2016 Accountability and Planning for House Bill 2804 Implementation

Texas Assessment Conference | February 16, 2016

Shannon Housson, Director, Division of Performance Reporting
Department of Assessment and Accountability
Texas Education Agency

2016 Accountability

Accountability Development

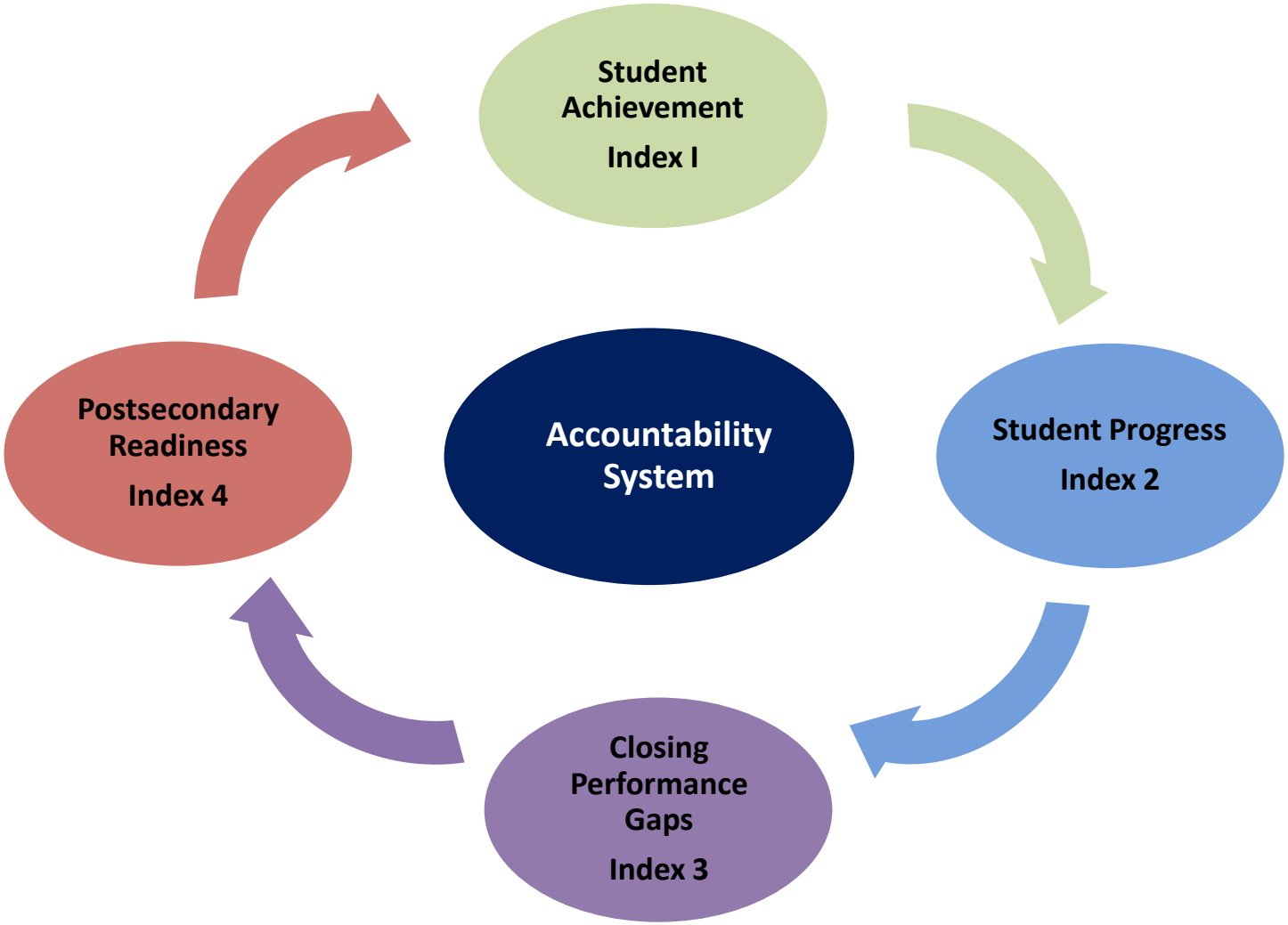
- Accountability decisions begin with the recommendations of two committees:
  - Accountability Technical Advisory Committee (ATAC)
  - Accountability Policy Advisory Committee (APAC)
- ATAC met in late September and early December 2015.
- APAC met in late October 2015 and late January 2016.
- Recommendations were sent to the commissioner of education.
- Commissioner announced final decisions for 2016 accountability on February 12, 2016.
- The administrative rule adoption process will begin in spring 2016.

Accountability Goals

By the end of the 2019–20 school year, Texas will be among the top ten states in postsecondary readiness by

- improving student achievement at all levels in the core subjects of the state curriculum,
- ensuring the progress of all students toward achieving advanced academic performance,
- closing performance gaps among student groups, and
- rewarding excellence based on other indicators in addition to state assessment results.

Performance Index Framework



Rating Labels

- The state accountability system uses ratings that indicate acceptable and unacceptable performance.

- In 2016, two labels indicate acceptable performance:
  - *Met Standard*
  - *Met Alternative Standard* (assigned to charter districts and campuses that are evaluated under alternative education accountability [AEA] provisions)

- The label that indicates unacceptable performance is *Improvement Required.*

Note: These labels will also be assigned in the 2016-17 school year.

Assessments Evaluated

- **Increase in the student performance standards for STAAR grades 3–8 and end-of-course (EOC) general assessments**
  - By commissioner's rule, the scheduled increase in 2015–16 to the Phase-in 2 Level II passing standard has been replaced with a standard progression approach which will begin in 2015–16 and continue until 2021–22.
  - EOC retesters who are required to meet the phase-in 1 passing standard are counted as passers based on their performance relative to the phase-in 1 passing standard.

Assessments Evaluated

- **Inclusion of grades 3–8 mathematics STAAR assessments**
  - The 2016 accountability system will include the performance results for grades 3–8 mathematics in all indices, including progress measure results for grades 3–8 mathematics, where applicable.
  - The student performance standard for grades 3–8 mathematics will be the 2015–16 standard.

Assessments Evaluated

- **STAAR A results will be included in all indices**

- **STAAR Alternate 2 results will be included in Index 1, Index 2, and Index 3**

Assessments Evaluated

2016	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)	√	√	√	√
STAAR EOC Assessments (5 tests)	√	√	√	√
STAAR EOC substitute assessments	√	n/a	n/a	√
STAAR L (via the ELL Progress Measure)	√	√	X	X
STAAR A	√	√	√	√
STAAR Alternate 2	√	√	√	n/a

Index Targets: Non-AEA Districts and Campuses

In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indices:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

2016 Accountability Performance Index Targets for Non-AEA Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Districts	60	5th percentile	5th percentile	60	13
Campuses					
Elementary	60	5th percentile	5th percentile	n/a	12
Middle		5th percentile	5th percentile	n/a	13
High School/K–12		5th percentile	5th percentile	60	21

Index Targets: AEA Charter Districts and Campuses

In 2016, to receive a *Met Standard* or *Met Alternative Standard* rating, districts and campuses must meet targets on at least three indices:

Index 1 **or** Index 2 **and** Index 3 **and** Index 4

2016 Accountability Performance Index Targets – AEA Charter Districts and Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation/Dropout Rate Only
AEA Charter Districts and Campuses	35	5th percentile	5th percentile	33	45

Inclusion of English Language Learners

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
ELLs With Parental Denials for Instructional Services or ELLs without an ELL Progress Measure due to Years in U.S. Schools Exceeding ELL Plan Year				
First year of enrollment in U.S. schools	Not Included	Not Included	Not Included	Not Included
Second year or more of enrollment in U.S. schools	STAAR 2016 Level II Standard	Student Progress Measure	STAAR 2016 Level II Standard and Level III	STAAR Final Level II

Years in U.S. Schools	Index 1	Index 2*	Index 3	Index 4
ELLs Taking STAAR Alternate 2				
First year of enrollment in U.S. schools	STAAR 2016 Level II Standard	Student Progress Measure	STAAR 2016 Level II Standard and Level III	Not Included
Second year or more of enrollment in U.S. schools				

* Index 2 includes the appropriate student progress measure for which the ELL student was eligible, either the STAAR progress measure, ELL progress measure, or Spanish to English transition proxy calculation, where applicable

Graduation Plan

For 2016 accountability, two diploma plan rates will be calculated and the one that gives the district or campus the most points for the graduation plan component of Index 4 will be used.

Calculation that Excludes FHSP Students

$$\frac{(RHSP + DAP)}{(MHSP + RHSP + DAP)}$$

Calculation that Includes FHSP Students

$$\frac{(RHSP + DAP) + (FHSP\text{-}E + FHSP\text{-}DLA)}{(MHSP + RHSP + DAP) + (FHSP + FHSP\text{-}E + FHSP\text{-}DLA)}$$

Texas Success Initiative

The results of the Texas Success Initiative (TSI) assessment will be included in the postsecondary component. Credit will be given for every student who

- meets the TSI requirement in reading on the TSI assessment, SAT, or ACT

  and

- meets the TSI requirement in mathematics on the TSI assessment, SAT, or ACT.

Meeting the TSI requirement in writing on the TSI assessment or ACT will not be used for accountability in 2016 but will be reported on TAPR.

Postsecondary Component of Index 4

Met TSI criteria in both ELA/reading and mathematics (TSI, SAT, or ACT)

Or

Completed and earned credit for at least two advanced/dual-credit courses in the current or prior school year

Or

Were enrolled in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

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Annual Graduates

Distinction Designations

- Mathematics distinction designation includes grades 3–8 mathematics.
- STAAR A and STAAR Alternate 2 results are included in the STAAR indicators, where applicable.
- College-Ready Graduates indicator includes the TSI results in reading and mathematics.
- No changes in all other indicators evaluated for distinction designations.
- No changes in methodology for determining campus comparison groups.

2016 Accountability Calendar

Date	Activity
Friday, February 12, 2016	Release of Final 2016 Accountability Decisions
Mid–April 2016	2016 Accountability Manual, chapters 2–9 (public web)
Late Spring 2016	2016 Accountability Manual, all chapters (public web)
March 28–April 8, 2016	AEA campus registration process (TEASE)
May 2–May 13, 2016	Campus pairing process (TEASE)
Friday, August 5, 2016	Preliminary Performance Index Tables without rating labels (TEASE)
Thursday, August 11, 2016	Preliminary Accountability Tables with rating labels (TEASE)
Friday, August 12, 2016	Preliminary Accountability Tables with rating labels, Distinction Designations, and System Safeguards (public web)

Public Education Grant (PEG) Program

- Beginning in 2016, the release of the PEG list will coincide with the initial release of accountability ratings in August.
- The PEG list will be updated in November as necessary following the release of final accountability ratings after the resolution of all appeals.

Comparison of Timelines for PEG Release		
Effective Date of PEG Transfers	**2016–17 School Year**	**2017–18 School Year**
PEG List Released to Districts (TEASE)	December 7, 2015	August 5, 2016
PEG List Released to the Public	December 14, 2015	August 12, 2016
District Deadline to Notify Parents	February 1, 2016	February 1, 2017

HB 2804 Accountability

What We Know

Development Timeline for HB 2804 State Accountability System

Meetings of the Texas Commission on Next Generation Assessments and Accountability

- January 20, 2016
- February 23, 2016
- March 23, 2016
- April 20, 2016
- May 25, 2016
- July 27, 2016

Texas Commission on Next Generation Assessments and Accountability Releases Report

September 1, 2016

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Accountability

- Accreditation Status
- Financial Accountability
- State Accountability
- Texas Commission on Next Generation Assessments and Accountability

Certificate of High School Equivalency (GED)

- Certificate of High School Equivalency Information
- 2014 Series Frequently Asked Questions
- Eligibility Requirements
- Test Score Requirements and Retesting Policy
- How to Become a High School Equivalency Testing Center

Monitoring & Interventions

- Data Validation Monitoring
- Performance-Based Monitoring Analysis System (PBMAS)
- Program Monitoring and Interventions
- School Improvement and Support

Testing

- Student Assessment Overview
- Accommodation Resources
- Assessments for English Language Learners
- Assessments for Students with Disabilities
- State of Texas Assessments of Academic Readiness (STAAR)
- STAAR A
- STAAR L
- STAAR Alternate 2
- Student Assessment Results
- TAKS Resources
- Texas English Language Proficiency Assessment System (TELPAS)

The Latest TEA News

The latest news from the Texas Education Agency is available through news releases, online correspondence, mailing lists, and other posted information.

Reports

Texas Education Today

Texas Educators

TEA Closed Monday

About

Pocket Edition Available

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Texas Commission on Next Generation Assessments and Accountability

House Bill 2804, 84th Texas Legislature (2015), established the Texas Commission on Next Generation Assessments and Accountability. The purpose of the commission is to develop and make recommendations for new systems of student assessment and public school accountability. The commission will submit a report to the governor and legislature that recommends statutory changes to improve the state's systems of student assessment and public school accountability by September 1, 2016.

House Bill 2804 (outside source)
Commission Overview
Commission Membership
Commission Support Page

Meeting Schedule

All commission meetings are open to the public in accordance with the Open Meetings Act.

Open Meetings Act (outside source)

Second Meeting of the Commission on Next Generation Assessments and Accountability

Date: Tuesday, February 23, 2016
Time: 10:00 a.m. to 5:00 p.m.
Place: State Capitol Building, House Appropriations Hearing Room, located at the Capitol Extension, Floor E1, Room E1.030, 1100 N. Congress, Austin, TX 78701
Agenda
Registration form for Public Testimony
The deadline for registering for public testimony is 5:00 p.m. on Friday, February 19th.

First Meeting of the Commission on Next Generation Assessments and Accountability

Date: Wednesday, January 20, 2016
Time: 10:00 a.m. to 5:00 p.m.
Place: State Capitol Building, House Appropriations Hearing Room, located at the Capitol Extension, Floor E1, Room E1.030, 1100 N. Congress, Austin, TX 78701
Agenda
Minutes

Related Content

Commission Support Page

Contact Information

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Student Assessment Division
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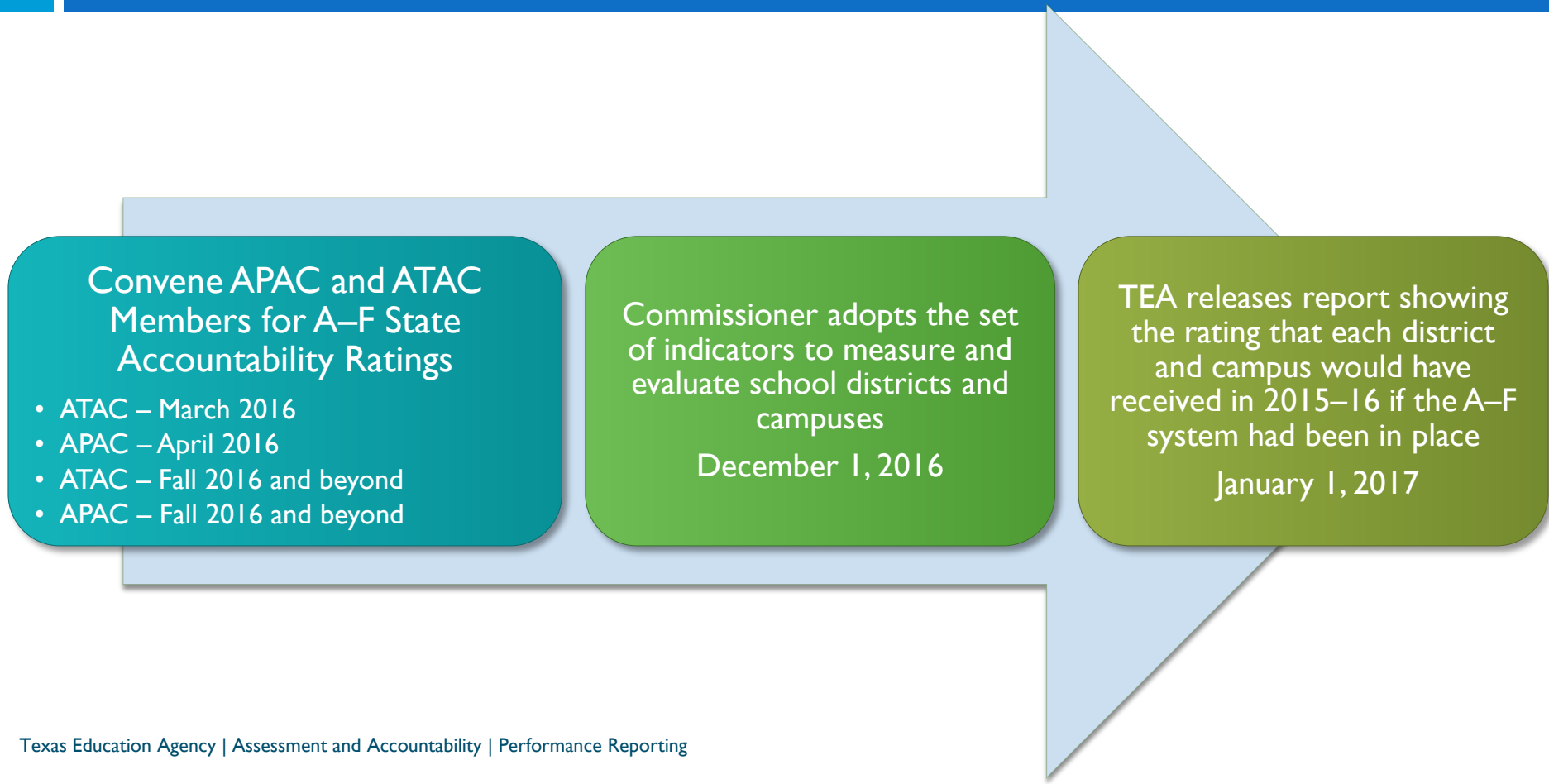
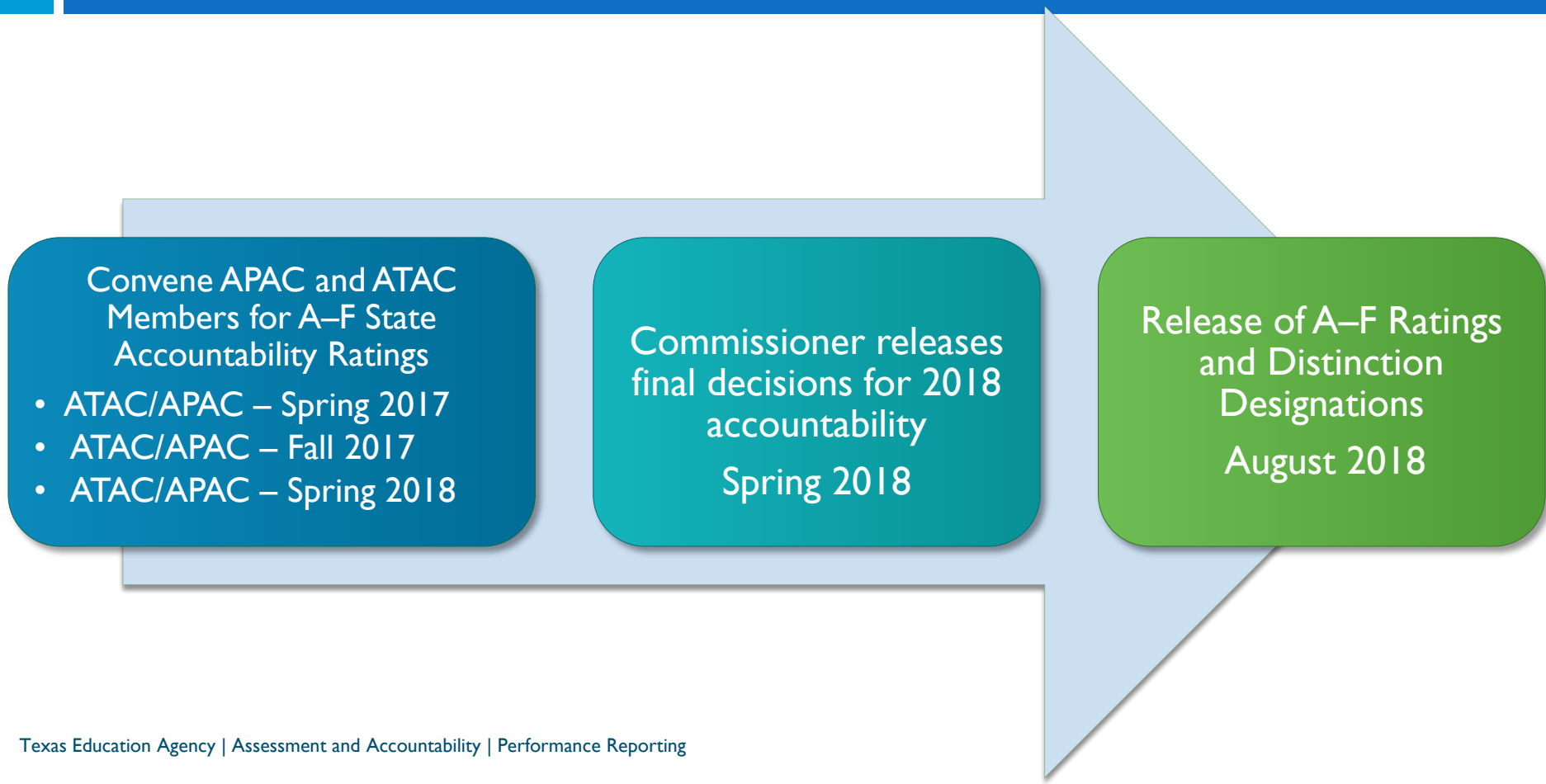
Development Timeline for HB 2804 State Accountability System



Development Timeline for HB 2804 State Accountability System



House Bill 2804, 84th Texas Legislature
Domains of Indicators

Domain I: Student Achievement

- STAAR satisfactory standard
- STAAR college-readiness standard

Domain II: Student Progress

- Progress measure expectations for STAAR satisfactory standard
- Progress measure expectations for STAAR college-readiness standard

Domain III: Closing Performance Gaps

Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

Domain IV: Postsecondary Readiness

Districts and High Schools
- Dropout Rate
- Graduation rate
- College and Career Readiness
- Other indicators as determined by the commissioner

Middle/Junior High Schools
- Student attendance
- Dropout rate
- Students receiving instruction in preparing for high school, college, and career
- Other indicators as determined by the commissioner

Elementary Schools
- Student attendance
- Other indicators as determined by the commissioner

Domain V: Community and Student Engagement

- Three indicators from Community and Student Engagement Ratings chosen by the district
- Three indicators from Community and Student Engagement Ratings chosen by the campus

HB 2804 does not prescribe how each of the first three domains is to be individually weighted to calculate the combined 55%.

55% of Overall Rating

35% of Overall Rating

For districts and high schools, graduation rate is10%; the remaining indicators are 25%.

10% of Overall Rating

Districts and campuses are assigned a rating of A, B, C, D, or F for each of the first four domains. Districts and campuses self-assign a rating of A, B, C, D, or F for Domain V. Each district's and campus's overall rating is based on the weighted performance across all five domains.

Domain I: Student Achievement

STAAR

- Phase-in Level II—Percentage of students who met performance standard aggregated across grades levels by subject area
- College Readiness—Percentage of students who met college-readiness performance standard aggregated across grades levels by subject area
- STAAR Alternate 2—Percentage of students who met performance standard aggregated across grades levels by subject area

Domain II: Student Progress

STAAR

- Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area
- College Readiness—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area
- STAAR Alternate 2—Percentage of students who met standard for annual improvement aggregated across grades levels by subject area

Domain III: Closing Performance Gaps

- Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

Domain IV: Postsecondary Readiness

Districts and High Schools

- Dropout Rate
- Graduation rate
- Percentage of students who do at least one of the following:
  - Complete requirements for FHSP distinguished level of achievement
  - Complete the requirements for an endorsement
  - Complete a coherent sequence of CTE courses
  - Satisfy the TSI benchmark
  - Earn at least 12 hours of postsecondary credit
  - Complete an AP course
  - Enlist in the armed forces
  - Earn an industry certification

- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain IV: Postsecondary Readiness

Middle/Junior High Schools

- Student Attendance
- Dropout Rate
- Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain IV: Postsecondary Readiness

Elementary Schools

- Student Attendance
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain V: Community and Student Engagement

Three indicators from the following list, as chosen by each district and campus:

- fine arts
- wellness and physical education
- community and parental involvement
- the 21st Century Workforce Development program
- the second language acquisition program
- the digital learning environment
- dropout prevention strategies
- educational programs for gifted and talented students

Domain IV Indicators That Will Require New Data Collections

Districts and High Schools

- Students who:
  - Enlist in the armed forces
  - Earn an industry certification

Middle/Junior High Schools

- Percentage of 7th and 8th grade students who receive instruction in preparing for high school, college, and career
- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Elementary Schools

- Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain IV Indicators That Will Require New Data Collections

Middle School Instruction for High School, College, and Career

- House Bill 18 (84th Texas Legislature, 2015) requires districts to provide instruction to students in grade seven or eight in preparing for high school, college, and a career.

- The instruction must include information regarding the following:
  - Creation of a high school personal graduation plan
  - Distinguished level of achievement
  - Each endorsement
  - College readiness standards
  - Potential career choices and the education needed to enter those careers

Domain IV Indicators That Will Require New Data Collections

Middle School Instruction for High School, College, and Career

- A school district is permitted to provide the required instruction as part of an existing course, provide the instruction as part of an existing CTE course designated by the SBOE as appropriate for that purpose, or establish a new elective course through which to provide the instruction.

- Beginning with the 2015–16 school year, each school district must ensure that each student receives the instruction at least once in grade seven or eight.

Domain V Indicators That Will Require New Data Collections

Districts and Campuses

Before the beginning of each school year, each district and campus are required to

- select and report to the agency three programs or categories;
- submit to the agency the criteria that will be used to evaluate performance and assign a performance rating of A, B, C, D, or F; and
- make the information described above available on the school's Internet website.

Domain V Indicators That Will Require New Data Collections

Districts and Campuses

- Based on the locally-determined criteria, each district shall assign the district and each campus shall assign the campus a performance rating of A, B, C, D, or F, for both overall performance and for each program or category evaluated.
- On or before the date determined by the commissioner by rule, each school district and campus shall report each performance rating to the agency.
- TEA will publish upcoming reporting requirements with an early notice in the 2016-2017 Texas Student Data System Texas Education Data Standards.

What do we know now that can help us plan for the A-F system?

- Performance at the STAAR final level II standard in absolute terms and relative to schools with comparable student demographics.
- Performance on the STAAR and ELL progress measures in absolute terms and relative to schools with comparable student demographics.
- Performance on academic achievement and postsecondary distinction designation indicators, including student attendance rates, relative to schools with comparable student demographics.

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Enter the appropriate name or number:

When entering the school name, do not include the type of school (EL, JR, HS). For example, enter Travis, not Travis EL.
When entering the district name, do not include the type of district (ISD, CISD). For example, enter Houston, not Houston ISD.
When entering the region number, use two digits. For example, enter 03 for region 3.
When entering the county name, do not include the word "county."
Do not use commas, apostrophes, periods or other symbols when entering text, as this may result in an error.

Enter name or number:

Pflugerville [Search] [Clear All]

Choose a district:

PFLUGERVILLE ISD in TRAVIS County

Choose a campus:

DESSAU MIDDLE in PFLUGERVILLE ISD, TRAVIS County

Choose a report to view:

Accountability Summary and Index Information

- ○ Accountability Summary *(Updated 11/10/2015)*
- ○ Index 1 Calculations and Data Tables
- ○ Index 2 Calculations and Data Tables
- ○ Index 3 Calculations and Data Tables
- ○ Index 4 Calculations and Data Tables
- ◉ Accountability Ratings Index Data Overview Report (Available for Campus Only) **Using the Accountability Ratings Index Data Overview Report Tool**

System Safeguards

- ○ State System Safeguards (*excludes 3-8 mathematics, STAAR A, and STAAR Alt 2 results*)
- ○ Federal System Safeguards (*posted October 15, 2015 - includes 3-8 mathematics, STAAR A, and STAAR Alt 2 results*)

Distinction Designation

- ○ Distinction Designation Report *(Updated 11/10/2015)*
- ○ Campus Comparison Group (Available for Campus Only)
- ○ Distinction Designation Data Overview Report (Available for Campus Only) **Using the Distinction Designation Data Overview Report Tool**

Click on the View Button below to see your selected report.

[View Report]

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Texas Education Agency
2015 Accountability Ratings Index Data Overview Report
DESSAU MIDDLE (227904045) - PFLUGERVILLE ISD

This report provides the index scores for each campus in a camparison group. It allows the user to sort by any index score and see how a particular campus performed in relation to other campuses in the comparison group. Index scores in bold indicate that the campus met the target for that index. For more information see **Using the Accountability Ratings Index Data Overview Report Tool.**

Campus Name	District Name	Index 1	Index 2	Index 3	Index 4
(all)	(all)	(all)	(all)	(all)	(all)
WESTVIEW MIDDLE (227904042)	PFLUGERVILLE ISD	79	36	45	38
VALLEY VIEW MIDDLE (071905047)	YSLETA ISD	75	38	44	28
CLARK MIDDLE (240903046)	UNITED ISD	75	33	41	29
JOSE J ALDERETE MIDDLE (071907042)	CANUTILLO ISD	74	38	48	26
RAFAEL A CANTU J H (108908044)	MISSION CISD	73	36	50	27
MARY HOGE MIDDLE (108913041)	WESLACO ISD	72	33	45	25
LORENZO DE ZAVALA MIDDLE (057912048)	IRVING ISD	72	34	44	25
ELIAS LONGORIA SR MIDDLE (108904048)	EDINBURG CISD	71	32	45	29
DESSAU MIDDLE (227904045)	**PFLUGERVILLE ISD**	71	40	40	35
LONG MIDDLE (057903044)	CARROLLTON-FARMERS BRANCH ISD	70	31	38	28
RIVERSIDE MIDDLE (220905056)	FORT WORTH ISD	68	35	43	22
DEL VALLE MIDDLE (227910041)	DEL VALLE ISD	68	38	42	31
FIELD MIDDLE (057903041)	CARROLLTON-FARMERS BRANCH ISD	68	31	40	31
ALIEF MIDDLE (101903041)	ALIEF ISD	67	33	44	31
AUSTIN MIDDLE (108909041)	PHARR-SAN JUAN-ALAMO ISD	67	35	43	29

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DEL VALLE MIDDLE (227910041)	DEL VALLE ISD	**68**	**38**	**42**	**31**
VALLEY VIEW MIDDLE (071905047)	YSLETA ISD	**75**	**38**	**44**	**28**
JOSE J ALDERETE MIDDLE (071907042)	CANUTILLO ISD	**74**	**38**	**48**	**26**
DECKER MIDDLE (227907042)	MANOR ISD	**61**	**38**	**33**	**24**
SELLERS MIDDLE (057909048)	GARLAND ISD	**62**	**37**	**37**	**23**
WESTVIEW MIDDLE (227904042)	PFLUGERVILLE ISD	**79**	**36**	**45**	**38**
MIKE MOSES MIDDLE (174904042)	NACOGDOCHES ISD	**64**	**36**	**31**	**31**
RAFAEL A CANTU J H (108908044)	MISSION CISD	**73**	**36**	**50**	**27**
YMLA AT JOHN F KENNEDY MIDDLE (057910052)	GRAND PRAIRIE ISD	**65**	**36**	**37**	**23**
JOHN ADAMS MIDDLE (057910041)	GRAND PRAIRIE ISD	**60**	**36**	**31**	**19**
AUSTIN MIDDLE (108909041)	PHARR-SAN JUAN-ALAMO ISD	**67**	**35**	**43**	**29**
RIVERSIDE MIDDLE (220905056)	FORT WORTH ISD	**68**	**35**	**43**	**22**
MARSHALL MIDDLE (101912061)	HOUSTON ISD	56	**35**	**33**	**14**
LADY BIRD JOHNSON MIDDLE (057912050)	IRVING ISD	**65**	**34**	**32**	**29**

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LORENZO DE ZAVALA MIDDLE (057912048)	IRVING ISD	**72**	**34**	**44**	**25**
BROWN MIDDLE (108906044)	MCALLEN ISD	**63**	25	**44**	**20**
AUSTIN MIDDLE (108909041)	PHARR-SAN JUAN-ALAMO ISD	**67**	**35**	**43**	**29**
R YZAGUIRRE MIDDLE (108909045)	PHARR-SAN JUAN-ALAMO ISD	**63**	**34**	**43**	**26**
RIVERSIDE MIDDLE (220905056)	FORT WORTH ISD	**68**	**35**	**43**	**22**
DEL VALLE MIDDLE (227910041)	DEL VALLE ISD	**68**	**38**	**42**	**31**
CLARK MIDDLE (240903046)	UNITED ISD	**75**	**33**	**41**	**29**
LYNDON B JOHNSON MIDDLE (108909043)	PHARR-SAN JUAN-ALAMO ISD	**61**	**32**	**41**	**24**
DESSAU MIDDLE (227904045)	**PFLUGERVILLE ISD**	**71**	**40**	**40**	**35**
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DESSAU MIDDLE (227904045)	**PFLUGERVILLE ISD**	**71**	**40**	**40**	**35**
ALIEF MIDDLE (101903041)	ALIEF ISD	67	33	44	31
FIELD MIDDLE (057903041)	CARROLLTON-FARMERS BRANCH ISD	68	31	40	31
DEL VALLE MIDDLE (227910041)	DEL VALLE ISD	68	38	42	31
MIKE MOSES MIDDLE (174904042)	NACOGDOCHES ISD	64	36	31	31
ELIAS LONGORIA SR MIDDLE (108904048)	EDINBURG CISD	71	32	45	29
LADY BIRD JOHNSON MIDDLE (057912050)	IRVING ISD	65	34	32	29
AUSTIN MIDDLE (108909041)	PHARR-SAN JUAN-ALAMO ISD	67	35	43	29
CLARK MIDDLE (240903046)	UNITED ISD	75	33	41	29
LONG MIDDLE (057903044)	CARROLLTON-FARMERS BRANCH ISD	70	31	38	28
VALLEY VIEW MIDDLE (071905047)	YSLETA ISD	75	38	44	28
RAFAEL A CANTU J H (108908044)	MISSION CISD	73	36	50	27
HALTOM MIDDLE (220902041)	BIRDVILLE ISD	65	34	38	26
JOSE J ALDERETE MIDDLE (071907042)	CANUTILLO ISD	74	38	48	26

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