# **Texas Education Agency**

# 2019-20 Federal Report Card for Texas Public Schools

District Name: HOUSTON ISD
District ID: 101912

### Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
  - (aa) the specific weight of the indicators in such differentiation;
  - (bb) the methodology by which the State differentiates all such schools;
  - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
  - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h) (1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: Comprehensive Support and Improvement Schools , Targeted Support and Improvement Schools and Additional Targeted Support Schools .

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the

2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

#### Part (iii): Academic Growth and Graduation Rate

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(l) (other academic indicator results) for the 2019-20 school year.

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

This section provides information on high school graduation rates for the class of 2019.

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless <sup>^</sup>	Care <sup>^</sup>
<b>Federal Graduation Rates</b>													
4-year Longitudinal Cohort Grad	duation Rate	(Gr 9-12):	Class of 20	19									
All Students	79.2%	78.9%	78.5%	79.5%	78.9%	91.2%	66.7%	79.1%	79.1%	63.9%	57.9%	75.5%	20.6%
CWD	63.9%	59.2%	67.1%	59.2%	*	100.0%	*	60.0%	64.2%	63.9%	72.7%	67.7%	18.2%
CWOD	80.5%	81.7%	79.4%	80.6%	78.4%	91.1%	63.6%	79.8%	80.5%	-	56.9%	76.3%	21.7%
EL^	57.9%	64.2%	56.8%	64.0%	62.5%	69.0%	-	*	61.4%	72.7%	57.9%	60.0%	*
Male	75.2%	74.1%	74.1%	79.5%	76.2%	88.7%	50.0%	75.0%	74.9%	62.0%	53.9%	70.4%	6.3%
Female	83.2%	83.5%	83.1%	79.5%	82.4%	94.0%	*	82.6%	83.2%	67.7%	63.5%	80.3%	33.3%

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

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

#### Part (v): School Quality or Student Success (SQSS)

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

School Quality (College, Career, a	All Students and Military			White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	67%	63%	67%	66%	56%	85%	60%	79%	66%	54%	44%

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

### Part (vi): Goal Meeting Status

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

#### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without

<sup>&#</sup>x27;-' Indicates there are no students in the group.

<sup>&#</sup>x27;^' Ever in grades 9-12

<sup>&#</sup>x27;-' Indicates there are no students in the group.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

# Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with with Disabilities Disabilities (Section 504)
<b>Students Without Disabilities</b>											
In-School Suspensions											
	Male	5,904	2,002	3,614	178	5	75	3	27	1,720	
	Female	3,933	1,447	2,363	73	5	27	3	15	810	
	Total	9,837	3,449	5,977	251	10	102	6	42	2,530	
Out-of-School Suspensions											
	Male	6,116	2,672	3,169	169	9	59	5	33	1,562	
	Female	3,944	2,085	1,755	60	7	13	1	23	677	
	Total	10,060	4,757	4,924	229	16	72	6	56	2,239	
Expulsions											
With Educational Services	Male	31	13	17	1	0	0	0	0	7	
	Female	3	1	2	0	0	0	0	0	1	
	Total	34	14	19	1	0	0	0	0	8	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	19	4	14	1	0	0	0	0	6	
	Female	1	0	1	0	0	0	0	0	1	
	Total	20	4	15	1	0	0	0	0	7	
School-Related Arrests											
	Male	385	149	222	9	0	1	0	4	86	
	Female	162	77	79	5	0	0	0	1	24	
	Total	547	226	301	14	0	1	0	5	110	
Referrals to Law Enforcement											
	Male	389	151	222	11	0	1	0	4	83	
	Female	162	77	79	5	0	0	0	1	25	
	Total	551	228	301	16	0	1	0	5	108	
Students With Disabilities											
In-School Suspensions											
'	Male	1,074	479	552	30	1	4	0	8	233	308
	Female	377	181	186	7	0	0	0	3	59	108
	Total	1,451	660	738	37	1	4	0	11	292	416
Out-of-School Suspensions	. = ==	.,	223		٠.	•	Ť	•	• •		110
2 22 21 22.122. 2 32p2.12.2.10	Male	1,431	793	554	63	3	4	0	14	234	420
	Female	448	280	147	19	Ő	0	ő	2	49	135
	Total	1,879	1,073	701	82	3	4	0	16	283	555
Expulsions	·otai	1,070	1,070	, , , ,	52	J	-	O	.0	200	300
With Educational Services	Male	12	6	5	1	0	0	0	0	1	6
THE Educational Oct VICES	Female	0	0	0	0	0	0	0	0	0	0
	Total	12	6	5	1	0	0	0	0	1	6
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
WILLIOUL EQUCATIONAL SELVICES	Female	0	0	0	0	0	0	0	0	0	0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with with Disabilities Disabilities (Section 504)
	Total	0	0	. 0	0	0	0	0	0	0	Ó
Under Zero Tolerance Policies	Male	9	5	3	1	0	0	0	0	1	4
	Female	0	0	0	0	0	0	0	0	0	0
	Total	9	5	3	1	0	0	0	0	1	4
School-Related Arrests											
	Male	84	46	32	4	1	0	0	1	8	33
	Female	25	13	11	1	0	0	0	0	1	5
	Total	109	59	43	5	1	0	0	1	9	38
Referrals to Law Enforcement											
	Male	83	46	31	4	1	0	0	1	9	29
	Female	25	13	11	1	0	0	0	0	1	5
	Total	108	59	42	5	1	0	0	1	10	34
All Students											
Chronic Absenteeism											
	Male	15,574	5,825	8,547	836	44	150	13	159	3,548	2,816 -
	Female	13,434	5,044	7,406	672	46	124	8	134	2,641	1,355 -
	Total	29,008	10,869	15,953	1,508	90	274	21	293	6,189	4,171 -
			-	•	,					,	,

**Students** 

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	2
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	2
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	2,449
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	139
Incidents of possession of a firearm or explosive device	17
Allegations of Harassment or bullying	
On the basis of sex	2
On the basis of race	3
On the basis of disability	2
On the basis of sexual orientation	2
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

4,936

4,795

319

278

8

10

274

238

53

52

3

3,395

3,375

483

160

1,932

2,020

7,523

7,396

Male

Female

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
	Total	14,919	3,952	9,731	597	18	512	4	105	6,770	643
Accelerated Coursework											
Advanced Placement Courses	Male	7,212	1,310	4,219	952	11	627	6	87	414	119
	Female	8,892	1,847	5,170	1,108	20	620	12	115	456	70
	Total	16,104	3,157	9,389	2,060	31	1,247	18	202	870	189
International Baccalaureate Courses	Male	913	176	374	229	2	112	3	17	32	5
	Female	1,242	274	534	263	3	138	1	29	39	3
	Total	2,155	450	908	492	5	250	4	46	71	8
Dual Enrollment/Dual Credit Programs	Male	1,398	252	1,000	83	0	54	2	7	38	34
_	Female	2,022	416	1,426	98	4	66	2	10	45	13
	Total	3,420	668	2,426	181	4	120	4	17	83	47

<sup>&#</sup>x27;-' Indicates there are no data available in the group.

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

# Part (ix): Teacher Quality Data

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

Inexperienced Teachers, Principals, and Other School Leaders
Teachers Teaching with Emergency or Provisional Credentials
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed

All S	chool	High-Pover	ty Schools	Low-Pover	ty Schools
Number	Percent	Number	Percent	Number	Percent
1,914.9	16.2%	1,427.8	18.2%	123.0	9.5%
865.9	7.7%	653.2	8.8%	33.0	2.7%
987.6	8.8%	719.6	9.6%	65.7	5.3%

# Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

## Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking

<sup>&#</sup>x27;-3' Indicates skip logic failure.

<sup>&#</sup>x27;-8' Indicates EDFacts missing data.

<sup>&#</sup>x27;-9' Indicates not applicable / skipped.

<sup>&#</sup>x27;-11' Indicates suppressed data.

<sup>&#</sup>x27;-' Indicates there are no data available in the group.

Blank cell indicates data are not applicable to this report.

# Part (xii): Statewide National Assessment of Educational Progress (NAEP)

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

## State Level: 2019 Percentages at NAEP Achievement Levels

Grade   Subject   Student Group   TX   US   TX   TX   TX   TX   TX   TX   TX   T				% Belo	w Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At A	dvanced
Black	Grade		Student Group							TX	US
Hispanic   48	Grade 4	Reading									9
White			Black					16			3
American Indian			Hispanic	48	45		55	21			
Asian			White	22	23	78	77	48	45	12	12
Pacific Islander			American Indian	*	50	*	50	*	19	*	3
Two or More Races			Asian	11	18	89	82	65	57	25	22
Econ Disadv   50			Pacific Islander	*	42	*	58	*	25	*	4
Mathematics   Coverall   16			Two or More Races	26	28	74	72	38	40	6	11
Mathematics			Econ Disadv	50	47	50	53	19	21	3	3
Mathematics			Students with Disabilities	79	73	21	27	8	10	1	2
Black			English Language Learners	61	65	39	35	12	10	2	1
Hispanic   19   27   81   73   35   28   4   3   White   8   11   92   89   59   52   16   12   2   4   4   4   4   4   4   4   4		Mathematics	Overall	16	19	84	81	44	41	9	9
Hispanic   19   27   81   73   35   28   4   3			Black	24	35	76	65	32	20	3	2
White			Hispanic	19			73			4	3
American Indian  Asian  Asian				8	11					16	
Asian			American Indian	*	33		67	*	24	*	
Pacific Islander			Asian	4		96	93	82	69	45	28
Two or More Races			Pacific Islander	*	36	*					
Econ Disadv   21   29   79   71   32   26   3   3   3   3   3   3   4   1   1   2   2   4   4   76   59   29   16   2   1   3   2   4   4   76   59   29   16   2   1   3   3   3   3   3   3   3   3   3			Two or More Races	9		91		51		9	
Students with Disabilities   55   54   45   46   13   14   1   2											
Find											
Black										2	
Black	Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
White         20         18         80         82         35         42         3         5           American Indian         *         41         *         59         *         19         *         1           Asian         8         13         92         87         59         57         11         13           Pacific Islander         *         37         *         63         *         25         *         2           Two or More Races         26         24         74         76         25         37         1         5           Econ Disadv         43         40         57         60         15         20         n/a         1           Students with Disabilities         81         68         19         32         3         7         n/a         n/a           English Language Learners         66         72         34         28         4         4         n/a         n/a           Mathematics         Overall         32         31         68         69         30         34         7         10           Black         48         53         52         47         16		•	Black	53	46	47	54	41	15	n/a	1
White			Hispanic	38				19			2
American Indian				20	18	80	82	35	42	3	
Asian			American Indian								
Pacific Islander			Asian	8	13	92		59		11	13
Two or More Races 26 24 74 76 25 37 1 5 Econ Disadv 43 40 57 60 15 20 n/a 1 Students with Disabilities 81 68 19 32 3 7 n/a n/a English Language Learners 66 72 34 28 4 4 n/a n/a n/a N/a Students with Disabilities 81 68 19 32 3 7 n/a n/a N/a English Language Learners 66 72 34 28 4 7 10 N/a			Pacific Islander	*	37		63		25	*	
Econ Disadv   43   40   57   60   15   20   n/a   1				26		74		25		1	
Students with Disabilities English Language Learners         81 68 72 34 28 4 4 4 7 n/a         19 32 3 7 n/a n/a         7 n/a n/a         10 n/a           Mathematics English Language Learners         Overall 32 31 68 69 30 34 7 10 Black 48 53 52 47 16 14 2 2 2 Hispanic 37 43 63 57 21 20 3 4 White 20 20 20 80 80 80 44 44 13 13 13 American Indian 4 49 4 13 13 13 American Indian 5 49 7 51 7 15 7 15 7 15 7 15 7 15 7 16 16 17 16 17 17 16 17 17 16 17 17 16 17 17 17 17 18 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19						57				n/a	
English Language Learners   66   72   34   28   4   4   4   n/a   n/a   n/a			Students with Disabilities	81	68					n/a	n/a
Black       48       53       52       47       16       14       2       2         Hispanic       37       43       63       57       21       20       3       4         White       20       20       80       80       44       44       13       13         American Indian       *       49       *       51       *       15       *       3         Asian       10       12       90       88       71       64       36       33         Pacific Islander       *       45       *       55       *       21       *       4         Two or More Races       25       27       75       73       41       38       11       12				66							
Black       48       53       52       47       16       14       2       2         Hispanic       37       43       63       57       21       20       3       4         White       20       20       80       80       44       44       13       13         American Indian       *       49       *       51       *       15       *       3         Asian       10       12       90       88       71       64       36       33         Pacific Islander       *       45       *       55       *       21       *       4         Two or More Races       25       27       75       73       41       38       11       12		Mathematics	Overall	32	31	68	69	30	34	7	10
Hispanic 37 43 63 57 21 20 3 4 White 20 20 80 80 80 44 44 13 13 13 American Indian * 49 * 51 * 15 * 3 Asian 10 12 90 88 71 64 36 33 Pacific Islander * 45 * 55 * 21 * 4 Two or More Races 25 27 75 73 41 38 11 12			Black								
White       20       20       80       80       44       44       13       13         American Indian       *       49       *       51       *       15       *       3         Asian       10       12       90       88       71       64       36       33         Pacific Islander       *       45       *       55       *       21       *       4         Two or More Races       25       27       75       73       41       38       11       12											
American Indian       *       49       *       51       *       15       *       3         Asian       10       12       90       88       71       64       36       33         Pacific Islander       *       45       *       55       *       21       *       4         Two or More Races       25       27       75       73       41       38       11       12			•								
Asian 10 12 90 88 71 64 36 33 Pacific Islander * 45 * 55 * 21 * 4 Two or More Races 25 27 75 73 41 38 11 12											
Pacific Islander       *       45       *       55       *       21       *       4         Two or More Races       25       27       75       73       41       38       11       12				10		90		71		36	
Two or More Races 25 27 75 73 41 38 11 12											
				25		75		41		11	
			Econ Disadv	41	46	59	54	19	18	2	3

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At Ac	dvanced
Grade Subject		Student Group	TX	US	TX	US	TX	US	TX	US
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

# State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

<sup>&#</sup>x27;\*' Indicates reporting standards not met.

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All	African		American			Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	38%	42%	35%	36%	40%	50%	*	42%	37%	20%	16%

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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<sup>&#</sup>x27;-' Indicates there are no students in the group.