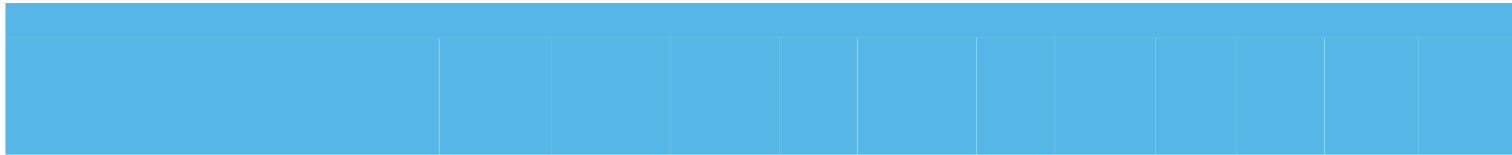


Texas Education Agency

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 (not applicable to district and state report cards).

A large blue rectangular area, possibly a placeholder for a table or chart. It is a solid blue rectangle with a width of approximately 715 pixels and a height of approximately 94 pixels. It is positioned horizontally in the upper middle section of the page.

Texas Education Agency

—

--	--	--	--	--	--	--	--	--	--	--	--	--

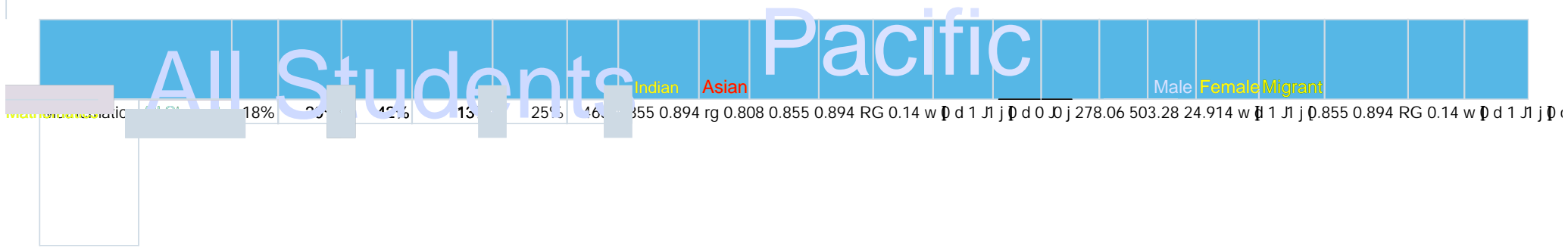
Texas Education Agency

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](#)









Texas Education Agency

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)

STAAR Component Score	69	41	53	74	-	65	-	84	45	44	36
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

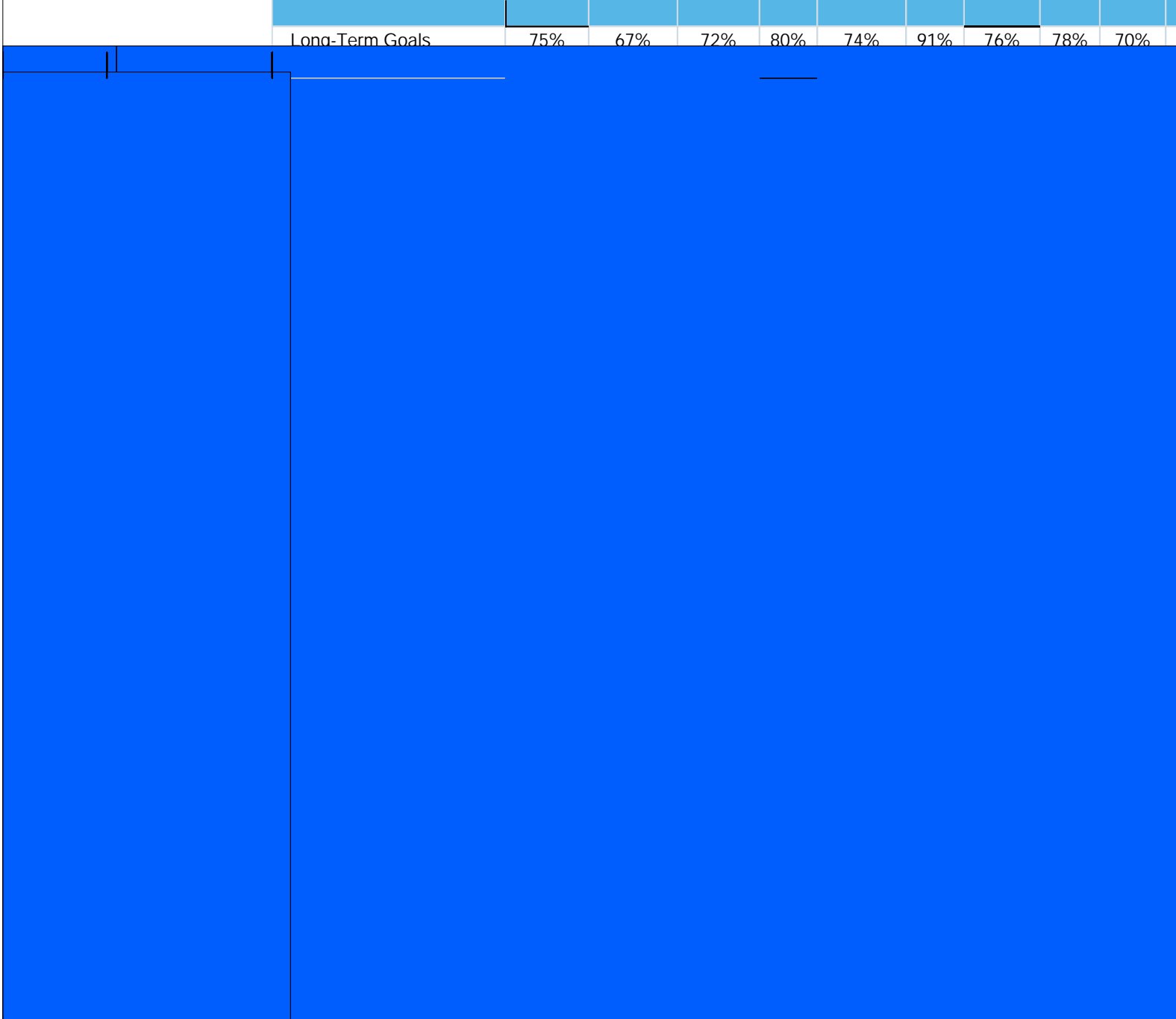
This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)



Texas Education Agency

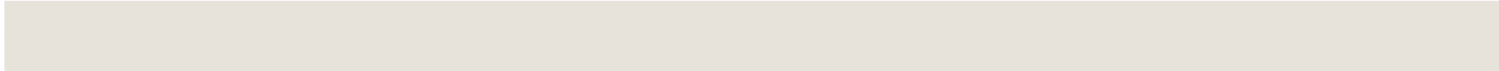
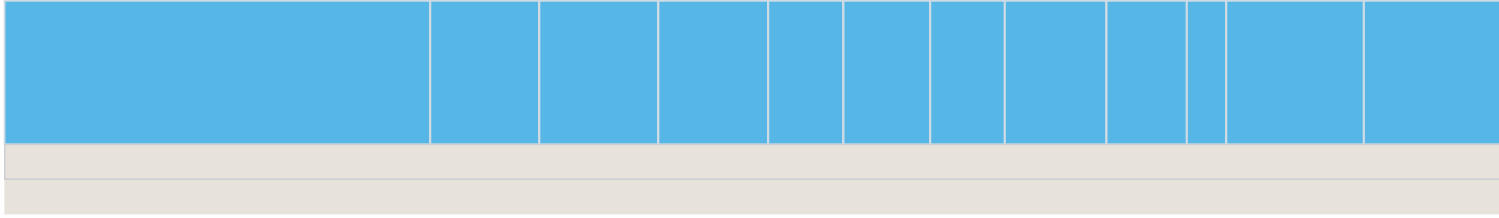
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
-----------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

N 5n24T 0.808 0.812 0.824 rg 0.808 0





Texas Education Agency





Texas Education Agency

Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
On the basis of sex	3
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	6	0	2	3	0	0	0	1	0	0
	Female	4	0	2	2	0	0	0	0	0	0
	Total	10	0	4	5	0	0	0	1	0	0
Advanced Placement Courses											

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.

