

Part (i): General Description of the Texas State Accountability System

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

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-2021 school year are reported.

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including-

- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-2020 school year.

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019–20 school year. These results include all students tested, regardless of whether they were in the accountability subset.



Part (iii)(I): Academic Growth

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-2020 school year.

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2019-2020 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

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

Part (iv): English Language Proficiency

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-2020 school year.

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

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-2020 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

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.

Part (vi): Goal Meeting Status

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-2020 school year.

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.



Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-2020 school year.

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science.

Part (viii): Civil Rights Data

<u>Part (viii)(I)</u>: The section provides information from the 2017-2018 Civil Rights Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

<u>Part (viii)(II)</u>: This section provides information from the 2017-2018 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

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

Part (x): Per-pupil Expenditure

To be updated by June 30th, 2021.

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.

Part (xi): STAAR Alternate 2 Participation

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-2020 school year.

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 2018-2019 school year.



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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2017-2018 school year enrolled in a Texas public postsecondary education institution in the 2018-2019 academic year.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

District Name: TOMBALL ISD

District ID: 101921

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students:

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2010 20 explorement in the academic texas is the academic texas in the academic texas and the state of the section of the state of the section of the state of the section of th

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL^ | Homeless^ | Foster Care^ |
|------------------------------|-----------------|---------------------|------------|--------|--------------------|-------|---------------------|----------------------|----------------|--------|--------|-----------|-----------------|
| Federal Graduation Rates | | | | | | | | | | | | | |
| 4-year Longitudinal Cohort G | raduation Rate | e (Gr 9-12): | Class of 2 | 019 | | | | | | | | | |
| All Students | 95.6% | 93.1% | 96.0% | 95.9% | * | 93.5% | * | 94.9% | 95.3% | 80.3% | 91.4% | 90.0% | * |
| CWD | 80.3% | 87.5% | 88.9% | 78.4% | * | * | * | * | 85.2% | 80.3% | 100.0% | * | - |
| CWOD | 96.8% | 94.0% | 96.4% | 97.2% | * | 96.6% | - | 97.2% | 96.6% | - | 90.0% | 100.0% | * |
| EL^ | 91.4% | - | 90.9% | 100.0% | * | 87.5% | - | - | 100.0% | 100.0% | 91.4% | * | - |
| Male | 95.0% | 93.3% | 95.4% | 95.5% | * | 93.5% | * | 84.6% | 94.2% | 80.4% | 87.5% | 80.0% | * |
| Female | 96.3% | 92.9% | 96.6% | 96.4% | * | 93.5% | - | 100.0% | 96.5% | 80.0% | 96.2% | 100.0% | * |

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

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

'^' Ever in grades 9-12

Part (iv): English Language Proficiency

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

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

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

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

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

| School Quality (College, Career, a | All Students and Military | | Hispanic Performance | White e) | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|------------------------------------|---------------------------------|-----|-------------------------|-------------|--------------------|-------|---------------------|----------------------|----------------|-----|-----|
| %Students meeting CCMR | 76% | 55% | 72% | 79% | * | 88% | * | 71% | 58% | 50% | 36% |

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

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities(Section 504) |
|--|-----------------|-------------------|---------------------|----------|----------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | , |
| | Male | 584 | 58 | 179 | 309 | 3 | 16 | 0 | 19 | 39 | |
| | Female | 212 | 34 | 51 | 106 | 2 | 4 | 0 | 15 | 9 | |
| | Total | 796 | 92 | 230 | 415 | 5 | 20 | 0 | 34 | 48 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 140 | 15 | 46 | 69 | 1 | 3 | 0 | 6 | 10 | |
| | Female | 58 | 9 | 20 | 27 | 0 | 0 | 0 | 2 | 2 | |
| | Total | 198 | 24 | 66 | 96 | 1 | 3 | 0 | 8 | 12 | |
| Expulsions | M. I. | 10 | 0 | 10 | 00 | 0 | 0 | 0 | 0 | | |
| With Educational Services | Male | 48 | 3 | 18 | 22 | 0 | 3 | 0 | 2 | 1 | |
| | Female Total | 36 84 | 2 5 | 16 34 | 17 39 | 0 | 0 3 | 0 | 1 3 | 0 1 | |
| Without Educational Services | Male | 04 | 5 | 34 0 | 39 0 | 0 | 0 | 0 | 3 0 | 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 2 | ů 0 | õ | 1 | Ő | Ő | Ő | 1 | Ő | |
| | Female | 1 | 1 | Ő | 0 | Ő | Ő | Ő | O | Ő | |
| | Total | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | Ō | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Other designed a Mildle Disaste Hildler | Total | 3 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities | | | | | | | | | | | |
| In-School Suspensions | Male | 98 | 15 | 30 | 48 | 0 | 1 | 0 | 4 | 10 | 1 |
| | Female | 31 | 3 | 9 | 40 | 0 | 0 | 0 | 4 | 10 | 0 |
| | Total | 129 | 18 | 39 | 63 | 0 | 1 | 0 | 8 | 11 | 1 |
| Out-of-School Suspensions | rotar | 120 | 10 | 00 | 00 | Ŭ | | 0 | 0 | | • |
| | Male | 47 | 3 | 15 | 21 | 0 | 1 | 0 | 7 | 6 | 2 |
| | Female | 9 | 0 | 3 | 6 | Ō | 0 | Ō | 0 | 2 | 0 |
| | Total | 56 | 3 | 18 | 27 | 0 | 1 | 0 | 7 | 8 | 2 |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 9 | 1 | 0 | 7 | 0 | 1 | 0 | 0 | 0 | 0 |
| | Female | 6 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 15 | 1 | 2 | 11 | 0 | 1 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Linden Zene Telenen en Delision | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | Male Female | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | TOLAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Concol-I Celated Allests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | Ő | 0 | 1 | 0 | 0 | 0 | Ö | 0 | 0 |
| | Total | 1 | Ő | õ | 1 | õ | 0 0 | õ | õ | Ő | 0 |
| Referrals to Law Enforcement | | · | 2 | - | | - | - | - | - | 5 | Ū. |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | | | | | | | | | | |

| | | Total students | African American | Hispanic | White | ndian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disal Disabilities(Sectio | idents with bilities n 504) |
|--|-----------------|-------------------|---------------------|------------|------------|------------------------------|----------|---------------------|-------------------------|----------|---|--------------------------------------|
| | Male | 495 500 | 35 46 | 155 155 | 277 259 | 2 | 7 | - | 19 | 30 27 | 99 76 | - |
| | Female Total | 995 | 46 81 | 310 | 259 536 | 3 | 16 23 | - | 23 42 | 57 | 175 | - |
| Incidents of Violence | | | | | | | | | | | Tot | al |
| Incidents of rape or atte | empted rape | | | | | | | | | | | 0 |
| Incidents of sexual ass | | | | | | | | | | | | 1 |
| Incidents of robbery wit | | | | | | | | | | | | 1 |
| Incidents of robbery wit Incidents of robbery wit | | e device | | | | | | | | | c | 0 15 |
| Incidents of physical at | | non | | | | | | | | | | 1 |
| Incidents of physical at | | | e device | | | | | | | | | 0 |
| Incidents of physical at | | | | | | | | | | | 55 | |
| Incidents of threats of p | | | | | | | | | | | | 0 |
| Incidents of threats of p Incidents of threats of p | | | sive device | | | | | | | | | 6 5 |
| Incidents of possession | | | | | | | | | | | | 0 |
| Allegations of Harassme | | | | | | | | | | | | • |
| On the basis of sex | | | | | | | | | | | | 0 |
| On the basis of race | | | | | | | | | | | | 1 |
| On the basis of disabilit | | | | | | | | | | | | 0 |
| On the basis of sexual On the basis of religion | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|-----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 170 | 6 | 72 | 61 | 0 | 24 | 1 | 6 | 57 | 89 |
| | Female | 148 | 14 | 66 | 45 | 0 | 16 | 0 | 7 | 65 | 29 |
| | Total | 318 | 20 | 138 | 106 | 0 | 40 | 1 | 13 | 122 | 118 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | 579 | 10 | 160 | 328 | 3 | 59 | 0 | 19 | 3 | 4 |
| | Female | 635 | 24 | 177 | 343 | 1 | 61 | 0 | 29 | 2 | 1 |
| | Total | 1,214 | 34 | 337 | 671 | 4 | 120 | 0 | 48 | 5 | 5 |
| International Baccalaureate Courses | Male | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - |
| Dual Enrollment/Dual Credit Programs | Male | 291 | 9 | 62 | 182 | 1 | 28 | 0 | 9 | 0 | 0 |
| | Female | 415 | 18 | 113 | 226 | 1 | 42 | 0 | 15 | 3 | 2 |
| | Total | 706 | 27 | 175 | 408 | 2 | 70 | 0 | 24 | 3 | 2 |

2 Indicates there are no data available in the group.

Indicates skip logic failure.

'-3' '-8' Indicates EDFacts missing data.

'-9' '-11' Indicates not applicable / skipped.

Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

| | All School | | High-Pover | ty Schools | Low-Pover | ty Schools |
|---|------------|---------|------------|------------|-----------|------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 79.5 | 7.0% | | | 68.6 | 6.7% |
| Teachers Teaching with Emergency or Provisional Credentials | 38.7 | 3.6% | | | 34.9 | 3.6% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 57.8 | 5.3% | | | 53.3 | 5.4% |

 \mathbf{v} Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Belo | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|---------|---------|------------|------------|-------------|---------------|---------|---------|
| Grade | Subject | Student Group | TX | US | ТХ | US | TX | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| Grade 4 | Reading | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | | 48 | 45 | | | | | 2 | |
| | | Hispanic | | | 52 | 55 | 21 | 23 | | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disady | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | | English Language Learners | 01 | 00 | 55 | 55 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | | | | | | | | | |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | - | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | * | 41 | * | 59 | * | 19 | * | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | | 0 * | | 92 | | 59 | | * | |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | matromatoo | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | | | | | | | | | |
| | | White | 20 * | 20 | 80 | 80 | 44 | 44 | 13 * | 13 |
| | | American Indian | | 49 | * | 51 | | 15 | | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | •= | | | 5 | č | • | • |

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

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

'*' Indicates reporting standards not met.

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

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

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

| | All | African | | | American | | Pacific | Two or More | Econ | | |
|------------------------------|----------|----------|----------|-------|----------|-------|----------|-------------|--------|-----|-----|
| | Students | American | Hispanic | White | Indian | Asian | Islander | Races | Disadv | CWD | EL |
| In-State Public Institutions | 53% | 43% | 47% | 54% | * | 70% | - | 61% | 41% | 36% | 18% |

| All | African | | | American | | Pacific | Two or More | Econ | | |
|----------|----------|----------|-------|----------|-------|----------|-------------|--------|-----|----|
| Students | American | Hispanic | White | Indian | Asian | Islander | Races | Disadv | CWD | EL |

1*1 Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

9

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: CANYON POINTE EL Campus ID: 101921111 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|-------------------------------|-----------------|-------------------|---------------------|----------|--------|-------------------------------|----------|---------------------|-------------------------|---------|--|
| Students Without Disabilities | | | | | | | | | | | , |
| In-School Suspensions | | | | | | - | | | | | |
| | Male | 9 | 0 | 4 | 4 | 0 | 0 | 0 | 1 | 4 | |
| | Female Total | 1 10 | 0 0 | 1 5 | 0 4 | 0 0 | 0 0 | 0 0 | 0 1 | 1 5 | |
| Out-of-School Suspensions | Iotai | 10 | 0 | 5 | 4 | 0 | 0 | 0 | 1 | 5 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 0 | 0 0 | Ő | Õ | Õ | Ő | Ő | Ő | Ő | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Total Male | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 0 | Ő | 0 | ő | 0 | 0 | Ő | 0 | |
| Under Zero Tolerance Policies | Male | Ő | Ő | Ő | 0 | Ő | 0 | 0 | Ő | 0 | |
| | Female | 0 0 | Õ | Ő | Õ | Õ | Ő | Ő | Ő | Ő | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| | Female Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities | Iotai | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 5 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 5 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | Ő | Ő | Ő | 0 | Ő | 0 | 0 | Ő | 0 | 0 |
| | Total | Ő | Õ | Õ | õ | Õ | õ | Ő | Õ | õ | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cabaal Dalatad America | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | Ő | Ő | Ő | 0 | Ő | 0 | 0 | Ő | 0 | ő |
| Referrals to Law Enforcement | | 0 | 5 | | ÷ | | | v | č | 5 | Ű |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | | | | | | | | | | |
| Chronic Absenteeism | | - | - | | | <i>.</i> | - | - | | | |
| | Male | 9 | -8 | 4 | 4 | -8 | -8 | -8 | 1 | 1 | 1 -8 |
| | Female | 13 | 2 | 3 7 | 5 9 | 1 | -8 -8 | -8 | 2 3 | -8 1 | 1 -8 2 -8 |
| | Total | 22 | 2 | 1 | 9 | 1 | -8 | -8 | 3 | 1 | 2 -8 |

Incidents of Violence

- Incidents of rape or attempted rape Incidents of sexual assault (other than rape)
- Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device
- Incidents of robbery without a weapon
- Incidents of physical attack or fight with a weapon
- Incidents of physical attack or fight with a firearm or explosive device

- Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device
- Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

1

0

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 19 | 0 | 17 | 2 | 0 | 0 | 0 | 0 | 16 | 3 |
| | Female | 25 | 0 | 22 | 3 | 0 | 0 | 0 | 0 | 20 | 1 |
| | Total | 44 | 0 | 39 | 5 | 0 | 0 | 0 | 0 | 36 | 4 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 2.0 | Percent 3.7% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.0 | 3.8% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.2 | 0.4% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below | % Below Basic | | ove Basic | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------|---------------|----|-----------|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | % Belo | % Below Basic | | oove Basic | % At or Abo | ve Proficient | % At Advanced | | |
|---------|-------------|----------------------------|---------------|----|------------|-------------|---------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: CREEKSIDE FOREST EL Campus ID: 101921112 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total | African | llionenia | | Indian or Alaska | Asian | Pacific | Two or More | - | Students Students with with Disabilities |
|----------------------------------|----------------|----------|----------|-----------|---------|---------------------|---------|----------|----------------|----------|--|
| Students Without Disabilities | | students | American | Hispanic | White | Native | Asian | Islander | Races | EL | Disabilities (Section 504) |
| In-School Suspensions | Male | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 2 | 0 | Ő | 2 | 0 | 0 | 0 | 0 | 0 | |
| Out-of-School Suspensions | lotal | - | Ŭ | 0 | - | Ũ | Ŭ | 0 | 0 | 0 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | Ō | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Policies | | | | | | | | | | | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | M. I. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | • | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| In-School Suspensions | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Iotai | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | Ő | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | Ő | õ | õ | õ | ŏ | ŏ | Ő | õ | Ő | ů 0 |
| Expulsions | | - | - | - | - | - | - | - | - | - | - |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | - | _ | - | - | - | - | - | - | - | - |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | | | | | | | | | | |
| Chronic Absenteeism | Mala | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male Female | 6 | -8 -8 | 1 | -8 2 | -8 -8 | -8 2 | -8 -8 | -8 1 | -8 -8 | -8 -8 4 -8 |
| | Total | 6 | -8 -8 | 2 | 2 | -8 -8 | 2 | -8 -8 | 1 | -8 -8 | 4 -8 4 -8 |
| | iotai | 1 | -0 | 2 | 2 | -0 | Z | -0 | 1 | -0 | 8 |

Incidents of Violence

Incidents of rape or attempted rape

Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon Incidents of physical attack or fight with a weapon Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon

Incidents of threats of physical attack with a weapon

Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

0

0

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Total | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| · · | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All So | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 1.0 | Percent 2.6% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | - |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|-------|---------|---------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |

| | | | % Belo | w Basic | % At or A | bove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|----------|----------|-----------|------------|-------------|---------------|---------|---------|
| Grade | Subject | Student Group | TX | US | ТХ | US | ТХ | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| Orade 4 | Reading | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | | 48 | 45 | 48 52 | 40 55 | 21 | 23 | 2 | 4 |
| | | Hispanic White | 40 22 | 45 23 | 52 78 | 55 77 | 48 | 23 45 | 12 | 4 12 |
| | | American Indian | * | 23 50 | / O * | 50 | 40 * | 45 19 | 12 | |
| | | | | | | | | | 05 | 3 |
| | | Asian | 11 * | 18 | 89 * | 82 | 65 * | 57 | 25 * | 22 |
| | | Pacific Islander | | 42 | | 58 | | 25 | | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disady | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 14 | 2 | 1 |
| | | English Language Learners | 24 | 41 | 70 | 55 | 25 | 10 | 2 | ' |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | • | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | * | 41 | * | 59 | * | 19 | * | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disady | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | | English Language Learners | 00 | 12 | 54 | 20 | 4 | 4 | n/a | II/d |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | 5 5 0 | | | | | | | | |

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

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

'*' Indicates reporting standards not met.

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

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: CREEKSIDE PARK J H Campus ID: 101921044 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|--|--------|-------------------|---------------------|----------|----------|-------------------------------|---------|---------------------|-------------------------|---------|---|
| Students Without Disabilities In-School Suspensions | | | | - | | | | | | | |
| · | Male | 17 | 2 | 8 | 4 | 1 | 0 | 0 | 2 | 3 | |
| | Female | 7 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 1 | |
| | Total | 24 | 4 | 10 | 7 | 1 | 0 | 0 | 2 | 4 | |
| Out-of-School Suspensions | | | | _ | | | | | | | |
| | Male | 8 | 0 | 5 | 2 | 0 | 0 | 0 | 1 | 3 | |
| | Female | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | |
| Eventeinen | Total | 11 | 0 | 6 | 4 | 0 | 0 | 0 | 1 | 4 | |
| Expulsions With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| with Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Willout Educational Oct Vices | Female | 0 | Ő | Ő | 0 | ŏ | 0 | 0 | Ő | 0 | |
| | Total | ů 0 | Ő | 0 | Ő | õ | õ | 0 | õ | 0 | |
| Under Zero Tolerance Policies | Male | Ő | õ | Ő | Ő | õ | 0 | Ő | õ | 0 | |
| | Female | Ő | 0 0 | Ő | Õ | Ő | Ő | Ő | Õ | Ő | |
| | Total | 0 | Ō | 0 | 0 | Ō | 0 | 0 | Ō | 0 | |
| School-Related Arrests | | - | - | - | - | - | - | - | - | - | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 8 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Female | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 10 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 1 | 0 |
| Out-of-School Suspensions | | - | | | | | | | | | |
| | Male | 5 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Evaulaiona | Total | 5 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| Expulsions With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | ů 0 | Ő | 0 | Ő | õ | 0 | 0 0 | õ | 0 | 0 |
| | Female | Ő | õ | Ő | Ő | õ | 0 | Ő | õ | 0 | 0 |
| | Total | 0 | Ō | 0 | Ō | Ō | 0 | 0 | Ō | 0 | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | - | - | - | <i>c</i> | <i>.</i> | - | - | | - | - |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Chudente | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | | | | | | | | | | |
| Chronic Absenteeism | Male | 22 | 3 | 7 | 11 | -8 | -8 | -8 | 1 | -8 | 3 -8 |
| | Female | 11 | 3 | 3 | 2 | -o -8 | -0 2 | -0 -8 | 3 | -o 1 | 2 -8 |
| | Total | 33 | 4 | 10 | 13 | -8 | 2 | -8 | 4 | 1 | 2 -8 5 -8 |
| | iotai | | 4 | 10 | 15 | -0 | 2 | -0 | 4 | 1 | -0 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 4.6 | Percent 9.0% |
| Teachers Teaching with Emergency or Provisional Credentials | 3.5 | 7.3% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 2.4 | 5.0% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below | % Below Basic | | % At or Above Basic | | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------|---------------|----|---------------------|----|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | % Belo | % Below Basic | | % At or Above Basic | | ve Proficient | % At Advanced | | |
|---------|-------------|----------------------------|---------------|----|---------------------|----------|---------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: CREEKVIEW EL Campus ID: 101921115 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|---|----------------|-------------------|---------------------|----------|-------|-------------------------------|----------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 8 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 2 | |
| | Female | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 10 | 1 | 4 | 5 | 0 | 0 | 0 | 0 | 2 | |
| Out-of-School Suspensions | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | Total | 0 | 0 | 0 | U | 0 | 0 | 0 | 0 | 0 | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 | 0 | |
| School-Related Arrests | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Allesis | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | Ő | õ | õ | 0 | õ | ů 0 | ů 0 | õ | Ő | |
| Referrals to Law Enforcement | | - | - | - | - | - | - | - | - | - | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out of Cohool Customerican | Total | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | Ő | Ő | 0 | 0 |
| Expulsions | | 0 | Ū | Ū. | | Ū. | Ū | 0 | Ū | · · | C C |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | Total | 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Under Zero Tolerance Policies | Male Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Total | 0 | Ŭ | Ũ | Ū | Ũ | Ŭ | 0 | Ũ | Ū | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Chudente | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students Chronic Absenteeism | | | | | | | | | | | |
| Chironic Absenteeism | Male | 8 | -8 | 4 | 4 | -8 | -8 | -8 | -8 | -8 | 2 -8 |
| | Female | 5 | -0 | 4 | 4 | -8 | -0 -8 | -8 | -8 | -8 | -8 -8 |
| | Total | 13 | 1 | 5 | 7 | -8 | -8 | -8 | -8 | -8 | 2 -8 |
| | | | | - | | - | 5 | 2 | - | 5 | Ū. |

Incidents of Violence

- Incidents of rape or attempted rape Incidents of sexual assault (other than rape)
- Incidents of robbery with a weapon
- Incidents of robbery with a firearm or explosive device
- Incidents of robbery without a weapon
- Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

0

Total

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

| Provide di Provincio | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 6 | 1 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 6 |
| | Female | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Total | 8 | 1 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 8 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 4.3 | Percent 8.3% |
| Teachers Teaching with Emergency or Provisional Credentials | 3.0 | 6.0% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.7 | 1.4% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below | % Below Basic | | % At or Above Basic | | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------|---------------|----|---------------------|----|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | % Belo | % Below Basic | | % At or Above Basic | | ve Proficient | % At Advanced | | |
|---------|-------------|----------------------------|---------------|----|---------------------|----------|---------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: DECKER PRAIRIE EL Campus ID: 101921102 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|--|---------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | , |
| III-School Suspensions | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | ů 0 | Ő | Ő | Ő | Ő | 0 | õ | Ő | |
| | Total | Ő | Õ | Ő | Õ | Ő | õ | Ő | Õ | Ő | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Without Educational Services | Total Male | 0 | 0 0 | 0 | 0 | 0 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | Ő | Ő | 0 | Ő | 0 | Ő | 0 0 | Ő | |
| | Female | ů 0 | õ | Ő | Ő | ŏ | Ő | õ | õ | Ő | |
| | Total | 0 | 0 | 0 | Ō | 0 | 0 | 0 | 0 | Ō | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Chudente With Dischillities | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| – | Total | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Expulsions | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | ů 0 | õ | Ő | Ő | ŏ | Ő | õ | õ | Ő | ů 0 |
| | Total | 0 | 0 | 0 | Ō | 0 | 0 | 0 | 0 | Ō | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | 0 | 0 | 5 | 5 | 5 | 5 | 0 | 0 | 0 | 0 |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 21 | 1 | 7 | 12 | -8 | -8 | -8 | 1 | 3 | 7 -8 |
| | Female | 27 | 1 | 14 | 12 | -8 | -8 | -8 | -8 | 4 | 2 -8 |
| | Total | 48 | 2 | 21 | 24 | -8 | -8 | -8 | 1 | 7 | 9 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

Total

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

| Provide di Provincio | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | _ | | | | | - | |
| | Male | 21 | 0 | 11 | 7 | 0 | 0 | 0 | 3 | 9 | 8 |
| | Female | 21 | 0 | 10 | 11 | 0 | 0 | 0 | 0 | 7 | 6 |
| | Total | 42 | 0 | 21 | 18 | 0 | 0 | 0 | 3 | 16 | 14 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 2.3 | Percent 5.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 1.8 | 4.4% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.2 | 0.5% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | % Belo | % Below Basic | | % At or Above Basic | | ve Proficient | % At Advanced | | |
|---------|-------------|----------------------------|---------------|----|---------------------|----------|---------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: LAKEWOOD EL Campus ID: 101921103 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|--|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 21 | 3 | 4 | 11 | 0 | 3 | 0 | 0 | 3 | |
| | Female | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | |
| | Total | 23 | 3 | 5 | 11 | 0 | 4 | 0 | 0 | 4 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Encode to a s | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| with Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | Ő | 0 | 0 | 0 | Ö | 0 | Ő | 0 | Ő | |
| | Female | Ő | õ | Ő | 0 | õ | 0 | Ő | Ő | Ő | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | Ō | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | • | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 | 0 | |
| Students With Disabilities | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 4 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 5 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 1 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| | Female Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | õ | ő | 0 0 | 0 | õ | õ | ŏ | 0 0 | ŏ | Ő |
| Under Zero Tolerance Policies | Male | Ő | Ő | Ő | Ő | Õ | Õ | Ő | Ő | Õ | ů 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | Mala | ~ | ^ | <u>^</u> | ~ | ~ | ~ | <u>_</u> | ~ | ~ | ^ |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 12 | 1 | 4 | 5 | -8 | 2 | -8 | -8 | -8 | 3 -8 |
| | Female | 18 | -8 | 6 | 11 | -8 | -8 | -8 | 1 | 1 | -8 -8 |
| | Total | 30 | 1 | 10 | 16 | -8 | 2 | -8 | 1 | 1 | 3 -8 |
| | | | | | | | | | | | |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

0

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 20 | 1 | 6 | 8 | 0 | 5 | 0 | 0 | 7 | 15 |
| | Female | 20 | 5 | 4 | 3 | 0 | 8 | 0 | 0 | 10 | 4 |
| | Total | 40 | 6 | 10 | 11 | 0 | 13 | 0 | 0 | 17 | 19 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 3.0 | Percent 5.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.2 | 0.4% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.1 | 0.2% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | % Belo | % Below Basic | | % At or Above Basic | | ve Proficient | % At Advanced | | |
|---------|-------------|----------------------------|---------------|----|---------------------|----------|---------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: NORTHPOINTE INT Campus ID: 101921109 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|---|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities | | 01000110 | , | mopuno | | | , | | | | |
| In-School Suspensions | Male | 21 | 2 | 2 | 14 | 0 | 2 | 0 | 1 | 2 | |
| | Female | 4 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 25 | 3 | 3 | 16 | 0 | 2 | 0 | 1 | 2 | |
| Out-of-School Suspensions | Total | 20 | Ũ | Ũ | 10 | 0 | 2 | 0 | | - | |
| | Male | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male Female | 0 | 0 0 | 0 0 | 0 | 0 0 | 0 | 0 0 | 0 | 0 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance i Olicies | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 0 | Ő | Ő | 0 | 0 | 0 | 0 | Ö | ŏ | |
| School-Related Arrests | 10101 | • | • | Ŭ | 0 | Ū, | • | 0 | Ū, | • | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 3 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Expulsions | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | Ő | õ | õ | 0 | õ | Ő | Ő | õ | Ő | ů 0 |
| | Total | Ő | Õ | Õ | Ő | Ő | Ő | Ő | Õ | Õ | ů 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 | 0 |
| | Female Total | 0 | 0 | 0 | 0 | 0 | 0 0 | 0 | 0 | 0 0 | 0 0 |
| Referrals to Law Enforcement | iolai | 0 | 0 | U | U | U | U | U | U | 0 | 0 |
| Reichais to Law Entorcement | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | Ő | Ő | Ő | 0 | 0 | 0 | 0 | Ö | ŏ | Ö |
| All Students | | 0 | 0 | Ū | | 0 | Ŭ | 0 | 5 | • | Ũ |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 7 | 1 | 3 | 3 | -8 | -8 | -8 | -8 | -8 | 1 -8 |
| | Female | 11 | 2 | 3 | 6 | -8 | -8 | -8 | -8 | -8 | 2 -8 |
| | Total | 18 | 3 | 6 | 9 | -8 | -8 | -8 | -8 | -8 | 3 -8 |

Incidents of Violence

- Incidents of rape or attempted rape Incidents of sexual assault (other than rape)
- Incidents of robbery with a weapon
- Incidents of robbery with a firearm or explosive device Incidents of robbery without a weapon
- Incidents of physical attack or fight with a weapon Incidents of physical attack or fight with a firearm or explosive device

Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

8

0

Total

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All School | | |
|---|---------------|--------------|--|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 0.0 | Percent - | |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - | |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | - | |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic % At o | | % At or Al | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|---------|---------------|----------------------|----|------------|---------------------|----|--------------------------|----|---------------|--|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US | |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 | |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 | |

| | | | % Belo | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: OAKCREST INT Campus ID: 101921116 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | FI | Students Students with with Disabilities Disabilities (Section 504) |
|---|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | Students | American | mopune | Winte | Hauve | Asian | Islander | Races | | Disabilities (dection 604) |
| In-School Suspensions | M.1. | 10 | 0 | - | 0 | 0 | | 0 | | | |
| | Male | 18 | 3 1 | 7 | 6 | 0 0 | 1 | 0 0 | 1 0 | 1 0 | |
| | Female Total | 3 21 | 4 | 1 8 | 1 7 | 0 | 0 1 | 0 | 1 | 1 | |
| Out-of-School Suspensions | TOLAI | 21 | 4 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | |
| | Male | 4 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 1 | 0 | 0 | 1 | Ő | Ő | Ő | Õ | Ő | |
| | Total | 5 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female Total | 0 | 0 0 | 0 0 | 0 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 | |
| Under Zero Tolerance Policies | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Out-of-School Suspensions | Mala | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Male Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 0 | 0 | 0 |
| | Total | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Expulsions | Total | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | Ō | 0 | Ō | Ō | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cohool Deleted Armonte | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | Ő | Ő | 0 | Ő | 0 | Ő | Ő | 0 | ő |
| Referrals to Law Enforcement | | 0 | Ŭ | 0 | 5 | 5 | Ŭ | 0 | 5 | Ŭ | Ű |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students Chronic Absenteeism | | | | | | | | | | | |
| | Male | 8 | -8 | 1 | 7 | -8 | -8 | -8 | -8 | 1 | -8 -8 |
| | Female | 4 | -8 | 1 | 3 | -8 | -8 | -8 | -8 | -8 | -8 -8 |
| | Total | 12 | -8 | 2 | 10 | -8 | -8 | -8 | -8 | 1 | -8 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

4

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 3.0 | Percent 5.9% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.0 | 4.1% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.2 | 0.4% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic % At or Above Basic | | | % At or Abo | ve Proficient | % At Advanced | | |
|---------|---------|---------------|-----------------------------------|----|----|-------------|---------------|---------------|----|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Belo | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: ROSEHILL EL Campus ID: 101921110 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|--|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | , |
| III-School Suspensions | Male | 16 | 0 | 4 | 12 | 0 | 0 | 0 | 0 | 2 | |
| | Female | 2 | Ő | 0 | 2 | Ő | ů 0 | Ő | Ő | 0 | |
| | Total | 18 | 0 | 4 | 14 | 0 | 0 | 0 | 0 | 2 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female Total | 0 1 | 0 0 | 0 0 | 0 1 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Expulsions | TOLAI | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Total Male | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | |
| Under Zero Tolerance Policies | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | Ö | 0 | Ő | 0 | Ő | 0 | Ő | |
| School-Related Arrests | | - | - | - | - | - | - | - | - | - | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | Ő | Ő | Ő | 0 | õ | Ő | õ | õ | Ő | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Total | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Out-of-School Suspensions | Male | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | Ő | 0 | 0 0 | 0 0 | ů 0 | 0 0 | Ő | Ő | 0 |
| | Total | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female Total | 0 0 | 0 | 0 0 | 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 |
| Willout Educational Cervices | Female | 0 | 0 | 0 0 | 0 | Ő | 0 | 0 | Ö | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | Ő | 0 0 | Ő | 0 | õ | 0 0 | ő | Ő | Ő | ů 0 |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Studente | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students Chronic Absenteeism | | | | | | | | | | | |
| On one Absence isin | Male | 15 | 1 | 7 | 5 | -8 | -8 | -8 | 2 | 7 | 3 -8 |
| | Female | 13 | -8 | 7 | 5 | -8 | -8 | -8 | 1 | 3 | 1 -8 |
| | Total | 28 | 1 | 14 | 10 | -8 | -8 | -8 | 3 | 10 | 4 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

0

1

0

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | _ | |
| | Male | 27 | 1 | 12 | 12 | 0 | 1 | 0 | 1 | 5 | 20 |
| | Female | 22 | 3 | 9 | 5 | 0 | 3 | 0 | 2 | 10 | 7 |
| | Total | 49 | 4 | 21 | 17 | 0 | 4 | 0 | 3 | 15 | 27 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

 \mathbf{Q} Indicates there are no data available in the group.

'-3' Indicates skip logic failure.

'-8' '-9' Indicates EDFacts missing data.

Indicates not applicable / skipped.

'-11 Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

| | All S | chool |
|--|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 4.3 | Percent 8.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.8 | 5.7% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 1.4 | 2.9% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|---------|-----------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| 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 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |

| | | | % Belo | w Basic | % At or Al | ove Basic | % At or Abo | ve Proficient | % At Ad | dvanced |
|---------|-------------|-----------------------------|--------|---------|------------|-----------|-------------|---------------|---------------|---------|
| Grade | Subject | Student Group | TX | US | ТХ | US | ТХ | US | ТХ | US |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disady | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | | 2.19.0.1 20.190390 200.1010 | 01 | | | | | 10 | - | • |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| 0 | Decilie | | 00 | 07 | 07 | 70 | 05 | | 0 | |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | | 41 | * | 59 | | 19 | | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disady | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | <u>د</u> 1 | 2 |
| | | English Language Learners | 60 | 73 | 40 | 28 | 8 | 5 | 1 | 2 1 |
| | | English Language Learners | 00 | 12 | 40 | 20 | 0 | 5 | I | 1 |

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

'*' Indicates reporting standards not met.

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

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TIMBER CREEK EL Campus ID: 101921113 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|-------------------------------|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities | | | | | | | | | | | , |
| In-School Suspensions | Male | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 2 | 2 | Ő | 0 0 | Ő | 0 | õ | õ | Ő | |
| Out-of-School Suspensions | | _ | - | - | - | - | - | - | - | - | |
| | Male | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | _ | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 0 | 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Without Educational Services | Total Male | 0 | 0 0 | 0 | 0 | 0 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | Ő | Ő | Ő | 0 | 0 | 0 | Ő | 0 0 | Ő | |
| | Female | Õ | Ő | Ő | 0 0 | Ő | 0 | õ | õ | Ő | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ō | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | |
| Students With Disabilities | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | Õ | Õ | 1 | Ő | Õ | Õ | õ | Ő | ů 0 |
| | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| – | Total | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 |
| Expulsions | M.1. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| | Female Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Willout Educational Oct Vices | Female | Ő | Ő | Ő | 0 | 0 | 0 | 0 | Ő | Ő | 0 |
| | Total | 0 0 | Õ | Ő | Ő | Ő | Ő | Õ | Õ | Ő | ů 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ō | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | 0 | 0 | Ū | U | 0 | v | U | 0 | 5 | 0 |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 10 | -8 | 7 | 3 | -8 | -8 | -8 | -8 | 2 | 3 -8 |
| | Female | 5 | -8 | 2 | 1 | -8 | 1 | -8 | 1 | 1 | 1 -8 |
| | Total | 15 | -8 | 9 | 4 | -8 | 1 | -8 | 1 | 3 | 4 -8 |

Incidents of Violence

- Incidents of rape or attempted rape Incidents of sexual assault (other than rape)
- Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device
- Incidents of robbery without a weapon
- Incidents of physical attack or fight with a weapon
- Incidents of physical attack or fight with a firearm or explosive device

- Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

0

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | _ | | | | | | |
| | Male | 6 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 6 |
| | Female | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Total | 8 | 0 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 7 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 1.0 | Percent 2.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | - |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Belo | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL ALTERNATIVE EDUCATION CENTER Campus ID: 101921104 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities(Section 504) |
|---|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | | | • | | | | | | | · · · · · · |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female Total | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Out-of-School Suspensions | IOIAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | Ő | Ő | Ő | Õ | Ő | Ő | Ő | Õ | Ő | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | |
| Without Educational Services | Total Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | Ő | Ő | 0 0 | Ő | 0 0 | 0 0 | 0 0 | Ő | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | 2 | 2 | • | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female Total | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Referrals to Law Enforcement | IUlai | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out of Cohool Cumpunities | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | Ő | Ő | Ő | 0 0 | Ő | õ | Ő | 0 |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male Female | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 0 | 0 | 0 | 0 | 0 | Ő | Ő | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | ů 0 | 0 | Ő | Ő | 0 | 0 | 0 | Ő | 0 |
| | Total | 0 | Ő | Ő | Õ | Õ | Ő | Ő | Ő | Õ | 0 |
| All Students | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | - | - | - | - | - | - | - | - | - | |
| | Female | - | - | - | - | - | - | - | - | - | |
| | Total | - | - | - | - | - | - | - | - | - | |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

Total 0

0

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| - | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

 \mathbf{Q} Indicates there are no data available in the group.

'-3' Indicates skip logic failure.

'-8' '-9' Indicates EDFacts missing data.

Indicates not applicable / skipped.

'-11 Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

| | All S | chool |
|--|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 0.1 | Percent 1.2% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 2.7 | 38.0% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|---------|-----------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| 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 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |

| | | | % Belo | w Basic | % At or Al | ove Basic | % At or Abo | ve Proficient | % At Advanced | |
|---------|-------------|-----------------------------|--------|---------|------------|-----------|-------------|---------------|---------------|--------|
| Grade | Subject | Student Group | TX | US | ТХ | US | ТХ | US | ТХ | US |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disady | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | | 2.19.0.1 20.190390 200.1010 | 01 | | | | | 10 | - | • |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| 0 | Decilie | | 00 | 07 | 07 | 70 | 05 | | 0 | |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | | 41 | * | 59 | | 19 | | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disady | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | <u>د</u> 1 | 2 |
| | | English Language Learners | 60 | 73 | 40 | 28 | 8 | 5 | 1 | 2 1 |
| | | English Language Learners | 00 | 12 | 40 | 20 | 0 | 5 | I | 1 |

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

'*' Indicates reporting standards not met.

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

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL EL Campus ID: 101921108 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | FI | Students Students with with Disabilities Disabilities (Section 504) |
|--|-----------------|----------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities In-School Suspensions | | otadonto | Allonoull | mopuno | | nuivo | Addan | lolundor | nuoco | | |
| III-Scribbi Suspensions | Male | 15 | 4 | 5 | 5 | 0 | 0 | 0 | 1 | 1 | |
| | Female | 8 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 23 | 8 | 5 | 9 | õ | 0 0 | Ő | 1 | 1 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Mither to Educational Company | Total Male | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 | 0 | 0 | 0 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | Ő | 0 | 0 | |
| | Total | Ő | Ő | Ő | õ | Ő | Õ | Õ | Ő | Ő | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | M.1. | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | | 0 | | | | 0 | 0 | 0 | | 0 |
| | Female Total | 0 2 | 0 0 | 0 0 | 0 2 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Expulsions | IUlai | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | Ő | Ő | Ő | õ | Ő | Õ | Õ | Ő | Ő | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - · · - · · · · · | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | 2 | 2 | | | | | | • | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Referrals to Law Enforcement | Total | 0 | 0 | 0 | U | U | U | 0 | U | 0 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | Ű | 5 | °, | v | 5 | Ŭ | 5 | 5 | 5 | 5 |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 34 | 3 | 13 | 17 | -8 | -8 | -8 | 1 | 3 | 8 -8 |
| | Female | 29 | 5 | 13 | 9 | -8 | 1 | -8 | 1 | 6 | 6 -8 |
| | Total | 63 | 8 | 26 | 26 | -8 | 1 | -8 | 2 | 9 | 14 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | • | |
| | Male | 23 | 1 | 15 | 4 | 0 | 2 | 0 | 1 | 6 | 4 |
| | Female | 37 | 5 | 13 | 14 | 0 | 1 | 0 | 4 | 9 | 2 |
| | Total | 60 | 6 | 28 | 18 | 0 | 3 | 0 | 5 | 15 | 6 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

 \mathbf{Q} Indicates there are no data available in the group.

'-3' Indicates skip logic failure.

'-8' '-9' Indicates EDFacts missing data.

Indicates not applicable / skipped.

'-11 Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

| | All S | chool |
|--|---------------|------------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 6.5 | Percent 13.7% |
| Teachers Teaching with Emergency or Provisional Credentials | 1.0 | 2.2% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.4 | 0.9% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | % Belov | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At Advanced | | |
|---------|---------|-----------------|---------|------------|------------|-------------|---------------|---------------|----|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| 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 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |

| | | | % Belo | w Basic | % At or Al | ove Basic | % At or Abo | ve Proficient | % At Advanced | |
|---------|-------------|-----------------------------|--------|---------|------------|-----------|-------------|---------------|---------------|--------|
| Grade | Subject | Student Group | TX | US | ТХ | US | ТХ | US | ТХ | US |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disady | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | | 2.19.0.1 20.190390 200.1010 | 01 | | | | | 10 | - | • |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| 0 | Decilie | | 00 | 07 | 07 | 70 | 05 | | 0 | |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | | 41 | * | 59 | | 19 | | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disady | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | <u>د</u> 1 | 2 |
| | | English Language Learners | 60 | 73 | 40 | 28 | 8 | 5 | 1 | 2 1 |
| | | English Language Learners | 00 | 12 | 40 | 20 | 0 | 5 | I | 1 |

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

'*' Indicates reporting standards not met.

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

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL H S Campus ID: 101921001 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL^ | Homeless^ | Foster Care^ |
|-------------------------------|-----------------|---------------------|-------------|-------|--------------------|-------|---------------------|----------------------|----------------|-------|--------|-----------|-----------------|
| Federal Graduation Rates | | | | | | | | | | | | | |
| 4-year Longitudinal Cohort Gr | raduation Rate | e (Gr 9-12): | Class of 20 | 019 | | | | | | | | | |
| All Students | 91.5% | 77.8% | 92.8% | 92.7% | * | 75.0% | - | 88.9% | 91.0% | 68.2% | 87.5% | 85.7% | * |
| CWD | 68.2% | * | 81.8% | 69.2% | - | * | - | * | 76.5% | 68.2% | * | * | - |
| CWOD | 94.0% | 78.6% | 93.8% | 95.3% | * | 90.0% | - | 94.1% | 93.3% | - | 85.7% | 100.0% | * |
| EL^ | 87.5% | - | 89.3% | * | - | * | - | - | 100.0% | * | 87.5% | - | - |
| Male | 89.4% | 81.8% | 91.5% | 90.9% | * | * | - | 75.0% | 87.3% | 67.9% | 73.3% | * | - |
| Female | 93.6% | 71.4% | 94.1% | 94.5% | - | 87.5% | - | 100.0% | 94.0% | 68.8% | 100.0% | * | * |

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

Indicates there are no students in the group.

י^י Ever in grades 9-12

Part (iv): English Language Proficiency

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

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

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

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

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

| School Quality (College, Career, | All Students and Military | African American Readiness I | | White e) | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|----------------------------------|---------------------------------|------------------------------------|-----|-------------|--------------------|-------|---------------------|----------------------|----------------|-----|-----|
| %Students meeting CCMR | 71% | 31% | 68% | 74% | * | 100% | - | 74% | 53% | 42% | 28% |

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

2 Indicates there are no students in the group.

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|-------------------------------|-----------------|-------------------|---------------------|----------|---------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | | | | | | | | | | |
| In-School Suspensions | Male | 133 | 10 | 39 | 77 | 1 | 1 | 0 | 5 | 6 | |
| | Female | 62 | 7 | 39 11 | 37 | 1 2 | 0 | 0 | 5 | 1 | |
| | Total | 195 | 17 | 50 | 114 | 3 | 1 | 0 | 10 | 7 | |
| Out-of-School Suspensions | . otal | | | | | Ū | • | 0 | | • | |
| · | Male | 33 | 2 | 8 | 20 | 1 | 1 | 0 | 1 | 2 | |
| | Female | 25 | 3 | 8 | 13 | 0 | 0 | 0 | 1 | 0 | |
| | Total | 58 | 5 | 16 | 33 | 1 | 1 | 0 | 2 | 2 | |
| Expulsions | | | | _ | | | | | | | |
| With Educational Services | Male | 14 | 1 | 5 | 6 | 0 | 1 | 0 | 1 | 0 | |
| | Female | 15 | 1 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Total Male | 29 0 | 2 0 | 12 0 | 13 0 | 0 0 | 1 0 | 0 0 | 1 0 | 0 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 1 | Ő | Ő | 0 | Ö | 0 | 0 | 1 | 0 | |
| | Female | 1 | 1 | Ő | Ő | Ő | Ő | Ő | 0 0 | Ő | |
| | Total | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | M.1. | | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | |
| | Male | 1 | 0 2 | 0 0 | 1 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | |
| | Female Total | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities | IUlai | 5 | Z | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 21 | 5 | 3 | 12 | 0 | 0 | 0 | 1 | 2 | 0 |
| | Female | 13 | 1 | 4 | 5 | 0 | 0 | 0 | 3 | 0 | 0 |
| | Total | 34 | 6 | 7 | 17 | 0 | 0 | 0 | 4 | 2 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 16 | 2 | 4 | 9 | 0 | 0 | 0 | 1 | 2 | 0 |
| | Female | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | Total | 18 | 2 | 5 | 10 | 0 | 0 | 0 | 1 | 2 | 0 |
| With Educational Services | Male | 5 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 3 | 0 | 2 | 1 | Ö | 0 | 0 | 0 | 0 | 0 |
| | Total | 8 | Ő | 2 | 6 | õ | 0 | Ő | ŏ | 0 | Ő |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ō | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | 0 | 5 | U | v | U | v | 0 | v | 5 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | Ō | 0 | Ō | 0 | 0 | Ō | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | | | | | | | | | | |

Chronic Absenteeism

| | Male Female Total | Total students 128 145 273 | African American 13 12 25 | Hispanic 34 50 84 | White 71 75 146 | Indian or Alaska Native -8 -8 -8 | Asian 2 -8 2 | Pacific Islander -8 -8 -8 | Two or More Races 8 8 16 | EL 1 2 | Students with Disabilities (32 23 55 | Students with Disabilities Section 504) -8 -8 -8 |
|--|---|--|---------------------------------------|-----------------------------------|---------------------------------|---|------------------------------|---------------------------------------|---|---------------------|--|--|
| Incidents of sexua Incidents of robbe Incidents of robbe Incidents of robbe Incidents of physi Incidents of physi Incidents of threa Incidents of threa Incidents of threa | or attempted rape al assault (other than rape) ery with a weapon ery with a firearm or explosi ery without a weapon cal attack or fight with a fire cal attack or fight with a fire cal attack or fight without a ts of physical attack with a sesion of a firearm or explo sement or bullying ex ace isability exual orientation | ive device earm or explosiv weapon weapon firearm or explo t a weapon | | | | | | | | | | Total 0 0 1 9 1 0 19 0 0 10 0 0 0 0 0 0 0 0 0 |

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | 266 | 1 | 85 | 158 | 3 | 10 | 0 | 9 | 0 | 2 |
| | Female | 281 | 6 | 91 | 166 | 0 | 9 | 0 | 9 | 1 | 1 |
| | Total | 547 | 7 | 176 | 324 | 3 | 19 | 0 | 18 | 1 | 3 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | 92 | 0 | 24 | 60 | 1 | 3 | 0 | 4 | 0 | 0 |
| Č | Female | 121 | 1 | 36 | 74 | 0 | 7 | 0 | 3 | 1 | 0 |
| | Total | 213 | 1 | 60 | 134 | 1 | 10 | 0 | 7 | 1 | 0 |

2 Indicates there are no data available in the group.

-'-3' '-8' '-9' '-11' Indicates skip logic failure.

Indicates EDFacts missing data.

Indicates not applicable / skipped.

Indicates suppressed data.

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

 \mathcal{Q}

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|--|----------------|------------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 14.2 | Percent 10.7% |
| Teachers Teaching with Emergency or Provisional Credentials | 6.0 | 4.8% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 17.1 | 13.6% |

Indicates there are no data available in the group.

Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

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

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Belo | w Basic | % At or At | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| Glade 4 | Reading | | 52 | | | | | | | |
| | | Black | | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Two or More Races | | | | | | | | |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | | o * | | 92 | | 59 | | * | |
| | | American Indian | | 33 | | 67 | | 24 | | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| | | English Language Learners | 24 | 41 | 70 | 59 | 29 | 10 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | 5 | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | | 20 | | 00 * | | 35 * | | 3 * | |
| | | American Indian | | 41 | | 59 | | 19 | | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | | | 72 | 34 | 28 | | | | |
| | | English Language Learners | 66 | 12 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | | | | 00 * | | 44 * | | 13 | |
| | | American Indian | * | 49 | | 51 | | 15 | | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | | 60 | 73 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | English Language Learners | 00 | 12 | 40 | 20 | 0 | 5 | I | I |

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

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

'*' Indicates reporting standards not met.

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

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

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

| | All | African | | | American | | Pacific | Two or More | Econ | | |
|------------------------------|----------|----------|----------|-------|----------|-------|----------|-------------|--------|-----|-----|
| | Students | American | Hispanic | White | Indian | Asian | Islander | Races | Disadv | CWD | EL |
| In-State Public Institutions | 45% | 27% | 39% | 50% | * | 50% | - | 46% | 39% | 27% | 18% |

'*' '_' Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL INT Campus ID: 101921105 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|--|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | , |
| III-School Suspensions | Male | 40 | 2 | 14 | 21 | 0 | 0 | 0 | 3 | 7 | |
| | Female | 17 | 3 | 4 | 9 | 0 | 0 | 0 | 1 | 2 | |
| | Total | 57 | 5 | 18 | 30 | 0 | 0 | 0 | 4 | 9 | |
| Out-of-School Suspensions | M.1. | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male Female | 4 0 | 0 0 | 2 0 | 2 0 | 0 0 | 0 0 | 0 0 | 0 0 | 2 0 | |
| | Total | 4 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 1 | 0 | 0 0 | 1 2 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Without Educational Services | Total Male | 2 | 0 0 | 0 | 2 | 0 0 | 0 | 0 | 0 | 0 | |
| Without Educational Oct Vices | Female | 0 | Ő | 0 | 0 | ŏ | 0 | ŏ | 0 | Ő | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Actated Artests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | M.1. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male Female | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| | Total | 0 | 0 | Ő | 0 | ŏ | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 6 | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female Total | 1 7 | 0 2 | 0 0 | 1 5 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Out-of-School Suspensions | Iolai | 1 | 2 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 |
| | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| – | Total | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| Expulsions With Educational Services | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 2 | 0 | Ő | 2 | Ő | Ő | Ő | Ő | Õ | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | Total Male | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Under Zero Tolerance i Olicies | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ō | Ō | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female Total | 1 | 0 0 | 0 0 | 1 1 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Referrals to Law Enforcement | iotai | I | 0 | U | I | U | U | U | U | U | U |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students Chronic Absenteeism | | | | | | | | | | | |
| | Male | 28 | 1 | 9 | 17 | -8 | -8 | -8 | 1 | 2 | 6 -8 |
| | Female | 25 | 2 | 7 | 16 | -8 | -8 | -8 | -8 | 2 | 4 -8 |
| | Total | 53 | 3 | 16 | 33 | -8 | -8 | -8 | 1 | 4 | 10 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 3.0 | Percent 4.9% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 1.7 | 2.9% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Belo | w Basic | % At or At | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL J H Campus ID: 101921042 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|---|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | | | | | | | | | | , |
| In-School Suspensions | Male | 50 | 1 | 15 | 30 | 1 | 0 | 0 | 3 | 5 | |
| | Female | 28 | 1 | 10 | 14 | 0 | 0 | 0 | 2 | 1 | |
| | Total | 78 | 2 | 26 | 44 | 1 | Ő | Ő | 5 | 6 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 15 | 1 | 4 | 9 | 0 | 0 | 0 | 1 | 1 | |
| | Female | 11 | 1 | 6 | 4 | 0 | 0 | 0 | 0 | 1 | |
| Fuendairea | Total | 26 | 2 | 10 | 13 | 0 | 0 | 0 | 1 | 2 | |
| Expulsions With Educational Services | Male | 8 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 1 | |
| With Educational Oct Vices | Female | 7 | 0 | 4 | 3 | Ő | 0 | Ő | Ő | 0 | |
| | Total | 15 | 0 | 8 | 7 | 0 | 0 | 0 | 0 | 1 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zeine Telenen - Delleite | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male Female | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | | 0 | • | Ū | Ũ | Ū. | Ū. | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 7 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Female | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Total | 8 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 1 |
| Out-of-octioor Suspensions | Male | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| | Female | 1 | Ő | 0 | 1 | 0 | ů 0 | Ő | 0 | 0 | 0 |
| | Total | 4 | 0 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 1 |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female Total | 1 | 0 | 0 0 | 1 1 | 0 | 0 | 0 | 0 0 | 0 0 | 0 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Oct Vices | Female | 0 | 0 | 0 | 0 | Ő | 0 | 0 | Ő | Ő | Ö |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cabaal Dalatad America | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | Ő | 0 | 0 | Ő | Ő | Ö |
| | Total | Ő | Ő | Ő | Ő | Ő | Õ | Ő | Õ | Ő | 0 |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 35 | 2 | 8 | 23 | 1 | -8 | -8 | 1 | 3 | 7 -8 |
| | Female | 48 | 5 | 13 | 28 | -8 | -8 | -8 | 2 | 3 | 9 -8 |
| | Total | 83 | 7 | 21 | 51 | 1 | -8 | -8 | 3 | 6 | 16 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

3

0

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All Se | chool |
|---|---------------|------------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 7.5 | Percent 14.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 6.9 | 14.0% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 5.6 | 11.4% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Below Basic | | % At or At | oove Basic | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------------|----|------------|------------|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Belo | w Basic | % At or Ab | oove Basic | % At or Abo | ve Proficient | % At Ad | dvanced |
|---------|-------------|----------------------------|--------|----------|------------|------------|-------------|---------------|---------|---------|
| Grade | Subject | Student Group | TX | US | ТХ | US | TX | US | тх | US |
| 0.000 | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 25 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | * | 59 | * | 42 19 | * | 1 |
| | | American indian Asian | 8 | 13 | 92 | 59 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | 0 * | 37 | 92 | 63 | 59 | 25 | * | 2 |
| | | | | 37 24 | | 63 76 | | 25 37 | | |
| | | Two or More Races | 26 | | 74 | | 25 | | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL J J A E P CAMPUS Campus ID: 101921003 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|--|---------------|-------------------|---------------------|----------|----------|-------------------------------|----------|---------------------|-------------------------|----------|--|
| Students Without Disabilities In-School Suspensions | i | | | | | | | | | | , |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Female | -9 -9 | -9 -9 | -9 -9 | -9 -9 | -9 -9 | -9 -9 | -9 -9 | -9 -9 | -9 -9 | |
| Out-of-School Suspensions | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| With Educational Services | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| Without Educational | Total Male | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | |
| Services | Maio | Ũ | Ũ | 0 | Ū | Ū | 0 | Ŭ | Ŭ | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance | Total Male | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Policies | IVIAIE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Cabaal Dalatad Amaata | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| Referrals to Law Enforcement | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Out-of-School Suspensions | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Out-of-oction Suspensions | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Without Educational | Total | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 | -9 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance | Total Male | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Policies | wale | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | U |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cabaal Dalatad Amaata | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Referrals to Law Enforcement | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| All Students Chronic Absenteeism | | | | | | | | | | | |
| | Male | 1 | -8 | -8 | -8 | -8 | -8 | -8 | 1 | -8 | -8 -8 |
| | Female | 1 | -8 | 1 | -8 | -8 | -8 | -8 | -8 | -8 | -8 -8 |
| | Total | 2 | -8 | 1 | -8 | -8 | -8 | -8 | 1 | -8 | -8 -8 |

Incidents of Violence

Incidents of rape or attempted rape

Incidents of sexual assault (other than rape) Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon

Incidents of threats of physical attack with a weapon

Total

Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device Allegations of Harassment or bullying On the basis of sex On the basis of race On the basis of disability On the basis of sexual orientation On the basis of religion

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Baai Einennene Baai erean rograme | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

Q. Indicates there are no data available in the group.

'-3' '-8' '-9' Indicates skip logic failure.

Indicates EDFacts missing data.

Indicates not applicable / skipped. '-11'

Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

There is no data for this campus.

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

| | | | % Belo | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|---------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| 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 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |

| | | | % Belo | w Basic | % At or A | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|-----------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| | - | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | * | 41 | * | 59 | * | 19 | * | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |

| Grade Grade 4 | Subject Reading | Student Group Students with Disabilities English Learners | Rate 77% 94% |
|-------------------------|------------------------|--|---------------------------|
| Grade 8 | Mathematics Reading | Students with Disabilities English Learners Students with Disabilities | 79% 97% 83% |
| Glade 0 | Mathematics | English Learners Students with Disabilities | 96% 88% |
| | mainomailee | English Learners | 97% |

1*1

Indicates reporting standards not met.
 Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL MEMORIAL H S Campus ID: 101921002 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL^ | Homeless^ | Foster Care^ |
|------------------------------|-----------------|---------------------|-------------|--------|--------------------|--------|---------------------|----------------------|----------------|--------|--------|-----------|-----------------|
| Federal Graduation Rates | | | | | | | | | | | | | |
| 4-year Longitudinal Cohort G | raduation Rate | (Gr 9-12): | Class of 20 | 019 | | | | | | | | | |
| All Students | 98.9% | 100.0% | 98.8% | 98.9% | * | 98.0% | * | 100.0% | 100.0% | 100.0% | 96.2% | * | * |
| CWD | 100.0% | * | 100.0% | 100.0% | * | * | * | * | 100.0% | 100.0% | * | * | - |
| CWOD | 98.9% | 100.0% | 98.7% | 98.9% | * | 98.0% | - | 100.0% | 100.0% | - | 95.5% | * | * |
| EL^ | 96.2% | - | 93.8% | * | * | 100.0% | - | - | 100.0% | * | 96.2% | * | - |
| Male | 99.3% | 100.0% | 98.8% | 99.4% | * | 100.0% | * | 100.0% | 100.0% | 100.0% | 100.0% | * | * |
| Female | 98.5% | 100.0% | 98.7% | 98.4% | * | 95.7% | - | 100.0% | 100.0% | 100.0% | 88.9% | * | - |

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

Indicates there are no students in the group.

• • Ever in grades 9-12

Part (iv): English Language Proficiency

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

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

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

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

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

| School Quality (College, Career, | All Students and Military | | Hispanic Performanc | White e) | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|----------------------------------|---------------------------------|-----|------------------------|-------------|--------------------|-------|---------------------|----------------------|----------------|-----|-----|
| %Students meeting CCMR | 80% | 65% | 76% | 83% | * | 86% | * | 68% | 64% | 62% | 42% |

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

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total | African | | | Indian or Alaska | | Pacific | Two or More | | Students Students with with Disabilities |
|--|-----------------|----------|----------|----------|---------|---------------------|--------|----------|----------------|--------|--|
| Churchenster With east Die shillities | | students | American | Hispanic | White | Native | Asian | Islander | Races | EL | Disabilities (Section 504) |
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 139 | 10 | 43 | 82 | 0 | 4 | 0 | 0 | 1 | |
| | Female | 55 | 11 | 11 | 26 | 0 | 1 | 0 | 6 | 1 | |
| | Total | 194 | 21 | 54 | 108 | 0 | 5 | 0 | 6 | 2 | |
| Out-of-School Suspensions | | | | 10 | | | • | | | | |
| | Male | 55 | 6 4 | 19 2 | 27 7 | 0 0 | 2 0 | 0 0 | 1 | 0 0 | |
| | Female Total | 14 69 | 4 10 | 2 21 | 34 | 0 | 2 | 0 | 1 2 | 0 | |
| Expulsions | IUIAI | 09 | 10 | 21 | 34 | 0 | 2 | 0 | 2 | 0 | |
| With Educational Services | Male | 19 | 1 | 6 | 9 | 0 | 2 | 0 | 1 | 0 | |
| | Female | 10 | 1 | 2 | 6 | 0 | 0 | 0 | 1 | 0 | |
| | Total | 29 | 2 | 8 | 15 | 0 | 2 | 0 | 2 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female Total | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| School-Related Arrests | IOIAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Allesis | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | Ő | Ő | õ | Ő | õ | Ő | ŏ | õ | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | Ō | 0 | 0 | Ō | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities | | | | | | | | | | | |
| In-School Suspensions | Male | 19 | 1 | 6 | 9 | 0 | 1 | 0 | 2 | 4 | 0 |
| | Female | 9 | 1 | 4 | 3 | Ö | 0 | 0 | 1 | 1 | ů 0 |
| | Total | 28 | 2 | 10 | 12 | Ő | 1 | Õ | 3 | 5 | 0 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 8 | 1 | 3 | 2 | 0 | 1 | 0 | 1 | 3 | 0 |
| | Female | 5 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 2 | 0 |
| | Total | 13 | 1 | 5 | 5 | 0 | 1 | 0 | 1 | 5 | 0 |
| Expulsions | Mala | 2 | 1 | 0 | 1 | 0 | | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 3 1 | 0 | 0 0 | 1 | 0 | 1 0 | 0 | 0 | 0 | 0 0 |
| | Female Total | 4 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | Ő | Ő | õ | Ő | õ | Ő | ŏ | ŏ | 0 | 0 |
| | Total | Ő | Ő | Ő | Ő | Ő | Ő | Ő | Ő | Ő | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | - | - | - | - | <i>c</i> | - | - | <i>c</i> | - | - |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 | 0 0 |
| Referrals to Law Enforcement | Total | 0 | 0 | U | U | U | 0 | U | U | U | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | ŏ | õ | Ő | Ő | Ő | 0 | õ | Ő | 0 |
| All Students | | | | | | | | | | | |

Chronic Absenteeism

| | Male Female Total | Total students 85 73 158 | African American 3 8 11 | Hispanic 30 17 47 | White 50 40 90 | Indian or Alaska Native -8 -8 -8 | Asian -8 5 5 | Pacific Islander -8 -8 -8 | Two or More Races 2 3 5 | EL 4 8 | Students with Disabilities Section 504) -8 -8 -8 -8 |
|--|---|---|-------------------------------------|----------------------------|--------------------------------|---|------------------------------|---------------------------------------|--|---------------------|--|
| Incidents of sexual Incidents of robbe Incidents of robbe Incidents of robbe Incidents of physi Incidents of physi Incidents of threat Incidents of threat Incidents of threat | or attempted rape al assault (other than rape) ery with a weapon ery with a firearm or explos ery without a weapon ical attack or fight with a fir ical attack or fight with a fir ical attack or fight without a ts of physical attack with a ts of physical attack withou ession of a firearm or explo ssment or bullying ex ace isability exual orientation | ive device eapon earm or explosiv weapon weapon firearm or explo: tt a weapon | | | | | | | | | Total 0 0 0 0 0 0 0 0 0 0 21 0 0 0 0 0 0 0 0 |

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | 313 | 9 | 75 | 170 | 0 | 49 | 0 | 10 | 3 | 2 |
| | Female | 353 | 18 | 86 | 176 | 1 | 52 | 0 | 20 | 1 | 0 |
| | Total | 666 | 27 | 161 | 346 | 1 | 101 | 0 | 30 | 4 | 2 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | 161 | 9 | 27 | 103 | 0 | 18 | 0 | 4 | 0 | 0 |
| | Female | 231 | 12 | 57 | 123 | 1 | 27 | 0 | 11 | 1 | 0 |
| | Total | 392 | 21 | 84 | 226 | 1 | 45 | 0 | 15 | 1 | 0 |

2 Indicates there are no data available in the group.

-'-3' '-8' '-9' '-11' Indicates skip logic failure.

Indicates EDFacts missing data.

Indicates not applicable / skipped.

Indicates suppressed data.

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

 \mathcal{Q}

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|--|----------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 10.2 | Percent 7.5% |
| Teachers Teaching with Emergency or Provisional Credentials | 4.0 | 3.1% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 21.8 | 17.0% |

Indicates there are no data available in the group.

Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

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

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

| | | | % Belo | w Basic | % At or At | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| Glade 4 | Reading | | 52 | | | | | | | |
| | | Black | | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | * | 4 |
| | | | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Two or More Races | | | | | | | | |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | | o * | | 92 | | 59 | | * | |
| | | American Indian | | 33 | | 67 | | 24 | | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| | | English Language Learners | 24 | 41 | 70 | 59 | 29 | 10 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | 5 | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | | 20 | | 00 * | | 35 * | | 3 * | |
| | | American Indian | | 41 | | 59 | | 19 | | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | | | 72 | 34 | 28 | | | | |
| | | English Language Learners | 66 | 12 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | | | | 00 * | | 44 * | | 13 | |
| | | American Indian | * | 49 | | 51 | | 15 | | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | | 60 | 73 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | English Language Learners | 00 | 12 | 40 | 20 | 0 | 5 | I | I |

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

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

'*' Indicates reporting standards not met.

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

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

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

| | All | African | | American | | | Pacific | Two or More | Econ | | |
|------------------------------|----------|----------|----------|----------|--------|-------|----------|-------------|--------|-----|----|
| | Students | American | Hispanic | White | Indian | Asian | Islander | Races | Disadv | CWD | EL |
| In-State Public Institutions | 59% | 53% | 56% | 57% | * | 74% | - | 70% | 45% | 45% | * |

'*' '_' Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: TOMBALL STAR ACADEMY Campus ID: 101921005 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|--|-----------------|-------------------|---------------------|----------|--------|-------------------------------|---------|---------------------|-------------------------|--------|--|
| Students Without Disabilities In-School Suspensions | | 014401110 | , | | | | 7101011 | 101011001 | 112000 | | |
| | Male | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | |
| | Female | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 6 | 0 | 2 | 3 | 0 | 1 | 0 | 0 | 0 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 4 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 5 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 0 | |
| Without Educational Services | Total Male | 3 0 | 0 | 3 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | Ő | 0 | 0 | 0 | 0 | 0 | Ő | 0 | |
| Under Zero Tolerance | Male | 0 | Ő | Ő | 0 | 0 | 0 | 0 | Ő | 0 | |
| Policies | maio | | 0 | • | • | Ū, | Ū. | | Ū, | • | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 0 | |
| Students With Disabilities In-School Suspensions | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | U | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female Total | 0 | 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| Expulsions | IOLAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | Ő | 0 | 0 | 0 | 0 | 0 | Ö | 0 | 0 |
| | Total | 0 | 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 | Ő | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 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 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Colored Deleted Arrests | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | 0 | 5 | Ŭ | v | v | 5 | Ũ | Ŭ | 5 | Ű |
| ····· ··· ··· ··· ···· ····· | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ō | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students Chronic Absenteeism | | | | | | | | | | | |
| | Male | 3 | -8 | 2 | 1 | -8 | -8 | -8 | -8 | -8 | -8 -8 |
| | Female | 4 | -8 | -8 | 4 | -8 | -8 | -8 | -8 | -8 | -8 -8 |
| | Total | 7 | -8 | 2 | 5 | -8 | -8 | -8 | -8 | -8 | -8 -8 |

Total

0

0 0 0

0 0 0

0

0

0

Incidents of Violence

Incidents of rape or attempted rape

Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon Incidents of physical attack or fight with a weapon Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon

Incidents of threats of physical attack with a weapon

Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon

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

| Distantional Designment | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | M.1. | • | 0 | 0 | 0 | 0 | 0 | 0 | 0 | • | 0 |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | 38 | 0 | 11 | 19 | 0 | 7 | 0 | 1 | 0 | 0 |
| - | Female | 63 | 5 | 20 | 29 | 0 | 8 | 0 | 1 | 1 | 2 |
| | Total | 101 | 5 | 31 | 48 | 0 | 15 | 0 | 2 | 1 | 2 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All So | chool |
|--|---------------|------------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 4.0 | Percent 21.2% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | - |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

| | | | % Below Basic | | % At or Ab | ove Basic | % At or Abov | ve Proficient | % At Advanced | | |
|-------|---------|---------------|---------------|----|------------|-----------|--------------|---------------|---------------|----|--|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US | |

| | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | | |
|---------|-------------|----------------------------|----------|---------------------|----------|--------------------------|---------|---------------|---------|---------|
| Grade | Subject | Student Group | TX | US | ТХ | US | ТХ | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| Orade 4 | Reading | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |
| | | | 48 | 45 | 48 52 | 40 55 | 21 | 23 | 2 | 4 |
| | | Hispanic White | 40 22 | 45 23 | 52 78 | 55 77 | 48 | 23 45 | 12 | 4 12 |
| | | American Indian | * | 23 50 | / O * | 50 | 40 * | 45 19 | 12 | |
| | | | | | | | | | 05 | 3 |
| | | Asian | 11 * | 18 | 89 * | 82 | 65 * | 57 | 25 * | 22 |
| | | Pacific Islander | | 42 | | 58 | | 25 | | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 11 |
| | | Econ Disadv | 50 | 47 | 50 | 53 | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disady | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 14 | 2 | 1 |
| | | English Language Learners | 24 | 41 | 70 | 55 | 25 | 10 | 2 | ' |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| | • | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | * | 41 | * | 59 | * | 19 | * | 1 |
| | | Asian | 8 | 13 | 92 | 87 | 59 | 57 | 11 | 13 |
| | | Pacific Islander | * | 37 | * | 63 | * | 25 | * | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disady | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | | English Language Learners | 00 | 12 | 54 | 20 | 4 | 4 | n/a | II/d |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | 5 5 0 | | | | | | | | |

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

'*' Indicates reporting standards not met.

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

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: WILDWOOD EL Campus ID: 101921114 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EI | Students Students with with Disabilities Disabilities (Section 504) |
|---|-----------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | students | American | mopanic | winte | Native | Asiaii | Islander | Races | | Disabilities (Section 304) |
| In-School Suspensions | M. I. | 47 | - | - | - | 0 | 0 | 0 | 0 | | |
| | Male | 17 | 5 | 5 | 5 | 0 | 2 | 0 | 0 | 1 | |
| | Female | 5 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 1 | |
| | Total | 22 | 5 | 8 | 6 | 0 | 2 | 0 | 1 | 2 | |
| Out-of-School Suspensions | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male Female | 0 0 | 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | IOIAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| With Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Williout Educational Oct Necs | Female | Ő | 0 | 0 | 0 | 0 | 0 | Ő | 0 | 0 | |
| | Total | 0 0 | 0 | 0 | 0 | 0 | 0 | Ő | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance i Olicles | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | Ő | 0 0 | 0 | 0 | 0 | 0 | Ő | 0 | 0 | |
| School-Related Arrests | | 0 | 0 | 0 | U | 0 | U | 0 | 0 | 0 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 0 | 0 | Ő | ů 0 | 0 | |
| | Total | Õ | Ő | Ő | 0 | õ | 0 | õ | Ő | 0 0 | |
| Referrals to Law Enforcement | 10101 | • | 0 | Ŭ | Ŭ | | Ŭ | • | • | Ũ | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Linden Zene Televenes Delisies | Total | 0 | 0 | 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 | 0 0 | 0 | 0 0 |
| | Female Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | IOIAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Artests | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | iotai | 0 | 0 | 0 | 0 | 0 | 0 | 0 | v | 0 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | , Jtai | 0 | 0 | 0 | U | 0 | U | 0 | U | 0 | 0 |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 12 | -8 | 2 | 9 | -8 | 1 | -8 | -8 | -8 | 1 -8 |
| | Female | 12 | 2 | 4 | 5 | -8 | 1 | -8 | -8 | 1 | 2 -8 |
| | Total | 24 | 2 | 6 | 14 | -8 | 2 | -8 | -8 | 1 | 3 -8 |
| | | | - | - | | - | - | - | - | | |

Incidents of Violence

- Incidents of rape or attempted rape Incidents of sexual assault (other than rape)
- Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device
- Incidents of robbery without a weapon
- Incidents of physical attack or fight with a weapon
- Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 45 | 2 | 8 | 18 | 0 | 15 | 1 | 1 | 14 | 24 |
| | Female | 18 | 1 | 6 | 6 | 0 | 4 | 0 | 1 | 8 | 6 |
| | Total | 63 | 3 | 14 | 24 | 0 | 19 | 1 | 2 | 22 | 30 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 3.0 | Percent 4.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.1 | 0.2% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

| | | | % Below Basic | | % At or Above Basic | | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|-------------|----------------------------|---------------|----|---------------------|----------|--------------------------|----------|---------------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: WILLOW CREEK EL Campus ID: 101921107 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Students with with Disabilities Disabilities (Section 504) |
|--|---------------|-------------------|---------------------|----------|--------|-------------------------------|--------|---------------------|-------------------------|--------|---|
| Students Without Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 6 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 6 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | |
| Out-of-School Suspensions | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Without Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Linden Zene Televenes Delisies | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Under Zero Tolerance Policies | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 0 | 0 | 0 | |
| School Polated Arrests | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrals to Law Enforcement | TULAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Referrais to Law Enforcement | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | Ő | 0 | Ő | 0 | Ő | Ő | 0 | |
| | Total | Ő | Ő | Ő | Õ | Ő | Ő | Ő | Ő | Ő | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | | | | | | | | | | | _ |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| – | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | Mala | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 0 | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 | 0 0 | 0 0 |
| Without Educational Services | Total Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | Male | 0 | 0 0 | ŏ | 0 | Ő | 0 | Ő | Ő | 0 | 0 |
| | Female | 0 | 0 0 | ŏ | 0 | Ő | 0 | Ő | Ő | 0 | 0 |
| | Total | Ő | Ő | õ | Ő | õ | 0 | õ | õ | Ő | 0 |
| School-Related Arrests | | Ū | 0 | | • | Ū. | Ũ | • | | | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Students | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | |
| | Male | 18 | 3 | 5 | 7 | 1 | 2 | -8 | -8 | 3 | 3 -8 |
| | Female | 14 | 2 | 2 | 7 | -8 | 3 | -8 | -8 | -8 | 5 -8 |
| | Total | 32 | 5 | 7 | 14 | 1 | 5 | -8 | -8 | 3 | 8 -8 |

Incidents of Violence

Incidents of rape or attempted rape Incidents of sexual assault (other than rape)

Incidents of robbery with a weapon

Incidents of robbery with a firearm or explosive device

Incidents of robbery without a weapon

Incidents of physical attack or fight with a weapon

Incidents of physical attack or fight with a firearm or explosive device

Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon

Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

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

| Develop Develop | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 1.0 | Percent 2.0% |
| Teachers Teaching with Emergency or Provisional Credentials | 3.0 | 6.1% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | - |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

| | | | % Below Basic | | % At or Above Basic | | % At or Above Proficient | | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Belo | w Basic | % At or Al | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: WILLOW WOOD J H Campus ID: 101921043 District Name: TOMBALL ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation; (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
- (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

Part (iii)(II): Graduation Rate

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

Not applicable

Part (iv): English Language Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

Part (vii): STAAR Participation

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

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

Part (viii): Civil Rights Data

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students Students with with Disabilities Disabilities (Section 504) |
|---|-----------------|-------------------|---------------------|----------|---------|-------------------------------|--------|---------------------|-------------------------|--------|--|
| Students Without Disabilities | | | | • | | | | | | | , , , , , , , , , , , , , , , , , , , |
| In-School Suspensions | | | | | | | | | | | |
| | Male | 67 | 10 | 24 | 29 | 0 | 2 | 0 | 2 | 1 | |
| | Female Total | 13 80 | 4 14 | 3 27 | 4 33 | 0 0 | 2 4 | 0 0 | 0 2 | 0 1 | |
| Out-of-School Suspensions | Iotai | 80 | 14 | 21 | 33 | 0 | 4 | 0 | Z | 1 | |
| | Male | 12 | 3 | 4 | 4 | 0 | 0 | 0 | 1 | 2 | |
| | Female | 3 | 1 | 2 | 0 | Ő | Ő | Ő | 0 | 0 | |
| | Total | 15 | 4 | 6 | 4 | 0 | 0 | 0 | 1 | 2 | |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 2 | 0 | 2 2 | 0 | 0 0 | 0 | 0 0 | 0 0 | 0 0 | |
| Without Educational Services | Total Male | 4 | 1 0 | 2 | 1 0 | 0 | 0 0 | 0 | 0 | 0 | |
| Without Educational Services | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 0 | Ő | Ő | Ő | õ | Õ | õ | õ | Ő | |
| Under Zero Tolerance Policies | Male | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female Total | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | |
| Referrals to Law Enforcement | TOLAI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students With Disabilities In-School Suspensions | | | | | | | | | | | |
| | Male | 15 | 4 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-of-School Suspensions | Total | 15 | 4 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Out-oi-School Suspensions | Male | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | Ő | 0 | Ő | Ő | 0 | 0 |
| | Total | 3 | Ő | 1 | 2 | Ő | Ő | Ő | Ő | Ő | Ő |
| Expulsions | | | | | | | | | | | |
| With Educational Services | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | Male Female | 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | Male | 0 | Ő | Ő | Ő | Ő | 0 | Ő | Ő | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ō | Ō | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Ő | 0 | 0 |
| | Total | Ő | Ő | õ | Ő | õ | Ő | õ | õ | Ő | ő |
| All Students | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | _ |
| | Male | 38 | 3 | 7 | 28 | -8 | -8 | -8 | -8 | -8 | 6 -8 |
| | Female | 36 | 3 | 7 | 25 | -8 | 1 | -8 | -8 | -8 | 6 -8 |
| | Total | 74 | 6 | 14 | 53 | -8 | 1 | -8 | -8 | -8 | 12 -8 |

Incidents of Violence

- Incidents of rape or attempted rape Incidents of sexual assault (other than rape)
- Incidents of robbery with a weapon Incidents of robbery with a firearm or explosive device
- Incidents of robbery without a weapon
- Incidents of physical attack or fight with a weapon
- Incidents of physical attack or fight with a firearm or explosive device

- Incidents of physical attack or fight without a weapon Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device

Incidents of threats of physical attack without a weapon Incidents of possession of a firearm or explosive device

Allegations of Harassment or bullying

3

0

Total

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

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| International Baccalaureate Courses | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| Dual Enrollment/Dual Credit Programs | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 |

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

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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

Part (ix): Teacher Quality Data

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

Low Poverty

| | All S | chool |
|---|---------------|-----------------|
| Inexperienced Teachers, Principals, and Other School Leaders | Number 4.5 | Percent 5.4% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.5 | 3.2% |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 3.2 | 4.1% |

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

Part (x): Per-Pupil Expenditure

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

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

| | | | % Below Basic | | % At or Above Basic | | % At or Abo | ve Proficient | % At Advanced | |
|---------|---------|---------------|---------------|----|---------------------|----|-------------|---------------|---------------|----|
| Grade | Subject | Student Group | тх | US | тх | US | тх | US | тх | US |
| Grade 4 | Reading | Overall | 39 | 34 | 61 | 66 | 30 | 35 | 7 | 9 |
| | | Black | 52 | 52 | 48 | 48 | 16 | 18 | 2 | 3 |

| | | | % Belo | w Basic | % At or At | oove Basic | % At or Abo | ve Proficient | % At A | dvanced |
|---------|-------------|----------------------------|--------|---------|------------|------------|-------------|---------------|--------|---------|
| Grade | Subject | Student Group | TX | US | тх | US | TX | US | тх | US |
| U. uuu | 0 | Hispanic | 48 | 45 | 52 | 55 | 21 | 23 | 3 | 4 |
| | | White | 22 | 23 | 78 | 77 | 48 | 45 | 12 | 12 |
| | | American Indian | * | 50 | * | 50 | * | 19 | * | 3 |
| | | Asian | 11 | 18 | 89 | 82 | 65 | 57 | 25 | 22 |
| | | Pacific Islander | * | 42 | * | 58 | * | 25 | 20 | 4 |
| | | Two or More Races | 26 | 28 | 74 | 72 | 38 | 40 | 6 | 4 11 |
| | | | | | | 53 | | | | |
| | | Econ Disadv | 50 | 47 | 50 | | 19 | 21 | 3 | 3 |
| | | Students with Disabilities | 79 | 73 | 21 | 27 | 8 | 10 | 1 | 2 |
| | | English Language Learners | 61 | 65 | 39 | 35 | 12 | 10 | 2 | 1 |
| | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 | 9 | 9 |
| | | Black | 24 | 35 | 76 | 65 | 32 | 20 | 3 | 2 |
| | | Hispanic | 19 | 27 | 81 | 73 | 35 | 28 | 4 | 3 |
| | | White | 8 | 11 | 92 | 89 | 59 | 52 | 16 | 12 |
| | | American Indian | * | 33 | * | 67 | * | 24 | * | 4 |
| | | Asian | 4 | 7 | 96 | 93 | 82 | 69 | 45 | 28 |
| | | Pacific Islander | * | 36 | * | 64 | * | 28 | * | 6 |
| | | Two or More Races | 9 | 16 | 91 | 84 | 51 | 44 | 9 | 10 |
| | | Econ Disadv | 21 | 29 | 79 | 71 | 32 | 26 | 3 | 3 |
| | | Students with Disabilities | 55 | 54 | 45 | 46 | 13 | 14 | 1 | 2 |
| | | English Language Learners | 24 | 41 | 76 | 59 | 29 | 16 | 2 | 1 |
| Grade 8 | Reading | Overall | 33 | 27 | 67 | 73 | 25 | 34 | 2 | 4 |
| Orade 0 | rteading | Black | 53 | 46 | 47 | 54 | 41 | 15 | n/a | 1 |
| | | Hispanic | 38 | 37 | 62 | 63 | 19 | 22 | 1 | 2 |
| | | White | 20 | 18 | 80 | 82 | 35 | 42 | 3 | 5 |
| | | American Indian | 20 | 41 | 00 * | 62 59 | 30 | 42 19 | 3 * | 5 1 |
| | | American Indian Asian | | 13 | 92 | 59 87 | 59 | 57 | 11 | |
| | | | 8 | | 92 | | 59 * | | * | 13 |
| | | Pacific Islander | | 37 | | 63 | | 25 | | 2 |
| | | Two or More Races | 26 | 24 | 74 | 76 | 25 | 37 | 1 | 5 |
| | | Econ Disadv | 43 | 40 | 57 | 60 | 15 | 20 | n/a | 1 |
| | | Students with Disabilities | 81 | 68 | 19 | 32 | 3 | 7 | n/a | n/a |
| | | English Language Learners | 66 | 72 | 34 | 28 | 4 | 4 | n/a | n/a |
| | Mathematics | Overall | 32 | 31 | 68 | 69 | 30 | 34 | 7 | 10 |
| | | Black | 48 | 53 | 52 | 47 | 16 | 14 | 2 | 2 |
| | | Hispanic | 37 | 43 | 63 | 57 | 21 | 20 | 3 | 4 |
| | | White | 20 | 20 | 80 | 80 | 44 | 44 | 13 | 13 |
| | | American Indian | * | 49 | * | 51 | * | 15 | * | 3 |
| | | Asian | 10 | 12 | 90 | 88 | 71 | 64 | 36 | 33 |
| | | Pacific Islander | * | 45 | * | 55 | * | 21 | * | 4 |
| | | Two or More Races | 25 | 27 | 75 | 73 | 41 | 38 | 11 | 12 |
| | | Econ Disadv | 41 | 46 | 59 | 54 | 19 | 18 | 2 | 3 |
| | | Students with Disabilities | 73 | 73 | 27 | 27 | 5 | 6 | 1 | 2 |
| | | English Language Learners | 60 | 72 | 40 | 28 | 8 | 5 | 1 | 1 |
| | | | | | | | | | | |

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

'*'

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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

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

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting