Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

Campus Name: BLACKSHEAR EL Campus ID: 227901105 District Name: AUSTIN ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(1) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American F	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											•
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2017-18 through 2021- 22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	200/
		2022-23 through 2026-	44 70	3270	3170	60%	43%	7470	45%	30 %	33%	1970	29%
		27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-											
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Wattiematioo	2017-18 through 2021-	1070	0170	1070	00 /0	1070	0270	0070	0170	0070	2070	1070
		22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-						/			.=		
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
		Baseline 2016-17											
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026-											1270
		27											44%
		2027-28 through 2031-											400/
Graduation Rate:4-Year Longitudinal		32 Baseline 2016-17											46%
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-	0070	0070	0.70	0070	0070	0070	0070	0270	0070	.0,0	. = //
		22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
		-											

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- 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-12; 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 described in subsection (c)(4)(B) 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	10%
High Schools and K-12	Academic Achievement	50%
3	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school. (dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest

five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two											
											or	_	Non									
		State	District	tCampus	African American	nHispanie		America: Indian		Pacific Islander				CWD	CWOE) EL	Male	Female	Migrant	Homeless	Foster Care	
STAAD Doroont	at Annua			-																		,
STAAR Percent Grade 3	at Appro	acnes	s Grade	e Level of	Above																	
Reading	All Students	77%	79%	84%	67%	91%	*	-	-	-	*	80%	100%	*	85%	100%	84%	84%	-	*	*	-
	CWD	51%	52%	*	*	*	-	-	-	-	*	*	-	*	-	*	*	*	-	_	-	-
	CWOD	79%	82%	85%	63%	89%	*	-	-	-	*	80%	100%	-	85%	100%	80%	89%	-	*	*	-
	EL	70%	70%	100%	-	100%	-	-	-	-	-	*	*	*		100%		*	-	*	-	-
		74%	76%	84%	*	92%	*	-	-	-	*	81%	*	*	80%	*	84%	-	-	-	-	-
	Female	79%	82%	84%	*	90%	*	-	-	-	*	79%	100%	*	89%	*	-	84%	-	*	*	-
Mathematics	All Students	77%		84%	50%	95%	*	-	-	-	*	80%	100%	*	88%	86%	89%	79%	-	*	*	-
	CWD	52%	48%	*	*	*	-	-	-	-	*	*		*	-	*	*	*	-	-	-	-
	CWOD		82%	88%	*	95%	*	-	-	-	*	83%	100%	-	88%	~	87%	83%	-	*	*	-
	EL	74%	72%	86%	-	86%	-	-	-	-	-	000/	*		070/	86%	000/	•	-	•	-	-
	Male Female	77%	77% 78%	89% 79%	*	100% 90%	*	-	-	-	*	88% 67%	100%	*	87% 83%	*	89%	- 79%	-	*	*	-
	гептате	10%	1070	1970		90%		-	-	-		07%	100%		03%		-	7970	-			-
Grade 4	•	700/	7.40/	=00/	000/	000/	_				_	- 40/	700/	470/	0.40/	700/	700/	700/		_		
Reading	All Students	72%	74%	72%	83%	69%	•	-	-	-	•	71%	78%	47%	84%	72%	73%	72%	-	•	-	-
	CWD	46%	46%	47%	*	*	*	_	_	_	*	50%	*	47%	_	*	*	*	_	_	_	_
	CWOD		78%	84%	86%	83%	_	_	_	_	*	83%	88%	-	84%	93%	86%	83%	_	*	_	_
	EL	60%	61%	72%	*	73%	-	-	-	-	-	73%	*	*	93%	72%		75%	-	-	-	-
	Male	70%	72%	73%	86%	64%	*	-	-	-	-	75%	*	*	86%	70%	73%	-	-	-	-	-
	Female	75%	76%	72%	*	72%	-	-	-	-	*	68%	*	*	83%	75%	-	72%	-	*	-	-
Mathematics	All Students	77%	78%	83%	92%	81%	*	-	-	-	*	79%	100%	56%	97%	94%	91%	77%	-	*	-	-
	CWD	49%	49%	56%	83%	*	*	-	-	-	*	53%	*	56%	-	*	75%	*	-	-	-	-
	CWOD	81%	83%	97%	100%	96%	-	-	-	-	*	96%	100%	-	97%	100%	100%	94%	-	*	-	-
	EL	72%	72%	94%	*	93%	-	-	-	-	-	93%	*	*	100%	94%	100%	88%	-	-	-	-
	Male	77%	78%	91%	100%	86%	*	-	-	-	-	88%	100%	75%	100%	100%	91%	-	-	-	-	-
	Female	78%	78%	77%	83%	78%	-	-	-	-	*	74%	*	*	94%	88%	-	77%	-	*	-	-
Grade 5																						
Reading	All Students	83%	85%	100%	100%	100%	100%	-	-	-	*	100%	100%		100%			100%	-	*	-	-
	CWD	54%	58%	100%	*	100%	-	-	-	-	-	100%	-	100%	-		100%	*	-	-	-	-
	CWOD		89%	100%	100%	100%	100%	-	-	-	*	100%	100%	-				100%	-	*	-	-
	EL	73%	76%	100%	-	100%	*	-	-	-	*	100%	*	*				100%	-	*	-	-
	Male Female	81%	83% 87%	100% 100%	100% 100%	100% 100%	*	-	-	-	*	100% 100%	100% 100%	100%		100%		100%	-	_	-	-
N A - 41 41							4000/							000/								
Mathematics	All Students	90%	91%	98%	100%	97%	100%	-	-	-	•	98%	100%	88%	100%	93%	96%	100%	-	•	-	-
	CWD	70%	78%	88%	*	*	-	-	-	-	-	88%	-	88%	-	*	*	*	-	-	-	-
	CWOD	92%	93%	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	86%	87%	93%	-	93%	*	-	-	-	-	92%	*	*		93%		100%	-	*	-	-
	Male	89%	90%	96%	100%	94%	*	-	-	-	*	95%	100%	*		88%		-	-	*	-	-
	Female	91%	92%	100%	100%	100%	•	-	-	-	•	100%	100%	•	100%	100%	-	100%	-	-	-	-
Science	All Students	75%	76%	89%	77%	91%	100%	-	-	-	*	88%	92%	63%	94%	80%	92%	86%	-	*	-	-
		48%	50%	63%	*	*	_	_	_	_	_	63%	_	63%	_	*	*	*	_	_	_	_
	CWOD		80%	94%	90%	93%	100%	_	_	_	*	94%	92%	-	94%	83%	95%	92%	_	*	_	_
	EL	62%	63%	80%	-	79%	*	_	_	_	_	77%	*	*	83%			71%	_	*	_	_
		76%		92%	83%	94%	*	-	-	-	*	90%	100%	*	95%			-	-	*	-	-
	Female			86%	71%	88%	*	-	-	-	*	86%	88%	*		71%	-	86%	-	-	-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	е																	
Grade 3																						
Reading	All Students	43%	48%	53%	56%	41%	*	-	-	-	*	47%	75%	*	55%	14%	58%	47%	-	*	*	-
	CWD	28%	26%	*	*	*	_	_	_	_	*	*	_	*	_	*	*	*	_	_	-	_
	CWOD		51%	55%	50%	42%	*	_	-	-	*	48%	75%	_	55%	20%	60%	50%	_	*	*	-
	EL	32%	32%	14%	-	14%	-	-	-	-	-	*	*	*	20%	14%	*	*	-	*	-	-
	Male	40%		58%	*	58%	*	-	-	-	*	50%	*	*	60%	*	58%	-	-	-	-	-
	Female	45%	52%	47%	*	20%	*	-	-	-	*	43%	60%	*	50%	*	-	47%	-	*	*	-
Mathematics	All Students	46%	50%	47%	30%	45%	*	-	-	-	*	37%	88%	*	44%	57%	58%	37%	-	*	*	-
	CWD	30%	28%	*	*	*	-	-	-	-	*	*	-	*	-	*	*	*	-	-	-	-

Two

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military CWOD 48% 44% 53% 37% 29% 88% 44% 47% 39% 39% 57% 57% 57% 39% Male 47% 50% 58% 67% 50% 47% 58% Female 45% 49% 37% 20% 20% 80% 39% 37% Grade 4 25% 28% 21% 22% 32% Reading ΑII 45% 49% 28% 56% 7% 38% 24% Students CWD 28% 7% 7% CWOD 47% 29% 38% 63% 38% 29% 43% 33% 53% 38% 29% 29% 32% 22% 27% 13% 29% 22% 30% 13% Male 43% 48% 32% 29% 36% 31% 43% 30% 32% 13% 24% Female 47% 14% Mathematics ΑII 48% 50% 44% 31% 50% 38% 67% 19% 56% 50% 50% 38% Students CWD 29% 19% 33% 20% 19% 25% 63% 64% 64% CWOD 50% 75% 56% 50% 53% 56% 29% 50% FΙ 38% 50% 53% 47% 64% 50% 60% 38% 39% 48% 51% 50% 43% 57% 50% 50% 25% 64% 60% 50% Male Female 47% 30% 38% 49% 17% 44% 50% 38% 38% Grade 5 Reading ΑII 53% 57% 71% 69% 68% 100% 67% 86% 75% 71% 67% 65% 77% Students 80% CWD 30% 29% 75% 75% 80% **CWOD 56%** 61% 71% 70% 66% 100% 65% 86% 71% 58% 62% 78% FΙ 35% 36% 67% 64% 69% 58% 67% 63% 71% 80% 80% Male 50% 54% 65% 83% 59% 62% 62% 63% 65% 77% Female 56% 76% 71% 89% 71% 60% 77% 57% 78% Mathematics All 57% 60% 46% 85% 100% 76% 79% 50% 81% 93% 81% 73% 77% Students CWD 50% 50% CWOD 60% 64% 81% 50% 90% 100% 82% 79% 81% 100% 86% 78% EL 46% 47% 93% 93% 92% 100% 93% 88% 100% Male 57% 60% 81% 67% 88% 76% 100% 86% 88% 81% Female 58% 60% 73% 29% 82% 76% 67% 78% 100% 73% ΑII 46% 38% Science 40% 42% 58% 59% 100% 57% 62% 62% 53% 58% 59% Students CWD 25% 38% 38% 23% 38% CWOD 42% 45% 50% 62% 100% 62% 62% 62% 50% 57% 65% 62% 24% 24% 53% 50% 54% 50% 53% 63% 43% 42% 33% 80% Male 45% 58% 65% 52% 57% 63% 58% Female 38% 57% 53% 50% 65% 43% STAAR Percent at Masters Grade Level Grade 3 33% 17% 50% Reading All 24% 29% 24% 9% 24% 0% 16% 32% Students 9% CWD 11% 50% **CWOD 26%** 32% 24% 25% 16% 24% 0% 13% 33% EL 15% 14% 0% 0% 0% 0% Male 22% 8% 13% 13% 16% 16% Female 26% 10% 21% 60% 32% 32% 32% 33% Mathematics ΑII 22% 26% 24% 10% 14% 17% 50% 19% 14% 26% 21% Students CWD 12% 11% **CWOD 24%** 19% 5% 8% 50% 19% 13% 22% 27% 14% 17% 18% 14% EL 14% 17% 25% 13% Male 23% 26% 26% 27% Female 21% 10% 60% 21% 24% 21% 7% 22% Grade 4 ΑII 23% 28% 19% 17% 19% 13% 44% 17% 20% Reading 25% 18% Students CWD 9% 11% 7% 7% 25% **CWOD 25%** 30% 25% 14% 17% 50% 25% 21% 21% 28% EL 12% 13% 17% 20% 7% 21% 17% 20% 13% 21% 20% 22% 26% 18% 14% 21% 13% Male 18% 20% Female 25% 30% 20% 17% 14% 28% 13% Mathematics All 25% 15% 28% 18% 56% 13% 31% 22% 27% 23% 26% 28% Students CWD 11% 13% 13% **CWOD 28%** 30% 31% 14% 33% 21% 63% 31% 29% 29% 33% EL 18% 18% 22% 20% 13% 29% 22% 20% 25% Male 27% 30% 27% 29% 29% 25% 33% 25% 29% 20% 27% Female 25% 26% 23% 0% 28% 13% 33% 25% 23% Grade 5 ΑII 26% 31% 25% 15% 26% 33% 19% 43% 25% 25% 20% 23% 27% Reading Students CWD 9% 25% 40% 25% 25% 40% CWOD 27% 34% 25% 20% 24% 33% 18% 43% 25% 8% 19% 30% 12% 20% 21% 15% 20% 25% 14% 12% 8% 24% 0% 14% 60% 40% 19% 25% 23% Male 29% 23% 29% Female 28% 33% 27% 29% 24% 24% 33% 30% 14% 27%

Two or Non

					African			America	n	Pacific	or More	Fcon	Non								Foster	
		State	District	Campus	American	Hispani								CWD	cwor	EL.	Male	Female	Migran	tHomeless		
Mathematics	ΔII	30%	32%	45%	23%	44%	100%				*	43%	50%	13%	50%	17%	42%	47%		*		
Mathematics	Students	30%	3270	45%	23%	44 70	100%	-	-	-		43%	30%	13%	50%	4770	4270	4170	-		-	-
	CWD	13%	13%	13%	*	*	-	-	-	-	-	13%	-	13%		*	*	*	-	-	-	-
	CWOD		35%	50%	30%	48%	100%	-	-	-	*	50%	50% *	*	50%		48%	52%	-	*	-	-
	EL Male	19% 29%	20% 33%	47% 42%	- 17%	43% 47%	*	-	-	-	*	54% 38%	60%	*	50% 48%		50% 42%	43%	-	*	-	-
	Female		30%	47%	29%	41%	*	_	_	_	*	48%	44%	*	52%	43%		47%	_	_	_	_
Science	All Students	16%	18%	24%	15%	21%	60%	-	-	-	*	17%	46%	13%	26%	20%	27%	21%	-	*	-	-
	CWD	9%	7%	13%	*	*	-	-	_	_	-	13%	_	13%	_	*	*	*	-	-	-	_
	CWOD		20%	26%	20%	21%	60%	-	-	-	*	18%	46%	-	26%		29%	23%	-	*	-	-
	EL	7%	7%	20%	-	21%	*	-	-	-	*	15%	*	*	17%		38%	0%	-	*	-	-
	Male Female	18%	20% 16%	27% 21%	0% 29%	35% 6%	*	-	-	-	*	14% 19%	80% 25%	*	29% 23%	38% 0%	27%	- 21%	-	-	-	-
STAAR Percent All Grades	at Appro	aches	Grade	Level o	r Above																	
All Subjects	All		77%	88%	84%	89%	100%	-	-	-	79%	86%	96%	67%	93%	88%	90%	87%	-	86%	*	-
	Students CWD	45%	48%	67%	78%	65%	*	_	_	_	*	67%	*	67%	_	67%	79%	48%	_	_	_	_
	CWD		81%	93%	86%	94%	100%	-	-	-	100%	92%	97%	-	93%		93%	93%	-	86%	*	-
	EL	60%	60%	88%	83%	88%	*	-	-	-	-	87%	94%	67%			90%	86%	-	*	-	-
	Male	74%	75%	90%	85%	90%	100%	-	-	-	100%		94%	79%			90%	-	-	*	-	-
	Female	79%	80%	87%	83%	88%	100%	-	-	-	71%	83%	98%	48%	93%	86%	-	87%	-	*	*	-
Reading	All Students		75%	87%	85%	86%	100%	-	-	-	75%	85%	94%	68%	91%	88%	87%	86%	-	*	*	-
	CWD	39%	43%	68%	89%	63%	*	-	-	-	*	70%	*	68%	-		76%	55%	-	-	-	-
	CWOD		79%	91%	84%	92%	100%	-	-	-	100%	89%	97%	-	91%		90%	92%	-	*	*	-
	EL Male	52% 69%	53% 71%	88% 87%	82%	89% 86%	100%	-	-	-	*	88% 87%	88% 86%	56% 76%			86% 87%	89%	-	*	-	-
	Female		78%	86%	88%	87%	100%	-	-	-	*	82%	100%			89%		86%	-	*	*	-
Mathematics	All	80%	80%	89%	86%	91%	100%	_	-	-	75%	86%	100%	67%	96%	93%	93%	87%	-	*	*	-
	Students CWD		E20/	67%	0.20/	63%	*				*	66%	*	67%	_	700/	020/	46%				
	CWD	52% 83%	53% 84%	96%	82% 88%	97%	100%	-	-	-	100%	94%	100%		96%		82% 96%	95%	-	*	*	-
	EL	70%	69%	93%	*	92%	*	_	-	_	-	91%	100%				95%	89%	_	*	-	-
	Male	78%	79%	93%	88%	93%	100%	-	-	-	*	91%	100%				93%	-	-	*	-	-
	Female	82%	81%	87%	83%	89%	100%	-	-	-	*	83%	100%	46%	95%	89%	-	87%	-	*	*	-
Science	All Students	79%	79%	89%	77%	91%	100%	-	-	-	*	88%	92%	63%	94%	80%	92%	86%	-	*	-	-
	CWD	48%	51%	63%	*	*	-	-	-	-	-	63%	-	63%	-	*	*	*	-	-	-	-
	CWOD		83%	94%	90%	93%	100%	-	-	-	*	94%	92%	-	94%		95%	92%	-	*	-	-
	EL	58%	59%	80%	-	79%	*	-	-	-	*	77%	*	*	83%		88%	71%	-	*	-	-
	Male Female	78%	79% 80%	92% 86%	83% 71%	94% 88%	*	-	-	-	*	90% 86%	100% 88%	*	95% 92%		92%	86%	-	_	-	-
STAAR Percent All Grades	at Meets	Grad	e Level	or Abov	/e																	
All Subjects	All Students		51%	55%	44%	55%	93%	-	-	-	53%	50%	73%	35%	60%	53%	58%	53%	-	29%	*	-
	CWD	23%		35%	39%	38%	*	-	-	-	*	36%	*	35%			49%	15%	-	-	-	-
	CWOD			60%	46%	59%	100%	-	-	-	67%	55%	75%	-	60%		61%	60%	-	29%	*	-
	EL Male		27% 49%	53% 58%	17% 45%	53% 62%	83%	-	-	-	20%	51% 54%	61% 73%	43% 49%			58% 58%	47%	-	*	-	-
	Female			53%	43%	49%	100%	-	-	-	64%	46%	74%		60%			53%	-	*	*	-
Reading	All	46%	51%	52%	50%	47%	91%	_	-	-	63%	45%	74%		57%			51%	-	*	*	_
	Students		240/	2007	4.40/	240/	*				*	220/	*	200/		220/	440/	100/				
	CWD CWOD			32% 57%	44% 52%	31% 50%	100%	-	-	-	83%	33% 49%	77%	32%	- 57%		41% 56%	18% 57%	-	*	*	-
	EL		23%	38%	*	39%	*	-	-	-	-	34%	50%	33%			41%	33%	-	*	-	-
	Male	41%	47%	52%	47%	51%	80%	-	-	-	*	49%	64%	41%	56%	41%	52%	-	-	*	-	-
	Female	50%	55%	51%	53%	42%	100%	-	-	-	*	42%	82%	18%	57%	33%	-	51%	-	*	*	-
Mathematics	All Students		51%	58%	37%	63%	91%	-	-	-	50%	52%	77%	37%	63%	68%	64%	52%	-	*	*	-
	CWD	26%		37%	36%	44%	*	-	-	-	*	38%	*	37%			53%	15%	-	-	-	-
	CWOD			63%	38%	67%	100%	-	-	-	67%	57%	80%	-			68%	60%	-	*	*	-
	EL Male		34% 51%	68% 64%	* 47%	69% 72%	* 200/	-	-	-	- *	66%	75% 70%	44% 53%	74% 68%		73%	61% -	-	*	-	-
	Male Female		51%	64% 52%	28%	72% 53%	80% 100%	-	-	-	*	60% 45%	79% 76%	15%				52%	-	*	*	-
Science	All		53%	58%	46%	59%	100%	_	_	_	*	57%	62%	38%			58%	59%	_	*	_	_
	Students																/ 0					
	CWD CWOD			38% 62%	* 50%	* 62%	- 100%	-	-	-	- *	38% 62%	- 62%	38%	- 62%	* 50%	* 57%	* 65%	-	*	-	-
	EL		22%	53%	50%	50%	*	-	-	-	_	62% 54%	62% *	*	50%		63%	43%	-	*	-	-
	Male		54%	58%	33%	65%	*	-	-	-	*	52%	80%	*		63%		-	-	*	-	-
	Female			59%	57%	53%	*	-	-	-	*	62%	50%	*		43%		59%	-	-	-	-

											or		Non									
					African		-	American		Pacific	More	Econ	Econ								Foste	r
		State	District(Campus	s American F	lispanio	White	Indian	Asianl	slander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female N	ligrantH	omeless	Care	Military
All Subjects	All	21%	25%	27%	18%	24%	67%	-	-	-	37%	21%	48%	17%	29%	22%	26%	28%	-	0%	*	-
	Students																					
	CWD	8%	9%	17%	17%	19%	*	-	-	-	*	17%	*	17%	-	24%	28%	0%	-	-	-	-
	CWOD		27%	29%	19%	25%	72%	-	-	-	47%	22%	49%	-	29%	22%	26%	32%	-	0%	*	-
	EL	9%	10%	22%	17%	22%	*	-	-	-	-	19%	33%	24%	22%	22%	27%	16%	-	*	-	-
		20%	24%	26%	15%	28%	58%	-	-	-	0%	20%	48%	28%	26%		26%	-	-	*	-	-
	Female	22%	26%	28%	21%	21%	73%	-	-	-	50%	21%	48%	0%	32%	16%	-	28%	-	*	*	-
Reading	All	19%	25%	23%	21%	19%	45%	_	-	_	38%	16%	45%	14%	25%	15%	19%	26%	_	*	*	-
	Students																					
	CWD	7%	8%	14%	22%	13%	*	-	-	-	*	15%	*	14%	-	22%	24%	0%	-	-	-	-
	CWOD	20%	27%	25%	20%	21%	50%	-	-	-	50%	17%	47%	-	25%	13%	18%	30%	-	*	*	-
	EL	7%	8%	15%	*	17%	*	-	-	-	-	9%	38%	22%	13%	15%	18%	11%	-	*	-	-
	Male	16%	22%	19%	12%	21%	40%	-	-	-	*	13%	43%	24%	18%	18%	19%	-	-	*	-	-
	Female	22%	28%	26%	29%	18%	50%	-	-	-	*	19%	47%	0%	30%	11%	-	26%	-	*	*	-
Mathematics	All Students	23%	25%	32%	17%	31%	91%	-	-	-	38%	27%	52%	20%	36%	30%	33%	32%	-	*	*	-
	CWD	10%	10%	20%	18%	25%	*	-	-	-	*	21%	*	20%	-	22%	35%	0%	-	-	-	-
	CWOD	25%	27%	36%	17%	32%	100%	-	-	-	50%	29%	53%	-	36%	32%	32%	39%	-	*	*	-
	EL	13%	14%	30%	*	28%	*	-	-	-	-	31%	25%	22%	32%	30%	32%	28%	-	*	-	-
	Male	23%	25%	33%	24%	33%	80%	-	-	-	*	30%	43%	35%	32%	32%	33%	-	-	*	-	-
	Female	24%	24%	32%	11%	29%	100%	-	-	-	*	24%	59%	0%	39%	28%	-	32%	-	*	*	-
Science	All Students	22%	26%	24%	15%	21%	60%	-	-	-	*	17%	46%	13%	26%	20%	27%	21%	-	*	-	-
	CWD	7%	8%	13%	*	*	-	-	-	-	-	13%	-	13%	-	*	*	*	-	-	-	-
	CWOD	24%	29%	26%	20%	21%	60%	-	-	-	*	18%	46%	-	26%	17%	29%	23%	-	*	-	-
	EL	5%	6%	20%	-	21%	*	-	-	-	-	15%	*	*	17%	20%	38%	0%	-	*	-	-
	Male	23%	28%	27%	0%	35%	*	-	-	-	*	14%	80%	*	29%	38%	27%	-	-	*	-	-
	Female	21%	25%	21%	29%	6%	*	-	-	-	*	19%	25%	*	23%	0%	-	21%	-	-	-	-

Two

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All	African American	∐icnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading	Students	American	пізрапіс	wille	iliulali	Asiaii	isianuei	Races	Disauv	CVVD	EL
	00	00	=0	*				*	=0	40	
All Students	60	60	58		-	-	-		58	46	55
CWD	46	63	38	*	-	-	-	*	48	46	*
CWOD	64	59	63	*	-	-	-	*	61	-	58
EL	55	*	57	*	-	-	-	-	50	*	55
Male	63	62	62	*	-	-	-	*	63	42	67
Female	57	58	54	*	-	-	-	*	53	50	40
Mathematics											
All Students	69	69	66	83	-	-	-	*	68	67	73
CWD	67	72	65	*	-	-	-	*	67	67	71
CWOD	70	68	66	100	-	-	-	*	68	-	73
EL	73	*	74	*	-	-	-	-	70	71	73
Male	69	62	72	*	-	-	-	*	69	65	69
Female	69	77	61	*	-	-	-	*	66	68	77

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort	Graduation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	_	-	-	-	-	-	-	-
Female	_		_	_	_	_					_		

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Total EL in Class 70

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

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

This section provides information on the other indicator 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.

Student Success (Student Achiev			Hispanic : STAAR Co	White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	57	49	56	87	-	-	-	56	52	40	54
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	_	-	-	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

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.

	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 (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	Υ	Υ						Υ	Υ	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022) Target Met	46% Y	31% Y	40% Y	59%	45%	82%	50%	54%	36% Y	23% Y	40% Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	N	Υ						Υ	Υ	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met `	N	N	Υ						N	N	Υ
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	ficiency Statu	IS									42% Y 44% Y 46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

					I WO OI		NOII						
African		American		Pacific	More	Econ	Econ						
Campus American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female N	Migrant

		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	100%	99%	100%	100%	-	_	-	100%	100%	100%	100%	100%	100%	100%	99%	-
•	CWD	100%	100%	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	-	-	-	100%	100%	100%	-	100%	100%	100%	99%	-
	EL .	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	- 99%	-
	Female	99%	98%	100%	100%	-	-	-	100%	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	4000/	100%	-	100%	100%	100%	-
	CWOD EL	100% 100%	100%	100% 100%	100%	-	-	-	100%	100% 100%	100% 100%	100%	100% 100%	100% 100%	100% 100%	100% 100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100 %	100%	100%	100%	100%	100%	100 /6	-
	Female	100%	100%	100%	100%	-	-	_	100%	100%	100%	100%	100%	100%	-	100%	_
	Tomalo	10070		10070	10070				10070	10070	10070	10070		10070			
Mathematics	All Students CWD	99% 100%	97% 100%	100% 100%	100%	-	-	-	100%	99% 100%	100%	100% 100%	99%	100% 100%	100% 100%	99% 100%	-
	CWOD	99%	96%	100%	100%	_	_	_	100%	99%	100%	100 /0	99%	100%	100%	98%	_
	EL	100%	*	100%	*	_	_	_	-	100%	100%	100%	100%	100%	100%	100%	_
	Male	100%	100%	100%	100%	-	-	_	*	100%	100%	100%	100%	100%	100%	-	_
	Female	99%	95%	100%	100%	-	-	-	100%	98%	100%	100%	98%	100%	-	99%	-
Science	All Students	100%	100%	100%	100%	_	_	_	*	100%	100%	100%	100%	100%	100%	100%	_
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	100%	*	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
Non-Participation	Female n Rate	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
All Subjects	All Students	0%	1%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	1%	-
•	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	-	-	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	2%	0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0% 0%	0%	0%	0%	-	-	-	0%	0%	0%	- 00/	0%	0%	0%	0%	-
	EL Male	0% 0%	0%	0% 0%	0%	-	-	-	*	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0%	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
	AU 01 1 1	40/	00/	20/	00/				00/	40/	00/	00/	40/	00/	201	40/	
Mathematics	All Students CWD	1%	3% 0%	0%	0%	-	-	-	0%	1% 0%	0%	0%	1%	0% 0%	0% 0%	1% 0%	-
	CWD	0% 1%	0% 4%	0% 0%	0%	-	-	-	0%	1%	0%	0%	1%	0%	0% 0%	0% 2%	-
	EL	0%	4 /0 *	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	-	_
	Female	1%	5%	0%	0%	-	-	-	0%	2%	0%	0%	2%	0%	-	1%	-
Science	All Students	0%	0%	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	0%	_
Cololloc	CWD	0%	*	0%	-	_	_	_	_	0%	-	0%	-	*	0%	*	_
	CWOD	0%	0%	0%	0%	-	-	_	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

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

	Female	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL *	Students	with isabilities ection 504)
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	iotai											
relevant to Law Emorecment	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	iotai											
In-School Suspensions												
concor cuopencione	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
о а с о о о о о о о о о о о о о о о о о	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala	00	-	44	*		*	*	*	_	*	
	Male	20	5 *	11	*	*	*	*	*	5	*	•
	Female	15	7	11	*	*	*	*	*	5 10	*	*
	Total	35	1	22	-	-	-	-	-	10	-	-

Students

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	19	5	8	*	*	*	*	*	5	*
	Female	15	5	8	*	*	*	*	*	5	*
	Total	34	10	16	*	*	*	*	*	10	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

			Indian or					Students
Total	African		Alaska		Pacific	Two or More		with
students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

	All S	chool
Incomparison and Tarachama Primainala and Other School Landons	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.0	23.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.3	1.1%

'-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

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.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

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.

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,019	1%	104	2%	*	*
Mathematics	6,020	1%	104	2%	*	*
Grade 4 Reading	6,061	1%	102	2%	*	*
Mathematics	6,056	1%	102	2%	*	*
Grade 5 Reading	6,162	2%	103	2%	*	*
Mathematics	6,160	1%	103	2%	*	*
Science	6,164	1%	103	2%	*	*
Grade 6 Reading	5,678	1%	96	2%	-	-
Mathematics	5,677	1%	96	2%	-	-
Grade 7 Reading	5,298	1%	73	1%	-	-
Mathematics	5,294	1%	73	2%	-	-
Grade 8 Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Grades All Subjects	99,020	1%	1,531	1%	13	4%
Reading	43,730	1%	688	1%	5	4%
Mathematics	39,178	1%	607	2%	5	3%
Science	16,112	1%	236	1%	*	*

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

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 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
0.000		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
			∠ I *	52 52	3 4 *	32 28	35 *	17	10 *	3
		American Indian								3 22
		Asian	16 *	16	23	25	42	37	19 *	
		Pacific Islander		42		31		23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
									4	2
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	=	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
		English Language Learners	02	00	33	21	3	3	II/a	II/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1
		gagaago _calolo	٠.		-		•	ŭ	•	•

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Grade Subject Student Group %

" Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

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