d GW•M**™GAMMA**D™•WD D

HYIUg XiWUhjcb 5 [YbWm 2018-19 YXYfU FYdcfh UfX Zcf HYI Ug Di V']WGW cc'g

Ua di g BUa Y: KIKER EL **Ua di g**: 227901180]glf]WhBUa Y: AUSTIN ISD

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

DUfh())() 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.

DUfh())() 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);

| GHUHY GG5 cƯg | | | | | | | | | | | EL | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
| | | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | (Current & Former) |
| 5 WUXYa 1WDYfZcf | aUbWY(5hAYYhg fUXY@∕jY`d | of 5 VciY) | | | | | | | | | | |
| Reading/ELA Mathematics | Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 | 44% 44% 52% 62% 72% 46% 46% 54% 63% | 32% 32% 42% 54% 66% 31% 41% 54% 66% | 37% 37% 46% 58% 69% 40% 40% 49% 59% | 60% 60% 66% 73% 80% 59% 65% 73% 80% | 43% 43% 51% 62% 72% 45% 45% 53% 63% 73% | 74% 74% 78% 82% 87% 82% 82% 85% 85% 91% | 45% 45% 53% 63% 73% 50% 50% 57% 66% | 56% 56% 62% 70% 78% 54% 61% 69% 77% | 33% 33% 43% 55% 67% 36% 36% 45% 57% 68% | 19% 19% 31% 45% 60% 23% 23% 34% 48% 62% | 29% 29% 39% 52% 65% 40% 49% 59% |
| @Dfc[fYgg | Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 | | | | | . 670 | 0.70 | | .,,, | 55% | 02 78 | 41% 36% 38% 40% |
| * TÜXT ÜİÇEB FÜRY: | Üf €OgX Ü 3 ĐPd•O È ölf HÔ 4-MrU @b[jh X]bU F Uh Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 | 89% 90% 92% 94% | 85% 90% 92% 94% | aE\$E€0••Ç) 87% 90% 92% 94% | 93% 90% 92% 94% | 86% 90% 92% 94% | 95% 90% 92% 94% | 89% 90% 92% 94% | 92% 90% 92% 94% | 86% 90% 92% 94% | 78% 90% 92% 94% | 72% 90% 92% 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 foater

Hkc cf Bcb 527 5aYf DUWACfY Web Web cghYf GhuhY]ghf]Wh Uadig 5aYf]gdUb]Wk\]hY bX 5g]Ub g`FUWYg]gUXj | gUXj K KC @ AUY YaUYA][fUbh caYYgg UfYA]]hUf

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&... 3/12

Hk c Bcb cf 5a Yf **DUW A cfY** Web Web cahYf 5 Z GHUHY]glf]Wh Ua dig]gdUb]WK\]hY bX 5g]Ub FUW/g]gUXj]gUXj КC Ya UYA][fUbh ca YYgg ŬfY A]`]HUfm 5 a Yf K g` Female 23% 65% 69% 62% 65% 56% 28% 59% Mathematics All 27% 30% 57% 52% 91% 57% 60% 57% 61% 56% Students CWD 13% 28% 28% 67% CWOD 29% 33% 61% 58% 59% 90% 60% 61% 61% 60% 20% 21% Male 29% 33% 56% 44% 57% 100% 40% 57% 27% 61% 56% Female 25% 28% 59% 62% 53% 83% 58% 60% 59% Grade 5 Reading ΑII 29% 33% 64% 68% 62% 63% 83% 63% 66% 57% 63% 65% Students CWD 12% 44% 41% 60% 9% 41% CWOD 31% 37% 66% 70% 65% 63% 83% 66% 66% 57% 67% 65% EL 14% 15% 57% 57% 57% 57% 50% 59% 33% 31% 72% 62% Male 26% 63% 63% 67% 50% 63% 65% 60% Female 31% 35% 65% 62% 66% 64% 64% 65% Mathematics ΑII 36% 37% 73% 84% 68% 92% 67% 74% 35% 77% 100% 77% 69% Students 14% 13% 35% 38% 35% 60% CWD 35% 25% CWOD 38% 42% 77% 87% 72% 92% 67% 77% 77% 100% 84% 70% 24% 25% 100% 100% 100% 100% 100% 77% 71% 25% 36% 39% 83% 100% 77% 84% 100% 77% Female 35% 36% 69% 64% 70% 60% 69% 85% 82% 33% Science ΑII 23% 24% 36% 52% 32% 38% 36% 24% 37% 29% 39% 32% Students CWD 11% 11% 24% 25% 24% 25% 20% CWOD 25% 26% 37% 53% 33% 38% 33% 37% 37% 29% 41% 33% FΙ 11% 12% 29% 29% 29% 29% 33% 61% 33% 38% 25% Male 25% 26% 39% 39% 41% 33% 39% 36% 32% Female 21% 21% 32% 38% 31% 32% 20% 33% GH55F DYfWYbhUh5ddfcUW Yg fUXY @Yj Y cf 5 Vcj Y All Grades 97% All Subjects 97% 80% 98% 99% 98% 80% 98% 89% 98% 100% 98% 97% Students 75% CWD 46% 47% 89% 91% 89% 100% 90% 79% 89% 92% CWOD 81% 98% 91% 98% 100% 99% 82% 98% 98% 98% 98% 98% 99% 85% 62% 59% 100% 100% 100% 100% 100% 100% 100% 100% 100% 74% 89% 96% 92% Male 74% 98% 98% 98% 100% 100% 98% 99% 100% 97% Female 80% 79% 97% 67% 98% 97% 98% 100% 67% 98% 79% 99% 100% 99% 100% 100% 99% Reading ΑII 73% 74% 71% 83% 99% 89% 100% 100% 99% Students CWD 41% 89% 100% 88% 92% 39% CWOD 78% 79% 100% 80% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% FΙ 54% 52% 100% 100% 100% 100% 100% 100% 100% Male 69% 70% 99% 100% 99% 100% 100% 100% 99% 94% 100% 100% 99% Female 78% 78% 99% 100% 99% 100% 100% 71% 100% 75% 100% 99% Mathematics ΑII 81% 80% 98% 86% 98% 98% 100% 95% 83% 98% 91% 99% 100% 98% 98% Students 53% 91% 80% 94% 92% 83% CWD 53% 83% 91% 94% 100% 99% 100% 99% CWOD 84% 84% 99% 100% 99% 95% 83% 99% 99% 99% 72% 68% 100% 100% 100% 100% 100% 100% 100% EL 92% 100% 94% 79% 78% 98% 98% 100% 98% 99% 100% Female 82% 81% 98% 98% 71% 83% 98% 97% 100% 100% 99% 99% Science ΑII 80% 79% 92% 94% 90% 96% 100% 92% 82% 92% 100% 93% 90% Students CWD 51% 50% 82% 81% 82% 83% 80% CWOD 84% 83% 92% 93% 91% 96% 100% 93% 92% 100% 94% 91% FΙ 61% 58% 100% 100% 100% 100% 100% 83% Male 79% 78% 93% 94% 90% 100% 93% 94% 100% 93% 80% 90% Female 81% 80% 90% 92% 89% 91% 91% 91% GH55F DYfWYbhUhAYYhg fUXY @YjY cf5VcjY All Grades All Subjects 82% 60% 84% 81% 93% 78% 44% 83% 55% 85% 88% 84% 81% 49% Students 24% 55% 45% 25% CWD 25% 55% 100% 59% 52% 55% 57% CWOD 52% 85% 64% 84% 85% 85% 88% 57% 86% 93% 82% 82% 62% 87% 81% 88% 88% EL 29% 28% 88% 86% 94% 89% 88% 89% Male 47% 51% 84% 56% 85% 82% 95% 81% 50% 84% 57% 87% 88% 84% 40% 81% Female 52% 81% 81% 79% 74% 89% Reading ΑII 47% 52% 87% 57% 90% 86% 92% 85% 50% 88% 61% 89% 88% 85% 89% Students CWD 21% 23% 61% 60% 61% 33% 66% 61% 59% 67% CWOD 50% 56% 89% 60% 89% 91% 89% 90%% 89% 88% 89% 90% 91% 67% FΙ 23% 24% 88% 78% 93% 92% 88% 88% 86% 90% Male 43% 48% 85% 84% 91% 83% 40% 86% 59% 89% 86% 85%

55**%**

%

Female 51%

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

| | 5¨ Ghi XYbhg | 5 27]WUb 5 a Yf]WUb |]gd U b]V | v K\]hv | 5 a Yf]W U b bX]Ub | 5 g]Ub | DU V]Z] W g`UbXYf | | ₩tb]gUXj | K | @ | ca ƳYgg | cghYf UfY |
|-------------------------------------------------|-----------------|------------------------|------------------|---------|------------------------------|--------|-----------------------------|---|--------------|---|---|---------|--------------|
| YXYfU fUXiUh]cbFUhYg 4-mYUf@cb[]hiX]bU c\cfh | fUXiUHc | bFUHY(f | 9-12): `l | | | | | | | | | | |
| 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

DUfh(li): 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)

| HcHU @]b `Ugg | DfcZ]W]YbWmcZ @ | FUhYcZDfcZ]W]YbWm |
|---------------|-----------------|-------------------|
| 67 | 38 | 57% |

- 'A' 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.

DUfh(j): 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)

| Ghi XybhGi WWYgg (Ghi Xybh5 Wi]Y | - | 52f]WUb 5aYf]WUb U]bGWcfY | | - | 5aYf]WUb bX]Ub hCb`m) | 5 g] U b | DU VJZ JW g`UbXYf | HkccfAcfY FUWYg | Wcb]gUXj | к | @ |
|--------------------------------------------|--------------|---------------------------------|-----------|-------|-----------------------------|-----------------|-----------------------------|--------------------|--------------|----|----|
| STAAR Component Score | 79 | 58 | 80 | 78 | * | 87 | - | 79 | 52 | 59 | 83 |
| GW(cc`EiU]lm(c``Y[Y, UfYYf, | UbX A]`]KUfn | nFYUX]bYg | gDYfZcfaU | JbWY) | | | | | | | |
| %Students meeting CCMR (Isget MetIsget Met | - | - | - | - | - | - | - | - | - | - | - |

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

DUfh(j]): 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`` Ghi XYbhg | 5 Zf]WUb 5 a Yf]WUb |]gd U b]W | K\]hY | 5 a Yf]WUb bX]Ub | 5 g] U b | DU V]Z] W g` U bXYf | HkccfAcfY FUWYg | Wcb]gUXj | ĸ | @+ |
|----------------------------------------------------------------------------------|------------------|------------------------|------------------|----------|---------------------|-----------------|--------------------------------------|--------------------|--------------|-----|-----|
| GH55F DYf2cfa UbW/ GHUhi g FYUX]b[Interim Goals (2018-2022) Tasget Met | 44% Y | 32% Amem | 37% Y | 60% Y | 43% | 74% Y | 45% | 56% | 33% | 19% | 29% |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

| | Female | Ua di 0% | 5 27]WUb g 5 a Yf]WUb 0% |]gd U b]\\ 2% | VK\]HY 0% | 5 a Yf]WUb bX]Ub - | | DUMZW g`UbXYf - | | ₩b]gUXj 0% | Bcb Wcb]gUXj 0% | K 0% | K C 0% | @ 0% | AUY - | Ya UY A 0% | մ][f U bh - |
|-------------|----------|-------------|--------------------------------|----------------------|---------------------|--------------------------|----|-----------------------|----|-------------------|---------------------------|----------------|-----------|---------|----------|----------------------|------------------------|
| Reading | All | 0% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| ; | Students | | | | | | | | | | | | | | | | |
| | CWD | 0% | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | - | * | 0% | 0% | - |
| | CWOD | 0% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | * | 0% | - | 0% | - | - | * | 0% | * | 0% | 0% | 0% | * | - |
| | Male | 0% | * | 0% | 1% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | 0% | * | 3% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | * | - | 0% | - |
| Mathematics | All | 0% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| ; | Students | | | | | | | | | | | | | | | | |
| | CWD | 0% | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | - | * | 0% | 0% | - |
| | CWOD | 0% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | * | 0% | - | 0% | - | - | * | 0% | * | 0% | 0% | 0% | * | - |
| | Male | 0% | * | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | 0% | * | 3% | 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% | - |
| | CWOD | 0% | * | 0% | 0% | * | 0% | - | 0% | * | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | 0% | - | * | * | - | * | - | - | - | 0% | - | 0% | 0% | 0% | * | - |
| | Male | 0% | * | 0% | 0% | * | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | 0% | - | 0% | 0% | - | 0% | - | * | * | 0% | 0% | 0% | * | - | 0% | - |

Indicates results are masked due to small numbers to protect student confidentiality.

DUfh(j]]]): Civil Rights Data

DUfh(j]]])() 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)

| GhiXYbhg K]h\cih]gUV]]h]∖ | /a | HcHJ ghi XYbhg | 5 27]WUb 5 a Yf]WUb |]gdUb]W | K\]hY | bX]Ub cf 5`Ug_U BUr]j Y | 5 g] U b | D UNJZ JW g`UbXYf | | @ | Ghi XYbhg k]h\]gUV]`]h]Yg | Ghi XYbhg k]h\]gUV]`]h]Yg (GYW]cb 504) |
|----------------------------|--------|-------------------|------------------------|---------|-------|-------------------------------|-----------------|-----------------------------|---|---|----------------------------------|-----------------------------------------------------|
| In-School Suspensions | ıy | | | | | | | | | | | |
| iii Concor Caoponolono | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | Ö | Ö | 0 | Ö | Ö | Ö | Ö | Ö | 0 | | |
| | Total | Ō | Ö | Ō | Ö | Ō | 0 | Ö | 0 | Ō | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| · | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Without Educational | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Services | | | | | | | | | | | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

^{&#}x27;_' Indicates zero observations reported for this group.

Hk c bX]Ub cf
HcHJ 527]WUb 5`Ug_U
ghi XYbhg 5a Yf]WUb]gdUb]W K\]hY BUh]j Y 5g]Ub cf DU**VJZ**JW g`UbXYf

| | | | | INC | | |
|-------------------|--------------|---------|-----------------|--------------|---|-------------|
| | | bX]Ubcf | | cf | | Ghi XYbhg |
| HcHU 5Zf]WUb | | 5`Ug_U | | DUWJZJW AcfY | | k]h\ |
| ghiXYbhg 5aYf]WUb |]gdUb]WK\]hY | BUhjj Y | 5 g] U b | g`UbXYfFUWYg | @ |]gUV]`]h]Yg |

- Indicates results are masked due to small numbers to protect student confidentiality.
- ... Indicates there are vno students in the group. Blank cell indicates the student group is not applicable to this report.

DUfh(]I): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

@ck DcjYfhm

| | 5" G | W(cc` |
|----------------------------------------------------------------|----------|---------|
| | Bi a VYf | DYfW/bh |
| Inexperienced Teachers, Principals, and Other School Leaders | 14.7 | 20.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.0 | 2.9% |
| Tagghar Who Are Not Tagghing in the Cubicat or Field for Which | | |

Teacher Who Are Not Teaching in the Subject or Field for Which 2.**9**1% hÅ

| | GHUHY Bia VYfcZ5@H2 | GHUHY FUHYcZ5@H2 |]ghf]Wh BiaVYfcZ5@H2 |]glf]Wh FUhYcZ5@H2 | Uadig BiaVYfcZ5@H2 | Uadig FUHYcZ5@H2 |
|---------------|------------------------|---------------------|-------------------------|-----------------------|-----------------------|---------------------|
| 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% | _ | _ |
| Diology | 1,001 | 170 | , _ | 170 | | |
| All Grades | | | | | | |
| All Subjects | 101,751 | 1% | 1,645 | 2% | * | 0% |
| | | | | | | |
| Reading | 45,064 | 1% | 730 | 1% | * | 0% |
| Mathematics | 40,350 | 1% | 662 | 2% | * | 0% |
| Mathematics | 40,550 | 1 /0 | 002 | 270 | | 0 76 |
| Science | 16,337 | 1% | 253 | 1% | - | - |
| | , | | | | | |

Indicates results are masked due to small numbers to protect student confidentiality.

DUfh(I]]): 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.

GHJHY @'j Y: 2019 DYfWYbHJ[Yg UhB5 D 5 W]Yj Ya Ybh@'j Y

| | | | % Yck | Ug]W | % 5 hcf 5 \ | /cjY Uŗ | Į ī | % 5 h5 Xj | j UbWYX |
|---------|----------|------------------|-------|------|-------------|---------|-----|---------------|------------------|
| fUXY | Gi V^YWh | GhiXYbh fcid | HL | ΙG | HL | I G | G | HL | ΙG |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | · · | 7 | 9 |
| | • | Black | 52 | 52 | 48 | 4 | | 2 | 3 |
| | | Hispanic | 48 | 45 | 52 | 5 | | B acte | 4 |
| | | White | 22 | 23 | 78 | | | 12-#o | A/•"• "12 |
| | | American Indian | * | 50 | * | | | ė/ | 3 |
| | | Asian | 11 | 18 | 89 | | | 25I\$ö¿.A | J D"(2)2H |
| | | Pacifiv Islander | * | 42 | * | | | | |

¹_1 Indicates zero observations reported for this group.