

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

State

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);

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

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%
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;

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.

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		Two or More Races																	
		African American			Hispanic			American Indian			Pacific Islander			Nonconforming			Foster Care		
		State	75%	61%	72%	85%	74%	91%	76%	81%	69%	86%	48%	78%	62%	76%	75%	64%	65%
Science	All Students	75%	61%	72%	85%	74%	91%	76%	81%	69%	86%	48%	78%	62%	76%	75%	64%	65%	60%
	CWD	48%	38%	45%	59%	54%	62%	43%	52%	43%	60%	48%	-	37%	51%	43%	40%	41%	40%
	CWOD	78%	65%	75%	88%	77%	92%	78%	84%	72%	88%	37%	78%	65%	80%	77%	67%	68%	66%
	EL	62%	52%	62%	57%	57%	70%	51%	63%	62%	66%	-	65%	62%	64%	60%	57%	54%	53%
	Male	76%	60%	73%	86%	74%	91%	78%	81%	69%	86%	51%	80%	64%	76%	-	65%	66%	60%
	Female	75%	62%	71%	85%	74%	91%	74%	81%	68%	86%	43%	77%	60%	-	75%	62%	64%	60%
Grade 6 Reading		68%	57%	62%	79%	66%	89%	68%	76%	59%	82%	35%	71%	42%	63%	72%	48%	56%	50%
	CWD	35%	30%	31%	43%	34%	54%	23%	38%	30%	46%	35%	-	19%	35%	35%	22%	29%	35%
	CWOD	71%	60%	66%	82%	70%	91%	72%	80%	62%	84%	-	71%	45%	67%	75%	52%	59%	55%
	EL	42%	41%	42%	48%	41%	56%	35%	49%	42%	48%	19%	45%	42%	38%	47%	31%	33%	25%
	Male	63%	51%	58%	76%	61%	87%	62%	72%	54%	78%	35%	67%	38%	63%	-	42%	50%	44%
	Female	72%	64%	67%	82%	72%	92%	75%	80%	64%	85%	35%	75%	47%	-	72%	54%	62%	57%
Mathematics		76%	64%	73%	86%	76%	94%	80%	83%	70%	87%	50%	79%	61%	76%	77%	61%	65%	60%
	CWD	50%	41%	47%	57%	53%	72%	53%	53%	45%	60%	50%	-	42%	51%	47%	39%	40%	43%
	CWOD	79%	68%	76%	89%	79%	95%	83%	86%	73%	89%	-	79%	64%	80%	79%	65%	69%	68%
	EL	61%	55%	61%	65%	59%	79%	56%	72%	61%	65%	42%	64%	61%	62%	61%	51%	51%	48%
	Male	76%	63%	72%	86%	76%	94%	77%	82%	69%	87%	51%	80%	62%	76%	-	60%	63%	58%
	Female	77%	66%	73%	86%	76%	95%	83%	83%	70%	87%	47%	79%	61%	-	77%	62%	67%	63%
Grade 7 Reading		73%	64%	68%	83%	71%	92%	74%	81%	65%	85%	37%	77%	44%	69%	79%	52%	63%	49%
	CWD	37%	32%	34%	45%	34%	59%	31%	41%	32%	49%	37%	-	22%	37%	38%	21%	32%	25%
	CWOD	77%	68%	72%	87%	75%	93%	77%	84%	69%	88%	-	77%	47%	72%	81%	56%	67%	58%
	EL	44%	49%	44%	46%	36%	58%	45%	44%	44%	48%	22%	47%	44%	40%	50%	33%	37%	26%
	Male	69%	57%	63%	80%	67%	90%	69%	76%	59%	82%	37%	72%	40%	69%	-	47%	58%	42%
	Female	79%	71%	74%	87%	75%	94%	79%	86%	71%	89%	38%	81%	50%	-	79%	57%	68%	57%
Mathematics		71%	58%	67%	82%	71%	93%	76%	77%	64%	83%	42%	75%	52%	69%	73%	56%	61%	46%
	CWD	42%	33%	40%	50%	48%	68%	41%	43%	38%	52%	42%	-	34%	42%	41%	32%	36%	29%
	CWOD	75%	62%	70%	86%	75%	94%	80%	81%	68%	86%	-	75%	55%	73%	76%	60%	65%	54%
	EL	52%	48%	51%	59%	52%	73%	57%	58%	52%	56%	34%	55%	52%	51%	54%	46%	44%	37%
	Male	69%	54%	65%	80%	69%	92%	75%	75%	62%	81%	42%	73%	51%	69%	-	54%	59%	45%
	Female	73%	62%	69%	83%	74%	94%	78%	79%	66%	85%	41%	76%	54%	-	73%	57%	64%	48%
Grade 8 Reading		85%	78%	81%	92%	85%	95%	85%	90%	79%	93%	49%	88%	58%	82%	88%	69%	76%	64%
	CWD	49%	42%	46%	57%	54%	64%	39%	54%	44%	60%	49%	-	32%	48%	51%	31%	38%	40%
	CWOD	88%	83%	85%	95%	88%	96%	89%	94%	83%	95%	-	88%	62%	86%	90%	74%	81%	74%
	EL	58%	50%	58%	57%	47%	67%	45%	67%	58%	59%	32%	62%	58%	56%	61%	50%	44%	39%
	Male	82%	73%	78%	90%	80%	94%	83%	88%	75%	91%	48%	86%	56%	82%	-	64%	72%	62%
	Female	88%	83%	85%	94%	89%	96%	88%	93%	83%	94%	51%	90%	61%	-	88%	74%	81%	67%
Mathematics		85%	76%	83%	90%	84%	96%	89%	87%	81%	91%	53%	89%	73%	82%	87%	75%	77%	65%
	CWD	53%	43%	54%	57%	55%	75%	59%	54%	50%	62%	53%	-	49%	53%	54%	38%	43%	42%
	CWOD	89%	81%	87%	94%	88%	97%	93%	92%	85%	94%	-	89%	77%	87%	90%	81%	82%	74%
	EL	73%	61%	73%	72%	64%	86%	67%	80%	73%	72%	49%	77%	73%	71%	76%	66%	64%	57%
	Male	82%	72%	81%	89%	83%	96%	86%	85%	78%	90%	53%	87%	71%	82%	-	72%	74%	63%
	Female	87%	80%	86%	92%	84%	97%	93%	90%	84%	92%	54%	90%	76%	-	87%	79%	80%	67%
Science		75%	63%	70%	86%	76%	93%	79%	82%	66%	86%	39%	78%	46%	74%	76%	56%	63%	52%
	CWD	39%	29%	35%	49%	45%	65%	39%	44%	34%	51%	39%	-	25%	41%	35%	20%	30%	32%
	CWOD	78%	68%	73%	89%	79%	94%	83%	86%	71%	89%	-	78%	49%	78%	79%	60%	68%	60%
	EL	46%	38%	45%	46%	36%	64%	37%	50%	46%	47%	25%	49%	46%	47%	45%	37%	35%	37%
	Male	74%	59%	69%	85%	74%	93%	76%	80%	65%	85%	41%	78%	47%	74%	-	55%	62%	53%
	Female	76%	66%	71%	86%	77%	93%	83%	84%	68%	87%	35%	79%	45%	-	76%	56%	65%	51%
End of Course English I		64%	52%	59%	77%	61%	85%	68%	74%	55%	77%	25%	68%	30%	57%	71%	43%	51%	39%
	CWD	25%	20%	23%	33%	22%	48%	30%	32%	22%	34%	25%	-	14%	24%	28%	17%	19%	22%
	CWOD	68%	58%	63%	82%	66%	87%	71%	79%	60%	81%	-	68%	32%	62%	75%	47%	56%	48%
	EL	30%	24%	29%	31%	23%	40%	23%	28%	29%	31%	14%	32%	30%	27%	34%	25%	21%	23%
	Male	57%	45%	52%	71%	55%	83%	62%	68%	49%	71%	24%	62%	27%	57%	-	36%	45%	31%
	Female	71%	61%	66%	84%	67%	88%	75%	82%	63%	83%	28%	75%	34%	-	71%	52%	58%	47%
English II		66%	57%	61%	80%	64%	83%	66%	78%	58%	79%	25%	71%	27%	61%	72%	46%	54%	42%
	CWD	25%	19%	22%	34%	22%	44%	26%	34%	21%	33%	25%	-	12%	24%	26%	16%	19%	26%
	CWOD	71%	63%	65%	85%	69%	84%	69%	83%	63%	83%	-	71%	28%	66%	76%	49%	59%	51%
	EL	27%	20%	26%	28%	21%	33%	18%	29%	26%	28%	12%	28%	27%	24%	30%	20%	20%	21%

		Two or More Races																							
		African American					Hispanic					White					American Indian								
		State	Male	Female	61%	51%	56%	75%	59%	80%	62%	73%	53%	74%	24%	66%	24%	61%	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All Students	82%	72%	80%	88%	79%	96%	83%	87%	77%	89%	47%	86%	67%	78%	87%	73%	73%	54%	88%					
	CWD	47%	38%	48%	52%	49%	72%	41%	50%	44%	54%	47%	-	44%	46%	51%	40%	39%	35%	54%					
	CWOD	86%	79%	84%	92%	83%	97%	87%	91%	83%	92%	-	86%	70%	83%	90%	79%	78%	65%	93%					
	EL	67%	60%	66%	69%	55%	84%	53%	72%	68%	64%	44%	70%	67%	63%	72%	66%	61%	59%	69%					
	Male	78%	66%	76%	85%	75%	95%	81%	83%	73%	86%	46%	83%	63%	78%	-	68%	68%	49%	85%					
	Female	87%	79%	85%	92%	84%	97%	85%	91%	83%	92%	51%	90%	72%	-	87%	79%	78%	59%	91%					
	All Students	86%	79%	83%	93%	85%	95%	86%	92%	81%	92%	56%	89%	64%	83%	88%	74%	78%	66%	92%					
Biology	All Students	86%	79%	83%	93%	85%	95%	86%	92%	81%	92%	56%	89%	64%	83%	88%	74%	78%	66%	92%					
	CWD	56%	47%	53%	66%	62%	77%	57%	67%	52%	66%	56%	-	45%	56%	56%	44%	48%	48%	67%					
	CWOD	89%	85%	86%	96%	88%	96%	88%	95%	85%	95%	-	89%	66%	88%	91%	79%	83%	76%	95%					
	EL	64%	62%	63%	66%	54%	75%	51%	69%	64%	64%	45%	66%	64%	62%	66%	60%	57%	48%	68%					
	Male	83%	75%	80%	91%	83%	94%	85%	90%	78%	91%	56%	88%	62%	83%	-	70%	76%	64%	91%					
	Female	88%	84%	85%	95%	87%	96%	87%	94%	84%	94%	56%	91%	66%	-	88%	79%	81%	67%	93%					
	All Students	86%	79%	83%	93%	85%	95%	86%	92%	81%	92%	56%	89%	64%	83%	88%	74%	78%	66%	92%					
STAAR Percent at Meets Grade Level or Above																									
Grade 3 Reading	All Students	43%	30%	36%	56%	38%	66%	38%	51%	33%	59%	28%	44%	32%	40%	45%	28%	31%	26%	51%					
	CWD	28%	24%	24%	35%	28%	38%	21%	28%	24%	37%	28%	-	19%	28%	28%	19%	22%	25%	30%					
	CWOD	44%	30%	37%	59%	40%	68%	39%	53%	34%	61%	-	44%	33%	42%	46%	28%	32%	26%	54%					
	EL	32%	27%	31%	31%	30%	44%	15%	36%	31%	40%	19%	33%	32%	30%	34%	27%	25%	25%	34%					
	Male	40%	27%	34%	54%	36%	63%	34%	48%	31%	56%	28%	42%	30%	40%	-	27%	29%	23%	49%					
	Female	45%	33%	39%	59%	41%	70%	42%	55%	35%	62%	28%	46%	34%	-	45%	28%	34%	29%	54%					
	All Students	46%	31%	41%	57%	42%	77%	47%	52%	38%	61%	30%	48%	39%	47%	45%	35%	34%	31%	55%					
Mathematics	All Students	46%	31%	41%	57%	42%	77%	47%	52%	38%	61%	30%	48%	39%	47%	45%	35%	34%	31%	55%					
	CWD	30%	24%	27%	36%	32%	52%	26%	32%	26%	40%	30%	-	24%	32%	28%	21%	23%	25%	36%					
	CWOD	48%	32%	43%	60%	44%	78%	49%	54%	39%	63%	-	48%	41%	49%	46%	36%	35%	32%	58%					
	EL	39%	35%	38%	43%	38%	61%	27%	46%	38%	49%	24%	41%	39%	41%	38%	34%	33%	27%	40%					
	Male	47%	31%	42%	58%	42%	77%	47%	53%	39%	62%	32%	49%	41%	47%	-	37%	36%	32%	57%					
	Female	45%	32%	40%	56%	42%	77%	47%	52%	37%	60%	28%	46%	38%	-	45%	33%	33%	29%	53%					
	All Students	46%	31%	41%	57%	42%	77%	47%	52%	38%	61%	30%	48%	39%	47%	45%	35%	34%	31%	55%					
Grade 4 Reading	All Students	45%	33%	38%	58%	43%	73%	43%	54%	35%	62%	28%	47%	29%	43%	47%	28%	35%	28%	55%					
	CWD	28%	25%	25%	35%	20%	43%	32%	31%	24%	38%	28%	-	18%	29%	27%	17%	25%	22%	32%					
	CWOD	47%	34%	40%	61%	45%	75%	44%	56%	36%	64%	-	47%	30%	45%	48%	29%	36%	30%	58%					
	EL	29%	27%	28%	31%	27%	42%	20%	36%	27%	37%	18%	30%	29%	27%	30%	23%	25%	23%	35%					
	Male	43%	30%	37%	57%	41%	72%	42%	52%	33%	60%	29%	45%	27%	43%	-	25%	33%	26%	52%					
	Female	47%	36%	40%	60%	45%	75%	44%	55%	36%	64%	27%	48%	30%	-	47%	30%	36%	31%	59%					
	All Students	48%	32%	43%	59%	46%	79%	45%	53%	39%	62%	29%	50%	38%	48%	47%	33%	35%	30%	54%					
Mathematics	All Students	48%	32%	43%	59%	46%	79%	45%	53%	39%	62%	29%	50%	38%	48%	47%	33%	35%	30%	54%					
	CWD	29%	23%	26%	35%	17%	53%	35%	30%	25%	38%	29%	-	21%	31%	25%	22%	25%	21%	32%					
	CWOD	50%	33%	45%	62%	49%	81%	45%	55%	41%	65%	-	50%	39%	51%	49%	35%	36%	32%	57%					
	EL	38%	28%	37%	38%	30%	56%	17%	42%	37%	45%	21%	39%	38%	39%	37%	28%	33%	28%	42%					
	Male	48%	31%	44%	60%	45%	80%	44%	54%	39%	63%	31%	51%	39%	48%	-	32%	35%	32%	54%					
	Female	47%	33%	42%	58%	48%	79%	45%	52%	38%	62%	25%	49%	37%	-	47%	35%	35%	27%	54%					
	All Students	53%	40%	47%	66%	48%	79%	54%	63%	43%	69%	30%	56%	35%	50%	56%	36%	41%	32%	63%					
Grade 5 Reading	All Students	53%	40%	47%	66%	48%	79%	54%	63%	43%	69%	30%	56%	35%	50%	56%	36%	41%	32%	63%					
	CWD	30%	25%	27%	36%	28%	46%	36%	34%	25%	39%	30%	-	18%	30%	29%	28%	27%	25%	34%					
	CWOD	56%	42%	49%	69%	51%	80%	55%	66%	45%	72%	-	56%	36%	53%	58%	37%	43%	35%	67%					
	EL	35%	28%	35%	33%	25%	40%	17%	36%	34%	41%	18%	36%	35%	32%	37%	31%	28%	20%	40%					
	Male	50%	36%	44%	64%	45%	76%	51%	60%	40%	67%	30%	53%	32%	50%	-	35%	38%	30%	61%					
	Female	56%	43%	50%	68%	51%	81%	56%	65%	46%	72%	29%	58%	37%	-	56%	37%	44%	35%	66%					
	All Students	57%	40%	54%	67%	52%	86%	59%	62%	49%	71%	34%	60%	46%	57%	58%	47%	44%	38%	68%					
Mathematics	All Students	57%	40%	54%	67%	52%	86%	59%	62%	49%	71%	34%	60%	46%	57%	58%	47%	44%	38%	68%					
	CWD	34%	26%	33%	39%	24%	58%	37%	37%	30%	43%	34%	-	27%	36%	31%	35%	30%	28%	39%					
	CWOD	60%	42%	56%	70%	56%	87%	61%	65%	51%	73%	-	60%	48%	60%	60%	49%	46%	42%	72%					
	EL	46%	34%	45%	44%	37%	62%	31%	47%	45%	49%	27%	48%	46%	46%	45%	44%	38%	40%	49%					
	Male	57%	38%	53%	67%	53%	85%	57%	61%	48%	70%	36%	60%	46%	57%	-	46%	43%	38%	67%					
	Female	58%	42%	54%	67%	51%	86%	61%	63%	50%	71%	31%	60%	45%	-	58%	49%	45%	39%	69%					
	All Students	40%	25%	34%	53%	37%	69%	41%	48%	31%	55%	25%	42%	24%	42%	38%	29%	29%	22%	51%					
Science	All Students	40%	25%	34%	53%	37%	69%	41%	48%	31%	55%	25%	42%	24%	42%	38%	29%	29%	22%	51%					
	CWD	25%	21%	23%	31%	29%	41%	25%	26%	22%	33%	25%	-	16%	27%	21%	20%	23%	19%	30%					
	CWOD	42%	25%	36%	56%	38%	71%	42%	51%	32%	57%	-	42%	25%	45%	39%	30%	30%	23%	53%					
	EL	24%	17%	23%	25%	19%	35%	13%	30%	23%	28%	16%	25%	24%	26%	21%	22%	20%	14%	30%					
	Male	42%	26%	37%	56%	39%	71%	42%	50%	33%	57%	27%	45%	26%	42%	-	32%	32%	25%	53%					
	Female	38%	24%	32%	50%	34%	68%	40%	46%	28%	53%	21%	39%	21%	-	38%	25%	27%	18%	48%					
	All Students	40%	25%	34%	53%	37%	69%	41%	48%	31%	55%	25%	42%	24%	42%	38%	29%	29%	22%	51%					

		Two or More Races																	
		African American			Hispanic			White			Indian			Asian			Pacific Islander		
		State	38%	27%	31%	51%	38%	69%	36%	47%	28%	54%	22%	40%	14%	34%	42%	18%	26%
		All	38%	27%	31%	51%	38%	69%	36%	47%	28%	54%	22%	40%	14%	34%	42%	18%	26%
Reading	Students	All	38%	27%	31%	51%	38%	69%	36%	47%	28%	54%	22%	40%	14%	34%	42%	18%	26%
	CWD	22%	20%	20%	25%	22%	35%	15%	22%	19%	27%	22%	-	10%	22%	21%	11%	18%	26%
	CWOD	40%	28%	32%	53%	40%	70%	38%	50%	28%	56%	-	40%	14%	35%	44%	19%	27%	23%
	EL	14%	13%	13%	19%	15%	23%	6%	19%	13%	18%	10%	14%	14%	12%	16%	7%	10%	5%
	Male	34%	23%	27%	46%	32%	65%	31%	43%	24%	49%	22%	35%	12%	34%	-	14%	22%	19%
	Female	42%	32%	35%	56%	45%	73%	42%	52%	31%	59%	21%	44%	16%	-	42%	22%	29%	29%
Mathematics	Students	All	43%	29%	37%	57%	42%	80%	47%	52%	33%	60%	23%	46%	24%	44%	42%	25%	29%
	CWD	23%	19%	21%	28%	25%	49%	18%	24%	20%	31%	23%	-	14%	25%	20%	16%	19%	24%
	CWOD	46%	30%	38%	60%	44%	82%	50%	55%	35%	62%	-	46%	25%	47%	44%	27%	31%	26%
	EL	24%	19%	23%	32%	20%	48%	12%	35%	23%	30%	14%	25%	24%	25%	23%	16%	19%	14%
	Male	44%	28%	37%	58%	42%	80%	43%	53%	34%	61%	25%	47%	25%	44%	-	23%	30%	25%
	Female	42%	30%	36%	55%	42%	80%	50%	51%	32%	59%	20%	44%	23%	-	42%	28%	28%	26%
Grade 7 Reading	Students	All	47%	35%	40%	61%	45%	78%	48%	57%	36%	64%	23%	50%	16%	42%	53%	25%	35%
	CWD	23%	20%	21%	27%	17%	44%	17%	23%	20%	29%	23%	-	10%	23%	22%	13%	19%	13%
	CWOD	50%	37%	42%	64%	48%	79%	50%	61%	38%	66%	-	50%	16%	45%	55%	27%	37%	27%
	EL	16%	21%	15%	20%	16%	26%	18%	18%	15%	20%	10%	16%	16%	13%	18%	8%	10%	2%
	Male	42%	29%	35%	56%	39%	74%	45%	51%	31%	59%	23%	45%	13%	42%	-	22%	32%	22%
	Female	53%	42%	45%	67%	50%	82%	51%	64%	41%	69%	22%	55%	18%	-	53%	28%	39%	25%
Mathematics	Students	All	39%	25%	33%	52%	38%	79%	45%	46%	29%	55%	20%	41%	17%	38%	40%	23%	29%
	CWD	20%	17%	19%	24%	20%	47%	22%	20%	18%	26%	20%	-	11%	22%	18%	15%	17%	14%
	CWOD	41%	26%	34%	56%	40%	80%	47%	49%	31%	57%	-	41%	18%	40%	42%	25%	30%	20%
	EL	17%	18%	16%	24%	15%	41%	27%	24%	17%	23%	11%	18%	17%	17%	17%	12%	14%	12%
	Male	38%	23%	32%	51%	38%	78%	44%	44%	28%	54%	22%	40%	17%	38%	-	23%	29%	19%
	Female	40%	27%	33%	53%	38%	80%	46%	48%	30%	56%	18%	42%	17%	-	40%	23%	28%	17%
Grade 8 Reading	Students	All	48%	36%	41%	62%	47%	77%	47%	60%	37%	64%	23%	51%	13%	44%	53%	25%	37%
	CWD	23%	20%	21%	26%	23%	40%	26%	23%	20%	28%	23%	-	9%	23%	22%	9%	17%	23%
	CWOD	51%	39%	43%	66%	50%	78%	49%	64%	39%	67%	-	51%	14%	47%	55%	28%	39%	29%
	EL	13%	11%	13%	15%	8%	20%	11%	27%	13%	16%	9%	14%	13%	12%	15%	11%	8%	6%
	Male	44%	31%	36%	58%	43%	74%	43%	55%	33%	60%	23%	47%	12%	44%	-	22%	33%	24%
	Female	53%	43%	45%	67%	51%	80%	51%	65%	42%	69%	22%	55%	15%	-	53%	29%	41%	31%
Mathematics	Students	All	50%	36%	45%	61%	47%	82%	52%	56%	42%	63%	25%	53%	30%	48%	53%	37%	39%
	CWD	25%	20%	24%	28%	26%	54%	27%	24%	23%	31%	25%	-	16%	26%	23%	12%	19%	24%
	CWOD	53%	38%	48%	65%	50%	84%	55%	60%	44%	66%	-	53%	32%	51%	55%	41%	42%	36%
	EL	30%	26%	29%	35%	20%	55%	18%	49%	30%	32%	16%	32%	30%	28%	32%	25%	24%	23%
	Male	48%	32%	43%	60%	46%	82%	52%	53%	39%	61%	26%	51%	28%	48%	-	33%	37%	34%
	Female	53%	40%	48%	63%	48%	83%	52%	59%	45%	65%	23%	55%	32%	-	53%	42%	42%	32%
Science	Students	All	50%	34%	43%	66%	49%	82%	53%	60%	39%	67%	23%	53%	19%	51%	50%	29%	38%
	CWD	23%	17%	21%	29%	28%	49%	27%	24%	20%	31%	23%	-	10%	25%	19%	10%	17%	23%
	CWOD	53%	36%	45%	70%	52%	83%	55%	64%	41%	70%	-	53%	20%	55%	52%	32%	41%	28%
	EL	19%	16%	18%	23%	7%	36%	8%	28%	19%	21%	10%	20%	19%	21%	16%	13%	13%	10%
	Male	51%	33%	44%	67%	52%	82%	54%	60%	40%	68%	25%	55%	21%	51%	-	30%	37%	30%
	Female	50%	35%	42%	65%	46%	82%	52%	60%	38%	66%	19%	52%	16%	-	50%	28%	38%	24%
End of Course English I	Students	All	43%	30%	36%	60%	42%	76%	48%	57%	33%	60%	14%	47%	10%	37%	51%	22%	30%
	CWD	14%	11%	12%	19%	9%	35%	13%	18%	11%	19%	14%	-	5%	13%	14%	7%	11%	15%
	CWOD	47%	33%	39%	66%	46%	78%	51%	62%	36%	64%	-	47%	11%	40%	54%	24%	33%	25%
	EL	10%	9%	10%	13%	9%	20%	8%	12%	10%	12%	5%	11%	10%	9%	12%	7%	6%	7%
	Male	37%	23%	30%	53%	36%	72%	41%	49%	27%	53%	13%	40%	9%	37%	-	17%	25%	17%
	Female	51%	38%	43%	70%	49%	81%	57%	66%	40%	69%	14%	54%	12%	-	51%	28%	36%	26%
English II	Students	All	47%	34%	40%	65%	46%	73%	47%	62%	36%	63%	14%	51%	9%	41%	54%	25%	34%
	CWD	14%	11%	12%	20%	12%	30%	14%	19%	12%	19%	14%	-	5%	14%	15%	6%	11%	19%
	CWOD	51%	38%	43%	70%	50%	74%	50%	67%	39%	67%	-	51%	10%	45%	57%	27%	38%	31%
	EL	9%	7%	9%	12%	7%	14%	7%	10%	9%	11%	5%	10%	9%	8%	11%	5%	6%	9%
	Male	41%	28%	34%	58%	40%	69%	41%	55%	31%	56%	14%	45%	8%	41%	-	19%	29%	24%
	Female	54%	42%	46%	73%	53%	77%	53%	70%	42%	70%	15%	57%	11%	-	54%	31%	40%	29%
Algebra I	Students	All	53%	37%	49%	65%	49%	88%	53%	62%	44%	66%	19%	58%	29%	49%	58%	37%	40%
	CWD	19%	13%	18%	23%	19%	50%	20%	23%	17%	24%	19%	-	13%	19%	18%	12%	15%	14%
	CWOD	58%	42%	53%	70%	53%	89%	56%	66%	49%	70%	-	58%	31%	54%	62%	41%	44%	26%
	EL	29%	22%	27%	34%	24%	58%	12%	33%	29%	29%	13%	31%	29%	26%	32%	26%	22%	25%
	Male	49%	32%	44%	61%	47%	86%	52%	57%	40%	62%	19%	54%	26%	49%	-	31%	35%	20%
	Female	53%	37%	49%	65%	49%	88%	53%	62%	44%	66%	19%	58%	29%	49%	58%	37%	40%	22%

		Two or More Races																		Non Econ Disadv		Foster Care	
		African American	Hispanic	White	Indian	Asian	Pacific Islander	Econ Disadv	Non Econ Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Care	Military						
		Female 23%	14%	15%	37%	21%	61%	24%	36%	13%	37%	4%	25%	3%	-	23%	7%	14%	8%	32%			
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All	77%	66%	73%	86%	75%	92%	78%	83%	70%	87%	45%	80%	60%	74%	79%	62%	66%	57%	85%			
	Students																						
	CWD	45%	37%	43%	54%	46%	65%	44%	50%	41%	56%	45%	-	36%	46%	45%	34%	38%	36%	54%			
	CWOD	80%	70%	76%	89%	79%	93%	81%	86%	74%	89%	-	80%	63%	78%	82%	65%	70%	65%	88%			
	EL	60%	52%	60%	61%	56%	72%	50%	64%	60%	62%	36%	63%	60%	58%	63%	51%	52%	47%	64%			
	Male	74%	61%	70%	84%	72%	91%	76%	80%	67%	85%	46%	78%	58%	74%	-	58%	63%	54%	82%			
	Female	79%	70%	76%	88%	78%	93%	80%	85%	73%	89%	45%	82%	63%	-	79%	65%	70%	60%	87%			
Reading	All	73%	62%	68%	84%	71%	90%	74%	81%	65%	84%	39%	77%	52%	69%	77%	54%	62%	53%	82%			
	Students																						
	CWD	39%	31%	35%	48%	37%	58%	37%	46%	34%	50%	39%	-	27%	38%	40%	25%	32%	32%	47%			
	CWOD	77%	67%	72%	87%	75%	91%	77%	85%	69%	87%	-	77%	54%	73%	80%	58%	66%	60%	86%			
	EL	52%	45%	51%	53%	47%	62%	39%	56%	51%	54%	27%	54%	52%	48%	56%	40%	44%	37%	56%			
	Male	69%	57%	64%	80%	67%	88%	70%	77%	61%	81%	38%	73%	48%	69%	-	49%	58%	48%	78%			
	Female	77%	69%	73%	87%	76%	91%	77%	85%	70%	88%	40%	80%	56%	-	77%	60%	67%	57%	86%			
Mathematics	All	80%	69%	78%	87%	78%	95%	82%	84%	75%	88%	52%	83%	70%	78%	82%	70%	70%	61%	87%			
	Students																						
	CWD	52%	41%	50%	59%	52%	73%	51%	53%	47%	61%	52%	-	47%	52%	51%	43%	44%	40%	61%			
	CWOD	83%	73%	81%	91%	82%	96%	85%	87%	78%	91%	-	83%	73%	82%	84%	74%	74%	69%	90%			
	EL	70%	61%	70%	71%	67%	84%	63%	75%	70%	72%	47%	73%	70%	69%	72%	64%	63%	59%	74%			
	Male	78%	66%	76%	86%	77%	94%	81%	83%	73%	87%	52%	82%	69%	78%	-	68%	68%	59%	86%			
	Female	82%	72%	79%	88%	80%	95%	83%	85%	77%	90%	51%	84%	72%	-	82%	72%	72%	63%	88%			
Science	All	79%	68%	75%	88%	79%	93%	81%	85%	72%	88%	48%	82%	58%	78%	80%	66%	69%	60%	87%			
	Students																						
	CWD	48%	39%	45%	59%	54%	68%	47%	54%	43%	59%	48%	-	36%	50%	45%	36%	41%	41%	59%			
	CWOD	82%	73%	79%	91%	82%	94%	83%	88%	76%	91%	-	82%	61%	82%	83%	70%	73%	68%	90%			
	EL	58%	52%	58%	57%	51%	70%	48%	62%	58%	60%	36%	61%	58%	59%	58%	52%	50%	46%	61%			
	Male	78%	66%	74%	88%	78%	93%	80%	84%	71%	88%	50%	82%	59%	78%	-	64%	68%	60%	86%			
	Female	80%	71%	76%	89%	80%	94%	81%	86%	73%	89%	45%	83%	58%	-	80%	67%	70%	60%	87%			
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All	47%	33%	41%	61%	45%	78%	48%	56%	37%	63%	23%	50%	26%	45%	50%	29%	35%	27%	57%			
	Students																						
	CWD	23%	18%	21%	29%	22%	45%	23%	26%	20%	31%	23%	-	15%	24%	22%	15%	19%	21%	28%			
	CWOD	50%	36%	43%	64%	48%	79%	50%	60%	39%	66%	-	50%	27%	48%	52%	31%	37%	29%	60%			
	EL	26%	21%	25%	29%	23%	42%	16%	32%	25%	30%	15%	27%	26%	25%	27%	19%	21%	17%	29%			
	Male	45%	30%	39%	59%	43%	76%	45%	54%	35%	60%	24%	48%	25%	45%	-	27%	33%	26%	54%			
	Female	50%	37%	43%	63%	47%	79%	51%	59%	39%	65%	22%	52%	27%	-	50%	32%	37%	28%	59%			
Reading	All	46%	33%	39%	60%	43%	74%	45%	56%	35%	62%	22%	48%	21%	41%	50%	25%	33%	26%	56%			
	Students																						
	CWD	22%	18%	19%	27%	19%	39%	20%	25%	19%	28%	22%	-	12%	22%	21%	12%	18%	20%	25%			
	CWOD	48%	35%	41%	64%	46%	75%	47%	60%	37%	65%	-	48%	22%	44%	52%	27%	36%	28%	59%			
	EL	21%	18%	21%	23%	19%	31%	13%	26%	20%	25%	12%	22%	21%	19%	24%	14%	16%	13%	24%			
	Male	41%	28%	35%	56%	39%	71%	41%	52%	31%	57%	22%	44%	19%	41%	-	22%	30%	23%	50%			
	Female	50%	39%	43%	65%	48%	77%	50%	61%	39%	67%	21%	52%	24%	-	50%	29%	37%	29%	61%			
Mathematics	All	48%	33%	43%	60%	45%	82%	50%	55%	39%	63%	26%	51%	33%	47%	49%	34%	36%	28%	57%			
	Students																						
	CWD	26%	20%	24%	31%	23%	52%	25%	27%	22%	33%	26%	-	18%	27%	23%	18%	21%	21%	30%			
	CWOD	51%	35%	46%	63%	48%	83%	52%	58%	42%	65%	-	51%	35%	51%	51%	36%	38%	31%	60%			
	EL	33%	27%	32%	37%	29%	56%	21%	41%	33%	39%	18%	35%	33%	33%	34%	27%	27%	25%	35%			
	Male	47%	31%	43%	60%	45%	81%	49%	54%	38%	62%	27%	51%	33%	47%	-	32%	35%	28%	56%			
	Female	49%	36%	44%	60%	46%	82%	51%	56%	40%	64%	23%	51%	34%	-	49%	37%	37%	28%	58%			
Science	All	49%	35%	42%	65%	48%	79%	51%	60%	39%	65%	23%	52%	21%	50%	49%	31%	37%	27%	60%			
	Students																						
	CWD	23%	17%	21%	31%	26%	47%	24%	27%	20%	31%	23%	-	13%	25%	20%	15%	19%	21%	30%			
	CWOD	52%	37%	45%	68%	51%	80%	53%	63%	41%	68%	-	52%	22%	54%	51%	33%	40%	29%	64%			
	EL	21%	18%	21%	25%	16%	37%	10%	28%	21%	24%	13%	22%	21%	23%	19%	17%	16%	13%	26%			
	Male	50%	33%	43%	66%	49%	79%	51%	59%	39%	66%	25%	54%	23%	50%	-	32%	37%	29%	61%			
	Female	49%	36%	42%	64%	47%	79%	51%	60%	38%	65%	20%	51%	19%	-	49%	30%	37%	24%	60%			
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All	21%	12%	16%	30%	19%	52%	21%	28%	14%	32%	8%	23%	9%	20%	22%	10%	13%	9%	27%			
	Students																						
	CWD	8%	6%	7%	11%	7%	17%	8%	9%	7%	11%	8%	-	5%	9%	7%	5%	7%	7%	10%			
	CWOD	23%	13%	17%	33%	20%	53%	22%	30%	15%	34%	-	23%	10%	22%	24%	10%	14%	9%	29%			
	EL	9%	7%	9%	11%	8%	20%	5%	13%	9%	12%	5%	10%	9%	9%	10%	6%	7%	5%	10%			
	Male	20%	10%	15%	29%	18%	50%	19%	27%	13%	31%	9%	22%	9%	20%	-	9%	13%	8%	25%			
	Female																						

		Two or More Races																			Non Econ Disadv		CWDCW		WOD EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		African State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCW	WOD	EL	Male	Female	Migrant	Homeless	Care	Military																		
Female		22%	14%	17%	32%	20%	54%	23%	30%	15%	34%	7%	24%	10%	-	22%	10%	14%	9%	28%																		
Reading	All	19%	11%	14%	28%	17%	45%	18%	27%	12%	30%	7%	20%	7%	16%	22%	7%	12%	8%	24%																		
	Students																																					
	CWD	7%	5%	6%	10%	6%	13%	6%	8%	6%	10%	7%	-	4%	7%	7%	4%	6%	6%	8%																		
	CWOD	20%	12%	15%	30%	18%	46%	19%	29%	13%	32%	-	20%	8%	18%	23%	7%	13%	9%	26%																		
	EL	7%	6%	7%	8%	6%	13%	4%	10%	7%	10%	4%	8%	7%	6%	8%	4%	5%	4%	8%																		
	Male	16%	9%	12%	25%	15%	41%	15%	23%	10%	26%	7%	18%	6%	16%	-	6%	10%	7%	21%																		
	Female	22%	14%	16%	32%	19%	49%	22%	31%	14%	34%	7%	23%	8%	-	22%	8%	14%	9%	28%																		
Mathematics	All	23%	13%	19%	31%	21%	59%	23%	28%	16%	35%	10%	25%	13%	23%	24%	13%	15%	9%	28%																		
	Students																																					
	CWD	10%	7%	9%	12%	8%	22%	8%	11%	8%	13%	10%	-	6%	10%	8%	7%	8%	8%	11%																		
	CWOD	25%	14%	20%	34%	22%	61%	25%	30%	17%	37%	-	25%	14%	25%	25%	14%	16%	10%	31%																		
	EL	13%	10%	12%	15%	12%	30%	7%	19%	12%	17%	6%	14%	13%	13%	13%	9%	10%	8%	14%																		
	Male	23%	12%	18%	31%	21%	59%	22%	28%	16%	34%	10%	25%	13%	23%	-	12%	15%	10%	28%																		
	Female	24%	14%	19%	31%	21%	59%	25%	29%	16%	35%	8%	25%	13%	-	24%	14%	15%	9%	29%																		
Science	All	22%	11%	16%	34%	21%	54%	21%	31%	13%	35%	7%	24%	5%	23%	21%	9%	14%	8%	28%																		
	Students																																					
	CWD	7%	5%	6%	10%	6%	15%	9%	9%	6%	10%	7%	-	3%	8%	5%	5%	7%	8%	9%																		
	CWOD	24%	12%	17%	36%	23%	56%	22%	33%	14%	37%	-	24%	6%	25%	22%	10%	15%	8%	31%																		
	EL	5%	4%	5%	7%	4%	12%	3%	8%	5%	7%	3%	6%	5%	6%	4%	4%	4%	2%	6%																		
	Male	23%	11%	17%	35%	22%	55%	22%	31%	14%	36%	8%	25%	6%	23%	-	10%	14%	8%	29%																		
	Female	21%	12%	14%	32%	20%	53%	21%	30%	12%	34%	5%	22%	4%	-	21%	9%	13%	7%	27%																		

**) 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
Academic Growth Score											
Reading											
All Students	69	65	68	70	67	79	68	70	66	61	66
CWD	61	59	61	63	57	70	57	63	60	61	60
CWOD	69	66	68	71	68	79	69	71	67	-	67
EL	66	70	66	69	67	73	67	67	66	60	66
Male	67	63	66	68	65	78	66	68	64	61	65
Female	71	68	70	72	70	81	70	72	69	63	68
Mathematics											
All Students	70	66	69	72	69	85	73	71	67	63	67
CWD	63	59	63	64	62	74	65	64	62	63	62
CWOD	71	67	69	73	70	85	73	72	68	-	67
EL	67	69	66	71	65	77	71	72	67	62	67
Male	68	64	67	71	67	84	71	70	66	62	66
Female	71	68	70	73	71	85	74	73	69	64	68

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017													
All Students	89.7%	86.1%	87.7%	93.6%	86.3%	96.0%	88.6%	91.7%	86.9%	77.4%	75.5%	72.1%	58.2%
CWD	77.4%	75.6%	77.1%	79.6%	77.5%	66.5%	72.4%	79.4%	77.5%	77.4%	77.5%	68.3%	51.4%
CWOD	90.7%	87.5%	88.5%	94.7%	87.0%	96.8%	89.4%	92.7%	87.9%	-	75.3%	72.6%	61.2%
EL	75.5%	77.8%	74.8%	75.9%	67.2%	85.0%	70.0%	74.6%	77.6%	77.5%	75.5%	62.1%	63.6%
Male	87.3%	82.5%	84.8%	92.4%	85.1%	95.5%	89.2%	89.8%	84.1%	76.4%	72.5%	66.7%	56.3%
Female	92.1%	89.8%	90.6%	94.8%	87.5%	96.6%	87.9%	93.7%	89.7%	79.4%	79.3%	77.1%	59.8%

**) 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
922,009	150,884	16%

*** 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	48	37	43	59	46	74	49	56	40	25	32
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	52%	35%	47%	63%	49%	79%	49%	57%	42%	21%	27%

*** 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.

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

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Y
Interim Goals (2023-2027)	44%
Target Met	Y
Interim Goals (2028-2032)	46%
Target Met	Y
Long-Term Goals	46%
Target Met	Y

Federal Graduation Status

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

		All Students N	African American N	Hispanic N	White N	American Indian N	Asian Y	Pacific Islander N	Two or More Races N	Econ Disadv N	CWD N	EL + N
Target Met												
+		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.

			African State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																		
All Subjects	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%	100%	-	99%	100%	99%	99%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	100%	-	99%	99%
Reading	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	99%	-	100%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	99%	100%	-	99%	100%	99%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	Male	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	100%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	100%	100%	-	99%	99%
Mathematics	All Students	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	100%	99%	100%	100%	100%	100%	99%
	CWD	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	99%
	Male	100%	99%	99%	100%	99%	100%	100%	100%	99%	99%	100%	99%	100%	100%	100%	-	99%
	Female	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%	100%	100%	-	100%	99%
Science	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	98%
	CWD	99%	98%	99%	99%	98%	99%	99%	98%	98%	99%	99%	99%	-	99%	98%	99%	98%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	98%
	EL	99%	99%	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%	99%	-	98%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	98%
Non-Participation Rate																		
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%	-	1%	0%	1%	1%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%	-	1%	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%	-	1%	0%	1%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
	Male	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	0%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	0%	0%	-	1%	1%
Mathematics	All Students	0%	1%	0%	0%	1%	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	0%	1%
	CWD	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	1%
	Male	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	-	1%
	Female	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%
Science	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%
	CWD	1%	2%	1%	1%	2%	1%	1%	2%	2%	2%	1%	1%	-	1%	2%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%

		African			American		Pacific	Two or	Econ	Non						
	State	American	Hispanic	White	Indian	Asian	Islander	More	Disadv	Econ	CWD	CWOD	EL	Male	Female	Migrant
Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	2%	1%	1%	1%	-	2%
Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	2%

*** 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	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students with
		students	American			Alaska		Islander	More		with	Disabilities
						Native			Races		Disabilities	(Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	258,396	57,031	129,349	59,862	1,330	3,536	518	6,770	35,991		
	Female	134,221	34,494	69,765	24,327	672	1,293	278	3,392	15,719		
	Total	392,617	91,525	199,114	84,189	2,002	4,829	796	10,162	51,710		
Out-of-School Suspensions												
	Male	131,472	39,455	65,930	20,251	647	1,510	230	3,449	21,613		
	Female	66,274	23,666	32,469	7,621	313	531	114	1,560	8,464		
	Total	197,746	63,121	98,399	27,872	960	2,041	344	5,009	30,077		
Expulsions												
With Educational Services												
	Male	7,853	1,792	4,125	1,519	45	130	14	228	1,081		
	Female	3,460	861	1,873	573	**	46	*	93	408		
	Total	11,313	2,653	5,998	2,092	55	176	18	321	1,489		
Without Educational Services												
	Male	723	124	388	175	*	*	*	28	72		
	Female	224	42	130	44	*	*	*	*	18		
	Total	947	166	518	219	8	*	*	32	90		
Under Zero Tolerance Policies												
	Male	895	164	488	211	*	8	*	18	140		
	Female	297	53	166	64	*	6	*	6	34		
	Total	1,192	217	654	275	**	14	*	24	174		
School-Related Arrests												
	Male	4,635	1,162	2,647	674	20	38	6	88	732		
	Female	2,062	585	1,125	276	6	22	6	42	258		
	Total	6,697	1,747	3,772	950	26	60	12	130	990		
Referrals to Law Enforcement												
	Male	8,331	1,757	4,604	1,507	36	88	14	325	1,206		
	Female	4,089	1,015	2,280	580	24	32	6	152	519		
	Total	12,420	2,772	6,884	2,087	60	120	20	477	1,725		
Students With Disabilities												
In-School Suspensions												
	Male	63,350	15,187	27,282	18,089	342	467	66	1,917	8,871		25,319
	Female	20,645	5,724	8,978	5,147	112	94	20	570	2,697		8,795
	Total	83,995	20,911	36,260	23,236	454	561	86	2,487	11,568		34,114
Out-of-School Suspensions												
	Male	42,385	13,097	17,872	9,670	170	258	40	1,278	6,182		14,189
	Female	12,304	4,378	5,166	2,346	**	58	*	296	1,647		4,808
	Total	54,689	17,475	23,038	12,016	226	316	44	1,574	7,829		18,997
Expulsions												
With Educational Services												
	Male	2,721	705	1,350	584	16	**	*	54	355		914
	Female	702	205	325	136	*	6	*	28	104		306
	Total	3,423	910	1,675	720	**	18	*	82	459		1,220
Without Educational Services												
	Male	174	18	80	68	*	*	*	8	20		81
	Female	36	8	20	8	*	*	*	*	*		14
	Total	210	26	100	76	*	*	*	8	22		95
Under Zero Tolerance Policies												
	Male	257	38	160	55	*	*	*	*	41		73
	Female	54	20	19	15	*	*	*	*	*		18
	Total	311	58	179	70	*	*	*	*	45		91
School-Related Arrests												
	Male	1,625	491	886	221	*	*	*	23	163		223
	Female	470	173	225	54	*	*	*	12	30		68
	Total	2,095	664	1,111	275	6	*	*	35	193		291
Referrals to Law Enforcement												
	Male	2,913	783	1,496	563	19	**	*	46	333		474
	Female	862	276	416	134	*	*	*	28	90		181
	Total	3,775	1,059	1,912	697	23	**	*	74	423		655
All Students												
Chronic Absenteeism												
	Male	326,596	47,648	177,273	85,966	1,939	5,271	657	7,842	45,478	55,504	24,845
	Female	312,828	43,232	170,993	83,746	1,801	4,662	669	7,725	38,852	31,003	19,339
	Total	639,424	90,880	348,266	169,712	3,740	9,933	1,326	15,567	84,330	86,507	44,184

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Total											
Incidents of Violence											
Incidents of rape or attempted rape											12
Incidents of sexual assault (other than rape)											551
Incidents of robbery with a weapon											64
Incidents of robbery with a firearm or explosive device											7
Incidents of robbery without a weapon											971
Incidents of physical attack or fight with a weapon											427
Incidents of physical attack or fight with a firearm or explosive device											41
Incidents of physical attack or fight without a weapon											47,970
Incidents of threats of physical attack with a weapon											391
Incidents of threats of physical attack with a firearm or explosive device											153
Incidents of threats of physical attack without a weapon											6,272
Incidents of possession of a firearm or explosive device											235
Allegations of Harassment or bullying											
On the basis of sex											1,587
On the basis of race											964
On the basis of disability											361

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	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	121,821	17,526	74,965	20,762	588	4,727	252	3,001	43,994	15,535
	Female	114,908	16,772	72,287	18,164	589	4,215	224	2,657	43,330	6,724
	Total	236,729	34,298	147,252	38,926	1,177	8,942	476	5,658	87,324	22,259
Accelerated Coursework											
Advanced Placement Courses											
	Male	156,203	13,051	69,162	54,026	694	15,562	312	3,396	4,949	2,060
	Female	191,646	19,672	87,712	62,726	740	16,153	361	4,282	5,526	1,213
	Total	347,849	32,723	156,874	116,752	1,434	31,715	673	7,678	10,475	3,273
International Baccalaureate Courses											
	Male	4,024	468	1,675	1,030	13	720	12	106	281	96
	Female	5,324	686	2,171	1,482	21	815	12	137	327	69
	Total	9,348	1,154	3,846	2,512	34	1,535	24	243	608	165

*** 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	58,245.5	15.5%	15,517.2	19.3%	13,030.0	12.0%
Teachers Teaching with Emergency or Provisional Credentials	11,861.1	3.3%	3,179.3	4.2%	2,345.5	2.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	30,218.6	8.5%	5,845.8	7.7%	8,209.8	7.9%

-' 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
Grade 3		
Reading	6,019	1%
Mathematics	6,020	1%
Grade 4		
Reading	6,061	1%
Mathematics	6,056	1%
Grade 5		
Reading	6,162	2%
Mathematics	6,160	1%
Science	6,164	1%
Grade 6		
Reading	5,678	1%
Mathematics	5,677	1%
Grade 7		
Reading	5,298	1%
Mathematics	5,294	1%
Grade 8		
Reading	5,088	1%
Mathematics	5,087	2%
Science	5,087	1%
End of Course		
English I	4,868	1%
English II	4,556	1%
Algebra I	4,884	1%
Biology	4,861	1%
All Grades		
All Subjects	99,020	1%
Reading	43,730	1%
Mathematics	39,178	1%
Science	16,112	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	31	23	27	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	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
	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	*	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
	Mathematics	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	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	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
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

*** 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.

