

High School
Statewide
7th Grade
8th Grade

A clear and concise description of the State's accountability system under subsection (c), including—

the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

Grade 7-8

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Reading/ELA											
Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics											
Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Science											
Baseline 2016-17 Rates											41%
2017-18 through 2021-22											36%
2022-23 through 2026-27											38%
2027-28 through 2031-32											40%
Graduation Rates											
Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

* Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year.

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This section provides information on high school graduation rates for the class of 2018.

	5 th	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB
All Students	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.
 ' ' Ever EL in grades 9-12

English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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67	38	57%

' ' Indicates data reporting does not meet for Minimum Size.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates zero observations reported for this group.

School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

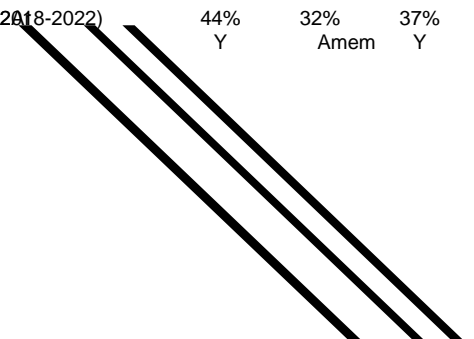
	5 th	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB
STAAR Component Score	79	58	80	78	*	87	-	79	52	59	83
%Students meeting CCMR (Isget Met/Isget Met)	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.

Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	5 th	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB	5 th WUB
Interim Goals (2018-2022) Target Met	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%



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Female		\$%	0%	2%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All	\$%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	0%
	CWOD	\$%	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	\$%	-	*	0%	-	0%	-	-	*	0%	*	0%	0%	0%	*	-
	Male	\$%	*	0%	1%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
Mathematics	All	\$%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	0%
	CWOD	\$%	0%	1%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	\$%	-	*	0%	-	0%	-	-	*	0%	*	0%	0%	0%	*	-
	Male	\$%	*	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
Science	All	\$%	*	0%	0%	*	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	\$%	-	*	0%	-	-	-	-	0%	0%	-	-	0%	0%	0%	0%
	CWOD	\$%	*	0%	0%	*	0%	-	0%	*	0%	-	0%	0%	0%	0%	0%
	EL	\$%	-	*	*	-	*	-	-	-	0%	-	0%	0%	0%	*	-
	Male	\$%	*	0%	0%	*	0%	-	*	-	0%	0%	0%	0%	0%	-	-

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 ' ' Indicates zero observations reported for this group.

DUhfj]]] Civil Rights Data

DUhfj]]] This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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In-School Suspensions	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Out-of-School Suspensions	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Expulsions	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0

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- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '.' Indicates there were no students in the group.
- Blank cell indicates the student group is not applicable to this report.

DUfhf]i L Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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Inexperienced Teachers, Principals, and Other School Leaders	14.7	20.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which		
2.0%		

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Mathematics	5,254	2%	73	1%	!	!	!
Science	5,250	1%	73	1%	!	!	!
End of Course English I	5,150	1%	68	1%	!	!	!
English II	4,680	1%	69	1%	!	!	!
Algebra I	5,122	1%	70	1%	!	!	!
Biology	4,954	1%	72	1%	!	!	!
All Grades All Subjects	101,751	1%	1,645	2%	!	!	!
Reading	45,064	1%	730	1%	!	!	!
Mathematics	40,350	1%	662	2%	!	!	!
Science	16,337	1%	253	1%	!	!	!

! Indicates results are masked due to small numbers to protect student confidentiality.
 ! Indicates zero observations reported for this group.

Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

Grade 4 Reading

Grade	Subject	Overall	Black	Hispanic	White	American Indian	Asian	Pacific Islander	National Average
Grade 4	Reading	39	52	48	22	*	11	*	42

