | 0 | 0 | 0 | (|) | 0 (|) (| 0 0 | | |
| | | Total | 0 | 0 | 0 | 0 | (|) | 0 0 |) (| 0 0 | | |
| | | | | | | | | | | | | | |
| | With Educational Services | Male | 0 | 0 | 0 | 0 | (|) | 0 0 |) (| 0 0 |) | |
| | | Female | 0 | 0 | 0 | 0 | (|) ַ | 0, 0 |) (| 0 0 |) | |
| 000 | | Total | 0 | 0 | 00 0 | 0 | 00 (| 000 | 0 (| 000 | 0000 | 00000000 | |

| Incidents of threats of physical attack without a weapon | 0 |
|--|---|
| 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 |
| On the basis of religion | 0 |

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.

| | Male | 34 | 0 | 31 | 2 | 0 | 1 | 0 | 0 | 14 | 4 |
|--------------------------------------|--------|----|----|----|----|----|----|----|----|----|----|
| | Female | 30 | 2 | 25 | 1 | 0 | 2 | 0 | 0 | 17 | 2 |
| | Total | 64 | 2 | 56 | 3 | 0 | 3 | 0 | 0 | 31 | 6 |
| | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -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 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

formation on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools entage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional chers who are not teaching in the subject or field for which the teacher is certified or licensed.

| Inexperienced Teachers, Principals, and Other School Leaders | 4.0 | 14.8% |
|---|-----|-------|
| Teachers Teaching with Emergency or Provisional Credentials | 1.0 | 4.0% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 6.4 | 25.5% |

⁻ Indicates there are no data available in the group.

formation on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual ures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

30th, 2024.

formation on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate for the 2022-23 school year.

| Do a dia a | 7 201 | 204 | 0.0 | 20/ | * | 20/ |
|-------------|-------|-----|-----|-----|---|-----|
| Reading | 7,391 | 2% | 88 | 2% | | 2% |
| Mathematics | 7,386 | 2% | 88 | 2% | * | 2% |
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| 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% |

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 postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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 | 30% | 57% | 29% | 21% | - | 50% | - | * | 33% | 41% | 25% |
|--------------------------|-----|-----|-----|-----|---|-----|---|---|-----|-----|-----|

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