

Baseline Rates						49%
2022-23 through 2026-27						49%
2027-28 through 2031-32						51%
2032-33 through 2036-37						53%
2037-38						55%

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

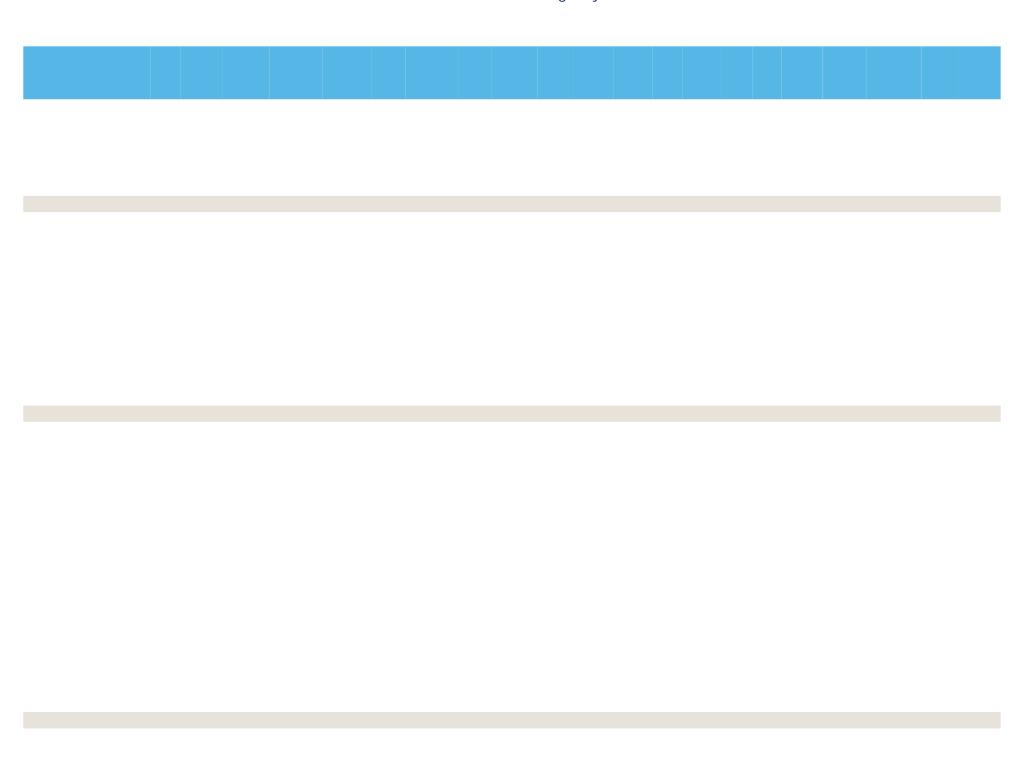
ELP Indicator: English Learner Language Proficiency Status

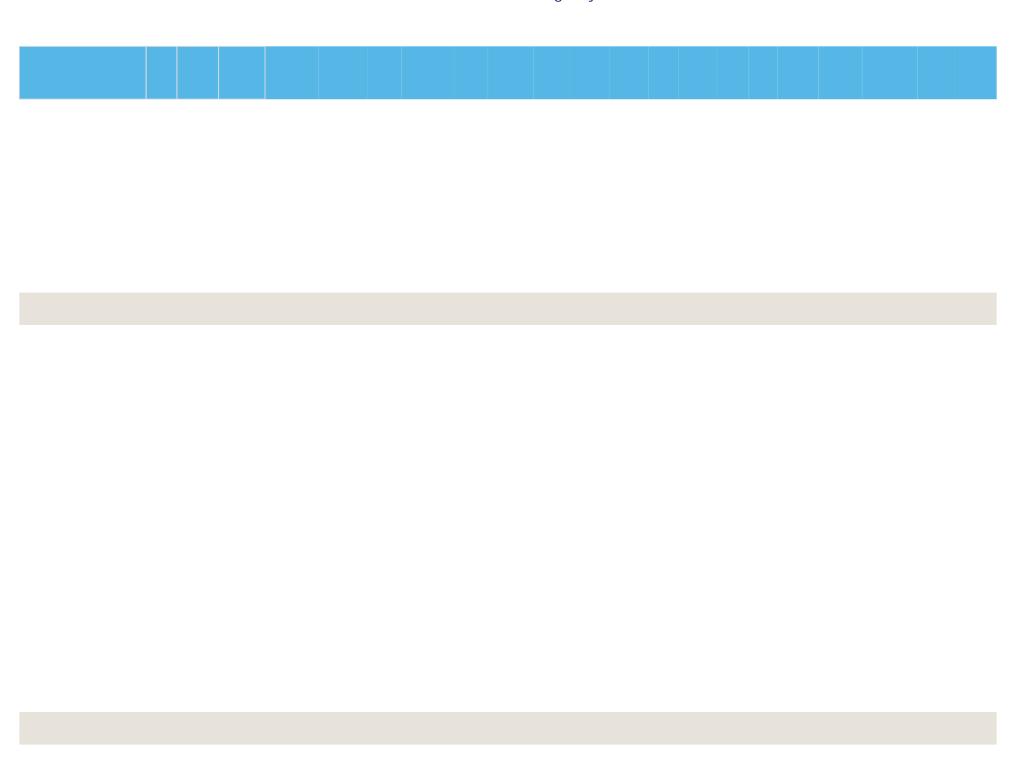
School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement

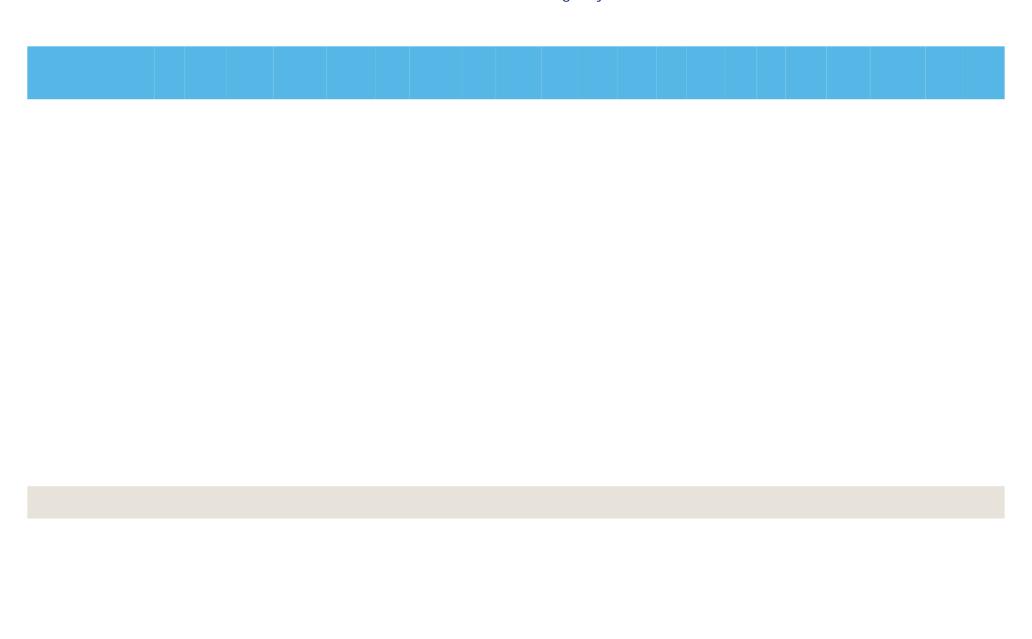
Domain Score: STAAR only for All Other Schools without Annual Graduates

the 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







Mathematics	All Students	18%	16%	*	23%	29%	38%	*	-	*	19%	32%	12%	26%	14%	25%	22%	-		
	CWD	8%	8%	-	11%	*	*	-	-	-	9%	20%	12%	-	8%	14%	8%	-		
	CWOD	20%	17%	*	25%	*	33%	*	-	*	21%	34%	-	26%	16%	27%	24%	-		
	EL	11%	8%	-	14%	*	*	-	-	*	13%	18%	8%	16%	14%	18%	10%	-		
	Male	20%	16%	-	24%	*	*	-	-	*	25%	24%	14%	27%	18%	25%	-	-		
	Female	16%	15%	*	21%	*	20%	*	-	-	11%	40%	8%	24%	10%	-	22%	-		
Science	All Students	17%	16%	-	21%	*	*	*	-	-	13%	34%	10%	25%	3%	26%	19%	-		
	CWD	7%	7%	-	13%	*	*	-	-	-	0%	*	10%	-	0%	0%	*	-		
	CWOD	19%	17%	-	22%	*	*	*	-	-	15%	35%	-	25%	4%	31%	18%	-		
	EL	6%	7%	-	0%	*	-	-	-	-	0%	7%	0%	4%	3%	5%	0%	-		
	Male	19%	17%	-	26%	*	*	-	-	-	15%	39%	0%	31%	5%	26%	-	-		
	Female	16%	15%	-	13%	*	*	*	-	-	11%	28%	*	18%	0%	-	19%	-		

<sup>-</sup> Indicates there are no students in the group.

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 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)

All Students	66	-	66	80	75	*	-	-	61	48	54
CWD	48	-	46	*	*	-	-	-	35	48	42
CWOD	70	-	69	*	70	*	-	-	67	-	59
EL€	54	-	54	*	*	-	-	-	47	42	54
Male	62	-	61	*	*	-	-	-	55	38	51
Female	70	-	70	*	70	*	-	-	67	60	58
All Students	72	-	71	85	96	*	-	-	70	71	74
CWD	71	-	68	*	*	-	-	-	63	71	75
CWOD	73	-	72	*	95	*	-	-	71	-	74
EL€	74	-	74	*	*	-	-	-	75	75	74

<sup>\*</sup> Indicates results are masked due to small numbers to protect student confidentiality.



Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)											49%
Target Met											Υ
Interim Goals (2028-2032)											519
Target Met											Υ
Interim Goals (2033-2037)											539
Target Met											N
Long-Term Goals											559
Target Met											N
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	869
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	929
Target Met											
Long-Term Goals	98%	70 /0	98%	98%	98%	98%	98%	98%	98%	98%	989

are no data available in the group.

Mathematics						