MEMORANDUM   August 26, 2022

TO: Millard L. House II
               Superintendent of Schools

FROM: Allison E. Matney, Ed.D.
               Executive Officer, Research and Accountability

SUBJECT: **2021–2022 SECOND SEMESTER STUDENT COURSE GRADES**

Attached is a copy of the 2021–2022 Second Semester Student Course Grades report. This
report analyzes the grades earned by students at the end of the second semester of the 2018–
2019 school year (pre-pandemic), the end of the second semester of the 2020–2021 school
year (pandemic), and the first semester of the 2021–2022 school year. Grades are reported by
student grade level, race/ethnicity, student gender, and special populations including
economically disadvantaged, English learner, gifted/talented, special education, and homeless
students. Results are further disaggregated by high school level (9th 10th, 11th, and 12th,
separately) to ensure students are on track to fulfill high school graduation requirements.

Key findings include:
- Among all students, the percentage of students with one or more "F" grades was high in
  2020–2021 (pandemic) but has dropped back down to approximately pre-pandemic rates in
  the current school year.
- High school students in the current year earned far fewer "F" grades than they did in the
  pandemic year and earned slightly more "F" grades in the current year than they did pre-
  pandemic.
- The percentage of students with one or more "F" grades decreases as students remain in
  high school, with a smaller percentage of 12th grade students earning one or more "F"
  grades as compared to 9th grade students.
- Students of all race/ethnicities earned fewer "F" grades this year as campuses returned to
  in-person instruction than they did during the pandemic year. All groups show returns to pre-
  pandemic rates.
- High school students of all race/ethnicities earned fewer "F" grades this year as campuses
  returned to in-person instruction than they did during the pandemic year, with one group
  (White) showing a return to pre-pandemic rates and one group ("Other" race/ethnicity)
  showing a decrease from pre-pandemic rates.
- Gaps between race/ethnicity groups for all students that existed pre-pandemic remain
  approximately the same in the current year. In the current grading cycle, Hispanic and
  African American students earned one or more "F" grades at a rate of nearly three times that
  of White or Asian students.
- Students in all special population subgroups earned fewer "F" grades this year as campuses
  returned to in-person instruction than they did during the pandemic year. Some subgroups
  showed returns to pre-pandemic rates.
- High school students in all special population subgroups earned fewer "F" grades in the
  current year than they did in the pandemic year. Most groups (except homeless) showed an
  increase in the percentage of students with one or more "F" grades from pre-pandemic to
  current year.

- When economically disadvantaged (ED) students are disaggregated by race/ethnicity, significant disparities in students receiving one or more "F" grades can be seen. Nearly twice as many ED African American students received one or more "F" grades than ED Asian students.
- When economically disadvantaged (ED) high school students are disaggregated by both race/ethnicity and gender, two and a half times more African American male students, twice as many Hispanic male and female students, and nearly three times more African American female students received one or more "F" grades than Asian male and female students.
- Eight percent of students who earned a classroom grade of "A," 26 percent of students who earned a classroom grade of "B," and 48 percent of students who earned a classroom grade of "C" scored at the "does not meet standards" (DNMS) performance level on the corresponding STAAR 3–8/EOC assessment.
- Disparities were found between student race/ethnicity in the distribution of course grades by STAAR 3–8/EOC performance levels, with lower percentages of Hispanic and African American students earning course grades that were reflective of performance levels of "Approaches" or above on the STAAR 3–8/EOC exam and higher percentages of students with grades of "C" or above who did not meet standards on the STAAR 3–8/EOC exam than White, Asian, or "Other" race/ethnicity students.
- Disparities were also found in the distribution of course grades by STAAR 3–8/EOC performance levels among special populations, most notably among the special education subgroup. Of the special education students who earned a classroom grade of "C," 72 percent had a performance level of DNMS on the associated STAAR 3–8/EOC exam.
- When separated by content area, none of the content area classroom grades appeared to be reflective of students' performance on the STAAR 3–8/EOC exams.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.
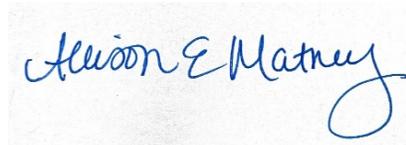
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Attachment

cc: Superintendent's Direct Reports
    Assistant Superintendents
    Rahshene Davis, Ed. D.
    Candice Castillo, Ed. D.
    Glenda Calloway

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

2021-2022 SECOND SEMESTER STUDENT COURSE GRADES

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

2021–2022 Second Semester Student Course Grades

Executive Summary

Background

To establish, maintain, and ensure an equitable grading system in Houston ISD, the grading trends of the district must be routinely monitored. It is important to understand how students enrolled in Houston ISD performed academically "pre-pandemic" as compared to the 2021–2022 school year. It is also critical to understand how classroom grades relate to STAAR 3–8/EOC performance. This report analyzes the grades earned by students at the end of the second semester of the 2018–2019 school year (pre-pandemic), the end of the second semester of the 2020–2021 school year (pandemic), and the end of the second semester of the 2021–2022 school year (current year). The first half of the report compares the percentage of students receiving "F" grades, and the second half of the report compares students' STAAR 3–8/EOC performance to the grades earned in corresponding courses. Grades are reported by student grade level, student gender, race/ethnicity, and special populations. Results are further disaggregated by high school level (9th 10th, 11th, and 12th grade, separately) for students enrolled in coursework that fulfill high school graduation requirements.

Highlights

- Among all students, the percentage of students with one or more "F" grades was high in 2020–2021 (pandemic) but has dropped back down to approximately pre-pandemic rates in the current school year.

- High school students in the current year earned far fewer "F" grades than they did in the pandemic year and earned slightly more "F" grades in the current year than they did pre-pandemic.

- The percentage of students with one or more "F" grades decreases as students remain in high school, with a smaller percentage of 12th grade students earning one or more "F" grades as compared to 9th grade students.

- Students of all race/ethnicities earned fewer "F" grades this year as campuses returned to in-person instruction than they did during the pandemic year. All groups show returns to pre-pandemic rates.

- High school students of all race/ethnicities earned fewer "F" grades this year as campuses returned to in-person instruction than they did during the pandemic year, with one group (White) showing a return to pre-pandemic rates and one group ("Other" race/ethnicity) showing a decrease from pre-pandemic rates.

- Gaps between race/ethnicity groups for all students that existed pre-pandemic remain approximately the same in the current year. In the current grading cycle, Hispanic and African American students earned one or more "F" grades at a rate of nearly three times that of White or Asian students.

- Students in all special population subgroups earned fewer "F" grades this year as campuses returned to in-person instruction than they did during the pandemic year. Some subgroups showed returns to pre-pandemic rates.

- High school students in all special population subgroups earned fewer "F" grades in the current year than they did in the pandemic year. Most groups (except homeless) showed an increase in the percentage of students with one or more "F" grades from pre-pandemic to current year.

- When economically disadvantaged (ED) students are disaggregated by race/ethnicity, significant disparities in students receiving one or more "F" grades can be seen. Nearly twice as many ED African American students received one or more "F" grades than ED Asian students.

- When economically disadvantaged (ED) high school students are disaggregated by both race/ethnicity and gender, two and a half times more African American male students, twice as many Hispanic male and female students, and nearly three times more African American female students received one or more "F" grades than Asian male and female students.

- Eight percent of students who earned a classroom grade of "A," 26 percent of students who earned a classroom grade of "B," and 48 percent of students who earned a classroom grade of "C" scored at the "does not meet standards" (DNMS) performance level on the corresponding STAAR 3–8/EOC assessment.

- Disparities were found between student race/ethnicity in the distribution of course grades by STAAR 3–8/EOC performance levels, with lower percentages of Hispanic and African American students earning course grades that were reflective of performance levels of "Approaches" or above on the STAAR 3–8/EOC exam and higher percentages of students with grades of "C" or above who did not meet standards on the STAAR 3–8/EOC exam than White, Asian, or "Other" race/ethnicity students.

- Disparities were also found in the distribution of course grades by STAAR 3–8/EOC performance levels among special populations, most notably among the special education subgroup. Of the special education students who earned a classroom grade of "C," 72 percent had a performance level of DNMS on the associated STAAR 3–8/EOC exam.

- When separated by content area, none of the content area classroom grades appeared to be reflective of students' performance on the STAAR 3–8/EOC exams.

Introduction

Grading Systems

The purpose of a grading system is to give feedback to students, families, post-secondary institutions, and employers about the skills a student has mastered or the areas where they need more support or practice. Effective grading systems communicate information about learning in order to help students be proactive, overcome failures, and excel.

Teachers who recognize and believe in their students' potential and hold high expectations for all their students significantly increase the odds that those children will go on to complete high school and college. One way that teachers convey their expectations to students is through the grades they assign. Assigning good grades for mediocre work signals to students that excellent work is beyond their reach. When students who have not mastered the material receive passing grades anyway, they can become complacent and fail to reach their full potential. Low grading standards provides students and parents with a false sense of security and accomplishment that might prevent them from trying harder and learning more (Gershenson, 2020).

There is widespread agreement among measurement specialists that grades, at least in academic subjects, should be based exclusively on measures of current achievement and that growth, ability, effort, conduct, and other non-achievement factors should not be considered. In equitable schools and classrooms, grades are not used as rewards, punishments, or tools to force compliance. Motivation is enhanced when students are provided accurate information about achievement, have clear learning goals, and study in an environment that supports learning by being positive and supportive, not negative or punitive.

An essential practice for educational equity is establishing clear, agreed-upon learning outcomes and defining the criteria for meeting those outcomes. Separating habits of work from academic proficiency ensures that a student's good behavior or work habits cannot mask proficiency, and that a student's poor behavior or work habits cannot mask their attainment of proficiency. Yet research clearly documents the prevalence of the "hodgepodge grade of attitude, effort, and achievement" prevalent in K–12 grades assigned nationwide (Brookhart, 1991). Many teachers blatantly assign grades based on factors such as conduct, attitude, or even attendance to control student behavior (Cross and Fray, 1996). Despite the great potential for subjective teacher bias to distort the meaning of grades, it is also recognized that to students, teachers, administrators, and parents there is considerable face validity to grades which includes extraneous factors (Cross and Fray, 1996).

Educators have been considering alternative forms of assessment for decades, but recently school districts, individual teachers, and even some states are beginning to question and replace established methods with more experimental practices. Standards-based grading features detailed feedback exhibiting how well students grasp specific course objectives. Competency-based learning allows students to earn credit for mastering learning at their own speed. The most revolutionary approach currently gaining ground is the no-grades movement; the goal is to transform student learning from passive to active, with a focus on the learning process rather than the score (Barnes, 2018).

Course Grades and Test Scores

The 2019 National Assessment of Educational Progress (NAEP) High School Transcript Study collected and analyzed transcripts from a representative sample of high school graduates (NAEP, 2022). The study examined the types of courses 2019 high school graduates took during high school, how many credits they

earned, and the grades they received, and explored the relationship between high school course-taking patterns and graduates' achievement based on their performance on the NAEP Grade 12 mathematics and science assessments. High school graduates are earning more credits, earning higher grade point averages, and are taking more STEM courses in 2019 than in prior years. However, gains in graduates' course-taking are not reflected in their NAEP Grade 12 mathematics and science assessment scores. When comparing 2019 to 2009, Grade 12 mathematics assessment scores decreased, and science assessment scores remained the same.

Grade inflation, where teacher-assigned course grades overstate students' actual mastery of skills and knowledge, is pervasive in US high schools as evidenced by rising GPAs even as SAT scores, ACT scores, NAEP results, and other measures of actual academic performance have held stable or fallen. The result is that a "good" grade is no longer a clear marker of solid knowledge and skills (Gershenson, 2020).

Lowering standards does nothing to help students and everything to help adults. Arne Duncan discussed the problem of students passing classes and getting promoted while failing state tests and requiring remedial college courses (Adams, 2018):

> *The big lies are the ones that the system tells to parents about how their kids are learning. Sixty-eight percent of community college students and 40% of public four-year college students take at least one high school-level class because they're not ready for college coursework. Simple stuff like basic algebra or subject-verb agreement need to be "remediated" for these students because they're unprepared. Even some kids who graduate with honors or with GPAs above 4.0 aren't ready – because the system lied to them. Kids who think they're doing very well at the end of middle school are wrong. They're not ready for high school – not even close. The standards are way, way too low.*

The COVID-19 Pandemic

In a national survey of 630 teachers in December 2021, the Ed Week Research Center found that eight out of ten teachers said fewer of their students were on track to reach grade level than were on track two years ago (Gerwertz, 2022). At all grade levels, teachers describe a cohort of children who are significantly behind where they would normally be at this time of year.

Studies and reporting throughout the pandemic have shown that students of color and students from low-income families were hardest hit by disruptions to in-person school. A report from McKinsey & Company (Dorn, Hancock, & Sarakatsannis, 2021) demonstrates how these inequities have persisted into the 2021–2022 school year. Overall, students are about four months behind in math and three in reading, compared with similar students in pre-pandemic years, but in schools where more than 75 percent of the students are African American, students are further behind their pre-pandemic peers than in schools where more than 75 percent of the students are White. The same holds true in comparing low-income schools and high-income schools. Furthermore, students from low-income families are 1.6 times more likely to be absent than students from high-income families.

Houston ISD

Even before the COVID-19 pandemic, the grading practices for HISD students appeared to be problematic. Grades assigned to students in HISD implied the inclusion of non-achievement factors and inherent teacher biases. To establish, maintain, and ensure an equitable grading system in Houston ISD, the grading trends of the district must be routinely monitored. It is equally important to understand how students enrolled in

HISD performed academically "pre-pandemic," during widespread school closures and remote learning, and in the current school year, and to compare the grading trends among students.

This report analyzes the grades earned by students at the end of the second semester of the 2018–2019 school year (pre-pandemic), the end of the second semester of the 2020–2021 school years (pandemic), and the end of the second semester of the 2021–2022 school year, as the district attempts to "return to normal." Grades earned in the second semester of the 2019–2020 school year were excluded from this report (see Methods – Exclusions, page 6). The first half of the report compares the percentage of students receiving "F" grades, and the second half of the report compares students' STAAR 3–8/EOC performance to the grades earned in corresponding courses. Grades are reported by student grade level, student gender, race/ethnicity, and special populations including economically disadvantaged, English learner, gifted/talented, special education, at risk, and homeless students. Results are further disaggregated by high school level (9th 10th, 11th, and 12th grade, separately) in order to more carefully scrutinize the grades obtained by students at those grade levels as they fulfill high school graduation requirements.

Methods

Archived grades assigned for all courses taken in the second semester of the 2018–2019 school year were obtained from Chancery, the Student Information System (SIS) utilized by HISD prior to the 2020–2021 school year, along with student demographics. Grades assigned using a 100-point scale were utilized for this report; letter grades such as "E" (exemplary) and "P" (poor) were not used. Since pre-Kindergarten and Kindergarten students typically do not receive numeric grades, those grade levels were excluded from analysis. When elementary grade levels (grades 1–5) did assign numeric grades, those were used. Even when elementary grade levels assign numeric grades for core foundation courses[1], they typically do not assign numeric grades for non-core foundation courses; only those courses for which numeric grades were assigned were utilized for this report.

Grades assigned for all courses taken in the second semester of the 2020–2021 and 2021–2022 school years were obtained from PowerSchool, the new SIS utilized by HISD beginning in the fall of the 2020–2021 school year, along with student demographics. As with the 2018–2019 data, grades assigned which did not use a 100-point numeric scale were not utilized for this report.

Student performance data on the State of Texas Assessments of Academic Readiness (STAAR) for the 2021–2022 school year were obtained from Cognos, the district's data warehouse. STAAR 3–8 and STAAR EOC exams administered in the Spring of 2022 were used for this report. STAAR exams have four performance level categories:

- Does Not Meet Standards (DNMS): Students at this level have not passed, since performance at this level indicates a student is unlikely to succeed in the next grade level or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

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[1] Core foundation courses include courses in reading/ELA, mathematics, science, and social studies which are required for graduation; for example, English I is a required course, but "yearbook" is an elective course. Non-core foundation courses include all other courses, such as physical education or fine arts; these courses are required for graduation but are not core foundation courses.

- Approaches Grade Level (Approaches): Students at this level are likely to succeed in the next grade level or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

- Meets Grade Level (Meets): Students at this level have a high likelihood of success in the next grade level or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts

- Masters Grade Level (Masters): TEA expects students at this level to succeed in the next grade level or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Students' grades and STAAR performance levels were matched on content area. In the event that a student had more than one course in a content area, the mean of the grades assigned for courses of the same content area were used. For example, both third grade reading and third grade language arts courses are identified as "ELA" courses. "ELA" courses were matched to the "Reading" STAAR 3–8 assessments, English I STAAR EOC (typically grade 9), or English II STAAR EOC (typically grade 10). "Math" courses were matched to the "Math" STAAR 3–8 assessments or the Algebra STAAR EOC (typically grade 9, but often administered in grades 7 and 8 in HISD). "Science" courses were matched to the "Science" STAAR 3–8 assessments or the Biology STAAR EOC (typically grade 9, but sometimes administered in grade 8 at a few middle schools in HISD). "Social Studies" courses were matched to the "Social Studies" STAAR 3–8 assessment or the U.S. History STAAR EOC (typically grade 11).

The research questions included in this report were developed with the input of the Curriculum, Federal and State Compliance, and Academics departments. This report describes all HISD students separated by grade level categories (grades 1–2, grades 3–5, grades 6–8, and grades 9–12), and high school separated by grade level (9th, 10th, 11th, and 12th). High school grade levels are examined separately because of graduation requirements high school students must meet, and to draw attention and invite discussion of results for this group.

Basic descriptive statistics were employed to analyze the data. The number of students within each group can be found in the tables that accompany figures in Appendices A–E (pp. A-1–E-6). Due to rounding and missing data, some totals may not equal 100 percent, and some subgroups may not equal the total.

Exclusions
Pre-Kindergarten and Kindergarten students who do not typically receive numeric grades were excluded for the purposes of this report. In addition, non-numeric grades were also excluded; this was more typical at the elementary grade levels (grades 1–5) than in secondary grades, particularly for non-core foundation courses.

Abrupt school closures that occurred in March of 2020 resulted in the amendment of grading policies for the remainder of the 2019–2020 school year. No district grades taken after March 12, 2020 could negatively impact a student's overall average for the course. Furthermore, if a student's grade in the final grading cycle negatively impacted their overall final grade in a course, that final cycle grade was omitted in the calculation of the final grade for the course. Because of this, grades from the second semester of the 2019–2020 school year are excluded from this report.

Data Limitations

HISD implemented the PowerSchool SIS in 2020. The transition to a new SIS caused several data anomalies to surface, which took time to identify and correct. In addition, data had to be interpreted differently than with the Chancery SIS used in prior years. This change in interpretation was not fully realized and implemented until after the start of the 2021–2022 school year; as such, the numbers found in the current report are different from the numbers found in prior grade reports released in the spring and summer of 2021. In addition, data quality errors were discovered in previous reports when calculating the percentage of students with "F" grades. The number and percentage of students with one or more "F" grades were overreported in prior reports and are not comparable to the current report.

Grades for courses typically taken by students in grades 1–8 are not averaged into "semester 1" and "semester 2" final grades, and high school level courses are not averaged into "end of year" final grades. Students in middle school taking a high-school level course (for example, Algebra I) receive a "semester 1" or "semester 2" average, but only for that specific course. As such, semester averages were used for all students/courses for which they were available. If no semester average was available, end-of-year grades were used. If end-of-year grades were not available, the last cycle grades were utilized. Prior to the 2020–2021 school year, schools were on either a 6-week or 9-week grading cycle (6-Cycle or 4-Cycle, respectively). The last cycle grade for the second semester of the 2018–2019 school year was either a "Cycle 4" grade (for campuses on a 9-week grading cycle) or a "Cycle 6" grade (for campuses on a 6-week grading cycle). As of the 2020–2021 school year, all campuses are on a 6-week, or 6-cycle, grading cycle. The last cycle grade for the second semester of the 2020–2021 and 2021–2022 school years was a "Cycle 6" grade.

Course alignment to STAAR 3–8 and STAAR EOC exams are not precise, in particular for Math/Algebra. For example, students who took an Algebra course and STAAR EOC exam in 7th grade in the 2020–2021 school year would be taking a Geometry course and the 8th grade Math STAAR exam in the 2021–2022 school year. Although Geometry is considered "Math" content, the curriculum for a Geometry course is not comparable to the curriculum for an 8th grade Math course, even though the students are expected to test on the 8th grade Math content.

Results

What percentage of students had one or more "F" grades?

Figure 1 (p. 8) shows the percentage of students with one or more "F" grades by grade level category, gender, race/ethnicity, and other special populations for all HISD students for the second semester of the 2018–2019 school year (pre-pandemic), the 2020–2021 school year (pandemic), and the 2021–2022 school year (current year). Corresponding data can be found in **Table A1** in **Appendix A** (p. A-1).

- The percentage of students with one or more "F" grades was high (17 percent) in 2020–2021 (pandemic) but has dropped back down to approximately pre-pandemic rates (nine percent) in the current school year (ten percent) for all students. The percentage of students with one or more "F" grades from pre-pandemic to the current year:
  o **Increased** for students in grades 1–2 (four percentage points), students in grades 6–8 and grades 9–12 (two percentage points each), and all students (one percentage point), and
  o **Decreased** for students in grades 3–5 (two percentage points)

Figure 1. Percentage of Students with One or More "F" Grades by Grade Level Category, Gender, Race/Ethnicity, and Other Special Populations
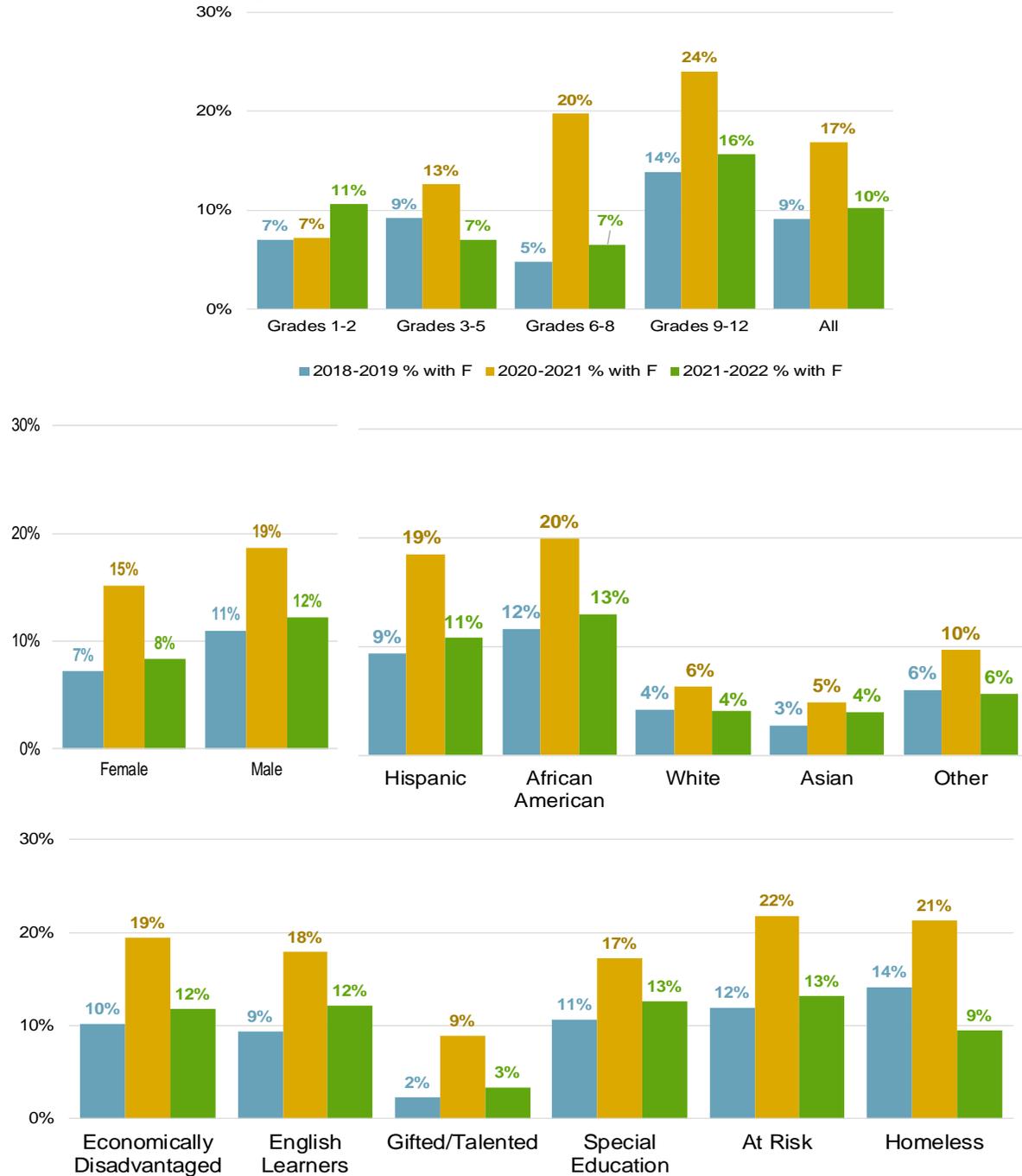
Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages and groups may not total 100 due to missing data and rounding.

- An increase of one percentage point for both female and male students with one or more "F" grades can be seen from pre-pandemic to the current year. Although the current year percentages are higher for both females and males as compared to the pre-pandemic school year, they are lower than during the pandemic school year.

- The gap between female and male students of four percentage points pre-pandemic remained the same in the current year.

- Students of all race/ethnicities earned fewer "F" grades this year as campuses returned to in-person instruction than they did during the pandemic year. All groups show returns to near pre-pandemic rates.
  - Hispanic: decreased by eight percentage points from pandemic to current year; increased by two percentage points from pre-pandemic to current year.
  - African American: decreased by seven percentage points from pandemic to current year; increased by one percentage point from pre-pandemic to current year.
  - White: decreased by two percentage points from pandemic to current year; returned to pre-pandemic rates (four percent) in the current year.
  - Asian: decreased by one percentage point from pandemic to current year; increased by one percentage point from pre-pandemic to current year.
  - "Other" race/ethnicity: decreased by four percentage points from pandemic to current year; returned to pre-pandemic rates (six percent) in the current year.

- Gaps between race/ethnicity groups that existed pre-pandemic remain approximately the same in the current year:
  - The gap between Hispanic and White students of five percentage points, and between African American and White students of six percentage points pre-pandemic has increased in the current year to seven and eight percentage points, respectively.
  - The gap between Hispanic and Asian students of six percentage points pre-pandemic has increased in the current year to seven percentage points. The gap between African American and Asian students remained the same, at nine percentage points, pre-pandemic and in the current year.

- In the current grading cycle, Hispanic (11 percent) and African American (13 percent) students earned one or more "F" grades at three times the rate of White or Asian students (four percent each).

- Students in all special population subgroups earned fewer "F" grades in the current year than they did in the pandemic year. Some subgroups show returns to pre-pandemic rates.
  - Economically disadvantaged (ED): decreased seven percentage points from pandemic to current year; increased two percentage points from pre-pandemic to current year.
  - English learners (EL): decreased six percentage points from pandemic to current year; increased three percentage points from pre-pandemic to current year.
  - Gifted/Talented (GT): decreased six percentage points from pandemic to current year; increased one percentage point from pre-pandemic to current year.
  - Special Education (SE) decreased four percentage points from pandemic to current year; increased two percentage points from pre-pandemic to current year.
  - At Risk (AR) decreased nine percentage points from pandemic to current year; increased one percentage point from pre-pandemic to current year.
  - Homeless: decreased by 12 percentage points from pandemic to current year and decreased five percentage points from pre-pandemic to current year.

Figure 2A shows the percentage of high school students with one or more "F" grades by grade level and gender for the second semester of the 2018–2019 school year (pre-pandemic), the 2020–2021 school year (pandemic), and the 2021–2022 school year (current year). Corresponding data can be found in **Table A2** in Appendix A (pp. A-2–A-4).

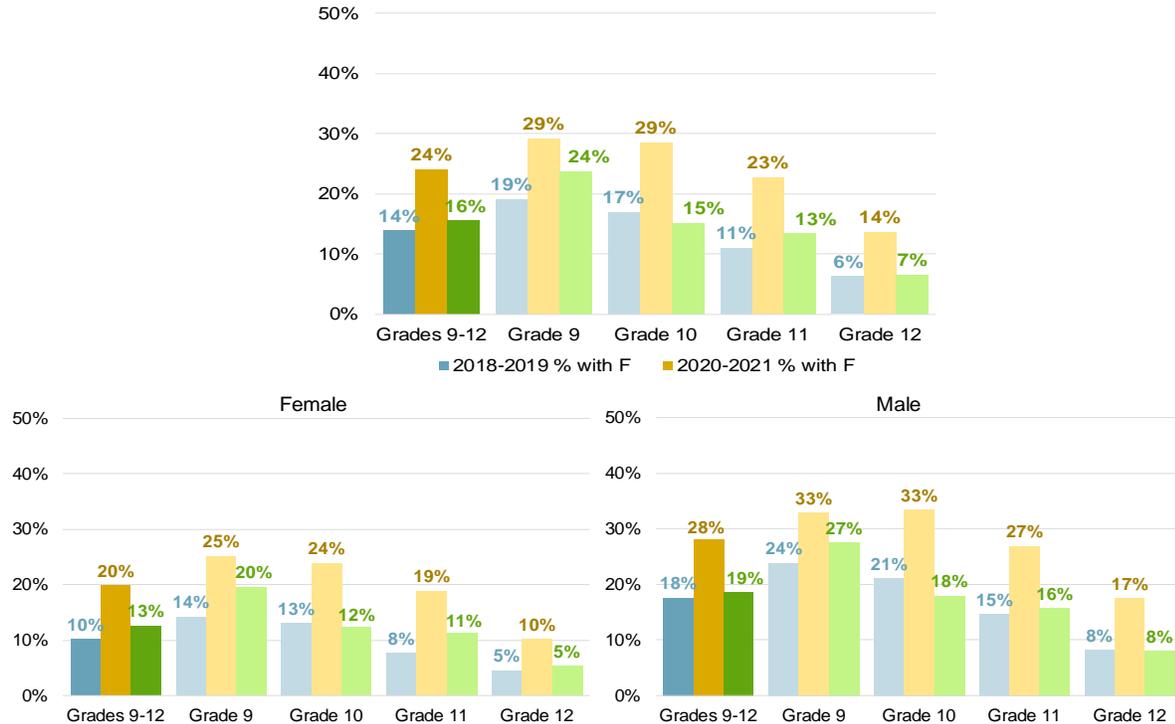**Figure 2A. Percentage of High School Students with One or More "F" Grades by Grade Level and Gender**

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Note: Percentages and groups may not total 100 due to missing data and rounding.

- High school students in the current year earned far fewer "F" grades than they did in the pandemic year and earned slightly more "F" grades in the current year than they did pre-pandemic.
  - Among all high school students, an increase of two percentage points can be seen from pre-pandemic to the current year. This increase can be seen for students in grade 9 (five percentage points), 11 (two percentage points), and 12 (one percentage point). Students in grade 10 show a two percentage-point decrease from pre-pandemic to the current year.
  - The percentage of students with one or more "F" grades decreases as students remain in high school, with a smaller percentage of 12th grade students earning one or more "F" grades (seven percent) as compared to 9th grade students (24 percent).

- Both female and male high school students earned far fewer "F" grades in the current year than in the pandemic year. Both groups earned more "F" grades in the current year than they did pre-pandemic, although male students were closer to pre-pandemic rates than female students:
  - Female: decreased by seven percentage points from pandemic to current year; increased by three percentage points from pre-pandemic to current year

- o Male: decreased by nine percentage points from pandemic to current year; increased by one percentage point from pre-pandemic to current year.

- The percentage of both female and male students with one or more "F" grades decreases as students remain in high school, with a smaller percentage of 12th grade students earning one or more "F" grades as compared to 9th grade students.
  - o Female: five percent of 12th grade students and 20 percent of 9th grade students
  - o Male: eight percent of 12th grade students and 27 percent of 9th grade students

- The gap between female and male students of six percentage points in the current year is smaller than the gap of eight percentage points that can be observed pre-pandemic.

Figure 2B (p. 12) shows the percentage of high school students with one or more "F" grades by grade level and race/ethnicity for the second semester of the 2018–2019 school year (pre-pandemic), the 2020–2021 school year (pandemic), and the 2021–2022 school year (current year). Corresponding data can be found in Table A2 in Appendix A (pp. A-2–A-4).

- High school students of all race/ethnicities earned fewer "F" grades this year as campuses returned to in-person instruction than they did during the pandemic year, with one group showing a return to pre-pandemic rates and one group showing a decrease from pre-pandemic rates.
  - o Hispanic: decreased by ten percentage points from pandemic to current year; increased by two percentage points from pre-pandemic to current year.
  - o African American: decreased by six percentage points from pandemic to current year; increased by four percentage points from pre-pandemic to current year.
  - o White: decreased by two percentage points from pandemic to current year; returned to pre-pandemic rates (seven percent) in the current year.
  - o Asian: decreased by two percentage point from pandemic to current year; increased by one percentage point from pre-pandemic to current year.
  - o "Other" race/ethnicity: decreased by seven percentage points from pandemic to current year; decreased by three percentage points from pre-pandemic to current year.

- For all race/ethnicity groups, the percentage of students with one or more "F" grades decreases as students remain in high school, with a smaller percentage of 12th grade students earning one or more "F" grades as compared to 9th grade students. Yet there were more than twice as many Hispanic and African American 12th grade students with one or more "F" grades than there were White or Asian 12th grade students with one or more "F" grades, and more than four times as many Hispanic and African American 9th grade students with one or more "F" grades than there were Asian 9th grade students with one or more "F" grades.
  - o Hispanic: 25 percent of 9th grade students and seven percent of 12th grade students
  - o African American: 28 percent of 9th grade students and eight percent of 12th grade students
  - o White: ten percent of 9th grade students and three percent of 12th grade students
  - o Asian: six percent of 9th grade students and three percent of 12th grade students
  - o "Other" race/ethnicity: 11 percent of 9th grade students and three percent of 12th grade students

Figure 2B. Percentage of High School Students with One or More "F" Grades by Grade Level and Race/Ethnicity

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages and groups may not total 100 due to missing data and rounding.

- Gaps between race/ethnicity groups that existed pre-pandemic have increased in the current year:
  - The gap between Hispanic and White high school students of eight percentage points pre-pandemic has increased in the current year to ten percentage points. Similarly, the gap between

African American and White high school students of eight percentage points pre-pandemic has increased in the current year to 12 percentage points.

o The gap between both Hispanic and Asian and African American and Asian high school students was 11 percentage points pre-pandemic and is 12 and 14 percentage points, respectively, in the current year.

- In the current grading cycle, Hispanic (17 percent) and African American (19 percent) high school students earned one or more "F" grades at more than twice the rate of White (seven percent) students, and more than three times the rate of Asian (five percent) students.

Figure 2C shows the percentage of high school students with one or more "F" grades by grade level and special population subgroups for the second semester of the 2018–2019 school year (pre-pandemic), the 2020–2021 school year (pandemic), and the 2021–2022 school year (current year). Corresponding data can be found in Table A2 in Appendix A (pp. A-2–A-4).

Figure 2C. Percentage of High School Students with One or More "F" Grades by Grade Level and Special Population
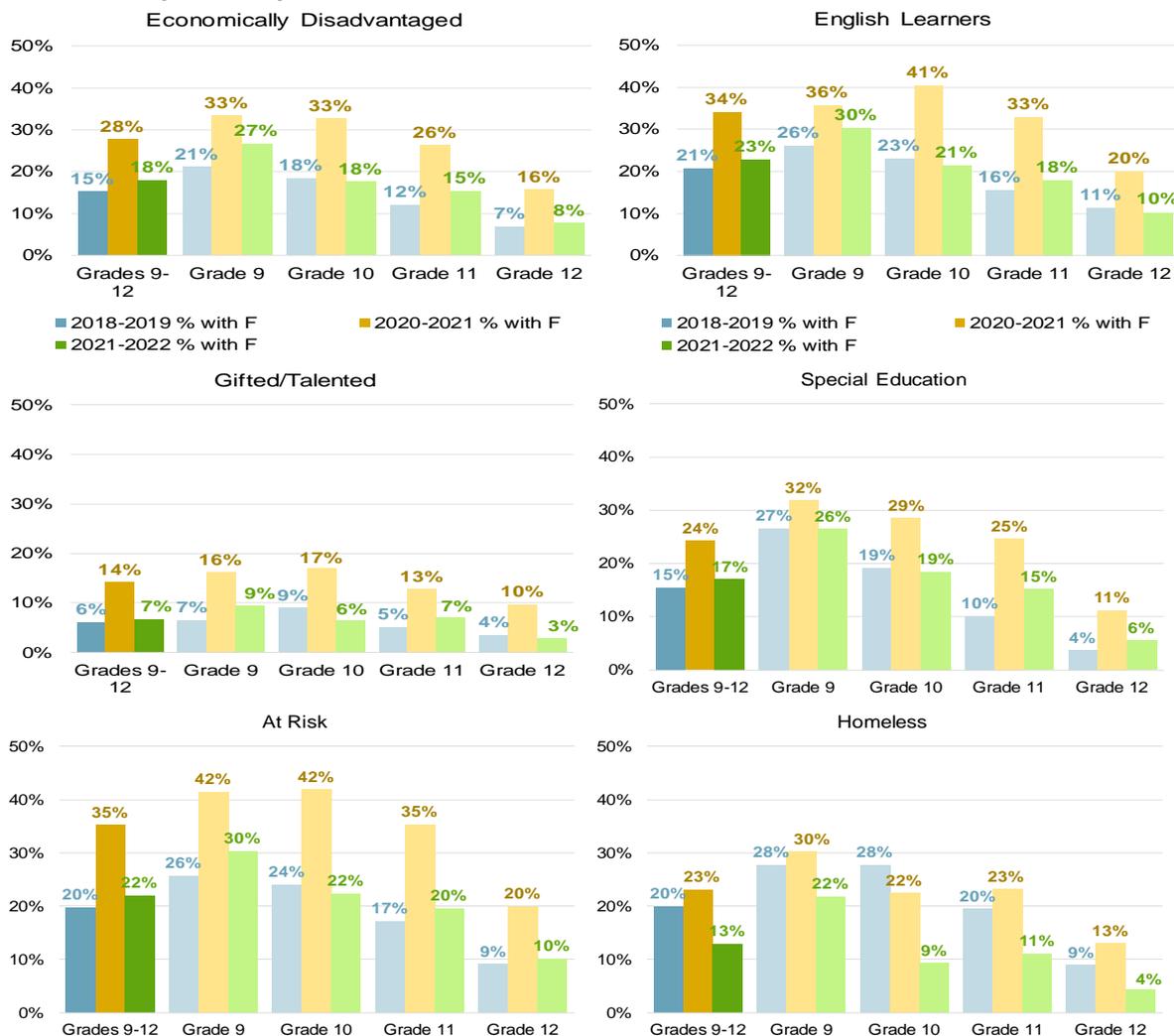
Sources: Chancery data extract, 2018–2019 Semester 2, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6

Notes: Percentages and groups may not total 100 due to missing data and rounding.

- High school students in all special population subgroups earned fewer "F" grades in the current year than they did in the pandemic year. Most groups showed a one to three percentage point increase in the percentage of students with one or more "F" grades from pre-pandemic to current year.
  o Economically disadvantaged (ED): decreased ten percentage points from pandemic to current year; increased three percentage points from pre-pandemic to current year.
  o English learners (EL): decreased 11 percentage points from pandemic to current year; increased two percentage points from pre-pandemic to current year.
  o Gifted/Talented (GT): decreased seven percentage points from pandemic to current year; increased one percentage point from pre-pandemic to current year.
  o Special Education (SE) decreased seven percentage points from pandemic to current year; increased two percentage points from pre-pandemic to current year.
  o At Risk (AR) decreased 13 percentage points from pandemic to current year; increased two percentage point from pre-pandemic to current year.
  o Homeless: decreased by ten percentage points from pandemic to current year and decreased seven percentage points from pre-pandemic to current year.

- For all special population subgroups, the percentage of students with one or more "F" grades decreases as students remain in high school, with a smaller percentage of 12th grade students earning one or more "F" grades as compared to 9th grade students.
  o ED: 27 percent of 9th grade students and eight percent of 12th grade students.
  o EL: 30 percent of 9th grade students and ten percent of 12th grade students.
  o GT: nine percent of 9th grade students and three percent of 12th grade students.
  o SE: 26 percent of 9th grade students and six percent of 12th grade students.
  o AR: 30 percent of 9th grade students and ten percent of 12th grade students.
  o Homeless: 22 percent of 9th grade students and four percent of 12th grade students.

Figure 3A shows the percentage of all students (orange bars) and high school students (yellow bars) of each race/ethnicity group who are also economically disadvantaged and received one or more "F" grades in the current grading cycle. Corresponding tables (**Tables A3–A4**) can be found in Appendix A (pp. A-5–A-7).

**Figure 3A. Percentage of Students with One or More "F" Grades
by Economic Disadvantage and Race/Ethnicity**
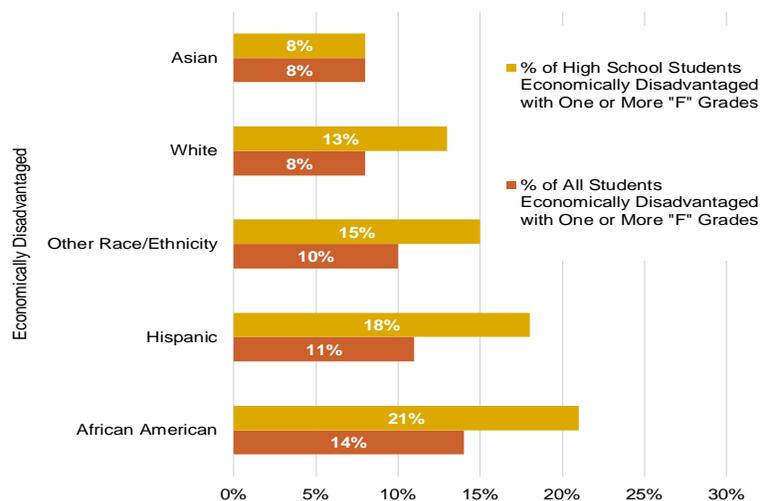
Source: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades

- When economically disadvantaged (ED) students are separated by race/ethnicity:
  - Nearly twice the proportion of ED African American students received one or more "F" grades than ED Asian students, and nearly twice the proportion of ED African American high school students received one or more "F" grades than ED Asian high school students.
  - Nearly twice the proportion of ED Hispanic high school students received one or more "F" grades than ED Asian high school students.

Figure 3B shows the percentage of female high school students (orange bars) and male high school students (yellow bars) of each race/ethnicity group who are also economically disadvantaged and received one or more "F" grades in the current grading cycle. The corresponding table (**Table A5**) can be found in Appendix A (p. A-8).

Figure 3B. Percentage of High School Students with One or More "F" Grades by Economic Disadvantage, Race/ Ethnicity, and Gender
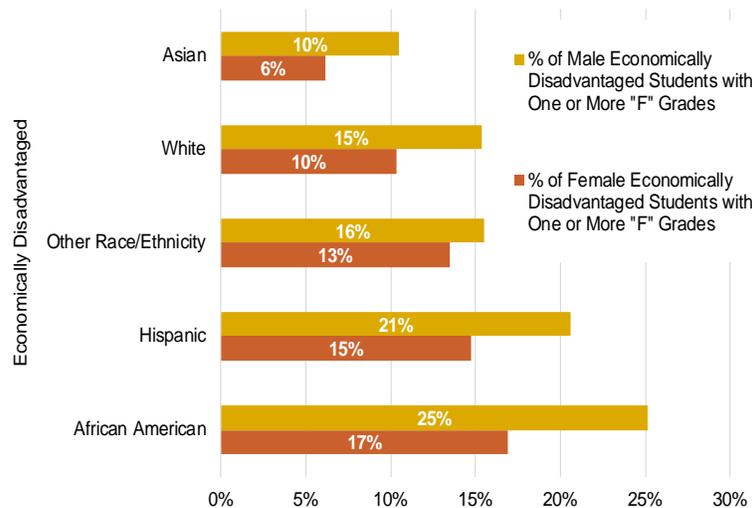
Source: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades

- When economically disadvantaged (ED) high school students are separated by race/ethnicity and by gender:
  - About half again the proportion of male students receive one or more "F" grades than ED female students for all race/ethnicity groups except "Other."
  - Two and a half times the proportion of African American male students receive one or more "F" grades than Asian male students, and nearly three times the proportion of African American female students receive one or more "F" grades than Asian female students.
  - About half again the proportion of male and female African American students receive one or more "F" grades than male and female White students, respectively.
  - Twice the proportion of male and female Hispanic students receive one or more "F" grades than male and female Asian students, respectively.
  - About half again the proportion of male and female Hispanic students receive one or more "F" grades than male and female White students, respectively.

What percentage of students had one or more "F" grades in the core foundation content areas?

Figure 4 shows the percentage of all students and of high school students with one or more "F" grades by core foundation content area for the second semester of the 2018–2019 school year (pre-pandemic), the 2020–2021 school year (pandemic), and the 2021–2022 school year (current year). Corresponding figures (**Figures C1–C12(c)**) and tables (**Tables C1(a)–C4(b)**) by core foundation content area can be found in **Appendix C** (pp. C-1–C-36). A descriptive statistics summary can be found in **Appendix B** (pp. B-1–B-3).

Figure 4. Percentage of Students with One or More "F" Grades by Core Foundation Content Area
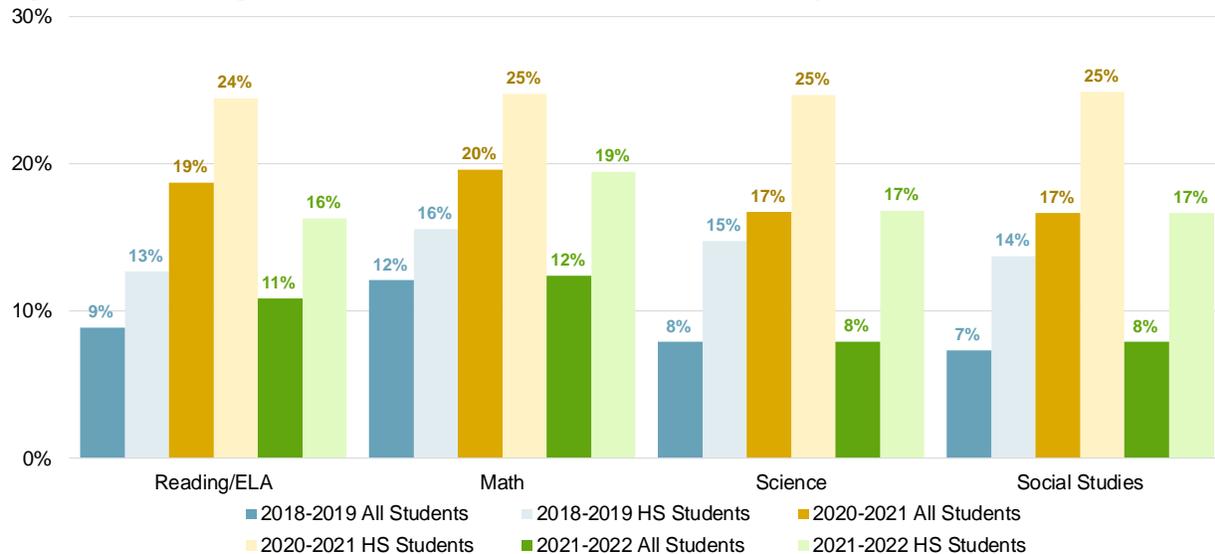
Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: Percentages and groups may not total 100 due to missing data and rounding.

- The percentages of students earning "F" grades in each of the content areas was high in 2020–2021 (pandemic) but has dropped to slightly higher or the same as pre-pandemic rates in the current school year for all students. The percentage of students with one or more "F" grades from pre-pandemic to the current year:
  o **Increased** for ELA (two percentage points) and social studies (one percentage point), and
  o **Returned to pre-pandemic rates** for math (12 percent) and science (eight percent)

- The percentages of students earning "F" grades in each of the content areas was high in 2020–2021 (pandemic) but has dropped to slightly higher than pre-pandemic rates in the current school year for high school students. The percentage of students with one or more "F" grades from pre-pandemic to the current year showed a:
  o **Two percentage point increase** for science (15 percent pre-pandemic to 17 percent current year)
  o **Three percentage point increase** for ELA (13 percent pre-pandemic to 16 percent current year), math (16 percent to 19 percent), and social studies (14 percent to 17 percent)

Are the grades earned in a STAAR 3–8/EOC-tested content area good indicators of student performance on the STAAR 3–8/EOC exam?

The grade a student earned in a state-tested content area was compared to that student's STAAR 3–8/EOC performance level. When more than one grade was earned for a content area (i.e., 4th grade Language Arts and 4th grade Reading), the grades earned were averaged. Grades of D and F were combined. At a minimum, a parent whose student is earning an A in a course expects their child to pass the corresponding summative assessment at the Approaches Grade Level standard if not at the Meets or Masters Grade Level standard. The same holds true for parents of students who earned a B or C. This section defines grades in terms of parent expectations of student performance through course grade communication. Therefore, a course grade of an A communicating an expectation of mastery of the material, a B communicating an expectation of meeting the grade level standards for the material, and a C setting an expectation of passing.

Figures 5–7 (pp. 17–20) show the distribution of STAAR 3–8/EOC performance levels by the grades in courses of the same content area for all STAAR 3–8/EOC-tested grade levels and subjects. Grades of "A" and STAAR 3–8/EOC performance levels of "Masters," grades of "B" and performance levels of "Meets," grades of "C" and performance levels of "Approaches," and grades of "D" or "F" and performance levels of "DNMS" (did not meet standards) are highlighted. Corresponding tables can be found in **Appendix D** (pp. D-1–D-15).

Figure 5. Distribution of Course Grades by STAAR 3–8/EOC Performance Level for All Grade Levels, All Subjects by All Students and by Student Gender
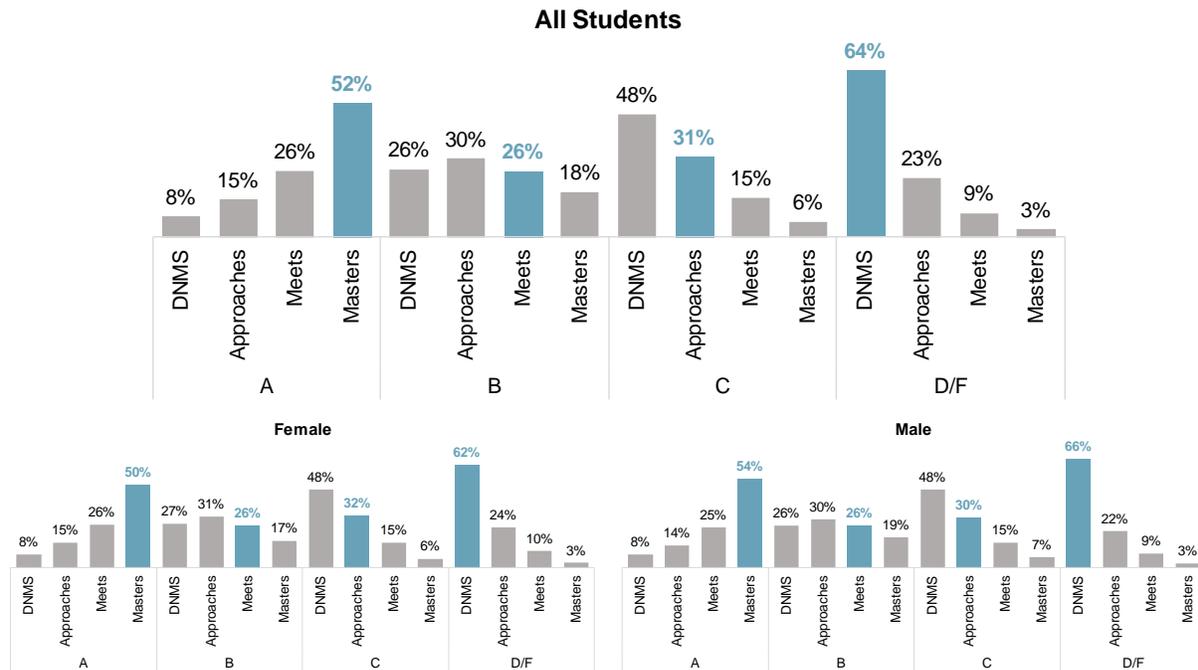
Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Percentages and groups may not total 100 due to missing data and rounding.

- For all students (Figure 5), grades earned by students in a content area were associated with the corresponding STAAR 3–8/EOC performance level as follows:

o **Course Grade of "A":** Fifty-two percent scored at the "Masters" level on the STAAR 3–8/EOC exam, 26 percent scored at the "Meets" level, 15 percent scored at the "Approaches" level, and eight percent scored at the "DNMS" level.

o **Course Grade of "B":** Twenty-six percent scored at the "Meets" level on the STAAR 3–8/EOC exam, 30 percent scored at the "Approaches" level, and 26 percent scored at the "DNMS" level.

o **Course Grade of "C":** Thirty-one percent scored at the "Approaches" level on the STAAR 3–8/EOC exam, and 48 percent scored at the "DNMS" level.

o **Course Grade of "D" or "F":** Sixty-four percent scored at the "DNMS" level on the STAAR 3–8/EOC exam, and 36 percent had a passing proficiency level.

• Small differences were found between females and males (Figure 5) when examining grades earned with the corresponding STAAR 3–8/EOC performance level, which followed the trends found among all students.

Figure 6. Distribution of Course Grades by STAAR 3–8/EOC Performance Level for All Grade Levels, All Subjects by Student Race/Ethnicity

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages and groups may not total 100 due to missing data and rounding.

- Figure 6 (p. 18) shows the distribution of course grades by STAAR 3–8/EOC performance levels by student race/ethnicity. When examined by race/ethnicity, disparities can be seen:
  - **Course Grade of "A":** Forty-four percent of Hispanic students and 40 percent of African American students scored at the "Masters" level on the STAAR 3–8/EOC exam, while 65 percent of White, 77 percent of Asian, and 66 percent of "Other" race/ethnicity students scored at the "Masters" level. Ten percent of both Hispanic and African American students who earned an "A" in the course were at the "DNMS" proficiency level on the STAAR 3–8/EOC exam, but just three to four percent of White, Asian, and "Other" race/ethnicity students with an "A" did not pass the STAAR 3–8/EOC exam.
  - **Course Grade of "B":** Twenty-five to 28 percent of students in each of the race/ethnicity subgroups scored at the "Meets" level on the STAAR 3–8/EOC exam. Twenty-seven percent of Hispanic and 29 percent of African American students who earned a "B" in the course were at the "DNMS" proficiency level on the STAAR 3–8/EOC exam, while 17 to 21 percent of White, Asian, and "Other" race/ethnicity students earned a "B" but did not pass the STAAR 3–8/EOC exam.
  - **Course Grade of "C":** Thirty to 34 percent of Hispanic, African American, White, and Other race/ethnicity students scored at the "Approaches" level on the STAAR 3–8/EOC exam, while only 22 percent of Asian students scored at the "Approaches" level. Asian (45 percent), Hispanic (47 percent), and African American (51 percent) students who earned a "C" in the course were at the "DNMS" proficiency level on the STAAR 3–8/EOC exam, while 32 percent of "Other" race/ethnicity and 36 percent of White students earned a "C" but did not pass the STAAR 3–8/EOC exam.
  - **Course Grade of "D" or "F":** Thirty-three to 36 percent of Hispanic, African American, and Asian students who earned a "D" or an "F" in the course had a passing proficiency level on the STAAR 3–8/EOC exam, while 43 percent of "Other" race/ethnicity and 50 percent of White students had a passing proficiency level.

- Figure 7 (p. 20) shows the distribution of course grades by STAAR 3–8/EOC performance levels by special populations. When examined by special population subgroups, disparities can be seen:
  - **Course Grade of "A":** Thirty-two to 42 percent of ED, EL, SE, and AR students scored at the "Masters" level on the STAAR 3–8/EOC exam, while 62 percent of Homeless and 75 percent of GT students scored at the "Masters" level. Twenty-seven percent of SE students and 11 to 18 percent of ED, EL, and AR students who earned an "A" in the course were at the "DNMS" proficiency level on the STAAR 3–8/EOC exam, but just one percent of GT and five percent of Homeless students with an "A" did not pass the STAAR 3–8/EOC exam.
  - **Course Grade of "B":** Just 13 percent of SE students scored at the "Meets" level on the STAAR 3–8/EOC exam, while 21 to 25 percent of ED, EL, and AR students, 29 percent of Homeless students, and 35 percent of GT students scored at the "Meets" proficiency level. Fifty-five percent of SE students and 23 to 35 percent of ED, EL, AR, and Homeless students who earned a "B" in the course were at the "DNMS" proficiency level on the STAAR 3–8/EOC exam, while just five percent of GT students earned a "B" but did not pass the STAAR 3–8/EOC exam.
  - **Course Grade of "C":** Twenty-six to 31 percent of ED, EL, GT, AR, and Homeless students scored at the "Approaches" level on the STAAR 3–8/EOC exam, while only 21 percent of SE students scored at the "Approaches" level. Seventy-two percent of SE students who earned a "C" in the course were at the "DNMS" proficiency level on the STAAR 3–8/EOC exam, while 44 to 55 percent ED, EL, AR, and Homeless students and 12 percent of GT students earned a "C" but did not pass the STAAR 3–8/EOC exam.
  - **Course Grade of "D" or "F":** Eighteen percent of SE students and 28 to 36 percent of ED, EL, AR, and Homeless students who earned a "D" or an "F" in the course had a passing proficiency

level on the STAAR 3–8/EOC exam, while 79 percent of GT students had a passing proficiency level.

Figure 7. Distribution of Course Grades by STAAR 3–8/EOC Performance Level for All Grade Levels, All Subjects by Special Population

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: Percentages and groups may not total 100 due to missing data and rounding.

Differences can also be observed when examining grades earned and STAAR 3–8/EOC performance levels by the four tested content areas. **Figures 8–11** (pp. 21–24) show the distribution of STAAR 3–8/EOC performance levels by the grades in courses of the same content area by subject. Corresponding tables can be found in Appendix D.

- **Figure 8** (p. 21) shows the distribution of ELA course grades by STAAR reading/EOC English I or English II performance levels by grade level. ELA course grades do not appear to be a good indicator of student performance on the STAAR reading/EOC English I or English II exam. A higher percentage of students with "B" or "C" course grades performed lower than expected than the percentage that performed as expected. More than a third of students with "D" or "F" course grades passed the STAAR 3–8/EOC exam.
  - **Course Grade of "A":** Fifty-five percent of ELA students scored at the "Masters" performance level on the STAAR 3–8/EOC exam, and eight percent of students who earned an "A" in ELA courses did not pass the STAAR 3–8/EOC exam. Forty-five percent of students did not perform as well as expected on the STAAR 3–8/EOC exam.

- o **Course Grade of "B":** Twenty-nine percent of ELA students scored at the "Meets" performance level on the STAAR 3–8/EOC exam, and 23 percent of students who earned a "B" in ELA courses did not pass the STAAR 3–8/EOC exam. Forty-nine percent of students did not perform as well as expected, and 22 percent of students performed better than expected on the STAAR 3–8/EOC exam.
- o **Course Grade of "C":** Twenty-nine percent of ELA students scored at the "Approaches" performance level on the STAAR 3–8/EOC exam, and 44 percent of students who earned a "C" in ELA courses did not pass the STAAR 3–8/EOC exam. Twenty-eight percent of students performed better than expected on the STAAR 3–8/EOC exam.
- o **Course Grade of "D" or "F":** Sixty-two percent of ELA students scored at the "Does Not Meet Standards" performance level on the STAAR 3–8/EOC exam. Thirty-eight percent of students who earned a "D" or an "F" in ELA courses performed better than expected, and passed, the STAAR 3–8/EOC exam.

Figure 8. Distribution of ELA Course Grades by STAAR 3–8/EOC ELA Performance Level
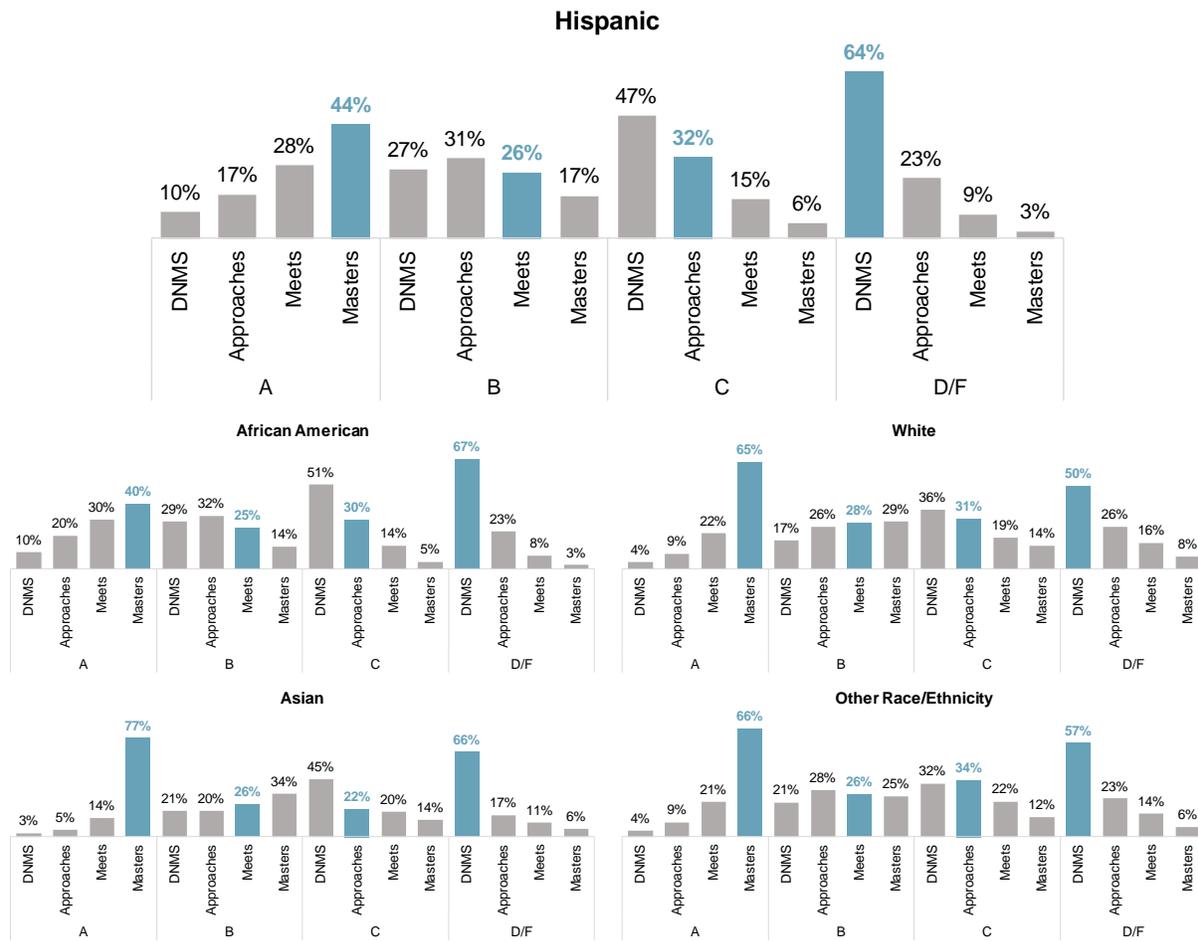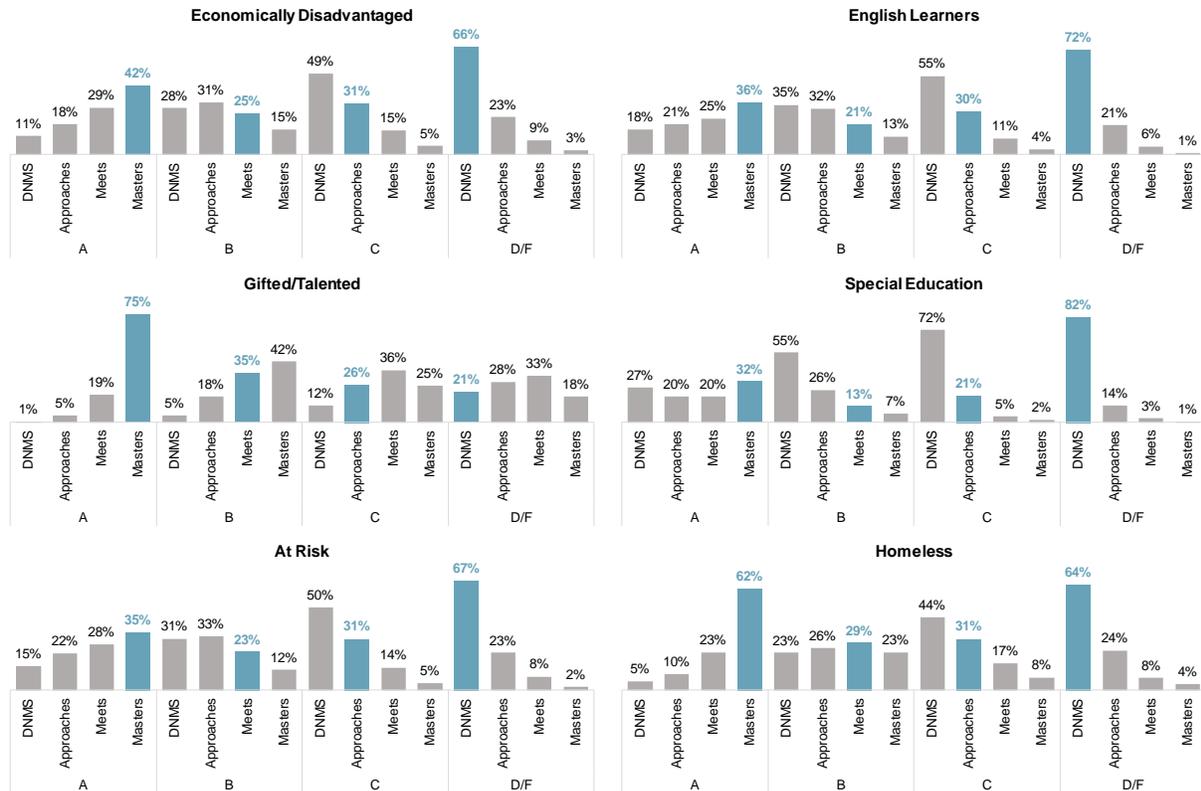

ELA

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: English I may include 9th grade students who took the English II EOC instead of or in addition to the English I EOC. English II may include 10th grade students who took the English I EOC instead of or in addition to the English II EOC. Percentages and groups may not total 100 due to missing data and rounding.

- Figure 9 (p. 22) shows the distribution of math course grades by STAAR math/EOC algebra performance levels by grade level. Math course grades do not appear to be a good indicator of student performance on the STAAR math/EOC algebra exam. A higher percentage of students with "B" or "C" course grades did not pass the exam than the percentage that performed as expected. Approximately one third of students with "D" or "F" course grades passed the STAAR math/EOC algebra exam.
  - o **Course Grade of "A":** Fifty-four percent of math students scored at the "Masters" performance level on the STAAR 3–8/EOC exam, and six percent of students who earned an "A" in math courses did not pass the STAAR 3–8/EOC exam. Forty-six percent of students did not perform as well as expected on the STAAR 3–8/EOC exam.
  - o **Course Grade of "B":** Twenty-four percent of math students scored at the "Meets" performance level on the STAAR 3–8/EOC exam, and 25 percent of students who earned a "B" in math courses did not pass the STAAR 3–8/EOC exam. Sixty-two percent of students did not perform as well as

expected, and 14 percent of students performed better than expected on the STAAR 3–8/EOC exam.

- o **Course Grade of "C":** Thirty-five percent of math students scored at the "Approaches" performance level on the STAAR 3–8/EOC exam, and 49 percent of students who earned a "C" in math courses did not pass the STAAR 3–8/EOC exam. Sixteen percent of students performed better than expected on the STAAR 3–8/EOC exam.
- o **Course Grade of "D" or "F":** Seventy percent of math students scored at the "Does Not Meet Standards" performance level on the STAAR 3–8/EOC exam. Thirty percent of students who earned a "D" or an "F" in math courses performed better than expected, and passed, the STAAR 3–8/EOC exam.

Figure 9. Distribution of Math Course Grades by STAAR 3–8/EOC Math Performance Level
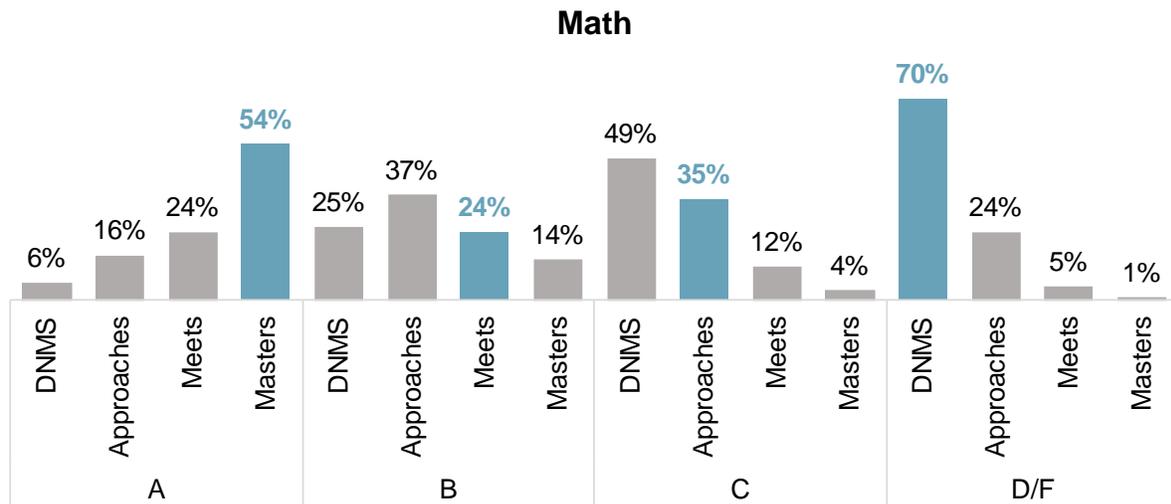
Math

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Math Grade 7 may include 7th grade students who took an Algebra EOC or 7th grade students who took a Geometry course but the STAAR Math 7 exam. Math Grade 8 may include 8th grade students who took an Algebra EOC or 8th grade students who took a Geometry course but the STAAR Math 8 exam. Percentages and groups may not total 100 due to missing data and rounding.

- Figure 10 (p. 23) shows the distribution of science course grades by STAAR science/EOC biology performance levels by grade level. Science course grades do not appear to be a good indicator of student performance on the STAAR science/EOC biology exam. A higher percentage of students with "B" or "C" course grades did not pass the exam than the percentage that performed as expected. More than one third of students with "D" or "F" course grades passed the STAAR science/EOC biology exam.
  - o **Course Grade of "A":** Forty-three percent of science students scored at the "Masters" performance level on the STAAR 3–8/EOC exam, and nine percent of students who earned an "A" in science courses did not pass the STAAR 3–8/EOC exam. Fifty-seven percent of students did not perform as well as expected on the STAAR 3–8/EOC exam.
  - o **Course Grade of "B":** Twenty-five percent of science students scored at the "Meets" performance level on the STAAR 3–8/EOC exam, and 31 percent of students who earned a "B" in science courses did not pass the STAAR 3–8/EOC exam. Sixty-four percent of students did not perform as well as expected, and 12 percent of students performed better than expected on the STAAR 3–8/EOC exam.

- **Course Grade of "C":** Thirty percent of science students scored at the "Approaches" performance level on the STAAR 3–8/EOC exam, and 52 percent of students who earned a "C" in science courses did not pass the STAAR 3–8/EOC exam. Eighteen percent of students performed better than expected on the STAAR 3–8/EOC exam.
- **Course Grade of "D" or "F":** Sixty-two percent of science students scored at the "Does Not Meet Standards" performance level on the STAAR 3–8/EOC exam. Thirty-eight percent of students who earned a "D" or an "F" in science courses performed better than expected, and passed, the STAAR 3–8/EOC exam.

Figure 10. Distribution of Science Course Grades by STAAR 3–8/EOC Science Performance Level
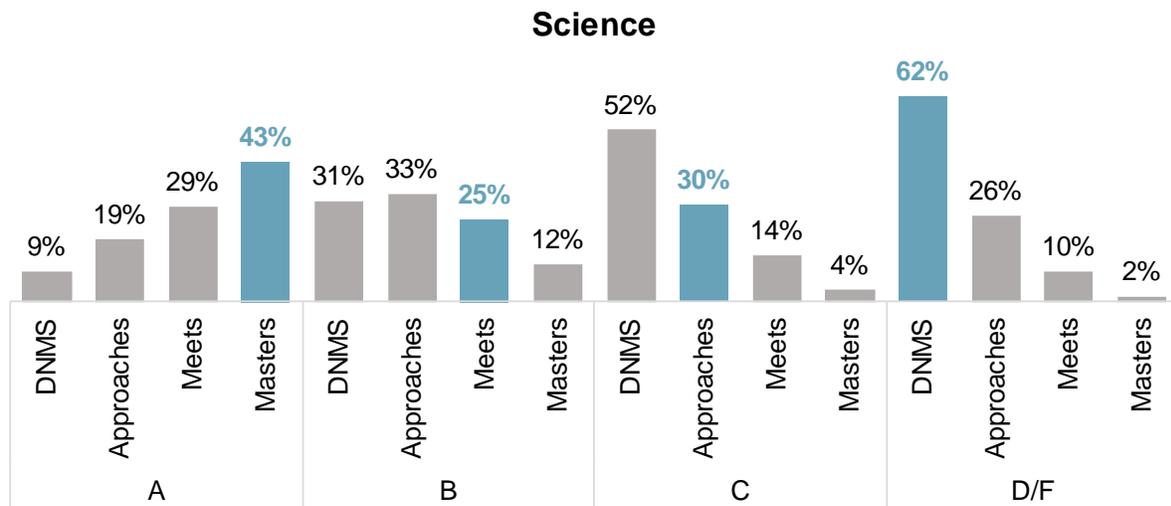
Science

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Science Grade 8 may include 8th grade students who took the Biology EOC. Percentages and groups may not total 100 due to missing data and rounding.

- Figure 11 (p. 24) shows the distribution of social studies course grades by STAAR social studies/EOC US History performance levels by grade level. Social studies course grades do not appear to be a good indicator of student performance on the STAAR social studies/EOC US history exam. A higher percentage of students with "B" or "C" course grades did not pass the exam than the percentage that performed as expected. Almost half of students with "D" or "F" course grades passed the STAAR social studies/EOC US history exam.
  - **Course Grade of "A":** Forty-seven percent of social studies students scored at the "Masters" performance level on the STAAR 3–8/EOC exam, and 13 percent of students who earned an "A" in social studies courses did not pass the STAAR 3–8/EOC exam. Fifty-three percent of students did not perform as well as expected on the STAAR 3–8/EOC exam.
  - **Course Grade of "B":** Eighteen percent of social studies students scored at the "Meets" performance level on the STAAR 3–8/EOC exam, and 35 percent of students who earned a "B" in social studies courses did not pass the STAAR 3–8/EOC exam. Sixty-one percent of students did not perform as well as expected, and 21 percent of students performed better than expected on the STAAR 3–8/EOC exam.
  - **Course Grade of "C":** Twenty-four percent of social studies students scored at the "Approaches" performance level on the STAAR 3–8/EOC exam, and 49 percent of students who earned a "C" in

social studies courses did not pass the STAAR 3–8/EOC exam. Twenty-seven percent of students performed better than expected on the STAAR 3–8/EOC exam.

o **Course Grade of "D" or "F":** Fifty-three percent of social studies students scored at the "Does Not Meet Standards" performance level on the STAAR 3–8/EOC exam. Forty-seven percent of students who earned a "D" or an "F" in social studies courses performed better than expected, and passed, the STAAR 3–8/EOC exam.

Figure 11. Distribution of Social Studies Course Grades by STAAR 3–8/EOC Social Studies Performance Level
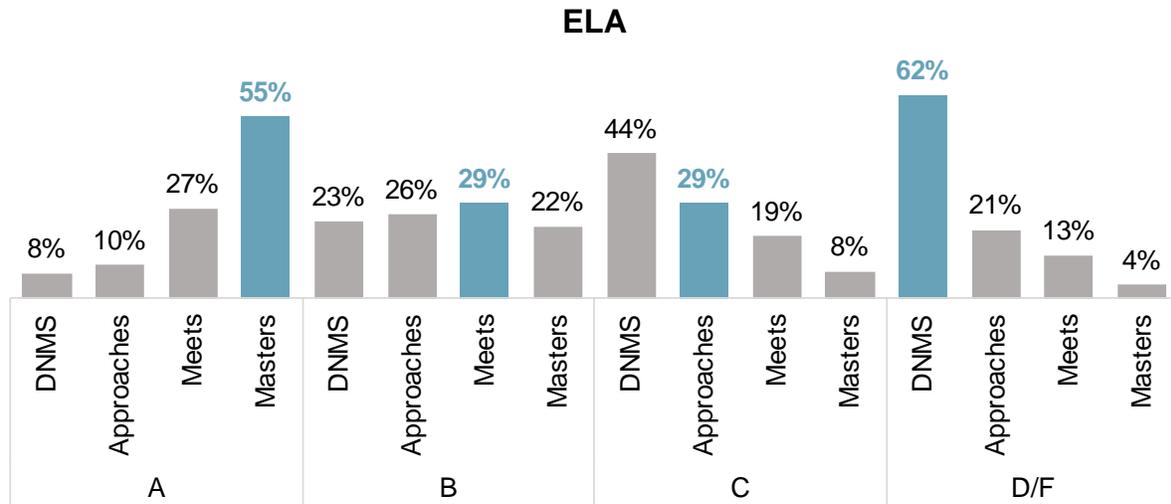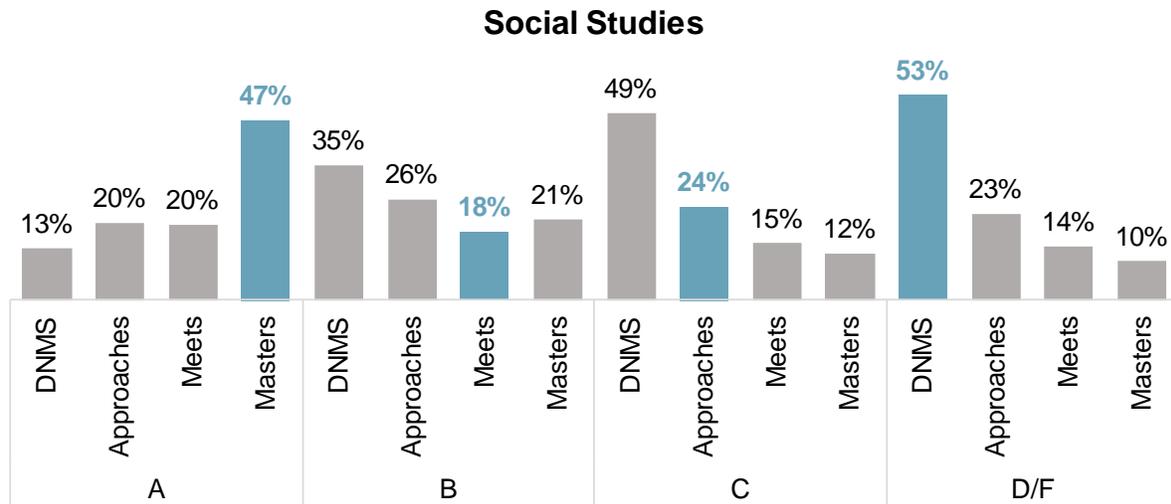

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Percentages and groups may not total 100 due to missing data and rounding.

Figures D-1–D-4 and **Tables D3–D6** in Appendix D (pp. D-6–D-15) show the distribution of STAAR 3–8/EOC performance level by classroom grades of the same content area by student grade level for each of the STAAR-tested subject areas. Student grade level was determined using the grade found associated with the course, not by the grade associated with the STAAR 3–8/EOC exam. In other words, an 8th grade student who earned a classroom grade in their Algebra class with appear in the "Math Grade 8" figure, even though they took the Algebra I EOC exam. A descriptive statistics summary can be found in **Appendix E** (pp. E-1–E-6).

Conclusion

By documenting changes in Semester 2/end of year student grades for the 2018–2019 (pre-pandemic), 2020–2021 (pandemic), and 2021–2022 (current) school years, this report in part demonstrates how the COVID-19 pandemic has impacted Houston ISD students. When analyzing the percentage of students with one or more "F" grades for this report, data processing errors were discovered in prior reports. Because of this processing error, results for students with one or more "F" grades looks very different in this report. When corrections were made, the percentage of all students with one or more "F" grades pre-pandemic was found to be just nine percent, not the 28 percent previously reported. The corrected percentage of all students with one or more "F" grades was higher in the 2020–2021 (pandemic) school year (17 percent) but has nearly returned to pre-pandemic levels (ten percent) in the current year. Similarly, high school students show a decline from pandemic (24 percent) to current year (16 percent), which is near the pre-pandemic rate of 14 percent.

The recovery to nearly pre-pandemic rates seen for all students extends to each of the core foundation content areas. From pre-pandemic to the current year, the percentage of students with one or more "F" grades increased by two percentage points for ELA and by one percentage point for social studies but returned to pre-pandemic rates for math (12 percent) and science (eight percent). Larger gaps remain for high school students for all content areas from pre-pandemic to current year, with a three percentage-point gap for ELA, math, and social studies, and a two percentage-point gap for science.

The documentation and examination of student grades also affords us the opportunity to identify and address areas of inequity, structural racism, and implicit bias. Figures 3A and 3B of this report show the percentage of students receiving one or more "F" grades by economically disadvantaged (ED) status, race/ethnic group, and gender. Nearly three times the proportion of ED African American high school (HS) students and more than twice the proportion of ED Hispanic HS students received one or more "F" grades than ED Asian HS students. About half again the proportion of ED African American HS students received one or more "F" grades than ED White HS students. When gender is included, three times the proportion of ED female African American HS students, two and a half times the proportion of ED male African American HS students, and two times the proportion of ED male and female Hispanic HS students receive one or more "F" grades than their Asian peers. About half again the proportion of ED female and male African American HS students and female and male Hispanic HS students received one or more "F" grades than their White counterparts.

New to this report is the examination of classroom grades in combination with STAAR performance levels. Using the STAAR 3–8/EOC performance level descriptions detailed in the Methods section of this report (see p. 5–6), the assumption was made that classroom grades had "equivalent" performance levels for the corresponding STAAR 3–8/EOC exams, as follows:
- Classroom grade of "A" is the equivalent of a STAAR 3–8/EOC performance level of "Masters"
- Classroom grade of "B" is the equivalent of a STAAR 3–8/EOC performance level of "Meets"
- Classroom grade of "C" is the equivalent of a STAAR 3–8/EOC performance level of "Approaches"
- Classroom grade of "D" or "F" is the equivalent of a STAAR 3–8/EOC performance level of "Does Not Meet Standards" (DNMS)

Using these assumptions, we would expect students who earned a classroom grade of "A," "B," or "C" to reach an equivalent STAAR 3–8/EOC performance level, or at the very minimum *passing* the corresponding STAAR 3–8/EOC exam. As can be seen in Figure 4 for all students at all STAAR-tested grade levels for all

STAAR-tested subjects, this was not the case. Fifty-two percent of student who earned a classroom grade of "A" also attained the Masters Grade Level standard for the corresponding STAAR exam, but 48 percent of students – *nearly half* – performed lower than expected. Just 26 percent of students who earned a classroom grade of "B" also attained at least the Meets Grade Level standard for the corresponding STAAR exam, but 56 percent performed more lower expected, with *just as many* – 26 percent – at the DNMS performance level. Just 31 percent of students who earned a classroom grade of "C" also earned an Approaches for the corresponding STAAR exam, but 48 percent **did not meet standards**. Thirty-six percent – more than one third – of students who earned a classroom grade of "D" or "F" had a performance level of Approaches or higher. In other words, parents, administrators, and even teachers cannot look to report card grades as a marker of students' knowledge, skills, abilities, or success on the STAAR exam.

When the distribution of classroom grades by performance level are disaggregated by race/ethnicity and special populations, the same issues found earlier in this report surface. African American and Hispanic students have a much higher percentage of classroom grades of "A" and performance level of DNMS than White, Asian or "Other" race/ethnicity students. The largest disparity, however, can be seen with special education students. Twenty-seven percent of special education students with a classroom grade of "A," *55 percent* with a "B," and **_72 percent_** with a "C" had a performance level of DNMS.

The disparity between classroom grade and STAAR performance level does not change much when disaggregated by core foundation content area. Each of the four content areas are similar to each other and to all content combined, which is to say *classroom grades are poor indicators of student performance on any of the STAAR 3–8/EOC exams.*

Potential reasons why classroom grades are poor indicators of STAAR performance level include, but are not limited to:
- Grade inflation;
- The assigning of grades based on growth, effort, conduct, or other non-achievement factors rather than measures of current achievement;
- Misalignment of curriculum to STAAR/TEKS;
- Low grading standards;
- The merging of habits of work and academic proficiency; and
- Subjective teacher bias.

Monitoring student grades with reports like this one should continue. Other topics that merit further exploration include:
- Grade distributions in critical courses like 3rd grade reading, Algebra I, and English II;
- Examination of the distribution of grades at campuses with very high and very low percentages of students with one or more "F" grades and percentages of students at the DNMS performance level to investigate differences in the racial and special population makeup of those campuses;
- Comparisons of grades earned and disciplinary infractions; and
- An annual comparison of end of year/Semester 2 classroom grades earned to the corresponding STAAR and STAAR EOC performance levels.

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Appendix A: Students with One or More "F" Grades

Table A1. All Students With One or More "F" Grades For Second Semester, 2018-2019, 2020-2021, and 2021-2022

	2018-2019 School Year			2020-2021 School Year			2021-2022 School Year		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
1-2	33,019	2,317	7%	29,901	2,159	7%	29,319	3,120	11%
3-5	50,891	4,678	9%	46,811	5,919	13%	45,381	3,201	7%
6-8	41,238	1,967	5%	40,938	8,072	20%	39,247	2,556	7%
9-12	50,809	7,048	14%	52,323	12,567	24%	52,022	8,121	16%
Race/Ethnicity									
Hispanic	109,831	10,261	9%	105,235	19,486	19%	102,704	11,151	11%
African American	40,529	4,721	12%	37,804	7,538	20%	36,108	4,702	13%
White	15,755	670	4%	16,768	1,058	6%	16,141	655	4%
Asian	7,241	202	3%	7,237	352	5%	7,891	314	4%
Other	2,601	156	6%	2,926	283	10%	3,125	176	6%
Gender									
Female	86,786	6,239	7%	84,354	12,748	15%	82,260	6,829	8%
Male	89,171	9,771	11%	85,618	15,969	19%	83,697	10,166	12%
Special Populations									
Economically Disadvantaged	138,379	14,091	10%	135,788	26,363	19%	130,068	15,364	12%
English Learners	53,139	5,002	9%	57,271	10,257	18%	58,096	7,030	12%
Gifted/Talented	33,789	771	2%	30,666	2,740	9%	28,102	938	3%
Special Education	15,843	1,689	11%	17,393	2,989	17%	17,534	2,213	13%
At Risk	102,974	12,320	12%	81,827	17,843	22%	94,652	12,438	13%
Homeless	5,853	827	14%	4,211	898	21%	7,223	682	9%
All	**175,957**	**16,010**	**9%**	**169,973**	**28,717**	**17%**	**165,969**	**16,998**	**10%**

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix A: Students with One or More "F" Grades, Continued

Table A2.	High School Students With One or More "F" Grades For Second Semester, 2018-2019, 2020-2021, and 2021-2022								
		2018-2019 School Year			2020-2021 School Year			2021-2022 School Year		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level										
	9	15,003	2,875	19%	14,894	4,349	29%	16,840	3,989	24%
	10	12,983	2,202	17%	13,731	3,918	29%	11,917	1,810	15%
	11	11,121	1,233	11%	11,694	2,659	23%	11,530	1,549	13%
	12	11,702	738	6%	12,004	1,641	14%	11,735	773	7%
Race/Ethnicity										
	Hispanic	**31,384**	**4,775**	**15%**	**32,181**	**8,792**	**27%**	**32,173**	**5,390**	**17%**
	Grade 9	*9,340*	*1,902*	*20%*	*9,227*	*2,936*	*32%*	*10,676*	*2,714*	*25%*
	Grade 10	*8,058*	*1,515*	*19%*	*8,450*	*2,783*	*33%*	*7,267*	*1,162*	*16%*
	Grade 11	*6,821*	*846*	*12%*	*7,149*	*1,868*	*26%*	*7,021*	*1,010*	*14%*
	Grade 12	*7,165*	*512*	*7%*	*7,355*	*1,205*	*16%*	*7,209*	*504*	*7%*
	African American	**11,713**	**1,739**	**15%**	**11,804**	**2,981**	**25%**	**11,611**	**2,187**	**19%**
	Grade 9	*3,571*	*784*	*22%*	*3,492*	*1,182*	*34%*	*3,788*	*1,061*	*28%*
	Grade 10	*2,958*	*504*	*17%*	*3,071*	*858*	*28%*	*2,700*	*497*	*18%*
	Grade 11	*2,464*	*290*	*12%*	*2,584*	*613*	*24%*	*2,528*	*422*	*17%*
	Grade 12	*2,720*	*161*	*6%*	*2,657*	*328*	*12%*	*2,595*	*207*	*8%*
	White	**4,968**	**367**	**7%**	**5,434**	**509**	**9%**	**5,162**	**362**	**7%**
	Grade 9	*1,347*	*133*	*10%*	*1,390*	*149*	*11%*	*1,416*	*144*	*10%*
	Grade 10	*1,275*	*128*	*10%*	*1,459*	*178*	*12%*	*1,220*	*103*	*8%*
	Grade 11	*1,192*	*62*	*5%*	*1,284*	*116*	*9%*	*1,266*	*73*	*6%*
	Grade 12	*1,154*	*44*	*4%*	*1,301*	*66*	*5%*	*1,260*	*42*	*3%*
	Asian	**2,061**	**82**	**4%**	**2,071**	**155**	**7%**	**2,213**	**104**	**5%**
	Grade 9	*535*	*19*	*4%*	*529*	*34*	*6%*	*685*	*40*	*6%*
	Grade 10	*517*	*29*	*6%*	*520*	*63*	*12%*	*507*	*22*	*4%*
	Grade 11	*491*	*20*	*4%*	*496*	*26*	*5%*	*516*	*27*	*5%*
	Grade 12	*518*	*14*	*3%*	*526*	*32*	*6%*	*505*	*15*	*3%*
	Other	**683**	**85**	**12%**	**830**	**130**	**16%**	**863**	**78**	**9%**
	Grade 9	*210*	*37*	*18%*	*253*	*48*	*19%*	*275*	*30*	*11%*
	Grade 10	*175*	*26*	*15%*	*231*	*36*	*16%*	*223*	*26*	*12%*
	Grade 11	*153*	*15*	*10%*	*181*	*36*	*20%*	*199*	*17*	*9%*
	Grade 12	*145*	*7*	*5%*	*165*	*10*	*6%*	*166*	*5*	*3%*

Appendix A: Students with One or More "F" Grades, Continued

Table A2.	High School Students With One or More "F" Grades For Second Semester, 2018-2019, 2020-2021, and 2021-2022, Continued								
		2018-2019 School Year			2020-2021 School Year			2021-2022 School Year		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Gender										
	Female	**25,506**	**2,601**	**10%**	**26,482**	**5,271**	**20%**	**26,184**	**3,322**	**13%**
	Grade 9	*7,290*	*1,037*	*14%*	*7,180*	*1,812*	*25%*	*8,091*	*1,584*	*20%*
	Grade 10	*6,575*	*858*	*13%*	*7,007*	*1,677*	*24%*	*5,940*	*732*	*12%*
	Grade 11	*5,694*	*438*	*8%*	*6,100*	*1,152*	*19%*	*6,043*	*685*	*11%*
	Grade 12	*5,947*	*268*	*5%*	*6,195*	*630*	*10%*	*6,110*	*321*	*5%*
	Male	**25,303**	**4,447**	**18%**	**25,841**	**7,296**	**28%**	**25,835**	**4,798**	**19%**
	Grade 9	*7,713*	*1,838*	*24%*	*7,714*	*2,537*	*33%*	*8,747*	*2,405*	*27%*
	Grade 10	*6,408*	*1,344*	*21%*	*6,724*	*2,241*	*33%*	*5,976*	*1,077*	*18%*
	Grade 11	*5,427*	*795*	*15%*	*5,594*	*1,507*	*27%*	*5,487*	*864*	*16%*
	Grade 12	*5,755*	*470*	*8%*	*5,809*	*1,011*	*17%*	*5,625*	*452*	*8%*
Special Populations										
	Economically Disadvantaged	**38,380**	**5,836**	**15%**	**40,655**	**11,227**	**28%**	**39,795**	**7,173**	**18%**
	Grade 9	*11,554*	*2,435*	*21%*	*11,835*	*3,951*	*33%*	*13,545*	*3,624*	*27%*
	Grade 10	*9,841*	*1,814*	*18%*	*10,697*	*3,488*	*33%*	*8,911*	*1,563*	*18%*
	Grade 11	*8,229*	*991*	*12%*	*8,926*	*2,343*	*26%*	*8,644*	*1,325*	*15%*
	Grade 12	*8,756*	*596*	*7%*	*9,197*	*1,445*	*16%*	*8,695*	*661*	*8%*
	English Learners	**8,298**	**1,711**	**21%**	**11,037**	**3,760**	**34%**	**12,425**	**2,843**	**23%**
	Grade 9	*3,099*	*808*	*26%*	*4,060*	*1,450*	*36%*	*5,333*	*1,619*	*30%*
	Grade 10	*2,153*	*495*	*23%*	*3,180*	*1,288*	*41%*	*2,776*	*593*	*21%*
	Grade 11	*1,464*	*228*	*16%*	*2,038*	*671*	*33%*	*2,477*	*442*	*18%*
	Grade 12	*1,582*	*180*	*11%*	*1,759*	*351*	*20%*	*1,839*	*189*	*10%*
	Gifted/Talented	**9,254**	**571**	**6%**	**11,022**	**1,570**	**14%**	**11,529**	**761**	**7%**
	Grade 9	*2,595*	*169*	*7%*	*3,114*	*501*	*16%*	*3,165*	*295*	*9%*
	Grade 10	*2,378*	*215*	*9%*	*3,103*	*528*	*17%*	*2,980*	*191*	*6%*
	Grade 11	*2,176*	*112*	*5%*	*2,471*	*315*	*13%*	*2,922*	*205*	*7%*
	Grade 12	*2,105*	*75*	*4%*	*2,334*	*226*	*10%*	*2,462*	*70*	*3%*

Appendix A: Students with One or More "F" Grades, Continued

Table A2.	High School Students With One or More "F" Grades For Second Semester, 2018-2019, 2020-2021, and 2021-2022, Continued								
		2018-2019 School Year			2020-2021 School Year			2021-2022 School Year		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Special Populations, Continued										
	Special Education	**5,181**	**802**	**15%**	**5,281**	**1,280**	**24%**	**5,079**	**868**	**17%**
	Grade 9	*1,515*	*404*	*27%*	*1,540*	*490*	*32%*	*1,634*	*432*	*26%*
	Grade 10	*1,238*	*238*	*19%*	*1,330*	*380*	*29%*	*1,108*	*205*	*19%*
	Grade 11	*1,070*	*109*	*10%*	*1,039*	*256*	*25%*	*1,058*	*160*	*15%*
	Grade 12	*1,358*	*51*	*4%*	*1,372*	*154*	*11%*	*1,279*	*71*	*6%*
	At Risk	**27,219**	**5,392**	**20%**	**25,461**	**8,968**	**35%**	**29,622**	**6,531**	**22%**
	Grade 9	*8,497*	*2,190*	*26%*	*7,016*	*2,912*	*42%*	*10,565*	*3,215*	*30%*
	Grade 10	*7,030*	*1,694*	*24%*	*6,945*	*2,909*	*42%*	*6,538*	*1,463*	*22%*
	Grade 11	*5,442*	*934*	*17%*	*5,506*	*1,949*	*35%*	*6,120*	*1,201*	*20%*
	Grade 12	*6,250*	*574*	*9%*	*5,994*	*1,198*	*20%*	*6,399*	*652*	*10%*
	Homeless	**1,959**	**391**	**20%**	**1,402**	**324**	**23%**	**2,336**	**302**	**13%**
	Grade 9	*710*	*197*	*28%*	*482*	*146*	*30%*	*827*	*181*	*22%*
	Grade 10	*357*	*82*	*28%*	*352*	*79*	*22%*	*502*	*47*	*9%*
	Grade 11	*302*	*59*	*20%*	*246*	*57*	*23%*	*451*	*50*	*11%*
	Grade 12	*590*	*53*	*9%*	*322*	*42*	*13%*	*556*	*24*	*4%*
All		**50,809**	**7,048**	**14%**	**52,323**	**12,567**	**24%**	**52,022**	**8,121**	**16%**

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix A: Students with One or More "F" Grades, Continued

Table A3.	All Students With One or More "F" Grades by Race/Ethnicity and Economic Disadvantage, 2021-2022 Semester 2/EOY																				
		African American and Economically Disadvantaged				Hispanic and Economically Disadvantaged				Other Race/Ethnicity and Economically Disadvantaged				White and Economically Disadvantaged				Asian and Economically Disadvantaged			
Total N in District		N	% of District	With "F"		N	% of District	With "F"		N	% of District	With "F"		N	% of District	With "F"		N	% of District	With "F"	
				N	%			N	%			N	%			N	%			N	%
Grade Level																					
29,319	Grades 1-2	5,828	20%	838	14%	16,246	55%	1,929	12%	238	1%	18	8%	677	2%	59	9%	573	2%	70	12%
45,381	Grades 3-5	8,385	18%	890	11%	25,339	56%	1,974	8%	391	1%	36	9%	1,201	3%	54	4%	860	2%	63	7%
39,247	Grades 6-12	7,162	18%	651	9%	21,033	54%	1,467	7%	354	1%	29	8%	1,242	3%	82	7%	744	2%	31	4%
52,022	Grades 9-12	9,460	18%	1,973	21%	27,454	53%	4,866	18%	399	1%	58	15%	1,545	3%	197	13%	937	2%	79	8%
Gender																					
82,260	Female	15,443	19%	1,741	11%	44,232	54%	4,123	9%	693	1%	65	9%	2,295	3%	169	7%	1,491	2%	91	6%
83,697	Male	15,389	18%	2,610	17%	45,836	55%	6,112	13%	689	1%	76	11%	2,369	3%	223	9%	1,621	2%	151	9%
Special Populations																					
58,096	English Learners	930	2%	102	11%	49,917	86%	6,106	12%	156	0%	28	18%	1,096	2%	112	10%	1,669	3%	184	11%
28,102	Gifted/Talented	1,984	7%	83	4%	11,192	40%	618	6%	194	1%	10	5%	715	3%	20	3%	693	2%	8	1%
17,534	Special Education	4,597	26%	744	16%	9,223	53%	1,209	13%	143	1%	18	13%	547	3%	51	9%	125	1%	9	7%
94,652	At Risk	15,590	16%	2,742	18%	66,350	70%	8,448	13%	453	0%	63	14%	1,829	2%	212	12%	1,370	1%	112	8%
7,223	Homeless	1,992	28%	264	13%	3,776	52%	393	10%	75	1%	4	5%	188	3%	9	5%	117	2%	4	3%
165,969	**Total**	30,835	19%	4,352	14%	90,072	54%	10,236	11%	1,382	1%	141	10%	4,665	3%	392	8%	3,114	2%	243	8%

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix A: Students with One or More "F" Grades, Continued

Table A4. High School Students With One or More "F" Grades by Race/Ethnicity and Economic Disadvantage, 2021-2022 Semester 2/EOY

Total N in District		African American and Economically Disadvantaged		With "F"		Hispanic and Economically Disadvantaged		With "F"		Other Race/Ethnicity and Economically Disadvantaged		With "F"		White and Economically Disadvantaged		With "F"		Asian and Economically Disadvantaged		With "F"	
		N	% of District	N	%	N	% of District	N	%	N	% of District	N	%	N	% of District	N	%	N	% of District	N	%
Grade Level																					
16,840	**Grade 9**	3,243	19%	988	30%	9,333	55%	2,492	27%	150	1%	28	19%	497	3%	84	17%	322	2%	32	10%
11,917	**Grade 10**	2,113	18%	436	21%	6,139	52%	1,037	17%	102	1%	17	17%	342	3%	57	17%	215	2%	16	7%
11,530	**Grade 11**	2,014	17%	368	18%	5,994	52%	896	15%	82	1%	11	13%	352	3%	32	9%	202	2%	18	9%
11,735	**Grade 12**	2,090	18%	181	9%	5,988	51%	441	7%	65	1%	2	3%	354	3%	24	7%	198	2%	13	7%
Gender																					
26,184	**Female**	4,945	19%	837	17%	13,483	51%	1,987	15%	193	1%	26	13%	794	3%	82	10%	441	2%	27	6%
8,091	*Grade 9*	1,601	20%	417	26%	4,366	54%	988	23%	69	1%	11	16%	253	3%	24	9%	145	2%	14	10%
5,940	*Grade 10*	1,093	18%	180	16%	2,986	50%	415	14%	41	1%	7	17%	169	3%	28	17%	119	2%	4	3%
6,043	*Grade 11*	1,068	18%	170	16%	3,098	51%	389	13%	50	1%	8	16%	189	3%	19	10%	78	1%	5	6%
6,110	*Grade 12*	1,183	19%	70	6%	3,033	50%	195	6%	33	1%	0	0%	183	3%	11	6%	99	2%	4	4%
25,835	**Male**	4,513	17%	1,135	25%	13,971	54%	2,879	21%	206	1%	32	16%	750	3%	115	15%	496	2%	52	10%
8,747	*Grade 9*	1,641	19%	571	35%	4,967	57%	1,504	30%	81	1%	17	21%	243	3%	60	25%	177	2%	18	10%
5,976	*Grade 10*	1,019	17%	255	25%	3,153	53%	622	20%	61	1%	10	16%	173	3%	29	17%	96	2%	12	13%
5,487	*Grade 11*	946	17%	198	21%	2,896	53%	507	18%	32	1%	3	9%	163	3%	13	8%	124	2%	13	10%
5,625	*Grade 12*	907	16%	111	12%	2,955	53%	246	8%	32	1%	2	6%	171	3%	13	8%	99	2%	9	9%
Special Populations																					
12,425	**English Learners**	282	2%	44	16%	10,611	85%	2,483	23%	43	<1%	9	21%	209	2%	32	15%	328	3%	58	18%
5,333	*Grade 9*	89	2%	23	26%	4,558	85%	1,437	32%	23	<1%	5	22%	107	2%	14	13%	177	3%	27	15%
2,776	*Grade 10*	51	2%	10	20%	2,395	86%	509	21%	9	<1%	3	33%	47	2%	12	26%	53	2%	12	23%
2,477	*Grade 11*	73	3%	10	14%	2,115	85%	376	18%	7	<1%	1	14%	31	1%	3	10%	64	3%	12	19%
1,839	*Grade 12*	69	4%	1	1%	1,543	84%	161	10%	4	<1%	0	0%	24	1%	3	13%	34	2%	7	21%

Appendix A: Students with One or More "F" Grades, Continued

Table A4.	High School Students With One or More "F" Grades by Race/Ethnicity and Economic Disadvantage, 2021-2022 Semester 2/EOY, Continued																				
		African American and Economically Disadvantaged				Hispanic and Economically Disadvantaged				Other Race/Ethnicity and Economically Disadvantaged				White and Economically Disadvantaged				Asian and Economically Disadvantaged			
Total N in District		N	% of District	With "F"		N	% of District	With "F"		N	% of District	With "F"		N	% of District	With "F"		N	% of District	With "F"	
				N	%			N	%			N	%			N	%			N	%
Special Populations, Continued																					
11,529	**Gifted/Talented**	864	7%	68	8%	5,167	45%	511	10%	86	1%	7	8%	316	3%	18	6%	321	3%	4	1%
3,165	*Grade 9*	226	7%	25	11%	1,516	48%	213	14%	30	1%	3	10%	75	2%	9	12%	81	3%	1	1%
2,980	*Grade 10*	249	8%	16	6%	1,320	44%	123	9%	25	1%	1	4%	73	2%	4	5%	88	3%	0	0%
2,922	*Grade 11*	218	7%	17	8%	1,317	45%	135	10%	20	1%	3	15%	81	3%	2	2%	78	3%	1	1%
2,462	*Grade 12*	171	7%	10	6%	1,014	41%	40	4%	11	<1%	0	0%	87	4%	3	3%	74	3%	2	3%
5,079	**Special Education**	1,390	27%	311	22%	2,515	50%	437	17%	37	1%	5	14%	157	3%	20	13%	21	0%	1	5%
1,634	*Grade 9*	499	31%	146	29%	819	50%	241	29%	16	1%	1	6%	45	3%	11	24%	7	0%	0	0%
1,108	*Grade 10*	282	25%	76	27%	563	51%	93	17%	9	1%	3	33%	31	3%	3	10%	3	0%	0	0%
1,058	*Grade 11*	286	27%	66	23%	508	48%	66	13%	6	1%	0	0%	44	4%	5	11%	5	0%	1	20%
1,279	*Grade 12*	323	25%	23	7%	625	49%	37	6%	6	<1%	1	17%	37	3%	1	3%	6	0%	0	0%
29,622	**At Risk**	5,859	20%	1,538	26%	18,933	64%	4,170	22%	167	1%	38	23%	607	2%	122	20%	330	1%	46	14%
10,565	*Grade 9*	2,162	20%	760	35%	6,994	66%	2,151	31%	73	1%	18	25%	196	2%	55	28%	103	1%	10	10%
6,538	*Grade 10*	1,272	19%	346	27%	4,100	63%	879	21%	39	1%	12	31%	138	2%	34	25%	77	1%	13	17%
6,120	*Grade 11*	1,143	19%	278	24%	3,951	65%	749	19%	28	<1%	6	21%	122	2%	18	15%	79	1%	12	15%
6,399	*Grade 12*	1,282	20%	154	12%	3,888	61%	391	10%	27	<1%	2	7%	151	2%	15	10%	71	1%	11	15%
2,336	**Homeless**	653	28%	121	19%	1,240	53%	169	14%	17	1%	2	12%	49	2%	3	6%	48	2%	4	8%
827	*Grade 9*	199	24%	65	33%	466	56%	113	24%	5	1%	1	20%	16	2%	1	6%	13	2%	0	0%
502	*Grade 10*	150	30%	22	15%	251	50%	21	8%	6	1%	1	17%	7	1%	2	29%	12	2%	1	8%
451	*Grade 11*	128	28%	16	13%	250	55%	29	12%	2	<1%	0	0%	8	2%	0	0%	8	2%	3	38%
556	*Grade 12*	176	32%	18	10%	273	49%	6	2%	4	1%	0	0%	18	3%	0	0%	15	3%	0	0%
52,022	**Total**	9,460	18%	1,973	21%	27,454	53%	4,866	18%	399	1%	58	15%	1,545	3%	197	13%	937	2%	79	8%

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix A: Students with One or More "F" Grades, Continued

Table A5. High School Students With One or More "F" Grades by Gender, Race/Ethnicity and Economic Disadvantage, 2021-2022 Semester 2/EOY

Total N in District		African American and Economically Disadvantaged		With "F"		Hispanic and Economically Disadvantaged		With "F"		Other Race/Ethnicity and Economically Disadvantaged		With "F"		White and Economically Disadvantaged		With "F"		Asian and Economically Disadvantaged		With "F"	
		N	% of District	N	%	N	% of District	N	%	N	% of District	N	%	N	% of District	N	%	N	% of District	N	%
	Female																				
Grade Level																					
8,091	Grade 9	1,601	20%	417	26%	4,366	54%	988	23%	69	1%	11	16%	253	3%	24	9%	145	2%	14	10%
5,940	Grade 10	1,093	18%	180	16%	2,986	50%	415	14%	41	1%	7	17%	169	3%	28	17%	119	2%	4	3%
6,043	Grade 11	1,068	18%	170	16%	3,098	51%	389	13%	50	1%	8	16%	189	3%	19	10%	78	1%	5	6%
6,110	Grade 12	1,183	19%	70	6%	3,033	50%	195	6%	33	1%	0	0%	183	3%	11	6%	99	2%	4	4%
Special Populations																					
5,595	English Learners	146	3%	19	13%	4,989	89%	932	19%	13	0%	1	8%	100	2%	11	11%	140	3%	22	16%
6,117	Gifted/Talented	515	8%	33	6%	2,677	44%	225	8%	43	1%	4	9%	163	3%	8	5%	152	2%	3	2%
1,793	Special Education	507	28%	90	18%	902	50%	141	16%	10	1%	0	0%	52	3%	3	6%	5	0%	0	0%
13,661	At Risk	2,793	20%	629	23%	8,710	64%	1,652	19%	71	1%	16	23%	291	2%	43	15%	144	1%	17	12%
1,300	Homeless	372	29%	54	15%	667	51%	66	10%	9	1%	2	22%	26	2%	0	0%	30	2%	2	7%
26,184	**Total**	4,945	19%	837	17%	13,483	51%	1,987	15%	193	1%	26	13%	794	3%	82	10%	441	2%	27	6%
	Male																				
Grade Level																					
8,747	Grade 9	1,641	19%	571	35%	4,967	57%	1,504	30%	81	1%	17	21%	243	3%	60	25%	177	2%	18	10%
5,976	Grade 10	1,019	17%	255	25%	3,153	53%	622	20%	61	1%	10	16%	173	3%	29	17%	96	2%	12	13%
5,487	Grade 11	946	17%	198	21%	2,896	53%	507	18%	32	1%	3	9%	163	3%	13	8%	124	2%	13	10%
5,625	Grade 12	907	16%	111	12%	2,955	53%	246	8%	32	1%	2	6%	171	3%	13	8%	99	2%	9	9%
Special Populations																					
6,829	English Learners	136	2%	25	18%	5,822	85%	1,551	27%	30	0%	8	27%	108	2%	21	19%	188	3%	36	19%
5,412	Gifted/Talented	349	6%	35	10%	2,490	46%	286	11%	43	1%	3	7%	153	3%	10	7%	169	3%	1	1%
3,286	Special Education	883	27%	221	25%	1,613	49%	296	18%	27	1%	5	19%	105	3%	17	16%	16	0%	1	6%
15,961	At Risk	3,066	19%	909	30%	10,223	64%	2,518	25%	96	1%	22	23%	316	2%	79	25%	186	1%	29	16%
1,036	Homeless	281	27%	67	24%	573	55%	103	18%	8	1%	0	0%	23	2%	3	13%	18	2%	2	11%
25,835	**Total**	4,513	17%	1,135	25%	13,971	54%	2,879	21%	206	1%	32	16%	750	3%	115	15%	496	2%	52	10%

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix B: Students with One or More "F" Grades by Content Area Descriptive Statistics Summary

Grade Levels Categories

- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of students with one or more "F" grades in:
  - Grades 1–2 decreased for math and social studies (one percentage point each), remained flat for science (three percent), and increased for reading/ELA (one percentage point).
  - Grades 3–5 decreased for math, science, and social studies (one to three percentage points) and increased for reading/ELA (one percentage point).
  - Grades 6–8 decreased for science, math, and social studies (one to two percentage points) and remained flat for reading/ELA (nine percent).
  - Grades 9–12 increased by two to three percentage points for all content areas.

- From the 2020–2021 school year (pandemic) to the current year, the percentage of students with one or more "F" grades in:
  - Grades 1–2 decreased by one to three percentage points for math, science, and social studies, and increased by one percentage point for reading/ELA.
  - Grades 3–5 decreased by four to seven percentage points for all content areas.
  - Grades 6–8 decreased by 17 to 19 percentage points for all content areas.
  - Grades 9–12 decreased by six to eight percentage points for all content areas.

Gender

- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of all students with one or more "F" grades for:
  - Females increased by one to three percentage points for all content areas
  - Males increased by two percentage points for reading/ELA, remained flat for math and social studies, and decreased by one percentage point for science.
- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of high school students with one or more "F" grades for:
  - Females increased by three to five percentage points for all content areas.
  - Males increased by one to three percentage points for all content areas.

- From the 2020–2021 school year (pandemic) to the current year, the percentage of all students with one or more "F" grades for:
  - Females decreased by seven to eight percentage points for all content areas.
  - Males decreased by seven to ten percentage points for all content areas.
- From the 2020–2021 school year (pandemic) to the current year, the percentage of high school students with one or more "F" grades for:
  - Females decreased by four to eight percentage points for all content areas.
  - Males decreased by six to nine percentage points for all content areas.

<u>Race/Ethnicity</u>

- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of all students with one or more "F" grades for:
  o Hispanic students increased by three percentage points for reading/ELA and one percentage point for social studies and returned to pre-pandemic rates for math and science.
  o African American students increased by one to three percentage points for reading/ELA, math, and social studies, and returned to pre-pandemic rates for science.
  o White students returned to pre-pandemic rates for reading/ELA, math, and science, and decreased by one percentage point for social studies.
  o Asian students increased by one percentage point for reading, math, and science, and returned to pre-pandemic rates for social studies.
  o Students of "Other" race/ethnicity increased by one percentage point for reading/ELA, returned to pre-pandemic rates for social studies, and decreased by one percentage point for math and science.

- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of high school students with one or more "F" grades for:
  o Hispanic students increased by two to four percentage points for all content areas.
  o African American students increased by four to six percentage points for all content areas.
  o White students increased by one percentage point for reading/ELA, returned to pre-pandemic rates for social studies, and decreased by one percentage point for math and science.
  o Asian students increased by one percentage point for reading/ELA, science, and social studies, and decreased by one percentage point for science.
  o Students of "Other" race/ethnicity returned to pre-pandemic rates for math, science, and social studies, and decreased by one percentage point for reading/ELA.

- From the 2020–2021 school year (pandemic) to the current year, the percentage of all students with one or more "F" grades for:
  o Hispanic students decreased by nine to ten percentage points for all content areas.
  o African American students decreased by seven to nine percentage points for all content areas.
  o White students decreased by two to three percentage points for all content areas.
  o Asian students decreased by one to two percentage points for all content areas.
  o Students of "Other" race/ethnicity decreased by four to five percentage points for all content areas.

- From the 2020–2021 school year (pandemic) to the current year, the percentage of high school students with one or more "F" grades for:
  o Hispanic students decreased by seven to nine percentage points for all content areas.
  o African American students decreased four to eight percentage points for all content areas, with the largest decreases seen for reading/ELA and social studies.
  o White students decreased by two to three percentage points for all content areas.
  o Asian students decreased by one to three percentage points for all content areas.
  o Students of "Other" race/ethnicity decreased by two to seven percentage points for all content areas, with the largest decreases seen for reading/ELA and social studies.

Special Populations

- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of all students with one or more "F" grades for:
  o Economically Disadvantaged (ED) and English Learner (EL) students increased by three percentage points for reading/ELA, one percentage point for social studies, and returned to pre-pandemic rates for math and science.
  o Gifted/Talented (GT) students increased by two percentage points for all content areas.
  o Special Education (SE) students increased by one percentage point for reading/ELA, returned to pre-pandemic rates for math, and decreased by one percentage point for science and social studies.
  o At Risk (AR) students increased by two percentage points for reading/ELA, returned to pre-pandemic rates for math and science, and decreased by six percentage points for social studies.
  o Homeless students decreased by four to eight percentage points for all content areas, with the largest decreases seen for math.

- From the 2018–2019 school year (pre-pandemic) to the current year, the percentage of high school students with one or more "F" grades for:
  o ED and EL students increased by three to five percentage points for all content areas.
  o GT students increased by two to three percentage points for all content areas.
  o SE students increased by two to three percentage points for all content areas.
  o AR students increased by two to five percentage points for all content areas.
  o Homeless students increased by two percentage points for science, decreased by three percentage points for reading/ELA, and decreased by eight and ten percentage points for math and social studies, respectively.

- From the 2020–2021 school year (pandemic) to the current year, the percentage of all students with one or more "F" grades for:
  o ED students decreased by nine to ten percentage points for all content areas.
  o EL students decreased by seven to nine percentage points for all content areas.
  o GT students decreased by five to six percentage points for all content areas.
  o SE students decreased by six to eight percentage points for all content areas.
  o AR students decreased by ten to 18 percentage points for all content areas, with the largest decreases seen for social studies.
  o Homeless students decreased by 15 to 17 percentage points.

- From the 2020–2021 school year (pandemic) to the current year, the percentage of high school students with one or more "F" grades for:
  o ED students decreased by six to ten percentage points for all content areas.
  o EL students decreased by eight to 12 percentage points for all content areas, with the largest decreases seen for reading/ELA.
  o GT students decreased by five to seven percentage points, with the largest decrease seen for social studies.
  o SE students decreased by five to six percentage points for all content areas.
  o AR students decreased by nine to 14 percentage points for all content areas, with the largest decreases seen for reading/ELA.
  o Homeless students decreased by 11 to 15 percentage points for all content areas, with the largest decreases seen for social studies.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables

Figure C1. Percentage of Students with One or More "F" Grades for Reading/ELA by Grade Level
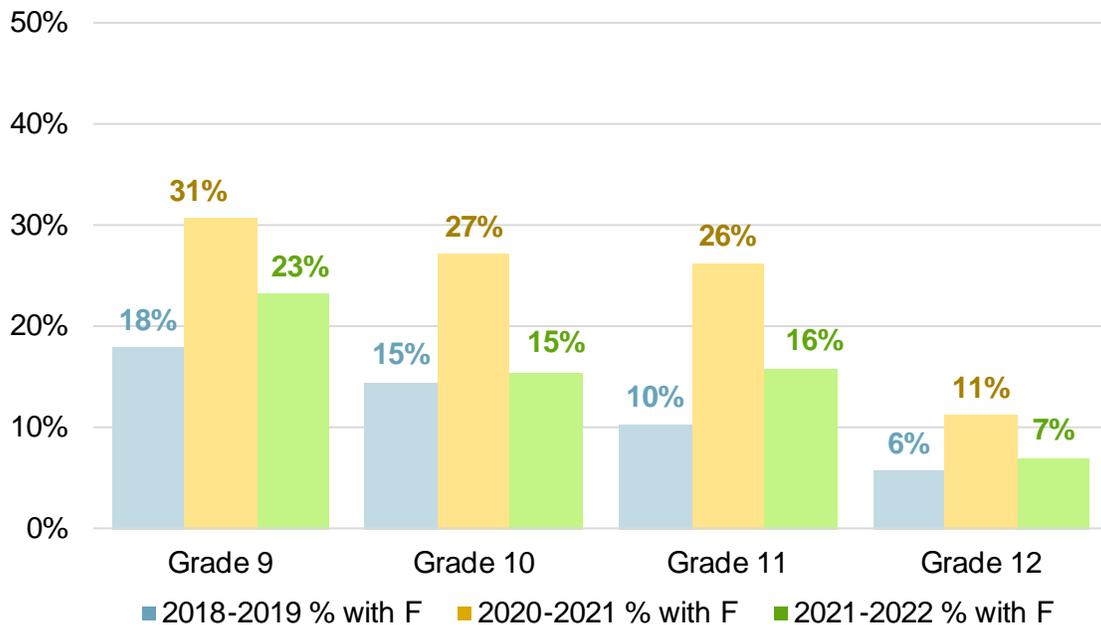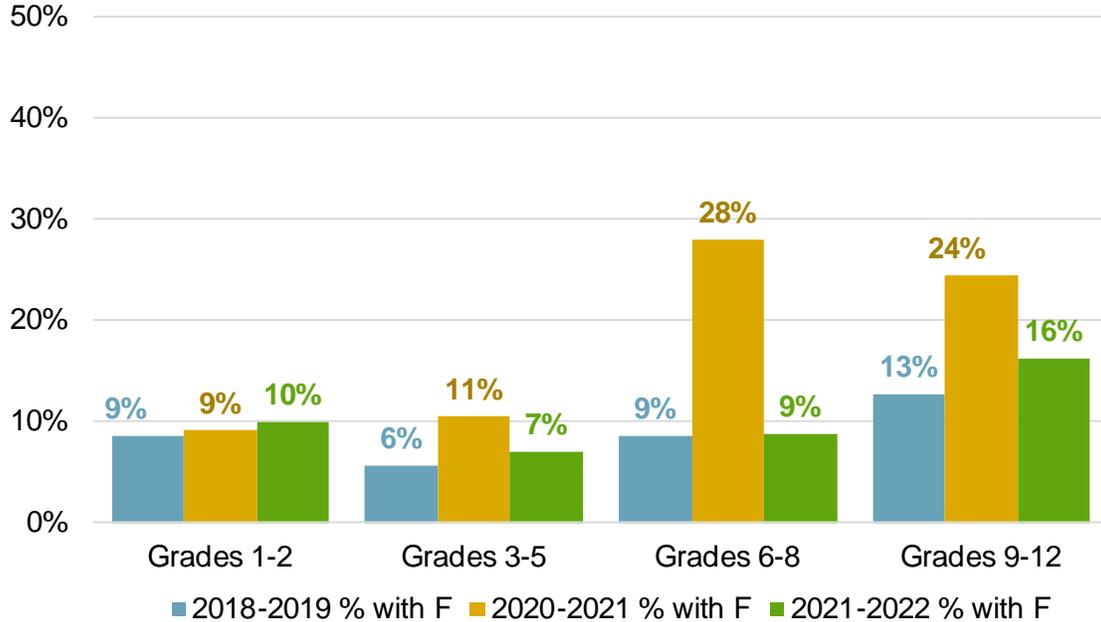
Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C2. Percentage of All HISD Students with One or More "F" Grades in Reading/ELA by Gender, Race/Ethnicity, and Special Populations
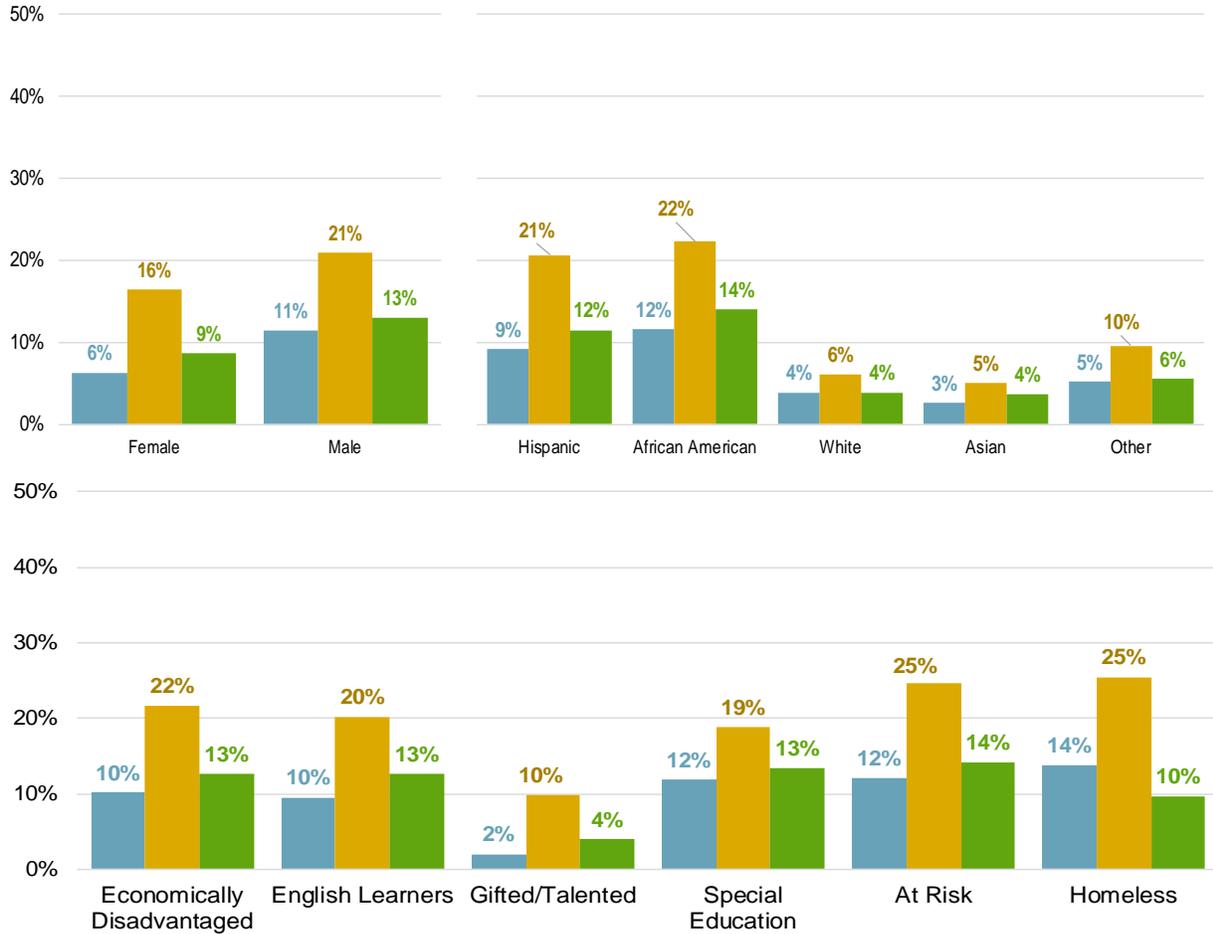
Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C3(a). Percentage of High School Students with One or More "F" Grades in Reading/ELA by Grade Level and Gender

Female

Male
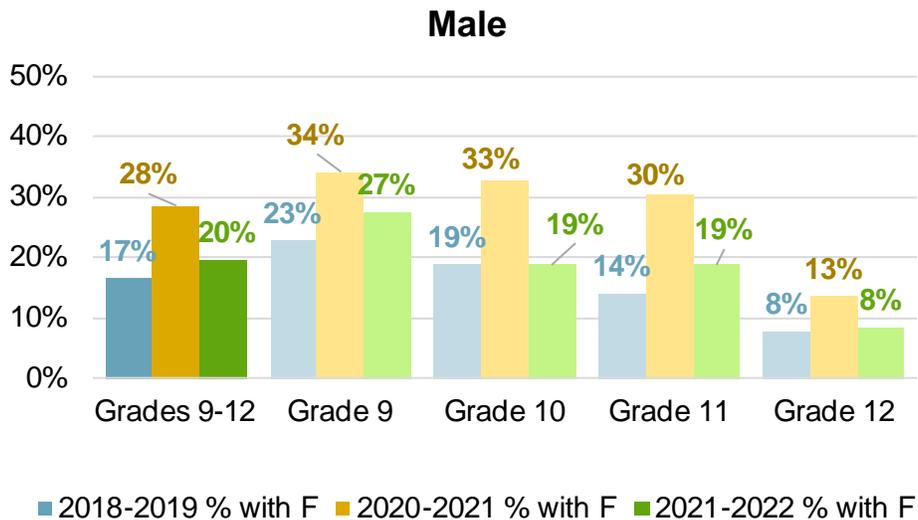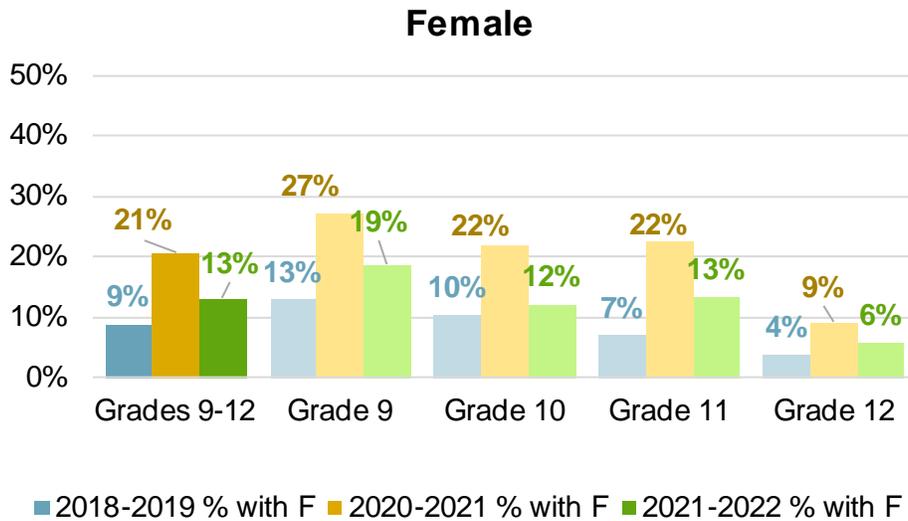
Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C3(b). Percentage of High School Students with One or More "F" Grades in Reading/ELA by Grade Level and Race/Ethnicity

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C3(c). Percentage of High School Students with One or More "F" Grades in Reading/ELA by Grade Level and Special Populations
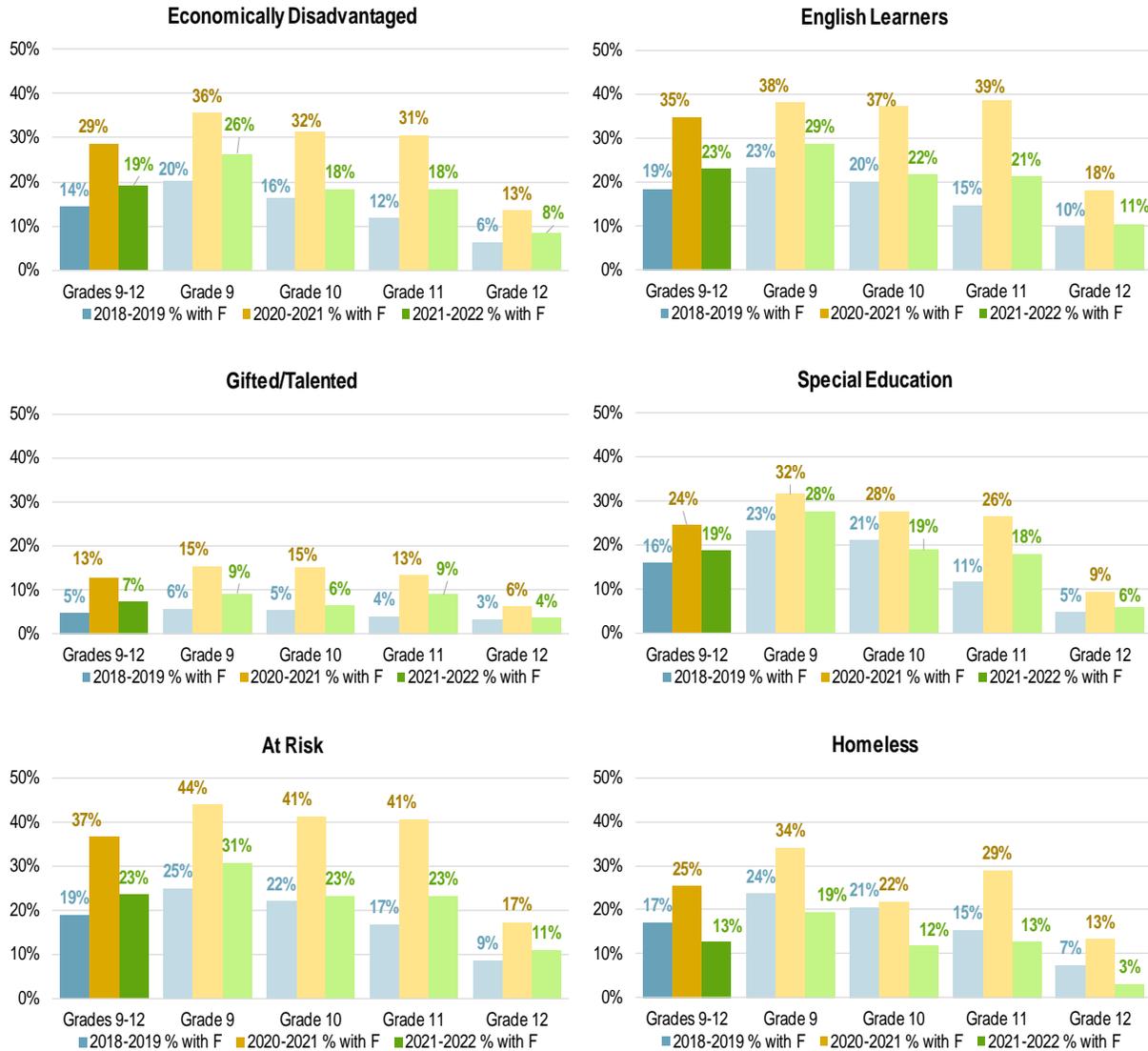
Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: Homeless designation not available for 2019–2020 Semester 1. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C1(a). Students With One or More "F" Grades in Reading/ELA For Second Semester 2018-2019, 2020-2021, and 2021-2022									
	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
1-2	33,018	2,839	9%	29,889	2,723	9%	28,994	2,880	10%
3-5	50,885	2,875	6%	46,791	4,917	11%	45,168	3,176	7%
6-8	41,051	3,535	9%	40,727	11,373	28%	39,215	3,451	9%
9-12	49,989	6,351	13%	51,592	12,629	24%	51,126	8,332	16%
Race/Ethnicity									
Hispanic	109,141	9,994	9%	104,697	21,600	21%	101,597	11,713	12%
African American	40,281	4,669	12%	37,486	8,365	22%	35,871	5,033	14%
White	15,702	612	4%	16,687	1,031	6%	16,053	633	4%
Asian	7,227	190	3%	7,217	366	5%	7,868	288	4%
Other	2,592	135	5%	2,911	280	10%	3,114	172	6%
Gender									
Female	86,307	5,484	6%	83,878	13,820	16%	81,518	7,068	9%
Male	88,636	10,116	11%	85,120	17,822	21%	82,973	10,769	13%
Special Populations									
Economically Disadvantaged	137,690	13,935	10%	135,053	29,337	22%	128,873	16,260	13%
English Learners	52,850	5,035	10%	57,134	11,558	20%	57,442	7,249	13%
Gifted/Talented	33,724	685	2%	30,577	2,996	10%	27,911	1,096	4%
Special Education	15,639	1,850	12%	17,149	3,236	19%	17,294	2,321	13%
At Risk	102,416	12,374	12%	81,275	20,014	25%	93,635	13,281	14%
Homeless	5,791	797	14%	4,189	1,067	25%	7,173	697	10%
All	**174,943**	**15,600**	**9%**	**168,999**	**31,642**	**19%**	**164,503**	**17,839**	**11%**

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

| Table C1(b). High School Students With One or More "F" Grades in Reading/ELA For Second Semester 2018-2019, 2020-2021, and 2021-2022	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
9	14,894	2,676	18%	14,851	4,559	31%	16,716	3,881	23%
10	12,950	1,885	15%	13,693	3,725	27%	11,876	1,837	15%
11	11,004	1,146	10%	11,637	3,060	26%	11,475	1,830	16%
12	11,141	644	6%	11,411	1,285	11%	11,059	784	7%
Race/Ethnicity									
Hispanic	**30,846**	**4,252**	**14%**	**31,738**	**8,671**	**27%**	**31,577**	**5,541**	**18%**
Grade 9	*9,266*	*1,750*	*19%*	*9,210*	*3,087*	*34%*	*10,606*	*2,610*	*25%*
Grade 10	*8,040*	*1,265*	*16%*	*8,428*	*2,551*	*30%*	*7,240*	*1,199*	*17%*
Grade 11	*6,748*	*786*	*12%*	*7,110*	*2,101*	*30%*	*6,984*	*1,193*	*17%*
Grade 12	*6,792*	*451*	*7%*	*6,990*	*932*	*13%*	*6,747*	*539*	*8%*
African American	**11,499**	**1,649**	**14%**	**11,613**	**3,194**	**28%**	**11,411**	**2,273**	**20%**
Grade 9	*3,539*	*750*	*21%*	*3,483*	*1,235*	*35%*	*3,764*	*1,074*	*29%*
Grade 10	*2,947*	*485*	*16%*	*3,062*	*939*	*31%*	*2,691*	*511*	*19%*
Grade 11	*2,431*	*267*	*11%*	*2,573*	*740*	*29%*	*2,516*	*493*	*20%*
Grade 12	*2,582*	*147*	*6%*	*2,495*	*280*	*11%*	*2,440*	*195*	*8%*
White	**4,923**	**315**	**6%**	**5,371**	**485**	**9%**	**5,089**	**348**	**7%**
Grade 9	*1,346*	*126*	*9%*	*1,378*	*139*	*10%*	*1,394*	*135*	*10%*
Grade 10	*1,271*	*92*	*7%*	*1,454*	*156*	*11%*	*1,215*	*80*	*7%*
Grade 11	*1,185*	*63*	*5%*	*1,280*	*147*	*11%*	*1,261*	*103*	*8%*
Grade 12	*1,121*	*34*	*3%*	*1,259*	*43*	*3%*	*1,219*	*30*	*2%*
Asian	**2,047**	**67**	**3%**	**2,052**	**148**	**7%**	**2,194**	**90**	**4%**
Grade 9	*533*	*15*	*3%*	*527*	*50*	*9%*	*680*	*30*	*4%*
Grade 10	*517*	*27*	*5%*	*520*	*45*	*9%*	*507*	*21*	*4%*
Grade 11	*490*	*16*	*3%*	*495*	*31*	*6%*	*516*	*26*	*5%*
Grade 12	*507*	*9*	*2%*	*510*	*22*	*4%*	*491*	*13*	*3%*
Other	**674**	**68**	**10%**	**817**	**131**	**16%**	**855**	**80**	**9%**
Grade 9	*210*	*35*	*17%*	*252*	*48*	*19%*	*272*	*32*	*12%*
Grade 10	*175*	*16*	*9%*	*229*	*34*	*15%*	*223*	*26*	*12%*
Grade 11	*150*	*14*	*9%*	*179*	*41*	*23%*	*198*	*15*	*8%*
Grade 12	*139*	*3*	*2%*	*157*	*8*	*5%*	*162*	*7*	*4%*

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C1(b). High School Students With One or More "F" Grades in Reading/ELA For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Gender									
Female	**25,109**	**2,234**	**9%**	**26,124**	**5,390**	**21%**	**25,728**	**3,361**	**13%**
Grade 9	*7,248*	*934*	*13%*	*7,161*	*1,946*	*27%*	*8,028*	*1,497*	*19%*
Grade 10	*6,558*	*686*	*10%*	*6,991*	*1,537*	*22%*	*5,920*	*719*	*12%*
Grade 11	*5,634*	*396*	*7%*	*6,073*	*1,366*	*22%*	*6,016*	*806*	*13%*
Grade 12	*5,669*	*218*	*4%*	*5,899*	*541*	*9%*	*5,764*	*339*	*6%*
Male	**24,880**	**4,117**	**17%**	**25,468**	**7,239**	**28%**	**25,395**	**4,970**	**20%**
Grade 9	*7,646*	*1,742*	*23%*	*7,690*	*2,613*	*34%*	*8,686*	*2,384*	*27%*
Grade 10	*6,392*	*1,199*	*19%*	*6,702*	*2,188*	*33%*	*5,955*	*1,117*	*19%*
Grade 11	*5,370*	*750*	*14%*	*5,564*	*1,694*	*30%*	*5,459*	*1,024*	*19%*
Grade 12	*5,472*	*426*	*8%*	*5,512*	*744*	*13%*	*5,295*	*445*	*8%*
Special Populations									
Economically Disadvantaged	**37,805**	**5,419**	**14%**	**40,118**	**11,459**	**29%**	**39,121**	**7,440**	**19%**
Grade 9	*11,509*	*2,325*	*20%*	*11,820*	*4,209*	*36%*	*13,463*	*3,551*	*26%*
Grade 10	*9,820*	*1,605*	*16%*	*10,679*	*3,366*	*32%*	*8,880*	*1,628*	*18%*
Grade 11	*8,139*	*954*	*12%*	*8,888*	*2,717*	*31%*	*8,596*	*1,577*	*18%*
Grade 12	*8,337*	*535*	*6%*	*8,731*	*1,167*	*13%*	*8,182*	*684*	*8%*
English Learners	**8,089**	**1,498**	**19%**	**10,937**	**3,804**	**35%**	**12,251**	**2,821**	**23%**
Grade 9	*3,047*	*707*	*23%*	*4,055*	*1,538*	*38%*	*5,292*	*1,516*	*29%*
Grade 10	*2,147*	*434*	*20%*	*3,173*	*1,179*	*37%*	*2,767*	*601*	*22%*
Grade 11	*1,458*	*215*	*15%*	*2,025*	*782*	*39%*	*2,461*	*521*	*21%*
Grade 12	*1,437*	*142*	*10%*	*1,684*	*305*	*18%*	*1,731*	*183*	*11%*

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C1(b). High School Students With One or More "F" Grades in Reading/ELA For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Special Populations, Continued									
Gifted/Talented	**9,193**	**425**	**5%**	**10,945**	**1,405**	**13%**	**11,385**	**819**	**7%**
Grade 9	*2,594*	*149*	*6%*	*3,113*	*480*	*15%*	*3,144*	*286*	*9%*
Grade 10	*2,377*	*123*	*5%*	*3,100*	*461*	*15%*	*2,976*	*189*	*6%*
Grade 11	*2,160*	*86*	*4%*	*2,463*	*327*	*13%*	*2,916*	*261*	*9%*
Grade 12	*2,062*	*67*	*3%*	*2,269*	*137*	*6%*	*2,349*	*83*	*4%*
Special Education	**4,992**	**788**	**16%**	**5,072**	**1,236**	**24%**	**4,879**	**913**	**19%**
Grade 9	*1,505*	*350*	*23%*	*1,538*	*486*	*32%*	*1,626*	*451*	*28%*
Grade 10	*1,236*	*261*	*21%*	*1,326*	*367*	*28%*	*1,102*	*208*	*19%*
Grade 11	*1,066*	*122*	*11%*	*1,035*	*273*	*26%*	*1,052*	*189*	*18%*
Grade 12	*1,185*	*55*	*5%*	*1,173*	*110*	*9%*	*1,099*	*65*	*6%*
At Risk	**26,768**	**5,071**	**19%**	**24,994**	**9,148**	**37%**	**29,057**	**6,807**	**23%**
Grade 9	*8,460*	*2,111*	*25%*	*7,006*	*3,096*	*44%*	*10,527*	*3,230*	*31%*
Grade 10	*7,013*	*1,543*	*22%*	*6,922*	*2,861*	*41%*	*6,504*	*1,511*	*23%*
Grade 11	*5,393*	*904*	*17%*	*5,471*	*2,220*	*41%*	*6,082*	*1,410*	*23%*
Grade 12	*5,902*	*513*	*9%*	*5,595*	*971*	*17%*	*5,944*	*656*	*11%*
Homeless	**1,905**	**325**	**17%**	**1,389**	**352**	**25%**	**2,299**	**295**	**13%**
Grade 9	*699*	*165*	*24%*	*479*	*163*	*34%*	*826*	*161*	*19%*
Grade 10	*355*	*73*	*21%*	*349*	*76*	*22%*	*502*	*60*	*12%*
Grade 11	*297*	*46*	*15%*	*245*	*71*	*29%*	*448*	*58*	*13%*
Grade 12	*554*	*41*	*7%*	*316*	*42*	*13%*	*523*	*16*	*3%*
All	**49,989**	**6,351**	**13%**	**51,592**	**12,629**	**24%**	**51,126**	**8,332**	**16%**

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C4. Percentage of Students with One or More "F" Grades for Mathematics by Grade Level

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C5. Percentage of All HISD Students with One or More "F" Grades in Mathematics by Gender, Race/Ethnicity, and Special Populations

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C6(a). **Percentage of High School Students with One or More "F" Grades in Mathematics by Grade Level and Gender**

Female

■2018-2019 % with F ■2020-2021 % with F ■2021-2022 % with F

Male

■2018-2019 % with F ■2020-2021 % with F ■2021-2022 % with F

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C6(b). Percentage of High School Students with One or More "F" Grades in Mathematics by Grade Level and Race/Ethnicity

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C6(c). Percentage of High School Students with One or More "F" Grades in Mathematics by Grade Level and Special Populations
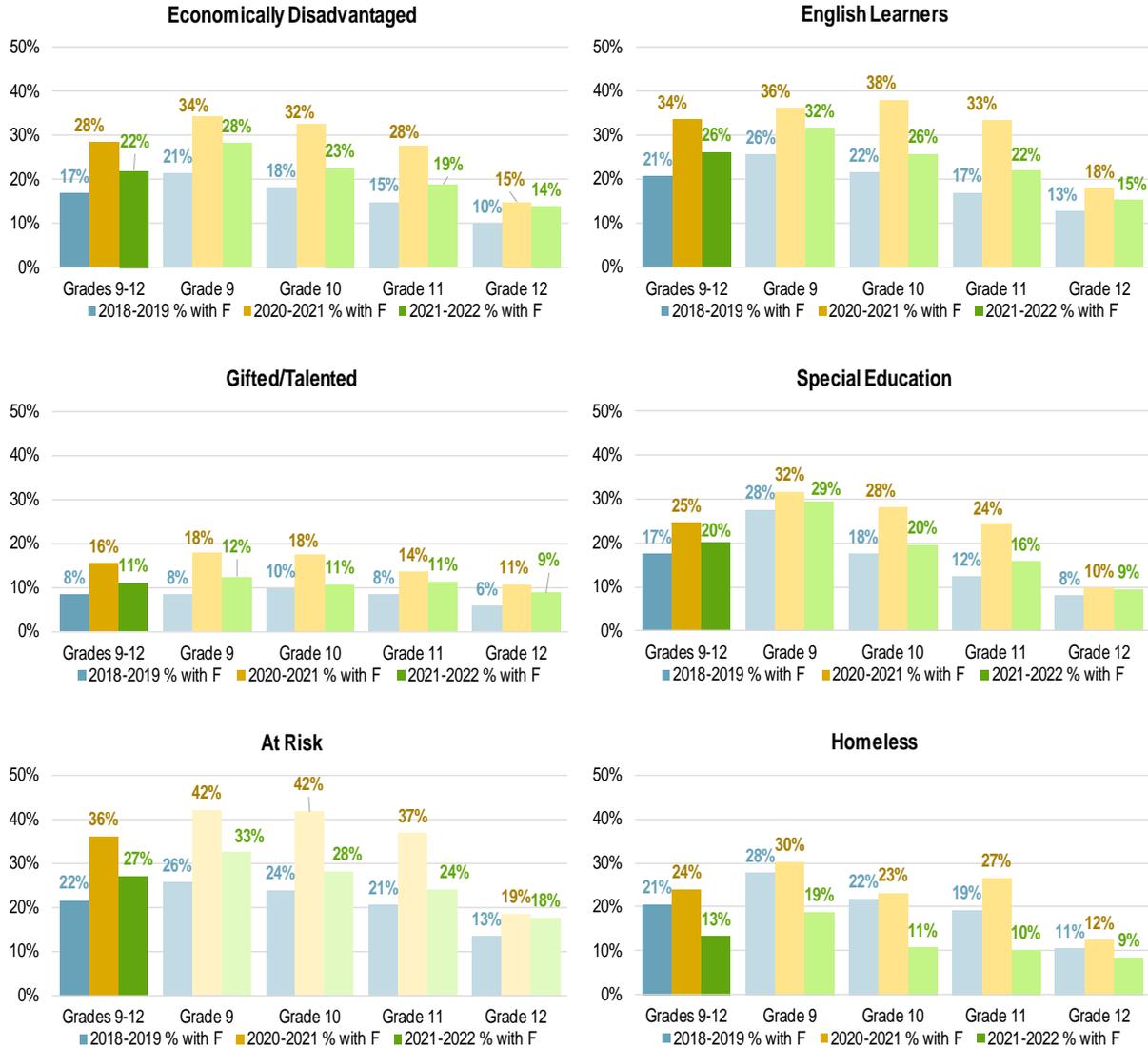
Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C2(a). Students With One or More "F" Grades in Mathematics For Second Semester 2018-2019, 2020-2021, and 2021-2022									
	2018-2019			**2020-2021**			**2021-2022**		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
1-2	33,014	2,876	9%	29,893	2,569	9%	29,312	2,375	8%
3-5	50,881	5,397	11%	46,730	6,234	13%	45,340	3,485	8%
6-8	40,971	5,151	13%	40,785	11,693	29%	39,203	4,818	12%
9-12	47,921	7,453	16%	49,313	12,205	25%	48,697	9,481	19%
Race/Ethnicity									
Hispanic	107,844	13,848	13%	103,219	22,294	22%	100,563	13,254	13%
African American	39,774	5,835	15%	37,044	8,617	23%	35,378	5,656	16%
White	15,470	787	5%	16,432	1,122	7%	15,773	712	5%
Asian	7,128	202	3%	7,144	354	5%	7,756	309	4%
Other	2,571	205	8%	2,880	314	11%	3,082	228	7%
Gender									
Female	85,256	8,264	10%	82,776	14,750	18%	80,537	8,806	11%
Male	87,531	12,613	14%	83,944	17,951	21%	82,003	11,351	14%
Special Populations									
Economically Disadvantaged	136,178	18,444	14%	133,299	30,218	23%	127,519	18,130	14%
English Learners	52,550	7,215	14%	56,748	12,343	22%	27,449	8,012	29%
Gifted/Talented	33,228	1,103	3%	30,035	3,018	10%	27,275	1,428	5%
Special Education	15,408	2,190	14%	16,946	3,309	20%	17,112	2,452	14%
At Risk	101,383	16,174	16%	80,178	20,529	26%	92,848	14,976	16%
Homeless	5,644	999	18%	4,112	1,032	25%	7,045	729	10%
All	**172,787**	**20,877**	**12%**	**166,721**	**32,701**	**20%**	**162,552**	**20,159**	**12%**

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

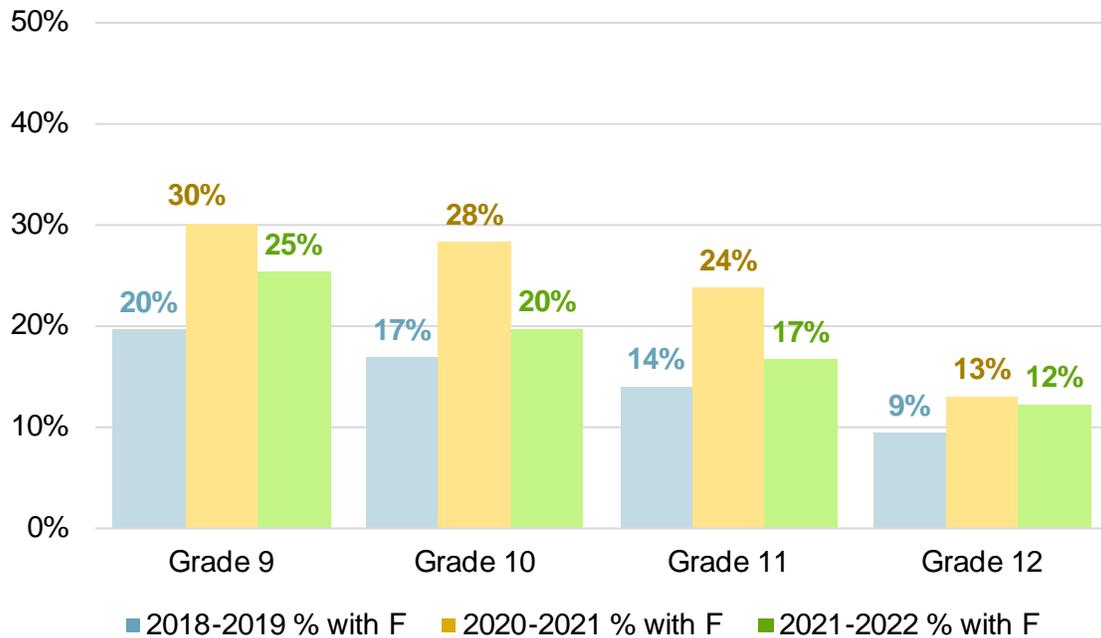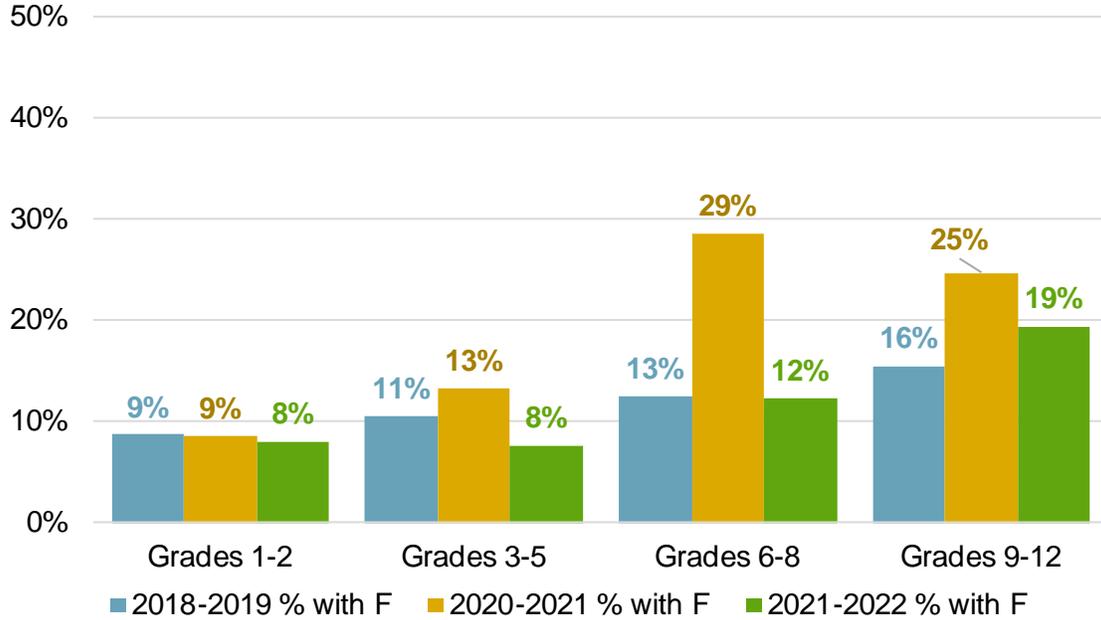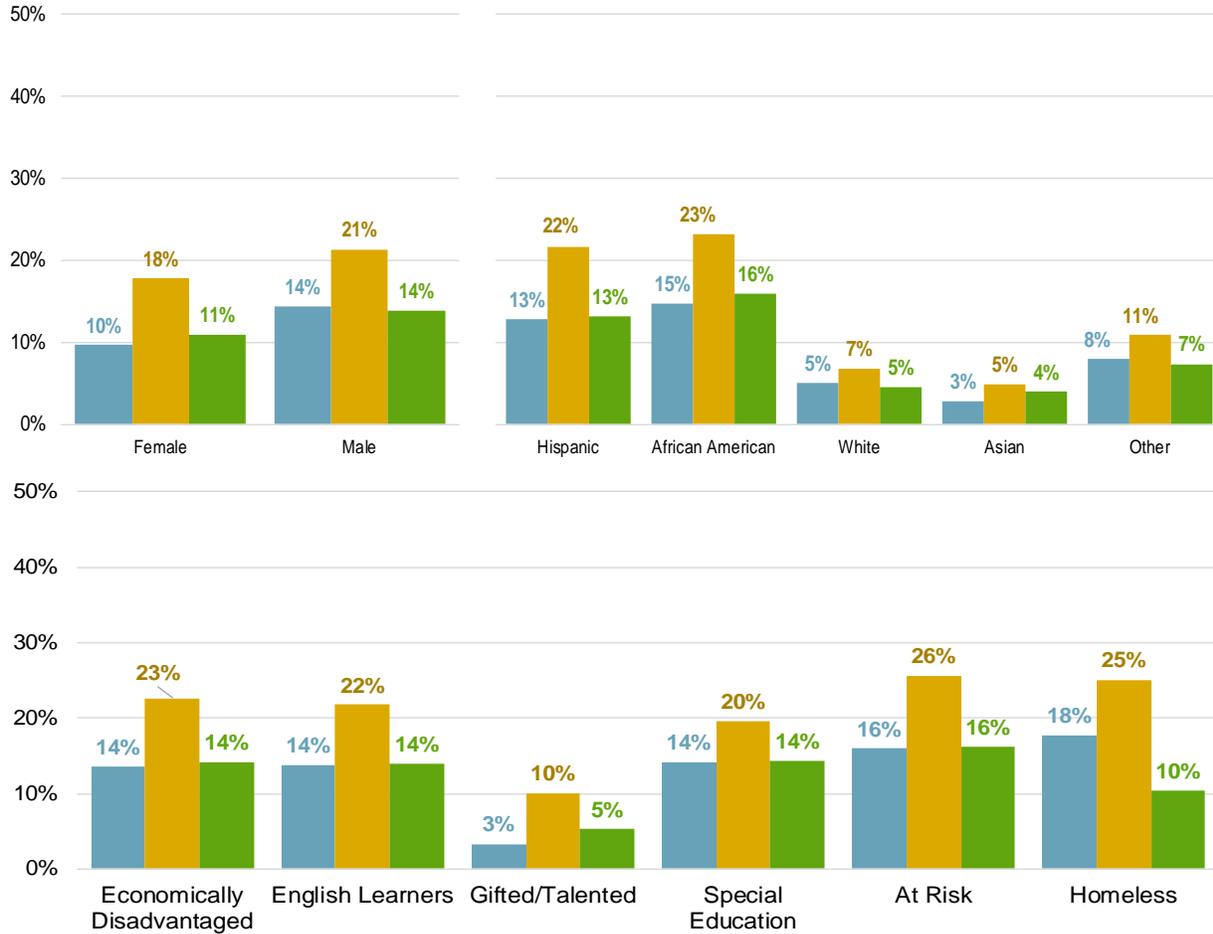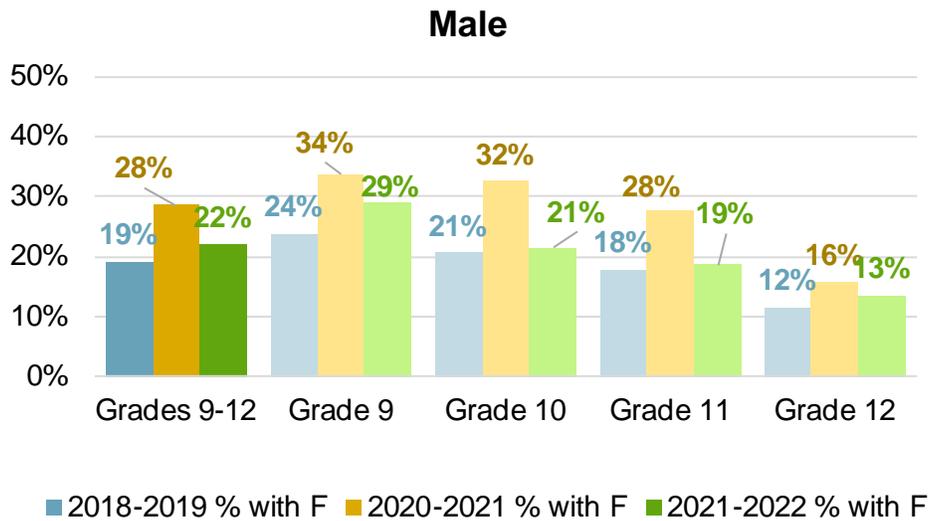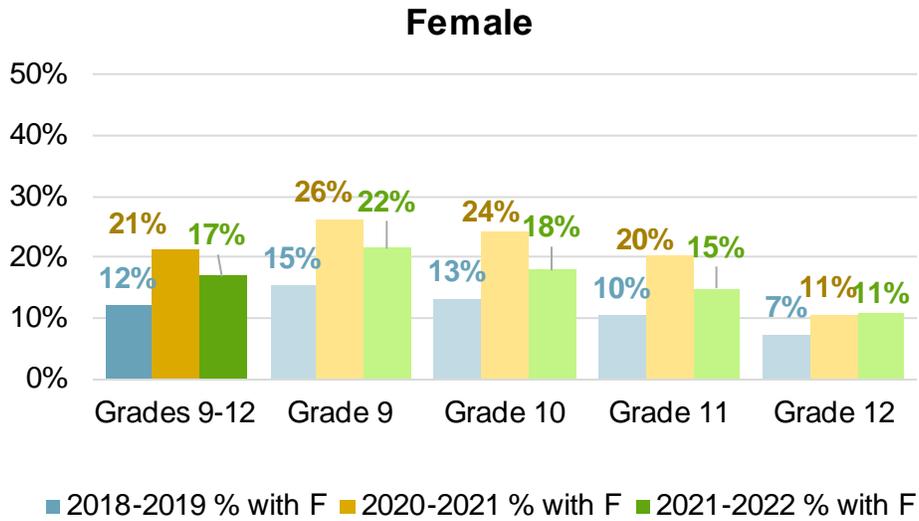## Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C2(b). High School Students With One or More "F" Grades in Mathematics For Second Semester 2018-2019, 2020-2021, and 2021-2022	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
9	14,649	2,874	20%	14,725	4,421	30%	16,500	4,181	25%
10	12,765	2,149	17%	13,554	3,832	28%	11,751	2,315	20%
11	10,821	1,519	14%	11,306	2,682	24%	11,023	1,837	17%
12	9,686	911	9%	9,728	1,270	13%	9,423	1,148	12%
Race/Ethnicity									
Hispanic	**29,566**	**5,008**	**17%**	**30,264**	**8,413**	**28%**	**30,068**	**6,320**	**21%**
Grade 9	*9,098*	*1,860*	*20%*	*9,102*	*2,953*	*32%*	*10,447*	*2,771*	*27%*
Grade 10	*7,925*	*1,487*	*19%*	*8,333*	*2,699*	*32%*	*7,159*	*1,551*	*22%*
Grade 11	*6,647*	*1,020*	*15%*	*6,896*	*1,827*	*26%*	*6,671*	*1,215*	*18%*
Grade 12	*5,896*	*641*	*11%*	*5,933*	*934*	*16%*	*5,791*	*783*	*14%*
African American	**11,050**	**1,824**	**17%**	**11,152**	**2,999**	**27%**	**10,922**	**2,525**	**23%**
Grade 9	*3,480*	*789*	*23%*	*3,463*	*1,212*	*35%*	*3,729*	*1,173*	*31%*
Grade 10	*2,891*	*493*	*17%*	*3,025*	*876*	*29%*	*2,657*	*602*	*23%*
Grade 11	*2,377*	*353*	*15%*	*2,498*	*662*	*27%*	*2,434*	*466*	*19%*
Grade 12	*2,302*	*189*	*8%*	*2,166*	*249*	*11%*	*2,102*	*284*	*14%*
White	**4,699**	**440**	**9%**	**5,125**	**518**	**10%**	**4,804**	**404**	**8%**
Grade 9	*1,335*	*163*	*12%*	*1,381*	*166*	*12%*	*1,392*	*149*	*11%*
Grade 10	*1,263*	*119*	*9%*	*1,448*	*170*	*12%*	*1,209*	*99*	*8%*
Grade 11	*1,167*	*101*	*9%*	*1,253*	*133*	*11%*	*1,225*	*106*	*9%*
Grade 12	*934*	*57*	*6%*	*1,043*	*49*	*5%*	*978*	*50*	*5%*
Asian	**1,951**	**89**	**5%**	**1,980**	**147**	**7%**	**2,081**	**118**	**6%**
Grade 9	*526*	*22*	*4%*	*525*	*41*	*8%*	*658*	*45*	*7%*
Grade 10	*513*	*26*	*5%*	*520*	*50*	*10%*	*503*	*26*	*5%*
Grade 11	*480*	*25*	*5%*	*486*	*29*	*6%*	*502*	*28*	*6%*
Grade 12	*432*	*16*	*4%*	*449*	*27*	*6%*	*418*	*19*	*5%*
Other	**655**	**92**	**14%**	**790**	**128**	**16%**	**822**	**114**	**14%**
Grade 9	*210*	*40*	*19%*	*252*	*49*	*19%*	*274*	*43*	*16%*
Grade 10	*173*	*24*	*14%*	*228*	*37*	*16%*	*223*	*37*	*17%*
Grade 11	*150*	*20*	*13%*	*173*	*31*	*18%*	*191*	*22*	*12%*
Grade 12	*122*	*8*	*7%*	*137*	*11*	*8%*	*134*	*12*	*9%*

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C2(b). High School Students With One or More "F" Grades in Mathematics For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Gender									
Female	**24,096**	**2,891**	**12%**	**25,016**	**5,284**	**21%**	**24,501**	**4,164**	**17%**
Grade 9	*7,170*	*1,099*	*15%*	*7,125*	*1,868*	*26%*	*7,939*	*1,712*	*22%*
Grade 10	*6,474*	*855*	*13%*	*6,941*	*1,689*	*24%*	*5,872*	*1,053*	*18%*
Grade 11	*5,556*	*581*	*10%*	*5,902*	*1,190*	*20%*	*5,776*	*859*	*15%*
Grade 12	*4,896*	*356*	*7%*	*5,048*	*537*	*11%*	*4,914*	*540*	*11%*
Male	**23,825**	**4,562**	**19%**	**24,297**	**6,921**	**28%**	**24,193**	**5,317**	**22%**
Grade 9	*7,479*	*1,775*	*24%*	*7,600*	*2,553*	*34%*	*8,559*	*2,469*	*29%*
Grade 10	*6,291*	*1,294*	*21%*	*6,613*	*2,143*	*32%*	*5,878*	*1,262*	*21%*
Grade 11	*5,265*	*938*	*18%*	*5,404*	*1,492*	*28%*	*5,247*	*978*	*19%*
Grade 12	*4,790*	*555*	*12%*	*4,680*	*733*	*16%*	*4,509*	*608*	*13%*
Special Populations									
Economically Disadvantaged	**36,369**	**6,090**	**17%**	**38,350**	**10,910**	**28%**	**37,314**	**8,235**	**22%**
Grade 9	*11,357*	*2,422*	*21%*	*11,695*	*3,993*	*34%*	*13,252*	*3,731*	*28%*
Grade 10	*9,669*	*1,751*	*18%*	*10,547*	*3,425*	*32%*	*8,773*	*1,979*	*23%*
Grade 11	*8,016*	*1,194*	*15%*	*8,614*	*2,376*	*28%*	*8,217*	*1,549*	*19%*
Grade 12	*7,327*	*723*	*10%*	*7,494*	*1,116*	*15%*	*7,072*	*976*	*14%*
English Learners	**7,771**	**1,606**	**21%**	**10,559**	**3,540**	**34%**	**11,791**	**3,076**	**26%**
Grade 9	*2,919*	*747*	*26%*	*3,989*	*1,439*	*36%*	*5,158*	*1,628*	*32%*
Grade 10	*2,088*	*449*	*22%*	*3,121*	*1,184*	*38%*	*2,717*	*699*	*26%*
Grade 11	*1,432*	*241*	*17%*	*1,941*	*648*	*33%*	*2,326*	*506*	*22%*
Grade 12	*1,332*	*169*	*13%*	*1,508*	*269*	*18%*	*1,590*	*243*	*15%*

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C2(b). High School Students With One or More "F" Grades in Mathematics For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued

	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Special Populations, Continued									
Gifted/Talented	**8,704**	**720**	**8%**	**10,397**	**1,615**	**16%**	**10,708**	**1,182**	**11%**
Grade 9	*2,585*	*216*	*8%*	*3,099*	*553*	*18%*	*3,126*	*389*	*12%*
Grade 10	*2,369*	*234*	*10%*	*3,090*	*542*	*18%*	*2,953*	*314*	*11%*
Grade 11	*2,116*	*177*	*8%*	*2,401*	*326*	*14%*	*2,789*	*315*	*11%*
Grade 12	*1,634*	*93*	*6%*	*1,807*	*194*	*11%*	*1,840*	*164*	*9%*
Special Education	**4,786**	**835**	**17%**	**4,867**	**1,195**	**25%**	**4,670**	**935**	**20%**
Grade 9	*1,485*	*410*	*28%*	*1,525*	*483*	*32%*	*1,612*	*470*	*29%*
Grade 10	*1,209*	*212*	*18%*	*1,303*	*366*	*28%*	*1,092*	*214*	*20%*
Grade 11	*1,042*	*129*	*12%*	*1,009*	*246*	*24%*	*1,038*	*164*	*16%*
Grade 12	*1,050*	*84*	*8%*	*1,030*	*100*	*10%*	*928*	*87*	*9%*
At Risk	**25,779**	**5,583**	**22%**	**23,881**	**8,611**	**36%**	**27,843**	**7,533**	**27%**
Grade 9	*8,340*	*2,143*	*26%*	*6,912*	*2,913*	*42%*	*10,389*	*3,404*	*33%*
Grade 10	*6,873*	*1,642*	*24%*	*6,816*	*2,843*	*42%*	*6,406*	*1,804*	*28%*
Grade 11	*5,296*	*1,089*	*21%*	*5,316*	*1,960*	*37%*	*5,838*	*1,405*	*24%*
Grade 12	*5,270*	*709*	*13%*	*4,837*	*895*	*19%*	*5,210*	*920*	*18%*
Homeless	**1,776**	**365**	**21%**	**1,311**	**316**	**24%**	**2,163**	**287**	**13%**
Grade 9	*671*	*185*	*28%*	*468*	*142*	*30%*	*818*	*155*	*19%*
Grade 10	*340*	*74*	*22%*	*344*	*80*	*23%*	*495*	*53*	*11%*
Grade 11	*291*	*56*	*19%*	*226*	*60*	*27%*	*404*	*41*	*10%*
Grade 12	*474*	*50*	*11%*	*273*	*34*	*12%*	*446*	*38*	*9%*
All	**47,921**	**7,453**	**16%**	**49,313**	**12,205**	**25%**	**48,697**	**9,481**	**19%**

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C7. Percentage of Students with One or More "F" Grades for Science by Grade Level
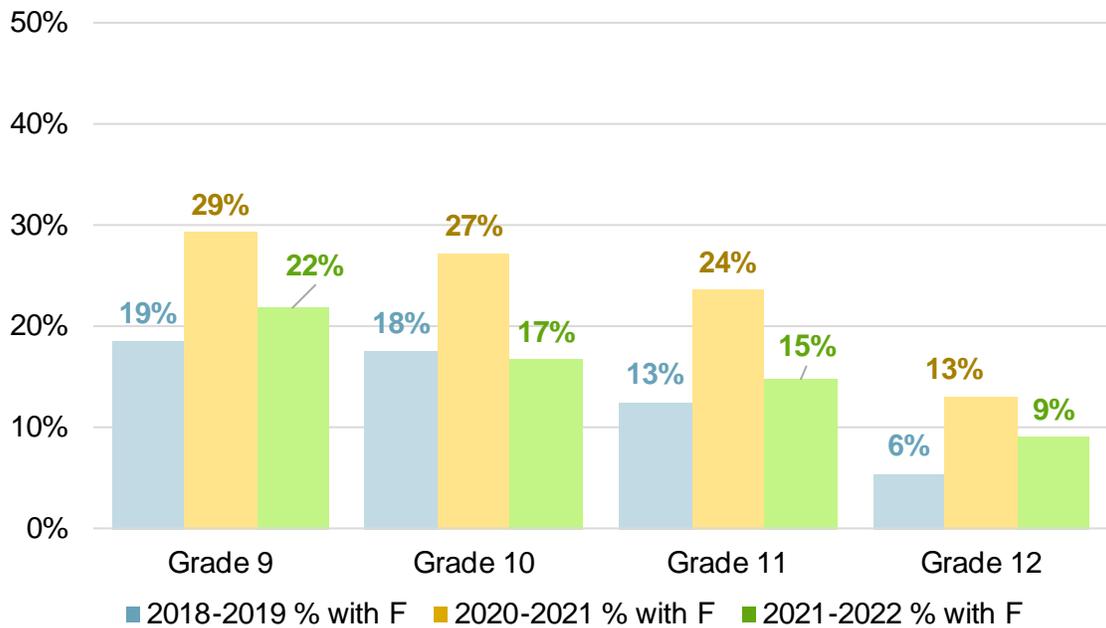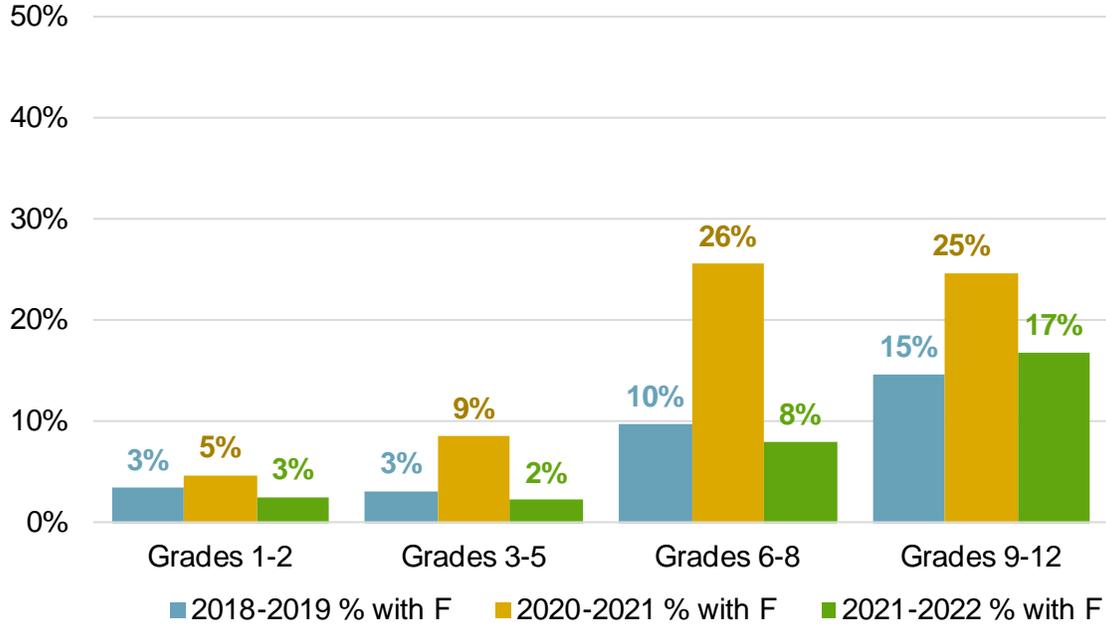
Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C8. Percentage of All HISD Students with One or More "F" Grades in Science by Gender, Race/Ethnicity, and Special Populations

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C9(a). Percentage of High School Students with One or More "F" Grades in Science by Grade Level and Gender

Female

Legend: ■ 2018-2019 % with F ■ 2020-2021 % with F ■ 2021-2022 % with F

	Grades 9-12	Grade 9	Grade 10	Grade 11	Grade 12
2018-2019	11%	14%	13%	9%	5%
2020-2021	21%	26%	23%	21%	11%
2021-2022	14%	18%	14%	13%	7%

Male

Legend: ■ 2018-2019 % with F ■ 2020-2021 % with F ■ 2021-2022 % with F

	Grades 9-12	Grade 9	Grade 10	Grade 11	Grade 12
2018-2019	18%	23%	22%	16%	6%
2020-2021	28%	33%	32%	27%	16%
2021-2022	19%	25%	19%	17%	11%

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C9(b). Percentage of High School Students with One or More "F" Grades in Science by Grade Level and Race/Ethnicity

Hispanic

African American

White

Asian

Other Race/Ethnicity

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C9(c). Percentage of High School Students with One or More "F" Grades in Science by Grade Level and Special Populations
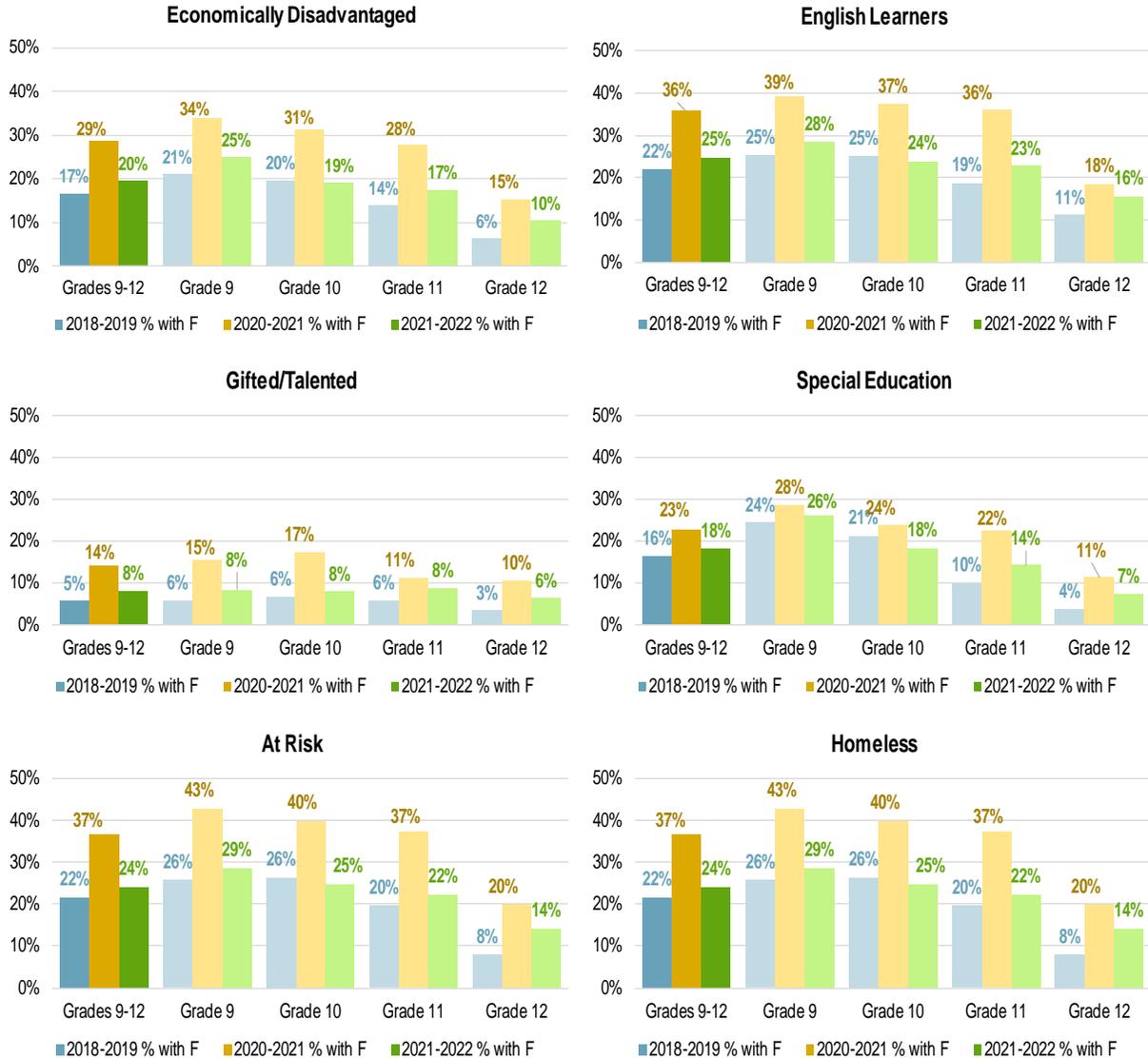
Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C3(a). Students With One or More "F" Grades in Science For Second Semester 2018-2019, 2020-2021, and 2021-2022

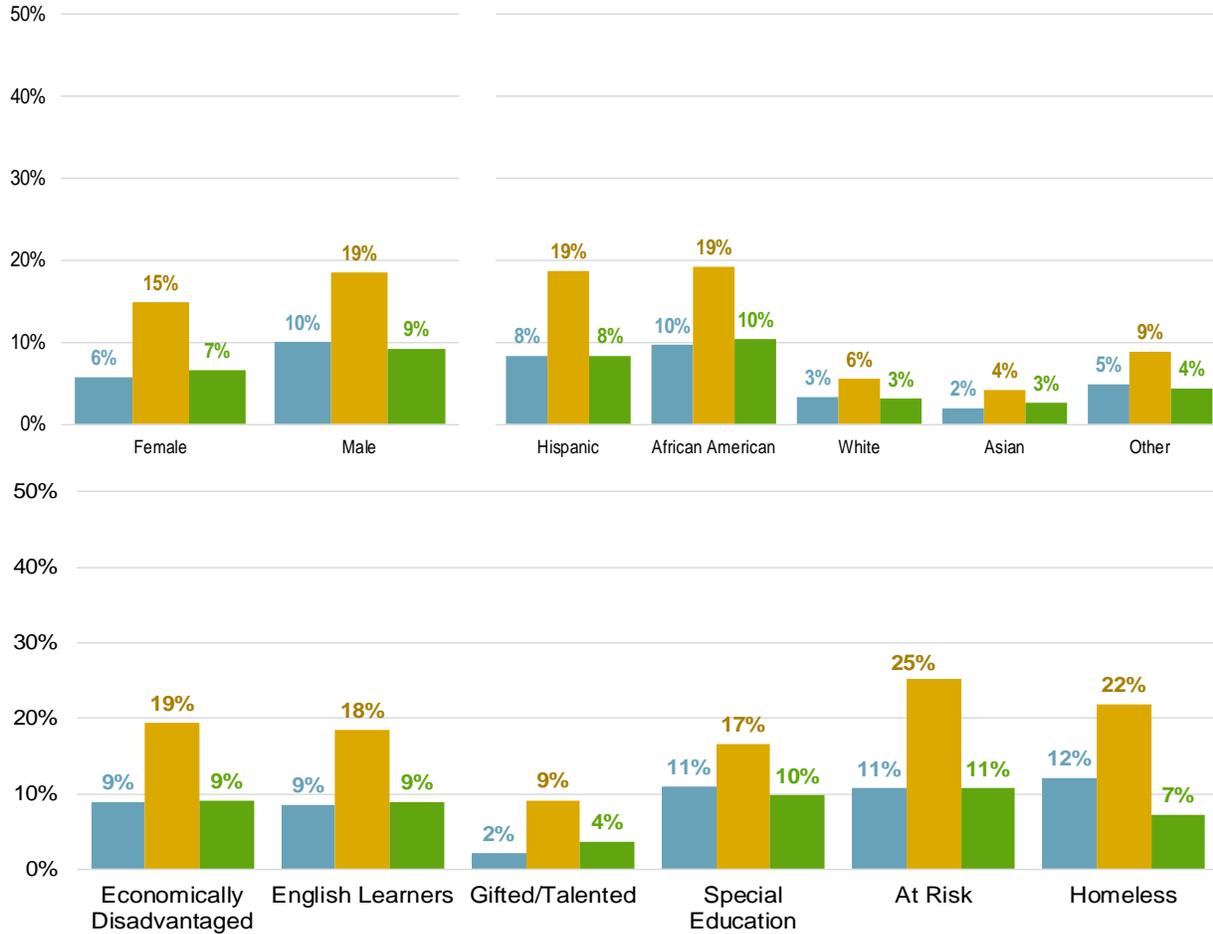|	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
1-2	33,003	1,138	3%	29,876	1,417	5%	29,305	765	3%
3-5	50,829	1,625	3%	46,680	4,037	9%	45,352	1,015	2%
6-8	41,068	4,003	10%	40,644	10,410	26%	39,202	3,140	8%
9-12	45,696	6,735	15%	47,128	11,644	25%	46,592	7,850	17%
Race/Ethnicity									
Hispanic	106,303	8,929	8%	101,808	19,066	19%	99,307	8,328	8%
African American	39,323	3,798	10%	36,304	6,982	19%	34,777	3,620	10%
White	15,358	507	3%	16,279	908	6%	15,657	484	3%
Asian	7,068	143	2%	7,077	298	4%	7,668	203	3%
Other	2,544	124	5%	2,858	254	9%	3,042	135	4%
Gender									
Female	83,951	4,834	6%	81,370	12,116	15%	79,337	5,249	7%
Male	86,645	8,667	10%	82,957	15,392	19%	81,102	7,518	9%
Special Populations									
Economically Disadvantaged	134,351	11,925	9%	131,298	25,415	19%	125,853	11,477	9%
English Learners	52,250	4,476	9%	56,322	10,371	18%	57,026	5,058	9%
Gifted/Talented	33,884	713	2%	29,693	2,719	9%	26,981	996	4%
Special Education	15,290	1,664	11%	16,778	2,776	17%	16,939	1,652	10%
At Risk	100,246	10,703	11%	70,003	17,638	25%	91,637	9,786	11%
Homeless	5,557	672	12%	4,016	878	22%	6,961	505	7%
All	**170,596**	**13,501**	**8%**	**164,328**	**27,508**	**17%**	**160,451**	**12,770**	**8%**

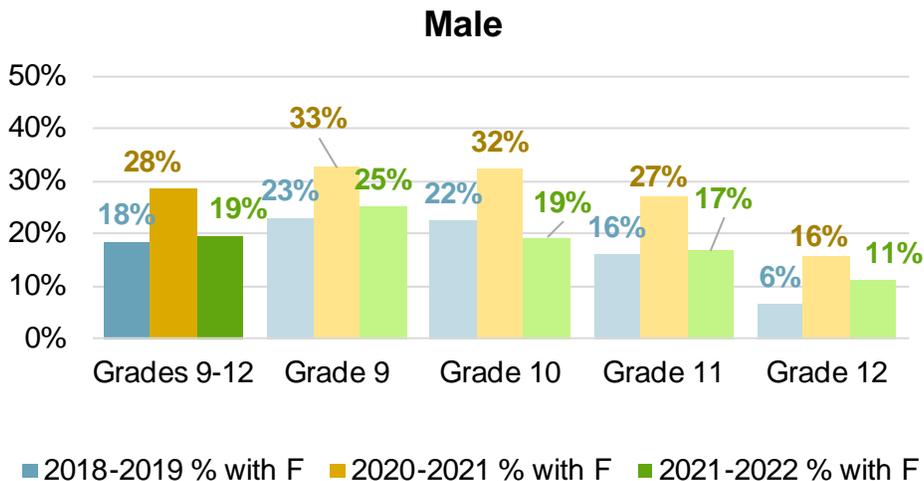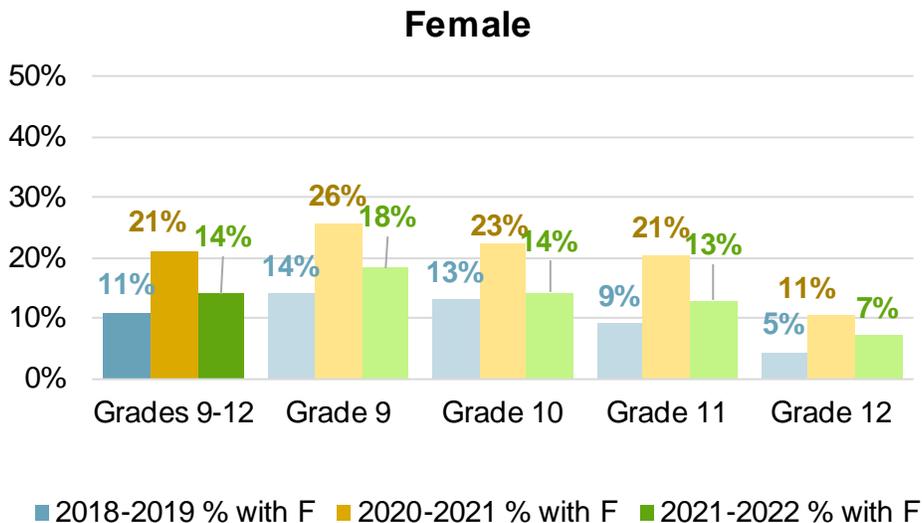Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Homeless designation not available for 2019–2020 Semester 1. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C3(b). High School Students With One or More "F" Grades in Science For Second Semester 2018-2019, 2020-2021, and 2021-2022	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
9	14,696	2,737	19%	14,759	4,326	29%	16,543	3,624	22%
10	12,762	2,257	18%	13,533	3,697	27%	11,693	1,962	17%
11	10,374	1,306	13%	10,858	2,571	24%	10,428	1,543	15%
12	7,864	435	6%	7,978	1,050	13%	7,928	721	9%
Race/Ethnicity									
Hispanic	**28,023**	**4,492**	**16%**	**28,967**	**8,188**	**28%**	**28,816**	**5,127**	**18%**
Grade 9	*9,112*	*1,798*	*20%*	*9,148*	*3,010*	*33%*	*10,472*	*2,362*	*23%*
Grade 10	*7,917*	*1,514*	*19%*	*8,335*	*2,595*	*31%*	*7,121*	*1,243*	*17%*
Grade 11	*6,384*	*884*	*14%*	*6,692*	*1,814*	*27%*	*6,419*	*1,030*	*16%*
Grade 12	*4,610*	*296*	*6%*	*4,792*	*769*	*16%*	*4,804*	*492*	*10%*
African American	**10,572**	**1,786**	**17%**	**10,500**	**2,758**	**26%**	**10,315**	**2,243**	**22%**
Grade 9	*3,508*	*770*	*22%*	*3,461*	*1,096*	*32%*	*3,739*	*1,074*	*29%*
Grade 10	*2,900*	*583*	*20%*	*3,016*	*848*	*28%*	*2,646*	*572*	*22%*
Grade 11	*2,287*	*329*	*14%*	*2,339*	*616*	*26%*	*2,218*	*426*	*19%*
Grade 12	*1,877*	*104*	*6%*	*1,684*	*198*	*12%*	*1,712*	*171*	*10%*
White	**4,584**	**315**	**7%**	**4,972**	**441**	**9%**	**4,686**	**303**	**6%**
Grade 9	*1,339*	*128*	*10%*	*1,371*	*131*	*10%*	*1,397*	*116*	*8%*
Grade 10	*1,260*	*111*	*9%*	*1,441*	*164*	*11%*	*1,206*	*94*	*8%*
Grade 11	*1,114*	*55*	*5%*	*1,186*	*93*	*8%*	*1,155*	*58*	*5%*
Grade 12	*871*	*21*	*2%*	*974*	*53*	*5%*	*928*	*35*	*4%*
Asian	**1,891**	**71**	**4%**	**1,919**	**145**	**8%**	**1,993**	**94**	**5%**
Grade 9	*527*	*15*	*3%*	*525*	*49*	*9%*	*662*	*38*	*6%*
Grade 10	*510*	*22*	*4%*	*513*	*56*	*11%*	*500*	*23*	*5%*
Grade 11	*448*	*23*	*5%*	*475*	*20*	*4%*	*470*	*19*	*4%*
Grade 12	*406*	*11*	*3%*	*406*	*20*	*5%*	*361*	*14*	*4%*
Other	**626**	**71**	**11%**	**768**	**112**	**15%**	**782**	**83**	**11%**
Grade 9	*210*	*26*	*12%*	*252*	*40*	*16%*	*273*	*34*	*12%*
Grade 10	*175*	*27*	*15%*	*228*	*34*	*15%*	*220*	*30*	*14%*
Grade 11	*141*	*15*	*11%*	*166*	*28*	*17%*	*166*	*10*	*6%*
Grade 12	*100*	*3*	*3%*	*122*	*10*	*8%*	*123*	*9*	*7%*

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C3(b). High School Students With One or More "F" Grades in Science For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Gender									
Female	**22,781**	**2,529**	**11%**	**23,731**	**4,984**	**21%**	**23,309**	**3,311**	**14%**
Grade 9	7,176	1,013	14%	7,130	1,838	26%	7,967	1,473	18%
Grade 10	6,479	853	13%	6,921	1,562	23%	5,848	838	14%
Grade 11	5,264	487	9%	5,635	1,158	21%	5,449	707	13%
Grade 12	3,862	176	5%	4,045	426	11%	4,045	293	7%
Male	**22,915**	**4,206**	**18%**	**23,397**	**6,660**	**28%**	**23,280**	**4,538**	**19%**
Grade 9	7,520	1,724	23%	7,629	2,488	33%	8,574	2,151	25%
Grade 10	6,283	1,404	22%	6,612	2,135	32%	5,844	1,123	19%
Grade 11	5,110	819	16%	5,223	1,413	27%	4,979	836	17%
Grade 12	4,002	259	6%	3,933	624	16%	3,883	428	11%
Special Populations									
Economically Disadvantaged	**34,510**	**5,719**	**17%**	**36,548**	**10,480**	**29%**	**35,647**	**6,957**	**20%**
Grade 9	11,402	2,388	21%	11,739	3,970	34%	13,290	3,318	25%
Grade 10	9,682	1,906	20%	10,543	3,293	31%	8,729	1,666	19%
Grade 11	7,688	1,067	14%	8,271	2,302	28%	7,885	1,374	17%
Grade 12	5,738	358	6%	5,995	915	15%	5,743	599	10%
English Learners	**7,475**	**1,638**	**22%**	**10,204**	**3,644**	**36%**	**11,379**	**2,818**	**25%**
Grade 9	2,913	739	25%	4,021	1,571	39%	5,170	1,466	28%
Grade 10	2,067	516	25%	3,140	1,169	37%	2,705	645	24%
Grade 11	1,391	261	19%	1,934	699	36%	2,277	516	23%
Grade 12	1,104	122	11%	1,109	205	18%	1,227	191	16%

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C3(b). High School Students With One or More "F" Grades in Science For Second Semester 2018-2019, 2020-2021, and 2021-20 and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Special Populations, Continued									
Gifted/Talented	**8,355**	**457**	**5%**	**10,064**	**1,415**	**14%**	**10,414**	**814**	**8%**
Grade 9	*2,594*	*148*	*6%*	*3,108*	*470*	*15%*	*3,143*	*261*	*8%*
Grade 10	*2,362*	*152*	*6%*	*3,077*	*529*	*17%*	*2,941*	*226*	*8%*
Grade 11	*2,039*	*114*	*6%*	*2,333*	*257*	*11%*	*2,658*	*225*	*8%*
Grade 12	*1,360*	*43*	*3%*	*1,546*	*159*	*10%*	*1,672*	*102*	*6%*
Special Education	**4,643**	**752**	**16%**	**4,730**	**1,068**	**23%**	**4,498**	**813**	**18%**
Grade 9	*1,499*	*363*	*24%*	*1,528*	*435*	*28%*	*1,618*	*417*	*26%*
Grade 10	*1,208*	*256*	*21%*	*1,309*	*311*	*24%*	*1,095*	*199*	*18%*
Grade 11	*1,019*	*100*	*10%*	*984*	*219*	*22%*	*965*	*138*	*14%*
Grade 12	*917*	*33*	*4%*	*909*	*103*	*11%*	*820*	*59*	*7%*
At Risk	**24,621**	**5,322**	**22%**	**22,817**	**8,401**	**37%**	**26,643**	**6,416**	**24%**
Grade 9	*8,380*	*2,162*	*26%*	*6,939*	*2,971*	*43%*	*10,429*	*2,988*	*29%*
Grade 10	*6,894*	*1,825*	*26%*	*6,822*	*2,731*	*40%*	*6,375*	*1,581*	*25%*
Grade 11	*5,106*	*999*	*20%*	*5,130*	*1,921*	*37%*	*5,561*	*1,240*	*22%*
Grade 12	*4,241*	*336*	*8%*	*3,926*	*778*	*20%*	*4,278*	*607*	*14%*
Homeless	**1,678**	**361**	**22%**	**1,233**	**314**	**25%**	**2,080**	**263**	**13%**
Grade 9	*671*	*171*	*25%*	*469*	*136*	*29%*	*820*	*142*	*17%*
Grade 10	*349*	*91*	*26%*	*345*	*84*	*24%*	*497*	*56*	*11%*
Grade 11	*275*	*64*	*23%*	*226*	*73*	*32%*	*410*	*47*	*11%*
Grade 12	*383*	*35*	*9%*	*193*	*21*	*11%*	*353*	*18*	*5%*
All	**45,696**	**6,735**	**15%**	**47,128**	**11,644**	**25%**	**46,592**	**7,850**	**17%**

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C10. **Percentage of Students with One or More "F" Grades for Social Studies by Grade Level**
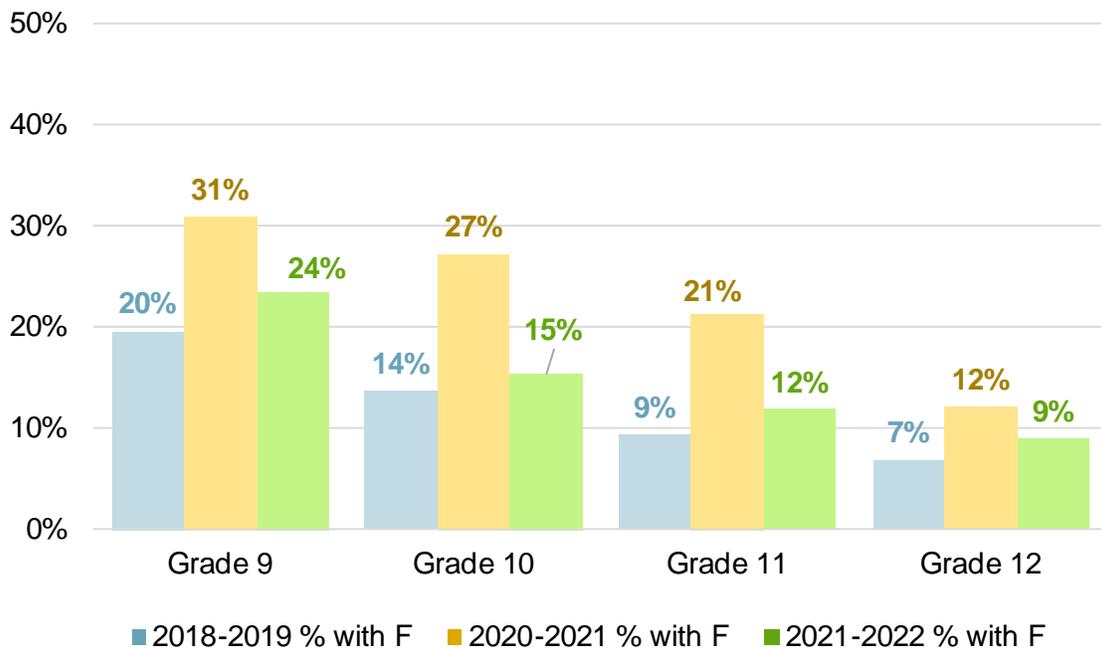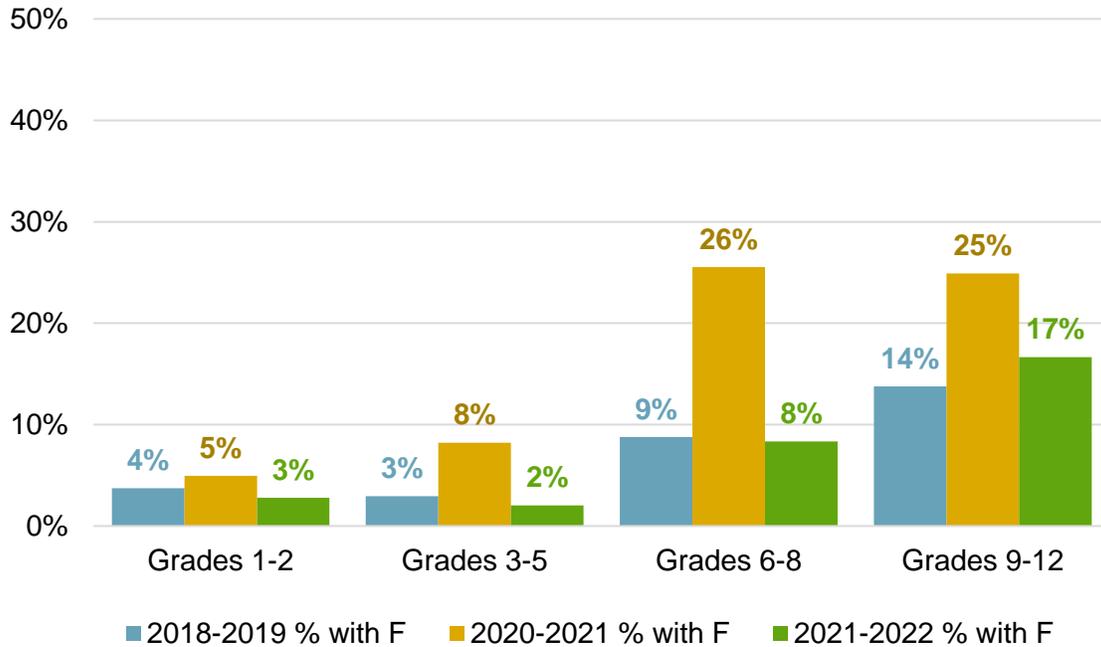
Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract,
2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C11.   Percentage of All HISD Students with One or More "F" Grades in Social Studies by Gender, Race/Ethnicity, and Special Populations

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C12(a). Percentage of High School Students with One or More "F" Grades in Social Studies by Grade Level and Gender

Female

Male

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Note: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C12(b). Percentage of High School Students with One or More "F" Grades in Social Studies by Grade Level and Race/Ethnicity

Hispanic

African American

White

Asian

Other Race/Ethnicity

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Figure C12(c). Percentage of High School Students with One or More "F" Grades in Social Studies by Grade Level and Special Populations
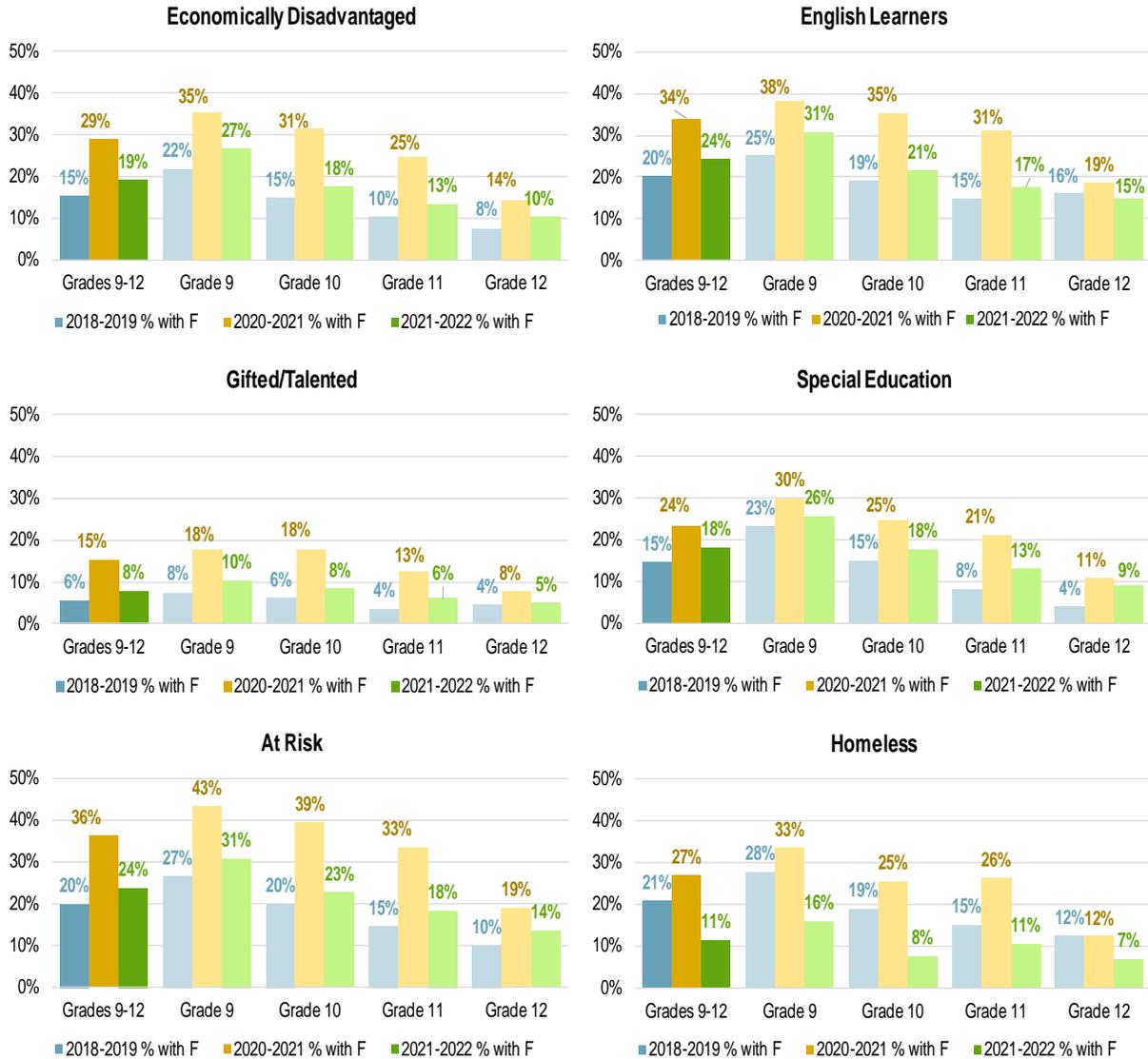
Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades

Notes: Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued
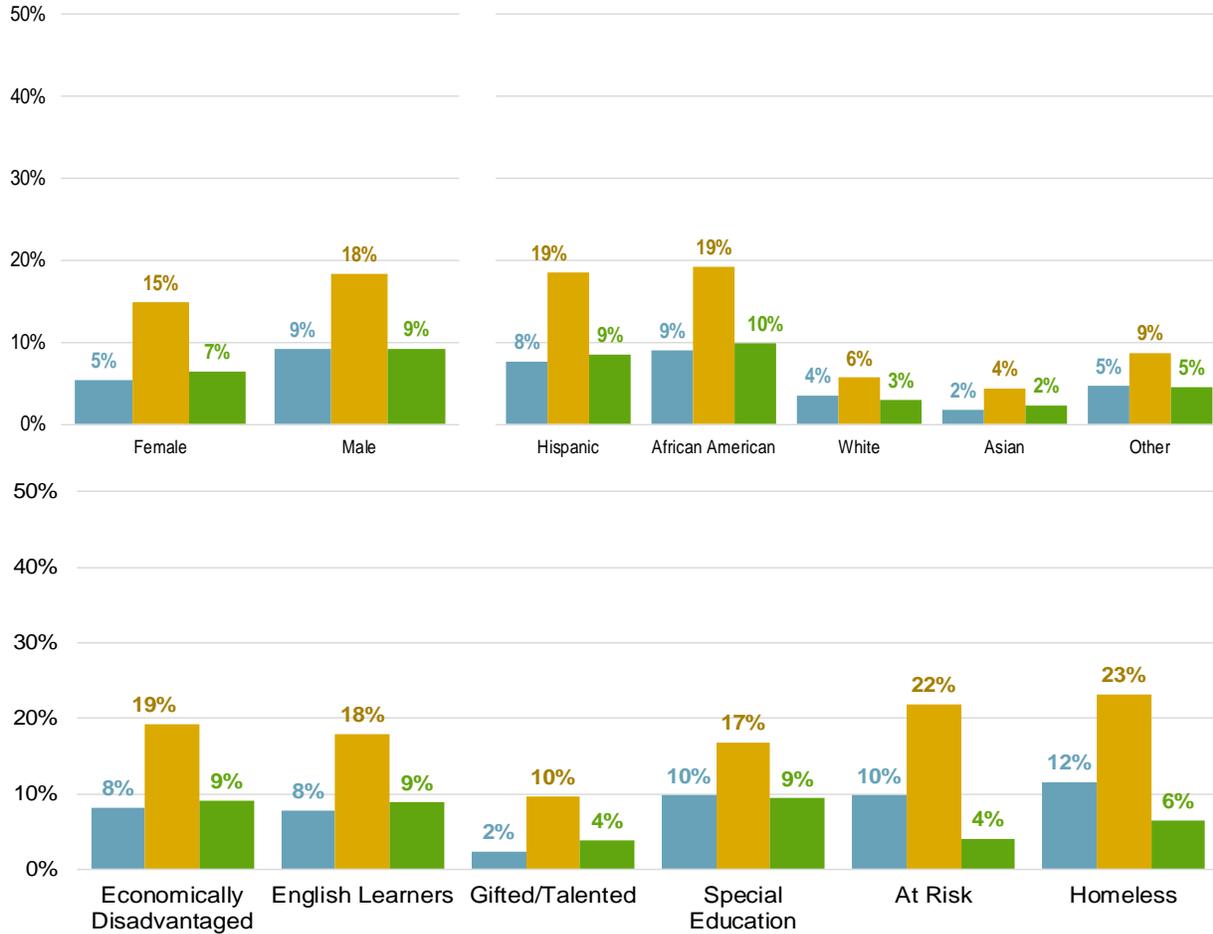
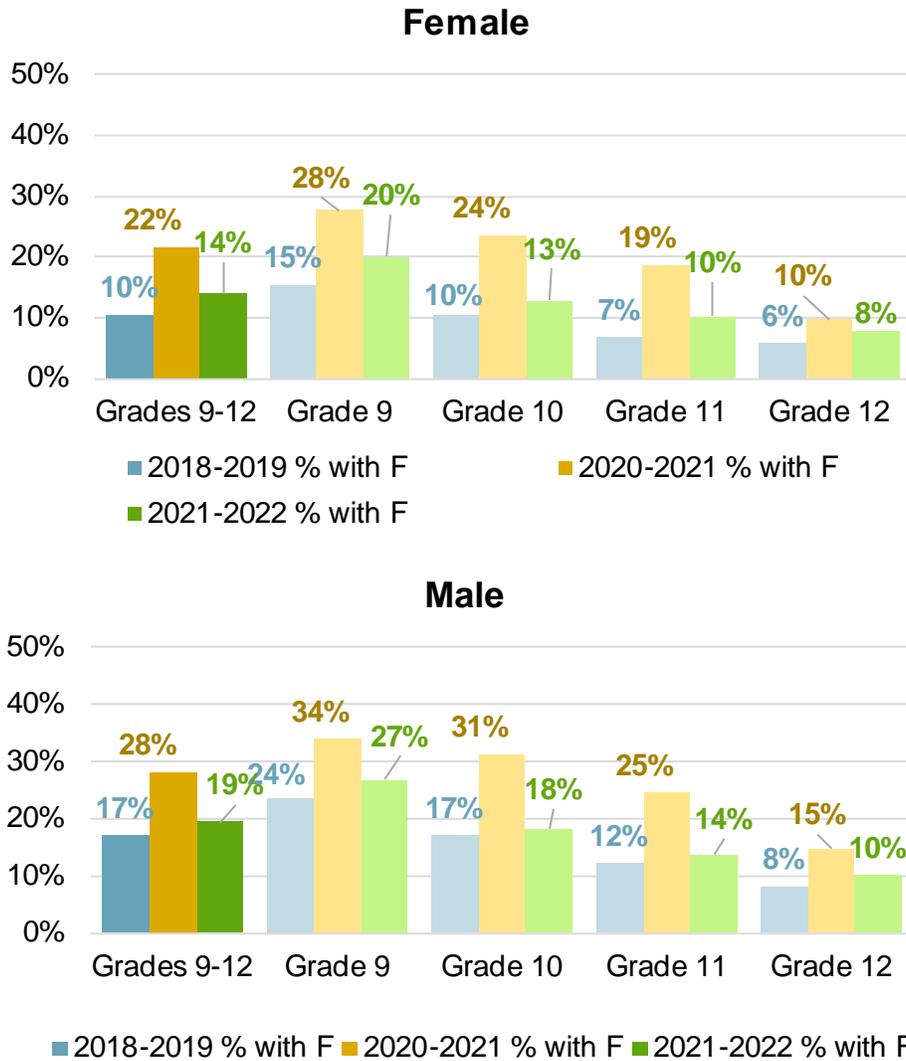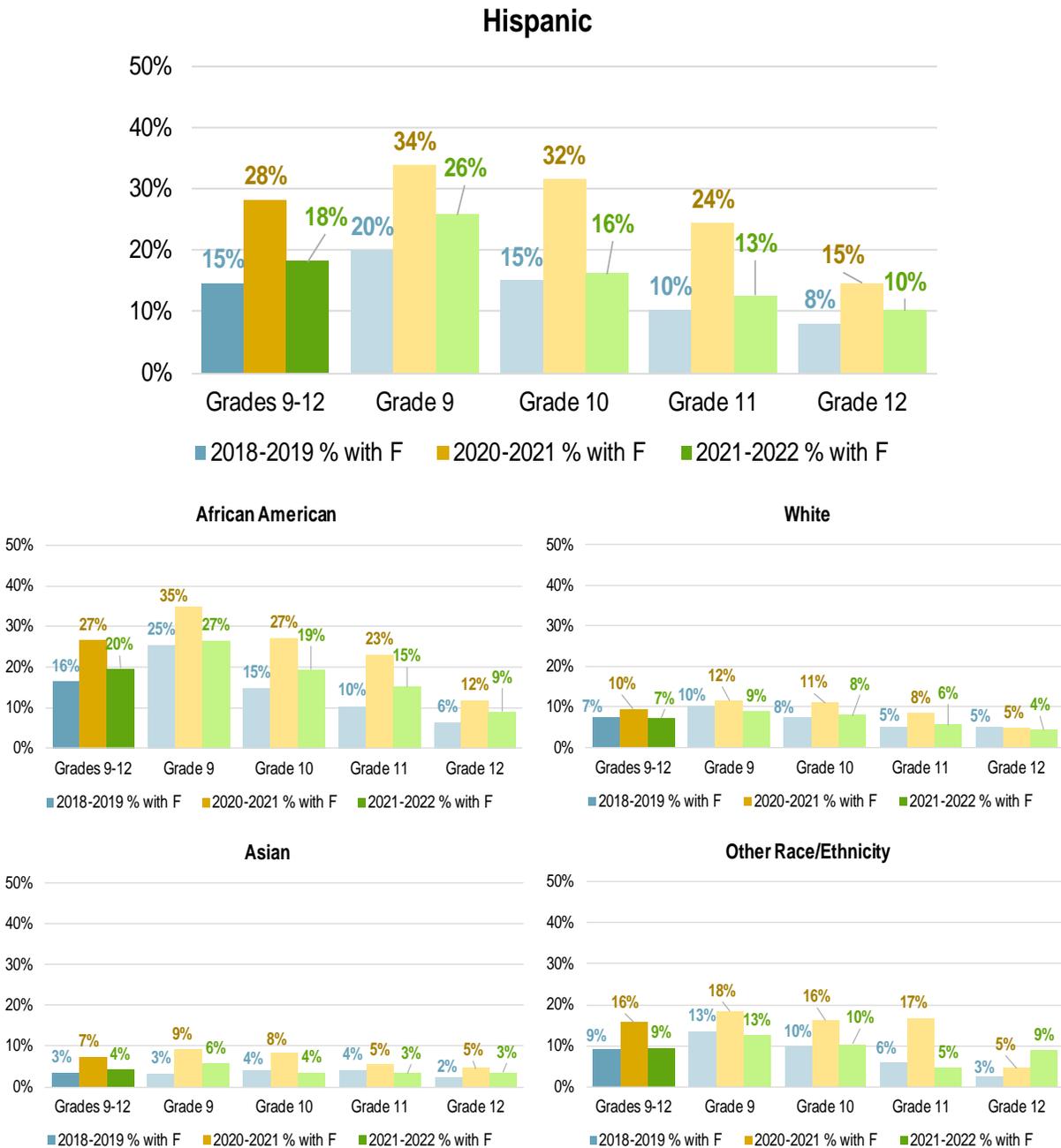| Table C4(a). Students With One or More "F" Grades in Social Studies For Second Semester 2018-2019, 2020-2021, and 2021-2022									
	2018-2019			**2020-2021**			**2021-2022**		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
1-2	33,001	1,231	4%	29,871	1,477	5%	29,299	816	3%
3-5	50,864	1,502	3%	46,699	3,835	8%	45,337	926	2%
6-8	41,023	3,604	9%	40,641	10,380	26%	39,194	3,264	8%
9-12	44,163	6,075	14%	46,319	11,529	25%	45,785	7,629	17%
Race/Ethnicity									
Hispanic	105,475	8,108	8%	101,275	18,777	19%	98,763	8,404	9%
African American	38,825	3,519	9%	36,249	6,968	19%	34,755	3,446	10%
White	15,221	546	4%	16,162	918	6%	15,403	467	3%
Asian	7,009	122	2%	7,005	309	4%	7,654	180	2%
Other	2,521	117	5%	2,839	249	9%	3,040	138	5%
Gender									
Female	83,396	4,528	5%	81,027	12,073	15%	78,924	5,136	7%
Male	85,655	7,884	9%	82,502	15,148	18%	80,679	7,497	9%
Special Populations									
Economically Disadvantaged	133,216	10,889	8%	130,696	25,133	19%	125,364	11,346	9%
English Learners	52,137	4,055	8%	56,224	10,031	18%	57,107	5,059	9%
Gifted/Talented	32,740	786	2%	29,538	2,840	10%	26,865	1,025	4%
Special Education	14,982	1,461	10%	16,596	2,783	17%	16,835	1,580	9%
At Risk	99,166	9,665	10%	78,599	17,197	22%	91,277	3,724	4%
Homeless	5,479	631	12%	4,022	929	23%	6,942	449	6%
All	**169,051**	**12,412**	**7%**	**163,530**	**27,221**	**17%**	**159,615**	**12,635**	**8%**

Sources: Chancery data extract, 2018–2019 Semester 2, EOY, Cycle 4, Cycle 6 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2, EOY, Cycle 6 grades

Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C4(b). High School Students With One or More "F" Grades in Social Studies For Second Semester 2018-2019, 2020-2021, and 2021-2022	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
9	14,756	2,900	20%	14,777	4,564	31%	16,659	3,921	24%
10	12,826	1,757	14%	13,633	3,720	27%	11,810	1,823	15%
11	10,927	1,027	9%	11,492	2,464	21%	11,356	1,348	12%
12	5,654	391	7%	6,417	781	12%	5,960	537	9%
Race/Ethnicity									
Hispanic	**27,195**	**3,976**	**15%**	**28,447**	**8,045**	**28%**	**28,288**	**5,142**	**18%**
Grade 9	*9,171*	*1,828*	*20%*	*9,168*	*3,108*	*34%*	*10,570*	*2,729*	*26%*
Grade 10	*7,955*	*1,194*	*15%*	*8,396*	*2,656*	*32%*	*7,199*	*1,169*	*16%*
Grade 11	*6,709*	*685*	*10%*	*7,007*	*1,715*	*24%*	*6,897*	*874*	*13%*
Grade 12	*3,360*	*269*	*8%*	*3,876*	*566*	*15%*	*3,622*	*370*	*10%*
African American	**10,081**	**1,654**	**16%**	**10,425**	**2,774**	**27%**	**10,302**	**2,015**	**20%**
Grade 9	*3,512*	*891*	*25%*	*3,467*	*1,204*	*35%*	*3,749*	*997*	*27%*
Grade 10	*2,919*	*431*	*15%*	*3,044*	*824*	*27%*	*2,673*	*517*	*19%*
Grade 11	*2,416*	*253*	*10%*	*2,543*	*585*	*23%*	*2,502*	*378*	*15%*
Grade 12	*1,234*	*79*	*6%*	*1,371*	*161*	*12%*	*1,378*	*123*	*9%*
White	**4,451**	**325**	**7%**	**4,859**	**462**	**10%**	**4,436**	**315**	**7%**
Grade 9	*1,335*	*136*	*10%*	*1,368*	*158*	*12%*	*1,390*	*123*	*9%*
Grade 10	*1,263*	*95*	*8%*	*1,447*	*160*	*11%*	*1,212*	*96*	*8%*
Grade 11	*1,169*	*60*	*5%*	*1,273*	*108*	*8%*	*1,252*	*70*	*6%*
Grade 12	*684*	*34*	*5%*	*771*	*36*	*5%*	*582*	*26*	*4%*
Asian	**1,832**	**64**	**3%**	**1,842**	**131**	**7%**	**1,978**	**83**	**4%**
Grade 9	*530*	*17*	*3%*	*523*	*48*	*9%*	*678*	*38*	*6%*
Grade 10	*515*	*20*	*4%*	*519*	*43*	*8%*	*505*	*18*	*4%*
Grade 11	*484*	*20*	*4%*	*489*	*26*	*5%*	*508*	*17*	*3%*
Grade 12	*303*	*7*	*2%*	*311*	*14*	*5%*	*287*	*10*	*3%*
Other	**604**	**56**	**9%**	**746**	**117**	**16%**	**781**	**74**	**9%**
Grade 9	*208*	*28*	*13%*	*251*	*46*	*18%*	*272*	*34*	*13%*
Grade 10	*174*	*17*	*10%*	*227*	*37*	*16%*	*221*	*23*	*10%*
Grade 11	*149*	*9*	*6%*	*180*	*30*	*17%*	*197*	*9*	*5%*
Grade 12	*73*	*2*	*3%*	*88*	*4*	*5%*	*91*	*8*	*9%*

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C4(b). High School Students With One or More "F" Grades in Social Studies For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Gender									
Female	**22,229**	**2,327**	**10%**	**23,368**	**5,047**	**22%**	**22,910**	**3,202**	**14%**
Grade 9	7,194	1,103	15%	7,130	1,967	28%	7,996	1,597	20%
Grade 10	6,511	677	10%	6,966	1,639	24%	5,891	752	13%
Grade 11	5,609	379	7%	6,022	1,123	19%	5,977	611	10%
Grade 12	2,915	168	6%	3,250	318	10%	3,046	242	8%
Male	**21,934**	**3,748**	**17%**	**22,951**	**6,482**	**28%**	**22,872**	**4,426**	**19%**
Grade 9	7,562	1,797	24%	7,647	2,597	34%	8,661	2,324	27%
Grade 10	6,315	1,080	17%	6,667	2,081	31%	5,918	1,070	18%
Grade 11	5,318	648	12%	5,470	1,341	25%	5,379	737	14%
Grade 12	2,739	223	8%	3,167	463	15%	2,914	295	10%
Special Populations									
Economically Disadvantaged	**33,369**	**5,107**	**15%**	**35,932**	**10,366**	**29%**	**35,182**	**6,726**	**19%**
Grade 9	11,392	2,497	22%	11,759	4,170	35%	13,412	3,570	27%
Grade 10	9,731	1,451	15%	10,626	3,333	31%	8,822	1,554	18%
Grade 11	8,089	838	10%	8,776	2,177	25%	8,493	1,139	13%
Grade 12	4,157	321	8%	4,771	686	14%	4,455	463	10%
English Learners	**7,354**	**1,490**	**20%**	**10,114**	**3,434**	**34%**	**11,465**	**2,784**	**24%**
Grade 9	2,973	744	25%	4,024	1,530	38%	5,277	1,622	31%
Grade 10	2,109	400	19%	3,157	1,113	35%	2,745	589	21%
Grade 11	1,427	211	15%	1,966	611	31%	2,402	420	17%
Grade 12	845	135	16%	967	180	19%	1,041	153	15%

Appendix C: Students with One or More "F" Grades by Content Area – Figures and Tables, Continued

Table C4(b). High School Students With One or More "F" Grades in Social Studies For Second Semester 2018-2019, 2020-2021, and 2021-2022, Continued	2018-2019			2020-2021			2021-2022		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Special Populations, Continued									
Gifted/Talented	**8,208**	**461**	**6%**	**9,914**	**1,515**	**15%**	**10,298**	**810**	**8%**
Grade 9	*2,592*	*196*	*8%*	*3,111*	*550*	*18%*	*3,138*	*322*	*10%*
Grade 10	*2,372*	*142*	*6%*	*3,098*	*557*	*18%*	*2,973*	*247*	*8%*
Grade 11	*2,167*	*76*	*4%*	*2,455*	*313*	*13%*	*2,909*	*177*	*6%*
Grade 12	*1,077*	*47*	*4%*	*1,250*	*95*	*8%*	*1,278*	*64*	*5%*
Special Education	**4,371**	**641**	**15%**	**4,555**	**1,072**	**24%**	**4,410**	**805**	**18%**
Grade 9	*1,496*	*348*	*23%*	*1,526*	*457*	*30%*	*1,615*	*416*	*26%*
Grade 10	*1,223*	*183*	*15%*	*1,318*	*324*	*25%*	*1,103*	*195*	*18%*
Grade 11	*1,051*	*86*	*8%*	*1,017*	*216*	*21%*	*1,045*	*135*	*13%*
Grade 12	*601*	*24*	*4%*	*694*	*75*	*11%*	*647*	*59*	*9%*
At Risk	**23,538**	**4,672**	**20%**	**22,418**	**8,137**	**36%**	**26,298**	**6,240**	**24%**
Grade 9	*8,391*	*2,232*	*27%*	*6,962*	*3,016*	*43%*	*10,485*	*3,223*	*31%*
Grade 10	*6,934*	*1,376*	*20%*	*6,884*	*2,716*	*39%*	*6,455*	*1,461*	*23%*
Grade 11	*5,296*	*773*	*15%*	*5,372*	*1,797*	*33%*	*6,001*	*1,102*	*18%*
Grade 12	*2,917*	*291*	*10%*	*3,200*	*608*	*19%*	*3,357*	*454*	*14%*
Homeless	**1,601**	**332**	**21%**	**1,229**	**330**	**27%**	**2,061**	**237**	**11%**
Grade 9	*675*	*187*	*28%*	*475*	*159*	*33%*	*822*	*132*	*16%*
Grade 10	*348*	*66*	*19%*	*350*	*89*	*25%*	*498*	*38*	*8%*
Grade 11	*293*	*44*	*15%*	*232*	*61*	*26%*	*438*	*46*	*11%*
Grade 12	*285*	*35*	*12%*	*172*	*21*	*12%*	*303*	*21*	*7%*
All	**44,163**	**6,075**	**14%**	**46,319**	**11,529**	**25%**	**45,785**	**7,629**	**17%**

Sources: Chancery data extract, 2018–2019 Semester 2 grades; PowerSchool data extract, 2020–2021 and 2021–2022 Semester 2 grades
Notes: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels

Table D1. All Students, All Grade Levels STAAR 3-8 & EOC Performance Level by 2021-2022 Semester 2 Course Grade, All Subjects

All Students		DNMS		Approaches		Meets		Masters		Total	
	A	5,732	8%	10,228	15%	17,998	26%	36,540	52%	70,498	26%
	B	25,540	26%	29,541	30%	24,918	26%	17,080	18%	97,079	36%
	C	20,490	48%	13,329	31%	6,588	15%	2,641	6%	43,048	16%
	D/F	40,435	64%	14,497	23%	5,916	9%	1,898	3%	62,746	23%
Total		92,197	34%	67,595	25%	55,420	20%	58,159	21%	273,371	

Hispanic		DNMS		Approaches		Meets		Masters		Total	
	A	3,804	10%	6,305	17%	10,446	28%	16,302	44%	36,857	22%
	B	17,116	27%	19,667	31%	16,311	26%	10,590	17%	63,684	37%
	C	13,842	47%	9,202	32%	4,423	15%	1,720	6%	29,187	17%
	D/F	26,744	64%	9,634	23%	3,940	9%	1,186	3%	41,504	24%
Total		61,506	36%	44,808	26%	35,120	21%	29,798	17%	171,232	

African American		DNMS		Approaches		Meets		Masters		Total	
	A	1,038	10%	2,025	20%	3,009	30%	3,977	40%	10,049	17%
	B	6,138	29%	6,818	32%	5,281	25%	2,880	14%	21,117	36%
	C	5,437	51%	3,189	30%	1,532	14%	479	5%	10,637	18%
	D/F	11,569	67%	3,969	23%	1,416	8%	438	3%	17,392	29%
Total		24,182	41%	16,001	27%	11,238	19%	7,774	13%	59,195	

White		DNMS		Approaches		Meets		Masters		Total	
	A	573	4%	1,265	9%	2,918	22%	8,767	65%	13,523	53%
	B	1,353	17%	2,010	26%	2,169	28%	2,229	29%	7,761	30%
	C	727	36%	619	31%	389	19%	287	14%	2,022	8%
	D/F	1,166	50%	593	26%	371	16%	180	8%	2,310	9%
Total		3,819	15%	4,487	18%	5,847	23%	11,463	45%	25,616	

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D1. All Students, All Grade Levels STAAR 3-8 & EOC Performance Level by 2021-2022 Semester 2 Course Grade, All Subjects, Continued

		DNMS		Approaches		Meets		Masters		Total	
Asian	A	224	3%	419	5%	1,112	14%	5,915	77%	7,670	63%
	B	603	21%	596	20%	750	26%	989	34%	2,938	24%
	C	334	45%	160	22%	144	20%	100	14%	738	6%
	D/F	588	66%	151	17%	99	11%	56	6%	894	7%
Total		1,749	14%	1,326	11%	2,105	17%	7,060	58%	12,240	

		DNMS		Approaches		Meets		Masters		Total	
Other Race/ Ethnicity	A	93	4%	214	9%	513	21%	1,579	66%	2,399	47%
	B	330	21%	450	28%	407	26%	392	25%	1,579	31%
	C	150	32%	159	34%	100	22%	55	12%	464	9%
	D/F	368	57%	150	23%	90	14%	38	6%	646	13%
Total		941	18%	973	19%	1,110	22%	2,064	41%	5,088	

		DNMS		Approaches		Meets		Masters		Total	
Female	A	3,214	8%	5,974	15%	10,297	26%	19,618	50%	39,103	29%
	B	13,334	27%	15,588	31%	12,721	26%	8,243	17%	49,886	37%
	C	9,587	48%	6,372	32%	3,073	15%	1,135	6%	20,167	15%
	D/F	16,438	62%	6,428	24%	2,683	10%	830	3%	26,379	19%
Total		42,573	31%	34,362	25%	28,774	21%	29,826	22%	135,535	

		DNMS		Approaches		Meets		Masters		Total	
Male	A	2,517	8%	4,253	14%	7,700	25%	16,922	54%	31,392	23%
	B	12,200	26%	13,953	30%	12,195	26%	8,837	19%	47,185	34%
	C	10,900	48%	6,956	30%	3,515	15%	1,506	7%	22,877	17%
	D/F	23,992	66%	8,069	22%	3,232	9%	1,068	3%	36,361	26%
Total		49,609	36%	33,231	24%	26,642	19%	28,333	21%	137,815	

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D1. All Students, All Grade Levels STAAR 3-8 & EOC Performance Level by 2021-2022 Semester 2 Course Grade, All Subjects, Continued

		DNMS		Approaches		Meets		Masters		Total	
Econ. Disadv.	A	4,628	11%	7,545	18%	11,816	29%	17,257	42%	41,246	19%
	B	22,414	28%	24,908	31%	19,788	25%	12,171	15%	79,281	37%
	C	18,753	49%	11,836	31%	5,606	15%	2,038	5%	38,233	18%
	D/F	37,495	66%	13,036	23%	5,056	9%	1,478	3%	57,065	26%
Total		83,290	39%	57,325	27%	42,266	20%	32,944	15%	215,825	

		DNMS		Approaches		Meets		Masters		Total	
English Learners	A	2,879	18%	3,426	21%	4,065	25%	5,855	36%	16,225	16%
	B	13,002	35%	11,974	32%	7,891	21%	4,698	13%	37,565	37%
	C	10,382	55%	5,740	30%	2,153	11%	741	4%	19,016	19%
	D/F	19,917	72%	5,661	21%	1,555	6%	352	1%	27,485	27%
Total		46,180	46%	26,801	27%	15,664	16%	11,646	12%	100,291	

		DNMS		Approaches		Meets		Masters		Total	
Gifted/ Talented	A	223	1%	1,442	5%	5,544	19%	21,707	75%	28,916	59%
	B	694	5%	2,529	18%	4,779	35%	5,843	42%	13,845	28%
	C	358	12%	788	26%	1,081	36%	754	25%	2,981	6%
	D/F	738	21%	984	28%	1,133	33%	631	18%	3,486	7%
Total		2,013	4%	5,743	12%	12,537	25%	28,935	59%	49,228	

		DNMS		Approaches		Meets		Masters		Total	
Special Education	A	820	27%	609	20%	616	20%	964	32%	3,009	12%
	B	4,197	55%	1,964	26%	984	13%	551	7%	7,696	30%
	C	4,042	72%	1,178	21%	275	5%	114	2%	5,609	22%
	D/F	7,670	82%	1,262	14%	299	3%	88	1%	9,319	36%
Total		16,729	65%	5,013	20%	2,174	8%	1,717	7%	25,633	

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D1. All Students, All Grade Levels STAAR 3-8 & EOC Performance Level by 2021-2022 Semester 2 Course Grade, All Subjects, Continued

		DNMS		Approaches		Meets		Masters		Total	
At Risk	A	3,837	15%	5,732	22%	7,260	28%	9,002	35%	25,831	15%
	B	19,083	31%	20,089	33%	14,256	23%	7,625	12%	61,053	37%
	C	15,825	50%	9,879	31%	4,347	14%	1,445	5%	31,496	19%
	D/F	32,171	67%	10,982	23%	4,073	8%	1,087	2%	48,313	29%
Total		70,916	43%	46,682	28%	29,936	18%	19,159	11%	166,693	

		DNMS		Approaches		Meets		Masters		Total	
Homeless	A	228	5%	422	10%	966	23%	2,603	62%	4,219	34%
	B	949	23%	1,068	26%	1,198	29%	962	23%	4,177	34%
	C	720	44%	506	31%	269	17%	126	8%	1,621	13%
	D/F	1,437	64%	543	24%	170	8%	89	4%	2,239	18%
Total		3,334	27%	2,539	21%	2,603	21%	3,780	31%	12,256	

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
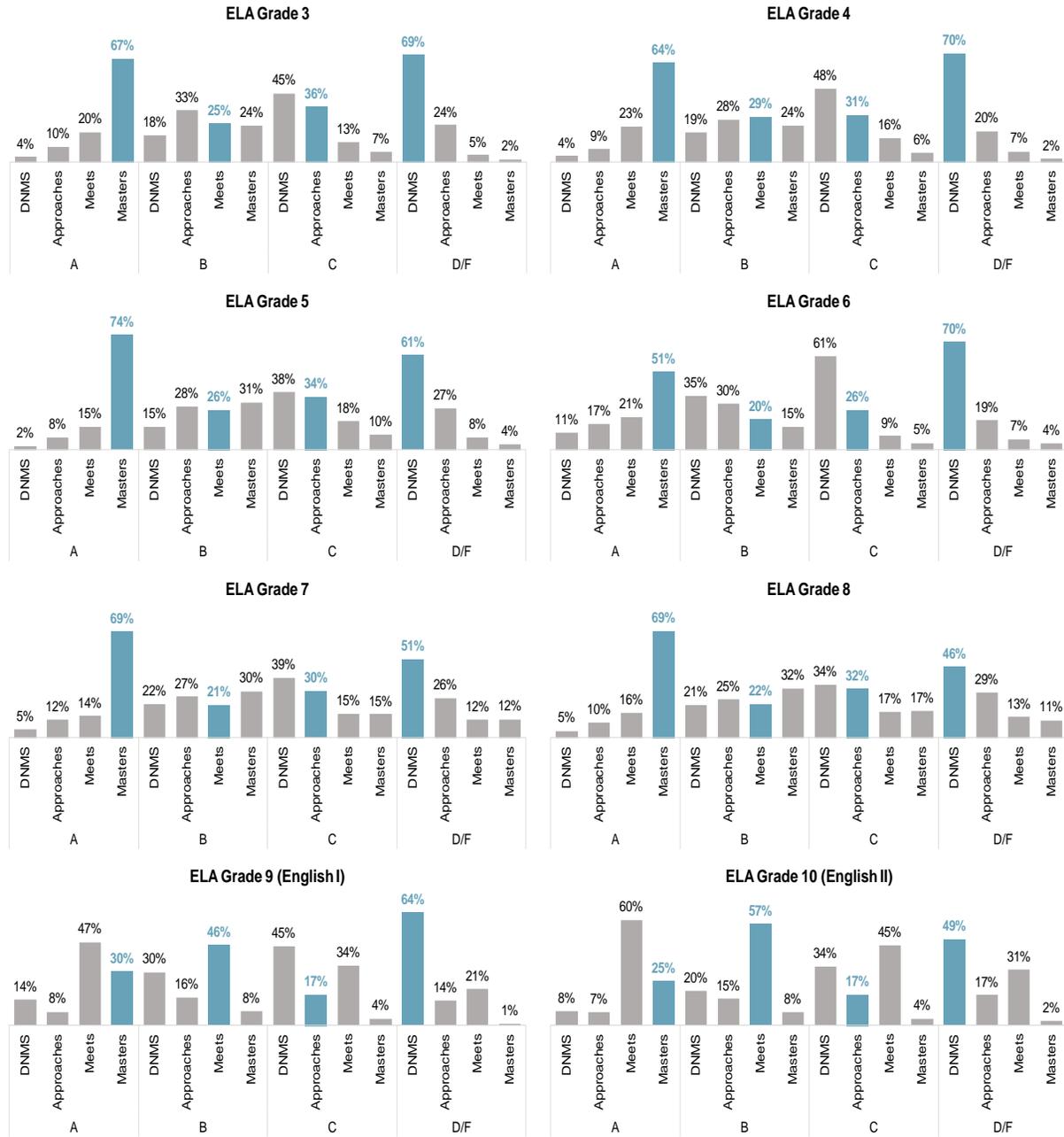Notes: Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D2.		All Students, All Grade Levels STAAR 3-8 & EOC Scores by 2021-2022 Course Grade by Subject									
		DNMS		Approaches		Meets		Masters		Total	
ELA	A	2,205	8%	2,942	10%	7,878	27%	15,931	55%	28,956	26%
	B	9,642	23%	10,555	26%	11,922	29%	9,009	22%	41,128	37%
	C	7,614	44%	4,977	29%	3,281	19%	1,440	8%	17,312	16%
	D/F	14,190	62%	4,825	21%	3,048	13%	953	4%	23,016	21%
Total		33,651	30%	23,299	21%	26,129	24%	27,333	25%	110,412	
Math	A	1,366	6%	3,497	16%	5,241	24%	11,975	54%	22,079	23%
	B	8,088	25%	11,618	37%	7,582	24%	4,472	14%	31,760	33%
	C	7,855	49%	5,609	35%	1,892	12%	560	4%	15,916	17%
	D/F	17,599	70%	6,025	24%	1,246	5%	253	1%	25,123	26%
Total		34,908	37%	26,749	28%	15,961	17%	17,260	18%	94,878	
Science	A	1,066	9%	2,140	19%	3,263	29%	4,798	43%	11,267	26%
	B	4,768	31%	5,085	33%	3,873	25%	1,785	12%	15,511	36%
	C	3,429	52%	1,949	30%	930	14%	246	4%	6,554	15%
	D/F	5,950	62%	2,505	26%	908	10%	177	2%	9,540	22%
Total		15,213	35%	11,679	27%	8,974	21%	7,006	16%	42,872	
Social Studies	A	1,095	13%	1,649	20%	1,616	20%	3,836	47%	8,196	33%
	B	3,042	35%	2,283	26%	1,541	18%	1,814	21%	8,680	34%
	C	1,592	49%	794	24%	485	15%	395	12%	3,266	13%
	D/F	2,696	53%	1,142	23%	714	14%	515	10%	5,067	20%
Total		8,425	33%	5,868	23%	4,356	17%	6,560	26%	25,209	

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Figure D-1. Distribution of ELA Course Grades by STAAR/EOC ELA Performance Level by Student Grade Level

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: English I may include 9th grade students who took the English II EOC instead of or in addition to the English I EOC. English II may include 10th grade students who took the English I EOC instead of or in addition to the English II EOC. Percentages and groups may not total 100 due to missing data and rounding.
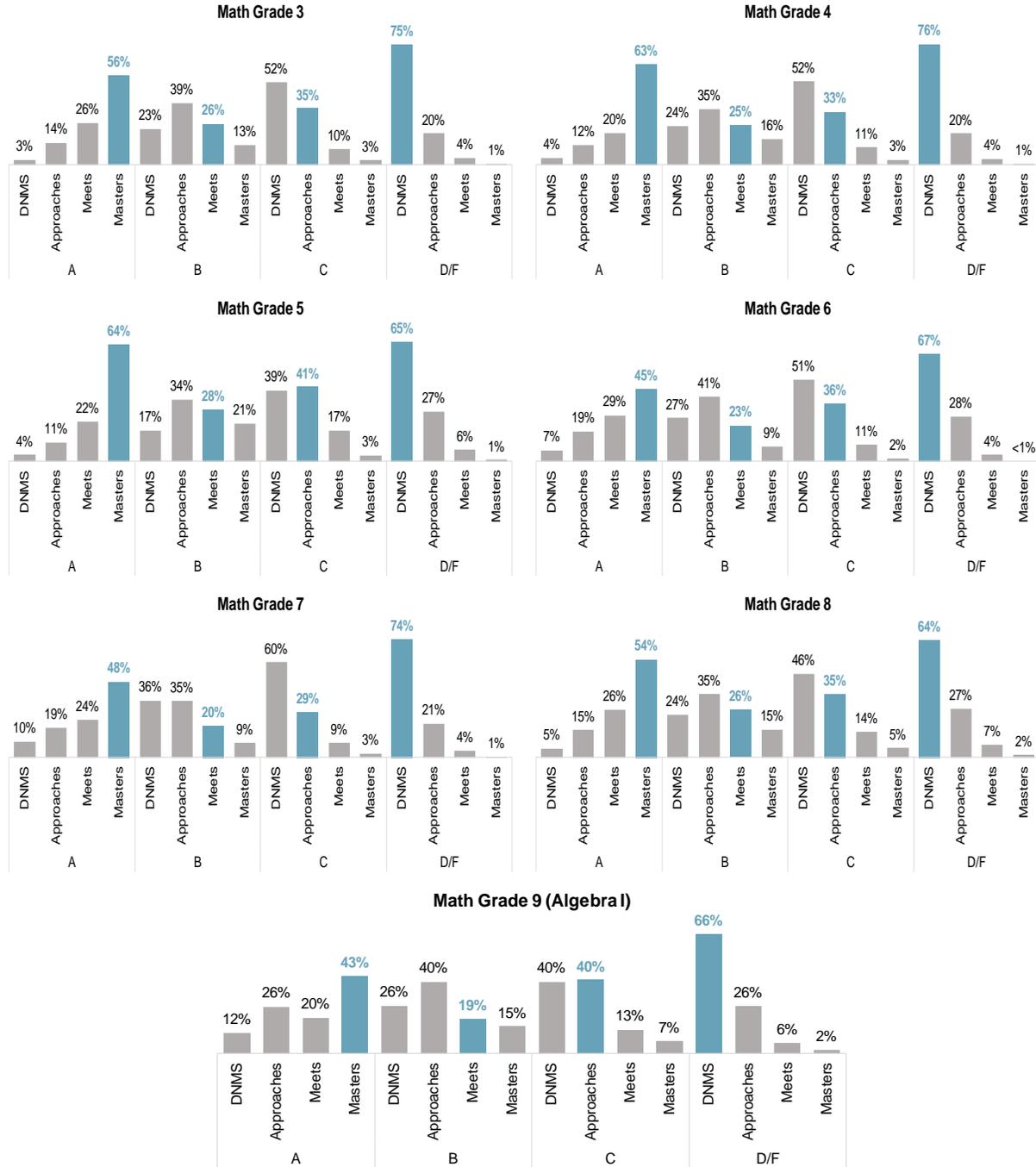
Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D3. All Students STAAR 3-8 & EOC Scores by 2021-2022 Course Grade, Reading/English I/English II

		DNMS		Approaches		Meets		Masters		Total	
Grade 3	A	127	4%	360	10%	700	20%	2,401	67%	3,588	25%
	B	921	18%	1,749	33%	1,307	25%	1,245	24%	5,222	36%
	C	1,125	45%	909	36%	324	13%	170	7%	2,528	18%
	D/F	2,120	69%	737	24%	143	5%	66	2%	3,066	21%
Total		4,293	30%	3,755	26%	2,474	17%	3,882	27%	14,404	
Grade 4	A	137	4%	285	9%	762	23%	2,131	64%	3,315	23%
	B	1,100	19%	1,594	28%	1,703	29%	1,378	24%	5,775	40%
	C	1,280	48%	825	31%	419	16%	160	6%	2,684	19%
	D/F	1,910	70%	550	20%	193	7%	66	2%	2,719	19%
Total		4,427	31%	3,254	22%	3,077	21%	3,735	26%	14,493	
Grade 5	A	87	2%	287	8%	531	15%	2,629	74%	3,534	24%
	B	894	15%	1,654	28%	1,501	26%	1,807	31%	5,856	40%
	C	979	38%	895	34%	480	18%	255	10%	2,609	18%
	D/F	1,715	61%	751	27%	234	8%	109	4%	2,809	19%
Total		3,675	25%	3,587	24%	2,746	19%	4,800	32%	14,808	
Grade 6	A	386	11%	587	17%	739	21%	1,747	51%	3,459	28%
	B	1,769	35%	1,510	30%	994	20%	759	15%	5,032	41%
	C	1,152	61%	490	26%	172	9%	88	5%	1,902	16%
	D/F	1,264	70%	345	19%	124	7%	76	4%	1,809	15%
Total		4,571	37%	2,932	24%	2,029	17%	2,670	22%	12,202	

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D3. All Students STAAR 3-8 & EOC Scores by 2021-2022 Course Grade, Reading/English I/English II, Continued

Grade 7	**A**	183	5%	406	12%	491	14%	2,373	69%	3,453	27%
	B	1,141	22%	1,376	27%	1,092	21%	1,565	30%	5,174	41%
	C	794	39%	616	30%	316	15%	313	15%	2,039	16%
	D/F	1,019	51%	514	26%	232	12%	242	12%	2,007	16%
Total		**3,137**	**25%**	**2,912**	**23%**	**2,131**	**17%**	**4,493**	**35%**	**12,673**	
Grade 8	**A**	171	5%	377	10%	609	16%	2,572	69%	3,729	29%
	B	1,059	21%	1,227	25%	1,074	22%	1,590	32%	4,950	38%
	C	646	34%	601	32%	318	17%	326	17%	1,891	15%
	D/F	1,080	46%	683	29%	317	13%	269	11%	2,349	18%
Total		**2,956**	**23%**	**2,888**	**22%**	**2,318**	**18%**	**4,757**	**37%**	**12,919**	
Grade 9	**A**	543	14%	296	8%	1,766	47%	1,143	30%	3,748	25%
	B	1,406	30%	741	16%	2,119	46%	386	8%	4,652	31%
	C	911	45%	352	17%	689	34%	82	4%	2,034	13%
	D/F	3,067	64%	684	14%	995	21%	62	1%	4,808	32%
Total		**5,927**	**39%**	**2,073**	**14%**	**5,569**	**37%**	**1,673**	**11%**	**15,242**	
Grade 10	**A**	295	8%	276	7%	2,205	60%	922	25%	3,698	35%
	B	694	20%	536	15%	2,022	57%	274	8%	3,526	33%
	C	373	34%	193	17%	503	45%	44	4%	1,113	11%
	D/F	1,096	49%	386	17%	705	31%	55	2%	2,242	21%
Total		**2,458**	**23%**	**1,391**	**13%**	**5,435**	**51%**	**1,295**	**12%**	**10,579**	

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: English I may include 9th grade students who took the English II EOC instead of or in addition to the English I EOC. English II may include 10th grade students who took the English I EOC instead of or in addition to the English II EOC. Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Figure D2. Distribution of Math Course Grades by STAAR/EOC Math Performance Level by Student Grade Level

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: Math Grade 7 may include 7th grade students who took an Algebra EOC or 7th grade students who took a Geometry course but the STAAR Math 7 exam. Math Grade 8 may include 8th grade students who took an Algebra EOC or 8th grade students who took a Geometry course but the STAAR Math 8 exam. Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D4. All Students STAAR 3-8 & EOC Scores by 2021-2022 Course Grade, Math/Algebra

		DNMS		Approaches		Meets		Masters		Total	
Grade 3	A	123	3%	508	14%	956	26%	2,042	56%	3,629	25%
	B	1,131	23%	1,947	39%	1,290	26%	627	13%	4,995	35%
	C	1,242	52%	848	35%	238	10%	74	3%	2,402	17%
	D/F	2,560	75%	668	20%	144	4%	23	1%	3,395	24%
Total		5,056	35%	3,971	28%	2,628	18%	2,766	19%	14,421	
Grade 4	A	152	4%	433	12%	701	20%	2,199	63%	3,485	24%
	B	1,269	24%	1,844	35%	1,303	25%	848	16%	5,264	36%
	C	1,392	52%	888	33%	294	11%	86	3%	2,660	18%
	D/F	2,479	76%	646	20%	124	4%	19	1%	3,268	22%
Total		5,292	36%	3,811	26%	2,422	17%	3,152	21%	14,677	
Grade 5	A	133	4%	389	11%	803	22%	2,376	64%	3,701	25%
	B	889	17%	1,759	34%	1,467	28%	1,093	21%	5,208	35%
	C	1,031	39%	1,077	41%	447	17%	88	3%	2,643	18%
	D/F	2,131	65%	889	27%	210	6%	28	1%	3,258	22%
Total		4,184	28%	4,114	28%	2,927	20%	3,585	24%	14,810	
Grade 6	A	184	7%	500	19%	770	29%	1,205	45%	2,659	22%
	B	1,183	27%	1,763	41%	984	23%	406	9%	4,336	36%
	C	1,170	51%	824	36%	241	11%	47	2%	2,282	19%
	D/F	1,967	67%	827	28%	123	4%	13	<1%	2,930	24%
Total		4,504	37%	3,914	32%	2,118	17%	1,671	14%	12,207	

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D4.	All Students STAAR 3-8 & EOC Scores by 2021-2022 Course Grade, Math/Algebra, Continued									
Grade 7	A	298	10%	548	19%	692	24%	1,405	48%	2,943	23%
	B	1,508	36%	1,489	35%	831	20%	387	9%	4,215	33%
	C	1,274	60%	609	29%	195	9%	55	3%	2,133	17%
	D/F	2,502	74%	719	21%	137	4%	19	1%	3,377	27%
Total		5,582	44%	3,365	27%	1,855	15%	1,866	15%	12,668	
Grade 8	A	167	5%	510	15%	881	26%	1,814	54%	3,372	26%
	B	995	24%	1,472	35%	1,104	26%	652	15%	4,223	33%
	C	913	46%	688	35%	276	14%	105	5%	1,982	15%
	D/F	2,137	64%	894	27%	231	7%	52	2%	3,314	26%
Total		4,212	33%	3,564	28%	2,492	19%	2,623	20%	12,891	
Grade 9	A	247	12%	551	26%	423	20%	904	43%	2,125	19%
	B	798	26%	1,195	40%	572	19%	454	15%	3,019	27%
	C	580	40%	591	40%	194	13%	101	7%	1,466	13%
	D/F	2,948	66%	1,170	26%	266	6%	97	2%	4,481	40%
Total		4,573	41%	3,507	32%	1,455	13%	1,556	14%	11,091	

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: Math Grade 7 may include 7th grade students who took an Algebra EOC or 7th grade students who took a Geometry course but the STAAR Math 7 exam. Math Grade 8 may include 8th grade students who took an Algebra EOC or 8th grade students who took a Geometry course but the STAAR Math 8 exam. Percentages and groups may not total 100 due to missing data and rounding.

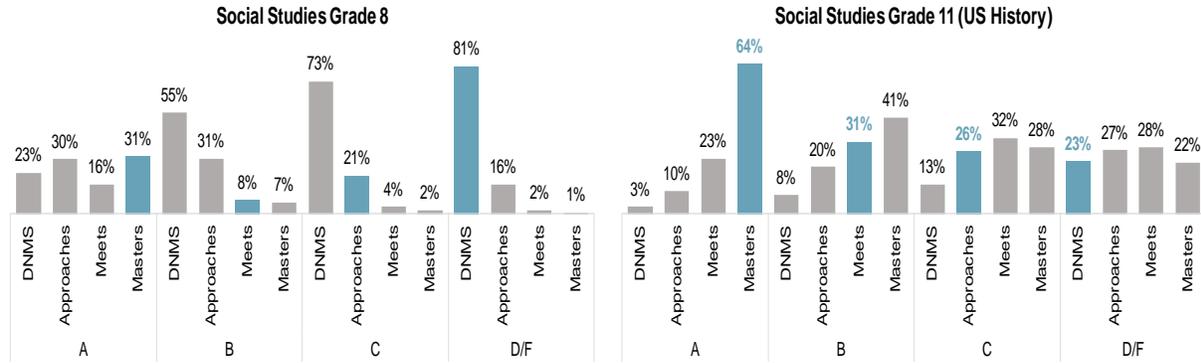## Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Figure D-3. Distribution of Science Course Grades by STAAR/EOC Science Performance Level by Student Grade Level
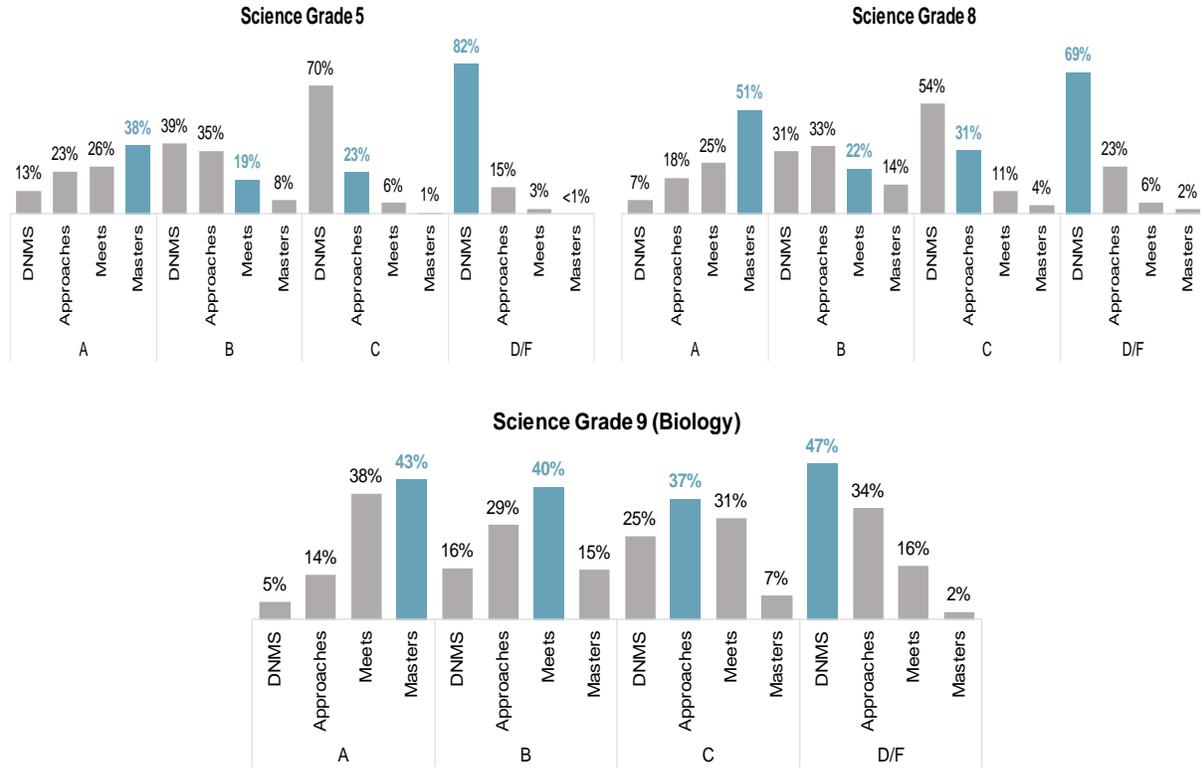
Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: Science Grade 8 may include 8th grade students who took the Biology EOC. Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D5. All Students STAAR 3-8 & EOC Scores by 2021-2022 Course Grade, Science/Biology

		DNMS		Approaches		Meets		Masters		Total	
Grade 5	A	540	13%	974	23%	1,090	26%	1,577	38%	4,181	28%
	B	2,346	39%	2,112	35%	1,149	19%	474	8%	6,081	41%
	C	1,709	70%	563	23%	149	6%	22	1%	2,443	17%
	D/F	1,684	82%	299	15%	63	3%	6	<1%	2,052	14%
Total		6,279	43%	3,948	27%	2,451	17%	2,079	14%	14,757	
Grade 8	A	245	7%	634	18%	886	25%	1,819	51%	3,584	28%
	B	1,472	31%	1,588	33%	1,068	22%	695	14%	4,823	37%
	C	1,086	54%	625	31%	225	11%	87	4%	2,023	16%
	D/F	1,700	69%	568	23%	140	6%	58	2%	2,466	19%
Total		4,503	35%	3,415	26%	2,319	18%	2,659	21%	12,896	
Grade 9	A	160	5%	412	14%	1,159	38%	1,284	43%	3,015	24%
	B	604	16%	1,103	29%	1,547	40%	585	15%	3,839	30%
	C	433	25%	630	37%	526	31%	124	7%	1,713	14%
	D/F	1,922	47%	1,369	34%	660	16%	99	2%	4,050	32%
Total		3,119	25%	3,514	28%	3,892	31%	2,092	17%	12,617	

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (08/04/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Science Grade 8 may include 8th grade students who took the Biology EOC. Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Figure D-4. Distribution of Social Studies Course Grades by STAAR/EOC Social Studies Performance Level by Student Grade Level

Social Studies Grade 8

Social Studies Grade 11 (US History)

Sources: PowerSchool data extract, 2021−2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels

Notes: Percentages and groups may not total 100 due to missing data and rounding.

Appendix D: Course Grades by STAAR/EOC Performance Levels, Continued

Table D6. All Students STAAR 3-8 & EOC Scores by 2021-2022 Course Grade, Social Studies/US History

		DNMS		Approaches		Meets		Masters		Total	
Grade 8	**A**	918	23%	1,211	30%	655	16%	1,269	31%	4,053	31%
	B	2,611	55%	1,440	31%	355	8%	310	7%	4,716	37%
	C	1,348	73%	396	21%	74	4%	37	2%	1,855	14%
	D/F	1,857	81%	369	16%	46	2%	23	1%	2,295	18%
Total		6,734	52%	3,416	26%	1,130	9%	1,639	13%	12,919	
Grade 11	**A**	116	3%	380	10%	907	23%	2,460	64%	3,863	37%
	B	278	8%	692	20%	1,061	31%	1,416	41%	3,447	33%
	C	143	13%	298	26%	365	32%	319	28%	1,125	11%
	D/F	431	23%	517	27%	540	28%	421	22%	1,909	18%
Total		968	9%	1,887	18%	2,873	28%	4,616	45%	10,344	

Sources: PowerSchool data extract, 2021–2022 Semester 2, EOY, Cycle 6 grades; Cognos extract (07/26/2022), Spring 2022 STAAR proficiency levels; Cognos extract (07/26/2022), Spring 2022 EOC proficiency levels
Notes: Percentages and groups may not total 100 due to missing data and rounding.

Appendix E: Course Grades by STAAR/EOC Performance Levels
Descriptive Statistics Summary

Figures D-1–D-4 and **Tables D3–D6** in **Appendix D, pp. D-6–D-15** show the distribution of STAAR/EOC performance level by classroom grades of the same content area by student grade level for each of the STAAR-tested subject areas. Student grade level was determined using the grade found associated with the *course*, not by the grade associated with the STAAR/EOC exam. In other words, an 8th grade student who earned a classroom grade in their Algebra class with appear in the "Math Grade 8" figure, even though they took the Algebra I EOC exam. This appendix summarizes the findings by STAAR-tested grade level and subject.

Reading/ELA (Figure D-1, p. D-6)
- **Course Grade of "A":**
  - o **Grade 3:** Sixty-seven percent scored at the "Masters" performance level, and four percent did not pass the exam. Twenty-nine percent passed the exam but did not perform as well as expected.
  - o **Grade 4:** Sixty-four percent scored at the "Masters" performance level, and four percent did not pass the exam. Thirty-two percent passed the exam but did not perform as well as expected.
  - o **Grade 5:** Seventy-four percent scored at the "Masters" performance level, and two percent did not pass the exam. Twenty-four percent passed the exam but did not perform as well as expected.
  - o **Grade 6:** Fifty-one percent scored at the "Masters" performance level, and 11 percent did not pass the exam. Thirty-eight percent passed the exam but did not perform as well as expected.
  - o **Grade 7 and Grade 8:** Sixty-nine percent scored at the "Masters" performance level, and five percent did not pass the exam. Twenty-six percent passed the exam but did not perform as well as expected.
  - o **Grade 9 (English I):** Thirty percent scored at the "Masters" performance level, and 14 percent did not pass the exam. Fifty-six percent passed the exam but did not perform as well as expected.
  - o **Grade 10 (English II):** Twenty-five percent scored at the "Masters" performance level, and eight percent did not pass the exam. Sixty-seven percent passed the exam but did not perform as well as expected.
- *For grades 9 and 10, a higher percentage of students did not perform as well as expected than performed at the expected level on the STAAR-EOC exam. For grade 6, an equivalent percentage of students did not perform as well as expected as performed at the expected level on the STAAR exam.*

- **Course Grade of "B":**
  - o **Grade 3:** Twenty-five percent scored at the "Meets" performance level, and 18 percent did not pass the exam. Thirty-three percent passed the exam but did not perform as well as expected, and 24 percent performed better than expected.
  - o **Grade 4:** Twenty-nine percent scored at the "Meets" performance level, and 19 percent did not pass the exam. Twenty-eight percent passed the exam but did not perform as well as expected, and 24 percent performed better than expected.
  - o **Grade 5:** Twenty-six percent scored at the "Meets" performance level, and 15 percent did not pass the exam. Twenty-eight percent passed the exam but did not perform as well as expected, and 31 percent performed better than expected.
  - o **Grade 6:** Twenty percent scored at the "Meets" performance level, and 35 percent did not pass the exam. Thirty percent passed the exam but did not perform as well as expected, and 15 percent performed better than expected.

- o **Grade 7:** Twenty-one percent scored at the "Meets" performance level, and 22 percent did not pass the exam. Twenty-seven percent passed the exam but did not perform as well as expected, and 30 percent performed better than expected.
  - o **Grade 8:** Twenty-two percent scored at the "Meets" performance level, and 21 percent did not pass the exam. Twenty-five percent passed the exam but did not perform as well as expected, and 32 percent performed better than expected.
  - o **Grade 9 (English I):** Forty-six percent scored at the "Meets" performance level, and 30 percent did not pass the exam. Sixteen percent passed the exam but did not perform as well as expected, and eight percent performed better than expected.
  - o **Grade 10 (English II):** Fifty-seven percent scored at the "Meets" performance level, and 20 percent did not pass the exam. Fifteen percent passed the exam but did not perform as well as expected, and eight percent performed better than expected.
- *For grades 7 and 8, an equivalent percentage of students did not pass the exam as performed as expected on the STAAR exam. For grades 3 and 6, a higher percentage of students did not pass or did not perform as well as expected than the percentage that performed as expected or higher.*

- **Course Grade of "C":**
  - o **Grade 3:** Thirty-six percent scored at the "Approaches" performance level, and 45 percent did not pass the exam. Twenty percent performed better than expected.
  - o **Grade 4:** Thirty-one percent scored at the "Approaches" performance level, and 48 percent did not pass the exam. Twenty-two percent performed better than expected.
  - o **Grade 5:** Thirty-four percent scored at the "Approaches" performance level, and 38 percent did not pass the exam. Twenty-eight percent performed better than expected.
  - o **Grade 6:** Twenty-six percent scored at the "Approaches" performance level, and 61 percent did not pass the exam. Fourteen percent performed better than expected.
  - o **Grade 7:** Thirty percent scored at the "Approaches" performance level, and 39 percent did not pass the exam. Thirty percent performed better than expected.
  - o **Grade 8:** Thirty-two percent scored at the "Approaches" performance level, and 34 percent did not pass the exam. Thirty-four percent performed better than expected.
  - o **Grade 9 (English I):** Seventeen percent scored at the "Approaches" performance level, and 45 percent did not pass the exam. Thirty-eight percent performed better than expected.
  - o **Grade 10 (English II):** Seventeen percent scored at the "Approaches" performance level, and 34 percent did not pass the exam. Forty-nine percent performed better than expected.
- *For all grade levels, the percentage of students that did not pass the exam was higher than the percentage of students who performed as expected.*

- **Course Grade of "D" or "F":**
  - o **Grade 3:** Sixty-nine percent did not pass the exam. Twenty-four percent reached the "Approaches" performance level, and seven percent reached "Meets" or higher.
  - o **Grade 4:** Seventy percent did not pass the exam. Twenty percent reached the "Approaches" performance level, and ten percent reached "Meets" or higher.
  - o **Grade 5:** Sixty-one percent did not pass the exam. Twenty-seven percent reached the "Approaches" performance level, and 13 percent reached "Meets" or higher.
  - o **Grade 6:** Seventy percent did not pass the exam. Nineteen percent reached the "Approaches" performance level, and 11 percent reached "Meets" or higher.
  - o **Grade 7:** Fifty-one percent did not pass the exam. Twenty-six percent reached the "Approaches" performance level, and 24 percent reached "Meets" or higher.

- o **Grade 8:** Forty-six percent did not pass the exam. Twenty-nine percent reached the "Approaches" performance level, and 24 percent reached "Meets" or higher.
  - o **Grade 9 (English I):** Sixty-four percent did not pass the exam. Fourteen percent reached the "Approaches" performance level, and 22 percent reached "Meets" or higher.
  - o **Grade 10 (English II):** Forty-nine percent did not pass the exam. Seventeen percent reached the "Approaches" performance level, and 33 percent reached "Meets" or higher.
- *For grade 8, a higher percentage of students passed the STAAR exam than did not pass the exam.*

Math (Figure D-2, p. D-9)

- **Course Grade of "A":**
  - o **Grade 3:** Fifty-six percent scored at the "Masters" performance level, and three percent did not pass the exam. Forty percent passed the exam but did not perform as well as expected.
  - o **Grade 4:** Sixty-three percent scored at the "Masters" performance level, and four percent did not pass the exam. Thirty-two percent passed the exam but did not perform as well as expected.
  - o **Grade 5:** Sixty-four percent scored at the "Masters" performance level, and four percent did not pass the exam. Thirty-three percent passed the exam but did not perform as well as expected.
  - o **Grade 6:** Forty-five percent scored at the "Masters" performance level, and seven percent did not pass the exam. Forty-eight percent passed the exam but did not perform as well as expected.
  - o **Grade 7:** Forty-eight percent scored at the "Masters" performance level, and ten percent did not pass the exam. Forty-three percent passed the exam but did not perform as well as expected.
  - o **Grade 8:** Fifty-four percent scored at the "Masters" performance level, and five percent did not pass the exam. Forty-one percent passed the exam but did not perform as well as expected.
  - o **Grade 9 (Algebra I):** Forty-three percent scored at the "Masters" performance level, and 12 percent did not pass the exam. Forty-six percent passed the exam but did not perform as well as expected.
- *For grades 6, 7, and 9, a higher percentage of students did not perform as well as expected than performed at the expected level on the STAAR-EOC exam.*

- **Course Grade of "B":**
  - o **Grade 3:** Twenty-six percent scored at the "Meets" performance level, and 23 percent did not pass the exam. Thirty-nine percent passed the exam but did not perform as well as expected, and 13 percent performed better than expected.
  - o **Grade 4:** Twenty-five percent scored at the "Meets" performance level, and 24 percent did not pass the exam. Thirty-five percent passed the exam but did not perform as well as expected, and 16 percent performed better than expected.
  - o **Grade 5:** Twenty-eight percent scored at the "Meets" performance level, and 17 percent did not pass the exam. Thirty-four percent passed the exam but did not perform as well as expected, and 21 percent performed better than expected.
  - o **Grade 6:** Twenty-three percent scored at the "Meets" performance level, and 27 percent did not pass the exam. Forty-one percent passed the exam but did not perform as well as expected, and nine percent performed better than expected.
  - o **Grade 7:** Twenty percent scored at the "Meets" performance level, and 36 percent did not pass the exam. Thirty-five percent passed the exam but did not perform as well as expected, and nine percent performed better than expected.
  - o **Grade 8:** Twenty-six percent scored at the "Meets" performance level, and 24 percent did not pass the exam. Thirty-five percent passed the exam but did not perform as well as expected, and 15 percent performed better than expected.

- o **Grade 9 (Algebra I):** Nineteen percent scored at the "Meets" performance level, and 26 percent did not pass the exam. Forty percent passed the exam but did not perform as well as expected, and 15 percent performed better than expected.
- *For all grade levels, a higher percentage of students did not pass or did not perform as well as expected on the STAAR exam than the percentage of students who performed as expected or higher.*

- **Course Grade of "C":**
    - o **Grade 3:** Thirty-five percent scored at the "Approaches" performance level, and 52 percent did not pass the exam. Thirteen percent performed better than expected.
    - o **Grade 4:** Thirty-three percent scored at the "Approaches" performance level, and 52 percent did not pass the exam. Fourteen percent performed better than expected.
    - o **Grade 5:** Forty-one percent scored at the "Approaches" performance level, and 39 percent did not pass the exam. Twenty percent performed better than expected.
    - o **Grade 6:** Thirty-six percent scored at the "Approaches" performance level, and 51 percent did not pass the exam. Thirteen percent performed better than expected.
    - o **Grade 7:** Twenty-nine percent scored at the "Approaches" performance level, and 60 percent did not pass the exam. Thirty percent performed better than expected.
    - o **Grade 8:** Thirty-five percent scored at the "Approaches" performance level, and 46 percent did not pass the exam. Nineteen percent performed better than expected.
    - o **Grade 9 (Algebra I):** Forty percent scored at the "Approaches" performance level, and 40 percent did not pass the exam. Twenty percent performed better than expected.
- *For grade 3, 4, 6, 7, and 8, the percentage of students that did not pass the exam was higher than the percentage of students who performed as expected. For grades 5 and 9, an approximately equivalent percentage of students did not pass then exam as the percentage who performed as expected.*

- **Course Grade of "D" or "F":**
    - o **Grade 3:** Seventy-five percent did not pass the exam. Twenty percent reached the "Approaches" performance level, and five percent reached "Meets" or higher.
    - o **Grade 4:** Seventy-six percent did not pass the exam. Twenty percent reached the "Approaches" performance level, and five percent reached "Meets" or higher.
    - o **Grade 5:** Sixty-five percent did not pass the exam. Twenty-seven percent reached the "Approaches" performance level, and seven percent reached "Meets" or higher.
    - o **Grade 6:** Sixty-seven percent did not pass the exam. Twenty-eight percent reached the "Approaches" performance level, and four percent reached "Meets" or higher.
    - o **Grade 7:** Seventy-four percent did not pass the exam. Twenty-one percent reached the "Approaches" performance level, and five percent reached "Meets" or higher.
    - o **Grade 8:** Sixty-four percent did not pass the exam. Twenty-seven percent reached the "Approaches" performance level, and nine percent reached "Meets" or higher.
    - o **Grade 9 (Algebra I):** Sixty-six percent did not pass the exam. Twenty-six percent reached the "Approaches" performance level, and eight percent reached "Meets" or higher.
- *For all grade levels, less than ten percent of students with a course grade of "D" or "F" reached "Meets" or higher on the STAAR/EOC exam.*

Science (Figure D-3, p. D-12)
- **Course Grade of "A":**
    - o **Grade 5:** Thirty-eight percent scored at the "Masters" performance level, and 13 percent did not pass the exam. Forty-nine percent passed the exam but did not perform as well as expected.

- o **Grade 8:** Fifty-one percent scored at the "Masters" performance level, and seven percent did not pass the exam. Forty-three percent passed the exam but did not perform as well as expected.
  - o **Grade 9 (Biology):** Forty-three percent scored at the "Masters" performance level, and five percent did not pass the exam. Fifty-two percent passed the exam but did not perform as well as expected.
- *For all tested grades, a higher percentage of students did not perform as well as expected than performed at the expected level on the STAAR/EOC exam.*

- **Course Grade of "B":**
  - o **Grade 5:** Nineteen percent scored at the "Meets" performance level, and 39 percent did not pass the exam. Thirty-five percent passed the exam but did not perform as well as expected, and eight percent performed better than expected.
  - o **Grade 8:** Twenty-two percent scored at the "Meets" performance level, and 31 percent did not pass the exam. Thirty-three percent passed the exam but did not perform as well as expected, and 14 percent performed better than expected.
  - o **Grade 9 (Biology):** Forty percent scored at the "Meets" performance level, and 16 percent did not pass the exam. Twenty-nine percent passed the exam but did not perform as well as expected, and 15 percent performed better than expected.
- *For all grade levels, a higher percentage of students did not pass or did not perform as well as expected on the STAAR exam than the percentage of students who performed as expected or higher.*

- **Course Grade of "C":**
  - o **Grade 5:** Twenty-three percent scored at the "Approaches" performance level, and 70 percent did not pass the exam. Seven percent performed better than expected.
  - o **Grade 8:** Thirty-one percent scored at the "Approaches" performance level, and 54 percent did not pass the exam. Fifteen percent performed better than expected.
  - o **Grade 9 (Biology):** Thirty-seven percent scored at the "Approaches" performance level, and 25 percent did not pass the exam. Thirty-eight percent performed better than expected.
- *For grades 5 and 8, the percentage of students that did not pass the exam was higher than the percentage of students who performed as expected. For grade 9, a higher percentage of students performed better than expected than the percentage of students who performed as expected.*

- **Course Grade of "D" or "F":**
  - o **Grade 5:** Eighty-two percent did not pass the exam. Fifteen percent reached the "Approaches" performance level, and four percent reached "Meets" or higher.
  - o **Grade 8:** Sixty-nine percent did not pass the exam. Twenty-three percent reached the "Approaches" performance level, and eight percent reached "Meets" or higher.
  - o **Grade 9 (Biology):** Forty-seven percent did not pass the exam. Thirty-four percent reached the "Approaches" performance level, and 18 percent reached "Meets" or higher.
- *For grades 5 and 8, less than ten percent of students with a course grade of "D" or "F" reached "Meets" or higher on the STAAR/EOC exam. For grade 9, a higher percentage of students reached a performance level of "Approaches" or higher on the exam than did not pass.*

Social Studies (Figure D-4, p. D-14)
- **Course Grade of "A":**
  - o **Grade 8:** Thirty-one percent scored at the "Masters" performance level, and 23 percent did not pass the exam. Forty-six percent passed the exam but did not perform as well as expected.

- o **Grade 11 (US History):** Sixty-four percent scored at the "Masters" performance level, and three percent did not pass the exam. Thirty-three percent passed the exam but did not perform as well as expected.
- *For grade 8, a higher percentage of students did not perform as well as expected than performed at the expected level on the STAAR exam.*

- **Course Grade of "B":**
  - o **Grade 8:** Eight percent scored at the "Meets" performance level, and 55 percent did not pass the exam. Thirty-one percent passed the exam but did not perform as well as expected, and seven percent performed better than expected.
  - o **Grade 11 (US History):** Thirty-one percent scored at the "Meets" performance level, and eight percent did not pass the exam. Twenty percent passed the exam but did not perform as well as expected, and 41 percent performed better than expected.
- *For grade 8, a higher percentage of students did not pass or did not perform as well as expected on the STAAR exam than the percentage of students who performed as expected or higher. For grade 11, a higher percentage of students performed better than expected than the percentage of students who performed as expected.*

- **Course Grade of "C":**
  - o **Grade 8:** Twenty-one percent scored at the "Approaches" performance level, and 73 percent did not pass the exam. Six percent performed better than expected.
  - o **Grade 11 (US History):** Twenty-six percent scored at the "Approaches" performance level, and 13 percent did not pass the exam. Sixty percent performed better than expected.
- *For grade 8, the percentage of students that did not pass the exam was higher than the percentage of students who performed as expected. For grade 11, a higher percentage of students performed better than expected than the percentage of students who performed as expected.*

- **Course Grade of "D" or "F":**
  - o **Grade 8:** Eighty-one percent did not pass the exam. Sixteen percent reached the "Approaches" performance level, and three percent reached "Meets" or higher.
  - o **Grade 11 (US History):** Twenty-three percent did not pass the exam. Twenty-seven percent reached the "Approaches" performance level, and 50 percent reached "Meets" or higher.
- *For grade 11, an equivalent percentage of students reached a performance level of "Masters" on the exam as the percentage that did not pass.*