Part (i): Description of State Accountability System

Part (i)(I) 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.

Part (i)(II) 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).

				State ESS	SA Goals (HS/K-1	2 & AEA)						
			All	African American	Hispapie		American Indian		Pacific Islander			Special	EL (Current & Former)
	Academic Pe	erformance (At Meets Gra			пізрапіс	vinte	mulan	Asian	ISIAIIUEI	Races	DISauv	Luuc	r unner)
Basedinelinean Reates	Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
2022-23 through 2026-27	7	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
436/8 %		2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%2	20274-42%8	thro28%	2031- 3322 %
and an	37	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
		2037-38	72%	66%	68%	81%	72%	87%	73%	79%	56%67%	57%	

		· · · · · ·	

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. 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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) 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

(cc) 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

(dd) 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.

Part (i)(V) 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.

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status.

Part (ii): Student Achievement by Proficiency Level

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 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)

									Two									
									or		Non							
			African			American		Pacific	More	Econ	Econ							
Stat	e Distric	t Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male			

Texas Education Agency 2023 Federal Report Card

		State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Reading	All Students	49%	51%	70%	*	68%	73%	-	67%	-	63%	63%	70%	42%	77%	33%	58%	81%	-	-	-	-
	CWD	28%	28%	42%	*	*	50%	-	-	-	*	*	40%	42%	-	-	35%	57%	-	-	-	-
	CWOD	53%	56%	77%	-	73%	80%	-	67%	-	71%	*	77%	-	77%	33%	67%	84%	-	-	-	-
	EL	37%	28%	33%	-	-	*	-	*	-	-	*	20%	-	33%	33%	*	*	-	-	-	-
	Male	46%	49%	58%	*	54%	61%	-	*	-	*	60%	58%	35%	67%	*	58%	-	-	-	-	-
	Female	53%	53%	81%	*	83%	85%	-	*	-	71%	*	82%	57%	84%	*	-	81%	-	-	-	-
Mathematics	All Students	44%	44%	64%	*	64%	63%	-	83%	-	75%	38%	66%	38%	71%	33%	58%	70%	-	-	-	-
	CWD	28%	26%	38%	*	*	50%	-	-	-	*	*	35%	38%	-	-	35%	43%	-	-	-	-
	CWOD	47%	48%	71%	-	73%	67%	-	83%	-	86%	*	73%	-	71%	33%	67%	73%	-	-	-	-
	EL	35%	25%	33%	-	-	*	-	*	-	-	*	40%	-	33%	33%	*	*	-	-	-	-
	Male	47%	47%	58%	*	62%	59%	-	*	-	*	60%	58%	35%	67%	*	58%	-	-	-	-	-
	Female	40%	41%	70%	*	67%	68%	-	*	-	86%	*	73%	43%	73%	*	-	70%	-	-	-	-
Grade 4																						
Reading	All Students	47%	54%	76%	*	74%	75%	-	81%	-	89%	45%	79%	48%	82%	*	76%	77%	-	-	-	*
	CWD	25%	29%	48%	*	*	50%	-	*	-	*	*	47%	48%	-	-	50%	43%	-	-	-	-
	CWOD	51%	60%	82%	*	78%																

				African								
S	State	District	Campus	American								

										Two		
										or		Non
				African			American		Pacific	More	Econ	Econ
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv

Texas Education Agency



Part (v): School Quality or Student Success (SQSS)

								Two			
	All	African			American		Pacific	More	Econ		EL
S	Students .	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	+

		Campus	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	1%	0%	2%	2%	-	0%	-	0%	0%	1%	0%	2%	0%	1%	2%	-
Ū	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	2%	*	2%	2%	-	0%	-	0%	0%	2%	-	2%	0%	1%	2%	-
	EL	0%	-	*	0%	-	0%	-	-	*	0%	-	0%	0%	0%	0%	-
	Male	1%	*	0%	2%	-	0%	-	0%	0%	1%	0%	1%	0%	1%	-	-
	Female	2%	*	3%	2%	-	0%	-	0%	0%	2%	0%	2%	0%	-	2%	-
Mathematics	All Students	2%	12%	5%	1%	-	0%	-	0%	4%	1%	0%	2%	0%	1%	2%	

2%

	Total
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the

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.

Low Poverty School		
	All So	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	9.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.1	5.1%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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.

Part (xi): STAAR Alternate 2 Participation

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.

	State Number of ALT2	State Rate of ALT2	District		Campus Number of ALT2	
Grade 3						
Reading	7,391	2%	88	2%	-	-
Mathematics	7,386	2%	88	2%	-	-
Grade 4						
Reading	7,296	2%	103	2%	*	2%
Mathematics	7,293	2%	103	2%	*	2%
Grade 5						
Reading	6,823	2%	87	2%	*	1%
Mathematics	6,825	2%	87	2%	*	1%
Science	6,820	2%	86	2%	*	1%
Grade 6						
Reading	6,480	2%	95	2%	-	-
Mathematics	6,481	2%	96	2%	-	-
Grade 7						
Reading	6,309	2%	77	2%	-	-
Mathematics	6,300	2%	76	3%	-	-

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners									
Grade	Subject	Student Group	Rate						
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%						

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

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 postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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)

								Two			
								or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Chronic Absenteeism Rate	12%	15%	16%	10%	*	20%	-	6%	22%	16%	23%

- Indicates there are no students in the group.

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