How to submit questions during the webinar

- Open a browser on any laptop, tablet, or smartphone
- Go to slido.com
- Enter the event code #**2019REPORTS**
- Copies of this presentation and others are located at https://tea.texas.gov/perfreport/resources/index.html

Walkthrough of the 2019 Accountability Data Reports

Texas Education Agency
Office of Governance and Accountability
Performance Reporting

2019 Accountability Ratings Websites

- The 2019 academic accountability ratings were released to the public on Thursday, August 15th.

- You can explore ratings throughout the state and view parent-friendly data reports by visiting TXschools.gov.
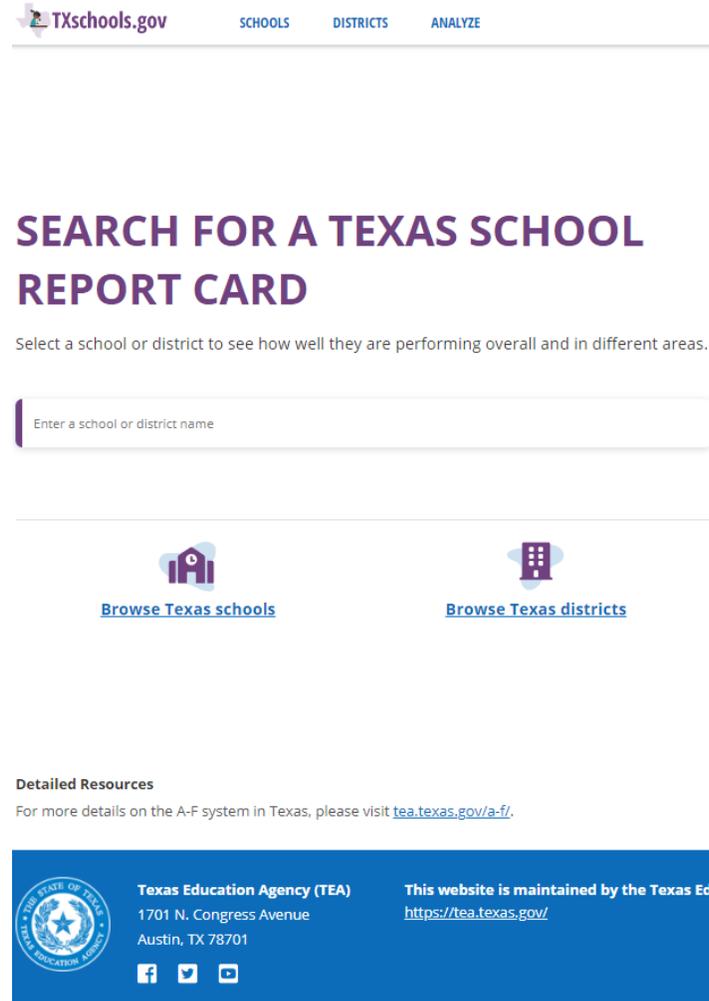
TXschools.gov   SCHOOLS   DISTRICTS   ANALYZE

SEARCH FOR A TEXAS SCHOOL REPORT CARD

Select a school or district to see how well they are performing overall and in different areas.

Enter a school or district name

Browse Texas schools   Browse Texas districts

Detailed Resources

For more details on the A-F system in Texas, please visit tea.texas.gov/a-f/.

Texas Education Agency (TEA)
1701 N. Congress Avenue
Austin, TX 78701

This website is maintained by the Texas Education Agency
https://tea.texas.gov/

2019 Accountability Ratings Websites

- You can also view ratings and data tables at the 2019 Accountability Rating System site at https://tea.texas.gov/2019accountability.aspx.
- The TEA website provides detailed data tables and additional resources to help educators and administrators understand accountability ratings.

2019 Accountability Ratings Websites

	TXSchools.gov	2019 TEA Ratings Website
Parent-friendly graphics and images	✓	-
Tools to analyze, compare and view trend data	✓	-
Interactive map of district and campus performance	✓	-
Reports of domain and overall results	✓	✓
Detailed data tables (includes rates, numerators, and denominators)	-	✓
Performance data disaggregated by student groups	Partial	✓
Downloadable data tables in PDF format	-	✓
Downloadable data in CSV or Excel format	-	✓
Statewide and education service center (ESC) reports	-	✓

Overview of the Accountability System

The Overall Rating is determined by weighting the better outcome of the Student Achievement or the School Progress domain at 70 percent, with the remaining 30 percent from the Closing the Gaps domain.

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates.

School Progress measures district and campus outcomes in two areas: the students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

2019 Accountability Data Reports

Overall
- **Accountability Ratings Overview Summary**
- **District Summary (All Campuses)**

Student Achievement
- **Student Achievement: STAAR Performance Data Tables**
- **Student Achievement: College, Career, and Military Readiness Data Tables**
- **Student Achievement: Graduation Rate Data Tables**

School Progress
- **School Progress: Academic Growth Data Tables**
- **School Progress: Relative Performance**

Closing The Gaps
- **Closing the Gaps Status and Data Tables**
- **Identification of Schools for Improvement (Available for Campuses Only)**

Accountability Data Reports

Search page:

Choose data report:

2019 Accountability Reports

Home > Performance Reporting Department > Texas Accountability Rating System > 2019 Accountability Ratings > 2019 Accountability Reports

This search will provide district and campus ratings. You can search for a district or campus by entering the name, number, county name, or region number.

What report level would you like?

○ Campus Report
◉ District Report

How do you wish to search?

◉ District Name (full or partial name)
○ District Number
○ District by County Name (full or partial name)
○ District by Region Number

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:

[Search] [Clear All]

Choose a district:

KATY ISD in HARRIS County ▼

Choose a report to view:

Accountability Reports

◉ Accountability Ratings Overview Summary
○ District Summary (All Campuses)
○ Student Achievement: STAAR Performance Data Tables
○ Student Achievement: College, Career, and Military Readiness Data Tables
○ Student Achievement: Graduation Rate Data Tables
○ School Progress: Academic Growth Data Tables
○ School Progress: Relative Performance
○ Closing the Gaps Status and Data Tables
○ Identification of Schools for Improvement (Available for Campus Only)
○ Accountability Ratings Domain Data Overview Report (Available for Campus Only) Using the Accountability Ratings Domain Data Overview Report Tool

Distinction Designation

○ Distinction Designation Report
○ 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 Report button below to see your selected report.

[View Report]

Demo

Summary Data Tables

2019 Accountability Ratings Overall Summary

1. Texas Education Agency
2019 Accountability Ratings Overall Summary
KATY ISD (101914)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		92	A
Student Achievement		89	B
STAAR Performance	67	92	
College, Career and Military Readiness	74	94	
Graduation Rate	96.4	90	
School Progress		91	A
Academic Growth	76	90	A
Relative Performance (Eco Dis: 31.6%)	71	91	A
Closing the Gaps	94	95	A

6. * This district did not receive an A rating in the Student Achievement domain because the district includes at least one campus that received a D or an F in the Student Achievement domain.

Distinction Designations

Postsecondary Readiness	Not Earned

1. Header displays the district/campus name and number
2. Each component is displayed by corresponding domain
3. The raw/component score based on the calculation methodology of the component
4. Raw domain and component scores are scaled to align with the common conception of letter grades for the A–F accountability system
5. A–F rating based on the corresponding scaled score
6. If available, displays special provisions, distinction distinctions earned, and the identification of schools for improvement

District Summary (All Campuses)

Texas Education Agency
2019 A-F Accountability Listing
KATY ISD (101914)

Download Excel

District / Campus Name	School Type	Grades Served	Alt Ed	Eco Dis	Overall Rating	Overall Score	Student Achievement Rating	Student Achievement Score	Academic Growth Rating	Academic Growth Score	Relative Performance Rating	Relative Performance Score	Closing the Gaps Rating	Closing the Gaps Score	Support Label	Graduation Plan	EOC Retest
KATY ISD			No	31.6%	A	92	B	89	A	90	A	91	A	95			
BEAR CREEK EL	Elementary	PK - 05	No	70.8%	C	76	D	69	C	77	D	69	C	72	Tgt Supp		
BETHKE EL	Elementary	EE - 05	No	38.4%	B	85	C	79	B	83	C	72	A	90	Add'l Tgt Supp 2018/2019		
BONNIE HOLLAND EL	Elementary	EE - 05	No	17.8%	A	94	A	93	B	86	B	85	A	96			
BRYANT EL	Elementary	EE - 05	No	12.5%	A	94	A	91	B	88	C	70	A	100			
CAMPBELL EL	Elementary	PK - 05	No	10.7%	A	95	A	93	B	83	C	78	A	100			
CIMARRON EL	Elementary	EE - 05	No	45.0%	C	79	C	79	C	75	C	75	C	79			
DIANE WINBORN EL	Elementary	EE - 05	No	49.4%	B	82	B	82	B	83	B	81	C	79	Tgt Supp		
EDNA MAE FIELDER EL	Elementary	EE - 05	No	24.2%	A	94	A	91	B	85	C	79	A	100			
FRANZ EL	Elementary	EE - 05	No	66.1%	B	84	C	78	B	83	B	83	B	86	Tgt Supp		
FRED AND PATTI SHAFER EL	Elementary	KG - 05	No	9.8%	A	95	A	95	A	91	B	85	A	96			
GRIFFIN EL	Elementary	EE - 05	No	9.5%	A	96	A	94	A	92	B	85	A	100			
HAZEL S PATTISON EL	Elementary	EE - 05	No	14.7%	A	97	A	95	A	91	A	91	A	100			
JACK & SHARON RHOADS EL	Elementary	EE - 05	No	67.6%	B	86	B	82	C	79	B	86	B	87			
JAMES E RANDOLPH EL	Elementary	KG - 05	No	3.1%	A	94	A	94	B	88	B	80	A	94			

School Progress
AEA Bonus

1. Header displays the district/campus name and number
2. Each campus within the district
3. Corresponding campus type and grade levels served
4. Indicates whether the campus is an alternative education campus and percentage of economically disadvantaged students enrolled
5. Overall scaled score result and rating
6. Student Achievement domain scaled score and rating
7. School Progress domain, Part A: Academic Growth scaled score and rating and Part B: Relative performance scaled score and rating

District Summary (All Campuses)

Texas Education Agency
2019 A-F Accountability Listing
KATY ISD (101914)

Download Excel

District / Campus Name	School Type	Grades Served	Alt Ed	Eco Dis	Overall Rating	Overall Score	Student Achievement Rating	Student Achievement Score	Academic Growth Rating	Academic Growth Score	Relative Performance Rating	Relative Performance Score	Closing the Gaps Rating	Closing the Gaps Score	Support Label	Graduation Plan	EOC Retest
									School Progress						AEA Bonus		
KATY ISD			No	31.6%	A	92	B	89	A	90	A	91	A	95			
BEAR CREEK EL	Elementary	PK - 05	No	70.8%	C	76	D	69	C	77	D	69	C	72	Tgt Supp		
BETHKE EL	Elementary	EE - 05	No	38.4%	B	85	C	79	B	83	C	72	A	90	Add'l Tgt Supp 2018/2019		
BONNIE HOLLAND EL	Elementary	EE - 05	No	17.8%	A	94	A	93	B	86	B	85	A	96			
BRYANT EL	Elementary	EE - 05	No	12.5%	A	94	A	91	B	88	C	70	A	100			
CAMPBELL EL	Elementary	PK - 05	No	10.7%	A	95	A	93	B	83	C	78	A	100			
CIMARRON EL	Elementary	EE - 05	No	45.0%	C	79	C	79	C	75	C	75	C	79			
DIANE WINBORN EL	Elementary	EE - 05	No	49.4%	B	82	B	82	B	83	B	81	C	79	Tgt Supp		
EDNA MAE FIELDER EL	Elementary	EE - 05	No	24.2%	A	94	A	91	B	85	C	79	A	100			
FRANZ EL	Elementary	EE - 05	No	66.1%	B	84	C	78	B	83	B	83	B	86	Tgt Supp		
FRED AND PATTI SHAFER EL	Elementary	KG - 05	No	9.8%	A	95	A	95	A	91	B	85	A	96			
GRIFFIN EL	Elementary	EE - 05	No	9.5%	A	96	A	94	A	92	B	85	A	100			
HAZEL S PATTISON EL	Elementary	EE - 05	No	14.7%	A	97	A	95	A	91	A	91	A	100			
JACK & SHARON RHOADS EL	Elementary	EE - 05	No	67.6%	B	86	B	82	C	79	B	86	B	87			
JAMES E RANDOLPH EL	Elementary	KG - 05	No	3.1%	A	94	A	94	B	88	B	80	A	94			

8. Closing the Gaps domain scaled score and rating

9. Indicates if the campus has been identified for comprehensive, targeted, or additional targeted support interventions

10. Alternative education accountability (AEA) campus bonus points earned toward the overall scaled score. A maximum of ten AEA bonus points (five for graduation plan type and five for EOC retest assessments) may be added to the overall scaled score for AEA charter schools or campuses

11. Link to download the current data table as an Excel file

Student Achievement: STAAR Performance Data Table

Calculation Table ①

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	49,102	39,555	11,869	18,201	11,454	130,181	
Approaches GL or Above	43,286	36,160	10,051	16,805	10,483	116,785	90
Meets GL or Above	33,135	27,473	7,085	13,651	8,572	89,916	69
Masters GL	18,067	16,999	3,432	8,268	6,362	53,128	41
Total Percentage Points							200 ②
Component Score							67

Download Excel ⑥

Data Table ③ ⑤

④	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	90%	82%	85%	93%	88%	97%	92%	92%	81%	74%	85%	60%	91%	91%	85%
% at Meets GL Standard or Above	69%	55%	59%	76%	61%	89%	66%	72%	52%	41%	59%	34%	67%	72%	61%
% at Masters GL Standard	41%	26%	29%	46%	30%	68%	31%	44%	23%	19%	33%	12%	37%	44%	33%
Number of Tests															
# at Approaches GL Standard or Above	116,785	12,176	39,365	41,935	361	19,299	173	3,473	35,255	11,917	28,764	8,583	2,444	85,023	31,762
# at Meets GL Standard or Above	89,916	8,130	27,063	34,059	251	17,581	125	2,704	22,342	6,545	19,863	4,824	1,803	67,397	22,519
# at Masters GL Standard	53,128	3,892	13,339	20,610	122	13,445	59	1,659	9,887	3,030	10,957	1,756	980	40,988	12,140
Total Tests	130,181	14,873	46,119	44,974	410	19,839	188	3,775	43,373	16,045	33,655	14,307	2,681	93,024	37,157
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	88%	80%	83%	92%	88%	96%	89%	92%	78%	70%	82%	56%	90%	90%	83%
% at Meets GL Standard or Above	67%	54%	57%	74%	58%	86%	65%	72%	49%	37%	55%	31%	65%	71%	58%
% at Masters GL Standard	37%	23%	26%	42%	22%	62%	27%	41%	20%	18%	30%	10%	32%	40%	29%
Number of Tests															
# at Approaches GL Standard or Above	43,286	4,485	14,487	15,567	138	7,246	63	1,299	12,917	4,534	10,483	3,035	910	31,684	11,602
# at Meets GL Standard or Above	33,135	2,999	9,930	12,573	90	6,469	46	1,027	8,098	2,370	7,019	1,701	654	25,012	8,123
# at Masters GL Standard	18,067	1,292	4,492	7,028	34	4,626	19	575	3,243	1,133	3,765	562	324	14,036	4,031
Total Tests	49,102	5,599	17,462	16,882	156	7,514	71	1,417	16,473	6,464	12,732	5,444	1,006	35,168	13,934

1. The calculation table summarizes the sum of tests at the three STAAR performance levels by subject area.
2. The total percentage points is the cumulative percentage of the three performance levels. The component score is the cumulative percentage divided three.
3. The data table disaggregates STAAR data by student group, performance level, and subject area.
4. STAAR subject area data disaggregated by performance level and tests (number and percent)
5. Data disaggregated by student groups
6. Link to download the current data table as an Excel file

Calculation Table

	Annual Graduates	
	Count/Credit	Percent
Total		
① Total graduates	5416	
Total credit for CCMR criteria	4,002.5	74%

② **Data Table**

Download Excel

	Annual Graduates	
	Count/Credit	Percent
③ **Texas Success Initiative (TSI) Criteria**		
Met TSI criteria in both ELA/Reading and Mathematics	3462	64%
ELA/Reading		
Met TSI criteria for at least one indicator	4071	75%
Met TSI assessment criteria	832	15%
Met ACT criteria	1269	23%
Met SAT criteria	3362	62%
Earned credit for a college prep course	27	0%
Mathematics		
Met TSI criteria for at least one indicator	3572	66%
Met TSI assessment criteria	761	14%
Met ACT criteria	1267	23%
Met SAT criteria	2736	51%
Earned credit for a college prep course	2	0%
④ **AP/IB Examination**		
Met criterion score on an AP/IB exam in any subject	2162	40%
⑤ **Dual Course Credits**		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	529	10%
⑥ **Industry-Based Certifications**		
Earned an industry-based certification from approved list	69	1%

1. The calculation table provides the count of graduates (Class of 2018) and the total CCMR credit awarded based on graduates who met at least one CCMR indicator.

2. The data table displays how many annual graduates met each CCMR indicator.

3. Provides the total count and percentage of graduates who met the TSI college readiness standards

4. Provides the total count and percentage of graduates who met criteria on AP and/or IB examinations

5. Provides the total count and percentage of graduates who earned dual course credit

6. Provides the total count and percentage of graduates who earned an industry-based certification

(7)	**Level I or Level II Certificate** Earned a level I or level II certificate in any workforce education area	0	0%
(8)	**Associate's Degree** Earned an associate's degree while in high school	0	0%
(9)	**OnRamps Dual Enrollment Course** Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
(10)	**Graduate with Completed IEP and Workforce Readiness** Received graduation type code of 04, 05, 54, or 55	6	0%
(11)	**Special Ed with Advanced Degree Plan** Identified as receiving special education services and earned an advanced degree plan	83	2%
(12)	**U.S. Armed Forces** Enlisted in the U.S. Armed Forces	205	4%
(13)	**Met Non-CTE Criteria** Met at least one criteria above	3910	72%
(14)	**CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications** CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	92.5	2%

7. Provides the total count and percentage of graduates who earned Level I or Level II certificates

8. Provides the total count and percentage of graduates who earned associate's degrees

9. Provides the total count and percentage of graduates who completed an OnRamps course

10. Provides the total count and percentage of graduates with completed IEPs and workforce readiness

11. Provides the total count and percentage of special education graduates who graduated with an advanced degree plan

12. Provides the total count and percentage of graduates who enlisted in the U.S. Armed Forces

13. Provides the total count and percentage of graduates who met at least one non-CTE indicator

14. Provides the total count and percentage of CTE coherent sequence graduates with IBC-aligned coursework

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	94.8%	92.7%	92.1%	96.5%	100.0%	98.3%	100.0%	96.4%	92.1%	82.8%	86.8%
# Graduated	5,244	549	1,778	2,044	14	690	6	163	1,820	289	250
Total in Class	5,531	592	1,930	2,118	14	702	6	169	1,976	349	288
5-Year Extended Graduation Rate (Gr 9-12): Class of 2017											
% Graduated	96.4%	94.5%	95.0%	97.3%	88.0%	99.3%	100.0%	97.7%	92.4%	91.2%	90.6%
# Graduated	4,973	520	1,731	1,954	22	607	10	129	1,452	268	260
Total in Class	5,159	550	1,823	2,008	25	611	10	132	1,571	294	287
6-Year Extended Graduation Rate (Gr 9-12): Class of 2016											
% Graduated	96.1%	95.1%	94.3%	97.1%	88.9%	99.5%	88.9%	95.2%	91.8%	89.8%	90.3%
# Graduated	4,776	502	1,656	1,904	16	551	8	139	1,298	237	261
Total in Class	4,971	528	1,756	1,960	18	554	9	146	1,414	264	289
Annual Dropout Rate (Gr 9-12): SY 2017-18											
% Dropped Out	0.6%	1.0%	0.9%	0.4%	1.2%	0.2%	0.0%	0.3%	1.2%	1.3%	1.3%
% Dropped Out - Conversion	94.0%										
# Dropped Out	145	29	72	36	1	5	0	2	112	18	24
# of Students	24,001	2,784	8,445	8,762	84	3,234	42	650	9,165	1,421	1,895

1. Disaggregated by student groups
2. The four-year graduation rate lists the total count of students in the class (2018), with the total number and percentage who graduated within four years.
3. The five-year graduation rate lists the total count of students in the class (2017), with the total number and percentage who graduated within five years. (Highlighting indicates rate used in accountability.)
4. The six-year graduation rate lists the total count of students in the class (2016), with the total number and percentage who graduated within six years.
5. For districts and campuses that serve students in grades 9–12, the annual dropout rate is used if a four-, five-, or six-year graduation rate is not available.

Calculation Report ①

ELA/Reading and Mathematics

② Growth Points Earned = 410.0x0 + 3,442.0x0 + 1,777.0x1 + 3,942.0x0 + 3,450.0x0.5 + 6,324.0 x1+ 4,376.0x0 + 3,113.0x0.5 + 11,118.0x1 + 27,246.0x1 = 49,746.5

③ Total Possible Points = 65,198

④ Academic Growth = 100x(49,746.5/65,198) = 76

1. The calculation table provides a summary of Academic Growth outcomes.

2. The Growth Points Earned summarizes the calculation of points awarded from the data table.

3. The Total Possible Points is the sum of all assessments with eligible STAAR progress measures.

4. The Academic Growth score is expressed as a percentage: total growth points earned divided by total possible points, rounded to the nearest whole number.

School Progress: Academic Growth Data Table

ELA/Reading and Mathematics [Download Excel]

| Prior-Year Performance on STAAR | Current-Year Performance on STAAR | | | | | | | | | | Growth Points Earned | Total Possible Points |
| | Did Not Meet | | | Approaches Grade Level | | | Meets Grade Level | | | Masters Grade Level | | |
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	1,695	1,776	-	94	2,688	-	-	776	135		
Approaches Grade Level	-	1,747	1	-	3,356	3,636	-	-	4,941	1,788		
Meets Grade Level	368	-	-	3,164	-	-	-	3,113	5,401	7,102		
Masters Grade Level	42	-	-	778	-	-	4,376	-	-	18,221		
Total Number of Tests	410	3,442	1,777	3,942	3,450	6,324	4,376	3,113	11,118	27,246		
Total Points	0.0	0.0	1,777.0	0.0	1,725.0	6,324.0	0.0	1,556.5	11,118.0	27,246.0	49,746.5	65,198
Score												76

- Indicates count is not available for this group.

1. Prior-year (2018) STAAR performance levels
2. Current-year STAAR performance levels
3. Total points sums the points awarded for growth and/or performance.
4. The Academic Growth score is expressed as a percentage: total growth points earned divided by total possible points, rounded to the nearest whole number.

School Progress: Relative Performance
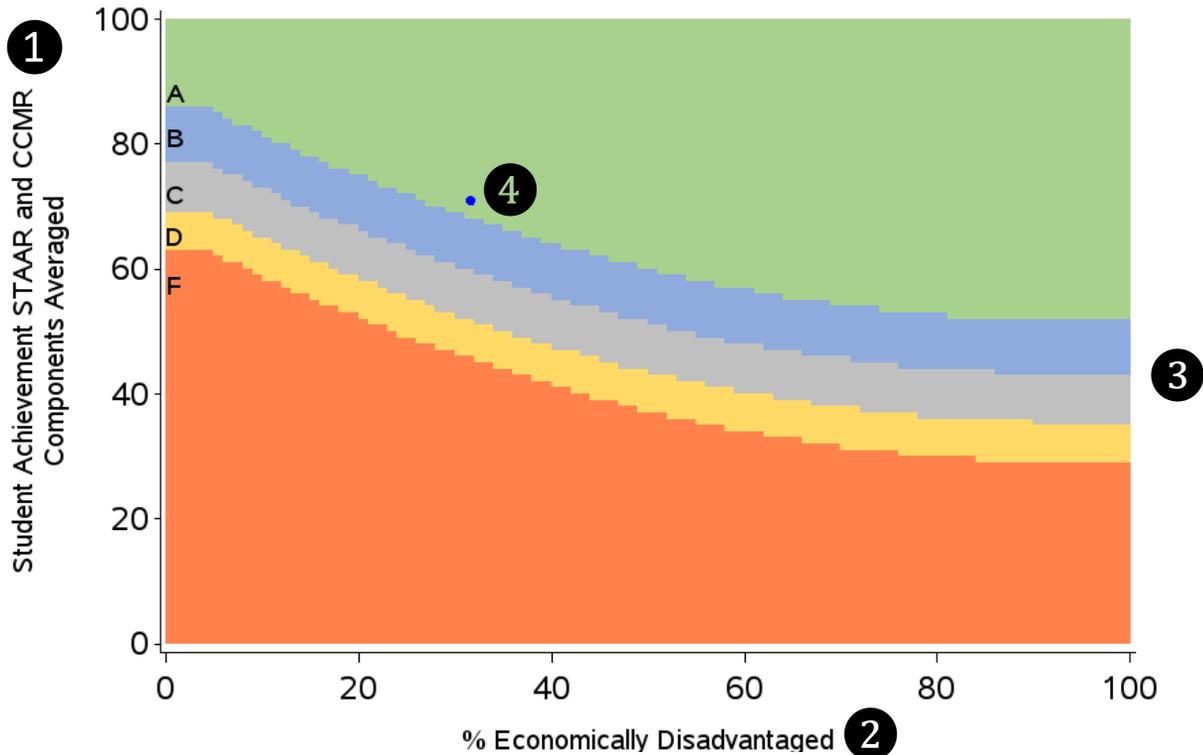
1. The y-axis displays the averaged Student Achievement STAAR and CCMR (if available) raw components.
2. The x-axis displays the percentage of economically disadvantaged students (as reported in the TSDS PEIMS October snapshot)
3. Cut points based on STAAR results (or STAAR and CCMR) relative to percentage of economically disadvantaged.
4. Plot point of the district/campus's relative outcome
5. District/campus economically disadvantaged and STAAR/CCMR values
6. STAAR and CCMR results necessary to earn a 90 (A), 80 (B), 70 (C), or 60 (D)

% Economically Disadvantaged	% Economically Disadvantaged Range	STAAR and CCMR	Value needed for:			
			90	80	70	60
31.6	31.1 to 32	71	68	60	52	46

Closing the Gaps Data Table

Closing the Gaps Status and Data Table

Calculation Report

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	28	28	100%	50.0%	50.0
Graduation Status	4	9	44%	10.0%	4.4
ELP Status	1	1	100%	10.0%	10.0
School Quality Status	11	11	100%	30.0%	30.0
Closing the Gaps Score					94

1. The calculation table provides the outcomes used to calculate the Closing the Gaps domain score.
2. The indicators evaluated (defined by campus/district type or availability of data)
3. The sum of evaluated student groups that met federal targets
4. The sum of evaluated student groups that met minimum size requirements
5. The percentage of indicators met by evaluated student groups
6. Weighting of each component in the domain
7. Raw score for each component
8. Closing the Gaps raw score, rounded to the nearest whole number

Closing the Gaps Status and Data Tables

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	67%	54%	57%	74%	58%	86%	65%	72%	49%	55%	31%	65%	71%	58%		
# at Meets GL Standard or Above	33,135	2,999	9,930	12,573	90	6,469	46	1,027	8,098	7,019	1,701	654	25,012	8,123		
Total Tests (Adjusted)	49,102	5,599	17,462	16,882	156	7,514	71	1,417	16,473	12,732	5,444	1,006	35,168	13,934		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	69%	53%	59%	76%	67%	92%	70%	70%	52%	65%	36%	72%	72%	62%		
# at Meets GL Standard or Above	27,473	2,409	8,279	10,437	88	5,405	39	815	6,935	7,351	1,681	632	20,297	7,176		
Total Tests (Adjusted)	39,555	4,532	14,048	13,739	132	5,881	56	1,166	13,298	11,277	4,709	880	28,069	11,486		
Total Indicators															28	28
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y		
Academic Growth Score	74	69	71	74	65	82	65	75	69	74	63	70	74	73		
Growth Points	24,776.5	2,543.0	8,281.0	8,725.0	71.0	4,385.5	28.5	741.5	7,403.5	6,304.5	2,201.5	511.0	18,436.5	6,340.0		
Total Tests	33,628	3,688	11,637	11,830	110	5,330	44	988	10,754	8,564	3,496	725	24,949	8,679		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Academic Growth Score	79	73	75	80	79	92	79	80	73	78	66	79	80	77		
Growth Points	24,970.0	2,582.0	8,584.0	8,754.5	81.0	4,192.5	32.5	742.5	7,741.0	7,011.0	2,354.0	587.0	18,357.5	6,612.5		
Total Tests	31,570	3,543	11,445	10,927	103	4,581	41	929	10,632	8,979	3,581	740	22,988	8,582		
Total Indicators															26	28

1. Data disaggregated by student groups
2. Academic Achievement Status results section
3. Indicates if the student group met the federal target (Yes or No), the percentage and number of assessments at the Meets Grade Level standard or above, and the total sum of tests (adjusted for participation)
4. Targets for each student group
5. The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	67%	54%	57%	74%	58%	86%	65%	72%	49%	55%	31%	65%	71%	58%		
# at Meets GL Standard or Above	33,135	2,999	9,930	12,573	90	6,469	46	1,027	8,098	7,019	1,701	654	25,012	8,123		
Total Tests (Adjusted)	49,102	5,599	17,462	16,882	156	7,514	71	1,417	16,473	12,732	5,444	1,006	35,168	13,934		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
% at Meets GL Standard or Above	69%	53%	59%	76%	67%	92%	70%	70%	52%	65%	36%	72%	72%	62%		
# at Meets GL Standard or Above Total Tests (Adjusted)	27,473	2,409	8,279	10,437	88	5,405	39	815	6,935	7,351	1,681	632	20,297	7,176		
Total Tests (Adjusted)	39,555	4,532	14,048	13,739	132	5,881	56	1,166	13,298	11,277	4,709	880	28,069	11,486		
Total Indicators															28	28
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y		
Academic Growth Score	74	69	71	74	65	82	65	75	69	74	63	70	74	73		
Growth Points	24,776.5	2,543.0	8,281.0	8,725.0	71.0	4,385.5	28.5	741.5	7,403.5	6,304.5	2,201.5	511.0	18,436.5	6,340.0		
Total Tests	33,628	3,688	11,637	11,830	110	5,330	44	988	10,754	8,564	3,496	725	24,949	8,679		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Academic Growth Score	79	73	75	80	79	92	79	80	73	78	66	79	80	77		
Growth Points	24,970.0	2,582.0	8,584.0	8,754.5	81.0	4,192.5	32.5	742.5	7,741.0	7,011.0	2,354.0	587.0	18,357.5	6,612.5		
Total Tests	31,570	3,543	11,445	10,927	103	4,581	41	929	10,632	8,979	3,581	740	22,988	8,582		
Total Indicators															26	28

6. Academic Growth Status results section

7. Indicates if the student group met the federal target (Yes or No), the academic growth score, and the growth points earned divided by total possible points (total tests)

8. Targets for each student group

9. The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

Closing the Gaps Status and Data Tables

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met 2017 %	Y	N	N	Y		N		Y	Y	N	N					
Graduated 2018 %	93.6%	91.9%	91.6%	94.7%	84.0%	97.9%	-	94.0%	88.0%	82.9%	76.5%					
Graduated 2018 #	93.7%	91.7%	90.8%	95.5%	93.3%	97.5%	100.0%	94.8%	90.8%	81.5%	74.6%					
Graduated 2018 Total in	5,256	553	1,781	2,046	14	693	6	163	1,826	291	252					
Class	5,611	603	1,962	2,142	15	711	6	172	2,011	357	338					
Total Indicators															4	9
English Language Proficiency Status																
Target										36%						
Target Met TELPAS										Y						
Progress Rate TELPAS										59%						
Progress TELPAS Total										5,843 9,923						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met STAAR	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Component Score % at Approaches GL	67	54	58	72	60	85	63	69	52	59	35	65	69	60		
Standard or Above % at Meets GL	90%	82%	85%	93%	88%	97%	92%	92%	81%	85%	60%	91%	91%	85%		
Standard or Above % at Masters	69%	55%	59%	76%	61%	89%	66%	72%	52%	59%	34%	67%	72%	61%		
GL Standard	41%	26%	29%	46%	30%	68%	31%	44%	23%	33%	12%	37%	44%	33%		
Total Tests	130,181	14,873	46,119	44,974	410	19,839	188	3,775	43,373	33,655	14,307	2,681	93,024	37,157		
Total Indicators															14	14

1. Data disaggregated by student groups
2. Federal Graduation Status results section
3. Indicates if the student group met the federal target (Yes or No), the percentage of 2017 graduates, the percentage and number of 2018 graduates, and the total count of students in the class of 2018
4. Targets for each student group
5. The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

Closing the Gaps Status and Data Tables

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Graduation Rate Status *																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met 2017 %	Y	N	N	Y		N		Y	Y	N	N					
Graduated 2018 %	93.6%	91.9%	91.6%	94.7%	84.0%	97.9%	-	94.0%	88.0%	82.9%	76.5%					
Graduated 2018 #	93.7%	91.7%	90.8%	95.5%	93.3%	97.5%	100.0%	94.8%	90.8%	81.5%	74.6%					
Graduated 2018 Total in Class	5,256	553	1,781	2,046	14	693	6	163	1,826	291	252					
	5,611	603	1,962	2,142	15	711	6	172	2,011	357	338					
Total Indicators															4	9
English Language Proficiency Status																
Target										36%						
Target Met TELPAS										Y						
Progress Rate TELPAS										59%						
Progress TELPAS Total										5,843						
										9,923						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met STAAR	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Component Score % at Approaches GL	67	54	58	72	60	85	63	69	52	59	35	65	69	60		
Standard or Above % at Meets GL	90%	82%	85%	93%	88%	97%	92%	92%	81%	85%	60%	91%	91%	85%		
Standard or Above % at Masters	69%	55%	59%	76%	61%	89%	66%	72%	52%	59%	34%	67%	72%	61%		
GL Standard	41%	26%	29%	46%	30%	68%	31%	44%	23%	33%	12%	37%	44%	33%		
Total Tests	130,181	14,873	46,119	44,974	410	19,839	188	3,775	43,373	33,655	14,307	2,681	93,024	37,157		
Total Indicators															14	14

1. English Language Proficiency Status results section

2. Indicates if the student group met the federal target (Yes or No), the TELPAS progress rate (percentage), the total number of TELPAS results that made progress from the prior year, and the total number of TELPAS results

3. Current English learners (ELs) are the sole group evaluated

4. The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met 2017 %	Y	N	N	Y		N		Y	Y	N	N					
Graduated 2018 %	93.6%	91.9%	91.6%	94.7%	84.0%	97.9%	-	94.0%	88.0%	82.9%	76.5%					
Graduated 2018 #	93.7%	91.7%	90.8%	95.5%	93.3%	97.5%	100.0%	94.8%	90.8%	81.5%	74.6%					
Graduated 2018 Total in	5,256	553	1,781	2,046	14	693	6	163	1,826	291	252					
Class	5,611	603	1,962	2,142	15	711	6	172	2,011	357	338					
Total Indicators															4	9
English Language Proficiency Status																
Target										36%						
Target Met TELPAS										Y						
Progress Rate TELPAS										59%						
Progress TELPAS Total										5,843 9,923						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met STAAR	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Component Score % at	67	54	58	72	60	85	63	69	52	59	35	65	69	60		
Approaches GL Standard or Above % at Meets GL	90%	82%	85%	93%	88%	97%	92%	92%	81%	85%	60%	91%	91%	85%		
Standard or Above % at Masters	69%	55%	59%	76%	61%	89%	66%	72%	52%	59%	34%	67%	72%	61%		
GL Standard	41%	26%	29%	46%	30%	68%	31%	44%	23%	33%	12%	37%	44%	33%		
Total Tests	130,181	14,873	46,119	44,974	410	19,839	188	3,775	43,373	33,655	14,307	2,681	93,024	37,157		
Total Indicators															14	14

1. Data disaggregated by student groups
2. Student Success Status results section
3. Indicates if the student group met the federal target (Yes or No), the STAAR component score, the percentage of STAAR tests at each performance level, and the sum of all tests
4. Targets for each student group
5. The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

Closing the Gaps Status and Data Tables

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators															14	14
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y	Y	Y	Y		Y			Y	Y	Y		Y	Y		
% Students meeting CCMR	73%	56%	64%	78%	66%	92%	75%	74%	57%	57%	30%	67%	76%	58%		
# Students meeting CCMR	4,005.0	329.5	1,222.5	1,658.5	10.5	651.0	6.0	127.0	880.0	217.0	110.5	16.0	3,441.0	564.0		
Total Students	5,514	591	1,901	2,121	16	706	8	171	1,540	384	366	24	4,546	968		
Total Indicators															11	11
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	99%	100%	99%	100%	100%	99%	99%	99%	100%	99%	100%	100%	99%		
# Participants	51,876	6,040	18,835	17,363	168	7,896	75	1,478	17,849	14,318	5,668	1,034	35,604	16,272		
Total Tests	52,121	6,076	18,927	17,456	168	7,910	76	1,486	17,966	14,343	5,722	1,036	35,754	16,367		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%		
# Participants	41,682	4,919	15,039	14,136	140	6,156	58	1,222	14,346	12,374	4,873	902	28,379	13,303		
Total Tests	41,813	4,938	15,088	14,190	140	6,157	58	1,230	14,414	12,391	4,907	904	28,455	13,358		

1. Data disaggregated by student groups
2. School Quality Status results section
3. Indicates if the student group met the federal target (Yes or No), the percentage and number of students meeting CCMR criteria, and the total count of students
4. Targets for each student group
5. The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Indicators															14	14
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y		
% Students meeting CCMR	73%	56%	64%	78%	66%	92%	75%	74%	57%	57%	30%	67%	76%	58%		
# Students meeting CCMR	4,005.0	329.5	1,222.5	1,658.5	10.5	651.0	6.0	127.0	880.0	217.0	110.5	16.0	3,441.0	564.0		
Total Students	5,514	591	1,901	2,121	16	706	8	171	1,540	384	366	24	4,546	968		
Total Indicators															11	11
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	99%	100%	99%	100%	100%	99%	99%	99%	100%	99%	100%	100%	99%		
# Participants	51,876	6,040	18,835	17,363	168	7,896	75	1,478	17,849	14,318	5,668	1,034	35,604	16,272		
Total Tests	52,121	6,076	18,927	17,456	168	7,910	76	1,486	17,966	14,343	5,722	1,036	35,754	16,367		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%		
# Participants	41,682	4,919	15,039	14,136	140	6,156	58	1,222	14,346	12,374	4,873	902	28,379	13,303		
Total Tests	41,813	4,938	15,088	14,190	140	6,157	58	1,230	14,414	12,391	4,907	904	28,455	13,358		

6. Participation results section

7. Indicates the percentage and number of scored (participation) STAAR and TELPAS results and the total count of answer documents (total tests)

8. 95% participation target for each student group

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement. The targeted support and improvement data table is provided for informational purposes.

Closing the Gaps scaled score for comprehensive support

	Bottom 5% CTG Score Cut Point	CTG Score	CTG Grade	Identification
2018	47	63	M*	-
2019	42	33	F	CS

*CTG grade 'M' in 2018 is equivalent to a grade 'D' or above.

To exit comprehensive support and improvement, a campus must not rank in the bottom five percent and improve the Closing the Gaps domain letter grade for two consecutive years.

1. Comprehensive support and improvement identified campus
2. Results by year
3. Closing the Gaps cut point used for comprehensive identification each year
4. The campus's Closing the Gaps scaled score, domain letter grade, and whether the campus was identified for comprehensive support for each year

This campus is identified for targeted support and improvement.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*											
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.											
	3	-	2	-	-	-	-	-	2	2	0
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading											
Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2017	34%/N	-	31%/N	55%/N	-	-	-	-	29%/N	27%/N	12%/N
2018	29%/N	-	25%/N	60%/Y	-	-	-	-	23%/N	18%/N	28%/Y
2019	31%/N	-	28%/N	-	-	-	-	-	24%/N	22%/N	16%/N
Mathematics											
Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2017	46%/Y	-	44%/Y	69%/Y	-	-	-	-	44%/Y	43%/Y	24%/Y
2018	48%/Y	-	46%/Y	60%/Y	-	-	-	-	45%/Y	45%/Y	30%/Y
2019	49%/Y	-	47%/Y	-	-	-	-	-	44%/Y	46%/Y	13%/N
Growth (Academic Growth)											
Reading											
Target	66	62	65	69	67	77	67	68	64	64	59
2017	58/N	-	58/N	-	-	-	-	-	60/N	54/N	-
2018	59/N	-	61/N	-	-	-	-	-	58/N	59/N	-
2019	64/N	-	65/Y	-	-	-	-	-	64/Y	64/Y	-
Mathematics											
Target	71	67	69	74	71	86	74	73	68	68	61
2017	74/Y	-	74/Y	-	-	-	-	-	73/Y	74/Y	-
2018	67/N	-	65/N	-	-	-	-	-	64/N	63/N	-
2019	55/N	-	51/N	-	-	-	-	-	50/N	44/N	-
Student Success (Student Achievement Domain Score (STAAR Component Only))											
Target	47	36	41	58	46	73	48	55	38	37	23
2017	38/N	-	37/N	53/N	-	-	-	-	36/N	34/N	19/N
2018	38/N	-	36/N	57/N	-	-	-	-	35/N	32/N	27/Y
2019	39/N	-	37/N	58/Y	-	-	-	-	35/N	34/N	16/N

1. Targeted support and improvement identified campus

2. Count of indicators missed for three consecutive years by student group

3. The year, component target, component result, and whether the student group met the federal target (Yes or No) for each indicator. Red highlighting indicates the student group missed the target for that year.

Identification of Schools for Improvement

① Additional Targeted Support

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Met 2018 Target	Y	Y	Y	Y	-	N	-	Y	Y	Y	Y
Met 2019 Target	Y	Y	Y	Y	-	N	-	-	Y	Y	Y
Met 2019 Exit Criteria	-	-	-	-	-	N	-	-	-	-	-
Indicators Evaluated in 2019											
Target	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
% Indicators Met	100%	100%	100%	100%	-	0%	-	-	100%	100%	100%
# Indicators Met	5	5	5	5	-	0	-	-	5	6	5
# Indicators Evaluated	5	5	5	5	-	3	-	-	5	6	5
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading	Y	Y	Y	Y	-	N	-	-	Y	Y	Y
Mathematics	Y	Y	Y	Y	-	N	-	-	Y	Y	Y
Growth (Academic Growth)											
Reading	Y	Y	Y	Y	-	-	-	-	Y	Y	Y
Mathematics	Y	Y	Y	Y	-	-	-	-	Y	Y	Y
English Language Proficiency											
	-	-	-	-	-	-	-	-	-	Y	-
STAAR Only											
	Y	Y	Y	Y	-	N	-	N	Y	Y	Y

② and **③** markers appear in the table

1. Additional targeted support identified campus

2. Whether or not the student group met the target for additional targeted identification (Yes or No) and if a 2018-identified campus met the exit criteria for 2019 (Yes or No)

3. The percentage and number of indicators that met the federal target and the sum of indicators that met minimum size requirements for evaluation

Questions

Resources

- **http://tea.texas.gov/A-F**
- **https://tea.texas.gov/perfreport/resources/index.html**

Sign up for the Performance Reporting weekly bulletin:

Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
  http://tea.texas.gov/accountability/

- **2019 Accountability Rating System**
  https://tea.texas.gov/2019Accountability.aspx

- **Performance Reporting Email**
  performance.reporting@tea.texas.gov

- **Performance Reporting Telephone**
  (512) 463-9704