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

Campus Name: REILLY EL Campus ID: 227901132 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.

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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 or			EL (Current
			All	African			American		Pacific	More	Econ	Special	and
Academia Daufermana (At Masta		Baseline 2016-17	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	1 1000 m.g// 1	2017-18 through 2021-				0070	.070	, 0	1070		0070	.070	2070
		22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026- 27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-		,0	.070	0070	0.70	. 0 / 0	0070	0270	.0,0	0.70	0070
		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 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-							/				
		32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
		Baseline 2016-17	1070	00 /0	7070	00 /0	7570	3170	7370	7770	0070	02 /0	7070
EL Progress		Rates											41%
		2017-18 through 2021- 22											42%
		2022-23 through 2026-											1270
		27											44%
		2027-28 through 2031- 32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021- 22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-											
		27 2027 29 through 2021	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031- 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%
ŭ	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									
		04-4-	D!-4-!-4		African			American		Pacific				OMB	014/05						Foster	
		State	District	Campus	sAmerican	Hispanic	White	Indian	Asiar	ilslander	Races	Disadv	Disadv	CWD	CWOL	) EL	Male	Female	Migranth	Homeless	Care	Military
STAAR Percent a	at Appro	aches	Grade	Level o	r Above																	
Grade 3																						
Reading	All	77%	79%	66%	*	61%	*	-	*	-	-	60%	100%	*	68%	63%	59%	77%	-	*	*	-
8	Students	51%	52%	*	*	*						*	*	*		*	*	*			*	
	CWD		82%	68%	*	64%	*	-	*	_	-	63%	*	_	68%	65%	60%	82%	-	*	_	-
	EL	70%	70%	63%	_	62%	_	_	*	_	_	58%	*	*	65%	63%		73%	_	*	_	_
		74%	76%	59%	*	55%	_	_	*	_	_	53%	*	*	60%		59%	-	_	*	*	_
	Female		82%	77%	*	73%	*	-	_	-	_	73%	*	*	82%	73%		77%	-	*	-	-
Mathematics	All	77%	78%	77%	*	77%	*	-	*	-	-	77%	*	*	77%	78%	77%	77%	-	*	*	-
S	Students																					
		52%	48%	*	*	*	-	-	-	-	-	*	*	*		*	*	*	-	-	*	-
	CWOD		82%	77%	*	79%	*	-		-	-	78%		-	77%		75%	82%	-	*	-	-
	EL.	74%	72%	78%	-	77%	-	-	*	-	-	79%	*		81%	78%		73%	-	*	-	-
		77%	77%	77%	*	80%	*	-	-	-	-	74%	*	*	75%		77%	-	-	*		-
	Female	78%	78%	77%		73%		-	-	-	-	82%			82%	73%	-	77%	-		-	-
Grade 4																						
Reading	All	72%	74%	71%	*	70%	*	_	*	_	_	66%	100%	*	76%	63%	69%	72%	_	*	*	_
	Students	12/0	1 170	, 0		1070						0070	10070		1070	0070	00 /0	12/0				
		46%	46%	*	-	*	_	_	*	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		78%	76%	*	73%	*	_	*	_	_	71%	100%	-	76%	67%	75%	76%	_	*	*	_
	EL	60%	61%	63%	-	67%	-	-	*	-	-	63%	-	*	67%	63%		63%	-	-	-	_
	Male	70%	72%	69%	*	69%	*	-	*	-	-	67%	*	*	75%	63%	69%	-	-	*	*	-
	Female	75%	76%	72%	-	71%	-	-	*	-	-	64%	*	*	76%	63%	-	72%	-	*	-	-
	All	77%	78%	82%	*	83%	*	-	*	-	-	79%	100%	*	93%	75%	69%	89%	-	*	*	-
S	Students					*						*						*				
		49%	49%	*	-		-	-	*	-	-		4000/	*	-	~	~		-	-	-	-
	CWOD		83%	93%	•	92%	•	-		-	-	91%	100%	-	93%	80%		94%	-	•	•	-
	EL Mala	72%	72% 78%	75% 69%	*	80% 69%	*	-	*	-	-	75% 67%	*	*	80%	75%	63% 69%	88%	-	*	*	-
		77%	78% 78%			88%		-	*	-	-	86%	*	*	83%	88%		89%	-	*		-
	Female	10/0	10/0	89%	-	00 /0	-	-		-	-	00 /6			94%	00 /0	-	09 /0	-		-	-
Grade 5																						
Reading	All	83%	85%	76%	*	73%	*	-	_	-	*	71%	100%	*	96%	66%	68%	82%	*	*	-	-
	Students																					
		54%	58%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	87%	89%	96%	*	96%	*	-	-	-	*	96%	100%	-	96%	94%	92%	100%	*	*	-	-
	EL	73%	76%	66%	-	66%	-	-	-	-	-	64%	*	*	94%	66%	50%	76%	*	-	-	-
		81%	83%	68%	*	63%	*	-	-	-	*	63%	*	*	92%		68%	-	-	*	-	-
	Female	86%	87%	82%	-	81%	*	-	-	-	-	79%	*	*	100%	76%	-	82%	*	-	-	-
Madb 4!	A.II	000/	040/	000/		000/	*				<b>,</b>	000/	1000/	000/	000/	0.00/	050/	000/	*	*		
	All	90%	91%	88%	-	89%		-	-	-	-	86%	100%	92%	86%	86%	95%	82%		-	-	-
3	Students	700/	700/	92%		92%						92%	*	92%		020/	1000/	86%				
	CWOD	70%	78% 93%	86%	*	88%	*	-	-	-	*	83%	100%	92 /0	86%		100% 92%	80%	*	*	-	-
	EL	86%	87%	86%	_	86%	_	_	_	_	_	86%	*	92%	82%		100%		*	_	_	_
	Male	89%	90%	95%	*	100%	*	_	_	_	*	94%	*	100%		100%		-	_	*	_	_
	Female		92%	82%	_	81%	*	_	_	_	_	79%	*	86%	80%	76%		82%	*	_	_	_
Science	All	75%	76%	66%	*	62%	*	-	-	-	*	63%	83%	*	82%	55%	74%	59%	*	*	-	-
S	Students																					
	CWD		50%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		80%	82%	*	79%	*	-	-	-	*	83%	*	-	82%		92%	73%	*	*	-	-
	EL	62%	63%	55%	-	55%	-	-	-	-	-	54%	*	*	76%		58%	53%	*	-	-	-
		76%	76%	74%	•	69%		-	-	-	•	69%	•	•	92%		74%	-	-	•	-	-
	Female	75%	76%	59%	-	57%		-	-	-	-	58%	-	-	73%	53%	-	59%		-	-	-
STAAR Percent a	at Meets	Grad	e Level	or Abov	ve																	
Grade 3																						
Reading	All	43%	48%	26%	*	26%	*	-	*	-	-	20%	60%	*	26%	19%	23%	31%	-	*	*	-
	Students																					
	CWD	28%	26%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD	44%	51%	26%	*	25%	*	-	*	-	-	22%	*	-	26%		20%	36%	-	*	-	-
	EL	32%	32%	19%	-	19%	-	-	*	-	-	17%	*	*	19%		13%	27%	-	*	-	-
		40%	45%	23%	*	25%	-	-	*	-	-	16%	*	*	20%		23%	-	-	*	*	-
	Female	45%	52%	31%	*	27%	*	-	-	-	-	27%	*	*	36%	27%	-	31%	-	*	-	-
NA-41 **	A.II	4007	E00/	4607	_	4007	_		_			070/	_		450/	4.401	4407	4007				
Mathematics		46%	50%	43%	•	42%	•	-	^	-	-	37%	•	•	45%	44%	41%	46%	-	•	•	-
8	Students	300/	200/	*	*	*						*	*	*		*	*	*			*	
	CWD	JU%	28%				-	-	-	-	-				-				-	-		-

Two or Non

											or		Non									
					African			Americar	ı	Pacific		Econ									Foste	r
					American		White	Indian	Asian	Islander	Races		/Disad	CWD					Migrant	Homeless	Care	Military
	CWOD		53%	45%	*	43%	*	-	*	-	-	41%	*	-	45%	46%		55%	-	*	-	-
	EL Male	39% 47%	39% 50%	44% 41%	*	42% 40%	-	-	*	-	-	42% 32%	*	*	46% 40%	44% 44%		45%	-	*	*	-
	Female		49%	46%	*	45%	*	_	_	-	-	45%	*	*	55%	45%		46%		*	_	-
	Tomaic	, 1070	10 70	4070		1070						1070			00 70	10 /0		1070				
Grade 4																						
Reading	All	45%	49%	41%	*	37%	*	-	*	-	-	34%	80%	*	45%	19%	38%	44%	-	*	*	-
	Students		270/	*		*			*			*		*		*	*	*				
	CWD CWOD	28% 47%	27% 53%	45%	*	38%	*	_	*	_	-	38%	80%	_	45%	20%	42%	47%	_	*	*	_
	EL	29%	32%	19%	_	20%	_	_	*	_	_	19%	-	*	20%	19%		25%	_	-	_	_
	Male	43%	48%	38%	*	31%	*	-	*	-	-	33%	*	*	42%	13%		-	-	*	*	-
	Female	47%	51%	44%	-	41%	-	-	*	-	-	36%	*	*	47%	25%	-	44%	-	*	-	-
		400/	500/		*	==0/	_		_			500/	000/	_	0.40/	4.407	4.407	0.40/		_	_	
Mathematics	All Students	48%	50%	55%	•	55%	•	-	•	-	-	50%	80%	•	61%	44%	44%	61%	-	•	•	-
	CWD	29%	27%	*		*	_	_	*	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWOD		53%	61%	*	60%	*	_	*	-	-	57%	80%	_	61%	47%	50%	65%	-	*	*	-
	EL	38%	39%	44%	-	47%	-	-	*	-	-	44%	-	*	47%	44%	38%	50%	-	-	-	-
	Male	48%	51%	44%	*	46%	*	-	*	-	-	40%	*	*	50%			-	-	*	*	-
	Female	47%	49%	61%	-	59%	-	-	*	-	-	57%	*	*	65%	50%	-	61%	-	*	-	-
Grade 5																						
Reading	All	53%	57%	39%	*	38%	*	_	_	_	*	34%	67%	*	54%	28%	42%	36%	*	*	_	_
•	Students		0.70	3370		0070		_	-	-		₩ T /U	01 /0		O F /0	_0 /0	- /0	0070			_	
	CWD	30%	29%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	56%	61%	54%	*	54%	*	-	-	-	*	52%	60%	-	54%	47%		47%	*	*	-	-
	EL	35%	36%	28%	-	28%	-	-	-	-	-	25%	*	*	47%	28%		29%	*	-	-	-
	Male	50%	54%	42%	*	44%	*	-	-	-	*	31%	*	*	62%	25%		360/	*	*	-	-
	Female	<b>%</b> 00;	60%	36%	-	33%		-	-	-	-	37%			47%	29%	-	36%	**	-	-	-
Mathematics	All	57%	60%	54%	*	54%	*	_	_	_	*	51%	67%	15%	71%	48%	58%	50%	*	*	_	_
	Students		_0 /0	2.70		3.70						5.70	2. 70	. 5 70	/0	. 5 70	-0/0	_ 0 , 0				
	CWD	34%	37%	15%	-	15%	-	-	-	-	-	17%	*	15%	-			0%	-	-	-	-
	CWOD		64%	71%	*	75%	*	-	-	-	*	70%	80%	-	71%		69%	73%	*	*	-	-
	EL	46%	47%	48%	*	48%	-	-	-	-	*	46%	*	17%	71%		50%	47%	*	-	-	-
	Male Female	57%	60% 60%	58% 50%	-	63% 48%	*	-	-	-	-	50% 53%	*	33% 0%	69% 73%	50% 47%		50%	*	-	-	-
	remaie	30 /0	00 /6	30 /6	-	40 /0		-	-	-	-	33 /6		0 /0	13/0	41 /0	-	30 /6		-	-	-
Science	All	40%	42%	27%	*	22%	*	_	_	_	*	26%	33%	*	39%	14%	37%	18%	*	*	_	_
	Students																					
	CWD	25%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		45%	39%	*	33%	*	-	-	-	*	39%	*	-	39%	24%		27%	*	*	-	-
	EL Male	24% 42%	24% 45%	14% 37%	*	14% 31%	*	-	-	-	*	14% 31%	*	*	24% 54%	14%	17% 37%	12%	_	*	-	-
	Female		39%	18%	_	14%	*	_	_	-	_	21%	*	*	27%	12%	-	18%	*	_	-	-
		_																				
STAAR Percent	at Maste	ers Gr	ade Lev	/el																		
Grade 3 Reading	All	24%	29%	11%	*	10%	*	_	*	_	_	10%	20%	*	13%	7%	5%	23%	_	*	*	_
•	Students		2070	1170		1070						1070	2070		10 70	1 70	0 70	2070				
	CWD	9%	9%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD		32%	13%	*	11%	*	-	*	-	-	11%	*	-	13%	8%	5%	27%	-	*	-	-
	EL	15%	14%	7%	-	8%	-	-	*	-	-	8%	*	*	8%	7%	0%	18%	-	*	-	-
	Male Female	22%	27% 32%	5% 23%	*	5% 18%	*	-	-	-	-	5% 18%	*	*	5% 27%	0% 18%	5% -	23%	-	*	-	-
	remaie	20 /0	JZ /0	23/0		10 /0		-	-	-	-	10 /0			21 /0	10 /0	-	23/0	-		-	-
Mathematics	All	22%	26%	23%	*	19%	*	_	*	_	_	17%	*	*	26%	22%	23%	23%	_	*	*	_
	Students																					
		12%	11%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	*	-
	CWOD		27%	26%	*	21%	*	-	*	-	-	19%	*	-	26%	23%		27%	-	*	-	-
	EL Male	17% 23%	18% 27%	22% 23%	*	19% 20%	-	-	*	-	-	17% 16%	*	*	23% 25%	22% 25%	25%	18%	-	*	*	-
	Female		24%	23%	*	18%	*	-	_	-	-	18%	*	*	27%	18%		23%	-	*	_	-
	. Omale	_ 1 /0	_ 1 /0	_0/0		.070						. 0 /0			_, /0	. 0 /0		_0 /0				
Grade 4																						
Reading	All		28%	18%	*	20%	*	-	*	-	-	14%	40%	*	17%	13%	13%	22%	-	*	*	-
	Students		4407	_								*										
	CWD	9%	11%	* 17%	*	* 19%	*	-	*	-	-	13%	- 40%	^	- 17%	120/	00/	240/	-	- *	*	-
	CWOD EL	12%	30% 13%	17%	_	13%	_	-	*	-	-	13%	40%	*	13%	13% 13%	8% 13%	24% 13%	-	_	_	-
	Male	22%	26%	13%	*	15%	*	_	*	-	-	13%	*	*	8%		13%	-	-	*	*	-
	Female		30%	22%	-	24%	-	-	*	-	-	14%	*	*	24%	13%		22%	-	*	-	-
			0.55															0-0:				
Mathematics		26%	28%	30%	*	31%	*	-	*	-	-	29%	40%	*	32%	25%	31%	28%	-	*	*	-
	Students CWD		11%	*	_	*	_	_	*	_	_	*	_	*	_	*	*	*	_	_	_	_
	CWD		30%	32%	*	32%	*	-	*	-	-	30%	40%	_	32%	27%	33%	29%	-	*	*	-
	EL	18%	18%	25%	-	27%	-	-	*	-	-	25%	-	*	27%	25%	25%	25%	-	-	-	-
	Male	27%	30%	31%	*	38%	*	-	*	-	-	27%	*	*	33%	25%	31%	-	-	*	*	-
	Female	25%	26%	28%	-	24%	-	-	*	-	-	29%	*	*	29%	25%	-	28%	-	*	-	-
Grada E																						
Grade 5 Reading	All	26%	31%	20%	*	16%	*	_	_	_	*	17%	33%	*	29%	14%	21%	18%	*	*	_	_
	Students		J 1 /0	20 /0		10 /0		-	_	_		/0	JJ /0		_0 /0	· <del></del> /0	- 1 /0	.0 /0			_	_
	CWD	9%	9%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		34%	29%	*	25%	*	-	-	-	*	26%	40%	-	29%		31%	27%	*	*	-	-
	EL	12%	12%	14%	-	14%	-	-	-	-	-	14%	*	*		14%		12%	*	-	-	-
	Male Female	24%	29% 33%	21% 18%	_	19% 14%	*	-	-	-	-	13% 21%	*	*		17% 12%		- 18%	*	-	-	-
	i Gillalt	20 /0	JJ /0	10 /0	-	i <del>T</del> /0		-	-	-	-	<b>∠</b> 1 /0			∠ı /0	· 4 /0	-	10 /0		-	-	-

Two or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Mathematics All 8% 36% 28% 26% 30% 32% 26% 33% Students CWD 13% 8% 8% 8% 8% 0% **CWOD** 31% 35% 36% 33% 35% 40% 36% 41% 31% 40% 8% FΙ 19% 20% 28% 28% 29% 41% 28% 25% 29% 25% 19% 17% 25% 26% Male 29% 33% 26% 31% Female 30% 30% 27% 24% 32% 0% 40% 29% 27% ΑII 6% 0% Science 16% 18% 5% 5% 7% 7% 11% 0% Students CWD CWOD 17% 20% 7% 8% 9% 7% 12% 15% 0% EL 7% 7% 7% 7% 7% 12% 7% 17% 0% Male 18% 20% 11% 13% 13% 15% 17% Female 15% 16% 0% 0% 0% 0% 0% 0% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects ΑII 72% 95% 49% 82% 70% 73% 73% 77% 77% 75% 78% 74% 100% 77% Students CWD 45% 49% 49% 44% 100% 49% 43% 50% **CWOD 80%** 81% 82% 71% 81% 100% 80% 94% 82% 78% 80% 84% 73% 60% 60% 70% 70% 69% 89% 43% 78% 70% 69% 71% Male 74% 75% 73% 71% 73% 100% 70% 100% 50% 80% 69% 73% 86% Female 79% 80% 77% 75% 100% 74% 90% 48% 84% 71% 77% Reading ΑII 73% 75% 71% 68% 66% 100% 36% 80% 64% 65% 77% Students 39% 36% 35% 30% CWD 43% 36% **CWOD 77%** 76% 100% 80% 74% 73% 86% 79% 80% 77% 74% 64% 56% 52% 53% 64% 64% 62% 72% 56% 65% Male 69% 65% 61% 60% 100% 73% Female 77% 78% 76% 100% 86% 72% 77% 73% Mathematics All 80% 80% 83% 84% 81% 94% 73% 85% 82% 82% 83% Students CWD 52% 53% 73% 75% 70% 73% 79% 75% 70% **CWOD 83%** 86% 93% 85% 82% 84% 84% 85% 84% 86% 70% 82% 79% 82% 82% 86% EL 69% 82% 83% 78% 78% 85% 80% 100% 75% 86% 82% Male 79% 82% 84% Female 82% 89% 70% 86% 83% 81% 83% 82% 82% 78% Science 62% 63% 83% ΑII 79% 66% 55% 74% Students CWD 48% 51% CWOD 82% 83% 82% 79% 83% 82% 76% 92% 73% FΙ 58% 59% 55% 55% 54% 76% 55% 58% 53% Male 78% 79% 74% 69% 69% 92% 58% 74% Female 80% 80% 59% 57% 58% 73% 53% 59% STAAR Percent at Meets Grade Level or Above All Grades 22% 70% 36% 66% 12% 48% 31% 40% 55% All Subjects ΑII 40% 39% Students CWD 23% 25% 12% 13% 8% 60% 12% 5% 20% 4% CWOD 50% 55% 48% 29% 46% 70% 45% 67% 48% 39% 46% 50% 55% EL 26% 27% 31% 31% 29% 56% 5% 39% 31% 29% 33% 29% 40% Male 45% 49% 40% 40% 33% 88% 20% 46% 29% 40% 57% 41% Female 50% 53% 41% 38% 100% 39% 48% 4% 50% 33% ΑII 30% 69% 46% 51% 35% 34% 14% 41% 22% 33% 38% Reading Students CWD 22% 24% 14% 15% CWOD 48% 54% 41% 38% 36% 64% 41% 28% 38% 44% 21% 23% 22% 23% 21% 28% 22% 17% 28% Male 41% 47% 33% 33% 26% 86% 38% 17% 33% 38% Female 50% 55% 35% 34% 56% 44% 28% 38% Mathematics All 46% 18% 48% 51% 50% 51% 75% 59% 46% 48% 53% Students 26% 18% 20% 14% 33% CWD 26% 15% 18% 0% CWOD 51% 55% 58% 55% 79% 59% 54% 52% 65% 59% 33% 46% 46% 45% 14% 54% 46% 46% EL 34% 47% 47% 100% Male 51% 48% 50% 33% 52% 46% 48%

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EL

Male

Students CWD 23%

Female 49%

CWOD 52%

Female 49%

49% 53%

21%

50%

25%

57%

22%

54%

52%

53%

39%

14%

37%

18%

22%

33%

14%

31%

14%

Science

											or		Non									
					African			American		Pacific											Foster	
					AmericanH			Indian	Asian	Islander									ligrantl		Care	Military
All Subjects		21%	25%	19%	0%	18%	40%	-	*	-	*	17%	32%	5%	23%	16%	18%	20%	*	18%	*	-
	Students																					
	CWD	8%	9%	5%	*	6%	-	-	*	-	-	6%	0%	5%	-		10%	0%	-	-	*	-
	CWOD		27%	23%	0%	21%	40%	-	*	-	*	20%	36%	-		20%		25%	*	18%	*	-
	EL	9%	10%	16%	-	16%	-	-	*	-	-	16%	22%	3%	20%	16%		16%	*	*	-	-
	Male	20%	24%	18%	0%	19%	0%	-	*	-	*	15%	41%	10%			18%	-	-	29%	*	-
	Female	22%	26%	20%	*	17%	80%	-	*	-	-	19%	24%	0%	25%	16%	-	20%	*	*	-	-
Reading	All	19%	25%	16%	*	15%	*	-	*	-	*	14%	31%	5%	19%	11%	12%	21%	*	*	*	-
	Students																					
	CWD	7%	8%	5%	*	5%	-	-	*	-	-	5%	*	5%	-	*	*	*	-	-	*	-
	CWOD		27%	19%	*	18%	*	-	*	-	*	16%	36%	-	19%	14%	13%	26%	*	*	*	-
	EL	7%	8%	11%	-	11%	-	-	*	-	-	12%	*	*	14%	11%	8%	14%	*	*	-	-
	Male	16%	22%	12%	*	12%	*	-	*	-	*	10%	29%	*	13%	8%	12%	-	-	*	*	-
	Female	22%	28%	21%	*	18%	*	-	*	-	-	18%	33%	*	26%	14%	-	21%	*	*	-	-
Mathematics	All Students	23%	25%	27%	*	25%	*	-	*	-	*	24%	44%	9%	31%	25%	27%	26%	*	*	*	-
	CWD	10%	10%	9%	*	10%	-	-	*	-	-	10%	*	9%	-	7%	17%	0%	-	-	*	-
	CWOD	25%	27%	31%	*	29%	*	-	*	-	*	27%	50%	-	31%	30%	30%	33%	*	*	*	-
	EL	13%	14%	25%	-	25%	-	-	*	-	-	24%	*	7%	30%	25%	26%	25%	*	*	-	-
	Male	23%	25%	27%	*	27%	*	-	*	-	*	20%	71%	17%	30%	26%	27%	-	-	*	*	-
	Female	24%	24%	26%	*	22%	*	-	*	-	-	27%	22%	0%	33%	25%	-	26%	*	*	-	-
Science	All Students	22%	26%	5%	*	5%	*	-	-	-	*	6%	0%	*	7%	7%	11%	0%	*	*	-	-
	CWD	7%	8%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	24%	29%	7%	*	8%	*	-	-	-	*	9%	*	-	7%	12%	15%	0%	*	*	-	-
	EL	5%	6%	7%	-	7%	-	_	-	_	_	7%	*	*	12%	7%	17%	0%	*	-	_	-
		23%	28%	11%	*	13%	*	_	-	_	*	13%	*	*	15%		11%	-	-	*	_	-
	Female	21%	25%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	*	-	-	-

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 Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	Tilispatilic	Wille	mulan	Asian	isianuei	Naces	Disauv	CVID	
Reading											
All Students	76	*	80	*	-	*	-	*	77	88	83
CWD	88	-	88	-	-	*	-	-	88	88	100
CWOD	73	*	77	*	-	*	-	*	73	-	75
EL	83	-	82	-	-	*	-	-	85	100	83
Male	77	*	83	*	-	*	-	*	81	90	90
Female	76	-	77	*	-	*	-	-	73	86	75
Mathematics											
All Students	74	*	77	*	-	*	-	*	72	88	78
CWD	88	-	94	-	-	*	-	-	88	88	92
CWOD	69	*	71	*	-	*	-	*	66	-	71
EL	78	-	79	-	-	*	-	-	79	92	78
Male	62	*	68	*	-	*	-	*	60	90	61
Female	85	-	84	*	-	*	-	-	84	86	93

# Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates 4-year Longitudinal Cohort Grad	duation 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.

- '\*' 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	All Students vement Dom			White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	*	44	*	-	*	-	*	42	*	39
School Quality (College, Career,	and Military	Readiness	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	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022) Target Met	46% Y	31%	40% Y	59%	45%	82%	50%	54%	36% Y	23%	40% Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	34 /0 Y	4170	49 /0 Y	03 /0	33 /6	05/0	37 /0	0176	4576 Y	J <del>4</del> /0	4970 Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	J <del>4</del> /0	N	1370	0370	00 /0	00 /0	0370	N N	<del>4</del> 0 /0	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	0070	N	00 /0	7 3 70	3170	7570	1170	N	02 /0	N
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status	ficiency Statu	IS									42% Y 44% Y 46% Y
rederal 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%

<sup>&#</sup>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 I	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%	100%	100%	100%	_	100%	_	*	100%	100%	100%	100%	99%	99%	100%	100%
	CWD	100%	*	100%	-	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	100%	-	100%	-	*	99%	100%	-	100%	99%	99%	100%	100%
	EL	99%	-	99%	-	-	100%	-	-	99%	100%	100%	99%	99%	99%	100%	100%
	Male Female	99% 100%	100%	99% 100%	100% 100%	-	*	-	•	99% 100%	100% 100%	100% 100%	99% 100%	99% 100%	99%	100%	100%
	remale	100%		100%	100%	-		-	-	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	-	-	*	-	- *	100%	*	100%	-	100%	100%	100%	*
	CWOD EL	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 /6	_
	Female	100%	*	100%	*	-	*	-	_	100%	100%	100%	100%	100%	-	100%	*
		2201	_	000/	_		_		_	000/	1000/	4000/	000/	000/	000/	1000/	_
Mathematics	All Students CWD	99% 100%	*	99% 100%	_	-	*	-	_	99% 100%	100%	100% 100%	99%	99% 100%	98% 100%	100% 100%	_
	CWOD	99%	*	99%	*	_	*	_	*	99%	100%	-	99%	98%	98%	100%	*
	EL	99%	_	99%	-	-	*	_	-	99%	*	100%	98%	99%	97%	100%	*
	Male	98%	*	98%	*	-	*	-	*	98%	100%	100%	98%	97%	98%	-	-
	Female	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL Male	100% 100%	*	100% 100%	-	-	-	-	- *	100% 100%	*	100% 100%	100% 100%	100% 100%	100% 100%	100%	*
	Female	100%	_	100%	*	-	-	-	_	100%	*	100%	100%	100%	100%	100%	*
Non-Participation		10070		.0070						.0070		10070	10070	10070		.0070	
All Subjects	All Students	0%	0%	0%	0%	_	0%	_	*	0%	0%	0%	0%	1%	1%	0%	0%
,	CWD	0%	*	0%	-	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	0%	-	0%	-	*	1%	0%	<u>-</u>	0%	1%	1%	0%	0%
	EL	1%	-	1%	-	-	0%	-	-	1%	0%	0%	1%	1%	1%	0%	0%
	Male Female	1% 0%	0% *	1% 0%	0% 0%	-	*	-	_	1% 0%	0% 0%	0% 0%	1% 0%	1% 0%	1%	0%	0%
	i ciliale	0 /0		0 70	0 70	_		_	_	0 70	0 /0	0 70	0 70	0 /0	_	0 70	0 70
Reading	All Students	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0% 0%	*	0% 0%	-	-	*	-	-	0% 0%	* 0%	0%	0%	0% 0%	0% 0%	0% 0%	*
	EL	0% 0%	_	0%	_	-	*	_	_	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	_	*	_	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	*	1%	*	_	*	_	*	1%	0%	0%	1%	1%	2%	0%	*
Mathematico	CWD	0%	*	0%	-	-	*	_	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	*	1%	*	-	*	-	*	1%	0%	-	1%	2%	2%	0%	*
	EL	1%	-	1%	-	-	*	-	-	1%	*	0%	2%	1%	3%	0%	*
	Male	2%	*	2%	*	-	*	-	*	2%	0%	0%	2%	3%	2%	-	-
	Female	0%	•	0%	•	-	•	-	-	0%	0%	0%	0%	0%	-	0%	•
Science	All Students	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0% 0%	*	0%	-	-	-	-	-	0%		0%	- 00/	0%	0%	0%	*
	CWOD EL	0% 0%	_	0% 0%	_	-	-	-	_	0% 0%	0% *	0%	0% 0%	0% 0%	0% 0%	0% 0%	*
	Male	0% 0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	-	_
	Female	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											
	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	*	*	*	*	*	*	*	*	*	

	Famala	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL *	Students with Disabilities (\$	Students with Disabilities Section 504)
	Female	*		*	*	*	*	*	*	*		
Referrals to Law Enforcement	Total											
Reletials to Law Efflorcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	IUlai											
In-School Suspensions												
III-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	iolai											
Out-of-School Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	iotai											
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
With Educational Oct vices	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
William Eddodional Colvicco	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Grider Zere Teleranee i enelee	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	1014.											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	12	*	8	*	*	*	*	*	5	8	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	16	*	10	*	*	*	*	*	7	10	*

	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	29	*	20	5	*	*	*	*	20	5
	Female	21	*	17	*	*	*	*	*	14	5
	Total	50	*	37	7	*	*	*	*	34	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
Inexperienced Teachers, Principals, and Other School Leaders	Number 6.6	Percent 26.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	11.6%

'-' 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.

Over the O	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 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%	*	*
Reading	43,730	1%	688	1%	*	*
Mathematics	39,178	1%	607	2%	*	*
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 At	oove 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
Grade 4	reading			49	34	31	19	17	3	3
		Black	44							
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disady	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
		English Language Learners	03	00	25	25	"	O	'	'
	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 Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		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
			22	18	40			36	-	6
		Two or More Races	23		42	40	31		5	
		Econ Disadv	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
	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	ა *	36	19	39	3 <i>1</i> *	32 18	40 *	6
				36 27		39 36			8	13
		Two or More Races	24		43		24	25		
		Econ Disadv	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

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

<b>Grade</b> Grade 4	<b>Subject</b> 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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