

EA17-163-2

2016-17 Evaluation of Title I: Comparative Measures of Student Achievement

Department of Evaluation and Assessment

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Superintendent of School*



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Approved Report of the Department of Evaluation and Assessment

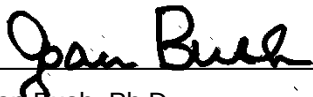
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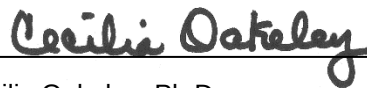
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2016-17 Evaluation of Title I: Comparative Measures of Student Achievement

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ABSTRACT

The Title I evaluation includes this overall report as well as separate reports for Academic Leadership and Coaching, African American Success Initiative, College and Career Readiness, Cottrell House, Early Learning, HIPPY, McKinney Vento Homeless Education, Leadership Development, Office of Family and Community Engagement, Promise House, Reasoning Mind, Translation Services, Transition Services, and Youth and Family Centers. All reports are available at <https://www.dallasisd.org/Page/42559>. This report contains academic achievement comparisons of Title I students by grade and feeder pattern, with district and State results. Comparisons were also made by major student groups. These student groups were: All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners (ELL) and Special Education students. Comparisons were made for a two-year period, when available. The following variables were used to determine the progress of Title I students: *TerraNova* (previously the *Iowa Tests of Basic Skills; ITBS*) reading and mathematics for grades kindergarten, one and two; *SUPERA* (Spanish version of *TerraNova*) reading for grades kindergarten, one and two; and *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight. *STAAR End-of-Course (EOC)* examinations were given primarily in grades nine and ten. The five *EOC* examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

Additional measures of Title I student success including district students' academic preparation for college, as measured by participation rates and performance of students on the *Scholastic Aptitude Test (SAT)*, *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)* and the *American College Test (ACT)* can be found in the 2016-17 evaluation reports EA17-520-4.2, EA17-520-4.3, and EA17-520-4.5. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2016-17 evaluation report EA17-126-2. Measures of Title I Special Education students' success can be found in the Evaluation of Special Education Program report EA17-519-2. Measures of early learning success can be found in the 2016-17 Early Learning report EA17-170-2.

PROGRAM DESCRIPTION

History of Elementary and Secondary Act

The Elementary and Secondary Education Act (ESEA) was passed as a part of President Lyndon B. Johnson's "War on Poverty" and has been the most far-reaching federal legislation affecting education ever passed by the United States Congress. The act is an extensive statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to close the achievement gaps between students by providing each child with fair and equal opportunities to achieve an education. As mandated in the act, the funds are authorized for professional development, instructional materials, resources to support educational programs, and promotion of parental involvement. The act was originally authorized through 1965; however, the government has reauthorized the act every five years since its enactment.

There are two types of assistance that can be provided by Title I funds. The first is a "schoolwide program" in which schools can dispense resources in a flexible manner. The second is a "targeted assistance program" which allows schools to identify students who are failing or at risk of failing.

The reauthorization of ESEA by President George W. Bush was known as the No Child Left Behind Act (NCLB) of 2001. In this reauthorization, NCLB required increased accountability from its schools both from the teachers and from the students. Yearly standardized tests were mandated in order to measure how schools were performing against the achievement bars set by Title I. Schools were also responsible for publishing annual report cards that detailed their student achievement data and demographics. Schools were now held accountable not only by punitive measures that would be taken if schools fail to meet Adequate Yearly Progress (AYP), but also corrective actions were taken if states did not have an assessment system in line with Title I legislation. Under NCLB, schools were also required to plan for "restructuring" if they failed to make AYP for three years after being identified for improvement. NCLB also required teachers to be highly qualified if hired using Title I funding. Under NCLB, Title I funding was given to schools where at least 40 percent of the children in the school attendance area came from low-income families or to schools where 40 percent of the student population was low-income.

Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA). Over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a law that focused on the clear goal of fully preparing all students for success in college and careers.

Every Student Succeeds Act (ESSA):

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.

- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to affect positive change in the lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

The action from Congress is expected to increase investments in preschool, so that it is more likely that the students will be better prepared for school. Through this bill, districts can access federal dollars to invest in school leaders, and develop teacher leaders through mentorship, hybrid roles and professional development. And it ensures that there will be plans to put strong teachers in schools where they are most needed.

The reauthorized law maintains the requirement that each state administer high-quality annual assessments in at least reading/language arts, mathematics, and science that meet nationally recognized professional and technical standards. A high-quality state assessment system that is aligned to state determined content standards is essential to providing information that states, districts, principals, and teachers can use to identify the academic needs of students. A high-quality assessment system also provides useful information to parents about their child's advancement and achievement of grade level standards. In Texas, the content standards are the Texas Essential Knowledge and Skills (TEKS). The performance standards are measured by the *State of Texas Assessments of Academic Readiness (STAAR)*. The *STAAR* test has both English and Spanish versions at the elementary level. At the high school level, students are measured by the *STAAR End of Course (EOC)* examinations in English I and II, U.S. History, Algebra I, and Biology.

In addition to continuing to focus Federal education resources on students from low-income families through the Title I, Part A College and Career-Ready Students program, the Administration's ESEA reauthorization plan would retain longstanding programs designed to meet the needs of special populations, including English language learners, migrant students, neglected and delinquent students, native Americans, and homeless children and youth.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation is to report results on measures of Title I students' performance within the Dallas Independent School District (Dallas ISD). This report includes academic performance (*TerraNova*, *STAAR* and *STAAR EOC*), and both teacher and student demographics. Additionally, Dallas ISD's student performance on each academic measure will be reported by feeder pattern. Student data are also reported by ethnicity, socioeconomic status (economically disadvantaged),

English language learners (ELLs), and special education status. Major evaluation questions and results are reported in the following sections.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the amount of funding for the Title I program?

The Title I program budget for the 2016-17 school year for Dallas ISD was \$76,187,116.00 (Table 1). There was a decrease of \$11,659,322.00 from the 2015-16 school year (\$87,846,438.00). Monies were given to both individual projects and individual schools to be used at the discretion of executive directors and principals. Table 1 and Figure 1 shows that in school year 2014-15 contributions to campuses increased from approximately \$58 million (2013-14) to \$78 million, thereby reducing non-campus Title I programs from approximately \$38 to \$19 million. Non-campus allocations were further reduced in 2015-16 to \$12 million for district wide Title I programs. For the 2016-17 school year, campus allocations were reduced approximately \$15 million; non-campus allocations remained approximately the same. This resulted in an overall reduction of approximately \$11 million in Title I funds to the district from the 2015-16 to the 2016-17 school year.

Table 1: Title I Funding by Year

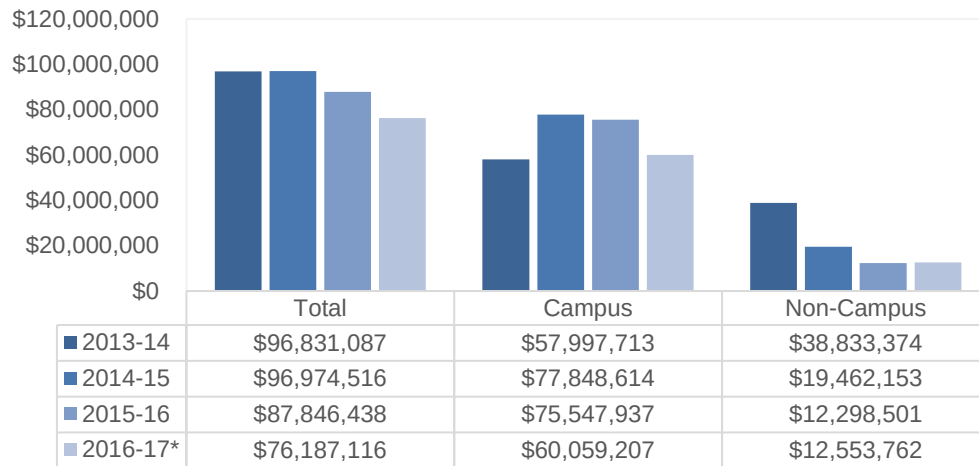
Year	Amount Funded	Difference
2013-14	\$96,831,087	
Campus	\$57,997,713	
Non-Campus	\$38,833,374	
2014-15	\$96,074,516	-\$756,571
Campus	\$77,848,614	\$19,850,901
Non-Campus	\$19,462,153	-\$19,371,218
2015-16	\$87,846,438	-\$8,228,078
Campus	\$75,547,937	-\$2,300,677
Non-Campus	\$12,298,501	-\$7,647,714
2016-17	\$76,187,116*	-\$11,659,322
Campus	\$60,059,207	-\$15,488,730
Non-Campus	\$12,553,762	\$255,261

Source: Title I Budget Office.

Note: Budget information for 2012-13 was not available by Campus and Non-campus categories.

*Unassigned Allocations - \$3,574,147.

Figure 1: Title I Funding by Year 2013-14 Through 2016-17



*Unassigned Allocations - \$3,574,147

What were the characteristics of the Title I teacher and student populations?

Methodology

Title I School Teachers

All Title I schools in the district had schoolwide programs; therefore, all teachers in these schools were included in the analyses, regardless of the funding for their positions. Demographic characteristics were compiled from the district database (Personnel data files, November 27, 2016). Data were aggregated by gender, ethnicity, school level, years of teaching experience in the district, highest degree earned, and certification information.

Title I School Students

Student demographics were extracted from the district's student database on October 31, 2016 (PEIMS submission). The number of students served were reported by gender, ethnicity, school level, socioeconomic status, English proficiency status (ELL), special education (SPED) status and grade level.

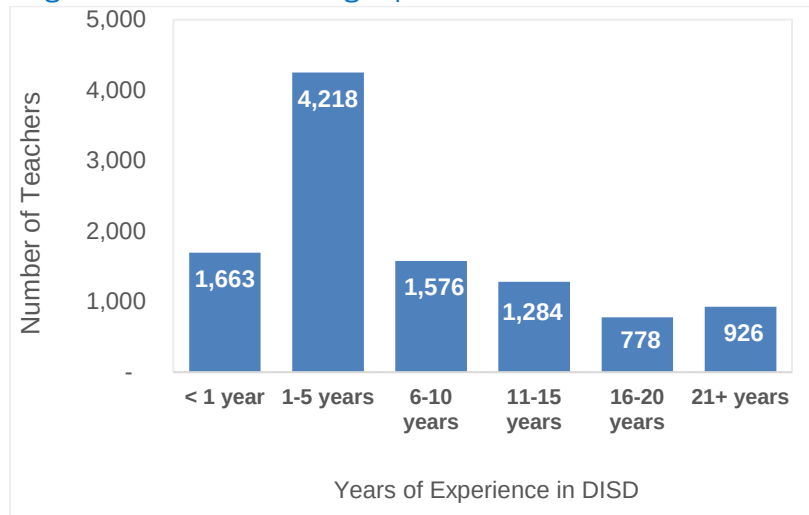
Results

Characteristics of Teachers

There were 10,445 full-time teachers in 228 schools in the Dallas ISD for the 2016-17 school year. This included 6,102 elementary school teachers, 1,776 middle school teachers, 2,352 high school teachers and 215 teachers (dyslexia services, student services, special education, etc.) providing services across school levels. There were more female teachers (7,416; 71%) than male teachers (3,029; 29%). Thirty-six percent (36%) of the teachers were African American, 31 percent were white and 29 percent were Hispanic. Ten percent (10%) of the teachers had Alternative Certifications (AC) in 2016-17, up from nine percent (9%) in 2015-16. The median number of years' experience in the Dallas ISD for Title I teachers

was four years. This number has held steady from the 2015-16 school year, when there was a decrease from five years' average teaching experience in 2014-15 and a further decrease from seven years in 2013-14. The majority of teachers had Bachelor degrees (65%), another 26 percent had Master degrees. Sixteen percent (16%) of the Title I teachers were new to the district (Figure 2).

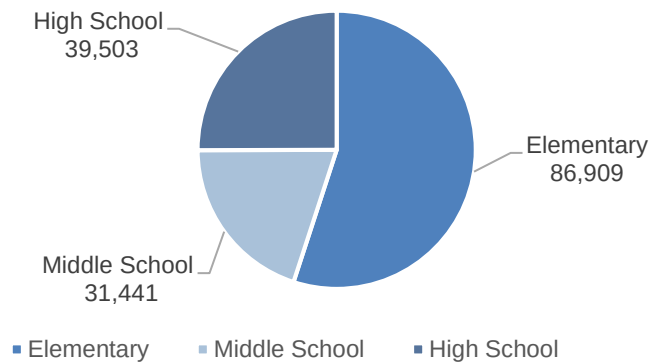
Figure 2: Years of Teaching Experience in Dallas ISD



Characteristics of Students

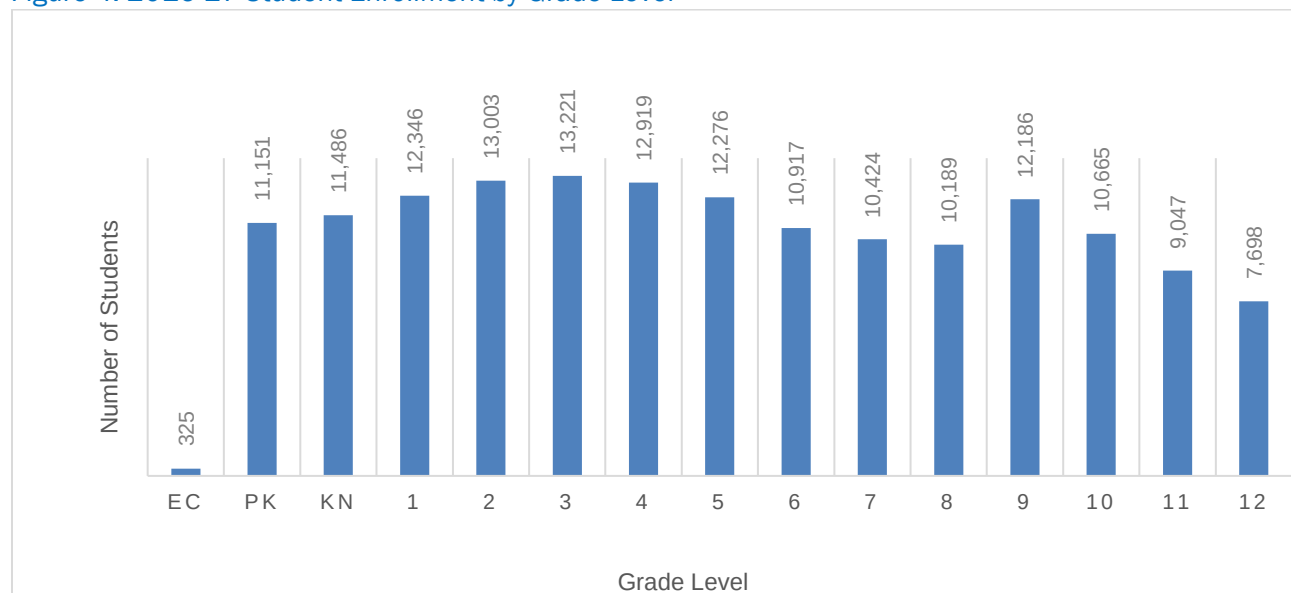
A total of 157,853 students were enrolled in 228 Dallas ISD schools. Fifty-five (55%) percent of the students were elementary school students, 20 percent were middle school students, and 25 percent were high school students (Figure 3). For the 2016-17 school year, all Dallas ISD schools were considered Title I schools (i.e. all Title I programs were districtwide or schoolwide programs). Under ESSA, Title I funding is given to schools where at least 40 percent of the children in the school attendance area come from low-income families or to schools where 40 percent of the student population is low-income. Seven district schools had less than 40 percent of the student population classified as low-income in 2016-17. These schools were: Townview TAG (36.4% low income), George B. Dealey (33.0%), William B. Travis M.S. (27.6%), Booker T. Washington (24.2%), Stonewall Jackson (23.0%), William B. Travis E.S. (22.4%), and Lakewood (10.1%). The seven schools have a total population of 2,803 students, which is 1.8 percent of the total enrollment. This report includes total district population on all data presented.

Figure 3: Student Population by School Level 2016-17



Student enrollment increased from grade PK to grade 3 and declined from grade 3 through grade 8. The grade 9 student population (N = 12,186) was larger than the grade 8 population (N = 10,189) [Figure 4]. This may be due to students gaining too few credits during their first year of high school to be classified as sophomores and the practice of assigning all new immigrant high school students to grade 9, regardless of the number of credits they had already earned. Enrollment declined from grade 9 to grade 12.

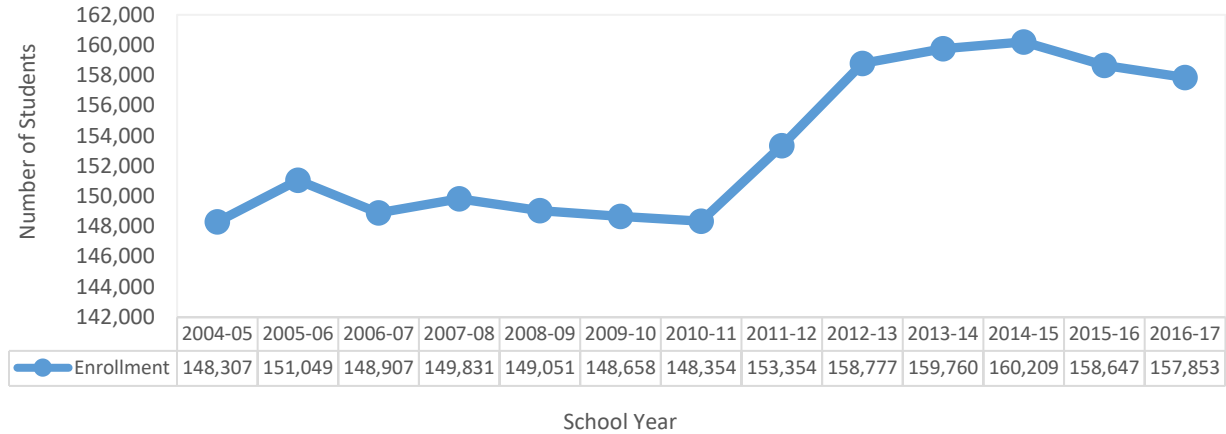
Figure 4: 2016-17 Student Enrollment by Grade Level



Between 2004-05 and 2014-15 the number of Title I school students served in the district increased by approximately 11,000 students (Figure 5). The increase in the school year 2005-06 Title I population may be attributed to the displaced Hurricane Katrina and Rita victims and the inclusion of the Wilmer-Hutchins school district's students. There was a decrease in the Title I student population from school year 2005-06 (N = 151,049) to the school year 2010-11 (N = 148,354); however, there

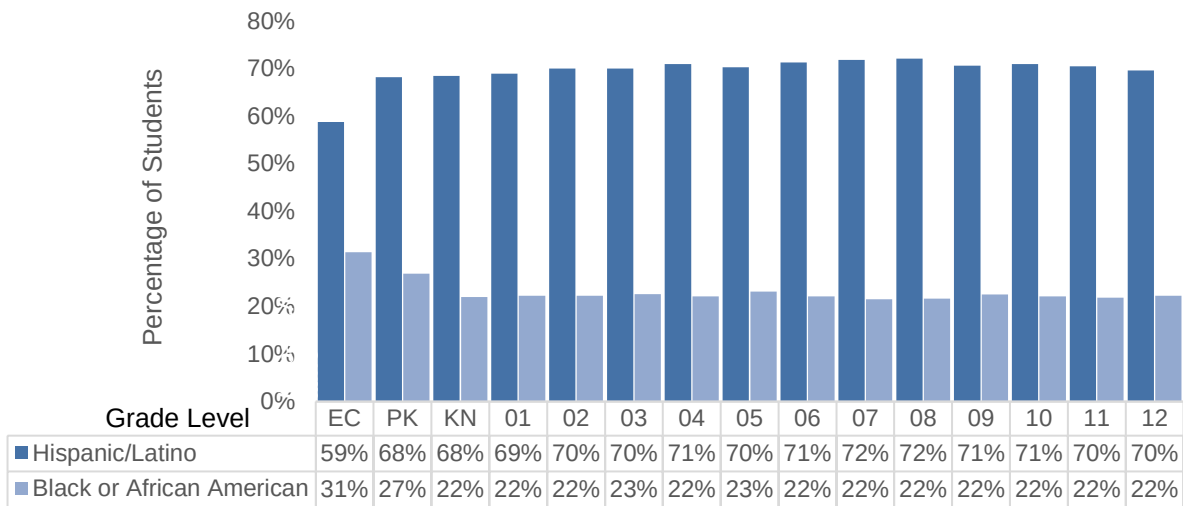
was an increase in 2011-12 possibly due to the increase in the number of Title I schools. The 2016-17 school year showed a decrease from 2014-15. It is suspected that this decrease was due to the increase of Dallas ISD students attending charter schools.

Figure 5: Title I Population from 2004-05 to 2016-17



Student demographic analysis showed that the percentages of males (51%) and females (49%) were similar in the student population. The gender distribution was relatively stable for all grades except the early childhood group where there were more male students (75%) than female students (25%). Hispanic (70%) and African American (23%) students made up the majority of the student population (93%), while white (5%), Asian (1%), and Native American (<1%) and Pacific Islander (<1%) students combined accounted for approximately seven percent. The Hispanic population represented the largest ethnic group from early childhood through grade 12 (Figure 6). The Hispanic student population has continued to increase in Dallas ISD Title I schools since school year 2004-05.

Figure 6: Percentage of African American and Hispanic Students by Grade, 2016-17



English Language Learners

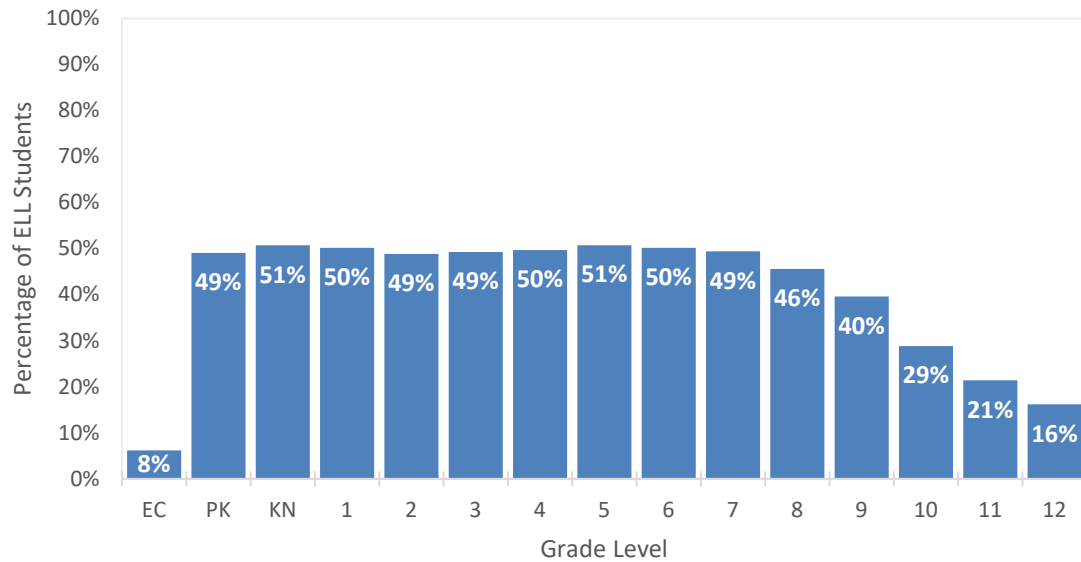
Approximately 44 percent of Dallas ISD students were identified as English language learners (ELLs) in the school year 2016-17 (Table 2). The proportion of ELLs has increased steadily since 2005-06.

Table 2: English Language Learners Enrollment in Title I Schools, 2006–2017

Year	Title I Served	English Language Learners	Percent of Enrollment
2005-06	151,049	47,286	31%
2006-07	148,907	48,904	33%
2007-08	149,831	51,875	35%
2008-09	149,051	54,970	37%
2009-10	148,658	55,726	37%
2010-11	148,354	58,957	40%
2011-12	153,354	61,494	40%
2012-13	158,777	63,060	40%
2013-14	159,760	64,711	41%
2014-15	160,209	66,776	42%
2015-16	158,647	67,850	43%
2016-17	157,853	69,412	44%

The percentages of ELLs in grades PK through grade 8 were approximately the same as non-ELLs for the school year 2016-17. The percentage of ELLs decreased from grade 7 through grade 12 (Figure 7). Appendix A Table 2 reports the number and percentage of ELL students by grade and status (non-ELLs, ELL, Exited ELLs 1 year and Exited ELLs 2 years).

Figure 7: Percentage of ELL Students by Grade, 2016-17



Special Education Students

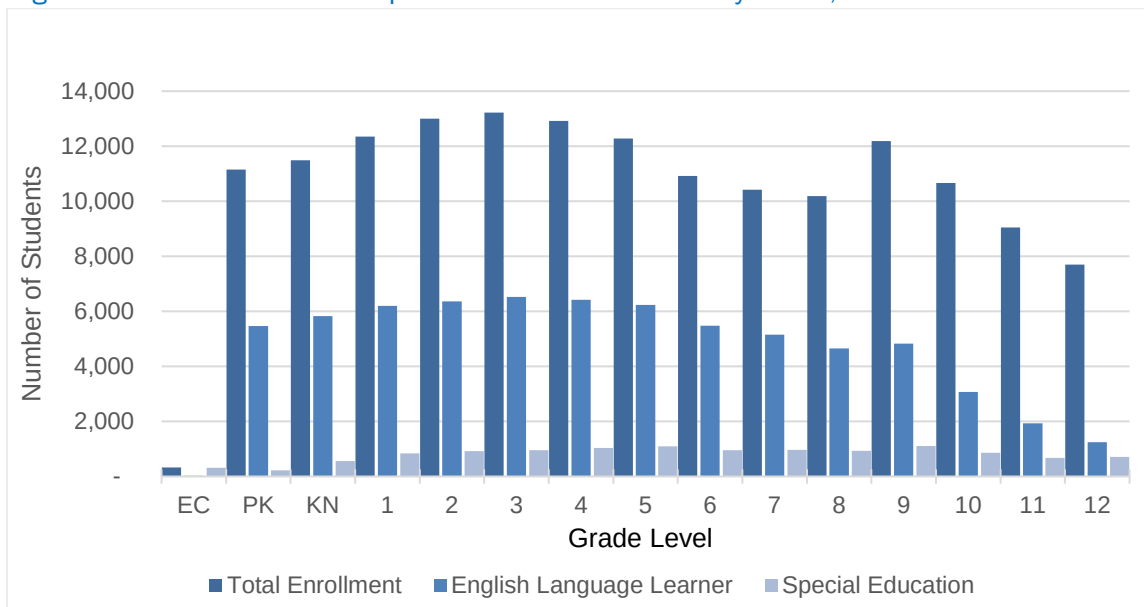
Under Every Student Succeeds Act (ESSA), all special education students in schoolwide programs must receive the same services as students in the regular education program. There was a moderately steady decrease in the percentage of special education students from 2005-06 (8.8%) to 2014-15 (7.3%) with a slight but steady increase between 2014-15 and 2016-17 (7.3% to 7.7%). A total of 12,154 students were eligible for special education services in 2016-17 (Table 3).

Table 3: Special Education Enrollment in Title I Schools by Year

Year	Title I Served	Special Education	Percent of Enrollment
2005-06	151,049	13,304	8.8
2006-07	148,907	12,943	8.7
2007-08	149,831	12,343	8.2
2008-09	149,051	12,090	8.1
2009-10	148,658	11,762	7.9
2010-11	148,354	11,789	7.9
2011-12	153,354	11,777	7.7
2012-13	158,777	11,846	7.5
2013-14	159,760	11,937	7.5
2014-15	160,209	11,722	7.3
2015-16	158,647	11,824	7.5
2016-17	157,853	12,154	7.7

The number of ELL students by grade appears to mimic the overall Dallas ISD student population, while the number of special education students appears to remain constant across grades (Figure 8).

Figure 8: Number of ELL and Special Education Students by Grade, 2016-17



What were the levels of academic performance of Title I students?

Methodology

Achievement tests were used to determine Title I academic performance for the 2016-17 school year. The *TerraNova* and *SUPERA* tests were administered in grades K-2. *TerraNova* and *SUPERA* tests were used to show student performance in both reading and mathematics. *SUPERA* was the reading test administered to Spanish speaking students to test reading skills. Students in grades 3-8 were administered the *STAAR* tests in reading and mathematics. Students in grades 4 and 7 also completed the writing tests, students in grades 5 and 8 were administered the science tests, and grade 8 students completed the social studies test. *STAAR End-of-Course (EOC)* examinations were administered primarily in grades 9 and 10. *STAAR EOC* exams were given in English I, English II, U.S. History, Algebra I, and Biology. Data were obtained from MyData Portal, TEA websites and district files. Data were aggregated by grade and feeder pattern.

Results

TerraNova/SUPERA

The Evaluation and Assessment department of the Dallas ISD had conducted a study of appropriate norm-referenced measures for the assessment of students in grades K-2. A decision was made to use the *TerraNova* and the *SUPERA*, products of DRC|CTB-McGraw Hill. These tests replaced the *Iowa Tests of Basic Skills (ITBS)* and *Logramos* at these grade levels for the 2015-16 school year. *TerraNova* and *SUPERA* are normed-referenced achievement measures designed to provide achievement scores that are valid for most types of educational decision-making. *TerraNova* was used to assess English speakers at grades K-2, while the *SUPERA* was used to assess Spanish speakers at the same grade levels in

reading. All students were assessed on the *TerraNova* for mathematics. The results compare individual student achievement relative to a nationwide normative group. A benefit of this comparison was that it allowed the *SUPERA* to be scaled the same as the *TerraNova*, thereby allowing for a direct comparison of students' performance on each test across each domains.

Tables 4 and 5 and Figures 9, 10 and 11 show kindergarten through second grade student performances on *TerraNova* reading and mathematics and *SUPERA* reading. Norm-referenced scores described individual student performance relative to the performance of a large, nationally representative group of students. This information included mean scale scores and mean grade equivalents. The measure used to determine proficiency was the percentage of students at or above the 40th percentile rank. Appendix B Tables 1 through 8 show *TerraNova* and *SUPERA* data by grade and feeder pattern for reading and mathematics. On the *TerraNova* mathematics examination, students performed at a similar level with last years' students for kindergarten, first, and second grades (at or above the 40th percentile rank). The largest difference from last year to this year was for grade 1 (52.2% vs. 54.4%). On the *TerraNova* reading examination, students showed a decrease in performance for kindergarten, first, and second grades. The largest reading difference was also at grade 1 (66.5% vs. 63.3%). Slight decreases were shown from last year to this year for students in kindergarten and grade 1 on *SUPERA* reading. Grade 2 students showed an increase (43.9% vs. 46.9%).

Table 4: Summary Statistics: *TerraNova* and *SUPERA* Reading by Grade and Year

Grade	% at or Above Grade Level (N)		Mean Scale Score		Mean Grade Equivalent	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Kindergarten						
<i>TerraNova</i>	79.4 (6,272)	77.8 (5,732)	538.7	536.8	1.1	1.2
<i>SUPERA</i>	87.6 (5,626)	85.8 (5,362)	555.3	552.5	1.5	1.5
Grade 1						
<i>TerraNova</i>	66.5 (7,069)	63.3 (6,389)	567.3	575.3	1.9	2.4
<i>SUPERA</i>	87.9 (5,907)	87.7 (5,543)	601.5	601.4	2.7	3.1
Grade 2						
<i>TerraNova</i>	61.0 (7,276)	60.0 (6,953)	604.4	603.4	2.7	3.3
<i>SUPERA</i>	43.9 (5,897)	46.9 (5,637)	600.0	602.2	2.6	3.1

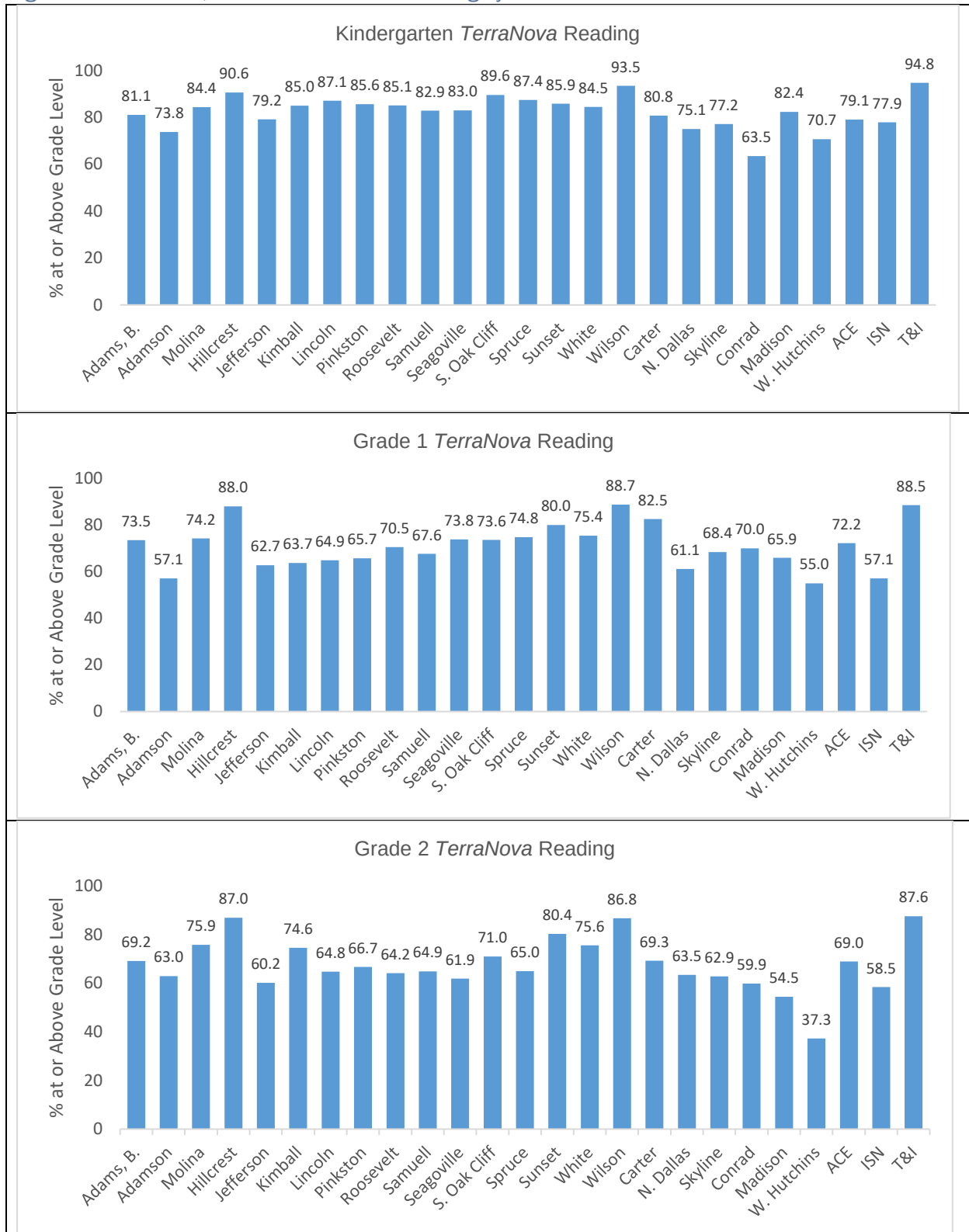
Source: 2017-18 District Data Packet (*SUPERA*).

Table 5: Summary Statistics: *TerraNova* Mathematics by Grade and Year

Grade	% at or Above Grade Level		Mean Scale Score		Mean Grade Equivalent	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Kindergarten						
<i>TerraNova</i>	59.5 (11,751)	59.7 (10,982)	473.6	427.9	0.7	0.8
Grade 1						
<i>TerraNova</i>	52.2 (12,928)	54.4 (11,788)	519.3	521.7	1.6	1.7
Grade 2						
<i>TerraNova</i>	56.9 (13,079)	57.9 (12,504)	564.1	564.6	2.6	2.7

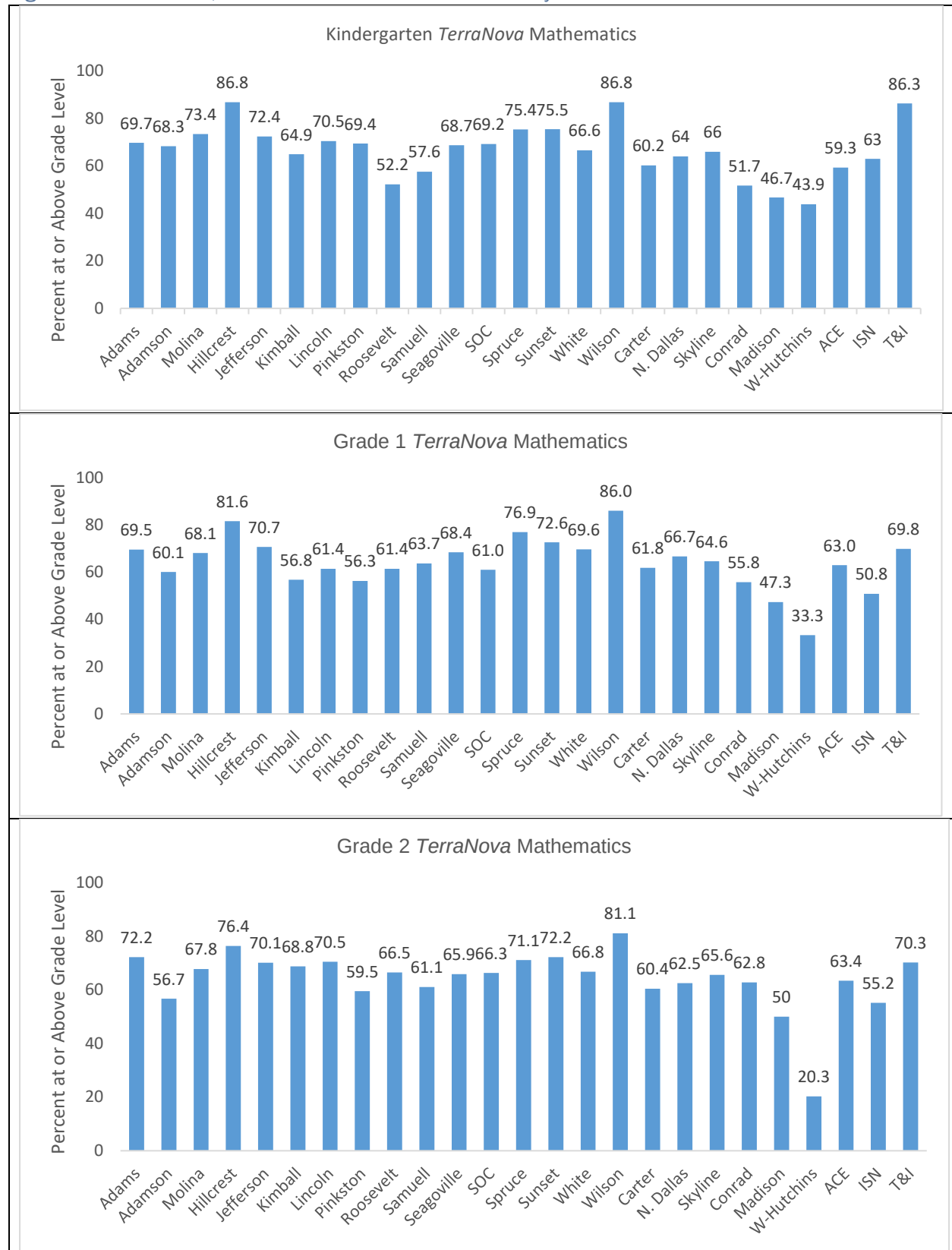
Source: 2017-18 District Data Packet.

Figure 9: Grades KN, 1 and 2 TerraNova Reading by Feeder Pattern 2016-17



Source: Student TerraNova database 2017. KN = Kindergarten

Figure 10: Grades KN, 1 and 2 TerraNova Mathematics by Feeder Pattern 2016-17



Source: Student TerraNova database 2017. KN=Kindergarten

Figure 11: Grades KN, 1 and 2 *SUPERA* Reading by Feeder Pattern 2016-17



Source: *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools. KN=Kindergarten

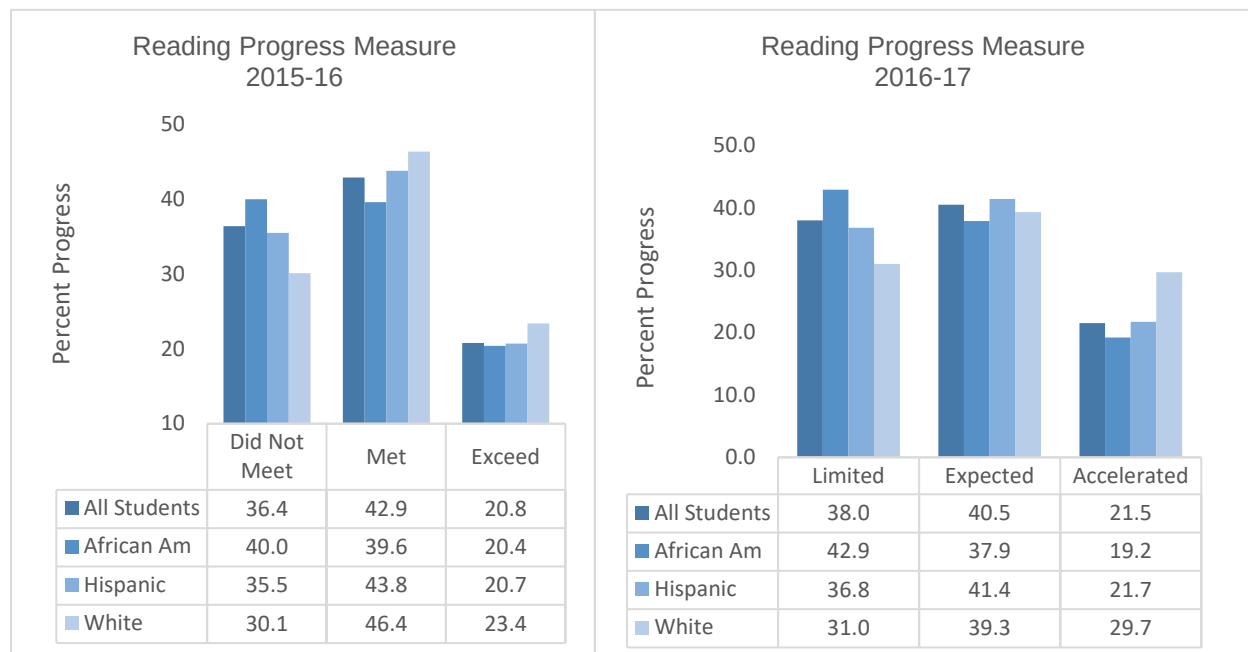
State of Texas Assessments of Academic Readiness (STAAR)

Defining the STAAR Progress Measure

The State of Texas Assessments of Academic Readiness (STAAR) progress measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure is based on a comparison of a student's test score last year with his or her test score this year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score a student achieved in the current year. Individual student progress is then categorized as *Did Not Meet*, *Met*, or *Exceeded* in 2015-16 and *Limited*, *Expected* or *Accelerated* in 2016-17. In 2017, progress measures were available for STAAR for reading and mathematics in grades 4-8, English II EOC, and Algebra I EOC (Figures 12 through 15).

The STAAR progress measure classifications are determined by comparing a student's gain score — the difference between the student's current year score and previous year score — to a progress target. The STAAR progress measures and progress targets are determined by STAAR performance standards and the goal of having all students achieve at or above Approaching Grade Level Academic Performance. Figure 12 shows that fewer students received the Met standard or the Expected equivalent on reading progress measures in 2016-17 (40.5%) than in 2015-16 (42.9%).

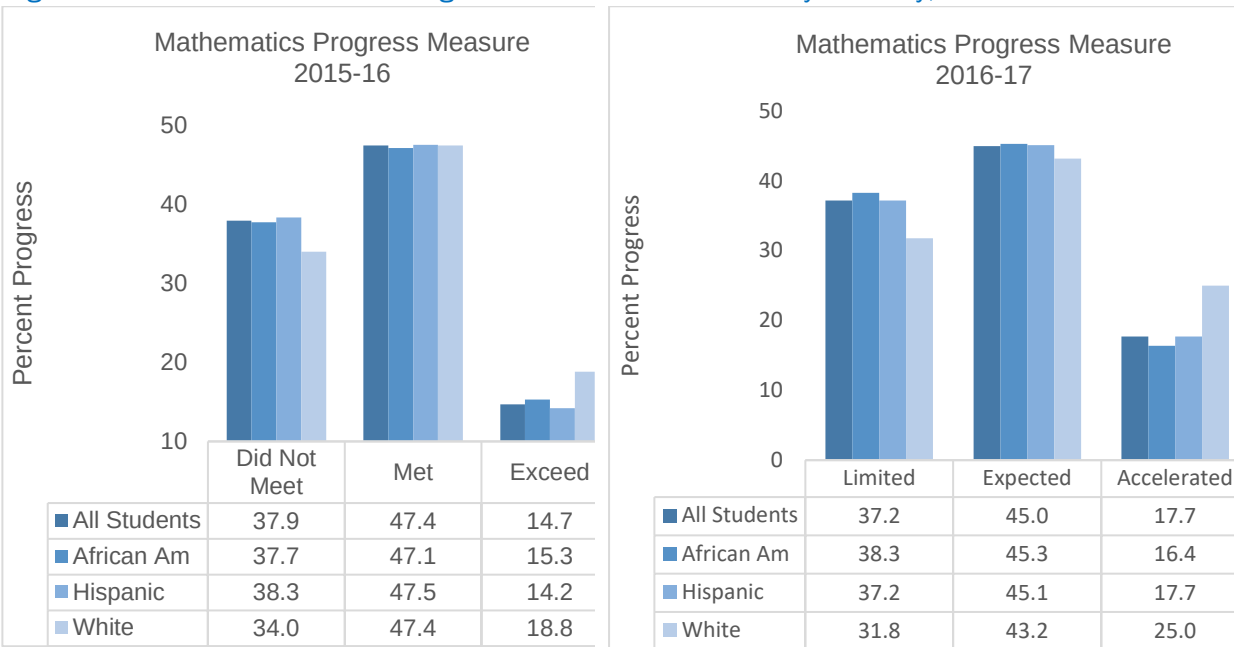
Figure 12: STAAR Reading Progress Measures Grades 4-8 by Ethnicity, 2015-16 and 2016-17



Source: 2 Year STAAR 1617 3-8 Grade All file.

Figure 13 shows the mathematics progress measure for 2015-16 and 2016-17. All student groups decreased in the percentage attaining Met standard or Expected equivalent from 2015-16 to 2016-17.

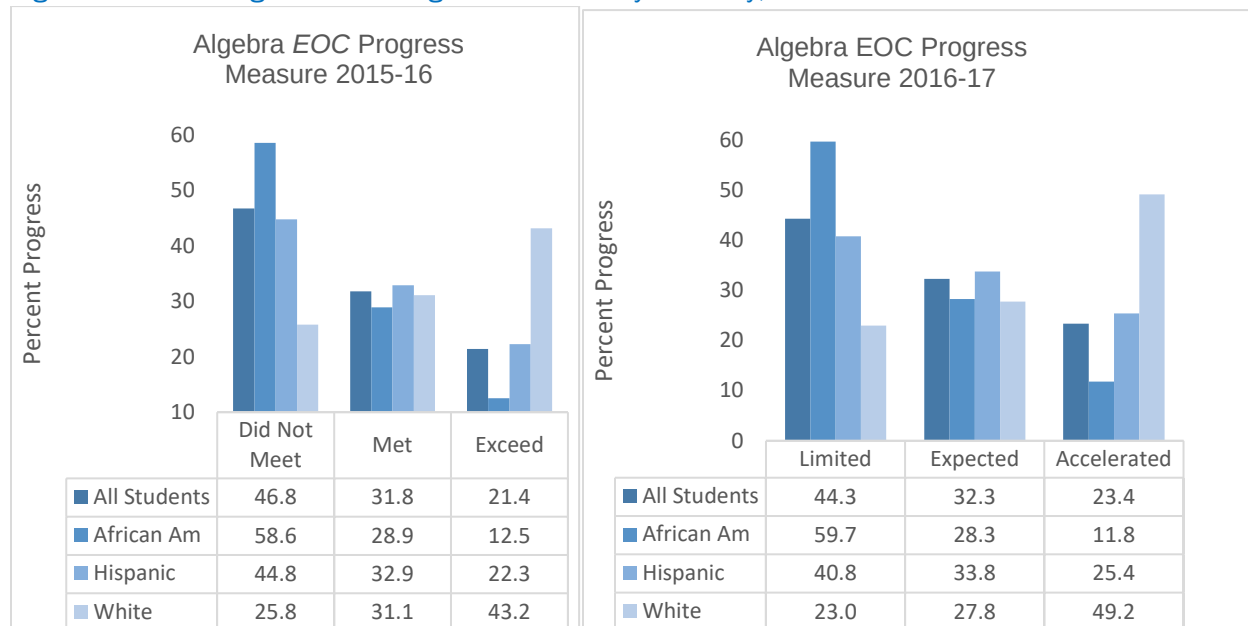
Figure 13: STAAR Mathematics Progress Measures Grades 4-8 by Ethnicity, 2015-16 and 2016-17



Source: 2 Year STAAR 1617 3-8 Grade All file.

Figure 14 shows two of the four student groups (All Students and Hispanic) slightly increased the percentage of students who achieved Met standard or Expected equivalent on the Algebra EOC from 2015-16 to 2016-17.

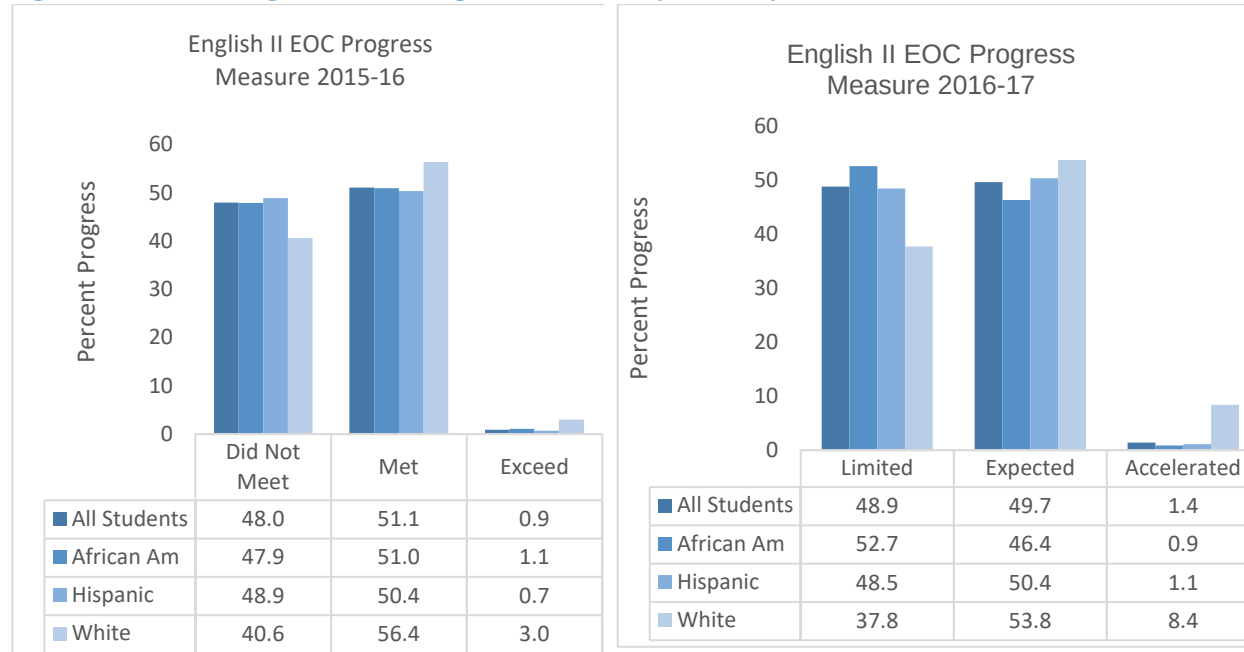
Figure 14: STAAR Algebra EOC Progress Measure by Ethnicity, 2015-16 and 2016-17



Source: 2 Year STAAR 1617 3-8 Grade All file.

Figure 15 shows few students attained Exceed or Accelerated standard for English II progress measure. Three of the four student groups decreased in the percentage attaining Met standard or Expected. Hispanic students remained the same.

Figure 15: STAAR English II EOC Progress Measure by Ethnicity, 2015-16 and 2016-17

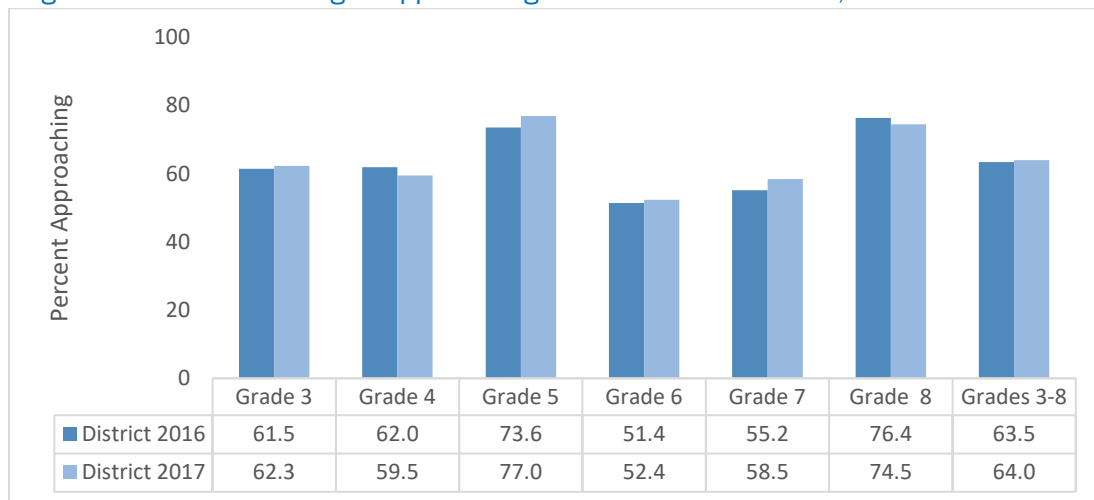


Source: 2 Year STAAR 1617 3-8 Grade All file

STAAR Reading and Mathematics Summary Grades 3-8

Figure 16 presents STAAR reading summary data at approaching grade level for grades 3-8. Figure 16 shows district STAAR data for the school years 2015-16 and 2016-17. District students showed slight increases from one year to the next for grades 3, 5, 6 and 7. Combined grades 3 through 8 showed virtually no differences from last year (63.5 vs. 64.0).

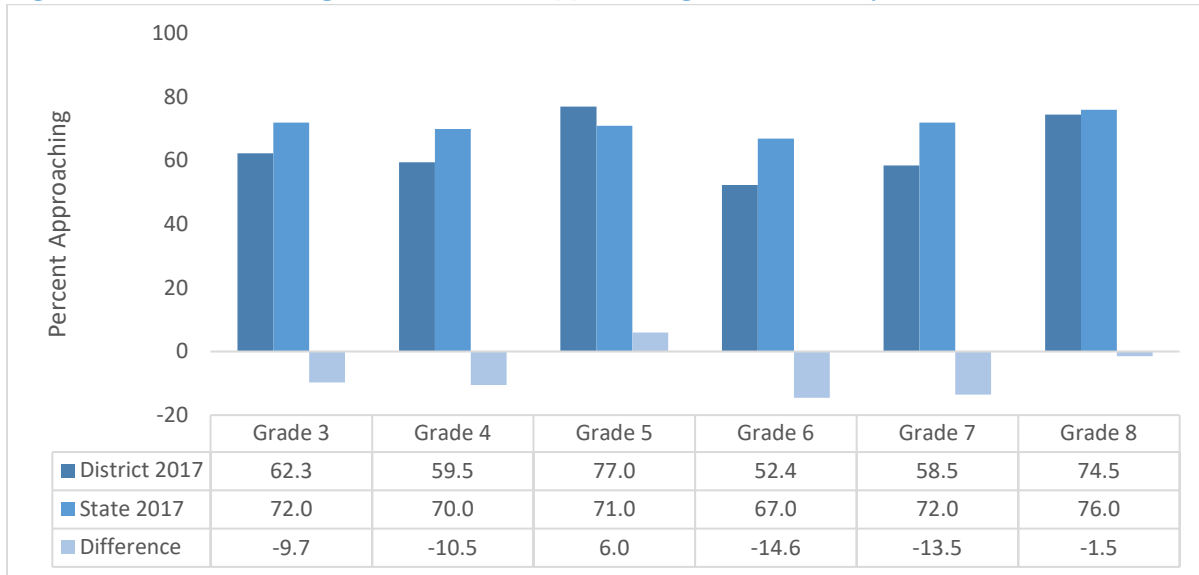
Figure 16: STAAR Reading at Approaching Grade Level Grades 3-8, 2016 and 2017



Source: MyData Portal (OIR).

Figure 17 shows a comparison of the district with the State for 2016-17. The district did not meet state averages with the exception of grade 5 on the STAAR reading exams. Grades 6 and 7 had the largest discrepancy between district and state scores.

Figure 17: STAAR Reading Students at the Approaching Grade Level by Grade, District, and State



Source: MyData Portal (OIR)

Table 6 shows district growth relative to state growth from 2015-16 to 2016-17. Red down arrows indicate a decrease in the percentage of students attaining Approaching Grade Level scores from 2015-16

Table 6: Summary of Progress from 2015-16 to 2016-17 on STAAR Reading at Approaching Grade level

	All Students		African American		Hispanic		White		ELL		Econ. Disad.		Special Ed.	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Grade 3	NC	↓	↓	↓	NC	NC	↓	↓	NC	NC	NC	↓	↓	↓
Grade 4	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
Grade 5	↓	↓	↓	↓	↓	↓	↓	↓	NC	↓	↓	↓	↓	↓
Grade 6	↓	↓	NC	↓	↓	↓	↓	↓	↓	↓	NC	↓	↓	↓
Grade 7	NC	NC	↓	↓	↑	NC	NC	NC	↑	↑	NC	↓	↓	↓
Grade 8	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓

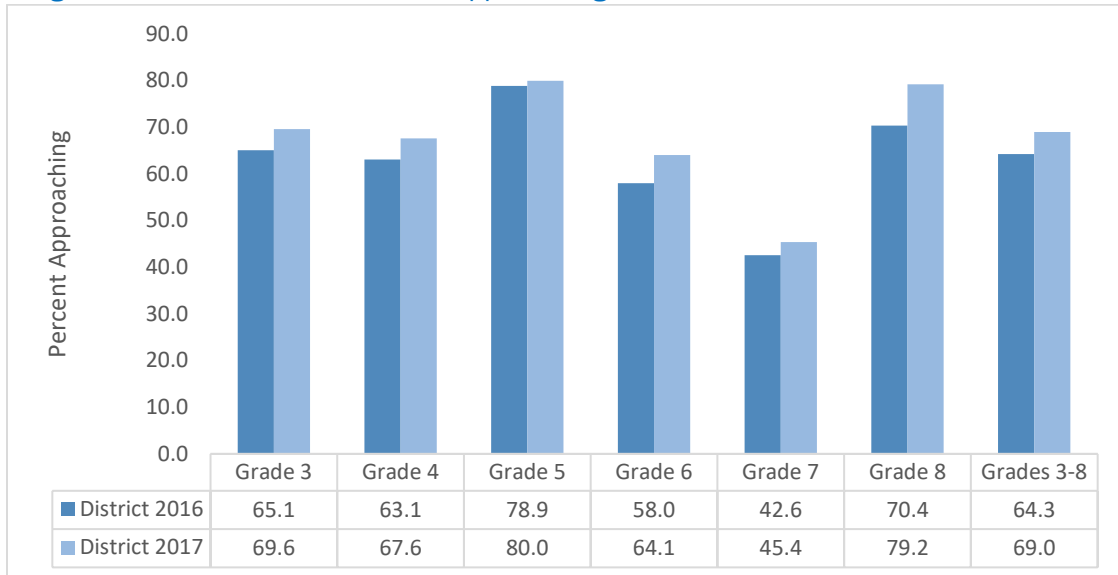
Source: Texas Assessment Management System.

Note: ↓ - negative change from 2016 to 2017. ↑ positive change from 2016 to 2017. NC – no change indicates a difference of one percentage point or less.

STAAR Mathematics Grades 3-8

Figure 18 presents *STAAR* mathematics summary data at approaching grade level for grades 3-8. District students showed increases from one year to the next for all grades. The largest increase was at the eighth grade.

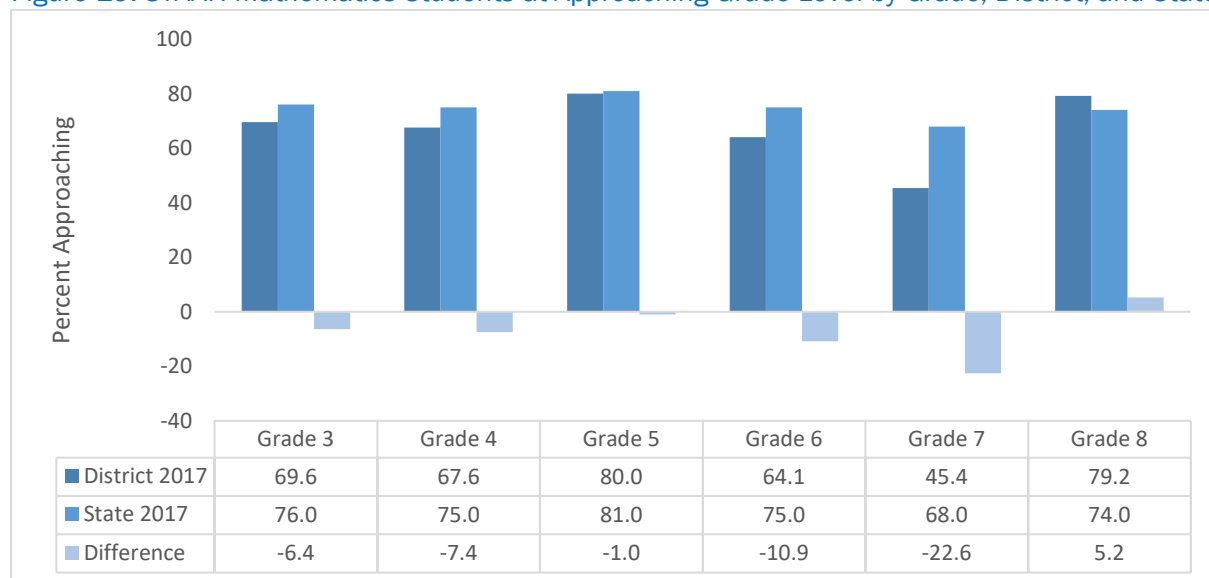
Figure 18: STAAR Mathematics at Approaching Grade Level Grades 3-8, 2016 and 2017



Source: MyData Portal (OIR)

Figure 19 shows that the district did not meet state averages for grades 3 through 7 on the *STAAR* mathematics exams. Grade 8 outperformed State on *STAAR* mathematics. Grade 7 had the largest discrepancy between district and State of 22.6 percentage points.

Figure 19: STAAR Mathematics Students at Approaching Grade Level by Grade, District, and State



Source: MyData Portal (OIR)

The following table shows district growth relative to state growth from 2015-16 to 2016-17. **Red** down arrows indicate a decrease in the percentage of students attaining approaching grade level scores from 2015-16 to 2016-17, **green** up arrows indicate an increase from year-to-year, and **NC** indicates a change of one percentage point or less (Table 7).

Table 7: Summary of Progress from 2015-16 to 2016-17 on STAAR Mathematics at Approaching Grade Level

	All Students		African American		Hispanic		White		ELL		Econ. Disad.		Special Ed.	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Grade 3	↑	NC	↑	↑	↑	NC	↑	NC	↑	NC	↑	NC	↓	↓
Grade 4	↑	NC	↑	NC	↑	NC	↓	NC	↑	NC	↑	NC	↓	↓
Grade 5	↑	↑	↑	↑	↑	↑	NC	NC	↑	↑	↑	↑	↓	NC
Grade 6	↑	NC	↑	↑	↑	NC	↓	NC	NC	↓	↑	↓	↑	↓
Grade 7	↓	↓	NC	↓	NC	↓	↓	↓	NC	NC	NC	↓	↓	↓
Grade 8	↑	NC	↑	NC	↑	NC	NC	NC	↑	↑	↑	NC	NC	↓

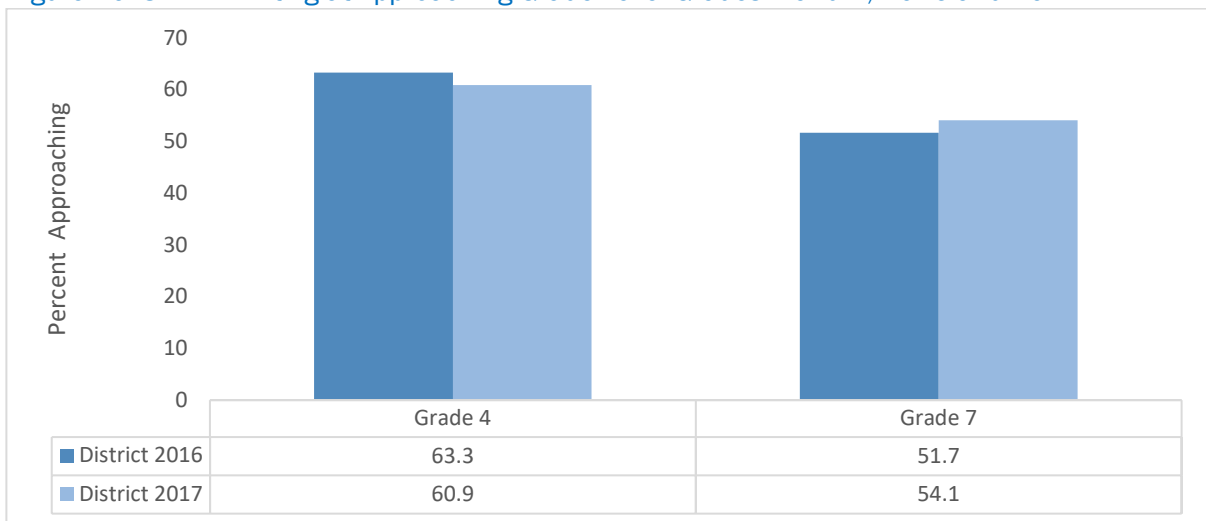
Source: Texas Assessment Management System.

Note: ↓ - negative change from 2016 to 2017. ↑ positive change from 2016 to 2017. NC – no change indicates a difference of one percentage point or less.

STAAR Writing

Figure 20 presents STAAR writing summary data for grades 4 and 7. The district showed a decrease from one year to the next for grade 4 and an increase for grade 7.

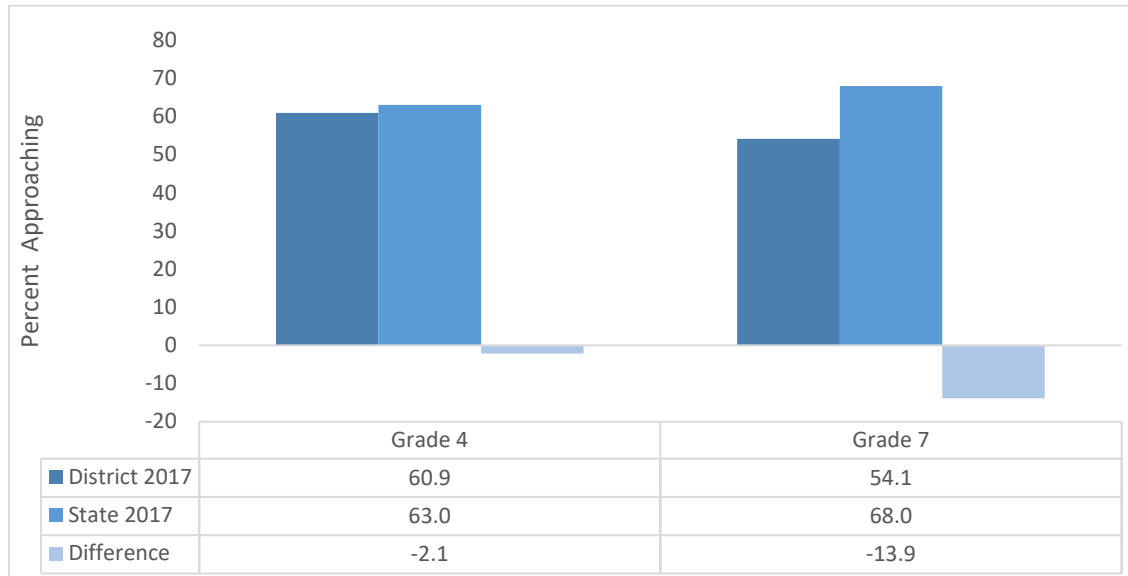
Figure 20: STAAR Writing at Approaching Grade Level Grades 4 and 7, 2016 and 2017



Source: MyData Portal (OIR).

Figure 21 shows that the district did not meet the state averages for grades 4 or 7 on the STAAR writing examination. The difference was especially pronounced for grade 7 (-13.9 %)

Figure 21: STAAR Writing Students at the Approaching Grade Level by Grade, District, and State



Source: MyData Portal (OIR)

The following table shows district growth relative to state growth from 2015-16 to 2016-17. **Red** down arrows indicate a decrease in the percentage of students attaining Approaching Grade Level scores from 2015-16 to 2016-17, **green** up arrows indicate an increase from year-to-year, and **NC** indicates a change of one percentage point or less (Table 8).

Table 8: Summary of Progress from 2015-16 to 2016-17 on STAAR Writing at Approaching Grade Level

	All Students		African American		Hispanic		White		ELL		Econ. Disad.		Special Ed.	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Grade 4	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
Grade 7	NC	↓	↓	↓	NC	NC	NC	↓	↑	↑	↑	↓	↓	↓

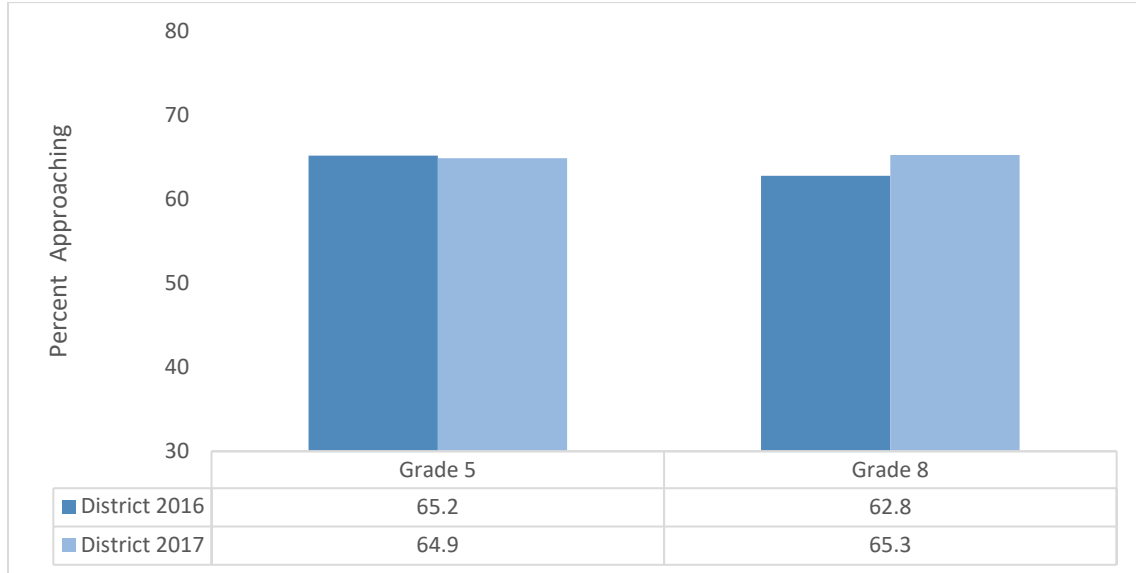
Source: Texas Assessment Management System.

Note: ↓ - negative change from 2016 to 2017. ↑ positive change from 2016 to 2017. NC – no change indicates a difference of one percentage point or less.

STAAR Science

Figure 22 presents STAAR science summary data for grades 5 and 8. The district showed an increase for grade 8 from 2016 to 2017.

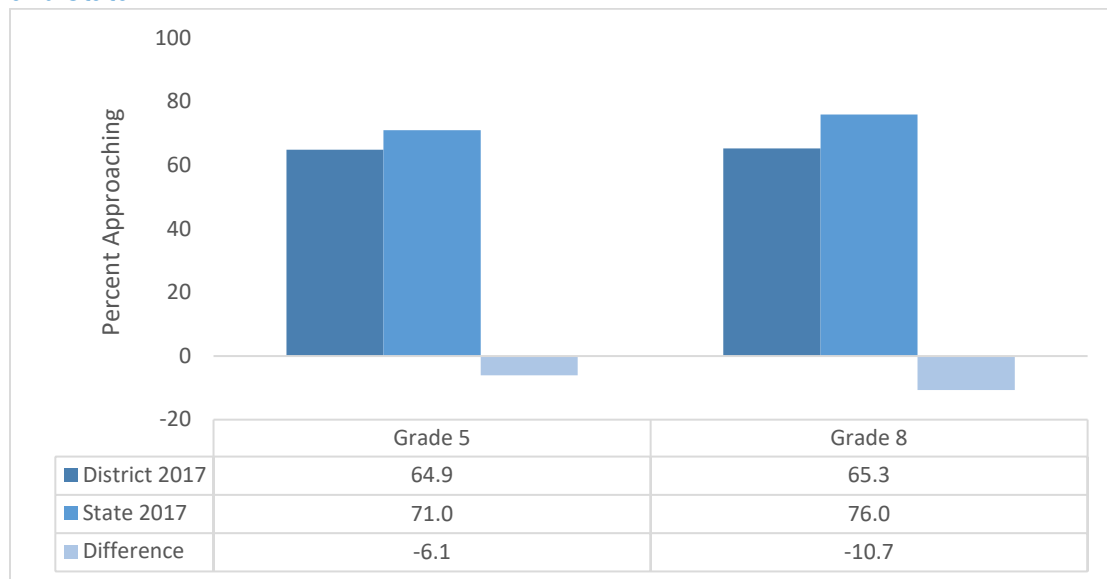
Figure 22: STAAR Science at Approaching Grade Level Grades 5 and 8, 2016 and 2017



Source: MyData Portal (OIR)

Figure 23 shows that the district did not meet the state averages for grades 5 and 8 on the STAAR science examination.

Figure 23. STAAR Science Students at the Approaching Grade Level by Grade, District, and State



Source: MyData Portal (OIR).

The following table shows district growth relative to state growth from 2015-16 to 2016-17. **Red** down arrows indicate a decrease in the percentage of students attaining satisfactory scores from 2015-16 to 2016-17, **green** up arrows indicate an increase from year-to-year, and **NC** indicates a change of one percentage point or less (Table 9).

Table 9: Summary of Progress from 2015-16 to 2016-17 on STAAR Science at Approaching Grade Level

	All Students		African American		Hispanic		White		ELL		Econ. Disad.		Special Ed.	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Grade 5	NC	↓	↑	NC	↓	↓	NC	↓	NC	↓	NC	↓	NC	↓
Grade 8	↑	↓	↑	↓	↑	↓	↑	NC	↑	↓	↑	↓	↑	↓

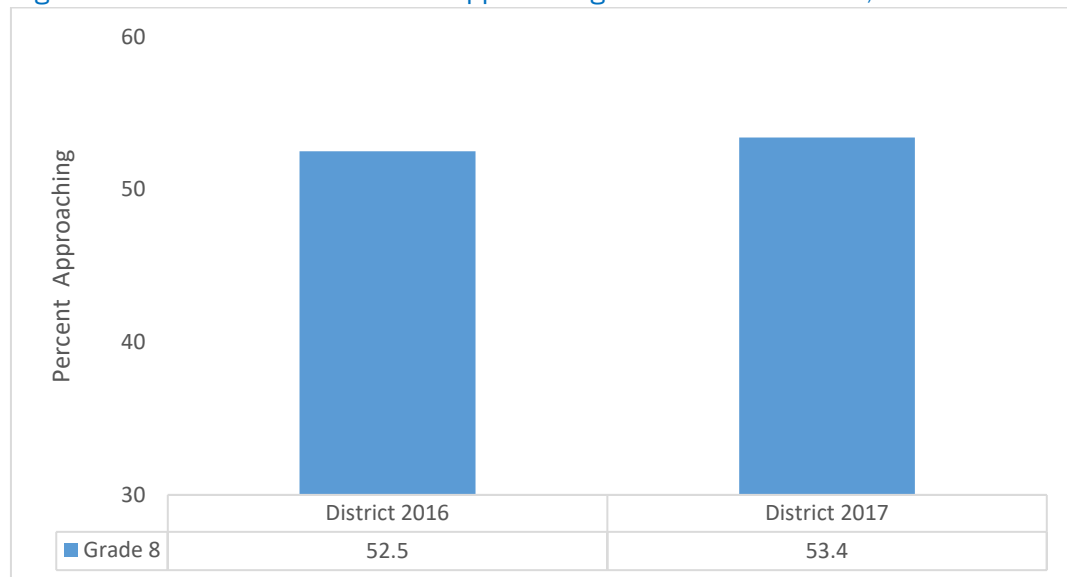
Source: Texas Assessment Management System.

Note: ↓ - negative change from 2016 to 2017. ↑ positive change from 2016 to 2017. **NC** – no change indicates a difference of one percentage point or less.

STAAR Social Studies

Figure 24 presents STAAR Social Studies summary data for grade 8. Grade 8 district students showed a slight increase in students who attained Approaching Grade Level from 2015-16 (52.5%) to 2016-17 (53.4%).

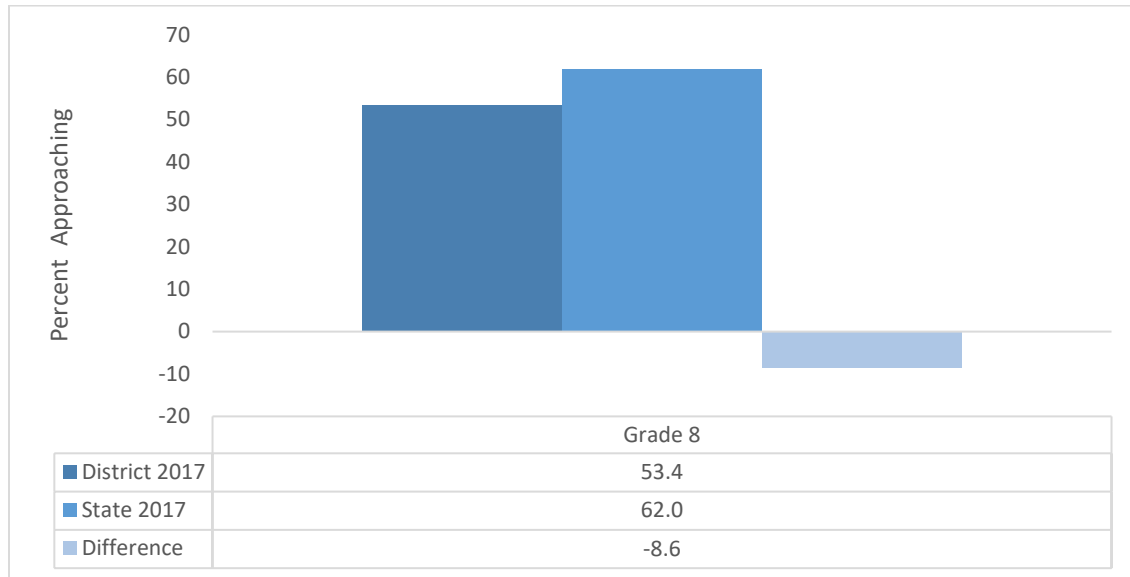
Figure 24: STAAR Social Studies at Approaching Grade Level Grade 8, 2016 and 2017



Source: MyData Portal (OIR)

Figure 25 shows that the district did not meet the state average for grade 8 on the STAAR social studies examination.

Figure 25: STAAR Social Studies Students at the Approaching Grade Level by District and State



Source: MyData Portal (OIR)

Note: ↓ - negative change from 2016 to 2017. ↑ positive change from 2016 to 2017 **NC** – no change indicates a difference of one percentage point or less

The following table shows district growth relative to state growth from 2015-16 to 2016-17. **Red** down arrows indicate a decrease in the percentage of students attaining satisfactory scores from 2015-16 to 2016-17, **green** up arrows indicate an increase from year-to-year, and **NC** indicates a change of one percentage point or less (Table 10).

Table 10: Summary of Progress from 2015-16 to 2016-17 on STAAR Social Studies Measures

	All Students		African American		Hispanic		White		ELL		Econ. Disad.		Special Ed.	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
Grade 8	NC	↓	↑	↓	NC	↓	↑	↓	↑	↓	↑	↓	↑	↓

Source: Texas Assessment Management System.

Note: ↓ - negative change from 2016 to 2017. ↑ positive change from 2016 to 2017. **NC** – no change indicates a difference of one percentage point or less.

STAAR EOC

STAAR End-of-Course (EOC) exams were given primarily in grades 9 and 10 for the 2016-17 school year. End-of-Course exams were given in English I, English II, Algebra I, Biology, and U.S. History. Tables 11 and 12, and Figures 26 through 30 present the 2015-16 and 2016-17 EOC achievement data by student groups at the approaching grade level standard (Level II Satisfactory). All Students, Hispanic, ELL and Economically Disadvantaged improved on English I EOC. All student groups except white improved on English II, Algebra I and U.S. History EOCs. All Students, Hispanic, ELL, Economically Disadvantaged and Special Education improved on Biology EOC.

Table 11: STAAR EOC Results at Approaching Grade Level for 2016 and 2017 by Subgroup

Student groups	English I		English II		Algebra I		Biology		U.S. History	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
All Students	57.6	58.7	57.8	60.3	77.7	83.5	84.9	86.4	91.5	92.8
African Am.	52.2	48.4	52.3	53.6	70.5	75.1	80.4	79.2	87.5	89.5
Hispanic	57.4	59.7	57.6	60.5	79.1	85.5	85.5	88.1	92.6	93.6
White	84.7	84.8	85.1	84.6	90.4	90.0	94.2	93.9	95.6	96.5
ELL	34.5	40.7	25.4	30.6	71.0	80.8	75.0	82.5	79.0	84.0
Econ. Disad.	57.4	58.6	56.0	59.6	78.2	84.4	85.7	86.9	91.1	92.7
Spec. Ed.	11.1	11.3	11.0	13.2	34.1	45.1	39.0	45.6	52.4	57.2

Source: MyData Portal (OIR).

Note: **Bold** is the larger of the two scores. Scores that differ by 1.0 or less were not bolded.

Table 12 compares the 2017 EOCs for the district with State results. Of the 35 State and district comparisons (five EOC and seven student groups) the district exceeded the State by more than one percentage point on all but five comparisons (Special Education on English I, Biology and U.S. History and All Students on English I and English II). District students scored above the state on Algebra I, Biology, and U.S. History but below the state on English I and II.

Table 12: STAAR EOC Results at Approaching Grade Level for 2017 by Subgroup and State

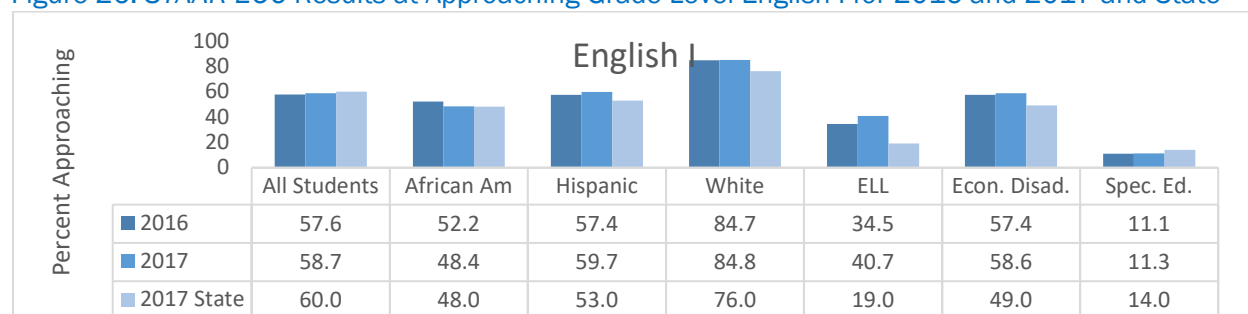
Student groups	English I		English II		Algebra I		Biology		U.S. History	
	District	State	District	State	District	State	District	State	District	State
All Students	58.7	60.0	60.3	62.0	83.5	82.0	86.4	85.0	92.8	92.0
African Am.	48.4	48.0	53.6	50.0	75.1	72.0	79.2	79.0	89.5	87.0
Hispanic	59.7	53.0	60.5	55.0	85.5	80.0	88.1	82.0	93.6	90.0
White	84.8	76.0	84.6	79.0	90.0	90.0	93.9	93.0	96.5	96.0
ELL	40.7	19.0	30.6	17.0	80.8	63.0	82.5	59.0	84.0	69.0
Econ. Disad.	58.6	49.0	59.6	51.0	84.4	77.0	86.9	80.0	92.7	88.0
Spec. Ed.	11.3	14.0	13.2	14.0	45.1	42.0	45.6	48.0	57.2	60.0

Note: **Bold** is the larger of the two scores. Scores that differ by 1.0 or less were not bolded.

Source: MyData Portal (OIR), Texas Assessment Management System.

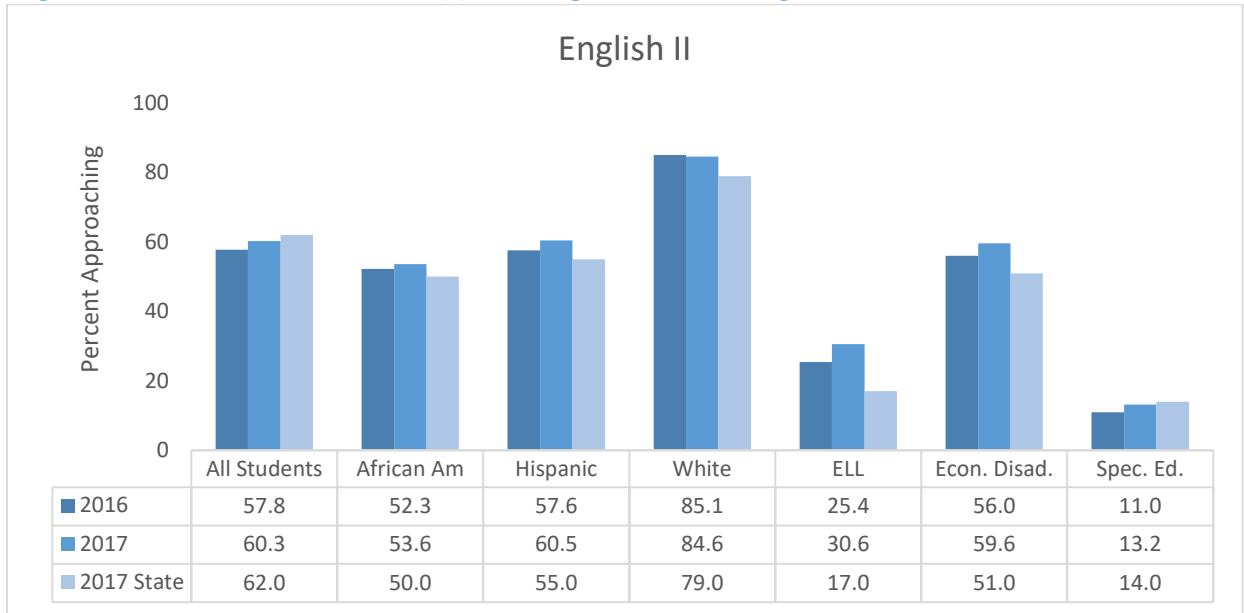
Figures 26 through 30 shows the comparison of the district in 2016 with 2017 and the State data for 2017. In 2017 district students scored above the State on Algebra I, Biology and U.S. History. District students scored lower than the State on English I and II.

Figure 26: STAAR EOC Results at Approaching Grade Level English I for 2016 and 2017 and State



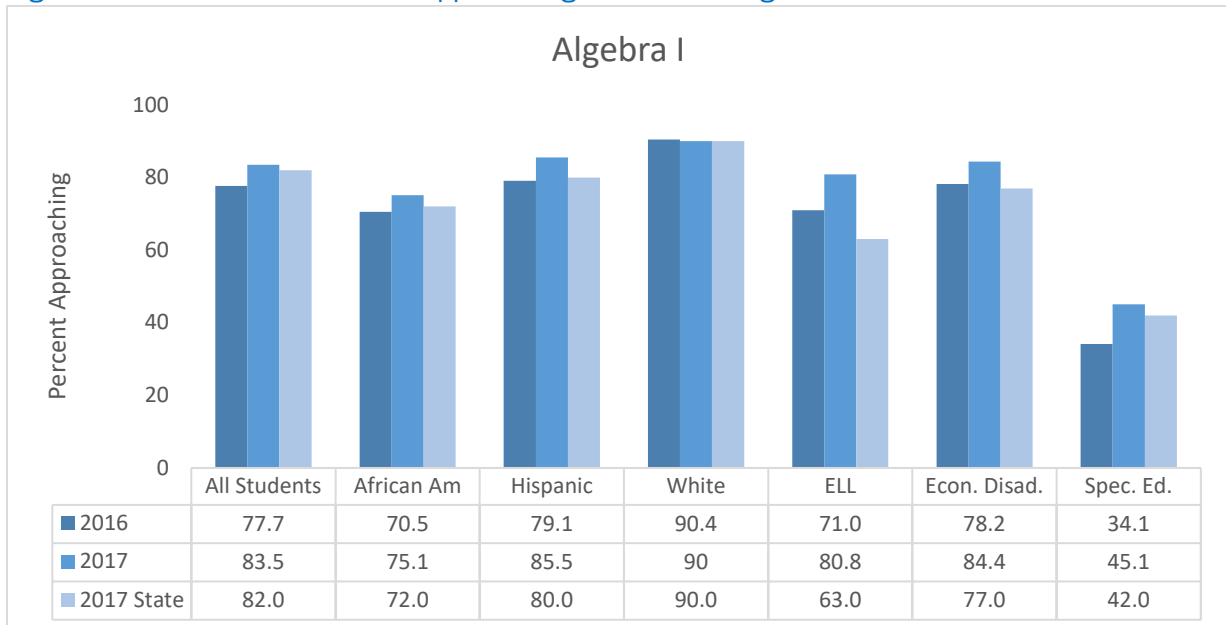
Source: Texas Assessment Management System. STAAR EOC student data file.

Figure 27: STAAR EOC Results at Approaching Grade Level English II for 2016 and 2017 and State



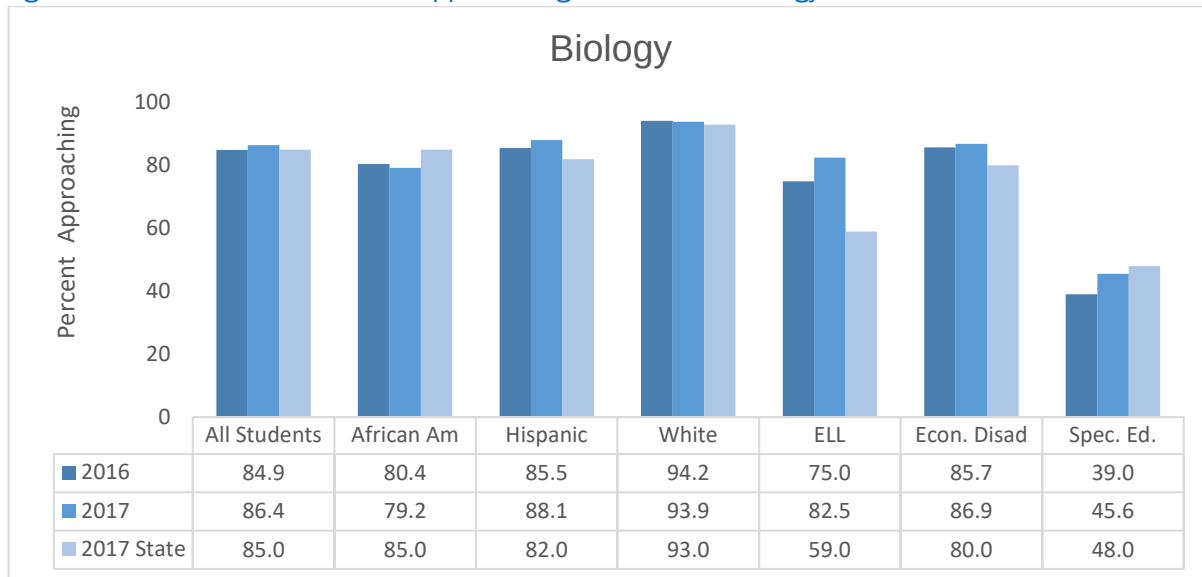
Source: Texas Assessment Management System. EOC student data file.

Figure 28: STAAR EOC Results at Approaching Grade Level Algebra I for 2016 and 2017 and State



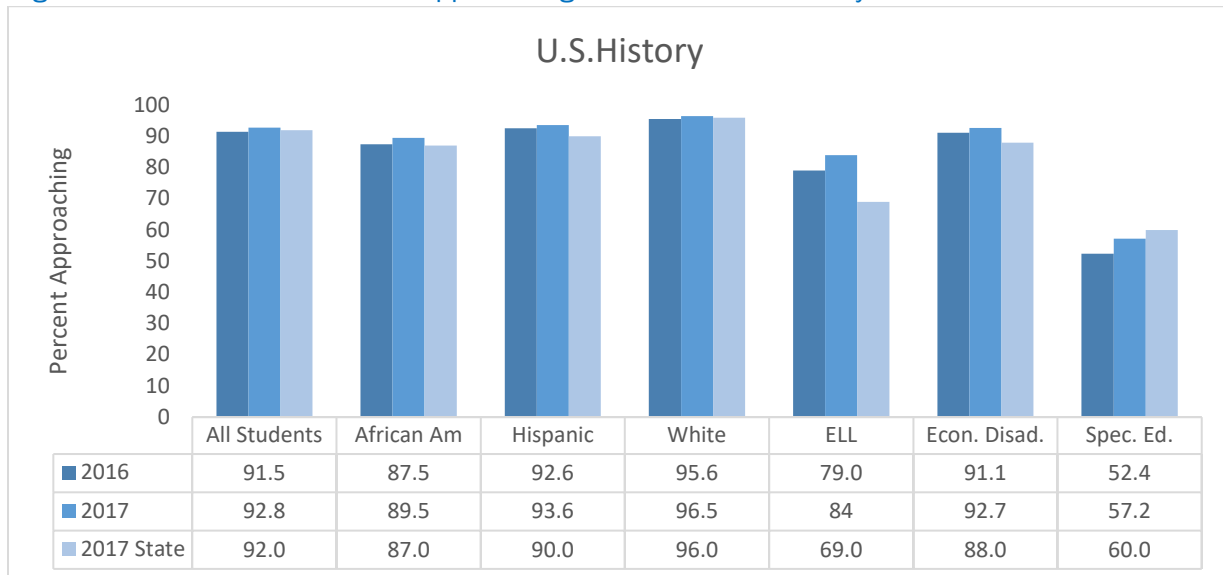
Source: Texas Assessment Management System. EOC data file.

Figure 29: STAAR EOC Results at Approaching Grade Level Biology for 2016 and 2017 and State



Source: Texas Assessment Management System. EOC student data file.

Figure 30: STAAR EOC Results at Approaching Grade Level U.S.History for 2016 and 2017 and State



Source: Texas Assessment Management System. EOC student data file

Texas Large City School Districts Comparisons

Tables 13 through 15 compare Dallas ISD with five other major Texas cities on STAAR reading and mathematics by individual grades and by all grades for reading, mathematics, writing, science and social studies. State comparison was also available.

Table 13 Summary of STAAR 3-8 Results at Approaching Grade Level by Subject and Texas Large City School Districts

	Reading	Mathematics	Writing	Science	Social Studies
State	71.3	74.9	65.5	73.5	62.0
Dallas	58.1	73.9	54.0	65.5	53.0
Austin	72.6	66.8	65.6	74.4	62.0
El Paso	70.8	73.5	65.5	71.5	57.0
Ft.Worth	59.7	61.6	54.1	61.9	51.0
Houston	63.3	69.4	60.7	66.5	53.0
San Antonio	51.6	53.3	47.1	54.9	36.0

Source: Texas Assessment Management System.

Table 14: STAAR Reading 3-8 at Approaching Grade Level by Grade and Texas Large City School Districts

	STAAR Reading 3-8					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State	72	70	71	67	72	76
Dallas	60	56	61	52	59	62
Austin	77	73	74	66	69	76
El Paso	74	74	74	63	68	72
Ft.Worth	60	59	61	57	61	60
Houston	64	61	64	58	65	68
San Antonio	54	51	52	44	52	57

Source: Texas Assessment Management System.

Table 15: STAAR Mathematics 3-8 at Approaching Grade Level by Grade and Texas Large City School Districts

	STAAR Mathematics 3-8					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State	76	75	81	75	68	74
Dallas	70	68	76	64	45	70
Austin	79	75	82	70	52	76
El Paso	78	77	84	70	64	67
Ft.Worth	62	62	71	60	40	67
Houston	71	69	76	69	64	65
San Antonio	58	54	63	51	46	45

Source: Texas Assessment Management System.

Attendance Rates

Attendance rate is a performance measure required for middle and elementary school campuses. Attendance rates were evaluated for trends across three school years (2014-15, 2015-16 and 2016-17). Data for these measures were extracted from the district's student database for all Dallas ISD schools (Table 16). The data indicated that the overall attendance rates for Dallas ISD, as well as the attendance rates for each ethnic group (All Students, African American, Hispanic, and white), met or exceeded the state's 90 percent standard. The overall attendance rate for each year examined (All Students) was 95 percent. The attendance rates below 90 percent were recorded for early childhood white students and grade 9 African American students in 2016-17; however, this did not lower district attendance rates below the state's 90 percent requirement.

Table 16: Attendance Rates for Dallas ISD by Grade, Ethnicity, and Year, 2015-2017

Year	Grade															Total
	EC	PK	KN	1	2	3	4	5	6	7	8	9	10	11	12	
All Students																
2014-15	91	95	96	96	97	97	97	97	96	95	94	94	94	94	94	95
2015-16	90	94	95	96	96	97	97	97	96	95	94	92	93	93	93	95
2016-17	90	93	95	96	96	97	97	97	96	95	94	91	92	93	94	95
African American																
2014-15	93	93	94	95	95	96	96	96	94	93	93	91	92	93	93	94
2015-16	92	93	91	94	95	95	96	95	94	93	93	89	91	92	93	93
2016-17	90	91	94	94	95	95	95	95	94	93	93	88	90	92	92	93
Hispanic																
2014-15	90	95	96	97	97	97	97	97	96	96	96	94	94	94	94	96
2015-16	90	96	95	96	97	97	97	97	96	95	95	92	93	93	94	95
2016-17	90	94	96	96	97	97	97	97	96	95	95	92	93	93	94	95
White																
2014-15	94	93	96	96	97	97	97	96	96	96	95	94	95	95	94	96
2015-16	89	95	93	96	96	96	96	96	96	95	95	93	94	95	94	95
2016-17	89	93	96	96	96	96	96	96	95	94	94	93	94	94	95	95

Note: **Red bold** indicates attendance rates below 90%.

Graduation Rates

The Dallas ISD graduation data were obtained from the Texas Education Agency (TEA) website. The high school graduation rate is calculated by using the number of students who graduated and the total number of students who should have graduated after four years in high school.

High school graduation rates were available for 2010-11 to 2015-16. Graduation rate is a lag variable meaning that the information is always a year behind; therefore, 2015-16 is the latest data available (Table 17).

In 2015-16, the graduation rate was 87.1 percent, an overall decrease of 0.8 percentage point from 2014-15. There was a slight decrease in graduation rate for both African American and Hispanic students in Dallas ISD, and an increase for special education students. There was a 0.1 percentage point increase in the student dropout rate from 2014-15 to 2015-16.

Table 17: High School Graduation Rates for Dallas ISD by Student Reporting Group for 2010-11 to 2015-16

High School Outcomes	African American	Hispanic	White	Free/reduced lunch	Special Education	English Language Learners	Total
2010-11							
Graduated	77.9	81.1	84.5	84.1	67.6	64.3	80.3
Grad.Plus	86.2	89.6	91.1	91.3	81.9	79.7	88.7
Received GED	86.2	89.6	91.1	91.3	81.9	79.7	88.7
Continued HS	8.1	8.0	4.6	6.9	14.2	15.2	7.9
Dropped Out	13.8	10.4	8.9	8.7	18.0	20.3	11.3
2011-12							
Graduated	80.7	84.5	84.5	86.1	68.0	69.3	83.2
Grad.Plus	87.0	91.2	91.3	91.8	81.4	81.7	89.8
Received GED	0.2	0.3	2.3	0.2	0.5	0.5	0.4
Continued HS	6.1	6.4	4.5	5.5	12.9	11.9	6.2
Dropped Out	13.0	8.8	8.7	8.2	18.6	18.3	10.2
2012-13							
Graduated	83.8	87.5	89.2	88.1	76.0	72.6	86.3
Grad.Plus	89.1	93.0	93.6	92.6	87.0	82.4	91.7
Received GED	0.1	0.1	0.8	0.0	0.1	0.0	0.1
Continued HS	5.1	5.4	3.5	4.4	10.9	9.8	5.3
Dropped Out	10.9	7.0	6.4	7.4	13.0	17.6	8.3
2013-14							
Graduated	84.6	88.2	86.9	87.7	73.7	71.9	86.9
Grad.Plus	89.3	92.7	91.5	92.0	87.1	80.5	91.6
Received GED	0.1	0.0	1.1	0.0	0.0	0.0	0.1
Continued HS	4.7	4.5	3.5	4.3	13.5	8.6	4.6
Dropped Out	10.7	7.3	8.5	8.0	12.9	19.5	8.4
2014-15							
Graduated	86.6	88.1	92.0	88.3	73.5	76.4	87.9
Grad.Plus	90.3	92.5	93.9	92.3	86.9	83.4	92.0
Received GED	0.1	0.1	0.2	0.1	0.3	0.0	0.1
Continued HS	3.6	4.4	1.7	3.9	13.1	7.1	4.0
Dropped Out	9.7	7.5	6.1	7.7	13.1	16.6	8.0
2015-16							
Graduated	86.5	87.2	91.0	88.2	74.1	74.9	87.1
Grad.Plus	91.0	92.1	94.5	92.6	88.3	82.9	91.8
Received GED	0.0	0.1	0.8	0.1	0.1	0.1	0.1
Continued HS	4.5	4.8	2.7	4.3	14.1	7.0	4.6
Dropped Out	9.0	7.9	5.5	7.5	11.7	11.7	8.1

Note: Grad Plus includes graduates, continuers, and GED recipients.

SUMMARY

The purpose of this report was to examine the academic achievement and progress of Title I students. This report contains comparisons of Title I students by grade and feeder pattern with district results. Comparisons were also made by major student groups. These student groups were: All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners (ELL) and Special Educations students. Comparisons were made for a two-year period when available and change scores were calculated. The following variables were used to determine the progress of Title I students: *Terranova* (previously the *Iowa Tests of Basic Skills; ITBS*) reading and mathematics for grades kindergarten, one and two; *SUPERA* (Spanish version of *TerraNova*) reading for grades kindergarten, one and two; and *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight. *STAAR End-of-Course (EOC)* examinations were given primarily in grades nine and ten. The five *EOC* examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

The purpose of Title I was “to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” For the 2016-17 school year, campus allocations were reduced approximately \$15 million; non-campus allocations remained approximately the same. This resulted in an overall reduction of approximately \$11 million in Title I funds to the district for the 2016-17 school year.

A total of 157,853 students were enrolled in 228 Dallas ISD schools. Fifty-five (55%) percent of the students were elementary school students, 20 percent were middle school students, and 25 percent were high school students. For the 2016-17 school year, all Dallas ISD schools were considered Title I schools (i.e. all Title I programs were districtwide or schoolwide programs). Under ESSA, Title I funding is given to schools where at least 40 percent of the children in the school attendance area come from low-income families or to schools where 40 percent of the student population is low-income. Seven district schools had less than 40 percent of the student population classified as low-income in 2016-17. These schools were: Townview TAG (36.4% low income), George B. Dealey (33.0%), William B. Travis M.S. (27.6%), Booker T. Washington (24.2%), Stonewall Jackson (23.0%), William B. Travis E.S. (22.4%), and Lakewood (10.1%). The seven schools have a total population of 2,803 students, which is 1.8 percent of the total enrollment.

There were 10,445 full-time teachers in 228 schools in the Dallas ISD for the 2016-17 school year. This included 6,102 elementary school teachers, 1,776 middle school teachers, 2,352 high school teachers and 215 teachers (dyslexia services, student services, special education, etc.) providing services across school levels. There were more female teachers (7,416; 71%) than male teachers (3,029; 29%). Thirty-six percent (36%) of the teachers were African American, 31 percent were white and 29 percent were Hispanic. Ten percent (10%) of the teachers had Alternative Certifications (AC) in 2016-17, up from nine percent (9%) in 2015-16. The median number of years of experience in the Dallas ISD for Title I teachers was four

years. This number held steady from the 2015-16 school year, when there was a decrease from five years' average teaching experience in 2014-15 and a further decrease from seven years in 2013-14. The majority of teachers had Bachelor degrees (65%); another 26 percent had Master degrees.

TerraNova mathematics and reading tests were administered to kindergarten through second grade students.. On the *TerraNova* mathematics examination, students performed at a similar level with last years' students for kindergarten, first, and second grades (at or above the 40th percentile rank). The largest difference from last year to this year was for grade 1 (52.2% vs. 54.4%). On the *TerraNova* reading examination, students showed a decrease in performance for kindergarten, first, and second grades. The largest reading difference was also at grade 1 (66.5% vs. 63.3%). Slight decreases were shown from last year to this year for students in kindergarten and grade 1 on *SUPERA* reading. Grade 2 students showed an increase (43.9% vs. 46.9%).

The State of Texas Assessments of Academic Readiness (STAAR) progress measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure is based on a comparison of a student's test score last year with his or her test score this year. For *STAAR*, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score a student achieved in the current year. Individual student progress is then categorized as *Did Not Meet*, *Met*, or *Exceeded* in 2015-16 and *Limited*, *Expected* or *Accelerated* in 2016-17. In 2017, progress measures were available for *STAAR* for reading and mathematics in grades 4-8, English II *EOC*, and Algebra I *EOC*. Fewer students received the Met standard or the Expected equivalent on reading progress measures in 2016-17 (40.5%) than in 2015-16 (42.9%).

Of the six grades that were required to take the *STAAR* reading examination (grades 3-8), four had higher percentages of students with Approaching Grade Level performance when compared to 2015-16. District students showed increases from one year to the next for grades 3, 5, 6 and 7. Combined grades 3 through 8 showed no differences from last year (63.5 vs. 64.0). The district did not meet state averages with the exception of grade 5 on the *STAAR* reading exams. Grades 6 and 7 had the largest discrepancy between district and state scores. District students showed increases from one year to the next for all grades on *STAAR* mathematics. The largest increase was at the eighth grade. Grade 8 outperformed the State on *STAAR* mathematics. Grade 7 had the largest difference between district and State of 22.6 percentage points. The district showed a decrease from one year to the next for grade 4 and an increase for grade 7 on the *STAAR* writing examinations. The district did not meet the state averages for grades 4 or 7 on the *STAAR* writing examination. *STAAR* science summary data for grades 5 and 8 showed an increase for grade 8 from 2016 to 2017, while grade 5 remained the same. The district did not meet the state averages for grades 5 and 8 on the *STAAR* science examination. Grade 8 district students showed a slight increase in students who attained Approaching Grade Level from 2015-16 (52.5%) to 2016-17 (53.4%) on *STAAR* social studies. The district did not meet the state average for grade 8 on the *STAAR* social studies examination.

STAAR End-of-Course (EOC) exams were given primarily in grades 9 and 10 for the 2016-17 school year. *End-of-Course* exams were given in English I, English II, Algebra I, Biology, and U.S. History. All Students, Hispanic, ELL and Economically Disadvantaged improved on English I EOC. All student groups except white improved on English II, Algebra I and U.S. History EOCs. All Students, Hispanic, ELL, Economically Disadvantaged and Special Education improved on Biology EOC. Of the 35 State and district comparisons (five EOC and seven student groups) the district exceeded the State by more than one percentage point on all but five comparisons (Special Education on English I, Biology and U.S. History and English I and English II for All Students).

Of the 35 State and district comparisons (five EOC and seven student groups) the State exceeded the district on only five comparisons (Special Education on English I, Biology, U.S. History and English I and English II for All Students).

The data indicated that the overall attendance rates for Dallas ISD, as well as the attendance rates for each ethnic group (All Students, African American, Hispanic, and white,), met or exceeded the state's 90 percent standard. The attendance rates below 90 percent were recorded for white early childhood students and African American grade 9 students in 2016-17; however, this did not lower district attendance rates below the state's 90 percent requirement.

The Title I evaluation includes this overall report as well as separate reports for Academic Leadership and Coaching, African American Success Initiative, College and Career Readiness, Cottrell House, Early Learning, HIPPY, McKinney Vento Homeless Education, Leadership Development, Office of Family and Community Engagement, Promise House, Reasoning Mind, Translation Services, Transition Services, and Youth and Family Centers. All reports are available at <https://www.dallasisd.org/Page/42559>.

Additional measures of Title I student success including district students' academic preparation for college, as measured by participation rates and performance of students on the *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)*, the *American College Test (ACT)* and the *Scholastic Aptitude Test (SAT)*, can be found in the 2016-17 evaluation reports EA17-520-4.2, EA17-520-4.3, and EA17-520-4.5. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2016-17 evaluation report EA17-126-2. Measures of Title I Special Education students' success can be found in the Evaluation of Special Education Program report EA17-519-2. Measures of early learning success can be found in the 2016-17 Early Learning report EA17-170-2.

APPENDICES

Appendix A

Appendix A: Table 1. Number and Percentage of Students by Ethnicity and Year

District Enrollment by Ethnicity, 2004-05 to 2016-17									
Year	African American		Hispanic		White		Asian		Total
	N	%	N	%	N	%	N	%	N
2004-05	44,967	30%	94,122	64%	7,359	5%	1,467	1%	148,307
2005-06	46,136	31%	96,435	64%	6,793	5%	1,341	1%	151,049
2006-07	43,899	29%	96,985	65%	6,305	4%	1,267	1%	148,907
2007-08	43,083	29%	99,279	66%	5,912	4%	1,276	1%	149,831
2008-09	41,418	28%	100,230	67%	5,673	4%	1,425	1%	149,051
2009-10	39,365	27%	102,281	69%	5,100	3%	1,620	1%	148,658
2010-11	38,189	26%	102,895	69%	5,212	4%	1,701	1%	148,354
2011-12	37,925	25%	106,876	70%	5,543	4%	1,590	1%	153,354
2012-13	37,794	24%	110,301	70%	7,351	5%	1,863	1%	158,777
2013-14	37,420	23%	111,454	70%	7,488	5%	1,960	1%	159,760
2014-15	36,682	23%	112,517	70%	7,498	5%	2,055	1%	160,209
2015-16	35,392	23%	111,007	71%	7,580	5%	2,127	1%	158,647
2016-17	35,581	23%	110,817	70%	7,743	5%	2,183	1%	157,853

Note: Rows in this table will not add to final column "Total" because groups comprising less than one percent of total district enrollment are not displayed here. Total N (Total N column) in this table represents the official district total enrollment for that year based on October Piems files.

Appendix A: Table 2. Number and Percentage of ELL Students by Status and Grade

English Language Learners Status by Grade Level, 2016-17									
Grade	Non-ELLs		ELLs		Exited 1st Year		Exited 2nd Year		Total N
	N	%	N	%	N	%	N	%	
EC	299	92.0	26	8.0		0.0		0.0	325
PK	5,680	50.9	5,471	49.1		0.0		0.0	11,151
KN	5,664	49.3	5,822	50.7		0.0		0.0	11,486
1	6,152	49.8	6,194	50.2		0.0		0.0	12,346
2	6,650	51.1	6,353	48.9		0.0		0.0	13,003
3	6,706	50.7	6,515	49.3		0.0		0.0	13,221
4	6,505	50.4	6,414	49.6		0.0		0.0	12,919
5	6,049	49.3	6,226	50.7	1	0.0		0.0	12,276
6	5,225	47.9	5,478	50.2	212	1.9	2	0.0	10,917
7	4,891	46.9	5,118	49.1	232	2.2	183	1.8	10,424
8	4,908	48.2	4,638	45.5	165	1.6	78	4.7	10,189
9	6,472	53.1	4,835	39.7	415	3.4	464	3.8	12,186
10	6,823	64.0	3,075	28.8	468	4.4	299	2.8	10,665
11	6,536	72.2	1,934	21.4	197	2.2	380	4.2	9,047
12	6,230	80.9	1,244	16.2	43	0.6	181	2.4	7,698
Total	84,790	53.7	69,343	43.9	1,733	1.1	1,987	1.3	157,853

Appendix B

Appendix B: Table 1. Grade KN Reading TerraNova and SUPERA by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District								
TerraNova	79.4	77.8	77.7	74.8	77.5	77.7	91.6	89.7
SUPERA	87.6	85.8			87.6	85.8		
Adams, B.								
TerraNova	83.4	81.1	84.0	74.5	79.5	78.8	88.6	92.6
SUPERA	90.6	85.0			90.6	85.0		
Adamson								
TerraNova	75.0	73.8	81.8	71.4	75.3	73.6	N/A	N/A
SUPERA	84.3	89.8			84.3	89.8		
Molina								
TerraNova	79.3	84.4	69.2	100.0	80.8	83.7	N/A	N/A
SUPERA	87.0	87.8			87.0	87.8		
Hillcrest								
TerraNova	80.7	90.6	79.2	93.5	76.1	84.9	89.8	93.9
SUPERA	92.3	96.1			92.3	96.1		
Jefferson								
TerraNova	69.7	79.2	76.2	72.7	67.7	80.4	83.3	N/A
SUPERA	88.1	89.5			88.1	89.5		
Kimball								
TerraNova	72.3	85.0	66.3	86.5	74.2	84.0	90.9	
SUPERA	86.7	85.9			86.7	85.9		
Lincoln								
TerraNova	98.0	87.1	97.8	87.7	100.0	81.3	N/A	
SUPERA	96.7	95.0			96.7	95.0		
Pinkston								
TerraNova	70.7	85.6	63.6	81.5	74.2	86.5	N/A	N/A
SUPERA	86.7	87.3			86.7	87.3		
Roosevelt								
TerraNova	78.5	85.1	80.5	83.2	72.1	91.2	N/A	
SUPERA	83.8	75.6			83.8	75.6		
Samuell								
TerraNova	75.3	82.9	71.3	78.4	77.2	85.9	90.0	N/A
SUPERA	84.7	78.5			84.7	78.5		
Seagoville								
TerraNova	81.7	83.0	86.2	86.0	77.4	78.6	83.6	86.6
SUPERA	72.5	88.2			72.5	88.2		
SOC								
TerraNova	85.3	89.6	84.9	90.6	88.5	86.8	N/A	N/A
SUPERA	92.8	89.3			92.8	89.3		
Spruce								
TerraNova	78.6	87.4	80.2	87.6	75.2	87.4	95.5	80.0
SUPERA	88.5	90.3			88.5	90.3		
Sunset								
TerraNova	86.3	85.9	94.1	80.0	84.7	83.8	94.7	97.6
SUPERA	86.9	85.3			86.9	85.3		
White								
TerraNova	85.5	84.5	87.2	90.3	79.6	81.8	95.4	83.0
SUPERA	86.6	82.7			86.6	82.7		
Wilson								
TerraNova	92.2	93.5	74.2	82.6	85.6	89.2	98.3	95.7
SUPERA	91.8	83.2			91.8	83.2		

Appendix B: Table 1. Grade KN Reading *TerraNova* and *SUPERA* (continued)

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Carter								
<i>TerraNova</i>	92.2	80.8	74.2	87.9	85.6	61.1	98.3	N/A
<i>SUPERA</i>	91.8	81.0			91.8	81.0		
North Dallas								
<i>TerraNova</i>	74.6	75.1	66.3	68.6	79.1	79.3	83.3	84.6
<i>SUPERA</i>	93.2	86.3			93.2	86.3		
Skyline								
<i>TerraNova</i>	66.8	77.2	65.7	76.9	67.1	75.6	66.8	81.8
<i>SUPERA</i>	84.4	83.6			84.4	83.6		
Conrad								
<i>TerraNova</i>	68.1	63.5	67.5	58.9	65.2	80.0	76.9	N/A
<i>SUPERA</i>	82.8	84.2			82.8	84.2		
Madison								
<i>TerraNova</i>	71.9	82.4	72.0	81.8	69.7	N/A	N/A	N/A
<i>SUPERA</i>	98.5	83.3			98.5	83.3		
Wilmer-Hutchins								
<i>TerraNova</i>	8.2	70.7	72.3	69.8	97.3	N/A	N/A	N/A
<i>SUPERA</i>	85.3	90.0			85.3	90.0		
ACE*								
<i>TerraNova</i>	86.7	79.1	85.7	77.6	89.1	90.9	83.3	N/A
<i>SUPERA</i>	85.9	88.5			85.9	88.5		
ISN*								
<i>TerraNova</i>		77.9		77.8		78.6		81.8
<i>SUPERA</i>		80.2				80.2		
T&I*								
<i>TerraNova</i>		94.8		100.0		89.8		100.0
<i>SUPERA</i>		96.0				96.0		

Source: Data were extracted from the *TerraNova* Student Database 2017.

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation, N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup. *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools. KN=kindergarten.

Appendix B: Table 2. Grade 1 Reading *TerraNova* and *SUPERA* by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District								
<i>TerraNova</i>	66.5	63.3	63.2	58.0	65.3	62.3	84.0	83.1
<i>SUPERA</i>	87.9	87.7			87.9	87.7		
Adams, B.								
<i>TerraNova</i>	66.0	73.5	53.6	64.0	68.0	72.8	82.1	84.9
<i>SUPERA</i>	84.3	89.6			84.3	89.6		
Adamson								
<i>TerraNova</i>	64.7	57.1	N/A	75.0	66.3	56.5	N/A	N/A
<i>SUPERA</i>	90.7	87.6			90.7	87.6		
Molina								
<i>TerraNova</i>	63.9	74.2	52.4	N/A	65.0	73.8	N/A	100.0
<i>SUPERA</i>	86.1	88.1			86.1	88.1		
Hillcrest								
<i>TerraNova</i>	85.1	88.0	88.5	84.3	82.5	83.3	85.8	94.7
<i>SUPERA</i>	91.3	95.2			91.3	95.2		
Jefferson								
<i>TerraNova</i>	58.4	62.7	60.0	67.9	58.2	61.5	N/A	N/A
<i>SUPERA</i>	87.0	90.8			87.0	90.8		
Kimball								
<i>TerraNova</i>	61.3	63.7	58.7	57.4	62.5	65.2	N/A	71.4
<i>SUPERA</i>	85.3	85.4			85.3	85.4		
Lincoln								
<i>TerraNova</i>	75.6	64.9	77.4	64.2	62.5	71.4	N/A	
<i>SUPERA</i>	93.5	91.7			93.5	91.7		
Pinkston								
<i>TerraNova</i>	60.3	65.7	51.5	58.1	67.5	67.2	N/A	N/A
<i>SUPERA</i>	85.7	86.1			85.7	86.1		
Roosevelt								
<i>TerraNova</i>	66.2	70.5	69.3	71.8	56.3	70.0	N/A	N/A
<i>SUPERA</i>	92.3	80.3			92.3	80.3		
Samuell								
<i>TerraNova</i>	69.1	67.6	62.2	69.3	73.7	65.9	81.3	71.4
<i>SUPERA</i>	86.7	83.6			86.7	83.6		
Seagoville								
<i>TerraNova</i>	64.7	73.8	69.1	75.5	52.0	70.3	N/A	78.6
<i>SUPERA</i>	89.6	91.2			86.1	91.2		
SOC								
<i>TerraNova</i>	68.6	73.6	71.3	76.0	58.2	66.0	N/A	100.0
<i>SUPERA</i>	86.1	82.6			86.1	82.6		
Spruce								
<i>TerraNova</i>	62.1	74.8	71.8	69.3	58.2	78.7	N/A	80.0
<i>SUPERA</i>	94.1	92.4			94.1	92.4		
Sunset								
<i>TerraNova</i>	72.0	80.0	N/A	75.0	68.0	77.8	95.0	96.9
<i>SUPERA</i>	84.8	84.4			84.8	84.4		
White								
<i>TerraNova</i>	77.9	75.4	68.9	82.4	73.4	65.3	92.9	82.8
<i>SUPERA</i>	84.1	88.9			84.1	88.9		
Wilson								
<i>TerraNova</i>	82.3	88.7	73.3	77.8	67.8	72.1	94.2	97.5
<i>SUPERA</i>	87.3	90.6			87.3	90.6		

(table continues)

Appendix B: Table 2. Grade 1 Reading *TerraNova* and *SUPERA* (continued)

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Carter								
<i>TerraNova</i>	66.6	82.5	67.3	82.6	63.2	79.5	N/A	N/A
<i>SUPERA</i>	84.9	86.1			84.9	86.1		
North Dallas								
<i>TerraNova</i>	59.8	61.1	54.1	62.9	61.5	56.8	72.7	66.7
<i>SUPERA</i>	88.5	93.8			88.5	93.8		
Skyline								
<i>TerraNova</i>	54.8	68.4	52.2	68.2	57.4	66.0	75.0	85.7
<i>SUPERA</i>	89.9	86.9			89.9	86.9		
Conrad								
<i>TerraNova</i>	51.7	70.0	57.4	74.4	42.1	58.1	81.3	60.0
<i>SUPERA</i>	79.7	82.2			79.7	82.2		
Madison								
<i>TerraNova</i>	65.0	65.9	62.8	62.5	73.5	N/A	N/A	N/A
<i>SUPERA</i>	82.6	100.0			82.6	100.0		
Wilmer-Hutchins								
<i>TerraNova</i>	66.3	55.0	59.0	55.3	79.0	N/A	88.9	
<i>SUPERA</i>	81.3	66.7			81.3	66.7		
ACE*								
<i>TerraNova</i>	66.4	72.2	62.8	71.9	76.4	69.0	N/A	83.3
<i>SUPERA</i>	90.0	97.4			90.0	97.4		
ISN*								
<i>TerraNova</i>		57.1		55.4		62.2		75.0
<i>SUPERA</i>		81.2				81.2		
T&I*								
<i>TerraNova</i>		88.5		83.3		88.7		89.4
<i>SUPERA</i>		74.1				74.1		

Source: Data were extracted from the *TerraNova* Student Database 2017.

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation, N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup. *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools KN=kindergarten.

Appendix B: Table 3. Grade 2 Reading *TerraNova* and *SUPERA* by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District								
<i>TerraNova</i>	61.0	60.0	52.3	51.6	63.5	62.2	85.1	84.0
<i>SUPERA</i>	43.9	46.9			43.9	46.9		
Adams, B.								
<i>TerraNova</i>	70.3	69.2	53.0	47.2	74.2	74.7	86.3	86.4
<i>SUPERA</i>	46.6	53.6			46.6	53.6		
Adamson								
<i>TerraNova</i>	49.2	63.0	62.5	N/A	49.5	66.0	N/A	N/A
<i>SUPERA</i>	34.5	39.1			34.5	39.1		
Molina								
<i>TerraNova</i>	61.8	75.9	63.3	N/A	61.4	75.5	N/A	N/A
<i>SUPERA</i>	41.3	50.3			41.3	50.3		
Hillcrest								
<i>TerraNova</i>	77.0	87.5	73.5	83.7	70.2	85.2	94.7	93.4
<i>SUPERA</i>	53.4	50.0			53.4	50.0		
Jefferson								
<i>TerraNova</i>	62.9	60.2	48.6	60.5	64.9	59.7	66.7	N/A
<i>SUPERA</i>	46.1	49.4			46.1	49.4		
Kimball								
<i>TerraNova</i>	64.0	74.6	55.4	64.9	68.3	78.4	83.3	N/A
<i>SUPERA</i>	39.1	46.7			39.1	46.7		
Lincoln								
<i>TerraNova</i>	61.8	64.8	61.1	70.5	72.0	40.7	N/A	N/A
<i>SUPERA</i>	55.6	57.1			55.6	57.1		
Pinkston								
<i>TerraNova</i>	59.9	66.7	40.5	50.0	69.5	70.1	N/A	N/A
<i>SUPERA</i>	40.8	42.9			40.8	42.9		
Roosevelt								
<i>TerraNova</i>	50.6	64.2	53.6	62.6	45.6	65.9	N/A	N/A
<i>SUPERA</i>	39.4	46.7			39.4	46.7		
Samuell								
<i>TerraNova</i>	61.2	64.9	56.1	56.6	65.7	70.0	53.8	100.0
<i>SUPERA</i>	45.0	41.9			45.0	41.9		
Seagoville								
<i>TerraNova</i>	69.3	61.9	67.6	68.5	64.4	53.6	80.8	67.5
<i>SUPERA</i>	42.4	48.7			42.4	48.7		
SOC								
<i>TerraNova</i>	51.5	71.0	48.4	70.7	59.0	69.2	N/A	100.0
<i>SUPERA</i>	41.4	49.1			41.4	49.1		
Spruce								
<i>TerraNova</i>	55.1	65.0	57.1	56.1	60.5	72.9	63.2	64.3
<i>SUPERA</i>	49.7	50.2			49.7	50.2		
Sunset								
<i>TerraNova</i>	65.7	80.4	64.6	100.0	64.8	78.0	88.2	97.1
<i>SUPERA</i>	47.0	41.6			47.0	41.6		
White								
<i>TerraNova</i>	74.3	75.6	73.0	73.1	69.3	71.2	88.7	89.5
<i>SUPERA</i>	49.9	46.5			49.9	46.5		
Wilson								
<i>TerraNova</i>	84.4	86.8	73.0	65.0	69.5	75.0	95.9	97.8
<i>SUPERA</i>	31.2	37.9			31.2	37.9		

(table continues)

Appendix B: Table 3. Grade 2 Reading *TerraNova* and *SUPERA* (continued)

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Carter								
<i>TerraNova</i>	52.8	69.3	50.8	73.8	64.2	56.8	N/A	N/A
<i>SUPERA</i>	45.2	47.5			45.2	47.5		
North Dallas								
<i>TerraNova</i>	52.7	63.5	52.5	52.1	51.2	70.0	50.0	62.5
<i>SUPERA</i>	44.0	51.3			44.0	51.3		
Skyline								
<i>TerraNova</i>	50.6	62.9	45.7	59.8	56.3	66.5	50.0	63.6
<i>SUPERA</i>	39.0	48.6			39.0	48.6		
Conrad								
<i>TerraNova</i>	45.3	59.9	51.9	64.0	40.6	55.9	62.5	62.5
<i>SUPERA</i>	42.5	44.5			42.5	44.5		
Madison								
<i>TerraNova</i>	42.4	54.5	41.6	55.3	47.2	75.0	N/A	N/A
<i>SUPERA</i>	35.7	23.5			35.7	23.5		
Wilmer-Hutchins								
<i>TerraNova</i>	57.7	37.3	53.5	37.3	64.8	N/A	87.5	N/A
<i>SUPERA</i>	34.6	N/A			34.6	N/A		
ACE*								
<i>TerraNova</i>	52.2	69.0	51.5	66.4	57.7	72.3	N/A	N/A
<i>SUPERA</i>	47.9	48.1			47.9	48.1		
ISN*								
<i>TerraNova</i>		58.5		55.9		64.7		69.2
<i>SUPERA</i>		40.4				40.4		
T&I*								
<i>TerraNova</i>		87.6		90.0		79.3		95.1
<i>SUPERA</i>		60.0				60.0		

Source: Data were extracted from the *TerraNova* Student Database 2017.

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation, N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup. *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools KN=kindergarten.

Appendix B: Table 4. Grade KN-2 Reading *TerraNova* and *SUPERA* by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District								
<i>TerraNova</i>	68.5	66.5	63.9	60.8	68.3	66.6	86.9	85.7
<i>SUPERA</i>	72.7	73.2			72.7	73.2		
Adams, B.								
<i>TerraNova</i>	72.9	74.5	63.0	61.1	73.4	75.4	85.8	88.3
<i>SUPERA</i>	75.5	76.0			75.5	76.0		
Adamson								
<i>TerraNova</i>	57.1	63.3	61.3	57.7	61.3	64.1	57.1	N/A
<i>SUPERA</i>	69.5	73.3			69.5	73.3		
Molina								
<i>TerraNova</i>	75.0	77.8	63.3	75.0	68.3	77.3	75.0	100.0
<i>SUPERA</i>	70.1	74.8			70.1	74.8		
Hillcrest								
<i>TerraNova</i>	81.0	88.7	80.6	87.4	76.5	84.5	89.8	94.1
<i>SUPERA</i>	78.8	79.6			78.8	79.6		
Jefferson								
<i>TerraNova</i>	63.6	66.1	61.9	65.9	63.7	65.9	66.7	81.8
<i>SUPERA</i>	73.9	76.6			73.9	76.6		
Kimball								
<i>TerraNova</i>	65.5	74.1	59.7	68.9	67.8	75.7	78.3	75.0
<i>SUPERA</i>	69.6	71.9			69.6	71.9		
Lincoln								
<i>TerraNova</i>	77.6	71.8	78.4	73.9	76.4	58.2	N/A	N/A
<i>SUPERA</i>	83.0	83.7			83.0	83.7		
Pinkston								
<i>TerraNova</i>	63.3	72.1	51.5	61.0	70.3	74.2	50.0	64.3
<i>SUPERA</i>	71.4	71.8			71.4	71.8		
Roosevelt								
<i>TerraNova</i>	63.9	73.2	66.9	72.5	56.0	75.0	50.0	N/A
<i>SUPERA</i>	70.1	67.3			70.1	67.3		
Samuell								
<i>TerraNova</i>	68.2	70.7	63.1	66.7	72.0	73.0	74.4	85.0
<i>SUPERA</i>	72.2	67.6			72.2	78.467.6		
Seagoville								
<i>TerraNova</i>	69.7	72.7	73.5	76.5	63.5	67.8	75.1	76.9
<i>SUPERA</i>	72.5	77.2			72.5	77.2		
SOC								
<i>TerraNova</i>	66.7	77.5	66.8	78.8	64.7	72.5	87.5	100.0
<i>SUPERA</i>	73.7	73.2			73.7	73.2		
Spruce								
<i>TerraNova</i>	65.1	82.0	63.5	69.9	65.6	78.9	72.6	74.4
<i>SUPERA</i>	77.3	76.8			77.3	76.8		
Sunset								
<i>TerraNova</i>	73.9	82.0	81.6	83.3	71.4	79.7	93.7	96.3
<i>SUPERA</i>	71.9	69.2			71.9	69.2		
White								
<i>TerraNova</i>	78.9	78.1	74.1	81.8	73.4	72.1	92.1	85.5
<i>SUPERA</i>	74.0	72.4			74.0	72.4		
Wilson								
<i>TerraNova</i>	86.1	89.6	73.5	75.4	73.6	77.0	96.1	96.9
<i>SUPERA</i>	68.4	70.0			68.4	70.0		

(table continues)

Appendix B: Table 4. Grade KN-2 Reading *TerraNova* and *SUPERA* (continued)

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Carter								
<i>TerraNova</i>	66.2	77.5	65.7	81.2	68.8	65.5	N/A	N/A
<i>SUPERA</i>	71.5	72.5			71.5	72.5		
North Dallas								
<i>TerraNova</i>	61.2	66.4	56.8	60.8	62.3	68.1	69.7	77.8
<i>SUPERA</i>	74.8	75.3			74.8	75.3		
Skyline								
<i>TerraNova</i>	57.1	68.9	54.3	67.9	59.9	68.9	63.0	75.9
<i>SUPERA</i>	70.5	73.4			70.5	73.4		
Conrad								
<i>TerraNova</i>	54.5	64.4	58.7	66.0	49.5	63.5	73.3	65.2
<i>SUPERA</i>	67.3	70.1			67.3	70.1		
Madison								
<i>TerraNova</i>	58.9	66.4	58.0	65.8	63.1	85.7	N/A	N/A
<i>SUPERA</i>		63.4				63.4		
Wilmer-Hutchins								
<i>TerraNova</i>	66.6	54.3	61.4	54.4	77.1	46.2	85.7	N/A
<i>SUPERA</i>	66.4	70.4			66.4	70.4		
ACE*								
<i>TerraNova</i>	67.9	72.8	65.9	71.7	73.9	74.1	75.0	80.0
<i>SUPERA</i>	74.6	78.7			74.6	78.7		
ISN*								
<i>TerraNova</i>		63.7		62.1		68.1		75.0
<i>SUPERA</i>		66.6				66.6		
T&I*								
<i>TerraNova</i>		90.2		91.5		85.9		94.1
<i>SUPERA</i>		77.8				77.8		

Source: Data were extracted from the *TerraNova* Student Database 2017.

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation, N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup. *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools KN=kindergarten.

Appendix B: Table 5. Grade KN Mathematics TerraNova by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District	59.5	59.7	53.2	52.8	59.0	59.6	83.4	79.8
Adams, B.	71.1	69.7	65.2	60.0	68.6	68.2	88.8	84.5
Adamson	63.5	68.3	54.5	N/A	63.7	68.9	66.7	N/A
Molina	70.5	73.4	53.8	N/A	72.1	73.9	N/A	N/A
Hillcrest	83.0	86.8	72.2	88.2	82.3	84.6	98.3	93.1
Jefferson	69.6	72.4	54.8	75.0	70.1	72.1	100.0	88.9
Kimball	62.3	64.9	51.0	55.8	64.0	65.9	78.6	
Lincoln	85.6	70.5	86.7	69.6	81.8	70.8	N/A	N/A
Pinkston	63.8	69.4	53.3	44.4	66.1	71.0	N/A	N/A
Roosevelt	59.1	52.2	58.6	61.1	59.5	43.1	N/A	
Samuell	62.5	57.6	56.8	62.7	63.9	56.6	75.0	N/A
Seagoville	63.9	68.7	75.9	60.8	60.0	69.0	72.7	71.6
SOC	66.1	69.2	66.1	72.5	65.8	65.5	N/A	77.8
Spruce	73.9	75.4	66.2	68.8	75.7	77.3	81.8	71.4
Sunset	74.4	75.5	82.4	N/A	72.9	74.3	92.3	92.7
White	72.2	66.6	80.0	68.8	66.4	64.1	94.4	80.9
Wilson	87.9	86.8	71.0	65.2	79.4	75.0	97.5	95.1
Carter	65.6	60.2	65.0	70.3	65.2	50.0	N/A	N/A
North Dallas	71.2	64.0	57.0	50.0	73.6	66.9	76.9	66.7
Skyline	58.7	66.0	50.6	61.2	61.6	67.7	66.7	71.4
Conrad	55.3	51.7	65.8	45.8	51.4	53.1	57.1	55.6
Madison	51.3	46.7	49.6	47.1	52.7	N/A	75.0	N/A
Wilmer-Hutchins	63.0	43.9	55.0	38.5	70.8	61.5	90.9	N/A
ACE*	67.8	59.3	72.7	60.0	60.8	61.1	71.4	N/A
ISN*		63.0		60.9		65.2		57.1
T&I*		86.3		76.2		84.3		96.7

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation

N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup. KN=kindergarten

Appendix B: Table 6. Grade 1 Mathematics TerraNova by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District	52.2	54.4	44.7	45.2	52.5	54.7	77.0	80.4
Adams, B.	66.8	69.5	52.4	58.6	68.0	68.1	80.8	88.1
Adamson	63.6	60.1	N/A	50.0	65.1	60.6	N/A	N/A
Molina	61.5	68.1	52.4	N/A	61.8	68.5	N/A	N/A
Hillcrest	75.7	81.6	81.6	72.9	72.1	79.6	90.2	94.8
Jefferson	65.9	70.7	40.0	59.3	68.3	71.1	N/A	80.0
Kimball	61.0	56.8	58.9	46.3	61.3	58.2	75.0	62.5
Lincoln	79.6	61.4	77.4	65.8	87.0	48.9	66.7	N/A
Pinkston	59.0	56.3	50.7	45.2	61.3	57.0	N/A	N/A
Roosevelt	58.5	61.4	51.2	62.0	66.0	62.4	N/A	N/A
Samuell	63.9	63.7	59.5	56.1	64.7	65.2	66.7	N/A
Seagoville	64.2	68.4	60.8	67.3	63.4	67.6	72.2	70.9
SOC	57.9	61.0	59.6	61.8	55.7	59.4	N/A	75.0
Spruce	64.4	76.9	54.3	64.5	67.3	80.1	65.0	76.5
Sunset	70.0	72.6	50.0	69.2	70.0	71.1	83.3	93.8
White	72.7	69.6	64.6	79.7	70.7	65.6	85.8	84.8
Wilson	81.3	86.0	70.3	66.7	66.8	72.1	97.2	99.0
Carter	47.1	61.8	40.4	56.2	58.9	68.2	N/A	N/A
North Dallas	62.1	66.7	54.2	43.7	64.0	70.6	81.8	72.7
Skyline	60.6	64.6	53.6	58.3	63.2	66.4	61.5	63.6
Conrad	55.7	55.8	43.8	61.0	57.7	55.2	56.3	58.3
Madison	51.1	47.3	47.5	36.8	54.7	63.6	N/A	N/A
Wilmer-Hutchins	59.8	33.3	53.1	28.0	66.4	57.1	87.5	
ACE*	61.6	63.0	53.2	55.3	72.6	69.5	N/A	N/A
ISN*		50.8		47.5		53.3		63.2
T&I*		69.8		57.9		65.8		78.0

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation

N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B: Table 7. Grade 2 Mathematics TerraNova by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District	56.9	57.9	47.3	48.1	58.0	59.0	81.0	79.6
Adams, B.	69.4	72.2	60.0	61.8	71.8	73.5	82.3	81.0
Adamson	60.3	56.7	62.5	N/A	60.8	58.2	N/A	N/A
Molina	59.2	67.8	63.3	N/A	59.1	67.6	N/A	90.3
Hillcrest	77.0	76.4	73.5	70.6	74.4	73.7	100.0	N/A
Jefferson	68.1	70.1	73.0	42.1	67.7	72.0	77.8	N/A
Kimball	68.1	68.8	68.7	46.1	67.4	73.3	88.9	N/A
Lincoln	79.0	70.5	80.6	70.0	76.9	72.5	N/A	N/A
Pinkston	66.9	59.5	49.2	40.5	71.1	61.3	N/A	N/A
Roosevelt	58.5	66.5	51.2	58.8	66.0	74.3	N/A	N/A
Samuell	63.9	61.1	59.5	50.5	64.7	63.8	66.7	50.0
Seagoville	64.2	65.9	60.8	66.7	63.4	65.5	72.2	65.8
SOC	57.9	66.3	59.6	69.5	55.7	62.5	N/A	100.0
Spruce	64.4	71.1	54.3	55.6	67.3	75.9	65.0	53.3
Sunset	70.0	72.2	50.0	85.7	70.0	70.4	83.3	94.6
White	72.7	66.8	64.6	55.2	70.7	65.7	85.8	83.6
Wilson	81.3	81.1	70.3	47.6	66.8	69.4	97.2	96.7
Carter	47.1	60.4	40.4	63.6	58.9	56.1	N/A	N/A
North Dallas	62.1	62.5	54.2	45.2	64.0	65.5	81.8	62.5
Skyline	60.6	65.6	53.6	61.5	63.2	67.4	61.5	54.5
Conrad	55.7	62.8	43.8	66.7	57.7	60.9	56.3	62.5
Madison	51.1	50.0	47.5	40.0	54.7	66.7	N/A	N/A
Wilmer-Hutchins	59.8	20.3	53.1	10.9	66.4	50.0	87.5	N/A
ACE*	61.6	63.4	53.2	57.9	72.6	68.4	N/A	N/A
ISN*		55.2		51.1		58.5		73.7
T&I*		70.3		75.0		59.7		82.9

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation

N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix B: Table 8. Grade KN-2 Mathematics TerraNova by Feeder Pattern and Ethnicity

Feeder Pattern	All Students		African American		Hispanic		White	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
District	56.1	57.3	48.2	48.6	56.4	57.8	80.4	79.9
Adams, B.	69.0	70.5	55.5	60.2	69.4	70.1	84.1	84.8
Adamson	62.4	61.2	43.8	34.6	63.1	62.1	N/A	66.7
Molina	63.5	69.5	56.7	62.5	64.0	69.8	64.3	54.5
Hillcrest	78.6	81.6	76.0	77.8	76.3	79.1	96.4	92.9
Jefferson	67.8	71.1	53.7	56.2	68.7	71.7	75.0	86.7
Kimball	63.8	63.8	60.3	48.9	64.2	65.9	80.6	72.7
Lincoln	81.3	67.5	81.5	68.5	81.7	63.9	N/A	N/A
Pinkston	63.2	61.4	51.0	43.0	66.2	62.9	52.6	62.5
Roosevelt	59.3	59.9	56.6	60.5	61.7	59.6	64.3	N/A
Samuell	63.2	60.9	57.4	56.1	64.6	62.0	70.8	52.0
Seagoville	63.7	67.7	66.5	64.9	61.4	67.4	70.2	69.2
SOC	61.6	65.3	62.8	67.7	60.1	62.2	66.7	83.3
Spruce	69.5	74.2	58.7	62.4	72.5	77.6	68.2	67.4
Sunset	69.5	73.4	68.4	68.0	68.1	71.8	92.9	93.6
White	70.8	67.7	70.6	68.3	67.0	65.2	88.7	83.1
Wilson	82.9	84.6	63.6	59.7	72.2	71.8	96.5	96.8
Carter	56.5	60.9	52.9	62.7	61.7	58.7	70.0	N/A
North Dallas	63.7	64.3	51.6	46.3	66.1	67.5	83.3	67.6
Skyline	59.1	65.4	50.5	60.3	62.2	67.1	72.7	63.9
Conrad	55.0	57.0	54.2	58.5	54.9	56.6	61.7	58.6
Madison	52.2	48.1	52.5	41.1	51.4	60.0	62.5	N/A
Wilmer-Hutchins	58.2	32.4	50.6	25.8	64.9	56.4	89.3	N/A
ACE*	64.5	62.1	59.8	57.6	69.8	66.8	60.0	44.4
ISN*		56.0		52.7		58.9		65.4
T&I*		75.2		70.0		70.3		84.3

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation

N/A indicates that there were five or less students in the data set and therefore not counted. Blanks indicate no students in that subgroup.

Appendix C

STAAR Data Tables

The tables in Appendix C (*STAAR* 3-8) include *STAAR* results through the second administration for regular tests only. Grades 3, 4 and 5 results are the combined results of both the English and Spanish tests. The Transformation and Innovation Schools (T&I) feeder pattern contains only the schools that are Transformation schools (Eduardo Mata grade 3 and D.A. Hulcy STEAM grade 6) for the 2015-16 data. The 2016-17 data will be a summary of Eduardo Mata grades 3 and 4, D.A. Hulcy STEAM grades 6 and 7 and the inclusion of Solar Preparatory School for Girls STEAM grade 3. The Innovation schools were contained within their original feeder patterns. Lincoln feeder pattern has no middle schools and only has Charles Rice Learning Center and Joseph J. Rhoads Learning Center as elementary. For this reason no data are presented for Lincoln feeder patterns at grades 6, 7 and 8.

Appendix C: Table 1: Percentage of STAAR Grade 3 Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	74.0	72.0	-2.0	61.0	59.0	-2.0	69.0	68.0	-1.0	85.0	83.0	-2.0
District	61.5	62.3	0.8	48.2	47.9	-0.3	64.2	65.3	1.1	81.0	81.2	0.2
Adams, B.	70.6	70.7	0.1	57.0	63.0	6.0	71.7	71.2	-0.5	82.3	80.3	-2.0
Adamson	62.5	56.8	-5.7	62.5	55.6	-6.9	62.9	56.9	-6.0	N/A	N/A	N/A
Molina	65.3	66.8	1.5	51.5	51.7	0.2	65.9	68.0	2.1	N/A	N/A	N/A
Hillcrest	70.4	75.9	5.5	71.0	63.6	-7.4	69.4	76.2	6.8	82.4	93.2	10.8
Jefferson	61.8	62.7	0.9	58.5	57.9	-0.6	62.2	62.8	0.6	60.0	66.7	6.7
Kimball	63.6	69.7	6.1	44.4	45.3	0.9	67.3	75.8	8.5	N/A	54.5	N/A
Lincoln	50.0	49.5	-0.5	50.8	47.7	-3.1	44.9	54.2	9.3		N/A	
Pinkston	58.9	58.7	-0.2	38.5	40.4	1.9	63.4	62.9	-0.5	N/A	66.7	N/A
Roosevelt	53.8	48.4	-5.4	50.0	45.1	-4.9	56.8	52.2	-4.6	66.7	N/A	N/A
Samuell	56.3	56.6	0.3	39.2	40.5	1.3	61.1	59.6	-1.5	45.5	81.8	36.3
Seagoville	59.4	63.6	4.2	45.8	65.6	19.8	63.2	64.2	1.0	58.4	59.2	0.8
SOC	59.1	54.9	-4.2	55.9	47.7	-8.2	63.4	62.9	-0.5	N/A	N/A	N/A
Spruce	63.7	65.5	1.8	50.7	47.0	-3.7	67.6	71.5	3.9	56.3	61.1	4.8
Sunset	63.7	68.5	4.8	37.5	70.0	32.5	63.0	67.9	4.9	89.3	88.9	-0.4
White	66.4	68.8	2.4	70.0	64.6	-5.4	63.2	68.0	4.8	91.7	85.1	-6.6
Wilson	73.7	77.6	3.9	53.3	64.9	11.6	58.5	60.2	1.7	95.4	96.6	1.2
Carter	54.1	53.0	-1.1	48.8	50.5	1.7	65.0	58.1	-6.9	33.3	25.0	-8.3
North Dallas	60.7	62.6	1.9	34.9	44.0	9.1	66.8	67.4	0.6	66.7	72.7	6.0
Skyline	57.9	56.9	-1.0	37.8	39.8	2.0	65.4	64.9	-0.5	42.9	36.4	-6.5
Conrad	52.1	53.6	1.5	50.7	41.0	-9.7	54.5	56.3	1.8	26.7	30.8	4.1
Madison	40.9	45.9	5.0	35.0	37.5	2.5	47.8	55.5	7.7	N/A	N/A	N/A
Wilmer-Hutchins	44.9	41.1	-3.8	36.1	37.4	1.3	52.8	43.2	-9.6	N/A	N/A	N/A
ACE*	54.8	58.2	3.4	46.1	53.1	7.0	64.8	65.0	0.2	N/A	N/A	N/A
ISN*	44.1	48.4	4.3	36.8	39.7	2.9	50.0	55.9	5.9	72.7	53.3	-19.4
T&I*	77.8	68.8	-9.0		N/A	N/A	71.7	50.0	-21.7	100.0	96.4	-3.6

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C: Table 1a: Percentage of STAAR Grade 3 Reading Approaching Grade Level by Student Groups, Feeder Pattern and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	74.0	72.0	-2.0	65.0	63.0	-2.0	63.0	62.0	-1.0	46.0	37.0	-9.0
District	61.5	62.3	0.8	60.0	60.3	0.3	63.4	63.5	0.1	23.9	26.3	2.4
Adams, B.	70.6	70.7	0.1	69.2	69.7	0.5	69.5	69.4	-0.1	25.5	42.3	16.8
Adamson	62.5	56.8	-5.7	61.7	54.4	-7.3	58.0	54.5	-3.5	18.2	18.2	0.0
Molina	65.3	66.8	1.5	51.5	51.7	0.2	65.9	68.0	2.1	N/A	N/A	N/A
Hillcrest	70.4	75.9	5.5	69.7	74.8	5.1	69.2	75.5	6.3	50.0	39.3	-10.7
Jefferson	61.8	62.7	0.9	61.7	62.8	1.1	62.6	62.1	-0.5	30.8	32.5	1.7
Kimball	63.6	69.7	6.1	63.6	69.4	5.8	64.0	75.1	11.1	9.7	16.1	6.4
Lincoln	50.0	49.5	-0.5	50.3	46.4	-3.9	43.9	45.7	1.8	0.0	N/A	N/A
Pinkston	58.9	58.7	-0.2	58.8	57.7	-1.1	63.2	62.0	-1.2	12.8	21.2	8.4
Roosevelt	53.8	48.4	-5.4	52.2	48.0	-4.2	54.5	48.9	-5.6	33.3	15.4	-17.9
Samuell	56.3	56.6	0.3	56.5	56.2	-0.3	60.5	58.7	-1.8	11.8	17.8	6.0
Seagoville	59.4	63.6	4.2	59.0	62.0	3.0	61.7	63.9	2.2	48.3	20.6	-27.7
SOC	59.1	54.9	-4.2	58.6	53.9	-4.7	64.1	65.1	1.0	20.5	20.8	0.3
Spruce	63.7	65.5	1.8	63.2	65.1	1.9	68.1	70.8	2.7	23.9	33.9	10.0
Sunset	63.7	68.5	4.8	62.7	66.7	4.0	59.2	65.7	6.5	23.9	26.5	2.6
White	66.4	68.8	2.4	64.8	66.7	1.9	62.9	65.3	2.4	31.1	23.1	-8.0
Wilson	73.7	77.6	3.9	54.1	58.6	4.5	49.3	43.8	-5.5	43.2	60.6	17.4
Carter	54.1	53.0	-1.1	55.5	51.6	-3.9	68.0	58.6	-9.4	27.3	16.7	-10.6
North Dallas	60.7	62.6	1.9	60.7	62.0	1.3	66.5	63.3	-3.2	14.3	36.0	21.7
Skyline	57.9	56.9	-1.0	57.3	56.0	-1.3	70.8	63.2	-7.6	14.6	17.8	3.2
Conrad	52.1	53.6	1.5	52.6	53.0	0.4	51.6	56.2	4.6	10.3	9.1	-1.2
Madison	40.9	45.9	5.0	38.5	45.8	7.3	48.7	59.2	10.5	16.7	8.3	-8.4
Wilmer-Hutchins	44.9	41.1	-3.8	43.7	39.1	-4.6	52.9	36.3	-16.6	0.0	16.7	16.7
ACE*	54.8	58.2	3.4	55.5	57.8	2.3	68.2	70.1	1.9	18.1	14.3	-3.8
ISN*	44.1	48.4	4.3	43.8	47.6	3.8	49.1	54.7	5.6	14.0	18.4	4.4
T&I*	77.8	68.8	-9.0	67.4	50.0	-17.4	70.6	44.4	-26.2	50.0	33.3	-16.7

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C: Table 2: Percentage of STAAR Grade 4 Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	77.0	70.0	-7.0	66.0	55.0	-11.0	73.0	65.0	-8.0	86.0	81.0	-5.0
District	62.0	59.5	-2.5	52.6	44.0	-8.6	63.5	62.7	-0.8	84.0	80.4	-3.6
Adams, B.	68.5	64.6	-3.9	54.6	42.6	-12.0	69.5	66.9	-2.6	82.4	80.0	-2.4
Adamson	68.0	62.9	-5.1	57.1	25.0	-32.1	67.7	63.8	-3.9	N/A	N/A	N/A
Molina	62.5	66.5	4.0	62.5	22.2	-40.3	62.5	68.5	6.0	57.1	N/A	N/A
Hillcrest	71.7	67.1	-4.6	75.0	57.8	-17.2	70.8	67.9	-2.9	78.6	79.3	0.7
Jefferson	60.7	63.8	3.1	59.6	65.9	6.3	59.8	63.4	3.6	100.0	86.7	-13.3
Kimball	64.0	61.4	-2.6	51.9	44.3	-7.6	66.4	65.0	-1.4	77.8	N/A	N/A
Lincoln	58.4	40.9	-17.5	60.1	39.7	-20.4	54.7	43.5	-11.2			
Pinkston	59.6	57.7	-1.9	46.7	52.6	5.9	62.2	58.3	-3.9	100.0	50.0	-50.0
Roosevelt	58.4	57.0	-1.4	47.2	46.5	-0.7	69.5	66.8	-2.7	50.0	66.7	16.7
Samuell	60.3	56.0	-4.3	48.3	47.5	-0.8	63.0	58.5	-4.5	62.5	37.5	-25.0
Seagoville	58.8	54.7	-4.1	60.3	46.3	-14.0	55.7	55.6	-0.1	73.5	59.7	-13.8
SOC	57.7	51.0	-6.7	56.9	47.6	-9.3	58.5	55.2	-3.3	N/A	N/A	N/A
Spruce	64.4	60.7	-3.7	53.7	41.7	-12.0	67.7	66.4	-1.3	62.5	40.0	-22.5
Sunset	64.4	63.1	-1.3	70.0	50.0	-20.0	63.6	62.3	-1.3	76.9	86.4	9.5
White	63.3	63.4	0.1	77.1	51.4	-25.7	58.9	62.1	3.2	82.8	87.5	4.7
Wilson	76.6	71.3	-5.3	68.4	59.3	-9.1	63.2	58.6	-4.6	94.7	95.4	0.7
Carter	55.8	52.6	-3.2	53.0	45.7	-7.3	61.7	65.9	4.2	N/A	22.2	N/A
North Dallas	57.5	57.4	-0.1	40.2	31.1	-9.1	61.3	64.6	3.3	83.3	44.4	-38.9
Skyline	59.3	55.4	-3.9	45.9	33.6	-12.3	65.3	63.3	-2.0	58.3	38.5	-19.8
Conrad	55.8	55.6	-0.2	43.2	54.8	11.6	61.2	58.5	-2.7	63.6	27.3	-36.3
Madison	51.2	39.0	-12.2	43.8	26.9	-16.9	59.5	51.7	-7.8	N/A	N/A	N/A
Wilmer-Hutchins	47.3	37.8	-9.5	44.6	32.8	-11.8	48.1	42.6	-5.5	71.4	N/A	N/A
ACE*	57.3	57.5	0.2	53.0	50.0	-3.0	61.9	65.2	3.3		33.3	
ISN*	44.6	44.0	-0.6	38.2	37.7	-0.5	51.3	49.1	-2.2	38.8	66.7	27.9
T&I		70.9			N/A			64.3			94.7	

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C: Table 2a: Percentage of STAAR Grade 4 Reading Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	77.0	70.0	-7.0	69.0	60.0	-9.0	64.0	56.0	-8.0	44.0	32.0	-12.0
District	62.0	59.5	-2.5	60.5	57.8	-2.7	60.6	61.8	1.2	21.9	21.7	-0.2
Adams, B.	68.5	64.6	-3.9	67.6	63.1	-4.5	68.5	65.7	-2.8	20.8	15.8	-5.0
Adamson	68.0	62.9	-5.1	66.7	61.9	-4.8	66.8	59.2	-7.6	29.4	22.7	-6.7
Molina	62.5	66.5	4.0	60.4	67.4	7.0	60.0	67.3	7.3	20.0	17.2	-2.8
Hillcrest	71.7	67.1	-4.6	72.2	66.3	-5.9	66.9	65.3	-1.6	35.5	25.8	-9.7
Jefferson	60.7	63.8	3.1	59.0	63.5	4.5	57.1	62.9	5.8	10.4	35.1	24.7
Kimball	64.0	61.4	-2.6	63.1	61.8	-1.3	65.0	66.4	1.4	13.9	22.7	8.8
Lincoln	58.4	40.9	-17.5	60.6	42.5	-18.1	56.1	47.4	-8.7	23.5	0.0	-23.5
Pinkston	59.6	57.7	-1.9	59.0	56.9	-2.1	56.5	55.4	-1.1	13.5	23.3	9.8
Roosevelt	58.4	57.0	-1.4	57.9	55.7	-2.2	71.6	65.6	-6.0	25.9	19.0	-6.9
Samuell	60.3	56.0	-4.3	60.3	55.5	-4.8	62.4	59.5	-2.9	12.8	9.0	-3.2
Seagoville	58.8	54.7	-4.1	57.2	54.0	-3.2	51.4	53.8	2.4	30.0	21.2	-8.8
SOC	57.7	51.0	-6.7	57.4	50.3	-7.1	57.8	55.5	-2.3	12.5	8.9	-3.6
Spruce	64.4	60.7	-3.7	64.5	60.6	-3.9	65.9	65.8	-0.1	31.3	16.1	-15.2
Sunset	64.4	63.1	-1.3	63.7	61.1	-2.6	58.3	61.0	2.7	26.3	25.0	-1.3
White	63.3	63.4	0.1	61.5	61.9	0.4	54.9	63.3	8.4	23.2	32.7	9.5
Wilson	76.6	71.3	-5.3	60.6	57.1	-2.9	52.7	52.6	-0.1	53.8	29.4	-24.4
Carter	55.8	52.6	-3.2	56.5	52.3	-4.2	61.1	65.1	4.0	15.4	19.5	4.1
North Dallas	57.5	57.4	-0.1	57.0	57.2	0.2	57.1	63.9	6.8	19.3	18.9	-0.4
Skyline	59.3	55.4	-3.9	58.9	54.4	-4.5	64.3	66.8	2.5	21.2	27.0	5.8
Conrad	55.8	55.6	-0.2	55.8	56.3	0.5	56.9	55.1	-1.8	21.7	22.7	1.0
Madison	51.2	39.0	-12.2	50.2	36.6	-13.6	53.8	52.6	-1.2	10.5	21.4	10.9
Wilmer-Hutchins	47.3	37.8	-9.5	45.6	36.4	-9.2	38.6	32.9	-5.7	18.8	6.7	-12.1
ACE*	57.3	57.5	0.2	56.7	56.6	-0.1	61.7	63.6	1.9	4.1	4.2	0.1
ISN*	44.6	44.0	-0.6	44.0	43.0	-1.0	48.9	49.3	-0.6	7.1	10.4	3.3
T&I*		70.9			60.4			54.2			45.5	

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C: Table 3: Percentage of STAAR Grade 5 Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.0	71.0	-4.0	64.0	60.0	-4.0	70.0	66.0	-4.0	86.0	82.0	-4.0
District	73.6	77.0	3.4	60.2	62.7	2.5	76.9	81.0	4.1	88.8	88.0	-0.8
Adams, B.	77.8	80.3	2.5	62.9	64.6	1.7	79.5	82.8	3.3	85.7	84.7	-1.0
Adamson	73.7	75.9	2.2	62.5	77.8	15.3	73.8	75.7	1.9	N/A	N/A	N/A
Molina	76.8	84.8	8.0	61.5	75.0	13.5	77.9	85.5	7.6	N/A	66.7	N/A
Hillcrest	83.4	87.8	4.4	77.6	81.4	3.8	83.8	89.2	5.4	93.5	88.9	-4.6
Jefferson	79.9	83.4	3.5	67.6	77.6	10.0	80.4	83.7	3.3	81.8	93.3	11.5
Kimball	73.4	77.6	4.2	56.7	57.4	0.7	77.2	82.1	4.9	N/A	92.3	N/A
Lincoln	67.6	70.7	3.1	67.2	66.4	-0.8	67.3	80.8	13.5			
Pinkston	68.8	77.1	8.3	47.5	63.0	15.5	74.0	80.3	6.3	50.0	85.7	35.7
Roosevelt	68.3	71.4	3.1	59.1	58.9	-0.2	76.7	83.4	6.7	83.3	57.1	-26.2
Samuell	67.1	76.4	9.3	44.4	57.2	12.8	72.7	81.3	8.6	75.0	88.9	13.9
Seagoville	77.9	72.9	-5.0	78.1	66.1	-12.0	75.8	73.5	-2.3	85.7	81.1	-4.6
SOC	68.5	70.9	2.4	64.0	63.4	-0.6	74.7	80.5	5.8		90.0	
Spruce	72.5	76.8	4.3	55.8	68.2	12.4	77.1	79.2	2.1	84.2	81.3	-2.9
Sunset	81.9	81.7	-0.2	83.3	62.5	-20.8	81.4	81.5	0.1	92.6	88.0	-4.6
White	80.8	83.8	3.0	78.5	81.7	3.2	80.0	83.8	3.8	86.5	85.0	-1.5
Wilson	81.7	80.7	-1.0	59.1	69.0	9.9	72.6	70.6	-2.0	99.3	97.2	-2.1
Carter	66.0	73.6	7.6	61.5	67.9	6.4	76.0	85.8	9.8	50.0	50.0	0.0
North Dallas	72.5	76.1	3.6	58.5	45.7	-12.8	76.6	84.2	7.6	85.7	90.0	4.3
Skyline	71.3	72.1	0.8	59.2	55.2	-4.0	75.8	80.4	4.6	83.3	41.7	-41.6
Conrad	68.9	72.2	3.3	56.8	62.0	5.2	76.3	80.5	4.2	25.0	44.4	19.4
Madison	57.6	59.4	1.8	51.5	49.2	-2.3	64.6	70.0	5.4	N/A	N/A	N/A
Wilmer-Hutchins	56.8	56.9	0.1	57.0	50.7	-6.3	57.0	62.0	5.0	37.5	N/A	N/A
ACE*	58.4	69.0	10.6	47.1	56.8	9.7	73.5	83.0	9.5	N/A	N/A	N/A
ISN*	55.9	63.4	7.5	49.3	54.6	5.3	62.1	70.9	8.8	69.2	86.7	17.5

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 5.

Appendix C: Table 3a: Percentage of STAAR Grade 5 Reading Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.0	71.0	-4.0	66.0	62.0	-4.0	54.0	52.0	-2.0	40.0	31.0	-9.0
District	73.6	77.0	3.4	72.8	76.0	3.2	75.8	81.9	6.1	32.5	34.6	2.1
Adams, B.	77.8	80.3	2.5	77.3	79.6	2.3	78.8	87.3	8.5	37.5	46.7	9.2
Adamson	73.7	75.9	2.2	73.5	75.0	1.5	72.7	74.8	2.1	36.8	27.8	-9.0
Molina	76.8	84.8	8.0	76.7	84.7	8.0	79.6	86.1	6.5	41.7	35.5	-6.2
Hillcrest	83.4	87.8	4.4	83.4	87.4	4.0	77.9	87.1	9.2	38.1	48.3	10.2
Jefferson	79.9	83.4	3.5	80.7	83.4	2.7	79.8	86.2	6.4	53.7	51.1	-2.6
Kimball	73.4	77.6	4.2	73.6	77.0	3.4	78.1	84.2	6.1	25.0	24.5	-0.5
Lincoln	67.6	70.7	3.1	67.9	70.1	2.2	64.3	85.4	21.1	52.9	60.0	7.1
Pinkston	68.8	77.1	8.3	68.0	77.0	9.0	71.8	80.7	8.9	29.2	26.3	-2.9
Roosevelt	68.3	71.4	3.1	67.6	70.0	2.4	78.4	86.0	7.6	28.6	20.7	-7.9
Samuell	67.1	76.4	9.3	66.6	76.3	9.7	73.0	86.0	13.0	27.1	18.9	-8.2
Seagoville	77.9	72.9	-5.0	76.3	73.0	-3.3	75.5	71.9	-3.6	33.3	32.4	-0.9
SOC	68.5	70.9	2.4	68.1	70.4	2.3	74.7	83.0	8.3	34.1	21.3	-12.8
Spruce	72.5	76.8	4.3	73.2	76.7	3.5	75.0	81.2	6.2	38.1	39.2	1.1
Sunset	81.9	81.7	-0.2	82.0	82.3	0.3	78.0	81.3	3.3	30.0	38.9	8.9
White	80.8	83.8	3.0	80.2	82.5	2.3	77.8	84.2	6.4	32.6	44.9	12.3
Wilson	81.7	80.7	-1.0	71.0	67.3	-3.7	64.5	64.5	0.0	53.1	53.3	0.2
Carter	66.0	73.6	7.6	66.0	72.9	6.9	80.6	84.1	3.5	11.8	38.9	27.1
North Dallas	72.5	76.1	3.6	72.5	75.9	3.4	79.3	84.5	5.2	27.6	42.9	15.3
Skyline	71.3	72.1	0.8	70.6	71.5	0.9	75.7	82.1	6.4	28.6	25.0	-3.6
Conrad	68.9	72.2	3.3	70.1	73.7	3.6	70.8	73.4	2.6	15.0	34.6	19.6
Madison	57.6	59.4	1.8	56.6	58.8	2.2	58.8	70.4	11.6	16.0	15.8	-0.2
Wilmer-Hutchins	56.8	56.9	0.1	58.0	56.4	-1.6	55.6	56.7	1.1	20.0	5.9	-14.1
ACE*	58.4	69.0	10.6	55.3	67.8	12.5	79.5	82.3	2.8	9.0	52.0	43.0
ISN*	55.9	63.4	7.5	55.8	63.0	7.2	62.4	73.2	10.8	16.6	18.9	2.3

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 5.

Appendix C: Table 4: Percentage of STAAR Grade 6 Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	71.0	67.0	-4.0	60.0	57.0	-3.0	64.0	60.0	-4.0	84.0	81.0	-3.0
District	51.4	52.4	1.0	42.5	47.0	4.5	51.9	52.1	0.2	81.0	79.3	-1.7
Adams, B.	51.3	51.1	-0.2	44.3	46.6	2.3	51.4	49.8	-1.6	60.0	76.2	16.2
Adamson	51.7	54.6	2.9	38.5	70.0	31.5	51.9	53.8	1.9	N/A	N/A	N/A
Molina	42.8	43.8	1.0	50.0	43.5	-6.5	42.4	43.9	1.5	N/A	N/A	N/A
Hillcrest	51.9	55.2	3.3	60.5	60.0	-0.5	49.8	52.0	2.2	72.7	76.0	3.3
Jefferson	42.2	43.5	1.3	38.9	28.6	-10.3	42.2	44.1	1.9	N/A	N/A	N/A
Kimball	42.3	47.8	5.5	27.9	37.4	9.5	48.4	50.4	2.0	25.0		N/A
Pinkston	44.1	44.7	0.6	17.6	37.8	20.2	48.1	45.5	-2.6	N/A	57.1	N/A
Roosevelt	41.7	39.1	-2.6	43.8	42.2	-1.6	38.8	31.4	-7.4	N/A	N/A	N/A
Samuell	39.0	41.0	2.0	30.6	36.6	6.0	42.2	42.0	-0.2	N/A	N/A	N/A
Seagoville	46.5	49.4	2.9	39.1	48.5	9.4	44.7	46.6	1.9	61.0	66.7	5.7
SOC	35.1	35.5	0.4	33.6	35.9	2.3	38.9	34.7	-4.2	N/A	N/A	N/A
Spruce	46.4	54.9	8.5	37.0	53.8	16.8	49.0	55.2	6.2	22.2	25.0	2.8
Sunset	68.6	70.0	1.4	80.0	87.8	7.8	66.7	68.5	1.8	90.9	71.4	-19.5
White	55.3	51.8	-3.5	70.2	60.3	-9.9	50.2	49.6	-0.6	82.9	58.1	-24.8
Wilson	60.6	61.5	0.9	58.6	50.0	-8.6	48.1	49.8	1.7	94.5	92.1	-2.4
Carter	50.8	47.8	-3.0	50.4	46.0	-4.4	50.8	54.4	3.6	N/A	N/A	N/A
North Dallas	54.0	49.0	-5.0	41.2	48.9	7.7	56.1	47.1	-9.0	100.0	82.4	-17.6
Skyline	45.0	48.4	3.4	33.3	43.0	9.7	50.5	50.9	0.4	25.0	25.0	0.0
Conrad	40.7	36.8	-3.9	51.4	33.3	-18.1	36.4	38.5	2.1	37.5	N/A	N/A
Madison	35.8	31.9	-3.9	37.6	29.9	-7.7	32.3	36.0	3.7	N/A	N/A	N/A
Wilmer-Hutchins	43.2	42.2	-1.0	32.5	41.5	9.0	54.7	43.7	-11.0	N/A	16.7	N/A
ACE*	35.8	36.1	0.3	34.3	32.3	-2.0	38.4	42.3	3.9	N/A	N/A	N/A
ISN*	36.8	39.6	2.8	33.4	38.7	5.3	40.1	40.2	0.1	33.3	28.6	-4.7
T&I*	73.1	70.9	-2.2	70.5	74.4	3.9	74.7	66.7	-8.0		N/A	

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C: Table 4a: Percentage of STAAR Grade 6 Reading Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	71.0	67.0	-4.0	61.0	57.0	-4.0	42.0	37.0	-5.0	34.0	22.0	-12.0
District	51.4	52.4	1.0	50.0	51.3	1.3	46.9	45.5	-1.4	11.4	15.4	4.0
Adams, B.	51.3	51.1	-0.2	50.2	50.2	0.0	44.4	45.3	0.9	14.3	28.6	14.3
Adamson	51.7	54.6	2.9	51.7	56.2	4.5	51.1	44.7	-6.4	14.3	5.3	-9.0
Molina	42.8	43.8	1.0	43.3	45.1	1.8	38.4	39.1	0.7	0.0	16.2	16.2
Hillcrest	51.9	55.2	3.3	52.2	54.5	2.3	43.1	44.7	1.6	15.0	22.7	7.7
Jefferson	42.2	43.5	1.3	42.3	46.1	3.8	39.0	41.5	2.5	15.2	13.8	-1.4
Kimball	42.3	47.8	5.5	43.3	48.9	5.6	43.1	46.5	3.4	12.5	16.7	4.2
Pinkston	44.1	44.7	0.6	45.6	46.0	0.4	44.6	42.0	-2.6	11.3	13.3	2.0
Roosevelt	41.7	39.1	-2.6	44.0	40.2	-3.8	31.3	30.2	-1.1	22.7	23.1	0.4
Samuell	39.0	41.0	2.0	38.4	41.7	3.3	39.8	38.0	-1.8	9.1	9.4	0.3
Seagoville	46.5	49.4	2.9	46.8	46.9	0.1	42.8	45.4	2.6	4.5	25.0	20.5
SOC	35.1	35.5	0.4	36.2	36.3	0.1	30.9	30.2	-0.7	5.1	4.5	-0.6
Spruce	46.4	54.9	8.5	46.2	54.1	7.9	46.3	50.2	3.9	12.7	13.3	0.6
Sunset	68.6	70.0	1.4	66.7	68.6	1.9	64.7	61.7	-3.0	17.1	15.8	-1.3
White	55.3	51.8	-3.5	53.7	51.3	-2.4	42.6	40.8	-1.8	21.1	16.7	-4.4
Wilson	60.6	61.5	0.9	49.8	48.1	-1.7	39.7	33.3	-6.4	11.7	23.9	12.2
Carter	50.8	47.8	-3.0	50.3	48.7	-1.6	46.3	47.3	1.0	0.0	11.1	11.1
North Dallas	54.0	49.0	-5.0	53.3	48.4	-4.9	54.1	33.2	-20.9	11.4	11.1	-0.3
Skyline	45.0	48.4	3.4	45.8	49.2	3.4	46.5	44.8	-1.7	7.5	13.3	5.8
Conrad	40.7	36.8	-3.9	40.7	38.9	-1.8	38.8	36.0	-2.8	8.3	10.5	2.2
Madison	35.8	31.9	-3.9	36.3	32.1	-4.2	29.3	36.8	7.5	0.0	0.0	0.0
Wilmer-Hutchins	43.2	42.2	-1.0	41.5	42.0	0.5	56.7	37.5	-19.2	4.3	9.5	5.2
ACE*	35.8	36.1	0.3	36.5	36.4	-0.1	33.7	37.6	3.9	1.6	5.1	3.5
ISN*	36.8	39.6	2.8	37.5	40.9	3.4	35.0	38.1	3.1	14.1	19.6	5.5
T&I*	73.1	70.9	-2.2	71.3	69.2	-2.1	76.1	62.7	-13.4	40.0	26.3	-13.7

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C: Table 5: Percentage of STAAR Grade 7 Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	72.0	72.0	0.0	63.0	61.0	-2.0	66.0	67.0	1.0	84.0	83.0	-1.0
District	55.2	58.5	3.3	49.2	51.2	2.0	55.4	59.0	3.6	77.5	83.0	5.5
Adams, B.	58.1	59.0	0.9	60.5	46.2	-14.3	57.1	60.1	3.0	75.0	75.9	0.9
Adamson	55.7	55.9	0.2	66.7	50.0	-16.7	55.3	55.2	-0.1	N/A	N/A	N/A
Molina	53.1	47.0	-6.1	33.3	46.7	13.4	54.3	47.0	-7.3			
Hillcrest	56.9	62.9	6.0	74.4	65.9	-8.5	53.0	62.2	9.2	59.1	66.7	7.6
Jefferson	43.9	49.0	5.1	42.9	41.9	-1.0	44.2	49.0	4.8	28.6	N/A	N/A
Kimball	51.8	61.3	9.5	43.0	63.6	20.6	54.9	60.5	5.6	66.7	N/A	N/A
Pinkston	43.6	49.4	5.8	28.4	31.5	3.1	47.5	52.0	4.5	16.7	N/A	N/A
Roosevelt	41.4	58.7	17.3	38.2	62.9	24.7	46.3	53.8	7.5	N/A	N/A	N/A
Samuell	44.4	44.4	0.0	42.6	33.3	-9.3	44.4	46.8	2.4	62.5	N/A	N/A
Seagoville	53.0	52.8	-0.2	50.6	52.3	1.7	54.7	51.2	-3.5	46.3	61.5	15.2
SOC	44.5	38.0	-6.5	38.6	39.4	0.8	54.2	35.0	-19.2	N/A	N/A	N/A
Spruce	55.2	58.7	3.5	46.8	45.1	-1.7	57.4	62.9	5.5	41.7	N/A	N/A
Sunset	77.2	80.4	3.2	86.0	93.6	7.6	75.8	79.0	3.2	90.0	81.8	-8.2
White	54.1	58.9	4.8	66.1	64.7	-1.4	51.3	56.9	5.6	57.1	76.7	19.6
Wilson	64.4	61.9	-2.5	31.8	54.5	22.7	56.0	52.4	-3.6	98.9	90.5	-8.4
Carter	48.1	43.0	-5.1	51.1	45.7	-5.4	43.0	39.7	-3.3	N/A	N/A	N/A
North Dallas	49.7	59.7	10.0	43.0	49.4	6.4	49.4	61.0	11.6	60.0	92.9	32.9
Skyline	45.7	57.4	11.7	42.7	44.0	1.3	46.6	62.7	16.1	33.3	58.3	25.0
Conrad	39.2	39.9	0.7	46.5	55.9	9.4	36.4	35.8	-0.6	N/A	33.3	N/A
Madison	47.8	41.0	-6.8	47.5	41.3	-6.2	47.9	40.4	-7.5	N/A	N/A	N/A
Wilmer-Hutchins	45.9	49.6	3.7	44.4	45.5	1.1	48.7	56.4	7.7	N/A	N/A	N/A
ACE*	41.4	40.9	-0.5	40.8	38.1	-2.7	42.0	44.8	2.8	N/A	N/A	N/A
ISN*	43.8	51.9	8.1	39.0	56.0	17.0	47.6	48.5	0.9	53.8	50.0	-3.8
T&I*		80.6			78.9			82.5			N/A	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I Transformation & Innovation. No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data for T&I 2016.

Appendix C: Table 5a: Percentage of STAAR Grade 7 Reading Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	72.0	72.0	-4.0	62.0	63.0	1.0	36.0	41.0	5.0	34.0	25.0	-9.0
District	55.2	58.5	3.3	54.0	58.2	4.2	46.2	52.4	6.2	12.4	15.4	3.0
Adams, B.	58.1	59.0	0.9	58.6	59.0	0.4	53.2	51.2	-2.0	23.3	18.2	-5.1
Adamson	55.7	55.9	0.2	56.5	56.4	-0.1	45.9	42.5	-3.4	6.3	21.7	15.4
Molina	53.1	47.0	-6.1	53.3	48.1	-5.2	43.8	42.7	-1.1	4.0	0.0	-4.0
Hillcrest	56.9	62.9	6.0	56.3	62.9	6.6	36.2	55.6	19.4	26.3	22.7	-3.6
Jefferson	43.9	49.0	5.1	44.8	51.4	6.6	39.2	46.1	6.9	3.0	11.8	8.8
Kimball	51.8	61.3	9.5	51.7	64.1	12.4	48.9	50.0	1.1	17.3	29.6	12.3
Pinkston	43.6	49.4	5.8	43.9	50.7	6.8	42.4	49.5	7.1	4.3	17.0	12.7
Roosevelt	41.4	58.7	17.3	41.5	59.8	18.3	45.7	48.2	2.5	0.0	18.5	18.5
Samuell	44.4	44.4	0.0	44.5	44.7	0.2	36.0	43.6	7.6	8.0	14.0	6.0
Seagoville	53.0	52.8	-0.2	53.5	52.1	-1.4	44.4	50.0	5.6	13.5	5.1	-8.4
SOC	44.5	38.0	-6.5	44.8	38.9	-5.9	45.0	29.4	-15.6	0.0	8.3	8.3
Spruce	55.2	58.7	3.5	55.3	59.7	4.4	54.4	60.8	6.4	2.7	11.4	8.7
Sunset	77.2	80.4	3.2	75.8	79.6	3.8	67.2	76.2	9.0	23.1	35.1	12.0
White	54.1	58.9	4.8	53.7	61.3	7.6	38.1	47.8	9.7	25.0	21.2	-3.8
Wilson	64.4	61.9	-2.5	52.7	51.3	-1.4	42.5	45.2	2.7	25.0	11.7	-13.3
Carter	48.1	43.0	-5.1	46.6	44.4	-2.2	40.5	35.8	-4.7	0.0	5.0	5.0
North Dallas	49.7	59.7	10.0	49.3	60.3	11.0	42.3	54.9	12.6	9.8	14.6	4.8
Skyline	45.7	57.4	11.7	47.0	58.2	11.2	39.3	59.5	20.2	9.4	17.2	7.8
Conrad	39.2	39.9	0.7	40.2	42.2	2.0	34.1	36.8	2.7	14.3	10.0	-4.3
Madison	47.8	41.0	-6.8	48.8	42.9	-5.9	42.3	32.4	-9.9	8.7	0.0	-8.7
Wilmer-Hutchins	45.9	49.6	3.7	45.2	50.7	5.5	48.1	60.9	12.8	18.8	8.7	-10.1
ACE*	41.4	40.9	-0.5	42.2	42.3	0.1	39.0	39.0	0.0	3.5	1.8	-1.7
ISN*	43.8	51.9	8.1	43.9	53.6	9.7	40.9	44.5	3.6	5.6	18.8	13.2
T&I*		80.6			79.6			78.3			44.4	

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data for T&I 2016.

Appendix C: Table 6: Percentage of STAAR Grade 8 Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	82.0	76.0	-6.0	76.0	67.0	-9.0	77.0	70.0	-7.0	91.0	86.0	-5.0
District	76.4	74.5	-1.9	68.2	70.6	2.4	78.3	75.5	-2.8	90.3	83.0	-7.3
Adams, B.	79.1	78.9	-0.2	75.5	72.7	-2.8	79.9	80.0	0.1	83.3	79.2	-4.1
Adamson	78.8	83.9	5.1	72.7	83.3	10.6	78.9	84.0	5.1	N/A	N/A	N/A
Molina	77.3	75.9	-1.4	50.0	53.3	3.3	77.7	77.2	-0.5	N/A	N/A	N/A
Hillcrest	79.9	80.2	0.3	86.5	80.0	-6.5	78.1	81.2	3.1	90.0	73.1	-16.9
Jefferson	71.9	64.6	-7.3	100.0	57.9	-42.1	71.3	65.3	-6.0	N/A	N/A	N/A
Kimball	75.7	77.4	1.7	70.9	77.0	6.1	78.5	77.3	-1.2	44.4	N/A	N/A
Pinkston	70.8	66.7	-2.1	65.5	55.4	-10.1	71.3	72.3	1.0	66.7	N/A	N/A
Roosevelt	58.5	75.6	17.1	54.2	77.8	23.6	64.4	73.7	9.3	N/A	N/A	N/A
Samuell	73.1	69.5	-3.6	60.8	61.8	1.0	76.9	71.3	-5.6	42.9	N/A	N/A
Seagoville	76.7	74.8	-1.9	68.7	69.5	0.8	76.2	76.1	-0.1	90.2	75.0	-15.2
SOC	69.3	72.1	2.8	64.4	72.8	8.4	75.3	72.1	-3.2	N/A	N/A	N/A
Spruce	78.1	75.4	-2.7	71.6	74.1	2.5	79.3	75.7	-3.6	90.0	77.8	-12.2
Sunset	93.3	89.9	-3.4	97.9	96.4	-1.5	92.8	89.4	-3.4	92.9	88.9	-4.0
White	78.5	74.1	-4.4	76.4	76.5	0.1	78.9	72.9	-6.0	78.1	81.0	2.9
Wilson	80.2	78.5	-1.7	72.0	69.2	-2.8	74.0	76.1	2.1	98.9	100.0	1.1
Carter	70.9	70.6	-0.3	69.4	68.7	-0.7	73.1	73.6	0.5	N/A	N/A	N/A
North Dallas	75.4	68.7	-6.7	72.8	53.3	-19.5	75.4	70.4	-5.0	100.0	84.6	-15.4
Skyline	75.2	68.6	-6.6	69.0	67.4	-1.6	77.8	69.1	-8.7	76.5	63.6	-12.6
Conrad	61.9	62.4	0.5	57.6	62.5	4.9	69.4	64.9	-4.5	77.8	N/A	N/A
Madison	60.9	59.1	-1.8	59.6	64.6	5.0	64.7	50.5	-14.2	N/A	N/A	N/A
Wilmer-Hutchins	71.3	70.3	-1.0	65.1	71.9	6.8	80.2	68.3	-11.9	N/A	N/A	N/A
ACE*	61.5	61.4	-0.1	61.7	64.4	2.7	60.5	58.0	-2.5	N/A	N/A	N/A
ISN*	67.0	71.9	4.9	63.5	76.3	12.8	70.4	69.3	-1.1	45.4	80.0	34.6

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I grade 8.

Appendix C Table 6a: Percentage of STAAR Grade 8 Reading Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	82.0	76.0	-6.0	75.0	67.0	-8.0	46.0	40.0	-6.0	43.0	28.0	-15.0
District	76.4	74.5	-1.9	76.4	75.3	-1.1	69.4	68.3	-1.1	26.6	24.9	-1.7
Adams, B.	79.1	78.9	-0.2	80.2	80.9	0.7	72.8	75.9	3.1	26.0	37.5	11.5
Adamson	78.8	83.9	5.1	80.3	87.1	6.8	66.2	76.4	10.2	41.7	41.2	-0.5
Molina	77.3	75.9	-1.4	78.1	77.9	-0.2	66.5	68.7	2.2	30.8	14.3	-16.5
Hillcrest	79.9	80.2	0.3	81.3	82.3	1.0	60.8	66.9	6.1	32.0	21.1	-10.9
Jefferson	71.9	64.6	-7.3	75.3	67.0	-8.3	67.0	59.9	-7.1	29.4	9.1	-20.3
Kimball	75.7	77.4	1.7	76.2	77.6	1.4	73.0	70.0	-3.0	18.9	29.7	10.8
Pinkston	70.8	66.7	-2.1	71.4	69.7	-1.7	64.7	66.7	2.0	35.6	16.0	-19.6
Roosevelt	58.5	75.6	17.1	57.7	77.0	19.3	60.7	75.8	15.1	13.6	5.6	-8.0
Samuell	73.1	69.5	-3.6	74.4	70.9	-3.5	71.7	65.5	-6.2	21.9	31.9	10.0
Seagoville	76.7	74.8	-1.9	76.3	75.2	-1.1	69.3	69.2	-0.1	35.6	12.5	-23.1
SOC	69.3	72.1	2.8	72.5	72.5	0.0	64.0	59.2	-4.8	25.0	32.3	7.3
Spruce	78.1	75.4	-2.7	78.6	76.3	-2.3	75.3	74.2	-1.1	32.9	29.4	-3.5
Sunset	93.3	89.9	-3.4	92.3	89.5	-2.8	88.8	87.3	-1.5	36.8	40.7	3.9
White	78.5	74.1	-4.4	78.7	77.9	-0.8	69.0	60.7	-8.3	41.5	25.0	-16.5
Wilson	80.2	78.5	-1.7	74.5	76.8	2.3	68.9	69.5	0.6	25.7	33.3	7.6
Carter	70.9	70.6	-0.3	68.9	70.8	1.9	64.7	67.4	2.7	0.0	14.3	14.3
North Dallas	75.4	68.7	-6.7	78.4	69.1	-9.3	62.1	60.0	-2.1	20.0	14.0	-6.0
Skyline	75.2	68.6	-6.6	77.2	69.1	-8.1	71.5	66.1	-5.4	20.0	20.0	0.0
Conrad	61.9	62.4	0.5	63.9	62.9	-1.0	57.1	61.6	4.5	24.1	16.7	-7.4
Madison	60.9	59.1	-1.8	60.3	61.7	1.4	66.1	42.2	-23.9	10.0	27.6	17.6
Wilmer-Hutchins	71.3	70.3	-1.0	70.7	70.0	-0.7	75.4	70.2	-5.2	26.7	19.0	-7.7
ACE*	61.5	61.4	-0.1	62.1	63.0	0.9	56.3	46.8	-9.5	9.4	24.3	14.9
ISN*	67.0	71.9	4.9	68.2	73.4	5.2	63.5	62.7	-0.8	18.1	17.2	-0.9

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data. No T&I program for grade 8.

AppendixC: Table 7: Percentage of STAAR All Grades Reading Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.1	71.3	-3.8	64.9	59.7	-5.2	70.5	65.9	-4.6	85.9	82.6	-3.3
District	63.5	64.0	0.5	53.5	53.4	-0.1	65.2	66.0	0.8	83.9	82.4	-1.5
Adams, B.	67.8	67.5	-0.3	59.3	56.0	-3.3	68.2	68.4	0.2	79.7	80.0	0.3
Adamson	65.3	65.3	0.0	58.9	62.5	3.6	65.4	65.2	-0.2	64.3	73.3	9.0
Molina	63.6	64.5	0.9	52.8	49.2	-3.6	64.0	65.3	1.3	70.0	58.8	-11.2
Hillcrest	69.7	72.0	2.3	73.8	67.8	-6.0	68.2	71.7	3.5	80.1	82.2	2.1
Jefferson	61.1	62.4	1.3	56.5	58.8	2.3	61.1	62.4	1.3	71.7	75.5	3.8
Kimball	62.1	66.7	4.6	49.4	54.3	4.9	65.9	69.5	3.6	60.5	76.3	15.8
Lincoln	58.7	53.5	-5.2	59.4	50.9	-8.5	55.6	60.3	4.7	N/A	N/A	N/A
Pinkston	58.3	59.5	1.2	41.8	48.3	6.5	61.7	61.7	0.0	56.4	60.0	3.6
Roosevelt	55.2	58.3	3.1	49.4	54.3	4.9	61.3	62.7	1.4	66.7	50.0	-16.7
Samuell	57.4	57.9	0.5	43.9	46.4	2.5	61.0	60.6	-0.4	56.6	69.2	12.6
Seagoville	62.0	61.5	-0.5	56.4	58.3	1.9	61.5	61.5	0.0	70.2	65.9	-4.3
SOC	57.3	55.0	-2.3	53.7	51.1	-2.6	62.5	60.0	-2.5	65.0	66.7	1.7
Spruce	63.7	65.7	2.0	52.5	54.3	1.8	66.8	69.1	2.3	62.2	60.6	-1.6
Sunset	74.3	74.7	0.4	82.4	86.6	4.2	73.2	73.7	0.5	87.9	84.8	-3.1
White	66.8	67.5	0.7	73.5	66.6	-6.9	64.0	66.1	2.1	83.0	80.9	-2.1
Wilson	72.6	71.6	-1.0	57.1	61.0	3.9	61.2	60.7	-0.5	96.6	95.2	-1.4
Carter	58.3	57.9	-0.4	55.5	54.4	-1.1	63.5	66.1	2.6	47.6	33.3	-14.3
North Dallas	61.9	62.3	0.4	48.0	44.4	-3.6	64.7	66.1	1.4	84.7	79.7	-5.0
Skyline	59.4	59.8	0.4	47.9	46.4	-1.5	64.0	65.4	1.4	57.1	44.8	-12.3
Conrad	54.6	54.7	0.1	50.6	51.4	0.8	57.9	57.6	-0.3	43.6	36.0	-7.6
Madison	49.1	45.7	-3.4	46.2	41.7	-4.5	53.2	51.5	-1.7	55.6	57.1	1.5
Wilmer-Hutchins	51.6	50.0	-1.6	47.5	47.2	-0.3	55.9	52.8	-3.1	58.6	56.0	-2.6
ACE*	50.0	51.4	1.4	46.5	47.1	0.6	54.9	57.6	2.7	63.1	37.0	-26.1
ISN	48.7	52.9	4.2	43.0	48.9	5.9	53.7	55.9	2.2	50.5	64.0	13.5

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C Table 7a: Percentage of STAAR All Grades Reading Approaching Grade Level by Student Groups, Feeder Pattern and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.1	71.3	-3.8	66.2	61.9	-4.3	52.1	44.3	-7.8	40.4	28.9	-11.5
District	63.5	64.0	0.5	62.4	63.0	0.6	60.8	62.7	1.9	21.5	23.4	1.9
Adams, B.	67.8	67.5	-0.3	67.2	66.8	-0.4	64.3	65.8	1.5	24.4	30.6	6.2
Adamson	65.3	65.3	0.0	65.2	65.4	0.2	60.6	59.5	-1.1	25.2	22.3	-2.9
Molina	63.6	64.5	0.9	63.4	65.3	1.9	60.8	61.7	0.9	22.3	15.8	-6.5
Hillcrest	69.7	72.0	2.3	69.7	71.6	1.9	61.4	67.0	5.6	34.2	31.1	-3.1
Jefferson	61.1	62.4	1.3	61.3	63.5	2.2	58.8	61.0	2.2	24.1	27.5	3.4
Kimball	62.1	66.7	4.6	62.2	67.1	4.9	62.7	66.8	4.1	16.5	23.4	6.9
Lincoln	58.7	53.5	-5.2	59.5	52.7	-6.8	54.8	60.5	5.7	28.9	26.2	-2.7
Pinkston	58.3	59.5	1.2	58.3	59.7	1.4	57.5	58.9	1.4	17.9	19.3	1.4
Roosevelt	55.2	58.3	3.1	54.8	57.9	3.1	60.2	61.9	1.7	20.8	17.2	-3.6
Samuell	57.4	57.9	0.5	57.3	58.1	0.8	58.3	59.6	1.3	15.2	17.6	2.4
Seagoville	62.0	61.5	-0.5	61.4	60.6	-0.8	57.8	59.2	1.4	25.6	18.9	-6.7
SOC	57.3	55.0	-2.3	57.5	54.7	-2.8	59.8	58.9	-0.9	16.1	16.9	0.8
Spruce	63.7	65.7	2.0	63.8	65.7	1.9	64.5	67.9	3.4	23.5	25.7	2.2
Sunset	74.3	74.7	0.4	73.1	73.7	0.6	67.9	71.1	3.2	25.5	29.5	4.0
White	66.8	67.5	0.7	65.7	67.2	1.5	58.4	61.6	3.2	28.9	28.3	-0.6
Wilson	72.6	71.6	-1.0	59.7	59.3	-0.4	51.9	51.2	-0.7	31.7	31.8	0.1
Carter	58.3	57.9	-0.4	58.3	57.7	-0.6	62.7	64.1	1.4	12.6	19.5	6.9
North Dallas	61.9	62.3	0.4	61.8	62.1	0.3	61.5	61.3	-0.2	17.8	24.7	6.9
Skyline	59.4	59.8	0.4	59.7	59.6	-0.1	62.1	64.3	2.2	16.4	20.3	3.9
Conrad	54.6	54.7	0.1	55.3	55.7	0.4	53.4	54.6	1.2	15.7	17.4	1.7
Madison	49.1	45.7	-3.4	48.7	46.0	-2.7	49.6	49.2	-0.4	9.8	12.0	2.2
Wilmer-Hutchins	51.6	50.0	-1.6	50.7	49.4	-1.3	53.5	49.6	-3.9	16.8	11.3	-5.5
ACE*	50.0	51.4	1.4	50.2	51.6	1.4	53.9	54.9	1.0	6.5	15.0	8.5
ISN*	48.7	52.9	4.2	48.7	53.1	4.4	50.0	53.6	3.6	12.7	17.1	4.4

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C Table 8: Percentage of STAAR Grade 3 Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	76.0	76.0	0.0	60.0	63.0	3.0	73.0	74.0	1.0	85.0	85.0	0.0
District	65.1	69.6	4.5	49.6	55.7	6.1	68.8	72.9	4.1	80.8	83.6	2.8
Adams, B.	71.7	75.2	3.5	65.6	64.6	1.0	72.5	75.3	2.8	75.8	88.6	12.8
Adamson	61.8	65.0	3.2	37.5	44.4	6.9	62.5	66.2	3.7	N/A	N/A	N/A
Molina	65.9	72.3	6.4	39.4	55.2	15.8	67.4	73.7	6.3	N/A	N/A	N/A
Hillcrest	69.9	78.9	9.0	75.8	70.1	-5.7	67.7	79.3	11.6	87.9	88.6	0.7
Jefferson	71.0	71.9	0.9	65.9	60.5	-5.4	71.3	72.4	1.1	80.0	66.7	-13.3
Kimball	71.4	77.0	5.6	51.6	63.3	11.7	75.5	79.9	4.4	N/A	81.8	N/A
Lincoln	79.8	72.3	-7.5	78.7	70.2	-8.5	81.6	78.8	-2.8	81.0	72.6	-8.4
Pinkston	61.8	67.6	5.8	37.6	44.7	7.1	67.4	73.4	6.0	N/A	55.6	N/A
Roosevelt	57.0	58.1	1.1	49.5	52.2	2.7	63.7	63.8	0.1	83.3	N/A	N/A
Samuell	62.1	65.3	3.2	38.7	49.0	10.3	68.5	68.8	0.3	54.5	81.8	27.3
Seagoville	59.1	68.1	9.0	44.4	68.8	24.4	62.9	68.7	5.8	59.2	66.2	7.0
SOC	63.6	66.4	2.8	57.6	60.6	3.0	72.5	72.7	0.2	N/A	N/A	N/A
Spruce	69.1	73.0	3.9	53.3	55.1	1.8	73.6	78.7	5.1	66.7	66.7	0.0
Sunset	69.1	75.1	6.0	37.5	50.0	12.5	68.8	75.0	6.2	92.9	94.4	1.5
White	70.8	73.3	2.5	68.6	66.3	-2.3	68.3	72.6	4.3	86.7	89.6	2.9
Wilson	76.9	80.7	3.8	53.3	64.9	11.6	65.2	66.8	1.6	94.4	96.1	1.7
Carter	57.0	64.2	7.2	51.2	60.8	9.6	68.4	69.5	1.1	16.7	62.5	45.8
North Dallas	59.4	68.8	9.4	36.5	47.8	11.3	64.4	74.5	10.1	66.7	81.8	15.1
Skyline	61.7	66.8	5.1	37.5	48.5	11.0	71.1	75.0	3.9	42.9	63.6	20.7
Conrad	56.6	65.3	8.7	52.1	49.4	-2.7	58.7	70.5	11.8	33.3	23.1	-10.2
Madison	43.1	53.7	10.6	28.2	39.6	11.4	61.4	69.7	8.3	N/A	N/A	N/A
Wilmer-Hutchins	50.4	49.5	-0.9	49.2	45.4	-3.8	50.0	52.5	2.5	N/A	N/A	N/A
ACE*	63.1	66.1	3.0	53.3	56.3	3.0	74.0	76.7	2.7	N/A	N/A	N/A
ISN*	46.6	55.0	8.4	36.8	46.5	9.7	55.1	61.8	6.7	54.5	86.7	32.2
T&I*	65.3	60.0	-5.3	N/A	N/A	N/A	58.7	50.0	-8.7	90.5	75.0	-15.5

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C Table 8a: Percentage of STAAR Grade 3 Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	76.0	76.0	0.0	69.0	70.0	1.0	73.0	73.0	0.0	49.0	43.0	-6.0
District	65.1	69.6	4.5	64.4	68.7	4.3	68.1	71.5	3.4	29.2	34.1	4.9
Adams, B.	71.7	75.2	3.5	71.1	75.0	3.9	71.2	73.4	2.2	25.5	43.1	17.6
Adamson	61.8	65.0	3.2	61.5	66.3	4.8	60.7	64.2	3.5	36.4	13.6	-22.8
Molina	65.9	72.3	6.4	65.1	73.1	8.0	70.7	70.9	0.2	34.5	19.0	-15.5
Hillcrest	69.9	78.9	9.0	70.0	79.3	9.3	66.7	78.7	12.0	43.3	39.3	-4.0
Jefferson	71.0	71.9	0.9	72.2	73.4	1.2	70.3	69.4	-0.9	31.6	51.2	19.6
Kimball	71.4	77.0	5.6	71.4	76.9	5.5	74.2	79.3	5.1	33.3	22.6	-10.7
Lincoln	79.8	72.3	-7.5	81.0	72.6	-8.4	78.6	80.5	1.9	72.2	60.0	-12.2
Pinkston	61.8	67.6	5.8	62.1	66.3	4.2	69.4	74.9	5.5	28.2	30.8	2.6
Roosevelt	57.0	58.1	1.1	56.2	57.5	1.3	61.4	63.6	2.2	22.2	19.2	-3.0
Samuell	62.1	65.3	3.2	62.5	65.3	2.8	67.4	67.7	0.3	19.6	24.4	4.8
Seagoville	59.1	68.1	9.0	59.4	67.1	7.7	61.7	68.4	6.7	37.9	32.4	-5.5
SOC	63.6	66.4	2.8	64.2	66.5	2.3	71.3	73.8	2.6	25.6	26.4	0.8
Spruce	69.1	73.0	3.9	69.7	73.0	3.3	72.1	79.7	7.6	37.0	49.1	12.1
Sunset	69.1	75.1	6.0	68.4	74.1	5.7	69.8	75.0	5.2	32.6	38.2	5.6
White	70.8	73.3	2.5	71.2	71.8	0.6	68.0	72.4	4.4	42.2	32.7	-9.5
Wilson	76.9	80.7	3.8	62.6	65.2	2.6	59.4	58.1	-1.3	48.6	66.7	18.1
Carter	57.0	64.2	7.2	58.1	64.6	6.5	68.9	66.7	-2.2	18.2	37.5	19.3
North Dallas	59.4	68.8	9.4	58.8	69.8	11.0	61.4	71.6	10.2	20.0	36.0	16.0
Skyline	61.7	66.8	5.1	61.1	67.0	5.9	75.4	72.2	-3.2	28.6	35.6	7.0
Conrad	56.6	65.3	8.7	57.8	65.5	7.7	56.3	69.1	12.8	13.8	27.3	13.5
Madison	43.1	53.7	10.6	42.2	53.0	10.8	61.0	69.7	8.7	0.0	16.7	16.7
Wilmer-Hutchins	50.4	49.5	-0.9	50.7	47.1	-3.6	45.6	45.1	-0.5	11.1	5.6	-5.5
ACE*	63.1	66.1	3.0	63.5	65.8	2.3	73.0	78.0	5.0	18.1	25.0	6.9
ISN*	46.6	55.0	8.4	46.3	54.0	7.7	54.1	59.2	5.1	8.7	25.0	16.3
T&I*	65.3	60.0	-5.3	55.8	47.6	-8.2	64.7	44.4	-20.3	33.3	0.0	-33.3

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C Table 9: Percentage of STAAR Grade 4 Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	74.0	75.0	1.0	58.0	58.0	0.0	74.0	72.0	-2.0	84.0	83.0	-1.0
District	63.1	67.6	4.5	47.1	51.2	4.1	67.0	71.7	4.7	81.1	79.6	-1.5
Adams, B.	73.6	74.6	1.0	52.1	58.3	6.2	76.6	76.5	-0.1	82.4	81.8	-0.6
Adamson	68.7	67.7	-1.0	57.1	25.0	-32.1	68.8	69.2	0.4	N/A	N/A	N/A
Molina	69.1	79.5	10.4	62.5	33.3	-29.2	69.7	81.2	11.5	57.1	N/A	N/A
Hillcrest	74.5	77.6	3.1	70.3	73.4	3.1	75.4	78.6	3.2	78.6	79.3	0.7
Jefferson	61.2	64.7	3.5	57.7	39.0	-18.7	61.0	66.3	5.3	91.7	73.3	-18.4
Kimball	62.5	74.5	12.0	43.5	61.8	18.3	66.3	77.1	10.8	77.8	N/A	N/A
Lincoln	59.4	53.4	-6.0	56.1	52.7	-3.4	69.8	54.3	-15.5			
Pinkston	59.3	64.6	5.3	35.8	56.9	21.1	64.6	66.1	1.5	100.0	50.0	-50.0
Roosevelt	56.2	72.6	16.4	40.9	63.4	22.5	72.1	81.3	9.2	16.7	83.3	66.6
Samuell	64.4	63.0	-1.4	46.9	43.0	-3.9	68.4	68.4	0.0	68.8	37.5	-31.3
Seagoville	55.9	56.6	0.7	56.9	44.8	-12.1	54.8	60.1	5.3	57.1	50.7	-6.4
SOC	58.5	62.2	3.7	52.4	58.0	5.6	66.9	67.1	0.2	N/A	N/A	N/A
Spruce	64.5	70.9	6.4	48.1	45.9	-2.2	70.1	77.9	7.8	50.0	53.3	3.3
Sunset	67.5	75.1	7.6	60.0	62.5	2.5	67.5	74.8	7.3	69.2	86.4	17.2
White	63.5	68.9	5.4	60.0	54.1	-5.9	61.3	68.8	7.5	84.4	89.6	5.2
Wilson	76.8	74.0	-2.8	68.4	59.3	-9.1	64.4	65.0	0.6	93.5	91.4	-2.1
Carter	51.3	64.2	12.9	45.7	59.6	13.9	62.2	74.3	12.1	N/A	22.2	N/A
North Dallas	64.4	67.5	3.1	40.2	36.4	-3.8	70.2	76.3	6.1	66.7	44.4	-22.3
Skyline	60.0	58.7	-1.3	39.4	32.4	-7.0	68.9	68.1	-0.8	58.3	46.2	-12.1
Conrad	57.2	65.0	7.8	37.8	50.8	13.0	61.9	69.1	7.2	63.6	45.5	-18.1
Madison	53.2	43.0	-10.2	39.2	30.0	-9.2	70.7	55.9	-14.8	N/A	N/A	N/A
Wilmer-Hutchins	45.2	48.2	3.0	36.2	40.5	4.3	51.5	56.5	5.0	100.0	N/A	N/A
ACE*	57.1	71.6	14.5	42.5	60.4	17.9	72.5	83.5	11.0		33.3	
ISN*	43.8	53.8	10.0	34.5	45.0	10.5	53.2	61.0	7.8	55.5	77.8	22.3
T&I*		69.6			N/A			66.1			84.2	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C Table 9a: Percentage of STAAR Grade 4 Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	74.0	75.0	1.0	67.0	68.0	1.0	68.0	69.0	1.0	44.0	37.0	-7.0
District	63.1	67.6	4.5	62.5	67.4	4.9	67.3	71.4	4.1	25.5	27.0	1.5
Adams, B.	73.6	74.6	1.0	73.4	73.9	0.5	77.3	75.9	-1.4	33.3	28.1	-5.2
Adamson	68.7	67.7	-1.0	68.5	68.5	0.0	70.2	67.0	-3.2	29.4	13.6	-15.8
Molina	69.1	79.	10.4	68.6	80.9	12.3	70.8	79.6	8.8	23.3	34.5	11.2
Hillcrest	74.5	77.6	3.1	76.1	77.8	1.7	72.5	76.1	3.6	45.2	41.9	-3.3
Jefferson	61.2	64.7	3.5	61.4	66.8	5.4	60.3	65.9	5.6	27.1	40.5	13.4
Kimball	62.5	74.5	12.0	62.8	75.3	12.5	67.3	77.6	10.3	13.9	40.9	27.0
Lincoln	59.4	53.4	-6.0	62.2	55.3	-6.9	78.0	57.9	-20.1	23.5	9.1	-14.4
Pinkston	59.3	64.6	5.3	58.4	64.2	5.8	67.3	65.1	-2.2	13.5	20.9	7.4
Roosevelt	56.2	72.6	16.4	55.0	72.9	17.9	75.0	79.5	4.5	22.2	19.0	-3.2
Samuell	64.4	63.0	-1.4	64.4	63.5	-0.9	68.5	68.4	-0.1	21.3	25.0	3.7
Seagoville	55.9	56.6	0.7	55.4	56.6	1.2	53.5	60.3	6.8	26.7	19.4	-7.3
SOC	58.5	62.2	3.7	59.1	62.1	3.0	72.0	67.9	-4.1	21.4	31.1	9.7
Spruce	64.5	70.9	6.4	64.9	71.8	6.9	72.1	76.3	4.2	25.4	24.2	-1.2
Sunset	67.5	75.1	7.6	66.9	75.3	8.4	63.9	78.5	14.6	36.8	25.0	-11.8
White	63.5	68.9	5.4	63.7	68.4	4.7	62.2	68.1	5.9	23.2	36.5	13.3
Wilson	76.8	74.0	-2.8	63.0	65.9	2.9	61.6	65.0	3.4	50.0	29.4	-20.6
Carter	51.3	64.2	12.9	52.0	64.6	12.6	60.3	74.4	14.1	7.7	28.2	20.5
North Dallas	64.4	67.5	3.1	64.7	68.0	3.3	68.6	77.3	8.7	23.7	20.0	-3.7
Skyline	60.0	58.7	-1.3	60.6	58.4	-2.2	71.6	73.2	1.6	41.2	19.0	-22.2
Conrad	57.2	65.0	7.8	58.3	68.3	10.0	62.4	67.1	4.7	4.2	22.7	18.5
Madison	53.2	43.0	-10.2	55.0	43.1	-11.9	68.8	51.3	-17.5	10.5	7.1	-3.4
Wilmer-Hutchins	45.2	48.2	3.0	45.0	48.9	3.9	45.2	50.0	4.8	20.0	0.0	-20.0
ACE*	57.1	71.6	14.5	57.2	71.4	14.2	74.1	81.1	7.0	4.1	21.7	17.6
ISN*	43.8	53.8	10.0	43.8	53.8	10.0	52.7	58.4	5.7	8.3	15.6	7.3
T&I*		69.6			64.2			66.7			27.3	

*ACE – Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C Table 10: Percentage of STAAR Grade 5 Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	79.0	81.0	2.0	64.0	69.0	5.0	76.0	79.0	3.0	87.0	88.0	1.0
District	78.9	80.0	1.1	66.8	68.4	1.6	82.0	83.4	1.4	90.3	88.4	-1.9
Adams, B.	86.2	86.9	0.7	77.1	77.9	0.8	87.8	88.9	1.1	90.0	84.7	-5.3
Adamson	82.2	80.3	-1.9	75.0	88.9	13.9	82.2	79.9	-2.3		N/A	
Molina	80.8	85.7	4.9	65.4	80.0	14.6	82.0	85.8	3.8	N/A	100.0	N/A
Hillcrest	88.1	88.7	0.6	87.8	83.3	-4.5	87.5	89.8	2.3	100.0	88.9	-11.1
Jefferson	76.8	81.5	4.7	76.5	77.6	1.1	76.3	81.7	5.4	100.0	93.3	-6.7
Kimball	78.9	82.5	3.6	62.2	72.1	9.9	82.7	85.1	2.4	N/A	76.9	N/A
Lincoln	79.8	72.3	-7.5	78.7	70.2	-8.5	81.6	78.8	-2.8			
Pinkston	75.6	77.7	2.1	52.1	66.1	14.0	81.1	80.3	-0.8	50.0	85.7	35.7
Roosevelt	73.5	72.6	-0.9	65.4	59.3	-6.1	81.1	84.9	3.8	83.3	57.1	-26.2
Samuell	72.7	77.8	5.1	52.9	64.7	11.8	77.2	81.8	4.6	87.5	77.8	-9.7
Seagoville	78.3	76.0	-2.3	76.2	73.0	-3.2	76.5	76.4	-0.1	87.1	78.4	-8.7
SOC	78.1	80.8	2.7	75.3	77.7	2.4	81.7	84.6	2.9		80.0	
Spruce	80.6	81.7	1.1	67.0	73.4	6.4	84.5	84.5	0.0	89.5	75.0	-14.5
Sunset	87.4	88.8	1.4	83.3	75.0	-8.3	87.2	88.8	1.6	92.6	92.0	-0.6
White	84.2	82.4	-1.8	74.7	75.3	0.6	84.5	82.7	-1.8	92.3	91.7	-0.6
Wilson	85.7	86.0	0.3	68.2	72.4	4.2	79.6	79.8	0.2	97.1	97.2	0.1
Carter	73.2	74.5	1.3	68.4	70.2	1.9	84.1	83.3	-0.8	50.0	50.0	0.0
North Dallas	76.7	78.9	2.2	63.0	51.4	-11.6	80.5	85.6	5.1	71.4	90.0	18.6
Skyline	75.8	75.2	-0.6	59.9	59.8	-0.1	81.9	82.8	0.9	66.7	58.3	-8.4
Conrad	75.1	71.3	-3.8	66.3	72.2	5.9	80.6	74.0	-6.6	37.5	22.2	-15.3
Madison	71.3	67.7	-3.6	62.9	53.4	-9.5	80.0	83.3	3.3	N/A	N/A	N/A
Wilmer-Hutchins	58.3	59.9	1.6	51.7	49.0	-2.7	66.7	70.1	3.4	50.0	N/A	N/A
ACE*	70.4	76.8	6.4	57.5	66.9	9.4	88.0	88.2	0.2	N/A	N/A	N/A
ISN*	65.2	67.7	2.5	57.7	59.5	1.8	72.4	75.6	3.2	61.5	80.0	18.5

*ACE - Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I progra for grade 5.

Appendix C Table 10a: Percentage of STAAR Grade 5 Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	79.0	81.0	2.0	72.0	75.0	3.0	70.0	73.0	3.0	47.0	48.0	1.0
District	78.9	80.0	1.1	79.1	79.9	0.8	81.0	83.0	2.0	41.5	46.8	5.3
Adams, B.	86.2	86.9	0.7	86.9	87.0	0.1	86.4	88.6	2.2	42.9	66.7	23.8
Adamson	82.2	80.3	-1.9	82.1	80.9	-1.2	83.3	78.6	-4.7	57.9	35.3	-22.6
Molina	80.8	85.7	4.9	81.6	85.4	3.8	80.6	83.8	3.2	35.4	48.4	13.0
Hillcrest	88.1	88.7	0.6	89.8	90.5	0.7	84.7	88.7	4.0	57.1	62.1	5.0
Jefferson	76.8	81.5	4.7	78.1	82.9	4.8	75.4	82.2	6.8	42.5	55.6	13.1
Kimball	78.9	82.5	3.6	79.4	83.3	3.9	82.1	86.0	3.9	31.7	24.5	-7.2
Lincoln	79.8	72.3	-7.5	81.0	72.6	-8.4	78.6	80.5	1.9	72.2	60.0	-12.2
Pinkston	75.6	77.7	2.1	75.6	77.7	2.1	82.3	79.9	-2.4	39.6	34.2	-5.4
Roosevelt	73.5	72.6	-0.9	73.9	72.4	-1.5	81.2	88.7	7.5	30.0	31.0	1.0
Samuell	72.7	77.8	5.1	72.1	78.3	6.2	78.5	83.1	4.6	26.0	35.2	9.2
Seagoville	78.3	76.0	-2.3	77.5	76.0	-1.5	77.4	77.3	-0.1	31.6	41.2	9.6
SOC	78.1	80.8	2.7	79.2	80.8	1.6	83.8	86.0	2.2	36.6	44.3	7.7
Spruce	80.6	81.7	1.1	81.8	82.0	0.2	83.1	85.2	2.1	50.8	60.8	10.0
Sunset	87.4	88.8	1.4	89.2	89.9	0.7	85.8	87.6	1.8	52.5	54.3	1.8
White	84.2	82.4	-1.8	84.3	83.4	-0.9	83.5	83.7	0.2	47.8	46.9	-0.9
Wilson	85.7	86.0	0.3	78.1	77.0	-1.1	70.0	76.4	6.4	71.9	60.0	-11.9
Carter	73.2	74.5	1.3	72.9	75.0	2.1	86.4	80.3	-6.1	38.2	36.1	-2.1
North Dallas	76.7	78.9	2.2	77.5	79.0	1.5	81.8	84.9	3.1	36.2	52.4	16.2
Skyline	75.8	75.2	-0.6	77.7	75.9	-1.8	80.4	84.2	3.8	41.3	46.9	5.6
Conrad	75.1	71.3	-3.8	76.0	72.5	-3.5	76.2	71.1	-5.1	26.3	34.6	8.3
Madison	71.3	67.7	-3.6	70.7	67.8	-2.9	77.4	80.2	2.8	36.0	52.6	16.6
Wilmer-Hutchins	58.3	59.9	1.6	58.8	59.8	1.0	61.1	65.9	4.8	20.0	23.5	3.5
ACE*	70.4	76.8	6.4	69.3	76.3	7.0	91.9	83.1	-8.8	13.6	60.0	46.4
ISN*	65.2	67.7	2.5	65.0	68.3	3.3	71.3	74.8	3.5	27.7	30.5	2.8

*ACE - Accelerating Campus Excellence, ISN - Intensive Support Network. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I data for 2016. No T&I program for grade 5.

Appendix C Table 11: Percentage of STAAR Grade 6 Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	74.0	75.0	1.0	60.0	64.0	4.0	70.0	70.0	0.0	85.0	86.0	1.0
District	58.0	64.1	6.1	41.5	53.6	12.1	61.2	66.0	4.8	81.2	83.1	1.9
Adams, B.	54.7	58.9	4.2	41.4	49.4	8.0	55.2	60.2	5.0	74.3	69.0	-5.3
Adamson	60.7	57.6	-3.1	41.7	50.0	8.3	62.1	57.6	-4.5	N/A	N/A	N/A
Molina	47.9	49.7	1.8	40.0	30.4	-9.6	48.0	51.1	3.1		N/A	
Hillcrest	57.2	62.7	5.5	53.5	62.0	8.5	57.0	60.1	3.1	72.7	88.0	15.3
Jefferson	65.1	61.0	-4.1	41.7	52.4	10.7	67.1	61.2	-5.9	N/A	N/A	N/A
Kimball	51.4	66.3	14.9	24.4	52.7	28.3	62.6	69.4	6.8	37.5	N/A	N/A
Pinkston	49.1	59.3	10.2	24.3	47.9	23.6	53.0	61.1	8.1	N/A	71.4	N/A
Roosevelt	38.9	47.5	8.6	37.5	40.8	3.3	40.4	57.0	16.6	N/A	N/A	N/A
Samuell	45.2	52.8	7.6	26.5	39.7	13.2	51.7	55.9	4.2	N/A	N/A	N/A
Seagoville	47.5	60.0	12.5	33.3	51.5	18.2	48.9	61.7	12.8	53.7	59.6	5.9
SOC	40.7	47.8	7.1	36.1	43.6	7.5	47.0	54.0	7.0	N/A	N/A	N/A
Spruce	65.7	70.3	4.6	47.0	66.3	19.3	70.9	71.5	0.6	77.8	50.0	-27.8
Sunset	78.4	84.1	5.7	82.5	97.6	15.1	77.5	83.1	5.6	90.9	78.6	-12.3
White	57.1	66.7	9.6	58.6	60.3	1.7	54.7	67.0	12.3	75.6	73.3	-2.3
Wilson	70.3	79.3	9.0	72.4	63.3	-9.1	60.3	74.0	13.7	97.3	96.0	-1.3
Carter	46.3	51.8	5.5	42.3	47.9	5.6	50.8	64.6	13.8	N/A	N/A	N/A
North Dallas	62.5	58.8	-3.7	43.2	53.2	10.0	66.5	58.9	-7.6	92.3	82.4	-9.9
Skyline	51.2	65.0	13.8	33.5	53.7	20.2	60.3	70.7	10.4	12.5	37.5	25.0
Conrad	46.3	51.7	5.4	51.4	46.0	-5.4	44.8	49.5	4.7	44.4	N/A	N/A
Madison	37.5	48.1	10.6	33.3	50.0	16.7	45.3	42.6	-2.7	N/A	N/A	N/A
Wilmer-Hutchins	41.6	41.8	0.2	34.2	34.1	-0.1	49.5	50.4	0.9	N/A	16.7	N/A
ACE*	35.7	48.8	13.1	31.2	46.0	14.8	42.7	52.1	9.4	N/A	N/A	N/A
ISN*	43.1	51.9	8.8	33.2	45.9	12.7	51.9	55.6	3.7	25.0	85.7	60.7
T&I*	72.6	87.2	14.6	66.7	83.7	17.0	76.8	90.0	13.2		N/A	

*ACE - Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C Table 11a: Percentage of STAAR Grade 6 Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	74.0	75.0	1.0	66.0	67.0	1.0	58.0	58.0	0.0	43.0	38.0	-5.0
District	58.0	64.1	6.1	57.3	63.6	6.3	59.2	62.9	3.7	19.6	31.6	12.0
Adams, B.	54.7	58.9	4.2	53.8	58.8	5.0	52.0	59.2	7.2	14.5	23.8	9.3
Adamson	60.7	57.6	-3.1	61.3	56.6	-4.7	63.7	52.3	-11.4	26.9	21.1	-5.8
Molina	47.9	49.7	1.8	48.4	50.7	2.3	47.8	50.2	2.4	16.1	21.6	5.5
Hillcrest	57.2	62.7	5.5	59.2	62.0	2.8	52.3	54.3	2.0	30.0	22.7	-7.3
Jefferson	65.1	61.0	-4.1	66.1	64.4	-1.7	66.3	60.7	-5.6	18.2	33.3	15.1
Kimball	51.4	66.3	14.9	52.4	67.5	15.1	60.5	69.2	8.7	12.2	56.7	44.5
Pinkston	49.1	59.3	10.2	50.8	60.7	9.9	53.7	62.9	9.2	24.5	18.2	-6.3
Roosevelt	38.9	47.5	8.6	40.9	45.7	4.8	37.0	57.1	20.1	9.1	30.8	21.7
Samuell	45.2	52.8	7.6	44.5	52.6	8.1	49.4	55.5	6.1	23.6	17.6	-6.0
Seagoville	47.5	60.0	12.5	46.4	59.8	13.4	47.9	63.4	15.5	14.0	25.0	11.0
SOC	40.7	47.8	7.1	39.5	48.6	9.1	46.8	52.1	5.3	10.0	13.6	3.6
Spruce	65.7	70.3	4.6	67.4	71.5	4.1	70.7	69.9	-0.8	27.4	40.9	13.5
Sunset	78.4	84.1	5.7	78.3	83.8	5.5	78.5	80.1	1.6	42.9	55.3	12.4
White	57.1	66.7	9.6	55.3	67.3	12.0	50.9	61.5	10.6	21.6	50.0	28.4
Wilson	70.3	79.3	9.0	63.1	72.7	9.6	56.0	67.4	11.4	31.1	65.2	34.1
Carter	46.3	51.8	5.5	46.2	52.4	6.2	48.8	60.0	11.2	0.0	10.7	10.7
North Dallas	62.5	58.8	-3.7	62.7	58.6	-4.1	66.4	50.2	-16.2	4.5	15.6	11.1
Skyline	51.2	65.0	13.8	52.9	65.9	13.0	59.2	67.4	8.2	20.3	34.4	14.1
Conrad	46.3	51.7	5.4	45.9	52.8	6.9	44.7	52.5	7.8	16.7	5.3	-11.4
Madison	37.5	48.1	10.6	37.3	48.5	11.2	45.9	46.8	0.9	4.3	21.4	17.1
Wilmer-Hutchins	41.6	41.8	0.2	39.7	41.2	1.5	55.2	44.4	-10.8	8.7	19.0	10.3
ACE*	35.7	48.8	13.1	35.4	49.4	14.0	44.0	51.0	7.0	3.3	16.9	13.6
ISN*	43.1	51.9	8.8	43.4	52.4	9.0	51.6	55.3	3.7	8.0	39.1	31.1
T&I*	72.6	87.2	14.6	73.2	87.2	14.0	77.6	88.1	10.5	10.0	57.9	47.9

*ACE - Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix C Table 12: Percentage of STAAR Grade 7 Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	71.0	68.0	-3.0	58.0	54.0	-4.0	66.0	63.0	-3.0	83.0	80.0	-3.0
District	42.6	45.4	2.8	32.6	35.0	2.4	45.6	48.8	3.2	54.4	48.3	-6.1
Adams, B.	48.1	45.6	-2.5	45.9	29.2	-16.7	48.4	47.8	-0.6	57.9	55.6	-2.3
Adamson	41.3	39.0	-2.3	11.1	12.5	1.4	42.7	39.9	-2.8	N/A	N/A	N/A
Molina	33.3	45.9	12.6	17.6	38.5	20.9	34.1	46.4	12.3			
Hillcrest	48.1	42.5	-5.6	37.1	46.7	9.6	50.2	42.1	-8.1	22.2	40.0	17.8
Jefferson	38.8	40.4	1.6	25.0	28.0	3.0	39.9	41.5	1.6	16.7	N/A	N/A
Kimball	39.2	49.0	9.8	30.4	49.5	19.1	42.9	48.9	6.0	55.6	N/A	N/A
Pinkston	38.5	43.4	4.9	20.8	31.3	10.5	43.4	45.5	2.1	16.7	N/A	N/A
Roosevelt	19.8	40.1	20.3	12.7	34.3	21.6	28.9	48.3	19.4	N/A	N/A	N/A
Samuell	42.8	44.6	1.8	38.1	33.6	-4.5	44.0	47.4	3.4	50.0	N/A	N/A
Seagoville	49.5	38.9	-10.6	36.4	21.1	-15.3	53.8	43.7	-10.1	46.2	31.3	-14.9
SOC	32.9	31.3	-1.6	29.5	33.0	3.5	39.8	26.3	-13.5	N/A	N/A	N/A
Spruce	62.3	64.8	2.5	51.0	49.7	-1.3	65.2	70.2	5.0	57.1	N/A	N/A
Sunset	65.0	67.6	2.6	82.1	63.6	-18.5	63.4	67.7	4.3	83.3	N/A	N/A
White	38.7	37.0	-1.7	41.9	30.6	-11.3	37.3	37.3	0.0	50.0	35.7	-14.3
Wilson	61.2	59.8	-1.4	50.0	70.8	20.8	58.9	56.8	-2.1	95.7	78.3	-17.4
Carter	39.9	30.9	-9.1	40.8	29.3	-11.5	38.5	40.0	1.5	N/A	N/A	N/A
North Dallas	22.1	35.9	13.8	17.5	27.9	10.4	23.5	38.2	14.7	N/A	N/A	N/A
Skyline	34.6	47.2	12.6	29.8	28.9	-0.9	36.7	55.8	19.1	N/A	33.3	N/A
Conrad	36.2	33.3	-2.9	26.3	20.7	-5.6	41.0	35.4	-5.6	N/A	50.0	N/A
Madison	25.6	30.2	4.6	20.0	22.3	2.3	33.7	42.5	8.8	N/A	N/A	N/A
Wilmer-Hutchins	32.6	37.4	4.8	30.5	32.8	2.3	35.9	45.1	9.2		N/A	
ACE*	30.3	37.8	7.5	26.1	30.7	4.6	37.9	47.9	10.0	N/A	N/A	N/A
ISN*	30.5	34.5	4.0	23.6	34.6	11.0	36.2	34.8	-1.4	50.0	22.2	-27.8
T&I*		70.9			65.6			75.0			N/A	

*ACE - Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I data for 2016.

Appendix C Table 12a: Percentage of STAAR Grade 7 Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	71.0	68.0	-3.0	62.0	59.0	-3.0	47.0	46.0	-1.0	36.0	28.0	-8.0
District	42.6	45.4	2.8	42.7	46.2	3.5	41.8	46.2	4.4	15.2	19.5	4.3
Adams, B.	48.1	45.6	-2.5	49.0	45.9	-3.1	47.1	44.8	-2.3	17.1	20.8	3.7
Adamson	41.3	39.0	-2.3	41.3	39.9	-1.4	36.6	32.8	-3.8	0.0	13.0	13.0
Molina	33.3	45.9	12.6	33.2	48.5	15.3	29.5	42.6	13.1	8.0	12.9	4.9
Hillcrest	48.1	42.5	-5.6	50.4	44.2	-6.2	40.1	39.8	-0.3	21.1	18.2	-2.9
Jefferson	38.8	40.4	1.6	40.0	42.8	2.8	37.2	40.1	2.9	6.1	21.9	15.8
Kimball	39.2	49.0	9.8	39.7	50.7	11.0	41.8	45.2	3.4	9.4	33.3	23.9
Pinkston	38.5	43.4	4.9	36.9	44.5	7.6	42.0	43.6	1.6	6.5	17.4	10.9
Roosevelt	19.8	40.1	20.3	18.0	41.3	23.3	28.8	47.9	19.1	0.0	7.7	7.7
Samuell	42.8	44.6	1.8	43.4	45.3	1.9	38.3	45.9	7.6	13.0	22.0	9.0
Seagoville	49.5	38.9	-10.6	50.4	37.4	-13.0	50.0	43.8	-6.2	27.8	20.5	-7.3
SOC	32.9	31.3	-1.6	32.4	31.6	-0.8	35.6	26.2	-9.4	14.3	2.9	-11.4
Spruce	62.3	64.8	2.5	61.7	66.0	4.3	64.4	70.3	5.9	26.8	21.6	-5.2
Sunset	65.0	67.6	2.6	64.1	66.5	2.4	59.7	68.7	9.0	36.0	42.9	6.9
White	38.7	37.0	-1.7	39.2	36.8	-2.4	29.4	33.3	3.9	17.5	22.6	5.1
Wilson	61.2	59.8	-1.4	57.3	58.0	0.7	51.6	55.3	3.7	40.0	37.3	-2.7
Carter	39.9	30.9	-9.1	39.4	29.7	-9.7	37.3	31.9	-5.4	0.0	0.0	0.0
North Dallas	22.1	35.9	13.8	22.3	37.6	15.3	24.1	36.9	12.8	9.8	17.5	7.7
Skyline	34.6	47.2	12.6	36.0	48.5	12.5	34.0	54.4	20.4	8.4	17.5	9.1
Conrad	36.2	33.3	-2.9	39.2	34.4	-4.8	36.5	32.7	-3.8	17.9	5.0	-12.9
Madison	25.6	30.2	4.6	26.4	31.7	5.3	29.2	37.7	8.5	8.3	4.2	-4.1
Wilmer-Hutchins	32.6	37.4	4.8	32.3	37.6	5.3	36.5	42.9	6.4	12.5	13.0	0.5
ACE*	30.3	37.8	7.5	30.1	39.2	9.1	32.5	45.3	12.8	12.0	3.5	-8.5
ISN*	30.5	34.5	4.0	30.5	35.8	5.3	32.5	34.6	2.1	6.7	13.2	6.5
T&I*		70.9			71.8			76.6			25.0	

*ACE - Accelerating Campus Excellence, ISN - Intensive Support Network, T&I Transformation & Innovation. N/A No data reported for fewer than six students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I data for 2016.

Appendix C Table 13: Percentage of STAAR Grade 8 Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	73.0	74.0	1.0	62.0	63.0	1.0	70.0	71.0	1.0	83.0	83.0	0.0
District	70.4	79.2	8.8	59.8	72.3	12.5	72.7	80.9	8.2	85.1	84.9	-0.2
Adams, B.	77.5	81.6	4.1	67.6	73.7	6.1	78.5	83.8	5.3	92.3	66.7	-25.6
Adamson	73.5	78.8	5.3	44.4	83.3	38.9	74.5	78.6	4.1	N/A	N/A	N/A
Molina	64.6	82.3	17.7	35.3	84.6	49.3	65.7	82.6	16.9	N/A	N/A	N/A
Hillcrest	69.2	76.2	7.0	70.0	70.2	0.2	67.9	78.0	10.1	70.6	68.4	-2.2
Jefferson	58.9	7.7	13.8	66.7	71.4	4.7	58.4	73.5	15.1	N/A	N/A	N/A
Kimball	63.5	75.8	12.3	64.2	81.3	17.1	63.6	74.5	10.9	33.3	N/A	N/A
Pinkston	71.0	77.1	6.1	44.0	64.0	20.0	75.4	80.3	4.9	83.3	N/A	N/A
Roosevelt	43.6	79.8	36.2	41.3	80.0	38.7	46.9	81.2	34.3		N/A	
Samuell	66.1	77.4	11.3	50.0	64.2	14.2	70.6	80.8	10.2	N/A	83.3	N/A
Seagoville	63.4	76.2	12.8	57.7	63.2	5.5	63.9	79.1	15.2	71.1	75.6	4.5
SOC	68.4	78.5	10.1	64.4	77.8	13.4	73.4	80.0	6.6	N/A	N/A	N/A
Spruce	83.8	82.6	-1.2	77.3	77.1	-0.2	85.2	84.5	-0.7	90.0	80.0	-10.0
Sunset	95.0	94.6	-0.4	100.0	98.1	-1.9	94.5	94.3	-0.2	90.9	93.3	2.4
White	65.7	72.9	7.2	66.2	61.4	-4.8	65.3	74.2	8.9	66.7	67.9	1.2
Wilson	79.9	91.6	11.7	73.9	82.4	8.5	74.2	91.5	17.3	98.9	94.6	-4.3
Carter	59.2	71.3	12.1	58.8	70.2	11.4	59.6	71.9	12.3	N/A	N/A	N/A
North Dallas	69.2	70.3	1.1	59.3	48.1	-11.2	70.9	74.3	3.4	77.8	88.2	10.4
Skyline	66.4	77.6	11.2	62.6	70.6	8.0	67.9	80.4	12.5	61.1	78.6	17.5
Conrad	61.2	61.2	0.0	50.0	56.5	6.5	64.7	60.3	-4.4	55.6	N/A	N/A
Madison	51.9	65.6	13.7	52.7	65.5	12.8	55.1	66.0	10.9	N/A		
Wilmer-Hutchins	59.7	72.5	12.8	51.7	71.9	20.2	71.4	74.6	3.2	N/A	N/A	N/A
ACE*	53.5	69.7	16.2	53.4	68.7	15.3	55.3	71.6	16.3	N/A	N/A	N/A
ISN*	57.2	79.1	21.9	56.8	81.4	24.6	57.8	78.4	20.6	36.3	80.0	43.7

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 8.

Appendix C Table 13a: Percentage of STAAR Grade 8 Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	73.0	74.0	1.0	67.0	68.0	1.0	54.0	56.0	2.0	36.0	32.0	-4.0
District	70.4	79.2	8.8	70.2	79.5	9.3	67.7	77.7	10.0	26.1	38.8	12.7
Adams, B.	77.5	81.6	4.1	78.0	83.5	5.5	76.5	81.7	5.2	20.0	37.5	17.5
Adamson	73.5	78.8	5.3	74.2	81.5	7.3	64.8	70.3	5.5	45.5	47.1	1.6
Molina	64.6	82.3	17.7	65.2	82.6	17.4	62.4	80.8	18.4	40.7	53.6	12.9
Hillcrest	69.2	76.2	7.0	67.8	77.8	10.0	52.7	69.9	17.2	11.5	22.2	10.7
Jefferson	58.9	7.7	13.8	60.9	74.5	13.6	54.7	71.3	16.6	20.6	33.3	12.7
Kimball	63.5	75.8	12.3	63.3	76.3	13.0	59.7	70.8	11.1	17.3	35.1	17.8
Pinkston	71.0	77.1	6.1	72.0	78.1	6.1	75.9	80.7	4.8	26.7	34.7	8.0
Roosevelt	43.6	79.8	36.2	42.4	80.8	38.4	45.5	79.4	33.9	27.3	52.6	25.3
Samuell	66.1	77.4	11.3	67.1	78.2	11.1	65.9	78.7	12.8	15.6	29.9	14.3
Seagoville	63.4	76.2	12.8	62.5	75.1	12.6	62.9	77.9	15.0	13.3	29.0	15.7
SOC	68.4	78.5	10.1	70.9	78.6	7.8	68.2	74.4	6.2	21.9	31.3	9.4
Spruce	83.8	82.6	-1.2	84.3	83.5	-0.8	84.5	84.5	0.0	49.4	63.8	14.4
Sunset	95.0	94.6	-0.4	94.6	94.3	-0.3	93.7	93.1	-0.6	60.0	72.4	12.4
White	65.7	72.9	7.2	67.9	76.4	8.5	57.3	69.1	11.8	31.7	33.3	1.6
Wilson	79.9	91.6	11.7	76.0	91.6	15.6	72.2	90.3	18.1	47.5	65.7	18.2
Carter	59.2	71.3	12.1	58.1	71.2	13.1	52.9	68.1	15.2	4.8	27.3	22.5
North Dallas	69.2	70.3	1.1	70.6	70.4	-0.2	67.0	71.9	4.9	25.7	14.0	-11.7
Skyline	66.4	77.6	11.2	68.7	78.0	9.3	64.2	79.9	15.7	25.4	40.3	14.9
Conrad	61.2	61.2	0.0	61.9	60.6	-1.3	59.2	61.3	2.1	20.0	17.4	-2.6
Madison	51.9	65.6	13.7	51.3	67.5	16.2	53.7	63.5	9.8	13.2	31.0	17.8
Wilmer-Hutchins	59.7	72.5	12.8	59.3	72.5	13.2	69.0	77.5	8.5	3.4	33.3	29.9
ACE*	53.5	69.7	16.2	54.7	71.0	16.3	55.2	68.1	12.9	6.9	32.9	26.0
ISN*	57.2	79.1	21.9	57.6	80.2	22.6	51.2	74.5	23.3	25.0	47.0	22.0

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 8.

Appendix C Table 14: Percentage of STAAR All Grades Mathematics Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	76.0	75.0	-1.0	60.0	62.0	2.0	73.0	72.0	-1.0	85.0	84.0	-1.0
District	64.3	69.0	4.7	50.6	56.9	6.3	67.5	71.9	4.4	81.8	82.0	0.2
Adams, B.	69.8	71.6	1.8	58.8	60.5	1.7	70.7	72.9	2.2	81.0	78.8	-2.2
Adamson	65.4	66.1	0.7	43.4	53.6	10.2	66.2	66.6	0.4	50.0	53.3	3.3
Molina	63.0	70.6	7.6	45.7	52.6	6.9	63.9	71.6	7.7	52.6	76.5	23.9
Hillcrest	69.4	73.4	4.0	67.9	70.3	2.4	68.7	73.0	4.3	80.6	81.2	0.6
Jefferson	63.7	67.5	3.8	56.6	56.4	-0.2	64.0	68.1	4.1	73.3	72.9	-0.4
Kimball	61.7	72.4	10.7	45.3	64.6	19.3	66.8	74.1	7.3	58.1	73.7	15.6
Lincoln	65.9	60.9	-5.0	62.3	61.1	-1.2	75.5	62.3	-13.2			
Pinkston	60.7	65.6	4.9	37.3	53.3	16.0	65.6	68.3	2.7	59.0	60.0	1.0
Roosevelt	52.4	63.9	11.5	43.8	56.3	12.5	61.6	72.2	10.6	60.0	62.5	2.5
Samuell	60.2	64.5	4.3	42.1	49.6	7.5	65.1	68.2	3.1	63.3	71.8	8.5
Seagoville	59.7	63.8	4.1	50.9	54.3	3.4	60.5	65.9	5.4	65.1	62.5	-2.6
SOC	60.0	64.2	4.2	54.8	60.4	5.6	67.7	68.7	1.0	60.0	78.6	18.6
Spruce	71.1	74.2	3.1	56.8	60.6	3.8	75.1	78.4	3.3	71.1	65.3	-5.8
Sunset	77.5	81.8	4.3	81.6	85.9	4.3	76.9	81.3	4.4	86.2	88.8	2.6
White	65.5	69.4	3.9	63.4	60.9	-2.5	63.7	69.3	5.6	81.7	82.6	0.9
Wilson	75.7	79.7	4.0	64.1	69.1	5.0	66.8	73.1	6.3	95.7	94.6	-1.1
Carter	56.7	62.4	5.7	52.9	58.5	5.6	63.7	71.3	7.6	40.4	44.4	4.4
North Dallas	62.1	65.6	3.5	44.7	44.8	0.1	66.1	70.7	4.6	71.4	76.8	5.4
Skyline	59.5	65.6	6.1	43.8	48.9	5.1	66.0	72.8	6.8	50.0	55.2	5.2
Conrad	57.7	60.8	3.1	48.8	52.9	4.1	61.1	63.4	2.3	45.5	40.0	-5.5
Madison	47.8	52.0	4.2	40.1	45.0	4.9	60.0	61.4	1.4	22.2	76.9	54.7
Wilmer-Hutchins	48.1	52.6	4.5	42.6	46.4	3.8	53.7	59.4	5.7	75.9	45.8	-30.1
ACE*	49.2	59.5	10.3	42.3	53.1	10.8	59.4	68.2	8.8	47.3	48.1	0.8
ISN*	48.5	58.0	9.5	40.9	52.3	11.4	55.3	62.4	7.1	48.8	74.3	25.5

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C: Table 14a: Percentage of STAAR All Grades Mathematics Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	76.0	75.0	-1.0	67.0	68.0	1.0	54.0	64.0	10.0	36.0	38.0	2.0
District	64.3	69.0	4.7	63.9	68.7	4.8	65.7	70.1	4.4	26.3	33.2	6.9
Adams, B.	69.8	71.6	1.8	69.7	71.5	1.8	68.9	71.3	2.4	25.6	36.1	10.5
Adamson	65.4	66.1	0.7	65.4	67.0	1.6	64.5	62.9	-1.6	33.3	22.5	-10.8
Molina	63.0	70.6	7.6	63.1	71.5	8.4	64.0	68.7	4.7	27.4	31.6	4.2
Hillcrest	69.4	73.4	4.0	70.2	73.9	3.7	64.4	69.9	5.5	35.4	36.7	1.3
Jefferson	63.7	67.5	3.8	64.9	69.6	4.7	62.6	66.8	4.2	25.2	40.8	15.6
Kimball	61.7	72.4	10.7	62.1	73.1	11.0	65.8	73.3	7.5	18.4	34.7	16.3
Lincoln	65.9	60.9	-5.0	67.7	61.6	-6.1	79.0	63.2	-15.8	39.1	26.2	-12.9
Pinkston	60.7	65.6	4.9	60.8	65.8	5.0	66.3	67.8	1.5	23.5	26.1	2.6
Roosevelt	52.4	63.9	11.5	52.1	63.8	11.7	61.6	72.3	10.7	18.5	25.4	6.9
Samuell	60.2	64.5	4.3	60.3	64.8	4.5	63.4	67.7	4.3	19.6	25.9	6.3
Seagoville	59.7	63.8	4.1	59.3	63.2	3.9	59.8	66.1	6.3	23.3	28.0	4.7
SOC	60.0	64.2	4.2	60.6	64.3	3.7	68.4	68.7	0.3	21.8	27.8	6.0
Spruce	71.1	74.2	3.1	71.7	74.8	3.1	74.6	78.1	3.5	36.5	44.9	8.4
Sunset	77.5	81.8	4.3	77.2	81.6	4.4	75.1	81.1	6.0	42.2	46.1	3.9
White	65.5	69.4	3.9	65.5	69.8	4.3	61.5	67.2	5.7	30.9	37.5	6.6
Wilson	75.7	79.7	4.0	66.6	72.6	6.0	61.5	69.5	8.0	45.9	52.7	6.8
Carter	56.7	62.4	5.7	56.9	62.7	5.8	62.2	68.4	6.2	15.3	24.9	9.6
North Dallas	62.1	65.6	3.5	62.5	66.1	3.6	65.2	68.3	3.1	21.0	28.1	7.1
Skyline	59.5	65.6	6.1	60.6	66.1	5.5	66.0	72.9	6.9	26.0	32.6	6.6
Conrad	57.7	60.8	3.1	58.8	62.0	3.2	58.4	61.9	3.5	16.2	20.3	4.1
Madison	47.8	52.0	4.2	48.1	52.7	4.6	56.9	59.2	2.3	13.5	23.0	9.5
Wilmer-Hutchins	48.1	52.6	4.5	47.7	52.1	4.4	51.3	56.1	4.8	12.0	16.5	4.5
ACE*	49.2	59.5	10.3	63.5	65.8	2.3	73.0	78.0	5.0	18.1	25.0	6.9
ISN*	48.5	58.0	9.5	48.5	58.3	9.8	53.1	60.2	7.1	15.0	27.6	12.6

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C: Table 15. Percentage of STAAR Grade 4 Writing Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	69.0	63.0	-6.0	60.0	52.0	-8.0	64.0	58.0	-6.0	79.0	72.0	-7.0
District	63.3	60.9	-2.4	51.8	45.9	-5.9	66.0	64.5	-1.5	79.6	75.5	-4.1
Adams, B.	71.7	65.8	-5.9	60.2	43.9	-16.3	73.1	68.3	-4.8	75.0	75.9	0.9
Adamson	60.7	59.8	-0.9	57.1	37.5	-19.6	60.6	60.2	-0.4	N/A	N/A	N/A
Molina	63.8	64.0	0.2	45.8	50.0	4.2	64.9	65.1	0.2	57.1	N/A	N/A
Hillcrest	77.7	71.3	-6.4	73.4	57.1	-16.3	78.9	73.4	-5.5	78.6	75.9	-2.7
Jefferson	65.9	66.4	0.5	51.9	65.9	14.0	66.5	66.5	0.0	91.7	73.3	-18.4
Kimball	62.2	64.3	2.1	46.6	47.3	0.7	65.5	68.1	2.6	66.7	N/A	N/A
Lincoln	58.5	52.1	-6.4	56.2	47.6	-8.6	66.0	65.2	-0.8			
Pinkston	53.7	55.2	1.5	41.8	44.8	3.0	55.8	57.6	1.8	100.0	50.0	-50.0
Roosevelt	54.8	58.2	3.4	45.8	46.8	1.0	64.7	68.3	3.6	25.0	83.3	58.3
Samuell	66.0	57.4	-8.6	47.9	40.1	-7.8	70.3	62.1	-8.2	62.5	25.0	-37.5
Seagoville	59.0	56.2	-2.8	64.9	51.5	-13.4	58.0	58.3	0.3	58.3	52.9	-5.4
SOC	61.6	55.5	-6.1	56.4	47.9	-8.5	68.7	64.9	-3.8	N/A	N/A	N/A
Spruce	68.6	64.7	-3.9	55.3	48.6	-6.7	73.3	69.6	-3.7	56.3	36.4	-19.6
Sunset	59.3	59.8	0.5	66.7	37.5	-29.2	58.8	59.2	0.4	65.4	85.7	20.3
White	67.1	62.7	-4.4	71.4	45.9	-25.5	64.0	63.8	-0.2	82.8	75.0	-7.8
Wilson	73.1	69.1	-4.0	47.4	59.3	11.9	61.3	57.6	-3.7	91.1	90.8	-0.3
Carter	56.6	53.8	-2.8	52.7	49.2	-3.5	64.0	64.6	0.6	N/A	18.2	N/A
North Dallas	61.1	61.7	0.6	37.0	41.0	4.0	66.4	68.1	1.7	N/A	22.2	N/A
Skyline	61.9	58.8	-3.1	44.2	38.6	-5.6	70.4	66.8	-3.6	50.0	23.1	-26.9
Conrad	56.3	60.3	4.0	43.9	49.2	5.3	62.7	66.9	4.2	72.7	30.0	-42.7
Madison	54.6	41.0	-13.6	55.5	35.9	-19.6	54.7	45.3	-9.4	N/A	N/A	N/A
Wilmer-Hutchins	44.2	35.7	-8.5	40.7	29.5	-11.2	47.1	41.7	-5.4	71.4	N/A	N/A
ACE*	56.8	55.3	-1.5	50.5	45.0	-5.5	63.0	66.3	3.3		33.3	
ISN*	45.3	43.1	-2.2	38.5	37.7	-0.8	52.6	48.5	-4.1	44.4	40.0	-4.4
T&I*		55.0			N/A			47.4			84.2	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C: Table 15a: Percentage of STAAR Grade 4 Writing Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	69.0	63.0	-6.0	61.0	54.0	-7.0	54.0	50.0	-4.0	32.0	23.0	-9.0
District	63.3	60.9	-2.4	62.5	59.6	-2.9	67.3	65.8	-1.5	17.1	17.9	0.8
Adams, B.	71.7	65.8	-5.9	71.5	64.9	-6.6	75.9	68.8	-7.1	30.6	17.2	-13.4
Adamson	60.7	59.8	-0.9	60.4	60.0	-0.4	61.7	58.7	-3.0	0.0	13.6	13.6
Molina	63.8	64.0	0.2	62.7	64.2	1.5	67.9	68.6	0.7	10.0	13.8	3.8
Hillcrest	77.7	71.3	-6.4	78.9	72.4	-6.5	75.6	72.3	-3.3	32.3	36.7	4.4
Jefferson	65.9	66.4	0.5	64.8	66.5	1.7	67.9	66.0	-1.9	10.6	24.3	13.7
Kimball	62.2	64.3	2.1	62.6	65.2	2.6	67.9	70.2	2.3	5.6	16.3	10.7
Lincoln	58.5	52.1	-6.4	59.0	51.7	-7.3	68.3	73.7	5.4	17.6	18.2	0.6
Pinkston	53.7	55.2	1.5	53.0	54.2	1.2	58.1	55.8	-2.3	13.2	11.6	-1.6
Roosevelt	54.8	58.2	3.4	53.9	57.5	3.6	67.3	67.5	0.2	20.7	9.5	-11.2
Samuell	66.0	57.4	-8.6	65.9	57.4	-8.5	72.9	65.4	-7.5	10.9	9.6	-1.3
Seagoville	59.0	56.2	-2.8	59.1	54.7	-4.4	56.8	56.7	-0.1	20.0	21.2	1.2
SOC	61.6	55.5	-6.1	63.0	55.5	-7.5	71.7	68.3	-3.4	12.5	6.8	-5.7
Spruce	68.6	64.7	-3.9	69.0	65.3	-3.7	75.8	70.5	-5.3	26.9	14.5	-12.4
Sunset	59.3	59.8	0.5	59.5	58.6	-0.9	58.2	60.5	2.3	19.4	20.8	1.4
White	67.1	62.7	-4.4	66.4	61.6	-4.8	65.7	69.5	3.8	16.1	21.2	5.1
Wilson	73.1	69.1	-4.0	58.3	55.8	-2.5	57.7	51.1	-6.6	34.6	30.3	-4.3
Carter	56.6	53.8	-2.8	56.4	53.2	-3.2	65.2	66.4	1.2	7.7	19.0	11.3
North Dallas	61.1	61.7	0.6	61.5	61.9	0.4	67.0	70.9	3.9	12.5	25.6	13.1
Skyline	61.9	58.8	-3.1	62.5	57.9	-4.6	73.3	73.0	-0.3	19.6	9.4	-10.2
Conrad	56.3	60.3	4.0	56.8	62.0	5.2	59.2	61.8	2.6	20.8	22.7	1.9
Madison	54.6	41.0	-13.6	54.4	39.5	-14.9	53.1	44.7	-8.4	5.6	0.0	-5.6
Wilmer-Hutchins	44.2	35.7	-8.5	44.7	34.1	-10.6	45.2	34.2	-11.0	0.0	0.7	6.7
ACE*	56.8	55.3	-1.5	56.8	54.8	-2.0	64.0	67.7	3.7	0.0	16.7	16.7
ISN*	45.3	43.1	-2.2	45.6	42.6	-3.0	55.7	48.3	-7.4	4.8	3.9	-0.9
T&I*		55.0			40.7			41.7			27.3	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C: Table 16: Percentage of STAAR Grade 7 Writing Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	70.0	68.0	-2.0	61.0	58.0	-3.0	63.0	62.0	-1.0	82.0	79.0	-3.0
District	51.7	54.1	2.4	47.3	48.0	0.7	51.3	54.2	2.9	77.7	80.7	3.0
Adams, B.	49.0	55.2	6.2	45.1	36.0	-9.1	48.5	57.9	9.4	73.9	63.3	-10.6
Adamson	51.5	52.2	0.7	66.7	87.5	20.8	51.0	50.9	-0.1	N/A	N/A	N/A
Molina	52.2	46.9	-5.3	40.9	40.0	0.9	52.6	47.2	-5.4			
Hillcrest	58.6	53.2	-5.4	74.4	68.3	-6.1	55.1	51.0	-4.1	60.0	46.2	-13.8
Jefferson	40.5	39.8	-0.7	38.1	42.4	4.3	40.7	39.6	-1.1	28.6	N/A	N/A
Kimball	49.1	49.7	0.6	42.7	55.4	12.7	51.5	48.2	-3.3	60.0	N/A	N/A
Pinkston	42.8	45.7	2.9	32.5	28.8	-3.7	45.3	48.4	3.1	16.7	N/A	N/A
Roosevelt	39.2	37.4	-1.8	35.1	39.8	4.7	44.0	34.9	-9.1	N/A	N/A	N/A
Samuell	42.3	35.0	-7.3	36.1	30.1	-6.0	43.5	36.2	-7.3	62.5	N/A	N/A
Seagoville	53.3	49.2	-4.1	51.8	47.0	-4.8	54.2	48.6	-5.6	53.5	53.8	0.3
SOC	42.9	43.1	0.2	41.9	47.6	5.7	44.1	33.6	-10.5	N/A	N/A	N/A
Spruce	47.6	59.9	12.3	39.5	47.4	7.9	49.4	63.8	14.4	41.7	N/A	N/A
Sunset	74.0	75.7	1.7	96.0	93.6	-2.4	71.6	73.4	1.8	80.0	90.9	10.9
White	52.1	53.3	1.2	64.9	68.0	3.1	48.4	50.8	2.4	72.7	60.0	-12.7
Wilson	63.1	59.0	-4.1	31.8	39.4	7.6	54.9	49.1	-5.8	97.6	94.3	-3.3
Carter	44.8	40.7	-4.1	52.2	39.7	-12.5	35.0	46.9	11.9	N/A	N/A	N/A
North Dallas	45.5	55.3	9.9	40.5	50.0	9.5	44.7	55.3	10.6	60.0	78.6	18.6
Skyline	39.9	53.9	14.0	38.6	40.0	1.4	40.2	59.1	18.9	50.0	66.7	16.7
Conrad	31.5	38.8	7.3	38.1	63.6	25.5	29.9	37.0	7.1	N/A	37.5	N/A
Madison	43.3	42.4	-0.9	49.7	42.9	-6.8	32.3	42.6	10.3	N/A	N/A	N/A
Wilmer-Hutchins	39.4	41.3	1.9	35.7	36.6	0.9	43.6	47.5	3.9	N/A	N/A	N/A
ACE*	40.9	4.8	3.9	43.8	43.6	-0.2	35.4	45.7	10.3	N/A	N/A	N/A
ISN*	40.7	41.6	0.9	39.4	45.5	6.1	41.4	38.6	-2.8	50.0	30.0	-20.0
T&I*		73.1			67.1			78.4			N/A	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No data available for T&I 2016.

Appendix C: Table 16a: Percentage of STAAR Grade 7 Writing Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	70.0	68.0	-2.0	60.0	58.0	-2.0	34.0	37.0	3.0	27.0	18.0	-9.0
District	51.7	54.1	2.4	50.3	53.7	3.4	40.7	47.0	6.3	9.2	10.1	0.9
Adams, B.	49.0	55.2	6.2	48.7	56.1	7.4	42.4	50.1	7.7	16.7	20.0	3.3
Adamson	51.5	52.2	0.7	52.9	53.3	0.4	40.5	36.1	-4.4	5.9	13.0	7.1
Molina	52.2	46.9	-5.3	53.0	48.8	-4.2	37.2	41.1	3.9	7.4	6.7	-0.7
Hillcrest	58.6	53.2	-5.4	58.7	53.7	-5.0	38.4	44.4	6.0	22.2	4.3	-17.9
Jefferson	40.5	39.8	-0.7	41.3	41.9	0.6	34.5	36.8	2.3	0.0	2.8	2.8
Kimball	49.1	49.7	0.6	48.5	51.0	2.5	44.0	36.6	-7.4	7.7	13.3	5.6
Pinkston	42.8	45.7	2.9	42.7	47.3	4.6	39.4	44.3	4.9	6.8	4.3	-2.5
Roosevelt	39.2	37.4	-1.8	38.5	38.7	0.2	43.3	28.2	-15.1	0.0	3.7	3.7
Samuell	42.3	35.0	-7.3	42.0	35.1	-6.9	36.8	33.9	-2.9	2.0	5.1	3.1
Seagoville	53.3	49.2	-4.1	54.4	48.4	-6.0	44.3	46.7	2.4	10.5	5.1	-5.4
SOC	42.9	43.1	0.2	43.3	43.9	0.6	37.2	32.4	-4.8	8.6	5.6	-3.0
Spruce	47.6	59.9	12.3	48.3	60.6	12.3	44.3	62.7	18.4	5.3	10.8	5.5
Sunset	74.0	75.7	1.7	73.0	75.0	2.0	61.8	67.3	5.5	15.4	21.6	6.2
White	52.1	53.3	1.2	51.2	54.4	3.2	35.8	40.7	4.9	12.8	20.6	7.8
Wilson	63.1	59.0	-4.1	51.5	48.4	-3.1	38.1	40.0	1.9	24.4	13.1	-11.3
Carter	44.8	40.7	-4.1	43.2	41.7	-1.5	28.4	40.0	11.6	0.0	0.0	0.0
North Dallas	45.5	55.3	9.9	44.1	54.7	10.6	38.8	48.0	9.2	9.5	12.2	2.7
Skyline	39.9	53.9	14.0	40.3	54.8	14.5	33.0	54.4	21.4	4.8	13.3	8.5
Conrad	31.5	38.8	7.3	32.6	40.0	7.4	26.2	35.4	9.2	7.1	5.0	-2.1
Madison	43.3	42.4	-0.9	44.4	45.5	1.1	25.0	38.0	13.0	13.0	0.0	-13.0
Wilmer-Hutchins	39.4	41.3	1.9	38.7	40.9	2.2	41.3	46.4	5.1	0.0	0.0	0.0
ACE*	40.9	4.8	3.9	41.4	47.0	5.6	30.4	41.5	11.1	10.7	0.0	-10.7
ISN*	40.7	41.6	0.9	40.6	42.6	2.0	34.7	34.1	-0.6	5.4	8.3	2.9
T&I*		73.1			73.0			76.8			22.2	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I data for 2016.

Appendix C: Table 17: Percentage of STAAR All Grades Writing Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	69.5	65.5	-4.0	60.5	54.9	-5.6	63.4	60.0	-3.4	80.5	75.5	-5.0
District	58.1	57.9	-0.2	49.9	46.8	-3.1	59.3	59.9	0.6	78.8	77.7	-1.1
Adams, B.	61.6	61.1	-0.5	54.0	40.7	-13.3	61.8	63.5	1.7	74.7	71.4	-3.3
Adamson	56.2	56.3	0.1	62.5	62.5	0.0	55.9	56.0	0.1	N/A	71.4	N/A
Molina	58.3	56.2	-2.1	43.5	45.5	2.0	59.0	56.8	-2.2	54.5	N/A	N/A
Hillcrest	69.8	63.7	-6.1	73.8	61.5	-12.3	68.9	63.5	-5.4	70.8	66.7	-4.1
Jefferson	55.2	55.4	0.2	47.9	55.4	7.5	55.4	55.2	-0.2	68.4	70.6	2.2
Kimball	55.8	58.2	2.4	44.3	50.9	6.6	59.1	59.8	0.7	63.2	37.5	-25.7
Lincoln	58.5	52.1	-6.4	56.2	47.6	-8.6	66.0	65.2	-0.8			
Pinkston	49.0	50.9	1.9	38.1	38.6	0.5	51.1	53.3	2.2	66.7	50.0	-16.7
Roosevelt	49.2	50.5	1.3	41.4	44.0	2.6	58.2	56.8	-1.4	33.3	66.7	33.4
Samuell	55.8	47.6	-8.2	42.6	35.9	-6.7	58.8	50.6	-8.2	62.5	27.3	-35.2
Seagoville	56.3	53.0	-3.3	57.1	49.3	-7.8	56.3	53.8	-2.5	56.0	53.2	-2.8
SOC	55.3	51.2	-4.1	51.1	47.8	-3.3	61.4	54.3	-7.1	66.7	75.0	8.3
Spruce	59.4	62.8	3.4	48.9	48.1	-0.8	62.6	67.4	4.8	50.0	43.8	-6.2
Sunset	66.8	67.3	0.5	91.5	85.5	-6.0	65.2	65.7	0.5	69.4	87.5	18.1
White	60.7	58.8	-1.9	68.5	54.8	-13.7	57.2	58.4	1.2	80.2	69.2	-11.0
Wilson	68.3	64.0	-4.3	39.0	48.3	9.3	57.9	52.9	-5.0	93.3	92.2	-1.1
Carter	53.0	49.4	-3.6	52.6	45.7	6.9	53.4	59.9	6.5	50.0	25.0	-25.0
North Dallas	54.0	58.9	4.9	38.5	44.9	6.4	56.9	62.6	5.7	60.0	56.5	-3.5
Skyline	51.6	56.7	5.1	41.8	39.2	-2.6	55.8	63.5	7.7	50.0	44.0	-6.0
Conrad	47.3	51.9	4.6	41.9	54.2	12.3	51.3	55.6	4.3	60.0	33.3	-26.7
Madison	48.7	41.7	-7.0	52.2	39.9	-12.3	44.6	44.1	-0.5	N/A	N/A	N/A
Wilmer-Hutchins	41.9	38.4	-3.5	38.2	33.1	-5.1	45.5	44.4	-1.1	75.0	50.0	-25.0
ACE*	46.9	48.5	1.6	46.1	44.0	-2.1	47.7	54.4	6.7	50.0	45.5	-4.5
ISN*	43.2	42.5	-0.7	38.9	40.7	1.8	47.5	44.1	-3.4	48.5	36.7	-11.8
T&I*	73.1			67.1			78.4			N/A		

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C: Table 17a: Percentage of STAAR All Grades Writing Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	69.5	65.5	-4.0									
District	58.1	57.9	-0.2	57.0	57.0	0.0	55.8	57.5	1.7	13.2	14.2	1.0
Adams, B.	61.6	61.1	-0.5	61.2	61.0	-0.2	59.7	60.1	0.4	24.2	18.6	-5.6
Adamson	56.2	56.3	0.1	56.7	56.9	0.2	52.5	49.9	-2.6	3.0	13.3	10.3
Molina	58.3	56.2	-2.1	58.1	57.1	-1.0	55.4	55.7	0.3	8.8	10.2	1.4
Hillcrest	69.8	63.7	-6.1	70.6	64.4	-6.2	62.7	60.0	-2.7	28.6	22.6	-6.0
Jefferson	55.2	55.4	0.2	54.9	56.1	1.2	53.9	53.5	-0.4	6.3	13.7	7.4
Kimball	55.8	58.2	2.4	55.8	59.2	3.4	57.3	56.3	-1.0	6.8	15.1	8.3
Lincoln	58.5	52.1	-6.4	59.0	51.7	-7.3	68.3	73.7	5.4	17.6	18.2	0.6
Pinkston	49.0	50.9	1.9	48.5	51.1	2.6	49.2	50.2	1.0	9.8	7.9	-1.9
Roosevelt	49.2	50.5	1.3	48.6	50.6	2.0	59.9	53.4	-6.5	12.0	6.3	-5.7
Samuell	55.8	47.6	-8.2	55.6	47.8	-7.8	57.7	51.4	-6.3	6.2	7.2	1.0
Seagoville	56.3	53.0	-3.3	56.9	51.9	-5.0	51.9	51.9	0.0	14.7	12.5	-2.2
SOC	55.3	51.2	-4.1	56.3	51.4	-4.9	62.4	56.9	-5.5	11.0	6.3	-4.7
Spruce	59.4	62.8	3.4	59.8	63.5	3.7	61.0	67.5	6.5	15.5	13.1	-2.4
Sunset	66.8	67.3	0.5	66.3	66.4	0.1	59.9	63.7	3.8	17.7	21.2	3.5
White	60.7	58.8	-1.9	59.9	58.6	-1.3	54.0	57.7	3.7	14.6	20.9	6.3
Wilson	68.3	64.0	-4.3	54.6	51.7	-2.9	46.5	44.6	-1.9	28.4	19.1	-9.3
Carter	53.0	49.4	-3.9	52.3	49.5	-2.8	51.2	58.5	7.3	5.5	12.9	7.4
North Dallas	54.0	58.9	4.9	53.9	58.8	4.9	55.4	61.3	5.9	11.2	18.8	7.6
Skyline	51.6	56.7	5.1	52.3	56.6	4.3	54.3	64.9	10.6	10.4	11.3	0.9
Conrad	47.3	51.9	4.6	48.2	53.3	5.1	46.6	50.9	4.3	13.5	14.3	0.8
Madison	48.7	41.7	-7.0	49.3	42.6	-6.7	39.1	41.5	2.4	9.8	0.0	-9.8
Wilmer-Hutchins	41.9	38.4	-3.5	41.8	37.4	-4.4	43.3	40.0	-3.3	0.0	2.7	2.7
ACE*	46.9	48.5	1.6	47.3	49.8	2.5	45.6	53.4	7.8	7.4	5.0	-2.4
ISN*	43.2	42.5	-0.7	43.4	42.6	-0.8	46.2	41.6	-4.6	5.2	6.0	0.8
T&I*		73.1			73.0			76.8			22.2	

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network, T&I – Transformation & Innovation. N/A No data reported for fewer than five students. Blank indicate no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C: Table 18: Percentage of STAAR Grade 5 Science Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.0	73.0	-2.0	59.0	58.0	-1.0	71.0	68.0	-3.0	86.0	84.0	-2.0
District	65.2	64.9	-0.3	53.4	56.0	2.6	67.4	66.3	-1.1	86.9	86.0	-0.9
Adams, B.	69.1	63.4	-5.7	54.7	54.0	-0.7	69.9	63.7	-5.9	84.5	73.7	-10.8
Adamson	68.6	66.4	-2.2	62.5	55.6	-6.9	68.5	66.5	-2.0			
Molina	69.7	66.8	-2.9	60.0	68.4	8.4	70.4	66.9	-3.5	N/A	66.7	N/A
Hillcrest	72.8	74.7	1.9	81.6	76.8	-4.8	70.5	73.9	3.4	83.9	85.2	1.3
Jefferson	67.8	63.2	-4.6	61.1	65.3	4.2	67.8	62.4	-5.4	90.0	93.3	3.3
Kimball	68.5	71.7	3.2	54.8	59.7	4.9	71.6	74.2	2.6	N/A	83.3	N/A
Lincoln	64.9	45.6	-19.3	62.1	48.0	-14.1	72.9	40.7	-32.2			
Pinkston	61.4	64.0	2.6	42.6	55.8	13.2	65.3	65.6	0.3	62.5	85.7	23.2
Roosevelt	58.9	61.2	2.3	54.1	47.5	-6.6	62.3	72.8	10.5	83.3	71.4	-11.9
Samuell	53.2	62.1	8.9	32.0	48.8	16.8	58.7	65.5	6.8	37.5	66.7	29.2
Seagoville	62.3	62.6	0.3	56.9	61.2	4.3	59.0	60.9	1.9	80.9	75.7	-5.2
SOC	62.7	61.1	-1.6	59.6	58.4	-1.2	66.9	64.3	-2.6		80.0	
Spruce	68.3	70.9	2.6	53.7	65.6	11.9	71.6	72.3	0.7	94.1	81.3	-12.8
Sunset	77.1	76.0	-1.1	83.3	87.5	4.2	76.4	74.9	-1.5	88.9	92.0	3.1
White	68.8	66.1	-2.7	65.8	69.9	4.1	67.9	63.4	-4.5	80.4	86.7	6.3
Wilson	72.9	72.0	-0.9	63.6	48.1	-15.5	58.4	57.8	-0.6	97.1	96.5	-0.6
Carter	59.4	60.1	0.7	52.5	54.7	2.2	72.7	70.6	-2.1	66.7	N/A	N/A
North Dallas	61.6	57.5	-4.1	46.2	28.8	-17.4	65.4	63.9	-1.5	71.4	88.9	17.5
Skyline	62.7	58.8	-3.9	51.9	51.3	-0.6	65.9	62.7	-3.2	100.0	46.2	-53.8
Conrad	57.8	56.8	-1.0	43.4	55.8	12.4	62.6	56.8	-5.8	N/A	66.7	N/A
Madison	50.4	56.0	5.6	46.2	45.7	-0.5	55.2	66.7	11.5	N/A	N/A	N/A
Wilmer-Hutchins	60.0	64.2	4.2	53.9	65.0	11.1	67.5	62.0	-5.5	50.0	N/A	N/A
ACE*	59.6	67.4	7.8	48.0	57.6	9.6	75.7	79.6	3.9	N/A	N/A	N/A
ISN*	49.5	53.4	3.9	42.6	45.9	3.3	55.6	59.4	3.8	63.6	73.3	9.7

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 5.

Appendix C: Table 18a: Percentage of STAAR Grade 5 Science Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.0	73.0	-2.0	67.0	65.0	-2.0	61.0	57.0	-4.0	43.0	36.0	-7.0
District	65.2	64.9	-0.3	64.4	63.7	-0.7	64.4	64.1	-0.3	31.1	30.4	-0.7
Adams, B.	69.1	63.4	-5.7	68.5	62.4	-6.1	64.8	63.3	-1.5	37.7	36.2	-1.5
Adamson	68.6	66.4	-2.2	68.6	65.2	-3.4	68.9	64.3	-4.6	55.0	17.6	-37.4
Molina	69.7	66.8	-2.9	69.6	65.6	-4.0	68.3	62.1	-6.2	28.6	27.6	-1.0
Hillcrest	72.8	74.7	1.9	72.8	75.2	2.4	63.0	67.7	4.7	45.0	50.0	5.0
Jefferson	67.8	63.2	-4.6	68.8	63.8	-5.0	65.2	61.5	-3.7	41.9	36.2	-5.7
Kimball	68.5	71.7	3.2	68.3	71.8	3.5	69.5	74.4	4.9	29.5	24.0	-5.5
Lincoln	64.9	45.6	-19.3	64.4	45.7	-18.7	68.3	39.5	-28.8	40.0	18.8	-21.2
Pinkston	61.4	64.0	2.6	61.1	63.7	2.6	59.5	59.3	-0.2	21.3	24.3	3.0
Roosevelt	58.9	61.2	2.3	58.7	60.2	1.5	59.8	73.2	13.4	15.8	16.7	0.9
Samuell	53.2	62.1	8.9	52.7	62.0	9.3	57.4	67.4	10.0	21.2	17.6	-3.6
Seagoville	62.3	62.6	0.3	60.9	61.8	0.9	55.9	59.1	3.2	31.3	35.3	4.0
SOC	62.7	61.1	-1.6	63.4	60.7	-2.7	65.2	64.3	-0.9	17.1	28.3	11.2
Spruce	68.3	70.9	2.6	69.2	70.6	1.4	68.6	71.9	3.3	32.8	38.9	6.1
Sunset	77.1	76.0	-1.1	78.0	76.1	-1.9	72.1	71.8	-0.3	28.2	52.9	24.7
White	68.8	66.1	-2.7	67.7	64.5	-3.2	63.5	59.7	-3.8	37.0	29.4	-7.6
Wilson	72.9	72.0	-0.9	56.8	53.4	-3.4	49.1	48.6	-0.5	48.4	53.6	5.2
Carter	59.4	60.1	0.7	59.0	59.3	0.3	74.3	68.8	-5.5	28.6	18.9	-9.7
North Dallas	61.1	57.5	-4.1	61.5	56.3	-5.2	69.5	63.3	-6.2	29.5	29.7	0.2
Skyline	62.7	58.8	-3.9	62.5	59.4	-3.1	63.7	60.4	-3.3	39.7	27.9	-11.8
Conrad	57.8	56.8	-1.0	58.6	57.4	-1.2	61.1	55.3	-5.8	21.1	25.9	4.8
Madison	50.4	56.0	5.6	48.6	56.1	7.5	47.1	65.4	18.3	16.7	15.0	-1.7
Wilmer-Hutchins	60.0	64.2	4.2	59.2	63.2	4.0	64.4	52.2	-12.2	27.3	17.6	-9.7
ACE*	59.6	67.4	7.8	59.2	66.4	7.2	76.9	75.2	-1.7	8.3	36.0	27.7
ISN*	49.5	53.4	3.9	48.8	52.7	3.9	51.6	58.2	6.6	19.0	11.2	-7.8

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 5.

Appendix C: Table 19: Percentage of STAAR Grade 8 Science Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	76.0	74.0	-2.0	65.0	62.0	-3.0	72.0	69.0	-3.0	86.0	86.0	0.0
District	62.8	65.3	2.5	52.9	58.0	5.1	64.7	66.0	1.3	80.3	86.7	6.4
Adams, B.	61.8	64.4	2.6	52.2	59.2	7.0	63.1	65.2	2.1	65.5	68.2	2.7
Adamson	55.8	68.7	12.9	45.5	69.2	23.7	56.3	68.1	11.8		N/A	
Molina	57.0	63.5	6.5	37.5	41.7	4.2	57.6	64.4	7.0	N/A	N/A	N/A
Hillcrest	77.2	77.3	0.1	75.6	70.0	-5.6	76.4	80.6	4.2	77.8	65.0	-12.8
Jefferson	54.9	55.2	0.3	75.0	54.2	-20.8	54.3	55.4	1.1	N/A	N/A	N/A
Kimball	57.3	65.3	8.0	47.0	67.2	20.2	62.1	64.9	2.8	33.3	N/A	N/A
Pinkston	68.9	61.6	-7.3	55.6	30.0	-25.6	71.4	67.5	-3.9	N/A	N/A	N/A
Roosevelt	50.4	63.1	12.7	48.8	60.7	11.9	51.4	66.7	15.3	N/A	N/A	N/A
Samuell	61.5	60.2	-1.3	50.0	54.1	4.1	64.5	61.6	-2.9	66.7	N/A	N/A
Seagoville	52.8	59.6	6.8	56.8	46.3	-10.5	48.8	59.9	11.1	66.7	73.2	6.5
SOC	54.5	63.1	8.6	46.2	61.3	15.1	64.4	68.1	3.7	N/A	N/A	N/A
Spruce	68.1	67.0	-1.1	56.9	59.9	3.0	70.5	68.7	-1.8	77.8	77.8	0.0
Sunset	85.2	86.9	1.7	91.8	98.1	6.3	84.3	85.5	1.2	87.5	92.9	5.4
White	59.9	53.0	-6.9	51.8	54.4	2.6	59.3	51.2	-8.1	73.7	73.3	-0.4
Wilson	65.5	73.9	8.4	40.9	66.7	25.8	57.4	65.0	7.6	93.6	99.0	5.4
Carter	56.2	49.3	-6.9	56.0	51.8	-4.2	55.8	43.8	-12.0	N/A	N/A	N/A
North Dallas	56.1	57.3	1.2	50.0	35.7	-14.3	55.6	59.4	3.8	83.3	82.4	-0.9
Skyline	57.5	65.2	7.7	47.9	58.5	10.6	61.8	67.1	5.3	47.1	100.0	52.9
Conrad	44.7	46.2	1.5	29.4	60.4	31.0	49.7	43.7	-6.0	66.7	N/A	N/A
Madison	61.9	53.7	-8.2	58.9	53.0	-5.9	70.1	55.6	-14.5			
Wilmer-Hutchins	53.0	53.9	0.9	46.4	51.5	5.1	62.9	56.9	-6.0	N/A	N/A	N/A
ACE*	57.4	48.8	-8.6	56.2	47.4	-8.8	60.0	51.9	-8.1		N/A	
ISN*	49.8	65.2	15.4	45.8	65.9	20.1	52.9	65.0	12.1	41.6	55.6	14.0

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 8.

Appendix C: Table 19a: Percentage of STAAR Grade 8 Science Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	76.0	74.0	-2.0	69.0	65.0	-4.0	50.0	44.0	-6.0	36.0	30.0	-6.0
District	62.8	65.3	2.5	62.6	65.1	2.5	56.7	59.0	2.3	19.1	21.5	2.4
Adams, B.	61.8	64.4	2.6	63.0	66.0	3.0	56.7	60.5	3.8	10.9	19.4	8.5
Adamson	55.8	68.7	12.9	56.6	71.5	14.6	39.5	54.1	14.6	47.8	56.3	8.5
Molina	57.0	63.5	6.5	57.9	65.5	7.6	47.0	55.1	8.1	26.1	14.3	-11.8
Hillcrest	77.2	77.3	0.1	77.2	80.5	3.3	65.5	69.8	4.3	24.1	11.8	-12.3
Jefferson	54.9	55.2	0.3	56.7	56.4	-0.3	49.4	50.3	0.9	12.1	12.1	0.0
Kimball	57.3	65.3	8.0	57.5	64.5	7.0	56.1	65.7	0.6	13.2	24.3	11.1
Pinkston	68.9	61.6	-7.3	70.4	62.6	-7.8	70.5	63.1	-7.4	36.4	16.0	-20.4
Roosevelt	50.4	63.1	12.7	50.8	63.6	12.8	47.9	67.2	19.3	9.5	10.0	0.5
Samuell	61.5	60.2	-1.3	62.8	61.3	-1.5	58.5	55.4	-3.1	15.6	22.1	6.5
Seagoville	52.8	59.6	6.8	51.8	59.8	8.0	43.7	58.0	14.3	21.7	15.2	-6.5
SOC	54.5	63.1	8.6	56.8	62.2	5.4	54.3	64.0	9.7	3.8	17.2	13.4
Spruce	68.1	67.0	-1.1	68.3	67.5	-0.8	67.7	67.8	0.1	17.9	27.1	9.2
Sunset	85.2	86.9	1.7	85.1	85.9	0.8	80.3	83.3	3.0	15.8	42.9	27.1
White	59.9	53.0	-6.9	60.7	55.0	-5.7	49.5	42.2	-7.3	27.5	16.2	-11.3
Wilson	65.5	73.9	8.4	58.3	64.3	6.0	52.3	53.2	0.9	30.6	45.5	14.9
Carter	56.2	49.3	-6.9	55.1	48.5	-6.6	48.7	43.9	-4.8	0.0	0.0	0.0
North Dallas	56.1	57.3	1.2	57.4	58.2	0.8	46.6	52.7	6.1	15.2	14.6	-0.6
Skyline	57.5	65.2	7.7	59.5	65.7	6.2	54.8	61.2	6.4	19.4	23.6	4.2
Conrad	44.7	46.2	1.5	45.0	48.4	3.4	39.3	44.5	5.2	13.8	19.0	5.2
Madison	61.9	53.7	-8.2	60.6	54.4	-6.2	72.3	50.6	-21.7	23.1	15.4	-7.7
Wilmer-Hutchins	53.0	53.9	0.9	53.7	54.2	0.5	56.1	59.3	3.2	10.0	19.0	9.0
ACE*	57.4	48.8	-8.6	57.5	48.9	-8.6	61.5	47.2	-14.3	15.4	13.0	-2.4
ISN*	49.8	65.2	15.4	50.5	65.4	14.9	45.9	59.1	13.2	8.4	15.4	7.0

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 8.

Appendix C: Table 20: Percentage of STAAR All Grades Science Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.5	73.5	-2.0	61.9	60.0	-1.9	71.5	68.5	-3.0	86.0	85.0	-1.0
District	64.1	65.1	1.0	53.2	56.8	3.6	66.2	66.2	0.0	84.0	86.3	2.3
Adams, B.	65.8	63.8	-2.0	53.5	56.0	2.5	66.7	64.3	-2.4	79.0	72.2	-6.8
Adamson	62.5	67.5	5.0	52.6	63.6	11.0	62.8	67.3	4.5		N/A	
Molina	64.0	65.2	1.2	51.2	58.1	6.9	64.6	65.8	1.2	66.7	50.0	-16.7
Hillcrest	74.8	75.6	0.8	78.7	74.3	-4.4	73.2	76.3	3.1	81.6	76.6	-5.0
Jefferson	62.7	59.7	-3.0	63.6	61.6	-2.0	62.3	59.3	-3.0	83.3	80.0	-3.3
Kimball	63.0	68.7	5.7	50.0	63.4	13.4	67.4	69.8	2.4	46.2	75.0	28.8
Lincoln	64.9	45.6	-19.3	62.1	48.0	-14.1	72.9	40.7	-32.2		N/A	
Pinkston	64.9	62.9	-2.0	48.3	45.5	-2.8	68.1	66.5	-1.6	69.2	80.0	10.8
Roosevelt	55.2	62.0	6.8	51.6	53.9	2.3	58.2	70.7	12.5	75.0	75.0	0.0
Samuell	57.0	61.2	4.2	40.4	50.9	10.5	61.3	63.7	2.4	52.9	64.3	11.4
Seagoville	57.9	61.2	3.3	56.9	53.7	-3.2	54.4	60.4	6.0	75.2	74.4	-0.8
SOC	59.8	61.7	1.9	55.1	59.4	4.3	66.0	65.4	-0.6		N/A	N/A
Spruce	68.2	69.3	1.1	55.1	63.2	8.1	71.1	70.9	-0.2	88.5	80.0	-8.5
Sunset	81.1	81.8	0.7	90.9	96.7	5.8	80.2	80.4	0.2	88.6	92.3	3.7
White	64.4	60.2	-4.2	58.5	63.6	5.1	63.6	57.7	-5.9	77.5	82.2	4.7
Wilson	69.2	73.0	3.8	52.3	57.9	5.6	57.9	61.8	3.9	95.7	97.6	1.9
Carter	58.1	56.1	-2.0	53.9	53.6	-0.3	65.2	60.4	-4.8	66.7	50.0	-16.7
North Dallas	59.2	57.4	-1.8	47.8	31.6	-16.2	61.3	61.9	0.6	78.9	84.6	5.7
Skyline	60.1	61.9	1.8	49.9	54.5	4.6	63.9	64.9	1.0	60.9	72.0	11.1
Conrad	52.9	52.6	-0.3	39.1	57.7	18.6	58.0	51.6	-6.4	50.0	53.8	3.8
Madison	56.5	54.8	-1.7	54.0	49.8	-4.2	61.3	61.6	0.3		N/A	N/A
Wilmer-Hutchins	56.6	59.3	2.7	50.0	58.3	8.3	65.4	59.7	-5.7	50.0	66.7	16.7
ACE*	58.1	55.7	-2.4	53.6	50.9	-2.7	65.8	63.1	-2.7		N/A	N/A
ISN*	49.6	58.6	9.0	44.0	54.1	10.1	54.4	62.0	7.6	51.8	66.7	14.9

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C: Table 20a: Percentage of STAAR All Grades Science Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	75.5	73.5	-2.0	68.0	65.0	-3.0	57.3	51.9	-5.4	40.1	33.1	-7.0
District	64.1	65.1	1.0	63.5	64.3	0.8	61.2	61.8	0.6	25.1	26.4	1.3
Adams, B.	65.8	63.8	-2.0	66.1	64.0	-2.1	61.3	62.0	0.7	25.3	28.9	3.6
Adamson	62.5	67.5	5.0	62.9	68.3	5.4	57.7	60.0	2.3	51.2	36.4	-14.8
Molina	64.0	65.2	1.2	64.3	65.6	1.3	60.8	59.1	-1.7	27.8	21.1	-6.7
Hillcrest	74.8	75.6	0.8	74.7	77.1	2.4	63.9	68.4	4.5	32.7	35.6	2.9
Jefferson	62.7	59.7	-3.0	64.0	60.6	-3.4	58.7	56.6	-2.1	28.9	26.3	-2.6
Kimball	63.0	68.7	5.7	63.0	68.3	5.3	64.0	66.9	2.9	20.6	24.1	3.5
Lincoln	64.9	45.6	-19.3	64.4	45.7	-18.7	68.3	39.5	-28.8	40.0	18.8	-21.2
Pinkston	64.9	62.9	-2.0	65.4	63.2	-2.2	64.7	61.1	-3.6	28.6	19.5	-9.1
Roosevelt	55.2	62.0	6.8	55.3	61.6	6.3	55.7	71.3	15.6	12.5	14.0	1.5
Samuell	57.0	61.2	4.2	57.2	61.7	4.5	57.9	62.0	4.1	18.1	20.2	2.1
Seagoville	57.9	61.2	3.3	56.6	60.9	4.3	51.2	58.7	7.5	24.2	25.4	1.2
SOC	59.8	61.7	1.9	61.2	61.2	0.0	61.7	64.2	2.5	11.9	24.7	12.8
Spruce	68.2	69.3	1.1	68.8	69.4	0.6	68.2	70.2	2.0	24.3	34.2	9.9
Sunset	81.1	81.8	0.7	81.6	81.3	-0.3	75.3	77.6	2.3	24.1	48.4	24.3
White	64.4	60.2	-4.2	64.2	60.1	-4.1	57.7	52.3	-5.4	32.6	23.9	-8.7
Wilson	69.2	73.0	3.8	57.6	59.5	1.9	51.0	51.3	0.3	38.8	49.2	10.4
Carter	58.1	56.1	-2.0	57.4	55.3	-2.1	63.5	59.5	-4.0	17.9	12.7	-5.2
North Dallas	59.2	57.4	-1.8	59.8	57.1	-2.7	61.1	58.9	-2.2	24.5	23.8	-0.7
Skyline	60.1	61.9	1.8	61.0	62.4	1.4	59.6	60.8	1.2	28.8	25.7	-3.1
Conrad	52.9	52.6	-0.3	53.6	53.9	0.3	53.2	51.0	-2.2	16.7	22.9	6.2
Madison	56.5	54.8	-1.7	54.9	55.3	0.4	58.0	57.8	-0.2	20.6	15.2	-5.4
Wilmer-Hutchins	56.6	59.3	2.7	56.6	59.0	2.4	60.8	55.7	-5.1	17.3	18.4	1.1
ACE*	58.1	55.7	-2.4	58.1	55.4	-2.7	67.6	59.2	-8.4	13.6	19.1	5.5
ISN*	49.6	58.6	9.0	49.5	58.2	8.7	48.9	58.6	9.7	14.3	13.0	-1.3

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I all grades data.

Appendix C: Table 21: Percentage of STAAR Grade 8 Social Studies Approaching Grade Level by Ethnicity, Feeder Pattern and Year

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	65.0	62.0	-3.0	54.0	50.0	-4.0	58.0	54.0	-4.0	78.0	75.0	-3.0
District	52.5	53.4	0.9	44.3	49.0	4.7	53.4	53.0	-0.4	77.4	80.6	3.2
Adams, B.	57.7	55.8	-1.9	62.2	51.4	-10.8	56.1	55.2	-0.9	68.0	85.7	17.7
Adamson	40.4	54.4	14.0	46.2	50.0	3.8	40.0	54.5	14.5		N/A	
Molina	38.9	51.7	12.8	15.4	28.6	13.2	39.7	53.2	13.5	N/A	N/A	N/A
Hillcrest	79.5	67.5	-12.0	73.0	68.4	-4.6	79.5	67.9	-11.6	90.0	65.4	-24.6
Jefferson	38.8	38.7	-0.1	57.1	26.3	-30.8	38.5	39.3	0.8	N/A	N/A	N/A
Kimball	49.9	46.8	-3.1	34.8	65.5	30.7	57.1	41.9	-15.2	44.4	N/A	N/A
Pinkston	55.5	53.2	-2.3	34.9	35.2	0.3	58.9	57.3	-1.6	N/A	N/A	N/A
Roosevelt	24.0	42.1	18.1	22.1	40.0	17.9	26.2	45.1	18.9	N/A	N/A	N/A
Samuell	45.1	44.0	-1.1	39.5	35.8	-3.7	46.4	45.7	-0.7	66.7	N/A	N/A
Seagoville	45.8	49.3	3.5	44.8	47.5	2.7	43.6	47.5	3.9	61.2	66.7	5.5
SOC	48.6	57.7	9.1	46.9	53.8	6.9	51.4	64.5	13.1	N/A	N/A	N/A
Spruce	53.6	53.7	0.1	44.4	46.8	2.4	55.8	56.0	0.2	63.6	37.5	-26.1
Sunset	82.9	75.0	-7.9	93.6	90.4	-3.2	81.2	72.8	-8.4	100.0	92.3	-7.7
White	42.0	40.8	-1.2	50.7	46.0	-4.7	38.3	38.3	0.0	62.5	65.0	2.5
Wilson	57.4	62.8	5.4	39.1	48.0	8.9	46.7	53.8	7.1	90.1	93.9	3.8
Carter	44.2	38.0	-6.2	43.9	34.4	-9.5	44.4	42.7	-1.7	N/A	N/A	N/A
North Dallas	39.1	45.1	6.0	34.4	30.9	-3.5	38.5	46.3	7.8	61.5	71.4	9.9
Skyline	48.9	48.5	-0.4	40.9	51.1	10.2	52.8	47.5	-5.3	29.4	60.0	30.6
Conrad	41.0	35.3	-5.7	40.6	34.0	-6.6	42.3	31.1	-11.2	77.8	N/A	N/A
Madison	44.5	48.9	4.4	42.0	52.4	10.4	51.2	42.6	-8.9			
Wilmer-Hutchins	45.2	41.1	-4.1	36.1	38.2	2.1	57.0	44.1	-12.9	N/A	N/A	N/A
ACE*	42.0	43.6	1.6	42.8	47.4	4.6	40.9	38.6	-2.3		N/A	
ISN*	35.4	54.1	18.7	29.0	53.1	24.1	41.0	54.9	13.9	27.2	66.7	39.5

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 8.

Appendix C: Table 21a: Percentage of STAAR Grade 8 Social Studies Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	65.0	62.0	-3.0	54.0	50.0	-4.0	32.0	28.0	-4.0	29.0	21.0	-8.0
District	52.5	53.4	0.9	41.5	43.1	1.6	51.2	52.6	1.4	13.8	16.1	2.3
Adams, B.	57.7	55.8	-1.9	45.8	48.8	3.0	57.8	56.3	-1.5	11.1	25.0	13.9
Adamson	40.4	54.4	14.0	24.2	36.8	12.6	39.2	56.7	17.5	17.4	18.8	1.4
Molina	38.9	51.7	12.8	21.4	36.9	15.5	39.3	52.0	12.7	13.0	18.5	5.5
Hillcrest	79.5	67.5	-12.0	61.2	48.2	-13.0	82.3	70.7	-11.6	33.3	26.3	-7.0
Jefferson	38.8	38.7	-0.1	32.0	33.3	1.3	38.9	40.0	1.1	9.1	3.0	-6.1
Kimball	49.9	46.8	-3.1	48.6	33.1	-15.5	50.3	45.6	-4.7	7.4	24.3	16.9
Pinkston	55.5	53.2	-2.3	57.1	54.7	-2.4	56.7	53.4	-3.3	20.5	10.2	-10.3
Roosevelt	24.0	42.1	18.1	26.4	47.7	21.3	24.3	41.2	16.9	9.1	10.5	1.4
Samuell	45.1	44.0	-1.1	39.7	39.8	0.1	45.9	45.1	-0.8	6.3	22.4	16.1
Seagoville	45.8	49.3	3.5	29.4	41.7	12.3	43.6	48.3	4.7	21.4	12.5	-8.9
SOC	48.6	57.7	9.1	40.7	52.8	12.1	50.2	58.1	7.9	7.4	20.7	13.3
Spruce	53.6	53.7	0.1	49.2	53.2	4.0	54.0	54.1	0.1	5.1	15.7	10.6
Sunset	82.9	75.0	-7.9	75.4	61.7	-13.7	82.0	73.4	-8.6	35.3	19.2	-16.1
White	42.0	40.8	-1.2	31.7	27.6	-4.1	40.4	42.1	1.7	22.5	11.8	-10.7
Wilson	57.4	62.8	5.4	40.0	42.6	2.6	46.0	53.1	7.1	20.6	23.5	2.9
Carter	44.2	38.0	-6.2	31.3	39.3	8.0	41.2	37.0	-4.2	0.0	0.0	0.0
North Dallas	39.1	45.1	6.0	19.0	35.4	16.4	38.7	45.1	6.4	9.1	7.3	-1.8
Skyline	48.9	48.5	-0.4	45.6	42.5	-3.1	50.3	48.7	-1.6	15.4	12.5	-2.9
Conrad	41.0	35.3	-5.7	31.1	34.3	3.2	42.0	36.9	-5.1	20.7	4.8	-15.9
Madison	44.5	48.9	4.4	46.8	35.8	-11.0	43.0	50.2	7.2	7.9	19.2	11.3
Wilmer-Hutchins	45.2	41.1	-4.1	52.5	47.3	-5.2	47.0	40.2	-6.8	10.0	4.8	-5.2
ACE*	42.0	43.6	1.6	38.4	30.1	-8.3	42.3	44.3	2.0	7.0	11.8	4.8
ISN*	35.4	54.1	18.7	35.0	48.4	13.4	35.7	54.6	18.9	7.1	20.0	12.9

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points. No T&I program for grade 8.

Appendix D Table 1: Percentage of STAAR EOC English I Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	63.0	60.0	-5.0	53.0	48.0	-5.0	55.0	53.0	-2.0	79.0	76.0	-3.0
District	57.6	58.7	1.1	52.2	48.4	-3.8	57.4	59.7	2.3	84.7	84.8	0.1
Adams, B	55.7	60.4	4.7	48.3	49.3	1.0	56.5	61.9	5.4	77.4	66.7	-10.7
Adamson	50.5	57.0	6.5	44.4	41.7	-2.7	50.9	57.4	6.5	N/A	N/A	N/A
Molina	65.9	60.8	-5.1	42.9	20.0	-22.9	66.4	61.5	-4.9	N/A	N/A	N/A
Hillcrest	50.3	57.8	7.5	44.2	61.1	16.9	51.5	56.9	5.4	57.1	62.4	7.3
Jefferson	48.4	49.7	1.3	50.0	52.9	2.9	48.3	49.1	0.8	N/A	N/A	N/A
Kimball	48.2	44.3	-3.9	46.5	35.0	-11.5	48.6	47.8	-0.8	N/A	N/A	N/A
Lincoln	51.0	37.2	-13.8	56.3	39.5	-16.8	38.1	29.0	-9.1	N/A	N/A	N/A
Pinkston	45.2	50.9	5.7	40.6	42.2	1.6	47.5	53.6	6.1	N/A	N/A	N/A
Roosevelt	39.8	36.3	-3.5	43.0	24.8	-18.2	37.3	45.2	7.9	N/A	N/A	N/A
Samuell	47.9	45.1	-2.8	51.9	41.7	-10.2	46.8	45.4	-1.4	N/A	N/A	N/A
Seagoville	52.2	51.8	-0.4	55.6	47.4	-8.2	50.7	50.9	0.2	54.5	63.8	9.3
SOC	43.7	38.0	-5.7	45.2	34.0	-11.2	42.5	46.1	3.6	N/A	N/A	N/A
Spruce	41.8	41.3	-0.5	35.5	40.6	5.1	43.1	41.6	-1.5	71.4	33.3	-38.1
Sunset	56.2	66.1	9.9	62.5	92.9	30.4	55.8	64.7	8.9	N/A	70.0	N/A
White	53.7	56.3	2.6	62.3	59.3	-3.0	49.2	54.1	4.9	84.8	77.4	-7.4
Wilson	75.2	70.9	-4.3	61.8	61.8	0.0	66.6	57.2	-9.4	96.2	97.6	1.4
Carter	44.7	41.0	-3.7	47.2	40.5	-6.7	37.8	43.5	5.7	N/A	27.3	N/A
North Dallas	38.5	42.5	4.0	39.4	33.9	-5.5	36.8	44.1	7.3	N/A	42.9	N/A
Skyline	59.7	63.2	3.5	48.2	50.6	2.4	63.2	66.9	3.7	87.5	50.0	-37.5
Conrad	37.5	46.6	9.1	34.3	53.7	19.4	43.7	50.2	6.5	50.0	50.0	0.0
Madison	33.1	44.1	11.0	36.7	41.9	5.2	29.3	46.9	17.6	N/A	N/A	N/A
Wilmer-Hutchins	52.4	42.2	-10.2	51.2	35.6	-15.6	52.3	51.6	-0.7	50.0	N/A	N/A

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 1a: Percentage of STAAR EOC English I Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	63.0	60.0	-5.0	53.0	49.0	-4.0	20.0	19.0	-1.0	20.0	14.0	-6.0
District	57.6	58.7	1.1	57.4	58.6	1.2	34.5	40.7	6.2	11.1	11.3	0.2
Adams, B	55.7	60.4	4.7	58.5	64.2	5.7	34.7	42.5	7.8	8.7	13.3	4.6
Adamson	50.5	57.0	6.5	51.5	59.3	7.8	30.5	35.9	5.4	21.4	9.5	-11.9
Molina	65.9	60.8	-5.1	69.1	63.2	-5.9	44.7	44.3	-0.4	19.2	8.8	-10.4
Hillcrest	50.3	57.8	7.5	55.1	62.4	7.3	31.4	35.4	4.0	16.0	20.0	4.0
Jefferson	48.4	49.7	1.3	53.9	56.6	2.7	34.0	42.9	8.9	14.7	6.9	-7.8
Kimball	48.2	44.3	-3.9	48.5	46.9	-1.6	35.3	34.3	-1.0	12.5	7.5	-5.0
Lincoln	51.0	37.2	-13.8	51.2	38.8	-12.4	30.3	25.9	-4.4	11.1	9.1	-2.0
Pinkston	45.2	50.9	5.7	47.0	52.6	5.6	32.4	38.5	6.1	9.1	14.8	5.7
Roosevelt	39.8	36.3	-3.5	43.0	36.8	-6.2	24.2	35.0	10.8	0.0	5.6	5.6
Samuell	47.9	45.1	-2.8	48.4	47.0	-1.4	32.4	33.7	1.3	4.4	14.3	9.9
Seagoville	52.2	51.8	-0.4	53.9	52.6	-1.3	30.6	33.8	3.2	10.3	8.5	-1.8
SOC	43.7	38.0	-5.7	45.2	36.6	-8.6	24.6	33.3	8.7	7.1	9.1	2.0
Spruce	41.8	41.3	-0.5	42.4	43.2	0.8	32.7	36.7	4.0	8.7	4.3	-4.4
Sunset	56.2	66.1	9.9	58.2	68.0	9.8	41.5	49.6	8.1	7.5	13.9	6.4
White	53.7	56.3	2.6	57.1	58.8	1.7	27.4	40.6	13.2	7.7	14.3	6.6
Wilson	75.2	70.9	-4.3	65.8	56.3	-9.5	49.2	39.7	-9.5	20.0	22.6	2.6
Carter	44.7	41.0	-3.7	43.1	40.6	-2.5	25.0	28.6	3.6	7.1	7.7	0.6
North Dallas	38.5	42.5	4.0	40.3	45.9	5.6	20.1	23.6	3.5	0.0	8.7	8.7
Skyline	59.7	63.2	3.5	61.3	65.7	4.4	30.3	45.6	15.3	13.1	10.0	-3.1
Conrad	37.5	46.6	9.1	40.2	46.3	6.1	24.8	29.3	4.5	15.4	16.7	1.3
Madison	33.1	44.1	11.0	34.6	45.8	11.2	18.8	39.0	20.2	0.0	3.4	3.4
Wilmer-Hutchins	52.4	42.2	-10.2	53.0	41.5	-11.5	45.3	42.4	-2.9	8.6	4.3	-4.3

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 2: Percentage of STAAR EOC English II Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	66.0	62.0	-4.0	56.0	50.0	-6.0	58.0	55.0	-3.0	83.0	79.0	-4.0
District	57.8	60.3	2.5	52.3	53.6	1.3	57.6	60.5	2.9	85.1	84.6	-0.5
Adams, B	57.5	56.6	-0.9	52.2	50.0	-2.2	59.1	55.8	-3.3	66.7	84.6	17.9
Adamson	50.8	53.1	2.3	N/A	47.4	N/A	50.5	53.3	2.8	N/A	N/A	N/A
Molina	60.6	60.7	0.1	40.0	66.7	26.7	61.5	60.4	-1.1	N/A	N/A	N/A
Hillcrest	61.4	56.4	-5.0	56.5	62.8	6.3	60.3	55.4	-4.9	77.3	50.0	-27.3
Jefferson	40.1	50.1	10.0	26.7	71.4	44.7	40.7	49.4	8.7	N/A	N/A	N/A
Kimball	46.3	56.2	9.9	44.7	55.0	10.3	47.0	56.7	9.7	N/A	N/A	N/A
Lincoln	50.4	46.5	-3.9	54.0	49.1	-4.9	39.4	38.9	-0.5	N/A	N/A	N/A
Pinkston	41.0	50.3	9.3	37.5	43.1	5.6	40.7	53.8	13.1	N/A	N/A	N/A
Roosevelt	33.3	46.8	13.5	42.6	52.0	9.4	26.5	40.5	14.0	N/A	N/A	N/A
Samuell	47.2	46.6	-0.6	57.3	44.9	-12.4	44.6	47.4	2.8	N/A	N/A	N/A
Seagoville	46.7	55.1	8.4	37.0	45.9	8.9	46.3	56.8	10.5	66.7	61.5	-5.2
SOC	40.6	39.6	-1.0	39.6	40.0	0.4	43.4	38.5	-4.9	N/A	N/A	N/A
Spruce	35.0	45.5	10.5	30.8	40.7	9.9	36.1	46.5	10.4	33.3	55.6	22.3
Sunset	59.4	55.6	-3.8	66.7	N/A	N/A	55.8	64.7	8.9	N/A	70.0	N/A
White	59.4	58.5	-0.9	41.5	62.1	20.6	58.7	55.0	-3.7	85.3	90.2	4.9
Wilson	73.2	71.2	-2.0	81.8	54.5	-27.3	64.2	63.3	-0.9	93.6	91.4	-2.2
Carter	41.6	44.2	2.6	41.3	46.9	5.6	41.7	36.3	-5.4	N/A	N/A	N/A
North Dallas	44.7	55.2	10.5	41.9	46.8	4.9	44.8	56.1	11.3	N/A	16.7	N/A
Skyline	58.2	65.5	7.3	49.8	50.8	1.0	60.8	70.2	9.4	57.1	83.3	26.2
Conrad	51.7	42.7	-9.0	55.9	41.3	-14.6	58.8	50.0	-8.8	66.7	66.7	0.0
Madison	42.6	38.1	-4.5	46.4	43.3	-3.1	34.4	27.6	-6.8	N/A	N/A	N/A
Wilmer-Hutchins	46.5	44.4	-2.1	43.9	42.4	-1.5	52.1	44.6	-7.5	N/A	62.5	N/A

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 2a: Percentage of STAAR EOC English II Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	66.0	62.0	-4.0	55.0	51.0	-4.0	17.0	17.0	0.0	22.0	14.0	-8.0
District	57.8	60.3	2.5	56.0	59.6	3.6	25.4	30.6	5.2	11.0	13.2	2.2
Adams, B	57.5	56.6	-0.9	57.7	57.0	-0.7	30.8	25.8	-5.0	9.1	17.0	7.9
Adamson	50.8	53.1	2.3	52.6	52.9	0.3	23.9	22.5	-1.4	11.5	26.1	14.6
Molina	60.6	60.7	0.1	61.3	62.9	1.6	30.1	26.0	-4.1	9.4	21.7	12.3
Hillcrest	61.4	56.4	-5.0	63.0	58.4	-4.6	29.7	30.6	0.9	17.4	5.9	-11.5
Jefferson	40.1	50.1	10.0	43.6	54.4	10.8	27.2	31.2	4.0	0.0	20.0	20.0
Kimball	46.3	56.2	9.9	46.0	55.8	9.8	17.5	39.9	22.4	3.8	11.5	7.7
Lincoln	50.4	46.5	-3.9	48.6	46.8	-1.8	36.4	29.2	-7.2	11.8	20.0	8.2
Pinkston	41.0	50.3	9.3	45.1	53.5	8.4	15.3	31.5	16.2	10.5	5.0	-5.5
Roosevelt	33.3	46.8	13.5	33.3	48.8	15.5	20.0	30.4	10.4	0.0	N/A	N/A
Samuell	47.2	46.6	-0.6	46.5	47.8	1.3	22.2	23.0	0.8	11.5	13.2	1.7
Seagoville	46.7	55.1	8.4	46.6	56.0	9.4	23.3	35.8	12.5	12.1	14.8	2.7
SOC	40.6	39.6	-1.0	40.2	39.8	-0.4	19.5	19.6	0.1	10.0	3.2	-6.8
Spruce	35.0	45.5	10.5	36.4	46.8	10.4	21.7	39.6	17.9	7.5	7.3	-0.2
Sunset	59.4	55.6	-3.8	61.3	56.9	-4.4	25.9	23.6	-2.3	12.8	5.3	-7.5
White	59.4	58.5	-0.9	55.7	61.2	5.5	23.4	23.2	-0.2	13.0	20.0	7.0
Wilson	73.2	71.2	-2.0	65.9	62.5	-3.4	34.2	44.4	10.2	33.3	17.3	-16.0
Carter	41.6	44.2	2.6	42.2	41.9	-0.3	36.1	14.8	-21.3	0.0	9.1	9.1
North Dallas	44.7	55.2	10.5	43.2	56.3	13.1	22.4	29.5	7.1	4.8	13.0	8.2
Skyline	58.2	65.5	7.3	57.8	66.5	8.7	15.6	30.4	14.8	4.7	11.3	6.6
Conrad	51.7	42.7	-9.0	52.8	44.2	-8.6	28.6	15.6	-13.0	15.0	14.3	-0.7
Madison	42.6	38.1	-4.5	43.8	39.8	-4.0	11.1	5.6	-5.5	12.5	0.0	-12.5
Wilmer-Hutchins	46.5	44.4	-2.1	50.0	44.5	-5.5	40.0	36.1	-3.9	5.0	7.1	2.1

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 3: Percentage of STAAR EOC Algebra I Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	81.0	82.0	1.0	70.0	72.0	2.0	77.0	80.0	3.0	89.0	90.0	1.0
District	77.7	83.5	5.8	70.5	75.1	4.6	79.1	85.5	6.4	90.4	90.0	-0.4
Adams, B	69.7	79.2	9.5	66.7	70.8	4.1	70.4	81.4	11.0	72.2	65.4	-6.8
Adamson	88.0	82.8	-5.2	82.4	62.5	-19.9	88.4	83.1	-5.3	N/A	N/A	N/A
Molina	89.7	89.2	-0.5	82.4	71.4	-11.0	89.8	89.7	-0.1	N/A	N/A	N/A
Hillcrest	76.9	87.0	10.1	82.9	84.6	1.7	75.2	88.5	13.3	83.3	76.0	-7.3
Jefferson	66.9	82.6	15.7	64.7	73.3	8.6	67.2	83.0	15.8	N/A	N/A	N/A
Kimball	76.7	70.4	-6.3	70.0	63.9	-6.4	79.0	72.2	-6.8	N/A	N/A	N/A
Lincoln	69.8	63.6	-6.2	76.3	69.6	-6.7	51.5	42.3	-9.2	N/A	N/A	N/A
Pinkston	76.8	81.7	4.9	67.2	75.6	8.4	80.2	84.2	4.0	N/A	N/A	N/A
Roosevelt	77.2	72.4	-4.8	75.7	66.3	-9.4	77.9	77.9	0.0	N/A	N/A	N/A
Samuell	83.5	85.5	2.0	73.9	77.9	4.0	86.1	87.1	1.0	N/A	N/A	N/A
Seagoville	74.4	77.3	2.9	74.4	74.4	0.0	74.1	77.2	3.1	74.5	83.7	9.2
SOC	60.1	72.2	12.1	57.9	66.4	8.5	65.5	81.7	16.2	N/A	N/A	N/A
Spruce	79.3	91.9	12.6	75.5	85.8	10.3	79.8	93.3	13.5	100.0	N/A	N/A
Sunset	93.6	95.3	1.7	96.7	89.7	-7.0	93.3	95.9	2.6	100.0	75.0	-25.0
White	67.2	82.9	15.7	63.6	86.4	22.8	64.9	81.8	16.9	90.2	88.0	-2.2
Wilson	86.1	89.8	3.7	75.8	76.9	1.1	82.0	87.1	5.1	98.2	99.0	0.8
Carter	67.8	68.4	0.6	64.6	66.8	2.2	73.3	73.3	0.0	N/A	50.0	N/A
North Dallas	74.8	86.9	12.1	65.1	77.6	12.5	76.7	87.9	11.2	78.6	100.0	21.4
Skyline	63.0	72.1	9.1	55.5	66.4	10.9	66.2	74.4	8.2	57.1	64.3	7.2
Conrad	62.6	86.4	23.8	54.7	86.2	31.5	62.0	87.6	25.6	85.7	81.8	-3.9
Madison	64.7	75.8	11.1	66.7	71.2	4.5	62.5	84.4	21.9	N/A	N/A	N/A
Wilmer-Hutchins	84.1	75.7	-8.4	84.4	74.8	-9.6	83.5	76.9	-6.6	N/A	N/A	N/A
ACE*	97.1	98.2	1.1	96.9	97.3	0.4	97.5	100.0	2.5	N/A	N/A	N/A
ISN*	86.7	100.0	13.3	78.8	100.0	21.3	90.0	100.0	10.0	N/A	N/A	N/A

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 3a: Percentage of STAAR EOC Algebra I Approaching Grade Level Standard by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	81.0	82.0	1.0	75.0	77.0	2.0	60.0	63.0	3.0	44.0	42.0	-2.0
District	77.7	83.5	5.8	78.2	84.4	6.2	71.0	80.8	9.8	34.1	45.1	11.0
Adams, B	69.7	79.2	9.5	75.0	80.3	5.3	61.5	73.2	11.7	28.9	48.9	20.0
Adamson	88.0	82.8	-5.2	88.1	85.5	-2.6	88.2	76.1	-12.1	60.7	47.6	-13.1
Molina	89.7	89.2	-0.5	92.3	90.8	-1.5	83.8	86.1	2.3	46.4	54.5	8.1
Hillcrest	76.9	87.0	10.1	80.2	87.5	7.3	65.4	78.8	13.4	40.0	38.5	-1.5
Jefferson	66.9	82.6	15.7	69.3	84.9	15.6	63.2	81.6	18.4	21.2	51.9	30.7
Kimball	76.7	70.4	-6.3	76.8	73.3	-3.5	75.3	61.8	-13.5	27.3	13.5	-13.8
Lincoln	69.8	63.6	-6.2	70.9	68.4	-2.5	44.4	36.4	-8.0	33.3	34.8	1.5
Pinkston	76.8	81.7	4.9	78.7	84.2	5.5	71.7	81.5	9.8	33.3	40.0	6.7
Roosevelt	77.2	72.4	-4.8	77.4	73.9	-3.5	69.2	73.1	3.9	46.2	37.5	-8.7
Samuell	83.5	85.5	2.0	84.8	86.8	2.0	82.3	87.1	4.8	51.2	53.3	2.1
Seagoville	74.4	77.3	2.9	75.7	77.1	1.4	67.2	73.9	6.7	30.0	40.0	10.0
SOC	60.1	72.2	12.1	62.1	73.5	11.4	61.2	80.0	18.8	14.3	35.7	21.4
Spruce	79.3	91.9	12.6	79.9	93.6	13.7	78.2	92.4	14.2	50.0	75.4	25.4
Sunset	93.6	95.3	1.7	93.9	95.7	1.8	91.6	95.9	4.3	58.5	68.6	10.1
White	67.2	82.9	15.7	68.1	84.3	16.2	52.6	77.1	24.5	26.3	51.2	24.9
Wilson	86.1	89.8	3.7	81.0	85.8	4.8	77.3	83.2	5.9	41.3	48.5	7.2
Carter	67.8	68.4	0.6	66.5	67.7	1.2	74.5	60.5	-14.0	11.5	22.2	10.7
North Dallas	74.8	86.9	12.1	76.3	88.9	12.6	66.9	86.1	19.2	20.6	43.5	22.9
Skyline	63.0	72.1	9.1	63.6	75.2	11.6	57.8	66.8	9.0	18.0	23.6	5.6
Conrad	62.6	86.4	23.8	62.8	86.1	23.3	58.2	83.3	25.1	20.8	53.3	32.5
Madison	64.7	75.8	11.1	67.1	74.7	7.6	57.8	81.8	24.0	13.8	23.3	9.5
Wilmer-Hutchins	84.1	75.7	-8.4	84.0	77.1	-6.9	80.3	71.0	-9.3	47.1	47.6	0.5
ACE*	97.1	98.2	1.1	97.0	98.1	1.1	95.0	100.0	5.0	N/A	N/A	N/A
ISN*	86.7	100.0	13.3	87.2	100.0	12.8	83.7	100.0	16.3	N/A	N/A	N/A

*ACE – Accelerating Campus Excellence, ISN – Intensive Support Network. N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 4: Percentage of STAAR EOC Biology Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	91.0	85.0	-5.0	86.0	79.0	-7.0	88.0	82.0	-6.0	96.0	93.0	-3.0
District	84.9	86.4	1.5	80.4	79.2	-1.2	85.5	88.1	2.6	94.2	93.9	-0.3
Adams, B	85.2	90.2	5.0	86.6	80.0	-6.6	85.7	92.0	6.3	90.0	81.5	-8.8
Adamson	79.2	85.7	6.5	83.3	70.0	-13.3	79.3	86.1	6.8	N/A	N/A	N/A
Molina	84.4	86.2	1.8	73.3	50.0	-23.3	84.5	87.1	2.6	N/A	N/A	N/A
Hillcrest	87.1	94.5	7.4	82.2	91.1	8.9	87.8	95.6	7.8	90.9	86.7	-4.2
Jefferson	76.3	93.9	17.6	73.7	84.6	10.9	76.7	94.7	18.0	N/A	N/A	N/A
Kimball	84.5	77.5	-7.0	81.5	78.1	-3.4	85.9	77.4	-8.5	N/A	N/A	N/A
Lincoln	77.9	73.7	-4.2	82.7	79.2	-3.5	65.8	54.8	-11.0	N/A	N/A	N/A
Pinkston	80.9	80.9	0.0	83.7	70.3	-13.4	82.4	84.5	2.1	N/A	N/A	N/A
Roosevelt	79.9	69.8	-10.1	85.7	61.5	-24.2	74.2	75.4	1.2	N/A	N/A	N/A
Samuell	87.9	86.3	-1.6	82.7	82.7	0.1	89.2	87.9	-1.3	N/A	N/A	N/A
Seagoville	84.5	83.1	-1.4	82.2	81.3	-0.9	85.3	82.1	-3.2	83.7	91.5	7.8
SOC	70.6	70.8	0.2	72.8	67.6	-5.2	66.1	76.5	10.4	N/A	N/A	N/A
Spruce	79.5	81.2	1.7	74.3	77.7	3.4	80.7	82.7	2.0	80.0	42.9	-37.1
Sunset	90.9	88.1	-2.8	66.7	N/A	N/A	91.4	88.4	-3.0	N/A	100.0	N/A
White	98.0	90.3	-7.7	82.6	89.5	6.9	100.0	89.6	-10.4	100.0	100.0	0.0
Wilson	87.4	86.9	-0.5	78.8	80.6	1.8	82.3	81.7	-0.6	100.0	99.2	-0.8
Carter	76.8	78.4	1.6	77.1	76.1	-1.0	75.4	84.0	8.6	N/A	N/A	N/A
North Dallas	74.5	84.5	10.0	72.6	75.4	2.8	73.7	87.8	14.1	N/A	83.3	N/A
Skyline	84.8	89.9	5.1	78.7	82.7	4.0	86.6	92.4	5.8	88.9	84.6	-4.3
Conrad	82.0	90.4	8.4	60.0	92.8	32.8	91.4	89.4	-2.0	N/A	100.0	N/A
Madison	61.2	75.3	14.1	62.8	72.0	9.2	60.0	80.3	20.3	N/A	N/A	N/A
Wilmer-Hutchins	77.2	74.4	-2.8	76.6	72.3	-4.3	77.0	77.8	0.8	N/A	N/A	N/A

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 4a: Percentage of STAAR EOC Biology Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	91.0	85.0	-5.0	87.0	80.0	-7.0	70.0	59.0	-11.0	63.0	48.0	-15.0
District	84.9	86.4	1.5	85.7	86.9	1.2	75.0	82.5	7.5	39.0	45.6	6.6
Adams, B	85.2	90.2	5.0	88.1	91.8	3.7	74.8	89.7	14.9	41.5	52.1	10.6
Adamson	79.2	85.7	6.5	79.9	89.0	9.1	68.8	74.3	5.5	50.0	54.5	4.5
Molina	84.4	86.2	1.8	86.0	88.2	2.2	75.9	82.7	6.8	42.3	52.8	10.5
Hillcrest	87.1	94.5	7.4	87.7	95.3	7.6	80.9	93.4	12.5	38.1	61.9	23.8
Jefferson	76.3	93.9	17.6	78.7	94.5	15.8	67.6	94.2	26.6	30.0	N/A	N/A
Kimball	84.5	77.5	-7.0	86.6	82.3	-4.3	81.3	67.8	-13.5	45.5	37.1	-8.4
Lincoln	77.9	73.7	-4.2	80.0	77.4	-2.6	61.3	51.9	-9.4	38.9	40.9	2.0
Pinkston	80.9	80.9	0.0	85.4	80.7	-4.7	67.1	80.2	13.1	30.0	31.0	1.0
Roosevelt	79.9	69.8	-10.1	83.4	70.3	-13.1	66.7	72.7	6.0	9.1	13.3	4.2
Samuell	87.9	86.3	-1.6	90.0	88.5	-1.5	84.6	84.4	-0.2	60.0	58.3	-1.7
Seagoville	84.5	83.1	-1.4	87.4	83.3	-4.1	79.3	76.2	-3.1	44.8	56.5	11.7
SOC	70.6	70.8	0.2	72.2	71.4	-0.8	56.7	69.9	13.2	22.2	31.3	9.1
Spruce	79.5	81.2	1.7	81.1	84.7	3.6	74.5	78.2	3.7	43.2	56.4	13.2
Sunset	90.9	88.1	-2.8	91.4	88.5	-2.9	87.8	88.4	0.6	55.0	44.1	-10.9
White	98.0	90.3	-7.7	98.6	89.8	-8.8	100.0	85.5	-14.5	85.7	40.0	-45.7
Wilson	87.4	86.9	-0.5	80.8	81.7	0.9	75.0	74.5	-0.5	38.0	38.7	0.7
Carter	76.8	78.4	1.6	78.7	77.4	-1.3	71.4	78.9	7.5	14.8	19.4	4.6
North Dallas	74.5	84.5	10.0	78.7	87.6	8.9	64.7	85.4	20.7	31.3	45.5	14.2
Skyline	84.8	89.9	5.1	86.2	89.9	3.7	69.6	89.2	19.6	37.7	40.0	2.3
Conrad	82.0	90.4	8.4	84.7	90.6	5.9	72.5	86.6	14.1	N/A	68.0	N/A
Madison	61.2	75.3	14.1	62.1	74.8	12.7	54.8	76.9	22.1	32.0	41.4	9.4
Wilmer-Hutchins	77.2	74.4	-2.8	78.2	75.0	-3.2	67.9	71.9	4.0	30.3	36.4	6.1

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 5: Percentage of STAAR EOC US History Approaching Grade Level by Ethnicity, Feeder Pattern and Years

Feeder Pattern	All Students			African American			Hispanic			White		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	94.0	92.0	-2.0	90.0	87.0	-3.0	92.0	90.0	-2.0	97.0	96.0	-1.0
District	91.5	92.8	1.3	87.5	89.5	2.0	92.6	93.6	1.0	95.6	96.5	0.9
Adams, B	91.2	94.4	3.2	88.9	89.6	0.7	91.5	96.3	4.8	100.0	88.9	-11.1
Adamson	89.9	91.1	1.2	88.9	N/A	N/A	89.8	91.2	1.4	N/A	N/A	N/A
Molina	91.5	75.3	-16.2	87.5	75.0	-12.5	91.7	75.0	-16.7	N/A	N/A	N/A
Hillcrest	94.1	97.2	3.1	91.1	97.8	6.7	94.0	96.5	2.5	100.0	100.0	0.0
Jefferson	89.9	89.8	-0.1	73.3	77.8	4.5	90.9	90.0	-0.9	N/A	N/A	N/A
Kimball	90.2	89.8	-0.4	85.3	80.7	-4.6	92.7	93.3	0.6	N/A	N/A	N/A
Lincoln	89.4	89.2	-0.2	92.9	90.7	-2.2	77.8	82.6	4.8	N/A	N/A	N/A
Pinkston	86.6	82.5	-4.1	82.8	72.7	-10.1	88.2	85.0	-3.2	N/A	N/A	N/A
Roosevelt	79.0	91.0	12.0	69.1	92.2	23.1	88.7	90.1	1.4	N/A	N/A	N/A
Samuell	92.6	92.1	-0.5	89.9	92.4	2.5	93.8	91.7	-2.1	N/A	N/A	N/A
Seagoville	89.9	91.7	1.8	86.4	85.9	-0.5	93.1	93.5	0.4	84.4	91.5	7.1
SOC	85.9	86.6	0.7	84.8	86.8	2.0	91.2	85.5	-5.7	N/A	N/A	N/A
Spruce	88.7	92.1	3.4	88.0	89.4	1.4	89.2	93.2	4.0	N/A	71.4	N/A
Sunset	92.5	95.7	3.2	66.7	100.0	33.3	93.2	95.6	2.4	N/A	N/A	N/A
White	93.6	94.2	0.6	88.0	96.3	8.3	94.3	93.3	-1.0	93.3	100.0	6.7
Wilson	95.2	93.2	-2.0	85.3	92.3	7.0	96.7	91.2	-5.5	94.7	98.1	3.4
Carter	91.1	90.1	-1.0	93.0	89.7	-3.3	86.7	91.1	4.4	N/A	N/A	N/A
North Dallas	87.0	92.8	5.8	81.8	92.3	10.5	87.9	92.0	4.1	N/A	N/A	N/A
Skyline	93.1	94.7	1.6	89.4	90.3	0.9	94.3	96.0	1.7	N/A	100.0	N/A
Conrad	78.7	89.3	10.6	74.6	91.7	17.1	84.3	90.8	6.5	50.0	100.0	50.0
Madison	79.3	95.2	15.9	79.3	94.1	14.8	78.9	N/A	N/A	N/A	N/A	N/A
Wilmer-Hutchins	84.1	84.8	0.7	81.4	80.5	-0.9	88.9	92.6	3.7	N/A	N/A	N/A

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.

Appendix D Table 5a: Percentage of STAAR EOC US History Approaching Grade Level by Student Groups, Feeder Patterns and Years

Feeder Pattern	All Students			Economically Disadvantaged			English Language Learners			Special Education		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
State	94.0	92.0	-2.0	91.0	88.0	-3.0	73.0	69.0	-4.0	71.0	60.0	-11.0
District	91.5	92.8	1.3	91.1	92.7	1.6	79.0	84.0	5.0	52.4	57.2	4.8
Adams, B	91.2	94.4	3.2	91.7	94.6	2.9	72.7	84.3	11.6	53.6	74.2	20.6
Adamson	89.9	91.1	1.2	89.6	91.5	1.9	64.2	82.1	17.9	63.2	38.9	-24.3
Molina	91.5	75.3	-16.2	92.1	76.8	-15.3	82.0	68.2	-13.8	51.2	38.9	-12.3
Hillcrest	94.1	97.2	3.1	93.2	96.4	3.2	80.0	97.9	17.9	72.7	61.1	-11.6
Jefferson	89.9	89.8	-0.1	90.1	91.7	1.6	85.2	87.8	2.6	40.0	57.1	17.1
Kimball	90.2	89.8	-0.4	90.6	89.6	-1.0	79.5	82.9	3.4	55.0	45.2	-9.8
Lincoln	89.4	89.2	-0.2	89.9	87.5	-2.4	72.7	92.3	19.6	50.0	73.3	23.3
Pinkston	86.6	82.5	-4.1	85.9	84.3	-1.6	79.5	64.4	-15.1	42.9	15.4	-27.5
Roosevelt	79.0	91.0	12.0	78.9	92.2	13.3	91.7	85.1	-6.6	7.7	75.0	67.3
Samuell	92.6	92.1	-0.5	92.7	92.4	-0.3	86.0	83.3	-2.7	53.1	47.8	-5.3
Seagoville	89.9	91.7	1.8	88.7	91.6	2.9	88.2	89.0	0.8	63.0	53.8	-9.2
SOC	85.9	86.6	0.7	87.1	85.3	-1.8	85.7	76.5	-9.2	51.7	42.9	-8.8
Spruce	88.7	92.1	3.4	88.1	92.7	4.6	81.5	91.1	9.6	52.0	59.4	7.4
Sunset	92.5	95.7	3.2	92.6	96.7	4.1	66.7	85.4	18.7	55.9	84.6	28.7
White	93.6	94.2	0.6	93.6	93.5	-0.1	82.1	79.1	-3.0	45.5	68.2	22.7
Wilson	95.2	93.2	-2.0	95.8	92.6	-3.2	92.9	79.2	-13.7	66.7	58.8	-7.9
Carter	91.1	90.1	-1.0	89.6	88.2	-1.4	78.3	87.2	8.9	33.3	43.8	10.5
North Dallas	87.0	92.8	5.8	87.2	92.9	5.7	73.3	84.2	10.9	72.7	70.0	-2.7
Skyline	93.1	94.7	1.6	93.1	95.2	2.1	80.7	81.0	0.3	63.3	55.8	-7.5
Conrad	78.7	89.3	10.6	79.5	90.2	10.7	71.4	79.6	8.2	30.0	64.7	34.7
Madison	79.3	95.2	15.9	80.4	93.3	12.9	68.2	N/A	N/A	46.7	N/A	N/A
Wilmer-Hutchins	84.1	84.8	0.7	88.3	84.3	-4.0	80.5	86.4	5.9	35.7	40.0	4.3

Note: N/A No data reported for fewer than five students. Blank indicates no students in the data set. **Red bold** indicates negative change more than five percentage points. **Black bold** indicates positive change more than five percentage points.