# **Texas Education Agency**

## 2018-19 Federal Report Card for Texas Public Schools

District Name: WALCOTT ISD **District ID: 059902** 

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

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

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

#### State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	(Current & Former)
Academic Perfor	mance (At Meets Grade Level o	or Ahove)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate	: 4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including— (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
•	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SOSS: College, Career, and Military Readiness	30%

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The A Weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii),

including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

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

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

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			Regio	n	Afr			Amer		Pac	Two or More	Econ	Non Econ								Foste	r
		State			Ame	r Hispani	c White	Ind	Asian				Disadv	CWD	CWOD	EL	Male	Female N	ligrant	Homeless	Care	Milita
TAAR Percer Grade 3	nt at App	roacl	nes Gr	ade Lev	el or	Above																
Reading	All Students	75%	77%	70%	-	63%	*	-	-	-	-	54%	100%	50%	79%	*	56%	82%	-	*	-	-
	CWD	49%	51%	50%	_	40%	*	_	_	_	_	40%	*	50%	_	*	*	*	_	*	_	_
	CWOD	79%	80%	79%	_	73%	*	_	_	_	_	63%	100%	-	79%	*	57%	100%	_	_	_	_
	EL	69%	69%	*	_	*	_	_	_	_	_	*	-	*	*	*	*	*	_	_	_	_
	Male	73%	75%	56%	_	50%	*				_	33%	*	*	57%	*	56%	_	_			_
	Female	78%	79%	82%	-	75%	*	_			_	71%	*	*	100%	*	3070	82%	_	*	_	
													1000/	000/			070/			_		
Mathematics	Students	78%	80%	70%	-	63%		-	-	-	-	54%	100%	33%	86%		67%	73%	-		-	-
	CWD	52%	54%	33%	-	20%	*	-	-	-	-	20%		33%	-	*	*	-	-	*	-	-
	CWOD	81%	83%	86%	-	82%	*	-	-	-	-	75%	100%	-	86%	*	71%	100%	-	-	-	-
	EL	75%	76%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	78%	80%	67%	-	63%	*	-	-	-	-	50%	*	*	71%	*	67%	-	-	-	-	-
	Female	78%	79%	73%	-	63%	*	-	-	-	-	57%	*	*	100%	*	-	73%	-	*	-	-
Grade 4																						
Reading	All Students	74%	76%	83%	-	81%	*	-	-	•	-	80%	88%	*	88%	*	86%	82%	-	*	-	-
	CWD	44%	48%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	79%	88%	-	86%	*	-	-	-	-	78%	100%	-	88%	*	83%	90%	-	*	-	-
	EL	64%	65%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	73%	86%	-	83%	*	-	-	-	-	83%	*	*	83%	*	86%	-	-	*	-	-
	Female	77%	78%	82%	-	80%	*	-	-	-	-	*	86%	*	90%	*	-	82%	-	-	-	-
Mathematics	All Students	74%	77%	94%	-	94%	*	-	-	-	-	90%	100%	*	94%	*	100%	91%	-	*	-	-
	CWD	460/	51%	*		*						*	*	*	_		*	*				
		46%			-		-	-	-	-	-				_	-	4000/		-	-	-	
	CWOD	78%	80%	94%	-	93%	•	-	-	-	-	89%	100%	-	94%	·	100%	90%	-	^	-	-
	EL	69%	68%	4000/	-	4000/	-	-	-	-	-	4000/		-	4000/		4000/	_	-	-	-	-
	Male Female	74% 74%	76% 77%	100% 91%	-	100% 90%	*	-	-	-	-	100%	100%	*	100% 90%	*	100%	91%	-	-	-	-
Grade 5																						
Reading	All	86%	87%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	100%	-	*	-	-
	Students	FF0/	000/															*				
	CWD	55%	62%	4000/	-	4000/	-	-	-	-	-	4000/	4000/	-	4000/		-		-	-	-	
	CWOD	89%	91%	100%	-	100%	•	-	-	-	-	100%	100%	-	100%		100%	100%	-	-	-	-
	EL	77%	75%	*	-	*	-	-	-	-	-			*	*	*		*	-	*	-	-
	Male	83%	86%	100%	-	100%	-	-	-	-	-	-		-	100%		100%	-	-	-	-	
	Female	88%	89%	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	-	*	-	•
Mathematics	All Students	89%	93%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	100%	-	*	-	-
	CWD	68%	78%	*	-	*	-	-	-	_	-	-	*	*	-	*	-	*	-	*	-	-
	CWOD	92%		100%	-	100%	*	-	-	_	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	85%	90%	*	_	*	_	_	_	_	_	*	*	*	*	*	*	*	-	*	_	
	Male	88%	92%	100%	_	100%	_	_	_	_	_	*	*	_	100%	*	100%	_	_	_	_	
	Female	90%	93%	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	-	*	-	
Science	All Students	74%	76%	84%	-	83%	*	-	-	-	-	75%	100%	*	83%	*	88%	82%	-	*	-	
	CWD	45%	48%	*		*							*	*		*		*		*		
	CWD	45% 77%			-	82%	*	-	-	-	-	750/	1000/		83%	*	000/		-		-	-
	EL	60%	80% 56%	83%	-	o2% *	-	-	-	-	-	75% *	100%	*	ია% *	*	88%	80%	-	*	-	-
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	Male	74%	77%	88%	-	88%	-	-	-	-	-	-	•	-	88%		88%	- 000/	-	-	-	•
	Female	73%	74%	82%	-	80%	*	-	-	-	-	75%	*	*	80%	*	-	82%	-	*	-	
Grade 6 Reading	All	67%	67%	76%	_	77%	*	_	_	_	_	83%	73%	*	80%	*	70%	86%		*	_	
	Students	07 70	01 70	1070	-	1170		-	-	-	-	0370	1370		0070		1 0 70	0070	-		-	-
	CWD	33%	36%	*		*						*		*			*	*				
				000/	-	000/	*	-	-	-	-	*	720/		900/	*	700/	020/	-	*	-	-
	CWOD	71%	71%	80%	-	82%		-	-	-	-	-	73%	-	80%	-	78%	83%	-	-	-	-

		State			Afr Amer	Hispanic \		Amer Ind				Econ Disadv		CWD	CWOD	EL	Male	Female I	/ligrant H		Fostei Care	
	EL Male	42% 62%	37% 62%	* 70%	-	* 67%	*	-	-	-	-	*	- 67%	*	* 78%	*	* 70%	-	-	*	-	-
Mathematics	Female All	71% 80%	73% 84%	86% 100%	-	100%	*	-	-	-	-	100%	80% 100%	*	83% 100%	*	100%	86% 100%	-	*	-	-
\$	Students CWD	50%	59%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	83% 67%	87% 71%	100%	-	100%	*	-	-	-	-	*	100%	-	100%	*	100%	100%	-	-	-	-
	Male Female	78% 81%	82% 85%	100% 100%	-	100%	*	-	-	-	-	*	100% 100%	*	100% 100%	*	100%	- 100%	-	*	-	-
AAR Percer	ıt at Mee	ts Gr	ade I e	vel or A	hove																	
Frade 3 Reading	All	44%	42%	40%	-	31%	*	_	_	_	_	23%	71%	17%	50%	*	33%	45%	-	*	_	_
•	Students CWD	26%	21%	17%		0%	*					0%	*	17%	_	*	*	*		*		
	CWOD	46%	45%	50%	-	45%	*	-	-	-	-	38%	67%	-	50%	*	29%	71%	-	-	-	-
	EL Male	35% 41%	32% 41%	* 33%	-	* 25%	-	-	-	-	-	* 17%	-	*	* 29%	*	* 33%	*	-	-	-	-
	Female	47%	44%	45%	-	38%	*	-	-	-	-	29%	*	*	71%	*	-	45%	-	*	-	-
Mathematics	All Students	48%	47%	45%	-	44%	*	-	-	-	-	38%	57%	17%	57%	*	33%	55%	-	*	-	-
	CWD	30%	27%	17%	-	20%	*	-	-	-	-	20%	*	17%	-	*	*	*	-	*	-	-
	CWOD EL	50% 41%	50% 38%	57% *	-	55% *	-	-	-	-	-	50% *	67% -	*	57% *	*	43%	71% *	-	-	-	-
	Male	49%	49%	33%	-	38%	*	-	-	-	-	17%	*	*	43%	*	33%	-	-	-	-	-
Crado 4	Female	46%	45%	55%	-	50%	*	-	-	-	-	57%	*	*	71%	*	-	55%	-	*	-	-
Grade 4 Reading	All Students	43%	42%	39%	-	31%	*	-	-	-	-	20%	63%	*	44%	*	14%	55%	-	*	-	-
`	CWD	24%	24%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	46% 30%	45% 30%	44%	-	36%	*	-	-	-	-	22%	71%	-	44%	*	17% *	60%	-	*	-	-
	Male Female	41% 46%	40% 45%	14% 55%	-	0% 50%	*	-	-	-	-	0%	* 57%	*	17% 60%	*	14%	- 55%	-	*	-	-
Mathematics	All	46%	47%	22%	_	25%	*	_	-	-	-	30%	13%	*	25%	*	14%	27%	-	*	_	-
\$	Students	27%	30%	*	_	*	_	_			_	*	*	*	_	_	*	*	_	_	_	
	CWOD	49%	50%	25%	-	29%	*	-	-	-	-	33%	14%	-	25%	*	17%	30%	-	*	-	-
	EL Male	39% 48%	39% 49%	* 14%	-	* 17%	*	-	-	-	-	* 17%	*	*	* 17%	*	* 14%	*	-	*	-	-
	Female	45%	45%	27%	-	30%	*	-	-	-	-	*	14%	*	30%	*	-	27%	-	-	-	-
Grade 5 Reading	All	53%	52%	26%	-	28%	*	-	-	-	-	25%	29%	*	28%	*	13%	36%	-	*	-	-
,	Students CWD	27%	25%	*	_	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	_	_
	CWOD EL	56% 36%	56%	28%	-	29%	*	-	-	-	-	25%	33%	-	28%	*	13%	40%	-	-	-	-
	Male	50%	28% 50%	13%	-	13%	-	-	-	-	-	*	*	-	13%	*	13%	-	-	-	-	-
	Female	56%	55%	36%	-	40%	*	-	-	-	-	25%	*	*	40%	*	-	36%	-	*	-	-
Mathematics	All Students	57%	60%	79%	-	83%	*	-	-	-	-	75%	86%	*	83%	*	88%	73%	-	*	-	-
	CWD	31%	33%	*	-	*	-	-	-	-	-	-	* 100%	*	-	*	-	* 80%	-	*	-	-
	EL	60% 46%	64% 46%	83%	-	88%	-		-	-	-	75% *	*	*	83%	*	88%	*	-	*	-	-
	Male	56%	60%	88%	-	88%	-	-	-	-	-	* 75%	*	-	88% 80%	*	88%	- 73%	-	-	-	-
Science	Female All	57% 48%	61% 50%	73% 16%	-	80% 17%	*	_	-	-	-	17%	14%	*	17%	*	25%	9%	-	*	-	-
	Students				-	*		-	_	-	_	17 70	*		17 70		2570	*	-		-	_
	CWD	27% 50%	26% 53%	* 17%	-	18%	*	-	-	-	-	- 17%	17%	-	- 17%	*	- 25%	10%	-	-	-	-
	EL	31%	27%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male Female	50% 45%	53% 46%	25% 9%	-	25% 10%	*	-	-	-	-	13%	*	*	25% 10%	*	25%	9%	-	*	-	-
Grade 6 Reading	All	36%	34%	29%	_	23%	*	_		_	_	17%	36%	*	27%	*	20%	43%	_	*	_	
	Students	19%	20%	*		*		_	_	_	_	*	-	*	-	_	*	*		_	_	_
	CWOD	38%	36%	27%	-	18%	*			-	-	*	36%	-	27%	*	22%	33%	-	*	-	-
	EL Male	14% 33%		20%	-	11%	*	-	-	-	-	* *	33%	*	22%	*	20%	-	-	*	-	-
		40%	38%	43%	-			-	-	-	-		40%		33%	-	-	43%	-	-	-	-
Mathematics	Students	46%	48%	71% *	-	77%	*	-	-	-	-	50%	82%	*	73%	*	80%	57%	-	*	-	-
	CWD	23% 48%	27% 51%	73%	-	82%	*	-	-	-	-	*	- 82%	-	73%	*	78%	67%	-	*	-	-
	EL	27%	26%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male Female	45% 46%	47% 50%	80% 57%	-	78% *	*	-	-	-	-	*	83% 80%	*	78% 67%	-	80%	- 57%	-	-	-	-

										Two or		Non									
		State	Region 16		Afr t Amer	Hispanic Wi	Am nite Inc			More		Econ	CWD	CWOD	EL	Male	Female I	Migrant Hon		ostei Care	
AAR Percer	nt at Mas										2.000	2.0441									
Grade 3																					
Reading	All Students	27%	25%	10%	-	6%	* -	-	-	-	0%	29%	17%	7%	*	11%	9%	-	*	-	-
	CWD	10%	8%	17%	-	0%	* -	_	_	_	0%	*	17%	_	*	*	*	_	*	-	_
	CWOD	29%	27%	7%	-	9%	* -	-	-	-	0%	17%	-	7%	*	0%	14%	-	-	-	-
	EL Male	19% 24%	16% 24%	* 11%	-	0%	 * -	-	-	-	0%	*	*	0%	*	11%	-	-	-	-	-
	Female	29%	26%	9%	-	13%	* -	-	-	-	0%	*	*	14%	*	-	9%	-	*	-	-
M-414	A.II	0.40/	000/	<b>5</b> 0/		00/					00/	00/	470/	00/		00/	00/				
Mathematics	All Students	24%	23%	5%	-	6%	-	-	-	-	8%	0%	17%	0%		0%	9%	-		-	-
	CWD	12%	11%	17%	-	20%	* -	-	-	-	20%	*	17%	-	*	*	*	-	*	-	-
	CWOD EL	25% 18%	25% 16%	0% *	-	0%	* -	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	-
	Male	26%	25%	0%	-	0%	* -	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	22%	22%	9%	-	13%	* -	-	-	-	14%	*	*	0%	*	-	9%	-	*	-	-
Grade 4																					
Reading	All	21%	19%	11%	-	6%	* -	-	_	-	0%	25%	*	13%	*	14%	9%	-	*	-	-
	Students	00/	00/	*								*				*	*				
	CWD	8% 23%	6% 21%	13%	-	7%	- * -	-	-	-	0%	29%	-	13%	*	17%	10%	-	*	-	
	EL	12%	11%	*	-	*		-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	20% 23%	18% 21%	14% 9%	-	0% 10%	* - *	-	-	-	0%	* 14%	*	17% 10%	*	14%	- 9%	-	*	-	-
	i Gillale	20/0	∠ 1 /0	J /0	-	10 /0	-	-	-	-		1-4-70		10 /0		-	3 /0	-	-	-	-
Mathematics		27%	27%	6%	-	6%	* -	-	-	-	10%	0%	*	6%	*	0%	9%	-	*	-	-
	Students CWD	13%	13%	*	_	*	_	_	_	_	*	*	*	_	_	*	*	_	_	_	_
	CWD	29%	29%	6%	-	7%	* -	-	-	-	11%	0%	-	6%	*	0%	10%	-	*	-	-
	EL	20%	19%	*	-	*		-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	29% 25%	28% 25%	0% 9%	-	0% 10%	·· - * -	-	-	-	0%	0%	*	0% 10%	*	0% -	9%	-	-	-	-
Grade 5						-01					***										
Reading	All Students	29%	27%	0%	-	0%	* -	-	-	-	0%	0%	*	0%	*	0%	0%	-	*	-	-
	CWD	9%	9%	*	-	*		-	-	-	-	*	*	-	*	-	*	-	*	-	-
	CWOD	31%	30%	0% *	-	0%	* -	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL Male	14% 26%	10% 26%	0%	-	0%		-	-	-	*	*	_	0%	*	0%	-	-	_	-	
	Female	31%	29%	0%	-	0%	* -	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-
Mathematics	ΛII	36%	37%	42%		44%	*				42%	43%	*	44%	*	63%	27%		*		
	Students	30 /0	31 /0	42 /0	-	44 /0	_	-	-	-	42 /0	4370		44 70		0370	21 /0	-		-	-
	CWD	14%	16%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	*	-	-
	CWOD EL	38% 24%	40% 21%	44% *	-	47%	^ - 	-	-	-	42% *	50% *	*	44% *	*	63% *	30%	-	*	-	
	Male	36%	38%	63%	-	0070		-	-	-	*	*	-	63%	*	63%	-	-	-	-	-
	Female	35%	36%	27%	-	30%	* -	-	-	-	25%	*	*	30%	*	-	27%	-	*	-	-
Science	All	23%	23%	0%	_	0%	* -	_	_	_	0%	0%	*	0%	*	0%	0%	_	*	_	_
	Students					•						*					•				
	CWD	11% 25%	10% 25%	* 0%	-	0%	 *	-	-	-	0%	* 0%	*	- 0%	*	0%	0%	-	*	-	
	EL	11%	8%	*	-	*			-		*	*	*	*	*	*	*	-	*	-	-
	Male	25%	26%	0%	-	0%		-	-	-	*	*	-	0%	*	0%	-	-	-	-	-
	Female	21%	20%	0%	-	0%	* -	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-
Grade 6																					
Reading	All	17%	15%	12%	-	8%	* -	-	-	-	0%	18%	*	13%	*	20%	0%	-	*	-	-
	Students CWD	6%	8%	*	_	*	_			_	*	_	*	_	_	*	*	_	_	_	
	CWOD	18%	15%	13%	-	9%	* -	-	-	-	*	18%	-	13%	*	22%	0%	-	*	-	-
	EL	4%	2%	*	-	* 11%	 *	-	-	-	*	-	-	* 22%	*	* 20%	-	-	- *	-	-
	Male Female	14% 20%	12% 18%	20% 0%	-	*	·· - * -	-	-	-	*	33% 0%	*	22% 0%	_	20%	- 0%	-	_	-	
Mathematics		20%	19%	18%	-	15%	* -	-	-	-	17%	18%	*	20%	*	30%	0%	-	*	-	-
	Students CWD	9%	9%	*	_	*		_	-	_	*	_	*	_	_	*	*	_	_	_	_
	CWOD	22%	21%	20%	-	18%	* -	-	-	-	*	18%	-	20%	*	33%	0%	-	*	-	-
	EL Male	8% 20%	6% 19%	* 30%	-	22%	 *	-	-	-	*	33%	*	* 33%	*	30%	-	-	-	-	-
	Female		19%	0%	-	*	* -	-	-	-	*	0%	*	0%	-	-	0%	-	-	-	-
A A D D -			^	ade I		A la acce															
AAR Percer All Grades	ıı at App	roach	es Gra	aae Le\	vei or	ADOV6															
All Subjects	All	77%	79%	86%	-	85% 96	6% -	-	-	-	80%	95%	61%	90%	79%	84%	88%	- 7	8%	-	-
	Students																				
	CWD	46% 81%	49% 83%	61% 90%	-	01 /0	* - 5% -	-	-	-	50% 86%	86% 95%	61%	90%	100% 71%	63% 87%	60% 93%	- 6 -	0%	-	-
	EL	62%	61%	79%		79%		-	-	-	75%	*	100%	71%	79%	56%	100%	-	*	-	-
	Male	74%	76%	84%	-	83% 10	0% -	-	-	-	77%	94%	63%	87%	56%	84%	-	-	*	-	-
	Female	80%	82%	88%	-	86% 94	1% -	-	-	-	82%	95%	60%	93%	100%	-	88%	- 6	0%	-	-

			Region		Afr			Amer				Econ	Non Econ								Foster	
	CWD	State 39%	<b>16</b> 39%		Amer	Hispanie 50%	White	Ind -	Asian -	Isl -	Races	Disadv 50%	Disadv *	<b>CWD</b> 55%	CWOD	EL *	Male *	Female I 57%	Migrant Ho -	meless *	Care	Mili
	CWOD	78%	79%	87%	-	87%	90%	-	-	-	-	85%	90%	-	87%	67%	80%	94%	-	*	-	
	EL Male	54% 69%	51% 69%	75% 76%	-	75% 74%	-	-	-	-	-	71% 70%	* 86%	*	67% 80%	75% *	* 76%	*	-	*	-	
	Female		78%	88%	-	88%	88%	-	-	-	-	86%	89%	57%	94%	*	-	88%	-	*	-	
Mathematics		81%	84%	91%	-	89%	100%	-	-	-	-	83%	100%	64%	95%	88%	91%	90%	-	*	-	
	Students CWD	53%	59%	64%	_	60%	*	_		_		50%	*	64%	_	*	*	57%	_	*	_	
	CWOD	84%	87%	95%	-	94%	100%	-	-	-	-	91%	100%	-	95%	83%	93%	97%	-	*	-	
	EL	72%	74%	88%	-	88%	-	-	-	-	-	86%	*	*	83%	88%	*	*	-	*	-	
	Male Female	79% 82%	82% 85%	91% 90%	-	90% 88%	100%			-		85% 81%	100% 100%	57%	93% 97%	*	91%	90%		*	-	
	Terriale	02 /0	0070	30 /0	-	0070	10070	_	_	_	-	0170	10070	31 /0	31 /0		-	3070	-		-	
Science	All Students	80%	82%	84%	-	83%	*	-	-	-	-	75%	100%	*	83%	*	88%	82%	-	*	-	
	CWD	51%	53%	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	
	CWOD	84%	86%	83%	-	82%	*	-	-	-	-	75%	100%	-	83%	*	88%	80%	-	-	-	
	EL Male	61% 79%	58% 82%	88%		88%	-	-	-	-		*	*	_	88%	*	88%	_	-	_	-	
	Female	81%	83%	82%	-	80%	*	-	-	-	-	75%	*	*	80%	*	-	82%	-	*	-	
AR Percer	nt at Mee	ets Gra	nde Le	vel or A	Above																	
Il Grades All Subjects	All	49%	49%	41%		40%	48%	_				33%	51%	17%	44%	21%	37%	44%	_	0%		
	Students	.570		-										/0	/ 0		J. 70					
	CWD	24%	22%	17%	-	14%	*	-	-	-	-	19%	14%	17%	-	20%	25%	13%	-	0%	-	
	CWOD EL	52% 29%	52% 26%	44% 21%	-	44% 21%	48%	-	-	-	-	36% 25%	55% *	20%	44% 21%	21% 21%	38% 11%	50% 30%	-	*	-	
	Male	47%	46%	37%		34%	- 67%	-		-		25%	53%	25%	38%	11%	37%	-		*	-	
	Female	52%	51%	44%	-	45%	41%	-	-	-	-	40%	49%	13%	50%	30%	-	44%	-	0%	-	
Reading	All	47%	44%	34%	-	29%	64%	-	-	-	-	22%	48%	18%	37%	0%	21%	45%	-	*	-	
	Students CWD	21%	18%	18%	_	10%	*	_	_	_	_	13%	*	18%	_	*	*	14%	_	*	_	
	CWOD	50%	48%	37%	- 1	32%	60%	-		-	- 1	24%	50%	-	37%	0%	20%	52%	-	*	-	
	EL	23%	19%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-	*	-	
	Male	43%	40%	21%	-	13%	*	-	-	-	-	10%	36%	*	20%	*	21%	-	-	*	-	
	Female	51%	49%	45%	-	44%	50%	-	-	-	-	33%	58%	14%	52%	-	-	45%	-	-	-	
Mathematics	All Students	51%	52%	54%	-	57%	36%	-	-	-	-	49%	61%	18%	60%	50%	56%	53%	-	*	-	
	CWD	26%	27%	18%	-	20%	*	-	-	-	-	25%	*	18%	-	*	*	14%	-	*	-	
	CWOD	54%	56%	60%	-	64%	40%	-	-	-	-	55%	67% *	*	60%	50%	60% *	61%	-	*	-	
	EL Male	37% 50%	35% 51%	50% 56%	-	50% 58%	*	-	-	-		57% 40%	79%	*	50% 60%	50%	56%	-	-	*	-	
	Female	51%	54%	53%	-	56%	38%	-	-	-	-	57%	47%	14%	61%	*	-	53%	-	*	-	
Science	All	53%	53%	16%	-	17%	*	-	-	-	-	17%	14%	*	17%	*	25%	9%	-	*	-	
	Students CWD	25%	23%	*	_	*		_	_	_	_	_	*	*	_	*		*	_	*	_	
	CWOD	56%	57%	17%	-	18%	*	-	-	-	-	17%	17%	-	17%	*	25%	10%	-	-	-	
	EL	26%	22%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	
	Male Female	53% 53%	54% 52%	25% 9%	-	25% 10%	*	-	-	-	-	* 13%	*	*	25% 10%	*	25%	9%	-	*	-	
AAR Percer	nt at Mas	iters C	irade l	Level																		
All Subjects	All Students	23%	21%	11%	-	10%	17%	-	-	-	-	9%	15%	9%	12%	11%	16%	8%	-	0%	-	
	CWD	8%	8%	9%	-	5%	*	-	-	-	-	6%	14%	9%	-	20%	13%	7%	-	0%	-	
	CWOD		23%	12%	-	11%	14%	-	-	-	-	9%	15%	-	12%	7%	16%	8%	-	*	-	
	EL	11% 22%	9% 20%	11% 16%	-	11% 11%	- 67%	-	-	-	-	13% 9%	* 25%	20% 13%	7% 16%	11% 11%	11% 16%	10%	-	*	-	
	Male		22%	8%	-	9%	0%	-	-	-	-	8%	7%	7%	8%	10%	-	8%	-	0%	-	
	Male Female						27%	-	_	-	_	0%	18%	9%	8%	0%	12%	5%	-	*	-	
	Female All	20%	18%	8%	-	5%	2170					201	*	00/			*	00/		*		
	Female All Students	20%											*	9%	-	* 0%	10%	0%	-			
	Female  All Students CWD	20% 7%	6%	9%	-	0%	*	-	-	-	-	0% 0%			8%				_	*	-	
	Female All Students	20%					* 20% -	-	-	-	-	0% 0% 0%	17%	*	8% 0%	0%	*	6% *	-	*	-	
	All Students CWD CWOD EL Male	20% 7% 22% 8% 17%	6% 19% 7% 15%	9% 8% 0% 12%	- - -	0% 6% 0% 3%	* 20% - *	-	-	-	-	0% 0% 0%	17% * 29%	*	0% 10%	0%	* 12%	*	-	* *	-	
	Female  All Students CWD CWOD EL	20% 7% 22% 8% 17%	6% 19% 7%	9% 8% 0%	-	0% 6% 0%	* 20% -	-		-	- - - -	0% 0%	17%	*	0%	0%	*	*	-	* * *	-	
Mathematics	All Students CWD CWOD EL Male Female	20% 7% 22% 8% 17%	6% 19% 7% 15%	9% 8% 0% 12%	- - -	0% 6% 0% 3%	* 20% - *	-	-	-	-	0% 0% 0%	17% * 29%	*	0% 10%	0%	* 12%	*	-	* * * * *	-	
Mathematics	Female All Students CWD CWOD EL Male Female All Students CWD	20% 7% 22% 8% 17% 23% 26%	6% 19% 7% 15% 20% 25%	9% 8% 0% 12% 5% 18%	-	0% 6% 0% 3% 6% 19%	* 20% - * 0% 9% *	-	-		-	0% 0% 0% 0% 20%	17%     * 29% 11% 15%     *	- * * 0%	0% 10% 6% 19%	0% * * 25% *	* 12% - 24% *	* - 5% 13% 14%	-	* * * * *	-	
Mathematics	Female All Students CWD CWOD EL Male Female All Students CWD CWOD	20% 7% 22% 8% 17% 23% 26% 11% 28%	6% 19% 7% 15% 20% 25%	9% 8% 0% 12% 5% 18%	-	0% 6% 0% 3% 6% 19%	* 20% - * 0% 9% * 10%	-	-	-	-	0% 0% 0% 0% 20% 13% 21%	17%     * 29% 11% 15%     * 17%	- * 0% 9% -	0% 10% 6% 19%	0% * * 25% * 17%	* 12% - 24% * 27%	* 5% 13%	- - - -	* * * * * * *		
Mathematics (	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL	20% 7% 22% 8% 17% 23% 26% 11% 28% 16%	6% 19% 7% 15% 20% 25% 10% 27% 13%	9% 8% 0% 12% 5% 18% 9% 19% 25%	-	0% 6% 0% 3% 6% 19% 10% 21% 25%	* 20% - * 0% 9% *	-	-	-	-	0% 0% 0% 0% 20% 13% 21% 29%	17% * 29% 11% 15% * 17% *	- * 0% 9%	0% 10% 6% 19% - 19% 17%	0% * * 25% *	* 12% - 24%  * 27% *	* 5% 13% 14% 12% *		* * * * * * * *		
Mathematics (	Female All Students CWD CWOD EL Male Female All Students CWD CWOD	20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25%	6% 19% 7% 15% 20% 25%	9% 8% 0% 12% 5% 18%	-	0% 6% 0% 3% 6% 19%	* 20% - * 0% 9% * 10% -	-	-		-	0% 0% 0% 0% 20% 13% 21%	17%     * 29% 11% 15%     * 17%	- * 0% 9% 9% - *	0% 10% 6% 19%	0% * * 25% * 17% 25%	* 12% - 24% * 27%	* - 5% 13% 14%		* * * * * * * * * * * * * * * * * * * *		
Mathematics	Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female	20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26%	6% 19% 7% 15% 20% 25% 10% 27% 13% 25% 26%	9% 8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 6% 0% 3% 6% 19% 10% 21% 25% 23% 16%	* 20% - * 0% 9% * 10% - *	-		-	-	0% 0% 0% 0% 20% 13% 21% 29% 20% 19%	17%     * 29% 11% 15%     * 17%     * 29% 5%	- * 0% 9% - * 14%	0% 10% 6% 19% - 19% 17% 27% 12%	0% * * 25% * 17% 25% *	* 12% - 24% * 27% * 24% -	* - 5% 13% 14% 12% * - 13%		* * * * * * * * * *		
Mathematics :	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All All All	20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25%	6% 19% 7% 15% 20% 25% 10% 27% 13% 25%	9% 8% 0% 12% 5% 18% 9% 19% 25% 24%	-	0% 6% 0% 3% 6% 19% 21% 25% 23%	* 20% - * 0% 9% * 10% - *	-	-	-	-	0% 0% 0% 0% 20% 13% 21% 29% 20%	17% * 29% 11%  15%  * 17% * 29%	- * 0% 9% - *	0% 10% 6% 19% - 19% 17% 27%	0% * * 25% * 17% 25% *	* 12% - 24%  * 27% 24%	* - 5% 13% 14% 12% *		* * * * * * * * * * *		
Mathematics :	Female  All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female	20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24%	6% 19% 7% 15% 20% 25% 10% 27% 13% 25% 26% 22%	9% 8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 6% 0% 3% 6% 19% 10% 21% 25% 23% 16%	* 20% - * 0% 9% * 10% - *	-			-	0% 0% 0% 0% 20% 13% 21% 29% 20% 19%	17% * 29% 11% 15% * 17% * 29% 5% 0%	- * 0% 9% - * 14%	0% 10% 6% 19% - 19% 17% 27% 12%	0% * * 25% * 17% 25% *	* 12% - 24% * 27% * 24% -	* - 5% 13% 14% 12% * - 13%		* * * * * * * * * * * * *		
Mathematics :	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD CUOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD CW	20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24% 8% 26%	6% 19% 7% 15% 20% 25% 10% 27% 13% 25% 26% 22% 8% 24%	9% 8% 0% 12% 5% 18% 9% 19% 25% 24% 13%		0% 6% 0% 3% 6% 19% 21% 25% 23% 16% 0%	* 20% - * 0% 9% * 10% - *				-	0% 0% 0% 0% 20% 13% 21% 29% 20% 19%	17% * 29% 11% 15% * 17% * 29% 5% 0% *	- * 0% 9% - * 14%	0% 10% 6% 19% - 19% 17% 27% 12%	0% * * 25% * 17% 25% *	* 12% - 24% * 27% * 24% - 0% - 0%	* - 5%  13%  14% 12% * - 13%  0%  *		* * * * * * * * * * * * * * * * * * * *		
Mathematics :	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD Students CWD CWOD EL Male Female All Students CWD	20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24%	6% 19% 7% 15% 20% 25% 10% 27% 13% 25% 26% 22%	9% 8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 6% 0% 3% 6% 19% 10% 21% 25% 23% 16%	* 20% - * 0% 9% * 10% - *				-	0% 0% 0% 0% 20% 13% 29% 20% 19% 0%	17% * 29% 11% 15% * 17% * 29% 5% 0%	- * 0% 9% - * 14%	0% 10% 6% 19% - 19% 17% 27% 12% 0%	0% * * 25% * 17% 25% *	* 12% - 24% * 27% * 24% - 0% -	* - 5%  13%  14% 12% * - 13%  0% *		* * * * * * * * * * * * * * * * * * * *		

			Two				
			or	Non			
Region	Afr	Amer	Pac More E	Econ Econ			Foster
State 16	District Amer Hispanic White	Ind Asiar	n Isl Races D	isadv Disadv CWD CV	VOD EL	Male Female Migrant Homeless	Care Military

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

### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	52	-	52	50	-	-	-	-	63	60	*
CWD	60	-	60	-	-	-	-	-	*	60	*
CWOD	51	-	51	50	-	-	-	-	62	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	43	-	37	*	-	-	-	-	60	*	*
Female	59	-	65	30	-	-	-	-	64	*	*
Mathematics 1 and											
All Students	76	-	81	43	-	-	-	-	81	80	*
CWD	80	-	80	-	-	-	-	-	*	80	*
CWOD	76	_	82	43	_	_	_	_	81	-	*
EL	*	_	*	-	_	_	_	_	*	*	*
Male	86	_	89	*	_	_	_	-	95	*	*
Female	69	-	75	40	-	_	-	_	71	*	*

## Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

								Two					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohor	t Graduation	Rate (Gr	9-12): Class	s of 2018	3								
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	-	-	-	-	-	-	-	-	-	-	-	-

- Ever EL in grades 9-12

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	۸	٨	٨
'^' '*' '-'	Indicates data reporting does not r Indicates results are masked due t Indicates zero observations reporte	o small numbers to protect student conf	identiality.

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific 1 Islander	Two or More Races	Econ Disadv	CWD	EL
	Student Success (Student Achiev	ement Dor	nain Score	: STAAR Co	mponen	t Only)						
ı	STAAR Component Score	46	-	45	54	-	-	-	-	41	29	37

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
** Indicates results are masked '-' Indicates there are no stude			o protect stu	ident con	fidentiality.						

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
Mathematics 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	N		N						N		
Target Met			70%	80%	73%	91%	75%	77%	68%	62%	70%
Long-Term Goals	73%	66%	1070								
Long-Term Goals Target Met Inglish Learner Language Prof Interim Goals (2018-2022)	N		N						N		36%
Long-Term Goals Target Met English Learner Language Prof	N								N		38%
Long-Term Goals Target Met English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met	N								N		38% 40%
Long-Term Goals Target Met English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals	N								N		38% 40%
Long-Term Goals Target Met English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met	N								N		38% 40%
Long-Term Goals Target Met English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals	N								N		38% 40%
Long-Term Goals Target Met  English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met  Ederal Graduation Status^	N			90%	90%	90%	90%	90%	N 90%	90%	38% 40% 40%
Long-Term Goals Target Met  English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status^	N ficiency Statu	90%	N 90%						90%		38% 40% 40%
Long-Term Goals Target Met  English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Ederal Graduation Status^ Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)	N ficiency Statu	s	N	90% 92%	90% 92%	90% 92%	90% 92%	90% 92%		90% 92%	38% 40% 40% 90%
Long-Term Goals Target Met English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Ederal Graduation Status^ Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met	N ficiency Statu 90% 92%	90% 92%	90% 92%	92%	92%	92%	92%	92%	90% 92%	92%	38% 40% 40% 90% 92%
Long-Term Goals Target Met  English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	N ficiency Statu	90%	N 90%						90%		36% 38% 40% 40% 90% 92% 94%
Long-Term Goals Target Met  English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met	N ficiency Statu 90% 92% 94%	90% 92% 94%	90% 92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	90% 92% 94%	92% 94%	38% 40% 40% 90% 92% 94%
Long-Term Goals Target Met  English Learner Language Prof Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Interim Goals (2018-2022) Target Met Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	N ficiency Statu 90% 92%	90% 92%	90% 92%	92%	92%	92%	92%	92%	90% 92%	92%	38% 40% 40% 90% 92%

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	<b>Female</b>	Migran
rticipation Ra	ate																
All Subjects	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	_
	Students																

			African			American		Pacific	Two or More	Econ	Non Econ						
		District	American	Hispanic		Indian		Islander			Disadv	CWD	CWOD	EL	Male	Female	Migra
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	*	100%	
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	_	100%	-	_	_	_	_	100%	*	*	100%			*	_
	Male	100%	_	100%	*	_	_	_	_	100%	100%	*	100%	100%			_
						-	-	-	-					100%	100%	4000/	
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Mathematic	s All	100%	_	100%	100%	_	_	_	_	100%	100%	100%	100%	100%	100%	100%	_
Matricinatio.	Students	100 /0	-	10070	10070	_	_	-	-	10070	100 /0	10070	10070	10070	100 /0	10070	-
	CWD	100%	_	100%	*	_	_	_	_	100%	*	100%	_	*	*	100%	_
	CWOD	100%	_	100%	100%	_	_	_	_	100%	100%	.0070	100%	100%	100%	100%	_
	EL	100%	_	100%	10070	-	_	-	-	100%	*	*	100%	100%	*	*	_
					*	-	-	-	-		4000/	*		*	4000/		
	Male	100%	-	100%		-	-	-	-	100%	100%		100%		100%		-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	-
Science	All	100%		100%	*				_	100%	100%	*	100%	*	100%	100%	_
Ocience	Students	100 /6	-	10070		-	_	-	-	10070	100 /0		100 /0		10070	10070	-
	CWD	*	_	*	_	_	_	_	_	_	*	*	_	*	_	*	_
	CWD	100%	-	100%	*	-	-	-	-	100%	100%		100%	*	1000/	100%	
		100%	-	100%	-	-	-	-	-	100%	100%	-	100%		100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-
	Male	100%	-	100%	-	-	-	-	-	*	*	-	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	
n-Participati																	
All Subjects		0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	_	0%	-	-	-	-	_	0%	*	0%	0%	0%	0%	0%	_
	Male	0%	_	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%		_
	Female	0%	-	0%	0%	-	_	-	-	0%	0%	0%	0%	0%	-	0%	_
Reading	All	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	_	0%	*	-	-	-	_	0%	*	0%	_	*	*	0%	
	CWOD	0%	_	0%	0%	_	_	_	_	0%	0%	-	0%	0%	0%	0%	_
		0%	-	0%		-	_	-	-	0%	*	*	0%	0%	0%	*	
	EL .		-		-	-	-	-	-		-01	*					-
	Male	0%	-	0%	*	-	-	-	-	0%	0%		0%	0%	0%	-	
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	
Mathematic	s All	0%		0%	0%					0%	0%	0%	0%	0%	0%	0%	
Mathematic	s All Students	U 70	-	U 7/0	U 7/0	-	-	-	-	U 70	U 70	U 70	U 70	U 7/0	U%	U%	
	CWD	0%		0%	*					0%	*	0%	_	*	*	0%	
			-			-	-	-	-								-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	
Science	All	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	
	Students																
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	_	*	_	_	_	_	_	*	*	*	*	*	*	*	
	Male	0%	•	0%	-	-	-	-		*	*		0%	*	0%	_	
			-		-	-	-	-	-	0%		-					
	Female	0%	-	0%	*	-	-	-	-	11%	*	*	0%	*	-	0%	

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

The data is not required for district level.

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

The data is not required for district level.

number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Pover	ty Schools	Low-Pover	ty Schools
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	10.0%				
Teachers Teaching with Emergency or Provisional Credentials	1.0	10.1%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	10.1%				
- Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.						

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	Region 16 Number of ALT2	Region 16 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	5,881	1%	86	1%	-	-
Mathematics	5,880	1%	86	1%	-	-
Grade 4						
Reading	6,312	2%	103	2%	-	-
Mathematics	6,311	2%	104	2%	-	-
Grade 5 Reading	6,133	1%	97	1%	-	-
Mathematics	6,131	1%	97	1%	-	-
Science	6,133	1%	97	1%	-	-
Grade 6 Reading	6,038	1%	106	2%	-	-
Mathematics	6,036	1%	106	2%	-	-
Grade 7 Reading	5,616	1%	90	1%	-	-
Mathematics	5,616	2%	90	2%	-	-
Grade 8 Reading	5,251	1%	78	1%	-	-
Mathematics	5,254	2%	78	1%	-	-
Science	5,250	1%	78	1%	-	-
End of Course English I	5,150	1%	77	1%	-	-
English II	4,680	1%	63	1%	-	-
Algebra I	5,122	1%	78	1%	-	-
Biology	4,954	1%	80	1%	-	-
All Grades All Subjects	101,751	1%	1,594	1%	-	-
Reading	45,064	1%	700	1%	-	-
Mathematics	40,350	1%	639	1%	-	-
Science	16,337	1%	255	1%	-	-

<sup>-&#</sup>x27; Indicates zero observations reported for this group.

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

								r Above		
_			% Belov		,	ove Basic		icient	,	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
irade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
			61	65	39	35	12	10	2	1
		English Language Learners	01	03	39	33	12	10	2	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
d. 0	D din -	0	00	07	07	70	05	0.4	0	4
rade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35 *	42	3	5
		American Indian		41		59		19		1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
			10 *	45	90 *	oo 55	/ I *	21	36 *	33 4
		Pacific Islander								-
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
1	-	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	· ·	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%
'*' Indicate	es reporting standard	ds not met.	
'n/a' Indicate	es data reporting is r	ot applicable for this group.	

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)