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

District Name: WEIMAR ISD District ID: 045905

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 Disady	Special Educ	EL (Current & Former)
Academic Perform	mance (At Meets Grade Level	or Above)										
Reading/ELA  Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 54% 53%	32% 32% 42% 54% 66% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 59% 70%	60% 60% 66% 73% 80% 59% 59% 65% 73%	43% 43% 51% 62% 72% 45% 45% 53% 63%	74% 74% 78% 82% 87% 82% 82% 85% 85%	45% 45% 53% 63% 73% 50% 50% 57% 66%	56% 56% 62% 70% 78% 54% 61%	33% 33% 43% 55% 67% 36% 36% 45%	19% 19% 31% 45% 60% 23% 23% 34% 48%	29% 29% 39% 52% 65% 40% 40% 59%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	7378		10%	00 76	13/6	5170	75%	77%	68%	62%	70% 41% 36% 38% 40%
Graduation Rate	24-Year Longitudinal 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>x27;A' 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.

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.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, 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)

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	Female	78%	77%	85%	•	90%	83%	-	-	-	-	80%	91%	*	92%	83%	-	85%	-	-	-	-
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Region Afr Amer Pac More Econ Econ Foster

State 03 District Amer Hispanic White Ind Asian Isl Races Disady Disady CWD CWOD EL Mate Female Migrant Homeless Care Military

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	Female	47%	38%	50%	*	50%	67%	-	-	-	-	27%	82%	*	54%	33%	•	50%	-	-	•	-
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	Male	50%	44%	50%	*	50%	50%	-	-	-	-	50%	50%	60%	47%	*	50%	-	-	-	-	-
	Female	3076	46%	56%	20%	17%	82%	-	-	-		44%	78%	-	56%	•	-	56%	-	-	-	-
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Mathematics	s All Students	46%	38%	67%	40%	46%	89%	-	-	-	* .	63%	73%	67%	67%	45%	62%	72%	-	*	-	-
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	Male	41%	29%	50%	*	43%	50%	-	-	-	-	42%	60%	*	58%	•	50%	-	-	-	-	-
	Female	42%	33%	64%	0%	75%	90%	-	-	•	*	46%	83%	*	70%	*	-	64%	-	-	-	-
Grade 8																						
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	EL	36%	30%	33%	-	40%	*	-	-	-	-	40%	*	-	33%	33%	20%	*	-	-	-	-
	Male	52%	48%	47% 75%	*	43%	50%	-	-	-	-	43%	50% *	*	55%	20%	47%	-	-	-	-	-
	Female	39%	53%	13%		40%	-	-	-	-	-	75%		-	80%	•	-	75%	-	•	-	-
Science	All	50%	43%	73%	83%	69%	71%	_	_	-	*	68%	76%	33%	79%	57%	65%	80%	_	*	_	*
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	Male	50%	43%	65%	*	78%	50%	-	-	-	*	78%	55%	*	81%	67%	65%	-	-	*	-	*
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	EL	14%	9%	46%	-	46%	-	-	-	_	-	50%	*	-	46%	46%	38%	60%	-	_	-	_
	Male	42%	33%	44%	•	40%	50%	-	-	-	-	44%	44%	*	47%	38%	44%		-	-	-	*
	Female	55%	51%	59%	•	55%	64%	-	-	-	-	60%	58%	*	62%	60%	-	59%	-	*	-	-
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	EL	11%	5%	0%	-	0%	-	-	-	-		0%	*	*	0%	0% 0%	53% 0%	73%	-	-	-	-
	Male .	42%	35%	51%	*	44%	62%	-	-	-	*	36%	62%	*	53%	0%	51%		-	_	-	-
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Biology	All	60%	57%	79%	*	70%	88%	_	_	_	_	81%	76%	. *	82%	80%	87%	72%		*		
Diology	Students	ì		1070		1070	00 /	_	_	Ī	_	0170	7070		04 /6	00 /6	01 /8	1270	-		-	
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Grade 3																						
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	Female	40%	29%	52%	*	44%	57%	-	-	-	-	54%	50%	*	57%	*	-	52%	-	-	-	
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Mathematics	All Students CWD CWOD EL Male Fernale S All Students CWD CWOD EL Male Fernale All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51% 84%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 78%	88% 81% 52% 85% 75% 84% 90% 57% 94% 88% 91% 90%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 94% 89% 90% 83% 91%	84% 96% 88% 56% 92% 81% 95% 91% 50% 95% 95% 86% 95%				100% 89% 100% 80% * 88% 100%	84% 78% 63% 81% 76% 78% 87% 87% 58% 89% 86% 88% 87%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 100% 95% 95% 86%	45% 52% 52% 60% 38% 57% 57% 45%	88% 91% 85% 76% 82% 88% 94% 89% 95% 92%	85% 76% * 76% 75% * 76% 77% 89% 89% - 89% 84% 83% - 83%	84% -79% 60% 82% 77% -88% 63% 93% 94% 88% 91% 82% 93%	88% 84% 38% 72% 84% 91% 45% 95% 84% 91%		* * * * * * * * * * * * * * * * * * * *		
Mathematic	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD Students CWD CWOD EL Male Female	74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56%	88% 81% 52% 85% 75% 79% 84% 90% 57% 94% 91% 90% 88% 91%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 90% 83%	84% 96% 88% 56% 92% 95% 95% 50% 95% 95% 95%				100% 89% 100% 80% * 88% 100%	84% 78% 63% 81% 76% 78% 87% 87% 89% 86% 88% 87%	87% 92% 85% 31% 91% 63% 80% 90% 93% 55% 97% 100% 95% 95% 80% 96%	45% 52% 52% 52% 60% 38% 57% 57% 63% 45% 80%	88% 91% 85% 76% 82% 88% 94% 94% 95% 95% 92% 92% 83%	85% 78% 75% * 76% 75% 72% 89% - 89% 84% 84% 83% 83% 83%	84% -79% 60% 82% 77% -888% 63% 93% 94% 88% -91% 82% 93% 86%	88% 84% 38% 88% 72% 84% 91% 45% 84% 91% 91% 91% 90%		* * * * * * * * * * * * * * * * * * * *		
Mathematic	All Students CWD CWOD EL Male Fernale  S All Students CWD CWOD EL Male Fernale All Students CWD CWOD EL CWOD EL Male Fernale	74% 80% 73% 39% 78% 54% 78% 81% 53% 84% 72% 79% 80% 80%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77%	88% 81% 52% 85% 75% 84% 90% 57% 94% 89% 81% 90%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74%	84% 81% 64% 83% 74% 84% 91% 91% 93% 89% 94% 89% 90% 83% 81% 82%	84% 96% 88% 56% 92% 81% 95% 91% 50% 95% 95% 86% 95%				100% 89% 100% 80% * 88% 100%	84% 78% 63% 81% 76% 78% 87% 87% 58% 89% 86% 88% 87%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 100% 95% 95% 86%	45% 52% 52% 60% 38% 57% 57% 63% 45%	88% 91% 85% 76% 82% 88% 94% 94% 95% 95% 92% 92% 83%	85% 78% 75% * 76% 75% 72% 89% - 89% 84% 84% 83% 83% 83%	84% - 79% 60% 82% 77% - 88% 63% 94% 88% - 91% 88% 94% 88% 991% 93% 93% 93% 94% 93% 93% 93% 93% 93% 93% 93% 93% 93% 93	88% 84% 38% 88% 72% 84% 91% 45% 84% 91% 91% 91% 90%		* * * * * * * * * * * * * * * * * * * *		
Mathematic	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Students CWD CWOD EL Male	74% 80% 73% 39% 78% 54% 78% 81% 53% 84% 72% 79% 80% 80%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77%	88% 81% 52% 85% 75% 84% 90% 57% 94% 88% 91% 90%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74% 75%	84% 81% 64% 83% 84% 79% 91% 75% 93% 89% 90% 83% 91% 90%	84% 96% 88% 56% 92% 91% 50% 95% 86% 95% 95%				100% 89% 100% 80% * 88% 100%	84% 78% 63% 81% 76% 79% 87% 58% 91% 86% 86% 88% 87%	87% 92% 85% 31% 63% 80% 90% 93% 100% 91% 95% 80% 95% 80% 95%	45% 52% 52% 60% 38% 57% 57% 63% 45% 80% 80%	88% 91% 85% 76% 82% 88% 94% 94% 995% 92% 92% 92% 83% 93%	85% 78% 75% * 75% 75% 75% 75% 72% 89% 94% 84% 83% 83% 86% 86%	84% - 79% 60% 82% 77% - 88% 63% 94% 88% - 91% 88% 94% 88% 991% 93% 93% 93% 94% 93% 93% 93% 93% 93% 93% 93% 93% 93% 93	88% 84% 88% 82% 84% 91% 45% 91% 90% 49% 78% 78%				
Mathematic: Science	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 72% 80% 51% 84% 61% 79% 81%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77% 78%	88% 81% 52% 85% 75% 84% 90% 57% 94% 89% 91% 90% 80% 91%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74% * 75% 73%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 94% 89% 90% 83% 91% 82% 93% 86%	84% 96% 88% 56% 92% 91% 50% 95% 86% 95% 95%				100% 89% 100% 80% * 88% 100%	84% 78% 63% 81% 76% 79% 87% 58% 91% 86% 86% 88% 87%	87% 92% 85% 31% 63% 80% 90% 93% 100% 91% 95% 80% 95% 80% 95%	45% 52% 52% 60% 38% 57% 57% 63% 45% 80% 80%	88% 91% 85% 76% 82% 88% 94% 94% 995% 92% 92% 92% 83% 93%	85% 78% 75% * 75% 75% 75% 75% 72% 89% 94% 84% 83% 83% 86% 86%	84% - 79% 60% 82% 77% - 88% 63% 94% 88% - 91% 88% 94% 88% 991% 93% 93% 93% 94% 93% 93% 93% 93% 93% 93% 93% 93% 93% 93	88% 84% 88% 82% 84% 91% 45% 91% 90% 49% 78% 78%				
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female s All Students CWD CWOD EL Male Female	74% 80% 73% 39% 54% 69% 78% 81% 82% 80% 51% 81% 84% 72% 79% 81% 80% 80% 80% 81% 80% 81%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 75% 80% 78% 46% 82% 56% 77% 78%	88% 81% 52% 85% 75% 84% 90% 57% 94% 89% 88% 91% 90%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74% 75% 75% 73%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 90% 83% 90% 83% 86%	84% 96% 88% 56% 92% 91% 50% 95% 86% 95% 95% 95% 95%				100% 89% * 100% 80% * 88% * 100% - * * * * * * * * * * * * * * * * * * *	84% 78% 63% 81% 76% 78% 87% 87% 89% 86% 88% 87% 80% 88% 81% 86% 88%	87% 92% 85% 31% 91% 63% 80% 90% 93% 55% 97% 95% 80% 95% 95%	45% 52% 52% 60% 38% 57% 57% 63% 45% 80% 80%	88% 91% 85% 76% 82% 82% 88% 94% 94% 95% 95% 92% 92% 93% 91%	85% 76% * 76% * 76% 77% 72% 89% - 89% - 89% 94% 84% 83% - 83% 78%	84% - 79% 60% 82% 77% 79% - 88% 63% 93% 88% - 91% 82% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91	88% 84% 38% 88% 72% 84% 91% 45% 95% 84% 91% 90%				8
Mathematic: Science	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWD	74% 80% 73% 39% 78% 69% 78% 81% 53% 82% 80% 51% 84% 61% 49%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77% 82% 56% 77%	88% 81% 52% 85% 75% 79% 84% 90% 57% 94% 88% 91% 90% 83% 91%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74% 75% 75% 73%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 90% 83% 91% 82% 93% 86%	84% 96% 88% 56% 92% 91% 50% 95% 95% 95% 95% 95% 95%				100% 89% * 100% 80% * 88% * 100% - * * 88%	84% 78% 63% 81% 76% 79% 87% 58% 91% 86% 86% 88% 87% 80% 88% 81% 86% 88%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 100% 95% 95% 80% 95% 95%	45% 52% 52% 60% 38% 57% 57% - 63% 45% 80% 80% - 82%	88% 91% 85% 76% 82% 88% 94% 94% 99% 92% 83% 91%	85% 76% * 76% 76% 77% 72% 89% - 89% 89% 94% 84% 83% - 83% 78%	84% - 79% 60% 82% 779% - 88% 93% 94% 88% 91% 82% 93% 86% 91% 91% 93% 86% 91% 94% 94% 95% 95% 95% 95% 95% 95% 95% 95% 95% 95	88% 84% 38% 72% 84% 91% 45% 95% 84% 91% 90% 6 90% 6 58%		* * * * * * * * * * * * * * * * * * * *		8
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female CWD CWOD EL STEPPE STUDENT	74% 80% 73% 39% 78% 54% 69% 78% 81% 72% 79% 82% 80% 61% 79% 81% ets G 49% 24%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 78% 46% 80% 78% 46% 36% 77% 78%	88% 81% 52% 85% 75% 84% 90% 57% 94% 88% 91% 90% 80% 91% 90%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 75% 75% 73% or Abov 35% 21%	84% 81% 64% 83% 79% 91% 75% 93% 89% 94% 89% 94% 89% 94% 82% 93% 86%	84% 96% 88% 56% 95% 91% 50% 95% 95% 95% 95% 96% 97%				89% * 100% 88% * 100% * 88% * * * * * * * * * * * * * * * *	84% 78% 63% 81% 76% 79% 87% 58% 89% 88% 87% 88% 81% 86% 88%	87% 92% 85% 31% 91% 63% 80% 90% 93% 55% 91% 95% 95% 95% 96% 93%	45% 52% 52% 60% 38% 57% 63% 45% 80% 80% 	88% 91% 85% 76% 82% 88% 94% 94% 95% 92% 92% 83% 91%	85% 76% * 76% 75% * 76% 77% 72% 89% - 89% 89% 94% 83% 83% 83% 78% * 36% * * * * * * * * * * * * * * * * * * *	84% - 79% 60% 82% 77% 79% - 88% 63% 93% 94% 88% - 91% 82% 991% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 91% 5 9	88% 84% 38% 86% 72% 84% 91% 45% 84% 91% 90% 6 90% 6 58% 6 29%		***		8
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWD	74% 80% 73% 39% 78% 54% 69% 78% 81% 72% 79% 82% 80% 61% 79% 81% ets G 49% 24%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 77% 78% irade L 42% 19% 45%	88% 81% 52% 85% 75% 79% 84% 90% 57% 94% 88% 91% 90% 83% 91%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 75% 75% 73% or Abov 35% 21%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 90% 83% 91% 82% 93% 86%	84% 96% 88% 56% 92% 91% 50% 95% 95% 95% 95% 95% 95%				100% 89% * 100% 80% * 88% * 100% - * * 88%	84% 78% 63% 81% 76% 79% 87% 58% 91% 86% 86% 88% 87% 80% 88% 81% 86% 88%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 100% 95% 95% 80% 95% 95%	45% 52% 52% 60% 38% 57% 57% - 63% 45% 80% 80% - 82%	88% 91% 85% 76% 82% 88% 94% 94% 99% 92% 83% 91%	85% 76% * 76% * 76% 77% 72% 89% - 89% 94% 84% 83% - 83% 78% 36% * 36% * 36%	84% - 79% 60% 82% 77% 79% - 88% 63% 94% 88% - 91% 82% 91% - 53% 649% 26% 53% 653%	88% 84% 88% 72% 84% 91% 45% 98% 91% 90% 58% 60% 60% 60% 60% 60% 60% 60% 60				8
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male All Students CWD CWOD EL Male Male All Students CWD CWOD EL Male	74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 61% 81% 84% 61% 84% 61% 84% 61% 24% 24% 24% 47%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77% 82% 56% 77% 46% 82% 56% 46% 82% 56% 46% 82% 56% 46% 82% 56% 46% 46% 40%	88% 81% 52% 85% 75% 84% 90% 57% 94% 88% 91% 90% 80% 92% 83% 91% 54% 28% 57% 36% 49%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74% 35% 35% 21% 39% 37%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 94% 89% 45% 93% 45% 44%	84% 96% 88% 56% 91% 95% 91% 50% 95% 95% 95% 95% 95% 96% 97%				100% 89% * 100% 80% * 88% * 100% - * * * * * * * * * * * * * * * * * * *	84% 78% 63% 81% 76% 79% 87% 58% 89% 86% 88% 87% 81% 86% 88% 81% 86% 81% 86% 81% 86% 81% 86% 81% 86% 844%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 100% 95% 95% 95% 95% 95% 96% 93%	45% 52% 52% 60% 38% 57% 57% 63% 45% 80% 80% *	88% 91% 85% 76% 82% 88% 94% 94% 95% 92% 83% 91% 57% 57% 657% 657% 657% 653%	85% 76% 75% * 76% 77% 72% 89% - 89% 84% 84% 83% - 83% 86% 78% 36% 36% 36% 36% 36% 36% 36% 36% 36%	84% - 79% 60% 82% 779% - 88% 63% 93% 94% 88% 93% 86% 91% 91% 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5	88% 84% 38% 72% 84% 91% 45% 95% 84% 91% 90% 6 58% 6 29% 6 36% 6 36% 6 36%		***		8
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL MAI Students CWD CWOD EL CWD CWD CWD EL CWD CWD EL EL CWD CWD CWD EL	74% 80% 73% 39% 78% 69% 78% 81% 53% 84% 61% 81% 84% 61% 84% 61% 84% 61% 24% 24% 24% 47%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77% 82% 56% 77% 46% 82% 56% 46% 82% 56% 46% 82% 56% 46% 82% 56% 46% 46% 40%	88% 81% 52% 85% 75% 84% 90% 57% 94% 89% 89% 91% 90% 52% 83% 91% 92% 83% 91% 92%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 74% 35% 35% 21% 39% 37%	84% 81% 64% 83% 74% 91% 75% 93% 89% 90% 83% 91% 86% 45% 24% 47% 37%	84% 96% 88% 56% 95% 91% 50% 95% 86% 95% 95% 95% 96% 97%				100% 89% * 100% 80% * 88% * 100% - * * * * * * * * * * * * * * * * * * *	84% 78% 63% 81% 76% 79% 87% 58% 91% 86% 88% 87% 80% 88% 81% 86% 88% 45% 45% 31% 47% 36%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 95% 80% 95% 80% 95% 80% 93%	45% 52% 52% 60% 38% 57% 57% 63% 45% 80% 80% 	88% 91% 85% 76% 82% 88% 94% 94% 95% 92% 83% 91% 57% 57% 657% 657% 657% 653%	85% 76% 75% * 76% 77% 72% 89% - 89% 84% 84% 83% - 83% 86% 78% 36% 36% 36% 36% 36% 36% 36% 36% 36%	84% - 79% 60% 82% 779% - 88% 63% 93% 94% 88% 93% 86% 91% 91% 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5	88% 84% 88% 72% 84% 91% 45% 95% 84% 91% 90% 6 58% 6 58% 6 29% 6 6 61% 6 36%		* * * * * * * * * * * * * * * * * * * *		8
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female All All	74% 80% 73% 39% 78% 78% 69% 78% 81% 81% 80% 554% 82% 80% 554% 84% 79% 81% ets G 49% 47% 47% 47%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77% 78% irade L 42% 42% 40% 45% 40%	88% 81% 52% 85% 75% 84% 90% 57% 94% 88% 91% 90% 80% 92% 83% 91% 54% 28% 57% 36% 49%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 73% 75% 73% 01 Abov 35% 21% 39% 33%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 94% 89% 45% 93% 45% 44%	84% 96% 88% 56% 91% 95% 91% 50% 95% 95% 95% 95% 95% 96% 97%				100% 89% * 100% 80% * 88% * 100% - * * * * * * * * * * * * * * * * * * *	84% 78% 63% 81% 76% 79% 87% 58% 89% 86% 88% 87% 81% 86% 88% 81% 86% 81% 86% 81% 86% 81% 86% 81% 86% 844%	87% 92% 85% 31% 63% 80% 90% 93% 55% 97% 100% 95% 95% 95% 95% 95% 96% 93%	45% 52% 52% 60% 38% 57% 57% 63% 45% 80% 80% *	88% 91% 85% 76% 82% 88% 94% 95% 95% 92% 91% 57% 6 57% 6 61% 6 61%	85% 76% 75% * 76% 775% 89% 89% 94% 84% 83% 86% 78% 36% 36% 36% 36% 36% 36%	84% - 79% 60% 82% 77% 79% - 88% 63% 93% 88% - 91% 82% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91	88% 84% 38% 84% 91% 45% 91% 90% 58% 6 58% 6 58%		* * * * * * * * * * * * * * * * * * * *		88
Mathematics Science  AAR Perce	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWD CWD CWD CWD CWD CWD CWD CWD EL Male Female Female CWD CWD EL Male Female CWD	74% 80% 73% 39% 78% 78% 69% 78% 81% 81% 80% 554% 82% 80% 554% 84% 79% 81% ets G 49% 47% 47% 47%	77% 70% 33% 74% 48% 65% 75% 77% 47% 81% 69% 75% 80% 78% 46% 82% 56% 77% 31% 40% 45% 40% 40%	88% 81% 52% 85% 75% 84% 90% 57% 94% 88% 91% 90% 80% 92% 83% 90% 28% 90%	73% 58% 36% 67% 54% 62% 80% 50% 91% 74% 85% 75% 75% 75% 33% 21% 39% 33%	84% 81% 64% 83% 74% 84% 79% 91% 75% 93% 89% 94% 89% 94% 82% 93% 86%  /e  45% 47% 47% 40%	84% 96% 88% 56% 92% 91% 50% 95% 95% 95% 95% 95% 96% 97%				100% 89% * 100% 80% * 88% * 100% - * * * * * * * * * * * * * * * * * * *	84% 78% 63% 81% 76% 79% 87% 58% 91% 86% 88% 87% 86% 88% 87% 81% 86% 86% 86% 86% 86% 86% 86% 86% 86%	87% 92% 85% 31% 91% 63% 80% 90% 93% 55% 97% 95% 95% 95% 95% 97% 93%	45% 52% 52% 60% 38% 57% 57% 45% 80% 80% 28% 28% 28%	88% 91% 85% 76% 82% 88% 94% 95% 92% 93% 91% 57% 36% 61% 51%	85% 76% 75% * 76% 775% 89% 89% 94% 84% 83% 86% 78% 36% 36% 36% 36% 36% 36%	84% - 79% 60% 82% 77% 79% - 88% 63% 93% 88% - 91% 82% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91	88% 84% 88% 72% 84% 91% 45% 95% 84% 91% 90% 6 58% 6 58% 6 29% 6 36% 6 36% 6 58% 6 55%		* * * * * * * * * * * * * * * * * * * *		8

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		State	Region 03		Afr t Amer	Hispani	c White	Amer					Disadv	CWD	CWOD	FI	Mala	Female	Migrant	Homeless	Foster	
	EL	23%	15%	25%	-	26%	*	,,,,,		-		25%	25%	OTTE	26%	25%	21%	31%	mugrant -	-	Cale	-
	Male	43%	35%	41%	25%	34%	48%	-	-	-	80%	31%	53%	27%	43%	21%	41%	-	-	*	_	*
	Female	51%	44%	55%	31%	47%	70%	-	-	-	*	42%	71%	25%	58%	31%	-	55%	-	*	-	-
Mathematics	AII	51%	43%	57%	37%	47%	73%	-	-	_	88%	50%	68%	29%	61%	39%	55%	59%	-	*	_	
	Students																					
	CWD	26%	22%	29%	25%	13%	33%	-	-	-	*	29%	27%	29%	-	-	29%	27%	-	-	-	
	CMOD		46%	61%	41%	49%	77% *	-	-	-	100%	53%	72%	-	61%	39%	60%	61%	-	-	-	•
	EL	37% 50%	30% 42%	39% 55%	- 47%	41%	67%	-	-	-	-	39%	40%	2007	39%	39%	40%	39%	-	-	-	-
	Male Female		45%	59%	30%	45% 48%	79%	-	-	-	*	49% 50%	64% 72%	29% 27%	60% 61%	40% 39%	55%	- 59%	-	*	-	-
	1_0111010	J 1 /6	40 /0	33/4	30 /4	40/4	15/0	-	-	-		5Q 76	1270	21 70	0170	3970	•	0976	-		-	-
Science	All Students	53%	48%	64%	47%	58%	75%	-	-	-	*	58%	73%	33%	68%	61%	65%	64%	-	*	-	*
	CWD	25%	21%	33%	*	33%	50%	-	-	-	-	40%	20%	33%	_		27%	*	_	-	-	_
	CWOD	56%	51%	68%	56%	61%	78%	-	-	-	*	61%	78%	-	68%	61%	72%	65%	-	•	-	*
	EL	26%	20%	61%	-	64%	*	-	-	-	-	62%	*	-	61%	61%	71%	44%	-	•	-	_
	Male	53%	49%	65%	50%	70%	62%	-	-	-	*	69%	59%	27%	72%	71%	65%	-	-	*	-	*
	Female	53%	47%	64%	45%	41%	85%	-	-	-	*	48%	87%	*	65%	44%	-	64%	-	*	-	-
STAAR Percer All Grades							/															
All Subjects	All Students	23%	17%	22%	13%	15%	30%	-	-	-	52%	15%	32%	18%	23%	8%	16%	29%	-	43%	-	50%
	CWD	8%	7%	18%	14%	12%	17%	-	-	-	*	20%	13%	18%	-	*	17%	19%	-	-	-	-
	CWOD		18%	23%	12%	15%	32%	-	-	-	53%	14%	34%	-	23%	8%	16%	29%	-	43%	-	50%
	EL	11%	7%	8%	-	9%	0%	-	-	-	-	9%	0%	*	8%	8%	10%	7%	-	*	-	
	Male	22%	16%	16%	12%	14%	16%	-	-	-	50%	14%	19%	17%	16%	10%	16%	-	-	*	-	50%
	Female	24%	18%	29%	13%	17%	43%	-	-	-	55%	17%	44%	19%	29%	7%	-	29%	-	•	-	-
Reading	All Students	20%	15%	21%	11%	12%	29%	-	-	-	56%	12%	31%	15%	21%	4%	11%	30%	-	•	-	*
	CWD	7%	5%	15%	14%	9%	11%	-	-	-	*	17%	13%	15%	-	*	13%	19%	-	-	-	-
	CWOD		16%	21%	10%	12%	32%	-	-	-	57%	12%	33%	-	21%	4%	11%	31%	-	*	-	*
	EL	8%	4%	4%	-	4%	. *	-	-	-	-	4%	0%	*	4%	4%	2%	6%	-	-	-	-
	Male .	17%	12%	11%	13%	6%	12%	-	-	-	40%	7%	16%	13%	11%	2%	11%		-	*		*
	Female	23%	18%	30%	10%	17%	48%	-	-	-	*	18%	46%	19%	31%	6%	-	30%	-	*	-	-
Mathematics	Students			23%	13%	18%	31%	-	-	-	50%	17%	34%	20%	24%	11%	17%	30%	-	*	-	*
	CWD	11%	9%	20%	17%	13%	17%	-	-	-	*	21%	18%	20%	. <del>.</del> .	. <del>.</del>	21%	18%	-	-	-	-
	CWOD			24%	12%	18%	32%	-	-	-	50%	16%	36%	-	24%	11%	16%	30%	-	*	-	. *
	EL	16%	11%	11%		11%	*	-	-	-	-	11%	0%		11%	11%	11%	10%	-	-	-	-
	Male	25%		17%	5%	16%	18%	-	-	-	-	15%	20%	21%	16%	11%	17%	-	-	*	-	*
	Female	20%	20%	30%	19%	19%	42%	-	-	-	•	18%	46%	18%	30%	10%	-	30%	-	•	-	-
Science	All Students	24%	19%	24%	16%	19%	30%	-	-	-	*	20%	31%	20%	25%	17%	28%	21%	-	*	-	*
	CWD	8%	8%	20%	*	17%	33%	_	-	-	-	30%	0%	20%	_	-	18%	*	-	-	-	_
	CWOD			25%	19%	20%	30%	-	-	-	•	18%	33%	-	25%	17%		21%	-	*	_	*
	EL	7%	5%	17%	-	18%	*	-	-	_	-	19%	*	-	17%	17%			-	_	-	-
	Maje	25%		28%	25%	27%	27%	-	-	-	*	31%	24%	18%	30%	29%	28%		-	*	-	*
	Female	23%	18%	21%	9%	9%	32%	-	-	-	*	10%	37%	*	21%	0%	-	21%	_	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

## 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	73	59	69	80	-	-	_	88	68	67	65
CWD	67	55	90	61	_	-	-	*	66	67	*
CWOD	74	62	67	82	-	_	-	100	69	-	65
EL	65	_	65	*	-	-	-	-	67	*	65
Male	71	57	70	75	-	-	-	*	66	63	67
Female	75	61	68	86	-	-	-	*	70	75	64
Mathematics											
All Students	74	77	67	79	-	-	-	93	74	56	69
CWD	56	59	67	31	-	_	-	*	60	56	-
CWOD	76	84	67	84	-	-	-	90	76	-	69
EL	69	-	67	*	-	-	_	-	73	-	69
Male	69	78	63	71	-	_	-	*	70	53	71
Female	79	76	71	86	-	-	-	*	77	63	65

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

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
4-year Longitudinal Coho	rt Graduati	on Rate (G	r 9-12): Cla	ass of 20	18								
All Students	94.0%	60.0%	93.3%	100.0%	-	-	_	100.0%	91.7%	50.0%	100.0%	100.0%	_
CWD	50.0%	0.0%	100.0%	-	-	-	-	-	0.0%	50.0%	-	-	_
CWOD	95.8%	75.0%	92.9%	100.0%	-	-	<b>:</b>	100.0%	100.0%	-	100.0%	100.0%	_
EL	100.0%	-	100.0%	-	-	-	-	-	-	_	100.0%	-	_
Male	88.5%	50.0%	83.3%	100.0%	-	-	_	100.0%	83.3%	50.0%	-	100.0%	
Female	100.0%	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	_	100.0%	-	_

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
112	14	13%

<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 Achie		African American nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	54	39	49	62	-	-	-	76	48	35	42
School Quality (College, Career,	and Militar	/ Readines	s Performa	nce)							
%Students meeting CCMR	72%	*	63%	79%	-	-	_	*	73%	*	*

<sup>\*\*</sup> 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)

	Ail Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CMD	<b></b> .
STAAR Performance Status	Ottadenta	American	mapanic	AAIIII	niusan	Məlali	isiariuer	Races	DISAGV	CWD	EL+
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	N					Υ	Υ	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
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	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.
Mathematics										• •	
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Y	Υ	Υ					Y	Υ Υ	Υ Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	N	N	Υ					Υ	N.	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	Y			-570	2070	N	N	N

<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.

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

	· · · · · · · · · · · · · · · · · · ·										
Long-Term Goals Target Met	All Students 73% N	African American 66% N	Hispanic 70% N	White 80% N	American Indian 73%	<b>Asian</b> 91%	Pacific Islander 75%	Two or More Races 77%	Econ Disadv 68% N	<b>CWD</b> 62% N	<b>EL +</b> 70% N
English Learner Language Profic	iency Statu	15									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N 40%
Federal Graduation Status^					•						
Interim Goals (2018-2022) Target Met	90% N	90%	90%	90% Y	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92% N	92%	92%	92% Y	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94% N	94%	94%	94% Y	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94% N	94%	94%	94% Y	94%	94%	94%	94%	94%	94%	94%

<sup>+&#</sup>x27; STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

Part (vii): STAAR Participation

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)

Participation R	ate	District	African Americar	n Hispanic		American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	-		-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	_	-	_	*	100%	100%	100%	_	*	100%	100%	
	CWOD	100%	100%	100%	100%	_	_	-	100%	100%	100%	10076	100%	100%		100%	-
	EL	100%	-	100%	100%	_	_	_	- 10070	100%	100%	*	100%	100%		100%	•
	Male	100%	100%	100%	100%	-	-	_	100%	100%	100%	100%	100%	100%		10070	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%		100%	4000/	-
	TOTAL	100 /0	10070	10076	10070	-	-	-	10070	10076	100%	100%	100%	100%	-	100%	
Reading	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	_	_	*	100%	100%	100%	-	*	100%	100%	_
	CWOD	100%	100%	100%	100%	_	_	_	100%	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	-	100%	*	-	_	_	-	100%	100%	*	100%	100%		100%	<del>-</del>
	Male	100%	100%	100%	100%	-	_	_	100%	100%	100%	100%	100%	100%		10070	-
	Female	100%	100%	100%	100%	_	_	_	*	100%	100%	100%	100%	100%	10076	100%	-
			10070	10070	10070					10070	10078	10070	10070	10076	•	10070	-
Mathematics	All Students	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	_	-	-	*	100%	100%	100%	4	-	100%	100%	_
	CWOD	100%	100%	100%	100%	-	-	-	100%	100%	100%		100%	100%	100%	100%	
	EL	100%	-	100%	*	-	-		-	100%	100%	_	100%		100%	100%	_
	Male	100%	100%	100%	100%	_	-	_	*	100%	100%	100%	100%			-	_
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%		100%	70070	100%	_
Science	Ali Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	4000/					4000/	4000/	4000/	•				
	CWOD	100%	100%		100%	-	-	•	*	100%	100%	100%	-	-	100%	*	-
	EL	100%	100%	100%	100%	-	-	-		100%	100%	-	100%		100%	100%	-
			4000/	100%	4000/	-	-	-	- *	100%	40001	-	100%		100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%			100%	-	-
Non-Participati	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
Horr-s undolpud	OII ILALE																
All Subjects	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	_
	CWOD	0%	0%	0%	0%	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	-	_	-	0%	0%	0%	0%	0%	0%	-	0%	_
									- / 0	V / V	0 70	3 70	V /U	0 /0	-	U /0	-

A' 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).

D	A 10	District	African American		White	American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL.	Male	Female	Migrant
Reading	All Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	_	-	*	0%	0%	0%	-	*	0%	0%	
	CWOD	0%	0%	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%	0%	0%	-	_
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	Students	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	_	0%	0%	-
	CWOD	0%	0%	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%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	_	-	-	_	0%	0%	0%	_	_	0%	*	_
	CMOD	0%	0%	0%	0%	-	-	_	*	0%	0%	_	0%	0%	0%	0%	_
	EL	0%	-	0%	*	_	-	_	_	0%	*	_	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

Indicates results are masked due to small numbers to protect student confidentiality. 1\_1

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 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.

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 Se	chool	High-Pover	ty Schools	Low-Pover	ty Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.1	Percent 8.4%	Number	Percent	Number 2.1	Percent 10.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-			0.0	_
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.6	16.3%			6.2	31.6%

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 nonpersonnel 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..

Indicates zero observations reported for this group.

	State Number of ALT2	State Rate of ALT2	Region 03 Number of ALT2	Region 03 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	5,881	1%	64	2%	•	-
Mathematics	5,880	1%	64	2%	•	
Grade 4 Reading	6,312	2%	72	2%	*	2%
Mathematics	6,311	2%	72	2%	*	2%
Grade 5 Reading	6,133	1%	62	1%	*	4%
Mathematics	6,131	1%	62	1%	*	4%
Science	6,133	1%	62	1%	*	4%
Grade 6 Reading	6,038	1%	70	2%	*	8%
Mathematics	6,036	1%	70	2%	*	8%
Grade 7 Reading	5,616	1%	50	1%	-	-
Mathematics	5,616	2%	50	1%	-	-
Grade 8 Reading	5,251	1%	52	1%	-	-
Mathematics	5,254	2%	53	2%	-	~
Science	5,250	1%	52	1%	-	-
End of Course English I	5,150	1%	56	1%	-	-
English II	4,680	1%	46	1%	*	2%
Algebra I	5,122	1%	57	1%	-	-
Biology	4,954	1%	45	1%	-	-
All Grades All Subjects	101,751	1%	1,059	1%	15	2%
Reading	45,064	1%	472	1%	7	2%
Mathematics	40,350	1%	428	2%	6	2%
Science	16,337	1%	159	1%	*	1%

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

State Level: 2019 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	ove Basic		r Above icient	% At Ac	ivanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 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	ž
		English Language Learners	61	65	39	35	12	10	خ خ	1

			0/ Pt 1 Pt 1 0/ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0			% At or Above				
O1-				w Basic	% At or Al	ove Basic	Profi	cient	% At Ad	vanced
Grade	Subject	Student Group	TX	บร	ΤX	US	TX	US	TX	US
	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
Grade 8	Reading	Overall	33	27	67	70	05	24	_	_
		Black	53 53	46	67 47	73	25	34	2	4
		Hispanic	38	46 37		54	41	15	n/a	1
		White	20		62	63	19	22	1	2
		American Indian	<b>2</b> 0	18	80	82	35 *	42	3	5
		Asian		41		59		19	*	1
		Pacific Islander	8	13	92	87	59 *	57	11	13
		Two or More Races		37		63		25	*	2
		Econ Disady	26	24	74	76	25	37	1	5
			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

## 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 Disady CW		
The state of the s	, E	EL
In-State Public Institutions 73% * * 78% * * * *		

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