



The image features a blue header bar at the top, which is divided into 11 equal-width rectangular cells by thin white vertical lines. Below this header bar is a solid tan horizontal bar that spans the entire width of the page. The rest of the page is blank white space.





## Texas Education Agency

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

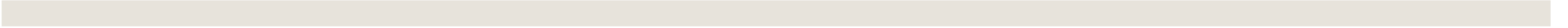
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student	







# Texas Education Agency











# Texas Education Agency





# Texas Education Agency

Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N	N		N		N	N	N	N

---



---



# Texas Education Agency

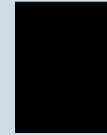






# Texas Education Agency

	Male	2	1	0	1	0	0	0	0	0	0	2
	Female	1	1	0	0	0	0	0	0	0	0	1
	Total	3	2	0	1	0	0	0	0	0	0	3
With Educational Services	Male	0	0	0	0	0	00	00	00	0	0	0
	Female	00										

## Texas Education Agency

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	12.1	23.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.2%

Reading	6,168	1%	38	2%	-	-
Mathematics	6,162	2%	38	3%	-	-
Science	6,163	1%	38	2%	-	-
English I	6,032	1%	26	1%	-	-
English II	5,771	1%	27	1%	-	-
Algebra I	6,015	1%	26	1%	-	-
Biology	6,041					



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%

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)

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)

Chronic Absenteeism Rate	24%	28%	31%	17%	*	22%	*	20%	40%	29%	25%

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.