

the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in 1 of 23

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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) Indicators: College, Career, and Military Readiness for High Schools and K-12 Student Achievement

Domain Score: STAAR only for All Other Schools without Annual Graduates

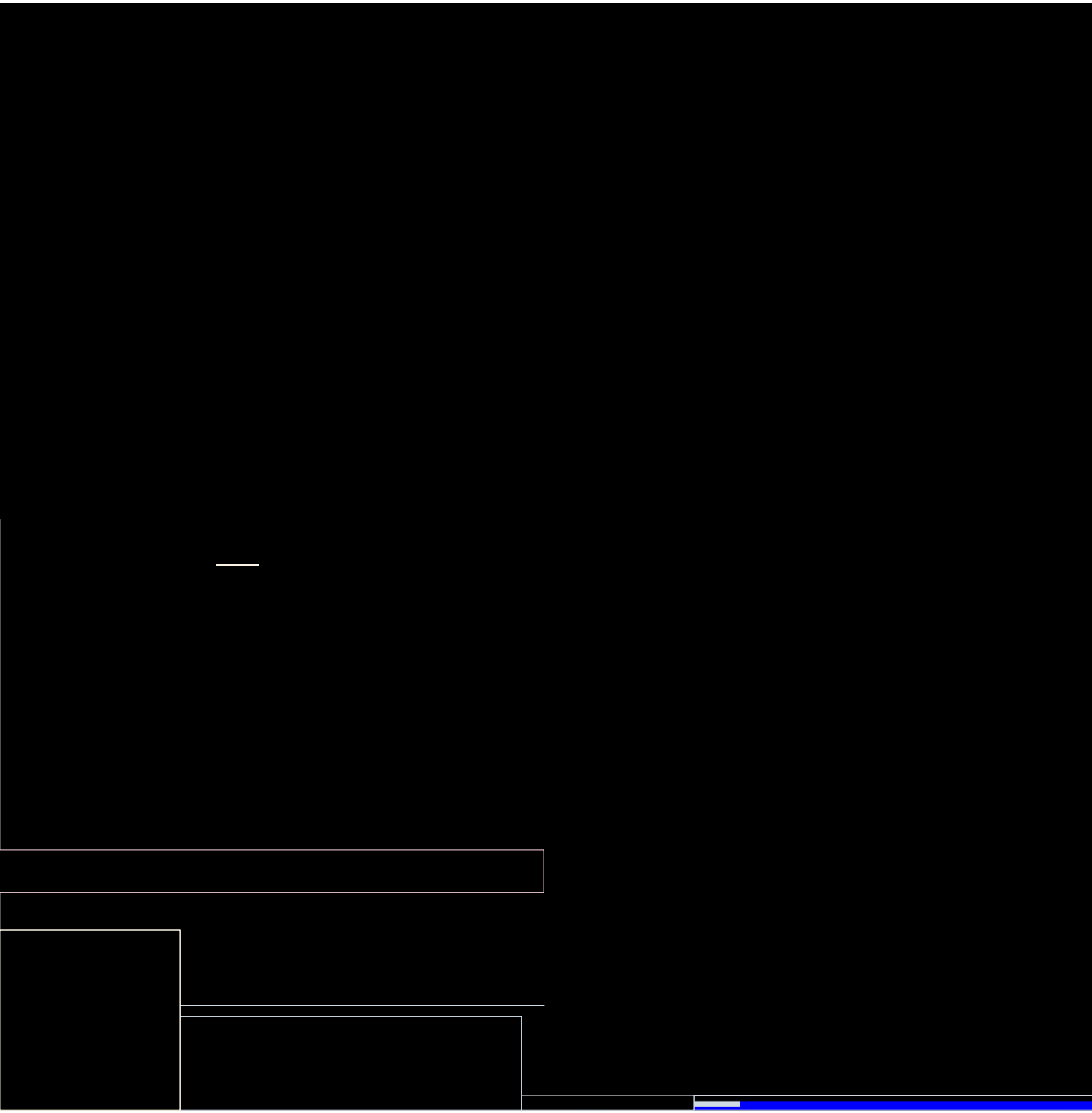
the State's system for meaningfully differentiating all public schools in the State, including --
the specific weight of the indicators in such differentiation



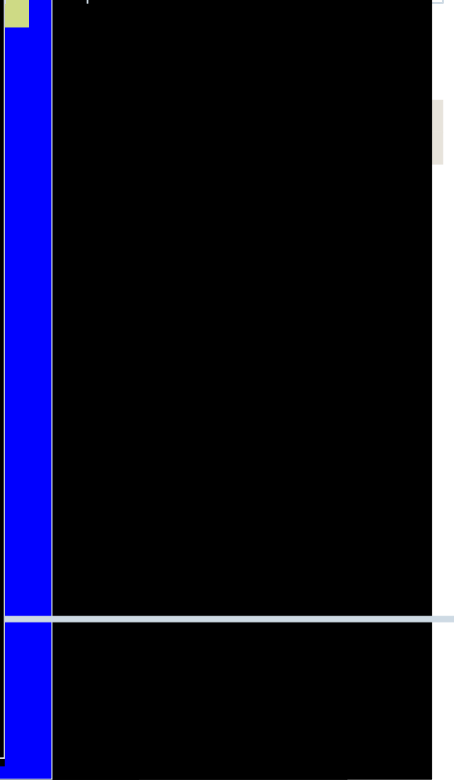
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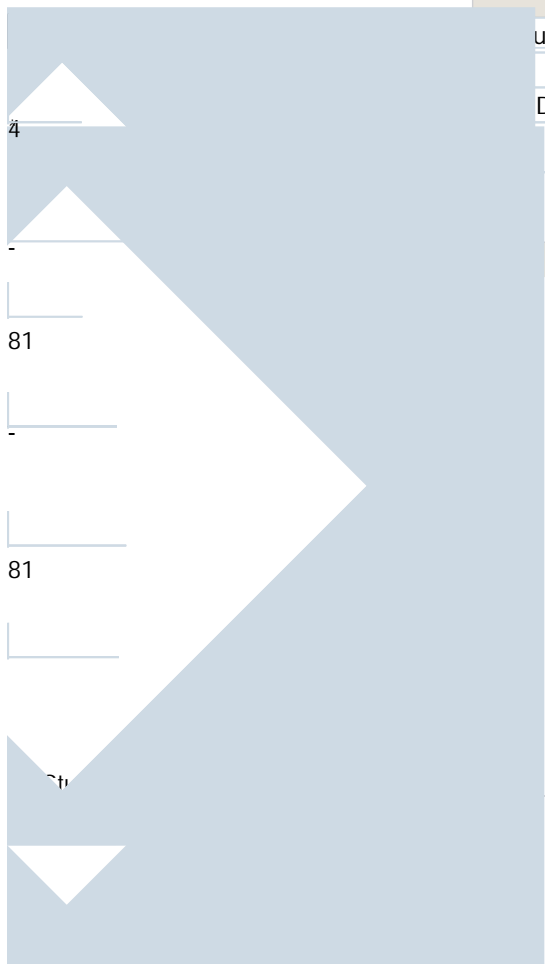


4%	*	*	-	-	-
2%	*	*	-	-	-
0%	-	*	-	-	-
3%	*	*	-	-	-
0%	-	*	-	-	-
-	*	*	-	-	-
2%	*	*	-	-	-
13%	0%	*	-	-	-
*	*	-	-	-	-
14%	0%	*	-	-	-
0%	*	*	-	-	-
-	*	-	-	-	-
13%	*	*	-	-	-
13%	0%	*	-	-	-
*	*	-	-	-	-
9%	0%	*	-	-	-



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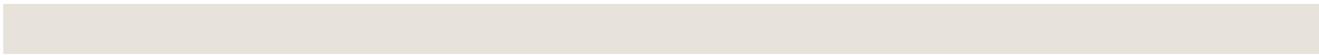
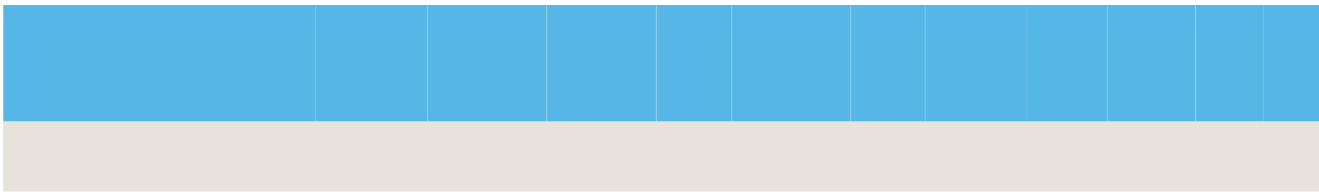
Students	83	-	83	-	*	-	-	-	-	83	78	83		
	78	-	76	-	*	-	-	-	-	78	78	81		
D	84	-	84	-	-	-	-	-	-	84	-	84		
	83	-	83	-	*	-	-	-						



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- Indicates there are no students in the group.

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[Redacted]												
	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
[Redacted]												
	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
[Redacted]												
	Male	32	-8	30	-8	2	-8	-8	-8	18	11	-8
	Female	30	-8	28	1	1	-8	-8	-8	12	6	-8
	Total	62	-8	58	1	3	-8	-8	-8	30	17	-8

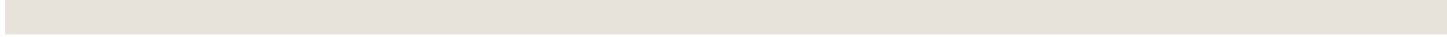


Total

[Redacted]												

[Redacted]												
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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.

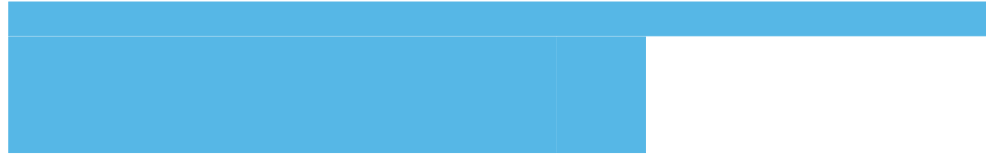
This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

Reading	6,584	2%	23	2%	*	4%	
Mathematics	6,587	2%	23	2%	*	4%	
Reading	6,404	2%	18	2%	5	6%	
Mathematics	6,408	2%	18	2%	5	6%	
Reading	6,204	2%	22	2%	6	6%	
Mathematics	6,205	2%	22	3%	6	6%	
Science	6,200	2%	22	3%	6	6%	
Reading	6,181	2%	11	1%	5	6%	
Mathematics	6,177	2%	11	1%	5	6%	
Reading	6,130	1%	20	2%	-	-	
Mathematics	6,120	2%	20	2%	-	-	
Reading	5,794	1%	22	2%	-	-	
Mathematics	5,803	2%	23	2%	-	-	
Science	5,796	1%	23	2%	-	-	
English	3,655	0.8%	1	0.03%	0	0%	

English B* ET 0.808 0.855 0.894 RG 0.808 0.855 0.894 RG 0.14 w D d 1 J1 j D d 0 J j 321.69 161.13 37.15 0.28 re 0* D d 1 J1 j D d

- 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 8	Reading	English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

Grade 4	Reading	Students	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 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 2020-21 school year. (CWD: children with disability; EL: English learner)

Chronic Absenteeism Rate	16%	*	16%	*	33%	-						
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