

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 <u>https://tea.texas.gov/perfreport/resources/index.html</u>









Understanding Distinction Designations Wed, Oct. 30 at 1:00 PM

Understanding the 2019 TAPR Wed, Dec. 11 at 1:00 PM



Walkthrough of the 2019 Accountability Data Reports

Texas Education Agency Office of Governance and Accountability Performance Reporting



TXschools.gov schools districts ANALYZE

- 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 <u>TXschools.gov</u>.

SEARCH FOR A TEXAS SCHOOL REPORT CARD

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







Detailed Resources

Enter a school or district nam

 Texas Education Agency (TEA)
 This website is main

 1701 N. Congress Avenue
 https://tea.texas.gov/

 Aurtin TX 78701
 https://tea.texas.gov/

This website is maintained by the Texas Education Agency

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

TEXA: 2019 Accountability Ratings Websites



Home / Student Testing and Accountability

2019 Accountability Rating System

The 2019 accountability ratings and reports are available using the links below.

The new TXSchools.gov website contains interactive accountability rating summaries and detailed reports for each district, campus, and open-enrollment charter school in the state of Texas (TXSchools.gov is optimized for Chrome, Firefox, and Safari).

Data reports are available from TEA by campus or district.

State accountability reports and data tables are also available by ESC region and for the state.

A downloadable overview of statewide ratings data is available in Excel.

The following links provide accountability ratings for all ESC regions, districts, and campuses from several different perspectives and provide additional information related to the ratings.

Statewide Ratings (PDF) (XLS) All districts, charters, and campuses in Texas listed alphabetically by district

All Ratings in a District All campuses in a district listed by campus number

All Districts by Rating (PDF) (XLS) All districts in Texas listed alphabetically and grouped by rating

All Campuses by Rating (PDF) (XLS) All campuses in Texas listed alphabetically and grouped by rating

Related Content

2019 Accountability Development Accountability Ratings TEAL Accountability Application Request Performance Reporting Resources

Contact Information

Performance Reporting Phone: (512) 463-9704 Fax: (512) 936-6431 performance.reporting@tea.texas.gov



 You can also view ratings and data tables at the 2019 Accountability Rating System site at <u>https://tea.texas.gov/2019</u> <u>accountability.aspx</u>.

 The TEA website provides detailed data tables and additional resources to help educators and administrators understand accountability ratings.



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





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).





- 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 Campuses Only)



Search page:	Choose data report:
	Choose a district:
Texas Education Agency	KATY ISD in HARRIS County
Home > Performance Reporting Department > Texas Accountability Rating System > 2019 Accountability Ratings > 2019 Accountability Reports	Choose a report to view:
2019 Accountability Reports	Accountability Reports Accountability Ratings Overview Summary
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.	 District Summary (All Campuses) Student Achievement: STAAR Performance Data Tables Student Achievement: College, Career, and Military Readiness Data Tables
What report level would you like?	Student Achievement: Graduation Rate Data Tables School Progress: Academic Crowth Data Tables
Campus Report District Report	 School Progress: Academic Growth Data Tables School Progress: Relative Performance Closing the Gaps Status and Data Tables
How do you wish to search?	 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
District Name (full or partial name) District Number	Overview Report Tool
District by County Name (full or partial name)	Distinction Designation
District by Region Number	 Distinction Designation Report
Enter the appropriate name or number:	 Campus Comparison Group (Available for Campus Only) Distinction Designation Data Overview Report (Available for Campus Only) <u>Using the Distinction Designation Data Overview Report</u>
When entering the school name, do not include the type of school (EL, JR, HS). For example, enter Travis, not Travis EL.	Tool
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.	Olish an the Man Ban at both an balance and a state of an at
when entering the county name, do not include the word <i>county</i> .	Click on the view Report button below to see your selected report.
Enter name or number:	View Report

Slido.com: #2019REPORTS







Summary Data Tables

TEXAS Education Agency 2019 Accountability Ratings Overall Summary

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

Accountability Rating Summary			
3	3 Component	4 Scaled	5
	Score	Score	Rating
Overall		92	A
Student Achievement		89	В
STAAR Performance	67	92	
College, Career and Military Readiness	74	94	
Graduation Rate	96.4	90	
School Progress		91	Δ
Academic Growth	76	90	Δ
Relative Performance (Eco Dis: 31.6%)	71	91	A
Closing the Gaps	94	95	А

* 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
- 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



Texas Education Agency 2019 A-F Accountability Listing KATY ISD (101914) 7 8														Download E			
2	3			1		5		6		Schoo	l Progress			-	9	AEA Bo	nus
	School	Grades			Ov	erall	Student Ac	chievement	Academi	c Growth	Relative Pe	rformance	Ga	ng the ps		Graduation	EO
District / Campus Name	Туре	Served	Alt Ed	l Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label	Plan	Rete
KATY ISD			No	31.6%	Α	92	В	89	Α	90	Α	91	Α	95		_	
BEAR CREEK EL	Elementary	PK - 05	No	70.8%	С	76	D	69	С	77	D	69	С	72	Tgt Supp	11)
<u>BETHKE EL</u>	Elementary	EE - 05	No	38.4%	В	85	С	79	В	83	С	72	A	90	Add'l Tgt Supp 2018/2019		/
<u>BONNIE HOLLAND</u> EL	Elementary	EE - 05	No	17.8%	А	94	А	93	В	86	В	85	А	96			
BRYANT EL	Elementary	EE - 05	No	12.5%	Α	94	А	91	В	88	С	70	А	100			
CAMPBELL EL	Elementary	PK - 05	No	10.7%	Α	95	А	93	В	83	С	78	А	100			
CIMARRON EL	Elementary	EE - 05	No	45.0%	С	79	С	79	С	75	С	75	С	79			
<u>DIANE WINBORN</u> EL	Elementary	EE - 05	No	49.4%	В	82	В	82	В	83	В	81	С	79	Tgt Supp		
EDNA MAE FIELDER EL	Elementary	EE - 05	No	24.2%	А	94	A	91	В	85	С	79	A	100			
FRANZ EL	Elementary	EE - 05	No	66.1%	В	84	С	78	В	83	В	83	В	86	Tgt Supp		
<u>FRED AND PATTI</u> SHAFER EL	Elementary	KG - 05	No	9.8%	А	95	A	95	А	91	В	85	A	96			
GRIFFIN EL	Elementary	EE - 05	No	9.5%	А	96	А	94	А	92	В	85	А	100			
HAZEL S PATTISON EL	Elementary	EE - 05	No	14.7%	А	97	A	95	А	91	А	91	A	100			
JACK & SHARON RHOADS EL	Elementary	EE - 05	No	67.6%	В	86	В	82	С	79	В	86	В	87			
<u>JAMES E</u> RANDOLPH EL	Elementary	KG - 05	No	3.1%	А	94	A	94	В	88	В	80	А	94			

- 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



	Texas Education Agency 2019 A-F Accountability Listing KATY ISD (101914) 7 8														Downl	11 load Exce	
2	Columbia (Gradas	4			5	Student A	6	A	Schoo	I Progress		Closi	ng the	9	AEA B	onus
District / Campus Name	Туре	Served	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Relative Pe Rating	Score	Rating	score	Support Label	Plan	Retes
KATY ISD			No	31.6%	Α	92	В	89	Α	90	Α	91	Α	95			
BEAR CREEK EL	Elementary	PK - 05	No	70.8%	С	76	D	69	С	77	D	69	С	72	Tgt Supp	1	
<u>BETHKE EL</u>	Elementary	EE - 05	No	38.4%	В	85	С	79	В	83	С	72	A	90	Add'l Tgt Supp 2018/2019	Y	
<u>BONNIE HOLLAND</u> EL	Elementary	EE - 05	No	17.8%	А	94	Α	93	В	86	В	85	А	96			
BRYANT EL	Elementary	EE - 05	No	12.5%	А	94	Α	91	В	88	С	70	Α	100			
CAMPBELL EL	Elementary	PK - 05	No	10.7%	А	95	А	93	В	83	С	78	Α	100			
CIMARRON EL	Elementary	EE - 05	No	45.0%	С	79	С	79	С	75	С	75	С	79			
DIANE WINBORN EL	Elementary	EE - 05	No	49.4%	В	82	В	82	В	83	В	81	С	79	Tgt Supp		
EDNA MAE FIELDER EL	Elementary	EE - 05	No	24.2%	A	94	А	91	В	85	С	79	А	100			
FRANZ EL	Elementary	EE - 05	No	66.1%	В	84	С	78	В	83	В	83	В	86	Tgt Supp		
<u>FRED AND PATTI</u> SHAFER EL	Elementary	KG - 05	No	9.8%	A	95	А	95	А	91	В	85	А	96			
GRIFFIN EL	Elementary	EE - 05	No	9.5%	А	96	А	94	А	92	В	85	Α	100			
HAZEL S PATTISON EL	Elementary	EE - 05	No	14.7%	A	97	Α	95	A	91	А	91	А	100			
JACK & SHARON RHOADS EL	Elementary	EE - 05	No	67.6%	В	86	В	82	С	79	В	86	В	87			
JAMES E RANDOLPH EL	Elementary	KG - 05	No	3.1%	А	94	А	94	В	88	В	80	А	94			

- 8. Closing the Gaps domain scaled score and rating
- 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 Data Tables

TEAR Student Achievement: STAAR Performance Data Table

				Calcu	lation	Table	1							
e	R	eading 49,102 43,286 33,135 18,067	Mather	natics 39,555 36,160 27,473 16,999	W 1	riting 1,869 0,051 7,085 3,432	Scie 18, 16, 13, 8,	nce 201 805 651 268	Soc Stud 11,4 10,4 8,5 6,3	cial ies 154 183 572 362	Total 130,18 116,78 89,91 53,12	s Pero 1 5 6 8	c entages 90 69 41	
i													200 67	2
				•								6	Downlo	ad Excel
All Students	African American	Hispanic	White	American Indian	ata Tab Asian	Pacific Islander	5 Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
90% 69% 41% 116,785 89,916 53,128 130,181	82% 55% 26% 12,176 8,130 3,892 14,873	85% 59% 29% 39,365 27,063 13,339 46,119	93% 76% 46% 41,935 34,059 20,610 44,974	88% 61% 30% 361 251 122 410	97% 89% 68% 19,299 17,581 13,445 19 839	92% 66% 31% 173 125 59	92% 72% 44% 3,473 2,704 1,659 3,775	81% 52% 23% 35,255 22,342 9,887 43,373	74% 41% 19% 11,917 6,545 3,030 16 045	85% 59% 33% 28,764 19,863 10,957 33,655	60% 34% 12% 8,583 4,824 1,756 14 307	91% 67% 37% 2,444 1,803 980 2,681	91% 72% 44% 85,023 67,397 40,988 93,024	85% 61% 33% 31,762 22,519 12,140 37,157
130,101	14,075	40,115	44,374	410	19,035	100	3,115	45,575	10,045	35,055	14,307	2,001	55,024	57,157
88% 67% 37% 43,286 33,135 18,067 49,102	80% 54% 23% 4,485 2,999 1,292 5,599	83% 57% 26% 14,487 9,930 4,492 17,462	92% 74% 42% 15,567 12,573 7,028 16,882	88% 58% 22% 138 90 34 156	96% 86% 62% 7,246 6,469 4,626 7,514	89% 65% 27% 63 46 19 71	92% 72% 41% 1,299 1,027 575 1,417	78% 49% 20% 12,917 8,098 3,243 16,473	70% 37% 18% 4,534 2,370 1,133 6,464	82% 55% 30% 10,483 7,019 3,765 12,732	56% 31% 10% 3,035 1,701 562 5,444	90% 65% 32% 910 654 324 1,006	90% 71% 40% 31,684 25,012 14,036 35,168	83% 58% 29% 11,602 8,123 4,031 13,934
	All Students 90% 69% 41% 116,785 89,916 53,128 130,181 88% 67% 33,135 13,067 43,286 33,135 18,067 49,102	R All African Students American 90% 82% 69% 55% 41% 26% 116,785 12,176 89,916 8,130 53,128 3,882 130,181 14,873 130,181 14,873 88% 80% 67% 54% 37,7% 23% 43,286 4,485 33,135 2,999 18,067 1,292 49,102 5,599	All African Hispanic Students American Hispanic 90% 82% 85% 90% 82% 85% 90% 82% 85% 90% 82% 85% 90% 55% 59% 116,785 12,176 39,365 89,916 8,130 27,063 53,128 3,892 13,339 130,181 14,873 46,119 88% 80% 83% 67% 54% 57% 37% 23% 26% 43,286 4,485 14,487 43,286 4,485 14,487 43,286 4,485 14,487 31,315 2,999 9,930 18,067 1,292 4,492 49,102 5,599 17,462	Reading 49,102 Mathen 43,286 33,135 2 33,135 18,067 1 18,067 18,067 1 18,067 90% 82% 85% 93% 90% 55% 90% 55% 90% 55% 90% 55% 90% 55% 90% 53,130 27,063 34,059 53,128 3,892 130,181 14,873 46,119 44,974 88% 80% 67% 54% 57% 74% 37% 23% 43,286 4,485 43,286 4,485 43,286 4,485 43,286 4,485 49,102 5,599 17,462 16,882	Reading 49,102 Mathematics 39,555 43,286 36,160 33,135 27,473 18,067 16,999 Mathematics Mathematics Mathematics Mathematics 18,067 16,999 Mathematics Mathematics Mathematics Mathematics <	Reading 49,102 Mathematics 39,555 W 43,286 a 33,135 27,473 27,473 18,067 16,999 27,473 27,473 Students American Hispanic White American Asian 90% 82% 85% 93% 88% 97% 69% 55% 59% 76% 61% 89% 116,785 12,176 39,365 41,935 361 19,299 89,916 8,130 27,063 34,059 251 17,581 130,181 14,873 46,119 44,974 410 19,839 88% 80% 83% 92% 88% 96% 67% 54% 57% 74% 58% 86% 88% 80% 83% 92% 88% 96% 37,128 3,832 13,333 20,610 122 13,413 130,181 14,873 46,119 44,974 410 19,839	Reading 49,102 Mathematics 39,555 Writing 11,869 re 43,286 36,160 10,051 33,135 27,473 7,085 18,067 16,999 3,432 Students African American Hispanic White American Indian Pacific Asia Pacific Islander 90% 82% 85% 93% 88% 97% 92% 69% 55% 59% 76% 61% 89% 66% 41% 26% 29% 46% 30% 68% 31% 116,785 12,176 39,365 41,935 361 19,299 173 89,916 8,130 27,063 34,059 251 17,581 125 53,128 3,892 13,339 20,610 122 13,445 59 130,181 14,873 46,119 44,974 410 19,839 18 88% 80% 83% 92% 62% 27% 43,452 59	Calculation Table 1 re 49,102 39,555 11,869 18, 18,667 re 43,286 36,160 10,051 16, 33,135 27,473 7,085 13, 18,067 All African Students Mathematics Writing 18,067 Data Table 5 Mile African Students African American American 18,067 Mathematican 16,999 Pacific 3,432 Two or Races 90% 82% 85% 93% 88% 97% 92% 92% 90% 82% 85% 93% 88% 97% 92% 92% 90% 82% 85% 93% 88% 97% 92% 92% 90% 82% 93% 76% 61% 89% 66% 72% 116,785 12,176 39,365 41,935 361 19,299 173 3,473 89,916 81,30 27,663 34,095 251 17,581 125 2,704 33,181 14,873	Calculation Table 1 Reading 49,102 Mathematics 39,555 Writing 11,869 Science 18,201 re 43,286 36,160 10,051 16,805 33,135 27,473 7,085 13,651 18,067 16,999 3,432 8,268 Mathematics Music All African Students Matrican American Mile American Indian Pacific Two or Races Econ Disadv 90% 82% 85% 93% 88% 97% 92% 92% 81% 99% 82% 85% 93% 88% 91% 62% 52% 90% 82% 85% 93% 88% 91% 72% 52% 90% 82% 85% 93% 88% 91% 72% 52% 116,785 12,176 39,365 41,935 361 19,299 173 3,473 35,255 89.916 8,130 27,063 34,059 2	Calculation Table Soc Reading Mathematics Writing Science Stude 49,102 39,555 11,869 18,201 11,4 re 43,286 36,160 10,051 16,805 10,4 33,135 27,473 7,085 13,651 8,5 18,067 16,999 3,432 8,268 6,3 Two or More Races Econ EL Students African Vhite American Asian Pacific More Races Disadv (Current) 90% 62% 85% 93% 88% 97% 92% 81% 74% 99% 55% 59% 76% 61% 89% 66% 72% 52% 41% 41% 26% 29% 46% 30% 66% 31% 44% 23% 19% 116,785 12,176 39,385 41,935 361 19,299 173 3,473 35,255 11,91 <td>Calculation Table Social Reading Mathematics Writing Science Studies 49,102 39,555 11,869 18,201 11,454 43,286 36,160 10,051 16,805 10,483 33,135 27,473 7,085 13,651 8,572 18,067 16,999 3,432 8,268 6,362 You or More Races Eson EL Current & Current & Students Students African Hispanic Vhite Indian Asian Pacific Two or More Races Eson EL & Students 90% 82% 85% 93% 88% 97% 92% 81% 74% 85% 99% 55% 59% 76% 61% 89% 66% 72% 52% 41% 59% 116,785 12,176 39,365 41,935 361 19,299 173 3,473 35,255 11,917 28,76 89916 8,130</td> <td>Calculation Table Image: Constraint of the system of the sys</td> <td>Calculation Table Social Totals Percentian 49,102 39,555 11,869 18,201 11,454 130,181 1 43,266 36,160 10,051 16,805 8,572 89,916 33,135 27,473 7,085 13,651 8,572 89,916 18,067 16,999 3,432 8,268 6,362 53,128 Students American Hispanic Vinite American Asian Pacific Two or More Races Econ EL Current Montored) Current Montored Current Montored</td> <td>Reading 49,102 Mathematics 39,555 Writing 11,869 Science 18,201 Studies 11,454 Totals 130,181 Percentages Percentages 130,181 re 43,226 36,160 10,051 13,651 8,572 89,916 66 66 66 67 33,135 27,473 7,085 13,651 8,572 89,916 66 67 Mathematics Write 18,067 Totage Feature 16,999 July 28 East 8,268 6,362 53,128 Continue 41 Mathematics Write American Indian Asia Pacific Two or Races East 18,007 Els Special 59 Special Current Special Current Special Current Special Current Continue Current 90% 82% 85% 93% 86% 97% 92% 82% 81% 65% 93% 66% 73% 72% 72% 74% 85% 60% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91%<</td>	Calculation Table Social Reading Mathematics Writing Science Studies 49,102 39,555 11,869 18,201 11,454 43,286 36,160 10,051 16,805 10,483 33,135 27,473 7,085 13,651 8,572 18,067 16,999 3,432 8,268 6,362 You or More Races Eson EL Current & Current & Students Students African Hispanic Vhite Indian Asian Pacific Two or More Races Eson EL & Students 90% 82% 85% 93% 88% 97% 92% 81% 74% 85% 99% 55% 59% 76% 61% 89% 66% 72% 52% 41% 59% 116,785 12,176 39,365 41,935 361 19,299 173 3,473 35,255 11,917 28,76 89916 8,130	Calculation Table Image: Constraint of the system of the sys	Calculation Table Social Totals Percentian 49,102 39,555 11,869 18,201 11,454 130,181 1 43,266 36,160 10,051 16,805 8,572 89,916 33,135 27,473 7,085 13,651 8,572 89,916 18,067 16,999 3,432 8,268 6,362 53,128 Students American Hispanic Vinite American Asian Pacific Two or More Races Econ EL Current Montored) Current Montored Current Montored	Reading 49,102 Mathematics 39,555 Writing 11,869 Science 18,201 Studies 11,454 Totals 130,181 Percentages Percentages 130,181 re 43,226 36,160 10,051 13,651 8,572 89,916 66 66 66 67 33,135 27,473 7,085 13,651 8,572 89,916 66 67 Mathematics Write 18,067 Totage Feature 16,999 July 28 East 8,268 6,362 53,128 Continue 41 Mathematics Write American Indian Asia Pacific Two or Races East 18,007 Els Special 59 Special Current Special Current Special Current Special Current Continue Current 90% 82% 85% 93% 86% 97% 92% 82% 81% 65% 93% 66% 73% 72% 72% 74% 85% 60% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91% 91%<

- 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

TEXAS Education Agency Student Achievement: College, Career, and Military Readiness Data Table

Calculation Table

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

2 Data Table

Download Exce

	Annual Grad	uates
_	Count/Credit	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	3462	64%
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%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	2162	40%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	529	10%
Industry-Based Certifications		
Earned an industry-based certification from approved list	69	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

Student Achievement: College, Career, and Military Readiness Data Table

6	Level I or Level II Certificate		
V	Earned a level I or level II certificate in any workforce education area	0	0%
	Associate's Degree		
8	Earned an associate's degree while in high school	0	0%
	OnRamps Dual Enrollment Course		
9	Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
	Graduate with Completed IEP and Workforce Readiness		
0	Received graduation type code of 04, 05, 54, or 55	6	0%
	Special Ed with Advanced Degree Plan		
U	Identified as receiving special education services and earned an advanced degree plan	83	2%
	U.S. Armed Forces		
12	Enlisted in the U.S. Armed Forces	205	4%
	Met Non-CTE Criteria		
13	Met at least one criteria above	3910	72%
	CTE Coherent Sequence Coursework Aligned with Industry-Base	d Certifications	
14	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
- 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

TEXAS Student Achievement: Graduation Rate Data Table

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
Ζ.	4-Year Graduation	Rate (Gr 9-12): Class of 2	018								
	% 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
ß	5-Year Extended Gr	raduation Ra	te (Gr 9-12):	Class of 20	17							
	% 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 Gr	raduation Ra	te (Gr 9-12):	Class of 20	16							
4	% 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 Ra	te (Gr 9-12):	SY 2017-18									
5	% 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 -	04.0%										
	Conversion	94.0%	20	70	20	4		0	2	110	10	24
	# Dropped Out	145	29	12	30	1	5	12	2	0.405	10	24
	# of Students	24.001	2.784	ŏ.445	ŏ./62	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.



School Progress Data Table

School Progress: Academic Growth Data Table



ELA/Reading and Mathematics



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

Total Possible Points = 65,198

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

				Curre	nt-Year Perfe	ormance on S	TAAR 2					
1	I	Did Not Meet			Approaches Grade Level Meets Grade Level Master Grade Leve							
Prior-Year Performance on STAAR	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)	Growth Points Earned	Total Possible Points
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

ELA/Reading and Mathematics

- Indicates count is not available for this group.

Download Excel

- 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.

TEXAS Education Agency School Progress: Relative Performance



	5			Value ne	eded for:	6
% Economically Disadvantaged	% Economically Disadvantaged Range	STAAR and CCMR	90	80	70	60
31.6	31.1 to 32	71	68	60	52	46

- 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)



Closing the Gaps Data Table

Exas Education Agency Closing the Gaps Status and Data Table

	1				
Ca	lculation	Repor	t		
2	3 Total	4 Total	Percent of Eligible Indicators	6 Weight	7
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
					8

- 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

TEXAS Education AgencyClosing the Gaps Status and Data Tables

										Ľ							
2		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
<u> </u>	Academic Achie	evement S	tatus														
	ELA/Reading																
	Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
	Target Met % at Meets GL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
3)	Standard or Above # at Meets GL	67%	54%	57%	74%	58%	86%	65%	72%	49%	55%	31%	65%	71%	58%		
	Standard or Above Total Tests	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		
	(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 % at Meets GL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	Standard or Above # at Meets GL	69%	53%	59%	78%	67%	92%	70%	70%	52%	65%	36%	72%	72%	62%		
	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		R
	(Adjusted)	39,555	4.532	14.048	13,739	132	5.881	58	1.166	13,298	11.277	4,709	880	28,069	11,488		
	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 Academic	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y		
	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 Academic	Y	Y	Y	Y	Ŷ	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	Growth Score	79	73	75	80	79	92	79	80	73	78	66	79	80	77		
	Growth Points Total Tests	24,970.0 31,570	2,582.0 3.543	8,584.0 11,445	8,754.5 10,927	81.0 103	4,192.5 4,581	32.5 41	742.5 929	7,741.0 10.632	7,011.0 8,979	2,354.0 3.581	587.0 740	18,357.5 22,988	6,612.5 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

TEXAS Education Agency Closing the Gaps Status and Data Table

		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
	Academic Achie	vement S	Status									· · ·					
	ELA/Reading																
	Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
	Target Met % at Meets GL	Y	Ŷ	Ŷ	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	Standard or Above # at Meets GL	67%	54%	57%	74%	58%	86%	65%	72%	49%	55%	31%	65%	71%	58%		
	Standard or Above Total Tests	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		
	(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 % at Meets GL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	Standard or Above # at Meets GL	69%	53%	59%	76%	67%	92%	70%	70%	52%	65%	36%	72%	72%	62%		
	Standard or Above Total Tests	27,473	2,409	8,279	10,437	88	5,405	39	815	6,935	7,351	1,681	632	20,297	7,176		
	(Adjusted)	39,555	4,532	14.048	13,739	132	5.881	56	1.166	13.298	11,277	4,709	880	28.069	11,488		
_	Total Indicators															28	28
6	Growth Status															_	
U,	ELA/Reading																
<u> </u>	Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67	ð /	
	Target Met Academic	Y	Ŷ	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y		
_	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		
$\langle \prime \rangle$	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 Academic	Y	Ŷ	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
	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
- The sum of student groups that met performance targets and the sum of student groups that met minimum size requirements for evaluation

TEXAS Education AgencyClosing the Gaps Status and Data Tables

2	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ	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	a n/	a n	la 🛛 4	
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%	6 82.9%	76.59	6				
Graduated 2018 # 3	93.7%	91.7%	90.8%	95.5%	93.3%	97.5%	100.0%	94.8%	90.8%	6 81.5%	74.69	6				
Graduated 2018 Total in	5,256	553	1,781	2,046	14	693	6	163	1,826	291	252					R
Class	5,611	603	1,962	2,142	15	711	6	172	2,011	357	338					
Total Indicators																4 9
English Languag	e Proficie	ncy Statu	IS													
Target										36%						
Target Met TELPAS										Y						
Progress Rate TELPAS										59%						
Progress TELPAS Total										5,843 9,923						
Total Indicators																1 1
Student Success	s Status															
Target	47	36	41	58	46	73	48	55	38	37	23	43	4	84	5	
Target Met STAAR	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	()	0	
Component Score % at	67	54	58	72	60	85	63	69	52	59	35	65	6	96	0	
Approaches GL																
Standard or Above % at Meets GI	90%	82%	85%	93%	88%	97%	92%	92%	81%	85%	60%	919	6 91	% 85	96	
Standard or Above	69%	55%	59%	76%	61%	89%	66%	72%	52%	59%	34%	679	6 72	% 61	%	
GI Standard	4196	28%	20%	4894	30%	8294	2104	4494	2204	3304	1004	270	6 44	04 22	94	
Total Tests	130 181	14 873	48 110	44 074	410	10 830	188	3 775	43 37	3 33,655	14.30	7 269	21 030	124 37	157	
Total Indicators	100,101	11,010	10,110	14,014	110	10,000	100	0,170	10,011	00,000	14,00	. 2,00				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



	All Students	African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total
Graduation Rate	Status ***															
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	a n/	a n	/a	
Target Met 2017 %	Y	N	N	Ŷ		N		Ŷ	Ŷ	N	N					
Graduated 2018 %	93.6%	91.9%	91.6%	94.7%	84.0%	97.9%	-	94.0%	88.0%	6 82.9%	76.59	6				
Graduated 2018 #	93.7%	91.7%	90.8%	95.5%	93.3%	97.5%	100.0%	94.8%	90.8%	6 81.5%	74.69	6				
Graduated 2018 Total in	5,256	553	1,781	2,046	14	693	6	163	1,826	3 291	252					
Class	5.611	603	1.962	2.142	15	711	6	172	2.011	357	338					
Total Indicators English Languag	ge Proficie	ncy Statu	IS													4
Target										36%						
TELPAS										Y						
Progress Rate TELPAS										59%	ß					
Progress TELPAS Total										5,843 9,923						
Total Indicators																1
Student Success	s Status															4
Target	47	36	41	58	46	73	48	55	38	37	23	43	4	8 4	5	
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	5 66	96	0	
Approaches GL																
Standard or Above % at Meets GL	90%	82%	85%	93%	88%	97%	92%	92%	81%	85%	60%	919	% 91	% 85	596	
Standard or Above % at Masters	69%	55%	59%	78%	61%	89%	66%	72%	52%	59%	34%	679	% 72	% 61	196	
GL Standard	41%	26%	29%	48%	30%	68%	31%	44%	23%	33%	12%	379	% 44	% 33	396	
Total Tests	130,181	14,873	46,119	44,974	410	19,839	188	3,775	43,37	3 33,655	14,30	7 2,68	31 93,0	024 37,	157	
Total Indicators																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

TEXAS Closing the Gaps Status and Data Tables

	All	African	Hispanic	White	American	Asian	1 Pacific Islander	Two or More Races	Econ	EL (Current & Monitored)+	Special Ed (Current)	Special Ed	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	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%	6 82.9%	76.59	6				
Graduated 2018 #	93.7%	91.7%	90.8%	95.5%	93.3%	97.5%	100.0%	94.8%	90.8%	6 81.5%	74.69	6				
Graduated 2018 Total in	5,256	553	1,781	2,046	14	693	6	163	1,826	3 291	252					
Class	5,611	603	1,962	2,142	15	711	6	172	2,011	357	338					
Total Indicators																4
English Languag	ge Proficie	ncy Statu	IS													
Target										36%						
Target Met TELPAS										Y						
Progress Rate TELPAS										59%						
Progress TELPAS Total										5,843 9,923						
Total Indicators																1
Student Success	s Status															
Target	47	36	41	58	48	73	48	55	38	37	23	43	4	84	5	4.
Target Met STAAR	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	۲ Y		
Component Score % at	3 67	54	58	72	60	85	63	69	52	59	35	65	6	96	0	
Approaches GL Standard or Above	90%	82%	85%	93%	88%	97%	92%	92%	81%	85%	60%	919	6 91	% 85	%	
% at Meets GL																
Standard or Above % at Masters	69%	55%	59%	78%	61%	89%	66%	72%	52%	59%	34%	679	6 72	% 61	96	-
GL Standard	41%	26%	29%	46%	30%	68%	31%	44%	23%	33%	12%	379	6 44	% 33	96	R
Total Tests	130,181	14,873	46,119	44,974	410	19,839	188	3,775	43,373	3 33,655	14,30	7 2,68	31 93,0	024 37,	157	U
Total Indicators																14

1. Data disaggregated by student groups

- 2. Student Success Status results section
- 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

TEXAS Education AgencyClosing the Gaps Status and Data Tables

2 Total Indicators	All Students	African American	Hisoanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
School Quality	Status															
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met % Students	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y	U	
meeting CCMR # Students	73%	58%	64%	78%	66%	92%	75%	74%	57%	57%	30%	67%	76%	58%		
meeting CCMR Total Students	4,005.0 5.514	329.5 591	1,222.5 1,901	1,658.5 2,121	10.5 16	651.0 706	6.0 8	127.0 171	880.0 1,540	217.0 384	110.5 366	16.0 24	3,441.0 4,546	564.0 968		
Total Indicators															11	11
Participation																
Target ELA/Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
% Participation # Participants Total Tests Mathematics	100% 51,878 52,121	99% 6,040 6,076	100% 18,835 18,927	99% 17,383 17,456	100% 168 168	100% 7,896 7,910	99% 75 76	99% 1,478 1,486	99% 17,849 17,966	100% 14,318 14,343	99% 5,668 5,722	100% 1,034 1,036	100% 35,604 35,754	99% 16,272 16,387		
% Participation # Participants Total Tests	100% 41,682 41,813	100% 4,919 4,938	100% 15,039 15,088	100% 14,138 14,190	100% 140 140	100% 6,158 6,157	100% 58 58	99% 1,222 1,230	100% 14,346 14,414	100% 12,374 12,391	99% 4,873 4,907	100% 902 904	100% 28,379 28,455	100% 13,303 13,358		

- I. 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

TEXAS Education Agency Closing the Gaps Status and Data Tables

	All	African	Hispanic	White	American	Asian	Pacific	Two or More Races	Econ	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Total Indicators															14	14
School Quality S	tatus															
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met % Students	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y		
meeting CCMR # Students	73%	58%	64%	78%	66%	92%	75%	74%	57%	57%	30%	67%	76%	58%		
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	708	8	171	1,540	384	366	24	4,546	968		
Total Indicator:															11	11
Participation																
Target ELA/Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	8	
% 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 Mathematics	52,121	6,076	18,927	17,456	168	7,910	76	1,486	17,966	14,343	5,722	1,036	35,754	16,387		
% 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
- 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

7

TEXAS Education Agency Identification of Schools for Improvement



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

TEXAS Education Agency Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

All African American Pacific More Ecor Students American Hispanic White Indian Asian Islander Races Disad 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 3 2 2 2	(Current Ed v & Monitored)+ (Current) support and improvement. 2 0													
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 targeter 2 2 2	support and improvement.													
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeter 3 2 2 2	l support and improvement. 2 0													
3 2 - 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%/	27%/N 12%/N													
2018 29%/N - 25%/N 60%/Y 23%/	18%/N 28%/Y													
2019 31%/N - 28%/N 24%/	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%/	45%/Y 30%/Y													
2019 49%/Y - 47%/Y 44%/	46%/Y 13%/N													
rowth (Academic Growth)														
Reading														
Target 66 62 65 69 67 77 67 68 64	64 59													
2017 <u>58/N</u> - <u>58/N</u> <u>60/N</u>	54/N -													
2018 59/N - 61/N 58/N	59/N -													
2019 <u>64/N</u> - 65/Y 64/Y	64/Y -													
Mathematics	20 24													
larget /1 0/ 03 /4 /1 00 /4 /3 00	56 51 740/													
2017 14/Y - 14/Y	74/Y -													
2018 6//N - 65/N 66/N	- 63/N -													
2019 <u>55/N</u> - <u>51/N</u> 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 <u>38/N</u> - <u>37/N</u> <u>53/N</u> <u>36/N</u>	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.

TEXAS Education Agency Identification of Schools for Improvement

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	D -	-	Y	Y	Y
Met 2019 Exit Criteria	-	-	-	-	-	Ν	4	-	-	-	-
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	3.	-	5	6	5
							•				
Academic Achievement (Perce	ent at Meets	Grade Level	or Above)								
Reading	Y	Y	Y	Y	-	Ν	-	-	Y	Y	Y
Mathematics	Y	Y	Y	Y	-	Ν	-	-	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											
,	×	V	×	V		N		N	V	~	v
	1	1			-	IN		IN IN		1	

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





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 Home Page http://tea.texas.gov/accountability/
- 2019 Accountability Rating System <u>https://tea.texas.gov/2019Accountability.aspx</u>
- Performance Reporting Email performance.reporting@tea.texas.gov
- Performance Reporting Telephone (512) 463-9704



Thank you!