

Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

District Name: **TEXLINE ISD**

District ID: **056902**

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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 assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for 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);

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Educ	EL (Current and Former)
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

- 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 or above Meets Grade Level)
 - 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 (90-00), 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;
- Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.
- (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. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.
- TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.
- 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);
- [Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support 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 will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and 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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

State	Region 16	African American	Hispanic	White	American Indian	Pacific Islander	Two or More		Non Econ	Foster Care
							Races	Econ		

STAAR Percent at Approaches Grade Level or Above

Grade	Reading	All	77%	79%	89%	-	86%	*	-	-	-	100%	*	100%	*	-	-		
Grade 3	Reading	Students	All	77%	79%	89%	-	86%	*	-	-	-	100%	*	100%	*	-	-	
		CWD	51%	58%	*	-	*	-	-	-	-	-	-	*	-	-	-	-	
		CWOD	79%	81%	100%	-	100%	-	100%	*	-	-	100%	*	*	100%	*	-	-
		EL	70%	71%	*	-	*	-	*	-	-	-	*	*	*	*	*	-	-
		Female	79%	81%	100%	-	*	-	*	-	-	-	*	*	*	100%	*	-	-
Grade 3	Mathematics	Students	All	77%	79%	90%	-	86%	*	-	-	-	100%	*	100%	*	-	-	
		CWD	52%	58%	*	-	*	-	*	-	-	*	-	*	-	-	-	-	
		CWOD	80%	82%	100%	-	100%	-	100%	*	-	-	100%	*	*	100%	*	-	-
		EL	74%	74%	*	-	*	-	*	-	-	-	*	*	*	*	*	-	-
		Female	78%	80%	100%	-	*	-	*	-	-	-	*	*	*	100%	*	-	-
Grade 4	Reading	Students	All	72%	75%	100%	-	*	*	-	-	-	100%	*	100%	*	-	-	
		CWD	46%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	75%	78%	100%	-	*	-	*	-	-	-	100%	*	100%	*	-	-	
		EL	60%	58%	*	-	*	-	*	-	-	-	*	*	*	*	-	-	
		Female	75%	76%	*	-	*	-	*	-	-	-	100%	*	100%	*	-	-	
Grade 4	Mathematics	Students	All	77%	80%	90%	-	*	100%	-	-	-	*	100%	*	89%	*	100%	
		CWD	49%	53%	*	-	*	-	*	-	-	-	-	*	-	-	-		
		CWOD	81%	84%	89%	-	*	-	*	-	-	-	89%	*	100%	*	-	-	
		EL	72%	70%	*	-	*	-	*	-	-	-	*	*	*	*	-	-	
		Female	77%	80%	100%	-	*	-	*	-	-	-	100%	*	100%	*	-	-	
Grade 5	Reading	Students	All	83%	86%	89%	-	*	*	-	-	-	89%	*	88%	*	*	100%	
		CWD	54%	63%	*	-	*	-	*	-	-	-	*	-	*	-	-		
		CWOD	87%	89%	88%	-	*	-	*	-	-	-	88%	*	88%	*	*	100%	
		EL	77%	78%	81%	-	*	-	*	-	-	-	*	*	*	*	-	-	
		Female	78%	81%	*	-	*	-	*	-	-	-	*	*	*	*	-	-	

	State	Region	African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Non Econ Disadv		Econ Disadv		Foster Care		Military		
			District	16	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv
Mathematics	All	90%	93%	91%	83%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																						
	CWD	70%	81%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	92%	95%	90%	83%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	86%	88%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	93%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	75%	78%	55%	*	*	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																						
	CWD	48%	54%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	82%	50%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	62%	60%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	76%	79%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Reading	All	68%	69%	60%	83%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																						
	CWD	35%	34%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	71%	73%	67%	83%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	42%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	63%	63%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	76%	81%	58%	71%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																						
	CWD	50%	56%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	84%	64%	71%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	61%	61%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	76%	80%	71%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading	All	73%	73%	64%	71%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																						
	CWD	37%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	77%	77%	64%	71%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	44%	39%	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	69%	67%	75%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All	71%	74%	79%	71%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Students																						
	CWD	42%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Two or More Races																
	Region 16 State		African American		Hispanic		White		American Indian		Pacific Islander		Asian		Non Econ Disadv		Foster Care
Grade 8 Reading	All	85%	85%	82%	86%	*	90%	71%	80%	73%	100%	*	100%	*	100%	*	-
	Students																
	CWD	49%	45%	*	*	-	*	88%	71%	-	*	-	*	*	*	*	-
	EL	88%	90%	80%	83%	-	*	88%	71%	-	80%	67%	100%	100%	100%	100%	100%
Mathematics	Male	82%	82%	73%	78%	*	83%	*	67%	73%	-	*	100%	100%	100%	100%	-
	Female	88%	89%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	All	85%	88%	88%	92%	*	100%	71%	87%	80%	100%	*	80%	100%	100%	100%	-
	Students																
Science	CWD	53%	59%	*	*	-	*	100%	71%	-	*	-	*	*	*	*	-
	EL	89%	92%	87%	92%	-	*	100%	71%	-	87%	78%	100%	100%	100%	100%	-
	Male	82%	85%	80%	88%	*	100%	*	78%	80%	-	*	80%	80%	80%	80%	-
	Female	87%	91%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
End of Course English I	All	64%	62%	67%	45%	91%	59%	86%	75%	86%	*	86%	*	86%	*	-	-
	Students																
	CWD	25%	21%	*	*	-	*	*	*	*	*	*	*	*	*	*	-
	EL	68%	69%	75%	58%	100%	71%	83%	75%	75%	85%	85%	85%	85%	85%	85%	85%
End of Course English II	Male	57%	55%	*	*	-	*	*	*	*	*	*	*	*	*	*	-
	Female	71%	70%	86%	56%	100%	80%	*	85%	86%	86%	86%	86%	86%	86%	86%	86%
	All	66%	65%	53%	*	83%	*	83%	62%	83%	83%	83%	83%	83%	83%	83%	83%
	Students																
Algebra I	CWD	25%	23%	*	*	-	*	*	*	*	*	*	*	*	*	*	-
	EL	71%	71%	62%	83%	83%	62%	83%	62%	83%	83%	83%	83%	83%	83%	83%	83%
	Male	61%	61%	*	*	-	*	*	*	*	*	*	*	*	*	*	-
	Female	72%	71%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
Algebra I	All	82%	84%	57%	*	70%	57%	71%	71%	69%	*	69%	*	69%	*	-	-
	Students																

	Two or More Races																						
	State	Region 16	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Disadv	Econ	Non Econ	EL	Male	Female	Migrant	Homeless	Care	Military	Foster				
Biology	All	86%	88%	91%	83%	100%	*	-	-	-	88%	100%	*	95%	*	89%	93%	*	-	-			
	Students																						
	CWD	56%	60%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	CWOD	89%	91%	95%	89%	100%	*	-	-	-	93%	100%	-	95%	*	100%	92%	*	-	-	-	-	
Mathematics	All	43%	42%	56%	43%	*	-	-	-	40%	*	*	*	63%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	28%	29%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	44%	44%	63%	50%	*	-	-	-	40%	-	-	-	63%	*	*	67%	*	-	-	-	-	-
Reading	All	47%	47%	60%	43%	*	-	-	-	50%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	30%	30%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	48%	49%	75%	83%	*	-	-	-	60%	-	-	-	75%	*	*	67%	*	-	-	-	-	-
Grade 3	All	45%	45%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	28%	30%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	CWOD	47%	47%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
Grade 4	All	45%	45%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	28%	30%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	CWOD	47%	47%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	

STAAR Percent at Meets Grade Level or Above

	Two or More Races																						
	State	Region 16	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Disadv	Econ	Non Econ	EL	Male	Female	Migrant	Homeless	Care	Military	Foster				
Grade 3 Reading	All	43%	42%	56%	43%	*	-	-	-	40%	*	*	*	63%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	28%	29%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	44%	44%	63%	50%	*	-	-	-	40%	-	-	-	63%	*	*	67%	*	-	-	-	-	-
Grade 3 Mathematics	All	46%	47%	60%	43%	*	-	-	-	50%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	30%	30%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	CWOD	48%	49%	75%	83%	*	-	-	-	60%	-	-	-	75%	*	*	67%	*	-	-	-	-	-
Grade 4 Reading	All	45%	45%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	28%	30%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	CWOD	47%	47%	63%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
Grade 4 Mathematics	All	48%	50%	60%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	Students																						
	CWD	29%	29%	67%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	
	CWOD	50%	52%	67%	43%	*	-	-	-	60%	*	*	*	67%	*	*	67%	*	-	-	-	-	

	Two or More Races												Foster Care	Military					
	Region State 16		African American		Hispanic White		American Indian		Pacific Islander		Econ Disadv				Non Econ Disadv				
	All	Students	All	Students	All	Students	All	Students	All	Students	All	Students			All	Students			
Grade 5 Reading	All	53%	50%	78%	-	-	-	-	-	-	78%	-	-	75%	*	83%	-	*	
	Students																		
	CWD	30%	30%	*	-	-	-	-	-	-	*	-	-	-	-	*	-	-	*
	CWOD	56%	53%	75%	-	-	-	-	-	-	75%	-	-	-	75%	*	83%	-	*
	EL	35%	27%	*	-	-	-	-	-	-	*	-	-	-	*	-	*	-	*
Grade 5 Mathematics	Male	50%	48%	*	-	-	-	-	-	*	-	-	-	*	-	-	-	-	*
	Female	56%	53%	83%	-	-	-	-	-	83%	-	-	-	83%	*	83%	-	*	
	All	57%	60%	64%	-	-	-	-	-	64%	-	-	-	60%	*	67%	-	*	
	Students																		
	CWD	34%	40%	*	-	-	-	-	-	*	-	-	-	-	*	-	-	-	*
Grade 5 Science	CWOD	60%	63%	60%	-	-	-	-	-	60%	-	-	-	60%	*	67%	-	*	
	EL	46%	45%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	Male	57%	59%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	Female	58%	61%	67%	-	-	-	-	-	67%	-	-	-	67%	*	67%	-	*	
	All	40%	40%	18%	-	-	-	-	-	18%	-	-	-	10%	*	*	-	*	
Grade 6 Reading	Students																		
	CWD	25%	27%	*	-	-	-	-	-	*	-	-	-	-	*	-	-	-	*
	CWOD	42%	41%	10%	-	-	-	-	-	10%	-	-	-	10%	*	*	-	*	
	EL	24%	19%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	Male	42%	42%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
Grade 6 Mathematics	Female	38%	37%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	All	38%	36%	40%	-	-	-	-	-	*	-	-	-	44%	*	*	-	*	
	Students																		
	CWD	22%	21%	*	-	-	-	-	-	*	-	-	-	-	*	-	-	-	*
	CWOD	40%	38%	44%	-	-	-	-	-	*	-	-	-	44%	*	*	-	*	
Grade 7 Reading	EL	14%	13%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	Male	34%	31%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	Female	42%	42%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	All	43%	47%	33%	-	-	-	-	-	*	-	-	-	36%	*	43%	-	*	
	Students																		
Grade 7 Mathematics	CWD	23%	26%	*	-	-	-	-	-	*	-	-	-	-	*	-	-	-	*
	CWOD	46%	50%	36%	-	-	-	-	-	*	-	-	-	36%	*	50%	-	*	
	EL	24%	23%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	Male	44%	46%	43%	-	-	-	-	-	*	-	-	-	50%	*	43%	-	*	
	Female	42%	48%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
Grade 7 Reading	All	47%	46%	36%	-	-	-	-	-	20%	*	-	-	36%	*	38%	-	*	
	Students																		
	CWD	23%	19%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	
	CWOD	50%	49%	36%	-	-	-	-	-	20%	*	-	-	36%	*	38%	-	*	
	EL	16%	11%	*	-	-	-	-	-	*	-	-	-	*	-	*	-	*	

	Two or More Races													
	Region		African American		Hispanic		White		American Indian		Pacific Islander		Non Econ	
	State	16 District	American	Hispanic	White	American	Indian	Asian	Islander	Races	More Econ	Disadv	Homeless	Foster
Mathematics	All	39%	40%	29%	14%	43%	-	-	-	-	-	20%	29%	38%
	Students													
	CWD	20%	19%	*	-	-	-	-	-	-	-	-	-	-
	CWOD	41%	42%	29%	14%	43%	-	-	-	-	-	20%	29%	38%
	EL	17%	18%	*	*	*	-	-	-	-	-	*	*	*
	Female	38%	39%	38%	*	*	-	-	-	-	-	33%	38%	38%
Grade 8 Reading	All	48%	46%	41%	43%	*	-	-	-	-	40%	43%	40%	27%
	Students													
	CWD	23%	20%	*	-	-	-	-	-	-	*	-	-	*
	CWOD	51%	48%	40%	42%	*	-	-	-	-	38%	43%	40%	22%
	EL	13%	7%	*	*	*	-	-	-	-	*	*	*	*
	Female	44%	41%	27%	33%	*	-	-	-	-	33%	*	22%	27%
Mathematics	All	50%	54%	50%	62%	*	-	-	-	-	67%	29%	47%	50%
	Students													
	CWD	25%	25%	*	-	-	-	-	-	-	*	-	-	*
	CWOD	53%	58%	47%	58%	*	-	-	-	-	63%	29%	47%	44%
	EL	30%	32%	*	*	*	-	-	-	-	*	*	*	*
	Female	48%	52%	50%	63%	*	-	-	-	-	80%	*	44%	50%
Science	All	50%	49%	18%	21%	*	-	-	-	-	20%	*	13%	18%
	Students													
	CWD	23%	20%	*	-	-	-	-	-	-	*	-	-	*
	CWOD	53%	53%	13%	17%	*	-	-	-	-	*	*	13%	*
	EL	19%	14%	*	*	*	-	-	-	-	*	*	*	*
	Female	51%	51%	18%	22%	*	-	-	-	-	*	*	*	18%
End of Course English I	All	43%	40%	42%	18%	64%	*	-	-	-	35%	57%	50%	57%
	Students													
	CWD	14%	10%	*	*	*	-	-	-	-	*	*	-	*
	CWOD	47%	44%	50%	70%	*	-	-	-	-	43%	67%	50%	62%
	EL	10%	6%	*	*	*	-	-	-	-	*	*	*	*
	Female	51%	48%	57%	75%	*	-	-	-	-	60%	*	62%	57%
End of Course English II	All	47%	44%	33%	67%	*	-	-	-	-	*	*	38%	50%
	Students													
	CWD	14%	14%	*	-	-	-	-	-	*	*	*	-	*
CWOD	51%	48%	38%	67%	*	-	-	-	-	*	*	38%	*	

	Two or More Races																				
	State	Region	African American	Hispanic	White	American Indian	Asian	Islander	Pacific	More	Econ	Disadv	WOD	EL	Male	Female	Migrant	Homeless	Care	Foster	
Algebra I	9%	6%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students	53%	55%	19%	*	30%	*	-	-	-	14%	*	24%	*	23%	*	-	-	-	-	-	-
CWD	19%	17%	*	*	*	-	-	-	-	*	*	-	*	*	*	*	*	*	*	*	*
CWOD	58%	60%	24%	*	33%	*	-	-	-	18%	*	24%	*	25%	*	*	*	*	*	*	*
EL	29%	24%	*	-	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
Male	49%	49%	*	*	*	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
Female	58%	60%	23%	*	25%	*	-	-	-	22%	*	25%	*	23%	*	*	*	*	*	*	*
Biology	57%	57%	30%	*	56%	*	-	-	-	24%	50%	32%	*	33%	29%	*	-	-	-	-	-
Students	22%	21%	*	*	*	-	-	-	-	*	*	-	*	*	*	*	*	*	*	*	*
CWD	61%	62%	32%	*	50%	*	-	-	-	21%	60%	32%	*	33%	31%	*	-	-	-	-	-
EL	20%	14%	*	-	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
Male	55%	55%	33%	*	17%	*	-	-	-	17%	*	33%	*	33%	*	*	*	*	*	*	*
Female	59%	58%	29%	-	43%	*	-	-	-	27%	*	31%	*	29%	*	*	*	*	*	*	*

STAAR Percent at Masters Grade Level

Grade	Reading	Mathematics
Grade 3	All 24% 23% 33%	All 22% 22% 20%
Students	9% 9%	12% 11%
CWD	26% 25%	24% 23%
CWOD	15% 13%	17% 16%
EL	22% 21%	23% 22%
Male	26% 25%	21% 21%
Female	24% 23%	21% 21%
Mathematics	All 24% 23% 33%	All 22% 22% 20%
Students	9% 9%	12% 11%
CWD	26% 25%	24% 23%
CWOD	15% 13%	17% 16%
EL	22% 21%	23% 22%
Male	26% 25%	21% 21%
Female	24% 23%	21% 21%
Grade 4	All 23% 21% 50%	All 23% 21% 50%
Students	9% 11%	9% 11%
CWD	25% 23%	25% 23%
CWOD	12% 9%	12% 9%
EL	22% 21%	22% 21%
Male	25% 22%	25% 22%
Female	23% 21%	23% 21%

	State		Region		African American		Hispanic		White		American Indian		Pacific Islander		Asian		Races/Disadv		Econ		Non Econ		Foster Care		Military				
	Male	Female	16	16	District	American	Hispanic	White	Indian	Asian	Islander	Disadv	Econ	Disadv	Econ	Disadv	Econ	Disadv	Econ	Disadv	Econ	Disadv	Econ	Disadv	Econ	Disadv	Econ	Disadv	
English II	All	8%	5%	7%	*	17%	*	25%	*	-	-	-	-	-	-	-	-	10%	*	15%	*	-	-	-	-	-	-	-	
	Students																												
	CWD	4%	3%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	8%	6%	8%	*	17%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	0%	0%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	5%	4%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Algebra I	All	31%	30%	14%	*	20%	*	25%	*	-	-	-	-	-	-	-	-	14%	*	18%	*	-	-	-	-	-	-	-	
	Students																												
	CWD	7%	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	34%	34%	18%	*	22%	*	-	-	-	-	-	-	-	-	-	-	18%	*	-	-	-	-	-	-	-	-	-	-
	EL	12%	8%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	28%	27%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biology	All	23%	20%	9%	*	0%	22%	*	25%	*	-	-	-	-	-	-	-	22%	*	25%	*	-	-	-	-	-	-	-	
	Students																												
	CWD	5%	4%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	22%	11%	*	0%	25%	*	-	-	-	-	-	-	-	-	-	7%	20%	-	11%	*	0%	0%	15%	-	-	-	-
	EL	3%	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	22%	19%	0%	*	0%	*	-	-	-	-	-	-	-	-	-	-	0%	*	0%	*	0%	0%	-	-	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades	All Subjects		Reading		Mathematics	
	All	Students	All	Students	All	Students
All Subjects	All	77%	78%	74%	77%	74%
	Students					
	CWD	45%	48%	46%	42%	42%
	CWOD	80%	82%	77%	81%	77%
	EL	60%	60%	63%	64%	63%
	Female	79%	81%	81%	82%	78%
Reading	All	73%	74%	73%	78%	78%
	Students					
	CWD	39%	39%	39%	39%	39%
	CWOD	77%	78%	78%	77%	77%
	EL	52%	51%	67%	51%	51%
	Female	77%	78%	88%	77%	78%

	Two or More																
	Region State	African American	Hispanic	White	American Indian	Asian	Islander	Pacific	More	Econ	Disadv	Non Econ	EL	Male	Female	Foster Care	
Science	All Students	80%	69%	79%	80%	66%	75%	*	-	-	68%	71%	68%	* 60%	77%	-	*
	CWD	48%	51%	71%	71%	*	*	-	-	*	71%	-	-	*	*	-	-
	EL	58%	56%	60%	60%	67%	71%	*	-	69%	67%	-	68%	* 58%	76%	-	*
	Female	80%	81%	77%	77%	56%	80%	*	-	59%	63%	*	58%	* 60%	-	-	*
						79%	80%	*	-	76%	*	*	76%	* 77%	-	-	*

STAAR Percent at Meets Grade Level or Above

	Two or More																	
	Region State	African American	Hispanic	White	American Indian	Asian	Islander	Pacific	More	Econ	Disadv	Non Econ	EL	Male	Female	Foster Care		
Reading	All Students	46%	44%	46%	46%	34%	51%	*	-	-	36%	48%	25%	41%	22%	38%	41%	17%
	CWD	23%	23%	25%	25%	17%	40%	-	-	35%	*	25%	-	*	29%	*	-	-
	EL	26%	23%	22%	22%	36%	52%	*	-	36%	53%	-	41%	18%	40%	43%	*	17%
	Female	50%	50%	41%	41%	32%	49%	*	-	33%	48%	29%	40%	31%	38%	-	*	*
						37%	49%	*	-	39%	47%	*	43%	6%	41%	-	*	*
						34%	63%	*	-	40%	57%	*	49%	17%	36%	56%	*	*
Mathematics	All Students	48%	51%	41%	41%	44%	41%	*	-	40%	44%	*	44%	32%	47%	36%	*	*
	CWD	26%	26%	26%	26%	*	*	-	-	*	*	*	-	*	*	-	-	-
	EL	33%	32%	32%	32%	47%	44%	*	-	41%	50%	-	44%	29%	51%	38%	*	*
	Female	49%	52%	36%	36%	43%	26%	*	-	47%	47%	*	51%	45%	47%	-	*	*
						46%	26%	*	-	34%	40%	*	38%	*	36%	-	*	*
						16%	44%	*	-	21%	31%	43%	20%	* 24%	23%	-	*	*
Science	All Students	49%	49%	24%	24%	16%	44%	*	-	21%	31%	43%	20%	* 24%	23%	-	*	*
	CWD	23%	23%	43%	43%	*	*	-	-	*	*	43%	-	*	*	-	-	-
	EL	21%	16%	20%	20%	15%	36%	*	-	16%	33%	-	20%	* 16%	24%	-	*	*
	Female	49%	48%	23%	23%	17%	40%	*	-	18%	38%	*	16%	* 24%	-	-	*	*
						14%	40%	*	-	24%	*	*	24%	* 23%	-	-	*	*

Region	Two or More Races		Non Econ		Econ		Disadv		Homeless		Care		Military		
	State	16	District	African American	Hispanic	White	American Indian	Asian	Islander	Pacific	More	Econ	Disadv	Homeless	Care

STAAR Percent at Masters Grade Level

All Grades	All Subjects		Students		CWD		CWOD		EL		Male		Female			
	All	21%	20%	16%	All	9%	28%	All	11%	30%	All	9%	28%	All	20%	18%
Reading	All	21%	20%	16%	*	9%	28%	*	11%	30%	*	9%	28%	*	20%	18%
	Students															
	CWD	8%	8%	18%	-	11%	30%	-	9%	28%	-	9%	28%	-	20%	18%
	CWOD	23%	21%	15%	-	4%	-	-	4%	4%	-	5%	27%	-	13%	19%
	EL	9%	8%	4%	-	5%	27%	-	13%	29%	-	8%	35%	-	17%	18%
	Male	20%	18%	13%	-	13%	29%	-	8%	35%	-	13%	24%	-	17%	18%
Female	22%	21%	19%	-	13%	29%	-	8%	35%	-	13%	24%	-	17%	18%	
Mathematics	All	19%	17%	18%	*	8%	35%	*	11%	30%	*	9%	28%	*	20%	18%
	Students															
	CWD	7%	7%	*	-	*	*	-	9%	35%	-	9%	35%	-	19%	19%
	CWOD	20%	18%	19%	-	0%	-	-	0%	0%	-	3%	30%	-	13%	13%
	EL	7%	6%	0%	-	3%	30%	-	14%	40%	-	13%	24%	-	17%	17%
	Male	16%	14%	13%	-	14%	40%	-	13%	24%	-	13%	24%	-	17%	17%
Female	22%	19%	24%	-	14%	40%	-	13%	24%	-	13%	24%	-	17%	17%	
Science	All	22%	19%	8%	*	3%	19%	*	12%	25%	*	7%	28%	*	23%	23%
	Students															
	CWD	10%	10%	*	-	*	*	-	12%	25%	-	7%	28%	-	24%	24%
	CWOD	25%	25%	17%	-	5%	-	-	5%	5%	-	19%	21%	-	24%	24%
	EL	13%	11%	5%	-	7%	28%	-	19%	21%	-	3%	19%	-	8%	8%
	Male	23%	22%	15%	-	19%	21%	-	3%	19%	-	12%	25%	-	24%	24%
Female	24%	24%	19%	-	19%	21%	-	12%	25%	-	12%	25%	-	24%	24%	

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
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Academic Growth Score

	All Students		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		CWD		EL	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
All Students	78	70	-	-	73	73	85	85	-	-	-	-	-	-	-	-	73	73	-	-	89	89
CWD	*	*	-	-	*	*	*	*	-	-	-	-	-	-	-	-	*	*	-	-	*	*
CWOD	79	71	-	-	75	74	84	67	-	-	-	-	-	-	-	-	74	77	-	-	88	75
EL	89	77	-	-	89	77	-	-	-	-	-	-	-	-	-	-	89	77	-	-	89	77
Male	81	79	-	-	82	85	81	71	-	-	-	-	-	-	-	-	78	83	-	-	100	93
Female	73	60	-	-	64	60	93	58	-	-	-	-	-	-	-	-	68	70	-	-	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates

4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017

	All Students		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		CWD		EL		Foster Care	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
All Students	100.0%	100.0%	-	-	100.0%	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	100.0%	-	-	*	*	-	-
CWD	*	*	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	100.0%	100.0%	-	-	100.0%	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	100.0%	-	-	-	-	-	-
EL	*	*	-	-	*	*	-	-	-	-	-	-	-	-	-	-	*	*	-	-	*	*	-	-
Male	100.0%	100.0%	-	-	100.0%	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	100.0%	-	-	-	-	-	-
Female	100.0%	100.0%	-	-	100.0%	100.0%	-	-	-	-	-	-	-	-	-	-	100.0%	100.0%	-	-	*	*	-	-

“*” Indicates results are masked due to small numbers to protect student confidentiality.
 “.” Indicates there are no students in the group.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

“*” 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.

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students Achievement Domain Score: STAAR Component Only									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	*	38	52	*	-	*	40	30	*
School Quality (College, Career, and Military Readiness Performance)										
%Students meeting CCMR	63%	-	*	72%	-	-	-	63%	*	*

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

'-' Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

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.

STAAR Performance Status

Reading	All Students									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	44%	32%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	Y	N	N	N	Y	N	Y
Interim Goals (2023-2027)	52%	42%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N
Mathematics										
Interim Goals (2018-2022)	46%	31%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N	N	N	N	Y	N	Y
Interim Goals (2023-2027)	54%	41%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	
Interim Goals	42%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2023-2027)											
Target Met											44%
Interim Goals (2028-2032)											
Target Met											46%
Long-Term Goals											
Target Met											46%

Federal Graduation Status

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y										
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										

'+' 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.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate	All Subjects	District															
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	EL	Male	Female	Migrant		
All Students	100%	*	100%	99%	*	-	-	*	99%	100%	100%	100%	100%	99%	100%	*	
CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
CWOD	100%	*	100%	99%	*	-	-	*	99%	100%	100%	100%	100%	99%	100%	*	*
EL	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*	*
Male	99%	*	100%	98%	-	-	-	-	99%	100%	100%	100%	99%	99%	-	*	*
Female	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-	-
All Students	99%	*	100%	98%	*	-	-	*	99%	100%	100%	100%	99%	98%	100%	*	*
CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	-	100%	*	-	-
CWOD	99%	*	100%	97%	*	-	-	*	98%	100%	100%	100%	99%	98%	100%	*	*
EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*	*
Male	98%	*	100%	95%	-	-	-	-	97%	100%	100%	100%	98%	98%	100%	*	*

Subject	Grade	Gender	African American			American Indian			Pacific Islander			Two or More Races			Econ Disadv			Non Econ Disadv		
			District	Hispanic	White	Indian	Asian	Islander	More	Races	Disadv	100%	Disadv	100%	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	Female	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-	
		All	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%	100%	*
		EL	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
		Male	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
Science	All Students	Female	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-	
		All	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
		CWD	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*	100%	*	-
		CWOD	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
		EL	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
		Male	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Non-Participation Rate																				
All Subjects	All Students	Female	0%	0%	1%	*	-	-	*	1%	0%	0%	0%	0%	0%	1%	0%	0%	*	
		All	0%	0%	1%	*	-	-	*	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	
		CWD	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
		CWOD	*	0%	1%	*	-	-	*	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	*
		EL	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
		Male	1%	0%	2%	*	-	-	*	1%	0%	0%	0%	0%	1%	0%	1%	0%	0%	*
Reading	All Students	Female	0%	0%	2%	*	-	-	*	1%	0%	0%	0%	0%	0%	2%	0%	0%	*	
		All	1%	0%	2%	*	-	-	*	1%	0%	0%	0%	0%	1%	0%	2%	0%	0%	
		CWD	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	*	0%	-
		CWOD	1%	0%	3%	*	-	-	*	2%	0%	0%	0%	0%	1%	0%	2%	0%	0%	*
		EL	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
		Male	2%	0%	5%	*	-	-	*	3%	0%	0%	0%	0%	2%	0%	2%	0%	0%	*
Mathematics	All Students	Female	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	
		All	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
		CWD	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	*	0%	-
		CWOD	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
		EL	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
		Male	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
Science	All Students	Female	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	
		All	0%	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%	0%	0%	*
		EL	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
		Male	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*

African American Hispanic White American Indian Asian Pacific Islander Races Two or More Races Non Econ Disadv Econ Disadv Male Female Migrant

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

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

Students with Disabilities (Section 504)

Students with Disabilities

EL

Two or More Races

Pacific Islander

Asian

Indian or Alaska Native

White

Hispanic

African American

Total students

Total

Male

Female

Total

Male

Female

Total

Expulsions

With Educational Services

Without Educational Services

Under Zero Tolerance Policies

School-Related Arrests

Referrals to Law Enforcement

All Students

Chronic Absenteeism

Incidents of Violence

Incidents of rape or attempted rape

Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon

Incidents of threats of physical attack with a weapon

Incidents of threats of physical attack without a weapon

Allegations of Harassment or bullying

On the basis of sex

On the basis of race

On the basis of disability

Total

Male

Female

Total

Male

Female

Total

Male

Female

Total

Male

Female

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

	Total students	Indian or Alaska Native						Asian	Pacific Islander		Two or More Races	EL	Students with Disabilities
		African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander						
Preschool Programs													
Male	*	*	*	*	*	*	*	*	*	*	*	*	
Female	*	*	*	*	*	*	*	*	*	*	*	*	
Total	8	*	*	*	*	*	*	*	*	*	*	*	
Accelerated Coursework													
Advanced Placement Courses													
Male	-	-	-	-	-	-	-	-	-	-	-	-	
Female	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	-	-	-	-	-	-	
International Baccalaureate Courses													
Male	-	-	-	-	-	-	-	-	-	-	-	-	
Female	-	-	-	-	-	-	-	-	-	-	-	-	
Total	-	-	-	-	-	-	-	-	-	-	-	-	

*** Indicates results are masked due to small numbers to protect student confidentiality.
 **** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 ! 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		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	18.7%				
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.7%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.6	35.7%				

! Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

Source: TEA Division of Research and Analysis

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.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

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.

	State Number of ALT2	State Rate of ALT2	Region 16		District Number of ALT2	District Rate of ALT2
			Number of ALT2	Rate of ALT2		
Grade 3 Reading	6,019	1%	103	2%	-	-
Mathematics	6,020	1%	103	2%	-	-
Grade 4 Reading	6,061	1%	94	2%	-	-
Mathematics	6,056	1%	94	1%	-	-
Grade 5 Reading	6,162	2%	105	2%	*	*
Mathematics	6,160	1%	105	2%	*	*
Science	6,164	1%	105	2%	*	*
Grade 6 Reading	5,678	1%	95	2%	*	*
Mathematics	5,677	1%	95	2%	*	*
Grade 7 Reading	5,298	1%	74	1%	-	-
Mathematics	5,294	1%	74	1%	-	-
Grade 8 Reading	5,088	1%	86	1%	*	*

	State Number of ALT2 5,087	State Rate of ALT2 2%	Region 16 86	Region Rate of ALT2 1%	District Number of ALT2 *	District Rate of ALT2 *
Mathematics	5,087	1%	86	1%	*	*
Science	5,087	1%	86	1%	*	*
End of Course English I	4,868	1%	67	1%	-	-
English II	4,556	1%	73	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	60	1%	-	-
All Grades All Subjects	99,020	1%	1,573	1%	8	3%
Reading	43,730	1%	697	1%	*	*
Mathematics	39,178	1%	625	1%	*	*
Science	16,112	1%	251	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 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	27	23	17	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
		Mathematics	Overall	18	20	40	39	33	32	8

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4	
		Black	42	40	43	42	14	17	n/a	1	
		Hispanic	34	33	45	44	20	22	1	1	
		White	17	16	43	39	37	39	3	6	
		American Indian	*	37	*	41	*	20	*	1	
		Asian	8	13	29	30	53	45	10	12	
		Pacific Islander	*	35	*	42	*	22	22	2	
		Two or More Races	23	18	42	40	31	36	5	6	
		Econ Disadv	38	35	45	43	16	20	1	1	
		Students with Disabilities	65	61	29	29	6	9	n/a	1	
		English Language Learners	62	68	33	27	5	5	n/a	n/a	
		Overall	30	30	37	36	24	24	9	10	
		Black	44	53	41	34	13	11	1	2	
		Hispanic	38	43	39	37	19	16	4	4	
		White	16	20	33	37	35	31	16	13	
		American Indian	*	44	*	38	*	14	14	*	4
		Asian	3	12	19	24	37	32	40	32	
Pacific Islander	*	36	*	39	*	18	18	*	6		
Two or More Races	24	27	43	36	24	25	8	13			
Econ Disadv	40	45	40	37	17	15	3	3			
Students with Disabilities	67	69	23	22	8	7	2	2			
English Language Learners	61	71	32	23	7	5	1	1			

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
Grade 4	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

Grade	Subject	Student Group	%
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** Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

Source: TEA Division of Student Assessment

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

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

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