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DUFhfjL A clear and concise description of the State's accountability system under subsection (c), including—

DUFhfjL the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

DUFhfjL the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)	
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Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Mathematics	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
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	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
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	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

f^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

DUFhfjL the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

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

DUFhfjL the State's system for meaningfully differentiating all public schools in the State, including—

fUL the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

fVVL the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A

This section provides information on high school graduation rates for the class of 2018.

	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- ** Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- '^' Ever EL in grades 9-12

English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Number of English Learners	Percentage of English Learners	Percentage of English Learners
295	23	8%

- '^' Indicates data reporting does not meet for Minimum Size.
- ** Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

School Quality or Student Success (SQSS)

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

5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
-	-	-	-	-

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Total		4	2	2	0	0	0	0	0	0	2					2	
Expulsions																	
With Educational Services																	
Male		0	0	0	0	0	0	0	0	0	0						0
Female		0	0	0	0	0	0	0	0	0	0						0
Total		0	0	0	0	0	0	0	0	0	0						0
Without Educational Services																	
Male		0	0	0	0	0	0	0	0	0	0						0
Female		0	0	0	0	0	0	0	0	0	0						0
Total		0	0	0	0	0	0	0	0	0	0						0
Under Zero Tolerance Policies																	
Male		0	0	0	0	0	0	0	0	0	0						0
Female		0	0	0	0	0	0	0	0	0	0						0
Total		0	0	0	0	0	0	0	0	0	0						0
School-Related Arrests																	
Male		0	0	0	0	0	0	0	0	0	0						0
Female		0	0	0	0	0	0	0	0	0	0						0
Total		0	0	0	0	0	0	0	0	0	0						0
Referrals to Law Enforcement																	
Male		2	0	2	0	0	0	0	0	0							

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** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

DUFhfj l Teacher Quality Data

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

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Inexperienced Teachers, Principals, and Other School Leaders	5.2	12.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.4%

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

DUFhfj l Per-pupil Expenditure

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

To be updated by June 30th, 2020.

DUFhfj l STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

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Grade 3						
Reading	5,881	1%	105	2%	†	%%
Mathematics	5,880	1%	105	2%	†	%%
Grade 4						
Reading	6,312	2%	112	2%	†)%
Mathematics	6,311	2%	112	2%	†)%
Grade 5						
Reading	6,133	1%	108	2%	!	!
Mathematics	6,131	1%	108	2%	!	!
Science	6,133	1%	108	2%	!	!
Grade 6						
Reading	6,038	1%	91	2%	!	!
Mathematics	6,036	1%	91	2%	!	!
Grade 7						
Reading	5,616	1%	104	2%	!	!
Mathematics	5,616	2%	103	3%	!	!
Grade 8						
Reading	5,251	1%	73	1%	!	!

	Bi a VYf cZ5 @H&	FUHy cZ5 @H&	Bi a VYf cZ5 @H&	FUHy cZ5 @H&	Bi a VYf cZ5 @H&	FUHy cZ5 @H&
Mathematics	5,254	2%	73	1%	!	!
Science	5,250	1%	73	1%	!	!
End of Course English I	5,150	1%	68	1%	!	!
English II	4,680	1%	69	1%	!	!
Algebra I	5,122	1%	70	1%	!	!
Biology	4,954	1%	72	1%	!	!
All Grades All Subjects	101,751	1%	1,645	2%	%	8%
Reading	45,064	1%	730	1%)	8%
Mathematics	40,350	1%	662	2%)	8%
Science	16,337	1%	253	1%	!	!

*' Indicates results are masked due to small numbers to protect student confidentiality.
 .' Indicates zero observations reported for this group.

DUfhfl j]k Statewide National Assessment of Educational Progress (NAEP)

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

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			HL	I G	HL	I G	HL	I G	HL	I G
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	12	4
		White	22	23	78	77	48	45	12 #o	12
	s	American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*					

