

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: BRADY H S

Campus ID: 160901001

District Name: BRADY ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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^{AA}												
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%

^{AA} 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%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL	-	-	-	-	-	-	-	-	-	-	-
Male	58	-	59	58	-	-	-	-	69	65	-
Female	78	-	78	77	-	*	-	-	70	*	-

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	96.4%	100.0%	97.7%	94.7%	-	-	-	-	95.7%	81.8%	100.0%	100.0%	-
CWD	81.8%	-	100.0%	66.7%	-	-	-	-	85.7%	81.8%	-	100.0%	-
CWOD	98.6%	100.0%	97.4%	100.0%	-	-	-	-	97.4%	-	100.0%	100.0%	-
EL	100.0%	-	100.0%	-	-	-	-	-	-	-	100.0%	-	-
Male	97.7%	100.0%	95.0%	100.0%	-	-	-	-	95.5%	100.0%	-	100.0%	-
Female	95.0%	100.0%	100.0%	87.5%	-	-	-	-	95.8%	33.3%	100.0%	100.0%	-

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

^ Indicates there are no students in the group.

^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

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
^	^	^
***	***	***
^	^	^
***	***	***
^	^	^

*** Indicates data reporting does not meet for Minimum Size.

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

^ Indicates zero observations reported for this group.

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

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	45	*	41	49	-	72	-	39	41	28	15
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	61%	*	56%	68%	-	-	-	-	57%	35%	*

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^ Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (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	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

		African			American		Pacific	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
		Campus 1%	American * 1%	Hispanic 1%	White 1%	Indian -										
All Subjects	All	1%	*	1%	1%	-	-	0%	0%	1%	0%	0%	0%	1%	0%	-
	Students															
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	-	1%	1%	-	-	0%	1%	1%	-	1%	0%	2%	0%	-
	EL	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	1%	*	2%	1%	-	-	-	2%	1%	0%	2%	0%	1%	-	-
Reading	Female	0%	-	0%	0%	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
	All	1%	*	2%	1%	-	-	*	1%	1%	0%	2%	0%	2%	0%	-
	Students															
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	-	2%	1%	-	-	*	2%	1%	-	2%	0%	3%	0%	-
	EL	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	*	-
Mathematics	Male	2%	*	3%	2%	-	-	-	3%	2%	0%	3%	0%	2%	-	-
	Female	0%	-	0%	0%	-	-	*	0%	0%	0%	0%	*	-	0%	-
	All	0%	-	0%	0%	-	-	*	0%	0%	0%	0%	*	0%	0%	-
	Students															
	CWD	0%	-	0%	0%	-	-	-	0%	0%	0%	-	-	0%	*	-
	CWOD	0%	-	0%	0%	-	-	*	0%	0%	-	0%	*	0%	0%	-
Science	EL	*	-	*	-	-	-	-	*	-	-	*	*	*	-	-
	Male	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	*	0%	0%	*	0%	-	-	0%	-
	All	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%	-
	EL	*	-	*	-	-	-	-	*	-	*	*	*	*	*	-
	Male	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	*	0%	0%	*	0%	-	-	0%	-
	All	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%	-
	EL	*	-	*	-	-	-	-	*	-	*	*	*	*	*	-
	Male	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	*	0%	0%	0%	0%	*	-	0%	-

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

0 Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	24	2	11	11	0	0	0	0	0		
	Female	16	0	11	5	0	0	0	0	0		
	Total	40	2	22	16	0	0	0	0	0		
Out-of-School Suspensions												
	Male	6	2	2	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	2	2	2	0	0	0	0	0		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	16	0	11	5	0	0	0	0	0		2

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	92	2	35	53	0	0	0	2	0	0
	Female	78	2	23	53	0	0	0	0	0	0
	Total	170	4	58	106	0	0	0	2	0	0

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

⌵ Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	9.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.2	14.0%

⌵ Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	*	3%	-	-
Mathematics	5,880	1%	*	3%	-	-
Grade 4						
Reading	6,312	2%	*	3%	-	-
Mathematics	6,311	2%	*	3%	-	-
Grade 5						
Reading	6,133	1%	*	3%	-	-
Mathematics	6,131	1%	*	3%	-	-
Science	6,133	1%	*	3%	-	-
Grade 6						
Reading	6,038	1%	*	2%	-	-
Mathematics	6,036	1%	*	2%	-	-
Grade 7						
Reading	5,616	1%	*	2%	-	-
Mathematics	5,616	2%	*	3%	-	-
Grade 8						
Reading	5,251	1%	*	3%	-	-
Mathematics	5,254	2%	*	2%	-	-
Science	5,250	1%	*	3%	-	-

End of Course

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%
		English Learners	94%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

*** Indicates reporting standards not met.

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

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	41%	*	31%	48%	-	-	-	*	26%	*	-

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

- Indicates there are no students in the group.