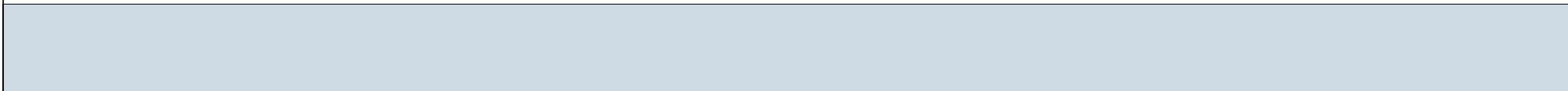
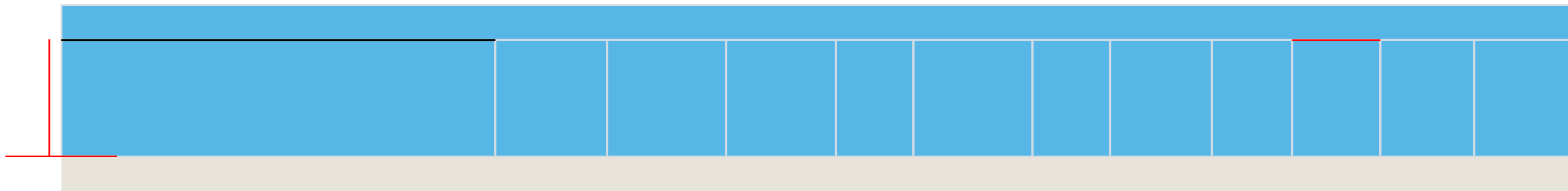


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the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all 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).



the indicators used to meaningfully differentiate all public schools in the State:

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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 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:

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Mathematics	All Students	21%	25%		8%	2%	*	-	-	-	-	4%	*	9%	2%	0%	3%	4%	-	*	-	-
	CWD	8%	9%		20%	0%	-	-	-	-	-	10%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	23%	29%		0%	3%	*	-	-	-	-	2%	*	-	2%	0%	0%	5%	-	*	-	-
	EL	14%	10%		-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	28%		13%	0%	-	-	-	-	-	3%	*	14%	0%	0%	3%	-	-	-	-	-
	Female	19%	22%		0%	5%	*	-	-	-	-	4%	-	*	5%	0%	-	4%	-	*	-	-
Science	All Students	15%	18%		8%	2%	*	-	-	-	-	3%	*	9%	2%	0%	6%	0%	-	*	-	-
	CWD	7%	8%		20%	0%	-	-	-	-	-	10%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	16%	21%		0%	2%	*	-	-	-	-	2%	*	-	2%	0%	3%	0%	-	*	-	-
	EL	7%	5%		-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	22%		13%	4%	-	-	-	-	-	6%	*	14%	3%	0%	6%	-	-	-	-	-
	Female	12%	15%		0%	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	*	-	-
All Subjects	All Students	75%	71%		55%	57%	43%	*	-	-	-	57%	47%	36%	63%	55%	51%	64%	-	71%	-	-
	CWD	48%	50%		40%	34%	*	*	-	-	-	37%	29%	36%	-	36%	42%	29%	-	*	-	-
	CWOD	79%	75%		64%	63%	60%	-	-	-	-	64%	58%	-	63%	60%	54%	74%	-	100%	-	-
	EL	62%	51%		-	54%	*	*	-	-	-	56%	*	36%	60%	55%	46%	65%	-	-	-	-
	Male	73%	70%		55%	49%	-	*	-	-	-	51%	54%	42%	54%	46%	51%	-	-	*	-	-
	Female	77%	72%		56%	66%	43%	-	-	-	-	65%	33%	29%	74%	65%	-	64%	-	*	-	-
Reading	All Students	76%	72%		61%	57%	*	*	-	-	-	59%	50%	30%	68%	57%	54%	64%	-	*	-	-
	CWD	46%	49%		40%	25%	*	*	-	-	-	30%	*	30%	-	32%	35%	24%	-	*	-	-
	CWOD	80%	77%		72%	67%	*	-	-	-	-	68%	60%	-	68%	64%	61%	76%	-	*	-	-
	EL	60%	49%		-	56%	*	*	-	-	-	58%	*	32%	64%	57%	49%	66%	-	-	-	-
	Male	72%	69%		72%	48%	-	*	-	-	-	53%	60%	35%	61%	49%	54%	-	-	*	-	-
	Female	80%	76%		40%	68%	*	-	-	-	-	65%	*	24%	76%	66%	-	64%	-	*	-	-
Mathematics	All Students	74%	69%		57%	65%	*	*	-	-	-	64%	50%	45%	69%	63%	58%	69%	-	*	-	-
	CWD	49%	49%																			

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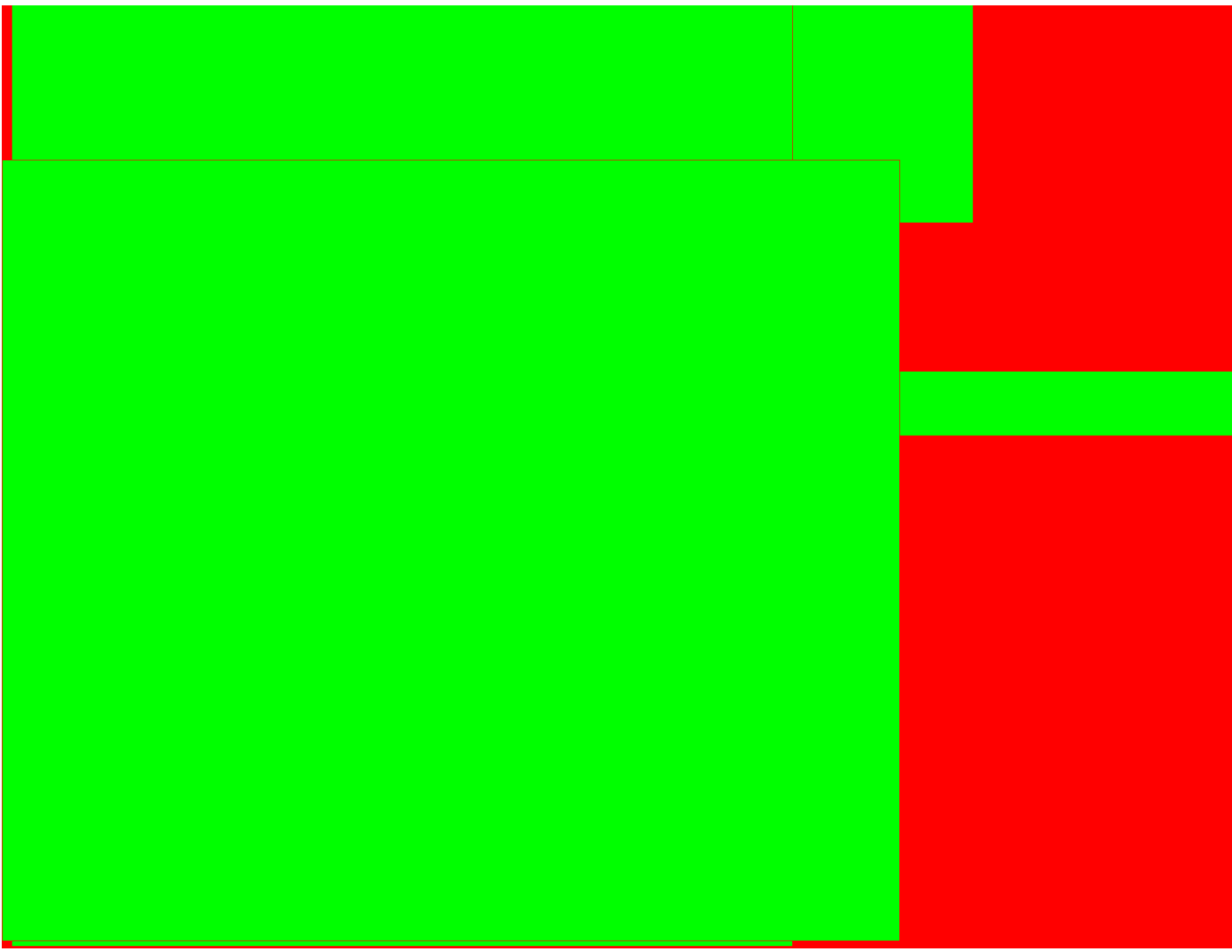
This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

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Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)											







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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.

Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	3.8%

- 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.

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%	*	3%
Mathematics	6,825	2%	87	2%	*	3%
Science	6,820	2%	86	2%	*	3%
Reading	6,480	2%	95	2%	-	-
Mathematics	6,481	2%	96	2%	-	-
Reading	6,309	2%	77	2%	-	-
Mathematics	6,300	2%	76	3%	-	-

