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

State

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 Perfor	mance (At Meets Grade Level o	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 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate	4-Year Longitudinal Rate^											
Graduation Rate.	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

<sup>\*\*</sup> 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%
	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.

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.

	CWOD EL Male Female	State 71% 42% 62% 71%	Afr Amer 62% 41% 52% 64%	Hispanic 64% 41% 56% 66%	White 83% 45% 75% 82%	Amer Ind 68% 34% 59% 69%	<b>Asian</b> 90% 55% 87% 90%	Pac Isl 73% 34% 64% 74%	Two or More Races 80% 43% 72% 80%	Econ Disadv 61% 41% 52% 63%	Non Econ Disadv 85% 49% 78% 85%	CWD - 19% 33% 33%	CWOD 71% 45% 67% 74%	EL 45% 42% 38% 46%	Male 67% 38% 62%	Female 74% 46% - 71%	Migrant 49% 35% 41% 51%	Homeless 54% 32% 45% 54%	Foster Care 52% 24% 40% 50%	Military 80% 45% 72% 81%
Mathematics		80%	69%	77%	88%	78%	96%	84%	85%	74%	89%	50%	83%	67%	78%	81%	67%	66%	62%	88%
	Students CWD CWOD EL Male Female	50% 83% 67% 78% 81%	41% 74% 61% 66% 73%	47% 80% 66% 75% 78%	58% 92% 72% 87% 89%	52% 82% 64% 76% 80%	75% 97% 84% 95% 96%	53% 86% 58% 82% 85%	55% 88% 74% 84% 86%	45% 78% 67% 72% 76%	62% 92% 72% 89% 90%	50% - 42% 50% 48%	83% 70% 83% 84%	42% 70% 67% 66% 68%	50% 83% 66% 78%	48% 84% 68% - 81%	42% 71% 61% 63% 71%	41% 70% 56% 64% 68%	44% 70% 60% 60% 65%	62% 91% 70% 88% 89%
Grade 7 Reading	All Students	74%	65%	70%	84%	73%	91%	76%	81%	66%	86%	37%	78%	49%	70%	79%	55%	56%	53%	83%
	CWD CWOD EL Male Female	37% 78% 49% 70% 79%	32% 70% 47% 59% 72%	34% 74% 48% 64% 75%	47% 88% 50% 81% 87%	38% 77% 43% 68% 78%	55% 93% 61% 90% 93%	27% 81% 40% 71% 81%	43% 86% 65% 78% 85%	32% 71% 48% 61% 72%	50% 89% 54% 83% 89%	37% - 22% 37% 38%	78% 53% 74% 82%	22% 53% 49% 44% 55%	37% 74% 44% 70%	38% 82% 55% - 79%	29% 59% 40% 48% 62%	29% 61% 36% 49% 62%	36% 61% 40% 47% 59%	51% 87% 56% 78% 88%
Mathematics	Students CWD	73% 43%	61% 34%	70% 41%	84% 51%	73% 47%	93% 67%	73% 35%	79% 44%	67% 39%	85% 54%	43% 43%	77% 	57% 34%	72% 44%	75% 41%	62% 43%	56% 33%	52% 35%	82% 55%
	CWOD EL Male Female	77% 57% 72% 75%	65% 47% 58% 64%	74% 56% 68% 72%	88% 62% 83% 85%	77% 55% 72% 75%	95% 76% 92% 94%	78% 44% 69% 78%	83% 75% 77% 80%	71% 56% 65% 69%	88% 61% 84% 86%	34% 44% 41%	77% 60% 77% 78%	60% 57% 56% 58%	77% 56% 72% -	78% 58% - 75%	64% 53% 58% 65%	60% 47% 53% 58%	60% 46% 50% 54%	86% 58% 81% 84%
Grade 8 Reading	All Students	84%	77%	81%	92%	84%	95%	83%	90%	79%	92%	47%	88%	62%	81%	88%	67%	71%	64%	92%
	CWD CWOD EL Male Female	47% 88% 62% 81% 88%	40% 83% 55% 72% 82%	44% 85% 62% 78% 85%	57% 95% 59% 90% 94%	42% 89% 53% 82% 86%	60% 96% 67% 94% 96%	48% 86% 51% 79% 88%	53% 94% 67% 87% 93%	42% 84% 61% 75% 83%	59% 95% 62% 90% 94%	47% - 33% 46% 49%	88% 66% 86% 91%	33% 66% 62% 58% 65%	46% 86% 58% 81%	49% 91% 65%  88%	36% 72% 53% 64% 70%	36% 77% 48% 67% 76%	39% 74% 40% 64% 64%	64% 95% 72% 89% 95%
Mathematics	All Students	87%	79%	85%	92%	85%	97%	87%	90%	83%	92%	58%	90%	77%	84%	89%	76%	75%	65%	93%
	CWD CWOD EL Male Female	58% 90% 77% 84% 89%	47% 85% 70% 75% 83%	57% 89% 77% 82% 88%	64% 95% 78% 90% 93%	55% 89% 65% 83% 86%	75% 98% 88% 96% 97%	63% 89% 63% 83% 90%	59% 94% 79% 88% 92%	54% 87% 77% 80% 86%	65% 95% 75% 91% 94%	58% 53% 57% 59%	90% 80% 89% 92%	53% 80% 77% 74% 80%	57% 89% 74% 84%	59% 92% 80% 89%	51% 81% 71% 73% 79%	46% 80% 68% 72% 77%	39% 76% 61% 63% 68%	72% 96% 89% 92% 95%
Science	All Students	79%	69%	75%	89%	80%	95%	80%	87%	72%	89%	46%	83%	55%	78%	81%	60%	65%	58%	88%
	CWD CWOD EL Male Female	46% 83% 55% 78% 81%	36% 75% 50% 66% 73%	42% 79% 54% 74% 77%	58% 92% 57% 88% 90%	52% 83% 44% 79% 81%	68% 96% 71% 94% 95%	54% 82% 44% 78% 81%	50% 90% 62% 85% 88%	40% 77% 55% 71% 74%	59% 92% 56% 88% 90%	46% 31% 47% 43%	83% 58% 82% 84%	31% 58% 55% 55% 55%	47% 82% 55% 78%	43% 84% 55% 81%	29% 65% 47% 61% 60%	36% 70% 47% 63% 67%	34% 67% 40% 59% 56%	61% 91% 67% 87% 89%
End of Cours English I	e All Students	66%	56%	61%	79%	65%	86%	64%	77%	57%	79%	27%	71%	34%	60%	73%	46%	49%	43%	78%
	CWD CWOD EL Male Female	27% 71% 34% 60% 73%	22% 62% 29% 49% 65%	25% 65% 34% 55% 68%	36% 85% 33% 74% 86%	33% 70% 30% 60% 71%	48% 88% 44% 84% 88%	24% 71% 27% 58% 71%	35% 83% 36% 71% 83%	23% 63% 34% 51% 65%	37% 84% 36% 74% 85%	27% 15% 26% 30%	71% 36% 66% 77%	15% 36% 34% 31% 38%	26% 66% 31% 60%	30% 77% 38% - 73%	15% 50% 29% 40% 54%	20% 54% 23% 42% 56%	21% 53% 17% 38% 48%	38% 84% 35% 72% 84%
English II	All Students	67%	58%	62%	80%	66%	84%	66%	78%	59%	79%	27%	72%	30%	62%	73%	48%	50%	43%	77%
	CWD CWOD EL Male Female	27% 72% 30% 62% 73%	22% 64% 25% 51% 66%	25% 66% 30% 56% 68%	35% 85% 31% 75% 86%	30% 72% 30% 59% 74%	49% 85% 36% 82% 87%	25% 70% 17% 60% 72%	36% 83% 37% 73% 84%	23% 63% 30% 53% 65%	36% 83% 33% 74% 85%	27% 13% 27% 29%	72% 32% 67% 77%	13% 32% 30% 27% 34%	27% 67% 27% 62%	29% 77% 34% - 73%	18% 51% 26% 43% 54%	20% 55% 23% 45% 55%	24% 54% 14% 38% 48%	37% 83% 32% 72% 83%
Algebra I	All Students	83%	75%	82%	88%	81%	97%	76%	86%	79%	89%	52%	87%	73%	79%	88%	76%	70%	54%	88%
	CWD CWOD EL Male Female	52% 87% 73% 79% 88%	43% 81% 69% 68% 82%	54% 86% 72% 78% 87%	54% 92% 74% 84% 91%	50% 86% 67% 75% 89%		46% 82% 58% 72% 81%	53% 90% 74% 82% 90%	49% 84% 73% 74% 85%	58% 92% 70% 86% 92%	52% 52% 50% 56%	87% 76% 84% 91%	52% 76% 73% 69% 78%	50% 84% 69% 79%	56% 91% 78% - 88%	50% 80% 67% 71% 81%	39% 75% 65% 63% 77%	33% 64% 49% 48% 59%	58% 93% 73% 85% 92%
Biology	All Students	87%	81%	84%		87%		83%	92%	83%	93%	60%	90%	68%	84%	90%	75%	76%	67%	93%
	CWD CWOD EL Male Female	60% 90% 68% 84% 90%	52% 87% 65% 77% 86%	57% 87% 68% 81% 87%	70% 96% 68% 92% 95%	67% 90% 65% 85% 90%	97% 78% 95%	61% 86% 48% 80% 86%	67% 95% 66% 90% 95%	56% 87% 68% 79% 86%	69% 95% 69% 92% 95%	60%  49% 59% 61%	90% 71% 88% 92%	49% 71% 68% 66% 71%	59% 88% 66% 84%	61% 92% 71% 90%	48% 78% 63% 72% 77%	51% 81% 61% 73% 80%	46% 77% 45% 61% 72%	71% 96% 68% 92% 95%

	Female	State 42%	Afr Amer 28%	Hispanic 36%	White 54%	Amer Ind 44%	Asian 80%	Pac Isl 45%	Two or More Races 49%	Econ Disadv 32%	Non Econ Disadv 57%	<b>CWD</b> 19%	CWOD 44%	<b>EL</b> 21%	Male -	Female 42%	Migrant H	lomeless 25%	Foster Care 26%	Military 51%
Grade 8 Reading	All Students	53%	41%	46%	68%	53%	82%	50%	65%	42%	70%	22%	57%	19%	49%	58%	29%	35%	32%	64%
	CWD CWOD EL Male Female	22% 57% 19% 49% 58%	18% 44% 21% 35% 47%	20% 49% 19% 42% 51%	29% 72% 23% 63% 72%	15% 57% 17% 49% 56%	40% 83% 29% 79% 85%	25% 52% 13% 47% 53%	24% 69% 28% 59% 70%	19% 45% 19% 38% 47%	30% 73% 23% 65% 74%	22% 10% 23% 21%	57% 21% 53% 61%	10% 21% 19% 17% 22%	23% 53% 17% 49%	21% 61% 22% - 58%	11% 32% 13% 26% 32%	16% 38% 14% 31% 39%	19% 37% 10% 30% 33%	30% 68% 27% 59% 70%
Mathematics		55%	42%	51%	67%	53%	86%	60%	63%	47%	69%	27%	59%	36%	52%	59%	38%	39%	32%	65%
	CWD CWOD EL Male Female	27% 59% 36% 52% 59%	20% 46% 33% 38% 46%	26% 54% 35% 47% 54%	33% 71% 42% 65% 70%	24% 58% 30% 51% 56%	53% 87% 60% 84% 88%	35% 63% 29% 52% 67%	28% 67% 43% 61% 65%	24% 50% 36% 44% 51%	35% 72% 39% 67% 71%	27% 19% 28% 26%	59% 38% 56% 62%	19% 38% 36% 34% 39%	28% 56% 34% 52%	26% 62% 39% - 59%	17% 42% 30% 35% 42%	18% 43% 28% 36% 42%	20% 37% 21% 31% 33%	36% 69% 44% 63% 68%
Science	All Students CWD	50% 23%	34% 18%	4 <b>2</b> % 20%	66% 31%	49% 28%	82% 45%	47% 29%	60% 24%	38% 20%	66% 32%	23% 23%	53%	20% 11%	50% 25%	50% 20%	27% 13%	32% 17%	27% 17%	60% 28%
	CWOD EL Male Female	53% 20% 50% 50%	37% 19% 33% 36%	44% 19% 42% 41%	70% 23% 66% 66%	51% 17% 51% 47%	83% 37% 81% 82%	49% 14% 49% 46%	64% 29% 60% 60%	41% 19% 38% 38%	69% 24% 67% 66%	- 11% 25% 20%	53% 21% 53% 52%	21% 20% 21% 19%	53% 21% 50%	52% 19% - 50%	30% 15% 29% 26%	34% 15% 32% 31%	32% 14% 29% 26%	63% 27% 59% 61%
End of Cours	se All	48%	36%	41%	66%	48%	79%	45%	62%	38%	66%	15%	53%	14%	42%	56%	26%	30%	26%	62%
	Students CWD CWOD EL Male	15% 53% 14% 42%	12% 41% 14% 29%	13% 45% 14% 35%	21% 72% 17% 58%	18% 53% 14% 42%	35% 81% 24% 75%	16% 50% 8% 38%	20% 68% 18% 55%	13% 42% 14% 32%	21% 70% 17% 59%	15% 6% 15%	53% 16% 46%	6% 16% 14% 12%	15% 46% 12% 42%	16% 60% 17%	8% 29% 11% 21%	11% 33% 9% 24%	12% 33% 4% 23%	19% 68% 15% 53%
English II	Female All	56% 48%	45% 37%	49% 41%	74% 65%	56% 46%	82% 75%	53% 48%	71% 62%	45% 37%	74% 64%	16% 16%	60% 52%	17% 11%	42%	56% 55%	33% 25%	37% 30%	30% 27%	72% 60%
	Students CWD CWOD EL	16% 52% 11%	12% 41% 10%	14% 44% 11%	22% 70% 15%	14% 51% 11%	35% 76% 16%	16% 52% 9%	21% 67% 17%	13% 41% 11%	21% 68% 14%	16%	52% 12%	6% 12% 11%	16% 46% 10%	16% 59% 13%	8% 27% 8%	11% 33% 8%	16% 33% 8%	22% 66% 14%
	Male Female	42% 55%	30% 44%	35% 48%	58% 73%	40% 54%	71% 78%	42% 55%	55% 70%	32% 44%	58% 72%	16% 16%	46% 59%	10% 13%	42%	55%	21% 31%	25% 34%	24% 30%	53% 69%
Algebra I	All Students CWD	59% 24%	44% 17%	56% 25%	67% 27%	53% 20%	89% 55%	52% 22%	64% 26%	51% 22%	70% 30%	24% 24%	63%	40% 21%	53% 24%	65% 25%	48% 22%	40% 17%	26% 14%	67% 28%
	CWOD EL Male Female	63% 40% 53% 65%	49% 32% 37% 52%	60% 39% 50% 62%	72% 44% 63% 72%	58% 32% 46% 62%	91% 65% 87% 91%	57% 20% 49% 55%	69% 52% 60% 69%	56% 40% 45% 58%	74% 39% 66% 75%	21% 21% 24% 25%	63% 42% 58% 68%	42% 40% 36% 45%	58% 36% 53%	68% 45% -	52% 36% 41% 56%	44% 31% 34% 46%	32% 14% 23% 30%	72% 36% 62% 73%
Biology	All	60%	47%	53%	76%	60%	86%	58%	73%	49%	76%	24%	64%	24%	58%	62%	35%	40%	32%	72%
	Students CWD CWOD EL Male Female	24% 64% 24% 58% 62%	17% 53% 20% 43% 52%	21% 57% 24% 51% 55%	34% 81% 30% 74% 78%	26% 65% 21% 57% 63%	50% 88% 42% 86% 87%	19% 63% 19% 57% 59%	30% 78% 29% 69% 76%	20% 54% 24% 47% 52%	34% 79% 28% 74% 78%	24% 11% 26% 21%	64% 26% 63% 66%	11% 26% 24% 24% 24%	26% 63% 24% 58%	21% 66% 24% - 62%	13% 38% 18% 33% 38%	17% 44% 16% 37% 42%	17% 40% 14% 31% 33%	32% 78% 24% 70% 75%
STAAR Percer	nt at Mast	ers Gra	ide Le	vel																
Grade 3 Reading	All Students	27%	17%	22%	37%	23%	53%	27%	33%	19%	41%	10%	29%	19%	24%	29%	13%	15%	11%	34%
	CWD CWOD EL Male Female	10% 29% 19% 24% 29%	7% 19% 20% 14% 20%	8% 23% 18% 19% 24%	15% 39% 20% 34% 39%	7% 25% 15% 19% 27%	16% 55% 32% 49% 56%	8% 28% 15% 23% 30%	13% 36% 27% 31% 36%	7% 20% 17% 16% 21%	17% 43% 28% 38% 44%	10%  6% 10% 10%	29% 20% 27% 31%	6% 20% 19% 17% 21%	10% 27% 17% 24%	10% 31% 21%  29%	7% 14% 12% 12% 14%	7% 16% 13% 13% 16%	5% 13% 11% 11% 11%	15% 37% 25% 30% 38%
Mathematics	All Students	24%	13%	19%	33%	21%	54%	22%	29%	16%	36%	12%	25%	18%	26%	22%	13%	12%	11%	31%
	CWD CWOD EL Male Female	12% 25% 18% 26% 22%	8% 14% 18% 13% 13%	9% 20% 17% 20% 17%	16% 35% 22% 35% 30%	10% 23% 17% 21% 21%	22% 56% 37% 56% 52%	14% 23% 13% 23% 21%	14% 31% 29% 31% 27%	9% 18% 16% 18% 15%	18% 38% 28% 38% 34%	12% 8% 13% 9%	25% 19% 28% 23%	8% 19% 18% 20% 16%	13% 28% 20% 26%	9% 23% 16% 22%	11% 13% 13% 14% 13%	10% 12% 12% 13% 11%	9% 11% 5% 12% 9%	17% 32% 25% 32% 29%
Grade 4 Reading	All	21%	12%	17%	31%	16%	46%	17%	27%	14%	34%	8%	23%	12%	20%	23%	11%	10%	9%	26%
:	Students CWD CWOD EL Male Female	8% 23% 12% 20% 23%	5% 14% 11% 11% 14%	6% 18% 11% 15% 18%	12% 33% 13% 29% 33%	8% 17% 9% 15% 17%	15% 48% 20% 44% 49%	2% 18% 3% 16% 18%	9% 29% 14% 25% 30%	6% 15% 11% 13% 15%	13% 36% 17% 32% 37%	8% - 4% 8% 7%	23% 13% 22% 25%	4% 13% 12% 11% 13%	8% 22% 11% 20%	7% 25% 13% - 23%	7% 12% 10% 12% 11%	6% 11% 8% 9% 12%	7% 10% 8% 8% 11%	10% 28% 12% 24% 27%
Mathematics	All Students	27%	15%	22%	37%	23%	62%	23%	33%	20%	41%	13%	29%	20%	29%	25%	16%	14%	13%	33%

								_	Two or		Non									
English I	All	State	Afr Amer 5%	Hispanic	White 18%	Amer Ind 9%	Asian 37%	Pac Isl 9%	More Races 17%	Econ Disadv 5%	Econ Disadv 19%	CWD 3%	CWOD	EL 1%	Male 7%	Female 14%	Migrant 2%	Homeless 4%	Foster Care 2%	Military 13%
Zingilon	Students CWD	3%	3%	3%	3%	1%	8%	4%	4%	3%	3%	3%	=	1%	3%	3%	2%	3%	3%	2%
	CWOD EL	11% 1%	6% 1%	7% 1%	20% 1%	10% 0%	39% 2%	10% 1%	19% 0%	5% 1%	21% 1%	1%	11% 1%	1% 1%	8% 0%	15% 1%	2% 0%	4% 0%	2% 0%	15% 0%
	Male Female	7% 14%	3% 8%	4% 9%	13% 24%	6% 12%	32% 44%	7% 13%	12% 22%	3% 7%	14% 25%	3% 3%	8% 15%	0% 1%	7% -	14%	1% 3%	2% 5%	2% 3%	8% 19%
English II	All Students	8%	4%	4%	13%	6%	28%	6%	13%	4%	14%	4%	8%	0%	6%	10%	1%	2%	2%	9%
	CWD	4% 8%	4% 4%	4% 4%	5% 14%	2% 7%	7% 29%	5% 6%	4% 14%	4% 3%	4% 15%	4% -	8%	2% 0%	4% 6%	4% 11%	3% 1%	4% 2%	4% 1%	4% 10%
	EL Male	0% 6%	0% 3%	0% 3%	1% 9%	0% 4%	1% 23%	0% 5%	0% 10%	0% 3%	1% 10%	2% 4%	0% 6%	0% 0%	0% 6%	0%	0% 1%	0% 2%	1% 2%	0% 6%
Algebra I	Female All	10% 36%	5% 22%	6% 32%	17% 43%	9% 33%	34% 75%	7% 30%	16% 41%	5% 28%	18% 47%	4% 9%	11% 39%	0% 19%	31%	10% 40%	2% 26%	3% 20%	3% 12%	13%
Algebia	Students	9%	6%	10%	11%	6%	27%	6%	11%	8%	12%	9%	3976	7%	10%	9%	20% 7%	6%	5%	42% 11%
	CWOD EL	39% 19%	26% 16%	35% 18%	47% 21%	36% 12%	77% 44%	34% 9%	45% 26%	32% 19%	50% 20%	7%	39% 21%	21% 19%	35% 16%	43% 23%	29% 15%	23% 14%	15% 7%	46% 19%
	Male Female	31% 40%	17% 28%	28% 37%	39% 47%	27% 39%	73% 77%	27% 33%	38% 45%	24% 33%	43% 51%	10% 9%	35% 43%	16% 23%	31%	40%	20% 32%	16% 25%	10% 14%	37% 48%
Biology	All Students	24%	14%	17%	38%	23%	61%	22%	35%	14%	38%	6%	26%	4%	24%	25%	8%	10%	7%	33%
	CWD	6% 26%	3% 16%	4% 18%	9% 41%	2% 26%	14% 63%	4% 24%	8% 39%	4% 16%	8% 41%	6% -	- 26%	2% 4%	6% 27%	4% 26%	1% 8%	4% 12%	3% 9%	8% 36%
	EL Male	4% 24%	3% 12%	4% 17%	8% 37%	3% 23%	12% 60%	3% 21%	8% 35%	4% 14%	6% 38%	2% 6%	4% 27%	4% 4%	4% 24%	4% -	3% 7%	2% 10%	0% 8%	5% 31%
	Female	25%	16%	17%	38%	22%	62%	23%	36%	14%	39%	4%	26%	4%	-	25%	8%	11%	6%	35%
STAAR Perce	nt at Appr	oaches	Grad	e Level o	or Abov	/e														
All Subjects	All Students	77%	67%	74%	86%	76%	92%	76%	83%	71%	87%	46%	81%	62%	74%	80%	63%	63%	57%	85%
	CWD	46% 81%	37% 72%	43% 78%	55% 90%	47% 80%	65% 94%	42% 80%	51% 87%	41% 75%	57% 90%	46%	81%	37% 65%	46% 79%	46% 83%	37% 66%	37% 67%	37% 66%	57% 89%
	EL Male	62% 74%	56% 63%	62% 71%	63% 84%	58% 73%	74% 91%	47% 73%	68% 81%	62% 68%	65% 85%	37% 46%	65% 79%	62% 60%	60% 74%	65%	54% 59%	51% 60%	47% 55%	66% 83%
Donding	Female	80%	72%	77%	88%	79%	93%	80%	86%	74%	89%	46%	83%	65%	000/	80%	66%	66%	60%	88%
Reading	All Students CWD	73% 39%	64% 32%	69% 35%	84% 49%	72% 40%	90% 57%	73% 32%	81% 46%	66% 34%	85% 51%	39% 39%	78%	54% 27%	69% 38%	78% 40%	55% 27%	58% 31%	53% 32%	83% 51%
	CWOD EL	78% 54%	69% 49%	73% 53%	88% 54%	76% 51%	91% 64%	77% 39%	86% 61%	71% 53%	88% 57%	27%	78% 57%	57% 54%	74% 50%	81% 58%	59% 44%	63% 42%	62% 38%	87% 57%
	Male Female	69% 78%	58% 70%	65% 74%	81% 87%	68% 77%	88% 91%	68% 78%	78% 85%	61% 71%	82% 89%	38% 40%	74% 81%	50% 58%	69%	78%	50% 61%	53% 63%	49% 57%	79% 87%
Mathematics	All Students	81%	70%	79%	88%	79%	95%	80%	84%	75%	89%	53%	84%	72%	79%	82%	71%	67%	61%	87%
	CWD	53% 84%	42% 75%	52% 82%	59% 91%	52% 83%	73% 96%	48% 83%	54% 88%	48% 79%	62% 92%	53%	84%	48% 75%	53% 83%	51% 85%	49% 75%	43% 71%	41% 69%	62% 91%
	EL Male	72% 79%	66% 67%	72% 77%	73% 87%	68% 7 <b>7</b> %	85% 94%	59% 77%	78% 83%	72% 74%	75% 88%	48% 53%	75% 83%	72% 71%	71% 79%	74%	67% 69%	62% 65%	58% 59%	75% 86%
Saisass	Female	82%	73%	80%	89%	81%	95%	82%	85%	77%	90%	51%	85%	74%	700/	82%	74%	69%	63%	88%
Science	All Students CWD	80% 51%	70% 42%	77% 47%	89% 62%	80% 55%	94% 69%	79% 54%	86% 56%	74% 46%	90% 62%	51% 51%	84%	61% 38%	79% 52%	81% 49%	66% 38%	67% 42%	61% 40%	88% 63%
	CWOD EL	84% 61%	75% 56%	80% 61%	92% 61%	83% 54%	95% 73%	82% 44%	90% 62%	78% 61%	92% 64%	38%	84% 64%	64%	83% 61%	84% 61%	70% 55%	71% 53%	70% 46%	91% 67%
	Male Female	79% 81%	68% 73%	75% 78%	89% 90%	79% 82%	93% 94%	77% 81%	85% 87%	73% 75%	89% 90%	52% 49%	83% 84%	61% 61%	79%	81%	65% 67%	66% 68%	59% 63%	88% 89%
STAAD Bases	at at M	, C====	. I acce	l or Aba																
All Subjects						A70/	70%	100/	500/	30%	65%	2/10/	520/	20%	170/	520/	240/	210/	200/	500/
All Subjects	All Students CWD	49% 24%	36% 18%	43% 21%	63% 30%	47% 23%	79% 44%	49% 22%	58% 26%	39% 20%	65% 32%	24% 24%	52%		47% 25%	52% 22%	31% 15%	31% 18%	28%	59% 29%
	CWOD EL	52% 29%	39% 26%	46% 28%	67% 33%	50% 26%	81% 46%	51% 17%	62% 37%	42% 28%	68% 34%	15%	52% 30%	30% 29%	50% 28%	54% 30%	33% 22%	34% 21%	32% 18%	63% 32%
	Male Female	47% 52%	32% 40%	41% 46%	60% 65%	44% 50%	77% 80%	46% 51%	55% 60%	37% 42%	63% 67%	25% 22%		28% 30%	47% =	52%	29% 34%	30% 33%	27% 30%	56% 62%
Reading	All	47%	35%	40%	61%	45%	75%	46%	57%	36%	63%	21%	50%	23%	43%	51%	27%	29%	27%	57%
	Students CWD CWOD	21% 50%	17% 38%	18% 43%	27% 65%	20% 48%	38% 77%	19% 49%	24% 61%	18% 39%	28% 67%	21%	50%		21% 46%	20% 54%	13% 29%	16% 32%	19% 31%	26% 61%
	EL Male	23% 43%	22% 30%	22% 36%	26% 57%	22% 41%	35%	13% 41%	31% 52%	22% 32%	29% 59%	12% 21%	25%	23%	21% 43%	26%	16% 23%	16% 26%	15% 25%	26% 52%
	Female	51%	41%	45%	66%	50%	78%	51%	62%	41%	68%	20%	54%	26%	8	51%	31%	33%	30%	62%
Mathematics	Students	51%	36%	46%	62%	47%		51%	57%	42%	65%	26%			50%	51%	37%	33%	29%	60%
	CWD	26% 54% 37%	20% 38% 33%	25% 48% 35%		25% 51%	85%	26% 54%	28% 60%	23% 44% 36%	34% 68%	26%	54%	39%	28% 53%	24% 54%	19% 40% 30%	20% 35% 28%	21% 32%	32% 63%
	EL	37%	33%	35%	42%	32%	60%	23%	45%	36%	43%	20%	39%	37%	37%	37%	30%	28%	23%	40%

	Two												
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disady	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates		7	торить		maian	, tolali	101011001	110000	Diodet	0112			00.0
4-year Longitudinal Cohor	t Graduatio	n Rate (Gr	9-12): Clas	s of 201	8								
All Students	90.0%	86.5%	88.2%	93.6%	85.1%	96.4%	86.4%	91.4%	87.3%	77.9%	77.2%	80.0%	63.4%
CWD	77.9%	76.8%	77.8%	79.3%	75.4%	63.6%	81.8%	78.7%	78.1%	77.9%	80.5%	73.0%	57.5%
CWOD	91.0%	87.8%	89.0%	94.7%	86.1%	97.3%	86.6%	92.4%	88.2%		76.8%	80.9%	66.0%
EL	77.2%	78.7%	76.5%	78.5%	64.3%	87.8%	66.7%	64.8%	79.1%	80.5%	77.2%	67.8%	57.4%
Male	87.9%	83.4%	85.6%	92.4%	82.5%	95.9%	86.3%	89.8%	84.7%	76.8%	74.1%	76.7%	58.9%
Female	92.1%	89.7%	90.8%	94.8%	88.2%	97.0%	86.4%	92.9%	89.8%	79.7%	80.8%	83.1%	67.3%

<sup>\*&#</sup>x27; Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency 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
960,561	154,431	16%

<sup>&#</sup>x27;A' Indicates data reporting does not meet for Minimum Size.

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)

Student Success (Student Achiev		African American nain Score		White omponen	American Indian et Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
STAAR Component Score	50	39	45	60	48	75	49	57	42	26	34	
School Quality (College, Career, and Military Readiness Performance)												
%Students meeting CCMR	63%	49%	60%	72%	58%	85%	58%	66%	56%	54%	42%	

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

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	Υ	Y	Υ	Y	Υ	Υ	Υ	Υ	Υ	Υ	Υ
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	Ν	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Υ	Y	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	Υ	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	Ν	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N

**English Learner Language Proficiency Status** 

<sup>&#</sup>x27;-' Indicates there are no students in the group.

<sup>&#</sup>x27;^' Ever EL in grades 9-12

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

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

Indicates there are no students in the group.

			African			American		Pacific	Two or More	Econ	Non Econ						
	A.4-1-		American			Indian						CWD	CWOD	EL		Female	Migrant
	Male .	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	401	1%
	Female	1%	1%	0%	1%	1%	0%	1%	1%	1%	0%	1%	0%	0%	-	1%	1%
Mathematics	All	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	1%
(	Students																
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%		0%	0%	0%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%
	Male	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	1%	0%	0%	0%	-	1%
	Female	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	-	0%	0%
Science	All	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
5	Students																
	CWD	1%	2%	1%	1%	1%	0%	3%	1%	1%	1%	1%	=	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	_	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	1%	-	1%	1%
		- 70	. 70	. , .	. , ,	. / •	- 70	_ / 0	. 70	. 70	. 70	. , 0		. , ,		. 70	

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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)

The data is not required for state 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 state level.

## Part (ix): Teacher Quality Data

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

	All School		High-Pover	ty Schools	Low-Pover	ty Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 53,827.7	Percent 14.2%	Number 13,267.7	Percent 16.7%	<b>Number</b> 12,182.5	Percent 11.0%
Teachers Teaching with Emergency or Provisional Credentials	11,362.3	3.2%	3,165.7	4.2%	2,311.9	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	31,886.8	8.9%	5,888.4	7.9%	8,928.8	8.5%

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	
Grade 3			

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

							% At O	ADOVE		
			% Below Basic		% At or Al	bove Basic	Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	ΤX	US	TX	US
	-	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 Disady	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
Grade 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
		Pacific Islander	*	45	*	55	*	21	*	4
		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

% At or Above

## 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%
	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%

<sup>&#</sup>x27;\*' Indicates reporting standards not met.

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	African		American			Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	48%	47%	45%	52%	43%	63%	43%	49%	42%	24%	27%

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

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<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

<sup>&#</sup>x27;-' Indicates there are no students in the group.