HOUSTON
INDEPENDENT
SCHOOL DISTRICT

2019–2020

TAPR

Texas Academic
Performance
Report

District Performance
State Performance

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State and District

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2019-20 Texas Academic Performance Report

District Name: **HOUSTON ISD**

District Number: **101912**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Needs Substantial Intervention

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: HOUSTON ISD
County Name: HARRIS
District Number: 101912

Please note that due to the cancellation of spring 2020 State of Texas
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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	76%	76%	**72%**	60%	71%	90%	80%	93%	78%	86%	42%	72%	73%	67%	67%	72%
	2018	77%	77%	**71%**	60%	71%	90%	76%	92%	*	86%	43%	65%	72%	67%	67%	71%
At Meets Grade Level or Above	2019	45%	46%	**42%**	29%	39%	69%	55%	80%	56%	70%	26%	39%	43%	36%	35%	40%
	2018	43%	44%	**39%**	27%	37%	67%	38%	76%	*	66%	28%	28%	40%	35%	33%	38%
At Masters Grade Level	2019	27%	28%	**26%**	16%	22%	54%	45%	65%	56%	50%	9%	25%	26%	22%	19%	23%
	2018	25%	25%	**22%**	14%	19%	47%	14%	54%	*	50%	10%	15%	22%	19%	17%	19%

Grade 3 Mathematics

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	79%	79%	**76%**	63%	77%	91%	70%	95%	78%	90%	44%	79%	77%	69%	72%	78%
	2018	78%	79%	**74%**	63%	75%	90%	76%	94%	*	86%	48%	74%	76%	68%	71%	77%
At Meets Grade Level or Above	2019	49%	49%	**46%**	31%	45%	72%	55%	85%	78%	71%	28%	46%	48%	38%	40%	46%
	2018	47%	48%	**44%**	29%	43%	71%	38%	83%	*	67%	30%	43%	46%	37%	39%	45%
At Masters Grade Level	2019	25%	25%	**24%**	13%	21%	47%	40%	66%	78%	50%	11%	27%	25%	19%	18%	22%
	2018	23%	24%	**22%**	12%	21%	43%	14%	62%	*	44%	11%	21%	24%	17%	18%	22%

Grade 4 Reading

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	75%	**69%**	59%	68%	89%	75%	90%	*	84%	37%	61%	70%	65%	64%	66%
	2018	73%	73%	**65%**	55%	63%	89%	65%	91%	83%	86%	37%	57%	66%	60%	60%	61%
At Meets Grade Level or Above	2019	44%	45%	**39%**	29%	36%	68%	25%	75%	*	68%	24%	28%	40%	35%	32%	34%
	2018	46%	46%	**39%**	30%	35%	74%	35%	77%	0%	67%	28%	34%	41%	35%	33%	33%
At Masters Grade Level	2019	22%	23%	**20%**	12%	17%	47%	4%	53%	*	45%	7%	14%	21%	18%	14%	16%
	2018	24%	25%	**21%**	14%	17%	50%	13%	57%	0%	47%	10%	19%	22%	18%	15%	16%

Grade 4 Mathematics

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	76%	**72%**	59%	73%	88%	71%	93%	*	89%	42%	65%	74%	67%	69%	74%
	2018	78%	80%	**76%**	64%	76%	89%	78%	95%	71%	88%	41%	70%	77%	69%	73%	77%
At Meets Grade Level or Above	2019	48%	49%	**45%**	30%	45%	70%	25%	84%	*	70%	27%	43%	47%	39%	40%	46%
	2018	49%	51%	**48%**	34%	47%	71%	52%	86%	43%	65%	27%	43%	50%	40%	43%	49%
At Masters Grade Level	2019	28%	30%	**27%**	15%	26%	52%	21%	71%	*	50%	12%	26%	29%	23%	22%	27%
	2018	27%	29%	**27%**	16%	25%	52%	30%	71%	0%	47%	11%	27%	30%	21%	23%	27%

Grade 4 Writing

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	67%	67%	**62%**	50%	61%	83%	54%	89%	*	79%	30%	47%	63%	56%	57%	61%
	2018	63%	63%	**57%**	46%	55%	82%	55%	89%	71%	81%	28%	50%	59%	50%	52%	55%
At Meets Grade Level or Above	2019	35%	35%	**32%**	22%	29%	60%	25%	70%	*	57%	20%	19%	33%	27%	26%	29%
	2018	39%	40%	**36%**	26%	33%	66%	41%	76%	14%	61%	22%	29%	38%	29%	30%	33%
At Masters Grade Level	2019	11%	11%	**10%**	5%	8%	26%	4%	39%	*	28%	8%	6%	11%	8%	7%	9%
	2018	11%	11%	**11%**	5%	9%	29%	9%	43%	0%	30%	9%	12%	12%	8%	7%	10%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**81%**	76%	80%	95%	82%	96%	*	94%	46%	78%	82%	79%	78%	78%
	2018	84%	83%	**77%**	72%	76%	95%	81%	95%	70%	91%	48%	76%	78%	73%	74%	74%
At Meets Grade Level or Above	2019	54%	54%	**47%**	40%	43%	80%	36%	86%	*	76%	25%	39%	48%	44%	41%	39%
	2018	54%	54%	**47%**	39%	44%	80%	56%	85%	70%	76%	30%	43%	49%	42%	41%	42%
At Masters Grade Level	2019	29%	30%	**26%**	19%	21%	59%	9%	66%	*	60%	9%	24%	27%	23%	19%	18%
	2018	26%	27%	**23%**	16%	18%	55%	15%	64%	50%	53%	9%	23%	24%	19%	16%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	**86%**	78%	86%	94%	82%	97%	*	93%	59%	82%	87%	81%	84%	87%
	2018	91%	90%	**86%**	78%	87%	94%	96%	97%	90%	92%	59%	81%	87%	81%	84%	87%
At Meets Grade Level or Above	2019	58%	59%	**55%**	40%	55%	77%	59%	90%	*	72%	28%	50%	58%	45%	50%	56%
	2018	58%	58%	**53%**	39%	53%	75%	41%	90%	60%	75%	32%	49%	56%	42%	48%	54%
At Masters Grade Level	2019	36%	38%	**36%**	21%	34%	62%	27%	80%	*	56%	13%	39%	38%	26%	30%	35%
	2018	30%	31%	**29%**	17%	27%	54%	26%	77%	40%	52%	13%	25%	31%	21%	23%	28%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**68%**	59%	67%	88%	73%	92%	*	85%	35%	66%	70%	63%	64%	65%
	2018	76%	76%	**69%**	60%	69%	89%	63%	91%	75%	84%	42%	74%	71%	63%	65%	67%
At Meets Grade Level or Above	2019	49%	50%	**42%**	29%	40%	70%	27%	78%	*	62%	23%	39%	44%	35%	36%	37%
	2018	41%	42%	**36%**	25%	33%	64%	33%	76%	58%	63%	24%	37%	37%	29%	30%	32%
At Masters Grade Level	2019	24%	25%	**19%**	10%	17%	44%	9%	54%	*	42%	9%	19%	21%	15%	14%	16%
	2018	17%	18%	**15%**	8%	12%	38%	7%	52%	42%	38%	8%	16%	16%	12%	11%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	**63%**	55%	60%	88%	67%	91%	82%	78%	30%	55%	64%	58%	57%	55%
	2018	69%	71%	**64%**	56%	62%	88%	64%	90%	73%	86%	35%	53%	66%	59%	59%	59%
At Meets Grade Level or Above	2019	37%	38%	**34%**	27%	28%	68%	17%	75%	82%	64%	23%	25%	35%	29%	26%	24%
	2018	39%	41%	**36%**	27%	32%	70%	50%	74%	53%	69%	25%	30%	38%	32%	29%	28%
At Masters Grade Level	2019	18%	19%	**16%**	11%	12%	43%	8%	52%	55%	42%	8%	12%	17%	14%	10%	9%
	2018	19%	20%	**17%**	12%	13%	45%	18%	52%	27%	42%	9%	14%	18%	15%	12%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**75%**	66%	75%	93%	75%	95%	91%	86%	47%	65%	77%	70%	72%	73%
	2018	77%	78%	**73%**	62%	74%	90%	82%	95%	75%	86%	46%	69%	75%	67%	70%	72%
At Meets Grade Level or Above	2019	47%	48%	**42%**	30%	40%	70%	21%	86%	64%	66%	26%	37%	45%	34%	36%	39%
	2018	44%	46%	**42%**	28%	41%	69%	59%	83%	50%	65%	25%	34%	44%	34%	36%	40%
At Masters Grade Level	2019	21%	22%	**20%**	10%	16%	45%	4%	70%	36%	44%	12%	17%	21%	14%	14%	16%
	2018	18%	20%	**18%**	9%	16%	38%	18%	63%	13%	42%	10%	17%	20%	13%	14%	16%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**72%**	66%	70%	90%	71%	91%	85%	94%	38%	63%	74%	66%	67%	63%
	2018	74%	76%	**69%**	63%	66%	90%	68%	93%	80%	92%	33%	58%	71%	62%	64%	63%

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At Meets Grade Level or Above	2019	49%	51%	**47%**	38%	43%	77%	50%	79%	69%	85%	26%	46%	49%	40%	39%	33%
	2018	48%	50%	**44%**	36%	39%	78%	44%	84%	80%	71%	24%	32%	46%	37%	36%	35%
At Masters Grade Level	2019	29%	31%	**28%**	20%	24%	57%	29%	68%	46%	61%	12%	27%	30%	24%	22%	17%
	2018	29%	30%	**26%**	18%	21%	60%	24%	68%	67%	52%	10%	17%	27%	22%	20%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	**72%**	64%	72%	88%	71%	93%	82%	89%	45%	64%	75%	65%	69%	67%
	2018	72%	75%	**67%**	57%	67%	86%	79%	90%	80%	88%	37%	61%	70%	59%	63%	65%
At Meets Grade Level or Above	2019	43%	46%	**42%**	29%	42%	66%	50%	79%	45%	71%	29%	36%	45%	33%	37%	37%
	2018	40%	43%	**37%**	27%	36%	66%	38%	80%	80%	57%	20%	26%	40%	29%	33%	34%
At Masters Grade Level	2019	17%	18%	**18%**	10%	16%	35%	11%	58%	27%	35%	12%	16%	19%	13%	14%	14%
	2018	18%	20%	**18%**	10%	16%	39%	21%	62%	60%	40%	8%	13%	19%	13%	14%	15%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**67%**	60%	65%	87%	63%	90%	77%	90%	33%	49%	70%	60%	62%	58%
	2018	69%	69%	**61%**	57%	57%	87%	64%	92%	93%	86%	25%	46%	64%	54%	55%	53%
At Meets Grade Level or Above	2019	42%	43%	**41%**	32%	36%	70%	41%	80%	46%	79%	24%	31%	43%	31%	33%	28%
	2018	43%	44%	**37%**	30%	31%	70%	24%	81%	80%	66%	19%	18%	39%	30%	30%	27%
At Masters Grade Level	2019	18%	19%	**18%**	13%	13%	40%	15%	62%	38%	50%	12%	14%	19%	13%	12%	8%
	2018	15%	16%	**13%**	7%	8%	37%	8%	54%	47%	40%	7%	9%	14%	9%	8%	7%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**81%**	76%	80%	95%	79%	96%	85%	95%	42%	63%	83%	77%	78%	70%
	2018	86%	86%	**81%**	76%	79%	95%	83%	96%	94%	95%	46%	75%	83%	73%	77%	74%
At Meets Grade Level or Above	2019	55%	56%	**50%**	42%	46%	80%	50%	86%	85%	80%	23%	35%	52%	44%	43%	29%
	2018	49%	51%	**46%**	36%	42%	78%	61%	80%	75%	64%	27%	35%	49%	37%	39%	34%
At Masters Grade Level	2019	28%	30%	**26%**	19%	21%	56%	29%	67%	85%	52%	9%	16%	27%	22%	19%	10%
	2018	27%	28%	**26%**	18%	22%	55%	35%	61%	56%	43%	11%	13%	28%	19%	19%	16%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**82%**	77%	82%	90%	85%	95%	80%	93%	52%	71%	83%	78%	80%	77%
	2018	86%	87%	**80%**	73%	81%	89%	69%	94%	80%	83%	49%	79%	83%	73%	78%	79%
At Meets Grade Level or Above	2019	57%	58%	**48%**	41%	47%	66%	50%	82%	60%	67%	27%	28%	51%	42%	44%	39%
	2018	51%	52%	**45%**	34%	45%	65%	38%	81%	50%	53%	28%	41%	48%	36%	41%	42%
At Masters Grade Level	2019	17%	18%	**14%**	8%	12%	32%	20%	57%	60%	25%	10%	4%	15%	11%	10%	8%
	2018	15%	16%	**14%**	7%	12%	32%	19%	56%	10%	18%	13%	7%	15%	9%	10%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	**74%**	66%	72%	91%	78%	95%	92%	94%	39%	60%	75%	69%	70%	61%
	2018	76%	77%	**69%**	58%	68%	89%	61%	92%	87%	81%	36%	57%	73%	58%	64%	63%
At Meets Grade Level or Above	2019	51%	52%	**42%**	31%	39%	70%	43%	84%	85%	66%	23%	29%	44%	34%	36%	25%
	2018	52%	53%	**43%**	30%	42%	73%	48%	83%	73%	54%	25%	32%	48%	31%	37%	36%
At Masters Grade Level	2019	25%	27%	**20%**	11%	16%	46%	22%	66%	77%	38%	10%	19%	22%	13%	14%	9%
	2018	28%	29%	**22%**	12%	19%	50%	26%	68%	40%	35%	10%	22%	25%	14%	16%	16%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	**61%**	54%	57%	84%	67%	90%	85%	79%	33%	56%	62%	56%	55%	45%
	2018	65%	66%	**57%**	47%	56%	81%	68%	90%	75%	66%	31%	49%	61%	47%	51%	50%
At Meets Grade Level or Above	2019	37%	38%	**30%**	22%	25%	58%	25%	74%	85%	52%	22%	24%	31%	24%	23%	16%
	2018	36%	37%	**30%**	20%	26%	58%	50%	73%	50%	42%	22%	23%	33%	22%	24%	22%
At Masters Grade Level	2019	21%	23%	**16%**	10%	13%	39%	8%	56%	69%	38%	9%	12%	18%	12%	11%	7%
	2018	21%	22%	**17%**	11%	14%	40%	32%	59%	25%	29%	11%	14%	19%	12%	12%	11%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	**59%**	53%	57%	84%	58%	86%	94%	81%	24%	41%	61%	54%	54%	39%
	2018	65%	65%	**54%**	49%	52%	81%	49%	82%	65%	77%	23%	39%	57%	47%	50%	39%
At Meets Grade Level or Above	2019	50%	50%	**41%**	33%	38%	73%	45%	81%	88%	69%	15%	24%	43%	35%	35%	19%
	2018	44%	45%	**34%**	28%	31%	68%	35%	76%	53%	60%	14%	18%	37%	29%	29%	19%
At Masters Grade Level	2019	11%	11%	**9%**	5%	6%	33%	13%	48%	56%	23%	5%	3%	10%	7%	5%	2%
	2018	7%	8%	**7%**	4%	4%	23%	3%	40%	18%	21%	6%	2%	8%	5%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	**60%**	57%	57%	83%	52%	81%	60%	84%	27%	38%	63%	53%	56%	32%
	2018	67%	67%	**55%**	51%	52%	83%	58%	76%	50%	80%	24%	47%	59%	47%	51%	33%
At Meets Grade Level or Above	2019	49%	50%	**41%**	37%	38%	71%	36%	74%	40%	71%	18%	22%	45%	34%	35%	14%
	2018	48%	48%	**37%**	30%	33%	70%	43%	67%	39%	66%	15%	24%	39%	30%	32%	17%
At Masters Grade Level	2019	8%	9%	**7%**	5%	4%	23%	2%	37%	0%	21%	6%	2%	8%	5%	4%	1%
	2018	8%	9%	**6%**	3%	4%	21%	5%	34%	11%	19%	6%	1%	7%	4%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**76%**	72%	76%	84%	81%	95%	70%	82%	43%	68%	79%	70%	74%	70%
	2018	83%	83%	**73%**	67%	72%	85%	74%	94%	93%	83%	39%	62%	77%	65%	71%	69%
At Meets Grade Level or Above	2019	61%	61%	**48%**	41%	47%	63%	35%	87%	50%	64%	19%	36%	53%	38%	44%	37%
	2018	55%	55%	**42%**	33%	40%	62%	38%	86%	64%	60%	15%	32%	47%	31%	38%	36%
At Masters Grade Level	2019	37%	38%	**29%**	21%	27%	48%	19%	77%	50%	46%	8%	21%	33%	21%	25%	21%
	2018	32%	34%	**25%**	15%	24%	46%	26%	76%	50%	40%	7%	20%	30%	16%	21%	21%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	**81%**	79%	79%	92%	74%	94%	85%	95%	51%	73%	83%	77%	78%	67%
	2018	87%	86%	**77%**	75%	75%	92%	77%	92%	79%	95%	46%	68%	80%	71%	74%	66%
At Meets Grade Level or Above	2019	62%	63%	**50%**	43%	46%	77%	57%	84%	70%	78%	21%	34%	54%	42%	44%	26%
	2018	59%	60%	**45%**	39%	41%	76%	45%	82%	64%	75%	19%	36%	49%	37%	40%	29%
At Masters Grade Level	2019	25%	28%	**19%**	12%	15%	46%	26%	67%	40%	40%	5%	9%	22%	13%	13%	6%
	2018	24%	26%	**17%**	11%	13%	45%	13%	64%	21%	42%	7%	8%	20%	12%	12%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**89%**	88%	87%	96%	81%	94%	100%	98%	59%	85%	90%	85%	87%	72%
	2018	92%	91%	**86%**	83%	85%	96%	88%	92%	83%	93%	57%	84%	88%	81%	85%	70%
At Meets Grade Level or Above	2019	73%	75%	**66%**	60%	63%	87%	56%	88%	50%	83%	36%	59%	69%	58%	61%	33%
	2018	70%	71%	**61%**	53%	58%	84%	46%	82%	75%	83%	31%	42%	64%	53%	56%	34%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: HOUSTON ISD
County Name: HARRIS
District Number: 101912

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	45%	49%	**38%**	28%	35%	68%	38%	74%	33%	59%	16%	31%	41%	31%	32%	13%
	2018	40%	43%	**33%**	24%	30%	63%	27%	70%	33%	59%	11%	22%	35%	28%	27%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**72%**	65%	71%	89%	71%	92%	83%	88%	40%	64%	74%	67%	68%	66%
	2018	77%	77%	**70%**	62%	69%	89%	71%	91%	78%	86%	39%	63%	72%	63%	66%	65%
At Meets Grade Level or Above	2019	50%	51%	**44%**	34%	41%	71%	41%	81%	65%	70%	24%	35%	46%	37%	38%	34%
	2018	48%	49%	**42%**	32%	39%	71%	43%	80%	59%	65%	23%	34%	44%	34%	36%	35%
At Masters Grade Level	2019	24%	25%	**21%**	13%	18%	46%	18%	61%	48%	44%	9%	18%	23%	16%	16%	15%
	2018	22%	23%	**19%**	12%	16%	44%	18%	59%	32%	41%	9%	16%	21%	14%	15%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**69%**	62%	67%	89%	68%	90%	82%	87%	34%	59%	71%	63%	64%	60%
	2018	74%	74%	**66%**	59%	64%	89%	66%	89%	72%	87%	34%	59%	69%	59%	62%	59%
At Meets Grade Level or Above	2019	48%	49%	**42%**	34%	39%	73%	39%	79%	70%	72%	21%	32%	44%	37%	36%	30%
	2018	46%	47%	**40%**	31%	37%	73%	44%	77%	55%	68%	22%	30%	42%	34%	34%	31%
At Masters Grade Level	2019	21%	22%	**19%**	13%	15%	46%	15%	57%	48%	45%	8%	16%	20%	15%	13%	13%
	2018	19%	20%	**18%**	12%	14%	44%	14%	53%	34%	42%	8%	13%	19%	13%	13%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**77%**	68%	77%	90%	76%	95%	79%	88%	47%	71%	79%	71%	74%	76%
	2018	81%	82%	**76%**	67%	76%	89%	80%	95%	82%	87%	45%	71%	78%	69%	73%	76%
At Meets Grade Level or Above	2019	52%	53%	**47%**	35%	46%	70%	41%	85%	57%	69%	26%	41%	50%	39%	42%	44%
	2018	50%	51%	**45%**	32%	44%	69%	43%	85%	61%	64%	24%	40%	48%	35%	40%	44%
At Masters Grade Level	2019	26%	28%	**25%**	14%	23%	47%	20%	70%	46%	46%	11%	23%	27%	19%	20%	22%
	2018	24%	25%	**23%**	13%	21%	44%	23%	68%	30%	42%	10%	20%	25%	16%	18%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**64%**	55%	63%	85%	59%	90%	75%	83%	31%	48%	66%	58%	59%	60%
	2018	66%	66%	**59%**	51%	56%	84%	60%	90%	86%	83%	27%	48%	61%	52%	53%	54%
At Meets Grade Level or Above	2019	38%	39%	**36%**	27%	32%	65%	33%	74%	44%	66%	22%	24%	38%	29%	29%	29%
	2018	41%	42%	**36%**	27%	32%	68%	32%	78%	59%	63%	21%	25%	38%	30%	30%	31%
At Masters Grade Level	2019	14%	15%	**14%**	9%	10%	33%	10%	49%	31%	37%	10%	9%	15%	10%	9%	8%
	2018	13%	13%	**12%**	6%	9%	33%	9%	48%	32%	34%	8%	11%	13%	8%	7%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	**74%**	68%	73%	91%	75%	94%	89%	91%	43%	67%	76%	71%	71%	65%
	2018	80%	80%	**72%**	65%	71%	90%	68%	92%	80%	86%	42%	68%	74%	65%	68%	66%
At Meets Grade Level or Above	2019	54%	55%	**45%**	35%	42%	72%	45%	82%	75%	68%	22%	35%	47%	38%	39%	31%
	2018	51%	52%	**41%**	31%	38%	71%	42%	80%	66%	63%	22%	35%	44%	33%	35%	32%
At Masters Grade Level	2019	25%	27%	**19%**	11%	16%	45%	20%	62%	53%	40%	8%	16%	22%	14%	14%	11%
	2018	23%	24%	**18%**	10%	14%	44%	15%	61%	34%	38%	8%	15%	20%	13%	13%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	**75%**	71%	73%	90%	75%	92%	89%	88%	46%	69%	76%	72%	71%	57%
	2018	78%	79%	**72%**	65%	71%	89%	79%	91%	79%	78%	44%	64%	74%	65%	68%	57%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	57%	**48%**	41%	44%	73%	43%	81%	74%	66%	29%	40%	50%	43%	42%	23%
	2018	53%	54%	**45%**	37%	43%	71%	48%	78%	61%	60%	27%	32%	48%	39%	40%	27%
At Masters Grade Level	2019	33%	36%	**27%**	19%	24%	54%	25%	65%	58%	48%	12%	21%	29%	23%	22%	10%
	2018	31%	32%	**25%**	17%	22%	51%	29%	65%	29%	42%	11%	18%	27%	20%	20%	12%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress

District Name: HOUSTON ISD
County Name: HARRIS
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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	**62**	57	61	71	45	78	*	74	53	66	63	60	60	61
	2018	63	64	**63**	59	61	71	71	79	42	72	56	61	63	62	60	61
Grade 4 Mathematics	2019	65	66	**64**	58	64	73	52	86	*	75	59	65	65	63	62	64
	2018	65	67	**67**	63	66	75	66	85	43	76	58	60	68	65	66	67
Grade 5 ELA/Reading	2019	81	81	**82**	81	82	85	81	90	*	87	74	80	82	82	82	83
	2018	80	80	**81**	81	81	86	78	88	80	85	77	85	81	82	81	82
Grade 5 Mathematics	2019	83	82	**81**	77	81	87	80	94	*	86	80	83	82	80	80	82
	2018	81	79	**79**	79	78	83	78	92	80	86	80	81	80	79	78	79
Grade 6 ELA/Reading	2019	42	44	**42**	38	38	60	36	67	89	59	34	40	41	43	38	38
	2018	47	49	**47**	41	46	62	55	70	54	59	38	45	47	46	44	45
Grade 6 Mathematics	2019	54	55	**51**	47	48	71	43	81	61	64	50	57	52	50	48	47
	2018	56	57	**55**	50	54	65	64	79	53	65	55	57	55	56	53	54
Grade 7 ELA/Reading	2019	77	78	**76**	73	75	85	69	89	88	85	65	76	77	75	74	73
	2018	76	77	**76**	71	77	84	82	87	69	81	66	65	77	73	75	78
Grade 7 Mathematics	2019	62	63	**62**	57	61	69	48	81	80	74	52	61	63	58	60	59
	2018	67	67	**64**	59	65	70	59	80	81	66	57	59	65	60	63	65
Grade 8 ELA/Reading	2019	77	78	**76**	76	75	80	76	86	85	82	66	65	76	75	75	73
	2018	79	79	**79**	78	78	82	89	86	83	83	75	82	79	78	78	77
Grade 8 Mathematics	2019	82	84	**83**	82	83	75	83	85	80	83	74	79	83	80	83	83
	2018	81	81	**81**	81	82	72	79	75	56	73	74	86	81	79	82	83
End of Course English II	2019	69	70	**69**	70	68	74	67	77	50	78	64	61	70	67	68	64
	2018	67	67	**63**	62	62	68	50	77	64	68	53	63	64	62	63	60
End of Course Algebra I	2019	75	75	**68**	65	66	75	73	92	62	74	40	62	70	61	65	61
	2018	72	72	**63**	57	62	74	68	92	75	75	35	58	66	55	60	60
All Grades Both Subjects	2019	69	70	**68**	65	67	76	62	84	76	76	60	67	68	67	66	66
	2018	69	70	**68**	65	68	75	69	83	67	75	61	67	69	66	67	68
All Grades ELA/Reading	2019	68	69	**68**	66	67	76	63	81	82	77	60	65	68	68	66	65
	2018	69	69	**69**	66	68	76	70	81	67	75	61	67	69	67	67	68
All Grades Mathematics	2019	70	71	**68**	64	67	75	61	87	71	76	60	68	69	66	66	66
	2018	70	70	**68**	65	68	74	68	86	66	74	60	66	69	66	67	68

Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

District Name: HOUSTON ISD
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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	**37%**	35%	38%	44%	34%	40%	38%	43%	18%	37%	34%
	2018	38%	38%	**34%**	33%	35%	41%	29%	42%	*	48%	17%	34%	31%
Mathematics	2019	45%	45%	**41%**	37%	42%	44%	26%	46%	20%	46%	27%	40%	39%
	2018	47%	46%	**42%**	38%	44%	41%	60%	43%	*	47%	24%	42%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	77%	**70%**	63%	68%	90%	74%	90%	80%	92%	24%	66%	56%
Students Requiring Accelerated Instruction	2019	22%	23%	**30%**	37%	32%	10%	26%	10%	20%	8%	76%	34%	44%
STAAR Cumulative Met Standard	2019	86%	86%	**80%**	76%	79%	94%	85%	92%	100%	94%	37%	77%	69%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	83%	**78%**	68%	79%	90%	74%	94%	80%	89%	37%	75%	73%
Students Requiring Accelerated Instruction	2019	17%	17%	**22%**	32%	21%	10%	26%	6%	20%	11%	63%	25%	27%
STAAR Cumulative Met Standard	2019	90%	89%	**85%**	78%	86%	93%	80%	95%	100%	93%	52%	83%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	**99%**	100%	99%	*	-	*	-	*	100%	99%	99%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	79%	**72%**	66%	70%	93%	76%	91%	85%	92%	23%	67%	41%
Students Requiring Accelerated Instruction	2019	22%	21%	**28%**	34%	30%	7%	24%	9%	15%	8%	77%	33%	59%
STAAR Cumulative Met Standard	2019	85%	86%	**79%**	75%	77%	95%	80%	92%	85%	95%	31%	75%	53%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	**100%**	100%	100%	*	-	*	-	-	*	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	**74%**	69%	73%	87%	82%	89%	80%	90%	35%	71%	58%
Students Requiring Accelerated Instruction	2019	18%	17%	**26%**	31%	27%	13%	18%	11%	20%	10%	65%	29%	42%
STAAR Cumulative Met Standard	2019	88%	88%	**80%**	76%	80%	89%	86%	92%	80%	93%	42%	78%	67%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	**100%**	100%	100%	*	-	*	-	-	*	100%	100%

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Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**72%**	69%	69%	62%	72%	67%	53%	63%	50%	55%	59%	59%
	2018	77%	77%	**70%**	68%	68%	47%	70%	61%	47%	57%	44%	54%	56%	55%
At Meets Grade Level or Above	2019	50%	51%	**44%**	36%	35%	43%	42%	34%	21%	30%	19%	24%	26%	26%
	2018	48%	49%	**42%**	35%	36%	7%	37%	29%	19%	27%	16%	24%	25%	25%
At Masters Grade Level	2019	24%	25%	**21%**	16%	16%	14%	20%	17%	7%	13%	6%	9%	10%	10%
	2018	22%	23%	**19%**	15%	15%	0%	17%	13%	6%	10%	5%	8%	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**69%**	68%	68%	67%	70%	65%	44%	61%	40%	50%	53%	52%
	2018	74%	74%	**66%**	65%	65%	43%	69%	59%	38%	49%	34%	49%	49%	49%
At Meets Grade Level or Above	2019	48%	49%	**42%**	32%	31%	44%	39%	32%	16%	26%	13%	21%	22%	22%
	2018	46%	47%	**40%**	32%	32%	0%	32%	29%	14%	21%	12%	20%	21%	21%
At Masters Grade Level	2019	21%	22%	**19%**	15%	14%	22%	20%	16%	5%	10%	3%	7%	8%	8%
	2018	19%	20%	**18%**	13%	13%	0%	15%	12%	4%	8%	3%	7%	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**77%**	78%	78%	50%	77%	68%	67%	73%	65%	65%	72%	71%
	2018	81%	82%	**76%**	79%	79%	57%	76%	66%	63%	71%	60%	65%	70%	70%
At Meets Grade Level or Above	2019	52%	53%	**47%**	44%	43%	38%	48%	33%	32%	41%	29%	32%	37%	37%
	2018	50%	51%	**45%**	45%	45%	14%	45%	31%	29%	38%	25%	31%	36%	35%
At Masters Grade Level	2019	26%	28%	**25%**	22%	22%	13%	24%	15%	13%	21%	10%	14%	17%	17%
	2018	24%	25%	**23%**	21%	22%	0%	22%	15%	11%	17%	9%	12%	16%	16%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**64%**	59%	58%	*	65%	69%	44%	50%	42%	45%	51%	51%
	2018	66%	66%	**59%**	52%	51%	-	56%	53%	33%	44%	28%	40%	42%	42%
At Meets Grade Level or Above	2019	38%	39%	**36%**	27%	25%	*	35%	44%	15%	18%	14%	17%	21%	20%
	2018	41%	42%	**36%**	28%	28%	-	28%	25%	14%	24%	10%	20%	21%	21%
At Masters Grade Level	2019	14%	15%	**14%**	8%	7%	*	12%	26%	3%	4%	3%	5%	5%	5%
	2018	13%	13%	**12%**	8%	8%	-	9%	8%	2%	4%	2%	5%	5%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	**74%**	57%	56%	*	74%	*	56%	55%	56%	54%	56%	56%
	2018	80%	80%	**72%**	61%	60%	*	76%	80%	50%	57%	48%	56%	53%	54%
At Meets Grade Level or Above	2019	54%	55%	**45%**	28%	26%	*	41%	*	19%	24%	18%	23%	21%	21%
	2018	51%	52%	**41%**	24%	24%	*	36%	20%	15%	19%	14%	22%	18%	18%
At Masters Grade Level	2019	25%	27%	**19%**	10%	9%	*	18%	*	5%	8%	4%	6%	6%	6%
	2018	23%	24%	**18%**	7%	7%	*	11%	0%	3%	5%	3%	5%	4%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	**75%**	53%	-	-	53%	-	48%	60%	48%	46%	48%	48%
	2018	78%	79%	**72%**	46%	*	-	46%	*	41%	61%	39%	41%	41%	41%
At Meets Grade Level or Above	2019	55%	57%	**48%**	29%	-	-	29%	-	16%	22%	16%	17%	16%	16%
	2018	53%	54%	**45%**	19%	*	-	18%	*	12%	16%	12%	17%	12%	12%
At Masters Grade Level	2019	33%	36%	**27%**	11%	-	-	11%	-	6%	5%	6%	4%	6%	6%
	2018	31%	32%	**25%**	9%	*	-	10%	*	4%	3%	4%	6%	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**68%**	68%	68%	43%	67%	48%	62%	70%	60%	65%	64%	64%
	2018	69%	70%	**68%**	69%	69%	*	69%	57%	65%	70%	63%	66%	66%	66%
All Grades ELA/Reading	2019	68%	69%	**68%**	68%	68%	*	68%	56%	63%	72%	61%	64%	64%	64%
	2018	69%	69%	**69%**	68%	69%	*	65%	56%	65%	70%	63%	66%	66%	66%
All Grades Mathematics	2019	70%	71%	**68%**	67%	68%	*	67%	41%	61%	68%	60%	65%	64%	64%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: HOUSTON ISD
County Name: HARRIS
District Number: 101912

Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	**68%**	69%	69%	*	72%	57%	65%	69%	63%	67%	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	**37%**	43%	44%	*	34%	36%	32%	44%	29%	32%	34%	34%
	2018	38%	38%	**34%**	38%	38%	*	37%	29%	29%	37%	27%	32%	31%	31%
Mathematics	2019	45%	45%	**41%**	42%	42%	-	43%	10%	39%	38%	39%	35%	40%	39%
	2018	47%	46%	**42%**	52%	53%	*	45%	26%	39%	43%	38%	39%	42%	42%

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Participation

District Name: HOUSTON ISD

County Name: HARRIS
District Number: 101912

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%
Included in Accountability	94%	94%	**92%**	92%	92%	92%	91%	90%	94%	94%	95%	92%	86%
Not Included in Accountability													
Mobile	4%	4%	**5%**	6%	4%	5%	6%	3%	2%	5%	4%	4%	5%
Other Exclusions	1%	1%	**3%**	1%	3%	2%	3%	6%	3%	0%	1%	3%	9%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	1%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	98%	99%	100%	98%	98%	98%	99%	99%
Included in Accountability	94%	94%	**93%**	92%	94%	91%	90%	91%	92%	93%	95%	94%	89%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	3%	5%	6%	4%	5%	5%	3%	3%	4%
Other Exclusions	1%	1%	**2%**	1%	2%	1%	3%	4%	1%	0%	0%	2%	6%
Not Tested	1%	1%	**1%**	1%	1%	2%	1%	0%	2%	2%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	2%	1%	0%	2%	2%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: HOUSTON ISD

County Name: HARRIS
District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	**95.3%**	93.9%	95.4%	96.8%	95.0%	97.8%	96.1%	96.4%	93.1%	95.0%	96.0%
2017-18	95.4%	95.4%	**95.4%**	94.0%	95.6%	96.7%	94.8%	97.8%	96.1%	96.4%	93.0%	95.2%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.6%	**1.7%**	2.2%	1.6%	1.6%	1.3%	0.9%	2.9%	0.8%	2.0%	1.7%	2.3%
2017-18	0.4%	0.6%	**1.9%**	2.4%	1.5%	2.6%	2.9%	1.4%	5.6%	1.1%	2.2%	1.7%	2.2%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.0%	**3.9%**	4.2%	4.1%	2.9%	3.4%	1.5%	8.3%	2.7%	5.0%	4.0%	8.1%
2017-18	1.9%	2.1%	**4.0%**	4.4%	4.1%	3.8%	2.4%	0.9%	6.3%	3.9%	5.7%	3.9%	7.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	89.0%	**81.0%**	81.1%	80.2%	80.7%	83.3%	92.2%	66.7%	80.3%	69.2%	80.8%	54.6%
Received TxCHSE	0.5%	0.4%	**0.6%**	0.3%	0.4%	2.3%	2.8%	0.0%	8.3%	3.1%	0.1%	0.5%	0.1%
Continued HS	3.7%	3.7%	**4.8%**	3.8%	5.6%	3.7%	0.0%	2.3%	0.0%	3.9%	10.7%	5.2%	14.4%
Dropped Out	5.9%	6.9%	**13.6%**	14.8%	13.8%	13.3%	13.9%	5.5%	25.0%	12.6%	20.1%	13.5%	30.9%
Graduates and TxCHSE	90.4%	89.5%	**81.6%**	81.4%	80.7%	83.0%	86.1%	92.2%	75.0%	83.5%	69.3%	81.3%	54.7%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	**86.4%**	85.2%	86.2%	86.7%	86.1%	94.5%	75.0%	87.4%	79.9%	86.5%	69.1%
Class of 2018													
Graduated	90.0%	88.9%	**80.9%**	80.2%	80.8%	78.7%	68.4%	94.1%	66.7%	82.5%	69.5%	80.9%	55.3%
Received TxCHSE	0.4%	0.5%	**0.7%**	0.7%	0.5%	1.6%	0.0%	0.6%	0.0%	2.6%	0.3%	0.5%	0.3%
Continued HS	3.8%	4.0%	**5.5%**	5.1%	6.0%	5.2%	2.6%	3.0%	0.0%	1.8%	10.5%	6.2%	15.7%
Dropped Out	5.7%	6.6%	**12.9%**	14.0%	12.7%	14.5%	28.9%	2.4%	33.3%	13.2%	19.6%	12.5%	28.8%
Graduates and TxCHSE	90.4%	89.3%	**81.6%**	80.9%	81.3%	80.3%	68.4%	94.7%	66.7%	85.1%	69.9%	81.4%	55.5%
Graduates, TxCHSE, and Continuers	94.3%	93.4%	**87.1%**	86.0%	87.3%	85.5%	71.1%	97.6%	66.7%	86.8%	80.4%	87.5%	71.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	**84.7%**	83.6%	84.7%	83.1%	71.1%	96.6%	66.7%	84.2%	76.1%	85.0%	62.5%
Received TxCHSE	0.6%	0.6%	**1.0%**	1.0%	0.7%	2.9%	2.6%	0.6%	0.0%	2.6%	0.5%	0.7%	0.4%
Continued HS	1.1%	1.1%	**1.0%**	0.7%	1.3%	0.3%	0.0%	0.4%	0.0%	0.0%	3.2%	1.1%	4.4%
Dropped Out	6.1%	7.0%	**13.4%**	14.7%	13.4%	13.6%	26.3%	2.4%	33.3%	13.2%	20.2%	13.2%	32.7%
Graduates and TxCHSE	92.8%	91.9%	**85.7%**	84.6%	85.3%	86.1%	73.7%	97.2%	66.7%	86.8%	76.6%	85.7%	62.9%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	**86.6%**	85.3%	86.6%	86.4%	73.7%	97.6%	66.7%	86.8%	79.8%	86.8%	67.3%
Class of 2017													
Graduated	92.0%	91.0%	**84.4%**	84.0%	84.2%	82.9%	75.8%	94.7%	83.3%	88.2%	75.7%	84.2%	59.0%
Received TxCHSE	0.6%	0.7%	**1.1%**	0.7%	0.7%	3.6%	3.0%	1.1%	0.0%	2.9%	0.3%	0.8%	0.0%
Continued HS	1.1%	1.2%	**1.2%**	0.5%	1.6%	0.8%	0.0%	0.6%	5.6%	1.0%	3.7%	1.5%	6.9%
Dropped Out	6.3%	7.1%	**13.3%**	14.8%	13.5%	12.7%	21.2%	3.6%	11.1%	7.8%	20.3%	13.6%	34.1%
Graduates and TxCHSE	92.6%	91.7%	**85.5%**	84.6%	84.9%	86.5%	78.8%	95.8%	83.3%	91.2%	76.0%	84.9%	59.0%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**86.7%**	85.2%	86.5%	87.3%	78.8%	96.4%	88.9%	92.2%	79.7%	86.4%	65.9%
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: HOUSTON ISD

County Name: HARRIS
District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	91.5%	**85.0%**	84.3%	84.9%	83.4%	75.8%	95.1%	83.3%	88.2%	77.7%	84.9%	61.4%
Received TxCHSE	0.7%	0.8%	**1.3%**	1.0%	0.9%	4.5%	3.0%	1.1%	0.0%	2.9%	0.4%	1.0%	0.0%
Continued HS	0.6%	0.6%	**0.5%**	0.2%	0.7%	0.3%	0.0%	0.2%	5.6%	1.0%	1.7%	0.6%	3.4%
Dropped Out	6.3%	7.1%	**13.2%**	14.6%	13.5%	11.8%	21.2%	3.6%	11.1%	7.8%	20.2%	13.5%	35.3%
Graduates and TxCHSE	93.2%	92.3%	**86.3%**	85.2%	85.8%	87.9%	78.8%	96.2%	83.3%	91.2%	78.1%	85.9%	61.4%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**86.8%**	85.4%	86.5%	88.2%	78.8%	96.4%	88.9%	92.2%	79.8%	86.5%	64.7%
Class of 2016													
Graduated	92.1%	91.3%	**85.0%**	83.3%	85.1%	85.1%	80.0%	97.7%	77.3%	84.3%	77.6%	85.1%	59.2%
Received TxCHSE	0.8%	0.9%	**1.3%**	1.2%	0.9%	4.2%	2.5%	0.0%	0.0%	3.7%	0.4%	1.0%	0.5%
Continued HS	0.5%	0.5%	**0.4%**	0.2%	0.5%	0.2%	2.5%	0.2%	0.0%	0.0%	1.3%	0.4%	2.5%
Dropped Out	6.6%	7.3%	**13.3%**	15.4%	13.6%	10.6%	15.0%	2.1%	22.7%	12.0%	20.8%	13.5%	37.8%
Graduates and TxCHSE	92.9%	92.1%	**86.3%**	84.4%	86.0%	89.3%	82.5%	97.7%	77.3%	88.0%	78.0%	86.1%	59.7%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	**86.7%**	84.6%	86.4%	89.4%	85.0%	97.9%	77.3%	88.0%	79.2%	86.5%	62.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	89.0%	**79.2%**	78.9%	78.5%	79.5%	78.9%	91.2%	66.7%	79.1%	63.9%	79.1%	52.3%
Class of 2018	90.0%	88.9%	**79.0%**	77.8%	79.0%	77.3%	66.7%	93.6%	66.7%	81.2%	63.4%	79.1%	53.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.5%	**72.0%**	83.3%	62.5%	-	-	*	-	-	-	65.0%	68.8%
Class of 2018	68.5%	71.3%	**70.0%**	62.8%	70.3%	78.6%	*	100.0%	*	*	0.0%	74.6%	75.3%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.0%	**0.0%**	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Class of 2018	5.0%	6.4%	**0.1%**	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	81.1%	**91.2%**	89.8%	90.7%	94.2%	100.0%	97.1%	75.0%	94.1%	68.4%	90.5%	85.0%
Class of 2018	82.0%	80.4%	**93.1%**	92.5%	92.6%	95.6%	95.8%	98.3%	90.9%	92.3%	61.7%	92.7%	86.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.1%	**91.2%**	89.8%	90.7%	94.2%	100.0%	97.1%	75.0%	94.1%	68.4%	90.5%	84.9%
Class of 2018	86.8%	86.7%	**92.8%**	92.0%	92.3%	95.5%	92.0%	98.3%	91.7%	91.5%	60.0%	92.4%	85.4%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	27.5%	**39.8%**	27.3%	43.4%	20.0%	*	*	*	*	1.8%	49.4%	78.9%
2017-18	37.7%	27.5%	**49.5%**	40.2%	53.5%	40.7%	20.0%	76.2%	-	66.7%	2.6%	52.6%	80.6%
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	5.0%	**0.1%**	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
2017-18	4.9%	6.3%	**0.1%**	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.2%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.6%	**89.2%**	87.8%	88.5%	92.6%	100.0%	96.4%	75.0%	94.2%	61.3%	88.9%	83.5%
2017-18	81.5%	80.1%	**92.4%**	92.0%	91.6%	95.3%	95.8%	98.1%	90.0%	93.5%	61.0%	92.1%	85.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	84.1%	**88.7%**	87.1%	88.0%	92.0%	100.0%	96.2%	77.8%	94.2%	55.6%	88.5%	83.4%
2017-18	85.1%	84.9%	**90.4%**	89.4%	89.9%	92.5%	82.8%	97.2%	90.0%	91.8%	50.1%	90.5%	84.8%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: HOUSTON ISD

County Name: HARRIS
District Number: 101912

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	11,261	100.0%	355,615	100.0%
By Ethnicity:				
African American	2,645	23.5%	43,953	12.4%
Hispanic	6,792	60.3%	180,673	50.8%
White	1,175	10.4%	105,577	29.7%
American Indian	33	0.3%	1,293	0.4%
Asian	502	4.5%	16,564	4.7%
Pacific Islander	9	0.1%	537	0.2%
Two or More Races	105	0.9%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	80	0.7%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	53	0.5%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	1,425	12.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	7	0.1%	15,160	4.3%
Foundation H.S. Program (DLA)	9,696	86.1%	285,538	80.3%
Special Education Graduates	834	7.4%	27,598	7.8%
Economically Disadvantaged Graduates	8,269	73.4%	186,364	52.4%
LEP Graduates	1,156	10.3%	25,189	7.1%
At-Risk Graduates	5,846	51.9%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	72.0%	**71.0%**	65.7%	72.2%	68.8%	57.6%	88.1%	66.7%	79.5%	65.8%	70.4%	55.7%
2017-18	65.5%	65.8%	**62.8%**	52.2%	63.2%	73.2%	50.0%	89.6%	90.0%	67.3%	66.5%	60.4%	42.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.2%	**54.4%**	43.1%	54.9%	63.3%	36.4%	83.7%	66.7%	72.4%	13.4%	51.3%	31.8%
2017-18	50.0%	51.8%	**48.7%**	33.9%	48.5%	66.7%	36.7%	85.8%	90.0%	60.2%	8.1%	44.8%	24.2%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.9%	**60.5%**	57.2%	57.4%	73.7%	57.6%	86.1%	77.8%	80.0%	20.6%	56.4%	22.3%
2017-18	58.2%	59.4%	**55.9%**	49.5%	52.1%	77.5%	46.7%	87.0%	100.0%	72.4%	10.7%	51.1%	10.9%
Mathematics													
2018-19	48.6%	51.4%	**51.5%**	48.1%	48.5%	61.1%	39.4%	85.3%	66.7%	69.5%	22.4%	48.3%	28.3%
2017-18	46.0%	50.4%	**42.0%**	32.2%	38.4%	64.2%	33.3%	87.0%	90.0%	57.1%	8.8%	37.0%	12.6%
Both Subjects													
2018-19	44.2%	45.3%	**43.5%**	37.8%	39.8%	59.6%	33.3%	80.7%	66.7%	67.6%	11.2%	38.3%	11.3%
2017-18	42.1%	45.1%	**38.5%**	28.1%	34.7%	63.2%	30.0%	82.8%	90.0%	55.1%	4.5%	32.9%	5.5%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	**15.9%**	14.1%	18.0%	9.9%	0.0%	12.2%	11.1%	11.4%	2.6%	17.0%	2.7%
2017-18	20.7%	17.5%	**14.4%**	11.7%	16.5%	10.5%	13.3%	11.8%	30.0%	8.2%	3.5%	16.1%	3.5%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.3%	**28.7%**	9.8%	30.5%	42.9%	15.2%	68.7%	22.2%	49.5%	3.1%	24.8%	22.8%
2017-18	20.4%	23.3%	**25.8%**	8.8%	27.0%	41.9%	10.0%	62.7%	40.0%	34.7%	1.6%	22.0%	18.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.7%	**3.8%**	2.9%	4.5%	1.9%	0.0%	3.8%	0.0%	2.9%	0.2%	3.8%	0.0%
2017-18	1.4%	1.5%	**3.8%**	2.4%	5.0%	1.2%	3.3%	1.8%	0.0%	0.0%	0.3%	4.5%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.8%	**1.2%**	1.1%	1.5%	0.3%	0.0%	1.0%	0.0%	0.0%	0.1%	1.5%	1.0%
2017-18	1.0%	0.3%	**0.6%**	0.4%	0.7%	0.1%	0.0%	1.0%	0.0%	0.0%	0.1%	0.8%	0.4%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.1%	**36.0%**	39.8%	38.4%	19.0%	33.3%	25.9%	27.8%	21.4%	64.1%	39.2%	34.9%
2017-18	28.7%	25.2%	**25.5%**	27.2%	27.2%	14.2%	25.0%	20.6%	40.0%	18.9%	66.0%	27.4%	23.8%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	9.9%	**8.8%**	5.6%	11.5%	3.4%	6.1%	3.6%	0.0%	2.9%	7.3%	10.2%	10.1%
2017-18	4.8%	4.3%	**3.1%**	2.3%	4.0%	0.4%	3.3%	2.0%	0.0%	0.0%	1.9%	3.3%	4.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: HOUSTON ISD

Texas Academic Performance Report

County Name: HARRIS

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	**1.0%**	1.6%	1.0%	0.3%	0.0%	0.6%	0.0%	0.0%	13.4%	1.0%	1.0%
2017-18	1.7%	1.8%	**1.6%**	3.0%	1.3%	0.7%	0.0%	0.0%	0.0%	0.0%	21.3%	1.8%	1.5%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	50.6%	**49.8%**	54.9%	52.7%	26.6%	51.5%	41.8%	33.3%	31.4%	43.4%	53.3%	44.3%
2017-18	38.7%	33.1%	**32.1%**	33.1%	34.5%	15.3%	36.7%	34.3%	40.0%	26.5%	24.6%	34.6%	25.2%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.2%	**4.7%**	7.1%	4.4%	2.2%	6.1%	1.6%	11.1%	2.9%	5.6%	5.5%	6.0%
2017-18	4.3%	4.1%	**5.0%**	4.6%	5.6%	3.6%	0.0%	2.4%	20.0%	5.1%	7.2%	5.8%	7.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.3%	**2.9%**	3.9%	2.7%	2.4%	0.0%	1.0%	0.0%	2.9%	38.5%	3.1%	2.9%
2017-18	2.6%	2.0%	**2.8%**	3.7%	2.6%	2.8%	3.3%	0.6%	0.0%	3.1%	39.1%	2.7%	3.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.4%	**0.4%**	0.7%	0.4%	0.0%	0.0%	0.4%	0.0%	0.0%	0.2%	0.5%	0.3%
2017-18	0.6%	0.3%	**0.4%**	0.3%	0.4%	0.2%	3.3%	0.0%	0.0%	1.0%	0.0%	0.5%	0.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.3%	**17.5%**	19.0%	18.2%	13.0%	9.1%	11.8%	22.2%	14.3%	4.8%	18.1%	3.2%
2017-18	32.1%	25.0%	**17.7%**	17.8%	18.9%	14.0%	16.7%	11.4%	10.0%	10.2%	5.7%	19.0%	4.4%
Mathematics													
2018-19	24.7%	20.6%	**16.9%**	16.2%	18.6%	11.5%	3.0%	13.9%	22.2%	8.6%	3.2%	17.7%	6.5%
2017-18	23.7%	21.3%	**17.7%**	15.9%	19.6%	11.9%	20.0%	16.6%	30.0%	7.1%	3.3%	19.2%	7.2%
Both Subjects													
2018-19	18.8%	13.3%	**9.4%**	9.2%	10.1%	6.8%	3.0%	8.4%	11.1%	6.7%	1.6%	9.7%	1.1%
2017-18	18.1%	13.8%	**10.2%**	8.8%	11.4%	7.6%	6.7%	8.8%	10.0%	2.0%	1.8%	11.1%	1.9%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.8%	**55.9%**	62.5%	59.0%	30.0%	57.6%	44.8%	33.3%	33.3%	50.7%	60.1%	51.3%
2017-18	58.4%	51.1%	**51.9%**	61.3%	53.8%	24.8%	46.7%	42.3%	50.0%	31.6%	46.5%	56.4%	46.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	4.2%	**10.8%**	14.0%	11.8%	2.1%	6.1%	3.0%	11.1%	1.9%	11.5%	13.6%	16.0%
2017-18	2.0%	1.3%	**1.8%**	1.7%	2.3%	0.3%	0.0%	0.0%	10.0%	0.0%	1.1%	2.1%	1.5%
Mathematics													
2018-19	7.3%	8.5%	**16.1%**	22.0%	17.3%	2.5%	12.1%	2.4%	11.1%	6.7%	17.5%	19.6%	20.6%
2017-18	3.9%	5.3%	**3.2%**	5.0%	3.0%	0.6%	0.0%	2.4%	10.0%	1.0%	3.8%	3.6%	2.7%
Both Subjects													
2018-19	2.6%	1.7%	**5.2%**	7.6%	5.4%	0.8%	3.0%	0.6%	0.0%	1.9%	6.4%	6.5%	6.8%
2017-18	0.9%	0.4%	**0.8%**	1.0%	1.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.5%	0.9%	0.1%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.4%	**37.6%**	28.0%	37.5%	45.0%	22.2%	71.4%	29.4%	45.5%	n/a	34.1%	n/a
2018	25.8%	28.3%	**38.0%**	29.3%	37.0%	46.3%	35.7%	73.7%	46.2%	47.6%	n/a	34.8%	n/a
English Language Arts													
2019	14.5%	15.1%	**21.1%**	17.2%	19.1%	29.2%	12.7%	48.5%	11.8%	33.8%	n/a	17.8%	n/a
2018	15.3%	16.0%	**22.0%**	19.1%	19.6%	30.9%	17.1%	48.2%	30.8%	32.9%	n/a	19.3%	n/a
Mathematics													
2019	7.4%	8.1%	**10.1%**	5.0%	8.1%	17.2%	6.3%	43.2%	17.6%	24.7%	n/a	7.1%	n/a
2018	7.3%	8.3%	**10.5%**	6.0%	8.4%	17.3%	10.0%	44.4%	23.1%	20.0%	n/a	8.1%	n/a
Science													
2019	10.4%	11.4%	**15.8%**	11.0%	14.4%	21.0%	12.7%	47.1%	5.9%	22.1%	n/a	13.1%	n/a
2018	10.8%	11.8%	**15.4%**	10.0%	13.5%	23.8%	18.6%	47.9%	23.1%	23.6%	n/a	12.8%	n/a
Social Studies													
2019	13.9%	15.8%	**20.5%**	16.4%	16.7%	34.9%	12.7%	57.7%	17.6%	36.8%	n/a	15.9%	n/a
2018	14.5%	16.9%	**22.7%**	17.8%	19.7%	35.4%	21.4%	57.4%	38.5%	37.8%	n/a	19.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.9%	**41.8%**	17.8%	37.3%	69.4%	50.0%	78.0%	40.0%	71.4%	n/a	32.9%	n/a
2018	50.7%	53.3%	**41.2%**	20.6%	35.3%	71.3%	24.0%	77.6%	41.7%	65.4%	n/a	32.4%	n/a
English Language Arts													
2019	41.2%	43.1%	**29.3%**	13.0%	16.2%	66.3%	37.5%	71.7%	*	67.9%	n/a	14.5%	n/a
2018	42.5%	44.3%	**30.0%**	15.4%	16.9%	67.2%	33.3%	72.5%	25.0%	59.5%	n/a	17.1%	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: HOUSTON ISD

County Name: HARRIS
District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	54.9%	**41.6%**	21.8%	25.8%	59.4%	*	76.5%	*	59.6%	n/a	27.6%	n/a
2018	52.8%	54.5%	**43.2%**	22.4%	28.0%	63.4%	14.3%	77.6%	33.3%	66.7%	n/a	29.5%	n/a
Science													
2019	40.6%	43.7%	**26.6%**	10.1%	12.8%	56.1%	50.0%	70.8%	*	60.8%	n/a	13.0%	n/a
2018	38.0%	41.1%	**28.6%**	9.5%	15.1%	55.2%	23.1%	67.3%	33.3%	60.4%	n/a	16.2%	n/a
Social Studies													
2019	46.3%	52.0%	**36.3%**	17.5%	23.1%	63.6%	50.0%	73.8%	*	68.2%	n/a	21.2%	n/a
2018	44.6%	49.2%	**32.0%**	15.8%	19.6%	61.1%	26.7%	71.7%	30.0%	52.9%	n/a	19.9%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	82.1%	**92.5%**	93.9%	92.2%	84.5%	100.0%	100.0%	100.0%	91.4%	n/a	91.3%	n/a
2017-18	74.6%	80.9%	**95.6%**	98.0%	94.9%	90.9%	83.3%	100.0%	100.0%	98.0%	n/a	95.4%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	37.4%	**28.5%**	18.6%	22.3%	64.1%	24.2%	74.2%	50.0%	67.7%	n/a	19.7%	n/a
2017-18	37.9%	39.5%	**28.1%**	16.5%	22.7%	65.4%	16.0%	74.4%	50.0%	54.2%	n/a	20.9%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1028	**969**	912	935	1169	968	1243	916	1174	n/a	920	n/a
2017-18	1036	1038	**974**	913	944	1172	966	1253	1081	1111	n/a	936	n/a
English Language Arts and Writing													
2018-19	517	515	**487**	462	469	593	491	608	469	592	n/a	462	n/a
2017-18	521	520	**490**	463	474	596	490	612	535	561	n/a	470	n/a
Mathematics													
2018-19	510	513	**482**	450	466	576	477	635	447	582	n/a	458	n/a
2017-18	515	518	**484**	449	470	576	476	642	546	550	n/a	466	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	**22.9**	19.4	21.1	26.3	22.5	28.4	*	27.5	n/a	20.2	n/a
2017-18	20.6	21.2	**22.5**	18.9	20.5	26.8	20.8	28.3	*	25.8	n/a	20.2	n/a
English Language Arts													
2018-19	20.3	20.8	**23.1**	19.4	21.0	27.0	23.8	28.5	*	28.7	n/a	20.1	n/a
2017-18	20.3	20.8	**22.5**	18.8	20.4	27.4	20.6	28.3	*	26.5	n/a	20.0	n/a
Mathematics													
2018-19	20.4	21.0	**22.3**	18.9	20.7	25.0	20.5	28.4	*	25.9	n/a	19.9	n/a
2017-18	20.6	21.2	**22.2**	18.4	20.5	25.7	20.3	28.8	*	24.3	n/a	20.2	n/a
Science													
2018-19	20.8	21.2	**22.6**	19.4	21.0	25.5	21.0	27.8	*	26.7	n/a	20.2	n/a
2017-18	20.9	21.4	**22.3**	19.1	20.5	26.2	21.2	27.5	*	25.3	n/a	20.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	44.2%	**44.6%**	39.2%	43.8%	50.6%	42.9%	72.0%	51.2%	50.8%	19.4%	42.6%	24.3%
2017-18	43.4%	43.6%	**43.1%**	38.4%	42.2%	48.3%	42.6%	69.0%	40.7%	50.0%	19.1%	41.3%	22.3%
English Language Arts													
2018-19	17.8%	18.5%	**17.3%**	14.9%	17.1%	18.0%	16.7%	32.0%	11.1%	18.2%	5.7%	16.7%	7.4%
2017-18	17.3%	18.5%	**18.1%**	15.1%	17.4%	22.8%	15.6%	31.6%	18.0%	23.5%	5.6%	17.1%	6.7%
Mathematics													
2018-19	20.4%	19.8%	**19.5%**	15.0%	18.6%	25.1%	16.5%	43.9%	20.0%	22.8%	8.1%	17.7%	7.7%
2017-18	20.7%	20.7%	**20.2%**	17.4%	19.0%	24.2%	19.7%	42.7%	15.2%	27.4%	8.2%	18.6%	8.0%
Science													
2018-19	21.7%	20.0%	**19.2%**	16.6%	18.8%	20.4%	18.6%	35.3%	18.9%	21.4%	6.8%	18.1%	7.3%
2017-18	21.2%	19.7%	**17.2%**	14.9%	16.3%	20.8%	22.1%	33.3%	20.4%	22.1%	6.9%	15.7%	5.5%
Social Studies													
2018-19	23.6%	22.7%	**25.3%**	21.6%	21.9%	39.6%	21.7%	58.5%	30.0%	39.9%	2.8%	21.3%	5.9%
2017-18	22.8%	22.2%	**24.8%**	20.8%	22.0%	37.6%	26.3%	55.9%	31.4%	37.9%	2.6%	21.5%	5.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	54.7%	**46.4%**	49.1%	42.7%	49.3%	53.3%	71.3%	50.0%	49.5%	23.7%	44.3%	20.4%
2016-17	54.6%	55.9%	**47.8%**	49.8%	44.5%	52.8%	64.0%	67.7%	72.2%	53.1%	23.9%	45.8%	19.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	63.3%	**57.3%**	39.3%	58.2%	75.2%	53.3%	87.7%	100.0%	70.2%	15.4%	53.0%	20.6%
2016-17	59.2%	60.5%	**48.7%**	36.2%	45.0%	75.9%	56.3%	82.9%	61.5%	68.0%	5.5%	42.8%	15.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: HOUSTON ISD
County Name: HARRIS
District Number: 101912

Student Information	Membership District Count	Membership District Percent	Membership State Count	Membership State Percent	Enrollment District Count	Enrollment District Percent	Enrollment State Count	Enrollment State Percent
Total Students	209,309	100.0%	5,479,173	100.0%	210,061	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	268	0.1%	16,848	0.3%	583	0.3%	25,883	0.5%
Pre-Kindergarten	15,321	7.3%	248,413	4.5%	15,354	7.3%	249,226	4.5%
Kindergarten	15,755	7.5%	383,585	7.0%	15,786	7.5%	384,114	7.0%
Grade 1	16,496	7.9%	391,175	7.1%	16,514	7.9%	391,449	7.1%
Grade 2	16,260	7.8%	388,370	7.1%	16,283	7.8%	388,675	7.1%
Grade 3	16,373	7.8%	391,565	7.1%	16,392	7.8%	391,795	7.1%
Grade 4	16,776	8.0%	399,883	7.3%	16,797	8.0%	400,111	7.3%
Grade 5	16,779	8.0%	417,272	7.6%	16,790	8.0%	417,444	7.6%
Grade 6	13,591	6.5%	422,605	7.7%	13,597	6.5%	422,740	7.7%
Grade 7	14,151	6.8%	423,421	7.7%	14,165	6.7%	423,545	7.7%
Grade 8	13,676	6.5%	411,170	7.5%	13,685	6.5%	411,272	7.5%
Grade 9	16,309	7.8%	448,929	8.2%	16,322	7.8%	449,122	8.2%
Grade 10	13,548	6.5%	406,785	7.4%	13,573	6.5%	407,044	7.4%
Grade 11	12,581	6.0%	376,894	6.9%	12,610	6.0%	377,208	6.9%
Grade 12	11,425	5.5%	352,258	6.4%	11,610	5.5%	354,312	6.4%
Ethnic Distribution:								
African American	47,579	22.7%	691,582	12.6%	47,717	22.7%	692,925	12.6%
Hispanic	130,565	62.4%	2,892,928	52.8%	130,962	62.3%	2,899,504	52.8%
White	19,169	9.2%	1,477,699	27.0%	19,328	9.2%	1,483,688	27.0%
American Indian	431	0.2%	19,999	0.4%	433	0.2%	20,062	0.4%
Asian	8,722	4.2%	250,065	4.6%	8,767	4.2%	250,463	4.6%
Pacific Islander	141	0.1%	8,466	0.2%	142	0.1%	8,481	0.2%
Two or More Races	2,702	1.3%	138,434	2.5%	2,712	1.3%	138,817	2.5%
Sex:								
Female	103,471	49.4%	2,673,270	48.8%	103,721	49.4%	2,678,619	48.8%
Male	105,838	50.6%	2,805,903	51.2%	106,340	50.6%	2,815,321	51.2%
Economically Disadvantaged	165,888	79.3%	3,303,974	60.3%	166,241	79.1%	3,309,610	60.2%
Non-Educationally Disadvantaged	43,421	20.7%	2,175,199	39.7%	43,820	20.9%	2,184,330	39.8%
Section 504 Students	7,044	3.4%	376,734	6.9%	7,056	3.4%	376,956	6.9%
English Learners (EL)	71,156	34.0%	1,112,674	20.3%	71,246	33.9%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	2,048	0.9%	82,551	1.5%				
Students w/ Dyslexia	4,803	2.3%	224,619	4.1%	4,813	2.3%	224,741	4.1%
Foster Care	234	0.1%	17,393	0.3%	234	0.1%	17,451	0.3%
Homeless	6,142	2.9%	78,178	1.4%	6,150	2.9%	78,296	1.4%
Immigrant	14,020	6.7%	126,747	2.3%	14,039	6.7%	126,858	2.3%
Migrant	213	0.1%	18,888	0.3%	213	0.1%	18,992	0.3%
Title I	191,283	91.4%	3,568,526	65.1%	191,766	91.3%	3,576,850	65.1%
Military Connected	288	0.1%	105,751	1.9%	288	0.1%	105,787	1.9%
At-Risk	148,690	71.0%	2,773,390	50.6%	149,060	71.0%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

Student Information	Membership District Count	Membership District Percent	Membership State Count	Membership State Percent	Enrollment District Count	Enrollment District Percent	Enrollment State Count	Enrollment State Percent
Students by Instructional Program:								
Bilingual/ESL Education	72,284	34.5%	1,128,904	20.6%	72,371	34.5%	1,129,558	20.6%
Career & Technical Education	44,743	21.4%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	31,831	59.1%	805,496	50.8%	31,917	59.0%	806,117	50.8%
Gifted & Talented Education	32,412	15.5%	444,125	8.1%	32,419	15.4%	444,196	8.1%
Special Education	16,559	7.9%	577,868	10.5%	16,923	8.1%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	16,559		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	7,848	47.4%	245,216	42.4%				
Students with Physical Disabilities	2,561	15.5%	123,847	21.4%				
Students with Autism	2,694	16.3%	79,952	13.8%				
Students with Behavioral Disabilities	3,198	19.3%	120,042	20.8%				
Students with Non-Categorical Early Childhood	258	1.6%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	36,114	18.1%	806,375	15.3%				

Student Information	-Non-Special Education Rates- District	-Non-Special Education Rates- State	-Special Education Rates- District	-Special Education Rates- State
Retention Rates by Grade:				
Kindergarten	0.6%	1.6%	3.7%	5.5%
Grade 1	5.1%	2.9%	7.7%	4.9%
Grade 2	3.3%	1.6%	4.4%	2.0%
Grade 3	2.3%	0.9%	1.8%	0.8%
Grade 4	1.3%	0.5%	0.9%	0.4%
Grade 5	0.7%	0.4%	0.6%	0.5%
Grade 6	1.2%	0.4%	0.9%	0.5%
Grade 7	1.6%	0.5%	1.4%	0.6%
Grade 8	1.5%	0.4%	1.2%	0.6%
Grade 9	13.8%	7.8%	21.6%	13.1%

	District Count	District Percent	State Count	State Percent
Data Quality:				
Underreported Students	19	0.0%	5,686	0.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

Class Size Information	District	State
Class Size Averages by Grade and Subject		
(Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.4	19.0
Grade 1	19.2	18.9
Grade 2	18.4	18.8
Grade 3	17.9	19.0
Grade 4	17.9	19.2
Grade 5	18.8	20.9
Grade 6	21.5	20.4
Secondary:		
English/Language Arts	19.1	16.4
Foreign Languages	22.1	18.7
Mathematics	21.9	17.8
Science	22.6	18.8
Social Studies	23.6	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

Staff Information	---------------- District ----------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	24,328.2	100.0%	734,726.4	100.0%
Professional Staff:	14,969.7	61.5%	468,132.4	63.7%
Teachers	11,283.1	46.4%	363,121.3	49.4%
Professional Support	2,978.5	12.2%	74,698.8	10.2%
Campus Administration (School Leadership)	570.8	2.3%	21,960.1	3.0%
Central Administration	137.1	0.6%	8,352.3	1.1%
Educational Aides:	1,310.1	5.4%	78,096.8	10.6%
Auxiliary Staff:	8,048.5	33.1%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	48.0	n/a	4,373.0	n/a
Part-time	19.0	n/a	595.0	n/a
Counselors				
Full-time	224.0	n/a	12,901.0	n/a
Part-time	26.0	n/a	1,103.0	n/a
Total Minority Staff:	19,767.6	81.3%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	4,059.9	36.0%	39,132.5	10.8%
Hispanic	3,384.3	30.0%	102,099.7	28.1%
White	2,978.2	26.4%	209,453.0	57.7%
American Indian	32.0	0.3%	1,239.6	0.3%
Asian	646.5	5.7%	6,393.2	1.8%
Pacific Islander	14.0	0.1%	638.2	0.2%
Two or More Races	168.2	1.5%	4,165.2	1.1%
Males	3,016.7	26.7%	86,302.4	23.8%
Females	8,266.5	73.3%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	664.9	5.9%	4,859.9	1.3%
Bachelors	7,921.0	70.2%	266,596.3	73.4%
Masters	2,522.0	22.4%	89,088.4	24.5%
Doctorate	175.2	1.6%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	966.7	8.6%	26,878.7	7.4%
1-5 Years Experience	3,544.2	31.4%	101,305.8	27.9%
6-10 Years Experience	1,986.6	17.6%	70,305.4	19.4%
11-20 Years Experience	3,005.5	26.6%	106,767.7	29.4%
Over 20 Years Experience	1,780.1	15.8%	57,863.9	15.9%
Number of Students per Teacher	18.6	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.0	6.2
Average Years Experience of Principals with District	5.9	5.3
Average Years Experience of Assistant Principals	4.8	5.3
Average Years Experience of Assistant Principals with District	4.4	4.7
Average Years Experience of Teachers:	10.8	11.1
Average Years Experience of Teachers with District:	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$47,742	$49,868
1-5 Years Experience	$51,911	$52,823
6-10 Years Experience	$54,839	$55,756
11-20 Years Experience	$57,993	$59,308
Over 20 Years Experience	$68,708	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$56,340	$57,091
Professional Support	$68,826	$67,352
Campus Administration (School Leadership)	$84,846	$82,512
Central Administration	$112,512	$108,367
Instructional Staff Percent:	57.8%	64.6%
Turnover Rate for Teachers:	20.3%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.5	399.5
Contracted Instructional Staff:	473.8	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: HOUSTON ISD

County Name: HARRIS

District Number: 101912

Program Information	---------------- District ----------------		---------------- State ----------------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	1,682.2	14.9%	23,626.0	6.5%
Career & Technical Education	367.3	3.3%	18,120.4	5.0%
Compensatory Education	153.4	1.4%	10,147.3	2.8%
Gifted & Talented Education	681.6	6.0%	7,053.3	1.9%
Regular Education	7,361.5	65.2%	257,548.7	70.9%
Special Education	775.0	6.9%	33,620.4	9.3%
Other	262.1	2.3%	13,005.2	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

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

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

'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2019-2020 Texas Academic Performance Report

State Report

Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading															
At Approaches Grade Level or Above	2019	76%	65%	73%	85%	74%	91%	77%	81%	49%	75%	77%	73%	69%	72%
	2018	77%	66%	74%	87%	75%	92%	80%	83%	52%	74%	78%	75%	71%	73%
At Meets Grade Level or Above	2019	45%	33%	39%	56%	42%	72%	47%	51%	27%	39%	46%	42%	35%	39%
	2018	43%	30%	37%	57%	39%	68%	39%	52%	28%	35%	44%	40%	33%	35%
At Masters Grade Level	2019	27%	18%	22%	37%	23%	54%	28%	34%	10%	23%	28%	25%	19%	22%
	2018	25%	15%	19%	36%	19%	48%	22%	32%	9%	18%	25%	22%	16%	17%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2019	79%	67%	77%	86%	76%	94%	82%	82%	53%	81%	80%	75%	73%	78%
	2018	78%	66%	76%	86%	78%	94%	79%	82%	52%	78%	79%	75%	72%	77%
At Meets Grade Level or Above	2019	49%	33%	43%	60%	44%	79%	53%	54%	30%	47%	50%	44%	40%	45%
	2018	47%	32%	42%	58%	43%	78%	50%	53%	31%	45%	48%	43%	38%	43%
At Masters Grade Level	2019	25%	14%	20%	33%	22%	56%	24%	30%	12%	23%	26%	21%	17%	21%
	2018	23%	13%	18%	31%	19%	54%	23%	28%	12%	21%	24%	20%	16%	20%
Grade 4 Reading															
At Approaches Grade Level or Above	2019	75%	62%	71%	84%	72%	92%	73%	80%	44%	74%	76%	72%	67%	70%
	2018	73%	61%	68%	84%	73%	91%	73%	79%	46%	70%	74%	70%	65%	66%
At Meets Grade Level or Above	2019	44%	31%	38%	57%	40%	72%	41%	51%	24%	40%	46%	41%	34%	37%
	2018	46%	34%	39%	59%	44%	75%	43%	55%	29%	40%	47%	43%	35%	37%
At Masters Grade Level	2019	22%	13%	17%	31%	17%	48%	17%	28%	8%	19%	23%	20%	14%	16%
	2018	24%	15%	18%	34%	22%	53%	21%	31%	10%	20%	25%	22%	16%	17%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2019	75%	61%	73%	83%	74%	94%	74%	78%	46%	78%	77%	71%	69%	74%
	2018	78%	65%	76%	86%	78%	95%	80%	82%	49%	79%	80%	75%	73%	77%
At Meets Grade Level or Above	2019	48%	32%	43%	58%	42%	80%	46%	53%	28%	48%	49%	43%	39%	45%
	2018	49%	33%	44%	60%	48%	81%	46%	54%	29%	46%	51%	45%	40%	45%
At Masters Grade Level	2019	28%	15%	23%	38%	24%	64%	24%	34%	13%	29%	30%	25%	20%	25%
	2018	27%	15%	22%	36%	25%	62%	22%	32%	11%	25%	28%	24%	19%	24%
Grade 4 Writing															
At Approaches Grade Level or Above	2019	67%	54%	63%	75%	62%	88%	65%	73%	34%	61%	68%	63%	59%	64%
	2018	63%	50%	58%	72%	61%	87%	65%	68%	33%	56%	64%	59%	54%	60%
At Meets Grade Level or Above	2019	35%	24%	30%	44%	29%	66%	35%	42%	19%	28%	36%	32%	26%	31%
	2018	39%	28%	34%	49%	38%	72%	41%	46%	22%	31%	41%	36%	30%	35%
At Masters Grade Level	2019	11%	6%	8%	15%	8%	32%	8%	14%	6%	7%	11%	9%	7%	9%
	2018	11%	6%	8%	15%	8%	34%	11%	15%	6%	7%	12%	10%	6%	9%

Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Performance

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^															
At Approaches Grade Level or Above	2019	86%	78%	84%	93%	86%	96%	88%	90%	56%	87%	87%	84%	82%	83%
	2018	84%	75%	81%	91%	83%	96%	86%	89%	55%	83%	85%	82%	79%	80%
At Meets Grade Level or Above	2019	54%	42%	47%	67%	53%	81%	55%	62%	27%	51%	55%	50%	43%	45%
	2018	54%	41%	47%	67%	49%	81%	55%	64%	30%	49%	55%	50%	43%	46%
At Masters Grade Level	2019	29%	20%	22%	41%	28%	60%	29%	37%	9%	27%	30%	26%	20%	21%
	2018	26%	16%	20%	37%	23%	55%	29%	35%	9%	23%	27%	23%	17%	19%
Grade 5 Mathematics^															
At Approaches Grade Level or Above	2019	90%	81%	89%	94%	90%	98%	92%	91%	68%	91%	91%	87%	87%	90%
	2018	91%	82%	90%	95%	89%	98%	93%	92%	70%	91%	92%	88%	87%	90%
At Meets Grade Level or Above	2019	58%	42%	54%	68%	60%	88%	61%	62%	32%	58%	60%	53%	49%	55%
	2018	58%	42%	55%	68%	54%	87%	62%	63%	35%	57%	60%	53%	50%	56%
At Masters Grade Level	2019	36%	22%	31%	47%	36%	74%	38%	41%	14%	37%	38%	32%	27%	33%
	2018	30%	18%	26%	38%	28%	67%	32%	36%	13%	29%	32%	26%	23%	28%
Grade 5 Science															
At Approaches Grade Level or Above	2019	75%	61%	71%	85%	75%	92%	76%	81%	46%	76%	76%	71%	67%	69%
	2018	76%	62%	73%	86%	76%	92%	78%	82%	48%	77%	77%	73%	69%	71%
At Meets Grade Level or Above	2019	49%	32%	43%	63%	47%	77%	46%	57%	28%	48%	51%	45%	39%	41%
	2018	41%	26%	35%	54%	38%	71%	43%	50%	25%	40%	42%	37%	31%	34%
At Masters Grade Level	2019	24%	12%	19%	35%	24%	50%	22%	31%	11%	23%	25%	21%	16%	18%
	2018	17%	8%	12%	25%	17%	42%	18%	23%	9%	17%	18%	15%	11%	12%
Grade 6 Reading															
At Approaches Grade Level or Above	2019	68%	59%	62%	79%	65%	90%	71%	77%	33%	66%	69%	65%	58%	57%
	2018	69%	58%	63%	80%	67%	91%	69%	77%	35%	66%	70%	66%	60%	60%
At Meets Grade Level or Above	2019	37%	28%	29%	50%	35%	69%	41%	48%	19%	34%	38%	34%	26%	25%
	2018	39%	28%	31%	52%	39%	71%	37%	48%	22%	35%	40%	36%	28%	28%
At Masters Grade Level	2019	18%	12%	12%	26%	16%	44%	19%	25%	6%	16%	18%	16%	10%	10%
	2018	19%	12%	13%	28%	18%	45%	19%	26%	8%	17%	20%	17%	11%	11%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2019	81%	70%	78%	89%	80%	96%	86%	86%	50%	82%	82%	78%	75%	77%
	2018	77%	65%	74%	87%	78%	95%	81%	83%	50%	79%	79%	74%	71%	73%
At Meets Grade Level or Above	2019	47%	33%	40%	60%	45%	84%	53%	56%	24%	47%	48%	43%	36%	39%
	2018	44%	30%	37%	58%	43%	82%	49%	53%	23%	46%	46%	40%	34%	37%
At Masters Grade Level	2019	21%	12%	15%	30%	19%	62%	26%	28%	9%	22%	22%	18%	13%	15%
	2018	18%	10%	13%	27%	17%	56%	19%	24%	9%	19%	20%	16%	11%	14%
Grade 7 Reading															
At Approaches Grade Level or Above	2019	76%	66%	71%	85%	75%	93%	77%	82%	38%	74%	77%	72%	68%	66%
	2018	74%	65%	70%	84%	73%	94%	76%	82%	38%	71%	76%	71%	66%	66%

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2019-20 State STAAR Performance

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	49%	37%	42%	62%	47%	80%	52%	59%	22%	45%	51%	45%	38%	36%
	2018	48%	36%	41%	62%	46%	79%	50%	58%	23%	43%	50%	44%	37%	35%
At Masters Grade Level	2019	29%	19%	22%	41%	28%	63%	28%	38%	9%	27%	31%	26%	19%	18%
	2018	29%	19%	22%	40%	28%	61%	27%	37%	10%	26%	30%	26%	19%	18%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2019	75%	62%	72%	85%	76%	95%	75%	80%	44%	75%	76%	72%	68%	69%
	2018	72%	59%	68%	83%	74%	94%	79%	78%	43%	71%	74%	69%	65%	67%
At Meets Grade Level or Above	2019	43%	28%	37%	56%	43%	81%	45%	50%	22%	42%	44%	39%	33%	34%
	2018	40%	25%	33%	53%	39%	81%	47%	47%	21%	38%	41%	36%	30%	32%
At Masters Grade Level	2019	17%	8%	12%	23%	15%	57%	15%	21%	8%	16%	18%	14%	10%	12%
	2018	18%	9%	13%	27%	18%	60%	22%	24%	7%	17%	19%	16%	11%	13%
Grade 7 Writing															
At Approaches Grade Level or Above	2019	70%	61%	65%	80%	69%	92%	73%	78%	30%	65%	72%	67%	61%	60%
	2018	69%	60%	63%	81%	69%	91%	73%	78%	29%	61%	71%	65%	60%	57%
At Meets Grade Level or Above	2019	42%	31%	35%	54%	42%	77%	44%	52%	18%	34%	43%	38%	31%	29%
	2018	43%	33%	35%	58%	42%	78%	45%	54%	19%	34%	45%	39%	32%	29%
At Masters Grade Level	2019	18%	11%	12%	26%	17%	51%	19%	25%	7%	14%	19%	15%	10%	10%
	2018	15%	8%	9%	22%	13%	46%	14%	21%	6%	10%	16%	13%	8%	7%
Grade 8 Reading^															
At Approaches Grade Level or Above	2019	86%	78%	83%	92%	86%	96%	85%	91%	48%	83%	87%	82%	80%	77%
	2018	86%	79%	83%	92%	86%	96%	86%	91%	49%	83%	87%	82%	80%	76%
At Meets Grade Level or Above	2019	55%	42%	47%	69%	54%	84%	51%	66%	23%	48%	57%	50%	43%	37%
	2018	49%	38%	42%	63%	48%	78%	48%	61%	23%	42%	51%	44%	38%	31%
At Masters Grade Level	2019	28%	18%	21%	40%	26%	61%	25%	38%	8%	23%	30%	24%	18%	14%
	2018	27%	18%	20%	37%	25%	55%	27%	36%	8%	21%	28%	23%	17%	13%
Grade 8 Mathematics^															
At Approaches Grade Level or Above	2019	88%	81%	87%	93%	87%	98%	89%	91%	59%	87%	89%	85%	84%	86%
	2018	86%	78%	85%	91%	85%	97%	90%	88%	54%	86%	87%	83%	82%	83%
At Meets Grade Level or Above	2019	57%	43%	52%	68%	56%	87%	63%	64%	28%	55%	59%	52%	48%	49%
	2018	51%	37%	47%	62%	48%	84%	53%	57%	26%	50%	53%	46%	43%	44%
At Masters Grade Level	2019	17%	9%	13%	24%	16%	54%	17%	22%	9%	15%	18%	15%	11%	11%
	2018	15%	8%	12%	22%	14%	49%	16%	19%	9%	15%	16%	13%	10%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2019	81%	71%	77%	90%	82%	96%	82%	88%	47%	79%	82%	77%	74%	71%
	2018	76%	64%	71%	87%	77%	94%	80%	83%	39%	75%	78%	71%	68%	64%
At Meets Grade Level or Above	2019	51%	35%	43%	67%	51%	83%	49%	62%	24%	49%	53%	45%	39%	35%
	2018	52%	35%	44%	67%	50%	84%	54%	61%	23%	50%	54%	45%	40%	36%
At Masters Grade Level	2019	25%	13%	18%	39%	23%	61%	23%	34%	10%	25%	27%	21%	15%	13%
	2018	28%	14%	20%	42%	29%	64%	26%	37%	8%	26%	30%	23%	17%	15%

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Grade 8 Social Studies															
At Approaches Grade Level or Above	2019	69%	58%	63%	80%	68%	92%	72%	78%	37%	69%	70%	64%	59%	55%
	2018	65%	54%	59%	77%	66%	90%	69%	73%	34%	65%	67%	60%	55%	51%
At Meets Grade Level or Above	2019	37%	26%	29%	49%	36%	73%	37%	47%	20%	37%	38%	33%	26%	23%
	2018	36%	25%	28%	48%	36%	71%	39%	45%	20%	35%	38%	31%	25%	22%
At Masters Grade Level	2019	21%	13%	15%	30%	20%	55%	20%	29%	9%	22%	22%	18%	13%	11%
	2018	21%	13%	15%	30%	21%	55%	22%	28%	8%	21%	22%	18%	13%	11%
End of Course English I															
At Approaches Grade Level or Above	2019	68%	58%	63%	80%	67%	89%	66%	78%	28%	59%	70%	62%	59%	50%
	2018	65%	54%	60%	78%	62%	87%	69%	76%	26%	55%	68%	59%	57%	47%
At Meets Grade Level or Above	2019	50%	37%	43%	67%	50%	81%	47%	64%	15%	38%	52%	44%	39%	28%
	2018	44%	31%	37%	61%	43%	78%	50%	58%	14%	32%	47%	39%	34%	24%
At Masters Grade Level	2019	11%	5%	7%	18%	9%	39%	10%	17%	3%	5%	12%	8%	5%	3%
	2018	7%	3%	4%	12%	6%	30%	8%	12%	3%	3%	8%	6%	3%	1%
End of Course English II															
At Approaches Grade Level or Above	2019	68%	59%	63%	81%	67%	87%	68%	79%	28%	57%	71%	62%	60%	45%
	2018	67%	58%	62%	81%	65%	84%	67%	79%	25%	58%	70%	59%	59%	42%
At Meets Grade Level or Above	2019	49%	38%	42%	66%	47%	77%	49%	63%	16%	35%	52%	42%	38%	22%
	2018	48%	35%	40%	66%	47%	74%	48%	63%	15%	34%	51%	40%	37%	20%
At Masters Grade Level	2019	8%	4%	5%	14%	6%	29%	6%	13%	4%	3%	9%	6%	4%	1%
	2018	8%	4%	5%	14%	5%	30%	9%	14%	4%	3%	9%	6%	4%	1%
End of Course Algebra I															
At Approaches Grade Level or Above	2019	85%	77%	83%	89%	83%	97%	78%	87%	53%	82%	87%	80%	81%	82%
	2018	83%	74%	81%	89%	81%	97%	85%	88%	48%	82%	86%	78%	79%	78%
At Meets Grade Level or Above	2019	61%	46%	58%	69%	56%	90%	55%	66%	25%	55%	64%	52%	53%	54%
	2018	55%	39%	50%	66%	51%	89%	57%	63%	19%	51%	59%	46%	46%	45%
At Masters Grade Level	2019	37%	24%	34%	44%	34%	76%	32%	42%	10%	32%	40%	30%	29%	31%
	2018	32%	18%	27%	41%	28%	72%	34%	38%	7%	28%	35%	25%	24%	24%
End of Course Biology															
At Approaches Grade Level or Above	2019	88%	83%	86%	94%	89%	97%	85%	93%	60%	85%	90%	85%	84%	79%
	2018	87%	81%	84%	94%	86%	96%	88%	93%	57%	85%	89%	82%	82%	76%
At Meets Grade Level or Above	2019	62%	49%	54%	77%	62%	88%	60%	74%	25%	55%	65%	54%	51%	40%
	2018	59%	45%	51%	75%	58%	87%	60%	73%	22%	53%	62%	51%	47%	37%
At Masters Grade Level	2019	25%	14%	18%	39%	24%	63%	23%	36%	6%	19%	27%	20%	15%	10%
	2018	24%	13%	16%	37%	22%	61%	24%	36%	5%	19%	26%	19%	14%	9%
End of Course U.S. History															
At Approaches Grade Level or Above	2019	93%	88%	91%	96%	93%	97%	89%	96%	66%	89%	94%	89%	90%	82%
	2018	92%	87%	90%	96%	92%	97%	92%	95%	63%	91%	93%	88%	88%	79%
At Meets Grade Level or Above	2019	73%	63%	68%	85%	74%	90%	70%	83%	36%	65%	76%	66%	64%	46%
	2018	70%	59%	64%	83%	71%	88%	71%	81%	33%	65%	73%	63%	61%	42%

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At Masters Grade Level	2019	45%	32%	37%	61%	46%	72%	41%	58%	15%	37%	48%	38%	34%	18%
	2018	40%	28%	33%	55%	40%	68%	37%	53%	11%	35%	43%	34%	29%	15%
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	68%	74%	86%	77%	93%	78%	83%	46%	76%	79%	74%	71%	70%
	2018	77%	66%	73%	86%	76%	93%	79%	83%	45%	74%	78%	73%	70%	69%
At Meets Grade Level or Above	2019	50%	37%	44%	63%	48%	80%	50%	58%	24%	45%	52%	45%	39%	38%
	2018	48%	35%	42%	62%	46%	79%	50%	57%	24%	43%	50%	43%	38%	36%
At Masters Grade Level	2019	24%	14%	18%	33%	21%	55%	22%	31%	9%	21%	25%	20%	15%	16%
	2018	22%	13%	16%	31%	20%	53%	22%	29%	8%	19%	23%	18%	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	65%	71%	85%	73%	92%	75%	82%	39%	72%	76%	71%	67%	65%
	2018	74%	64%	69%	84%	72%	91%	75%	82%	39%	70%	75%	70%	66%	64%
At Meets Grade Level or Above	2019	48%	36%	41%	62%	46%	77%	48%	58%	21%	41%	50%	43%	37%	34%
	2018	46%	34%	39%	61%	44%	76%	47%	57%	22%	39%	48%	42%	36%	32%
At Masters Grade Level	2019	21%	13%	15%	30%	18%	49%	19%	29%	7%	18%	22%	18%	13%	13%
	2018	19%	12%	14%	29%	17%	46%	19%	28%	7%	17%	20%	17%	12%	12%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	71%	80%	88%	81%	96%	82%	85%	53%	82%	83%	78%	77%	79%
	2018	81%	70%	79%	88%	80%	96%	84%	85%	52%	81%	82%	77%	76%	78%
At Meets Grade Level or Above	2019	52%	37%	47%	63%	49%	85%	53%	58%	27%	50%	54%	47%	43%	46%
	2018	50%	34%	44%	61%	47%	83%	52%	56%	26%	48%	52%	44%	40%	44%
At Masters Grade Level	2019	26%	15%	22%	35%	24%	64%	26%	32%	11%	25%	28%	23%	19%	22%
	2018	24%	13%	19%	32%	22%	61%	25%	29%	10%	22%	25%	20%	17%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	57%	64%	78%	65%	90%	69%	75%	32%	63%	70%	65%	60%	62%
	2018	66%	55%	61%	76%	65%	89%	69%	73%	31%	58%	67%	62%	57%	58%
At Meets Grade Level or Above	2019	38%	28%	32%	49%	35%	72%	39%	47%	19%	31%	40%	35%	29%	30%
	2018	41%	30%	34%	54%	40%	75%	43%	50%	21%	32%	43%	38%	31%	32%
At Masters Grade Level	2019	14%	9%	10%	20%	12%	42%	14%	19%	7%	10%	15%	12%	8%	9%
	2018	13%	7%	9%	19%	11%	40%	12%	17%	6%	8%	14%	11%	7%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	72%	78%	90%	82%	95%	81%	87%	51%	79%	83%	78%	75%	73%
	2018	80%	70%	76%	89%	80%	94%	82%	86%	49%	79%	81%	76%	73%	71%
At Meets Grade Level or Above	2019	54%	39%	47%	69%	54%	83%	53%	64%	25%	50%	56%	48%	43%	39%
	2018	51%	36%	43%	66%	49%	81%	53%	61%	24%	47%	53%	45%	40%	35%
At Masters Grade Level	2019	25%	13%	18%	37%	24%	58%	23%	33%	9%	23%	26%	21%	15%	14%
	2018	23%	12%	16%	35%	22%	56%	23%	32%	7%	20%	24%	19%	14%	12%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	73%	77%	88%	81%	94%	82%	86%	51%	76%	82%	76%	74%	65%
	2018	78%	71%	74%	87%	80%	93%	81%	84%	48%	74%	80%	74%	71%	62%

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At Meets Grade Level or Above	2019	55%	45%	48%	67%	55%	81%	56%	63%	28%	47%	57%	48%	44%	32%
	2018	53%	42%	46%	65%	54%	80%	56%	62%	26%	45%	55%	46%	42%	30%
At Masters Grade Level	2019	33%	23%	26%	45%	33%	64%	31%	42%	12%	28%	35%	27%	23%	14%
	2018	31%	20%	24%	43%	31%	61%	30%	40%	9%	26%	33%	25%	21%	12%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject															
Grade 4 ELA/Reading	2019	**61**	56	61	63	61	76	59	62	54	62	62	60	58	61
	2018	**63**	60	61	66	64	77	62	66	63	64	64	63	61	62
Grade 4 Mathematics	2019	**65**	58	63	69	64	83	62	66	61	66	66	63	62	65
	2018	**65**	60	64	68	66	82	66	67	61	64	66	64	62	65
Grade 5 ELA/Reading	2019	**81**	80	80	81	81	88	80	81	75	81	81	81	80	82
	2018	**80**	80	80	79	79	86	79	80	77	81	80	80	79	81
Grade 5 Mathematics	2019	**83**	81	82	84	83	93	85	84	82	83	84	83	82	83
	2018	**81**	81	81	80	80	89	84	82	84	80	81	81	80	81
Grade 6 ELA/Reading	2019	**42**	40	38	47	42	63	43	47	34	40	42	42	38	38
	2018	**47**	41	44	52	47	67	46	51	37	45	47	47	42	44
Grade 6 Mathematics	2019	**54**	51	48	61	55	80	61	60	45	56	53	54	48	48
	2018	**56**	53	52	62	55	78	58	61	55	57	56	57	52	53
Grade 7 ELA/Reading	2019	**77**	74	76	80	77	89	79	80	67	77	78	76	75	76
	2018	**76**	70	75	77	74	88	78	77	67	75	76	75	73	76
Grade 7 Mathematics	2019	**62**	56	61	66	63	81	60	64	48	62	63	61	59	60
	2018	**67**	61	66	70	66	84	73	68	59	66	68	66	65	67
Grade 8 ELA/Reading	2019	**77**	75	77	79	77	85	76	80	69	77	78	77	76	77
	2018	**79**	79	79	79	78	83	79	80	72	78	79	79	79	79
Grade 8 Mathematics	2019	**82**	82	83	81	81	84	83	82	74	81	82	82	83	83
	2018	**81**	81	82	78	81	81	83	78	74	81	81	81	82	83
End of Course English II	2019	**69**	69	68	71	68	75	68	71	61	66	69	68	67	65
	2018	**67**	63	66	69	65	74	67	69	52	61	67	66	65	62
End of Course Algebra I	2019	**75**	67	74	77	72	93	71	76	46	73	76	70	71	73
	2018	**72**	63	70	76	70	92	76	75	42	70	73	67	67	67
All Grades Both Subjects	2019	**69**	66	67	72	69	83	69	71	60	68	69	68	66	67
	2018	**69**	66	68	71	68	82	71	71	62	68	70	69	67	69
All Grades ELA/Reading	2019	**68**	65	67	70	68	79	67	70	60	67	68	67	66	67
	2018	**69**	66	68	70	68	79	68	70	62	68	69	68	67	68
All Grades Mathematics	2019	**70**	66	68	73	69	86	70	72	60	70	71	69	67	68
	2018	**70**	66	69	72	69	85	73	72	63	69	71	69	68	69

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2019	**41%**	35%	40%	46%	40%	49%	41%	44%	21%	38%	37%
	2018	**38%**	34%	38%	44%	36%	51%	41%	41%	21%	36%	35%
Mathematics	2019	**45%**	39%	46%	49%	45%	57%	42%	46%	29%	44%	44%
	2018	**47%**	41%	47%	51%	46%	57%	55%	47%	30%	45%	45%
Student Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2019	**78%**	67%	74%	87%	78%	92%	80%	83%	39%	71%	66%
Students Requiring Accelerated Instruction												
	2019	**22%**	33%	26%	13%	22%	8%	20%	17%	61%	29%	34%
STAAR Cumulative Met Standard												
	2019	**86%**	78%	84%	93%	86%	95%	88%	90%	51%	81%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2018	**97%**	97%	97%	97%	97%	98%	100%	97%	99%	97%	97%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 6	2019	**9%**	9%	8%	10%	5%	13%	5%	10%	4%	8%	8%
Retained in Grade 5	2019	**63%**	52%	64%	73%	*	40%	-	67%	58%	62%	61%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2019	**83%**	72%	82%	90%	83%	97%	86%	86%	52%	78%	78%
Students Requiring Accelerated Instruction												
	2019	**17%**	28%	18%	10%	17%	3%	14%	14%	48%	22%	22%
STAAR Cumulative Met Standard												
	2019	**90%**	81%	89%	94%	89%	98%	92%	91%	65%	86%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2018	**97%**	97%	97%	97%	97%	96%	100%	97%	99%	97%	96%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 6	2019	**24%**	22%	23%	27%	19%	40%	41%	27%	16%	23%	22%
Retained in Grade 5	2019	**65%**	59%	68%	65%	*	57%	-	64%	66%	63%	64%
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2019	**78%**	68%	74%	87%	78%	93%	75%	86%	30%	70%	49%
Students Requiring Accelerated Instruction												
	2019	**22%**	32%	26%	13%	22%	7%	25%	14%	70%	30%	51%
STAAR Cumulative Met Standard												
	2019	**85%**	78%	82%	92%	86%	95%	84%	91%	41%	79%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2018	**99%**	99%	99%	98%	99%	100%	100%	99%	100%	99%	99%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 9	2019	**13%**	12%	13%	15%	16%	25%	21%	14%	5%	13%	12%

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Retained in Grade 8	2019	**38%**	22%	39%	48%	*	*	-	*	12%	37%	30%

Grade 8 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	**82%**	73%	80%	89%	82%	96%	83%	87%	44%	77%	69%
Students Requiring Accelerated Instruction												
	2019	**18%**	27%	20%	11%	18%	4%	17%	13%	56%	23%	31%
STAAR Cumulative Met Standard												
	2019	**88%**	80%	86%	93%	87%	97%	87%	91%	53%	84%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2018	**98%**	99%	98%	98%	99%	99%	95%	99%	100%	98%	98%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 9	2019	**50%**	48%	52%	42%	55%	53%	39%	40%	37%	50%	54%
Retained in Grade 8	2019	**56%**	36%	58%	61%	-	*	-	*	29%	55%	54%

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Bilingual Education/English as a Second Language

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(Current EL Students)

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		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level													
All Grades All Subjects													
At Approaches Grade Level or Above	2019	**78%**	72%	71%	70%	73%	74%	58%	65%	56%	62%	63%	63%
	2018	**77%**	71%	69%	69%	71%	73%	53%	57%	50%	58%	59%	59%
At Meets Grade Level or Above	2019	**50%**	38%	35%	35%	39%	41%	24%	31%	22%	30%	29%	29%
	2018	**48%**	35%	33%	33%	36%	39%	20%	24%	18%	26%	26%	26%
At Masters Grade Level	2019	**24%**	17%	15%	15%	17%	19%	8%	12%	6%	11%	11%	11%
	2018	**22%**	14%	12%	13%	14%	17%	6%	8%	5%	9%	9%	9%
All Grades ELA/Reading													
At Approaches Grade Level or Above	2019	**75%**	71%	70%	69%	73%	73%	50%	59%	46%	56%	56%	56%
	2018	**74%**	69%	65%	66%	71%	72%	45%	48%	42%	53%	53%	53%
At Meets Grade Level or Above	2019	**48%**	35%	31%	33%	38%	39%	19%	27%	16%	26%	24%	24%
	2018	**46%**	33%	28%	31%	35%	39%	15%	18%	13%	22%	22%	22%
At Masters Grade Level	2019	**21%**	16%	13%	14%	17%	18%	5%	10%	4%	8%	9%	9%
	2018	**19%**	14%	11%	13%	15%	17%	4%	5%	3%	7%	8%	8%
All Grades Mathematics													
At Approaches Grade Level or Above	2019	**82%**	79%	79%	78%	78%	80%	72%	76%	70%	73%	75%	74%
	2018	**81%**	79%	79%	78%	78%	80%	67%	70%	65%	69%	72%	72%
At Meets Grade Level or Above	2019	**52%**	44%	43%	42%	43%	46%	35%	41%	32%	38%	38%	38%
	2018	**50%**	43%	42%	41%	41%	45%	29%	33%	26%	32%	35%	34%
At Masters Grade Level	2019	**26%**	21%	20%	20%	21%	23%	13%	18%	11%	16%	16%	16%
	2018	**24%**	19%	18%	17%	18%	21%	10%	12%	8%	13%	14%	13%
All Grades Writing													
At Approaches Grade Level or Above	2019	**68%**	62%	58%	61%	64%	67%	47%	53%	44%	53%	53%	53%
	2018	**66%**	56%	51%	56%	58%	62%	38%	44%	34%	45%	46%	46%
At Meets Grade Level or Above	2019	**38%**	29%	24%	26%	31%	37%	17%	21%	14%	22%	22%	22%
	2018	**41%**	30%	25%	28%	31%	36%	15%	19%	11%	21%	21%	21%
At Masters Grade Level	2019	**14%**	9%	5%	6%	10%	13%	4%	5%	3%	6%	6%	6%
	2018	**13%**	7%	5%	6%	8%	11%	2%	3%	2%	4%	5%	5%
All Grades Science													
At Approaches Grade Level or Above	2019	**81%**	64%	64%	58%	67%	65%	63%	65%	63%	64%	64%	64%
	2018	**80%**	65%	65%	62%	66%	66%	57%	61%	54%	60%	60%	60%
At Meets Grade Level or Above	2019	**54%**	34%	34%	29%	36%	36%	24%	30%	22%	30%	27%	27%
	2018	**51%**	26%	26%	22%	27%	27%	20%	22%	18%	25%	22%	22%
At Masters Grade Level	2019	**25%**	13%	12%	10%	13%	14%	6%	9%	5%	9%	8%	8%
	2018	**23%**	8%	7%	6%	8%	8%	5%	5%	4%	7%	5%	6%
All Grades Social Studies													
At Approaches Grade Level or Above	2019	**81%**	53%	61%	50%	53%	56%	54%	62%	53%	59%	54%	55%
	2018	**78%**	47%	60%	67%	46%	29%	50%	56%	45%	52%	50%	50%
At Meets Grade Level or Above	2019	**55%**	17%	22%	10%	16%	21%	20%	26%	19%	27%	20%	21%
	2018	**53%**	15%	35%	17%	14%	6%	18%	22%	15%	23%	18%	18%
At Masters Grade Level	2019	**33%**	7%	9%	0%	6%	16%	7%	9%	7%	11%	7%	7%
	2018	**31%**	7%	21%	17%	6%	3%	6%	7%	5%	9%	6%	6%
School Progress Domain - Academic Growth Score													
All Grades Both Subjects	2019	**69%**	70%	70%	67%	68%	70%	63%	67%	62%	65%	65%	65%
	2018	**69%**	70%	70%	68%	69%	72%	65%	66%	64%	66%	67%	67%
All Grades ELA/Reading	2019	**68%**	68%	70%	66%	66%	67%	64%	67%	63%	64%	65%	65%
	2018	**69%**	69%	70%	67%	68%	70%	65%	66%	64%	66%	66%	66%
All Grades Mathematics	2019	**70%**	71%	71%	68%	69%	73%	63%	67%	61%	66%	65%	65%

Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	**70%**	71%	71%	68%	70%	73%	65%	66%	64%	67%	67%	67%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Reading	2019	**41%**	45%	45%	42%	42%	47%	35%	39%	34%	36%	37%	37%
	2018	**38%**	40%	39%	37%	41%	43%	33%	35%	32%	34%	35%	35%
Mathematics	2019	**45%**	47%	47%	44%	45%	48%	44%	44%	43%	42%	44%	44%
	2018	**47%**	51%	52%	48%	50%	51%	43%	45%	42%	42%	45%	45%

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	93%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	2%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	94%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	1%	0%	1%	3%	2%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate											
2018-19	95.4%	95.0%	95.2%	95.7%	95.0%	97.4%	95.1%	95.6%	94.2%	94.9%	95.9%
2017-18	95.4%	95.0%	95.1%	95.6%	95.0%	97.4%	94.9%	95.5%	94.1%	94.9%	95.9%
Annual Dropout Rate (Gr 7-8)											
2018-19	0.4%	0.7%	0.5%	0.3%	0.9%	0.2%	0.8%	0.4%	0.5%	0.5%	0.7%
2017-18	0.4%	0.7%	0.4%	0.3%	0.6%	0.2%	0.5%	0.3%	0.6%	0.5%	0.6%
Annual Dropout Rate (Gr 9-12)											
2018-19	1.9%	3.0%	2.3%	1.0%	2.5%	0.6%	2.1%	1.7%	2.6%	2.5%	4.0%
2017-18	1.9%	2.8%	2.3%	1.0%	2.9%	0.5%	2.7%	1.6%	2.7%	2.4%	4.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	90.0%	86.2%	88.2%	93.7%	87.3%	96.4%	88.0%	91.4%	77.9%	87.2%	75.9%
Received TxCHSE	0.5%	0.4%	0.4%	0.6%	0.5%	0.1%	1.0%	0.7%	0.3%	0.5%	0.2%
Continued HS	3.7%	4.5%	4.4%	2.4%	3.9%	1.9%	2.6%	3.1%	12.4%	4.5%	7.6%
Dropped Out	5.9%	8.8%	7.1%	3.3%	8.3%	1.7%	8.4%	4.8%	9.4%	7.9%	16.2%
Graduates and TxCHSE	90.4%	86.7%	88.6%	94.4%	87.8%	96.5%	89.0%	92.1%	78.2%	87.6%	76.2%
Graduates, TxCHSE, and Continuers	94.1%	91.2%	92.9%	96.7%	91.7%	98.3%	91.6%	95.2%	90.6%	92.1%	83.8%
Class of 2018											
Graduated	90.0%	86.5%	88.2%	93.6%	85.1%	96.4%	86.4%	91.4%	77.9%	87.3%	75.1%
Received TxCHSE	0.4%	0.4%	0.4%	0.6%	0.4%	0.1%	0.5%	0.5%	0.2%	0.5%	0.2%
Continued HS	3.8%	4.8%	4.6%	2.5%	5.4%	2.0%	4.7%	3.5%	12.5%	4.6%	8.3%
Dropped Out	5.7%	8.3%	6.9%	3.3%	9.2%	1.4%	8.4%	4.6%	9.4%	7.6%	16.4%
Graduates and TxCHSE	90.4%	86.9%	88.6%	94.2%	85.5%	96.5%	86.9%	91.9%	78.1%	87.8%	75.3%
Graduates, TxCHSE, and Continuers	94.3%	91.7%	93.1%	96.7%	90.8%	98.6%	91.6%	95.4%	90.6%	92.4%	83.6%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.2%	89.1%	90.8%	95.0%	87.6%	97.5%	89.8%	93.4%	82.7%	90.0%	80.2%
Received TxCHSE	0.6%	0.6%	0.5%	0.8%	0.6%	0.1%	1.2%	0.8%	0.3%	0.7%	0.3%
Continued HS	1.1%	1.3%	1.3%	0.8%	1.7%	0.8%	0.5%	0.8%	7.1%	1.2%	1.7%
Dropped Out	6.1%	9.1%	7.4%	3.3%	10.1%	1.6%	8.5%	5.1%	9.9%	8.1%	17.8%
Graduates and TxCHSE	92.8%	89.7%	91.3%	95.9%	88.2%	97.6%	91.0%	94.2%	83.0%	90.7%	80.5%
Graduates, TxCHSE, and Continuers	93.9%	90.9%	92.6%	96.7%	89.9%	98.4%	91.5%	94.9%	90.1%	91.9%	82.2%
Class of 2017											
Graduated	92.0%	88.8%	90.4%	95.1%	89.3%	97.2%	91.0%	94.2%	82.3%	89.7%	78.7%
Received TxCHSE	0.6%	0.6%	0.5%	0.8%	0.6%	0.2%	0.9%	0.8%	0.4%	0.7%	0.2%
Continued HS	1.1%	1.3%	1.3%	0.8%	1.2%	0.9%	1.4%	0.9%	7.1%	1.3%	2.1%
Dropped Out	6.3%	9.3%	7.7%	3.3%	8.9%	1.8%	6.8%	4.1%	10.2%	8.3%	18.9%
Graduates and TxCHSE	92.6%	89.4%	90.9%	95.9%	89.9%	97.4%	91.9%	95.1%	82.7%	90.4%	79.0%
Graduates, TxCHSE, and Continuers	93.7%	90.7%	92.3%	96.7%	91.1%	98.2%	93.2%	95.9%	89.8%	91.7%	81.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.4%	89.2%	91.0%	95.4%	90.0%	97.5%	92.0%	94.5%	84.6%	90.3%	79.8%
Received TxCHSE	0.7%	0.8%	0.6%	0.9%	0.7%	0.2%	1.0%	1.0%	0.4%	0.8%	0.3%
Continued HS	0.6%	0.6%	0.6%	0.4%	0.1%	0.5%	0.3%	0.5%	4.7%	0.6%	0.7%

Texas Education Agency
Texas Academic Performance Report
2019-20 State Attendance, Graduation, and Dropout Rates

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Dropped Out	6.3%	9.3%	7.8%	3.2%	9.2%	1.8%	6.6%	4.0%	10.3%	8.3%	19.2%
Graduates and TxCHSE	93.2%	90.1%	91.6%	96.3%	90.7%	97.7%	93.1%	95.6%	85.0%	91.1%	80.1%
Graduates, TxCHSE, and Continuers	93.7%	90.7%	92.2%	96.8%	90.8%	98.2%	93.4%	96.0%	89.7%	91.7%	80.8%
Class of 2016											
Graduated	92.1%	88.8%	90.5%	95.2%	90.2%	97.2%	92.2%	93.6%	84.6%	89.6%	78.3%
Received TxCHSE	0.8%	0.9%	0.7%	1.0%	1.0%	0.1%	1.5%	1.3%	0.5%	0.9%	0.4%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.8%	0.5%	0.4%	0.4%	4.0%	0.6%	0.7%
Dropped Out	6.6%	9.8%	8.1%	3.3%	8.0%	2.2%	5.9%	4.7%	10.9%	8.9%	20.7%
Graduates and TxCHSE	92.9%	89.7%	91.3%	96.2%	91.2%	97.3%	93.7%	94.9%	85.1%	90.5%	78.6%
Graduates, TxCHSE, and Continuers	93.4%	90.2%	91.9%	96.7%	92.0%	97.8%	94.1%	95.3%	89.1%	91.1%	79.3%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2019	73.3%	63.8%	73.3%	75.4%	71.4%	82.9%	100.0%	72.2%	23.4%	69.3%	71.7%
Class of 2018	68.5%	60.1%	71.3%	64.4%	48.4%	92.6%	27.3%	66.1%	15.6%	66.7%	77.4%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2019	4.2%	5.7%	4.6%	3.1%	5.0%	3.0%	3.4%	3.3%	9.2%	5.4%	7.0%
Class of 2018	5.0%	6.3%	5.8%	3.7%	6.3%	2.5%	5.0%	4.2%	8.5%	6.4%	7.5%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	83.5%	77.4%	82.4%	86.2%	79.0%	92.6%	79.6%	84.4%	36.3%	79.3%	72.9%
Class of 2018	82.0%	76.4%	80.6%	84.8%	77.3%	92.4%	76.2%	83.0%	36.3%	77.9%	71.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	87.6%	83.1%	87.0%	89.2%	84.0%	95.6%	83.0%	87.6%	45.4%	84.6%	79.8%
Class of 2018	86.8%	82.4%	86.2%	88.3%	82.7%	94.9%	80.0%	87.0%	44.1%	84.1%	78.4%
RHSP/DAP Graduates (Annual Rate)											
2018-19	32.7%	17.4%	37.1%	29.8%	38.5%	47.8%	50.0%	33.3%	2.8%	32.4%	54.5%
2017-18	37.7%	31.3%	42.2%	29.5%	32.0%	49.8%	20.0%	31.1%	4.6%	41.0%	61.8%
FHSP-E Graduates (Annual Rate)											
2018-19	4.4%	6.0%	4.8%	3.1%	5.5%	3.1%	4.8%	3.3%	8.8%	5.6%	7.2%
2017-18	4.9%	6.3%	5.7%	3.6%	6.0%	2.4%	4.9%	4.3%	8.2%	6.1%	7.3%
FHSP-DLA Graduates (Annual Rate)											
2018-19	82.1%	75.7%	80.9%	85.2%	77.3%	91.9%	78.2%	83.2%	34.1%	77.8%	71.4%
2017-18	81.5%	75.8%	80.1%	84.4%	76.9%	92.2%	74.0%	82.0%	35.5%	77.8%	71.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2018-19	85.9%	81.0%	85.2%	87.8%	82.4%	94.7%	82.6%	86.1%	40.9%	82.9%	78.3%
2017-18	85.1%	80.3%	84.4%	86.9%	80.8%	94.0%	77.2%	84.8%	39.2%	82.5%	77.8%

Texas Education Agency
Texas Academic Performance Report
2019-20 State Graduation Profile

	State Count	State Percent
Graduates (2018-19 Annual Graduates)		
Total Graduates	355,615	100.0%
By Ethnicity:		
African American	43,953	12.4%
Hispanic	180,673	50.8%
White	105,577	29.7%
American Indian	1,293	0.4%
Asian	16,564	4.7%
Pacific Islander	537	0.2%
Two or More Races	7,018	2.0%
By Graduation Type:		
Minimum H.S. Program	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	1,090	0.3%
Foundation H.S. Program (No Endorsement)	51,579	14.5%
Foundation H.S. Program (Endorsement)	15,160	4.3%
Foundation H.S. Program (DLA)	285,538	80.3%
Special Education Graduates	27,598	7.8%
Economically Disadvantaged Graduates	186,364	52.4%
LEP Graduates	25,189	7.1%
At-Risk Graduates	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 State College, Career, and Military Readiness (CCMR)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)											
College, Career, or Military Ready (Annual Graduates)											
2018-19	72.9%	60.5%	70.6%	79.4%	68.2%	89.6%	66.6%	75.2%	71.7%	67.5%	56.7%
2017-18	65.5%	51.1%	61.8%	74.0%	59.8%	87.0%	60.2%	68.1%	62.7%	58.1%	45.8%
College Ready Graduates											
College Ready (Annual Graduates)											
2018-19	53.0%	35.4%	48.5%	62.8%	47.1%	83.5%	43.0%	58.8%	9.6%	43.1%	28.9%
2017-18	50.0%	32.1%	44.3%	61.3%	44.9%	83.0%	40.5%	55.4%	7.2%	38.6%	24.2%
TSI Criteria Graduates (Annual Graduates)											
English Language Arts											
2018-19	60.7%	49.4%	54.6%	71.5%	54.8%	85.7%	51.6%	69.1%	15.3%	50.3%	23.9%
2017-18	58.2%	46.6%	51.0%	70.2%	53.2%	84.8%	54.4%	67.6%	11.9%	46.3%	17.3%
Mathematics											
2018-19	48.6%	34.7%	42.5%	58.8%	43.6%	84.7%	43.6%	55.3%	10.5%	38.6%	23.6%
2017-18	46.0%	31.5%	38.6%	57.9%	41.0%	84.8%	40.0%	53.1%	7.4%	34.2%	19.0%
Both Subjects											
2018-19	44.2%	29.9%	37.2%	56.1%	39.7%	80.4%	39.5%	52.3%	7.0%	33.0%	14.5%
2017-18	42.1%	27.4%	33.9%	55.4%	36.9%	80.1%	36.2%	50.8%	5.0%	29.3%	9.9%
Dual Course Credits (Annual Graduates)											
Any Subject											
2018-19	23.1%	14.2%	21.2%	29.2%	19.2%	28.6%	16.2%	23.5%	2.9%	18.4%	5.6%
2017-18	20.7%	12.2%	18.7%	27.0%	18.2%	24.6%	13.4%	19.1%	2.3%	16.3%	4.3%
AP/IB Met Criteria in Any Subject (Annual Graduates)											
Any Subject											
2018-19	21.1%	7.9%	18.7%	25.1%	17.4%	56.2%	14.7%	25.4%	1.7%	15.1%	16.1%
2017-18	20.4%	7.7%	17.8%	24.6%	16.0%	55.0%	15.5%	24.4%	1.5%	14.1%	15.7%
Associate's Degree											
Associate's Degree (Annual Graduates)											
2018-19	1.9%	1.5%	2.6%	0.9%	1.1%	2.0%	2.4%	1.2%	0.1%	2.2%	0.4%
2017-18	1.4%	1.0%	2.0%	0.7%	0.2%	1.7%	1.5%	1.1%	0.1%	1.8%	0.2%
OnRamps Course Credits (Annual Graduates)											
2018-19	2.3%	1.1%	2.0%	3.0%	1.5%	3.2%	1.3%	3.3%	0.2%	1.5%	0.6%
2017-18	1.0%	0.5%	0.7%	1.4%	0.6%	1.6%	1.1%	1.4%	0.1%	0.6%	0.2%
Career/Military Ready Graduates											
Career or Military Ready (Annual Graduates)											
2018-19	40.4%	37.8%	42.7%	39.2%	38.0%	31.6%	37.2%	35.5%	70.5%	42.8%	38.2%
2017-18	28.7%	26.6%	30.9%	27.3%	26.4%	21.1%	30.5%	25.1%	61.9%	31.5%	27.4%
Approved Industry-Based Certification (Annual Graduates)											
2018-19	10.7%	6.5%	12.3%	9.7%	10.1%	11.7%	4.7%	8.0%	6.3%	11.2%	8.9%
2017-18	4.8%	2.7%	5.4%	4.7%	3.7%	5.1%	3.6%	3.8%	3.0%	5.0%	3.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2018-19	2.3%	3.7%	2.2%	2.2%	2.6%	0.7%	2.0%	2.2%	29.0%	2.8%	3.9%
2017-18	1.7%	2.9%	1.7%	1.5%	1.5%	0.5%	1.5%	1.4%	22.4%	2.2%	3.3%

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)											
2018-19	55.6%	50.1%	58.4%	55.4%	52.3%	43.8%	46.0%	48.2%	49.8%	57.7%	49.4%
2017-18	38.7%	33.1%	42.1%	37.2%	35.5%	31.5%	29.9%	32.3%	32.1%	41.8%	34.1%
U.S. Armed Forces Enlistment (Annual Graduates)											
2018-19	5.0%	5.9%	5.2%	4.6%	4.0%	2.2%	12.5%	5.2%	4.3%	5.9%	4.7%
2017-18	4.3%	4.4%	4.6%	3.9%	4.2%	1.9%	12.5%	4.5%	4.0%	5.0%	3.7%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)											
2018-19	2.7%	3.4%	2.8%	2.7%	2.9%	1.0%	1.9%	2.8%	35.0%	3.1%	4.1%
2017-18	2.6%	3.3%	2.5%	2.5%	2.4%	0.7%	1.9%	2.7%	34.2%	2.9%	3.7%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2018-19	0.6%	0.3%	0.9%	0.4%	0.2%	0.1%	0.2%	0.2%	0.4%	0.8%	0.5%
2017-18	0.6%	0.3%	0.9%	0.3%	0.2%	0.1%	0.0%	0.3%	0.4%	0.8%	0.6%

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)											
Reading											
2018-19	33.4%	24.9%	33.8%	36.8%	27.5%	29.5%	25.5%	33.9%	7.3%	30.3%	11.3%
2017-18	32.1%	23.4%	32.3%	35.8%	28.0%	28.0%	29.7%	32.3%	7.0%	29.1%	9.9%
Mathematics											
2018-19	24.7%	17.6%	25.4%	25.8%	21.0%	28.4%	23.6%	24.9%	4.1%	22.6%	12.3%
2017-18	23.7%	16.7%	24.2%	25.1%	19.9%	28.0%	21.0%	23.3%	3.6%	21.5%	12.0%
Both Subjects											
2018-19	18.8%	11.9%	19.3%	20.7%	15.9%	20.1%	16.9%	19.2%	2.5%	16.6%	5.9%
2017-18	18.1%	10.9%	18.4%	20.3%	13.9%	19.7%	15.5%	18.1%	2.2%	15.9%	5.4%
CTE Coherent Sequence (Annual Graduates)											
2018-19	59.0%	54.0%	61.9%	58.6%	55.1%	47.8%	49.9%	52.0%	54.3%	61.4%	53.7%
2017-18	58.4%	54.3%	61.2%	57.7%	57.3%	46.0%	52.7%	52.1%	53.2%	61.6%	51.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)											
English Language Arts											
2018-19	5.1%	4.9%	6.6%	3.2%	3.8%	1.6%	4.8%	3.0%	5.2%	6.8%	9.2%
2017-18	2.0%	1.3%	2.5%	1.7%	1.6%	0.6%	1.1%	1.1%	2.0%	2.5%	2.6%
Mathematics											
2018-19	7.3%	7.9%	8.9%	5.3%	4.9%	2.1%	6.1%	5.1%	5.2%	9.1%	10.1%
2017-18	3.9%	4.0%	4.5%	3.4%	4.0%	1.4%	2.3%	2.9%	2.4%	4.4%	4.7%
Both Subjects											
2018-19	2.6%	2.3%	3.6%	1.6%	2.0%	0.5%	2.0%	1.5%	2.3%	3.7%	4.6%
2017-18	0.9%	0.5%	1.0%	0.9%	0.9%	0.3%	0.2%	0.6%	0.7%	1.0%	0.8%
AP/IB Results (Participation) (Grades 11-12)											
All Subjects											
2019	25.2%	16.2%	23.0%	27.0%	19.4%	60.5%	21.2%	28.4%	n/a	19.7%	n/a
2018	25.8%	17.0%	23.5%	27.8%	21.9%	60.9%	20.2%	28.9%	n/a	20.2%	n/a
English Language Arts											
2019	14.5%	9.8%	12.5%	15.9%	10.9%	38.7%	12.3%	17.7%	n/a	10.7%	n/a
2018	15.3%	10.7%	13.1%	16.8%	12.2%	40.4%	11.9%	18.5%	n/a	11.4%	n/a
Mathematics											
2019	7.4%	3.2%	5.2%	8.8%	5.8%	31.7%	6.6%	9.8%	n/a	4.3%	n/a
2018	7.3%	3.4%	5.1%	9.0%	5.5%	30.7%	6.7%	9.5%	n/a	4.3%	n/a
Science											
2019	10.4%	5.8%	8.2%	12.0%	6.7%	36.2%	9.0%	13.4%	n/a	7.0%	n/a
2018	10.8%	5.9%	8.6%	12.6%	9.0%	36.7%	9.4%	13.1%	n/a	7.5%	n/a
Social Studies											
2019	13.9%	8.9%	11.5%	15.5%	10.1%	42.6%	11.8%	17.3%	n/a	9.8%	n/a
2018	14.5%	9.4%	12.1%	16.0%	12.5%	43.7%	12.1%	17.4%	n/a	10.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)											
All Subjects											
2019	51.0%	29.2%	39.2%	64.5%	53.5%	75.1%	48.6%	64.3%	n/a	35.9%	n/a
2018	50.7%	29.2%	38.4%	64.8%	51.0%	74.6%	52.5%	62.8%	n/a	35.6%	n/a
English Language Arts											
2019	41.2%	23.5%	22.3%	59.7%	45.3%	68.1%	46.8%	59.5%	n/a	19.0%	n/a
2018	42.5%	24.8%	23.5%	61.1%	47.2%	69.1%	51.9%	59.7%	n/a	20.8%	n/a
Mathematics											
2019	52.2%	33.8%	31.6%	63.1%	56.6%	72.9%	56.6%	65.4%	n/a	30.1%	n/a
2018	52.8%	32.5%	33.4%	63.1%	50.3%	72.6%	58.1%	65.9%	n/a	31.6%	n/a

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Science											
2019	40.6%	21.0%	21.0%	55.7%	42.9%	63.2%	39.8%	56.5%	n/a	18.9%	n/a
2018	38.0%	18.1%	19.4%	52.0%	36.6%	61.4%	41.3%	52.8%	n/a	18.0%	n/a
Social Studies											
2019	46.3%	29.2%	27.0%	62.7%	50.8%	71.9%	44.4%	63.5%	n/a	23.9%	n/a
2018	44.6%	27.0%	25.3%	62.0%	44.4%	70.0%	42.5%	59.2%	n/a	23.0%	n/a
SAT/ACT Results (Annual Graduates)											
Tested											
2018-19	75.0%	76.8%	72.8%	74.3%	72.3%	95.9%	67.0%	76.0%	n/a	69.8%	n/a
2017-18	74.6%	77.5%	72.2%	74.0%	68.5%	95.9%	67.2%	76.2%	n/a	69.5%	n/a
At/Above Criterion for All Examinees											
2018-19	36.1%	19.7%	23.2%	56.3%	36.6%	74.6%	35.6%	50.1%	n/a	20.0%	n/a
2017-18	37.9%	20.3%	24.6%	58.5%	35.2%	75.5%	34.4%	51.1%	n/a	21.5%	n/a
Average SAT Score (Annual Graduates)											
All Subjects											
2018-19	1027	944	961	1124	1020	1228	1018	1102	n/a	945	n/a
2017-18	1036	951	970	1134	1017	1228	1028	1109	n/a	956	n/a
English Language Arts and Writing											
2018-19	517	479	483	568	513	600	511	557	n/a	475	n/a
2017-18	521	482	488	573	512	600	514	560	n/a	481	n/a
Mathematics											
2018-19	510	465	477	556	507	629	507	545	n/a	470	n/a
2017-18	515	469	482	561	504	628	514	549	n/a	475	n/a
Average ACT Score (Annual Graduates)											
All Subjects											
2018-19	20.6	17.8	18.4	23.2	20.6	26.0	21.1	22.5	n/a	17.9	n/a
2017-18	20.6	17.7	18.4	23.3	20.5	26.1	20.9	22.5	n/a	18.0	n/a
English Language Arts											
2018-19	20.3	17.4	17.8	23.2	20.3	25.8	20.9	22.5	n/a	17.3	n/a
2017-18	20.3	17.2	17.8	23.2	20.2	25.8	20.4	22.5	n/a	17.3	n/a
Mathematics											
2018-19	20.4	17.7	18.5	22.7	20.4	26.3	20.7	22.0	n/a	18.1	n/a
2017-18	20.6	17.7	18.6	22.8	20.5	26.5	21.1	22.1	n/a	18.2	n/a
Science											
2018-19	20.8	18.1	18.9	23.2	20.8	25.6	21.4	22.5	n/a	18.4	n/a
2017-18	20.9	18.2	19.0	23.3	20.8	25.7	21.2	22.6	n/a	18.6	n/a

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Texas Academic Performance Report
2019-20 State Other Postsecondary Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)											
Any Subject											
2018-19	44.6%	35.4%	43.0%	47.6%	39.9%	70.5%	39.6%	45.4%	16.9%	39.6%	27.8%
2017-18	43.4%	34.6%	41.4%	46.8%	38.6%	69.4%	36.3%	45.4%	15.8%	38.2%	25.6%
English Language Arts											
2018-19	17.8%	13.7%	16.6%	19.7%	15.3%	31.6%	14.3%	18.9%	4.1%	14.7%	8.1%
2017-18	17.3%	13.2%	15.7%	19.6%	15.2%	31.5%	13.3%	18.5%	3.7%	14.0%	7.2%
Mathematics											
2018-19	20.4%	14.7%	18.2%	23.5%	18.0%	39.8%	18.9%	21.2%	4.8%	16.4%	8.4%
2017-18	20.7%	15.4%	18.4%	24.1%	17.9%	39.9%	17.2%	22.1%	4.7%	16.7%	8.3%
Science											
2018-19	21.7%	17.1%	20.1%	24.1%	19.5%	36.9%	18.2%	22.0%	8.4%	18.6%	9.7%
2017-18	21.2%	16.9%	19.4%	23.6%	19.2%	36.8%	17.9%	22.3%	8.1%	18.0%	9.0%
Social Studies											
2018-19	23.6%	16.4%	20.2%	27.7%	20.2%	54.4%	19.8%	27.2%	2.3%	17.5%	6.1%
2017-18	22.8%	15.7%	19.3%	27.2%	18.8%	53.5%	18.3%	26.5%	2.0%	16.7%	4.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)											
2017-18	53.4%	51.9%	49.6%	56.7%	45.9%	77.3%	41.5%	54.4%	25.6%	46.6%	31.8%
2016-17	54.6%	53.6%	50.9%	57.9%	48.4%	77.4%	48.2%	55.3%	25.7%	47.7%	32.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course											
2017-18	60.7%	42.5%	53.5%	72.4%	57.8%	86.4%	62.1%	68.5%	13.4%	49.5%	22.8%
2016-17	59.2%	41.1%	51.6%	71.4%	62.0%	84.3%	63.5%	68.0%	11.8%	47.4%	20.6%

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2019-20 State Student Information

| Student Information | ----- Membership ----- | | ----- Enrollment ----- | |
| | ----------- State ----------- | | ----------- State ----------- | |
	Count	Percent	Count	Percent
Total Students	5,479,173	100.0%	5,493,940	100.0%
Students by Grade:				
Early Childhood Education	16,848	0.3%	25,883	0.5%
Pre-Kindergarten	248,413	4.5%	249,226	4.5%
Kindergarten	383,585	7.0%	384,114	7.0%
Grade 1	391,175	7.1%	391,449	7.1%
Grade 2	388,370	7.1%	388,675	7.1%
Grade 3	391,565	7.1%	391,795	7.1%
Grade 4	399,883	7.3%	400,111	7.3%
Grade 5	417,272	7.6%	417,444	7.6%
Grade 6	422,605	7.7%	422,740	7.7%
Grade 7	423,421	7.7%	423,545	7.7%
Grade 8	411,170	7.5%	411,272	7.5%
Grade 9	448,929	8.2%	449,122	8.2%
Grade 10	406,785	7.4%	407,044	7.4%
Grade 11	376,894	6.9%	377,208	6.9%
Grade 12	352,258	6.4%	354,312	6.4%
Ethnic Distribution:				
African American	691,582	12.6%	692,925	12.6%
Hispanic	2,892,928	52.8%	2,899,504	52.8%
White	1,477,699	27.0%	1,483,688	27.0%
American Indian	19,999	0.4%	20,062	0.4%
Asian	250,065	4.6%	250,463	4.6%
Pacific Islander	8,466	0.2%	8,481	0.2%
Two or More Races	138,434	2.5%	138,817	2.5%
Sex:				
Female	2,673,270	48.8%	2,678,619	48.8%
Male	2,805,903	51.2%	2,815,321	51.2%
Economically Disadvantaged	3,303,974	60.3%	3,309,610	60.2%
Non-Educationally Disadvantaged	2,175,199	39.7%	2,184,330	39.8%
Section 504 Students	376,734	6.9%	376,956	6.9%
English Learners (EL)	1,112,674	20.3%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	82,551	1.5%		
Students w/ Dyslexia	224,619	4.1%	224,741	4.1%
Foster Care	17,393	0.3%	17,451	0.3%
Homeless	78,178	1.4%	78,296	1.4%
Immigrant	126,747	2.3%	126,858	2.3%
Migrant	18,888	0.3%	18,992	0.3%
Title I	3,568,526	65.1%	3,576,850	65.1%
Military Connected	105,751	1.9%	105,787	1.9%
At-Risk	2,773,390	50.6%	2,776,481	50.5%
Students by Instructional Program:				
Bilingual/ESL Education	1,128,904	20.6%	1,129,558	20.6%

| Student Information | ----- Membership ----- | | ----- Enrollment ----- | |
| | ----------- State ----------- | | ----------- State ----------- | |
	Count	Percent	Count	Percent
Career & Technical Education	1,512,219	27.6%		
Career & Technical Education (9-12 grades only)	805,496	50.8%	806,117	50.8%
Gifted & Talented Education	444,125	8.1%	444,196	8.1%
Special Education	577,868	10.5%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	577,868			
By Type of Primary Disability				
Students with Intellectual Disabilities	245,216	42.4%		
Students with Physical Disabilities	123,847	21.4%		
Students with Autism	79,952	13.8%		
Students with Behavioral Disabilities	120,042	20.8%		
Students with Non-Categorical Early Childhood	8,811	1.5%		
Mobility (2018-19):				
Total Mobile Students	806,375	15.3%		

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	1.6%	5.5%
Grade 1	2.9%	4.9%
Grade 2	1.6%	2.0%
Grade 3	0.9%	0.8%
Grade 4	0.5%	0.4%
Grade 5	0.4%	0.5%
Grade 6	0.4%	0.5%
Grade 7	0.5%	0.6%
Grade 8	0.4%	0.6%
Grade 9	7.8%	13.1%

| | ------------ State ------------ | |
	Count	Percent
Data Quality:		
Underreported Students	5,686	0.2%

Texas Academic Performance Report
2019-20 State Student Information

Class Size Information	State

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Elementary:
Kindergarten	19.0
Grade 1	18.9
Grade 2	18.8
Grade 3	19.0
Grade 4	19.2
Grade 5	20.9
Grade 6	20.4

Secondary:
English/Language Arts	16.4
Foreign Languages	18.7
Mathematics	17.8
Science	18.8
Social Studies	19.3

Staff Information	----------------- State -----------------	
	Count	Percent
Total Staff	734,726.4	100.0%
Professional Staff:	468,132.4	63.7%
Teachers	363,121.3	49.4%
Professional Support	74,698.8	10.2%
Campus Administration (School Leadership)	21,960.1	3.0%
Central Administration	8,352.3	1.1%
Educational Aides:	78,096.8	10.6%
Auxiliary Staff:	188,497.2	25.7%
Librarians & Counselors (Headcount):		
Librarians		
Full-time	4,373.0	n/a
Part-time	595.0	n/a
Counselors		
Full-time	12,901.0	n/a
Part-time	1,103.0	n/a
Total Minority Staff:	375,758.9	51.1%
Teachers by Ethnicity and Sex:		
African American	39,132.5	10.8%
Hispanic	102,099.7	28.1%
White	209,453.0	57.7%
American Indian	1,239.6	0.3%
Asian	6,393.2	1.8%
Pacific Islander	638.2	0.2%
Two or More Races	4,165.2	1.1%
Males	86,302.4	23.8%
Females	276,818.8	76.2%
Teachers by Highest Degree Held:		
No Degree	4,859.9	1.3%
Bachelors	266,596.3	73.4%
Masters	89,088.4	24.5%
Doctorate	2,576.8	0.7%
Teachers by Years of Experience:		
Beginning Teachers	26,878.7	7.4%
1-5 Years Experience	101,305.8	27.9%
6-10 Years Experience	70,305.4	19.4%
11-20 Years Experience	106,767.7	29.4%
Over 20 Years Experience	57,863.9	15.9%
Number of Students per Teacher	15.1	n/a

Staff Information	State
Experience of Campus Leadership:	
Average Years Experience of Principals	6.2
Average Years Experience of Principals with District	5.3
Average Years Experience of Assistant Principals	5.3
Average Years Experience of Assistant Principals with District	4.7
Average Years Experience of Teachers:	11.1
Average Years Experience of Teachers with District:	7.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	$49,868
1-5 Years Experience	$52,823
6-10 Years Experience	$55,756
11-20 Years Experience	$59,308
Over 20 Years Experience	$65,449
Average Actual Salaries (regular duties only):	
Teachers	$57,091
Professional Support	$67,352
Campus Administration (School Leadership)	$82,512
Central Administration	$108,367
Instructional Staff Percent:	64.6%
Turnover Rate for Teachers:	16.8%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,122.5
Educational Aides	189.0
Auxiliary Staff	399.5
Contracted Instructional Staff:	6,309.0

	----------------- State -----------------	
Program Information	**Count**	**Percent**
Teachers by Program (population served):		
Bilingual/ESL Education	23,626	6.5%
Career & Technical Education	18,120	5.0%
Compensatory Education	10,147	2.8%
Gifted & Talented Education	7,053	1.9%
Regular Education	257,549	70.9%
Special Education	33,620	9.3%
Other	13,005	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

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Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2020/masking.html.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

> *STAAR:*
>
> Grade 3 – reading and mathematics
>
> Grade 4 – reading, mathematics, and writing
>
> Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science
>
> Grade 6 – reading and mathematics

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Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

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STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating

  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)

  - *Other Exclusions.* The following answer documents were excluded from the rating determination:

    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.

    - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.

    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A

- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Data source: STAAR and TELPAS File)*

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Attendance and Graduation
Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

<div align="center">

total number of days that students in grades 1–12 were present in 2018–19

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total number of days that students in grades 1–12 were in membership in 2018–19

</div>

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

<div align="center">

number of dropouts in grades 7 and 8 during the 2018–19 school year

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number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year

</div>

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Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2018–19 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2018–19 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2018–19* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2019 Accountability Manual (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

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continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort*}}$$

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(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

---

number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

---

number of students in the 2018 cohort*

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

---

number of students in the 2018 cohort*

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

---

number of students in the 2018 cohort*

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

---

number of students in the 2018 cohort*

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(5)   *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

---

number of students in the 2018 cohort*

(6)   *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2018 cohort*

6-year Extended Longitudinal Rate

(1)   *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

---

number of students in the 2017 cohort*

(2)   *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

---

number of students in the 2017 cohort*

(3)   *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

---

number of students in the 2017 cohort*

(4)   *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

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number of students in the 2017 cohort*

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(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

---

number of students in the 2017 cohort*

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

---

number of students in the 2017 cohort*

*   The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

---

number of students in the 2019 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

---

number of students in the 2018 cohort**

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(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

---

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19*. *(Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

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number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

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number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

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number of graduates in the Class of 2019 with reported FHSP graduation plans

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RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2019 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-E}}{\textbf{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2018–19 with reported graduation plans}}$$

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RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see
https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

$$\frac{\text{number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: TSDS PEIMS 40100)*

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

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Postsecondary Readiness
College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in <u>both</u> ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) *Earn Dual Course Credits:* A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) *Earn an Associate's Degree:* A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*

5) *Earn OnRamps Course Credits:* A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*

7) *Graduate with Completed IEP and Workforce Readiness:* A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*

8) *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:* A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and the *2019 Accountability Manual. (Data source: TSDS PEIMS 43415 and 40110 [summer])*

9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

10) *Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:* A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110)*

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11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

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The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2018–19 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2018–19 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2018–19 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2018–19 annual graduates}}$$

Associate's Degree: The percentage of annual graduates who earned an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

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Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2020 Accountability Manual*. *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2020 Accountability Manual*. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators.
(Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

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U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates enlisting in the U.S. Armed Forces}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: TSDS PEIMS 40203 and 42401)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2018–19 annual graduates}}$$

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

$$\frac{\text{number of 2018–19 annual graduates who took the TSIA}}{\text{number of 2018–19 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA *(Data source: THECB and TSDS PEIMS 40203)*

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2018–19 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2018–19 annual graduates}}$$

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2018–19 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2018–19 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2018–19 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2018–19 annual graduates}}$$

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PIEMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years}}{\text{number of 2018–19 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{Number of students in grades 11 \& 12 in the 2018–19 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

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English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA
total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics
total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science
total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies
total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion
number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA
number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics
number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science
number of 11th and 12th graders with at least one AP or IB examination in science

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Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

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(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

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$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student *(Data source: TSDS PEIMS 42401 and 40203)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

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Science

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one social studies course in 2018–19}}$$

 (Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19}}$$

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Science

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least}}{\text{one science advanced/dual-credit course}}$$

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least}}{\text{one social studies advanced/dual-credit course}}$$

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2017–18 school year who attended a public or independent}}{\text{college or university in Texas in the 2018–19 academic year}}$$

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:
The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at
http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

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Profile
Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

> • scheduled to attend at least two hours of instruction each school day or

> • participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" and "Limited English Proficient" (LEP) are used interchangeably.

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The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

<div align="center">

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

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For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: TSDS PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: TSDS PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —
  (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
  (B) includes —
      (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

      (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

      (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

      (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: TSDS PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been

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attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: TSDS PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: TSDS PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: TSDS PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: TSDS PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\text{number of students in the 2019–20 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

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- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)

- 03—Auditory Impairment (AI)

- 04—Visual Impairment (VI)

- 05—Deaf-Blind (DB)

- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

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number of students who were in membership at any time during the

2018–19 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

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Attrition Rates *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2018–19, available from TEA. *(Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported as zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.
  (Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff)*. (Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

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Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: TSDS PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

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types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended kindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who were assessed for kindergarten readiness}}$$

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Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments, were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

<div align="center">

number of kindergarten ready students

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all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary.* If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004 ....Assistant/Associate/Deputy Superintendent
027 ....Superintendent/CAO/CEO/President
061 ....Asst/Assoc/Deputy Exec Director
062 ....Component/Department Director
063 ....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003 ....Assistant Principal
020 ....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012 ....Instructional Officer
028 ....Teacher Supervisor
040 ....Athletic Director
043 ....Business Manager
044 ....Tax Assessor and/or Collector
045 ....Director - Personnel/Human Resources
055 ....Registrar
060 ....Executive Director

PROFESSIONAL SUPPORT STAFF

002 ....Art Therapist
005 ....Psychological Associate
006 ....Audiologist
007 ....Corrective Therapist
008 ....Counselor
011 ....Educational Diagnostician
013 ....Librarian
015 ....Music Therapist
016 ....Occupational Therapist
017 ....Certified Orientation & Mobility Specialist
018 ....Physical Therapist
019 ....Physician
021 ....Recreational Therapist
022 ....School Nurse
023 ....LSSP/Psychologist
024 ....Social Worker
026 ....Speech Therapist/Speech-Lang Pathologist
030 ....Visiting Teacher/Truant Officer
032 ....Work-Based Learning Site Coordinator
041 ....Teacher Facilitator
042 ....Teacher Appraiser
054 ....Department Head
056 ....Athletic Trainer
058 ....Other Campus Professional Personnel
064 ....Specialist/Consultant
065 ....Field Service Agent
079 ....Other ESC Professional Personnel
080 ....Other Non-Campus Professional Personnel
100 .... Instructional Materials Coordinator
101 .... Legal Services
102 ....Communications Professional
103 ....Research/Evaluation Professional
104 ....Internal Auditor

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105 ....Security
106 ....District/Campus Information Technology Professional
107 ....Food Service Professional
108 ....Transportation
109 ....Athletics
110 ....Custodial
111 ....Maintenance
112 ....Business Services Professional
113 ....Other District Exempt Professional Auxiliary
114 ....Other Campus Exempt Professional Auxiliary

TEACHERS

087 ....Teacher
047 ....Substitute Teacher

EDUCATIONAL AIDES

033 ....Educational Aide
036 ....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

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Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

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13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

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A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

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I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

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03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

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03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

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A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

Glosario del TAPR is available at

https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html