

# Langford Elementary School

## Campus Improvement Plan

### 2020/2021

*Includes Targeted Improvement Plan*

*"Hear our roar, watch us soar"*



**LANGFORD**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

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### **Campus Mission**

We will empower all students to become lifelong learners and use their academic success to become positive role models in the community.

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at [www.austinisd.org/schools](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

**NOTES from PM 11-9-20:**  
**NOTES FROM PM - 11-15-20**

**Attachment #2** - Need additional meeting time listed for meetings with parents under V. on the Parent Involvement Policy.- **Completed PM 11-18-20**

**Attachment # 2** - Need Spanish copy of Parent Engagement Policy. **Completed 11-13-20**

**Attachment #3** - Need Spanish Copy of this component. **Completed 11-13-20 PM**

**Attachment #4** - Annual Title I Meeting - Need copy of powerpoint presentation or copy of what parents were told about Title I at their campus. **Completed 11-13-20 PM**

**Attachment #7** - What input was garnered from parents regarding professional development and training for staff? What training did staff receive based on the input from parents? What documentation do you have to show that this training took place? Need to provide. Or, changes in practice took place on your campus based on the input from parents? Provide documentation of such. **Completed 11-13-20 PM**

**Attachment #8** - Need at least one copy of a T & E Report submitted by each staff member required to do those reports. **Completed 11-13-20 PM**

**Need documentation of webinar training attended. Or, at least the date and time that the webinar training was attended.**

**This part is Not Complete-still need this documentation. PM 11-15-20 Completed 11-16-20 PM**

# TIP Assurances

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I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**DCSI Name**

Ms. Debbie Warnken

**Date**

11/5/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Principal Name**

Ms. Martha Castillo

**Date**

11/5/2020

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

#### Rationale

We want our campus instructional leaders to establish clear roles and responsibilities in order to maximize their support to teachers and students.

#### How will the campus build capacity in this area? Who will you partner with?

We will partner with CIS, and the local campus support team to ensure that we receive and provide feedback on the effectiveness of support during our weekly meetings with CIS and the local campus support team.

#### How will you communicate these priorities to your stakeholders? How will create buy-in?

The local support team, teachers, and parents will have an opportunity to discuss and provide input for the roles and responsibilities of the Instructional Team at CAC, staff, and parent coffee chat.

#### Desired Annual Outcome

Members of the Instructional Learning Team will support planning and creating common assessments, provide Instructional coaching opportunities, and bite-sized actionable feedback on a weekly basis.

#### Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Adopt a roles and responsibility form by Nov 20th, create a checklist, set goals with each instructional leader.

#### Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Review academic progress in each class and create a teacher and student support plan for the Spring

#### Desired 90-day Outcome: Cycle 3 (March-May)

Instructional Team will implement the support plan created and review it every week with Administration

#### Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Summer programming for 100 students and intervention planning for next year.

#### Barriers to Address During the Year

Our community has been largely been affected by the pandemic, therefore a large group of our students is opting for Virtual Learning. This has resulted in our Instructional Leaders dealing with many virtual issues which has cut into the time they spend supporting teachers and students.

#### Barriers to Address: Cycle 1 (Sept-Nov)

As a campus we need to address the technology learning curve for our community.

#### Barriers to Address: Cycle 2 (Dec-Feb)

Supporting the students who are at home with poor attendance.

#### Barriers to Address: Cycle 3 (March-May)

Supporting the students who are at home with poor attendance.

#### Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Covid safety protocols to ensure all students feel safe.

#### District Commitment Theory of Action (ToA)

If the district provides opportunities for ongoing Professional Development for Instructional Coaches/Specialists, and ideas on how to support the students who are struggling as they learn from home, then the campus will have the tools necessary for supporting teachers.

#### District Actions: Cycle 1 (Sept-Nov)

The district will provide ongoing PD for Instructional Leaders.

#### District Actions: Cycle 2 (Dec-Feb)

The District will provide PD on Data Analysis and support for virtual learners

#### District Actions: Cycle 3 (March-May)

The District will provide PD on assessment and interventions.

**District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**  
protocols for covid and safety for staff and students.

# Prioritized Focus Area #2

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## Prioritized Focus Area #2

5.3 Data-driven instruction.

### Rationale

We want our teachers to use weekly common assessments to make decisions about instruction and intervention. When our instruction is guided by data, then it becomes individualized for each classroom and the campus is more likely to achieve academic goals.

### How will the campus build capacity in this area? Who will you partner with?

The campus will build capacity in this area by working with Region 13 to ensure that K-5th grade teachers are trained in DMAC. Additionally, our campus will adhere to the schedule/calendar for common assessments.

### How will you communicate these priorities to your stakeholders? How will create buy-in?

We will share these priorities with our teachers at our monthly vertical team, committee meetings, as well as our weekly PLC meetings. Our parents will learn about it at our Coffee Chats.

### Desired Annual Outcome

Our desired annual outcome to get a "B" rating on Domain III Closing the Gaps on the 2021 STAAR administration.

### Desired 90-day Outcome: Cycle 1 (Sept-Nov)

20% of our students will reach the meets level or above on Reading and Math common assessments.

### Desired 90-day Outcome: Cycle 2 (Dec-Feb)

35% our our students will reach the meets level or above on Reading and Math benchmarks.

### Desired 90-day Outcome: Cycle 3 (March-May)

40% our students will reach the meets level or above on Reading and Math assessments.

### Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Summer programing for 100 students and intervention planning for next year.

### Barriers to Address During the Year

About 75% of our students are learning from home. Although our parents are getting better with the technology, we still have a certain percentage of our students whose lack of participation is affecting their learning.

### Barriers to Address: Cycle 1 (Sept-Nov)

Learning from home and students living in an area that is highly affected by the pandemic

### Barriers to Address: Cycle 2 (Dec-Feb)

The number of teachers on accommodations affect the support and schedule on campus.

### Barriers to Address: Cycle 3 (March-May)

Providing intervention for students who are learning virtually.

### Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Covid safety protocols to ensure all students feel safe.

### District Commitment Theory of Action (ToA)

If the district continues to provide common assessments that are aligned to the standards and the scope and sequence, then our campus will have the tools it needs to effectively proctor and analyze common assessment data and will also be able to create a plan for intervention.

### District Actions: Cycle 1 (Sept-Nov)

Create and share common assessments, support DMAC training

### District Actions: Cycle 2 (Dec-Feb)

Provide teachers PD on using MAP Growth and the Instructional Coaches on supporting MAP Growth

### District Actions: Cycle 3 (March-May)

Provide PD to Administration and Instructional Leaders on Analyzing data.

### District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Summer programing for 100 students and intervention planning for next year.

# Cycle 1 (Sept-Nov) Report - due December 4

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

**For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Yes we have achieved the 90 day outcome

**Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No we have not reached the 20% meets in Math and Reading on common assessments. The delivery is not translating into students reaching meets.

**Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

We will continue to monitor students and use our MOY data to determine flexible groups and intervention.

**What new action steps do you need to add to the next cycle?**

We will meet with teachers each Month to review the numbers of students at meets level and make plans for students who are not there yet.

# Cycle 2 (Dec-Feb) Report - due March 5

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

**For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

No. Students did not meet the 35% meets target on MOY. Yes. Instructional team has implemented a support plan, it is reviewed weekly with administration.

**Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No. Not enough students reached approaches or meets levels. Lack of control over the testing situation. We have little to no control over the students who are learning virtually.

**Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

We have completed 23 out of 25. We have 2 left to complete which gives us enough time between now and the end of the school year.

**What new action steps do you need to add to the next cycle?**

We are on target with our goals and strategies.

# Cycle 3 (March-May) Report - due June 4

## *Reflection and Planning for Next 90-Day Cycle*

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At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

**For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?**

Prioritized focus area 1 was achieved. The committee meets every Friday. Prioritized focus area 2 was not met. This was due to attendance and engagement throughout this year with concurrent teaching.



**Did you achieve your student performance goals (see Student Data Page)? Why or why not?**

No the performance goals were not met due to attendance and engagement. Teachers did review data and have intervention groups. The groups in person were much more affective than the virtual groups. Spanish testers were more successful this year.

**Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?**

All the goals will continue for next year. Langford is doing a summer program with specific to literacy. The targete is 100 students.

**What new action steps do you need to add to the next cycle?**

Strong intervention and acceleration plan for being of next year specific to assessments.

## **End of Year Reflection - due June 4**

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Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

**Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?**

Yes. Priority focus area 1 was achieved and will continue the work next year.

**Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?**

No, it was not. Summer programming and an accelerated plan for beginning of next year in planning.

# District Commitments Theory of Action (ToA)

*For campuses with Targeted Improvement Plans*

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This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

## **Lever 1: Strong School Leadership and Planning**

The district places its most effective school leaders in its highest need schools.

## **Lever 2: Effective, Well-Supported Teachers**

The district provides the campus with sufficient control over teacher hiring and placement.

## **Lever 3: Positive School Culture**

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

## **Lever 4: High Quality Curriculum**

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

## **Lever 5: Effective Instruction**

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...\*write expected campus outcome here\*

## **District Commitments Theory of Action (ToA)**

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be an improved campus culture and student learning outcomes.

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

STAAR disaggregated by subj., grade, & stud. grp.  
Staff (TELL) Survey results  
Student Survey results  
TELPAS disaggregated by grade & prof. lvl.

### Demographics Strengths

#### DOMAIN 3- CLOSING THE GAPS

2019 STAAR Growth Target met in Reading for:

- All students
- Hispanic
- ECD
- ELL
- Continuosly Enrolled

2019 STAAR Growth Target met in Math for:

- All students
- Hispanic
- ECD
- ELL
- Continuosly Enrolled

### Demographics Weaknesses

#### DOMAIN 3 CLOSING THE GAP

STAAR 2019 Academic Achievement did not meet target in Reading for:

- All students

# Comprehensive Needs Assessment

## Demographics Weaknesses (Continued)

- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously Enrolled

STAAR 2019 Academic Achievement did not meet target in Math for:

- All students
- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously Enrolled

## Demographics Needs

DOMAIN 3 CLOSING THE GAP

STAAR 2019 Academic Achievement did not meet target in Reading for:

- All students
- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously Enrolled

STAAR 2019 Academic Achievement did not meet target in Math for:

- All students
- Hispanic
- ECD

# Comprehensive Needs Assessment

## Demographics Needs (Continued)

- ELL
- Continuously Enrolled
- Not Continuously Enrolled

Student Engagement

Students feeling that their school work is relevant

## Demographics Summary

The school goal is to meet 8/14 targets in Academic Achievement (Closing the Gaps) in Reading and Math. Students enjoy doing their classwork and students believe their work is connected to their life" wukk increase to at least 85% on Student Climate Survey.

## Student Achievement

### Student Achievement Strengths

Domain 3-

GROWTH

100% of the targets were met in Reading and Math

2020- ELP- Met the target. 41% of ELLs who made the 1 year progress measure or achieved the Adv High measure.

### Student Achievement Weaknesses

Domain 3-

Academic Achievement met 2/14 targets

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

DID NOT MEET READING TARGET FOR:

- All students
- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously enrolled

DID NOT MEET MATH TARGET FOR:

- All students
- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously Enrolled

STUDENT SUCCESS:

- 33% of AA students met the target. The target is 36%.

## Student Achievement Needs

Closing the Gaps

ACADEMIC ACHIEVEMENT:

- Hispanic, ECD and ELL missed the targets in Reading
- Hispanic, ECD, and ELL missed the targets in Math

STUDENT SUCCESS

- AA, Hispanic, ECD, and ELLS missed the target

# Comprehensive Needs Assessment

## Student Achievement Summary

- increase the percentage of students who reach approaches to 80%, meets to 42% and masters to 25%
- increase student engagement in Student Climate Survey, specifically students enjoying doing their classwork and students believing that their work is connected to their lives.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Teacher turnover rate has been decreasing in the last 5 years. This year, we only had to hire 3 new teachers in Kinder-5th grade.

Teacher Survey:

- Overall, my school is a good place to work and learn. 94%
- Community support and involvement 92%
- General school climate 87%
- Teachers are effective leaders in this school. 92%
- Teachers are relied upon to make decisions about educational issues. 90%

Student Survey:

- My classmates show respect to each other. 85%
- I am happy with the way my classmates treat me. 86%
- I can do even the hardest schoolwork if I try. 85%

### School Culture and Climate Weaknesses

TEACHERS

- Teachers have an appropriate level of influence on decision making in this school. 83%
- The faculty has an effective process for making group decisions to solve problems. 82%
- Staff have enough time to implement the social and emotional learning approach at this school. 83%

STUDENTS

- I enjoy doing my schoolwork. 62%
- I like to come to school. 67%



# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

- My teachers connect what I am doing to my life outside the classroom. 58%

## School Culture and Climate Needs

COME UP WITH A PLAN TO ADDRESS THE FOLLOWING:

TEACHERS BELIEVE:

- Factors beyond my control have a greater influence on my students' achievement than I do.\* 63%
- I have thought seriously about leaving my school.\* 34%
- Students try hard to improve on previous work. 77%

STUDENTS BELIEVE:

- My teachers connect what I am doing to my life outside the classroom. 58%
- I enjoy doing my schoolwork. 62%
- I like to come to school. 67%

## School Culture and Climate Summary

Langford is in a position to positively impact students and teachers. Teachers would like to work in a school where the Administration and the staff have a common mission and vision, where they are seen as educational experts and are provided opportunities to lead staff development. Additionally, teachers would like to have enough time to plan and analyze common assessments, and would like to participate in the problem-solving process. Students would like to enjoy school and their school work and would like to feel that it is relevant to their lives. A school goal of 80% mastery on any task and assessment that every student completes will provide the direction we need to establish systems that will allow us to achieve our goal. We have established committees, vertical teams and PLC's all centered on campus needs and based on campus available data.

## General Climate

	2020
	% Strongly Agree / Agree
All campus staff accomplish their jobs with enthusiasm.	81%
All campus staff are committed to their jobs.	86%
All campus staff are friendly to each other.	86%
All campus staff are willing to go out of their way to help.	84%
All campus staff exhibit pride in their affiliation with the school.	89%
All campus staff interact with one another in a way that models social and emotional competence.	84%
Overall, my school is a good place to work and learn.	94%
There is an atmosphere of trust and mutual respect.	83%

## District Vision

	2020
	% Strongly Agree / Agree
There are clear goals and structures for teaching and learning in AISD.	88%
There is a clear vision for academic, social, and emotional learning in AISD.	89%
There is a clear vision for the use of data to inform education in AISD.	86%

## School Leadership

	2020
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	% Strongly Agree / Agree
Achievement press	92%
Community support and involvement	92%
Facilities and resources	87%
General school climate	87%
Instructional practices and support	90%
Managing student conduct	80%
New teacher support	83%
Professional development	91%
School leadership	86%
Teacher leadership	89%
The use of time in my school	85%

## Principal Leadership

	2020
	% Strongly Agree / Agree
My principal clearly defines expectations for our school.	90%
My principal encourages cooperation among faculty and staff toward improving student performance.	94%
My principal has a clearly defined mission and vision for my school.	91%
My principal involves faculty in decisions that directly impact the operations of my school.	85%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	89%

My principal provides constructive feedback to teachers toward improving their performance.	88%
School leadership effectively communicates policy.	85%
Teachers at this school trust the principal to make sound professional decisions about instruction.	85%
The faculty and leadership have a shared vision.	85%
The school leadership consistently supports teachers.	83%

## Teacher Leadership

	2020
	% Strongly Agree / Agree
Teachers are effective leaders in this school.	92%
Teachers are encouraged to participate in school leadership roles.	92%
Teachers are recognized as educational experts.	88%
Teachers are relied upon to make decisions about educational issues.	90%
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	87%
Teachers are trusted to make sound professional decisions about instruction.	90%
Teachers have an appropriate level of influence on decision making in this school.	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	90%
The faculty has an effective process for making group decisions to solve problems.	82%

## Teacher Data Use

	2020
	% Frequently / Often
Discuss assessment data for individual students.	71%
Discuss your department/team's professional development needs and goals.	71%
Group students across classes based on learning needs.	65%
Provide support for new teachers.	76%
Provide support for struggling teachers.	74%
Set learning goals for groups of students.	74%
Share instructional strategies.	83%

## Professional Development

	2020
	% Strongly Agree / Agree
Follow up is provided from professional development in this school.	81%
In general, an appropriate amount of time is provided for professional development.	89%
In my primary content area (e.g., math, science, social studies), an appropriate amount of time is provided for professional development.	77%
Principal professional development is a priority in this district.	96%
Professional development deepens teachers' content knowledge.	82%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%

Professional development enhances teachers' abilities to improve student learning.	89%
Professional development is differentiated to meet the needs of individual teachers.	78%
Professional development is evaluated and results are communicated to teachers.	78%
Professional development offerings are data driven.	88%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	90%
Professional learning opportunities are aligned with the school's improvement plan.	93%
Sufficient resources are available for professional development in my school.	87%
Sufficient resources are available to principals to participate in professional development opportunities.	94%
Teachers are encouraged to reflect on their own practice.	94%

## Teacher Collaboration

	2020
	% Strongly Agree / Agree
I am satisfied with opportunities for collaboration with other teachers.	86%
I participate with a group of my colleagues to analyze student performance data.	90%
I participate with a group of my colleagues to develop common student assessments.	85%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students.	92%

I participate with a group of my colleagues to plan lessons and units together.	87%
I participate with a group of my colleagues to support students' social and emotional competence.	93%

## Community Support and Engagement

	2020
	% Strongly Agree / Agree
Community members support teachers, contributing to their success with students.	90%
Parents/guardians are influential decision makers in this school.	84%
Parents/guardians know what is going on in this school.	90%
Parents/guardians support teachers, contributing to their success with students.	87%
Teachers provide parents/guardians with useful information about student learning.	96%
The community we serve is supportive of this school.	92%
This school does a good job of encouraging parent/guardian involvement.	93%
This school maintains clear, two-way communication with the community.	93%
This school works directly with parents/guardians to improve the educational climate in students' homes.	89%

## Achievement Press

	2020
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	<b>% Strongly Agree / Agree</b>
Parents exert pressure to maintain high standards.	75%
Parents press for school improvement.	79%
Students in this school can achieve the goals that have been set for them.	94%
Students respect others who get good grades.	88%
Students seek extra work so they can get good grades.	65%
Students try hard to improve on previous work.	77%
The learning environment is orderly and serious.	86%

## Student Conduct

	<b>2020</b>
	<b>% Strongly Agree / Agree</b>
Administrators consistently enforce rules for student conduct.	79%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%
All campus staff work in a school environment that is safe.	90%
Non-teaching staff consistently enforce rules for student conduct.	87%
School staff clearly understand policies and procedures about student conduct.	88%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	89%
Staff have enough time to implement the social and emotional learning approach at this school.	83%



Students at this school follow rules of conduct.	79%
Students at this school understand expectations for their conduct.	87%
Teachers consistently enforce rules for student conduct.	85%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	89%

## Facilities and Resources

	2020
	% Strongly Agree / Agree
My school is provided sufficient data and information to make informed decisions.	94%
My school receives instructional resources commensurate with other schools in the district.	85%
My school receives instructional resources commensurate with student needs.	90%
Teachers have adequate space to work productively.	87%
Teachers have sufficient access to a broad range of professional support personnel.	86%
Teachers have sufficient access to appropriate instructional materials.	84%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	79%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%
The physical environment of classrooms in this school supports teaching and learning.	90%

The school environment is clean and well maintained.	92%
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## Teacher Attachment and Self-Efficacy

	2020
	% Strongly Agree / Agree
Being a teacher is part of who I am.	97%
Factors beyond my control have a greater influence on my students' achievement than I do.*	63%
I am certain that I am making a difference in the lives of my students.	98%
I am good at helping all the students in my classes make significant improvements.	97%
I believe I've chosen the best of all possible occupations to work in.	87%
I can deal with almost any learning problem.	93%
I could easily give up teaching.*	18%
I feel very little loyalty to my school.*	24%
I have thought seriously about leaving my school.*	34%
I hope to be working as a teacher until I retire.	84%
I often look for other non-teaching jobs.*	20%
I seriously intend to look for a non-teaching job within the next year.*	18%
I would prefer a teaching job other than the one I now have.*	23%
If I try really hard, I can get through to even the most difficult student.	91%
Some students are not going to make a lot of progress this year, no matter what I do.*	37%

**There is little I can do to ensure that all my students make significant progress this year.\***

**14%**

## Student Engagement

	2018	2019	2020
I enjoy doing my schoolwork.	66%	64%	62%
My homework helps me learn things I need to know.	74%	72%	68%
My schoolwork makes me think about things in new ways.	77%	74%	70%
I like to come to school.	72%	70%	67%
My teachers connect what I am doing to my life outside the classroom.	67%	61%	58%
I have fun learning in my classes.	78%	77%	74%

## ● Behavioral Environment

	2018	2019	2020
My classmates show respect to each other.	86%	84%	85%
I am happy with the way my classmates treat me.	87%	86%	86%
Students at my school follow the school rules.	78%	78%	79%
My classmates behave the way my teachers want them to.	72%	72%	77%
My classmates treat me with respect.	-	86%	87%
Students at this school treat teachers with respect.	83%	84%	84%

- Academic Persistence

	2018	2019	2020
I can do even the hardest schoolwork if I try.	88%	87%	85%
I feel successful in my schoolwork.	89%	87%	86%
I can reach the goals I set for myself.	90%	88%	87%
I don't give up, even when I feel frustrated.	86%	84%	83%

- Adult Relationships

	2018	2019	2020
Teachers at this school care about their students.	93%	92%	91%
Adults at this school listen to student ideas and opinions.	85%	85%	82%
Adults at this school treat all students fairly.	89%	90%	90%
The staff in the front office show respect to students.	94%	93%	93%
My teachers are fair to everyone.	89%	89%	88%
My teachers know what I am good at.	87%	86%	84%
It is easy for me to talk to adults at my school about my problems.	68%	65%	62%
I receive recognition or praise for doing good work.	81%	78%	76%

- Personal Development Skills

	2018	2019	2020
I use ways to calm myself down.	76%	77%	76%
I say "no" to friends who want me to break the rules.	88%	88%	87%
During my school day, I am aware of when my feelings change.	89%	88%	87%
At my school, I often notice how others are feeling.	-	84%	84%
If I get angry with a classmate, we can talk about it and make it better.	73%	72%	71%

- Safety & Respect

	2018	2019	2020
At my school, there is respect for different cultures.	91%	92%	92%
At my school, there is respect for students who speak languages other than English.	93%	93%	93%
At my school, some students are treated unfairly because of who they are.	53%	46%	45%
I feel safe at my school.	87%	88%	88%
My classmates show respect to other students who are different.	83%	80%	80%
Students at my school are bullied (elementary).	55%	43%	39%
Students at my school are bullied (middle).	64%	58%	58%

Students at my school are bullied (high).	51%	42%	40%
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- College Intentions

	2018	2019	2020
I will go to college after high school.	74%	70%	69%

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Teacher Demographics

57% Hispanic  
33% White  
8% AA

Our goal is to mirror our student demographics closely.

### Staff Quality, Recruitment and Retention Weaknesses

TEACHER SURVEY:

- I could easily give up teaching.\* 18%
- I feel very little loyalty to my school.\* 24%
- I have thought seriously about leaving my school.\* 34%

### Staff Quality, Recruitment and Retention Needs

Our school needs to make a plan to recruit and retain our staff. We also need to engage the staff in creating systems that lead to teacher and staff commitment, attachment and loyalty to our school.

### Staff Quality, Recruitment and Retention Summary

Our school needs to celebrate that there are many role models at the school who share the students' demographics. Through the work of our school committees, teams and PLCs, we will establish systems and strategies to recruit, and retain our staff. In addition, we need to engage our staff in coming up with ideas on how to earn their loyalty and commitment to our campus.



## General Climate

	2020
	% Strongly Agree / Agree
All campus staff accomplish their jobs with enthusiasm.	81%
All campus staff are committed to their jobs.	86%
All campus staff are friendly to each other.	86%
All campus staff are willing to go out of their way to help.	84%
All campus staff exhibit pride in their affiliation with the school.	89%
All campus staff interact with one another in a way that models social and emotional competence.	84%
Overall, my school is a good place to work and learn.	94%
There is an atmosphere of trust and mutual respect.	83%

## District Vision

	2020
	% Strongly Agree / Agree
There are clear goals and structures for teaching and learning in AISD.	88%
There is a clear vision for academic, social, and emotional learning in AISD.	89%
There is a clear vision for the use of data to inform education in AISD.	86%

## School Leadership

	2020
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	% Strongly Agree / Agree
Achievement press	92%
Community support and involvement	92%
Facilities and resources	87%
General school climate	87%
Instructional practices and support	90%
Managing student conduct	80%
New teacher support	83%
Professional development	91%
School leadership	86%
Teacher leadership	89%
The use of time in my school	85%

## Principal Leadership

	2020
	% Strongly Agree / Agree
My principal clearly defines expectations for our school.	90%
My principal encourages cooperation among faculty and staff toward improving student performance.	94%
My principal has a clearly defined mission and vision for my school.	91%
My principal involves faculty in decisions that directly impact the operations of my school.	85%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	89%

My principal provides constructive feedback to teachers toward improving their performance.	88%
School leadership effectively communicates policy.	85%
Teachers at this school trust the principal to make sound professional decisions about instruction.	85%
The faculty and leadership have a shared vision.	85%
The school leadership consistently supports teachers.	83%

## Teacher Leadership

	2020
	% Strongly Agree / Agree
Teachers are effective leaders in this school.	92%
Teachers are encouraged to participate in school leadership roles.	92%
Teachers are recognized as educational experts.	88%
Teachers are relied upon to make decisions about educational issues.	90%
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	87%
Teachers are trusted to make sound professional decisions about instruction.	90%
Teachers have an appropriate level of influence on decision making in this school.	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	90%
The faculty has an effective process for making group decisions to solve problems.	82%

## Teacher Data Use

	2020
	% Frequently / Often
Discuss assessment data for individual students.	71%
Discuss your department/team's professional development needs and goals.	71%
Group students across classes based on learning needs.	65%
Provide support for new teachers.	76%
Provide support for struggling teachers.	74%
Set learning goals for groups of students.	74%
Share instructional strategies.	83%

## Professional Development

	2020
	% Strongly Agree / Agree
Follow up is provided from professional development in this school.	81%
In general, an appropriate amount of time is provided for professional development.	89%
In my primary content area (e.g., math, science, social studies), an appropriate amount of time is provided for professional development.	77%
Principal professional development is a priority in this district.	96%
Professional development deepens teachers' content knowledge.	82%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%

Professional development enhances teachers' abilities to improve student learning.	89%
Professional development is differentiated to meet the needs of individual teachers.	78%
Professional development is evaluated and results are communicated to teachers.	78%
Professional development offerings are data driven.	88%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	90%
Professional learning opportunities are aligned with the school's improvement plan.	93%
Sufficient resources are available for professional development in my school.	87%
Sufficient resources are available to principals to participate in professional development opportunities.	94%
Teachers are encouraged to reflect on their own practice.	94%

## Teacher Collaboration

	2020
	% Strongly Agree / Agree
I am satisfied with opportunities for collaboration with other teachers.	86%
I participate with a group of my colleagues to analyze student performance data.	90%
I participate with a group of my colleagues to develop common student assessments.	85%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students.	92%

I participate with a group of my colleagues to plan lessons and units together.	87%
I participate with a group of my colleagues to support students' social and emotional competence.	93%

## Community Support and Engagement

	2020
	% Strongly Agree / Agree
Community members support teachers, contributing to their success with students.	90%
Parents/guardians are influential decision makers in this school.	84%
Parents/guardians know what is going on in this school.	90%
Parents/guardians support teachers, contributing to their success with students.	87%
Teachers provide parents/guardians with useful information about student learning.	96%
The community we serve is supportive of this school.	92%
This school does a good job of encouraging parent/guardian involvement.	93%
This school maintains clear, two-way communication with the community.	93%
This school works directly with parents/guardians to improve the educational climate in students' homes.	89%

## Achievement Press

	2020
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	<b>% Strongly Agree / Agree</b>
Parents exert pressure to maintain high standards.	75%
Parents press for school improvement.	79%
Students in this school can achieve the goals that have been set for them.	94%
Students respect others who get good grades.	88%
Students seek extra work so they can get good grades.	65%
Students try hard to improve on previous work.	77%
The learning environment is orderly and serious.	86%

## Student Conduct

	<b>2020</b>
	<b>% Strongly Agree / Agree</b>
Administrators consistently enforce rules for student conduct.	79%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%
All campus staff work in a school environment that is safe.	90%
Non-teaching staff consistently enforce rules for student conduct.	87%
School staff clearly understand policies and procedures about student conduct.	88%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	89%
Staff have enough time to implement the social and emotional learning approach at this school.	83%

Students at this school follow rules of conduct.	79%
Students at this school understand expectations for their conduct.	87%
Teachers consistently enforce rules for student conduct.	85%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	89%

## Facilities and Resources

	2020
	% Strongly Agree / Agree
My school is provided sufficient data and information to make informed decisions.	94%
My school receives instructional resources commensurate with other schools in the district.	85%
My school receives instructional resources commensurate with student needs.	90%
Teachers have adequate space to work productively.	87%
Teachers have sufficient access to a broad range of professional support personnel.	86%
Teachers have sufficient access to appropriate instructional materials.	84%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	79%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%
The physical environment of classrooms in this school supports teaching and learning.	90%



The school environment is clean and well maintained.	92%
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## Teacher Attachment and Self-Efficacy

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Being a teacher is part of who I am.	97%
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Some students are not going to make a lot of progress this year, no matter what I do.*	37%

**There is little I can do to ensure that all my students make significant progress this year.\***

**14%**

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Domain 3-

#### GROWTH IN READING

- All students
- Hispanics
- ECD
- ELL
- Continuously Enrolled

#### GROWTH IN MATH

- All students
- Hispanics
- ECD
- ELL
- Continuously Enrolled

2020- ELP-41% of ELLs made 1 year's progress and/or reached Adv High Prof measure.

### Curriculum, Instruction and Assessment Weaknesses

Domain 3-

Academic Achievement met 2/14 targets

DID NOT MEET READING TARGET FOR:

- All students
- Hispanic

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

- ECD
- ELL
- Continuously Enrolled
- Not Continuously enrolled

DID NOT MEET MATH TARGET FOR:

- All students
- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously Enrolled

## Curriculum, Instruction and Assessment Needs

NEED A SCHOOL PLAN TO ADDRESS DOMAIN 3 ACADEMIC ACHIEVEMENT

Domain 3-

Academic Achievement met only 2/14 targets

DID NOT MEET READING TARGET FOR:

- All students
- Hispanic
- ECD
- ELL
- Continuously Enrolled
- Not Continuously enrolled
- 

DID NOT MEET MATH TARGET FOR:

- All students
- Hispanic

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

- ECD
- ELL
- Continuously Enrolled
- Not Continuously Enrolled

## Curriculum, Instruction and Assessment Summary

We need vertical team alignment and common instructional strategies to help students meet the Reading and Math targets.

We need to ensure that our instruction and assessments are aligned to the TEKS. Campus expectation is for every student is to reach a mastery level of 80% in every task and/or assessment completed. If any student fails a task or assessment, the teacher must provide immediate feedback and timely intervention. As a campus, we will provide interventions the week following the common assessments. We need to ensure that school-wide, we are reaching 80% approaching, 42% meets, and 25% at masters level.

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**LANGFORD EL (227901168) - AUSTIN ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
Overall		74	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 93.9%)	35	67	D
Closing the Gaps	56	72	C

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

2019 STAAR Math with Change from Prior Year  
Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Allison	03	71	77	16	31	6	4	-8	1	*	*	*	*	*	*	66	79	18	32	7	5	-8	4	*	*	*	*	*	*	66	77	16	32	8	5	-5	36	78	15	39	5	6	-16	6	67	17	50	25	<1	-17
Allison	04	73	71	-4	41	-7	21	-4	6	67	7	33	13	<1	-20	67	72	-5	42	-8	22	-3	0	--	--	--	--	--	--	67	70	-8	40	-8	18	-5	34	68	0	41	6	26	0	11	45	-36	36	-33	9	-10
Allison	05	65	83	-9	49	-13	17	-15	3	*	*	*	*	*	*	59	83	-12	51	-11	19	-11	2	*	*	*	*	*	*	58	83	-9	50	-12	16	-15	30	83	-13	47	-12	17	-20	13	92	-2	62	12	15	9
Allison		209	77	2	40	-4	14	-8	10	70	7	30	-7	<1	-21	192	78	1	41	-4	15	-8	6	83	NA	33	NA	<1	NA	191	76	-1	40	-4	13	-8	100	76	2	42	0	16	-12	30	70	-7	50	0	10	-4
Andrews	03	52	58	2	21	-10	8	2	10	70	20	30	5	20	12	40	53	-3	18	-13	5	-1	1	*	*	*	*	*	*	47	62	7	21	-8	6	2	36	53	-5	17	-15	6	-1	5	60	19	40	16	<1	-12
Andrews	04	54	56	2	31	8	15	3	7	29	-21	<1	-25	<1	-25	42	55	0	33	11	12	2	2	*	*	*	*	*	*	48	56	2	31	8	13	0	44	57	9	34	15	14	7	11	55	22	55	44	18	7
Andrews	05	42	67	-14	26	-15	12	-4	6	67	-3	33	3	17	-3	33	70	-14	27	-20	12	-4	2	*	*	*	*	*	*	37	68	-13	27	-12	11	-5	30	60	-23	23	-21	7	-8	6	67	-24	33	-12	<1	-18
Andrews		148	59	-6	26	-6	11	0	23	57	-1	22	-5	13	-2	115	58	-7	26	-7	10	-1	5	80	5	20	-30	20	-30	132	61	-3	27	-4	10	0	110	56	-8	25	-8	9	-1	22	59	5	45	18	9	-5
Baldwin	03	146	88	3	64	3	42	15	3	*	*	*	*	*	*	29	72	-4	38	-12	10	-11	93	91	1	67	0	46	19	21	71	12	52	23	19	13	14	86	40	71	56	21	21	12	50	-17	25	-2	17	10
Baldwin	04	117	82	-5	56	-8	34	-4	1	*	*	*	*	*	*	31	71	-9	45	-1	26	9	73	86	-2	60	-8	36	-2	15	60	5	20	5	<1	0	12	50	-17	25	-19	17	-5	17	53	-16	29	-9	12	-3
Baldwin	05	137	97	0	70	-4	52	4	2	*	*	*	*	*	*	34	94	0	41	-15	29	-6	77	99	0	77	-3	56	10	19	95	1	37	-1	11	5	15	87	-3	47	27	20	20	15	87	5	47	18	20	2
Baldwin		400	90	0	64	-3	43	5	6	83	-6	67	0	67	23	94	80	-3	41	-9	22	-2	243	92	-1	68	-5	46	8	55	76	8	38	12	11	7	41	76	10	49	20	20	10	44	64	-9	34	3	16	3
Baranoff	03	153	93	-3	72	6	47	12	7	86	6	14	-66	<1	-20	33	94	2	70	16	39	18	97	94	-6	74	-2	52	10	21	86	-2	38	-21	24	0	9	89	-11	67	-15	22	-33	14	71	-4	29	-15	7	-24
Baranoff	04	162	96	10	73	12	46	9	4	*	*	*	*	*	*	57	95	20	61	20	35	13	84	96	5	81	12	51	9	33	94	29	58	13	27	22	9	>99	36	78	51	67	58	21	86	38	43	19	10	0
Baranoff	05	177	96	-1	69	-9	43	-7	3	*	*	*	*	*	*	54	96	3	52	-20	26	-5	100	96	-2	74	-2	51	0	26	92	0	50	-4	19	-12	12	83	33	33	-17	25	0	27	74	-3	37	5	11	6
Baranoff		492	95	2	71	2	45	4	14	93	1	43	-42	29	-17	144	95	8	60	3	33	8	281	95	-1	76	2	51	6	80	91	7	50	-4	24	3	30	90	13	57	3	37	6	62	77	11	37	5	10	-4
Barrington	03	65	60	-16	26	-25	8	-6	6	33	-17	33	33	<1	0	54	63	-14	24	-27	7	-6	3	*	*	*	*	*	*	58	59	-17	24	-27	5	-8	42	62	-18	26	-27	7	-6	6	67	17	50	10	17	7
Barrington	04	61	56	-21	23	-19	15	-3	1	*	*	*	*	*	*	55	58	-22	22	-21	15	-1	3	*	*	*	*	*	*	54	56	-22	20	-22	15	-3	44	61	-18	18	-26	9	-4	12	33	-47	25	-15	17	-3
Barrington	05	54	85	-5	30	-19	9	-6	7	86	6	14	-6	<1	0	44	86	-5	32	-18	11	-3	2	*	*	*	*	*	*	53	87	-3	30	-19	9	-7	38	84	-7	26	-18	11	0	8	88	-1	13	-20	<1	-17
Barrington		180	66	-16	26	-21	11	-5	14	64	-12	29	-6	<1	-18	153	68	-15	25	-23	11	-3	8	50	-10	38	-2	13	-7	165	67	-15	25	-22	10	-6	124	69	-15	23	-24	9	-3	26	58	-18	27	-10	12	-4
Barton Hills	03	60	92	-4	73	5	47	2	0	--	--	--	--	--	--	13	92	-3	77	22	38	-12	42	93	-3	79	8	52	9	6	67	-33	50	-21	<1	-57	2	*	*	*	*	*	*	8	63	-37	25	-25	<1	0
Barton Hills	04	70	91	-2	57	-19	30	-21	0	--	--	--	--	--	--	20	80	3	45	-17	20	-3	46	96	0	59	-19	33	-21	9	56	-32	33	-17	33	8	3	*	*	*	*	*	*	4	*	*	*	*	*	*
Barton Hills	05	69	97	-2	81	-6	61	1	1	*	*	*	*	*	*	15	93	-2	67	-8	47	-13	47	>99	0	85	-5	66	4	6	83	-17	67	0	33	16	1	*	*	*	*	*	*	3	*	*	*	*	*	*
Barton Hills	06	48	75	-3	48	-11	25	-4	0	--	--	--	--	--	--	18	61	8	28	-12	28	1	25	88	-12	64	-7	28	-5	1	*	*	*	*	*	*	0	--	--	--	--	--	--	6	17	-33	<1	-50	<1	-17
Barton Hills		247	90	-3	66	-9	42	-7	1	*	*	*	*	*	*	66	80	-2	52	-7	32	-11	160	95	-3	73	-6	47	-4	22	64	-13	45	-7	23	0	6	83	8	33	20	<1	-13	21	52	-23	14	-36	5	-14
Becker	03	50	88	5	56	5	40	17	1	*	*	*	*	*	*	25	84	8	48	9	32	10	22	95	3	64	0	45	21	9	67	5	22	5	11	8	7	86	13	43	34	29	29	6	67	-4	33	-24	17	3
Becker	04	64	81	6	55	14	44	22	1	*	*	*	*	*	*	35	74	5	43	15	34	13	25	92	3	72	0	56	23	20	60	5	15	1	10	3	9	44	-1	11	-7	<1	-9	6	83	33	17	-8	<1	-25
Becker	05	54	93	-4	63	-16	43	-11	3	*	*	*	*	*	*	34	91	-3	59	-13	35	-9	16	>99	0	81	-8	63	0	24	83	-10	38	-19	13	-8	10	80	-20	40	40	20	20	4	*	*	*	*	*	*
Becker		168	87	4	58	4	42	13	5	60	-18	<1	-33	<1	-11	94	83	6	50	9	34	8	63	95	1	71	-3	54	15	53	72	7	26	2	11	3	26	69	8	31	18	15	11	16	69	-4	19	-28	6	-21
Blackshear	03	64	77	-7	42	-5	22	-2	20	55	-1	30	-3	10	-1	27	78	-17	26	-19	15	1	11	>99	0	91	-9	45	-55	42	67	-13	21	-16	12	-5	6	50	-33	<1	-50	<1	-17	7	29	-38	14	-53	14	-36
Blackshear	04	35	57	-26	31	-13	23	-2	7	29	-63	29	-2	14	-1	20	65	-16	20	-30	10	-18	5	>99	0	>99	100	>99	100	27	48	-31	19	-19	7	-11	9	78	-16	22	-28	11	-11	10	40	-16	30	11	20	7
Blackshear	05	44	98	0	52	-25	25	-20	11	91	-9	45	-1	<1	-23	30	>99	3	53	-32	30	-14	1	*	*	*	*	*	*	37	97	-1	46	-30	22	-21	17	>99	7	65	-28	24	-23	16	94	6	25	-25	<1	-13
Blackshear		143	78	-11	43	-15	23	-9	38	61	-25	34	-3	8	-9	77	83	-8	35	-28	19	-12	17	>99	0	94	3	65	-26	106	73	-13	29	-23	14	-13	32	84	-8	41	-26	16	-15	33	64	-3	24	-13	9	-11

2019 STAAR Math with Change from Prior Year  
Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

		All Students						African American						Hispanic						White						Econ Disadvantaged						ELL (Current)						Special Ed												
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Blanton	03	75	79	7	63	19	33	9	5	>99	33	>99	56	40	40	46	70	0	48	12	22	1	21	95	5	86	-4	57	-3	48	69	4	42	13	25	11	11	55	-20	55	5	9	9							
Blanton	04	67	61	-5	48	4	25	-2	6	33	-7	33	3	<1	0	49	59	-10	43	-6	22	-9	12	83	-3	75	32	50	7	44	45	-17	27	-15	11	-11	30	67	-1	40	-15	20	-15	12	50	0	42	-8	8	8
Blanton	05	45	84	-7	71	-8	49	8	7	71	-4	57	-6	<1	-13	30	83	-10	70	-8	53	10	8	>99	0	88	-12	75	-5	37	81	-6	65	-4	41	15	17	88	-2	88	16	71	37	8	63	-37	50	-50	13	-7
Blanton		187	74	-1	59	5	34	4	18	67	8	61	17	11	7	125	69	-7	51	-1	30	0	41	93	2	83	6	59	0	129	64	-6	46	2	26	8	71	72	-1	52	1	34	7	31	55	-22	48	-21	10	2
Blazier	03	144	86	3	53	2	25	-4	9	67	-16	44	-14	11	-22	111	88	7	53	6	24	-2	14	93	-1	57	-19	36	-17	113	83	1	49	4	19	-6	51	92	12	45	2	25	2	24	46	3	29	0	8	1
Blazier	04	177	86	0	53	12	28	8	15	93	8	47	9	20	5	127	83	-3	50	10	25	6	22	95	11	77	40	50	29	119	84	1	50	11	25	12	49	84	-4	49	10	31	12	23	52	-18	39	19	17	12
Blazier	05	178	96	-2	74	2	50	5	15	>99	8	80	30	53	28	134	94	-5	72	1	46	6	19	>99	6	74	-14	58	-18	131	94	-4	68	1	44	2	58	95	-3	72	3	47	3	24	83	-9	50	-17	13	5
Blazier		499	90	1	60	6	35	4	39	90	4	59	10	31	7	372	89	1	59	7	33	5	55	96	5	71	5	49	0	363	87	0	56	6	30	4	158	91	3	56	7	35	7	71	61	-6	39	4	13	6
Boone	03	82	79	-5	48	-1	26	-4	4	*	*	*	*	*	*	37	68	-8	30	-8	11	-13	35	91	-1	69	0	43	1	34	65	-14	18	-12	3	-9	5	40	-40	20	-20	<1	-20	16	56	6	19	-12	6	-13
Boone	04	73	75	-6	49	5	33	14	3	*	*	*	*	*	*	28	68	-2	39	19	25	12	37	84	-6	59	-2	41	14	31	65	-6	29	0	16	5	4	*	*	*	*	*	*	13	38	7	15	0	15	7
Boone	05	82	94	2	61	1	43	-1	3	*	*	*	*	*	*	31	90	0	39	-7	16	-21	42	98	1	79	-2	62	7	43	93	8	51	6	33	0	5	40	-27	20	-30	20	-13	14	86	15	14	-7	14	7
Boone		237	83	-2	53	2	34	3	10	90	23	30	30	10	10	96	75	-5	35	-1	17	-9	114	91	-2	69	0	49	9	108	76	-1	34	0	19	1	14	50	-14	21	-22	14	-7	43	60	9	16	-7	12	0
Brentwood	03	107	92	5	68	-1	45	-1	4	*	*	*	*	*	*	36	83	15	56	6	31	-1	65	97	1	74	-4	55	4	25	88	36	44	11	20	-9	8	>99	22	50	-17	25	-8	15	87	51	33	19	27	20
Brentwood	04	90	86	6	70	15	50	14	1	*	*	*	*	*	*	27	74	11	48	19	33	13	55	91	0	78	8	56	8	14	64	16	50	36	29	15	5	60	3	60	39	20	6	17	53	3	24	-4	12	1
Brentwood	05	105	94	-5	70	1	51	12	3	*	*	*	*	*	*	39	87	-8	46	-7	33	22	58	98	-2	88	10	66	18	21	81	-11	33	-13	10	-5	13	77	-23	15	-10	<1	-25	20	85	-6	40	-15	20	-7
Brentwood		302	91	3	69	5	49	8	8	75	-11	38	-5	13	-1	102	82	10	50	8	32	9	178	96	1	80	5	59	10	60	80	20	42	13	18	-2	26	81	11	35	-2	12	-10	52	75	19	33	3	19	5
Brooke	03	31	97	31	52	9	29	0	2	*	*	*	*	*	*	28	96	36	50	7	32	5	1	*	*	*	*	*	*	30	97	29	53	9	30	1	10	>99	37	60	16	40	15	9	89	32	44	1	22	-21
Brooke	04	43	74	11	23	-2	19	6	4	*	*	*	*	*	*	37	70	9	19	-6	14	0	2	*	*	*	*	*	*	38	76	11	24	-2	18	5	20	75	18	15	15	10	10	9	78	53	22	-3	22	-3
Brooke	05	26	92	0	69	23	35	19	5	80	-20	60	20	40	40	21	95	5	71	26	33	12	0	--	--	--	--	--	--	24	96	4	71	27	33	16	6	83	-17	50	3	33	4	5	>99	0	60	10	20	0
Brooke		100	86	12	44	6	26	7	11	91	-1	55	22	36	28	86	85	15	42	4	24	3	3	*	*	*	*	*	*	92	88	13	46	7	26	6	36	83	5	33	-5	22	-1	23	87	16	39	-4	22	-7
Brown	03	32	63	-15	44	9	22	8	1	*	*	*	*	*	*	28	68	-10	50	16	25	12	2	*	*	*	*	*	*	30	67	-11	47	12	23	9	27	63	-16	44	13	22	15	2	*	*	*	*	*	*
Brown	04	37	57	7	32	-6	22	-3	2	*	*	*	*	*	*	32	59	7	31	-7	25	1	2	*	*	*	*	*	*	30	60	10	33	-5	23	-2	29	55	3	31	-8	21	-1	3	*	*	*	*	*	*
Brown	05	28	86	-7	43	-20	29	-15	1	*	*	*	*	*	*	26	88	-6	46	-24	31	-17	1	*	*	*	*	*	*	28	86	-7	43	-20	29	-14	22	86	-8	45	-24	27	-23	7	71	-4	<1	0	<1	0
Brown		97	67	-8	39	-7	24	-4	4	*	*	*	*	*	*	86	71	-5	42	-6	27	-2	5	20	-20	<1	-20	<1	-20	88	70	-5	41	-5	25	-3	78	67	-10	40	-8	23	-4	12	67	25	<1	-8	<1	0
Bryker Woods	03	82	98	7	85	13	61	12	1	*	*	*	*	*	*	15	>99	7	87	23	80	37	61	98	7	85	10	57	5	9	>99	12	89	51	78	40	4	*	*	*	*	*	*	2	*	*	*	*	*	*
Bryker Woods	04	75	91	-6	69	-19	51	-18	1	*	*	*	*	*	*	15	93	2	53	-20	40	-24	53	91	-6	74	-21	53	-23	11	73	73	27	27	9	9	0	--	--	--	--	--	--	6	50	-10	50	30	33	33
Bryker Woods	05	57	96	9	67	12	47	13	1	*	*	*	*	*	*	13	92	3	69	36	38	5	36	97	9	67	14	53	18	4	*	*	*	*	*	*	2	*	*	*	*	*	*	4	*	*	*	*	*	*
Bryker Woods	06	17	82	-1	47	-1	29	20	0	--	--	--	--	--	--	3	*	*	*	*	*	*	13	92	9	54	4	38	30	4	*	*	*	*	*	*	1	*	*	*	*	*	*	6	67	-33	<1	-50	<1	0
Bryker Woods		231	94	4	73	5	52	7	3	*	*	*	*	*	*	46	91	3	65	6	50	9	163	95	4	75	4	53	4	28	79	-3	50	18	32	9	7	86	15	71	28	43	14	18	61	0	28	11	17	17
Campbell	03	24	67	4	50	13	25	-5	10	50	-3	40	-1	10	-19	11	73	16	55	41	27	13	1	*	*	*	*	*	*	21	67	9	52	21	24	1	4	*	*	*	*	*	*	9	33	8	11	-2	<1	-13
Campbell	04	31	58	-7	42	4	32	14	19	42	-11	32	5	21	8	6	67	-18	33	-13	17	-14	3	*	*	*	*	*	*	27	56	-10	41	3	30	11	5	80	-9	80	13	60	16	8	25	-25	<1	-14	<1	0
Campbell	05	23	91	11	35	-5	17	7	12	>99	12	33	-17	17	-8	8	88	10	38	5	13	13	2	*	*	*	*	*	*	22	91	9	36	1	18	12	6	67	-19	50	-7	17	17	8	>99	50	25	-8	<1	0
Campbell		78	71	3	42	4	26	6	41	61	1	34	-4	17	-6	25	76	0	44	10	20	3	6	83	13	83	23	83	53	70	70	3	43	8	24	7	15	80	-3	67	13	40	15	25	52	9	12	-6	<1	-4



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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed				
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change			# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change		# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	
Casey	03	76	75 <b>10</b>	34 <b>-1</b>	16 <b>1</b>	3	* *	* *	* *	* *		56	77 <b>11</b>	30 <b>-6</b>	13 <b>-3</b>	12	92 <b>32</b>	58 <b>28</b>	33 <b>13</b>	44	64 <b>-2</b>	20 <b>-13</b>	9 <b>-5</b>	15	67 <b>-23</b>	27 <b>-21</b>	7 <b>-12</b>	18	50 <b>40</b>	17 <b>17</b>	<1	0					
Casey	04	88	55 <b>-12</b>	34 <b>-6</b>	15 <b>-6</b>	5	40 <b>40</b>	40 <b>40</b>	<1	0		66	56 <b>-8</b>	33 <b>-3</b>	15 <b>-2</b>	10	40 <b>-46</b>	30 <b>-27</b>	20 <b>-18</b>	64	52 <b>-7</b>	33 <b>-3</b>	13 <b>-2</b>	22	68 <b>-3</b>	50 <b>9</b>	23 <b>-1</b>	13	23 <b>-27</b>	15 <b>7</b>	<1	0					
Casey	05	90	86 <b>-1</b>	54 <b>11</b>	33 <b>13</b>	1	* *	* *	* *	* *		70	84 <b>-1</b>	51 <b>13</b>	30 <b>13</b>	15	>99	0	73 <b>11</b>	60 <b>29</b>	62	84 <b>1</b>	48 <b>11</b>	26 <b>11</b>	17	88 <b>-12</b>	82 <b>53</b>	65 <b>60</b>	16	69 <b>26</b>	25 <b>11</b>	13 <b>13</b>					
Casey		254	72 <b>-1</b>	41 <b>2</b>	22 <b>4</b>	9	22 <b>9</b>	22 <b>9</b>	<1	0		192	72 <b>1</b>	39 <b>2</b>	20 <b>3</b>	37	81 <b>-3</b>	57 <b>5</b>	41 <b>9</b>	170	66 <b>-3</b>	35 <b>0</b>	16 <b>2</b>	54	74 <b>-14</b>	54 <b>15</b>	31 <b>16</b>	47	49 <b>15</b>	19 <b>12</b>	4	4					
Casis	03	120	98 <b>7</b>	76 <b>14</b>	44 <b>7</b>	1	* *	* *	* *	* *		13	>99 <b>31</b>	69 <b>15</b>	46 <b>31</b>	98	97 <b>4</b>	77 <b>16</b>	42 <b>3</b>	7	>99 <b>50</b>	71 <b>21</b>	14 <b>-19</b>	1	* *	* *	* *	8	88 <b>-2</b>	38 <b>-12</b>	<1	<b>-20</b>					
Casis	04	123	91 <b>0</b>	68 <b>1</b>	50 <b>5</b>	0	--	--	--	--		15	73 <b>-10</b>	33 <b>-28</b>	27 <b>-6</b>	101	93 <b>0</b>	72 <b>3</b>	53 <b>0</b>	4	* *	* *	* *	3	* *	* *	* *	10	80 <b>5</b>	40 <b>-35</b>	30 <b>5</b>						
Casis	05	113	96 <b>0</b>	84 <b>0</b>	64 <b>3</b>	2	* *	* *	* *	* *		19	89 <b>-11</b>	79 <b>12</b>	58 <b>25</b>	84	99 <b>3</b>	86 <b>0</b>	67 <b>5</b>	3	* *	* *	* *	2	* *	* *	* *	7	86 <b>53</b>	71 <b>54</b>	29 <b>29</b>						
Casis		356	95 <b>2</b>	76 <b>5</b>	53 <b>6</b>	3	* *	* *	* *	* *		47	87 <b>3</b>	62 <b>2</b>	45 <b>17</b>	283	96 <b>2</b>	78 <b>7</b>	53 <b>2</b>	14	79 <b>17</b>	43 <b>-3</b>	14 <b>-9</b>	6	50 <b>21</b>	33 <b>4</b>	33 <b>19</b>	25	84 <b>13</b>	48 <b>-2</b>	20 <b>3</b>						
Clayton	03	138	96 <b>-1</b>	86 <b>5</b>	54 <b>5</b>	1	* *	* *	* *	* *		15	87 <b>-7</b>	67 <b>-9</b>	33 <b>-14</b>	87	97 <b>-1</b>	85 <b>3</b>	47 <b>3</b>	4	* *	* *	* *	7	>99 <b>17</b>	>99 <b>50</b>	86 <b>69</b>	11	91 <b>8</b>	73 <b>12</b>	18 <b>7</b>						
Clayton	04	149	89 <b>-1</b>	69 <b>3</b>	49 <b>-1</b>	1	* *	* *	* *	* *		19	74 <b>-16</b>	47 <b>-18</b>	32 <b>-13</b>	101	90 <b>0</b>	72 <b>9</b>	49 <b>4</b>	6	33 <b>-67</b>	17 <b>17</b>	17 <b>17</b>	5	80 <b>5</b>	20 <b>-30</b>	<1 <b>-50</b>	18	56 <b>18</b>	39 <b>1</b>	11 <b>-2</b>						
Clayton	05	134	>99 <b>1</b>	89 <b>-7</b>	75 <b>2</b>	1	* *	* *	* *	* *		19	>99 <b>0</b>	89 <b>-6</b>	68 <b>-2</b>	83	>99 <b>1</b>	88 <b>-7</b>	76 <b>7</b>	1	* *	* *	* *	4	* *	* *	* *	12	>99 <b>6</b>	58 <b>-24</b>	25 <b>-10</b>						
Clayton		421	95 <b>-1</b>	81 <b>-1</b>	59 <b>1</b>	3	* *	* *	* *	* *		53	87 <b>-8</b>	68 <b>-11</b>	45 <b>-9</b>	271	95 <b>-1</b>	81 <b>0</b>	56 <b>3</b>	11	64 <b>-11</b>	45 <b>7</b>	18 <b>-7</b>	16	94 <b>6</b>	69 <b>0</b>	50 <b>6</b>	41	78 <b>-1</b>	54 <b>-11</b>	17 <b>-4</b>						
Cook	03	66	79 <b>1</b>	59 <b>10</b>	35 <b>17</b>	3	* *	* *	* *	* *		59	83 <b>3</b>	63 <b>10</b>	36 <b>18</b>	2	* *	* *	* *	58	83 <b>4</b>	60 <b>9</b>	33 <b>15</b>	45	91 <b>12</b>	69 <b>15</b>	38 <b>25</b>	9	22 <b>-28</b>	11 <b>11</b>	<1	0					
Cook	04	68	79 <b>-4</b>	46 <b>-6</b>	24 <b>-2</b>	3	* *	* *	* *	* *		62	79 <b>-4</b>	48 <b>-6</b>	26 <b>0</b>	2	* *	* *	* *	62	82 <b>0</b>	47 <b>-4</b>	24 <b>0</b>	46	87 <b>-1</b>	50 <b>-16</b>	24 <b>-10</b>	10	60 <b>10</b>	20 <b>0</b>	10 <b>0</b>						
Cook	05	72	86 <b>-8</b>	36 <b>-19</b>	15 <b>-9</b>	6	83 <b>-3</b>	67 <b>38</b>	33 <b>26</b>		65	86 <b>-11</b>	34 <b>-28</b>	14 <b>-13</b>	0	--	--	--	64	89 <b>-5</b>	36 <b>-19</b>	14 <b>-9</b>	51	86 <b>-8</b>	35 <b>-26</b>	16 <b>-4</b>	8	>99 <b>12</b>	38 <b>-12</b>	<1 <b>-25</b>							
Cook		206	82 <b>-3</b>	47 <b>-5</b>	24 <b>1</b>	12	67 <b>-13</b>	33 <b>9</b>	17 <b>9</b>		186	83 <b>-4</b>	48 <b>-9</b>	25 <b>1</b>	4	* *	* *	* *	184	85 <b>0</b>	47 <b>-6</b>	23 <b>1</b>	142	88 <b>1</b>	51 <b>-10</b>	25 <b>2</b>	27	59 <b>-3</b>	22 <b>-1</b>	4 <b>-8</b>							
Cowan	03	127	87 <b>-2</b>	61 <b>-1</b>	36 <b>-1</b>	4	* *	* *	* *	* *		59	80 <b>-6</b>	46 <b>0</b>	24 <b>3</b>	48	94 <b>4</b>	77 <b>2</b>	48 <b>0</b>	46	74 <b>-5</b>	39 <b>-1</b>	24 <b>5</b>	17	71 <b>-18</b>	41 <b>19</b>	29 <b>18</b>	15	60 <b>-8</b>	33 <b>-4</b>	7 <b>2</b>						
Cowan	04	132	82 <b>-3</b>	57 <b>-5</b>	39 <b>3</b>	6	67 <b>17</b>	67 <b>42</b>	33 <b>33</b>		52	79 <b>-6</b>	44 <b>-10</b>	25 <b>-6</b>	60	85 <b>-3</b>	63 <b>-8</b>	48 <b>5</b>	39	67 <b>-4</b>	36 <b>-14</b>	18 <b>-6</b>	9	67 <b>7</b>	11 <b>-49</b>	11 <b>-29</b>	19	42 <b>-8</b>	21 <b>-8</b>	21 <b>14</b>							
Cowan	05	117	94 <b>-2</b>	70 <b>-7</b>	47 <b>7</b>	4	* *	* *	* *	* *		42	93 <b>-5</b>	64 <b>-17</b>	43 <b>15</b>	63	95 <b>-3</b>	78 <b>1</b>	51 <b>2</b>	28	86 <b>-2</b>	64 <b>-1</b>	46 <b>21</b>	2	* *	* *	* *	12	67 <b>-8</b>	25 <b>-25</b>	<1 <b>-17</b>						
Cowan		376	88 <b>-2</b>	62 <b>-5</b>	41 <b>3</b>	14	79 <b>4</b>	43 <b>-3</b>	14 <b>-3</b>		153	83 <b>-7</b>	50 <b>-10</b>	29 <b>2</b>	171	91 <b>0</b>	73 <b>-1</b>	49 <b>3</b>	113	74 <b>-6</b>	44 <b>-7</b>	27 <b>5</b>	28	71 <b>-8</b>	32 <b>-5</b>	25 <b>9</b>	46	54 <b>-10</b>	26 <b>-12</b>	11 <b>2</b>							
Cunningham	03	40	68 <b>15</b>	30 <b>-1</b>	10 <b>3</b>	2	* *	* *	* *	* *		26	65 <b>15</b>	19 <b>-7</b>	4 <b>1</b>	11	73 <b>9</b>	64 <b>21</b>	27 <b>6</b>	32	66 <b>19</b>	22 <b>1</b>	6 <b>6</b>	9	56 <b>23</b>	33 <b>22</b>	<1 <b>0</b>	10	40 <b>29</b>	30 <b>19</b>	<1 <b>0</b>						
Cunningham	04	48	48 <b>-35</b>	29 <b>-22</b>	10 <b>-16</b>	4	* *	* *	* *	* *		28	43 <b>-38</b>	18 <b>-23</b>	4 <b>-15</b>	12	67 <b>-27</b>	58 <b>-1</b>	17 <b>-12</b>	30	43 <b>-35</b>	20 <b>-18</b>	7 <b>-12</b>	4	* *	* *	* *	9	22 <b>-35</b>	<1 <b>-36</b>	<1 <b>-14</b>						
Cunningham	05	58	83 <b>6</b>	45 <b>5</b>	24 <b>20</b>	5	60 <b>3</b>	40 <b>11</b>	20 <b>20</b>		31	81 <b>4</b>	42 <b>3</b>	23 <b>20</b>	14	93 <b>2</b>	43 <b>-12</b>	29 <b>20</b>	33	79 <b>11</b>	39 <b>10</b>	15 <b>12</b>	11	73 <b>-4</b>	45 <b>-9</b>	27 <b>19</b>	15	60 <b>4</b>	40 <b>-16</b>	13 <b>2</b>							
Cunningham		146	67 <b>-4</b>	36 <b>-5</b>	16 <b>3</b>	11	45 <b>-11</b>	18 <b>-10</b>	9 <b>3</b>		85	64 <b>-5</b>	27 <b>-8</b>	11 <b>3</b>	37	78 <b>-5</b>	54 <b>2</b>	24 <b>3</b>	95	63 <b>-2</b>	27 <b>-3</b>	9 <b>1</b>	24	58 <b>-10</b>	33 <b>-14</b>	13 <b>-5</b>	34	44 <b>0</b>	26 <b>-8</b>	6 <b>-3</b>							
Davis	03	107	68 <b>-19</b>	39 <b>-20</b>	21 <b>-17</b>	6	<1 <b>-56</b>	<1 <b>-22</b>	<1 <b>-11</b>		29	52 <b>-22</b>	21 <b>-22</b>	14 <b>-9</b>	53	79 <b>-18</b>	42 <b>-33</b>	23 <b>-24</b>	32	44 <b>-39</b>	13 <b>-32</b>	3 <b>-18</b>	17	59 <b>-13</b>	41 <b>-3</b>	12 <b>-10</b>	14	21 <b>-32</b>	<1 <b>-27</b>	<1 <b>-20</b>							
Davis	04	114	76 <b>-1</b>	51 <b>-1</b>	38 <b>7</b>	7	43 <b>43</b>	29 <b>29</b>	<1 <b>0</b>		28	64 <b>16</b>	43 <b>3</b>	32 <b>8</b>	62	85 <b>-12</b>	58 <b>3</b>	42 <b>10</b>	22	50 <b>7</b>	41 <b>20</b>	14 <b>14</b>	16	50 <b>-19</b>	31 <b>-19</b>	19 <b>-6</b>	16	38 <b>24</b>	19 <b>19</b>	13 <b>13</b>							
Davis	05	84	83 <b>-11</b>	60 <b>5</b>	42 <b>17</b>	5	20 <b>-63</b>	<1 <b>-17</b>	<1 <b>0</b>		25	64 <b>-28</b>	36 <b>-11</b>	24 <b>7</b>	37	97 <b>2</b>	70 <b>5</b>	49 <b>17</b>	15	40 <b>-48</b>	13 <b>-6</b>	13 <b>5</b>	14	79 <b>-3</b>	50 <b>41</b>	36 <b>36</b>	10	50 <b>25</b>	<1 <b>0</b>	<1 <b>0</b>							
Davis		305	75 <b>-12</b>	49 <b>-7</b>	33 <b>1</b>	18	22 <b>-34</b>	11 <b>-6</b>	<1 <b>-6</b>		82	60 <b>-14</b>	33 <b>-11</b>	23 <b>2</b>	152	86 <b>-10</b>	55 <b>-11</b>	37 <b>-1</b>	69	45 <b>-32</b>	22 <b>-8</b>	9 <b>-3</b>	47	62 <b>-11</b>	40 <b>2</b>	21 <b>3</b>	40	35 <b>-3</b>	8 <b>-7</b>	5 <b>-7</b>							
Dawson	03	50	68 <b>-4</b>	48 <b>7</b>	28 <b>13</b>	2	* *	* *	* *	* *		35	69 <b>10</b>	46 <b>18</b>	26 <b>12</b>	12	75 <b>-25</b>	67 <b>-3</b>	42 <b>32</b>	34	62 <b>-2</b>	38 <b>5</b>	21 <b>7</b>	10	60 <b>-5</b>	10 <b>-8</b>	<1 <b>0</b>	13	38 <b>-15</b>	31 <b>4</b>	23 <b>10</b>						
Dawson	04	41	68 <b>-3</b>	44 <b>9</b>	24 <b>14</b>	6	>99 <b>67</b>	>99 <b>67</b>	33 <b>33</b>		27	56 <b>-13</b>	22 <b>-4</b>	11 <b>3</b>	8	88 <b>-12</b>	75 <b>-8</b>	63 <b>46</b>	30	63 <b>-4</b>	33 <b>5</b>	13 <b>5</b>	17	59 <b>-21</b>	18 <b>8</b>	<1 <b>0</b>	18	56 <b>-21</b>	39 <b>8</b>	28 <b>20</b>							
Dawson	05	49	96 <b>12</b>	53 <b>2</b>	22 <b>0</b>	3	* *	* *	* *	* *		39	95 <b>9</b>	51 <b>-3</b>	18 <b>-1</b>	6	>99 <b>0</b>	50 <b>-50</b>	33 <b>-67</b>	35	94 <b>14</b>	46 <b>0</b>	17 <b>0</b>	11	91 <b>16</b>	36 <b>11</b>	18 <b>1</b>	22	91 <b>41</b>	41 <b>-9</b>	14 <b>-36</b>						
Dawson		140	78 <b>2</b>	49 <b>7</b>	25 <b>9</b>	11	91 <b>29</b>	73 <b>35</b>	27 <b>12</b>		101	75 <b>3</b>	42 <b>6</b>	19 <b>6</b>	26	85 <b>-15</b>	65 <b>-14</b>	46 <b>20</b>	99	74 <b>4</b>	39 <b>3</b>	17 <b>4</b>	38	68 <b>-4</b>	21 <b>3</b>	5 <b>0</b>	53	66 <b>4</b>	38 <b>6</b>	21 <b>3</b>							

2019 STAAR Math with Change from Prior Year  
Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

		All Students						African American						Hispanic						White						Econ Disadvantaged						ELL (Current)						Special Ed												
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Doss	03	145	91	-2	80	2	52	2	5	60	60	60	60	60	60	25	88	13	72	9	32	1	92	95	-3	87	4	57	7	33	76	5	52	-5	24	-9	28	75	-2	54	-5	25	-11	13	62	-8	62	2	31	1
Doss	04	116	91	1	83	8	60	12	2	*	*	*	*	*	*	18	83	4	72	5	33	-13	79	94	1	86	7	68	20	20	75	23	55	17	20	-4	17	76	35	71	53	35	17	11	45	12	36	19	18	18
Doss	05	149	97	1	74	-1	49	8	2	*	*	*	*	*	*	25	92	-3	72	-2	48	22	110	98	2	75	-3	51	6	21	90	15	57	17	24	14	14	86	10	43	8	7	-5	9	78	-14	22	-36	<1	0
Doss		410	93	0	79	3	53	7	9	78	-2	67	27	44	14	68	88	5	72	4	38	2	281	96	1	82	2	58	11	74	80	14	54	9	23	0	59	78	12	56	17	24	1	33	61	-10	42	-8	18	7
Galindo	03	81	80	-1	47	2	21	-2	6	67	-33	50	-17	<1	-33	65	83	2	49	5	23	0	8	75	-25	38	38	25	25	71	80	0	44	2	20	-2	46	83	0	48	3	24	3	19	84	11	37	10	11	4
Galindo	04	68	66	-8	29	-12	7	-7	4	*	*	*	*	*	*	60	67	-6	30	-7	8	-4	0	--	--	--	--	--	--	57	63	-11	25	-14	9	-5	44	68	1	32	-1	11	2	20	55	-27	20	-7	<1	0
Galindo	05	72	83	13	40	1	17	3	4	*	*	*	*	*	*	66	83	12	41	2	17	3	2	*	*	*	*	*	*	62	85	17	40	5	16	5	40	80	20	38	10	18	9	17	71	35	24	15	12	3
Galindo		221	77	2	39	-3	15	-2	14	79	8	36	-14	<1	-14	191	78	4	40	0	16	0	10	80	-2	40	-15	30	-6	190	77	3	37	-1	15	0	130	77	7	39	4	18	5	56	70	5	27	5	7	2
Govalle	03	48	58	-13	27	-13	4	-22	6	33	-7	<1	0	<1	0	42	62	-11	31	-11	5	-22	0	--	--	--	--	--	--	45	56	-17	27	-15	4	-23	19	58	-31	21	-35	5	-36	10	40	4	20	-1	<1	-7
Govalle	04	61	62	13	33	15	18	14	6	33	0	17	0	<1	0	53	66	14	34	16	19	14	1	*	*	*	*	*	*	55	64	15	33	17	16	14	22	86	13	50	30	27	20	18	39	30	<1	0	<1	0
Govalle	05	47	91	-3	40	-15	21	-6	5	>99	17	40	7	20	3	41	90	-6	39	-21	20	-9	0	--	--	--	--	--	--	43	91	-1	35	-20	16	-10	15	>99	4	60	2	40	15	15	80	-20	<1	-64	<1	-27
Govalle		156	70	-3	33	-6	15	-5	17	53	-8	18	-4	6	-3	136	72	-2	35	-6	15	-6	1	*	*	*	*	*	*	143	69	-3	31	-8	13	-6	56	80	-8	43	-5	23	-4	43	53	6	5	-23	<1	-11
Graham	03	90	86	-2	66	7	29	-3	13	92	19	54	9	23	14	68	82	-8	65	2	26	-11	4	*	*	*	*	*	*	76	86	0	64	8	26	-6	52	83	-6	60	2	27	-9	9	67	0	44	-6	22	-11
Graham	04	96	89	-2	68	-9	40	-7	11	91	0	82	18	45	27	75	88	-3	65	-13	39	-9	9	89	-11	67	-33	44	-56	78	86	-4	64	-10	37	-5	66	91	0	67	-11	39	-8	15	93	38	67	49	33	33
Graham	05	89	94	0	83	9	61	23	7	>99	10	86	10	86	48	78	94	-1	83	10	58	19	4	*	*	*	*	*	*	71	93	-4	80	4	54	15	59	93	-2	85	14	61	22	11	82	-11	36	-14	18	-11
Graham		275	89	-2	72	2	43	4	31	94	8	71	6	45	19	221	88	-4	71	0	42	1	17	94	0	71	2	53	9	225	88	-3	69	0	39	2	177	89	-3	71	2	43	2	35	83	10	51	10	26	4
Guerrero-Thomps	03	102	63	-17	32	-10	16	-4	4	*	*	*	*	*	*	93	65	-20	33	-12	15	-6	2	*	*	*	*	*	*	97	64	-15	33	-8	16	-5	91	62	-17	31	-10	14	-7	6	17	-23	<1	-40	<1	0
Guerrero-Thomps	04	83	75	-6	57	5	31	4	2	*	*	*	*	*	*	74	80	-4	59	6	34	4	2	*	*	*	*	*	*	78	76	-4	56	4	31	5	73	77	-3	58	9	32	7	6	<1	-25	<1	0	<1	0
Guerrero-Thomps	05	70	87	-1	70	6	34	11	4	*	*	*	*	*	*	61	90	1	72	7	34	7	2	*	*	*	*	*	*	68	87	-1	71	8	35	12	56	86	-4	70	5	34	7	8	75	12	25	-13	<1	-6
Guerrero-Thomps		255	73	-10	51	-2	26	3	10	50	-17	40	7	30	30	228	76	-10	52	-3	26	1	6	17	-39	17	-39	17	-5	243	74	-9	51	-1	26	3	220	73	-10	50	-2	25	1	20	35	-13	10	-18	<1	-3
Gullett	03	86	97	9	78	11	48	12	1	*	*	*	*	*	*	12	92	11	92	48	50	31	69	99	6	80	4	51	9	7	71	42	43	29	14	0	1	*	*	*	*	*	*	18	83	53	50	20	17	-3
Gullett	04	102	87	-12	69	-14	51	-16	7	71	-29	71	-29	57	7	19	79	-21	63	-14	32	-30	71	92	-6	72	-14	58	-13	11	45	-41	27	-44	27	-16	1	*	*	*	*	*	*	14	36	-47	21	-29	21	4
Gullett	05	84	95	-3	82	10	56	12	2	*	*	*	*	*	*	16	>99	8	63	-4	44	19	62	94	-4	89	15	61	13	6	67	-33	17	-8	<1	-25	1	*	*	*	*	*	*	7	71	-4	57	32	29	16
Gullett		272	93	-1	76	2	51	3	10	70	-13	60	2	50	17	47	89	-1	70	9	40	6	202	95	-1	80	1	56	3	24	58	-9	29	-10	17	-11	3	*	*	*	*	*	*	39	64	6	41	8	21	4
Harris	03	60	53	0	17	5	3	-1	8	50	50	25	25	<1	0	47	55	-4	15	1	4	0	2	*	*	*	*	*	*	56	52	-1	16	4	4	0	46	52	-3	17	7	4	1	5	60	35	20	20	<1	0
Harris	04	75	61	1	25	6	8	3	7	57	13	<1	-11	<1	0	68	62	-1	28	7	9	5	0	--	--	--	--	--	--	70	61	0	23	3	6	1	48	54	-10	15	-10	4	-3	5	<1	-46	<1	-8	<1	0
Harris	05	65	74	-3	26	-5	14	0	9	56	-8	<1	-27	<1	-18	53	77	0	30	-2	15	0	2	*	*	*	*	*	*	64	73	-3	27	-5	14	0	48	75	0	29	0	17	4	11	73	29	27	8	27	14
Harris		200	63	0	23	2	9	2	24	54	13	8	-7	<1	-7	168	65	-1	25	3	10	3	4	*	*	*	*	*	*	190	63	0	22	1	8	0	142	61	-3	20	-1	8	1	21	52	10	19	7	14	8
Hart	03	122	76	-8	40	-11	19	-5	8	63	-19	50	-5	13	-23	101	78	-9	40	-13	19	-3	6	50	-17	33	0	17	-16	113	75	-10	41	-10	19	-6	100	77	-7	40	-14	19	-5	14	64	4	29	16	<1	-13
Hart	04	106	79	1	51	6	29	8	8	50	-33	50	50	13	13	90	84	5	51	4	30	8	6	50	-30	50	30	33	33	100	80	2	51	6	31	11	87	84	4	54	7	33	12	15	87	40	60	31	20	14
Hart	05	116	89	1	52	-3	27	0	9	89	6	67	50	11	11	93	90	0	49	-11	27	-3	3	*	*	*	*	*	*	112	90	2	54	-3	28	1	97	90	0	49	-10	28	0	18	78	-4	44	-1	22	13
Hart		344	81	-2	47	-3	25	1	25	68	-15	56	26	12	-5	284	84	-1	46	-7	25	0	15	53	-18	40	11	20	6	325	82	-1	48	-2	26	2	284	83	-1	48	-5	26	2	47	77	17	45	17	15	6

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		# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Highland Park	03	114	91	1	66	-11	43	-2	0	--	--	--	--	--	--	20	80	5	40	2	10	-9	80	95	2	71	-13	54	4	7	71	21	14	-16	<1	-20	4	*	*	*	*	*	*	13	54	-8	23	-39	23	-8
Highland Park	04	117	84	-6	62	-7	42	-2	1	*	*	*	*	*	*	14	50	-17	7	-46	7	-26	94	89	-4	70	3	47	3	9	56	23	33	0	22	11	2	*	*	*	*	*	*	15	40	-3	20	-23	20	-23
Highland Park	05	104	96	-2	82	-11	57	-17	1	*	*	*	*	*	*	17	88	-5	65	-14	35	-15	70	99	0	84	-11	60	-17	13	85	5	62	-18	23	-17	3	*	*	*	*	*	*	8	75	-3	50	-6	13	-9
Highland Park		335	90	-3	70	-10	47	-8	2	*	*	*	*	*	*	51	75	-3	39	-17	18	-15	244	94	-1	75	-8	53	-5	29	72	22	41	-1	17	-4	9	67	-33	44	-6	22	22	36	53	-9	28	-27	19	-12
Hill	03	156	89	-1	65	0	43	4	1	*	*	*	*	*	*	25	84	-2	32	-16	24	-9	110	92	0	73	2	45	4	13	69	-8	23	-23	8	-23	16	63	-8	19	-10	19	5	7	86	30	43	10	14	-8
Hill	04	156	85	-8	58	-15	42	-8	7	71	-9	14	-46	14	-6	26	69	-23	46	-16	23	-27	108	89	-5	61	-16	46	-6	19	47	-46	32	-1	26	-1	9	33	-57	22	-38	11	-29	10	60	27	40	23	20	3
Hill	05	159	94	-3	85	5	70	15	5	80	-20	80	13	60	-7	26	81	-15	62	-13	50	11	108	98	1	90	9	75	18	17	82	-18	53	-3	24	2	10	80	-20	60	-40	40	-60	8	38	-29	25	-8	13	-9
Hill		471	90	-3	69	-3	52	4	13	69	-2	38	-12	31	2	77	78	-14	47	-16	32	-9	326	93	-1	75	-1	56	7	49	65	-24	37	-6	20	-7	35	60	-25	31	-24	23	-17	25	60	6	36	7	16	-5
Houston	03	73	73	16	38	12	8	0	7	43	10	29	12	14	14	66	76	18	39	14	8	1	0	--	--	--	--	--	--	72	74	16	39	13	8	0	40	78	20	43	25	8	4	6	50	-17	50	-17	<1	-33
Houston	04	89	60	-4	21	-10	10	5	6	33	-17	17	0	17	0	80	60	-4	19	-12	6	2	2	*	*	*	*	*	*	83	60	-5	22	-9	11	7	48	52	-8	17	-13	8	4	10	60	3	30	-27	30	30
Houston	05	97	87	6	45	3	16	2	4	*	*	*	*	*	*	91	89	7	45	3	16	0	2	*	*	*	*	*	*	88	89	3	47	1	16	0	55	93	7	49	6	22	4	12	50	6	33	-11	<1	-11
Houston		259	73	6	35	2	12	3	17	35	-21	24	-4	12	6	237	76	9	35	2	11	2	4	*	*	*	*	*	*	243	74	5	36	2	12	3	143	75	8	36	6	13	5	28	54	-1	36	-19	11	-3
Jordan	03	95	62	-13	35	-1	16	0	16	31	-49	13	-27	6	6	75	68	-6	41	6	19	1	3	*	*	*	*	*	*	91	63	-11	36	0	16	1	58	72	-1	41	5	22	6	19	32	-18	21	-29	<1	0
Jordan	04	91	70	-10	42	2	19	-1	14	50	-27	7	-31	<1	-23	76	74	-9	47	6	21	1	1	*	*	*	*	*	*	88	69	-10	41	2	17	-2	64	78	-3	52	11	23	4	12	58	15	42	21	8	1
Jordan	05	85	88	4	51	-6	26	8	18	78	-1	28	-1	11	11	65	91	0	57	-8	29	6	0	--	--	--	--	--	--	75	88	4	52	-6	27	9	52	92	2	62	-8	27	2	15	60	-5	7	-28	<1	0
Jordan		271	73	-7	42	-3	20	2	48	54	-24	17	-18	6	-2	216	77	-6	48	1	23	3	4	*	*	*	*	*	*	254	72	-7	43	-1	20	3	174	80	-2	51	2	24	4	46	48	-6	22	-9	2	-1
Joslin	03	31	77	-2	42	-7	6	-12	1	*	*	*	*	*	*	19	74	4	32	-5	<1	-11	10	90	-10	60	-29	20	-24	21	71	-8	38	-3	<1	-14	9	78	-2	44	11	<1	-7	5	60	-17	40	-6	<1	-31
Joslin	04	42	69	-7	43	7	24	18	1	*	*	*	*	*	*	26	65	-8	31	4	12	12	11	82	-8	82	22	55	35	32	63	-10	34	11	16	16	14	57	-16	21	1	7	7	15	67	47	53	33	33	33
Joslin	05	34	88	7	53	24	18	8	0	--	--	--	--	--	--	23	87	8	43	18	9	2	10	>99	0	80	30	40	-10	22	82	5	45	22	5	-7	14	86	15	43	29	7	0	7	57	-29	29	-14	<1	-29
Joslin		107	78	-1	46	7	17	5	2	*	*	*	*	*	*	68	75	1	35	5	7	1	31	90	-5	74	3	39	6	75	71	-6	39	9	8	-1	37	73	-2	35	12	5	0	27	63	-5	44	4	19	-5
Kiker	03	161	95	1	78	-5	56	9	4	*	*	*	*	*	*	26	96	5	65	-11	50	15	100	95	0	79	-7	54	8	6	67	0	33	0	17	0	15	>99	0	87	-13	60	0	9	78	28	44	8	22	15
Kiker	04	171	99	2	80	-6	57	3	2	*	*	*	*	*	*	29	97	0	79	-8	52	-3	122	99	2	79	-5	56	6	5	>99	0	60	-40	60	60	4	*	*	*	*	*	*	18	89	-11	50	-31	28	-24
Kiker	05	190	>99	0	89	4	73	16	1	*	*	*	*	*	*	31	>99	0	94	24	84	57	127	>99	0	87	0	68	10	1	*	*	*	*	*	*	7	>99	0	>99	25	>99	75	17	>99	0	59	2	35	6
Kiker		522	98	1	83	-2	63	10	7	86	-14	71	-29	43	-24	86	98	2	80	2	63	24	349	98	1	82	-3	60	9	12	83	0	42	-25	33	-17	26	>99	0	92	-2	73	17	44	91	3	52	-9	30	-2
Kocurek	03	73	66	3	47	6	22	9	5	40	-35	20	-5	20	20	45	62	5	44	11	13	4	19	89	18	63	-2	47	23	45	47	-9	31	-3	11	3	10	50	-12	40	-6	20	12	12	58	27	50	25	17	17
Kocurek	04	71	62	-5	38	4	18	2	9	78	28	22	22	22	22	42	52	-4	31	0	17	7	16	75	-17	56	-2	25	-13	44	52	-8	25	-9	16	0	14	50	-30	21	1	14	1	14	29	-4	29	7	<1	-11
Kocurek	05	90	86	-2	57	-2	34	1	6	67	-8	33	-30	17	-33	53	81	-7	45	-5	28	11	27	>99	8	85	10	48	-19	63	83	-5	51	-8	29	0	14	79	8	36	-7	29	29	19	58	-11	37	6	16	1
Kocurek		234	72	0	48	4	26	5	20	65	-3	25	-7	20	2	140	66	0	41	4	20	8	62	90	5	71	7	42	2	152	63	-5	38	-4	20	2	38	61	-10	32	-4	21	14	45	49	6	38	12	11	2
Langford	03	66	61	0	24	1	5	-6	6	50	0	33	-17	<1	0	59	63	1	24	3	5	-6	1	*	*	*	*	*	*	59	59	-2	25	4	3	-8	39	54	-9	23	4	3	-9	16	44	0	25	-8	6	-5
Langford	04	68	75	2	34	-4	19	4	4	*	*	*	*	*	*	63	76	1	35	-4	19	4	1	*	*	*	*	*	*	65	75	-1	34	-5	20	7	35	80	5	29	-10	17	3	10	40	-17	40	-3	30	16
Langford	05	89	80	-12	29	-13	17	2	7	>99	0	29	-11	14	-26	77	77	-14	29	-11	17	4	5	>99	0	40	-60	20	-30	84	81	-12	30	-16	17	1	51	78	-12	25	-12	14	2	11	55	-20	27	-11	27	2
Langford		223	73	-4	29	-6	14	0	17	71	0	24	-12	6	-15	199	72	-5	29	-5	14	1	7	86	11	43	-20	29	-9	208	73	-5	30	-7	14	0	125	71	-6	26	-7	11	-2	37	46	-12	30	-8	19	2

2019 STAAR Math with Change from Prior Year  
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		All Students					African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed				
Campus	Test Grade	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change	# Tests	% Approaches Yr. to yr. Change	% Meets Yr. to yr. Change	% Masters Yr. to yr. Change			
Lee	03	64	88 -2	75 9	59 32	2	* *	* *	* *	12	75 -20	67 15	50 36	43	91 2	77 5	65 29	9	33 -50	33 -9	33 8	1	* *	* *	* *	* *	9	44 -6	22 -8	<1 -10						
Lee	04	79	85 1	61 0	51 15	2	* *	* *	* *	23	83 6	48 25	30 22	39	90 -5	69 -10	62 13	17	82 22	47 37	29 19	4	* *	* *	* *	* *	11	27 -2	18 18	18 18						
Lee	05	57	86 -5	65 -2	44 -6	4	* *	* *	* *	12	83 -17	50 -19	33 -5	35	97 0	86 9	57 -6	10	70 12	20 -5	20 20	1	* *	* *	* *	* *	7	29 0	14 -15	<1 -29						
Lee	06	32	84 11	59 12	31 11	9	56 -44	22 -78	<1 0	8	88 15	63 23	38 38	14	>99 31	79 33	50 15	10	70 13	40 11	20 20	0	-- --	-- --	-- --	-- --	5	40 26	20 20	20 20						
Lee		232	86 0	66 5	49 15	17	59 14	18 -9	6 6	55	82 -5	55 8	36 21	131	93 4	77 6	60 14	46	67 2	37 10	26 18	6	67 -15	67 31	50 32	32	34 2	19 3	9 -1							
Linder	03	52	63 -15	38 6	19 9	5	60 -40	20 -80	<1 -50	40	63 -14	35 5	20 13	3	* *	* *	* *	43	70 -7	44 12	23 14	32	66 -16	44 15	25 16	5	40 -60	20 -47	20 20							
Linder	04	71	58 -11	30 -11	11 0	3	* *	* *	* *	60	53 -15	25 -17	8 -1	5	80 -20	60 -40	40 -60	60	57 -11	33 -6	12 3	37	68 6	32 -6	11 0	7	57 12	43 -2	14 5							
Linder	05	65	75 -15	52 2	23 7	5	60 -23	60 10	<1 -33	58	76 -16	53 4	26 12	1	* *	* *	* *	55	82 -9	58 8	27 11	42	74 -9	60 32	21 11	12	83 -7	50 10	8 -22							
Linder		188	65 -14	40 -1	18 5	13	69 -8	46 0	8 -15	158	64 -15	38 -2	18 8	9	67 -25	44 -23	22 -20	158	69 -10	45 5	20 9	111	69 -6	46 14	19 9	24	67 -7	42 -6	13 -2							
Maplewood	03	74	82 2	55 3	32 4	9	56 -1	22 8	11 11	20	75 3	50 2	30 6	39	92 4	62 -4	38 0	19	53 -9	26 -9	11 -1	6	50 -21	17 -26	17 17	11	82 40	27 2	9 -8							
Maplewood	04	76	64 -10	41 -14	20 -6	8	<1 -38	<1 -8	<1 0	25	56 -14	32 -18	8 -12	38	79 -14	53 -24	32 -5	29	28 -28	17 -15	10 6	8	38 -62	25 -75	<1 -50	15	27 -43	13 -57	13 3							
Maplewood	05	58	91 0	69 -1	57 14	13	69 -17	23 -20	8 -6	8	88 7	63 13	50 31	32	>99 0	88 2	75 7	23	78 14	39 3	22 15	1	* *	* *	* *	11	73 -2	55 5	45 3							
Maplewood	06	17	71 25	29 12	6 -5	4	* *	* *	* *	10	60 29	20 14	<1 0	1	* *	* *	* *	11	55 19	18 10	9 5	2	* *	* *	* *	8	63 30	13 -4	<1 -8							
Maplewood		225	78 3	52 0	32 4	34	50 0	18 0	9 4	63	67 3	40 1	19 3	110	90 -3	66 -9	46 -1	82	51 -2	26 -1	13 6	17	47 -14	18 -10	6 0	45	58 4	27 -12	18 -2							
Mathews	03	61	92 4	80 17	56 13	5	40 -27	20 -13	20 20	16	88 11	75 29	69 38	30	>99 0	87 6	47 -3	19	84 6	63 24	47 14	6	83 -17	83 27	50 6	6	67 27	33 13	17 17							
Mathews	04	60	78 -16	53 0	30 -6	4	* *	* *	* *	22	82 -7	50 13	27 1	26	81 -19	58 2	35 2	15	60 -28	47 -3	27 -11	6	>99 14	83 26	50 -7	9	56 -19	33 -17	11 -14							
Mathews	05	54	91 -2	63 4	43 19	4	* *	* *	* *	21	95 10	57 12	33 28	21	90 -10	62 -9	48 12	20	80 -14	50 12	35 29	7	86 -14	71 71	43 43	8	75 -25	25 -25	13 0							
Mathews	06	26	96 22	65 8	27 7	1	* *	* *	* *	12	92 23	33 -17	<1 -19	11	>99 20	91 31	55 42	9	>99 56	33 0	<1 -22	2	* *	* *	* *	5	>99 50	40 40	20 20							
Mathews		201	88 0	66 7	41 9	14	50 -30	29 -21	14 -16	71	89 9	55 11	34 13	88	92 -5	73 4	44 8	63	79 -1	51 10	32 7	21	86 -4	71 28	43 5	28	71 -3	32 -5	14 3							
McBee	03	50	84 1	52 1	22 8	1	* *	* *	* *	48	83 -2	52 -3	23 8	1	* *	* *	* *	48	85 1	52 1	23 8	42	83 -4	57 -1	26 7	7	43 -7	14 -11	<1 -8							
McBee	04	71	82 6	55 10	32 18	4	* *	* *	* *	66	85 4	58 11	33 18	1	* *	* *	* *	68	84 9	57 14	34 20	54	91 11	65 22	37 21	14	64 19	43 16	<1 0							
McBee	05	63	84 -13	41 -18	17 -16	4	* *	* *	* *	58	86 -13	43 -17	19 -14	1	* *	* *	* *	61	84 -14	43 -15	18 -15	49	84 -14	41 -16	20 -14	12	75 -25	33 -23	8 -14							
McBee		184	83 -3	49 -3	24 3	9	56 6	22 2	11 1	172	85 -4	51 -4	26 4	3	* *	* *	* *	177	84 -2	51 0	25 4	145	86 -3	54 0	28 4	33	64 1	33 -1	3 -6							
Menchaca	03	121	71 -7	40 -8	21 -4	4	* *	* *	* *	80	65 -8	34 -8	13 -6	31	81 -4	48 -11	35 -3	58	59 -9	24 -13	10 -9	27	63 -28	30 -11	11 -16	17	24 -5	6 6	6 6							
Menchaca	04	123	67 -3	43 5	24 8	6	33 -17	<1 -25	<1 -25	79	63 -6	41 5	19 9	28	75 0	46 8	36 17	68	56 -8	38 10	16 8	25	84 21	48 1	24 19	20	35 6	25 11	5 5							
Menchaca	05	107	87 -5	37 1	17 5	6	>99 50	33 33	17 17	59	86 -4	37 12	15 6	30	83 -17	33 -29	20 5	49	82 -8	35 10	12 -1	20	90 -4	45 32	5 -1	17	65 -24	12 -27	<1 -17							
Menchaca		351	75 -5	40 -1	21 3	16	69 5	19 1	13 4	218	70 -8	37 3	16 3	89	80 -6	43 -9	30 5	175	64 -9	33 2	13 -1	72	78 -4	40 5	14 0	54	41 -11	15 -5	4 -3							
Metz	03	33	64 -2	21 -10	3 -3	2	* *	* *	* *	28	64 -4	18 -17	<1 -6	1	* *	* *	* *	31	61 -6	19 -11	3 -3	12	75 -9	25 -7	8 -3	9	11 -9	<1 0	<1 0							
Metz	04	39	72 -9	44 14	28 17	1	* *	* *	* *	36	75 -7	44 12	28 14	0	-- --	-- --	-- --	38	71 -8	42 17	26 18	21	86 -1	43 -10	33 13	7	14 -6	<1 0	<1 0							
Metz	05	27	70 -8	33 6	22 17	1	* *	* *	* *	25	72 -9	32 4	20 14	0	-- --	-- --	-- --	26	69 -7	31 4	19 14	16	75 -13	56 31	38 32	4	* *	* *	* *							
Metz		99	69 -6	33 4	18 11	4	* *	* *	* *	89	71 -5	33 2	17 9	1	* *	* *	* *	95	67 -6	32 4	17 11	49	80 -6	43 7	29 17	20	20 -17	<1 0	<1 0							
Mills	03	113	89 2	72 1	42 -7	3	* *	* *	* *	28	82 -2	57 -4	25 -14	63	92 4	76 1	44 -4	7	86 30	43 21	14 3	11	>99 57	82 39	27 13	14	64 24	43 13	7 -13							
Mills	04	123	89 -3	73 1	53 7	1	* *	* *	* *	31	84 -5	55 -2	39 2	72	92 -1	78 2	53 6	8	63 -26	38 5	25 3	9	67 27	33 13	33 33	18	56 -12	28 -27	22 -14							
Mills	05	140	99 -1	79 -9	60 0	2	* *	* *	* *	37	>99 0	59 -25	41 -9	83	98 -2	84 -5	63 0	13	>99 0	54 -9	38 38	4	* *	* *	* *	19	95 -5	58 -9	42 42							
Mills		376	93 0	75 -2	52 1	6	83 -5	50 12	33 8	96	90 -1	57 -10	35 -7	218	94 1	80 0	54 2	28	86 5	46 8	29 17	24	88 35	54 14	29 22	51	73 5	43 -8	25 1							



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		All Students							African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Norman	03	28	61	-16	36	5	14	4	16	69	-6	38	19	13	7	10	50	-27	30	-11	10	-4	0	--	--	--	--	--	26	62	-14	35	6	12	1	6	33	-49	17	-10	<1	-18	5	40	7	40	7	20	-13	
Norman	04	27	81	-3	41	-12	22	-12	11	82	-4	36	-7	18	-3	15	80	-8	47	-18	27	-20	0	--	--	--	--	--	27	81	-6	41	-14	22	-13	7	71	-29	43	-45	29	-21	2	*	*	*	*	*	*	
Norman	05	30	90	5	83	42	53	35	13	92	-2	85	50	46	22	17	88	13	82	32	59	46	0	--	--	--	--	--	29	90	3	83	44	52	33	8	>99	0	>99	50	75	62	4	*	*	*	*	*	*	
Norman		85	78	-4	54	13	31	11	40	80	-5	53	21	25	8	42	76	-4	57	6	36	12	0	--	--	--	--	--	82	78	-5	54	14	29	8	21	71	-22	57	5	38	12	11	45	-15	45	25	18	-2	
Norman/Sims	03	41	66	-9	41	13	20	11	21	67	4	43	26	19	15	18	67	-16	39	1	17	5	0	--	--	--	--	--	39	67	-7	41	13	18	9	10	60	-30	30	-5	10	-5	5	40	20	40	20	20	0	
Norman/Sims	04	48	77	-6	40	-14	27	-1	20	70	-15	25	-20	15	-5	26	81	-3	50	-14	35	-1	1	--	--	--	--	--	46	76	-9	39	-15	26	-2	14	86	-4	64	-6	50	10	5	20	-13	20	-13	0	-33	
Norman/Sims	05	41	90	-2	73	21	44	21	18	89	-7	72	22	39	16	23	91	3	74	18	48	24	0	--	--	--	--	--	39	92	-1	74	24	44	20	10	>99	0	90	43	60	36	6	50	-36	33	19	17	17	
Norman/Sims		130	78	-6	51	7	30	11	59	75	-7	46	9	24	8	67	81	-4	55	4	34	12	1	--	--	--	--	--	124	78	-6	51	8	29	10	34	82	-11	62	15	41	18	16	38	-16	31	11	13	-1	
Oak Hill	03	129	74	4	54	4	32	6	2	*	*	*	*	*	*	61	56	6	36	10	13	8	49	88	-5	67	-9	45	-2	54	57	12	35	13	15	14	38	47	3	32	15	16	12	16	38	-5	31	1	13	4
Oak Hill	04	147	72	-9	42	-10	30	1	3	*	*	*	*	*	*	76	54	-20	17	-27	12	-9	59	93	6	73	16	53	17	67	49	-18	15	-12	7	-3	44	43	-28	14	-20	9	-4	27	30	-22	11	-22	<1	-10
Oak Hill	05	137	82	-12	48	-12	30	-2	4	*	*	*	*	*	*	60	70	-19	35	7	20	14	53	89	-11	58	-27	36	-12	49	63	-26	20	-6	4	0	37	65	-18	22	2	14	14	23	61	-19	26	-14	17	4
Oak Hill		413	76	-5	48	-5	31	2	9	78	14	33	-12	11	-16	197	59	-10	28	-4	15	4	161	90	-3	66	-6	45	1	170	56	-8	23	-2	9	4	119	51	-12	22	-1	13	7	66	42	-14	21	-13	9	-1
Oak Springs	03	32	50	-7	22	13	3	-2	7	29	-41	14	4	<1	0	24	58	3	25	16	4	-2	0	--	--	--	--	--	32	50	-7	22	13	3	-2	9	67	3	33	15	<1	-9	5	80	40	20	20	<1	0	
Oak Springs	04	32	69	8	34	22	19	16	5	60	-3	20	7	<1	0	25	68	10	32	19	20	16	2	*	*	*	*	*	32	69	10	34	21	19	16	8	75	37	38	25	13	0	7	43	0	14	14	14	14	
Oak Springs	05	29	69	-6	17	-21	3	-5	9	89	9	22	-48	11	-9	19	58	-17	16	-9	<1	-4	0	--	--	--	--	--	26	73	-3	19	-20	4	-4	6	67	-26	33	-3	<1	-7	9	78	5	11	-16	<1	0	
Oak Springs		93	62	-2	25	5	9	4	21	62	-9	19	-13	5	-2	68	62	0	25	10	9	4	2	*	*	*	*	*	90	63	-1	26	6	9	4	23	70	0	35	11	4	-5	21	67	10	14	1	5	5	
Odom	03	62	68	-7	26	-16	10	2	4	*	*	*	*	*	*	53	68	-11	25	-19	8	1	5	80	-3	60	10	40	23	56	64	-10	23	-22	9	0	27	67	-23	22	-33	11	1	11	55	-12	9	-58	9	9
Odom	04	75	67	2	29	-13	8	-9	4	*	*	*	*	*	*	67	70	4	28	-12	6	-10	4	*	*	*	*	*	69	67	5	30	-8	9	-9	30	77	0	43	1	10	-3	1	*	*	*	*	*	*	
Odom	05	56	89	-1	57	12	25	6	4	*	*	*	*	*	*	46	91	2	54	12	20	-1	6	>99	0	>99	50	83	70	50	88	0	54	5	22	2	26	>99	13	58	28	23	14	5	40	-40	20	0	<1	0
Odom		193	74	-3	36	-7	13	-1	12	42	11	17	-6	8	0	166	75	-3	34	-8	10	-4	15	80	-15	73	10	53	32	175	72	-3	35	-9	13	-2	83	81	-3	41	-2	14	3	17	47	-13	12	-18	6	6
Ortega	03	48	75	-7	35	-4	15	-8	5	60	-28	20	-18	<1	-13	38	74	-5	39	4	16	-8	4	*	*	*	*	*	45	76	-8	36	-1	13	-11	18	78	7	28	-7	6	-23	5	80	30	40	40	40	40	
Ortega	04	38	87	-2	45	-7	24	11	7	86	-14	43	43	29	29	29	86	-1	41	-10	21	6	1	*	*	*	*	*	35	86	-2	43	-8	20	8	15	87	-1	47	1	13	0	5	80	40	20	20	<1	0	
Ortega	05	45	89	-2	42	-20	20	-16	4	*	*	*	*	*	*	35	89	0	43	-12	23	-3	1	*	*	*	*	*	40	88	-2	40	-16	18	-14	18	94	6	44	-19	22	-16	2	*	*	*	*	*	*	
Ortega		131	83	-5	40	-11	19	-5	16	75	-18	25	-22	13	-20	102	82	-4	41	-7	20	-2	6	>99	0	33	-67	17	-58	120	83	-5	39	-9	17	-5	51	86	4	39	-8	14	-11	12	83	22	25	8	17	11
Overton	03	71	76	-1	41	-10	15	-14	7	57	-11	43	-4	14	-7	63	78	-3	40	-13	16	-17	0	--	--	--	--	--	69	75	-1	41	-9	16	-15	49	82	2	43	-14	18	-17	9	67	37	44	24	<1	-20	
Overton	04	79	72	1	46	8	25	11	22	64	-3	41	8	18	1	56	75	4	48	9	29	16	0	--	--	--	--	--	74	73	3	45	7	27	14	43	74	4	51	14	28	16	15	40	-2	40	32	20	12	
Overton	05	91	90	0	40	0	15	5	18	>99	16	39	7	17	12	72	88	-4	40	-3	15	2	1	*	*	*	*	*	85	91	1	41	3	15	6	57	89	0	35	-5	12	1	11	64	-36	9	-16	9	9	
Overton		241	80	1	42	0	19	2	47	77	4	40	3	17	2	191	81	0	42	-2	19	0	1	*	*	*	*	*	228	80	2	42	1	19	3	149	83	4	42	-1	19	1	35	54	1	31	14	11	1	
Padrón	03	103	82	-1	52	0	18	-3	3	*	*	*	*	*	*	98	81	-3	54	-2	18	-5	1	*	*	*	*	*	94	84	2	54	0	18	-4	84	82	-2	52	-7	17	-8	6	33	8	<1	0	<1	0	
Padrón	04	77	81	2	53	0	22	-15	5	60	-40	20	-18	20	-5	71	83	7	56	1	23	-15	0	--	--	--	--	--	73	81	3	53	1	23	-12	70	83	7	56	-4	23	-20	7	14	-16	<1	-10	<1	0	
Padrón	05	85	91	-2	53	-12	33	3	4	*	*	*	*	*	*	80	90	-4	54	-13	35	3	0	--	--	--	--	--	82	90	-3	54																		

2019 STAAR Math with Change from Prior Year  
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		All Students							African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																
Campus	Test Grade	# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change						
Palm	03	59	76	4	39	-17	25	-3	4	*	*	*	*	*	49	78	0	37	-23	24	-5	3	*	*	*	*	*	51	75	2	37	-22	24	-6	23	74	-12	48	-23	35	-8	14	43	16	7	-11	<1	0		
Palm	04	58	66	-18	34	-8	22	5	5	60	-15	20	-30	20	20	49	67	-17	35	-5	22	6	2	*	*	*	*	*	52	65	-18	35	-5	23	6	25	60	-29	24	-8	24	10	14	29	-11	14	14	7	7	
Palm	05	68	93	1	53	2	28	10	3	*	*	*	*	*	60	95	0	53	0	27	8	2	*	*	*	*	*	57	93	2	51	4	25	12	29	97	1	59	17	31	19	11	73	-14	27	-13	18	11		
Palm		185	79	-5	43	-6	25	4	12	58	12	17	-6	8	0	158	81	-5	42	-8	25	4	7	86	6	86	26	71	31	160	78	-4	41	-7	24	4	77	78	-13	44	-3	30	9	39	46	-10	15	-7	8	5
Patton	03	145	77	6	51	3	30	10	8	38	38	13	13	<1	0	38	66	7	34	1	13	4	66	85	7	61	-1	41	18	37	57	8	16	-8	11	3	21	76	-3	52	10	29	-3	12	42	6	17	-12	<1	-7
Patton	04	155	81	-4	57	-1	38	3	5	20	-2	20	20	20	20	48	73	-9	44	3	25	7	73	86	-6	64	-10	44	-1	35	71	7	37	-2	20	-8	20	85	-15	45	-19	40	-3	14	57	-4	43	10	36	14
Patton	05	149	94	6	62	10	41	17	9	78	7	<1	-14	<1	0	50	92	8	58	18	32	16	76	99	8	71	12	50	21	40	90	7	45	25	30	19	13	92	2	77	7	62	12	17	76	26	41	16	12	12
Patton		449	84	3	57	4	37	11	22	50	17	9	4	5	5	136	78	4	46	8	24	10	215	90	3	66	1	45	12	112	73	8	33	5	21	5	54	83	-5	56	0	41	1	43	60	10	35	6	16	6
Pease	03	32	94	9	75	19	50	21	3	*	*	*	*	*	*	11	82	18	55	19	27	9	15	>99	0	93	25	73	37	4	*	*	*	*	*	*	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	04	37	76	-14	54	-2	35	-9	1	*	*	*	*	*	*	13	62	-18	38	11	15	-5	22	91	-3	68	-10	50	-17	5	40	-46	<1	-29	<1	-14	0	--	--	--	--	--	--	6	50	50	50	50	33	33
Pease	05	41	93	2	46	-17	39	5	4	*	*	*	*	*	*	17	82	2	24	-6	12	-8	17	>99	0	71	-13	65	12	9	89	1	22	-28	11	-14	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	06	14	64	-11	14	-36	<1	-5	3	*	*	*	*	*	*	9	56	-34	<1	-60	<1	-10	1	*	*	*	*	*	*	5	80	40	40	20	<1	0	0	--	--	--	--	--	--	3	*	*	*	*	*	*
Pease		124	85	-2	52	-5	36	5	11	82	18	45	9	27	18	50	72	-6	30	-7	14	-3	55	96	-1	75	0	60	14	23	70	2	17	-11	4	-8	0	--	--	--	--	--	--	13	54	12	31	23	23	23
Pecan Springs	03	43	65	-2	40	-3	33	11	14	43	-13	7	-15	7	0	26	81	5	62	8	50	22	2	*	*	*	*	*	*	42	64	-5	38	-7	31	8	16	81	7	69	9	56	16	9	33	8	11	-14	11	-2
Pecan Springs	04	61	59	-11	28	-15	16	1	18	67	14	22	-2	11	5	40	55	-23	30	-26	20	-2	2	*	*	*	*	*	*	55	60	-9	29	-12	16	2	27	59	-24	37	-24	22	-8	8	13	-4	<1	0	<1	0
Pecan Springs	05	45	76	-10	24	-14	11	4	14	64	-18	21	-3	<1	0	28	82	-8	29	-17	18	8	1	*	*	*	*	*	*	42	76	-9	24	-15	12	5	16	94	-1	38	-9	25	20	9	56	-15	<1	0	<1	0
Pecan Springs		149	66	-8	30	-11	19	3	46	59	-3	17	-6	7	2	94	70	-11	38	-14	28	7	5	80	30	20	-13	<1	-33	139	66	-8	30	-12	19	3	59	75	-7	46	-11	32	3	26	35	-3	4	-6	4	-1
Perez	03	70	57	-13	21	-20	6	-16	6	17	-58	17	-58	17	-8	59	63	-6	24	-14	5	-18	4	*	*	*	*	*	*	62	56	-11	23	-18	6	-14	36	69	1	25	-5	6	-16	11	18	-32	18	-26	<1	-11
Perez	04	93	67	2	44	8	26	13	7	57	7	57	57	29	29	83	66	2	41	5	25	12	3	*	*	*	*	*	*	82	66	4	44	10	28	17	54	67	1	37	3	24	9	19	32	-8	16	-17	11	11
Perez	05	107	81	-5	41	-12	23	-1	3	*	*	*	*	*	*	103	82	-3	42	-9	23	-2	1	*	*	*	*	*	*	98	80	-8	40	-14	23	-1	55	76	-4	44	2	20	-2	24	50	-5	21	12	4	4
Perez		270	70	-3	37	-6	20	1	16	44	-20	31	-14	19	1	245	72	-1	37	-5	20	0	8	75	-14	50	-39	25	3	242	69	-4	37	-6	21	3	145	71	0	37	1	18	-1	54	37	-11	19	-13	6	1
Pickle	03	77	70	0	38	-1	21	3	6	83	16	67	67	<1	0	68	71	0	37	-3	24	7	2	*	*	*	*	*	*	72	71	0	36	-3	18	0	60	70	-3	35	-4	23	7	8	63	-4	50	17	13	-4
Pickle	04	81	60	0	33	8	20	8	10	40	0	<1	-20	<1	-20	67	63	1	36	11	19	8	2	*	*	*	*	*	*	72	60	2	36	13	21	10	61	66	-1	39	11	21	7	9	44	30	22	8	11	-3
Pickle	05	65	68	2	35	12	18	14	7	57	-18	57	7	29	21	56	70	6	32	14	16	14	2	*	*	*	*	*	*	62	71	4	37	14	19	15	52	69	5	35	18	17	16	9	78	18	33	-20	22	2
Pickle		223	66	0	35	6	20	9	23	57	-8	35	0	9	-1	191	68	2	35	8	20	10	6	50	-21	50	-21	50	7	206	67	1	36	7	19	8	173	68	0	36	9	21	11	26	62	12	35	-4	15	-3
Pillow	03	62	77	19	47	22	34	25	5	60	6	<1	-15	<1	-8	38	71	13	47	21	32	23	11	>99	31	55	24	45	32	48	73	19	44	22	31	23	26	77	27	42	21	27	18	9	33	0	22	22	11	11
Pillow	04	70	67	-1	39	6	21	5	8	75	12	63	63	25	25	47	62	-3	32	2	17	3	11	91	11	55	5	36	6	57	65	4	35	14	21	16	31	61	7	23	-2	16	12	6	17	-43	<1	-30	<1	-10
Pillow	05	66	92	7	56	-4	32	16	9	89	9	56	36	<1	0	39	97	9	51	-12	31	12	17	88	-2	71	1	53	33	49	92	8	53	-4	27	17	25	88	13	44	-10	28	20	12	75	18	25	11	25	25
Pillow		198	79	9	47	9	29	15	22	77	15	45	33	9	5	124	76	5	43	3	26	12	39	92	14	62	14	46	24	154	76	11	44	12	26	18	82	74	16	35	4	23	16	27	48	-7	19	-1	15	10
Pleasant Hill	03	43	72	-5	30	-12	16	-10	5	60	10	<1	-17	<1	0	34	71	-9	32	-14	15	-14	3	*	*	*	*	*	*	34	76	-4	32	-10	15	-9	16	63	-10	31	-19	6	-25	7	29	-16	14	-4	<1	-18
Pleasant Hill	04	61	72	-3	41	4	25	9	4	*	*	*	*	*	*	55	75	0	44	8	27	14	1	*	*	*	*	*	*	57	70	-5	40	3	25	10	26	65	-3	46	20	27	16	10	50	6	10	-9	<1	-13
Pleasant Hill	05	72	85	-9	33	-26	10	-14	7	86	NA	<1	NA	<1	NA	61	85	-9	38	-20	10	-13	1	*	*	*	*	*	*	66	83	-10	32	-25	8	-17	34	88	-6	41	-12	9	-15	21	62	-27	24	-4	5	-17
Pleasant Hill		176	77	-5	35	-11	16	-5	16	69	11	6	-19	<1	-8	150	78	-5	39	-8	17	-4	5	>99	0	40	-20	40	0	157	77	-5	35	-10	15	-6	76	75	-4	41	-1	14	-6	38	53	-9	18	-4	3	-15

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Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Reilly	03	26	88	11	65	22	23	0	2	*	*	*	*	*	*	18	83	6	61	19	22	3	4	*	*	*	*	*	*	20	85	8	65	28	25	8	17	88	7	65	19	24	1	3	*	*	*	*	*	*
Reilly	04	24	96	14	63	8	33	3	1	*	*	*	*	*	*	20	95	12	60	5	30	-1	2	*	*	*	*	*	*	19	95	16	58	8	21	-8	17	94	14	65	18	29	2	4	*	*	*	*	*	*
Reilly	05	27	93	5	52	-2	30	3	1	*	*	*	*	*	*	22	95	6	55	1	27	3	2	*	*	*	*	*	*	18	94	8	39	-12	22	-4	15	93	0	40	-12	27	-3	2	*	*	*	*	*	*
Reilly		77	92	9	60	10	29	2	4	*	*	*	*	*	*	60	92	8	58	7	27	2	8	88	-12	50	0	25	-25	57	91	10	54	8	23	-1	49	92	7	57	8	27	1	9	56	-17	33	15	11	2
Ridgetop	03	46	83	6	50	6	30	15	1	*	*	*	*	*	*	21	62	-14	24	-15	10	2	19	>99	11	74	7	47	3	15	53	-3	13	-6	7	7	11	36	-19	9	0	<1	0	3	*	*	*	*	*	*
Ridgetop	04	51	75	7	45	-2	29	3	0	--	--	--	--	--	--	42	74	21	45	8	31	15	9	78	-3	44	-12	22	-9	16	50	14	19	10	13	4	13	46	46	23	23	8	8	5	20	20	<1	0	<1	0
Ridgetop	05	34	88	8	53	19	26	12	0	--	--	--	--	--	--	17	76	-2	41	19	29	25	15	>99	0	60	-20	27	-33	10	60	-5	20	0	20	15	7	43	-36	<1	-26	<1	-5	3	*	*	*	*	*	*
Ridgetop		131	81	6	49	7	29	11	1	*	*	*	*	*	*	80	71	0	39	6	25	17	43	95	8	63	0	35	-5	41	54	-1	17	0	12	8	31	42	-15	13	-3	3	0	11	36	0	<1	-9	<1	-9
Rodriguez	03	77	83	9	55	12	26	6	7	86	53	57	57	29	29	69	83	6	55	9	26	6	0	--	--	--	--	--	--	75	83	9	56	13	27	7	49	88	6	63	10	31	7	12	58	25	42	9	<1	-17
Rodriguez	04	73	62	-6	36	-6	16	0	6	50	0	33	16	<1	0	66	62	-8	35	-8	17	0	1	*	*	*	*	*	*	72	61	-7	35	-6	15	0	45	69	2	36	-5	18	6	8	50	27	50	35	13	13
Rodriguez	05	75	84	-4	36	-4	16	6	5	60	-26	40	26	20	20	68	87	0	35	-7	15	4	0	--	--	--	--	--	--	72	83	-4	36	-2	15	5	48	88	3	33	-3	19	15	14	43	-29	21	15	<1	0
Rodriguez		225	76	-1	42	0	20	5	18	67	9	44	33	17	17	203	77	-1	42	-2	19	3	1	*	*	*	*	*	*	219	76	-1	42	1	19	5	142	82	4	44	1	23	9	34	50	1	35	21	3	0
Sanchez	03	40	55	-13	13	-33	3	-17	2	*	*	*	*	*	*	36	53	-16	14	-36	3	-16	1	*	*	*	*	*	*	35	57	-11	11	-34	<1	-20	29	52	-13	10	-31	<1	-24	2	*	*	*	*	*	*
Sanchez	04	42	48	-12	19	-12	5	-6	1	*	*	*	*	*	*	38	45	-14	18	-14	3	-8	0	--	--	--	--	--	--	39	46	-18	18	-15	5	-7	35	43	-19	20	-12	6	-3	6	<1	-14	<1	-14	<1	-14
Sanchez	05	42	95	6	60	6	31	2	1	*	*	*	*	*	*	39	95	8	62	14	31	5	1	*	*	*	*	*	*	40	98	6	63	11	33	1	32	97	4	66	6	28	-12	4	*	*	*	*	*	*
Sanchez		124	66	-4	31	-11	13	-5	4	*	*	*	*	*	*	113	65	-4	32	-10	12	-5	2	*	*	*	*	*	*	114	68	-4	32	-10	13	-7	96	64	-5	32	-9	11	-9	12	42	13	8	-4	<1	-12
Sims	03	13	77	6	54	30	31	26	5	60	22	60	47	40	40	8	88	-4	50	17	25	17	0	--	--	--	--	--	--	13	77	7	54	29	31	26	4	*	*	*	*	*	*	0	--	--	--	--	--	--
Sims	04	21	71	-9	38	-15	33	20	9	56	-27	11	-39	11	-6	11	82	7	55	-8	45	32	1	*	*	*	*	*	*	19	68	-12	37	-16	32	19	7	>99	50	86	86	71	71	3	*	*	*	*	*	*
Sims	05	11	91	-9	45	-22	18	-12	5	80	-20	40	-38	20	-2	6	>99	0	50	-11	17	-16	0	--	--	--	--	--	--	10	>99	0	50	-14	20	-8	2	*	*	*	*	*	*	2	*	*	*	*	*	*
Sims		45	78	-8	44	-5	29	12	19	63	-11	32	-16	21	8	25	88	-4	52	-1	32	11	1	*	*	*	*	*	*	42	79	-6	45	-3	29	12	13	>99	5	69	29	46	26	5	20	-20	<1	-20	<1	0
St. Elmo	03	29	83	6	34	-6	10	-5	3	*	*	*	*	*	*	25	80	7	28	-15	8	-5	1	*	*	*	*	*	*	24	83	10	29	-8	8	-4	19	84	17	21	-17	5	-8	1	*	*	*	*	*	*
St. Elmo	04	46	76	0	41	7	26	14	0	--	--	--	--	--	--	39	72	-4	38	6	21	12	5	>99	20	60	0	60	20	36	72	2	33	3	17	8	27	59	-6	30	12	19	19	9	33	-7	11	1	11	11
St. Elmo	05	45	89	-11	40	-27	22	-1	3	*	*	*	*	*	*	36	89	-11	39	-25	22	1	6	83	-17	67	-33	33	0	41	88	-12	39	-24	20	-6	23	78	-22	35	18	17	17	12	75	-25	17	-33	8	8
St. Elmo		120	83	-1	39	-7	21	5	6	>99	20	33	33	17	17	100	80	-2	36	-10	18	4	12	92	0	67	9	42	9	101	81	2	35	-7	16	1	69	72	-2	29	3	14	8	22	55	1	14	-7	9	5
Summitt	03	123	80	7	54	10	28	7	7	43	-14	<1	-14	<1	-14	28	68	15	50	21	32	17	52	87	5	58	-1	35	1	45	62	7	36	7	11	-2	41	76	7	41	10	7	-2	11	64	14	55	30	36	30
Summitt	04	115	77	0	57	4	36	8	7	57	7	29	4	14	14	32	66	1	41	0	19	-3	44	84	4	66	5	48	13	35	54	-9	40	10	26	18	35	77	5	54	13	34	12	17	41	-15	41	-3	18	18
Summitt	05	122	92	-3	60	-5	45	5	5	80	-20	20	-13	20	3	35	89	1	57	5	34	4	50	92	-3	64	-4	52	9	38	87	-2	37	-12	26	4	34	91	-6	50	-20	38	-4	11	73	-10	45	6	18	7
Summitt		360	83	2	57	3	36	7	19	58	-13	16	-8	11	-1	95	75	7	49	9	28	6	146	88	3	62	0	45	8	118	68	-1	37	1	20	6	110	81	2	48	1	25	0	39	56	-9	46	11	23	16
Sunset Valley	03	76	66	6	43	7	29	11	2	*	*	*	*	*	*	42	48	2	29	12	19	9	29	93	4	62	-17	38	1	39	49	1	18	-1	5	-1	19	32	-5	16	9	11	4	14	43	43	7	7	7	7
Sunset Valley	04	71	70	14	48	31	30	22	5	>99	NA	>99	NA	60	NA	48	63	17	29	19	15	15	16	88	8	88	55	69	42	46	61	10	30	18	11	6	28	68	27	25	15	4	1	11	18	-12	<1	-10	<1	0
Sunset Valley	05	51	75	-3	35	-14	12	-10	0	--	--	--	--	--	--	34	68	-3	24	-8	6	-7	14	93	2	64	-13	29	-7	35	69	10	23	4	6	0	24	67	-1	21	12	8	-1	7	43	-32	29	4	<1	0
Sunset Valley		198	70	5	43	8</																																												

2019 STAAR Math with Change from Prior Year  
Includes Algebra 1; Excludes Tests With Online Disruption Flags (2018)

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Travis Heights	03	63	60	-3	37	9	21	12	2	*	*	*	*	*	*	36	50	-9	19	-3	8	0	19	95	3	79	4	47	22	33	36	-14	12	0	3	-3	8	38	-25	<1	-13	<1	-6	5	40	26	20	13	<1	0
Travis Heights	04	69	77	10	42	-1	26	-8	5	60	-7	<1	-33	<1	-33	48	75	15	40	9	25	7	13	85	-6	62	-15	38	-35	49	71	15	27	3	16	-4	14	93	31	36	-2	14	-15	16	56	6	19	5	13	-1
Travis Heights	05	76	95	-3	64	-2	39	4	7	>99	20	29	-11	29	29	45	93	-7	58	-9	24	-9	20	95	0	85	22	75	28	52	92	-5	54	-3	25	4	20	90	-5	65	8	45	16	24	92	-8	46	-10	29	-4
Travis Heights		208	78	2	49	3	29	2	14	71	10	14	-14	14	3	129	74	0	40	-1	20	0	52	92	0	77	5	56	3	134	71	3	34	2	16	0	42	81	7	43	5	26	4	45	73	14	33	5	20	3
Walnut Creek	03	94	70	1	29	-6	13	-4	8	38	-33	25	-4	13	-1	80	75	5	30	-9	13	-4	5	40	-4	20	9	20	9	89	70	2	28	-6	12	-4	81	73	3	30	-7	14	-2	17	59	9	18	-3	12	5
Walnut Creek	04	94	52	-17	20	-18	11	-3	10	30	-30	10	-30	10	10	69	58	-11	22	-14	10	-6	10	30	-50	<1	-60	<1	0	88	53	-15	20	-17	10	-5	66	50	-23	17	-18	9	-3	12	50	7	33	4	25	4
Walnut Creek	05	79	77	-2	27	-17	14	-10	11	73	30	18	-11	9	-5	61	80	-1	30	-14	15	-11	4	*	*	*	*	*	*	67	79	0	30	-13	15	-8	51	78	-4	27	-17	12	-11	17	71	-18	29	-8	24	13
Walnut Creek		267	66	-7	25	-14	12	-7	29	48	-10	17	-15	10	-1	210	71	-3	27	-13	12	-8	19	37	-28	5	-25	5	0	244	66	-6	26	-12	12	-6	198	67	-8	25	-13	12	-5	46	61	-3	26	-4	20	7
Webb Primary	03	37	59	14	24	2	5	-3	1	*	*	*	*	*	*	36	58	14	25	2	6	-3	0	--	--	--	--	--	--	36	58	9	22	-2	6	-3	30	53	4	20	-3	3	-6	2	*	*	*	*	*	*
Webb Primary	04	45	60	-18	29	-22	16	-15	2	*	*	*	*	*	*	41	61	-16	29	-23	17	-16	1	*	*	*	*	*	*	44	61	-17	30	-21	16	-15	34	62	-16	32	-22	18	-14	4	*	*	*	*	*	*
Webb Primary	05	41	90	5	54	21	32	19	2	*	*	*	*	*	*	38	92	9	53	20	32	18	1	*	*	*	*	*	*	38	92	5	55	20	32	19	34	91	2	50	15	26	15	4	*	*	*	*	*	*
Webb Primary		123	70	0	36	0	18	0	5	60	-15	20	-5	20	20	115	70	2	36	-1	18	-2	2	*	*	*	*	*	*	118	70	-1	36	-1	18	0	98	69	-4	35	-3	16	-2	10	40	15	20	3	20	3
Widen	03	61	79	11	54	30	15	8	3	*	*	*	*	*	*	54	81	14	59	34	17	9	2	*	*	*	*	*	*	60	80	12	55	32	15	7	36	78	2	56	30	22	14	10	60	35	40	40	30	30
Widen	04	60	65	16	32	24	2	2	2	*	*	*	*	*	*	58	64	14	31	22	2	2	0	--	--	--	--	--	--	56	64	18	32	24	2	2	37	65	9	38	30	<1	0	11	45	22	<1	-23	<1	0
Widen	05	60	80	7	50	35	18	13	5	40	-20	40	40	<1	0	54	83	10	52	36	20	15	1	*	*	*	*	*	*	54	80	9	50	35	20	14	34	88	12	62	46	26	20	11	55	-21	45	27	27	15
Widen		181	75	12	45	30	12	8	10	50	4	30	30	<1	0	166	76	12	47	30	13	9	3	*	*	*	*	*	*	170	75	13	46	31	12	7	107	77	7	51	34	16	11	32	53	6	28	12	19	14
Williams	03	64	75	3	41	0	11	-15	3	*	*	*	*	*	*	54	72	-1	37	-2	9	-18	5	>99	22	80	24	40	7	50	70	-2	36	-1	10	-14	20	90	9	50	12	15	-9	22	68	46	45	34	14	14
Williams	04	53	57	-18	40	5	28	11	2	*	*	*	*	*	*	41	51	-26	37	4	27	12	7	86	11	71	33	43	18	46	57	-17	41	8	30	10	22	59	-35	36	-3	18	1	14	29	-31	14	-21	7	-8
Williams	05	71	72	-14	25	-7	8	-2	4	*	*	*	*	*	*	59	71	-15	20	-12	8	1	5	60	-18	20	-2	<1	-11	56	70	-14	23	-6	9	-1	17	76	5	18	-6	12	6	23	61	-16	35	12	9	1
Williams		188	69	-9	35	-1	15	-2	9	67	11	22	11	<1	0	154	66	-13	31	-3	14	-1	17	82	5	59	21	29	6	152	66	-11	33	0	16	-1	59	75	-7	36	2	15	-1	59	56	-1	34	8	10	0
Winn	03	26	69	-8	58	7	35	6	9	44	-23	33	0	11	11	13	77	0	69	17	62	33	2	*	*	*	*	*	*	21	71	-5	62	9	43	14	8	88	10	88	36	88	58	4	*	*	*	*	*	*
Winn	04	31	77	12	45	22	26	14	5	60	16	20	-2	20	9	25	80	5	48	29	24	18	0	--	--	--	--	--	--	31	77	18	45	27	26	21	22	82	0	55	37	27	27	3	*	*	*	*	*	*
Winn	05	20	80	-16	40	-8	5	-8	5	60	-40	20	-30	<1	-17	15	87	-13	47	-3	7	-6	0	--	--	--	--	--	--	17	76	-24	41	-11	<1	-14	7	86	-14	71	16	<1	-9	8	50	-50	13	-27	<1	0
Winn		77	75	-4	48	6	23	4	19	53	-14	26	-7	11	0	53	81	-2	53	10	28	9	2	*	*	*	*	*	*	69	75	-3	49	6	25	7	37	84	0	65	20	35	17	15	40	-14	13	-10	<1	-8
Wooldridge	03	85	54	-3	26	7	9	0	5	60	-7	40	-27	<1	-33	76	53	-4	24	6	9	1	3	*	*	*	*	*	*	82	54	-1	26	8	9	-1	64	52	-1	23	8	9	3	11	9	-66	9	-16	9	-4
Wooldridge	04	86	58	-12	28	3	13	3	3	*	*	*	*	*	*	74	58	-13	27	4	12	3	6	67	-33	33	-17	33	33	83	59	-10	28	4	12	3	63	63	-4	27	14	13	11	12	33	0	17	0	8	8
Wooldridge	05	100	79	-5	47	-2	33	9	8	75	25	50	37	25	25	88	78	-8	44	-9	32	7	1	*	*	*	*	*	*	88	82	-1	49	0	34	11	59	73	-11	37	-5	22	4	14	64	50	21	21	7	7
Wooldridge		271	65	-6	34	3	19	5	16	69	19	44	14	13	3	238	64	-8	32	1	18	4	10	70	0	40	20	30	20	253	65	-5	34	3	19	5	186	62	-6	29	6	15	7	37	38	-3	16	1	8	4
Wooten	03	49	86	16	49	6	20	10	4	*	*	*	*	*	*	43	84	14	49	8	23	15	2	*	*	*	*	*	*	46	85	16	48	7	22	12	35	86	20	49	10	20	11	8	75	50	63	50	38	38
Wooten	04	80	71	-14	45	-18	26	-16	7	86	36	43	-7	29	-21	69	72	-13	46	-15	26	-13	3	*	*	*	*	*	*	79	71	-12	46	-15	27	-12	63	71	-12	44	-14	25	-13	25	40	0	28	-2	16	-4
Wooten	05	60	95	5	62	1	45	24	1	*	*</																																							



2019 STAAR Math with Change from Prior Year  
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																		
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change															
	Zavala	03	28	79	-5	68	10	50	20	6	>99	0	83	12	67	24	20	70	-10	60	6	45	19	0	--	--	--	--	--	--	28	79	-4	68	10	50	22	11	91	12	73	16	36	22	10	40	-10	40	-10	20	20
	Zavala	04	43	79	4	49	17	28	9	8	88	50	63	38	38	25	33	76	-8	45	10	27	6	0	--	--	--	--	--	42	79	4	48	15	26	7	16	75	11	38	9	6	-15	12	67	9	33	7	17	1	
	Zavala	05	47	89	-11	40	-19	21	-3	8	88	-12	25	-55	25	-15	37	89	-11	43	-11	22	7	0	--	--	--	--	--	46	89	-11	39	-22	20	-4	11	91	-9	18	-24	9	1	18	72	-28	22	-5	11	2	
	Zavala		118	83	-2	50	2	31	7	22	91	16	55	0	41	11	90	80	-7	48	2	29	8	0	--	--	--	--	--	116	83	-1	49	1	29	6	38	84	4	42	-1	16	1	40	63	-5	30	-2	15	4	
	Zilker	03	71	89	16	56	12	35	12	1	*	*	*	*	*	*	23	70	-9	43	-8	17	-4	41	98	31	63	27	46	22	15	47	-9	20	14	7	7	4	*	*	*	*	*	*	4	*	*	*	*	*	*
	Zilker	04	87	93	9	64	5	39	4	2	*	*	*	*	*	*	37	92	5	57	2	30	20	42	93	10	64	5	43	-1	22	86	23	41	9	23	18	6	>99	67	83	83	33	33	14	86	-6	57	15	43	26
	Zilker	05	104	97	2	65	-2	49	17	1	*	*	*	*	*	*	31	94	-2	48	-15	19	4	68	99	6	72	3	60	21	20	90	8	30	-29	15	-3	3	*	*	*	*	*	*	10	90	15	30	5	10	10
	Zilker		262	94	10	63	6	42	12	4	*	*	*	*	*	*	91	87	0	51	-5	23	8	151	97	14	68	11	52	15	57	77	9	32	-2	16	8	13	77	13	46	28	15	15	28	86	15	46	17	32	26
District	03	6050	79	1	52	2	29	3	394	58	-3	31	1	12	0	3307	73	0	41	0	19	1	1864	92	2	71	0	46	5	3338	69	0	37	1	16	0	2034	72	0	40	1	18	0	782	53	5	29	1	10	-1	
District	04	6329	75	-3	49	-1	30	2	420	60	-2	32	3	16	4	3633	70	-3	40	0	21	2	1854	88	-3	68	-1	48	4	3575	66	-4	37	1	19	3	2151	70	-2	39	-1	21	3	942	47	-2	27	0	13	2	
District	05	6172	89	-2	58	-2	37	5	417	79	-1	36	-5	17	0	3495	87	-2	49	-3	27	5	1825	97	1	77	0	57	7	3423	85	-2	45	-3	23	3	1985	85	-2	47	0	25	5	934	72	-6	31	-6	13	0	
District 3-8		34901	79	0	51	0	28	2	2340	63	1	30	1	12	1	19523	72	-2	39	-1	18	2	10447	92	0	73	1	44	2	18906	69	-1	35	0	15	2	10058	68	-1	34	0	15	1	4889	52	0	26	0	10	0	

Performance levels are not mutually exclusive; students achieving Masters Grade Level are included in Meets Grade Level, and so on

App = Approaches Grade Level; Meets = Meets Grade Level; Mst = Masters Grade Level

2019 STAAR Reading with Change from Prior Year  
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Allison	03	70	73	12	20	-4	7	-4	1	*	*	*	*	*	*	65	75	13	22	-3	8	-3	4	*	*	*	*	*	*	65	72	10	20	-3	6	-6	36	86	20	25	-13	6	-16	6	33	-34	17	-33	<1	-33
Allison	04	73	67	-9	32	-7	10	-5	6	50	-10	17	17	<1	0	67	69	-8	33	-9	10	-6	0	--	--	--	--	--	67	66	-11	27	-12	7	-6	34	71	3	35	12	12	2	11	36	-35	18	-53	<1	-21	
Allison	05	65	75	-10	32	-6	14	2	3	*	*	*	*	*	*	59	76	-9	34	-3	15	2	2	*	*	*	*	*	58	74	-11	33	-5	12	0	30	70	-8	23	-7	13	2	13	62	6	38	25	23	23	
Allison		208	72	-2	28	-5	10	-3	10	60	-8	10	-16	<1	-5	191	73	-2	29	-5	11	-3	6	50	NA	17	NA	<1	NA	190	71	-3	26	-7	8	-5	100	76	6	28	-2	10	-4	30	47	-17	27	-15	10	-4
Andrews	03	52	48	-10	15	-14	10	-3	10	60	10	20	3	20	20	40	45	-15	15	-16	8	-5	1	*	*	*	*	*	47	45	-12	15	-14	9	-4	36	47	-7	14	-13	8	-4	5	20	-15	20	-4	<1	0	
Andrews	04	54	50	8	24	1	7	5	7	29	4	<1	-25	<1	0	42	52	9	24	0	7	5	2	*	*	*	*	*	48	48	7	21	0	8	6	44	50	14	25	8	7	5	11	55	44	55	44	9	9	
Andrews	05	42	69	2	17	-15	2	-9	6	67	7	33	3	<1	-20	33	73	2	12	-21	3	-6	2	*	*	*	*	*	37	68	3	14	-16	3	-7	30	63	-5	10	-21	<1	-10	6	83	19	50	23	<1	-18	
Andrews		148	55	-2	19	-10	7	-2	23	52	2	17	-6	9	1	115	56	-2	17	-12	6	-2	5	60	-15	40	-10	<1	-25	132	52	-3	17	-10	7	-2	110	53	-1	17	-9	5	-4	22	55	17	45	23	5	0
Baldwin	03	146	87	-3	60	-2	42	6	3	*	*	*	*	*	*	29	59	-17	38	-12	17	-9	93	94	0	60	-10	46	5	21	57	-14	33	4	19	1	14	64	-13	43	-3	21	6	12	42	-25	33	6	25	18
Baldwin	04	117	87	-3	60	-10	32	-12	1	*	*	*	*	*	*	31	71	-6	61	12	19	-7	73	92	-1	62	-13	36	-11	15	60	-5	20	-15	7	-8	12	50	-22	25	-19	8	-20	17	59	-10	35	-3	18	3
Baldwin	05	137	94	-1	80	-1	53	-2	2	*	*	*	*	*	*	34	82	-15	68	3	32	-6	77	99	5	82	-5	53	-5	19	79	-9	63	19	16	3	15	67	-23	53	3	33	13	15	73	14	60	25	33	9
Baldwin		400	90	-2	67	-5	43	-3	6	>99	0	67	-22	33	0	94	71	-12	56	2	23	-7	243	95	1	67	-11	45	-5	55	65	-9	40	4	15	0	41	61	-17	41	-5	22	0	44	59	-5	43	10	25	9
Baranoff	03	153	95	0	74	3	54	5	7	71	-29	43	-17	14	-26	33	97	7	73	11	42	11	97	96	-2	75	-8	58	-9	21	86	1	57	10	43	19	9	>99	9	56	11	33	6	14	79	10	43	24	7	-6
Baranoff	04	162	92	2	68	1	38	-7	4	*	*	*	*	*	*	57	86	6	51	0	28	-1	84	95	0	79	6	44	-5	33	85	10	36	-4	30	0	9	89	34	67	49	56	47	21	71	4	33	-5	14	0
Baranoff	05	177	97	1	72	-10	46	-11	3	*	*	*	*	*	*	54	98	3	67	-13	33	-15	100	97	1	76	-5	54	-6	26	92	-1	46	-21	27	-6	12	75	0	42	17	17	-8	27	81	4	48	16	26	26
Baranoff		492	95	1	71	-2	46	-5	14	86	-14	57	-12	21	-17	144	93	4	62	-3	33	-3	281	96	0	77	-2	52	-7	80	88	3	45	-7	33	5	30	87	14	53	22	33	14	62	77	6	42	11	18	10
Barrington	03	65	57	-1	23	1	14	4	6	33	-17	17	17	17	17	54	57	2	22	-3	13	2	3	*	*	*	*	*	58	55	-1	21	-1	10	-1	42	57	-1	26	8	14	9	6	50	10	33	3	17	7	
Barrington	04	61	46	13	18	-1	5	1	1	*	*	*	*	*	*	55	47	14	18	-2	5	1	3	*	*	*	*	*	54	44	11	15	-3	4	0	44	45	11	16	-4	5	2	12	25	-19	17	-16	8	8	
Barrington	05	54	65	-8	24	-1	7	-1	7	57	7	57	7	14	14	44	68	-5	20	-3	7	0	2	*	*	*	*	*	53	64	-9	25	1	8	2	38	66	-3	18	1	5	0	8	63	9	25	-13	13	5	
Barrington		180	56	0	22	0	9	2	14	50	12	43	20	14	14	153	57	1	20	-3	8	0	8	50	-30	13	-7	13	-7	165	55	0	20	-1	7	0	124	56	1	20	2	8	4	26	42	-5	23	-11	12	6
Barton Hills	03	60	90	-5	68	-10	50	-8	0	--	--	--	--	--	--	13	85	5	69	4	38	-7	42	93	-7	71	-11	57	-2	6	67	10	17	-40	<1	-57	2	*	*	*	*	*	*	8	50	-50	25	-25	<1	-50
Barton Hills	04	70	93	2	67	-4	36	-5	0	--	--	--	--	--	--	20	80	-6	50	0	20	-9	46	98	6	74	-1	43	0	9	67	-33	56	6	33	20	3	*	*	*	*	*	*	4	*	*	*	*	*	*
Barton Hills	05	69	97	-3	83	0	57	-5	1	*	*	*	*	*	*	15	93	-7	67	-8	33	-12	47	>99	0	89	1	62	-10	6	83	-17	83	33	17	17	1	*	*	*	*	*	*	3	*	*	*	*	*	*
Barton Hills	06	48	85	0	56	-16	33	-16	0	--	--	--	--	--	--	18	83	12	50	7	33	-3	25	92	-8	64	-31	40	-20	1	*	*	*	*	*	*	0	--	--	--	--	--	--	6	17	-33	17	-33	17	0
Barton Hills		247	92	-2	70	-7	45	-8	1	*	*	*	*	*	*	66	85	0	58	-2	30	-10	160	96	-2	76	-7	52	-6	22	73	-4	50	0	18	-2	6	50	7	33	33	33	33	21	52	-30	19	-28	5	-13
Becker	03	50	94	7	72	16	52	13	1	*	*	*	*	*	*	25	92	14	64	20	44	15	22	>99	0	82	6	59	3	9	67	-5	33	16	11	1	7	71	-2	71	53	57	48	6	83	12	33	-24	17	-12
Becker	04	64	86	17	59	6	45	15	1	*	*	*	*	*	*	35	77	10	49	0	31	8	25	96	17	76	2	64	17	20	55	15	20	0	10	7	9	56	1	22	-5	11	11	6	50	10	17	17	17	17
Becker	05	54	94	2	65	-12	43	-6	3	*	*	*	*	*	*	34	94	11	62	1	38	-1	16	>99	0	81	-14	56	-7	24	88	9	33	-10	17	3	10	80	80	30	30	20	20	4	*	*	*	*	*	*
Becker		168	91	9	65	5	46	8	5	60	-7	<1	-11	<1	0	94	87	13	57	8	37	8	63	98	4	79	-2	60	4	53	72	12	28	5	13	5	26	69	8	38	16	27	23	16	69	9	19	-21	13	-14
Blackshear	03	64	89	5	58	5	34	10	20	85	18	35	-21	20	-13	27	85	-6	52	11	22	13	11	>99	0	91	-9	73	-2	42	83	3	45	-2	17	0	6	>99	0	33</										

2019 STAAR Reading with Change from Prior Year  
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Blanton	03	75	72	-2	51	13	32	11	5	80	5	60	10	20	7	46	61	-8	33	6	17	6	21	95	-5	86	-4	62	-18	48	60	-5	31	12	13	9	24	50	-18	25	4	8	2	11	45	-55	36	-31	9	9
Blanton	04	67	61	1	42	2	27	6	6	67	17	50	20	17	7	49	53	-5	31	-7	20	0	12	92	-8	83	3	58	-2	44	43	-11	18	-15	7	-10	30	50	-11	20	-22	7	-12	12	33	-17	25	-25	17	-8
Blanton	05	46	80	1	57	2	35	14	7	86	11	43	5	29	16	31	77	1	52	-1	26	13	8	88	-12	88	-12	75	-25	38	76	7	47	3	26	18	17	88	20	71	25	29	22	8	63	-37	50	-50	25	0
Blanton		188	70	-1	49	5	31	10	18	78	13	50	12	22	10	126	62	-5	37	-1	21	7	41	93	-7	85	-4	63	-16	130	59	-3	32	1	15	5	71	59	-7	34	-1	13	2	31	45	-37	35	-38	16	-2
Blazier	03	144	83	2	47	8	22	0	9	56	-2	22	-28	<1	-33	111	85	4	47	12	23	5	14	86	-8	50	-21	21	-32	113	80	1	43	13	19	6	51	88	8	57	25	24	8	24	42	-15	8	-13	4	-17
Blazier	04	177	88	11	53	12	27	8	15	93	16	53	15	27	12	127	86	12	49	12	24	6	22	95	6	82	24	45	24	119	89	18	50	16	21	7	49	88	18	47	6	24	6	23	65	21	35	13	22	16
Blazier	05	178	95	0	57	1	30	9	15	>99	8	67	9	33	25	134	93	-2	51	0	25	6	19	>99	6	79	-3	53	18	131	93	-1	48	-1	23	9	58	88	-8	45	-4	21	-3	24	83	0	21	4	8	8
Blazier		499	89	5	53	8	26	5	39	87	11	51	2	23	4	372	88	5	49	8	24	6	55	95	3	73	3	42	6	363	88	7	47	10	21	7	158	88	7	49	8	23	4	71	63	4	21	1	11	2
Boone	03	82	80	-9	54	7	37	1	4	*	*	*	*	*	*	37	68	-22	35	7	22	-2	35	91	-1	80	16	60	13	34	62	-23	29	8	15	-6	5	60	-40	20	20	<1	0	16	44	-19	13	0	6	0
Boone	04	73	79	-5	48	-14	27	-8	3	*	*	*	*	*	*	28	71	4	39	-1	25	-2	37	89	-6	59	-14	30	-14	31	68	-3	26	-21	13	-16	4	*	*	*	*	*	*	13	46	-8	15	-8	8	-7
Boone	05	82	90	2	68	5	41	-4	3	*	*	*	*	*	*	31	87	2	48	2	13	-26	42	93	-1	81	-6	62	4	43	88	9	60	5	30	0	5	40	-27	20	-47	20	-30	14	64	14	21	14	14	7
Boone		237	84	-3	57	0	35	-4	10	90	12	30	-14	10	10	96	75	-6	41	2	20	-11	114	91	-3	74	0	51	2	108	74	-3	41	0	20	-7	14	57	-14	14	-15	7	-14	43	51	-5	16	2	9	0
Brentwood	03	106	94	2	70	2	52	0	4	*	*	*	*	*	*	36	89	10	58	20	44	20	64	97	-1	77	-6	58	-7	25	88	17	40	21	20	6	8	>99	22	75	42	50	28	15	73	19	47	32	33	18
Brentwood	04	90	90	14	72	19	48	13	1	*	*	*	*	*	*	27	74	18	48	19	22	1	55	96	7	84	15	60	14	14	71	38	36	31	14	9	5	40	-3	20	6	<1	-7	17	59	24	24	0	18	0
Brentwood	05	105	90	-3	68	0	48	9	3	*	*	*	*	*	*	39	72	-12	41	-6	23	7	58	>99	2	83	5	64	14	21	71	9	33	10	5	5	13	77	2	38	-12	8	-17	20	60	-13	35	-10	15	-12
Brentwood		301	91	5	70	7	49	7	8	>99	29	50	21	13	-1	102	78	7	49	12	30	9	177	98	3	81	4	60	6	60	78	23	37	22	13	6	26	77	18	46	20	19	4	52	63	12	35	8	21	1
Brooke	03	31	84	10	29	-2	16	-4	2	*	*	*	*	*	*	28	82	12	29	2	18	1	1	*	*	*	*	*	*	30	83	7	27	-5	17	-4	10	90	21	30	5	30	11	9	67	10	33	4	22	8
Brooke	04	43	58	2	16	-22	14	1	4	*	*	*	*	*	*	37	51	-3	11	-25	8	-6	2	*	*	*	*	*	*	38	58	3	16	-19	13	0	20	45	2	10	-19	10	-4	9	67	17	22	-3	22	-3
Brooke	05	26	>99	5	50	4	15	1	5	>99	0	40	0	20	0	21	>99	7	52	7	14	0	0	--	--	--	--	--	--	24	>99	6	50	6	13	-1	6	>99	6	50	-9	17	-7	5	>99	0	80	40	20	10
Brooke		100	77	1	29	-9	15	0	11	>99	8	45	-5	27	10	86	73	1	27	-9	13	-2	3	*	*	*	*	*	*	92	77	1	28	-10	14	-2	36	67	-8	22	-18	17	-3	23	74	-2	39	6	22	8
Brown	03	32	50	-20	22	-5	9	1	1	*	*	*	*	*	*	28	57	-15	25	0	11	5	2	*	*	*	*	*	*	30	53	-17	23	-4	10	2	27	56	-6	22	1	7	7	2	*	*	*	*	*	*
Brown	04	37	46	-1	8	-14	5	-4	2	*	*	*	*	*	*	32	47	-1	6	-15	3	-4	2	*	*	*	*	*	*	30	43	-4	7	-15	3	-6	29	41	-2	7	-10	3	-1	3	*	*	*	*	*	*
Brown	05	28	68	-10	32	-17	18	3	1	*	*	*	*	*	*	26	69	-10	35	-21	19	1	1	*	*	*	*	*	*	28	68	-10	32	-18	18	3	22	68	-13	32	-18	18	2	7	43	18	29	29	14	14
Brown		97	54	-12	20	-14	10	-1	4	*	*	*	*	*	*	86	57	-10	21	-14	10	-1	5	20	0	<1	0	<1	0	88	55	-11	20	-14	10	-1	78	54	-10	19	-12	9	2	12	33	0	17	17	8	8
Bryker Woods	03	81	98	1	83	4	70	9	1	*	*	*	*	*	*	14	93	-7	79	8	64	28	61	>99	2	85	2	74	6	9	>99	12	89	39	67	67	4	*	*	*	*	*	*	2	*	*	*	*	*	*
Bryker Woods	04	75	88	-6	67	-16	44	-16	1	*	*	*	*	*	*	15	87	-13	73	-7	33	-17	53	89	-8	66	-22	47	-17	11	64	NA	45	NA	18	NA	0	--	--	--	--	--	--	6	50	50	50	50	17	17
Bryker Woods	05	57	96	0	82	-2	58	-3	1	*	*	*	*	*	*	13	92	3	77	10	54	10	36	97	-1	86	0	61	-1	4	*	*	*	*	*	*	2	*	*	*	*	*	4	*	*	*	*	*	*	
Bryker Woods	06	17	65	-21	53	-2	24	-8	0	--	--	--	--	--	--	3	*	*	*	*	*	*	13	77	-14	62	-2	31	-5	4	*	*	*	*	*	*	1	*	*	*	*	*	6	17	-83	<1	-100	<1	0	
Bryker Woods		230	92	-3	75	-4	55	-3	3	*	*	*	*	*	*	45	84	-11	71	1	47	4	163	94	-3	77	-7	59	-4	28	75	-10	61	1	32	12	7	71	14	71	42	43	29	18	50	-10	33	3	11	1
Campbell	03	24	71	8	42	9	29	9	10	70	5	40	11	10	-8	11	64	7	36	22	36	36	1	*	*	*	*	*	*	21	67	9	43	20	29	21	4	*	*	*	*	*	9	56	31	11	-2	<1	-13	
Campbell	04	31	61	-6	35	8	23	14	19	53	-11	32	3	16	9	6	67	-10	<1	-23	<1	-15	3	*	*	*	*	*	*	27	59	-9	33	7	22	12	5	>99	22	40	7	40	18	8	<1	-64	<1	-14	<1	0
Campbell	05																																																	

2019 STAAR Reading with Change from Prior Year  
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Casey	03	76	67	-7	33	-1	22	6	3	*	*	*	*	*	*	56	64	-6	25	-9	20	6	12	83	3	67	27	42	32	44	50	-24	25	-9	14	-2	15	60	-16	20	-18	13	8	18	33	13	17	17	6	6
Casey	04	88	60	-16	33	-9	10	-14	5	40	-10	<1	0	<1	0	66	59	-14	35	-6	12	-12	10	70	-25	40	-17	<1	-29	64	59	-13	33	-1	8	-10	22	68	-8	50	-9	14	-27	13	15	-27	8	-9	<1	0
Casey	05	90	83	6	49	2	27	5	1	*	*	*	*	*	*	70	81	7	46	4	21	3	15	>99	8	73	-4	53	15	62	79	9	37	-2	18	-1	17	82	11	65	41	35	30	16	56	42	13	13	13	13
Casey		254	70	-6	39	-2	20	-1	9	33	-42	11	-2	<1	-13	192	69	-3	36	-3	18	-1	37	86	-5	62	3	35	8	170	64	-8	32	-4	13	-4	54	70	-5	46	7	20	5	47	36	8	13	6	6	6
Casis	03	119	98	2	79	2	55	2	1	*	*	*	*	*	*	12	>99	15	75	13	75	52	98	98	1	81	3	52	-5	7	>99	17	71	21	43	26	1	*	*	*	*	*	*	8	88	-2	63	-7	13	-7
Casis	04	123	93	-1	80	-2	55	-1	0	--	--	--	--	--	--	15	73	-16	47	-36	20	-41	101	96	-1	84	-3	58	0	4	*	*	*	*	*	*	3	*	*	*	*	*	10	80	5	60	-3	40	2	
Casis	05	113	99	4	88	3	68	3	2	*	*	*	*	*	*	19	95	-5	84	1	63	30	84	>99	5	90	4	73	4	3	*	*	*	*	*	*	2	*	*	*	*	*	7	86	69	86	69	71	71	
Casis		355	97	2	82	0	59	1	3	*	*	*	*	*	*	46	89	-2	70	-7	52	10	283	98	2	85	2	60	-1	14	86	1	43	-19	21	-2	6	67	-4	17	-26	<1	-29	25	84	17	68	14	40	19
Clayton	03	138	96	-3	81	1	60	-2	1	*	*	*	*	*	*	15	87	-13	67	2	60	13	87	97	-2	80	-3	55	-8	4	*	*	*	*	*	*	7	>99	0	>99	83	57	57	11	91	-3	73	-5	36	19
Clayton	04	149	94	1	78	-6	52	-6	1	*	*	*	*	*	*	19	79	-21	58	-32	37	-13	101	96	2	82	-1	51	-4	6	67	-33	50	-50	<1	0	5	80	30	<1	-50	<1	-50	18	78	40	50	12	11	-2
Clayton	05	134	97	-1	84	-3	59	-5	1	*	*	*	*	*	*	19	>99	5	89	-1	47	-23	83	99	1	84	0	59	0	1	*	*	*	*	*	*	4	*	*	*	*	*	12	75	-7	50	-9	8	-10	
Clayton		421	95	-2	81	-3	57	-4	3	*	*	*	*	*	*	53	89	-9	72	-10	47	-9	271	97	0	82	-1	55	-4	11	73	-15	55	17	18	5	16	81	-7	50	6	31	6	41	80	1	56	-7	17	1
Cook	03	66	76	-9	55	7	39	14	3	*	*	*	*	*	*	59	76	-12	54	4	41	16	2	*	*	*	*	*	*	58	78	-7	55	4	38	12	45	84	1	60	10	42	21	9	44	-19	11	-14	<1	-13
Cook	04	68	71	3	34	2	10	0	3	*	*	*	*	*	*	62	69	1	35	4	11	1	2	*	*	*	*	*	*	62	71	2	34	3	11	2	46	67	-2	33	4	13	3	10	50	10	<1	-10	<1	-10
Cook	05	72	88	4	49	-2	21	-1	6	67	-12	17	-26	<1	-21	65	89	2	52	-2	23	1	0	--	--	--	--	--	64	86	3	47	-2	19	-2	51	90	6	59	13	25	3	8	75	5	38	-2	13	13	
Cook		206	78	-1	46	2	23	4	12	58	-14	17	-23	<1	-16	186	78	-3	47	2	25	6	4	*	*	*	*	*	*	184	78	-1	45	2	22	3	142	81	3	51	10	27	10	27	56	-1	15	-10	4	-3
Cowan	03	127	81	-5	52	-3	35	0	4	*	*	*	*	*	*	59	78	3	37	-5	20	-5	48	81	-14	63	-4	50	6	46	74	-3	35	-1	15	0	17	76	32	41	41	12	12	15	40	-28	13	-19	7	-9
Cowan	04	132	77	-2	55	-10	30	-9	6	50	0	33	33	17	17	52	71	-2	44	-14	23	-12	60	87	2	63	-8	38	-4	39	56	-6	28	-16	18	-8	9	22	-38	<1	-60	<1	-20	19	47	4	26	-17	11	-10
Cowan	05	117	98	3	83	7	62	12	4	*	*	*	*	*	*	42	98	2	79	5	57	12	63	98	2	87	6	65	12	28	96	4	75	21	61	40	2	*	*	*	*	*	12	92	37	33	-3	25	7	
Cowan		376	85	-2	63	-2	42	1	14	64	-10	43	13	21	8	153	81	-1	51	-7	31	-4	171	89	-3	72	0	51	5	113	73	-5	42	-2	27	7	28	61	-2	32	0	11	-5	46	57	0	24	-12	13	-5
Cunningham	03	40	60	-4	35	8	18	-1	2	*	*	*	*	*	*	26	50	-9	23	2	4	-5	11	82	-4	64	14	55	12	32	56	3	31	19	13	10	9	44	-23	22	11	<1	0	10	40	-4	30	8	10	10
Cunningham	04	48	67	4	46	-3	19	-3	4	*	*	*	*	*	*	28	61	5	39	-8	14	-2	12	92	4	75	4	33	4	30	60	6	47	6	17	3	4	*	*	*	*	*	9	22	-42	11	-32	<1	-7	
Cunningham	05	58	81	2	48	13	22	10	5	60	3	20	6	<1	0	31	77	0	39	7	16	6	14	93	-7	71	16	43	25	33	73	-1	36	7	12	3	11	64	-21	36	-2	<1	-15	15	60	-18	33	-23	7	-4
Cunningham		146	71	3	44	6	20	2	11	55	16	9	3	<1	0	85	64	0	34	1	12	1	37	89	-1	70	10	43	12	95	63	3	38	10	14	5	24	50	-15	29	-3	<1	-12	34	44	-19	26	-15	6	0
Davis	03	107	77	-4	43	-17	35	-7	6	<1	-56	<1	-22	<1	-11	29	66	-5	24	-17	17	-7	53	87	-3	53	-21	42	-13	32	44	-23	13	-28	3	-23	17	71	0	35	0	24	6	14	7	-29	<1	-21	<1	-7
Davis	04	114	77	-3	54	-9	33	-4	7	57	24	29	29	<1	0	28	68	8	46	6	32	12	62	82	-13	60	-16	35	-6	22	59	9	41	20	14	0	16	50	-19	38	-12	25	-13	16	44	24	13	13	6	6
Davis	05	83	86	-4	64	-4	49	6	5	60	-23	<1	-17	<1	-17	25	72	-17	44	-25	24	-7	36	97	6	83	13	67	11	15	60	-16	20	-24	20	4	14	86	26	43	3	36	36	10	30	10	<1	0	<1	0
Davis		304	79	-5	53	-11	38	-3	18	39	-22	11	-6	<1	-11	82	68	-6	38	-13	24	-2	151	87	-4	63	-10	45	-7	69	52	-15	23	-15	10	-10	47	68	1	38	-4	28	7	40	28	-1	5	-8	3	-1
Dawson	03	50	68	4	44	0	22	-2	2	*	*	*	*	*	*	35	69	15	40	11	14	0	12	67	-23	58	-22	50	0	34	59	5	38	9	12	-2	10	50	-3	30	6	<1	-24	13	38	-12	31	-5	15	8
Dawson	04	41	71	11	37	10	10	0	6	>99	33	67	34	33	0	27	59	4	15	-3	<1	-5	8	88	5	88	21	25	8	30	60	11	30	10	10	-1	17	59	39	12	-8	<1	-10	18	56	14	39	6	17	0
Dawson	05	49	82	-2	41	-10	16	-11	3	*	*	*	*	*	*	39	79	-7	28	-23	10	-14	6	>99	0																									

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Doss	03	146	90	-1	77	1	58	0	5	60	-40	60	60	20	20	25	92	11	80	11	36	-14	93	96	2	82	1	67	7	33	70	3	45	12	21	15	29	66	3	41	-6	28	7	13	77	17	62	12	15	-5
Doss	04	116	91	3	75	0	51	4	2	*	*	*	*	*	*	18	94	15	61	-10	28	-22	79	94	2	84	5	57	6	20	75	25	30	0	10	-5	17	71	40	29	16	18	12	11	55	5	36	19	9	9
Doss	05	149	95	2	80	-3	55	6	2	*	*	*	*	*	*	25	92	3	68	-11	48	6	110	95	-1	85	-2	59	4	21	81	21	62	22	19	19	14	57	16	29	5	<1	-6	9	78	-14	22	-45	<1	-17
Doss		411	92	2	78	0	55	4	9	78	-12	44	-6	22	12	68	93	10	71	-2	38	-9	282	95	1	84	2	61	6	74	74	15	46	12	18	11	60	65	19	35	6	18	6	33	70	-1	42	-8	9	-5
Galindo	03	81	78	0	53	12	32	7	6	83	16	50	-17	33	0	65	78	-3	55	13	31	5	8	75	75	50	50	50	50	71	77	1	51	11	30	6	46	74	-2	50	7	28	-1	19	68	15	26	19	11	4
Galindo	04	68	60	-14	31	-6	10	-4	4	*	*	*	*	*	*	60	58	-14	28	-6	12	2	0	--	--	--	--	--	--	57	54	-17	23	-14	7	-6	44	52	-15	27	-6	11	0	20	30	-6	20	11	5	5
Galindo	05	72	74	10	33	4	13	-6	4	*	*	*	*	*	*	66	74	10	33	2	11	-8	2	*	*	*	*	*	*	62	73	9	31	4	10	-6	40	73	12	33	13	10	3	17	35	17	12	3	6	-3
Galindo		221	71	0	40	5	19	0	14	79	8	50	21	21	0	191	71	0	39	4	18	0	10	80	10	50	0	50	10	190	69	-1	36	2	16	-1	130	66	-2	37	6	17	2	56	45	7	20	12	7	2
Govalle	03	48	60	-2	17	-9	8	-2	6	50	-10	<1	0	<1	0	42	62	1	19	-7	10	1	0	--	--	--	--	--	--	45	60	-6	16	-12	7	-3	19	74	-4	21	-9	5	-10	10	50	27	<1	-8	<1	0
Govalle	04	61	59	15	26	6	7	-2	6	33	0	33	33	<1	0	53	60	13	25	1	6	-5	1	*	*	*	*	*	*	55	56	12	25	6	5	-4	22	77	13	41	5	9	-5	18	28	28	6	6	<1	0
Govalle	05	47	79	-9	26	-15	6	-10	5	>99	20	40	10	20	10	41	76	-13	22	-19	5	-8	0	--	--	--	--	--	--	43	77	-9	23	-18	5	-9	15	>99	14	40	-5	13	4	15	47	-41	7	-43	<1	-38
Govalle		156	65	-1	23	-7	7	-5	17	59	-3	24	10	6	1	136	65	-2	22	-8	7	-4	1	*	*	*	*	*	*	143	64	-2	22	-7	6	-5	56	82	4	34	-3	9	-4	43	40	3	5	-14	<1	-11
Graham	03	90	90	2	66	11	34	12	13	92	1	62	-2	31	4	68	88	2	62	9	32	13	4	*	*	*	*	*	*	76	92	6	66	11	34	14	52	87	1	62	6	29	8	9	67	0	33	-25	11	-22
Graham	04	96	92	4	66	-1	32	-7	11	>99	9	45	9	27	27	75	89	2	67	-2	31	-10	9	>99	0	78	-22	44	-56	78	90	4	63	1	33	2	66	92	6	70	0	35	-7	15	93	57	53	53	13	13
Graham	05	89	94	5	62	9	33	10	7	>99	14	57	-5	<1	-29	78	94	5	62	12	33	13	4	*	*	*	*	*	*	71	93	3	56	4	24	2	59	93	1	63	21	34	26	11	73	16	<1	-21	<1	0
Graham		275	92	4	64	6	33	5	31	97	9	55	-1	23	2	221	90	2	63	5	32	5	17	>99	0	82	13	53	-10	225	92	5	62	6	31	7	177	91	3	65	8	33	9	35	80	26	31	4	9	-2
Guerrero-Thomps	03	102	67	-13	41	3	18	3	4	*	*	*	*	*	*	93	70	-13	43	3	19	4	2	*	*	*	*	*	*	97	68	-11	41	4	18	3	91	65	-14	38	5	16	4	6	17	-3	17	-3	<1	0
Guerrero-Thomps	04	83	75	-4	46	-1	16	-1	2	*	*	*	*	*	*	74	78	-3	47	-4	16	-3	2	*	*	*	*	*	*	78	77	-1	46	-2	15	-2	73	74	-4	45	-4	14	-3	6	33	4	<1	0	<1	0
Guerrero-Thomps	05	70	83	1	57	-2	27	10	4	*	*	*	*	*	*	61	84	2	59	2	30	14	2	*	*	*	*	*	*	68	82	1	57	0	26	10	56	80	-2	55	-3	27	9	8	50	6	13	-12	13	13
Guerrero-Thomps		255	74	-6	47	-1	20	4	10	70	-30	40	-20	10	10	228	76	-6	49	0	21	5	6	17	-50	17	-27	<1	-22	243	75	-5	47	-1	19	3	220	72	-8	45	-2	18	2	20	35	-1	10	-8	5	5
Gullett	03	85	93	0	69	-4	45	-6	1	*	*	*	*	*	*	12	92	4	75	6	50	6	68	94	-3	71	-8	44	-14	7	57	0	43	29	14	0	1	*	*	*	*	*	*	17	71	31	35	5	6	-14
Gullett	04	102	88	-11	66	-23	42	-20	7	71	-29	57	-43	29	-21	19	84	-9	53	-26	32	-32	71	93	-7	73	-19	49	-17	11	55	-31	36	-21	27	-2	1	*	*	*	*	*	*	14	50	-33	36	-14	29	12
Gullett	05	84	96	0	87	8	60	10	2	*	*	*	*	*	*	16	>99	0	81	-2	50	8	62	95	-2	89	12	65	14	6	67	-33	50	-25	17	-33	1	*	*	*	*	*	*	7	71	-4	71	46	14	1
Gullett		271	92	-4	73	-7	48	-6	10	70	-13	60	-15	30	-3	47	91	-2	68	-8	43	-7	201	94	-4	77	-5	52	-6	24	58	-20	42	-2	21	-7	3	*	*	*	*	*	*	38	63	0	42	9	16	-1
Harris	03	60	52	-10	20	-8	13	5	8	63	43	38	38	38	38	47	53	-13	19	-11	11	2	2	*	*	*	*	*	*	56	50	-12	20	-8	13	5	46	50	-11	20	-3	11	9	5	40	40	20	20	20	20
Harris	04	74	57	0	19	-8	5	-3	6	<1	-57	<1	-14	<1	-14	68	62	4	21	-6	6	0	0	--	--	--	--	--	--	69	57	1	17	-8	4	-4	48	60	4	15	-10	2	-5	5	<1	-18	<1	-9	<1	-9
Harris	05	64	81	8	25	-19	8	-6	9	33	-30	<1	-38	<1	-25	52	90	15	27	-18	8	-3	2	*	*	*	*	*	*	63	81	9	25	-20	8	-6	47	85	15	26	-14	9	0	11	55	15	18	-22	18	-2
Harris		198	63	-1	21	-11	9	-1	23	35	-15	13	-7	13	-2	167	68	2	22	-11	8	0	4	*	*	*	*	*	*	188	63	0	21	-11	8	-2	141	65	3	20	-9	7	1	21	38	14	14	-6	14	2
Hart	03	121	69	-15	37	-6	18	-7	8	63	-28	38	-17	<1	-18	100	72	-16	37	-5	19	-7	6	33	0	17	-16	17	-16	112	70	-13	38	-5	19	-7	100	69	-15	37	-8	19	-8	14	57	-3	36	16	<1	0
Hart	04	106	79	10	48	10	21	3	8	75	-8	50	17	13	13	90	81	12	49	10	20	1	6	67	7	33	-7	33	13	100	80	10	47	8	21	3	87	80	9	52	13	23	5	15	67					



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Highland Park	03	113	91	-3	68	-4	49	-5	0	-	-	-	-	-	-	20	70	-3	55	22	25	18	79	97	0	73	-7	53	-10	7	71	-9	43	13	<1	-20	4	*	*	*	*	*	*	13	54	-10	31	-33	23	-13
Highland Park	04	117	88	-7	66	-15	40	-18	1	*	*	*	*	*	*	14	79	-7	29	-35	7	-50	94	88	-8	72	-9	45	-15	9	78	15	33	-5	22	9	2	*	*	*	*	*	*	15	60	-40	20	-80	13	-37
Highland Park	05	104	>99	2	80	-13	58	-11	1	*	*	*	*	*	*	17	>99	8	65	-12	47	16	70	>99	1	84	-11	59	-15	13	>99	0	46	-4	15	-10	3	*	*	*	*	*	*	8	>99	29	63	6	25	-18
Highland Park		334	93	-3	71	-11	49	-11	2	*	*	*	*	*	*	51	82	-1	51	-6	27	-4	243	95	-2	76	-10	51	-15	29	86	9	41	5	14	-4	9	89	-11	56	31	<1	0	36	67	-6	33	-35	19	-22
Hill	03	155	90	-4	69	-4	50	-4	1	*	*	*	*	*	*	25	88	-7	56	-11	36	-12	109	91	-3	72	-1	53	-4	13	62	-30	38	-16	23	-31	16	63	-23	31	2	25	-4	7	86	19	57	13	29	7
Hill	04	156	91	-2	69	-4	46	-3	7	86	6	43	-37	29	-11	26	85	0	42	-23	27	-4	108	93	-2	76	1	49	-5	19	63	-17	42	-5	32	-1	9	44	-26	33	-7	22	2	10	70	3	40	23	20	20
Hill	05	159	96	0	78	-2	57	9	5	>99	0	80	-20	60	27	26	77	-19	62	-9	46	17	108	99	4	81	-3	60	3	17	76	-24	35	-9	24	-9	10	80	-20	50	50	40	40	8	75	8	25	-8	13	2
Hill		470	92	-2	72	-3	51	1	13	92	13	54	-17	38	9	77	83	-9	53	-15	36	1	325	94	-1	76	0	54	-2	49	67	-22	39	-10	27	-14	35	63	-17	37	7	29	9	25	76	9	40	7	20	7
Houston	03	73	63	9	30	10	5	-1	7	29	-21	14	-19	<1	0	66	67	14	32	14	6	0	0	--	--	--	--	--	--	72	63	7	29	8	6	-1	40	73	26	40	27	10	8	6	50	17	50	33	<1	-17
Houston	04	89	52	1	20	-2	4	2	6	50	30	<1	-20	<1	0	80	50	-2	20	-1	3	1	2	*	*	*	*	*	*	83	51	-2	19	-3	4	3	48	46	-8	17	-8	4	2	10	40	-40	20	-60	10	10
Houston	05	97	72	-1	25	-13	7	-2	4	*	*	*	*	*	*	91	73	1	23	-16	7	-3	2	*	*	*	*	*	*	88	73	0	25	-14	7	-3	55	73	5	24	-10	7	2	12	33	-30	25	-25	8	-5
Houston		259	63	4	25	-1	6	0	17	41	-12	12	-17	6	6	237	63	4	24	-2	5	-1	4	*	*	*	*	*	*	243	62	2	24	-3	5	-1	143	64	8	26	2	7	4	28	39	-19	29	-18	7	-4
Jordan	03	95	61	-12	22	-18	8	-11	16	44	-36	6	-24	<1	-20	75	64	-8	24	-17	11	-7	3	*	*	*	*	*	*	91	62	-11	23	-17	9	-8	58	64	-9	22	-20	14	-3	19	37	12	16	-9	<1	0
Jordan	04	91	69	0	38	4	7	-2	14	71	2	29	-9	<1	-15	76	68	-2	39	5	8	0	1	*	*	*	*	*	*	88	68	1	38	3	7	-2	64	69	0	38	4	6	-3	12	58	27	50	27	<1	-8
Jordan	05	85	73	11	38	5	7	-6	18	72	26	44	21	6	-2	65	72	5	35	-1	6	-9	0	--	--	--	--	--	--	75	73	12	39	6	7	-6	52	73	7	33	-3	6	-10	15	40	4	7	-20	<1	0
Jordan		271	68	0	32	-3	7	-6	48	63	-1	27	-4	2	-12	216	68	-1	33	-4	8	-5	4	*	*	*	*	*	*	254	67	0	33	-3	7	-6	174	68	-1	31	-6	9	-5	46	43	11	22	-3	<1	-4
Joslin	03	31	55	-22	29	-20	10	-13	1	*	*	*	*	*	*	19	53	-17	21	-12	5	-6	10	70	-30	50	-39	20	-47	21	52	-20	24	-17	<1	-17	9	56	-11	22	2	<1	-7	5	40	-29	20	-26	<1	-23
Joslin	04	42	62	4	43	10	19	7	1	*	*	*	*	*	*	26	50	9	27	13	4	-1	11	82	-8	82	2	45	15	32	56	11	31	17	6	1	14	50	17	7	0	<1	0	15	60	40	53	33	13	13
Joslin	05	34	85	15	53	10	21	1	0	--	--	--	--	--	--	23	78	11	35	-2	4	-11	10	>99	0	90	-10	60	10	22	82	18	41	5	5	-11	14	71	25	21	6	<1	0	7	57	-26	43	-24	<1	-17
Joslin		107	67	-2	42	0	17	-2	2	*	*	*	*	*	*	68	60	-1	28	-1	4	-7	31	84	-11	74	-12	42	-6	75	63	1	32	0	4	-9	37	59	10	16	2	<1	-2	27	56	-7	44	-2	7	-10
Kiker	03	161	97	0	83	-1	58	-7	4	*	*	*	*	*	*	26	>99	6	85	14	46	-1	100	97	-1	83	-4	58	-10	6	67	0	33	0	<1	-17	15	>99	0	80	0	53	-27	9	56	-30	56	13	33	19
Kiker	04	170	>99	2	85	-2	59	-7	2	*	*	*	*	*	*	29	>99	3	86	-11	48	-33	121	>99	2	83	-1	59	-1	5	>99	0	60	-40	60	-40	4	*	*	*	*	*	*	18	>99	5	56	-15	39	-13
Kiker	05	190	99	0	92	5	64	7	1	*	*	*	*	*	*	31	>99	3	97	31	68	34	127	99	-1	91	-1	62	0	1	*	*	*	*	*	*	7	>99	25	>99	25	57	57	17	94	-6	71	9	41	22
Kiker		521	99	1	87	1	60	-3	7	71	-29	57	-43	29	-4	86	>99	4	90	13	55	1	348	99	0	86	-2	60	-4	12	83	1	50	-5	33	-12	26	>99	6	88	0	58	2	44	89	-6	61	0	39	9
Kocurek	03	73	60	-9	38	-2	19	-5	5	60	-28	20	-43	<1	-13	45	58	-3	38	12	11	0	19	74	-8	47	-12	42	-17	45	44	-18	29	-3	11	-5	10	50	-12	40	25	10	2	12	42	4	33	8	<1	0
Kocurek	04	71	68	5	44	6	18	-4	9	78	11	44	27	22	5	42	60	6	36	7	12	-2	16	81	-2	56	-14	31	-17	44	61	3	32	-1	9	-10	14	57	4	14	-19	<1	0	14	36	12	29	11	<1	-12
Kocurek	05	91	81	8	46	8	25	2	6	67	4	50	25	<1	0	54	80	13	35	6	22	9	27	85	-7	67	9	41	-9	63	79	8	43	11	24	6	14	64	14	29	15	7	0	19	58	-4	26	11	16	1
Kocurek		235	71	3	43	4	21	-2	20	70	-3	40	4	10	1	141	67	7	36	8	16	4	62	81	-4	58	-5	39	-13	152	64	0	36	4	16	-2	38	58	3	26	5	5	0	45	47	8	29	9	7	-2
Langford	03	66	56	-1	23	-1	9	0	6	33	-67	33	-17	<1	0	59	58	2	22	-1	10	1	1	*	*	*	*	*	*	59	53	-5	22	-1	8	-1	39	56	9	23	2	8	-1	16	31	-25	19	-14	13	13
Langford	04	68	57	-2	26	-7	7	-5	4	*	*	*	*	*	*	63	59	2	25	-6	6	-6	1	*	*	*	*	*	*	65	55	-6	26	-8	6	-6	35	54	-1	26	3	6	-3	10	50	7	40	-3	20	2

2019 STAAR Reading with Change from Prior Year  
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Lee	03	62	89	-4	77	2	65	16	2	*	*	*	*	*	*	11	82	-13	64	-3	45	2	42	90	-2	81	0	71	15	8	38	-45	25	-42	25	-33	1	*	*	*	*	*	*	9	44	-16	33	-7	22	-8
Lee	04	78	91	8	73	1	51	1	2	*	*	*	*	*	*	23	87	18	52	6	22	7	38	97	0	82	-5	68	0	17	82	22	59	29	29	9	4	*	*	*	*	*	*	11	64	50	27	13	9	-5
Lee	05	57	89	-1	74	-9	56	-3	4	*	*	*	*	*	*	12	83	-17	58	-42	25	-44	35	>99	3	91	5	74	8	10	70	12	40	-10	10	-15	1	*	*	*	*	*	*	7	43	5	29	4	14	-11
Lee	06	32	84	2	59	1	34	-4	9	56	56	33	33	22	22	8	88	15	50	-3	25	5	14	>99	12	79	14	43	-11	10	60	3	30	-13	<1	-29	0	--	--	--	--	--	--	5	20	-9	20	20	20	20
Lee		229	89	1	72	-1	54	4	17	59	32	41	23	29	20	54	85	0	56	-10	28	-9	129	96	2	84	3	68	7	45	67	2	42	-6	18	-15	6	67	-15	67	3	17	-19	32	47	9	28	6	16	-3
Linder	03	52	71	-4	33	1	13	-3	5	80	-20	20	-80	20	-30	40	68	-7	30	2	8	-4	3	*	*	*	*	*	*	43	77	2	35	4	12	-3	32	78	-4	31	5	9	-3	5	20	-63	20	-30	20	3
Linder	04	70	69	7	31	-5	10	3	3	*	*	*	*	*	*	59	66	4	24	-12	8	2	5	80	-20	80	-20	20	-30	60	68	7	30	-4	10	5	36	69	10	39	1	14	9	7	57	-7	43	-12	29	29
Linder	05	64	75	-2	41	12	14	4	5	40	-27	20	-13	<1	-17	57	79	-3	44	15	16	8	1	*	*	*	*	*	*	55	76	0	42	13	13	4	42	71	12	45	28	14	11	12	33	-27	33	3	17	17
Linder		186	72	0	35	3	12	1	13	69	7	31	-7	15	0	156	71	-2	33	2	11	2	9	78	-5	56	-11	22	-20	158	73	2	35	4	11	1	110	73	6	39	11	13	6	24	38	-29	33	-11	21	17
Maplewood	03	74	88	0	55	-5	38	-2	9	56	-11	22	22	<1	0	20	95	8	45	-3	40	18	39	90	0	67	-10	44	-14	19	79	2	26	3	5	-13	6	>99	0	33	-7	<1	-20	11	64	26	9	-16	9	-4
Maplewood	04	76	78	6	58	2	32	-5	8	38	0	13	5	<1	0	25	72	22	44	19	24	-1	38	87	-6	74	-12	45	-9	29	52	2	24	3	7	-6	8	63	13	38	38	<1	0	15	33	-24	13	-44	7	-36
Maplewood	05	58	93	2	66	1	43	0	13	69	-17	31	-12	8	-6	8	>99	12	38	-6	13	-6	32	>99	4	84	6	59	2	23	83	12	35	14	9	2	1	*	*	*	*	*	*	11	82	13	36	-2	27	-4
Maplewood	06	17	47	-7	29	-6	18	6	4	*	*	*	*	*	*	10	50	30	20	20	10	10	1	*	*	*	*	*	*	11	27	-2	18	12	9	9	2	*	*	*	*	*	*	8	25	-15	25	5	25	25
Maplewood		225	83	3	57	0	36	0	34	53	-5	24	2	6	0	63	79	9	40	5	25	7	110	92	-1	75	-5	49	-7	82	63	6	27	9	7	-3	17	76	12	29	15	<1	-7	45	51	-4	20	-16	16	-8
Mathews	03	61	89	-3	85	11	69	29	5	40	-27	40	7	40	40	16	88	0	75	10	69	34	30	97	-3	97	12	73	31	19	74	-9	63	2	47	25	6	83	-17	67	0	67	23	6	67	27	33	33	33	33
Mathews	04	60	93	-1	65	-14	32	-13	4	*	*	*	*	*	*	22	91	7	45	-18	23	-3	26	96	-4	77	-6	42	-19	15	80	-1	33	-23	13	-6	6	>99	29	50	-21	17	3	9	78	3	33	-17	11	-14
Mathews	05	54	94	3	67	0	41	1	4	*	*	*	*	*	*	21	90	0	48	8	29	14	21	>99	4	71	-18	57	-2	20	85	-8	50	30	25	18	7	86	-14	71	4	43	43	8	75	-25	38	-19	<1	-14
Mathews	06	26	73	-21	46	-28	23	-12	1	*	*	*	*	*	*	12	42	-45	17	-56	17	-23	11	>99	0	82	15	36	3	9	56	-22	22	-34	22	11	2	*	*	*	*	*	*	5	60	-40	40	-10	20	20
Mathews		201	90	-3	69	-4	44	4	14	64	-16	57	-13	21	11	71	82	-6	48	-12	34	5	88	98	-1	83	0	56	6	63	76	-8	46	-2	29	13	21	81	-9	57	-8	38	13	28	71	-7	36	-3	14	3
McBee	03	50	74	-12	32	-8	22	9	1	*	*	*	*	*	*	48	75	-13	31	-11	21	7	1	*	*	*	*	*	*	48	75	-12	31	-8	21	9	42	74	-15	31	-12	21	8	7	29	-29	<1	-17	<1	0
McBee	04	71	85	9	44	6	13	1	4	*	*	*	*	*	*	66	86	9	44	4	12	1	1	*	*	*	*	*	*	68	85	10	46	8	13	0	54	83	10	44	3	13	-1	14	71	26	21	3	<1	0
McBee	05	63	83	-8	38	-13	17	-9	4	*	*	*	*	*	*	58	83	-9	40	-11	17	-11	1	*	*	*	*	*	*	61	82	-10	36	-17	18	-9	49	80	-11	37	-10	14	-13	12	67	11	25	3	<1	0
McBee		184	81	-4	39	-4	17	0	9	56	-4	22	-8	22	12	172	82	-4	39	-5	16	-2	3	*	*	*	*	*	*	177	81	-4	38	-5	17	0	145	79	-6	38	-6	16	-2	33	61	8	18	-1	<1	0
Menchaca	03	120	70	-2	39	0	27	7	4	*	*	*	*	*	*	79	63	-5	30	-3	18	4	31	84	2	52	-1	42	7	57	56	-12	25	-7	14	-2	26	65	-10	23	-12	12	-8	16	25	-11	6	6	<1	0
Menchaca	04	123	72	-3	40	-3	18	-2	6	33	-17	17	-8	<1	-25	79	70	1	35	-2	16	1	28	79	-8	54	1	29	6	68	59	0	29	5	7	-4	25	84	31	40	13	12	-8	20	40	-30	15	5	5	5
Menchaca	05	107	83	-4	50	-3	25	4	6	50	-50	33	-17	17	17	59	88	7	47	3	20	2	30	83	-13	60	-14	33	7	49	82	7	41	-7	18	0	20	75	6	30	17	20	14	17	47	-20	18	-15	6	0
Menchaca		350	75	-3	43	-2	23	3	16	44	-20	31	13	19	10	217	72	-1	37	-1	18	3	89	82	-6	55	-4	35	6	174	64																			

2019 STAAR Reading with Change from Prior Year  
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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Norman	03	28	54	-2	25	7	4	-1	16	50	-6	19	-6	6	0	10	60	5	40	26	<1	-5	0	--	--	--	--	--	--	26	54	-1	27	11	4	-1	6	67	3	33	24	<1	-9	5	20	-13	20	-13	<1	0
Norman	04	27	56	-13	19	-22	7	-12	11	55	-2	18	-11	9	-12	15	60	-22	20	-33	7	-11	0	--	--	--	--	--	--	27	56	-15	19	-23	7	-12	7	57	-43	29	-46	14	1	2	*	*	*	*	*	*
Norman	05	30	87	31	63	48	23	17	13	77	21	62	45	23	12	17	94	34	65	52	24	24	0	--	--	--	--	--	--	29	86	29	62	45	21	14	8	>99	37	75	62	13	13	4	*	*	*	*	*	*
Norman		85	66	6	36	12	12	2	40	60	4	33	10	13	0	42	74	9	43	17	12	5	0	--	--	--	--	--	--	82	66	5	37	13	11	1	21	76	2	48	18	10	3	11	45	15	36	16	27	27
Norman/Sims	03	41	61	-5	29	3	10	3	21	57	-6	24	1	10	5	18	67	2	39	12	11	5	0	--	--	--	--	--	--	39	62	-3	31	8	10	5	10	80	5	40	5	10	0	5	20	-13	20	-13	0	0
Norman/Sims	04	48	52	-15	19	-18	10	-3	20	40	-13	10	-16	5	-11	26	62	-22	23	-25	12	0	1	--	--	--	--	--	--	46	50	-19	17	-20	9	-5	14	71	-19	36	-34	21	11	5	20	-80	20	-30	20	20
Norman/Sims	05	41	83	24	49	27	17	9	18	72	20	50	39	17	9	23	91	25	48	18	17	8	0	--	--	--	--	--	--	39	85	26	49	29	15	6	10	90	19	60	25	10	-8	6	50	50	33	33	33	33
Norman/Sims		130	65	1	32	4	12	3	59	56	0	27	8	10	1	67	73	2	36	2	13	5	1	--	--	--	--	--	--	124	65	1	31	5	11	2	34	79	3	44	2	15	-2	16	31	6	25	8	19	19
Oak Hill	03	129	81	8	54	10	42	13	2	*	*	*	*	*	*	61	70	13	34	16	20	9	49	88	-4	71	-2	59	10	54	70	15	35	16	19	13	38	68	22	39	26	24	18	16	69	26	13	9	6	6
Oak Hill	04	147	71	-4	46	-7	28	-5	3	*	*	*	*	*	*	76	55	-9	28	-8	11	-12	59	92	7	69	-1	49	2	67	51	1	24	-1	9	-8	44	55	-3	25	1	9	-2	27	30	-8	7	-22	4	-10
Oak Hill	05	137	90	0	59	-15	34	-17	4	*	*	*	*	*	*	60	80	3	48	1	20	-1	53	96	-4	72	-24	53	-23	49	76	2	39	-4	14	1	37	76	9	32	2	11	1	23	74	14	35	2	9	-11
Oak Hill		413	80	2	53	-3	34	-3	9	78	14	56	20	22	4	197	68	3	36	4	16	-2	161	92	0	71	-7	53	-3	170	64	5	32	4	14	3	119	66	11	32	11	14	5	66	55	9	18	-2	6	-4
Oak Springs	03	32	34	-11	19	8	13	6	7	29	-31	<1	-30	<1	-20	24	33	-9	25	19	17	14	0	--	--	--	--	--	--	32	34	-11	19	8	13	6	9	33	-3	33	24	33	24	5	20	-20	20	20	<1	0
Oak Springs	04	32	69	33	38	26	6	6	5	80	42	60	35	<1	0	25	64	31	32	24	4	4	2	*	*	*	*	*	*	32	69	35	38	25	6	6	8	75	50	38	25	<1	0	7	43	29	29	29	<1	0
Oak Springs	05	29	72	2	24	4	3	0	9	89	-1	22	2	11	11	19	63	2	21	3	<1	-4	0	--	--	--	--	--	--	26	73	2	23	2	4	1	6	33	-46	17	3	<1	0	9	67	22	11	2	<1	0
Oak Springs		93	58	7	27	12	8	5	21	67	3	24	-1	5	-2	68	53	7	26	15	7	5	2	*	*	*	*	*	*	90	58	7	27	12	8	4	23	48	-4	30	18	13	10	21	48	13	19	15	<1	0
Odom	03	61	61	-15	25	-15	18	2	4	*	*	*	*	*	*	52	62	-18	23	-16	15	2	5	60	-23	60	-7	60	27	55	56	-17	18	-18	13	-1	26	69	-24	35	1	19	2	11	45	-22	9	-58	9	9
Odom	04	75	72	11	32	-5	15	-1	4	*	*	*	*	*	*	67	72	13	30	-3	12	-3	4	*	*	*	*	*	*	69	71	13	30	-2	14	0	30	77	15	30	2	13	6	1	*	*	*	*	*	*
Odom	05	56	80	6	41	7	20	7	4	*	*	*	*	*	*	46	83	7	37	1	17	3	6	>99	25	>99	62	50	37	50	80	6	36	2	18	3	26	92	29	35	10	19	11	5	20	-40	20	20	<1	0
Odom		192	71	0	32	-5	17	2	12	42	11	17	2	8	-7	165	72	-1	30	-6	15	1	15	87	3	73	10	53	27	174	69	0	28	-6	15	1	82	79	6	33	4	17	6	17	35	-15	12	-8	6	6
Ortega	03	48	79	-5	44	12	25	14	5	80	-8	40	-23	<1	-13	38	79	-3	47	26	32	20	4	*	*	*	*	*	*	45	80	-4	44	15	27	16	18	72	-10	39	10	28	16	5	>99	67	60	60	40	40
Ortega	04	38	71	-9	32	-7	11	-4	7	43	43	43	43	14	14	29	76	-9	24	-17	10	-5	1	*	*	*	*	*	*	35	69	-12	29	-8	6	-8	15	67	-21	27	-19	<1	-17	5	<1	-60	<1	0	<1	0
Ortega	05	45	84	3	33	-22	7	-16	4	*	*	*	*	*	*	35	86	10	37	-13	9	-9	1	*	*	*	*	*	*	40	85	5	35	-16	5	-15	18	89	8	44	0	11	-8	2	*	*	*	*	*	*
Ortega		131	79	-3	37	-5	15	-2	16	56	-24	31	-22	6	-7	102	80	-1	37	-1	18	3	6	83	-17	50	-50	<1	-50	120	78	-4	37	-2	13	-2	51	76	-8	37	-3	14	-2	12	50	0	33	22	17	17
Overton	03	71	63	-8	27	-13	15	-4	7	71	3	29	13	29	18	63	62	-10	25	-23	14	-8	0	--	--	--	--	--	--	69	64	-7	28	-11	16	-2	49	63	-9	24	-26	18	-8	9	56	36	33	13	11	1
Overton	04	78	58	4	29	3	8	-2	22	59	1	27	6	9	-4	55	56	5	31	5	7	-2	0	--	--	--	--	--	--	73	59	7	30	5	8	-1	43	56	8	28	6	2	-5	15	33	-3	27	18	13	13
Overton	05	92	87	11	45	10	21	8	18	89	6	33	5	22	11	73	86	10	47	9	21	7	1	*	*	*	*	*	*	86	88	11	45	12	21	9	58	86	14	45	11	16	1	11	55	5	27	14	9	9
Overton		241	71	5	34	1	15	1	47	72	3	30	9	17	6	191	70	5	35	-2	15	0	1	*	*	*	*	*	*	228	71	6	35	3	15	2	150	70	8	33	-1	13	-2	35	46	12	29	15	11	8
Padrón	03	103	69	-9	39	12	19	10	3	*	*	*	*	*	*	98	68	-12	39	10	19	9	1	*	*	*	*	*	*	94	68	-10	37	9	18	8	84	68	-10	37	9	17	9	6	<1	-25	<1	0	<1	0
Padrón	04	77	69	3	34	4	10	-2	5	40	-23	40	15	40	27	71	72	6	34	4	8	-5	0	--	--	--	--	--	--	73	67	2	34	5	11	-2	70	71	6	33	3	10	-1	7	14	-16	14	14	<1	0
Padrón	05	85																																																



2019 STAAR Reading with Change from Prior Year  
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		All Students					African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																		
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Palm	03	58	69	-9	22	-37	14	-18	4	*	*	*	*	*	*	48	71	-12	19	-41	10	-21	3	*	*	*	*	*	*	50	68	-13	22	-39	14	-18	23	65	-24	26	-35	17	-5	14	21	-46	<1	-33	<1	0
Palm	04	58	59	-23	31	-9	14	6	5	20	-55	20	-5	<1	0	49	63	-18	33	-7	16	8	2	*	*	*	*	*	*	52	56	-24	31	-5	12	8	25	60	-28	24	-18	12	4	14	29	-38	7	7	<1	0
Palm	05	68	87	8	43	11	19	5	3	*	*	*	*	*	*	60	87	6	42	11	18	4	2	*	*	*	*	*	*	57	86	16	40	17	21	12	29	90	18	45	37	17	13	11	45	-8	9	2	<1	0
Palm		184	72	-8	33	-9	16	0	12	42	-8	17	-3	<1	0	157	75	-7	32	-9	15	-1	7	86	-14	71	-4	57	32	159	70	-7	31	-7	16	3	77	73	-10	32	-3	16	6	39	31	-28	5	-2	<1	0
Patton	03	146	80	5	60	9	47	13	8	63	43	25	25	25	25	38	61	-2	29	-8	18	-2	67	90	8	78	18	64	23	37	57	6	27	-8	16	0	21	76	8	52	15	33	12	12	42	-8	25	-4	8	-21
Patton	04	154	73	-10	46	-13	21	-13	5	20	-24	20	9	<1	-11	48	60	-13	31	-14	10	-13	72	85	-7	58	-12	29	-9	35	57	-10	29	-4	11	-8	20	60	-33	20	-51	10	-47	14	43	-13	43	15	7	-4
Patton	05	149	89	3	68	9	43	11	9	56	-15	11	11	11	11	50	86	12	58	16	32	13	76	97	4	82	11	50	7	40	80	11	60	29	35	21	13	77	-3	69	9	38	-2	17	65	34	35	16	12	12
Patton		449	81	0	58	2	37	4	22	50	2	18	13	14	9	136	70	0	40	-1	21	0	215	91	2	73	6	47	7	112	65	3	39	6	21	4	54	70	-9	44	-9	26	-11	43	51	5	35	10	9	-4
Pease	03	31	94	3	81	14	55	10	3	*	*	*	*	*	*	10	80	-2	70	34	40	31	15	>99	0	87	1	67	0	3	*	*	*	*	*	*	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	04	36	81	-11	58	-21	39	-7	1	*	*	*	*	*	*	12	67	-13	25	-35	17	-16	22	95	-5	82	-7	55	-6	4	*	*	*	*	*	*	0	--	--	--	--	--	--	6	67	67	50	50	17	17
Pease	05	41	93	7	66	-5	39	-12	4	*	*	*	*	*	*	17	82	32	24	4	12	-8	17	>99	0	94	-1	59	-4	9	89	14	33	-17	11	-27	0	--	--	--	--	--	--	2	*	*	*	*	*	*
Pease	06	14	50	-20	14	-31	<1	-30	3	*	*	*	*	*	*	9	22	-38	<1	-50	<1	-40	1	*	*	*	*	*	*	5	80	40	40	40	<1	0	0	--	--	--	--	--	--	3	*	*	*	*	*	*
Pease		122	84	-3	61	-8	39	-6	11	91	18	64	0	27	0	48	67	-3	29	-14	17	-9	55	98	-2	85	-1	58	-3	21	71	11	24	-12	5	-15	0	--	--	--	--	--	--	13	46	13	31	14	8	8
Pecan Springs	03	43	63	-12	40	-13	30	-3	14	36	-35	7	-22	7	-6	26	81	3	62	-3	46	5	2	*	*	*	*	*	*	42	62	-13	38	-16	31	-1	16	75	-6	75	6	63	7	9	22	-28	11	-39	<1	0
Pecan Springs	04	61	61	-9	26	-9	10	-3	18	67	9	28	3	6	6	40	60	-17	25	-15	10	-7	2	*	*	*	*	*	*	55	60	-8	24	-8	7	-7	27	59	-23	26	-24	15	-8	8	25	-8	<1	0	<1	0
Pecan Springs	05	44	57	-27	32	-4	16	5	14	64	-18	29	5	21	9	27	56	-30	33	-11	15	4	1	*	*	*	*	*	*	41	56	-26	32	-3	15	5	16	56	-28	38	-9	19	8	9	11	-39	<1	0	<1	0
Pecan Springs		148	60	-16	32	-11	18	-3	46	57	-15	22	-4	11	2	93	65	-15	38	-14	22	-3	5	20	-20	20	-20	20	-20	138	59	-16	30	-12	17	-3	59	63	-19	42	-16	29	-5	26	19	-27	4	-11	<1	0
Perez	03	70	61	-13	37	-4	13	-12	6	50	-25	17	-33	17	-33	59	64	-9	42	3	14	-10	4	*	*	*	*	*	*	62	65	-7	40	0	15	-10	36	72	-2	50	10	22	-4	11	27	-40	18	-26	<1	-17
Perez	04	93	62	-7	35	3	23	6	7	57	32	14	14	14	14	83	61	-10	36	4	23	7	3	*	*	*	*	*	*	82	61	-7	37	7	22	7	54	57	-16	31	2	22	3	19	32	-12	16	-15	5	-1
Perez	05	107	80	-5	43	-5	15	-5	3	*	*	*	*	*	*	103	81	-6	44	-4	15	-6	1	*	*	*	*	*	*	98	80	-4	43	-4	15	-4	55	87	4	51	8	18	0	24	54	37	17	0	4	-4
Perez		270	69	-7	39	-1	17	-3	16	56	1	13	-14	13	-5	245	70	-7	41	1	17	-3	8	75	-14	38	-40	25	-19	242	69	-6	40	1	17	-2	145	72	-5	43	6	21	0	54	41	-5	17	-16	4	-7
Pickle	03	77	61	-20	35	0	19	6	6	50	-50	33	33	17	17	68	63	-18	35	-4	21	7	2	*	*	*	*	*	*	72	61	-20	35	1	18	5	60	63	-17	37	-4	20	4	8	63	46	50	50	13	13
Pickle	04	81	59	16	35	20	6	-1	10	20	-20	10	-10	<1	-20	67	64	21	39	26	7	2	2	*	*	*	*	*	*	72	61	21	35	20	7	-1	61	62	15	41	25	8	1	9	22	8	11	-3	<1	-14
Pickle	05	65	83	12	37	5	9	-1	7	86	3	57	-1	14	-11	56	84	14	34	7	7	-1	2	*	*	*	*	*	*	62	84	13	39	8	10	1	52	85	14	37	10	6	-2	9	67	14	33	-7	<1	-7
Pickle		223	67	0	35	7	12	2	23	48	-27	30	-10	9	-11	191	70	4	36	9	12	3	6	33	-24	17	-12	17	3	206	68	2	36	8	12	2	173	69	3	38	10	12	2	26	50	14	31	6	4	-3
Pillow	03	62	71	8	50	17	31	18	5	60	-17	20	-18	<1	-15	38	63	2	47	22	32	23	11	91	28	73	23	27	2	48	67	8	46	21	27	20	26	65	15	35	17	27	24	9	33	-34	33	0	<1	0
Pillow	04	70	64	6	30	0	13	2	8	75	37	50	25	50	50	47	62	9	21	2	6	-1	11	73	-2	55	0	18	-2	57	61	10	26	1	12	7	31	55	16	10	-4	<1	-4	6	33	-17	17	-13	<1	-10
Pillow	05	66	71	-5	35	-5	15	-1	9	89	29	11	-29	11	-9	39	67	-15	31	-10	8	-6	17	76	6	59	19	35	15	49	69	-3	31	-5	14	0	25	52	-15	32	-1	8	0	12	33	-24	17	3	17	3
Pillow		198	69	4</																																														

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		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change							
Reilly	03	26	92	26	62	36	23	12	2	*	*	*	*	*	*	18	89	28	56	30	17	7	4	*	*	*	*	*	*	20	90	30	60	40	20	10	17	88	26	59	40	18	10	3	*	*	*	*	*	*
Reilly	04	24	92	21	50	9	29	11	1	*	*	*	*	*	*	20	90	20	45	8	30	10	2	*	*	*	*	*	*	19	89	23	42	8	26	12	17	94	31	47	28	24	11	4	*	*	*	*	*	*
Reilly	05	27	96	20	56	17	19	-1	1	*	*	*	*	*	*	22	95	22	50	12	14	-2	2	*	*	*	*	*	*	18	94	23	50	16	6	-11	15	93	30	40	10	<1	-15	2	*	*	*	*	*	*
Reilly		77	94	23	56	21	23	7	4	*	*	*	*	*	*	60	92	24	50	16	20	5	8	>99	0	75	0	50	0	57	91	25	51	21	18	4	49	92	30	49	26	14	2	9	78	42	33	19	11	6
Ridgetop	03	46	83	-6	52	-18	30	-8	1	*	*	*	*	*	*	21	62	-27	24	-46	10	-25	19	>99	0	74	-4	53	-3	15	53	-14	13	-27	7	-13	11	36	-28	18	-27	<1	-9	3	*	*	*	*	*	*
Ridgetop	04	51	84	5	59	-4	35	-10	0	--	--	--	--	--	--	42	86	23	57	20	33	7	9	78	-16	67	-27	44	-19	16	69	24	31	4	13	4	13	62	33	31	31	23	23	5	20	20	<1	0	<1	0
Ridgetop	05	34	91	2	74	17	38	15	0	--	--	--	--	--	--	17	82	-7	59	7	35	20	15	>99	0	93	13	47	-13	10	70	-10	50	10	10	10	7	57	-27	14	-33	<1	-11	3	*	*	*	*	*	*
Ridgetop		131	85	-1	60	-4	34	-2	1	*	*	*	*	*	*	80	79	-4	49	-8	28	1	43	95	-2	79	-8	49	-11	41	63	-4	29	-8	10	1	31	52	-16	23	-15	10	2	11	27	0	9	0	9	9
Rodriguez	03	76	68	1	26	-2	16	2	7	57	24	43	43	43	43	68	69	-1	25	-4	13	-1	0	--	--	--	--	--	--	74	68	1	27	-1	16	2	49	69	2	22	-9	10	-6	12	42	-8	17	-16	<1	-17
Rodriguez	04	73	71	21	38	17	12	8	6	50	0	33	33	17	17	66	73	24	38	16	11	7	1	*	*	*	*	*	*	72	71	20	38	17	13	9	45	71	20	33	9	9	5	8	38	7	38	23	25	25
Rodriguez	05	75	76	4	25	-3	7	1	5	>99	57	20	-9	<1	-14	68	75	2	26	-2	7	3	0	--	--	--	--	--	--	72	75	5	24	-3	7	1	48	71	1	23	4	4	4	14	43	3	21	11	<1	-5
Rodriguez		224	72	9	30	4	12	4	18	67	25	33	22	22	17	202	72	7	30	4	10	3	1	*	*	*	*	*	*	218	71	8	29	3	12	4	142	70	7	26	1	8	1	34	41	3	24	9	6	1
Sanchez	03	40	53	-18	13	-31	3	-24	2	*	*	*	*	*	*	36	56	-19	14	-30	3	-22	1	*	*	*	*	*	*	35	51	-19	9	-36	<1	-28	29	55	-13	14	-30	<1	-29	2	*	*	*	*	*	*
Sanchez	04	42	62	-11	33	-5	12	-4	1	*	*	*	*	*	*	38	61	-14	32	-7	13	-3	0	--	--	--	--	--	--	39	59	-15	31	-9	8	-9	35	57	-17	29	-6	9	-3	6	<1	-29	<1	-29	<1	-14
Sanchez	05	42	93	4	52	16	19	12	1	*	*	*	*	*	*	39	92	5	51	21	21	12	1	*	*	*	*	*	*	40	95	3	53	21	20	12	32	94	7	53	20	22	9	4	*	*	*	*	*	*
Sanchez		124	69	-7	33	-6	11	-7	4	*	*	*	*	*	*	113	70	-8	33	-6	12	-5	2	*	*	*	*	*	*	114	69	-8	32	-8	10	-9	96	69	-4	32	-7	10	-9	12	17	-18	8	-4	<1	-6
Sims	03	13	77	-7	38	-4	23	12	5	80	-3	40	23	20	20	8	75	-8	38	-12	25	17	0	--	--	--	--	--	--	13	77	-6	38	-1	23	17	4	*	*	*	*	*	*	0	--	--	--	--	--	--
Sims	04	21	48	-16	19	-10	14	14	9	22	-18	<1	-20	<1	0	11	64	-24	27	-11	18	18	1	*	*	*	*	*	*	19	42	-22	16	-13	11	11	7	86	36	43	-7	29	29	3	*	*	*	*	*	*
Sims	05	11	73	10	9	-21	<1	-11	5	60	16	20	20	<1	0	6	83	11	<1	-44	<1	-17	0	--	--	--	--	--	--	10	80	20	10	-14	<1	-12	2	*	*	*	*	*	*	2	*	*	*	*	*	*
Sims		45	62	-8	22	-11	13	5	19	47	-8	16	6	5	5	25	72	-7	24	-21	16	5	1	*	*	*	*	*	*	42	62	-6	21	-9	12	5	13	85	5	38	-22	23	3	5	<1	0	<1	0	<1	0
St. Elmo	03	29	86	9	41	10	24	9	3	*	*	*	*	*	*	25	84	9	36	8	16	6	1	*	*	*	*	*	*	24	88	15	38	11	21	11	19	84	17	32	7	16	8	1	*	*	*	*	*	*
St. Elmo	04	46	76	15	26	-11	13	1	0	--	--	--	--	--	--	39	72	10	21	-17	8	-1	5	>99	40	60	20	60	20	36	72	11	14	-22	8	-1	27	70	29	11	-1	7	1	9	11	-9	11	-9	<1	-10
St. Elmo	05	45	73	-19	36	-18	18	0	3	*	*	*	*	*	*	36	72	-19	39	-9	19	1	6	67	-33	33	-67	17	-16	41	71	-22	32	-12	15	0	23	48	-35	22	14	9	9	12	33	-50	8	-9	8	8
St. Elmo		120	78	1	33	-7	18	3	6	>99	40	33	13	33	13	100	75	-1	31	-6	14	2	12	83	0	50	-17	42	0	101	75	1	27	-8	14	3	69	67	5	20	3	10	4	22	23	-19	9	-4	5	1
Summitt	03	123	80	0	46	0	28	6	7	57	14	<1	-14	<1	-14	28	71	0	46	11	29	20	52	88	-5	56	-5	31	-12	45	58	0	22	-2	20	12	41	66	1	29	-3	22	16	11	55	-1	27	2	9	9
Summitt	04	115	82	7	57	8	35	7	7	71	-4	43	43	29	29	32	75	10	38	0	16	-8	44	89	0	75	7	50	7	35	60	-3	34	6	23	8	35	74	19	49	17	20	10	17	47	-28	29	-9	12	-13
Summitt	05	122	93	3	71	6	39	10	5	80	-3	60	27	<1	0	35	91	3	77	21	37	9	50	96	4	76	4	54	16	39	87	-4	56	5	23	12	34	85	-3	50	-8	15	-6	11	73	8	45	10	27	27
Summitt		360	85	4	58	5	34	8	19	68	3	32	14	11	5	95	80	6	55	12	27	7	146	91	0	68	1	45	3	119	68	-2	37	3	22	10	110	75	6	42	1	19	6	39	56	-7	33	1	15	10
Sunset Valley	03	76	79	10	58	11	38	9	2	*	*	*	*	*	*	42	67	9	45	12	26	11	29	93	4	76	-3	52	-11	39	69	13	41	8	23	10	19	58	1	32	-1	16	6	14	43	21	36	25	14	14
Sunset Valley	04	71	63	5	38	-1	24	9	5	>99	NA	80	NA	20	NA	48	54	5	29	1	17	12	16	81	1	56	-4	50	10	46	52	1	24	-6	11	2	28	43	-12	14	-20	11	4	11	36	16	<1	-20	<1	0
Sunset Valley	05	51	78	-10	53	-1	27	-7	0	--	--	--	--	--	--	34	74	-15	44	2	15	-6	14	93	2	71	-6	57	-2	35	71	-7	40	12	17	4	24	71	-15	50	27	13	8	7	43	-7	14	-11	14	14
Sunset Valley		198	73	1	49	2	30	4	7	>99	29	57	0	14	0	124	64	0	39	5	19	5	59	90	2	69	-4	53	-2	120	63	3	34	3	17	5	71	56	-8	31	0	13	6	32	41	15	19	2	9	9

2019 STAAR Reading with Change from Prior Year  
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American						Hispanic						White						Econ Disadvantaged						ELL (Current)						Special Ed												
Campus	Test Grade	# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change						
Travis Heights	03	63	70	7	44	15	35	18	2	*	*	*	*	*	36	56	-1	31	4	22	8	19	>99	0	79	12	63	13	33	48	-4	18	5	15	11	8	50	-6	<1	-19	<1	-6	5	20	-9	<1	-7	<1	0	
Travis Heights	04	69	59	-2	32	-9	23	-1	5	20	-51	<1	-29	<1	-14	48	54	4	29	4	19	10	13	85	-1	54	-28	46	-13	49	47	-1	16	-8	10	-1	14	57	9	21	-8	14	0	16	19	-2	6	-8	6	-8
Travis Heights	05	75	85	2	56	2	37	-1	7	86	26	43	23	14	14	44	80	0	45	-6	20	-9	20	95	0	85	22	85	22	51	82	4	47	7	22	3	20	80	-1	45	12	20	1	24	67	11	38	21	21	10
Travis Heights		207	72	3	44	2	32	5	14	50	-3	21	5	7	2	128	63	0	35	0	20	2	52	94	2	75	3	67	9	133	61	1	29	3	16	4	42	67	5	29	1	14	0	45	44	7	22	9	13	4
Walnut Creek	03	93	60	-6	26	-2	15	4	8	63	6	38	9	13	-1	80	60	-11	25	-4	16	6	4	*	*	*	*	*	88	60	-5	26	-2	15	4	80	60	-7	28	3	16	8	17	41	-5	12	-11	6	-2	
Walnut Creek	04	94	54	-9	24	-4	7	-4	10	60	20	20	0	20	20	69	55	-10	26	-2	6	-6	10	40	-20	20	-20	10	-10	88	53	-8	23	-1	7	-3	66	47	-18	20	-7	5	-7	12	33	2	25	2	8	0
Walnut Creek	05	79	71	12	33	4	10	-3	11	64	21	27	-2	9	9	61	75	17	38	11	11	-2	4	*	*	*	*	*	67	72	14	33	7	10	0	51	71	14	33	10	12	3	16	56	32	25	25	<1	0	
Walnut Creek		266	61	-2	27	-1	11	-1	29	62	15	28	2	14	9	210	63	-2	29	1	11	-1	18	39	-14	17	-9	6	-10	243	61	0	27	1	11	0	197	58	-5	26	1	11	1	45	44	11	20	6	4	-1
Webb Primary	03	34	59	5	18	3	9	3	1	*	*	*	*	*	*	33	58	6	15	3	9	4	0	--	--	--	--	--	33	58	1	15	-1	6	-1	27	56	0	19	4	11	5	2	*	*	*	*	*	*	
Webb Primary	04	45	42	-7	13	-11	7	-3	2	*	*	*	*	*	*	41	41	-7	12	-9	5	-5	1	*	*	*	*	*	44	43	-6	14	-8	7	-1	34	44	-2	15	0	6	-1	4	*	*	*	*	*	*	
Webb Primary	05	41	80	20	37	17	10	6	2	*	*	*	*	*	*	38	82	20	39	18	11	6	1	*	*	*	*	*	38	79	16	34	13	8	3	34	82	16	38	12	6	0	4	*	*	*	*	*	*	
Webb Primary		120	60	6	23	4	8	1	5	40	-10	20	-5	<1	-13	112	60	7	22	4	8	1	2	*	*	*	*	*	115	59	3	21	1	7	0	95	61	6	24	6	7	1	10	40	2	10	10	10	10	
Widen	03	61	77	14	34	18	11	5	3	*	*	*	*	*	*	54	81	18	39	22	13	7	2	*	*	*	*	*	60	77	15	33	20	10	5	36	78	17	39	26	17	14	10	60	35	30	30	10	10	
Widen	04	60	65	0	32	8	10	-1	2	*	*	*	*	*	*	58	64	-5	29	4	10	0	0	--	--	--	--	--	56	64	-1	34	11	11	2	37	59	-15	24	-4	5	-10	11	36	-2	<1	-23	<1	0	
Widen	05	60	88	20	55	30	13	3	5	80	20	40	20	<1	0	54	89	21	57	33	15	6	1	*	*	*	*	*	54	89	22	54	29	13	2	34	94	22	62	30	18	4	11	64	5	64	52	9	9	
Widen		181	77	12	40	18	12	3	10	60	6	40	25	<1	-8	166	78	11	42	20	13	4	3	*	*	*	*	*	170	76	12	40	19	11	2	107	77	8	41	16	13	2	32	53	8	31	18	6	6	
Williams	03	64	73	0	23	-15	9	-12	3	*	*	*	*	*	*	54	72	2	20	-13	9	-9	5	>99	22	60	-18	20	-24	50	72	-1	18	-18	8	-10	20	75	-5	30	5	15	5	22	59	21	41	28	9	9
Williams	04	53	72	1	43	1	15	-4	2	*	*	*	*	*	*	41	68	-2	37	2	10	-5	7	86	15	86	15	29	0	46	74	6	43	2	13	-7	22	68	-13	36	-2	<1	-6	14	36	-17	14	-26	7	-6
Williams	05	71	75	6	39	7	18	6	4	*	*	*	*	*	*	59	75	5	36	6	17	4	5	60	-3	40	2	40	40	56	71	4	41	11	16	3	17	88	17	41	29	6	0	23	61	-1	39	8	9	1
Williams		188	73	2	35	-3	14	-3	9	56	-7	44	6	11	-2	154	72	2	31	-2	12	-3	17	82	11	65	2	29	4	152	72	3	34	-1	13	-4	59	76	-1	36	11	7	-1	59	54	1	34	3	8	0
Winn	03	26	77	-11	54	25	27	9	9	56	-11	33	0	22	-11	13	85	-5	62	35	31	14	2	*	*	*	*	*	21	76	-12	57	27	29	11	8	88	-4	88	61	38	19	4	*	*	*	*	*	*	
Winn	04	31	81	31	35	-3	19	7	5	60	16	20	-2	20	9	25	84	34	36	-8	20	7	0	--	--	--	--	--	31	81	36	35	3	19	10	22	91	36	41	-4	23	5	3	*	*	*	*	*	*	
Winn	05	20	70	13	20	7	10	1	5	40	-27	<1	0	<1	0	15	80	24	27	8	13	0	0	--	--	--	--	--	17	65	8	12	-2	<1	-10	7	71	16	<1	-18	<1	-18	8	63	23	13	13	<1	0	
Winn		77	77	10	38	10	19	6	19	53	-3	21	4	16	5	53	83	12	40	11	21	6	2	*	*	*	*	*	69	75	8	36	10	17	4	37	86	11	43	14	22	3	15	40	17	7	7	<1	0	
Wooldridge	03	85	46	3	18	3	11	8	5	60	27	40	7	40	40	76	45	1	16	1	9	6	3	*	*	*	*	*	82	45	3	17	3	11	10	64	42	2	14	5	8	6	11	18	-32	9	-16	<1	0	
Wooldridge	04	85	45	1	16	-3	7	0	3	*	*	*	*	*	*	73	44	0	14	-3	4	-1	6	33	-17	33	-17	33	33	82	45	3	16	-2	7	2	62	44	10	16	6	5	3	12	33	16	17	17	8	8
Wooldridge	05	100	69	-6	31	-2	15	1	8	75	37	38	25	25	25	88	67	-11	28	-5	13	-2	1	*	*	*	*	*	88	68	-5	32	2	15	2	59	58	-13	19	-3	7	-2	14	36	36	<1	0	<1	0	
Wooldridge		270	54	0	22	0	11	3	16	75	40	38	18	31	26	237	53	-2	20	-2	9	1	10	40	-20	30	0	20	20	252	53	1	22	1	11	4	185	48	0	16	2	6	2	37	30	8	8	1	3	3
Wooten	03	49	84	12	43	6	16	4	4	*	*	*	*	*	*	43	84	15	44	8	19	8	2	*	*	*	*	*	46	85	14	43	7	15	2	35	86	19	40	8	23	12	8	75	25	63	25	<1	0	
Wooten	04	81	74	-1	28	-20	7	-21	7	>99	50	57	7	14	14	70	73	-2	26	-18	6	-19	3	*	*	*	*	*	79	73	0	28	-14	8	-16	64	70	-2	25	-15	6	-19	25	48	8	24	-16	8	-2	
Wooten	05	60	87	5	58	6	23	8	1	*	*	*	*	*	*	56	88	2	57	3	21	6	3	*	*	*	*	*	56	86	3	57	3	21	5	51	86	4	59	6	22	4	8	38	-7	25	7	<1	0	
Wooten		190	81	5	42	-3	15	-3	12	83	16	50	0	8	0	169	80	4	41	-3	14	-3	8	75	-15	38	-22	25	-25	181	80	5	41	-2	14	-3	150	79	6	40	-1	15	-2	41	51	6	32	1	5	2

2019 STAAR Reading with Change from Prior Year  
Excludes Tests With Online Disruption Flags (2018)

		All Students						African American						Hispanic						White						Econ Disadvantaged						ELL (Current)						Special Ed													
Campus	Test Grade	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change															
	Zavala	03	28	71	-10	29	-1	11	-1	6	>99	14	33	4	17	3	20	65	-18	25	-6	10	-1	0	--	--	--	--	--	--	28	71	-9	29	-1	11	1	11	64	-7	36	7	18	18	10	60	-15	40	-10	<1	-13
	Zavala	04	42	79	7	52	18	24	11	8	75	0	38	25	13	13	32	81	7	59	19	28	12	0	--	--	--	--	--	41	78	5	51	16	22	9	16	63	13	31	2	13	-1	12	58	0	42	10	17	1	
	Zavala	05	47	74	6	40	2	21	12	8	>99	20	25	-15	<1	0	37	73	8	46	11	27	19	0	--	--	--	--	--	46	74	4	39	0	20	11	11	36	-22	9	-16	9	9	18	56	11	22	4	17	8	
	Zavala		117	75	1	42	8	20	8	22	91	11	32	7	9	4	89	74	-1	46	10	24	11	0	--	--	--	--	--	115	75	1	41	7	18	7	38	55	-5	26	-2	13	8	40	58	0	33	1	13	0	
	Zilker	03	72	90	-3	68	11	53	18	1	*	*	*	*	*	*	24	75	-17	46	-16	29	-4	41	98	0	78	23	61	23	15	67	-16	40	7	27	16	4	*	*	*	*	*	*	5	80	-10	80	60	80	70
	Zilker	04	87	92	6	63	-6	38	-10	2	*	*	*	*	*	*	37	92	17	62	9	30	5	42	90	-1	57	-17	38	-17	22	86	28	59	12	23	12	6	67	34	<1	-33	<1	0	14	79	17	57	26	29	6
	Zilker	05	104	>99	2	86	8	58	7	1	*	*	*	*	*	*	31	>99	0	71	4	32	-9	68	>99	3	93	13	68	16	20	>99	5	50	0	25	-7	3	*	*	*	*	*	*	10	>99	17	80	30	10	-7
	Zilker		263	95	3	73	5	50	5	4	*	*	*	*	*	*	92	90	1	61	1	30	-3	151	97	2	79	8	58	8	57	86	6	51	7	25	6	13	62	-11	15	-3	8	-1	29	86	9	69	35	31	14
	District	03	6035	77	-2	50	2	32	3	394	58	-8	29	-2	13	-1	3296	70	-3	37	1	20	3	1860	92	-1	72	-2	53	-1	3327	66	-3	32	0	16	2	2029	68	-2	35	3	18	4	781	48	-4	26	0	9	0
District	04	6321	75	1	48	-1	26	-2	419	62	5	32	5	14	4	3629	68	2	36	0	15	-2	1851	91	-1	72	-4	46	-4	3569	64	3	32	1	12	-1	2150	64	3	31	-1	11	-2	942	47	1	25	-2	10	-1	
District	05	6170	87	2	57	0	33	2	417	77	4	36	-1	15	3	3494	82	1	45	0	20	1	1824	96	1	82	1	58	2	3423	80	3	40	1	16	2	1985	79	3	40	4	15	3	933	61	3	29	1	12	4	
District 3-8		34867	76	-1	50	-1	30	0	2334	62	0	31	1	13	1	19482	68	-2	37	0	17	-1	10457	92	-1	75	-1	51	-2	18868	63	-2	31	-1	13	0	10042	59	-2	28	1	11	1	4879	45	-2	25	0	10	1	

Performance levels are not mutually exclusive; students achieving Masters Grade Level are included in Meets Grade Level, and so on

App = Approaches Grade Level; Meets = Meets Grade Level; Mst = Masters Grade Level

2019 STAAR Science with Change from Prior Year

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Campus	Test Grade	# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets	Yr. to yr. Change		% Masters	Yr. to yr. Change																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													



2019 STAAR Science with Change from Prior Year

		All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Performance levels are not mutually exclusive; students achieving Masters Grade Level are included in Meets Grade Level, and so on  
App = Approaches Grade Level; Meets = Meets Grade Level; Mst = Masters Grade Level

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Excludes Tests With Online Disruption Flags (2018)

Campus	Test Grade	All Students						African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																	
		# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change	# Tests	% Approaches	Yr. to yr. Change	% Meets	Yr. to yr. Change	% Masters	Yr. to yr. Change														
Allison	04	73	58	-11	26	-12	12	1	6	33	-42	17	17	<1	0	67	60	-9	27	-14	13	2	0	--	--	--	--	--	67	55	-15	24	-14	10	2	34	74	9	35	3	21	15	11	27	-42	18	-51	18	-13	
Andrews	04	55	42	-9	20	6	7	7	7	29	-21	14	-11	<1	0	43	42	-11	19	5	9	9	2	*	*	*	*	*	49	41	-9	18	5	6	6	45	40	-15	18	4	9	9	12	50	50	42	42	25	25	
Baldwin	04	117	79	-2	44	-25	10	-15	1	*	*	*	*	*	*	31	68	-3	32	-24	6	-9	73	85	4	49	-20	10	-14	15	33	-4	20	-1	7	-4	12	33	-23	25	-14	<1	-22	17	59	-3	12	-34	<1	0
Baranoff	04	159	87	6	62	7	18	-1	4	*	*	*	*	*	*	53	72	3	51	8	8	-2	85	94	8	71	12	25	4	34	76	11	47	17	12	12	9	>99	73	56	47	33	24	21	48	-4	24	-5	5	0
Barrington	04	59	41	2	14	-2	7	7	1	*	*	*	*	*	*	53	40	1	13	-5	8	8	3	*	*	*	*	*	53	38	0	11	-4	6	6	43	37	-1	9	-9	2	2	12	33	3	17	-3	17	17	
Barton Hills	04	71	85	4	55	-6	18	-8	0	--	--	--	--	--	--	20	70	6	40	-17	10	-4	47	89	5	60	-3	19	-10	9	56	-19	44	6	22	22	3	*	*	*	*	*	*	4	*	*	*	*	*	
Becker	04	64	69	10	48	8	19	9	1	*	*	*	*	*	*	35	57	2	37	5	17	6	25	84	10	64	1	20	9	20	35	4	20	10	5	5	9	44	14	33	23	<1	0	6	33	33	17	17	<1	0
Blackshear	04	35	40	-20	23	-4	11	3	7	43	-11	14	-9	<1	0	20	30	-33	10	-18	<1	-9	5	>99	0	>99	100	80	80	27	30	-26	11	-10	<1	-3	9	33	-28	<1	-39	<1	-11	10	20	-11	20	14	<1	0
Blanton	04	67	52	0	33	-1	12	4	6	50	20	33	13	17	17	48	42	-11	19	-14	8	1	13	92	12	85	5	23	-17	43	33	-15	12	-16	5	-1	29	38	-23	7	-32	<1	-10	12	25	-25	25	-25	17	17
Blazier	04	177	81	17	44	6	15	8	15	93	8	47	9	13	5	127	79	20	39	5	13	8	22	91	24	77	21	32	26	119	81	22	39	7	13	8	49	82	14	37	-2	12	3	23	52	27	35	20	17	12
Boone	04	73	73	10	44	-4	19	-3	3	*	*	*	*	*	*	28	68	21	29	2	11	1	37	78	2	59	-4	24	-8	31	58	9	13	-20	6	-7	4	*	*	*	*	*	*	13	38	23	15	7	8	0
Brentwood	04	90	84	23	61	25	31	16	1	*	*	*	*	*	*	27	67	32	33	18	7	4	55	93	18	75	24	42	21	14	64	54	29	29	14	14	5	40	11	<1	0	<1	0	17	35	6	6	-12	<1	0
Brooke	04	44	52	-7	25	-6	9	3	4	*	*	*	*	*	*	38	47	-10	24	-8	8	1	2	*	*	*	*	*	39	49	-12	26	-6	10	4	21	52	-5	19	-24	5	-9	9	22	-3	22	-3	22	-3	
Brown	04	35	51	4	11	-14	<1	-3	2	*	*	*	*	*	*	30	57	12	13	-11	<1	0	2	*	*	*	*	*	30	57	10	10	-15	<1	-3	27	56	13	7	-15	<1	0	3	*	*	*	*	*		
Bryker Woods	04	76	84	-8	61	-22	24	-14	1	*	*	*	*	*	*	15	87	-4	47	-35	20	2	54	85	-9	65	-20	24	-17	11	55	55	27	27	<1	0	0	--	--	--	--	--	--	6	50	50	17	17	<1	0
Campbell	04	31	55	2	26	7	3	3	19	47	4	16	2	<1	0	6	50	-19	<1	-31	<1	0	3	*	*	*	*	*	27	52	-1	22	2	4	4	5	80	-20	40	2	<1	0	8	<1	-29	<1	-14	<1	0	
Casey	04	89	52	-1	21	-11	3	-7	5	60	10	20	-30	<1	0	67	52	3	22	-5	3	-7	10	50	-21	10	-38	<1	-14	65	52	9	20	-1	5	2	22	64	5	18	-11	9	-3	13	15	-2	8	-9	<1	0
Casis	04	123	93	1	68	-11	36	-5	0	--	--	--	--	--	--	15	80	-9	47	-25	33	0	101	95	-1	70	-12	36	-9	4	*	*	*	*	*	*	3	*	*	*	*	*	*	10	>99	25	30	-33	10	-15
Clayton	04	149	91	1	72	-3	36	-3	1	*	*	*	*	*	*	19	79	-11	58	-27	21	-9	101	93	2	71	1	39	5	6	67	-33	33	-67	33	33	5	80	30	40	-10	20	-30	18	67	17	50	12	11	11
Cook	04	67	73	8	28	-5	15	6	3	*	*	*	*	*	*	61	74	10	30	-4	15	6	2	*	*	*	*	*	62	74	9	29	-4	15	7	46	76	8	35	-4	17	5	10	50	28	<1	0	<1	0	
Cowan	04	133	71	-1	43	-8	12	-5	6	33	-17	17	17	<1	0	52	67	2	37	-3	8	-2	61	79	2	49	-13	16	-5	40	58	5	33	7	5	-4	9	33	-7	<1	-40	<1	0	20	30	-13	15	-14	<1	0
Cunningham	04	48	69	-3	38	-10	15	1	4	*	*	*	*	*	*	28	61	-2	32	-15	7	-6	12	92	-2	58	5	33	21	30	63	-5	30	-8	3	-11	4	*	*	*	*	*	*	9	11	-39	<1	-36	<1	-14
Davis	04	112	79	4	53	-6	22	-1	7	43	10	29	-4	<1	0	26	69	19	38	-4	15	0	62	87	-5	61	-7	23	-3	22	68	18	32	-11	9	-5	16	56	0	25	-19	13	0	15	47	30	20	20	7	7
Dawson	04	41	78	31	29	-2	17	13	6	>99	33	67	34	50	50	27	67	26	11	-12	4	4	8	>99	33	63	-4	38	21	30	70	31	27	2	17	17	17	76	46	12	-8	<1	0	18	56	33	28	5	28	28
Doss	04	115	83	2	69	0	38	8	2	*	*	*	*	*	*	18	78	3	44	-23	22	-16	78	87	2	77	6	45	17	19	47	4	26	-3	<1	-10	17	53	29	29	11	6	6	11	27	27	27	9	9	
Galindo	04	66	67	8	32	3	8	5	4	*	*	*	*	*	*	58	66	8	33	6	9	7	0	--	--	--	--	--	55	62	5	29	0	9	8	44	66	7	30	6	9	9	18	50	30	22	12	6	6	
Govalle	04	61	52	23	15	-4	2	0	6	33	16	17	0	<1	0	53	53	21	13	-7	2	0	1	*	*	*	*	*	55	51	23	15	-2	2	0	22	68	21	23	-10	5	5	18	17	17	<1	0	<1	0	
Graham	04	96	88																																															



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Jordan	04	91	73	13	38	-1	8	-3	14	79	12	36	-6	7	7	76	71	11	38	-2	8	-5	1	*	*	*	*	*	*	87	72	15	37	0	7	-1	65	72	13	38	-2	8	-5	12	42	27	42	27	<1	0
Joslin	04	42	60	8	31	1	10	4	1	*	*	*	*	*	*	26	58	22	27	13	8	8	10	60	-30	40	-30	20	0	32	53	17	25	11	9	9	14	43	3	7	0	<1	0	15	47	27	40	20	7	7
Kiker	04	170	95	-1	78	-8	39	-8	2	*	*	*	*	*	*	29	93	-7	69	-21	21	-21	121	94	0	79	-5	37	-6	5	80	-20	40	-60	20	-80	4	*	*	*	*	*	*	18	72	-18	39	-37	22	8
Kocurek	04	69	49	0	29	0	6	1	7	57	24	29	29	14	14	42	45	6	21	2	2	-1	16	56	-14	44	-13	13	0	42	40	-5	14	-10	<1	-6	14	50	10	7	-13	<1	0	14	29	5	21	-3	7	-11
Langford	04	68	51	-7	31	-5	16	10	4	*	*	*	*	*	*	63	51	-7	30	-6	16	11	1	*	*	*	*	*	*	65	49	-8	31	-5	15	10	35	51	-6	37	1	20	16	10	40	-17	40	-3	30	30
Lee	04	79	82	0	56	-13	22	2	2	*	*	*	*	*	*	23	74	5	26	-20	9	9	39	87	-8	72	-10	31	0	17	76	36	41	31	12	12	4	*	*	*	*	*	*	11	36	7	36	7	<1	0
Linder	04	70	57	2	26	-9	9	-3	3	*	*	*	*	*	*	59	53	-1	22	-11	10	-2	5	80	-20	40	-60	<1	-50	60	58	7	23	-10	7	-2	37	57	7	30	-3	16	5	7	43	3	29	-11	14	4
Maplewood	04	76	66	0	47	2	17	-4	8	13	-18	<1	-15	<1	0	25	56	0	36	14	16	5	38	79	-8	61	-2	18	-15	29	34	-10	21	13	10	10	8	38	-62	25	25	<1	0	15	20	-47	20	-2	13	13
Mathews	04	60	85	4	58	-8	25	-3	4	*	*	*	*	*	*	22	73	10	50	3	32	16	26	92	3	62	-10	27	-6	15	67	4	60	10	20	7	6	83	12	50	-21	17	3	9	44	44	11	11	11	11
McBee	04	70	79	12	36	-2	4	-5	4	*	*	*	*	*	*	65	80	10	37	-1	5	-4	1	*	*	*	*	*	*	68	79	13	37	-2	4	-5	53	85	17	36	-3	6	-5	14	50	23	21	-6	<1	-9
Menchaca	04	122	69	15	32	2	16	9	6	50	0	<1	-25	<1	-25	79	65	12	30	4	14	9	27	78	23	44	9	22	19	68	60	17	21	-2	7	7	25	80	22	40	8	16	11	20	30	30	15	15	5	5
Metz	04	39	51	-1	23	-10	3	-1	1	*	*	*	*	*	*	36	56	1	25	-11	3	3	0	--	--	--	--	--	--	38	50	4	21	-4	<1	0	21	52	-21	19	-21	5	5	7	14	-6	<1	-20	<1	0
Mills	04	125	89	2	65	-9	28	-9	1	*	*	*	*	*	*	32	84	1	50	-10	25	-4	72	89	0	69	-9	28	-10	8	75	-3	50	6	13	2	10	40	15	20	20	<1	0	18	56	-8	28	-27	<1	-23
Norman	04	27	48	-21	19	-19	4	-2	11	64	0	18	-18	<1	-7	15	40	-36	20	-21	7	1	0	--	--	--	--	--	--	27	48	-23	19	-20	4	-2	7	29	-59	29	-21	14	1	2	*	*	*	*	*	*
Norman/Sims	04	48	48	-12	17	-15	2	-4	20	50	-3	10	-22	0	-5	26	46	-23	19	-15	4	-4	1	--	--	--	--	--	--	46	46	-15	15	-17	2	-4	14	50	-23	29	-8	7	-2	5	20	-80	20	20	0	0
Oak Hill	04	148	61	-13	30	-21	10	-9	3	*	*	*	*	*	*	77	43	-13	14	-24	1	-12	60	85	-2	48	-12	22	-3	68	41	-8	9	-19	<1	-2	45	38	-19	11	-16	<1	-5	26	12	-26	<1	-24	<1	-5
Oak Springs	04	32	59	32	34	25	6	6	5	80	55	60	47	<1	0	25	52	27	24	20	4	4	2	*	*	*	*	*	*	32	59	31	34	25	6	6	8	63	38	38	25	<1	0	7	43	29	<1	-14	<1	0
Odum	04	74	61	-2	22	-23	11	5	4	*	*	*	*	*	*	66	61	-3	20	-24	8	1	4	*	*	*	*	*	*	68	62	3	21	-20	10	5	29	59	2	21	-16	3	-4	1	*	*	*	*	*	*
Ortega	04	38	66	-12	42	-7	8	-5	7	57	57	29	29	<1	0	29	66	-16	41	-9	10	-6	1	*	*	*	*	*	*	35	63	-16	37	-13	6	-8	15	60	-15	33	-17	7	-10	5	<1	0	<1	0	<1	0
Overton	04	79	53	2	23	-7	10	3	22	50	2	23	-3	9	5	56	54	3	23	-6	11	4	0	--	--	--	--	--	--	74	55	5	23	-4	11	4	43	56	7	28	0	14	7	15	27	18	27	18	13	13
Padrón	04	77	62	1	26	-13	6	-3	5	20	-30	<1	-50	<1	-13	71	66	5	28	-10	7	-2	0	--	--	--	--	--	--	73	63	2	26	-13	7	-1	70	64	-4	29	-11	7	-6	7	14	14	14	14	<1	0
Palm	04	58	50	-20	21	-4	3	0	5	40	-35	<1	0	<1	0	49	51	-18	22	-4	4	0	2	*	*	*	*	*	*	52	50	-19	21	-4	4	2	25	56	-12	20	2	4	4	14	14	-22	7	7	7	7
Patton	04	156	72	2	38	-15	12	-3	5	20	-13	20	-2	<1	0	48	54	-1	25	-7	8	-3	74	81	2	47	-17	16	-1	36	56	9	19	-17	3	-14	20	60	-19	30	-27	<1	-21	15	47	14	33	5	13	7
Pease	04	37	76	-6	46	-16	16	-2	1	*	*	*	*	*	*	13	62	-5	23	-10	8	8	22	91	-3	64	-14	23	-10	5	20	-37	<1	-29	<1	0	0	--	--	--	--	--	--	6	50	50	33	33	<1	0
Pecan Springs	04	60	63	14	32	-8	8	-5	18	72	43	33	15	11	11	39	59	-4	33	-20	8	-11	2	*	*	*	*	*	*	55	62	15	31	-6	7	-7	26	65	-13	27	-43	12	-14	8	25	8	<1	0	<1	0
Perez	04	91	62	14	33	5	14	5	7	57	57	29	29	14	14	81	60	10	32	3	15	7	3	*	*	*	*	*	*	80	61	14	34	9	16	8	53	60	4	28	-4	19	6	17	29	-2	12	-13	6	0
Pickle	04	79	54	0	22	-4	6	-7	10	30	10	10	-10	<1	0	65	57	0	23	-5	6	-9	2	*	*	*	*	*	*	72	53	1	22	-4	7	-7	60	57	-5	27	-4	8	-8							

2019 STAAR Writing with Change from Prior Year  
Excludes Tests With Online Disruption Flags (2018)

		All Students							African American					Hispanic					White					Econ Disadvantaged					ELL (Current)					Special Ed																			
Campus	Test Grade	# Tests	% Approaches		Yr. to yr. Change		% Meets		Yr. to yr. Change		% Masters		Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets		Yr. to yr. Change		% Masters		Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets		Yr. to yr. Change		% Masters		Yr. to yr. Change		# Tests	% Approaches		Yr. to yr. Change		% Meets		Yr. to yr. Change		% Masters		Yr. to yr. Change	
	Summitt	04	115	78	3	50	2	18	5	7	57	-18	29	29	14	14	32	72	-6	34	-10	3	-8	44	91	17	59	5	34	17	35	51	-7	37	4	9	-1	35	69	0	49	2	9	6	17	35	-21	12	-21	<1	0		
	Sunset Valley	04	71	54	2	27	-1	10	-2	5	>99	NA	20	NA	20	NA	48	40	-1	19	-2	4	-1	16	75	-4	56	6	25	-4	46	37	-5	17	-2	4	-1	28	32	-13	14	-3	<1	-3	11	9	-1	<1	-10	<1	0		
	Travis Heights	04	69	51	-5	20	-23	9	-5	5	20	-23	<1	-14	<1	0	48	46	4	17	-16	2	-7	13	69	-21	38	-38	38	5	49	37	-4	10	-16	2	-4	14	29	-28	21	-17	7	-3	16	6	-9	6	-9	<1	-8		
	Walnut Creek	04	93	41	8	19	-2	4	0	10	40	20	20	20	20	68	44	11	21	1	1	-4	10	30	-30	10	-50	10	10	88	40	9	17	-2	3	-1	65	35	1	15	-6	<1	-4	12	25	2	25	2	17	17			
	Webb Primary	04	45	42	5	13	3	<1	-2	2	*	*	*	*	*	*	41	41	6	15	5	<1	-2	1	*	*	*	*	*	*	44	43	6	14	6	<1	0	34	44	12	15	10	<1	0	4	*	*	*	*	*	*		
	Widen	04	61	51	-9	25	-2	3	-1	2	*	*	*	*	*	*	59	49	-14	24	-6	3	-1	0	--	--	--	--	--	--	57	53	-7	26	0	4	1	37	43	-20	19	-18	3	-5	12	17	-14	<1	-23	<1	0		
	Williams	04	53	72	7	42	-3	13	-1	2	*	*	*	*	*	*	41	71	9	37	-3	10	1	7	86	11	86	36	29	-9	46	74	8	41	-3	11	-4	22	73	-3	27	-14	<1	-12	14	43	-4	21	-14	7	-5		
	Winn	04	31	74	14	19	-33	<1	-4	5	40	-23	20	-43	<1	0	25	80	24	20	-24	<1	0	0	--	--	--	--	--	--	31	74	19	19	-26	<1	0	22	82	18	23	-22	<1	0	3	*	*	*	*	*	*		
	Wooldridge	04	86	52	-6	10	-24	1	-10	3	*	*	*	*	*	*	74	51	-9	11	-24	1	-11	6	67	17	17	-33	<1	0	83	52	-5	10	-25	1	-11	63	56	2	11	-21	2	-8	12	42	42	17	17	<1	0		
Wooten	04	81	75	0	41	-10	17	8	7	71	21	43	-7	29	29	70	77	2	41	-6	16	8	3	*	*	*	*	*	*	79	75	0	39	-8	15	8	64	77	2	45	0	19	15	25	48	8	32	2	24	14			
Zavala	04	43	70	21	42	10	16	12	8	75	37	38	25	13	13	33	70	17	42	5	18	13	0	--	--	--	--	--	--	42	69	21	40	7	14	10	16	56	20	19	-10	6	6	12	42	16	33	7	25	14			
Zilker	04	85	78	5	47	-10	12	-13	1	*	*	*	*	*	*	37	73	20	41	14	5	-2	41	80	-1	46	-23	20	-13	22	64	27	36	20	<1	-5	6	33	33	<1	0	<1	0	13	62	24	46	15	15	0			
District	04	6307	70	4	41	-5	15	-1	417	57	9	27	0	7	3	3612	61	3	29	-6	8	-1	1854	87	3	62	-6	27	-2	3569	58	5	26	-4	7	0	2145	60	3	27	-6	8	0	939	37	6	21	-1	7	2			

Performance levels are not mutually exclusive; students achieving Masters Grade Level are included in Meets Grade Level, and so on

App = Approaches Grade Level; Meets = Meets Grade Level; Mst = Masters Grade Level

2020 Texas English Language Proficiency Assessment System  
(TELPAS) Progress Report

		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Akins	09	114	11%	122	19%	7	43%	17%	35%	54%
Akins	10	113	12%	125	38%	27	44%	37%	37%	51%
Akins	11	90	21%	92	30%	9	53%	32%	39%	45%
Akins	12	86	26%	86	29%	3	57%	26%	44%	37%
Akins		403	17%	425	29%	13	48%	28%	38%	48%
Anderson	09	16	25%	20	20%	-5	35%	30%	45%	40%
Anderson	10	31	32%	35	31%	-1	56%	36%	33%	46%
Anderson	11	19	32%	21	24%	-8	41%	36%	57%	59%
Anderson	12	21	24%	26	38%	15	50%	27%	46%	46%
Anderson		87	29%	102	29%	1	47%	33%	44%	48%
Austin	09	28	18%	29	21%	3	28%	24%	38%	30%
Austin	10	27	30%	27	37%	7	63%	30%	31%	59%
Austin	11	28	32%	23	48%	16	72%	28%	52%	44%
Austin	12	19	37%	17	41%	4	65%	30%	55%	24%
Austin		102	28%	96	35%	7	55%	28%	43%	41%
Bowie	09	12	25%	11	27%	2	36%	9%	73%	50%
Bowie	10	8	25%	9	22%	-3	67%	22%	60%	50%
Bowie	11	9	33%	7	29%	-5	43%	14%	50%	78%
Bowie	12	9	33%	0	--	n/a	--	--	--	80%
Bowie		38	29%	27	26%	-3	48%	15%	62%	63%
Crockett	09	64	19%	69	28%	9	39%	26%	51%	48%
Crockett	10	50	26%	51	27%	1	65%	19%	35%	61%
Crockett	11	45	40%	46	57%	17	83%	46%	46%	78%
Crockett	12	38	34%	38	18%	-16	39%	29%	21%	58%
Crockett		197	28%	204	32%	4	55%	29%	40%	60%
Eastside Memorial	09	38	13%	7	0%	-13	40%	36%	38%	57%
Eastside Memorial	10	18	6%	3	*	n/a	32%	32%	27%	*
Eastside Memorial	11	19	32%	13	23%	-9	56%	15%	11%	77%
Eastside Memorial	12	35	31%	21	14%	-17	44%	28%	17%	71%
Eastside Memorial		110	21%	44	14%	-7	43%	28%	25%	68%
Garza	11	1	*	1	*	n/a	*	*	*	*
Garza	12	4	*	4	*	n/a	60%	20%	60%	*
Garza		5	40%	5	60%	20	50%	17%	67%	60%
GPA Navarro	09	1	*	1	*	n/a	*	*	*	*
GPA Navarro	10	2	*	1	*	n/a	*	*	*	*
GPA Navarro	11	3	*	4	*	n/a	*	*	*	*
GPA Navarro	12	5	20%	6	67%	47	67%	33%	57%	38%
GPA Navarro		11	18%	12	42%	23	53%	35%	50%	25%
GPA Travis	09	0	--	0	--	n/a	--	--	--	--
GPA Travis	10	2	*	2	*	n/a	*	*	*	*
GPA Travis	11	4	*	4	*	n/a	*	*	*	*
GPA Travis	12	5	0%	3	*	n/a	*	*	*	20%
GPA Travis		11	0%	9	11%	11	44%	22%	30%	64%
International	09	0	--	0	--	n/a	--	--	--	--
International	10	0	--	63	44%	n/a	28%	52%	31%	53%
International		0	--	63	44%	n/a	28%	52%	31%	53%
LASA	09	2	*	0	--	n/a	*	*	*	--
LASA	10	1	*	1	*	n/a	*	*	*	*
LASA	11	0	--	0	--	n/a	--	--	--	--
LASA	12	0	--	0	--	n/a	--	--	--	--
LASA		3	*	1	*	n/a	*	*	*	*

2020 Texas English Language Proficiency Assessment System  
(TELPAS) Progress Report

		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
LBJ	09	51	29%	0	--	n/a	31%	16%	38%	--
LBJ	10	48	13%	0	--	n/a	40%	13%	16%	--
LBJ	11	32	25%	0	--	n/a	50%	34%	17%	--
LBJ	12	24	25%	0	--	n/a	37%	5%	8%	--
LBJ		155	23%	0	--	n/a	39%	17%	22%	--
McCallum	09	10	50%	10	60%	10	70%	30%	40%	90%
McCallum	10	6	50%	5	20%	-30	67%	33%	17%	80%
McCallum	11	8	38%	6	17%	-21	57%	29%	50%	100%
McCallum	12	8	38%	9	56%	18	44%	56%	56%	100%
McCallum		32	44%	30	43%	0	59%	38%	42%	94%
Navarro	09	201	13%	107	14%	1	34%	15%	30%	45%
Navarro	10	141	13%	76	26%	13	64%	17%	25%	60%
Navarro	11	103	17%	56	29%	12	57%	12%	23%	66%
Navarro	12	97	26%	34	24%	-2	64%	22%	24%	62%
Navarro		542	16%	273	22%	5	51%	16%	26%	55%
Northeast	09	109	13%	124	15%	2	28%	13%	41%	46%
Northeast	10	76	9%	86	15%	6	31%	10%	23%	44%
Northeast	11	65	23%	70	29%	5	50%	20%	46%	57%
Northeast	12	68	25%	69	25%	0	38%	35%	29%	53%
Northeast		318	17%	349	20%	3	35%	18%	35%	49%
Richards	06	14	64%	14	79%	14	86%	86%	79%	86%
Richards	07	27	67%	27	81%	15	93%	33%	78%	85%
Richards	08	14	57%	14	86%	29	93%	43%	79%	86%
Richards	09	2	*	2	*	n/a	*	*	*	*
Richards	10	1	*	1	*	n/a	*	*	*	*
Richards	11	2	*	2	*	n/a	*	*	*	*
Richards	12	0	--	0	--	n/a	--	--	--	--
Richards		60	62%	60	82%	20	90%	52%	77%	87%
Travis	09	95	8%	99	22%	14	23%	26%	48%	27%
Travis	10	76	12%	81	28%	17	34%	35%	50%	30%
Travis	11	67	15%	71	37%	22	45%	42%	43%	30%
Travis	12	68	21%	73	30%	10	19%	36%	25%	48%
Travis		306	13%	324	29%	15	29%	34%	42%	33%

2020 Texas English Language Proficiency Assessment System  
(TELPAS) Progress Report

Spring 2020 Administration  
All Students Tested  
Regular TELPAS version

		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Bailey	06	22	36%	22	32%	-5	74%	26%	26%	45%
Bailey	07	10	30%	11	64%	34	58%	50%	67%	55%
Bailey	08	20	30%	22	59%	29	74%	35%	52%	82%
Bailey		52	33%	55	49%	16	71%	34%	45%	62%
Bedichek	06	84	43%	34	21%	-22	61%	13%	18%	60%
Bedichek	07	73	11%	21	29%	18	69%	23%	37%	57%
Bedichek	08	73	10%	0	--	n/a	77%	34%	28%	--
Bedichek		230	22%	55	24%	1	69%	23%	27%	59%
Burnet	06	163	26%	177	15%	-11	48%	16%	13%	40%
Burnet	07	143	4%	153	24%	19	62%	30%	38%	31%
Burnet	08	157	6%	171	38%	32	64%	33%	38%	62%
Burnet		463	13%	501	26%	13	58%	26%	29%	45%
Covington	06	34	41%	36	42%	0	83%	36%	50%	53%
Covington	07	40	13%	41	29%	17	78%	27%	46%	51%
Covington	08	37	27%	39	44%	17	90%	41%	56%	64%
Covington		111	26%	116	38%	12	84%	35%	51%	56%
Dobie	06	100	33%	115	19%	-14	54%	18%	16%	37%
Dobie	07	86	8%	97	30%	22	64%	27%	44%	65%
Dobie	08	103	12%	113	28%	17	66%	28%	47%	51%
Dobie		289	18%	325	26%	8	61%	24%	35%	50%
Garcia YMLA	06	43	37%	44	30%	-8	56%	27%	33%	41%
Garcia YMLA	07	40	25%	45	20%	-5	51%	22%	42%	35%
Garcia YMLA	08	58	19%	63	35%	16	80%	33%	50%	67%
Garcia YMLA		141	26%	152	29%	3	64%	28%	43%	50%
Gorzycki	06	10	40%	0	--	n/a	91%	45%	73%	--
Gorzycki	07	10	20%	0	--	n/a	80%	40%	50%	--
Gorzycki	08	5	0%	0	--	n/a	57%	14%	43%	--
Gorzycki		25	24%	0	--	n/a	79%	36%	57%	--
Kealing	06	40	40%	34	35%	-5	80%	39%	36%	51%
Kealing	07	42	33%	35	17%	-16	59%	33%	48%	20%
Kealing	08	28	32%	24	25%	-7	73%	23%	47%	53%
Kealing		110	35%	93	26%	-10	70%	33%	43%	41%
Lamar	06	20	30%	0	--	n/a	86%	32%	23%	--
Lamar	07	26	15%	0	--	n/a	77%	19%	23%	--
Lamar	08	19	26%	1	*	n/a	91%	41%	27%	*
Lamar		65	23%	1	*	n/a	84%	30%	24%	*
Lively	06	100	35%	73	44%	9	64%	43%	35%	55%
Lively	07	71	13%	31	39%	26	64%	35%	60%	61%
Lively	08	83	10%	36	61%	51	76%	52%	58%	54%
Lively		254	20%	140	47%	27	68%	44%	50%	56%
Martin	06	36	36%	0	--	n/a	38%	27%	27%	--
Martin	07	36	11%	0	--	n/a	63%	32%	47%	--
Martin	08	44	20%	0	--	n/a	64%	27%	32%	--
Martin		116	22%	0	--	n/a	55%	28%	35%	--
Mendez	06	86	33%	92	33%	0	69%	32%	27%	41%
Mendez	07	85	12%	90	28%	16	63%	31%	43%	56%
Mendez	08	93	13%	96	53%	40	69%	48%	45%	71%
Mendez		264	19%	278	38%	19	67%	37%	38%	56%
Murchison	06	35	49%	33	52%	3	81%	55%	65%	52%
Murchison	07	31	39%	36	56%	17	67%	31%	64%	69%
Murchison	08	28	43%	32	34%	-8	59%	25%	44%	69%
Murchison		94	44%	101	48%	4	70%	38%	59%	63%

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		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
O. Henry	06	18	22%	17	41%	19	65%	53%	53%	11%
O. Henry	07	24	29%	24	29%	0	54%	42%	54%	46%
O. Henry	08	21	29%	23	43%	15	74%	48%	52%	39%
O. Henry		63	27%	64	38%	11	64%	47%	53%	34%
Paredes	06	68	32%	73	26%	-6	58%	30%	26%	21%
Paredes	07	73	7%	76	34%	27	66%	27%	42%	54%
Paredes	08	73	14%	79	35%	22	77%	24%	49%	43%
Paredes		214	17%	228	32%	15	67%	27%	39%	40%
Sadler Means YWLA	06	43	35%	23	17%	-17	63%	26%	28%	57%
Sadler Means YWLA	07	50	18%	38	34%	16	60%	21%	47%	59%
Sadler Means YWLA	08	50	18%	34	50%	32	84%	46%	41%	74%
Sadler Means YWLA		143	23%	95	36%	13	69%	31%	40%	64%
Small	06	31	32%	0	--	n/a	66%	13%	26%	--
Small	07	42	14%	0	--	n/a	80%	52%	65%	--
Small	08	46	37%	0	--	n/a	88%	51%	53%	--
Small		119	28%	0	--	n/a	79%	41%	50%	--
Webb	06	105	24%	115	12%	-12	47%	28%	16%	14%
Webb	07	114	9%	120	33%	25	47%	34%	47%	43%
Webb	08	106	15%	106	33%	18	58%	37%	41%	34%
Webb		325	16%	341	26%	10	50%	33%	35%	31%

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Allison	K	0	--	1	*	n/a	*	*	*	*
Allison	01	2	*	30	33%	n/a	47%	43%	20%	17%
Allison	02	22	27%	26	62%	34	65%	27%	65%	92%
Allison	03	23	22%	29	24%	2	72%	17%	45%	21%
Allison	04	22	45%	28	39%	-6	54%	25%	57%	71%
Allison	05	16	25%	21	48%	23	71%	19%	57%	43%
Allison		85	32%	135	41%	9	61%	27%	47%	47%
Andrews	K	0	--	0	--	n/a	--	--	--	--
Andrews	01	0	--	30	37%	n/a	53%	27%	27%	20%
Andrews	02	30	33%	34	21%	-13	50%	15%	21%	21%
Andrews	03	31	26%	31	45%	19	77%	48%	45%	45%
Andrews	04	19	37%	22	18%	-19	9%	45%	27%	27%
Andrews	05	26	12%	25	64%	52	65%	69%	76%	50%
Andrews		106	26%	142	37%	10	53%	39%	38%	32%
Baldwin	K	0	--	0	--	n/a	--	--	--	--
Baldwin	01	0	--	18	83%	n/a	83%	83%	72%	72%
Baldwin	02	13	69%	13	8%	-62	54%	0%	23%	54%
Baldwin	03	5	40%	6	17%	-23	67%	17%	50%	43%
Baldwin	04	11	55%	12	25%	-30	54%	31%	69%	25%
Baldwin	05	10	40%	11	64%	24	82%	27%	73%	36%
Baldwin		39	54%	60	45%	-9	69%	38%	59%	49%
Baranoff	K	0	--	0	--	n/a	--	--	--	--
Baranoff	01	0	--	7	57%	n/a	57%	43%	57%	43%
Baranoff	02	10	50%	10	60%	10	90%	30%	60%	10%
Baranoff	03	6	50%	6	67%	17	100%	50%	50%	83%
Baranoff	04	7	71%	9	89%	17	67%	56%	89%	56%
Baranoff	05	9	33%	9	78%	44	89%	44%	78%	78%
Baranoff		32	50%	41	71%	21	80%	44%	68%	51%
Barrington	K	0	--	0	--	n/a	--	--	--	--
Barrington	01	3	*	42	45%	n/a	69%	62%	50%	29%
Barrington	02	36	53%	40	18%	-35	33%	43%	35%	30%
Barrington	03	37	11%	44	57%	46	61%	64%	50%	73%
Barrington	04	26	23%	32	47%	24	25%	47%	56%	63%
Barrington	05	34	26%	38	34%	8	55%	39%	63%	29%
Barrington		136	29%	196	40%	11	50%	52%	51%	44%
Barton Hills	K	0	--	0	--	n/a	--	--	--	--
Barton Hills	01	0	--	0	--	n/a	--	--	--	--
Barton Hills	02	0	--	0	--	n/a	--	--	--	--
Barton Hills	03	2	*	0	--	n/a	*	*	*	--
Barton Hills	04	1	*	0	--	n/a	*	*	*	--
Barton Hills	05	2	*	0	--	n/a	*	*	*	--
Barton Hills	06	1	*	0	--	n/a	*	*	*	--
Barton Hills		6	33%	0	--	n/a	75%	63%	63%	--
Becker	K	0	--	0	--	n/a	--	--	--	--
Becker	01	0	--	13	77%	n/a	69%	77%	62%	77%
Becker	02	9	78%	12	33%	-44	67%	25%	33%	33%
Becker	03	13	38%	11	64%	25	77%	62%	55%	100%
Becker	04	6	33%	0	--	n/a	--	--	--	86%
Becker	05	9	33%	0	--	n/a	--	--	--	44%
Becker		37	46%	36	58%	12	71%	55%	50%	69%



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Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Blackshear	K	0	--	0	--	n/a	--	--	--	--
Blackshear	01	4	*	8	50%	n/a	50%	50%	63%	63%
Blackshear	02	8	75%	9	33%	-42	44%	22%	22%	56%
Blackshear	03	7	43%	7	57%	14	57%	43%	71%	29%
Blackshear	04	5	60%	5	20%	-40	40%	40%	40%	20%
Blackshear	05	7	14%	8	88%	73	75%	13%	75%	88%
Blackshear		31	48%	37	51%	3	54%	32%	54%	54%
Blanton	K	0	--	2	*	n/a	*	*	*	*
Blanton	01	1	*	25	48%	n/a	76%	84%	32%	24%
Blanton	02	17	47%	19	11%	-37	45%	10%	45%	32%
Blanton	03	19	16%	20	25%	9	70%	35%	55%	40%
Blanton	04	23	9%	23	4%	-4	39%	17%	52%	17%
Blanton	05	25	12%	9	44%	32	65%	35%	73%	78%
Blanton		85	19%	98	26%	7	59%	38%	51%	32%
Blazier	K	0	--	0	--	n/a	--	--	--	--
Blazier	01	1	*	32	34%	n/a	50%	25%	25%	31%
Blazier	02	37	32%	0	--	n/a	73%	38%	46%	--
Blazier	03	26	35%	0	--	n/a	73%	58%	64%	--
Blazier	04	44	52%	0	--	n/a	26%	23%	67%	--
Blazier	05	43	47%	0	--	n/a	64%	21%	77%	--
Blazier		151	42%	32	34%	-8	56%	32%	58%	31%
Boone	K	0	--	0	--	n/a	--	--	--	--
Boone	01	0	--	5	40%	n/a	40%	40%	40%	40%
Boone	02	4	*	4	*	n/a	*	*	*	*
Boone	03	2	*	2	*	n/a	*	*	*	*
Boone	04	5	0%	5	20%	20	0%	40%	20%	0%
Boone	05	3	*	3	*	n/a	*	*	*	*
Boone		14	21%	19	37%	15	32%	32%	37%	42%
Brentwood	K	0	--	0	--	n/a	--	--	--	--
Brentwood	01	0	--	6	83%	n/a	67%	67%	50%	67%
Brentwood	02	2	*	3	*	n/a	*	*	*	*
Brentwood	03	7	14%	7	57%	43	43%	29%	71%	43%
Brentwood	04	8	13%	8	63%	50	75%	75%	88%	75%
Brentwood	05	4	*	4	*	n/a	*	*	*	*
Brentwood		21	14%	28	50%	36	64%	43%	64%	54%
Brooke	K	0	--	1	*	n/a	*	*	*	*
Brooke	01	1	*	10	60%	n/a	60%	60%	70%	70%
Brooke	02	6	0%	9	67%	67	78%	78%	67%	100%
Brooke	03	9	33%	10	60%	27	70%	40%	60%	40%
Brooke	04	4	*	5	20%	n/a	20%	60%	20%	20%
Brooke	05	18	6%	20	40%	34	55%	36%	45%	38%
Brooke		38	16%	55	51%	35	60%	49%	54%	52%
Brown	K	0	--	1	*	n/a	*	*	*	*
Brown	01	1	*	38	55%	n/a	54%	50%	49%	36%
Brown	02	43	67%	49	31%	-37	52%	22%	38%	35%
Brown	03	41	27%	53	40%	13	67%	24%	44%	40%
Brown	04	45	33%	54	28%	-6	20%	29%	43%	59%
Brown	05	45	20%	50	38%	18	60%	29%	56%	70%
Brown		175	37%	245	37%	1	50%	29%	45%	48%



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Bryker Woods	K	0	--	0	--	n/a	--	--	--	--
Bryker Woods	01	0	--	1	*	n/a	*	*	*	*
Bryker Woods	02	1	*	1	*	n/a	*	*	*	*
Bryker Woods	03	2	*	2	*	n/a	*	*	*	*
Bryker Woods	04	3	*	3	*	n/a	*	*	*	*
Bryker Woods	05	0	--	0	--	n/a	--	--	--	--
Bryker Woods	06	0	--	0	--	n/a	--	--	--	--
Bryker Woods		6	33%	7	71%	38	71%	57%	86%	71%
Campbell	K	0	--	0	--	n/a	--	--	--	--
Campbell	01	0	--	0	--	n/a	--	--	--	--
Campbell	02	3	*	0	--	n/a	*	*	*	--
Campbell	03	0	--	0	--	n/a	*	*	*	--
Campbell	04	3	*	0	--	n/a	*	*	*	--
Campbell	05	4	*	0	--	n/a	*	*	*	--
Campbell		10	40%	0	--	n/a	54%	46%	62%	--
Casey	K	0	--	0	--	n/a	--	--	--	--
Casey	01	0	--	10	20%	n/a	10%	20%	30%	40%
Casey	02	10	90%	10	10%	-80	50%	10%	10%	70%
Casey	03	12	17%	13	62%	45	85%	77%	69%	46%
Casey	04	11	36%	12	67%	30	17%	50%	67%	92%
Casey	05	16	38%	19	68%	31	79%	37%	63%	63%
Casey		49	43%	64	50%	7	53%	41%	52%	63%
Casis	K	0	--	0	--	n/a	--	--	--	--
Casis	01	0	--	0	--	n/a	--	--	--	--
Casis	02	3	*	1	*	n/a	*	*	*	*
Casis	03	1	*	1	*	n/a	*	*	*	*
Casis	04	0	--	1	*	n/a	*	*	*	*
Casis	05	3	*	1	*	n/a	*	*	*	*
Casis		7	100%	4	*	n/a	75%	50%	50%	*
Clayton	K	0	--	0	--	n/a	--	--	--	--
Clayton	01	0	--	10	70%	n/a	60%	70%	80%	80%
Clayton	02	4	*	5	20%	n/a	100%	40%	40%	20%
Clayton	03	4	*	5	60%	n/a	80%	40%	100%	100%
Clayton	04	4	*	5	60%	n/a	80%	80%	100%	60%
Clayton	05	4	*	4	*	n/a	*	*	*	*
Clayton		16	25%	29	59%	34	76%	55%	83%	72%
Cook	K	0	--	0	--	n/a	--	--	--	--
Cook	01	0	--	46	13%	n/a	15%	13%	15%	7%
Cook	02	40	60%	42	31%	-29	43%	40%	31%	26%
Cook	03	35	34%	44	48%	13	72%	63%	57%	23%
Cook	04	47	26%	50	32%	6	25%	55%	61%	46%
Cook	05	37	11%	41	46%	36	46%	32%	51%	54%
Cook		159	33%	223	34%	1	40%	41%	43%	31%
Cowan	K	0	--	0	--	n/a	--	--	--	--
Cowan	01	0	--	10	40%	n/a	50%	40%	60%	60%
Cowan	02	1	*	4	*	n/a	*	*	*	*
Cowan	03	11	45%	12	58%	13	92%	50%	83%	50%
Cowan	04	9	44%	10	50%	6	50%	40%	70%	100%
Cowan	05	8	13%	10	60%	48	80%	50%	70%	70%
Cowan		29	38%	46	48%	10	65%	41%	65%	63%

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Cunningham	K	0	--	0	--	n/a	--	--	--	--
Cunningham	01	0	--	5	40%	n/a	40%	40%	40%	40%
Cunningham	02	6	33%	5	20%	-13	40%	40%	20%	33%
Cunningham	03	6	17%	6	100%	83	83%	100%	83%	67%
Cunningham	04	7	29%	7	57%	29	0%	0%	0%	0%
Cunningham	05	3	*	3	*	n/a	*	*	*	*
Cunningham		22	23%	26	50%	27	46%	77%	50%	41%
Davis	K	0	--	0	--	n/a	--	--	--	--
Davis	01	0	--	3	*	n/a	*	*	*	*
Davis	02	17	71%	20	35%	-36	55%	45%	55%	50%
Davis	03	15	60%	17	59%	-1	82%	47%	71%	35%
Davis	04	9	0%	11	55%	55	25%	75%	58%	82%
Davis	05	14	14%	15	60%	46	87%	53%	80%	47%
Davis		55	42%	66	52%	10	64%	52%	66%	52%
Dawson	K	0	--	0	--	n/a	--	--	--	--
Dawson	01	1	*	10	40%	n/a	40%	30%	60%	40%
Dawson	02	8	38%	7	43%	5	25%	25%	38%	71%
Dawson	03	12	17%	12	50%	33	50%	83%	50%	50%
Dawson	04	9	33%	10	20%	-13	10%	40%	20%	10%
Dawson	05	14	29%	14	64%	36	73%	60%	60%	43%
Dawson		44	30%	53	45%	16	44%	51%	47%	42%
Doss	K	0	--	0	--	n/a	--	--	--	--
Doss	01	1	*	18	67%	n/a	67%	83%	78%	78%
Doss	02	6	83%	7	0%	-83	29%	0%	29%	29%
Doss	03	8	13%	10	50%	38	100%	40%	90%	60%
Doss	04	14	21%	16	69%	47	38%	63%	81%	69%
Doss	05	11	45%	12	25%	-20	75%	17%	67%	67%
Doss		40	38%	63	49%	12	62%	49%	73%	65%
Galindo	K	0	--	2	*	n/a	*	*	*	*
Galindo	01	4	*	60	28%	n/a	51%	29%	10%	10%
Galindo	02	29	41%	33	64%	22	56%	59%	70%	69%
Galindo	03	34	74%	21	71%	-2	82%	64%	63%	74%
Galindo	04	22	55%	26	62%	7	46%	50%	65%	73%
Galindo	05	29	28%	32	47%	19	68%	47%	51%	39%
Galindo		118	49%	174	48%	-1	58%	45%	46%	46%
Govalle	K	0	--	0	--	n/a	--	--	--	--
Govalle	01	0	--	0	--	n/a	--	--	--	--
Govalle	02	17	65%	0	--	n/a	43%	14%	20%	--
Govalle	03	23	52%	0	--	n/a	70%	25%	48%	--
Govalle	04	16	56%	18	39%	-17	22%	39%	56%	56%
Govalle	05	19	26%	16	75%	49	100%	47%	89%	89%
Govalle		75	49%	34	56%	7	58%	30%	52%	73%
Graham	K	0	--	0	--	n/a	--	--	--	--
Graham	01	2	*	33	36%	n/a	73%	55%	42%	30%
Graham	02	33	30%	36	61%	31	86%	22%	61%	69%
Graham	03	36	25%	41	61%	36	88%	66%	63%	46%
Graham	04	42	33%	28	36%	2	41%	45%	64%	61%
Graham	05	50	22%	54	54%	32	76%	44%	78%	67%
Graham		163	27%	192	51%	24	72%	46%	64%	56%

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		Composite Progress for 2020 Cohort				Listening Progress	Speaking Progress	Reading Progress	Writing Progress	
		2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Campus	Grade									
Guerrero-Thompson	K	0	--	0	--	n/a	--	--	--	--
Guerrero-Thompson	01	3	*	64	52%	n/a	64%	58%	38%	25%
Guerrero-Thompson	02	53	11%	63	56%	44	71%	38%	59%	41%
Guerrero-Thompson	03	43	30%	50	60%	30	80%	25%	51%	70%
Guerrero-Thompson	04	63	33%	67	30%	-3	24%	24%	53%	47%
Guerrero-Thompson	05	46	33%	52	69%	37	69%	27%	79%	67%
Guerrero-Thompson		208	26%	296	52%	26	59%	35%	55%	48%
Gullett	K	0	--	0	--	n/a	--	--	--	--
Gullett	01	0	--	5	20%	n/a	0%	0%	0%	0%
Gullett	02	1	*	1	*	n/a	*	*	*	*
Gullett	03	1	*	1	*	n/a	*	*	*	*
Gullett	04	1	*	1	*	n/a	*	*	*	*
Gullett	05	0	--	0	--	n/a	--	--	--	--
Gullett		3	*	8	13%	n/a	25%	13%	13%	25%
Harris	K	0	--	0	--	n/a	--	--	--	--
Harris	01	0	--	0	--	n/a	--	--	--	--
Harris	02	29	83%	0	--	n/a	38%	3%	22%	--
Harris	03	29	24%	0	--	n/a	60%	37%	47%	--
Harris	04	37	32%	0	--	n/a	17%	45%	50%	--
Harris	05	37	35%	0	--	n/a	55%	38%	53%	--
Harris		132	42%	0	--	n/a	41%	32%	44%	--
Hart	K	0	--	0	--	n/a	--	--	--	--
Hart	01	1	*	67	27%	n/a	34%	28%	34%	24%
Hart	02	62	55%	69	36%	-19	59%	44%	41%	43%
Hart	03	45	47%	52	54%	7	85%	43%	68%	48%
Hart	04	68	37%	71	31%	-6	29%	44%	56%	52%
Hart	05	64	20%	74	55%	35	66%	42%	62%	49%
Hart		240	39%	333	40%	1	53%	40%	52%	43%
Highland Park	K	0	--	0	--	n/a	--	--	--	--
Highland Park	01	0	--	4	*	n/a	*	*	*	*
Highland Park	02	2	*	3	*	n/a	*	*	*	*
Highland Park	03	0	--	0	--	n/a	--	--	--	--
Highland Park	04	2	*	2	*	n/a	*	*	*	*
Highland Park	05	2	*	1	*	n/a	*	*	*	*
Highland Park		6	33%	10	40%	7	50%	30%	64%	18%
Hill	K	0	--	0	--	n/a	--	--	--	--
Hill	01	1	*	15	100%	n/a	0%	0%	0%	0%
Hill	02	5	80%	0	--	n/a	50%	33%	50%	--
Hill	03	13	0%	13	38%	38	85%	38%	69%	50%
Hill	04	13	62%	0	--	n/a	21%	64%	--	--
Hill	05	8	0%	0	--	n/a	0%	0%	0%	--
Hill		40	30%	28	71%	41	64%	60%	76%	69%
Houston	K	0	--	1	*	n/a	*	*	*	*
Houston	01	2	*	27	44%	n/a	70%	59%	15%	15%
Houston	02	30	30%	31	42%	12	58%	48%	52%	25%
Houston	03	41	27%	44	36%	10	59%	41%	41%	20%
Houston	04	33	30%	35	23%	-7	14%	26%	54%	80%
Houston	05	43	16%	46	46%	29	59%	37%	67%	24%
Houston		149	26%	184	38%	12	52%	41%	48%	32%

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		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Jordan	K	0	--	0	--	n/a	--	--	--	--
Jordan	01	0	--	40	53%	n/a	58%	60%	53%	15%
Jordan	02	39	33%	43	47%	13	53%	27%	36%	48%
Jordan	03	46	48%	51	22%	-26	69%	10%	49%	37%
Jordan	04	43	26%	50	14%	-12	25%	22%	37%	44%
Jordan	05	44	14%	49	33%	19	68%	34%	67%	42%
Jordan		172	30%	233	32%	2	54%	29%	49%	38%
Joslin	K	0	--	0	--	n/a	--	--	--	--
Joslin	01	0	--	0	--	n/a	--	--	--	--
Joslin	02	0	--	0	--	n/a	--	--	--	--
Joslin	03	0	--	0	--	n/a	--	--	--	--
Joslin	04	0	--	0	--	n/a	--	--	--	--
Joslin	05	6	17%	0	--	n/a	67%	33%	0%	--
Joslin		6	17%	0	--	n/a	67%	33%	0%	--
Kiker	K	0	--	0	--	n/a	--	--	--	--
Kiker	01	0	--	13	77%	n/a	69%	69%	69%	62%
Kiker	02	9	78%	9	56%	-22	78%	11%	22%	67%
Kiker	03	7	14%	7	86%	71	100%	71%	100%	75%
Kiker	04	10	70%	11	45%	-25	73%	27%	82%	55%
Kiker	05	2	*	2	*	n/a	*	*	*	*
Kiker		28	57%	42	64%	7	76%	45%	69%	63%
Kocurek	K	0	--	0	--	n/a	--	--	--	--
Kocurek	01	0	--	0	--	n/a	--	--	--	--
Kocurek	02	7	43%	0	--	n/a	22%	44%	56%	--
Kocurek	03	6	17%	0	--	n/a	56%	100%	78%	--
Kocurek	04	9	33%	0	--	n/a	40%	70%	50%	--
Kocurek	05	11	27%	0	--	n/a	69%	62%	77%	--
Kocurek		33	30%	0	--	n/a	49%	68%	66%	--
Langford	K	0	--	2	*	n/a	*	*	*	*
Langford	01	0	--	22	64%	n/a	73%	68%	32%	18%
Langford	02	48	71%	52	23%	-48	50%	17%	44%	33%
Langford	03	33	18%	34	35%	17	65%	38%	50%	35%
Langford	04	33	12%	35	46%	34	25%	64%	44%	49%
Langford	05	34	18%	36	47%	30	58%	28%	58%	28%
Langford		148	34%	181	39%	5	52%	38%	46%	33%
Lee	K	0	--	0	--	n/a	--	--	--	--
Lee	01	0	--	0	--	n/a	--	--	--	--
Lee	02	0	--	0	--	n/a	--	--	--	--
Lee	03	2	*	0	--	n/a	*	*	*	--
Lee	04	1	*	0	--	n/a	*	*	*	--
Lee	05	2	*	0	--	n/a	--	--	*	--
Lee	06	0	--	0	--	n/a	--	--	--	--
Lee		5	20%	0	--	n/a	*	*	60%	--
Linder	K	0	--	0	--	n/a	--	--	--	--
Linder	01	0	--	29	41%	n/a	52%	28%	24%	21%
Linder	02	29	62%	23	9%	-53	26%	6%	35%	30%
Linder	03	21	29%	26	38%	10	69%	23%	42%	42%
Linder	04	24	25%	27	15%	-10	24%	17%	36%	18%
Linder	05	22	18%	24	38%	19	75%	25%	79%	67%
Linder		96	35%	129	29%	-7	47%	19%	42%	35%

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		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Maplewood	K	0	--	0	--	n/a	--	--	--	--
Maplewood	01	0	--	2	*	n/a	*	*	*	*
Maplewood	02	5	0%	1	*	n/a	60%	20%	40%	*
Maplewood	03	4	*	0	--	n/a	67%	33%	33%	--
Maplewood	04	4	*	4	*	n/a	20%	40%	0%	*
Maplewood	05	5	0%	2	*	n/a	67%	33%	50%	*
Maplewood	06	0	--	0	--	n/a	--	--	--	--
Maplewood		18	17%	9	33%	17	58%	33%	33%	44%
Mathews	K	0	--	0	--	n/a	--	--	--	--
Mathews	01	0	--	2	*	n/a	*	*	*	*
Mathews	02	5	80%	0	--	n/a	80%	40%	60%	--
Mathews	03	5	40%	0	--	n/a	83%	33%	100%	--
Mathews	04	3	*	0	--	n/a	*	*	*	--
Mathews	05	4	*	0	--	n/a	*	*	*	--
Mathews	06	3	*	0	--	n/a	--	--	--	--
Mathews		20	50%	2	*	n/a	71%	46%	50%	*
McBee	K	0	--	6	0%	n/a	0%	0%	0%	0%
McBee	01	1	*	43	2%	n/a	2%	0%	9%	2%
McBee	02	34	44%	39	51%	7	79%	51%	51%	59%
McBee	03	38	50%	41	24%	-26	76%	32%	48%	29%
McBee	04	33	36%	38	26%	-10	29%	34%	58%	53%
McBee	05	43	23%	43	33%	9	51%	19%	79%	37%
McBee		149	38%	210	26%	-11	46%	26%	47%	34%
Menchaca	K	0	--	0	--	n/a	--	--	--	--
Menchaca	01	0	--	17	65%	n/a	65%	59%	59%	65%
Menchaca	02	15	87%	15	7%	-80	29%	24%	33%	18%
Menchaca	03	17	24%	19	37%	13	74%	21%	63%	53%
Menchaca	04	20	50%	21	38%	-12	33%	29%	48%	71%
Menchaca	05	17	35%	20	60%	25	80%	30%	75%	40%
Menchaca		69	48%	92	42%	-5	56%	32%	57%	50%
Metz	K	0	--	0	--	n/a	--	--	--	--
Metz	01	0	--	9	78%	n/a	44%	89%	67%	67%
Metz	02	7	43%	8	25%	-18	25%	25%	25%	13%
Metz	03	8	75%	10	0%	-75	70%	20%	50%	20%
Metz	04	10	70%	11	27%	-43	18%	18%	50%	83%
Metz	05	13	23%	13	62%	38	62%	54%	69%	77%
Metz		38	50%	51	39%	-11	45%	41%	54%	56%
Mills	K	0	--	0	--	n/a	--	--	--	--
Mills	01	1	*	12	83%	n/a	92%	83%	83%	83%
Mills	02	9	78%	9	11%	-67	67%	0%	44%	100%
Mills	03	12	33%	13	69%	36	0%	0%	0%	0%
Mills	04	7	43%	7	71%	29	71%	29%	86%	50%
Mills	05	6	33%	7	86%	52	86%	57%	100%	71%
Mills		35	49%	48	65%	16	83%	52%	79%	71%
Norman	K	0	--	0	--	n/a	--	--	--	--
Norman	01	0	--	1	*	n/a	*	*	*	*
Norman	02	5	40%	5	20%	-20	0%	20%	40%	40%
Norman	03	10	0%	9	56%	56	89%	11%	18%	55%
Norman	04	6	33%	0	--	n/a	--	--	33%	--
Norman	05	6	17%	0	--	n/a	--	--	83%	17%
Norman		27	19%	15	47%	28	60%	13%	41%	43%

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Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Oak Hill	K	0	--	0	--	n/a	--	--	--	--
Oak Hill	01	0	--	0	--	n/a	--	--	--	--
Oak Hill	02	36	31%	0	--	n/a	43%	13%	58%	--
Oak Hill	03	35	43%	0	--	n/a	58%	42%	53%	--
Oak Hill	04	28	43%	0	--	n/a	21%	36%	42%	--
Oak Hill	05	40	20%	0	--	n/a	64%	50%	64%	--
Oak Hill		139	33%	0	--	n/a	48%	35%	55%	--
Oak Springs	K	0	--	0	--	n/a	--	--	--	--
Oak Springs	01	0	--	2	*	n/a	*	*	*	*
Oak Springs	02	5	100%	5	20%	-80	20%	0%	80%	40%
Oak Springs	03	6	67%	6	0%	-67	83%	0%	0%	67%
Oak Springs	04	9	33%	9	22%	-11	22%	22%	56%	44%
Oak Springs	05	7	29%	7	43%	14	71%	43%	43%	71%
Oak Springs		27	52%	29	28%	-24	52%	17%	48%	59%
Odom	K	0	--	0	--	n/a	--	--	--	--
Odom	01	0	--	27	81%	n/a	81%	85%	70%	74%
Odom	02	27	33%	27	22%	-11	41%	22%	48%	78%
Odom	03	17	6%	18	44%	39	84%	47%	68%	56%
Odom	04	23	39%	25	28%	-11	36%	20%	64%	40%
Odom	05	24	29%	25	40%	11	56%	32%	44%	76%
Odom		91	29%	122	43%	15	59%	41%	59%	66%
Ortega	K	0	--	0	--	n/a	--	--	--	--
Ortega	01	0	--	11	9%	n/a	9%	9%	0%	0%
Ortega	02	7	29%	0	--	n/a	63%	13%	13%	--
Ortega	03	9	22%	12	25%	3	83%	0%	58%	17%
Ortega	04	14	36%	16	25%	-11	22%	44%	50%	56%
Ortega	05	11	9%	11	45%	36	55%	36%	83%	33%
Ortega		41	24%	50	26%	2	43%	23%	44%	29%
Overton	K	0	--	0	--	n/a	--	--	--	--
Overton	01	2	*	38	55%	n/a	63%	74%	42%	45%
Overton	02	42	60%	47	15%	-45	52%	19%	33%	26%
Overton	03	41	5%	42	43%	38	76%	40%	48%	60%
Overton	04	32	47%	36	25%	-22	19%	14%	25%	56%
Overton	05	36	17%	41	44%	27	67%	29%	45%	59%
Overton		153	32%	204	36%	4	56%	34%	39%	48%
Padron	K	0	--	0	--	n/a	--	--	--	--
Padron	01	1	*	61	57%	n/a	70%	52%	54%	30%
Padron	02	79	49%	56	34%	-15	49%	26%	37%	45%
Padron	03	61	31%	64	25%	-6	72%	22%	54%	15%
Padron	04	66	33%	16	31%	-2	25%	21%	52%	56%
Padron	05	63	13%	49	41%	28	63%	38%	69%	18%
Padron		270	33%	246	39%	6	55%	31%	52%	28%
Palm	K	0	--	0	--	n/a	--	--	--	--
Palm	01	1	*	21	48%	n/a	33%	62%	71%	52%
Palm	02	16	56%	15	20%	-36	38%	13%	56%	13%
Palm	03	23	30%	23	52%	22	70%	43%	65%	48%
Palm	04	19	5%	20	40%	35	35%	40%	50%	35%
Palm	05	21	14%	24	58%	44	67%	46%	71%	38%
Palm		80	25%	103	46%	21	50%	42%	63%	39%

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Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Patton	K	0	--	0	--	n/a	--	--	--	--
Patton	01	0	--	26	54%	n/a	58%	65%	62%	46%
Patton	02	18	56%	18	61%	6	67%	56%	72%	50%
Patton	03	8	50%	13	92%	42	93%	64%	92%	46%
Patton	04	13	23%	14	57%	34	43%	57%	57%	43%
Patton	05	13	38%	15	67%	28	60%	53%	80%	33%
Patton		52	42%	86	64%	22	63%	60%	71%	44%
Pease	K	0	--	0	--	n/a	--	--	--	--
Pease	01	0	--	1	*	n/a	*	*	*	*
Pease	02	0	--	0	--	n/a	--	--	--	--
Pease	03	0	--	0	--	n/a	--	--	--	--
Pease	04	0	--	0	--	n/a	--	--	--	--
Pease	05	0	--	0	--	n/a	--	--	--	--
Pease	06	0	--	0	--	n/a	--	--	--	--
Pease		0	--	1	*	n/a	*	*	*	*
Pecan Springs	K	0	--	0	--	n/a	--	--	--	--
Pecan Springs	01	0	--	13	77%	n/a	100%	69%	38%	38%
Pecan Springs	02	10	50%	11	36%	-14	64%	27%	36%	27%
Pecan Springs	03	11	36%	12	50%	14	67%	42%	83%	33%
Pecan Springs	04	8	25%	8	13%	-13	38%	25%	44%	78%
Pecan Springs	05	19	16%	16	25%	9	69%	25%	74%	42%
Pecan Springs		48	29%	60	42%	13	70%	38%	58%	42%
Perez	K	0	--	0	--	n/a	--	--	--	--
Perez	01	0	--	39	46%	n/a	51%	54%	56%	44%
Perez	02	33	52%	34	44%	-7	32%	29%	41%	35%
Perez	03	36	28%	36	42%	14	72%	42%	33%	46%
Perez	04	30	57%	33	45%	-11	27%	70%	64%	52%
Perez	05	48	27%	51	43%	16	49%	47%	61%	47%
Perez		147	39%	193	44%	5	47%	48%	52%	45%
Pickle	K	0	--	0	--	n/a	--	--	--	--
Pickle	01	1	*	42	40%	n/a	40%	40%	21%	26%
Pickle	02	52	25%	18	50%	25	67%	35%	46%	78%
Pickle	03	51	63%	54	44%	-18	80%	41%	44%	56%
Pickle	04	48	42%	55	24%	-18	24%	20%	45%	44%
Pickle	05	38	18%	19	21%	3	51%	23%	43%	58%
Pickle		190	38%	188	36%	-2	53%	32%	41%	48%
Pillow	K	0	--	0	--	n/a	--	--	--	--
Pillow	01	0	--	24	63%	n/a	46%	58%	42%	42%
Pillow	02	25	28%	28	21%	-7	46%	21%	29%	36%
Pillow	03	15	7%	16	50%	43	75%	44%	50%	63%
Pillow	04	18	39%	22	32%	-7	23%	32%	64%	59%
Pillow	05	27	7%	29	59%	51	66%	31%	55%	59%
Pillow		85	20%	119	45%	25	50%	36%	47%	50%
Pleasant Hill	K	0	--	0	--	n/a	--	--	--	--
Pleasant Hill	01	1	*	24	29%	n/a	25%	29%	43%	35%
Pleasant Hill	02	23	61%	23	17%	-43	35%	4%	13%	52%
Pleasant Hill	03	17	41%	18	56%	14	78%	39%	44%	56%
Pleasant Hill	04	12	42%	15	40%	-2	13%	53%	38%	47%
Pleasant Hill	05	20	25%	21	71%	46	82%	45%	86%	38%
Pleasant Hill		73	44%	101	42%	-2	47%	32%	45%	45%



2020 Texas English Language Proficiency Assessment System  
(TELPAS) Progress Report

		Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Reilly	K	0	--	0	--	n/a	--	--	--	--
Reilly	01	1	*	26	81%	n/a	92%	85%	62%	58%
Reilly	02	13	77%	14	14%	-63	50%	7%	21%	50%
Reilly	03	13	23%	14	50%	27	86%	36%	53%	40%
Reilly	04	13	54%	13	54%	0	31%	62%	73%	47%
Reilly	05	16	38%	16	50%	13	88%	25%	88%	50%
Reilly		56	46%	83	54%	8	73%	48%	60%	50%
Ridgetop	K	0	--	0	--	n/a	--	--	--	--
Ridgetop	01	1	*	10	20%	n/a	50%	50%	20%	20%
Ridgetop	02	7	71%	7	29%	-43	57%	43%	57%	0%
Ridgetop	03	12	8%	12	83%	75	92%	75%	75%	50%
Ridgetop	04	10	30%	10	20%	-10	20%	50%	20%	90%
Ridgetop	05	12	67%	12	67%	0	92%	58%	67%	83%
Ridgetop		42	43%	51	47%	4	65%	57%	49%	53%
Rodriguez	K	0	--	0	--	n/a	--	--	--	--
Rodriguez	01	0	--	0	--	n/a	--	--	--	--
Rodriguez	02	28	39%	30	23%	-16	33%	13%	43%	37%
Rodriguez	03	27	15%	31	29%	14	71%	13%	48%	39%
Rodriguez	04	39	38%	42	21%	-17	14%	24%	38%	40%
Rodriguez	05	30	13%	32	34%	21	61%	27%	50%	39%
Rodriguez		124	27%	135	27%	-1	43%	20%	44%	39%
Sanchez	K	0	--	0	--	n/a	--	--	--	--
Sanchez	01	1	*	26	58%	n/a	58%	69%	58%	46%
Sanchez	02	15	33%	16	19%	-15	19%	38%	0%	44%
Sanchez	03	23	22%	26	58%	36	56%	56%	37%	58%
Sanchez	04	19	37%	22	18%	-19	23%	23%	23%	18%
Sanchez	05	24	17%	29	55%	39	55%	31%	55%	55%
Sanchez		82	26%	119	45%	19	45%	44%	38%	45%
Sims	K	0	--	0	--	n/a	--	--	--	--
Sims	01	0	--	1	*	n/a	*	*	*	*
Sims	02	5	100%	4	*	n/a	80%	20%	60%	*
Sims	03	6	17%	5	80%	63	60%	20%	43%	100%
Sims	04	4	*	0	--	n/a	--	--	*	--
Sims	05	5	40%	0	--	n/a	--	--	83%	40%
Sims		20	40%	10	60%	20	73%	27%	52%	71%
St Elmo	K	0	--	2	*	n/a	*	*	*	*
St Elmo	01	1	*	22	82%	n/a	86%	82%	82%	82%
St Elmo	02	20	95%	22	0%	-95	41%	5%	18%	45%
St Elmo	03	26	31%	27	41%	10	78%	41%	59%	37%
St Elmo	04	16	25%	17	47%	22	24%	35%	71%	71%
St Elmo	05	22	9%	23	17%	8	43%	17%	39%	17%
St Elmo		85	39%	113	38%	-1	58%	37%	54%	50%
Summitt	K	0	--	0	--	n/a	--	--	--	--
Summitt	01	0	--	46	83%	n/a	85%	87%	80%	76%
Summitt	02	31	90%	36	28%	-63	69%	14%	58%	50%
Summitt	03	27	15%	31	29%	14	74%	29%	58%	26%
Summitt	04	38	55%	34	26%	-29	50%	24%	63%	34%
Summitt	05	30	50%	31	71%	21	77%	35%	97%	58%
Summitt		126	54%	178	49%	-5	72%	41%	71%	51%



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		2019		2020		Δ	2020			
Campus	Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Sunset Valley	K	0	--	0	--	n/a	--	--	--	--
Sunset Valley	01	0	--	18	39%	n/a	44%	44%	44%	56%
Sunset Valley	02	20	70%	20	10%	-60	40%	10%	15%	15%
Sunset Valley	03	22	23%	23	39%	16	57%	52%	57%	48%
Sunset Valley	04	14	29%	14	21%	-7	14%	29%	29%	21%
Sunset Valley	05	22	5%	24	75%	70	75%	67%	58%	79%
Sunset Valley		78	31%	99	39%	9	49%	42%	42%	46%
Travis Heights	K	0	--	1	*	n/a	*	*	*	*
Travis Heights	01	1	*	23	61%	n/a	61%	65%	57%	43%
Travis Heights	02	26	73%	27	30%	-43	57%	43%	18%	26%
Travis Heights	03	29	28%	30	53%	26	70%	77%	57%	33%
Travis Heights	04	8	13%	8	38%	25	13%	63%	50%	75%
Travis Heights	05	14	21%	14	71%	50	79%	43%	79%	36%
Travis Heights		78	41%	103	50%	8	62%	59%	48%	37%
Uphaus ECC	K	0	--	0	--	n/a	--	--	--	--
Uphaus ECC		0	--	0	--	n/a	--	--	--	--
Walnut Creek	K	0	--	0	--	n/a	--	--	--	--
Walnut Creek	01	0	--	56	91%	n/a	89%	91%	80%	86%
Walnut Creek	02	48	65%	55	40%	-25	45%	27%	49%	47%
Walnut Creek	03	51	31%	58	47%	15	80%	35%	57%	28%
Walnut Creek	04	51	43%	65	31%	-12	21%	41%	64%	48%
Walnut Creek	05	39	13%	47	77%	64	66%	57%	70%	51%
Walnut Creek		189	39%	281	56%	16	59%	50%	64%	52%
Widen	K	0	--	0	--	n/a	--	--	--	--
Widen	01	1	*	21	62%	n/a	100%	90%	67%	52%
Widen	02	20	75%	22	23%	-52	27%	23%	50%	41%
Widen	03	20	15%	22	55%	40	73%	68%	41%	36%
Widen	04	26	50%	29	24%	-26	23%	30%	53%	41%
Widen	05	26	15%	30	47%	31	52%	45%	42%	63%
Widen		93	39%	124	41%	2	52%	49%	50%	48%
Williams	K	0	--	1	*	n/a	*	*	*	*
Williams	01	0	--	11	36%	n/a	18%	36%	27%	36%
Williams	02	11	73%	12	42%	-31	50%	67%	58%	58%
Williams	03	14	21%	16	63%	41	88%	63%	88%	50%
Williams	04	17	29%	17	53%	24	29%	53%	47%	82%
Williams	05	18	39%	19	89%	51	89%	89%	74%	26%
Williams		60	38%	76	61%	22	59%	64%	61%	50%
Winn	K	0	--	0	--	n/a	--	--	--	--
Winn	01	0	--	0	--	n/a	--	--	--	--
Winn	02	8	50%	0	--	n/a	--	--	10%	--
Winn	03	14	50%	14	21%	-29	93%	13%	21%	53%
Winn	04	9	22%	0	--	n/a	30%	40%	50%	--
Winn	05	18	33%	0	--	n/a	90%	30%	47%	--
Winn		49	39%	14	21%	-17	74%	26%	34%	53%
Wooldridge	K	0	--	0	--	n/a	--	--	--	--
Wooldridge	01	0	--	60	75%	n/a	67%	70%	65%	53%
Wooldridge	02	36	83%	43	14%	-69	36%	7%	19%	23%
Wooldridge	03	39	26%	46	50%	24	77%	48%	44%	47%
Wooldridge	04	50	52%	57	32%	-20	16%	30%	44%	56%
Wooldridge	05	42	29%	48	44%	15	75%	42%	60%	63%
Wooldridge		167	47%	254	44%	-2	54%	41%	48%	49%

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Campus	Grade	2019		2020		Δ	2020			
		# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2019 to 2020 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
Wooten	K	0	--	1	*	n/a	*	*	*	*
Wooten	01	3	*	40	15%	n/a	55%	35%	20%	13%
Wooten	02	41	34%	44	34%	0	36%	23%	64%	75%
Wooten	03	48	25%	49	24%	-1	72%	18%	44%	39%
Wooten	04	30	33%	32	41%	7	19%	59%	31%	66%
Wooten	05	54	11%	54	26%	15	55%	33%	56%	22%
Wooten		176	24%	220	28%	3	50%	32%	44%	41%
Zavala	K	0	--	0	--	n/a	--	--	--	--
Zavala	01	0	--	8	63%	n/a	75%	50%	63%	50%
Zavala	02	10	40%	10	0%	-40	9%	0%	0%	9%
Zavala	03	4	*	5	0%	n/a	40%	0%	0%	40%
Zavala	04	8	25%	8	38%	13	25%	63%	38%	63%
Zavala	05	12	8%	13	46%	38	46%	31%	69%	46%
Zavala		34	24%	44	32%	8	38%	29%	39%	40%
Zilker	K	0	--	0	--	n/a	--	--	--	--
Zilker	01	0	--	3	*	n/a	*	*	*	*
Zilker	02	1	*	1	*	n/a	*	*	*	*
Zilker	03	1	*	1	*	n/a	*	*	*	*
Zilker	04	4	*	4	*	n/a	*	*	*	*
Zilker	05	5	20%	5	100%	80	100%	80%	100%	60%
Zilker		11	27%	14	57%	30	64%	79%	50%	50%
Elementary		6237	50%	7396	42%	-8	55%	39%	51%	45%
Middle		3133	27%	2600	33%	6	65%	32%	39%	48%
High		2325	23%	1969	28%	4	44%	25%	35%	49%
District		11707	39%	11972	38%	-1	55%	35%	46%	47%

# Langford

## Closing the Gaps 2019

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	ELL (Current & Former)	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>Academic Achievement</b>																	
<b>STAAR Performance (Percent at or above Meets Grade Level)</b>																	
Reading #Tests	209	17	185	7	0	0	0	0	198	117	37	2	174	35			
Reading %Meets	28%		28%						28%	27%			28%	31%			
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%			4/7
Met Target	N		N						N	N	Y		N	N	1	7	14%
Math #Tests	209	17	185	7	0	0	0	0	198	117	37	2	174	35			
Math %Meets	30%		30%						30%	26%	30%		31%	23%			
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%			4/7
Met Target	N		N						N	N	Y		N	N	1	7	14%
Total															2	14	14%

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	ELL (Curr. and Former)	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>Growth</b>																	
<b>STAAR Growth (Elementary and Middle Schools and High Schools w/o grad rate)</b>																	
Reading #PM Tests	131	10	115	6	0	0	0	0	125	67	18	<25	108	23			
Growth Score	69%		70%						68%	76%			68%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y		Y						Y	Y			Y		5	5	100%
Math #PM Tests	143	10	127	6	0	0	0	0	137	79	19	<25	120	23			
Growth Score	75%		75%						75%	73%			72%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	Y		Y						Y	Y			Y		5	5	100%
Total															10	10	100%

<b>English Language Proficiency</b>										230	current ELL students						
Number of Current EL students with proficiency measure										200	eligible tests						
% Adv High or 1yr Comp Progress										32%							
TELPAS Progress Target										36%	4190 2020						
Met Target										N							
Total															0	1	100%
															0	1	0%

	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	ELL (Curr. and Former)	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>Student Success</b>																	
<b>Student Achievement Domain Score: STAAR Component Only (Elementary Schools, Middle Schools, and High Schools/K-12 Without Annual Graduates)</b>																	
# Tests	564	45	499	20	0	0	0	0	536	314	95	<25	469	95			
App	65%	62%	65%						64%	65%	42%		65%	64%			
Meets	28%	29%	28%						28%	26%	29%		29%	26%			
Masters	12%	9%	12%						11%	10%	18%		12%	9%			
STAAR Component Score	35%	33%	35%						34%	34%	30%		35%	33%			
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%			
Met Target	N	N	N						N	N	Y		N	N	1	8	13%
Total															5	8	13%

				% of Eligible 2018							
				Met	Weight	Points					
Academic Achievement				14%	59	30%	4.2	17			
Growth				100%	50%	50.0					
English Language Proficiency (ELP)				100%	10%	0.0	10	(2020)			
Student Success				13%	10%	1.3	6.2	66			
Closing the Gaps Raw Score						56					
				points possible				100			
									2021		
									83.2		

Additional Targeted Support (Goal: TBD)																	
# Eligible Targets	5	-	5	-	-	-	-	-	5	6	3						
# Targets Met	2	-	2	-	-	-	-	-	2	2	3						
% Targets Met	40%	-	40%	-	-	-	-	-	40%	33%	100%						

To be evaluated for Additional Targeted Support, a group must have results for 25 tests in both reading and math performance.

For STAAR Academic Achievement indicators, if participation rate falls below 95%, denominator will be increased to meet 95% threshold.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

According to the Parent Survey:

My involvement in my child's education is welcomed by the-

1. Principal 90%
2. Assistant principal 92%
3. Teachers 93%
4. Office staff 86%
5. School counselor 91%

My child is provided with opportunities to:

6. Participate in activities and programs after or before school 81%
7. Learn social and emotional skills (e.g., using strategies to calm down when upset) 80%

### Family and Community Involvement Weaknesses

My child's school provides me with adequate information about:

1. Academic programs and services 73%
2. Future career opportunities for my child 70%
3. Gifted and Talented (GT) testing and services. - - 59%

### Family and Community Involvement Needs

According to Parent Survey:

1. My child likes going to school 74%
2. Events are not relevant to my child's needs 62%

# Comprehensive Needs Assessment

## Family and Community Involvement Summary

Data:

74% of parents believe that their child likes to come to school. That belief is actually higher than what the students responded which is 64%.

This tells us that 26% of parents believe their child does not like to come to school and 36% of students do not like to come to school.

The committees, teams and PLCs will have to consider this data point as we come up with school-wide strategies to increase student engagement and motivation.

## General Climate

	2020
	% Strongly Agree / Agree
All campus staff accomplish their jobs with enthusiasm.	81%
All campus staff are committed to their jobs.	86%
All campus staff are friendly to each other.	86%
All campus staff are willing to go out of their way to help.	84%
All campus staff exhibit pride in their affiliation with the school.	89%
All campus staff interact with one another in a way that models social and emotional competence.	84%
Overall, my school is a good place to work and learn.	94%
There is an atmosphere of trust and mutual respect.	83%

## District Vision

	2020
	% Strongly Agree / Agree
There are clear goals and structures for teaching and learning in AISD.	88%
There is a clear vision for academic, social, and emotional learning in AISD.	89%
There is a clear vision for the use of data to inform education in AISD.	86%

## School Leadership

	2020
--	------

	% Strongly Agree / Agree
Achievement press	92%
Community support and involvement	92%
Facilities and resources	87%
General school climate	87%
Instructional practices and support	90%
Managing student conduct	80%
New teacher support	83%
Professional development	91%
School leadership	86%
Teacher leadership	89%
The use of time in my school	85%

## Principal Leadership

	2020
	% Strongly Agree / Agree
My principal clearly defines expectations for our school.	90%
My principal encourages cooperation among faculty and staff toward improving student performance.	94%
My principal has a clearly defined mission and vision for my school.	91%
My principal involves faculty in decisions that directly impact the operations of my school.	85%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	89%

My principal provides constructive feedback to teachers toward improving their performance.	88%
School leadership effectively communicates policy.	85%
Teachers at this school trust the principal to make sound professional decisions about instruction.	85%
The faculty and leadership have a shared vision.	85%
The school leadership consistently supports teachers.	83%

## Teacher Leadership

	2020
	% Strongly Agree / Agree
Teachers are effective leaders in this school.	92%
Teachers are encouraged to participate in school leadership roles.	92%
Teachers are recognized as educational experts.	88%
Teachers are relied upon to make decisions about educational issues.	90%
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	87%
Teachers are trusted to make sound professional decisions about instruction.	90%
Teachers have an appropriate level of influence on decision making in this school.	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	90%
The faculty has an effective process for making group decisions to solve problems.	82%

## Teacher Data Use



	2020
	% Frequently / Often
Discuss assessment data for individual students.	71%
Discuss your department/team's professional development needs and goals.	71%
Group students across classes based on learning needs.	65%
Provide support for new teachers.	76%
Provide support for struggling teachers.	74%
Set learning goals for groups of students.	74%
Share instructional strategies.	83%

## Professional Development

	2020
	% Strongly Agree / Agree
Follow up is provided from professional development in this school.	81%
In general, an appropriate amount of time is provided for professional development.	89%
In my primary content area (e.g., math, science, social studies), an appropriate amount of time is provided for professional development.	77%
Principal professional development is a priority in this district.	96%
Professional development deepens teachers' content knowledge.	82%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%

Professional development enhances teachers' abilities to improve student learning.	89%
Professional development is differentiated to meet the needs of individual teachers.	78%
Professional development is evaluated and results are communicated to teachers.	78%
Professional development offerings are data driven.	88%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	90%
Professional learning opportunities are aligned with the school's improvement plan.	93%
Sufficient resources are available for professional development in my school.	87%
Sufficient resources are available to principals to participate in professional development opportunities.	94%
Teachers are encouraged to reflect on their own practice.	94%

## Teacher Collaboration

	2020
	% Strongly Agree / Agree
I am satisfied with opportunities for collaboration with other teachers.	86%
I participate with a group of my colleagues to analyze student performance data.	90%
I participate with a group of my colleagues to develop common student assessments.	85%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students.	92%

I participate with a group of my colleagues to plan lessons and units together.	87%
I participate with a group of my colleagues to support students' social and emotional competence.	93%

## Community Support and Engagement

	2020
	% Strongly Agree / Agree
Community members support teachers, contributing to their success with students.	90%
Parents/guardians are influential decision makers in this school.	84%
Parents/guardians know what is going on in this school.	90%
Parents/guardians support teachers, contributing to their success with students.	87%
Teachers provide parents/guardians with useful information about student learning.	96%
The community we serve is supportive of this school.	92%
This school does a good job of encouraging parent/guardian involvement.	93%
This school maintains clear, two-way communication with the community.	93%
This school works directly with parents/guardians to improve the educational climate in students' homes.	89%

## Achievement Press

	2020
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	<b>% Strongly Agree / Agree</b>
Parents exert pressure to maintain high standards.	75%
Parents press for school improvement.	79%
Students in this school can achieve the goals that have been set for them.	94%
Students respect others who get good grades.	88%
Students seek extra work so they can get good grades.	65%
Students try hard to improve on previous work.	77%
The learning environment is orderly and serious.	86%

## Student Conduct

	<b>2020</b>
	<b>% Strongly Agree / Agree</b>
Administrators consistently enforce rules for student conduct.	79%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%
All campus staff work in a school environment that is safe.	90%
Non-teaching staff consistently enforce rules for student conduct.	87%
School staff clearly understand policies and procedures about student conduct.	88%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	89%
Staff have enough time to implement the social and emotional learning approach at this school.	83%

Students at this school follow rules of conduct.	79%
Students at this school understand expectations for their conduct.	87%
Teachers consistently enforce rules for student conduct.	85%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	89%

## Facilities and Resources

	2020
	% Strongly Agree / Agree
My school is provided sufficient data and information to make informed decisions.	94%
My school receives instructional resources commensurate with other schools in the district.	85%
My school receives instructional resources commensurate with student needs.	90%
Teachers have adequate space to work productively.	87%
Teachers have sufficient access to a broad range of professional support personnel.	86%
Teachers have sufficient access to appropriate instructional materials.	84%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	79%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%
The physical environment of classrooms in this school supports teaching and learning.	90%

The school environment is clean and well maintained.	92%
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## Teacher Attachment and Self-Efficacy

	2020
	% Strongly Agree / Agree
Being a teacher is part of who I am.	97%
Factors beyond my control have a greater influence on my students' achievement than I do.*	63%
I am certain that I am making a difference in the lives of my students.	98%
I am good at helping all the students in my classes make significant improvements.	97%
I believe I've chosen the best of all possible occupations to work in.	87%
I can deal with almost any learning problem.	93%
I could easily give up teaching.*	18%
I feel very little loyalty to my school.*	24%
I have thought seriously about leaving my school.*	34%
I hope to be working as a teacher until I retire.	84%
I often look for other non-teaching jobs.*	20%
I seriously intend to look for a non-teaching job within the next year.*	18%
I would prefer a teaching job other than the one I now have.*	23%
If I try really hard, I can get through to even the most difficult student.	91%
Some students are not going to make a lot of progress this year, no matter what I do.*	37%

**There is little I can do to ensure that all my students make significant progress this year.\***

**14%**

# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

- Teachers create their own common assessments
- Committees are data and purpose driven
- PLCs meet every week to plan, review common assessment and provide feedback to administration
- Vertical Teams plan for the implementation and monitoring of school-wide strategies
- Monthly Professional Development is teacher led and based on an interest survey. Every grade level will have an opportunity to present.

### School Context and Organization Weaknesses

According to staff responses on the TELL survey:

Professional development is differentiated to meet the needs of individual teachers. 78%

Professional development is evaluated and results are communicated to teachers. 78%

### School Context and Organization Needs

Clear systems for communication and problem-solving that engage the entire campus.

### School Context and Organization Summary

The staff enjoy a good general climate at Langford. There is an opportunity to tighten the systems in order to honor everyone's time. Our goal is to ensure that every committee, team, PLC, and PD is purposeful and data driven. It is developed collaboratively by the campus.



## General Climate

	2020
	% Strongly Agree / Agree
All campus staff accomplish their jobs with enthusiasm.	81%
All campus staff are committed to their jobs.	86%
All campus staff are friendly to each other.	86%
All campus staff are willing to go out of their way to help.	84%
All campus staff exhibit pride in their affiliation with the school.	89%
All campus staff interact with one another in a way that models social and emotional competence.	84%
Overall, my school is a good place to work and learn.	94%
There is an atmosphere of trust and mutual respect.	83%

## District Vision

	2020
	% Strongly Agree / Agree
There are clear goals and structures for teaching and learning in AISD.	88%
There is a clear vision for academic, social, and emotional learning in AISD.	89%
There is a clear vision for the use of data to inform education in AISD.	86%

## School Leadership

	2020
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	% Strongly Agree / Agree
Achievement press	92%
Community support and involvement	92%
Facilities and resources	87%
General school climate	87%
Instructional practices and support	90%
Managing student conduct	80%
New teacher support	83%
Professional development	91%
School leadership	86%
Teacher leadership	89%
The use of time in my school	85%

## Principal Leadership

	2020
	% Strongly Agree / Agree
My principal clearly defines expectations for our school.	90%
My principal encourages cooperation among faculty and staff toward improving student performance.	94%
My principal has a clearly defined mission and vision for my school.	91%
My principal involves faculty in decisions that directly impact the operations of my school.	85%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	89%

My principal provides constructive feedback to teachers toward improving their performance.	88%
School leadership effectively communicates policy.	85%
Teachers at this school trust the principal to make sound professional decisions about instruction.	85%
The faculty and leadership have a shared vision.	85%
The school leadership consistently supports teachers.	83%

## Teacher Leadership

	2020
	% Strongly Agree / Agree
Teachers are effective leaders in this school.	92%
Teachers are encouraged to participate in school leadership roles.	92%
Teachers are recognized as educational experts.	88%
Teachers are relied upon to make decisions about educational issues.	90%
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	87%
Teachers are trusted to make sound professional decisions about instruction.	90%
Teachers have an appropriate level of influence on decision making in this school.	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	90%
The faculty has an effective process for making group decisions to solve problems.	82%

## Teacher Data Use

	2020
	% Frequently / Often
Discuss assessment data for individual students.	71%
Discuss your department/team's professional development needs and goals.	71%
Group students across classes based on learning needs.	65%
Provide support for new teachers.	76%
Provide support for struggling teachers.	74%
Set learning goals for groups of students.	74%
Share instructional strategies.	83%

## Professional Development

	2020
	% Strongly Agree / Agree
Follow up is provided from professional development in this school.	81%
In general, an appropriate amount of time is provided for professional development.	89%
In my primary content area (e.g., math, science, social studies), an appropriate amount of time is provided for professional development.	77%
Principal professional development is a priority in this district.	96%
Professional development deepens teachers' content knowledge.	82%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%

Professional development enhances teachers' abilities to improve student learning.	89%
Professional development is differentiated to meet the needs of individual teachers.	78%
Professional development is evaluated and results are communicated to teachers.	78%
Professional development offerings are data driven.	88%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	90%
Professional learning opportunities are aligned with the school's improvement plan.	93%
Sufficient resources are available for professional development in my school.	87%
Sufficient resources are available to principals to participate in professional development opportunities.	94%
Teachers are encouraged to reflect on their own practice.	94%

## Teacher Collaboration

	2020
	% Strongly Agree / Agree
I am satisfied with opportunities for collaboration with other teachers.	86%
I participate with a group of my colleagues to analyze student performance data.	90%
I participate with a group of my colleagues to develop common student assessments.	85%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students.	92%

I participate with a group of my colleagues to plan lessons and units together.	87%
I participate with a group of my colleagues to support students' social and emotional competence.	93%

## Community Support and Engagement

	2020
	% Strongly Agree / Agree
Community members support teachers, contributing to their success with students.	90%
Parents/guardians are influential decision makers in this school.	84%
Parents/guardians know what is going on in this school.	90%
Parents/guardians support teachers, contributing to their success with students.	87%
Teachers provide parents/guardians with useful information about student learning.	96%
The community we serve is supportive of this school.	92%
This school does a good job of encouraging parent/guardian involvement.	93%
This school maintains clear, two-way communication with the community.	93%
This school works directly with parents/guardians to improve the educational climate in students' homes.	89%

## Achievement Press

	2020
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	<b>% Strongly Agree / Agree</b>
Parents exert pressure to maintain high standards.	75%
Parents press for school improvement.	79%
Students in this school can achieve the goals that have been set for them.	94%
Students respect others who get good grades.	88%
Students seek extra work so they can get good grades.	65%
Students try hard to improve on previous work.	77%
The learning environment is orderly and serious.	86%

## Student Conduct

	<b>2020</b>
	<b>% Strongly Agree / Agree</b>
Administrators consistently enforce rules for student conduct.	79%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%
All campus staff work in a school environment that is safe.	90%
Non-teaching staff consistently enforce rules for student conduct.	87%
School staff clearly understand policies and procedures about student conduct.	88%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	89%
Staff have enough time to implement the social and emotional learning approach at this school.	83%

Students at this school follow rules of conduct.	79%
Students at this school understand expectations for their conduct.	87%
Teachers consistently enforce rules for student conduct.	85%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	89%

## Facilities and Resources

	2020
	% Strongly Agree / Agree
My school is provided sufficient data and information to make informed decisions.	94%
My school receives instructional resources commensurate with other schools in the district.	85%
My school receives instructional resources commensurate with student needs.	90%
Teachers have adequate space to work productively.	87%
Teachers have sufficient access to a broad range of professional support personnel.	86%
Teachers have sufficient access to appropriate instructional materials.	84%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	79%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%
The physical environment of classrooms in this school supports teaching and learning.	90%



The school environment is clean and well maintained.	92%
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## Teacher Attachment and Self-Efficacy

	2020
	% Strongly Agree / Agree
Being a teacher is part of who I am.	97%
Factors beyond my control have a greater influence on my students' achievement than I do.*	63%
I am certain that I am making a difference in the lives of my students.	98%
I am good at helping all the students in my classes make significant improvements.	97%
I believe I've chosen the best of all possible occupations to work in.	87%
I can deal with almost any learning problem.	93%
I could easily give up teaching.*	18%
I feel very little loyalty to my school.*	24%
I have thought seriously about leaving my school.*	34%
I hope to be working as a teacher until I retire.	84%
I often look for other non-teaching jobs.*	20%
I seriously intend to look for a non-teaching job within the next year.*	18%
I would prefer a teaching job other than the one I now have.*	23%
If I try really hard, I can get through to even the most difficult student.	91%
Some students are not going to make a lot of progress this year, no matter what I do.*	37%

**There is little I can do to ensure that all my students make significant progress this year.\***

**14%**

Norms:

- *We will maintain a positive tone at our meetings.*
- *We will offer solutions to address concerns/issues.*
- *We will begin and end our meetings on time and stay fully engaged throughout each meeting.*
- *We will contribute equally to the workload of this team*
- *We will listen respectfully and consider matters from another's perspective.*

**LANGFORD LEOPARD TEAMS**  
**HEAR OUR ROAR, WATCH US SOAR**

<p>Committees &amp; meeting dates: <b>9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12, 5/10</b></p> <p><b>CAC-</b> <a href="#">Austin ISD CAC page</a></p> <ul style="list-style-type: none"> <li>✓ Campus Educational Program</li> <li>✓ Campus Performance</li> <li>✓ Campus Improvement Plan</li> <li>✓ Campus Staff Development Plan</li> <li>✓ Campus-Level Waiver Requests to the State</li> <li>✓ Campus Budget</li> </ul> <p><b><u>SUNSHINE</u></b></p> <ul style="list-style-type: none"> <li>✓ Decide on Chair</li> <li>✓ Assign Roles</li> <li>✓ Establish guidelines and calendar</li> </ul> <p><b><u>SEL/CATCH</u></b></p> <ul style="list-style-type: none"> <li>✓ Decide on Chair</li> <li>✓ Assign Roles</li> <li>✓ Establish guidelines and calendar</li> </ul> <p><b><u>STEM/MAKERSPACE</u></b></p> <ul style="list-style-type: none"> <li>✓ Decide on Chair</li> <li>✓ Assign Roles</li> <li>✓ Establish guidelines and calendar</li> </ul>	<p>Academic Vertical Teams &amp; meeting dates: <b>9/21, 10/19, 11/16, 1/19, 2/16, 3/15, 4/19, 5/17</b></p> <p><b>TASK- SCHOOL-WIDE GAME</b></p> <p><b>CHANGING STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>✓ Establish/Agree</li> <li>✓ Communicate- How, When?</li> <li>✓ Criteria/Rubric for strategy</li> <li>✓ Monitor Strategies</li> </ul> <p><b><u>L. ARTS/HUMANITIES</u></b></p> <ul style="list-style-type: none"> <li>✓ Look at Data</li> <li>✓ Determine School Needs</li> <li>✓ Begin TASK</li> </ul> <p><b><u>MATH/SCIENCE</u></b></p> <ul style="list-style-type: none"> <li>✓ Look at Data</li> <li>✓ Determine School Needs</li> <li>✓ Begin TASK</li> </ul> <p><b><u>CULTURE AND CLIMATE (STUDENT)</u></b></p> <ul style="list-style-type: none"> <li>✓ Look at Data</li> <li>✓ Determine School Needs</li> <li>✓ Begin TASK</li> </ul>
<p><b>PLCs (Grade level + Coaches) meet weekly:</b></p> <ul style="list-style-type: none"> <li>✓ Agrees on common assessments for each subject/unit (TEKs)</li> <li>✓ Administer Assessment</li> <li>✓ Establish a Schedule for assessment</li> <li>✓ Analyze assessments weekly by student, TEKs, Cell</li> <li>✓ Create intervention groups for the following week</li> </ul>	<p>PD and presentation dates: <b>9/28, 10/26, 11/30, 1/25, 2/22, 3/22, 3/29, 4/26</b></p> <p>October-</p> <p>November-</p> <p>January-</p> <p>February-</p> <p>March-</p> <p>March-</p> <p>April-</p> <p>May-</p>

# Comprehensive Needs Assessment

## Technology

### Technology Strengths

- 100% of teachers have a Seesaw, Class Dojo, and a TEAMS account
- 95% or more participated in the BLEND training
- 95% or more participated in other Technology Playlist training
- The Langford campus is using Technology for every content area from PK3-5th grade
- 98% of student has a technology device and internet access. Only parents who turned it down, did not receive it.

### Technology Weaknesses

According to the TELL survey:

Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.79%

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. 79%

Teachers have sufficient training and support to fully utilize the available instructional technology.83%

### Technology Needs

As a campus we struggle with the parents' ability to use technology. We need to have Parent Workshops to teach how to use the platforms currently adopted by our school.

### Technology Summary

:

- According to the TELL survey, 17% of teachers feel they need additional PD on technology.

# Comprehensive Needs Assessment

## Technology Summary (Continued)

- Based on the volume of daily phone calls, and the nature of the calls, parents need workshops on registration procedures, and accessing and navigating the platforms that their children use
- According the TELL survey, 21% of the teachers feel that they don't have enough access to printers and software

## General Climate

	2020
	% Strongly Agree / Agree
All campus staff accomplish their jobs with enthusiasm.	81%
All campus staff are committed to their jobs.	86%
All campus staff are friendly to each other.	86%
All campus staff are willing to go out of their way to help.	84%
All campus staff exhibit pride in their affiliation with the school.	89%
All campus staff interact with one another in a way that models social and emotional competence.	84%
Overall, my school is a good place to work and learn.	94%
There is an atmosphere of trust and mutual respect.	83%

## District Vision

	2020
	% Strongly Agree / Agree
There are clear goals and structures for teaching and learning in AISD.	88%
There is a clear vision for academic, social, and emotional learning in AISD.	89%
There is a clear vision for the use of data to inform education in AISD.	86%

## School Leadership

	2020
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	% Strongly Agree / Agree
Achievement press	92%
Community support and involvement	92%
Facilities and resources	87%
General school climate	87%
Instructional practices and support	90%
Managing student conduct	80%
New teacher support	83%
Professional development	91%
School leadership	86%
Teacher leadership	89%
The use of time in my school	85%

## Principal Leadership

	2020
	% Strongly Agree / Agree
My principal clearly defines expectations for our school.	90%
My principal encourages cooperation among faculty and staff toward improving student performance.	94%
My principal has a clearly defined mission and vision for my school.	91%
My principal involves faculty in decisions that directly impact the operations of my school.	85%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	89%

My principal provides constructive feedback to teachers toward improving their performance.	88%
School leadership effectively communicates policy.	85%
Teachers at this school trust the principal to make sound professional decisions about instruction.	85%
The faculty and leadership have a shared vision.	85%
The school leadership consistently supports teachers.	83%

## Teacher Leadership

	2020
	% Strongly Agree / Agree
Teachers are effective leaders in this school.	92%
Teachers are encouraged to participate in school leadership roles.	92%
Teachers are recognized as educational experts.	88%
Teachers are relied upon to make decisions about educational issues.	90%
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	87%
Teachers are trusted to make sound professional decisions about instruction.	90%
Teachers have an appropriate level of influence on decision making in this school.	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	90%
The faculty has an effective process for making group decisions to solve problems.	82%

## Teacher Data Use



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	% Frequently / Often
Discuss assessment data for individual students.	71%
Discuss your department/team's professional development needs and goals.	71%
Group students across classes based on learning needs.	65%
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Follow up is provided from professional development in this school.	81%
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Principal professional development is a priority in this district.	96%
Professional development deepens teachers' content knowledge.	82%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%

Professional development enhances teachers' abilities to improve student learning.	89%
Professional development is differentiated to meet the needs of individual teachers.	78%
Professional development is evaluated and results are communicated to teachers.	78%
Professional development offerings are data driven.	88%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	90%
Professional learning opportunities are aligned with the school's improvement plan.	93%
Sufficient resources are available for professional development in my school.	87%
Sufficient resources are available to principals to participate in professional development opportunities.	94%
Teachers are encouraged to reflect on their own practice.	94%

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I am satisfied with opportunities for collaboration with other teachers.	86%
I participate with a group of my colleagues to analyze student performance data.	90%
I participate with a group of my colleagues to develop common student assessments.	85%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students.	92%

I participate with a group of my colleagues to plan lessons and units together.	87%
I participate with a group of my colleagues to support students' social and emotional competence.	93%

## Community Support and Engagement

	2020
	% Strongly Agree / Agree
Community members support teachers, contributing to their success with students.	90%
Parents/guardians are influential decision makers in this school.	84%
Parents/guardians know what is going on in this school.	90%
Parents/guardians support teachers, contributing to their success with students.	87%
Teachers provide parents/guardians with useful information about student learning.	96%
The community we serve is supportive of this school.	92%
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This school maintains clear, two-way communication with the community.	93%
This school works directly with parents/guardians to improve the educational climate in students' homes.	89%

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	2020
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The learning environment is orderly and serious.	86%

## Student Conduct

	<b>2020</b>
	<b>% Strongly Agree / Agree</b>
Administrators consistently enforce rules for student conduct.	79%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%
All campus staff work in a school environment that is safe.	90%
Non-teaching staff consistently enforce rules for student conduct.	87%
School staff clearly understand policies and procedures about student conduct.	88%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	89%
Staff have enough time to implement the social and emotional learning approach at this school.	83%

Students at this school follow rules of conduct.	79%
Students at this school understand expectations for their conduct.	87%
Teachers consistently enforce rules for student conduct.	85%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative practices).	89%

## Facilities and Resources

	2020
	% Strongly Agree / Agree
My school is provided sufficient data and information to make informed decisions.	94%
My school receives instructional resources commensurate with other schools in the district.	85%
My school receives instructional resources commensurate with student needs.	90%
Teachers have adequate space to work productively.	87%
Teachers have sufficient access to a broad range of professional support personnel.	86%
Teachers have sufficient access to appropriate instructional materials.	84%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.	79%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%
The physical environment of classrooms in this school supports teaching and learning.	90%

The school environment is clean and well maintained.	92%
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## Teacher Attachment and Self-Efficacy

	2020
	% Strongly Agree / Agree
Being a teacher is part of who I am.	97%
Factors beyond my control have a greater influence on my students' achievement than I do.*	63%
I am certain that I am making a difference in the lives of my students.	98%
I am good at helping all the students in my classes make significant improvements.	97%
I believe I've chosen the best of all possible occupations to work in.	87%
I can deal with almost any learning problem.	93%
I could easily give up teaching.*	18%
I feel very little loyalty to my school.*	24%
I have thought seriously about leaving my school.*	34%
I hope to be working as a teacher until I retire.	84%
I often look for other non-teaching jobs.*	20%
I seriously intend to look for a non-teaching job within the next year.*	18%
I would prefer a teaching job other than the one I now have.*	23%
If I try really hard, I can get through to even the most difficult student.	91%
Some students are not going to make a lot of progress this year, no matter what I do.*	37%

**There is little I can do to ensure that all my students make significant progress this year.\***

**14%**

## SY 20-21 CIP Developers List

Name	Position
Castillo, Roman	Teacher
Rojas, Mayra	Teacher
Johnson, Vanessa	Teacher
Lowery, Melanie	Teacher
Hanson, Kendall	Teacher
Michaelis, Tamsyn	Teacher
Salva, Selena	Teacher
Pozos, Odemaris	Interventionist
Aleman-Cruz, Belinda	Parent Support Specialist
Mitchell, Christy	Communities in Schools
Salinas, Christine	Parent
Madrigal, Adriana	Parent
Sandoval, Raquel	Parent
Mandujano, Yaneth	Parent
Salceido Guzman, Maria	Parent
Puente, Liliana	Parent
Caballero, Delta	Classified
Meredith, Mattie	ACE community partnership



## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$402,867)			

# Langford Elementary School

**Goal 1.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (Increase student engagement and motivation) Students will consistently be engaged in lessons that are relevant to them.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Culture and Climate Committee will create monthly activities that involve students and their parents in joint tasks. The committee will organize an alternate plan in place of traditional homework. There will be a beginning, middle, and end of the year survey administered to the students and made available to the teacher to address student concerns and or needs. (Title I SW Elements: 1.1,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Cultural Committee	Fall and Spring	(F)Title 1, Part A - \$0	<p>Criteria: End of the year student survey.</p> <p>05/27/21 - Completed  03/29/21 - Significant Progress  02/01/21 - On Track  01/19/21 - On Track  12/07/20 - On Track  12/07/20 - Pending  10/21/20 - Some Progress  10/13/20 - Significant Progress</p>

# Langford Elementary School

**Goal 2.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

**Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments will be administered in grade levels and content areas (not electives) every week and reported every other week. The campus will develop the assessment calendar. PLCs assisted by coaches will create assessments using DMAC or district resources. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,AA,ECD,LEP,SPED,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4)	Administrators, Coaches, Teachers	On-Going Oct,Nov,Feb,Aug	(F)Title 1, Part A - \$0	Criteria: assessment calendar; campus-created common assessments.  03/29/21 - Completed 02/01/21 - On Track 12/07/20 - On Track 10/07/20 - On Track
2. New: Administrator will create a monthly calendar to submit all Verification of Mastery forms from teachers to check for fidelity. Teachers will be able to highlight each cell for ELs, Hispanic, African American, and continuously enrolled students. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Coaches, Teachers	On-Going Oct,Nov,Feb,Aug	(F)Title 1, Part A - \$0	Criteria: assessment calendar; campus-created common assessments.  12/07/20 - Completed 10/07/20 - Completed

# Langford Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lesson Plans entered on Google Drive by Friday and checked by Coaches and Admin. for rigor and differentiation to meet all student groups using required components agreed on by the campus as the year progresses. Consider providing required components and increase quality and rigor as the year progresses (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Administration, Coaches	On-Going Oct,Nov,Feb,Aug	(F)Title 1, Part A - \$0	Criteria: Lesson Plans entered on Google Drive by Friday and checked by Coaches and Admin. for rigor and differentiation to meet all student groups, and required components.  03/29/21 - Completed 02/01/21 - On Track 12/07/20 - On Track 10/07/20 - Some Progress

# Langford Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish Vertical Teams to select high-yield strategies in each content area. The vertical team will create a timeline and criteria for school-wide implementation and monitoring. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6,3.2) (Target Group: All,AA,ECD,ESL,LEP,SPED,GT,AtRisk) (Strategic Priorities: 1,2,4)	Action Teams, Administrative Team	September 2020 -May, 2021	(F)Title 1, Part A - \$0	Criteria: Criteria for correct implementation of campus-wide strategies.  02/01/21 - Completed 12/07/20 - On Track 12/07/20 - On Track 10/07/20 - On Track
2. After the staff participate in 1/2 day CLI training, the administration will add CLI to the walkthrough form. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Teachers	Nov-June	(F)Title 1, Part A - \$0	Criteria: The walkthrough form will include the CLI strategies.  03/29/21 - Completed 12/07/20 - Some Progress 10/07/20 - Some Progress
3. Vertical teams will implement a Math problem-solving model school-wide. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All,H,AA,ECD,LEP,SPED,AtRisk,504,K,1st,2nd,3rd,4th) (Strategic Priorities: 2,4)	Leadership Team, Teachers	Fall-Spring 2021	(F)Title 1, Part A - \$0	Criteria: The Problem Solving Model will be posted and used by all students in difficult or multi-step word problems.  12/07/20 - Completed 10/07/20 - On Track
4. Campus-wide sentence stems will be used in every content area to foster and increase academic language and vocabulary use. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,H,W,AA,ECD,LEP,SPED,AtRisk) (Strategic Priorities: 2,4)	Teachers	September 2020-May 2021	(F)Title 1, Part A - \$0	02/01/21 - Completed 02/01/21 - On Track 12/07/20 - Some Progress 10/07/20 - Some Progress
5. We will share the weekly SEL theme with teachers and students in the weekly bulletin and the assembly. We will add SEL 2nd step to our walk-through form. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,H,AA,ECD,LEP,SPED,AtRisk,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3.2,3.3,5.2)	Administrators	Fall-Spring 2021	(F)Title 1, Part A - \$0	Criteria: walk-through form, bulletin, and assembly ppt.  02/01/21 - Completed 12/07/20 - On Track 10/07/20 - On Track

# Langford Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. The administration will create a walkthrough form that includes current TEKS, current learning/language objectives, evidence of differentiation, student engagement, independent practice, and small group work. The administration will create a walkthrough schedule conducting observations in each Pre-k-5th grade teacher once per semester. Make adjustments for remote/virtual teaching and learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)	Administrators	On-Going Oct,Nov,Feb,Aug	(F)Title 1, Part A - \$0	Criteria: Walk-through forms created by administrators filed in Google Drive; walkthrough schedule  03/29/21 - Completed 02/01/21 - On Track 12/07/20 - Significant Progress 10/07/20 - Significant Progress

# Langford Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 3.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Master schedule to ensure all teams have common planning time to discuss weekly common assessment, individual student needs, review of the effectiveness of teaching strategies, Administrators and/or coaches will meet with teams as needed. Provide an opportunity for PLCs to meet weekly to review grade level Verification of Mastery forms and create a plan for targeted interventions. (Title I SW Elements: 2.2,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administration, Coaches	On-going Oct,Nov,Feb,Aug	(F)Title 1, Part A - \$0	Criteria: Master schedule, PLC schedule, Verification of Mastery Forms, Instructional Coach planning notes on Google Drive.  02/01/21 - Completed 12/07/20 - On Track 10/07/20 - On Track

# Langford Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 4.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will progress monitor student performance on weekly common assessments, benchmarks, using a Verification of Mastery Form to ensure students are mastering grade level TEKS to drive differentiation of instruction. (Target Group: All)	Administration, Coaches	On-going Oct,Nov,Feb,Aug	(F)Title 1, Part A - \$0	Criteria: Progress Monitoring sheet on Google Drive  03/29/21 - Completed 02/01/21 - On Track 12/07/20 - On Track 10/07/20 - On Track



# Langford Elementary School

**Goal 4.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will have a student contest for school T-shirt design. Shirts will be sold to students and the community to promote school pride. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Cultural Committee	Fall-Spring	(F)Title 1, Part A - \$0	Criteria: School shirt and higher enrollment.  05/27/21 - Completed 03/29/21 - On Track 03/29/21 - On Track 02/01/21 - Some Progress 10/07/20 - Some Progress
2. Create a Langford face mask to promote the school. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Teachers	Fall semester	(F)Title 1, Part A - \$0	Criteria: students and families are able to wear the masks.  02/01/21 - Completed 10/13/20 - Significant Progress 10/12/20 - Pending

# Langford Elementary School

**Goal 4.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 2.** (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Give away bumper sticker to weekly MVP winners. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Teachers	Fall and Spring	(F)Title 1, Part A - \$0	Criteria: MVP roster.  02/01/21 - Completed 10/07/20 - Some Progress

# Langford Elementary School

**Goal 5.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	66			70				75			80		85
		All	All	Reading	Meets	STAAR	27			32				40			44		48
		All	All	Reading	Masters	STAAR	9			12				18			22		25
		All	All	Mathematics	Approaches	STAAR	73			75				78			82		85
		All	All	Mathematics	Meets	STAAR	29			35				40			45		48
		All	All	Mathematics	Masters	STAAR	14			18				20			23		25
		All	All	Science	Approaches	STAAR	46			55				60			65		70
		All	All	Science	Meets	STAAR	21			28				34			38		40
		All	All	Science	Masters	STAAR	7			10				12			15		18
		All	All	Social Studies	Approaches	STAAR	N/A			N/a				N/A			N/A		N/A
		All	All	Social Studies	Meets	STAAR	N/A			N/a				N/A			N/A		N/A
		All	All	Social Studies	Masters	STAAR	N/A			N/a				N/A			N/A		N/A
		All	All	Writing	Approaches	STAAR	51			58				65			70		75
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components)	All	All	Writing	Meets	STAAR	31			34				36			38		40
		All	All	Writing	Masters	STAAR	16			18				21			23		25
		All	ECD	Reading	Meets	STAAR	28			30				32			34		35
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Focus 1 Components)	All	ECD	Mathematics	Meets	STAAR	30			32				34			36		38
		All	ELL	Reading	Meets	STAAR	27			28				29			30		31
4. Domain 3 Focus 3	Focus 3 Components (Choose two targets in the Academic Achievement or Focus 1 Components)	All	ECD	Student Success	Staar component	STAAR	34			36				38			39		40
		All	Els	TELPAS	All	TELPAS	39			40				41			42		43



## TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.)*
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of Parent/Family Involvement Policy on your campus stationary.)*
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach copy of Parent/Family School Compact.)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)*
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Sample communications in languages other than English must be attached.)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Documentation of notice on school letterhead is attached.)*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)*
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5<sup>th</sup> of the month.)*
- ☒ Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- ☒ Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. *(Alternatively CIP Developers List in PlanWorks may be used.)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Langford Elementary M. Castano  
Campus Name Principal's Signature

10/30/20  
Date



Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	66			70		MOY	75	37		80		85
		All	All	Reading	Meets	STAAR	27			32		MOY	40	14		44		48
		All	All	Reading	Masters	STAAR	9			12		MOY	18	7		22		25
		All	All	Mathematics	Approaches	STAAR	73			75		MOY	78	40		82		85
		All	All	Mathematics	Meets	STAAR	29			35		MOY	40	17		45		48
		All	All	Mathematics	Masters	STAAR	14			18		MOY	20	7		23		25
		All	All	Science	Approaches	STAAR	46			55		MOY	60	24		65		70
		All	All	Science	Meets	STAAR	21			28		MOY	34	9		38		40
		All	All	Science	Masters	STAAR	7			10		MOY	12	7		15		18
		All	All	Social Studies	Approaches	STAAR	N/A			N/a		N/A	N/A	N/A		N/A		N/A
		All	All	Social Studies	Meets	STAAR	N/A			N/a		N/A	N/A	N/A		N/A		N/A
		All	All	Social Studies	Masters	STAAR	N/A			N/a		N/A	N/A	N/A		N/A		N/A
		All	All	Writing	Approaches	STAAR	51			58		MOY	65	23		70		75
		All	All	Writing	Meets	STAAR	31			34		MOY	36	9		38		40
		All	All	Writing	Masters	STAAR	16			18		MOY	21	3		23		25
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components	All	ECD	Reading	Meets	STAAR	28			30		MOY	32	16		34		35
All		ECD	Mathematics	Meets	STAAR	30			32		MOY	34	13		36		38	
3. Domain 3 Focus 2		All	ELL	Reading	Meets	STAAR	27			28		MOY	29	19		30		31
	All	ECD	Student Success	Staar component	STAAR	34			36		MOY	38	18		39		40	
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	39			40			41			42		43

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	66			70		MOY	75	37	STAAR	80	34	85
		All	All	Reading	Meets	STAAR	27			32		MOY	40	14	STAAR	44	14	48
		All	All	Reading	Masters	STAAR	9			12		MOY	18	7	STAAR	22	6	25
		All	All	Mathematics	Approaches	STAAR	73			75		MOY	78	40	STAAR	82	22	85
		All	All	Mathematics	Meets	STAAR	29			35		MOY	40	17	STAAR	45	7	48
		All	All	Mathematics	Masters	STAAR	14			18		MOY	20	7	STAAR	23	2	25
		All	All	Science	Approaches	STAAR	46			55		MOY	60	24	STAAR	65	34	70
		All	All	Science	Meets	STAAR	21			28		MOY	34	9	STAAR	38	5	40
		All	All	Science	Masters	STAAR	7			10		MOY	12	7	STAAR	15	2	18
		All	All	Social Studies	Approaches	STAAR	N/A			N/a		N/A	N/A	N/A	STAAR	N/A	NA	N/A
		All	All	Social Studies	Meets	STAAR	N/A			N/a		N/A	N//A	N/A	STAAR	N//a	N/A	N/A
		All	All	Social Studies	Masters	STAAR	N/A			N/a		N/A	N//a	N/A	STAAR	N/A	N/A	N/A
		All	All	Writing	Approaches	STAAR	51			58		MOY	65	23	STAAR	70	on paper	75
		All	All	Writing	Meets	STAAR	31			34		MOY	36	9	STAAR	38	on paper	40
		All	All	Writing	Masters	STAAR	16			18		MOY	21	3	STAAR	23	on paper	25
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components Choose two targets in the Academic Achievement or ELP Component	All	ECD	Reading	Meets	STAAR	28			30		MOY	32	16	STAAR	34	14	35
		All	ECD	Mathematics	Meets	STAAR	30			32		MOY	34	13	STAAR	36	12	38
3. Domain 3 Focus 2		All	ELL	Reading	Meets	STAAR	27			28		MOY	29	19	STAAR	30	16	31
		All	ECD	Student Success	Staar component	STAAR	34			36		MOY	38	18	STAAR	39	N/A	40
4. Domain 3 Focus 3		All	Els	TELPAS	All	TELPAS	39			40			41		TELPAS	42	16	43