

Texas Education Agency

Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	64%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%

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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) Indicator, PE (Legal Care), 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.e.

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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









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Mathematics	All Students	18%	20%		*	25%	31%		* 77%	-	65%	15%	42%	20%	42%	39%	44%	33%	-	*	-	*
	CWD	8%	8%		*	0%	22%		* 40%	-	*	10%	22%	20%	-	20%	19%	21%	-	-	-	*
	CWOD	20%	22%		*	30%	33%		- 82%	-	67%	16%	45%	-	42%	45%	49%	35%	-	*	-	-
	EL	11%	7%		-	11%	*		* 68%	-	-	0%	55%	20%	45%	39%	45%	32%	-	*	-	-
	Male	20%	22%		*	31%	37%		* 90%	-	67%	25%	46%	19%	49%	45%	44%	-	-	-	-	*
	Female	16%	18%		*	18%	26%		- 65%	-	64%	8%	38%	21%	35%	32%	-	33%	-	*	-	*
Science	All Students	17%	21%		*	10%	32%		- 27%	-	*	11%	29%	0%	32%	9%	29%	26%	-	-	-	*
	CWD	7%	9%		*	*	0%		- -	-	-	*	0%	0%	-	*	0%	*	-	-	-	*
	CWOD	19%	23%		*	12%	38%		- 27%	-	*	20%	33%	-	32%	13%	36%	28%	-	-	-	-
	EL	6%	4%		-	0%	*		- *	-	-	*	13%	*	13%	9%	13%	*	-	-	-	-
	Male	19%	22%		*	8%	39%		- 29%	-	*	14%	32%	0%	36%	13%	29%	-	-	-	-	-
	Female	16%	19%		-	11%	24%		- 25%	-	*	*	27%	*	28%	*	-	26%	-	-	-	-

- Indicates there are no students in the group

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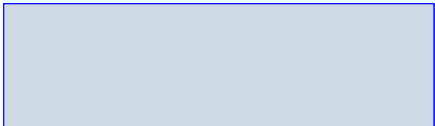
Male	75	*	65	75	*	90	-	*	77	73	56	
Female	61	*	56	53	-	94	-	70	38	58	52	

- 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 high school graduation rates for the class of 2022.

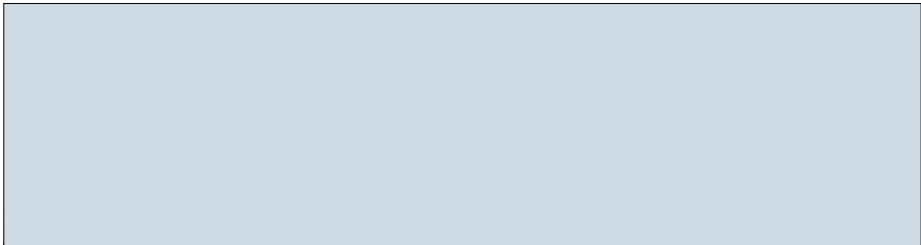
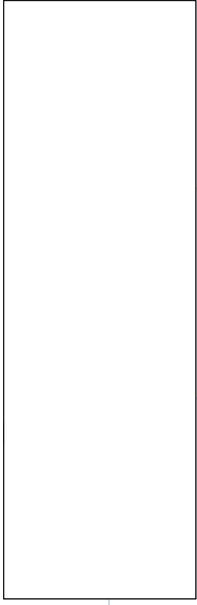
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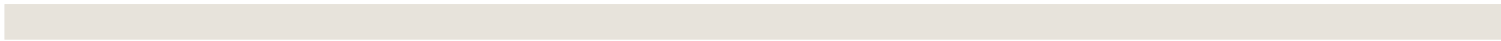
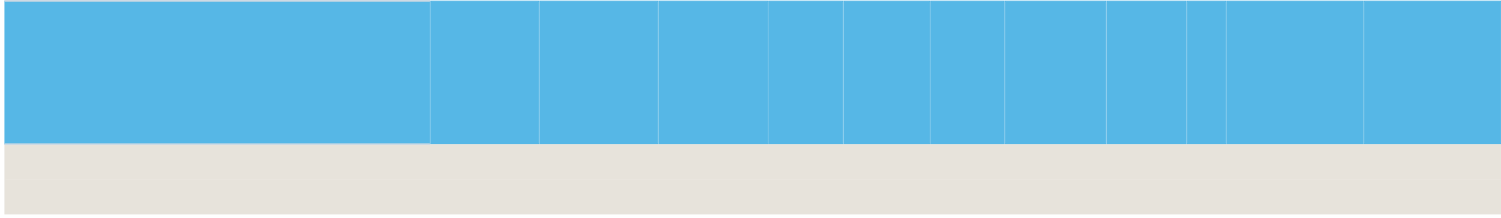


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	All Students	*	2%	1%	*	0%	-	0%	0%	1%	0%	1%	0%	1%	1%	-	
	CWD	*	0%	0%	*	0%	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	*	2%	1%	-	0%	-	0%	0%	1%	-	1%	0%	1%	1%	-	
	EL	-	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	*	0%	1%	*	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-	
	Female	*	3%	1%	-	0%	-	0%	0%	2%	0%	1%	0%	-	1%	-	
	All Students	*	2%	0%	*	2%	-	0%	0%	1%	0%	1%	0%	1%	1%	-	
	CWD	*	0%	0%	*	0%	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	*	2%	0%	-	3%	-	0%	0%	1%	-	1%	0%	1%	1%	-	
	EL	-	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	
	Male	*	0%	0%	*	5%	-	0%	0%	1%	0%	1%	0%	1%	-	-	
	Female	*	3%	0%	-	0%	-	0%	0%	1%	0%	1%	0%	-	1%	-	
	All Students	*	5%	0%	-	0%	-	*	0%	1%	0%	1%	0%	0%	2%	-	
	CWD	*	*	0%	-	-	-	-	*	0%	0%	-	*	0%	*	-	
	CWOD	*	6%	0%	-	0%	-	*	0%	1%	-	1%	0%	0%	2%	-	
	EL	-	0%		-	*	-	-	*	0%	*	0%	0%	0%	*	-	
	Male	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-	
	Female	-	11%	0%	-	0%	-	*	*	2%	*	2%	*	-	2%	-	
	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	



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	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
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
	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
	Total	0	0	0	0	0	0	0	0	0	0	0
	Male	15	-8	8	7	-8	-8	-8	-8	2	2	2
	Female	10	-8	6	4	-8	-8	-8	-8	-8	2	1
	Total	25	-8	14	11	-8	-8	-8	-8	2	4	3



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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	1
On the basis of disability	3
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	10	2	2	0	0	6	0	0	6	0
	Female	12	0	3	1	0	8	0	0	7	3
	Total	22	2	5	1	0	14	0	0	13	3
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
	Total	-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 EDFacts 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.

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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.

Professional Qualifications of Teachers		
Category	Number	Percentage
Inexperienced Teachers, Principals, and Other School Leaders	8.0	17.0%
Teachers Teaching with Emergency or Provisional Credentials	4.0	9.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.0	20.5%

- Indicates there are no data available in the group.

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.

To be updated by June 30th, 2024.

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.

Subject	Grade 4		Grade 5		Grade 6	
	Number	Percentage	Number	Percentage	Number	Percentage
Reading	7,391	2%	88	2%	-	-
Mathematics	7,386	2%	88	2%	-	-
Reading	7,296	2%	103	2%	-	-
Mathematics	7,293	2%	103	2%	-	-
Reading	6,823	2%	87	2%	-	-

Reading	6,168	1%	87	2%	-	-
Mathematics	6,162	2%	87	2%	-	-
Science	6,163	1%	87	2%	-	-
English I	6,032	1%	78	1%	-	-
English II	5,771	1%	67	1%	-	-
Algebra I	6,015	1%	78	1%	-	-
Biology	6,041	1%	80	1%	-	-
All Subjects	117,761	1%	1,550	1%	-	-
Reading	52,275	1%	682	1%	-	-
Mathematics	46,462	2%	615	2%	-	-
Science	19,024	1%	253	1%	-	-

- Indicates there are no students in the group.

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

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.

Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1

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 postsecondary education 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	10%	0%	13%	10%	*	8%	*	13%	16%	8%	7%

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