(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;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

   (aa) the specific weight of the indicators in such differentiation;
   (bb) the methodology by which the State differentiates all such schools;
   (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
   (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(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;

(VI) the exit criteria established by the State, including the length of years established.

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2021 22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

public elementary schools and secondary schools without a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset.

This section provides information on high school graduation rates for the class of 2021.