Chapter 4—Closing the Gaps Domain

Overview

The Closing the Gaps domain 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). For 2021, component raw scores are displayed; neither raw nor scaled scores are calculated for the Closing the Gaps domain.

Components

There are four components evaluated in the Closing the Gaps domain.

- Academic Achievement: STAAR Performance Status at the Meets Grade Level or above standard in English language arts (ELA)/reading and mathematics
- Growth or Graduation
  - o Academic Growth Status: The School Progress, Part A domain data in reading and mathematics for elementary and middle schools (unavailable for 2021)
  - o Federal Graduation Status: The four-year federal graduation rate (without exclusions) for high schools, K–12s, and districts with graduation rates. If a high school, K–12, or district does not have graduation data, Academic Growth Status is used, if available.
- English Language Proficiency
- School Quality or Student Success
  - o STAAR component of the Student Achievement domain for elementary and middle schools
  - o College, Career, and Military Readiness (CCMR) Performance Status component for high schools, K–12s, and districts. If a high school, K–12, or district does not have CCMR data, STAAR component is used, if available.

Minimum Size

A district or campus must have 10 reading and 10 mathematics assessment results for the all students group and meet minimum size for at least five indicators in the Academic Achievement component to be evaluated on the Closing the Gaps domain. If a district or campus does not meet minimum size, the Closing the Gaps domain is not evaluated.

Students Evaluated

The Closing the Gaps domain evaluates performance of 14 student groups.

- All students
- Seven racial/ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races
- Economically disadvantaged
- Students receiving special education services
- Students formerly receiving special education services
- Current and monitored English learners (through year 4 of monitoring)
- Continuously enrolled
- Non-continuously enrolled

Current and Former Special Education Students

A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS or on STAAR answer documents.

A student is identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.

Current and Monitored English Learners (ELs)

A student is identified as current EL if the student is reported as Limited English Proficient (LEP) in TSDS PEIMS, TELPAS, or STAAR answer documents. A student is identified as monitored EL if the student is reported in TSDS PEIMS or on STAAR answer documents as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).

Both current and monitored ELs, through year 4, are included in performance rates for the Closing the Gaps domain. Exclusions for ELs are detailed in this chapter.

Continuously Enrolled and Non-Continuously Enrolled Students

District

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the district on the fall snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year fall snapshot and each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

Campus

For grades 4–12, a student is identified as continuously enrolled if the student was enrolled in the campus on the fall snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year fall snapshot and in the same district each of the preceding two years.

Example Campus Continuously Enrolled Determination (Grade 4–8)

Enrolled in District TSDS PEIMS Snapshot October 2017	Enrolled in District TSDS PEIMS Snapshot October 2018	Enrolled in District TSDS PEIMS Snapshot October 2019	Enrolled in Campus within District TSDS PEIMS Snapshot October 2020	Continuously Enrolled or Non-continuously Enrolled
Yes	Yes	Yes	Yes	Continuously Enrolled
Yes	No	Yes	Yes	Non-continuously Enrolled
No	No	Yes	Yes	Non-continuously Enrolled

Inclusion of English Learners

English learners (ELs) who are year one in U.S. schools are excluded from accountability calculations. ELs in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include ELs in their second year in U.S. schools in the Academic Achievement and Student Achievement Domain Score: STAAR Component Only components. ELs in their second year in

U.S. schools with a parental denial for EL services do not receive an EL performance measure. STAAR Alternate 2 assessment results are included regardless of an EL's years in U.S. schools.

Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools.

Academic Achievement Component

The Academic Achievement component measures STAAR performance in ELA/reading and mathematics at the Meets Grade Level or above standard.

Academic Achievement—Assessments Evaluated

The Academic Achievement component evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR end-of-course (EOC), and SAT/ACT results for accelerated testers as described in Chapter 2 at the Meets Grade Level or above standard.

Academic Achievement—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are 10 or more assessments in the subject area, considered separately.
- Student groups are evaluated if there are 25 or more assessments in the subject area, considered separately.
- This component is evaluated if at least five student groups meet minimum size requirements.
- Small numbers analysis is not used.

Academic Achievement—Methodology

Each student group is evaluated by subject area on the percentage of assessment results that are at the Meets Grade Level or above standard. Each student group's performance is then compared to the 2021 Academic Achievement performance targets. The performance targets are provided at the end of this chapter.

The Academic Achievement calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Academic Growth Status or Federal Graduation Status

Academic Growth Status—2021 Accountability

Each student group is evaluated by subject area on the percentage of assessment results that maintained performance from the prior year to the current year or meets the *Expected* or *Accelerated* STAAR progress measure expectation. In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver from administering statewide assessments due to COVID-19, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate academic growth.

Federal Graduation Status

The Federal Graduation Status component measures the four-year federal graduation rate of the Class of 2020 for high schools, K–12s, and districts. Texas uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate.

Four-Year Graduation Rate Target

Student groups will be evaluated against the four-year long-term target (94.0%) with at least 0.1% improvement over the Class of 2015 baseline rate, the four-year interim target (90.0%) with at least 0.1% improvement, or expected growth toward the four-year long-term target using the calculation below.

$$\text{current year four-year graduation rate} - \text{prior year four-year graduation rate} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

Targets are provided at the end of this chapter. See Appendix H for more information.

Federal Graduation Status—Minimum Size Criteria and Small Numbers Analysis

All Students

- The all students group is evaluated if there are at least 10 students in the class.
- This component is evaluated if at least one student group meets minimum size requirements.
- Small numbers analysis, as described below, applies to the all students group if the number of students in the Class of 2020 (4-year) is fewer than 10. The total number of students in the class consists of graduates, continuing students, Texas certificate of high school equivalency (TxCHSE) recipients, and dropouts.
  - o A three-year-average graduation rate is calculated for all students. The calculation is based on an aggregated three-year uniform average.
  - o The all students group is evaluated if the three-year sum has at least 10 students.

Student Groups

- A student group is evaluated if there are at least 25 students from the group in the class.
- Small numbers analysis is not applied to student groups.
- The continuously enrolled, non-continuously enrolled, and former special education student groups are not evaluated.

Federal Graduation Status—Methodology

The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class.

The four-year federal graduation rate measures the percentage of graduates in a class. The graduation rates are expressed as a percentage rounded to one decimal place. For example, 74.875% rounds to 74.9%, not 75%.

<u>Number of Graduates in the Class</u>
Number of Students in the Class
(Graduates + Continuers + TxCHSE Recipients + Dropouts)

To determine if the student group met the graduation rate indicator, the group's four-year federal graduation rate is evaluated using the following three steps.

1. Did the student group meet the four-year long-term graduation rate target of 94.0% and demonstrate improvement of at least 0.1% over the Class of 2015 statewide baseline rate for this group?

2. If #1 is no, did the student group meet the four-year interim graduation rate target of 90.0% and demonstrate improvement of at least 0.1% over the prior year rate?

3. If #1 and #2 are no, did the student group meet its four-year graduation rate growth target? The growth target is calculated as follows.

   Did the student group demonstrate sufficient growth from the prior year in order to meet the long-term graduation rate target of 94.0% (i.e., a 10% decrease in difference between the prior year rate and the long-term target)?

$$\text{current year four-year graduation rate} - \text{prior year four-year graduation rate} \geq \frac{94.0 \text{ (long-term target)} - \text{prior year four-year graduation rate}}{10}$$

For example, the 2019 four-year federal graduation rate for the special education student group was 66.7%, and the 2020 four-year federal graduation rate was 70.0%. Using this methodology, the student group would meet the growth target as demonstrated below:

$$70.0 - 66.7 = 3.3 > 2.73 \quad \frac{94.0 - 66.7}{10}$$

Inclusion of English Learners
Ever ELs (EL [Ever HS]) are evaluated for the EL student group in the federal graduation rates. Ever ELs are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school. The EL student group is evaluated if there are at least 25 <u>current</u> EL students.

Inclusions to the Four-Year Federal Dropout Definition
The definition of dropout that is used for the Student Achievement domain differs slightly from the NCES definition of dropout that is required for federal accountability. For Closing the Gaps domain calculations, the 2019–20 dropouts reported during the fall 2020 TSDS PEIMS data submission are processed using the NCES dropout definition so that certain students can be counted as dropouts. For additional information on dropout inclusions, please see Appendix G.

English Language Proficiency Component
The English Language Proficiency component measures an EL's progress towards achieving English language proficiency. Current ELs are the only students evaluated in this component.

English Language Proficiency—Assessments Evaluated
The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. Current year TELPAS and TELPAS Alternate results are compared to the prior year results to determine if the students made progress. As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, if a 2020 composite rating is not available, the composite rating from 2019 is

used as the prior year result. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS or Basic Fluency TELPAS Alternate composite rating or a non-zero 2020, 2019, or 2018 TELPAS or a 2020 or 2019 TELPAS Alternate composite rating.

Composite ratings are not compared across TELPAS and TELPAS Alternate.

English Language Proficiency—Minimum Size Criteria and Small Numbers Analysis

- The EL student group is evaluated if there are at least 25 current EL students.
- Small numbers analysis is not used.

English Language Proficiency—Methodology

- A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year, or the student's 2021 result is Advanced High or Basic Fluency.
- For 2021, if the 2020 composite rating is available but does not show progress, the 2019 composite rating is compared to the 2021 composite rating.
- If the composite rating from 2020 is not available, the 2019 composite rating is compared to the 2021 composite rating.
- If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2021 composite rating.

The current EL student group's performance is compared to the 2021 English Language Proficiency target. The performance target is provided at the end of this chapter.

The English Language Proficiency component calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

$$\frac{\text{Number of TELPAS or TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High or Basic Fluency}}{\text{Number of 2020–21 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2020, 2019, or 2018 composite ratings}}$$

School Quality or Student Success Component

For elementary and middle schools, the Student Achievement Domain Score: STAAR Component Only evaluates disaggregated student performance on the STAAR. For high schools, K–12s, and districts with annual graduates, the College, Career, and Military Readiness Performance Status component measures disaggregated students' preparedness for college, the workforce, or the military. If a high school, K–12, or district does not have CCMR data, the Student Achievement Domain Score: STAAR Component Only is used, if available.

Student Achievement Domain Score: STAAR Component Only—Assessments Evaluated

The Student Achievement Domain Score: STAAR Component Only evaluates STAAR (with and without accommodations), STAAR Alternate 2, EL performance measure results, STAAR EOC, and SAT/ACT results for accelerated testers as described in Chapter 2 in all subject areas at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard.

The performance rates calculated in this component are the disaggregated results used in the Student Achievement domain.

Student Achievement Domain Score: STAAR Component Only—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated if there are 10 or more assessments.
- Student groups are evaluated if there are 25 or more assessments.
- This component is evaluated if at least five student groups meet minimum size requirements.
- Small numbers analysis is not used.

Student Achievement Domain Score: STAAR Component Only—Methodology

Each student group is evaluated on the average percentage of assessment results that are at the Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level standard. Each student group's performance is then compared to the 2021 Student Achievement Domain Score: STAAR Component Only performance targets. The performance targets are provided at the end of this chapter.

The Student Achievement Domain Score: STAAR Component Only calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

College, Career, and Military Readiness Performance Status

The College, Career, and Military Readiness Performance Status component measures students' preparedness for college, the workforce, or the military. This component differs from the CCMR component in the Student Achievement domain. The denominator used is 2020 annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the last six weeks of school year 2019–20 as reported in TSDS PEIMS attendance records. Grade 12 students reported in the fall 2019–20 TSDS PEIMS collection as individualized education program (IEP) continuers are excluded from the Closing the Gaps CCMR denominator.

Number of Graduates or Students in Grade 12 Who Accomplished at Least One of the CCMR Indicators
Number of 2020 Annual Graduates plus Students in Grade 12 During School Year 2019–20

Students demonstrate college, career, or military readiness in any one of the following ways:

- *Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics*. A student meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSI assessments through October 2020, SAT and ACT results through the July 2020 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information.

  A student must meet the TSI requirement for both ELA/reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.

- *Earn Dual Course Credits.* A student completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. See Appendix H for additional information.

- *Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination.* A student meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.

- *Earn an Associate Degree.* A graduate earning an associate degree by August 31 immediately following high school graduation.

- *Complete an OnRamps Dual Enrollment Course.* A student completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. See Appendix H for additional information.

- *Earn an Industry-Based Certification.* A graduate earning an industry-based certificate under 19 TAC, §74.1003.

- *Graduate with Completed IEP and Workforce Readiness.* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

- *Enlist in the Armed Forces.** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.

- *Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student.* A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

- *Earn a Level I or Level II Certificate.* A graduate earning a Level I or Level II certificate in any workforce education area. See Appendix D or H for additional information.

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

College, Career, and Military Readiness Performance Status—Minimum Size Criteria and Small Numbers Analysis

- The all students group is evaluated in the CCMR component if there are 10 or more annual graduates plus students in grade 12 who did not graduate.

- Student groups are evaluated if there are 25 or more annual graduates plus students in grade 12 who did not graduate.

- This component is evaluated if at least one student group meets minimum size requirements.

- Small numbers analysis, as described below, applies to the all students group if the number of annual graduates plus students in grade 12 who did not graduate is fewer than 10.

  o A three-year-average CCMR rate is calculated for the all students group. The calculation is based on an aggregated three-year uniform average using the district's or campus's 2021, 2020, and 2019 CCMR data.

  o The all students group is evaluated if the three-year sum has at least 10 annual graduates plus students in grade 12 who did not graduate.

College, Career, and Military Readiness Performance Status—Methodology

Each student group is evaluated on the percentage of students who meet the 2021 College, Career, and Military Readiness Performance Status targets. The performance targets are provided at the end of this chapter.

The College, Career, and Military Readiness Performance Status calculation is expressed as a percentage, rounded to the nearest whole number. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Participation Status

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR and TELPAS assessment results.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.

- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

TEA received a federal waiver to report only reading and mathematics participation rates for districts and campuses for 2021.

Example Adjusted Academic Achievement Performance Calculation

A campus had 100 students with STAAR answer documents in ELA/reading. Five answer documents were marked A (Absent), and two answer documents were marked O (Not Scored - Other). The campus's participation rate for ELA/reading was 93 percent.

$$\frac{93 \text{ scored answered documents}}{100 \text{ scored, absent, or other answer documents}}$$

Since the campus did not meet the 95 percent Participation Status target for ELA/reading, adjustments were made when calculating the ELA/reading performance for the Academic Achievement component. The performance denominator had to be adjusted to include enough assessments to meet the 95 percent target, rounded to the nearest whole number.

Original ELA/Reading Academic Achievement Performance Calculation

$$\frac{53 \text{ assessments at Meets Grade Level or above standard}}{\substack{93 \text{ scored assessments that meet accountability subset} \\ (\text{out of } 100 \text{ total answer documents})}} = 57\%$$

Adjusted ELA/Reading Academic Achievement Performance Calculation

$$\frac{53 \text{ assessments at Meets Grade Level or above standard}}{95 \text{ assessments (93 scored } \textit{plus} \text{ 2 absent/other to meet 95\% participation)}} = 56\%$$

The campus's ELA/reading performance denominator was increased by two assessments to meet the 95 percent threshold. The Academic Achievement calculation used the updated denominator to determine the new performance outcome. The performance rates used in the Academic Achievement Performance component are the disaggregated results at the Meets Grade Level or above standard used in the Student Achievement domain.

Limits on Use of Alternative Assessments

Federal limitations require that the number of students assessed using STAAR Alternate 2 not exceed one percent of total assessment participation. While this measure is reported for regions, districts, and

campuses on the federal report card, monitoring only applies at the state level—the number of students assessed throughout the state using STAAR Alternate 2 must not exceed one percent of the state's total participation on STAAR and STAAR Alternate 2.

Calculating Component Scores

To calculate a score for each of the Closing the Gaps components, determine the percentage of evaluated indicators met for each component. Divide the number of indicators met by the number of indicators evaluated (those that met minimum size).

$$\frac{\text{Number of indicators that met the performance target}}{\text{Total number of indicators evaluated}}$$

Closing the Gaps component scores are rounded to the nearest whole number.

Example Calculation: Academic Achievement Component Score*									
	All Students	**African American**	**Hispanic**	**White**	**Two or More Races**	**Econ Disadv**	**Special Ed - Current**	**Continuously Enrolled**	**Total Met**	**Total Evaluated**
Reading	Y	Y	Y	N	Y	Y	N	Y	6	8
Mathematics	N	Y	N	Y	Y	Y	Y	N	5	8
								Total	**11**	**16**
							Academic Achievement Component Score **(Indicators Met ÷ Indicators Evaluated)**		**69**	

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups that met minimum size.

Minimum Number of Evaluated Indicators

The following components must have a minimum of five indicators that meet minimum size to be included in the Closing the Gaps calculation:

- Academic Achievement
- Student Achievement Domain Score: STAAR Component Only

The remaining components, Federal Graduation Status and CCMR Performance Status, only require one evaluated indicator.

Example Minimum Number of Evaluated Indicators: Academic Achievement*								
	All Students	**African Amer-ican**	**Hispanic**	**White**	**Two or More Races**	**Econ Disadv**	**Special Ed -Current**	**Contin-uously Enrolled**	**Total Evaluated Indicators**
Reading: Number of Assessments	75	13	26	26	10	24	13	62	
Met Minimum Size	Y	N	Y	Y	N	N	N	Y	4
Mathematics: Number of Assessments	70	11	23	26	10	22	10	60	
Met Minimum Size	Y	N	N	Y	N	N	N	Y	3
								Total Evaluated Indicators	**7**
								Academic Achievement Included?	**Yes**

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has eight groups with Academic Achievement data.

Example Minimum Number of Evaluated Indicators: Academic Achievement*							
	All Students	**African American**	**Hispanic**	**White**	**Two or More Races**	**Econ Disadv**	**Special Ed - Current**	**Total Evaluated Indicators**
Reading: Number of Assessments	50	23	10	11	6	26	5	
Met Minimum Size	Y	N	N	N	N	Y	N	2
Mathematics: Number of Assessments	47	25	9	8	5	24	5	
Met Minimum Size	Y	Y	N	N	N	N	N	2
							Total Evaluated Indicators	**4**
							Academic Achievement Included?	**No**

*While 14 student groups are evaluated in the Closing the Gaps domain, this example has seven groups with Academic Achievement data.

2021 Closing the Gaps Performance Targets

| Academic Achievement (Percentage at Meets Grade Level or above) | | | | | | | | | | | | | |
Subject	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	EL (Current and Monitored)	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%	36%	46%	42%
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%	44%	47%	45%

2021 Federal Graduation Status (High Schools, K–12s, and Districts)[1]													
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Class of 2015 Statewide Baseline Rate													
89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%	n/a	n/a	n/a

Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)													
47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%	43%	48%	45%

College, Career, and Military Readiness Performance Status (High Schools, K–12s, and Districts)													
47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%

English Language Proficiency Status[2]		
	36%	

[1] Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

[2] English Language Proficiency Status evaluates current ELs only.