

Texas Education Agency

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.

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

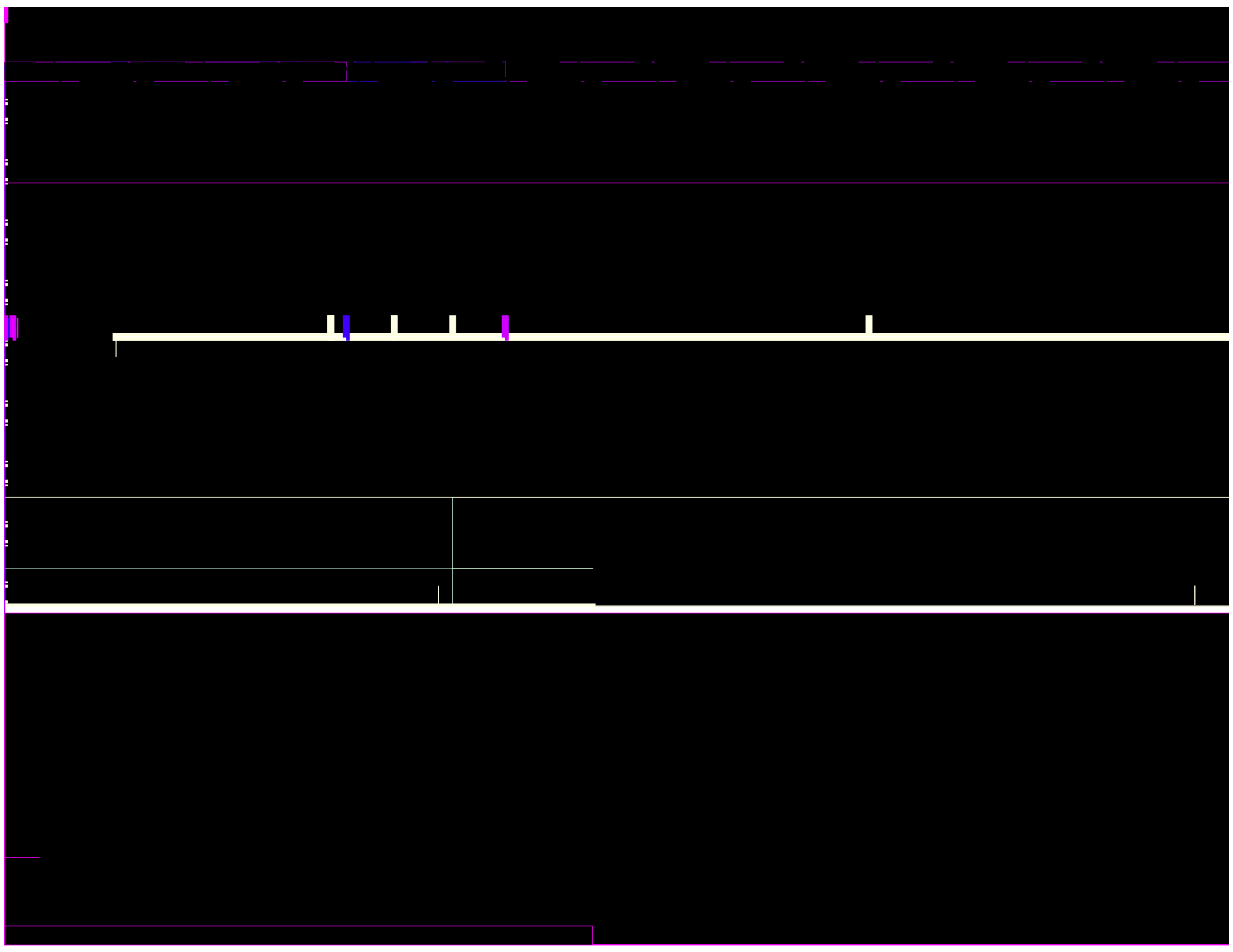
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The image shows a horizontal bar chart with 11 segments of varying lengths, all filled with a solid blue color. Below the bar, there is a legend consisting of two white rectangular boxes with black outlines. The first box is positioned under the first segment of the bar, and the second box is positioned under the second segment. The chart is otherwise empty, with no text or data labels provided for the segments.

Segment	Approximate Length
1	33%
2	11%
3	11%
4	11%
5	11%
6	11%
7	11%
8	11%
9	11%
10	11%
11	11%

the indicators used to meaningfully differentiate all public schools in the State:







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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											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
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%	86%
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%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met						98%					

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).

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)





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Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
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

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.

	Male	20	5	13	2	0	0	0	0	0	9	2
	Female	18	3	15	0	0	0	0	0	0	6	5
	Total	38	8	28	2	0	0	0	0	0	15	7

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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.

Inexperienced Teachers, Principals, and Other School Leaders	4.3	21.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	11.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.1	34.3%

- 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, 2024.

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.

Reading	7,391	2%	88	2%	-	-
Mathematics	7,386	2%	88	2%	-	-
Reading	7,296	2%	103	2%	-	-
Mathematics	7,293	2%	103	2%	-	-
Reading	6,823	2%	87	2%	*	4%
Mathematics	6,825	2%	87	2%	*	4%
Science	6,820	2%	86	2%	*	4%
Reading	6,480	2%	95	2%	*	5%
Mathematics	6,481	2%	96	2%	*	5%
Reading	6,309	2%	77	2%	-	-
Mathematics	6,300	2%	76	3%	-	-

Mathematics

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