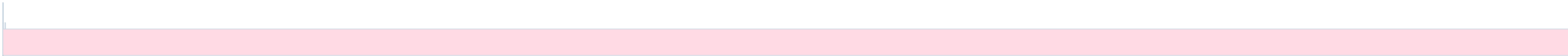




the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

| [Redacted] | | | | | | | | | | | | |
|-------------|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| [Redacted] | | | | | | | | | | | | |
| Reading/ELA | Baseline 2016-17 Rates | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| | | | | | | | | | | | | |



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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

the methodology by which the State differentiates all such schools. A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools. <https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

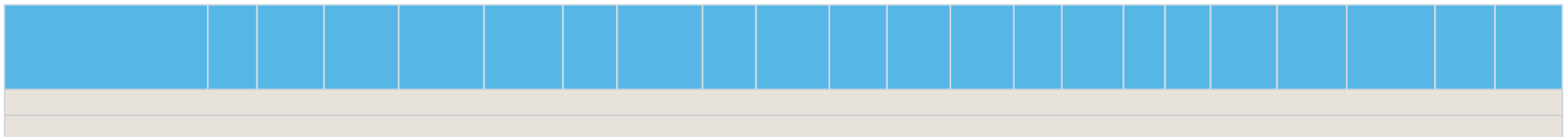
the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three 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 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

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. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - 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. Next, TEA rank orders the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

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: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



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| | | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 | 2035-36 |
|--------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| All Students | All Students | - | 2% | - | 6% | 1% | 3% | 2% | 2% | 1% | 3% | 2% | 2% | 1% | 3% | 2% | 2% | 2% |
| | CWD | - | 11% | - | - | 1% | - | 12% | 14% | 6% | 1% | 12% | 14% | 6% | 1% | 12% | 14% | 6% |
| | CWOD | - | 1% | - | 6% | 1% | 2% | 1% | 2% | 0% | 1% | 2% | 1% | 2% | 0% | 1% | 2% | 1% |
| All Students | All Students | - | 2% | - | 20% | 5% | 12% | 2% | 3% | 3% | 2% | 0% | 0% | 2% | 3% | 3% | 2% | 0% |
| | CWD | - | 2% | - | 10% | 2% | 14% | 1% | 3% | 2% | - | 0% | 0% | 2% | 3% | 3% | 2% | 0% |
| | CWOD | - | 1% | - | 0% | 1% | 6% | 2% | 2% | - | 2% | 0% | 0% | 2% | 3% | 3% | 2% | 0% |
| | Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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| With Educational Services | Male | 18 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
|-------------------------------|--------|----|---|----|---|---|---|---|---|---|---|--|
| | Female | 16 | 0 | 14 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 34 | 0 | 32 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | |
| Without Educational Services | Male | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | | |
| | Male | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |
| | Female | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| | Total | 9 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | |
| | | | | | | | | | | | | |
| | Male | 16 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | |
| | Female | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

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| | |
|------------------------------------|---|
| On the basis of sexual orientation | 0 |
| On the basis of religion | 0 |

This section provides information from the 2017-18 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 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
|-------------------------------------|--|--------|----|----|----|----|----|----|----|----|----|
| | | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Advanced Placement Courses | | Male | 41 | 0 | 41 | 0 | 0 | 0 | 0 | 0 | 1 |
| | | Female | 48 | 0 | 48 | 0 | 0 | 0 | 0 | 2 | 0 |
| | | Total | 89 | 0 | 89 | 0 | 0 | 0 | 0 | 2 | 1 |
| International Baccalaureate Courses | | Male | -9 | -9 | -9 | -9 | | | | | |

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| Inexperienced Teachers, Principals, and Other School Leaders | 6.3 | 5.3% |
|---|-----|------|
| Teachers Teaching with Emergency or Provisional Credentials | 3.0 | 2.6% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 4.1 | 3.6% |

- Indicates there are no data available in the group.
Blank cell 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, 2023.

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 2021-22 school year.

| Reading | 6,584 | 2% | 23 | 2% | - | - |
|-------------|-------|----|----|----|---|---|
| Mathematics | 6,587 | 2% | 23 | 2% | - | - |
| | | | | | | |
| Reading | 6,404 | 2% | 18 | 2% | - | - |
| Mathematics | 6,408 | 2% | 18 | 2% | - | - |
| | | | | | | |
| Reading | 6,204 | 2% | 22 | 2% | - | - |
| Mathematics | 6,205 | 2% | 22 | 3% | - | - |
| Science | 6,200 | 2% | 22 | 3% | - | - |
| | | | | | | |
| Reading | 6,181 | 2% | 11 | 1% | - | - |
| Mathematics | 6,177 | 2% | 11 | 1% | - | - |
| | | | | | | |
| Reading | 6,130 | 1% | 20 | 2% | - | - |
| Mathematics | 6,120 | 2% | 20 | 2% | - | - |
| | | | | | | |
| Reading | 5,794 | 1% | 22 | 2% | - | - |
| Mathematics | 5,803 | 2% | 23 | 2% | - | - |



| Grade 4 | Mathematics | Students with Disabilities | 87% |
|---------|-------------|----------------------------|-----|
| | | English Learners | 95% |
| Grade 8 | Reading | Students with Disabilities | |