

# Texas Education Agency

## 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** BROWNWOOD ACCELERATED H S

**Campus ID:** 025902003

**District Name:** BROWNWOOD 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)(I) (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^ |
|--|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|-------------|-----|-----|-----------|--------------|
| <b>Federal Graduation Rates</b>  |              |                  |          |        |                 |       |                  |                   |             |     |     |           |              |
| <b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019</b> |              |                  |          |        |                 |       |                  |                   |             |     |     |           |              |
| All Students   | 92.3%        | *                | 100.0%   | 100.0% | -               | -     | -                | -                 | 90.9%       | *   | -   | *         | *            |
| CWD  | *            | *                | -        | -      | -               | -     | -                | -                 | *           | *   | -   | -         | *            |
| CWOD   | 100.0%       | *                | 100.0%   | 100.0% | -               | -     | -                | -                 | 100.0%      | -   | -   | *         | *            |
| EL^  | -            | -                | -        | -      | -               | -     | -                | -                 | -           | -   | -   | -         | -            |
| Male   | 83.3%        | *                | *        | *      | -               | -     | -                | -                 | 83.3%       | *   | -   | *         | *            |
| Female   | 100.0%       | *                | *        | *      | -               | -     | -                | -                 | 100.0%      | -   | -   | *         | *            |

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

-' Indicates there are no students in the group.

^A 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.*

|   | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| <b>School Quality (College, Career, and Military Readiness Performance)</b> |              |                  |          |       |                 |       |                  |                   |             |     |    |
| %Students meeting CCMR  | 36%          | *                | 20%      | 44%   | -               | -     | -                | -                 | 35%         | -   | -  |

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

\*\* 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 with Disabilities (Section 504) | Students with Disabilities |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| <b>In-School Suspensions</b>         |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | 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  |  |                            |
| <b>Out-of-School Suspensions</b>     |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | 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  |  |                            |
| <b>Expulsions</b>                    |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| <b>With Educational Services</b>     |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | 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  |  |                            |
| <b>Without Educational Services</b>  |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |

|                               |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |
|-------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| Under Zero Tolerance Policies | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| School-Related Arrests        | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| Referrals to Law Enforcement  | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| Students With Disabilities    | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| In-School Suspensions         | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| Out-of-School Suspensions     | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| Expulsions                    | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | 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                          |
|                               | 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                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| Under Zero Tolerance Policies | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| School-Related Arrests        | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| Referrals to Law Enforcement  | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| All Students                  | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
| Chronic Absenteeism           | Female | 4              | -8               | 3        | 1     | -8                      | -8    | -8               | -8                | -8 | -8                                       | -8                         |
|                               | Total  | 5              | 1                | 3        | 1     | -8                      | -8    | -8               | -8                | -8 | -8                                       | -8                         |
|                               | Male   |                |                  |          |       |                         |       |                  |                   |    |  |                            |

|       | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |
|-------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| Total | 9              | 1                | 6        | 2     | -8                      | -8    | -8               | -8                | -8 | -8                                       | -8                         |

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

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

|                                      |        | 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                         |

|        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| 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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 0.0        | -       |
| 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 | 0.4        | 26.7%   |

- '-' 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**

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

| Grade | Subject | Student Group              | % Below Basic |    | % At or Above Basic |    | % At or Above Proficient |    | % At Advanced |    |
|-------|---------|----------------------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
|       |         |                            | TX            | US | TX                  | US | TX                       | US | TX            | US |
|       |         | 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%  |
| Grade 8     | Mathematics                | Students with Disabilities | 79%  |
|             |                            | English Learners           | 97%  |
|             | 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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| In-State Public Institutions | *            | -                | *        | *     | -               | -     | -                | -                 | *           | *   | -  |

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



# Texas Education Agency

## 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** BROWNWOOD H S

**Campus ID:** 025902001

**District Name:** BROWNWOOD 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)(I) (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^ |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------|-----|-----------|--------------|
| <b>Federal Graduation Rates</b>  |              |                  |          |       |                 |       |                  |                   |             |        |     |           |              |
| <b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019</b> |              |                  |          |       |                 |       |                  |                   |             |        |     |           |              |
| All Students   | 94.0%        | 90.0%            | 97.8%    | 92.6% | -               | *     | *                | 77.8%             | 89.0%       | 71.4%  | *   | 83.3%     | *            |
| CWD  | 71.4%        | -                | 100.0%   | 57.1% | -               | -     | -                | *                 | 60.0%       | 71.4%  | -   | *         | -            |
| CWOD   | 95.4%        | 90.0%            | 97.6%    | 94.8% | -               | *     | *                | 85.7%             | 91.7%       | -      | *   | 81.8%     | *            |
| EL^  | *            | -                | *        | -     | -               | *     | -                | -                 | *           | -      | *   | *         | -            |
| Male   | 92.9%        | 100.0%           | 94.9%    | 92.1% | -               | *     | -                | *                 | 86.8%       | 50.0%  | *   | 100.0%    | *            |
| Female   | 95.0%        | *                | 100.0%   | 93.2% | -               | -     | *                | 80.0%             | 90.8%       | 100.0% | *   | 71.4%     | *            |

\*\* 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.*

|   | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| <b>School Quality (College, Career, and Military Readiness Performance)</b> |              |                  |          |       |                 |       |                  |                   |             |     |    |
| %Students meeting CCMR  | 68%          | 55%              | 63%      | 75%   | -               | *     | *                | 63%               | 56%         | 43% | *  |

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

\*\* 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 with Disabilities (Section 504) |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |    |  |
| <b>In-School Suspensions</b>         |        |                |                  |          |       |                         |       |                  |                   |    |  |
|                                      | Male   | 77             | 6                | 34       | 32    | 1                       | 0     | 0                | 4                 | 1  |  |
|                                      | Female | 30             | 1                | 14       | 14    | 0                       | 0     | 0                | 1                 | 1  |  |
|                                      | Total  | 107            | 7                | 48       | 46    | 1                       | 0     | 0                | 5                 | 2  |  |
| <b>Out-of-School Suspensions</b>     |        |                |                  |          |       |                         |       |                  |                   |    |  |
|                                      | Male   | 9              | 0                | 4        | 5     | 0                       | 0     | 0                | 0                 | 0  |  |
|                                      | Female | 2              | 0                | 0        | 2     | 0                       | 0     | 0                | 0                 | 0  |  |
|                                      | Total  | 11             | 0                | 4        | 7     | 0                       | 0     | 0                | 0                 | 0  |  |
| <b>Expulsions</b>                    |        |                |                  |          |       |                         |       |                  |                   |    |  |
| <b>With Educational Services</b>     |        |                |                  |          |       |                         |       |                  |                   |    |  |
|                                      | 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  |  |
| <b>Without Educational Services</b>  |        |                |                  |          |       |                         |       |                  |                   |    |  |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |

|  |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |    |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|----|
| Under Zero Tolerance Policies                              | 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  |  |                            |    |
| School-Related Arrests                                     | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
|  | Male   | 1              | 0                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
|  | Female | 1              | 1                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
| Referrals to Law Enforcement                               | Total  | 2              | 1                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
|  | Male   | 1              | 0                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
|  | Female | 1              | 1                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
| <b>Students With Disabilities</b><br>In-School Suspensions | Total  | 2              | 1                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
|  | Male   | 1              | 0                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
|  | Female | 1              | 1                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |    |
| Out-of-School Suspensions                                  | Total  | 20             | 4                | 5        | 10    | 0                       | 0     | 0                | 1                 | 1  |  | 15                         |    |
|  | Male   | 10             | 2                | 5        | 3     | 0                       | 0     | 0                | 0                 | 0  |  | 4                          |    |
|  | Female | 30             | 6                | 10       | 13    | 0                       | 0     | 0                | 1                 | 1  |  | 19                         |    |
| Expulsions   | Total  | 5              | 2                | 0        | 3     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |    |
|  | Male   | 3              | 0                | 3        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |    |
|  | Female | 8              | 2                | 3        | 3     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |    |
| With Educational Services                                  | 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                | 0                 | 0  |  | 0                          |    |
| Without Educational Services                               | 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                | 0                 | 0  |  | 0                          |    |
| Under Zero Tolerance Policies                              | 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                | 0                 | 0  |  | 0                          |    |
| School-Related Arrests                                     | 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                | 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                | 0                 | 0  |  | 0                          |    |
| <b>All Students</b><br>Chronic Absenteeism                 | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |    |
|  | Male   | 71             | 5                | 29       | 31    | 1                       | -8    | -8               | 5                 | 1  | 15                                       | -8                         |    |
|  | Female | 61             | 3                | 26       | 27    | 1                       | -8    | -8               | 4                 | -8 | 9  | -8                         |    |
|  |        | Total          | 132              | 8        | 55    | 58                      | 2     | -8               | -8                | 9  | 1  | 24                         | -8 |

|  | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | Students with EL Disabilities | Students with Disabilities (Section 504) | Total |
|--|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|-------------------------------|--|-------|
| Incidents of Violence  |                |                  |          |       |                         |       |                  |                   |                               |  |       |
| Incidents of rape or attempted rape  |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of sexual assault (other than rape)                              |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of robbery with a weapon   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of robbery with a firearm or explosive device                    |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of robbery without a weapon                                      |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of physical attack or fight with a weapon                        |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of physical attack or fight with a firearm or explosive device   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of physical attack or fight without a weapon                     |                |                  |          |       |                         |       |                  |                   |                               |  | 8     |
| Incidents of threats of physical attack with a weapon                      |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of threats of physical attack with a firearm or explosive device |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of threats of physical attack without a weapon                   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Incidents of possession of a firearm or explosive device                   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| Allegations of Harassment or bullying                                      |                |                  |          |       |                         |       |                  |                   |                               |  |       |
| On the basis of sex  |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| On the basis of race   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| On the basis of disability   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| On the basis of sexual orientation   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |
| On the basis of religion   |                |                  |          |       |                         |       |                  |                   |                               |  | 0     |

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

|                                      |        | 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   | 49             | 1                | 13       | 33    | 1                       | 1     | 0                | 0                 | 0  | 0                          |
|                                      | Female | 83             | 3                | 26       | 50    | 0                       | 1     | 0                | 3                 | 0  | 0                          |
|                                      | Total  | 132            | 4                | 39       | 83    | 1                       | 2     | 0                | 3                 | 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   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  | 0                          |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  | 0                          |

| Total | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|-------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
|       | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  | 0                          |

- '-' 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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 5.8        | 7.7%    |
| Teachers Teaching with Emergency or Provisional Credentials   | 1.0        | 1.4%    |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 13.8       | 19.0%   |

- '-' 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

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

| Grade | Subject | Student Group              | % Below Basic |    | % At or Above Basic |    | % At or Above Proficient |    | % At Advanced |    |
|-------|---------|----------------------------|---------------|----|---------------------|----|--------------------------|----|---------------|----|
|       |         |                            | TX            | US | TX                  | US | TX                       | US | TX            | US |
|       |         | 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.  
 '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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| In-State Public Institutions | 43%          | *                | 40%      | 47%   | *               | *     | -                | *                 | 33%         | *   | -  |

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



# Texas Education Agency

## 2019-20 Federal Report Card for Texas Public Schools

**District Name:** BROWNWOOD ISD

**District ID:** 025902

### 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)(I) (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.

| Federal Graduation Rates   | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD    | EL^ | Homeless^ | Foster Care^ |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------|-----|-----------|--------------|
| <b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019</b> |              |                  |          |       |                 |       |                  |                   |             |        |     |           |              |
| All Students   | 93.9%        | 83.3%            | 97.9%    | 93.0% | -               | *     | *                | 77.8%             | 89.1%       | 66.7%  | *   | 86.7%     | 83.3%        |
| CWD  | 66.7%        | *                | 100.0%   | 57.1% | -               | -     | -                | *                 | 54.5%       | 66.7%  | -   | *         | *            |
| CWOD   | 95.7%        | 90.9%            | 97.8%    | 95.0% | -               | *     | *                | 85.7%             | 92.4%       | -      | *   | 85.7%     | 100.0%       |
| EL^  | *            | -                | *        | -     | -               | *     | -                | -                 | *           | -      | *   | *         | -            |
| Male   | 92.4%        | 85.7%            | 95.1%    | 92.4% | -               | *     | -                | *                 | 86.4%       | 44.4%  | *   | 100.0%    | *            |
| Female   | 95.2%        | 80.0%            | 100.0%   | 93.5% | -               | -     | *                | 80.0%             | 91.4%       | 100.0% | *   | 77.8%     | *            |

\*\* 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, and Military Readiness Performance) | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| %Students meeting CCMR   | 66%          | 55%              | 61%      | 73%   | -               | *     | *                | 63%               | 54%         | 43% | *  |

\*\* 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 with Disabilities | Students with Disabilities (Section 504) |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|--|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
| <b>In-School Suspensions</b>         |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
|                                      | Male   | 167            | 14               | 67       | 70    | 1                       | 2     | 0                | 13                | 3  |                            |  |
|                                      | Female | 76             | 3                | 34       | 37    | 0                       | 0     | 0                | 2                 | 1  |                            |  |
|                                      | Total  | 243            | 17               | 101      | 107   | 1                       | 2     | 0                | 15                | 4  |                            |  |
| <b>Out-of-School Suspensions</b>     |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
|                                      | Male   | 22             | 3                | 8        | 9     | 0                       | 0     | 0                | 2                 | 0  |                            |  |
|                                      | Female | 11             | 0                | 4        | 7     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|                                      | Total  | 33             | 3                | 12       | 16    | 0                       | 0     | 0                | 2                 | 0  |                            |  |
| <b>Expulsions</b>                    |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
| <b>With Educational Services</b>     |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
|                                      | 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  |                            |  |
| <b>Without Educational Services</b>  |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|                                      | Female | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|                                      | Total  | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
| <b>Under Zero Tolerance Policies</b> |        |                |                  |          |       |                         |       |                  |                   |    |                            |  |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |

|  |                           | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities | Students with Disabilities (Section 504) |
|--|---------------------------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|--|
| School-Related Arrests                                     | Total                     | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|  | Male                      | 1              | 0                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|  | Female                    | 1              | 1                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
| Referrals to Law Enforcement                               | Total                     | 2              | 1                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|  | Male                      | 1              | 0                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|  | Female                    | 1              | 1                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
| <b>Students With Disabilities</b><br>In-School Suspensions | Total                     | 2              | 1                | 1        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            |  |
|  | Male                      | 49             | 5                | 15       | 28    | 0                       | 0     | 0                | 1                 | 1  |                            | 28                                       |
|  | Female                    | 21             | 2                | 8        | 10    | 0                       | 0     | 0                | 1                 | 1  |                            | 11                                       |
| Out-of-School Suspensions                                  | Total                     | 70             | 7                | 23       | 38    | 0                       | 0     | 0                | 2                 | 2  |                            | 39                                       |
|  | Male                      | 13             | 3                | 3        | 7     | 0                       | 0     | 0                | 0                 | 0  |                            | 3  |
|  | Female                    | 10             | 0                | 7        | 2     | 0                       | 0     | 0                | 1                 | 0  |                            | 3  |
| Expulsions   | Total                     | 23             | 3                | 10       | 9     | 0                       | 0     | 0                | 1                 | 0  |                            | 6  |
|  | With Educational Services | Male           | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            | 0  |
|  | Female                    | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            | 0  |
| Without Educational Services                               | 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                | 0                 | 0  |                            | 1  |
| Under Zero Tolerance Policies                              | Total                     | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            | 1  |
|  | Male                      | 0              | 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  |                            | 0  |
|  | 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                | 0                 | 0  |                            | 0  |
| <b>All Students</b><br>Chronic Absenteeism                 | Total                     | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |                            | 0  |
|  | Male                      | 231            | 15               | 95       | 102   | 3                       | -     | -                | 16                | 7  | 41                         | -  |
|  | Female                    | 180            | 8                | 72       | 86    | 4                       | -     | -                | 10                | 5  | 28                         | -  |
|  | Total                     | 411            | 23               | 167      | 188   | 7                       | -     | -                | 26                | 12 | 69                         | -  |

**Total**

|  | <b>Total</b> |
|--|--------------|
| Incidents of Violence  |              |
| Incidents of rape or attempted rape  | 0            |
| Incidents of sexual assault (other than rape)                              | 0            |
| Incidents of robbery with a weapon   | 0            |
| Incidents of robbery with a firearm or explosive device                    | 0            |
| Incidents of robbery without a weapon                                      | 0            |
| Incidents of physical attack or fight with a weapon                        | 0            |
| Incidents of physical attack or fight with a firearm or explosive device   | 0            |
| Incidents of physical attack or fight without a weapon                     | 8            |
| Incidents of threats of physical attack with a weapon                      | 0            |
| Incidents of threats of physical attack with a firearm or explosive device | 0            |
| Incidents of threats of physical attack without a weapon                   | 0            |
| Incidents of possession of a firearm or explosive device                   | 0            |
| Allegations of Harassment or bullying                                      |              |
| On the basis of sex  | 0            |
| On the basis of race   | 0            |
| On the basis of disability   | 0            |
| On the basis of sexual orientation   | 0            |
| On the basis of religion   | 0            |

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

|                                      |        | Total<br>students | African<br>American | Hispanic | White | Indian or<br>Alaska<br>Native | Asian | Pacific<br>Islander | Two or<br>More<br>Races | EL | Students<br>with<br>Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|-------|-------------------------------|-------|---------------------|-------------------------|----|----------------------------------|
| Preschool Programs                   |        |                   |                     |          |       |                               |       |                     |                         |    |                                  |
|                                      | Male   | 135               | 10                  | 58       | 62    | 0                             | 1     | 0                   | 4                       | 6  | 17                               |
|                                      | Female | 142               | 10                  | 61       | 66    | 0                             | 0     | 0                   | 5                       | 5  | 14                               |
|                                      | Total  | 277               | 20                  | 119      | 128   | 0                             | 1     | 0                   | 9                       | 11 | 31                               |
| Accelerated Coursework               |        |                   |                     |          |       |                               |       |                     |                         |    |                                  |
| Advanced Placement Courses           |        |                   |                     |          |       |                               |       |                     |                         |    |                                  |
|                                      | Male   | 49                | 1                   | 13       | 33    | 1                             | 1     | 0                   | 0                       | 0  | 0                                |
|                                      | Female | 83                | 3                   | 26       | 50    | 0                             | 1     | 0                   | 3                       | 0  | 0                                |
|                                      | Total  | 132               | 4                   | 39       | 83    | 1                             | 2     | 0                   | 3                       | 0  | 0                                |
| International Baccalaureate Courses  |        |                   |                     |          |       |                               |       |                     |                         |    |                                  |
|                                      | Male   | -                 | -                   | -        | -     | -                             | -     | -                   | -                       | -  | -                                |
|                                      | Female | -                 | -                   | -        | -     | -                             | -     | -                   | -                       | -  | -                                |
|                                      | Total  | -                 | -                   | -        | -     | -                             | -     | -                   | -                       | -  | -                                |
| Dual Enrollment/Dual Credit Programs |        |                   |                     |          |       |                               |       |                     |                         |    |                                  |
|                                      | 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                                |

- '-' 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.

|   | All School |         | High-Poverty Schools |         | Low-Poverty Schools |         |
|---|------------|---------|----------------------|---------|---------------------|---------|
|   | Number     | Percent | Number               | Percent | Number              | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 26.2       | 9.5%    |                      |         |                     |         |
| Teachers Teaching with Emergency or Provisional Credentials   | 3.8        | 1.4%    |                      |         |                     |         |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 19.4       | 7.4%    |                      |         |                     |         |

'-' 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**

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

| Grade                      | Subject                    | Student Group              | % Below Basic |    | % At or Above Basic |    | % At or Above Proficient |     | % At Advanced |     |
|----------------------------|----------------------------|----------------------------|---------------|----|---------------------|----|--------------------------|-----|---------------|-----|
|                            |                            |                            | TX            | US | TX                  | US | TX                       | US  | TX            | US  |
|                            |                            | 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   |
|                            |                            | English Language Learners  | 61            | 65 | 39                  | 35 | 12                       | 10  | 2             | 1   |
|                            |                            | Mathematics                | Overall       | 16 | 19                  | 84 | 81                       | 44  | 41            | 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   |               |     |

**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%  |
| Grade 8 | Mathematics | Students with Disabilities | 79%  |
|         |             | English Learners           | 97%  |
|         | 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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL |
|------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|----|
| In-State Public Institutions | 42%          | *                | 40%      | 46%   | *               | *     | -                | *                 | 32%         | *   | -  |

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

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



## Texas Education Agency

### 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** BROWNWOOD MIDDLE

**Campus ID:** 025902041

**District Name:** BROWNWOOD 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)(I) (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 Disabilities (Section 504) | Students with Disabilities |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 42             | 4                | 17       | 19    | 0                       | 0     | 0                | 2                 | 0  |  |                            |
|                                      | Female | 32             | 1                | 13       | 17    | 0                       | 0     | 0                | 1                 | 0  |  |                            |
|                                      | Total  | 74             | 5                | 30       | 36    | 0                       | 0     | 0                | 3                 | 0  |  |                            |
| Out-of-School Suspensions            |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 9              | 2                | 4        | 2     | 0                       | 0     | 0                | 1                 | 0  |  |                            |
|                                      | Female | 8              | 0                | 4        | 4     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Total  | 17             | 2                | 8        | 6     | 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  |  |                            |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| Without Educational Services         |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Female | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Total  | 1              | 0                | 0        | 1     | 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  |  |                            |
|                                      | 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  |  |                            |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| <b>Students With Disabilities</b>    |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 18             | 1                | 6        | 11    | 0                       | 0     | 0                | 0                 | 0  |  | 7                          |
|                                      | Female | 9              | 0                | 3        | 5     | 0                       | 0     | 0                | 1                 | 1  |  | 5                          |
|                                      | Total  | 27             | 1                | 9        | 16    | 0                       | 0     | 0                | 1                 | 1  |  | 12                         |
| Out-of-School Suspensions            |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 5              | 1                | 3        | 1     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |
|                                      | Female | 7              | 0                | 4        | 2     | 0                       | 0     | 0                | 1                 | 0  |  | 2                          |
|                                      | Total  | 12             | 1                | 7        | 3     | 0                       | 0     | 0                | 1                 | 0  |  | 3                          |
| 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                          |

|  |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| Without Educational Services               | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|  | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |
|  | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |
| 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                          |
| <b>All Students</b><br>Chronic Absenteeism | Male   | 51             | 3                | 22       | 23    | -8                      | -8    | -8               | 3                 | 2  | 11                                       | -8                         |
|  | Female | 30             | 1                | 10       | 17    | -8                      | -8    | -8               | 2                 | 3  | 6  | -8                         |
|  | Total  | 81             | 4                | 32       | 40    | -8                      | -8    | -8               | 5                 | 5  | 17                                       | -8                         |

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

**Part (viii)(II)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number

of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

|  |        | 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<br>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<br>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<br>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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 3.2        | 7.5%    |
| 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 | 3.9        | 9.5%    |

- '-' 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**

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

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

**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%  |
| Grade 8     | Mathematics                | Students with Disabilities | 79%  |
|             |                            | English Learners           | 97%  |
|             | 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

## 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** COGGIN INT

**Campus ID:** 025902101

**District Name:** BROWNWOOD 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)(I) (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 | Students with EL Disabilities | Students with Disabilities (Section 504) |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|-------------------------------|--|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |                               |  |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |                               |  |
|                                      | Male   | 47             | 4                | 16       | 18    | 0                       | 2     | 0                | 7                 | 2                             |  |
|                                      | Female | 13             | 1                | 7        | 5     | 0                       | 0     | 0                | 0                 | 0                             |  |
|                                      | Total  | 60             | 5                | 23       | 23    | 0                       | 2     | 0                | 7                 | 2                             |  |
| 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                             |  |
|                                      | 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                             |  |
|                                      | 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                             |  |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0                             |  |
| <b>Students With Disabilities</b>    |        |                |                  |          |       |                         |       |                  |                   |                               |  |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |                               |  |
|                                      | Male   | 11             | 0                | 4        | 7     | 0                       | 0     | 0                | 0                 | 0                             | 6  |
|                                      | Female | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0                             | 2  |
|                                      | Total  | 12             | 0                | 4        | 8     | 0                       | 0     | 0                | 0                 | 0                             | 8  |
| Out-of-School Suspensions            |        |                |                  |          |       |                         |       |                  |                   |                               |  |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0                             | 1  |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0                             | 0  |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0                             | 1  |
| 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  |

|  |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| 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                          |
| <b>All Students</b>  |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| Chronic Absenteeism  | Male   | 48             | 4                | 17       | 20    | 1                       | -8    | -8               | 6                 | 1  | 7  | -8                         |
|  | Female | 41             | 3                | 17       | 18    | 2                       | -8    | -8               | 1                 | -8 | 7  | -8                         |
|  | Total  | 89             | 7                | 34       | 38    | 3                       | -8    | -8               | 7                 | 1  | 14                                       | -8                         |
|  |        |                |                  |          |       |                         |       |                  |                   |    |  | <b>Total</b>               |
| Incidents of Violence  |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| Incidents of rape or attempted rape  |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of sexual assault (other than rape)                              |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of robbery with a weapon   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of robbery with a firearm or explosive device                    |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of robbery without a weapon                                      |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of physical attack or fight with a weapon                        |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of physical attack or fight with a firearm or explosive device   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of physical attack or fight without a weapon                     |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of threats of physical attack with a weapon                      |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of threats of physical attack with a firearm or explosive device |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of threats of physical attack without a weapon                   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of possession of a firearm or explosive device                   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Allegations of Harassment or bullying                                      |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| On the basis of sex  |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of race   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of disability   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of sexual orientation   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of religion   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |

**Part (viii)(II)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number

of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

|  |        | 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<br>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<br>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<br>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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 6.2        | 10.6%   |
| Teachers Teaching with Emergency or Provisional Credentials   | 1.8        | 3.3%    |
| 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**

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

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

**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%  |
| Grade 8     | Mathematics                | Students with Disabilities | 79%  |
|             |                            | English Learners           | 97%  |
|             | 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

### 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** EAST EL

**Campus ID:** 025902109

**District Name:** BROWNWOOD 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)(I) (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 Disabilities (Section 504) | Students with Disabilities |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| In-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  |  |                            |
| Out-of-School Suspensions            |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Female | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Total  | 2              | 0                | 0        | 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 | 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  |  |                            |
|                                      | 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  |  |                            |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
| <b>Students With Disabilities</b>    |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | 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                          |
| Out-of-School Suspensions            |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 1                          |
| 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                          |

|  |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| 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                          |
| <b>All Students</b>  |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| Chronic Absenteeism  | Male   | 9              | -8               | 4        | 5     | -8                      | -8    | -8               | -8                | 1  | 1  | -8                         |
|  | Female | 14             | -8               | 4        | 9     | -8                      | -8    | -8               | 1                 | 1  | 1  | -8                         |
|  | Total  | 23             | -8               | 8        | 14    | -8                      | -8    | -8               | 1                 | 2  | 2  | -8                         |
|  |        |                |                  |          |       |                         |       |                  |                   |    |  | <b>Total</b>               |
| Incidents of Violence  |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| Incidents of rape or attempted rape  |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of sexual assault (other than rape)                              |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of robbery with a weapon   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of robbery with a firearm or explosive device                    |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of robbery without a weapon                                      |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of physical attack or fight with a weapon                        |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of physical attack or fight with a firearm or explosive device   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of physical attack or fight without a weapon                     |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of threats of physical attack with a weapon                      |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of threats of physical attack with a firearm or explosive device |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of threats of physical attack without a weapon                   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Incidents of possession of a firearm or explosive device                   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| Allegations of Harassment or bullying                                      |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| On the basis of sex  |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of race   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of disability   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of sexual orientation   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |
| On the basis of religion   |        |                |                  |          |       |                         |       |                  |                   |    |  | 0                          |

**Part (viii)(II)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number

of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

|  |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| Preschool Programs                                   | Male   | 16             | 1                | 9        | 5     | 0                       | 1     | 0                | 0                 | 1  | 2                          |
|  | Female | 21             | 1                | 7        | 12    | 0                       | 0     | 0                | 1                 | 1  | 2                          |
|  | Total  | 37             | 2                | 16       | 17    | 0                       | 1     | 0                | 1                 | 2  | 4                          |
| Accelerated Coursework<br>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<br>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<br>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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 1.0        | 4.1%    |
| Teachers Teaching with Emergency or Provisional Credentials   | 1.0        | 4.3%    |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.4        | 1.7%    |

- '-' 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**

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

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

**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%  |
| Grade 8     | Mathematics                | Students with Disabilities | 79%  |
|             |                            | English Learners           | 97%  |
|             | 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

## 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** NORTHWEST EL

**Campus ID:** 025902106

**District Name:** BROWNWOOD 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)(I) (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 Disabilities (Section 504) | Students with Disabilities |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | 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  |  |                            |
| Out-of-School Suspensions            |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 2              | 1                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  |                            |
|                                      | Total  | 2              | 1                | 0        | 1     | 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 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               |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | 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  |  |                            |
| <b>Students With Disabilities</b>    |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| 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            |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
|                                      | Male   | 3              | 0                | 0        | 3     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                                      | Female | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0  |  | 0                          |
|                                      | Total  | 3              | 0                | 0        | 3     | 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                          |

|                               |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities (Section 504) |
|-------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|--|
| 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  |
| <b>All Students</b>           |        |                |                  |          |       |                         |       |                  |                   |    |  |  |
| Chronic Absenteeism           | Male   | 25             | 1                | 10       | 13    | -8                      | -8    | -8               | 1                 | 2  | 4  | -8                                       |
|                               | Female | 22             | -8               | 10       | 10    | 1                       | -8    | -8               | 1                 | 1  | 2  | -8                                       |
|                               | Total  | 47             | 1                | 20       | 23    | 1                       | -8    | -8               | 2                 | 3  | 6  | -8                                       |

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

**Part (viii)(II)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number

of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

|                                      |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|----------------------------|
| Preschool Programs                   | Male   | 99             | 8                | 42       | 46    | 0                       | 0     | 0                | 3                 | 5  | 10                         |
|                                      | Female | 98             | 8                | 47       | 41    | 0                       | 0     | 0                | 2                 | 4  | 10                         |
|                                      | Total  | 197            | 16               | 89       | 87    | 0                       | 0     | 0                | 5                 | 9  | 20                         |
| 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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 9.0        | 21.3%   |
| 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 | 0.5        | 1.3%    |

- '-' 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**

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

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

**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

## 2019-20 Federal Report Card for Texas Public Schools

### State

#### 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)(I) (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^ |
|--|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-------|-------|-----------|--------------|
| <b>Federal Graduation Rates</b>  |              |                  |          |       |                 |       |                  |                   |             |       |       |           |              |
| <b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019</b> |              |                  |          |       |                 |       |                  |                   |             |       |       |           |              |
| All Students   | 90.0%        | 86.2%            | 88.2%    | 93.7% | 87.3%           | 96.4% | 88.0%            | 91.4%             | 87.2%       | 77.9% | 78.0% | 79.8%     | 62.6%        |
| CWD  | 77.9%        | 76.5%            | 78.0%    | 79.5% | 75.5%           | 68.6% | 79.2%            | 76.7%             | 77.7%       | 77.9% | 80.6% | 73.5%     | 57.6%        |
| CWOD   | 91.0%        | 87.6%            | 89.1%    | 94.9% | 88.7%           | 97.1% | 88.9%            | 92.6%             | 88.2%       | -     | 77.7% | 80.6%     | 64.6%        |
| EL^  | 78.0%        | 78.6%            | 77.4%    | 78.7% | 67.3%           | 87.5% | 80.8%            | 66.3%             | 79.4%       | 80.6% | 78.0% | 69.8%     | 61.6%        |
| Male   | 87.8%        | 83.0%            | 85.7%    | 92.5% | 86.2%           | 95.7% | 86.2%            | 90.0%             | 84.6%       | 76.9% | 75.1% | 76.6%     | 58.9%        |
| Female   | 92.1%        | 89.6%            | 90.8%    | 95.0% | 88.4%           | 97.2% | 89.9%            | 92.6%             | 89.7%       | 79.9% | 81.6% | 82.9%     | 65.7%        |

\*\* 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.*

|   | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL  |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|-----|
| <b>School Quality (College, Career, and Military Readiness Performance)</b> |              |                  |          |       |                 |       |                  |                   |             |     |     |
| %Students meeting CCMR  | 71%          | 58%              | 68%      | 78%   | 66%             | 88%   | 65%              | 73%               | 65%         | 62% | 53% |

\*\* 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 with Disabilities | Students with Disabilities (Section 504) |
|--------------------------------------|--------|----------------|------------------|----------|--------|-------------------------|-------|------------------|-------------------|--------|----------------------------|--|
| <b>Students Without Disabilities</b> |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
| <b>In-School Suspensions</b>         |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
|                                      | Male   | 231,288        | 48,721           | 117,376  | 55,048 | 791                     | 3,246 | 310              | 5,796             | 35,054 |                            |  |
|                                      | Female | 116,330        | 28,381           | 62,168   | 21,453 | 372                     | 975   | 173              | 2,808             | 15,281 |                            |  |
|                                      | Total  | 347,618        | 77,102           | 179,544  | 76,501 | 1,163                   | 4,221 | 483              | 8,604             | 50,335 |                            |  |
| <b>Out-of-School Suspensions</b>     |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
|                                      | Male   | 104,000        | 29,118           | 55,182   | 16,016 | 303                     | 1,151 | 98               | 2,132             | 18,314 |                            |  |
|                                      | Female | 54,387         | 18,424           | 28,192   | 6,140  | 135                     | 328   | 71               | 1,097             | 7,530  |                            |  |
|                                      | Total  | 158,387        | 47,542           | 83,374   | 22,156 | 438                     | 1,479 | 169              | 3,229             | 25,844 |                            |  |
| <b>Expulsions</b>                    |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
| <b>With Educational Services</b>     |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
|                                      | Male   | 6,476          | 1,256            | 3,514    | 1,473  | 18                      | 65    | 3                | 147               | 837    |                            |  |
|                                      | Female | 2,964          | 627              | 1,658    | 546    | 13                      | 22    | 1                | 97                | 296    |                            |  |
|                                      | Total  | 9,440          | 1,883            | 5,172    | 2,019  | 31                      | 87    | 4                | 244               | 1,133  |                            |  |
| <b>Without Educational Services</b>  |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
|                                      | Male   | 604            | 96               | 340      | 139    | 2                       | 13    | 3                | 11                | 82     |                            |  |
|                                      | Female | 326            | 60               | 173      | 77     | 1                       | 2     | 0                | 13                | 39     |                            |  |
|                                      | Total  | 930            | 156              | 513      | 216    | 3                       | 15    | 3                | 24                | 121    |                            |  |
| <b>Under Zero Tolerance Policies</b> |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |
|                                      | Male   | 621            | 81               | 378      | 150    | 2                       | 3     | 0                | 7                 | 82     |                            |  |
|                                      | Female | 208            | 24               | 143      | 37     | 1                       | 0     | 0                | 3                 | 27     |                            |  |
|                                      | Total  | 829            | 105              | 521      | 187    | 3                       | 3     | 0                | 10                | 109    |                            |  |
| <b>School-Related Arrests</b>        |        |                |                  |          |        |                         |       |                  |                   |        |                            |  |

|  |        | Total students | African American | Hispanic | White   | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL     | Students with Disabilities | Students with Disabilities (Section 504) |
|--|--------|----------------|------------------|----------|---------|-------------------------|-------|------------------|-------------------|--------|----------------------------|--|
| Referrals to Law Enforcement                     | Male   | 5,415          | 1,105            | 3,419    | 730     | 12                      | 49    | 6                | 94                | 1,101  |                            |  |
|  | Female | 2,701          | 599              | 1,702    | 292     | 22                      | 33    | 3                | 50                | 448    |                            |  |
|  | Total  | 8,116          | 1,704            | 5,121    | 1,022   | 34                      | 82    | 9                | 144               | 1,549  |                            |  |
| Students With Disabilities In-School Suspensions | Male   | 9,637          | 1,849            | 5,887    | 1,581   | 29                      | 108   | 13               | 170               | 1,812  |                            |  |
|  | Female | 4,991          | 1,079            | 3,150    | 639     | 8                       | 22    | 6                | 87                | 744    |                            |  |
|  | Total  | 14,628         | 2,928            | 9,037    | 2,220   | 37                      | 130   | 19               | 257               | 2,556  |                            |  |
| Out-of-School Suspensions                        | Male   | 57,160         | 13,481           | 25,139   | 16,520  | 168                     | 294   | 48               | 1,510             | 9,724  |                            | 31,411                                   |
|  | Female | 16,977         | 4,508            | 7,775    | 4,230   | 49                      | 61    | 9                | 345               | 2,716  |                            | 9,851                                    |
|  | Total  | 74,137         | 17,989           | 32,914   | 20,750  | 217                     | 355   | 57               | 1,855             | 12,440 |                            | 41,262                                   |
| Expulsions                                       | Male   | 32,966         | 10,096           | 14,731   | 7,112   | 93                      | 136   | 17               | 781               | 5,868  |                            | 14,713                                   |
|  | Female | 8,882          | 3,153            | 3,998    | 1,474   | 24                      | 29    | 6                | 198               | 1,414  |                            | 4,687                                    |
|  | Total  | 41,848         | 13,249           | 18,729   | 8,586   | 117                     | 165   | 23               | 979               | 7,282  |                            | 19,400                                   |
| With Educational Services                        | Male   | 2,080          | 496              | 1,006    | 494     | 9                       | 11    | 0                | 64                | 341    |                            | 924                                      |
|  | Female | 574            | 121              | 305      | 130     | 2                       | 2     | 0                | 14                | 76     |                            | 299                                      |
|  | Total  | 2,654          | 617              | 1,311    | 624     | 11                      | 13    | 0                | 78                | 417    |                            | 1,223                                    |
| Without Educational Services                     | Male   | 99             | 17               | 45       | 29      | 0                       | 1     | 1                | 6                 | 22     |                            | 45                                       |
|  | Female | 18             | 4                | 10       | 4       | 0                       | 0     | 0                | 0                 | 2      |                            | 12                                       |
|  | Total  | 117            | 21               | 55       | 33      | 0                       | 1     | 1                | 6                 | 24     |                            | 57                                       |
| Under Zero Tolerance Policies                    | Male   | 165            | 36               | 94       | 31      | 0                       | 0     | 0                | 4                 | 167    |                            | 298                                      |
|  | Female | 45             | 4                | 29       | 12      | 0                       | 0     | 0                | 0                 | 42     |                            | 99                                       |
|  | Total  | 210            | 40               | 123      | 43      | 0                       | 0     | 0                | 4                 | 209    |                            | 397                                      |
| School-Related Arrests                           | Male   | 1,776          | 451              | 1,058    | 238     | 5                       | 4     | 1                | 19                | 386    |                            | 701                                      |
|  | Female | 516            | 141              | 300      | 61      | 1                       | 1     | 0                | 12                | 84     |                            | 232                                      |
|  | Total  | 2,292          | 592              | 1,358    | 299     | 6                       | 5     | 1                | 31                | 470    |                            | 933                                      |
| Referrals to Law Enforcement                     | Male   | 3,283          | 810              | 1,872    | 519     | 8                       | 19    | 3                | 52                | 503    |                            | 1,372                                    |
|  | Female | 977            | 264              | 546      | 143     | 5                       | 1     | 0                | 18                | 134    |                            | 461                                      |
|  | Total  | 4,260          | 1,074            | 2,418    | 662     | 13                      | 20    | 3                | 70                | 637    |                            | 1,833                                    |
| All Students Chronic Absenteeism                 | Male   | 345,379        | 58,611           | 192,316  | 79,758  | 1,540                   | 4,520 | 632              | 8,002             | 53,430 | 66,220                     | -  |
|  | Female | 315,387        | 50,324           | 177,176  | 74,403  | 1,488                   | 3,951 | 592              | 7,453             | 43,670 | 35,506                     | -  |
|  | Total  | 660,766        | 108,935          | 369,492  | 154,161 | 3,028                   | 8,471 | 1,224            | 15,455            | 97,100 | 101,726                    | -  |

|                                     |  |  |  |  |  |  |  |  |  |  |  | Total |
|-------------------------------------|--|--|--|--|--|--|--|--|--|--|--|-------|
| Incidents of Violence               |  |  |  |  |  |  |  |  |  |  |  |       |
| Incidents of rape or attempted rape |  |  |  |  |  |  |  |  |  |  |  | 22    |

|  |              |
|--|--------------|
|  | <b>Total</b> |
| Incidents of sexual assault (other than rape)                              | 265          |
| Incidents of robbery with a weapon   | 35           |
| Incidents of robbery with a firearm or explosive device                    | 8            |
| Incidents of robbery without a weapon                                      | 776          |
| Incidents of physical attack or fight with a weapon                        | 388          |
| Incidents of physical attack or fight with a firearm or explosive device   | 26           |
| Incidents of physical attack or fight without a weapon                     | 50,486       |
| Incidents of threats of physical attack with a weapon                      | 574          |
| Incidents of threats of physical attack with a firearm or explosive device | 531          |
| Incidents of threats of physical attack without a weapon                   | 7,168        |
| Incidents of possession of a firearm or explosive device                   | 220          |
| Allegations of Harassment or bullying                                      |              |
| On the basis of sex  | 1,644        |
| On the basis of race   | 839          |
| On the basis of disability   | 344          |
| On the basis of sexual orientation   | 827          |
| On the basis of religion   | 483          |

**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<br>students | African<br>American | Hispanic | White   | Indian or<br>Alaska<br>Native | Asian  | Pacific<br>Islander | Two or<br>More<br>Races | EL     | Students<br>with<br>Disabilities |
|--------------------------------------|--------|-------------------|---------------------|----------|---------|-------------------------------|--------|---------------------|-------------------------|--------|----------------------------------|
| Preschool Programs                   | Male   | 125,932           | 17,769              | 79,033   | 21,107  | 363                           | 4,893  | 157                 | 2,610                   | 43,698 | 17,119                           |
|                                      | Female | 117,401           | 16,992              | 75,234   | 18,107  | 351                           | 4,139  | 148                 | 2,430                   | 42,260 | 7,031                            |
|                                      | Total  | 243,333           | 34,761              | 154,267  | 39,214  | 714                           | 9,032  | 305                 | 5,040                   | 85,958 | 24,150                           |
| Accelerated Coursework               |        |                   |                     |          |         |                               |        |                     |                         |        |                                  |
| Advanced Placement Courses           | Male   | 170,260           | 13,477              | 77,198   | 56,303  | 490                           | 18,686 | 204                 | 3,902                   | 6,841  | 2,179                            |
|                                      | Female | 211,508           | 20,679              | 100,060  | 65,184  | 599                           | 19,718 | 264                 | 5,004                   | 7,668  | 1,225                            |
|                                      | Total  | 381,768           | 34,156              | 177,258  | 121,487 | 1,089                         | 38,404 | 468                 | 8,906                   | 14,509 | 3,404                            |
| International Baccalaureate Courses  | Male   | 5,458             | 668                 | 2,640    | 1,167   | 14                            | 851    | 8                   | 110                     | 560    | 193                              |
|                                      | Female | 7,181             | 1,070               | 3,342    | 1,578   | 16                            | 994    | 13                  | 168                     | 532    | 124                              |
|                                      | Total  | 12,639            | 1,738               | 5,982    | 2,745   | 30                            | 1,845  | 21                  | 278                     | 1,092  | 317                              |
| Dual Enrollment/Dual Credit Programs | Male   | 65,764            | 4,412               | 32,731   | 24,027  | 197                           | 3,111  | 80                  | 1,206                   | 2,125  | 1,473                            |
|                                      | Female | 90,691            | 8,200               | 44,571   | 31,816  | 257                           | 3,980  | 107                 | 1,760                   | 1,852  | 708                              |
|                                      | Total  | 156,455           | 12,612              | 77,302   | 55,843  | 454                           | 7,091  | 187                 | 2,966                   | 3,977  | 2,181                            |

- '-' 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.

|   | All School |         | High-Poverty Schools |         | Low-Poverty Schools |         |
|---|------------|---------|----------------------|---------|---------------------|---------|
|   | Number     | Percent | Number               | Percent | Number              | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 54,839.0   | 14.3%   | 13,999.6             | 17.4%   | 12,227.4            | 10.8%   |
| Teachers Teaching with Emergency or Provisional Credentials   | 16,988.6   | 4.7%    | 4,725.3              | 6.2%    | 3,473.5             | 3.2%    |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 34,313.6   | 9.4%    | 6,326.5              | 8.4%    | 9,498.9             | 8.8%    |

'-' 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**

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

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

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

**Grade                      Subject                      Student Group                      Rate**

| 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 Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL  |
|------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----|-----|
| In-State Public Institutions | 47%          | 45%              | 44%      | 51%   | 40%             | 63%   | 37%              | 48%               | 41%         | 24% | 27% |

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



## Texas Education Agency

### 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** WOODLAND HEIGHTS EL

**Campus ID:** 025902107

**District Name:** BROWNWOOD 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)(I) (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 | Students with EL Disabilities | Students with Disabilities (Section 504) |
|--------------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|-------------------------------|--|
| <b>Students Without Disabilities</b> |        |                |                  |          |       |                         |       |                  |                   |                               |  |
| In-School Suspensions                |        |                |                  |          |       |                         |       |                  |                   |                               |  |
|                                      | Male   | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0                             |  |
|                                      | Female | 1              | 0                | 0        | 1     | 0                       | 0     | 0                | 0                 | 0                             |  |
|                                      | Total  | 1              | 0                | 0        | 1     | 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                             |  |
|                                      | 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                             |  |
|                                      | 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                             |  |
|                                      | Total  | 0              | 0                | 0        | 0     | 0                       | 0     | 0                | 0                 | 0                             |  |
| <b>Students With Disabilities</b>    |        |                |                  |          |       |                         |       |                  |                   |                               |  |
| 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            |        |                |                  |          |       |                         |       |                  |                   |                               |  |
|                                      | 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  |

|                               |        | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | EL | Students with Disabilities (Section 504) | Students with Disabilities |
|-------------------------------|--------|----------------|------------------|----------|-------|-------------------------|-------|------------------|-------------------|----|--|----------------------------|
| 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                          |
| <b>All Students</b>           |        |                |                  |          |       |                         |       |                  |                   |    |  |                            |
| Chronic Absenteeism           | Male   | 23             | 2                | 10       | 9     | 1                       | -8    | -8               | 1                 | -8 | 3  | -8                         |
|                               | Female | 7              | -8               | 2        | 4     | -8                      | -8    | -8               | 1                 | -8 | 3  | -8                         |
|                               | Total  | 30             | 2                | 12       | 13    | 1                       | -8    | -8               | 2                 | -8 | 6  | -8                         |

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

**Part (viii)(II)** This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number

of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

|  |        | 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                | 7        | 11    | 0                       | 0     | 0                | 1                 | 0  | 5                          |
|  | Female | 23             | 1                | 7        | 13    | 0                       | 0     | 0                | 2                 | 0  | 2                          |
|  | Total  | 43             | 2                | 14       | 24    | 0                       | 0     | 0                | 3                 | 0  | 7                          |
| Accelerated Coursework<br>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<br>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<br>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.

|   | All School |         |
|---|------------|---------|
|   | Number     | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders  | 1.0        | 3.2%    |
| 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 | 0.2        | 0.7%    |

- '-' 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**

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

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

**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





## 2019-20 Federal Report Card Definitions for Texas Public Schools

The Elementary and Secondary Education Act (ESEA), as amended, requires a state to prepare and disseminate widely to the public an annual Report Card for all public school districts, campuses, and the state. The Federal Report Card for Texas Public Schools is a web-based system that generates the required federal report cards at the state, district, and campus levels for easy dissemination by school districts.

### Federally Required Student Groups

Each state must include the following student groups in its annual report cards. School districts in Texas report student information through the Texas Student Data System (TSDS PEIMS) and through test answer documents from the State of Texas Assessments of Academic Readiness (STAAR®) for students in grades 3–8 and STAAR end-of-course (EOC) examinations for students taking high school-level courses.

**Children with Disabilities (CWD)**—These students are identified as being served by special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. Children without Disability (CWOD) are students not served by special education programs. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Economically Disadvantaged**—These students are identified in TSDS PEIMS or on STAAR® answer documents as eligible for free or reduced-price lunch or for other public assistance. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**English Learner (EL)**—These students are identified as having limited English proficiency (LEP) or as English learners ever in grades 9-12 by the Language Proficiency Assessment Committee (LPAC). (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Ethnic Distribution**—Each student is included in one of the following groups based on demographic information identified in TSDS PEIMS or on STAAR® answer documents: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Foster Care**—These students are identified in TSDS PEIMS as a child in foster care, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Gender**—Results are reported separately for males and females based on the gender reported in TSDS PEIMS or on STAAR® answer documents. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Homeless** —These students are identified in TSDS PEIMS as a child in homeless status, ever in grades 9-12. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Migrant**—These students are identified in TSDS PEIMS or on STAAR® answer documents as a Migrant Student. “Migrant Student” indicates whether the student (ages 3–21), the student's parent, spouse, or guardian is a migratory agricultural worker. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

**Military Connected** —These students are identified in TSDS PEIMS as students with parent who is a member of the Armed Forces. (Source: TSDS PEIMS, Oct. 2019, TEA Student Assessment Division)

## **Structure of the 2019-20 Federal Report Card for Texas Public Schools**

### **Part (i): General Description of the Texas 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 are reported.*

**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.

*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)(I): Academic Growth**

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 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset.

*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 2019-20 school year*

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

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

**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.

*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.

*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.*

**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.

*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.

*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): The 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.

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.

**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**

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

*To be updated by June 30th, 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.

**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.

## 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.

## Part (vii): STAAR Participation

*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

Part (viii)(I): 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.

Part (viii)(II): 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.

## Parte (i): Descripción general del Sistema de Contabilidad del Estado de Texas

*El 27 de marzo de 2020, el Departamento de Educación de EE. UU. (USDE, por sus siglas en inglés) excluyó a la evaluación estatal, la responsabilidad y ciertos requisitos de informes en la Ley federal Elementary and Secondary Education Act (ESEA) para el año escolar 2019-2020 debido a los cierres de escuelas por causa del coronavirus (COVID -19). La exención incluye las disposiciones de las cartillas de calificaciones en la sección 1111 (h) (1) (C) (i) (descripción del sistema de responsabilidad).*

*Los campus identificados para recibir apoyo bajo la Ley Every Student Succeeds Act (ESSA) para el año escolar 2020-2021 son reportados.*

- (I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- (II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- (IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
  - (aa) el peso específico de los indicadores en dicha diferenciación;
  - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
  - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
  - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- (V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- (VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

## Parte (ii): Logro Estudiantil por Nivel de Competencia

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(ii) (resultados de la evaluación) para el año escolar 2019-2020.*

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen STAAR (State of Texas Assessments of Academic Readiness por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)//lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2019–2020. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

## Parte (iii) (I): Crecimiento académico

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(iii)(I) (resultados de otros indicadores académicos) para el año escolar 2019-2020.*

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2019–2020. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

## Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2019.

## Parte (iv): Dominio del idioma inglés

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(iv) (Resultados de dominio del idioma inglés) para el año escolar 2019-2020.*

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés.

## Parte (v): Calidad escolar o éxito estudiantil (SQSS por sus siglas en inglés)

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(v) (resultados del indicador de calidad escolar o éxito del estudiante) para el año escolar 2019-2020 para escuelas primarias y escuelas secundarias sin una tasa de graduación. Para las escuelas secundarias con datos de CCMR (por sus siglas en inglés - preparación universitaria, profesional y militar) los resultados son reportados.*

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

## Parte (vi): Estado de cumplimiento de metas

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(vi) (el progreso hacia el cumplimiento de las metas a largo plazo y las mediciones del progreso intermedio) para el año escolar 2019-2020.*

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés.

### Parte (vii): Participación STAAR

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(vii) (porcentaje de estudiantes evaluados y no evaluados) para el año escolar 2019-2020.*

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias.

### Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2017-2018, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2017-2018, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

### Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

### Parte (x): Gasto por alumno

*Se actualizará antes del 30 de junio de 2021.*

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

## **Parte (xi): Participación en STAAR Alternate 2**

*Debido al impacto de COVID-19, el USDE excluyó los requisitos de informes en la Sección 1111(h)(1)(C)(xi) (el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman el examen STAAR Alternate 2) para el año escolar 2019-2020.*

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2018-2019.

## **Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP por sus siglas en inglés)**

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados.

## **Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria**

Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2017-2018 se inscribieron en una institución pública de educación postsecundaria de Texas en el año académico 2018-2019.