

the methodology by which the State differentiates all state 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 (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

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.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

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); and

and

Femal

Science	All Students	50%	47%	48%	50%	63%	*	100%	-	*	50%	55%	20%	55%	23%	48%	53%	*	24%	-	*	
	CWD	23%	20%	7%	23%	*	-	-	-	*	17%	28%	20%	-	4%	21%	17%	*	*	-	-	
	CWOD	53%	50%	58%	53%	68%	*	100%	-	*	53%	60%	-	55%	25%	54%	55%	*	25%	-	*	
	EL	20%	21%	-	23%	-	-	-	-	-	24%	14%	4%	25%	23%	23%	24%	*	11%	-	-	
	Male	50%	45%	39%	47%	65%	*	*	-	*	46%	57%	21%	54%	23%	48%	-	*	43%	-	-	
	Female	50%	49%	56%	52%	61%	-	*	-	*	53%	53%	17%	55%	24%	-	53%	*	10%	-	*	
End of Course																						
Algebra I	All Students	59%	74%	100%	99%	100%	*	*	-	*	99%	100%	*	99%	100%	99%	100%	-	*	-	-	
	CWD	24%	32%	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	63%	78%	100%	99%	100%	*	*	-	*	99%	100%	-	99%	100%	98%	100%	-	*	-	-	
	EL	40%	57%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	-	-	-	-	-	
	Male	53%	68%	*	98%	100%	*	*	-	*	98%	100%	*	98%	*	99%	-	-	-	*	-	-
	Female	65%	80%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	-	*	-	-	-
Grade 7																						
Reading	All Students	29%	19%	27%	22%	36%	*	78%	-	*	22%	31%	6%	26%	7%	22%	25%	80%	13%	-	-	
	CWD	9%	5%	9%	6%	0%	*	-	-	*	3%	18%	6%	-	5%	9%	0%	*	*	-	-	
	CWOD	31%	21%	30%	23%	45%	*	78%	-	*	24%	32%	-	26%	7%	24%	27%	*	15%	-	-	
	EL	8%	7%	-	7%	*	-	*	-	-	8%	0%	5%	7%	7%	7%	7%	*	0%	-	-	
	Male	25%	16%	26%	20%	27%	*	*	-	*	20%	33%	9%	24%	7%	22%	-	*	20%	-	-	
	Female	32%	23%	29%	23%	47%	*	60%	-	-	25%	28%	0%	27%	7%	-	25%	*	0%	-	-	
Mathematics	All Students	16%	2%	0%	1%	4%	*	*	-	*	1%	3%	0%	1%	1%	2%	0%	*	0%	-	-	
	CWD	7%	1%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	*	*	-	-	
	CWOD	17%	3%	0%	1%	5%	*	*	-	*	1%	3%	-	1%	1%	2%	1%	-	0%	-	-	
	EL	6%	2%	-	1%	*	-	-	-	-	1%	4%	0%	1%	1%	2%	0%	*	0%	-	-	
	Male	16%	3%	0%	2%	6%	*	-	-	*	1%	5%	0%	2%	2%	2%	-	*	0%	-	-	
	Female	16%	2%	0%	1%	0%	*	*	-	-	1%	0%	0%	1%	0%	-	0%	-	0%	-	-	
Grade 8																						
Reading	All Students	27%	21%	28%	21%	33%	*	80%	-	*	20%	33%	8%	25%	3%	19%	27%	*	18%	-	*	
	CWD	7%	7%	7%	9%	*	-	-	-	*	5%	17%	8%	-	0%	10%	0%	*	*	-	-	
	CWOD	30%	23%	33%	22%	38%	*	80%	-	*	22%	35%	-	25%	4%	20%	28%	*	19%	-	*	
	EL	5%	4%	-	3%	-	-	*	-	-	3%	5%	0%	4%	3%	5%	2%	*	11%	-	-	
	Male	24%	17%	11%	18%	29%	*	*	-	*	17%	26%	10%	20%	5%	19%	-	*	29%	-	-	
	Female	31%	26%	42%	24%	37%	-	*	-	*	24%	41%	0%	28%	2%	-	27%	*	10%	-	*	
Mathematics	All Students	17%	14%	14%	15%	11%	-	67%	-	*	15%	18%	5%	17%	6%	14%	17%	29%	15%	-	*	
	CWD	9%	4%	0%	7%	*	-	-	-	*	5%	6%	5%	-	4%	5%	5%	*	*	-	-	
	CWOD	18%	15%	17%	16%	12%	-	67%	-	*	16%	19%	-	17%	6%	15%	18%	33%	16%	-	*	
	EL	6%	5%	-	5%	-	-	*	-	-	6%	0%	4%	6%	6%	7%	4%	*	10%	-	-	
	Male	16%	13%	11%	14%	13%	-	*	-	*	13%	17%	5%	15%	7%	14%	-	*	30%	-	-	
	Female	17%	15%	18%	16%	10%	-	60%	-	*	17%	18%	5%	18%	4%	-	17%	20%	0%	-	*	
Science	All Students	25%	17%	25%	18%	34%	*	80%	-	*	18%	29%	7%	22%	2%	19%	21%	*	6%	-	*	
	CWD	10%	7%	7%	5%	*	-	-	-	*	7%	6%	7%	-	0%	9%	0%	*	*	-	-	
	CWOD	26%	19%	30%	19%	35%	*	80%	-	*	19%	33%	-	22%	3%	21%	22%	*	6%	-	*	
	EL	5%	3%	-	2%	-	-	-	-	-	2%	5%	0%	3%	2%	3%	2%	*	0%	-	-	
	Male	25%	17%	17%	17%	41%	*	*	‡	*	17%	27%	9%	21%	3%	19%	-	‡	14%	-	-	
	Female	24%	18%	33%	19%	28%	‡	‡	-	*	19%	32%	0%	22%	2%	-	21%	*	0%	-	*	
End of Course																						
Algebra I	All Students	36%	48%	100%	96%	90%	*	*	-	*	96%	98%	*	96%	86%	96%	97%	-	*	-	-	
	CWD	9%	11%	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-	
	CWOD	39%	52%	100%	96%	90%	*	*	-	*	96%	98%	-	96%	86%	95%	97%	-	100%	-	-	
	EL	19%	24%	-	86%	-	-	-	-	-	83%	*	-	86%	86%	*	*	-	-	-	-	
D																						

	CWD	100%	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	99%	100%
	CWOD	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	-	100%	100%
Reading	All Students	100%	100%	100%	100%	100%	-	100%	100%	100%	100%					

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

	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Chronic Absenteeism	Male	84	14	65	5	0	0	0	0	23	23	8
	Female	84	11	71	2	0	0	0	0	17	8	5
	Total	168	25	136	7	0	0	0	0			

Accelerated Coursework												
Advanced Placement Courses		Male	-	-	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-	-	-
		Total	-	-	-	-	-	-	-	-	-	-
International Bacculaureate Courses		Male	-	-	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-	-	-
		Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs		Male	-	-	-	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-	-	-	-
		Total	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

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

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.

Inexperienced Teachers, Principals, and Other School Leaders	19.9	21.2%
Teachers Teaching with Emergency or Provisional Credentials	2.9	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.0	9.0%

'-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

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.

To be updated by June 30th, 2020.

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 for the 2018-19 school year..

Grade 3					
Reading	5,881	1%	19	1%	
Mathematics	5,880	1%	19	1%	
Grade 4					
Reading	6,312	2%	13	1%	

Mathematics	6,311	2%	13	1%
Grade 5				

Grade 8

Reading

Students with Disabilities