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.

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	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%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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'. Data from 2021, 2022, and 2023 are considered consecutive years for 2023 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for 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 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. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is 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 six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

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)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	70%	55%	**51%**	55%	45%	*	-	-	-	*	50%	*	*	52%	27%	32%	71%	-	*	-	-
	CWD	37%	21%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	75%	60%	**52%**	55%	47%	*	-	-	-	*	51%	*	-	52%	27%	33%	71%	-	*	-	-
	EL	49%	41%	**27%**	-	27%	-	-	-	-	-	21%	*	-	27%	27%	0%	67%	-	*	-	-
	Male	65%	50%	**32%**	22%	26%	*	-	-	-	*	30%	*	*	33%	0%	32%	-	-	*	-	-
	Female	76%	62%	**71%**	77%	71%	*	-	-	-	-	73%	*	-	71%	67%	-	71%	-	*	-	-
English II	All Students	73%	58%	**27%**	25%	27%	*	-	-	-	-	26%	*	*	28%	11%	24%	29%	-	*	-	-
	CWD	39%	24%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	77%	62%	**28%**	26%	28%	*	-	-	-	-	26%	*	-	28%	11%	26%	29%	-	*	-	-
	EL	48%	42%	**11%**	-	11%	-	-	-	-	-	11%	-	-	11%	11%	18%	0%	-	*	-	-
	Male	68%	54%	**24%**	9%	28%	*	-	-	-	-	22%	*	*	26%	18%	24%	-	-	*	-	-
	Female	78%	63%	**29%**	33%	22%	*	-	-	-	-	28%	*	-	29%	0%	-	29%	-	*	-	-
Algebra I	All Students	77%	68%	**39%**	35%	44%	*	-	-	-	-	38%	*	-	39%	*	28%	50%	-	*	-	-
	CWD	52%	40%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	73%	**39%**	35%	44%	*	-	-	-	-	38%	*	-	39%	*	28%	50%	-	*	-	-
	EL	69%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	64%	**28%**	17%	33%	*	-	-	-	-	19%	*	-	28%	*	28%	-	-	*	-	-
	Female	81%	74%	**50%**	45%	57%	*	-	-	-	-	53%	*	-	50%	*	-	50%	-	*	-	-
Biology	All Students	87%	72%	**57%**	50%	59%	*	-	-	-	*	54%	*	*	60%	27%	42%	68%	-	*	-	-
	CWD	67%	43%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	90%	77%	**60%**	57%	59%	*	-	-	-	*	56%	*	-	60%	27%	47%	68%	-	*	-	-
	EL	75%	67%	**27%**	-	27%	-	-	-	-	-	20%	*	-	27%	27%	*	29%	-	-	-	-
	Male	85%	71%	**42%**	20%	50%	-	-	-	-	*	42%	-	*	47%	*	42%	-	-	-	-	-
	Female	89%	74%	**68%**	64%	64%	*	-	-	-	-	64%	*	-	68%	29%	-	68%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	30%	**15%**	5%	18%	*	-	-	-	*	14%	*	*	16%	20%	13%	18%	-	*	-	-
	CWD	20%	14%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	54%	32%	**16%**	5%	19%	*	-	-	-	*	15%	*	-	16%	20%	13%	18%	-	*	-	-
	EL	26%	18%	**20%**	-	20%	-	-	-	-	-	21%	*	-	20%	20%	0%	50%	-	*	-	-
	Male	44%	26%	**13%**	0%	11%	*	-	-	-	*	10%	*	*	13%	0%	13%	-	-	*	-	-
	Female	57%	34%	**18%**	8%	29%	*	-	-	-	-	19%	*	-	18%	50%	-	18%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	53%	33%	**9%**	6%	10%	*	-	-	-	-	8%	*	*	9%	6%	5%	12%	-	*	-	-
	CWD	22%	15%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	57%	35%	**9%**	6%	10%	*	-	-	-	-	8%	*	-	9%	6%	6%	12%	-	*	-	-
	EL	23%	16%	**6%**	-	6%	-	-	-	-	-	6%	-	-	6%	6%	9%	0%	-	*	-	-
	Male	47%	28%	**5%**	0%	8%	*	-	-	-	-	3%	*	*	6%	9%	5%	-	-	*	-	-
	Female	60%	39%	**12%**	10%	11%	*	-	-	-	-	13%	*	-	12%	0%	-	12%	-	*	-	-
Algebra I	All Students	42%	30%	**8%**	12%	6%	*	-	-	-	-	9%	*	-	8%	*	0%	15%	-	*	-	-
	CWD	19%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	32%	**8%**	12%	6%	*	-	-	-	-	9%	*	-	8%	*	0%	15%	-	*	-	-
	EL	29%	24%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	40%	27%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	44%	33%	**15%**	18%	14%	*	-	-	-	-	16%	*	-	15%	*	-	15%	-	*	-	-
Biology	All Students	54%	27%	**2%**	0%	4%	*	-	-	-	*	2%	*	*	2%	0%	5%	0%	-	*	-	-
	CWD	27%	16%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	58%	29%	**2%**	0%	4%	*	-	-	-	*	3%	*	-	2%	0%	6%	0%	-	*	-	-
	EL	29%	16%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	53%	28%	**5%**	0%	7%	-	-	-	-	*	5%	-	*	6%	*	5%	-	-	-	-	-
	Female	55%	27%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	13%	3%	**0%**	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	*	-	-
	CWD	5%	2%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	14%	4%	**0%**	0%	0%	*	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	10%	3%	**0%**	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	16%	4%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-
English II	All Students	8%	2%	**0%**	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	CWD	5%	4%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	9%	2%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	0%	0%	0%	-	*	-	-
	Male	7%	2%	**0%**	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	10%	3%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-
Algebra I	All Students	22%	11%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	CWD	7%	3%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	13%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	EL	12%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	22%	11%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	23%	13%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	7%	**0%**	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	*	-	-
	CWD	7%	4%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	7%	**0%**	0%	0%	*	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	21%	7%	**0%**	0%	0%	-	-	-	-	*	0%	-	*	0%	*	0%	-	-	-	-	-
	Female	20%	6%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	57%	**42%**	40%	42%	55%	-	-	-	*	40%	64%	0%	43%	21%	30%	52%	-	60%	-	-
	CWD	48%	32%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	-	-	-	-	-
	CWOD	79%	62%	**43%**	41%	43%	55%	-	-	-	*	41%	64%	-	43%	21%	32%	52%	-	60%	-	-
	EL	62%	52%	**21%**	-	21%	-	-	-	-	-	18%	*	-	21%	21%	15%	30%	-	*	-	-
	Male	73%	55%	**30%**	16%	33%	*	-	-	-	*	28%	80%	0%	32%	15%	30%	-	-	*	-	-
	Female	77%	60%	**52%**	53%	54%	43%	-	-	-	-	51%	56%	-	52%	30%	-	52%	-	71%	-	-
Reading	All Students	76%	59%	**38%**	37%	35%	57%	-	-	-	*	36%	57%	*	38%	18%	28%	47%	-	50%	-	-
	CWD	46%	30%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	64%	**38%**	38%	36%	57%	-	-	-	*	37%	57%	-	38%	18%	29%	47%	-	50%	-	-
	EL	60%	51%	**18%**	-	18%	-	-	-	-	-	15%	*	-	18%	18%	10%	31%	-	*	-	-
	Male	72%	53%	**28%**	15%	27%	*	-	-	-	*	26%	*	*	29%	10%	28%	-	-	*	-	-
	Female	80%	65%	**47%**	50%	45%	*	-	-	-	-	47%	40%	-	47%	31%	-	47%	-	*	-	-
Mathematics	All Students	74%	54%	**39%**	35%	42%	*	-	-	-	-	37%	*	-	39%	*	26%	50%	-	*	-	-
	CWD	49%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	58%	**39%**	35%	44%	*	-	-	-	-	38%	*	-	39%	*	28%	50%	-	*	-	-
	EL	65%	52%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	54%	**26%**	17%	31%	*	-	-	-	-	18%	*	-	28%	*	26%	-	-	*	-	-
	Female	74%	55%	**50%**	45%	57%	*	-	-	-	-	53%	*	-	50%	*	-	50%	-	*	-	-
Science	All Students	76%	60%	**57%**	50%	59%	*	-	-	-	*	54%	*	*	60%	27%	42%	68%	-	*	-	-
	CWD	52%	37%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	79%	65%	**60%**	57%	59%	*	-	-	-	*	56%	*	-	60%	27%	47%	68%	-	*	-	-
	EL	62%	55%	**27%**	-	27%	-	-	-	-	-	20%	*	-	27%	27%	*	29%	-	-	-	-
	Male	76%	62%	**42%**	20%	50%	-	-	-	-	*	42%	-	*	47%	*	42%	-	-	-	-	-
	Female	75%	59%	**68%**	64%	64%	*	-	-	-	-	64%	*	-	68%	29%	-	68%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	27%	**9%**	6%	10%	27%	-	-	-	*	9%	14%	0%	9%	9%	7%	12%	-	10%	-	-
	CWD	24%	15%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	-	-	-	-	-
	CWOD	52%	30%	**9%**	6%	10%	27%	-	-	-	*	9%	14%	-	9%	9%	7%	12%	-	10%	-	-
	EL	31%	20%	**9%**	-	9%	-	-	-	-	-	9%	*	-	9%	9%	4%	15%	-	*	-	-
	Male	46%	26%	**7%**	0%	7%	*	-	-	-	*	5%	40%	0%	7%	4%	7%	-	-	*	-	-
	Female	49%	29%	**12%**	9%	14%	14%	-	-	-	-	12%	0%	-	12%	15%	-	12%	-	14%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	31%	**12%**	6%	14%	43%	-	-	-	*	11%	29%	*	12%	12%	9%	15%	-	17%	-	-
	CWD	24%	15%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	56%	34%	**12%**	6%	14%	43%	-	-	-	*	11%	29%	-	12%	12%	9%	15%	-	17%	-	-
	EL	33%	22%	**12%**	-	12%	-	-	-	-	-	12%	*	-	12%	12%	5%	23%	-	*	-	-
	Male	47%	27%	**9%**	0%	9%	*	-	-	-	*	6%	*	*	9%	5%	9%	-	-	*	-	-
	Female	57%	36%	**15%**	9%	19%	*	-	-	-	-	16%	0%	-	15%	23%	-	15%	-	*	-	-
Mathematics	All Students	44%	23%	**8%**	12%	5%	*	-	-	-	-	9%	*	-	8%	*	0%	15%	-	*	-	-
	CWD	24%	15%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	25%	**8%**	12%	6%	*	-	-	-	-	9%	*	-	8%	*	0%	15%	-	*	-	-
	EL	32%	19%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	45%	24%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	42%	22%	**15%**	18%	14%	*	-	-	-	-	16%	*	-	15%	*	-	15%	-	*	-	-
Science	All Students	46%	26%	**2%**	0%	4%	*	-	-	-	*	2%	*	*	2%	0%	5%	0%	-	*	-	-
	CWD	24%	18%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	49%	28%	**2%**	0%	4%	*	-	-	-	*	3%	*	-	2%	0%	6%	0%	-	*	-	-
	EL	26%	18%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	47%	28%	**5%**	0%	7%	-	-	-	-	*	5%	-	*	6%	*	5%	-	-	-	-	-
	Female	44%	24%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	7%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	7%	4%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	0%	-	-	-	-	-
	CWOD	21%	8%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	9%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	18%	7%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	19%	7%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	0%	-	-
Reading	All Students	20%	7%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	0%	-	-
	CWD	7%	3%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	8%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	9%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	17%	6%	**0%**	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	-	-	*	-	-
	Female	23%	9%	**0%**	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	-	0%	-	*	-	-
Mathematics	All Students	18%	7%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	CWD	8%	4%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	7%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	0%	-	*	-	-
	EL	11%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	8%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	0%	-	-	*	-	-
	Female	16%	6%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	8%	**0%**	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	0%	0%	-	*	-	-
	CWD	7%	4%	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	19%	8%	**0%**	0%	0%	*	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	6%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	19%	8%	**0%**	0%	0%	-	-	-	-	*	0%	-	*	0%	*	0%	-	-	-	-	-
	Female	16%	7%	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	-	0%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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 nclude 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	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	36	30	*	*	-	-	-	-	36	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	36	30	*	*	-	-	-	-	36	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	*	*	*	-	-	-	-	-	*	-	*
Female	38	*	*	*	-	-	-	-	38	-	*
Mathematics											
All Students	*	-	*	-	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	*	-	*	-	-	-	-	-	*	-	*
Female	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2021

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	53.7%	52.2%	54.1%	60.0%	-	-	-	-	55.8%	66.7%	42.9%	43.2%	-
CWD	66.7%	57.1%	75.0%	-	-	-	-	-	71.4%	66.7%	*	*	-
CWOD	52.3%	51.6%	51.9%	60.0%	-	-	-	-	54.2%	-	42.3%	42.9%	-
EL ✧	42.9%	-	42.9%	-	-	-	-	-	46.2%	*	42.9%	*	-
Male	49.4%	40.5%	55.6%	57.1%	-	-	-	-	50.0%	70.0%	40.0%	43.8%	-
Female	58.7%	65.6%	52.5%	*	-	-	-	-	62.9%	60.0%	46.2%	42.9%	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
19	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ Indicates data reporting does not meet for Minimum Size.

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	17	15	17	27	-	-	-	*	16	0	10
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	8%	3%	11%	17%	-	-	-	*	8%	17%	7%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N	N	N						N		Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N		N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N								N		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N								N		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N								N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N								N		
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
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	N	N	N						N	N	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N						N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N	N	N

Blank cell indicates there are no data available in the group.

\+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**96%**	98%	94%	100%	-	-	-	*	96%	93%	71%	96%	94%	95%	96%	-
	CWD	**71%**	*	*	-	-	-	-	-	71%	-	71%	-	-	71%	-	-
	CWOD	**96%**	98%	95%	100%	-	-	-	*	97%	93%	-	96%	94%	97%	96%	-
	EL	**94%**	-	94%	-	-	-	-	-	94%	*	-	94%	94%	93%	96%	-
	Male	**95%**	100%	93%	*	-	-	-	*	95%	100%	71%	97%	93%	95%	-	-
	Female	**96%**	96%	95%	100%	-	-	-	-	96%	89%	-	96%	96%	-	96%	-
Reading	All Students	**96%**	98%	94%	100%	-	-	-	*	96%	86%	*	96%	92%	97%	95%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**96%**	98%	94%	100%	-	-	-	*	96%	86%	-	96%	92%	97%	95%	-
	EL	**92%**	-	92%	-	-	-	-	-	92%	*	-	92%	92%	91%	93%	-
	Male	**97%**	100%	96%	*	-	-	-	*	97%	*	*	97%	91%	97%	-	-
	Female	**95%**	97%	91%	*	-	-	-	-	96%	80%	-	95%	93%	-	95%	-
Mathematics	All Students	**95%**	100%	90%	*	-	-	-	-	94%	*	*	97%	*	90%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**97%**	100%	95%	*	-	-	-	-	97%	*	-	97%	*	95%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	**90%**	100%	85%	*	-	-	-	-	88%	*	*	95%	*	90%	-	-
	Female	**100%**	100%	100%	*	-	-	-	-	100%	*	-	100%	*	-	100%	-
Science	All Students	**96%**	94%	96%	*	-	-	-	*	95%	*	*	98%	100%	95%	96%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**98%**	93%	100%	*	-	-	-	*	98%	*	-	98%	100%	100%	96%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	**95%**	100%	93%	-	-	-	-	*	95%	-	*	100%	*	95%	-	-
	Female	**96%**	91%	100%	*	-	-	-	-	96%	*	-	96%	100%	-	96%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**4%**	2%	6%	0%	-	-	-	*	4%	7%	29%	4%	6%	5%	4%	-
	CWD	**29%**	*	*	-	-	-	-	-	29%	-	29%	-	-	29%	-	-
	CWOD	**4%**	2%	5%	0%	-	-	-	*	3%	7%	-	4%	6%	3%	4%	-
	EL	**6%**	-	6%	-	-	-	-	-	6%	*	-	6%	6%	7%	4%	-
	Male	**5%**	0%	7%	*	-	-	-	*	5%	0%	29%	3%	7%	5%	-	-
	Female	**4%**	4%	5%	0%	-	-	-	-	4%	11%	-	4%	4%	-	4%	-
Reading	All Students	**4%**	2%	6%	0%	-	-	-	*	4%	14%	*	4%	8%	3%	5%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**4%**	2%	6%	0%	-	-	-	*	4%	14%	-	4%	8%	3%	5%	-
	EL	**8%**	-	8%	-	-	-	-	-	8%	*	-	8%	8%	9%	7%	-
	Male	**3%**	0%	4%	*	-	-	-	*	3%	*	*	3%	9%	3%	-	-
	Female	**5%**	3%	9%	*	-	-	-	-	4%	20%	-	5%	7%	-	5%	-
Mathematics	All Students	**5%**	0%	10%	*	-	-	-	-	6%	*	*	3%	*	10%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**3%**	0%	5%	*	-	-	-	-	3%	*	-	3%	*	5%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	**10%**	0%	15%	*	-	-	-	-	12%	*	*	5%	*	10%	-	-
	Female	**0%**	0%	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-
Science	All Students	**4%**	6%	4%	*	-	-	-	*	5%	*	*	2%	0%	5%	4%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**2%**	7%	0%	*	-	-	-	*	2%	*	-	2%	0%	0%	4%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-
	Male	**5%**	0%	7%	-	-	-	-	*	5%	-	*	0%	*	5%	-	-
	Female	**4%**	9%	0%	*	-	-	-	-	4%	*	-	4%	0%	-	4%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	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
Out-of-School Suspensions												
	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
Expulsions												
With Educational Services	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
Without Educational Services	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
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	111	46	56	9	-8	-8	-8	-8	11	11	11
	Female	134	53	74	5	-8	-8	-8	2	17	5	14
	Total	245	99	130	14	-8	-8	-8	2	28	16	25

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
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 number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

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.

High Poverty School		
	All School	
	Number	Percent
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	0.0	-

- 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 (2022-23).

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$706		$692	$692		$14	$14
Food services		$475					$475	$475
Instruction		$13,867	$10,316	$479	$10,795	$2,173	$899	$3,072
Support services, general administration		$119		$119	$119			
Support services, instructional staff		$1,253	$676	$173	$849	$15	$388	$403
Support services, operation and maintenance of plant		$1,855	$662	$893	$1,555		$300	$300
Support services, pupils		$2,934	$2,651	$59	$2,710	$36	$189	$225
Support services, school administration		$3,435	$3,365	$14	$3,379	$21	$35	$56
Support services, student transportation		$235		$235	$235			
Total	**77**	**$24,879**	**$17,670**	**$2,664**	**$20,334**	**$2,245**	**$2,300**	**$4,545**

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

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 Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	18	2%	-	-
Mathematics	7,386	2%	18	2%	-	-
Grade 4						
Reading	7,296	2%	18	2%	-	-
Mathematics	7,293	2%	18	2%	-	-
Grade 5						
Reading	6,823	2%	20	2%	-	-
Mathematics	6,825	2%	20	2%	-	-
Science	6,820	2%	20	2%	-	-
Grade 6						
Reading	6,480	2%	20	2%	-	-
Mathematics	6,481	2%	20	2%	-	-
Grade 7						
Reading	6,309	2%	15	2%	-	-
Mathematics	6,300	2%	15	2%	-	-
Grade 8						
Reading	6,168	1%	16	2%	-	-
Mathematics	6,162	2%	16	2%	-	-
Science	6,163	1%	16	2%	-	-
End of Course						
English I	6,032	1%	18	1%	-	-
English II	5,771	1%	19	1%	-	-
Algebra I	6,015	1%	18	1%	-	-
Biology	6,041	1%	18	1%	-	-
All Grades						
All Subjects	117,761	1%	323	2%	-	-
Reading	52,275	1%	144	2%	-	-
Mathematics	46,462	2%	125	2%	-	-
Science	19,024	1%	54	2%	-	-

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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.

State Level: 2022 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		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.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	11%	21%	*	-	-	-	-	-	11%	*	-
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	*	-	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	76%	74%	76%	87%	-	-	-	*	78%	59%	84%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
12	161914	161914007	BRAZOS H S	$43,000	Increase Strong School Leadership and Planning,HQIM

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2022-23 State accountability.

There is no data for this campus.