# **Texas Education Agency**

### 2017-18 Federal Report Card for Texas Public Schools

District Name: A W BROWN-FELLOWSHIP LEADERSHIP ACADEMY

District ID: 057816

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

Part (i)(I) 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 assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) 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);

										Two			EL
*			All	African			American		Pacific	or	Econ	Special	(Current and
				American F	lispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)		Rates											
		2017-18 through 2021- 22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		27											
		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%
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
		Rates											
		2017-18 through 2021- 22											42%
		2022-23 through 2026-											44%
		27											4470
		2027-28 through 2031-											46%
		32	Westerland										
Graduation Rate:4-Year Longitudinal Rate		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%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period

used by the State to determine consistent underperformance:

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i); The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	Regio 10	n Distric	African tAmerica	nHispanio	White	America:	ı Asian	Pacific	Two or More Races	Econ	Non Econ	VCWI	ocwon	FI	Mala	Famala	Migrant	Homolos	Foster	Militane
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	Students	51%	53%	*	•		*	-	(2)	-	-	*		*	-	-	*		to <del>≡</del> o	=	-	N=
	CWOD	79%	80% 70%	66%	65%		30 <del>-</del> 0		•	( <b></b> .))	-	62%	86%	-	66%		62%	69%		2	=	•
	Male	74%	74%	61%	61%	-	-	5			5 2	61%	62%		62%		61%	-	-	-	-	-
	Female		80%	68%	67%	*	-	-	*		-	61%	100%	*	69%		0170	68%	121	-	-	21 <del>5</del> 0 200
Mathematics	All	77%	78%	70%	70%	•	*	_			_	67%	81%		71%	_	63%	75%				
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	CWOD		80%	71%	71%		-	<u>=</u>	*	-	-	69%	83%		71%	-	64%	77%	1.	-	-	-
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	remaie	7370	1370	73%	74%	-	1077	72	150	100	-	71%	81%	(2)	75%	*	-	73%		-	-	-
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	EL	72%	72%	*		*	1.7		100	=	-	•			•	*	•		-	-		-
	Male	77%	77%	51%	50%	•	•	-	•	-	-	51%	55%	*	52%		51%	-	-	-	-	-
	Female	76%	79%	55%	55%	•	•		-	-	-	52%	69%	٠	56%	*	•	55%	*	23 <del>-7</del> 0		
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	Female ·		48%	36%	36%	*	2	-	*	-	-	27%	78%	*	36%	-	-	36%	-	-	-	-
Grade 4																						
Reading		45%	47%	31%	30%	*	2	-	E	-	-	30%	33%	*	30%	*	24%	37%	*	( <b>=</b> ).	: <b></b> :	
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	Students														(7)(57)			. , ,				
	CWD	7%	9%	*	•	-	-	-	=	F-1	-	*	*	*	-	-	*	*	=	-	-	=
	CWOD	19% 5%	24% 6%	9%	8%	Ī	-	3,50	=		-	6%	22%	-	9%	*	12%	8%	=	_	-	(=
	Male	17%	22%	11%	12%		ē	-	-	10 <del>0</del> 5	553	8%		1	400/	•	-	•	-	-	-	-
	Female			7%	4%			-	-	*	-	5%	14%		12% 8%		11%	7%	# 2		5 <b></b> 28	
												070	1770		070			1 70	8		-	
Grade 8																						
Reading	All	26%	28%	7%	7%	•	-	•		(=)	-	9%	0%	*	7%	*	5%	9%	3	•		-
	Students	8%	8%	•																		
	CWOD		30%	7%	7%		-		-	•		10%	00/		70/	:	-	00/	-	-	-	
	EL	4%	7%	*	-	-	-	*	-	-	-	*	0%	-	7%		6%	9%		•		
	Male	22%	24%	5%	5%	*	<u>=</u>		-			7%	0%	*	6%	*	5%	-			-	-
	Female	30%	33%	9%	9%	-	-	i=0);	-	-	-	12%	0%	*	9%	-	-	9%	-	-	-	-
Mathamatica		4507	400/	***		2																
Mathematics	Students	15%	16%	4%	4%		-	-	•		17.0	5%	0%	*	4%	*	2%	5%	0)#6	-	-	-
	CWD	9%	8%	*	9.								•									
	CWOD		17%	4%	4%		-	- 1		-	-	6%	0%	22	4%		3%	5%	-	ž.		-
	EL	6%	8%	*	-	-		527 S <u>ii</u>	*	120	-	*	-		*		-	*	-	-		-
	Male	14%	16%	2%	3%		: <del>-</del>	-	-	:	-	3%	0%	•	3%	-	2%	-	-	-	-	-
	Female	16%	17%	5%	5%	-	10 <del>.0</del> 1	-	*	-	17	6%	0%	*	5%	*	-	5%	-	-	2	1 12
Science	All	27%	30%	E9/	40/		1340									-	227	2223				
Science	Students	2170	30%	5%	4%		70	.57	1.7	-	-	5%	7%	::	6%	•	7%	4%	•	-	-	(=)
	CWD	8%	9%	*	*	-	-			20	2		*				*					
	CWOD		32%	6%	4%				•		-	6%	8%	72	6%		9%	4%	-	-	-	-
	EL	6%	8%	*	-	-		*	*	-		*	-		*	*	*	*	12	2	2	12)
		29%	31%	7%	5%	•	1.8	•	•	-		7%	*	*	9%		7%	( <del>-</del> )	•			7-8
	Female	25%	28%	4%	2%	-		-	*	-	-	2%	*		4%	•	-	4%	6.50	=		
End of Course																						
English I	All	7%	8%	4%	4%	-		2	•			5%	0%	-	4%	*	10%	0%				
	Students		3,657		1.65							570	0 70	5 <del>7</del> 0	4 70		1070	076		₹.	-	3. <del></del> 33
	CWD	3%	3%	-	•	•	-	9	-	-		-	-	-	-	-		-	-	-	-	3 <b>4</b> 00
	CWOD		9%	4%	4%	-		=	*	2	2	5%	0%	-	4%	*	10%	0%		=	-	
	EL Male	0% 5%	1% 6%	10%	420/	100	•	-	•	-	-	*	-	-	*	•	*	•	•	-	-	•
	Female		11%	0%	13% 0%	-		5		5	5	13% 0%	*		10% 0%	•	10%	- 00/	-	-	-	S-1
	, omale	0,0	1170	0 70	0 70	-		-		-	3	076		-	0%		188	0%	( <del>*</del> )	-	₩.	•
Algebra I	All	31%	34%	58%	65%		300	*		-	-	63%	40%	-	58%	•	46%	73%	120	4	-	-
	Students																					
		7%	7%	-	-	-	-	-	-	-	2	-	72	7 <u>2</u> 8	-	•	-	-		. 3	10.7	
	CWOD	12%	37% 17%	58%	65%				: <del>-</del> ::	=	=	63%	40%	-	58%	*	46%	73%	3 <b>2</b> 3	12	-	2
		28%	31%	46%	60%	-			-	5	70	50%		3 <del>5</del> 33	46%		400/	-		0.00	9₩	-
	Female		37%	73%	70%	-	*	-	-			78%		-	73%	12	46%	73%	1 <del>5</del> 8	5 <del>5</del>	93 <del>5</del> 3 922	
															1070		-	1370	-	-	100	ē
STAAR Percent	at Approa	aches	Grade	Level or	Above																	
All Grades All Subjects	All	77%	78%	66%	65%	71%	85%	030/	1000/			0.40/	750/	200/		7001						
	Students	1 7 70	7070	0078	0370	7 1 70	0370	83%	100%		-	64%	75%	30%	68%	/6%	63%	68%	71%	( <del>-</del>	i <del>s</del> .	=
		45%	47%	30%	32%	*	*		-			29%	39%	30%	1-1	*	34%	26%	_	200	020	9
	CWOD		81%	68%	67%	76%	100%	83%	100%	•	-		77%	-		81%	66%	70%	71%		-	-
		60%	63%	76%	-	59%	100%	•	*	7-	-	76%	940	*			93%	57%	-	97	( <del>-</del> )	-
			75%	63%	63%	76%	75%	83%		-	-			34%			63%	2	*	14°	•	<u>u</u>
	Female	19%	80%	68%	68%	67%	100%	•	100%	( <b>*</b>		65%	81%	26%	70%	57%	=	68%	•	-	-	-
Reading	All	73%	74%	68%	68%	63%	•		*	•	-	65%	820/	3/10/	700/	670/	640/	720/				
	Students	. 5.0	. 170	5576	5570	5576					-	JJ70	82%	34%	70%	01%	04%	72%	in .		•	5
		39%	41%	34%	37%	•	•	-	2		-	31%	*	34%	-	*	40%	28%	-		-	_
	CWOD	77%	77%	70%	69%	68%	•	•	*	•	( <u>=</u> )		83%			73%	65%	73%				-
		52%	56%	67%	-	*	*		*		( <del>-</del>	67%	5.	*	73%	67%	83%	•	-	-	-	2
		69% 77%	70%	64%	64%	64%			1	-	-			40%		83%	64%		*	-		-
	Female 1	1170	78%	72%	72%	63%	17	0 <del>-</del> 0	7	3. <b>5</b> 3	•	68%	86%	28%	73%	*	-	72%	*		•	5
Mathematics	All	80%	81%	67%	67%	81%	*	•	*	2.00		65%	78%	31%	70%	82%	65%	70%	*	_		_
	Students		.comitie	~							6960	30,0	. 0 /0	3170	1 0 70	JE 70	5570	1070		:= :		-
		52%	53%	31%	33%		*	-	-	-	-	28%	•	31%	-	2	35%	26%	=	•		
	CWOD	83%	84%	70%	69%	88%	*	*	*	*	3.5%	68%	79%	-	70%	82%	68%	72%	*	-	•	

											Two		1881000									
			Regior	1	African			American	i	Pacific	or More	Econ	Non Econ								Foster	
		State	10	District	American	Hispanio				Islander	Races	Disadv	Disad	VCWD					MigrantH	omeless	Care	Military
	EL Male	70% 78%	73%	82% 65%	- 64%	71%	*		•	1.		82%	-	-	82%	82%	100%		-	2	<u>=</u>	6 <u>4</u>
	Female			70%	69%	92% 73%	*	_			-	65% 66%	68% 85%	35% 26%	68% 72%	100%	65%	70%	*	-	-	-
242 V			0 11 54 50 54 5 000 000 000	10.000								0070	0070	2070	1270			7070		-	100	-
Science	All	79%	80%	53%	52%	64%	*	*	*	170		54%	47%	24%	57%	83%	55%	51%	•	=	=	-
	Students CWD	48%	50%	24%	23%							200/		0.407								
	CWOD		83%	57%	56%	67%	*		*	-	-	29% 58%	52%	24%	57%	100%	25%	54%	:		-	•
	EL	58%	63%	83%	-	*	*	*	*	-	-	83%	-	*	100%		*	\$	-	-	-	-
	Male	78%	79%	55%	54%	•	*	*		**	-	58%	38%	25%	60%	*	55%	-	S	-	-	-
	Female	80%	81%	51%	50%		*	-	*	(*)	-	50%	55%	*	54%	•	-	51%	-	2	<u>=</u>	44
STAAR Percen	t at Meets	Grad	e Leve	or Abo	ve																	
All Grades	A.11					2722	22440															
All Subjects	All Students	47%	50%	26%	26%	34%	85%	17%	20%	*	-	24%	36%	10%	27%	45%	23%	29%	57%	=	~	-
	CWD	23%	25%	10%	11%							8%	22%	400/			00/	400/				
	CWOD		52%	27%	27%	37%	100%	17%	20%		2	25%	36%	10%	27%	48%	8% 24%	13% 30%	- 57%	-	_	-
	EL	26%	30%	45%		29%	100%	•	*	-	2	45%	-	*	48%		53%	36%	-	12	2	-
	Male	45%	47%	23%	23%	21%	75%	17%	•	-	*	23%	23%	8%	24%	53%		-	•	-	-	-
	Female	50%	52%	29%	28%	44%	100%	<u> </u>	20%	*	-	25%	45%	13%	30%	36%		29%	161	23-2	*	-
Reading	All	46%	48%	29%	28%	37%	*			*		27%	390/	120/	200/	420/	240/	240/				
	Students	.070	.070	20/0	2070	J1 /0					-	2170	38%	13%	30%	42%	24%	34%	n:53		-	-
	CWD	22%	23%	13%	14%	•	*	2	-	=	24	9%	*	13%	=		10%	17%	-	100		-
	CWOD		51%	30%	29%	40%	*	*	•	*	-	28%	38%	940	30%		24%	34%	•	629	1923	-
	EL Male	21%	25%	42% 24%	24%	100/		:	*		-	42%	-		45%		50%	•	-	-		: <b>=</b> 0
	Female	41%	43% 53%	34%	33%	18% 50%	*				•	23% 31%	25% 47%	10% 17%	24% 34%	50%	24%	34%		S <del></del>	23. <del></del> -	
			0070	0.170	0070	0070		_			-	3176	47 70	17 70	3470			3470				-
Mathematics		48%	51%	27%	27%	33%	•	*	*	*	-	24%	41%	11%	28%	45%	24%	30%		-	: <del>-</del>	
	Students	000/		****								10.000										
	CWD	26%	27% 54%	11% 28%	12% 27%	36%				7	#1 10	9%	400/	11%	-	-	6%	17%	-	-	84	120
	EL	33%	37%	45%	2170	29%				2	V5.	25% 45%	42%	1.25 1221	28% 45%		25% 50%	31%	***	1.	-	<b></b>
	Male	47%	50%	24%	24%	17%	*		-	-		24%	24%	6%	25%		24%	-	•	-		-
	Female	49%	52%	30%	29%	47%	*	-	*	*		25%		17%	31%	*	-	30%	•	-		-
Science	All	400/	500/	400/	450/	070/		_	_					222	172212			77705847	270			
Science	Students	49%	52%	16%	15%	27%	-	_		-		16%	13%	6%	17%	50%	19%	13%		-	-	-
	CWD	23%	24%	6%	6%	•	243	-	2	Wa	7/20	7%	*	6%	-		10%	*	_		-	_
	CWOD	52%	55%	17%	16%	33%	*	*	*		-	18%	15%	-	17%	60%	21%	14%	*	4	-	=
	EL	21%	26%	50%			*	*	*	-	8.5	50%		•	60%	50%	•	•		-	-	-
	Male Female	50%	52% 51%	19% 13%	17% 12%				-	-	•	20%		10%	21%		19%		•	( <del>-</del> )		-
	remale	4370	3170	13%	1270			-	a	-	S=1	13%	14%	7.7	14%	· ·	-	13%	•	•	•	-
STAAR Percent	t at Maste	rs Gra	de Lev	el																		
All Grades All Subjects	All	21%	24%	10%	10%	17%	31%	0%	00/			00/	450/	20/	440/	470/	00/	100/	4.00			
All oubjects	Students	2170	24 70	10 /6	10%	1 / 70	3170	0%	0%		-	9%	15%	2%	11%	17%	8%	12%	14%	<del></del> (	90	-
	CWD	8%	9%	2%	2%		*	-	-	-		1%	6%	2%	-	•	1%	2%	_		22	-
	CWOD	2701525.000	25%	11%	10%	19%	36%	0%	0%		670	10%	15%	7	11%	19%		13%	14%		3 <b>=</b> 0	-
	EL	9%	11%	17%	-	24%	17%	*	*	-	-	17%	-	*		17%		21%	-	1 <del>7.</del> 61	350	=
	Male Female	20%	22% 25%	8% 12%	8% 11%	7% 25%	13% 60%	0%	0%		(*)	8%	9%	1%			8%	-	*	-	120	=
	, omale	/0	_0 /0	14.70	1170	20/0	00 /0	12.70	U 70			10%	19%	2%	13%	21%	-	12%	8	-	-	-
Reading	All	19%	21%	13%	13%	22%	*	•	•	•	-	12%	18%	0%	13%	17%	10%	16%	*	-	-	-
	Students	761		001		2	22															
	CWD	7%	8% 23%	0% 13%	0% 13%	240/	7 2	-	2	-	•	0%	*	0%	-	*	0%	0%	1	<del></del>	( <b>*</b> )	7
	EL	7%	9%	13% 17%	13%	24%		•			-	12% 17%	19%			18% 17%	10%	16%	*	-	•	*
		16%	18%	10%	10%	9%	*	•	4	-		10%	10%	0%		17%		-		-	-	-
	Female	22%	24%	16%	15%	31%	*	-	*	•	-	13%	24%	0%	16%	*	-	16%	*	4	4	<u> </u>
NA-45	A.11	000/		-01			2	1														
Mathematics	Students	23%	26%	9%	9%	15%		9.80	*	(18)	170	8%	15%	4%	10%	9%	8%	11%	*	-	-	-
		10%	11%	4%	4%	*	*	-		_	_	2%	*	4%	-	2	3%	4%	2	2	1221	w
	CWOD		28%	10%	9%	16%	*		*	1.	-	9%	15%	470	10%	9%	8%	11%	•	-	-	-
	EL	13%	15%	9%	-	14%	*	•	*	(4)	-	9%	•	÷	9%	9%	0%	*		-		=
	Male	23%		8%	8%	8%	•	•	-	-	-	8%	10%	3%	8%	0%	8%	19 <u>2</u> 0	*	-	-	•
	Female	24%	27%	11%	10%	20%	-					9%	20%	4%	11%	ň		11%	*	-	-	-
Science	All	22%	24%	4%	3%	9%	*	*	•	141	-	4%	4%	0%	5%	33%	4%	4%	*	2	-	
	Students					5005								J .0	0,0	3070	1,0	770		Ø	50	25
	CWD	7%	8%	0%	0%	*	-	-	-	-	-	0%	3 <b>4</b> 00	0%		*	0%	*	=	-	-	21 <del>-1</del>
	CWOD		26%	5%	4%	11%	•			-	20	5%	4%	2		40%	5%	4%	*	=	-	1.7
	EL Male	5% 23%	7% 25%	33% 4%	4%		*	( <b>*</b> )	75	-	-	33% 4%	4%	0%	40% 5%	33%	10%	•		-	-	-
	Female			4%	3%	*		-	•	-	2	4%	3%	*	5% 4%	*	4%	4%			:	-
												10000000	100000000		100121201					101	201	20700

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

Part (iii): Academic Growth and Graduation Rate

Indicates zero observations reported for this group.

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score			2015-1- <b>2</b> 10-2-1-10					114000	Dioday	0110	
Reading											
All Students	71	71	60		*	-	*		70	75	*
CWD	75	77	•	-	=	_	-	92	72	75	*
CWOD	71	71	61	7.6	*	-	*	11 <u>-</u> 21	70		
EL		2	*	-	*	-		-	*	•	*
Male	70	70	72				120	_	70	72	
Female	72	73	50	•			•	-	70	79	
Mathematics										, ,	
All Students	70	70	59				*		69	68	70
CWD	68	69	•	-	-	=	(=)	1400 1421	68	68	
CWOD	70	70	60			*	*	-	69	-	70
EL	70	2.0	•		•	*	12	··-	70	_	70
Male	71	71	64		•	-	-	124 124	71	76	83
Female	69	69	55	*	-	*	*	-	67	58	•

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates		African American		White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Gr	aduation Rate	(Gr 9-12):	Class of 20	17									
All Students	2	=	-	-	-		p = 0	-	2-1	-	-		-
CWD	-	-	140	-		-	46 <del>-</del>	_	-	2		_	-
CWOD		-	i <del>-</del> :	10 <del>-</del> 0	_	-	-	60 2	_	<u>~</u>	2		-
EL	102			_	_	-				_		=	
Male							(1 <del></del>	. <del></del>		-	-	-	-
	-	-	-	-	-		•	<u></u>	200	=	-		
Female		=	3.00		-	-		2	_	2	2	2	2

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	<b>₩</b>	

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

Part (v): 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.

Student Success (Student Achie		African American main Score		White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	34	41	100	•	•	*		32	•	46
School Quality (College, Career,	and Militar	y Readines	s Performa	nce)							
%Students meeting CCMR	× <u>=</u>	4	-	-	=	-	25%	æ	-	3=3	-

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

Part (vi): 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.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Reading Interim Goals (2018-2022) Target Met	44% N	32% N	37%	60%	43%	74%	45%	56%	33% N	19% N	29%
Interim Goals (2023-2027) Target Met	52% N	42% N	46%	66%	51%	78%	53%	62%	43% N	31% N	39%
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%

ų, Indicates there are no students in the group.

<sup>0.0</sup> Indicates zero observations reported for this group.

Indicates there are no students in the group.

<sup>&#</sup>x27;n/a' Indicates the student group is not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
Target Met	N	N				- 10000000			N	N	M. 100-100-00
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N							N	N	
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N							N	N	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N							N	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N							N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N							N	N	
English Learner Language Profi	ciency Statu	s									
Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met Long-Term Goals											
Target Met											46%
raigetiviet											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met								-	0070	0070	0070
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met						2000000	19,000,000		/-	0270	0270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met								-300053			
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met									636507	50.000	5/3/5

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

			Accessing the control						Two or		Non						
			African		eretrative and	American		Pacific	More	Econ	Econ						
		District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	te																1.25
All Subjects	All Students	100%	100%	100%	1000/	1000/	4000/			4000/	000/	40001					
All Subjects	CWD	100%	100%	100%	100%	100%	100%	1154	-	100%	99%	100%	100%	100%	100%	100%	100%
	CWOD	100%	100%			4000/	4000/		-	100%	100%	100%	-	*	100%	100%	9 <b>2</b> 7
	EL	100%		100% 100%	100%	100%	100%	<del></del> .	3 <del>5</del> 0	100%	99%	-	100%	100%	100%	100%	100%
			4000/		100%			-	-	100%			100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	-			100%	100%	100%	100%	100%	100%	72	
	Female	100%	100%	100%	100%	-	100%	•	170	100%	99%	100%	100%	100%	-	100%	•
Reading	All Students	100%	100%	100%	100%				-	100%	99%	4000/	4000/	4000/	0001	40004	
· roading	CWD	100%	100%	*	*							100%	100%	100%	99%	100%	0.00
	CWOD	100%	100%	100%	*	-			1.0	100%	100%	100%			100%	100%	-
	EL	100%	(SESSEE					11500	•	100%	99%	-	100%	100%	99%	100%	
	Male		-	100%			- 50	( <del>-</del> )	-	100%	-		100%	100%	100%	100%	-
		99%	99%	100%				:	-	99%	100%	100%	99%	100%	99%	-	•
	Female	100%	100%	100%	8.00	-			•	100%	99%	100%	100%	100%	170	100%	•
Mathematics	All Students	100%	100%	100%	100%	•				100%	99%	100%	100%	100%	100%	100%	
	CWD	100%	100%	*	*		828		-	100%	100%	100%	100%		100%	100%	
	CWOD	100%	100%	100%		*	*		-	100%	99%			4000/			-
	EL	100%	-	100%	*	1.						8	100%	100%	100%	100%	
	Male	100%	100%	100%				1.00	3=0:	100%	-	-	100%	100%	100%	100%	929 729
	Female						-	-		100%	100%	100%	100%	100%	100%	-	•
	remale	100%	100%	100%		-	13.51	1.80	-	100%	99%	100%	100%	100%		100%	o <b>•</b> 0
Science	All Students	100%	100%	100%		*	*	_		100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	*	_	_	12	-	2	100%	100%	100%	-	*	100%	100%	
	CWOD	100%	100%	100%	*	*		-	5	100%	100%	100%	100%	100%	100%		
	EL	100%	-	*	*		*			100%	10076				100%	100%	
	Male	100%	100%	100%				1 <del>=</del> 10	=	100%	100%		100%	100%		1.E	
	Female	100%	100%	100%				•	-			100%	100%		100%	-	
Non-Participation		100 /6	10076	100%		)=0	17.7		-	100%	100%	100%	100%	æ.c:	-	100%	<del>1</del>
Non-i articipation	1 Nate																
All Subjects	All Students	0%	0%	0%	0%	0%	0%	•	<u>~</u>	0%	1%	0%	0%	0%	0%	0%	0%
	CWD	0%	0%	0%	*	)=\(\(\alpha\)	(#)	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	-	0%	1%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	*	*	2	2	0%	-	*	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	0%		_	5	0%	0%	0%					-
	Female	0%	0%	0%	0%		0%						0%	0%	0%	-	
	lillae	0 /0	070	U 70	U70	-	0%	-	=	0%	1%	0%	0%	0%	_	0%	•
Reading	All Students	0%	0%	0%	0%	*	•	*	2	0%	1%	0%	0%	0%	1%	0%	
	CWD	0%	0%	*	•	-		-	-	0%	0%	0%	1. ±.4.8	*	0%	0%	
	CWOD	0%	0%	0%	•	•	*	*	-	0%	1%	-	0%	0%	1%	0%	•
		,400000000		AND RESIDENCE.								10000	0,0	0 70	1 70	0 70	

			African			American		Pacific	Two or More	Econ	Non Econ						
		District	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disady	CWD	CWOD	EL	Male	Female	Migrant
	EL	0%		0%	*	•	*			0%		*	0%	0%	0%	0%	-
	Male	1%	1%	0%	*		-	-		1%	0%	0%	1%	0%	1%	-	•
	Female	0%	0%	0%			*	*	1.50	0%	1%	0%	0%	0%	-	0%	•
Mathematics	All Students	0%	0%	0%	0%	*		•	-	0%	1%	0%	0%	0%	0%	0%	
	CWD	0%	0%	*	9	47	17	-	-	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	0%	0%	*	•		•	-	0%	1%	5200.5	0%	0%	0%	0%	*
	EL	0%	100	0%	*	•	•	3-3	-	0%	52	2	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	<b>: ★</b>	-	-		0%	0%	0%	0%	0%	0%	-	•
	Female	0%	0%	0%	•	-	*	*	-	0%	1%	0%	0%	0%	-	0%	*
Science	All Students	0%	0%	0%	•		*	-	-	0%	0%	0%	0%	0%	0%	0%	•
	CWD	0%	0%	*	-	-	-	-	-	0%	0%	0%	*	*	0%	0%	-
	CWOD	0%	0%	0%	*	*	•	-	(22)	0%	0%	<b>E</b>	0%	0%	0%	0%	*
	EL	0%	-	*	*	•				0%			0%	0%	*	•	_
	Male	0%	0%	0%	*	) <b>*</b> (:		-	-	0%	0%	0%	0%	*	0%	_	
	Female	0%	0%	0%	•	846	•	2	•	0%	0%	0%	0%	*	-	0%	-

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities In-School Suspensions								10.2	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Dioabiliacs	554,
	Male	98	88	*		*	*	*	•	•		
	Female	65	61	*	•	*	*	*	•	*		
	Total	163	149	8	*	1961	*	*	•	*		
Out-of-School Suspensions		No. alexandria										
	Male .	73	71	*	*	•	•	*	( <b>*</b> 4)	*		
	Female	35	29	6	*	*	*	*	*	•		
Expulsions	Total	108	100	8	•	1961	•	•	*	•		
With Educational Services	Male	•	*			949		2				
With Educational Services	Female			\$		1733 1 <b>4</b> 73			157			
	Total		•			*	2	1	1			
Without Educational Services	Male				*		12		-	10.0		
Vitalout Eddodilollal Octvices	Female	*			*	*						
	Total		*				*		**			
Under Zero Tolerance Policies	Male		•			*	*					
	Female	*	3. <b>4</b> .0			*			*			
	Total		*		*	*	*		±0	*		
School-Related Arrests												
	Male	*	3.00	*	*	14.5		*	*			
	Female	*	•	•		*	*		*	*		
	Total	*	•	•	*	•	•	•	*			
Referrals to Law Enforcement												
	Male	*	*		*	*			*	*		
	Female	*	*	•	*	*	*	•	*	*		
	Total	•	**	*	*	*	•	•	*	*		
Students With Disabilities In-School Suspensions												
	Male	*	*	•	*	•	•	•	*	•		
	Female	*	#5 8e0	*	*	*	*		•	*		5
0.4-40-1-10	Total		(#X)			*		100	*	*		7
Out-of-School Suspensions							1027	1000	92			
	Male							18	*	*		
	Female Total		**			-		*	*	10		*
Expulsions	iotai	8	3 <u>7</u>	-	-		3053	•	*			E. <b>★</b> .
With Educational Services	Male		•									102
Will Eddedional Services	Female								į.			
	Total	*		*	•	*		•				
Without Educational Services	Male	*		0 <b>€</b> 8		*	<b>★</b> 3	545A	*	*		
	Female	*	*		•	*		•	*	*		0.00A
	Total		*	*	•	*	•	•	*			•
Under Zero Tolerance Policies	Male	*	*	3.	*	*	•	3 <b>%</b> 3	*	*		
	Female	*	*	•	•	*	*	100		*		1940
E-DE DELL'AND DE BANK VAN	Total	•	*	•	•	*	*	•	*	*		*
School-Related Arrests												
	Male	. *	*	*	*	*		*	: <b>*</b> 6	*		•
	Female	•	*	•	*	*	*	*		*		
Defends to Low Enforcement	Total	•	*	*	Ø <b>★</b> 0	*	•		*	*		*
Referrals to Law Enforcement	A4-1-		2	240		21	12					
	Male	•		•	•	:	*	*	53 <b>*</b> 5 5743	*		1 <b>1</b>
	Female Total			(5)	•		•	180	(1 <b>.</b>	*		•
All Students	Total		-	( <del>=</del> 0)		-	•	: <b>#</b> 8	•	*		3.
Chronic Absenteeism												
OHIOHIO ADSCHIGGISHI	Male	50	46		*					2	_	
	Female	72	67	5				*	**		•	4.54° 6 <b>4</b> %
	Total	122	113	7						2	1	

Ų. Indicates zero observations reported for this group.

				Indian or			Two or		Students	Students with Disabilities
Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with Disabilities	(Section

Incidents of Violence	Total
Incidents of rape or attempted rape	
Incidents of sexual assault (other than rape)	
Incidents of robbery with a weapon	
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	
Incidents of threats of physical attack with a weapon	
Incidents of threats of physical attack with a firearm or explosive device	
Incidents of threats of physical attack without a weapon	
Incidents of possession of a firearm or explosive device	
Allegations of Harassment or bullying	-
On the basis of sex	
	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	251	239	8	* 1	5 <b>.</b>	•	*	•	*	*
	Female	289	275	14	*			*	•	*	
	Total	540	514	22	•	•	*	* *	*		*
Accelerated Coursework				5555							
Advanced Placement Courses	Male	-	920	12	2	-	( <del>, 7</del> )	-		-	2-1
	Female	(#0)	(40)	-	_	-	12	2	-		-
	Total	-	1. T	-	-	-	-	_	75.	-	17
International Baccalaureate Courses	Male	<u> </u>	_	-	2	-		-	(a=)		-
	Female	_	-		2		12	2	-	2	-
	Total	-	3. <del></del>		-		12	2	1070 10 <del>2</del> 1		-

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

-When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

ų, Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): 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.

	AII S	chool	High-Pove	rty Schools	Low-Povert	v Schools
Inexperienced Teachers, Principals, and Other School Leaders	Number 19.9	Percent 17.9%	Number 11.0	Percent 21.1%	Number	Percent
Teachers Teaching with Emergency or Provisional Credentials	1.0	0.9%	1.0	2.0%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	VAR	0.0	-		

Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

### Source: TEA Division of Research and Analysis

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-

personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	Region 10 Number of ALT2	Region 10 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3 Reading	6,019	1%	915	1%	•	*
Mathematics	6,020	1%	916	1%		•
Grade 4 Reading	6,061	1%	917	1%	*	
Mathematics	6,056	1%	914	1%		
Grade 5 Reading	6,162	2%	910	1%	9.	÷
Mathematics	6,160	1%	909	1%	-	
Science	6,164	1%	909	1%	-	
Grade 6 Reading	5,678	1%	878	1%	:-	7 <u>2</u> -
Mathematics	5,677	1%	882	1%		
Grade 7 Reading	5,298	1%	784	1%	: <b>*</b> .	
Mathematics	5,294	1%	784	1%	•	
Grade 8 Reading	5,088	1%	753	1%	-	
Mathematics	5,087	2%	755	1%	-	•
Science	5,087	1%	752	1%	-	
End of Course English I	4,868	1%	809	1%	·*	•
English II	4,556	1%	711	1%	( <u>*</u> *)	•
Algebra I	4,884	1%	799	1%	•	
Biology	4,861	1%	809	1%	3 <b>-</b> 8	3 <b>¥</b> 0
All Grades All Subjects	99,020	1%	15,106	1%	8	0%
Reading	43,730	1%	6,677	1%	•	*:
Mathematics	39,178	1%	5,959	1%	•	•
Science	16,112	1%	2,470	1%	·	•

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

Part (xii): 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 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	•	28	*	17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42		. 31	•	23	•	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	i	ĩ
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	•	31	•	44		21		3

Indicates zero observations reported for this group.

			% Belo	w Basic	% At or Al	ove Basic	% At or Abov	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
							10.00			
		Aulan	_							
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander		29	*	42	•	25	•	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	,	Black	42	40	43	42	14	17	n/a	7
		Hispanic	34	33	45	44	20	22	ıı/a	1
		White	17	16	43	39	37	39	3	1
		American Indian	*	37	*	41	*		3	6
		Asian	8	13	29	30	F2	20	40	1
		Pacific Islander	*	35	29	42	53	45	10	12
		Two or More Races	23	18	40			22		2
		Econ Disady	38	35	42 45	40	31	36	5	6
		Students with Disabilities	65	61		43	16	20	1	1
		English Language Learners			29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	•	44		38		14	•	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	•	36	•	39		18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	ī

### State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
	-	Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96

Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

## Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018