

2017-18 Evaluation of Title I: Comparative Measures of Student Achievement

Department of Evaluation and Assessment

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Superintendent of Schools*



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2017-18 Evaluation of Title I: Comparative Measures of Student Achievement

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2017-18 Evaluation of Title I: Comparative Measures of Student Achievement

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ABSTRACT

In 2017-18, Title I programs in the Dallas Independent School District (ISD) served a total of 156,804 students in early childhood (EC) through grade twelve, which was a decrease of 1,049 students from 2016-17 ($n=157,853$). The 2017-18 Title I, Part A budget was \$84,232,122.

Student Outcomes on *Istation's Indicators of Progress (ISIP)*. For the English and Spanish administrations combined, the overall percentage of students at or above grade level ranged from 47 to 57 percent in 2017-18, which was slightly lower than in 2015-16 and 2016-17.

Student Outcomes on *TerraNovaSUPER*. The overall percentage of students at or above grade level in reading ranged from 46 to 86 percent in 2017-18 (61% to 81% for *TerraNova* and 46% to 86% for *SUPER*), while the percentage of students in mathematics (*TerraNova*) ranged from 56 to 62 percent. Like the last two years, less than half (46%) of second-grade students performed at or above grade level on *SUPER* reading in 2017-18.

Student Outcomes on *State of Texas Assessments of Academic Readiness (STAAR) 3-8*. In 2017-18, the overall percentage of students at Approaches Grade Level or Above (Approaches +) ranged from 56 to 88 percent, while the overall percentage at Meets Grade Level or Above (Meets +) ranged from 18 to 55 percent. For all students combined, in general, the percentages at Approaches + and Meets + increased from 2016-17 to 2017-18 (in 14 of 17 and 16 of 17 grade-level comparisons, respectively).

Student Outcomes on *STAAR End of Course (EOC)*. In 2017-18, the overall percentage of students at Approaches + ranged from 52 (English I) to 92 percent (U.S. History), while the percentages at Meets + ranged from 31 (English I) to 70 percent (U.S. History). It was notable that the percentages at Approaches + and Meets + were much lower for English I and English II than for Algebra I, Biology, and U.S. History. For both Approaches + and Meets +, the percentages of students who achieved the performance standards increased from 2016-17 to 2017-18 in four of five subject areas (all but English I).

Attendance and Graduation Rates. Between 2013-14 and 2017-18, the attendance rates for overall and for each student group met or exceeded the state's 90 percent standard with three exceptions. The rates ranged between 95 and 96 percent. The four-year longitudinal graduation rate for the 2016-17 school year (class of 2017) was 88 percent for all students combined. The overall graduation rates slightly increased every year from 2012-13 (85%) to 2016-17 (88%).

Additional Title I Reports. Separate reports for centrally administered Title I programs are available at <https://www.dallasisd.org/Page/42559>.

PROGRAM DESCRIPTION

The Elementary and Secondary Education Act (ESEA) was passed by Congress as a part of President Lyndon B. Johnson's "War on Poverty" in 1965. The reauthorization of ESEA by President George W. Bush was known as the No Child Left Behind Act (NCLB) of 2001, which aimed to close the achievement gaps between student groups by providing each child with fair and equal opportunities to achieve an education and requiring high standards and accountability. On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), a reauthorization of ESEA of 1965. ESSA replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

Title I, Part A of ESSA provides supplemental funding to local education agencies and schools with high numbers or high percentages of children from low-income families. The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards.

The mission of the Dallas Independent School District (ISD) is educating all students for success. To achieve this mission, the district continued to align federal ESSA funding to various Title I programs. In 2017-18, all district schools except for five schools¹ received supplemental Title I, Part A funding to support at-risk students. These schools were: Booker T. Washington High School, William B. Travis Middle School, William B. Travis Elementary School, Stonewall Jackson Elementary School, and Lakewood Elementary School. The five schools had a total population of 3,090 students, which was about two percent of the total enrollment ($n=156,804$) in 2017-18. Therefore, this report included total district population on all data presented. For the same reason, all teachers in the district were included in the analyses, regardless of the funding for their positions. In 2017-18, there were 23 centrally administered Title I programs² in the district.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the Title I comparative measures of student achievement evaluation was to assess demographic and outcome trends in Dallas ISD. Specifically, this evaluation (1) summarized funding allocations for Title I in 2017-18; (2) described the demographic characteristics of Title I teachers and students; (3) examined whether students in kindergarten through grade two were achieving at or above grade level on *Istation's Indicators of Progress (ISIP)* reading and examined changes in percentages of students at or above grade level over the course of the 2017-18 school year; (4) assessed whether students in kindergarten through grade two were achieving at or above grade level on reading and mathematics based on *TerraNova* and *SUPERA* (reading only); (5) assessed student performance on the *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 subtests (reading, mathematics, writing, science and

¹ Source: Special Revenue Funds Management: 5/04/2018.

² Number counts were based on information from Special Revenue Funds Management.

social studies); (6) assessed student performance on the *State of Texas Assessments of Academic Readiness End of Course (EOC)* subtests (English I, English II, U.S. History, Algebra I, and Biology); and (7) described attendance rates and graduation rates.

As mentioned above, in addition to Title I, Part A funds that went directly to each Dallas ISD school, there were 23 centrally administered Title I programs³ in the district, which included Academic Facilitators, Curriculum Design, Curriculum Resources, College and Career Readiness (CCR), College Access Program, Early Learning, Summer Learning, Special Education English Learner, Youth and Family Services, Student Equity Initiative - African American Success Initiative, Family and Community Engagement, Leadership Development, Reasoning Mind, Reading/Language Arts Program, Library Media Coaching Model, Transition Program, Homeless Education, Homeless Education - SA, Rigorous Teaching - Environmental Center, Translation Services, Federal and State Accountability, Promise House - Neglected Support, and Cottrell House - Delinquent Services. Separate evaluation reports for many of these programs can be found at <https://www.dallasisd.org/Page/42559>.

MAJOR EVALUATION QUESTIONS AND RESULTS

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

Methodology

The evaluator reviewed funding information from the Special Revenue Funds Management Department to determine total Title I, Part A funding. In addition, district Title I, Part A worksopes were reviewed for centrally administered programs.

Results

A total of \$84,232,122 was allocated to Title I, Part A in 2017-18 (see Table 1). Of the \$84,232,122, \$60,376,609 was distributed directly to schools, and the remaining \$23,855,513 was allocated to centrally administered projects that supported schools. There was an increase of \$8,045,006 from the 2016-17 school year.

Table 1: Title I, Part A Budgeted Amounts from 2015-16 to 2017-18

School Year	Campus (\$)	Non-Campus (\$)	Total (\$)
2015-16	\$75,547,937	\$12,298,501	\$87,846,438
2016-17	\$60,059,207	\$12,553,762	\$76,187,116*
2017-18	\$60,376,609	\$23,855,513	\$84,232,122

Source: Special Revenue Funds Management: 6/14/2018. Information for past years were obtained from the 2016-17 Title I student achievement evaluation report (Costello, Garcia-Rincon, & Sanguras, 2017).

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

³ Number counts were based on information from Special Revenue Funds Management.

Table 2 shows the budgeted amounts for the centrally administered worksopes. The largest amount was budgeted for Academic Facilitators (\$4,239,069) followed by Curriculum Resources (\$2,600,000).

Table 2: 2017-18 Title I, Part A Budgeted Amounts by Worksopce

Title I Program	Budgeted Amount (\$)
Academic Facilitators	4,239,069
Curriculum Resources	2,600,000
College Access Program	2,325,000
Early Learning	2,156,450
Summer Learning	2,000,000
Special Education English Learner	1,652,936
Youth and Family Services	1,478,885
Student Equity Initiative - African American Success Initiative	1,200,000
Family and Community Engagement	1,062,425
Leadership Development	975,967
Curriculum Design	959,962
Reasoning Mind	838,962
Reading Language Arts Program	643,000
Library Media Coaching Model	487,500
Transition Program	315,698
College and Career Readiness	300,367
Homeless Education	151,613
Rigorous Teaching-Environmental Center	149,118
Translation Services	124,216
Federal & State Accountability	122,610
Promise House- Neglected Support	29,280
Homeless Education - SA	22,455
Cottrell House- Delinquent Services	20,000

Source: 2017-18 Title I worksopes and updated information from Special Revenue Funds Management.

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

Methodology

Demographic characteristics were compiled from the district database. The Personnel data file (as of December 17, 2017) was used for teachers, while the Dallas ISD Public Education Information Management System (PEIMS) snapshot data file (as of October 30, 2017) was used for students.

Teacher information was analyzed by gender, ethnicity, school level, years of teaching experience in the district, highest degree earned, and certification information. Student demographic information was analyzed by student groups including gender, ethnicity, economically disadvantaged status, English learner (EL) status, special education status, and grade level.

Results

Characteristics of Teachers

In 2017-18, there were 10,259 full-time teachers in 238 schools in the Dallas ISD (see Table 3). This included 5,414 (53%) elementary school teachers, 2,106 (20%) middle school teachers, 2,478 (24%) high school teachers and 261 (3%) other teachers that provided services across school levels (alternative schools, dyslexia services, student services, special education, etc). There were more female teachers (7,257; 71%) than male teachers (3,002; 29%). Thirty-six percent (36%) of the teachers were African American, 30 percent were white, and 30 percent were Hispanic. From 2014-15 to 2017-18, the proportion of Hispanic teachers increased by about one or two percentage point(s) every year, while the proportion of white teachers decreased by one percentage point every year.⁴

Twelve percent (12%) of the teachers were new to the district in 2017-18, which was lower than the prior four years (range: 16-20%). The median number of years for teaching experience in the Dallas ISD was four years from 2015-16 to 2017-18, which was lower than 2013-14 (7 years) or 2014-15 (6 years). The majority of teachers had Bachelor degrees (62 to 66%), and another 25 to 32 percent of teachers had Master degrees. The percentage of teachers with Alternative Certifications (AC) was lower in 2017-18 (6%) compared to the prior four years (from 2013-14 to 2016-17 - range: 9-12%).

⁴ In 2013-14, there were 1,683 teachers whose ethnicity information was not available. Thus, the 2013-14 ethnicity information was not considered here.

Table 3: Teacher Demographic Characteristics from 2013-14 to 2017-18

	2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
School Level										
Elementary	5,367	54	5,817	55	5,891	55	5,720	54	5,414	53
Middle	1,911	19	2,035	19	1,990	19	2,025	19	2,106	20
High	2,388	24	2,486	23	2,516	23	2,467	24	2,478	24
Other	295	3	277	3	306	3	299	3	261	3
All	9,961	100	10,615	100	10,703	100	10,511	100	10,259	100
Gender										
Female	7,099	71	7,580	71	7,613	71	7,447	71	7,257	71
Male	2,862	29	3,035	29	3,090	29	3,064	29	3,002	29
Ethnicity										
African American	3,226	32	3,945	37	3,917	37	3,740	36	3,686	36
Hispanic	2,180	22	2,720	26	2,882	27	3,063	29	3,063	30
White	2,597	26	3,535	33	3,483	32	3,276	31	3,095	30
Other	1,958*	20	415	4	421	4	432	4	415	4
Dallas ISD Experience										
Newly Hired	1,675	17	2,080	20	1,851	17	1,696	16	1,248	12
1-5 years	2,526	25	3,203	30	4,007	38	4,251	41	4,672	46
6-10 years	2,373	24	2,055	19	1,758	16	1,576	15	1,356	13
11-15 years	1,542	15	1,434	14	1,322	12	1,284	12	1,274	12
16-20 years	769	8	780	7	759	7	778	7	808	8
20+ years	1,076	11	1,063	10	1,006	10	926	9	901	9
<i>Median years</i>	7 years		6 years		4 years		4 years		4 years	
Highest Degree										
Bachelor's Degree	6,130	62	6,636	63	6,916	65	6,878	65	6,813	66
Master's Degree	3,147	32	3,222	30	2,934	28	2,754	26	2,538	25
Doctoral Degree	141	1	146	1	129	1	120	1	117	1
Other	22	0	37	0	44	0	58	1	56	1
Not available	521	5	574	6	680	6	701	7	735	7
Alternative Certification (AC) Program										
In AC Program	1,013	10	1,288	12	973	9	1,073	10	607	6
Not in AC Program	8,948	90	9,327	88	9,730	91	9,438	90	9,652	94

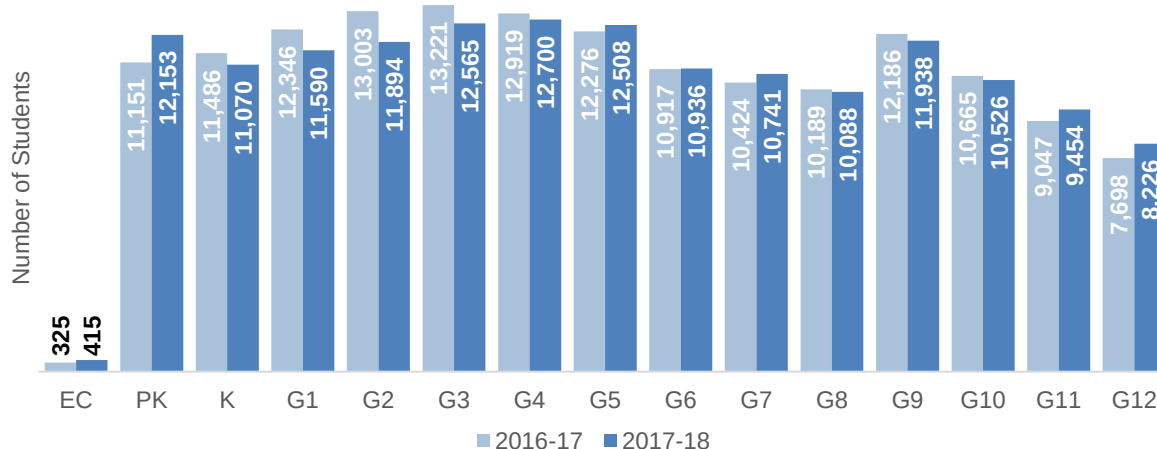
Source: Personnel district database: 11/17/2013, 11/30/2014, 12/13/2015, 11/27/2016, and 12/17/2017. Note: Other school level included teachers from alternative schools, dyslexia services, student services, special education, etc. Other ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. *In 2013-14, the total number of teachers in the "Other" ethnicity category ($n=1,958$) included 1,683 teachers whose ethnicity information was not available. Thus, the results for ethnicity information should be reviewed with caution. Other degree included associate degree, certification, etc.

Characteristics of Students

In 2017-18, Dallas ISD's Title I programs served a total of 156,804 students in early childhood (EC) through grade twelve. Fifty-four percent of the students were elementary school students, 20 percent were middle school students, and 26 percent were high school students.

Overall student enrollment in 2017-18 slightly decreased by 1,049 students from 2016-17 (from $n=157,853$ to $n=156,804$). When reviewed by grade level, seven out of fifteen grade levels showed a slight increase in enrollment (EC, prekindergarten (PK), grades 5, 6, 7, 11, and 12), while the remaining grade levels showed slight decreases (see Figure 1 and Appendix A). A noticeable change was enrollment in PK, which showed an increase by 1,002 students from 2016-17 (from $n=11,151$ to $n=12,153$). This reflects district's endeavors to expand Early Learning enrollment and facilities.

Figure 1: Student Enrollment by Grade



Source: PEIMS district database: 10/31/2016 and 10/30/2017.

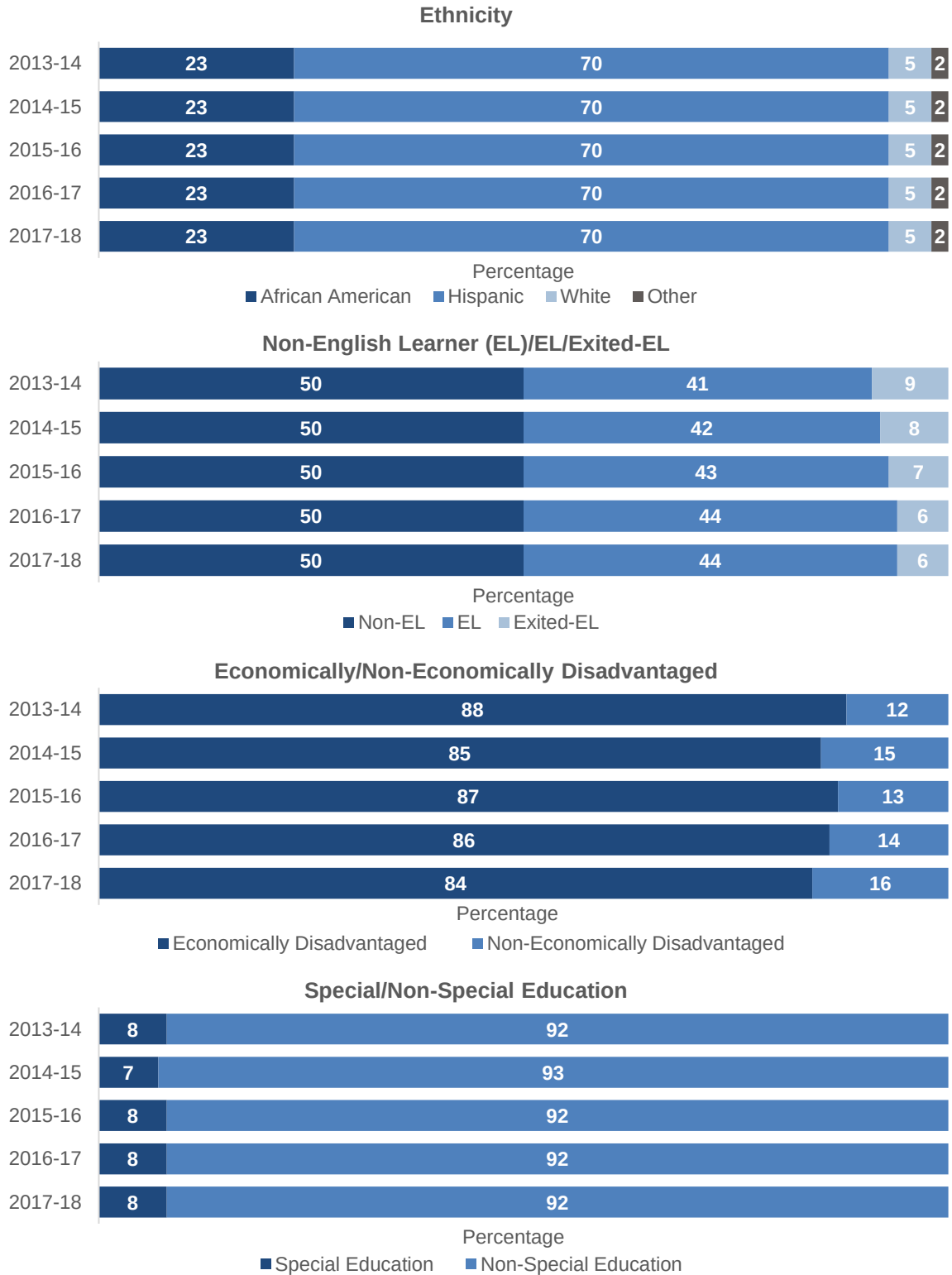
Note: EC=early childhood. PK=prekindergarten. K=kindergarten. G=grade.

Student demographic analyses for the last five school years (2013-14 to 2017-18) showed that the percentages of males (51%) and females (49%) were similar in the overall student population. The percentage distribution between male and female students was stable over the years (see Appendix A for detailed information by grade level).

Demographic information by student groups other than gender is presented in Figure 2 (see also Appendix A for detailed information by grade level from 2013-14 to 2017-18). By ethnicity, Hispanic (70%) and African American (23%) students made up the majority of the student population, and the percentage distribution among ethnic groups was stable over the years. Approximately 44 percent of Dallas ISD students were identified as English learners in 2017-18. The proportion of ELs increased by one percentage point every year from 2013-14 (41%) to 2016-17 (44%) and then remained the same in 2017-18 (44%). Between 84 and 88 percent of the district students were identified as economically disadvantaged.⁵ Special education students made up about eight percent of the district students each year except for 2014-15 (7%).

⁵ Year-to-year comparisons should be reviewed with caution because the method used to determine a student's economically disadvantaged status changed in 2014-15. In past years, a student's status was based solely on whether he or she qualified for free or reduced lunch. Beginning in 2014-15, students' economically disadvantaged status was based on whether they (a) received free or reduced lunch at the end of 2013-14 or (b) qualified per information provided on the Dallas ISD Socioeconomic Information Form.

Figure 2: Demographic Characteristics of Title I Students From 2013-14 to 2017-18



Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017.

Note: Number of students=159,760 for 2013-14, 160,209 for 2014-15, 158,647 for 2015-16, 157,853 for 2016-17, and 156,804 for 2017-18.

How did student *ISIP* scores change throughout the 2017-18 school year?

Methodology

Istation's Indicators of Progress (ISIP) is a computer adaptive assessment of critical reading skills that provides continuous progress monitoring. Students with a score at or above the 40th percentile (Tier 1) are considered to be on grade level (Mathes, Torgesen, & Herron, 2016).

ISIP data from the beginning, middle, and end of the year (BOY, MOY, and EOY, respectively) and PEIMS demographic data were merged for analyses. Three years of data from 2015-16 to 2017-18 were used to examine student performance trends over the years. For the analyses, the English and Spanish administrations were combined into one file to allow for examination of overall student performance.⁶ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁷ If a student took the test more than once, the student's latest score was used. Frequency and crosstabs analyses were computed to review student performance at BOY, MOY, and EOY. Results were reported overall and by student group for students in grades PK to two.

Results

Overall Percentages of Students in Grades PK to 2 Performing At or Above Grade Level

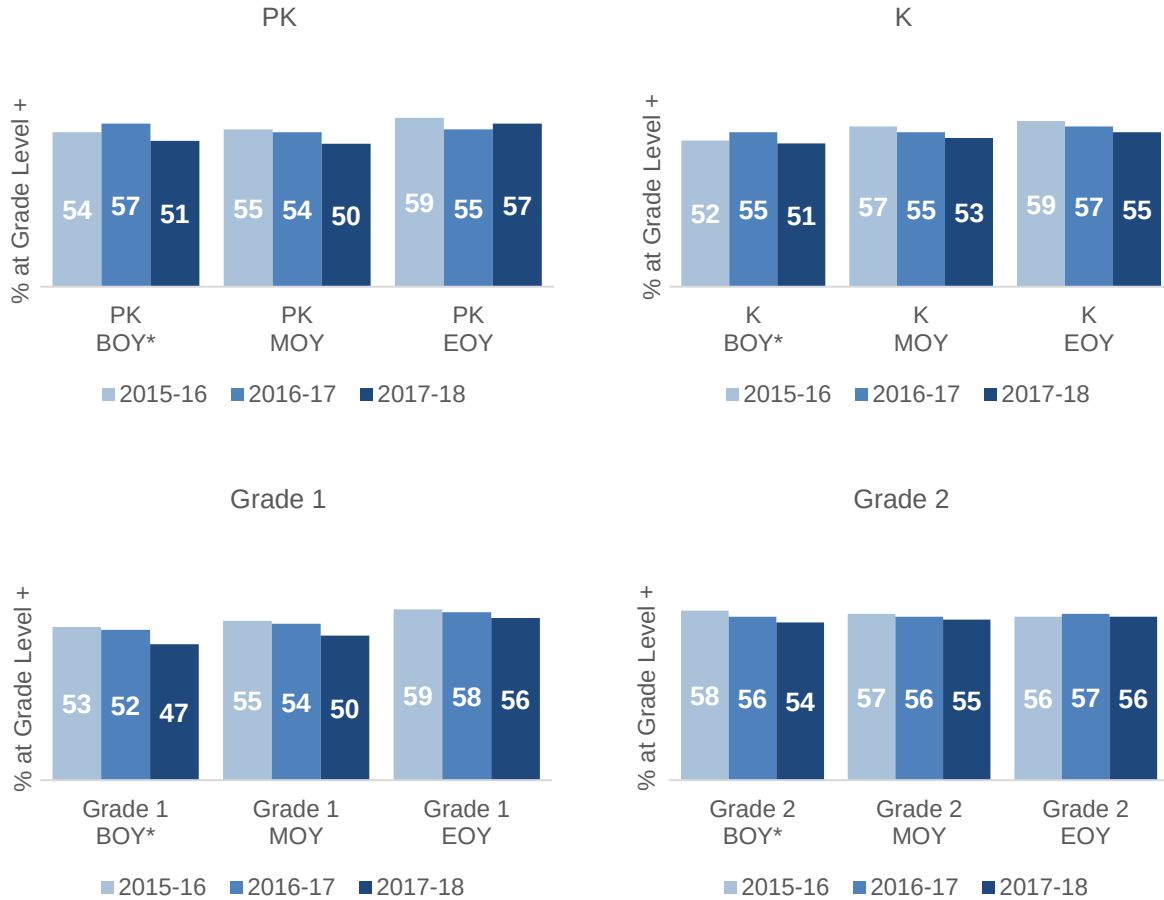
As seen in Figure 3, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) ranged from 47 percent to 57 percent in 2017-18 (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). When compared to 2015-16 and 2016-17, in general, the percentages of students at or above grade level were slightly lower in 2017-18 across *ISIP* administrations (BOY, MOY, and EOY) with one exception (EOY for PK).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed small positive changes from 2017-18 BOY to MOY to EOY for K, grade one, and grade two. The percentage of PK students at or above grade level dropped from BOY to MOY and then increased from MOY to EOY.

⁶ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁷ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Figure 3: Percentage of Students in Grades PK through 2 Performing At or Above Grade Level on *ISIP* by Year



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP=Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. % at Grade Level+ = % at or above Grade Level. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Prekindergarten Student *ISIP* Performance

Districtwide data showed that more PK students that tested in Spanish than English performed at or above grade level with one exception (2015-16 BOY). Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 53 to 61 percent of the PK students tested in Spanish were at or above grade level,⁸ whereas 44 to 51 percent of the students tested in English were at or above grade level. The overall percentages of PK students at or above grade level for the English and Spanish administrations combined were between 50 percent and 57 percent (see Table 4 and Figure 4). When compared to prior years, in general, the percentages of PK students at or above grade level were lower in 2017-18 for BOY and MOY, but higher for EOY.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For the English administration, the percentage of PK students at or above grade level increased from BOY to MOY to EOY. However, there was no consistent pattern of progress throughout the year for the Spanish administration or the English and Spanish administrations combined. For both administrations, the percentage of PK students at or above grade level decreased from BOY to MOY, and then increased from MOY to EOY.

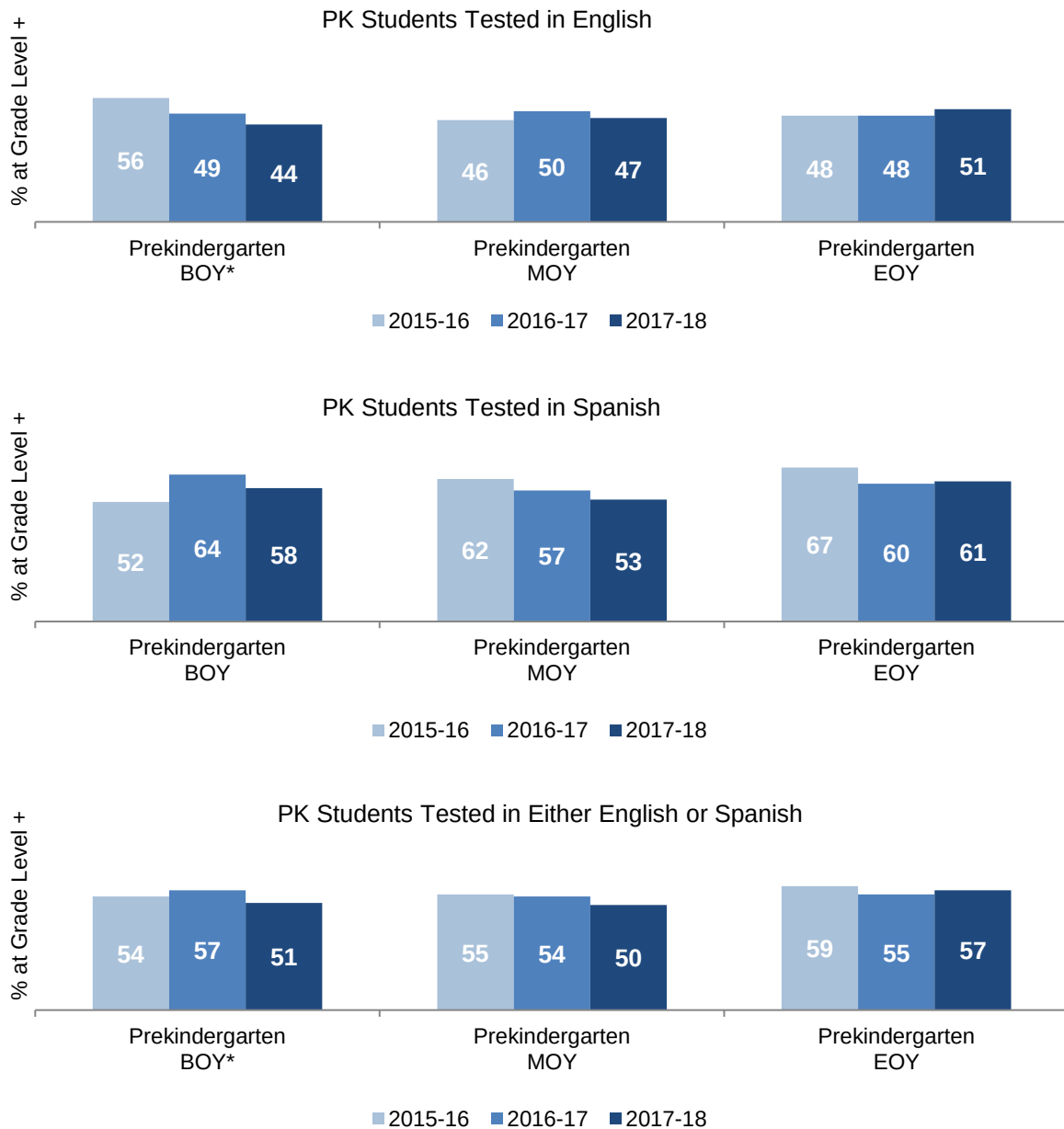
⁸ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

Table 4: Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY						MOY						EOY					
	2015-16 ^a		2016-17		2017-18		2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																		
All	1,074	56.4	1,099	48.6	1,557	43.6	1,613	46.0	1,396	49.8	1,807	46.5	1,455	48.2	1,493	47.8	1,603	50.5
African American	514	52.9	564	50.0	773	46.3	844	44.3	704	49.1	890	45.6	737	44.9	700	45.0	751	46.9
Hispanic	483	57.8	446	44.8	645	39.1	654	45.0	589	47.9	764	44.4	603	47.9	679	49.5	691	51.1
White	58	70.7	61	63.9	88	53.4	79	64.6	73	64.4	95	74.7	83	71.1	71	62.0	97	72.2
English Learner	39	51.3	36	33.3	46	30.4	61	42.6	42	45.2	65	38.5	60	43.3	52	55.8	57	45.6
Eco. Dis.	1,009	55.3	1,014	46.4	1,412	42.4	1,522	45.3	1,313	48.7	1,645	45.2	1,352	47.4	1,385	47.1	1,442	49.5
Special Ed.	17	76.5	17	58.8	25	36.0	38	36.8	28	32.1	27	25.9	35	22.9	30	23.3	23	17.4
Spanish																		
All	1,289	52.0	1,291	63.9	1,799	58.0	2,252	61.9	1,629	56.8	2,247	53.0	2,038	66.9	2,035	60.4	2,139	61.4
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7	28.6
Hispanic	1,272	51.9	1,265	64.3	1,774	58.2	2,224	61.8	1,602	57.0	2,226	53.0	2,012	67.0	2,006	60.5	2,112	61.4
White	13	61.5	17	41.2	17	41.2	20	60.0	16	56.3	13	53.8	18	55.6	20	60.0	15	66.7
English Learner	1,262	51.8	1,258	63.9	1,775	58.3	2,211	61.8	1,584	56.6	2,211	53.0	2,000	66.8	1,983	60.3	2,095	61.5
Eco. Dis.	1,234	51.9	1,208	63.6	1,687	58.2	2,139	61.7	1,529	56.7	2,093	53.6	1,931	66.9	1,898	60.4	1,996	61.7
Special Ed.	9	44.4	10	30.0	19	78.9	15	40.0	21	38.1	23	30.4	21	61.9	24	58.3	27	44.4
English and Spanish Combined																		
All	2,363	54.0	2,390	56.9	3,356	51.3	3,865	55.2	3,025	53.6	4,054	50.1	3,493	59.1	3,528	55.1	3,742	56.7
African American	515	52.8	567	49.9	776	46.3	846	44.2	707	49.1	893	45.7	739	44.9	701	44.9	758	46.7
Hispanic	1,755	53.5	1,711	59.3	2,419	53.1	2,878	58.0	2,191	54.5	2,990	50.8	2,615	62.6	2,685	57.7	2,803	58.9
White	71	69.0	78	59.0	105	51.4	99	63.6	89	62.9	108	72.2	101	68.3	91	61.5	112	71.4
English Learner	1,301	51.8	1,294	63.1	1,821	57.6	2,272	61.3	1,626	56.3	2,276	52.6	2,060	66.1	2,035	60.1	2,152	61.1
Eco. Dis.	2,243	53.5	2,222	55.7	3,099	51.0	3,661	54.9	2,842	53.0	3,738	49.9	3,283	58.9	3,283	54.8	3,438	56.6
Special Ed.	26	65.4	27	48.1	44	54.5	53	37.7	49	34.7	50	28.0	56	37.5	54	38.9	50	32.0

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

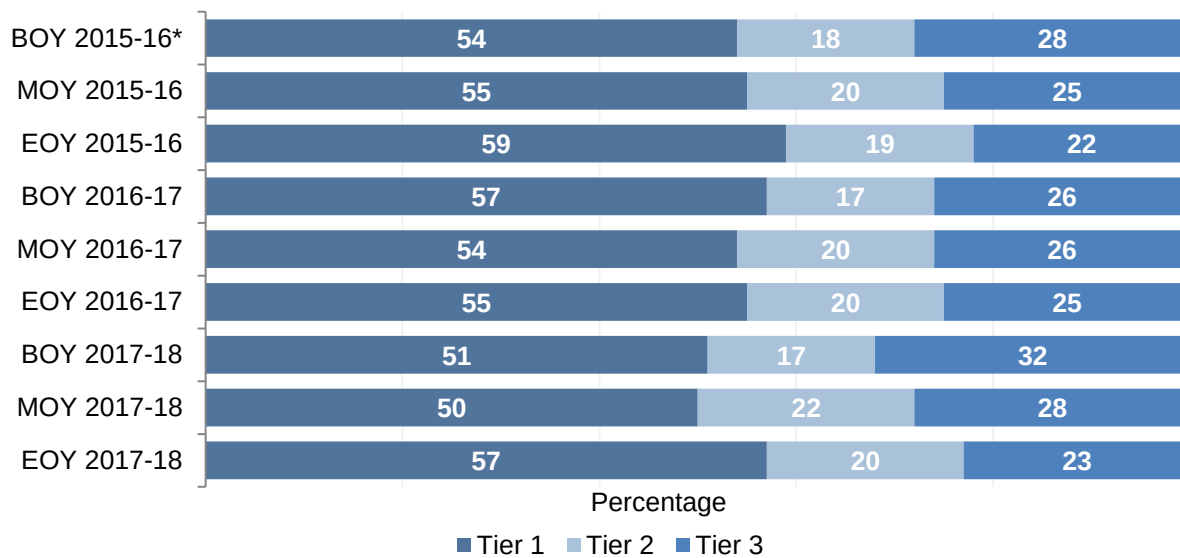
Figure 4: Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Year and Version

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. % at Grade Level+ = % at or above Grade Level. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, there were small positive changes in student performance in 2015-16 and 2017-18. In 2015-16, the percentage of students in the highest tier (Tier 1) increased from BOY to MOY to EOY and the percentage in the lowest tier (Tier 3) decreased from BOY to MOY to EOY. In 2017-18, the percentage of students in Tier 3 decreased from BOY to MOY to EOY. In 2016-17, there was no consistent pattern of improvement from BOY to MOY to EOY (see Figure 5).

Figure 5: Percentage Distribution of *ISIP* Tier Ratings for PK Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Kindergarten Student *ISIP* Performance

Districtwide data showed that more K students that tested in Spanish than English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 58 percent to 63 percent of the K students tested in Spanish were at or above grade level,⁹ whereas 43 to 47 percent of the students tested in English were at or above grade level. The overall percentages of K students at or above grade level for the English and Spanish administrations combined were between 51 percent and 55 percent (see Table 5 and Figure 6). It would be hoped that the percentage of students at or above grade level would increase throughout the year. For all administrations (English, Spanish, and English and Spanish combined), results showed small positive changes as the school year progressed. When compared to 2015-16 and 2016-17, the percentages of K students at or above grade level were lower in 2017-18 at BOY, MOY, and EOY.

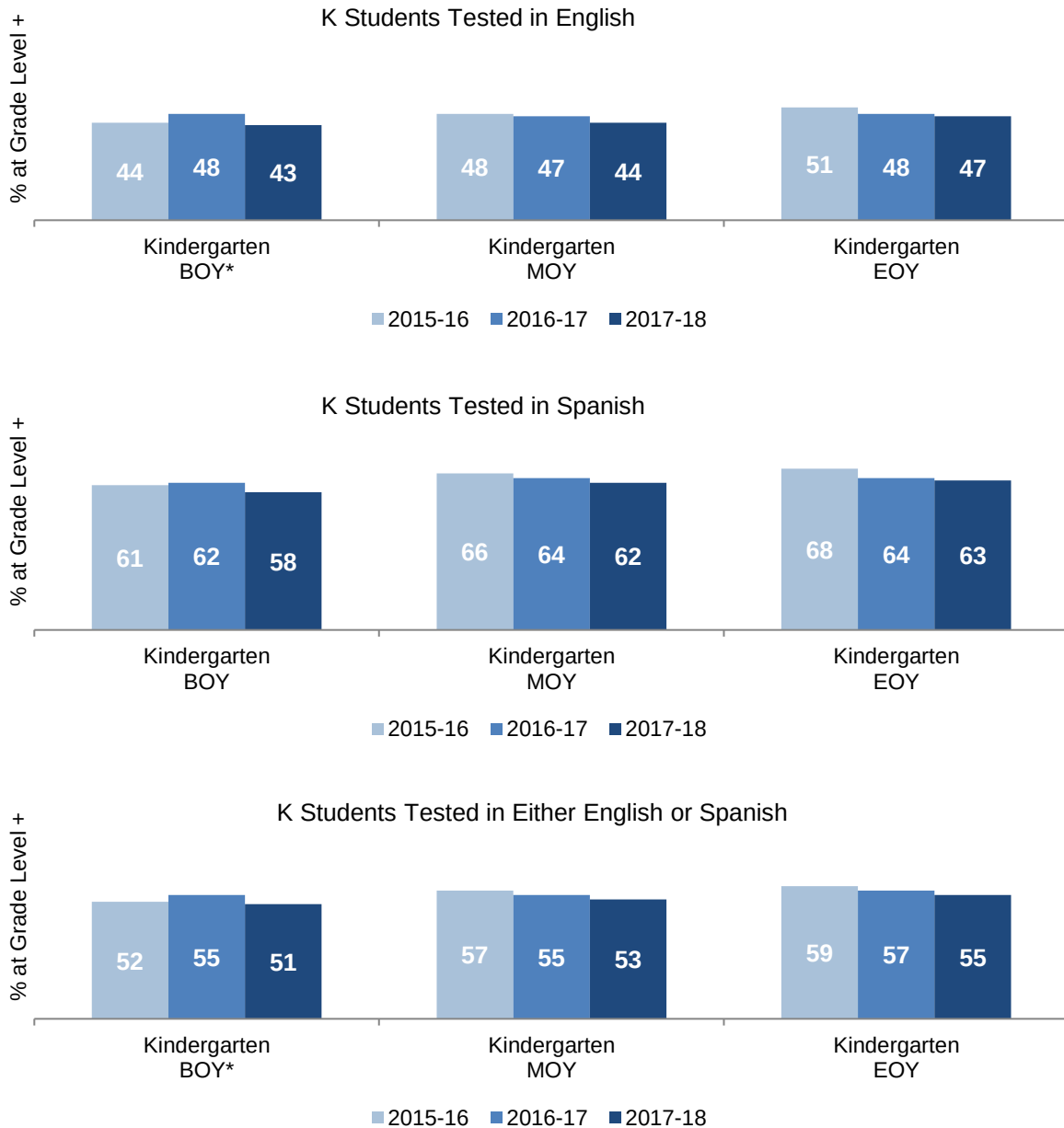
⁹ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

Table 5: Percentage of K Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY						MOY						EOY					
	2015-16 ^a		2016-17		2017-18		2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																		
All	5,453	44.0	5,193	48.0	5,134	43.2	5,518	47.9	4,789	46.6	4,920	44.3	5,100	50.8	4,572	48.1	4,687	46.6
African American	2,342	35.3	2,161	40.9	2,221	36.8	2,362	38.3	1,998	36.9	2,106	37.7	2,142	39.4	1,894	38.3	1,946	40.2
Hispanic	2,333	45.0	2,227	46.3	2,101	41.3	2,415	49.0	2,054	46.3	2,042	41.5	2,261	52.9	2,023	49.3	2,005	42.5
White	625	68.2	660	74.2	642	69.6	602	76.6	605	75.5	616	72.9	573	79.2	542	74.5	588	77.6
English Learner	216	28.2	229	37.6	219	31.1	246	33.3	252	35.7	227	27.8	239	40.6	261	40.6	232	29.3
Eco. Dis.	3,960	38.1	3,673	40.9	3,694	37.4	4,002	42.9	3,378	39.6	3,536	37.6	3,693	46.1	3,248	43.0	3,343	40.5
Special Ed.	189	33.3	184	35.3	200	34.5	239	28.5	193	28.5	206	23.8	255	31.0	179	33.0	191	29.3
Spanish																		
All	5,096	61.1	4,858	62.4	4,957	58.1	5,318	66.0	4,821	63.8	4,980	62.0	5,171	67.8	4,946	64.4	4,925	63.3
African American	*	*	20	35.0	32	3.1	*	*	35	34.3	39	43.6	*	*	32	31.3	37	35.1
Hispanic	5,039	61.3	4,784	62.5	4,786	58.7	5,261	65.9	4,702	64.2	4,801	62.3	5,107	67.9	4,829	64.8	4,743	63.4
White	31	35.5	47	61.7	108	47.2	31	64.5	69	50.7	109	56.0	37	54.1	69	59.4	114	68.4
English Learner	5,009	61.3	4,749	62.6	4,674	58.8	5,207	65.7	4,612	64.3	4,674	62.0	5,049	67.6	4,726	64.8	4,614	63.4
Eco. Dis.	4,086	60.9	4,027	61.6	4,106	58.5	4,252	64.9	3,949	63.4	4,119	62.5	4,140	67.3	4,048	65.0	4,079	63.1
Special Ed.	102	48.0	105	46.7	148	50.7	142	45.8	112	33.0	144	50.7	153	42.5	109	45.9	143	41.3
English and Spanish Combined																		
All	10,549	52.3	10,051	55.0	10,091	50.5	10,836	56.8	9,610	55.2	9,900	53.2	10,271	59.4	9,518	56.6	9,612	55.2
African American	2,345	35.3	2,181	40.8	2,253	36.4	2,366	38.3	2,033	36.8	2,145	37.9	2,147	39.4	1,926	38.2	1,983	40.1
Hispanic	7,372	56.2	7,011	57.4	6,887	53.4	7,676	60.6	6,756	58.8	6,843	56.1	7,368	63.3	6,852	60.2	6,748	57.2
White	656	66.6	707	73.4	750	66.4	633	76.0	674	73.0	725	70.3	610	77.7	611	72.8	702	76.1
English Learner	5,225	59.9	4,978	61.4	4,893	57.6	5,453	64.3	4,864	62.8	4,901	60.4	5,288	66.4	4,987	63.5	4,846	61.7
Eco. Dis.	8,046	49.7	7,700	51.7	7,800	48.5	8,254	54.2	7,327	52.4	7,655	51.0	7,833	57.3	7,296	55.2	7,422	52.9
Special Ed.	291	38.5	289	39.4	348	41.4	381	34.9	305	30.2	350	34.9	408	35.3	288	37.8	334	34.4

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

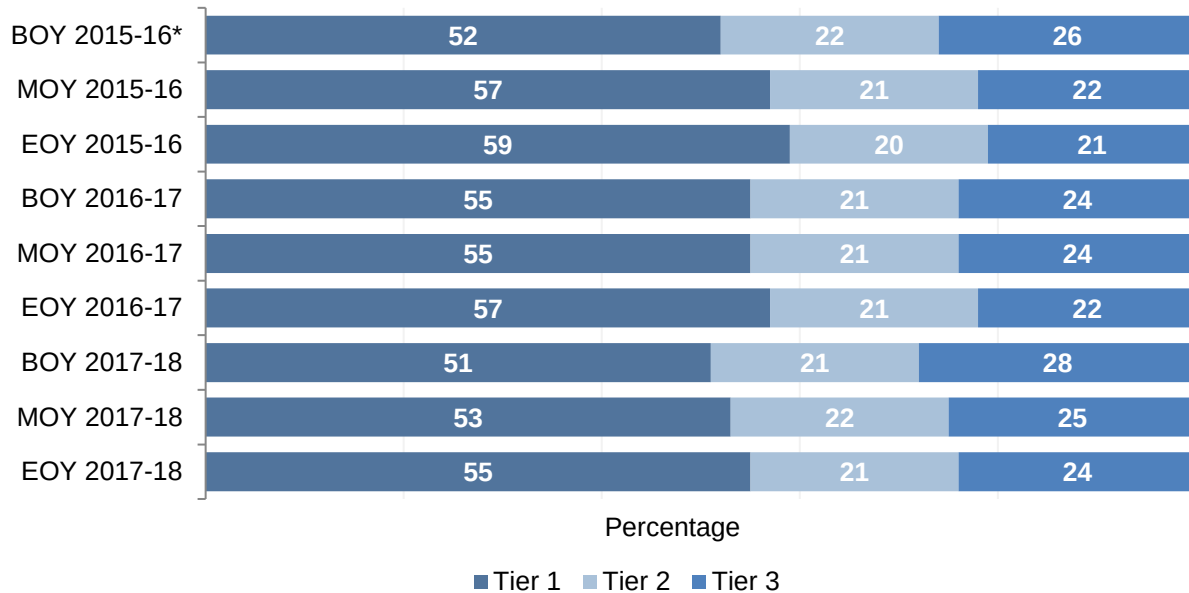
Figure 6: Percentage of K Students Performing At or Above Grade Level on *ISIP* by Year and Version

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. % at Grade Level+ = % at or above Grade Level. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, there were small positive Tier changes in student performance throughout the year for 2015-16 and 2017-18. In 2016-17, the percentage distribution was the same for BOY and MOY and then slightly increased at EOY (see Figure 7).

Figure 7: Percentage Distribution of *ISIP* Tier Ratings for K Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Grade-One Student *ISIP* Performance

Districtwide data showed that more grade-one students that tested in Spanish than English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 56 to 64 percent of the grade-one students tested in Spanish were at or above grade level,¹⁰ whereas 38 to 48 percent of students tested in English were at or above grade level. The overall percentages of grade-one students at or above grade level for the English and Spanish administrations combined were between 47 percent and 56 percent (see Table 6 and Figure 8).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For all administrations (English, Spanish, and English and Spanish combined), results showed positive changes as the school year progressed. When compared to prior years, the percentages of grade-one students at or above grade level were lower in 2017-18.

¹⁰ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

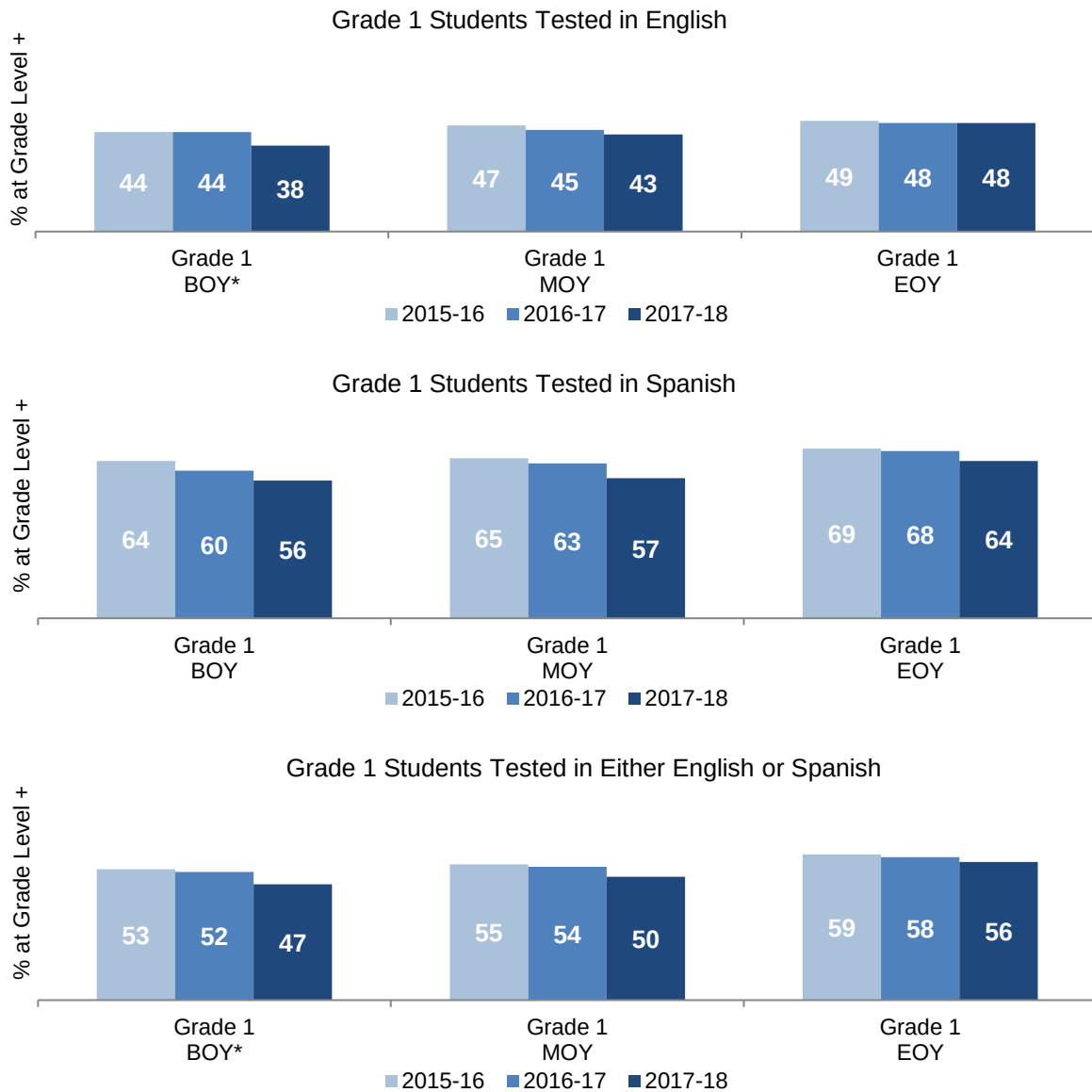
Table 6: Percentage of Grade 1 Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY						MOY						EOY					
	2015-16 ^a		2016-17		2017-18		2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																		
All	6,576	44.1	5,738	44.1	5,569	38.4	6,617	47.0	5,445	45.0	5,384	43.0	6,199	49.3	5,369	48.1	5,242	47.6
African American	2,648	34.7	2,408	33.6	2,331	31.0	2,648	39.9	2,240	36.3	2,214	35.0	2,494	41.8	2,138	38.2	2,095	39.1
Hispanic	2,996	46.0	2,424	46.2	2,370	37.8	3,058	47.6	2,405	46.1	2,311	42.5	2,897	50.7	2,384	49.2	2,284	46.4
White	665	72.2	665	71.4	602	65.9	653	72.1	573	70.7	597	70.5	572	73.3	618	74.1	610	75.6
English Learner	434	27.2	455	31.0	549	29.7	467	29.8	464	33.2	560	34.3	448	33.9	472	40.3	548	38.1
Eco. Dis.	5,209	40.3	3,944	38.7	4,059	32.4	5,261	43.0	3,795	40.6	3,849	36.2	4,950	45.8	3,715	43.0	3,705	41.1
Special Ed.	358	22.1	344	24.1	351	17.9	387	21.7	347	21.9	340	18.8	420	21.0	337	24.0	336	25.3
Spanish																		
All	5,558	64.3	5,184	60.0	5,328	56.1	5,756	64.7	5,131	63.2	5,241	57.1	5,495	69.3	5,218	67.7	5,174	63.6
African American	*	*	6	33.3	23	39.1	*	*	*	*	20	45.0	*	*	6	50.0	19	47.4
Hispanic	5,493	64.4	5,108	59.9	5,231	56.4	5,691	64.7	5,064	63.3	5,148	57.3	5,443	69.3	5,151	67.7	5,088	63.7
White	38	68.4	47	59.6	55	45.5	36	72.2	47	63.8	58	43.1	25	76.0	39	66.7	54	61.1
English Learner	5,444	64.2	5,039	59.7	5,129	56.2	5,630	64.5	5,001	62.9	5,032	57.1	5,380	69.1	5,077	67.6	4,986	63.3
Eco. Dis.	5,174	65.2	4,198	60.0	4,493	56.6	5,347	65.5	4,157	63.3	4,424	57.8	5,120	69.7	4,253	67.9	4,376	64.2
Special Ed.	148	45.3	167	31.7	181	26.0	172	28.5	171	33.3	175	26.3	183	30.6	176	40.3	167	29.9
English and Spanish Combined																		
All	12,134	53.4	10,922	51.6	10,897	47.1	12,373	55.2	10,576	53.9	10,625	49.9	11,694	58.7	10,587	57.7	10,416	55.5
African American	2,650	34.8	2,414	33.6	2,354	31.1	2,651	39.9	2,241	36.2	2,234	35.0	2,496	41.8	2,144	38.2	2,114	39.2
Hispanic	8,489	57.9	7,532	55.5	7,601	50.6	8,749	58.7	7,469	57.7	7,459	52.7	8,340	62.9	7,535	61.9	7,372	58.3
White	703	72.0	712	70.6	657	64.2	689	72.1	620	70.2	655	68.1	597	73.4	657	73.7	664	74.4
English Learner	5,878	61.4	5,494	57.3	5,678	53.6	6,097	61.8	5,465	60.4	5,592	54.8	5,828	66.4	5,549	65.3	5,534	60.8
Eco. Dis.	10,383	52.7	8,142	49.7	8,552	45.1	10,608	54.3	7,952	52.5	8,273	47.7	10,070	58.0	7,968	56.3	8,081	53.6
Special Ed.	506	28.9	511	26.6	532	20.7	559	23.8	518	25.7	515	21.4	603	23.9	513	29.6	503	26.8

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Figure 8: Percentage of Grade 1 Students Performing At or Above Grade Level on *ISIP* by Year and Version

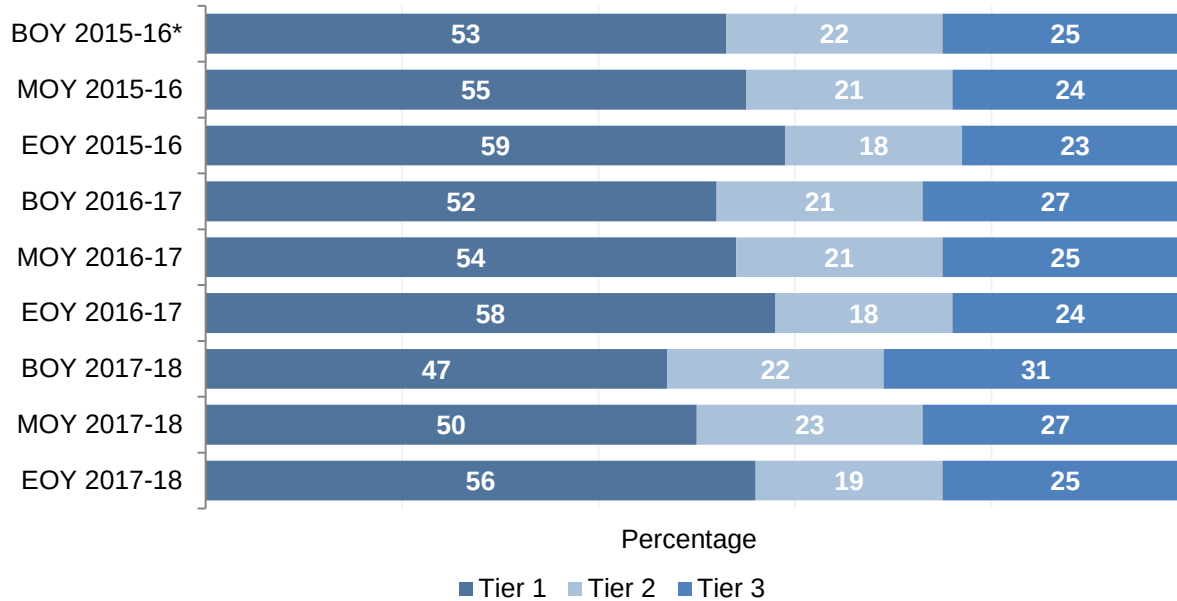


Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. % at Grade Level+ = % at or above Grade Level. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, results showed small positive changes in student performance from BOY to MOY to EOY in the last three years. That is, as hoped, the percentage of students at Tier 1 increased, while the percentage of students at Tier 2 or Tier 3 decreased (see Figure 9).

Figure 9: Percentage Distribution of *ISIP* Tier Ratings for Grade 1 Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Grade-Two Student *ISIP* Performance

Districtwide data showed that more grade-two students that tested in Spanish than English performed at or above grade level with one exception (2015-16 EOY). Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 56 to 60 percent of the grade-two students tested in Spanish were at or above grade level,¹¹ whereas 49 to 56 percent of students tested in English were at or above grade level. The overall percentages of grade-two students at or above grade level for the English and Spanish administrations combined were between 54 percent and 56 percent (see Table 7 and Figure 10).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For the English administration and the English and Spanish administrations combined, the percentage of grade-two students at or above grade level increased from BOY to MOY to EOY. For the Spanish administration, the percentage of grade-two students at or above grade level decreased from BOY to MOY to EOY. When compared to prior years, the percentages of grade-two students at or above grade level were slightly lower in 2017-18 with two exceptions (EOY English administration and MOY Spanish administration).

¹¹ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

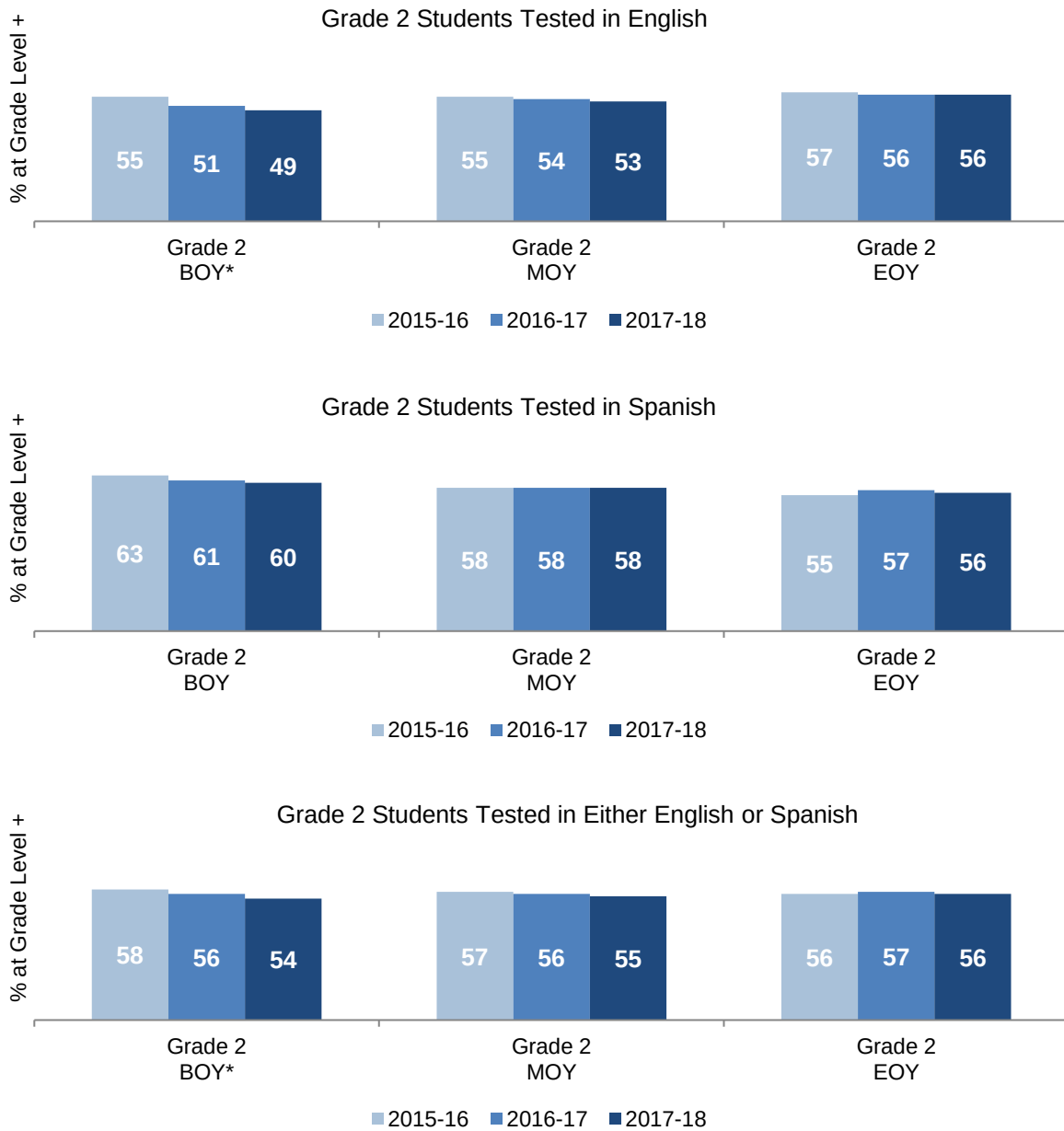
Table 7: Percentage of Grade 2 Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY						MOY						EOY					
	2015-16 ^a		2016-17		2017-18		2015-16		2016-17		2017-18		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																		
All	6,710	54.8	6,051	51.3	5,906	49.1	6,752	55.1	6,076	53.7	5,629	53.0	6,179	57.0	5,944	56.4	5,424	56.3
African American	2,790	45.4	2,400	42.3	2,479	39.9	2,769	45.8	2,422	45.6	2,306	44.7	2,482	46.3	2,330	47.7	2,239	47.1
Hispanic	2,973	58.0	2,834	53.1	2,576	51.6	3,099	58.8	2,834	55.2	2,513	55.0	2,893	60.7	2,808	58.7	2,428	58.6
White	677	78.1	575	78.4	575	72.2	615	78.0	572	77.1	553	72.7	575	82.4	567	78.3	510	77.1
English Learner	466	39.5	443	35.4	528	41.1	498	39.6	469	42.0	515	44.7	461	44.3	464	45.9	506	50.6
Eco. Dis.	5,751	51.6	4,809	47.1	4,312	43.9	5,840	52.2	4,818	49.5	4,069	47.9	5,337	54.2	4,677	52.5	3,947	51.5
Special Ed.	392	26.0	365	22.5	519	18.5	437	24.0	390	24.6	493	21.1	458	24.5	390	24.9	475	25.5
Spanish																		
All	5,275	62.6	5,092	61.2	5,229	60.1	5,540	58.1	4,997	57.8	5,038	57.7	5,419	54.9	5,075	56.7	4,978	55.6
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	5,241	62.7	5,041	61.4	5,185	60.0	5,491	58.3	4,947	58.0	4,994	57.7	5,372	55.2	5,028	56.8	4,937	55.7
White	19	42.1	24	58.3	24	66.7	34	50.0	27	51.9	29	55.2	30	33.3	25	56.0	25	52.0
English Learner	5,224	62.5	5,026	61.0	5,189	59.9	5,448	58.0	4,912	57.8	4,968	57.5	5,316	54.8	4,985	56.7	4,910	55.4
Eco. Dis.	5,123	62.9	4,735	61.4	4,446	60.1	5,365	58.4	4,647	57.9	4,253	58.4	5,249	55.1	4,732	56.6	4,228	55.8
Special Ed.	168	20.2	171	25.1	255	21.6	193	16.1	170	20.0	242	19.8	206	15.0	170	24.7	234	20.1
English and Spanish Combined																		
All	11,985	58.2	11,143	55.8	11,135	54.3	12,292	56.5	11,073	55.5	10,667	55.3	11,598	56.0	11,019	56.5	10,402	56.0
African American	2,792	45.5	2,403	42.2	2,480	39.9	2,770	45.8	2,425	45.6	2,308	44.7	2,484	46.3	2,332	47.7	2,241	47.1
Hispanic	8,214	61.0	7,875	58.4	7,761	57.2	8,590	58.4	7,781	57.0	7,507	56.8	8,265	57.1	7,836	57.5	7,365	56.6
White	696	77.2	599	77.6	599	72.0	649	76.6	599	76.0	582	71.8	605	80.0	592	77.4	535	75.9
English Learner	5,690	60.6	5,469	58.9	5,717	58.2	5,946	56.5	5,381	56.4	5,483	56.3	5,777	54.0	5,449	55.8	5,416	55.0
Eco. Dis.	10,874	56.9	9,544	54.2	8,758	52.1	11,205	55.1	9,465	53.6	8,322	53.3	10,586	54.6	9,409	54.6	8,175	53.7
Special Ed.	560	24.3	536	23.3	774	19.5	630	21.6	560	23.2	735	20.7	664	21.5	560	24.8	709	23.7

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Figure 10: Percentage of Grade 2 Students Performing At or Above Grade Level on *ISIP* by Year and Version

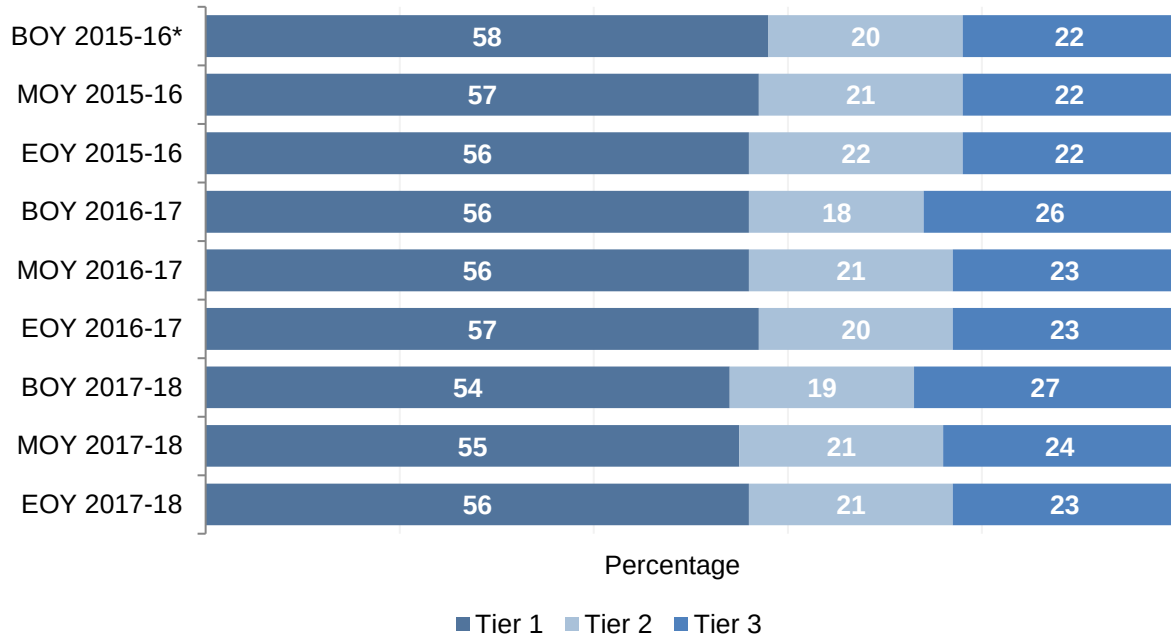


Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. % at Grade Level+ = % at or above Grade Level. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, there were small positive Tier changes in student performance throughout the 2017-18 school year. However, there was no pattern of improvement from BOY to MOY to EOY in 2015-16 and 2016-17. In 2015-16, the percentage of students at Tier 1 decreased from BOY to MOY to EOY. In 2016-17, the percentage of students at Tier 1 remained the same from BOY to MOY and then slightly increased at EOY (see Figure 11).

Figure 11: Percentage Distribution of *ISIP* Tier Ratings for Grade 2 Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *ISIP*: 1/31/2017 (2015-16 BOY), 6/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 2/16/2017 (2016-17 MOY), 5/30/2017 (2016-17 EOY), 11/01/2017 (2017-18 BOY), 2/05/2018 (2017-18 MOY), and 6/03/2018 (2017-18 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Did students in kindergarten through grade two achieve at or above grade level on reading and mathematics, as measured by *TerraNova* and *SUPERA*?

Methodology

To examine student outcomes on *TerraNova* and *SUPERA*, PEIMS demographic data and test files were extracted from the district database for students in grades K through two and merged to prepare for analyses. Frequency and crosstabs analyses were computed to review student performance in terms of the percentages of students at or above grade level by student group. For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile.

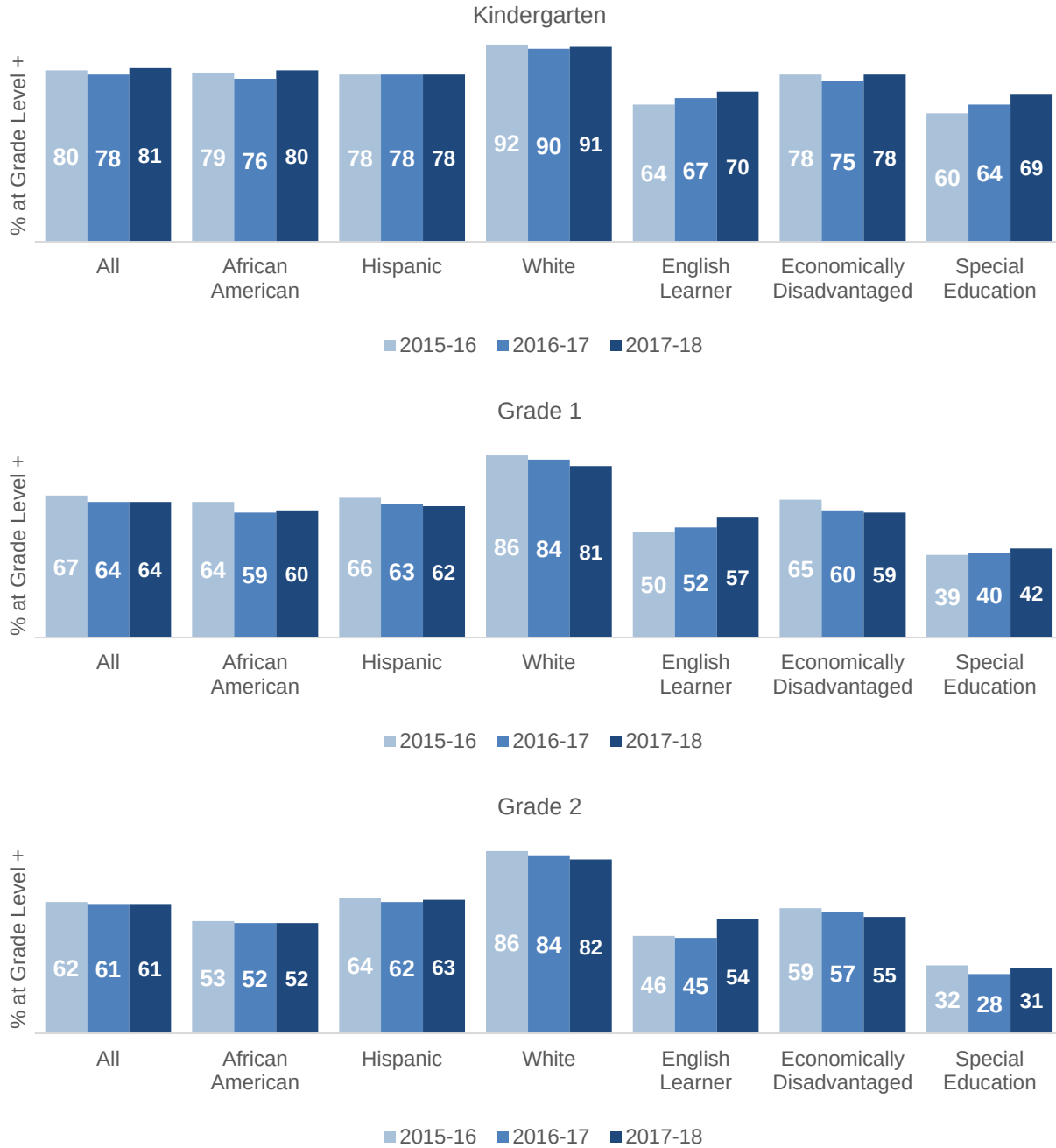
Results

TerraNova

On the 2017-18 *TerraNova* reading exam, 81 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. Thus, a sizable percentage of students in grades one and two (36% to 39%) performed below grade level in 2017-18 (see Figure 12 and Appendix B Table 1). In comparison to 2015-16 and 2016-17, a higher percentage of K students performed at or above grade level in 2017-18. For grades one and two, the percentage of students at or above grade level was the same for 2016-17 and 2017-18, but the percentage in these two years was lower than 2015-16.

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. Thus, a sizable percentage of students in grades K through two (38% to 44%) performed below grade level in 2017-18 (see Figure 13 and Appendix B Table 2). In comparison to 2015-16 and 2016-17, a slightly higher percentage of students performed at or above grade level in grades K through two in 2017-18.

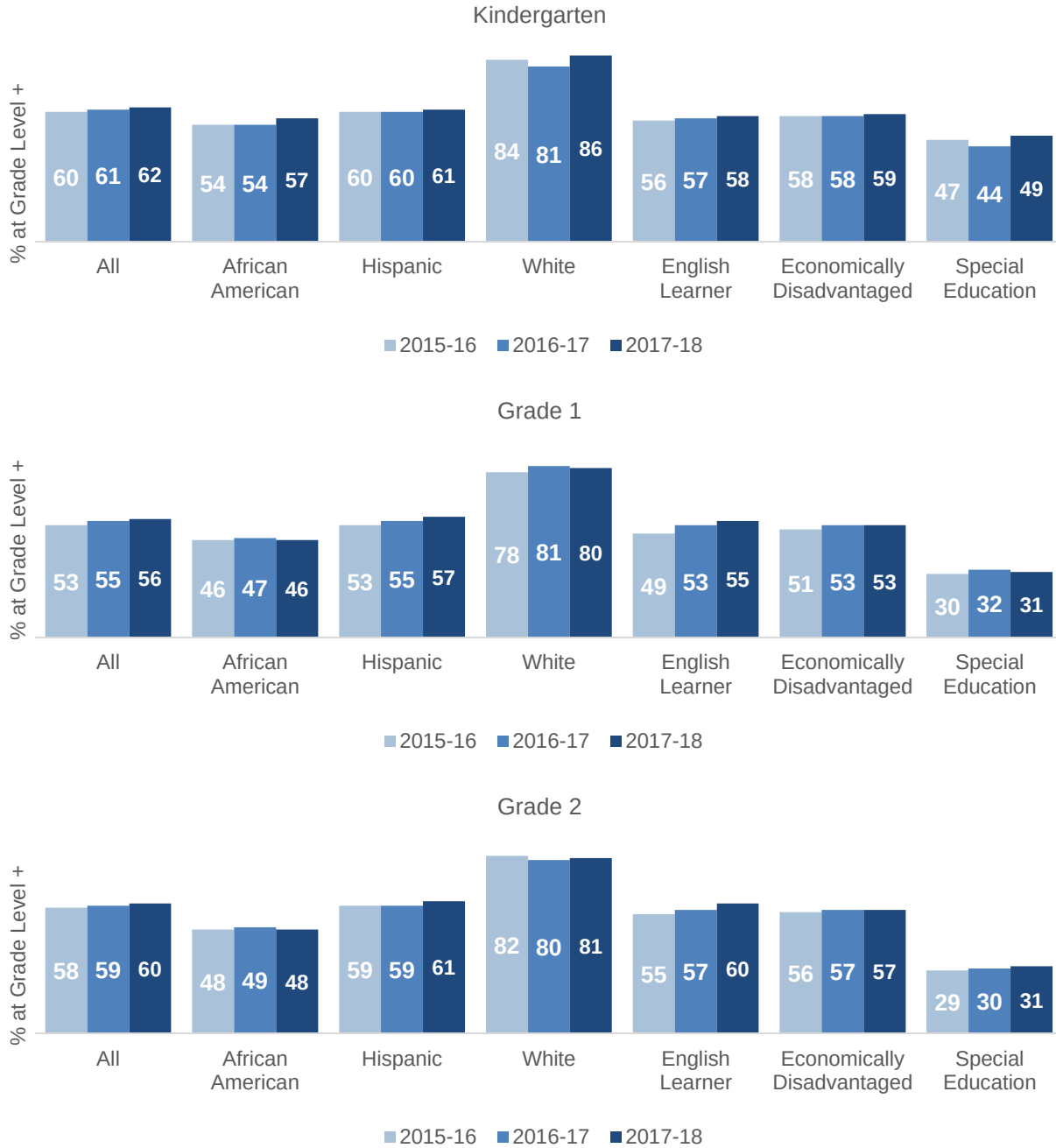
Figure 12: Percentage of Students Performing At or Above Grade Level on *TerraNova* Reading by School Year, Grade, and Student Group



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *TerraNova*: 6/9/2016, 7/19/2017, and 6/11/2018.

Note: % at Grade Level+ = % at or above Grade Level. For *TerraNova*, scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix B Table 1 for the number of students tested for each category.

Figure 13: Percentage of Students Performing At or Above Grade Level on *TerraNova* Mathematics by School Year, Grade, and Student Group



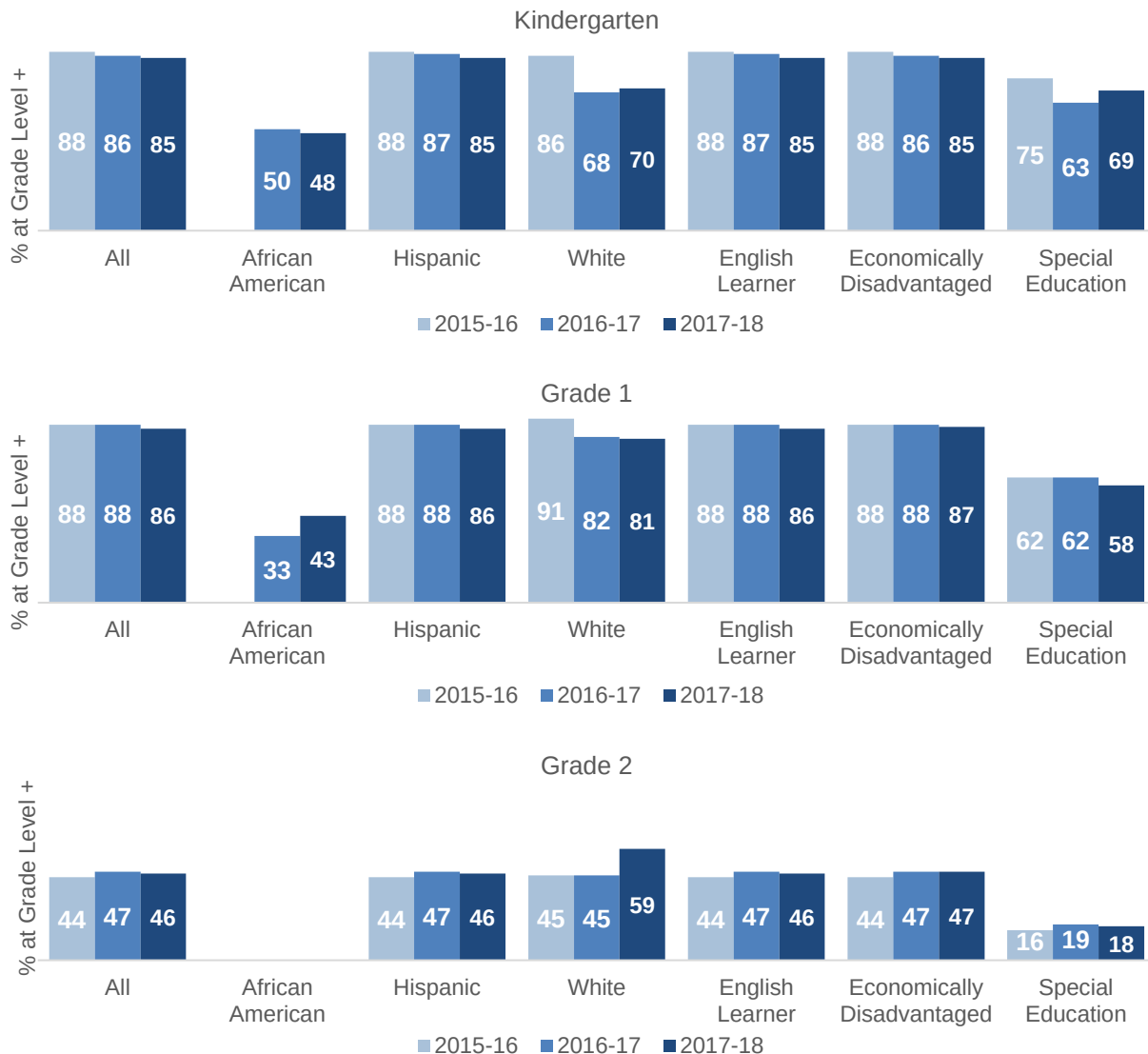
Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *TerraNova*: 6/9/2016, 7/19/2017, and 6/11/2018.

Note: % at Grade Level+ = % at or above Grade Level. For *TerraNova*, scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix B Table 2 for the number of students tested for each category.

SUPERA

On 2017-18 *SUPERA* reading, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. For the last three years, less than half of second-grade students (44% to 47%) performed at or above grade level (see Figure 14 and Appendix B Table 3). In comparison to 2015-16 and 2016-17, a lower percentage of students performed at or above grade level across grades in 2017-18.

Figure 14: Percentage of Students Performing At or Above Grade Level on *SUPERA* Reading by School Year, Grade, and Student Group



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *SUPERA*: 6/9/2016, 8/10/2017, and 6/11/2018. For 2016-17 *SUPERA*, first- and second-grade data were missing for two schools.

Note: % at Grade Level+ = % at or above Grade Level. This figure does not show the results of African American students in all grades for 2015-16 and in grade 2 for 2016-17 and 2017-18 because less than five students were tested. For *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix B Table 3 for the number of students tested for each category.

Did students achieve Approaches Grade Level or Above, Meets Grade Level or Above, or Masters Grade Level on STAAR 3-8 subtests?

Methodology

Outcome analyses were conducted to determine how Title I students performed on the *State of Texas Assessments of Academic Readiness (STAAR)*. STAAR, which was implemented in spring 2012 for the first time, is administered each spring and includes reading and mathematics for grades three through eight, writing at grades four and seven, science at grades five and eight, and social studies at grade eight.

Data from PEIMS files and STAAR files were merged to prepare for analyses. Crosstab analyses were used to determine students in grades three to eight that achieved the Approaches Grade Level or Above (Approaches +), Meets Grade Level or Above (Meets +), or Masters Grade Level (Masters) performance standards. For this Title I evaluation report, analyses were limited to students in the Dallas ISD as of October PEIMS snapshot date of each year and continually enrolled within a particular school year. Given that some students could take advanced grade level STAAR subtests, test grade was used when results were analyzed by grade. For example, grade seven students enrolled in the mathematics grade seven pre-AP course took the grade eight STAAR mathematics assessment. Likewise, grade seven students enrolled in the science grade seven pre-AP course took the grade eight STAAR science assessment.¹²

In order to examine student performance trends over the years, multi-year data were used as long as the same performance standards were used. As a result, three years of data from 2015-16 to 2017-18 were used for the Approaches + standard, while seven years of data from 2011-12 to 2017-18 were used for the Meets + and Masters standards.

For each subject of STAAR 3-8, all test administrations through May data were used to determine the overall percentage of students who achieved each category of performance standard. Beginning with 2014-15, all test administrations through May data included STAAR *Alternate 2* results for the Approaches + and Masters standards.¹³ In 2017-18, there were online testing issues that occurred in April and May 2018 for reading, writing, and mathematics. Although all scores were included, some students' test scores might have been adversely affected by the online testing issues.

For grades five and eight, first-time administration data (in March or April) and retest administration data (in May) for reading and mathematics were analyzed separately to determine what percentage of students achieved the Approaches + and Meets + performance standards on each test administration. Student performance in reading and mathematics for grades five and eight are especially critical because

¹² <https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/148/October%2012%202017/Calculator%20Policy%20for%20STAAR%20Testing.pdf>

¹³ House Bill 5, passed by the 83rd Texas Legislature in May 2013, required a redesign of STAAR *Alternate*. The redesigned assessment is known as STAAR *Alternate 2* and is a standardized item-based assessment administered to students in a one-on-one setting. The first administration of the redesigned STAAR *Alternate 2* assessment was in February 2015 (Source: https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Important_Changes_to_the_Texas_Assessment_Program_in_the_2014%E2%80%932015_School_Year/).

failure to meet the Approaches Grade Level standard on either STAAR subject can result in grade retention.¹⁴

Results

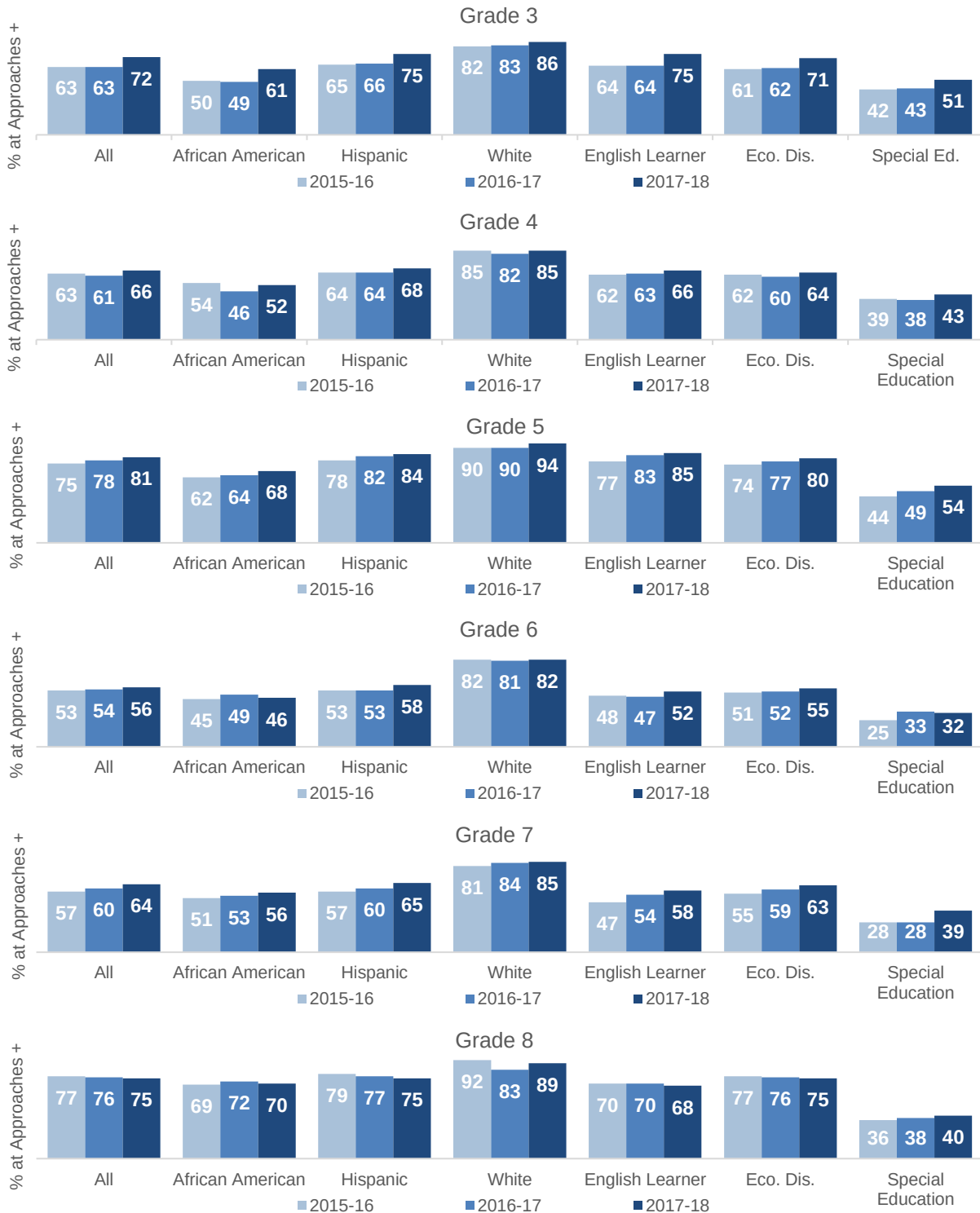
STAAR Reading (Grades 3 to 8)

Percentage of students at Approaches Grade Level or Above (Approaches +). In 2017-18, the overall percentage of students in grades three to eight at Approaches + ranged from 56 percent (grade six) to 81 percent (grade five) on STAAR reading (see Figure 15 and Appendix C Table 1). The percentage of students at Approaches + was higher in 2017-18 than in 2015-16 or 2016-17 for all grades except for grade eight (about the same). It is notable that there was a pattern of increase from 2015-16 to 2016-17 to 2017-18 for grades five, six, and seven. When reviewed by student group, results varied by grade and school year.

Figure 16 and Appendix C Table 2 show the percentage of students in grades five and eight who achieved Approaches + on STAAR reading by administration, school year, and student group. In 2017-18, 76 percent of fifth-grade students and 65 percent of eighth-grade students achieved Approaches + on their first STAAR administration. For fifth-grade students, results showed a pattern of increase from 2015-16 to 2016-17 to 2017-18 for all student groups. The percentage of eighth-grade students at Approaches + was higher in 2017-18 than in 2016-17 for all student groups; however, in general, the percentage in 2017-18 was slightly lower than in 2015-16. Meanwhile, 23 percent of fifth-grade students and 28 percent of eighth-grade students achieved Approaches + on their retest. Combining all administrations through May, overall, 81 percent of fifth-grade students and 75 percent of eighth-grade students achieved Approaches + in 2017-18.

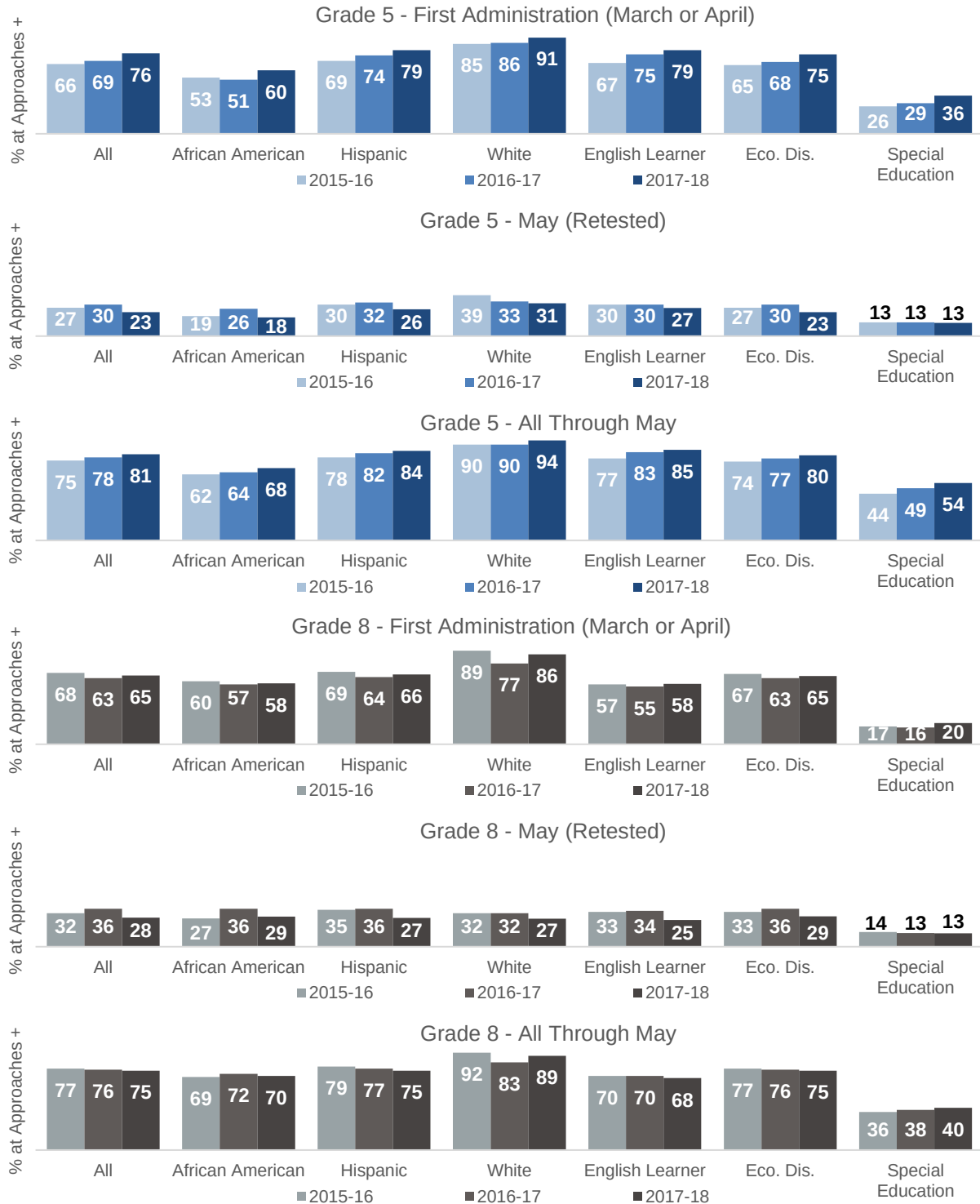
¹⁴ The Student Success Initiative (SSI) was enacted by the 76th Texas Legislature to ensure that all students in grades five and eight receive the instruction and support they need to be academically successful in reading and mathematics prior to advancing to the next grade (Hinkley, 2017).

Figure 15: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Reading by Grade, School Year, and Student Group (All Administrations Through May)



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.
Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 1 for the number of students tested for each category.

Figure 16: Percentage of Students in Grades 5 and 8 Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Reading by Administration, School Year, and Student Group



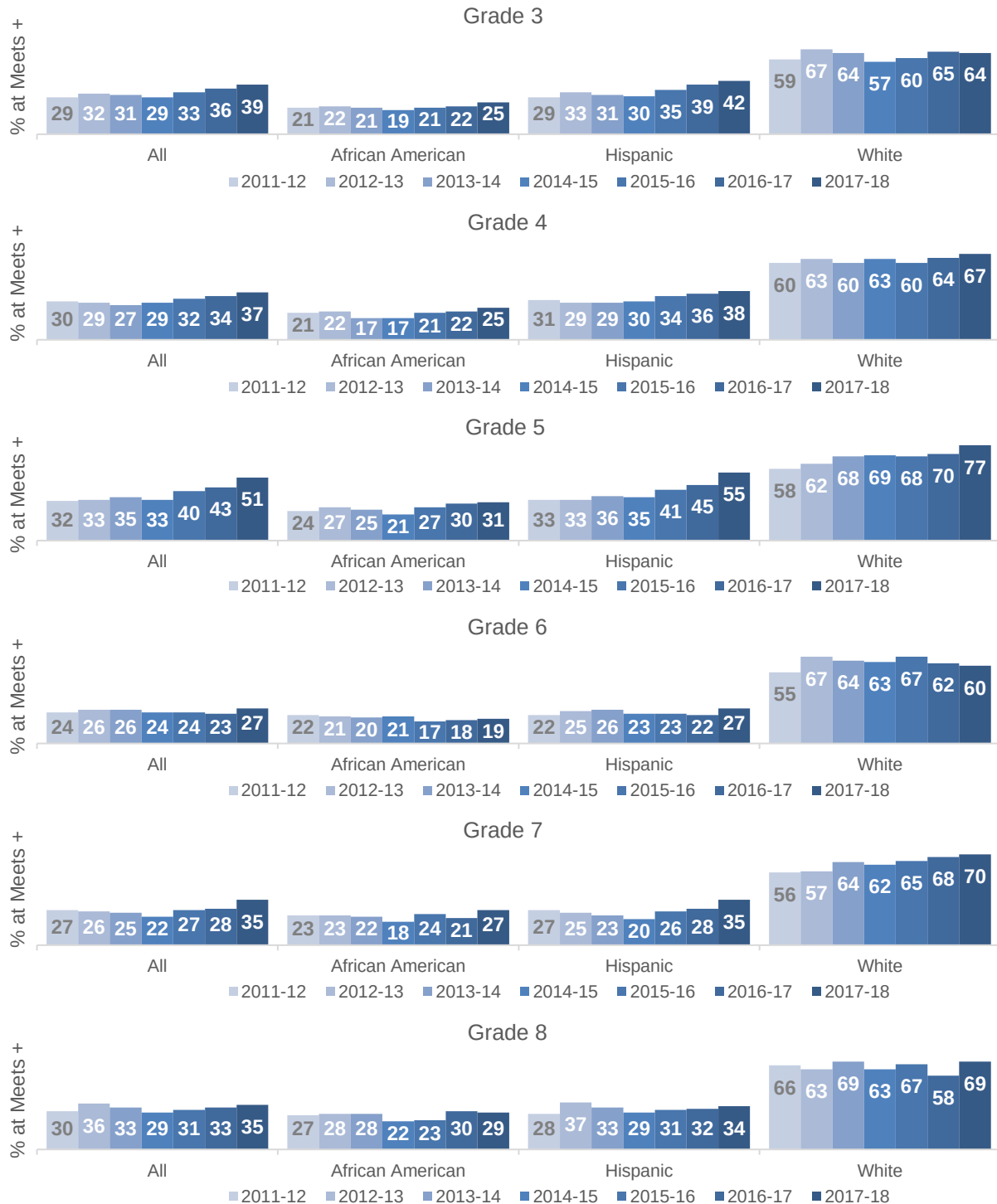
Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. All through May data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 2 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets +). In 2017-18, the overall percentage of students in grades three to eight at Meets + ranged from 27 percent (grade six) to 51 percent (grade five) on *STAAR* reading (see Figures 17 and 18 and Appendix C Table 3). Across grade levels from 2011-12 to 2017-18, 22 percent to 51 percent of students achieved Meets +. When reviewed by student group, results varied by grade and school year.

Figures 19 and 20 and Appendix C Table 4 show the percentage of students in grades five and eight who achieved Meets + on *STAAR* reading by administration, school year, and student group. In 2017-18, 50 percent of fifth-grade students and 35 percent of eighth-grade students achieved Meets + on their first *STAAR* administration. For both fifth- and eighth-grade students, results showed a pattern of increase during the last four years from 2014-15 to 2017-18. When reviewed by student group, results varied by grade and school year. Meanwhile, three percent of fifth-grade students and two percent of eighth-grade students achieved Meets + on their retest. Combining all administrations through May, overall, 51 percent of fifth-grade students and 35 percent of eighth-grade students achieved Meets + in 2017-18.

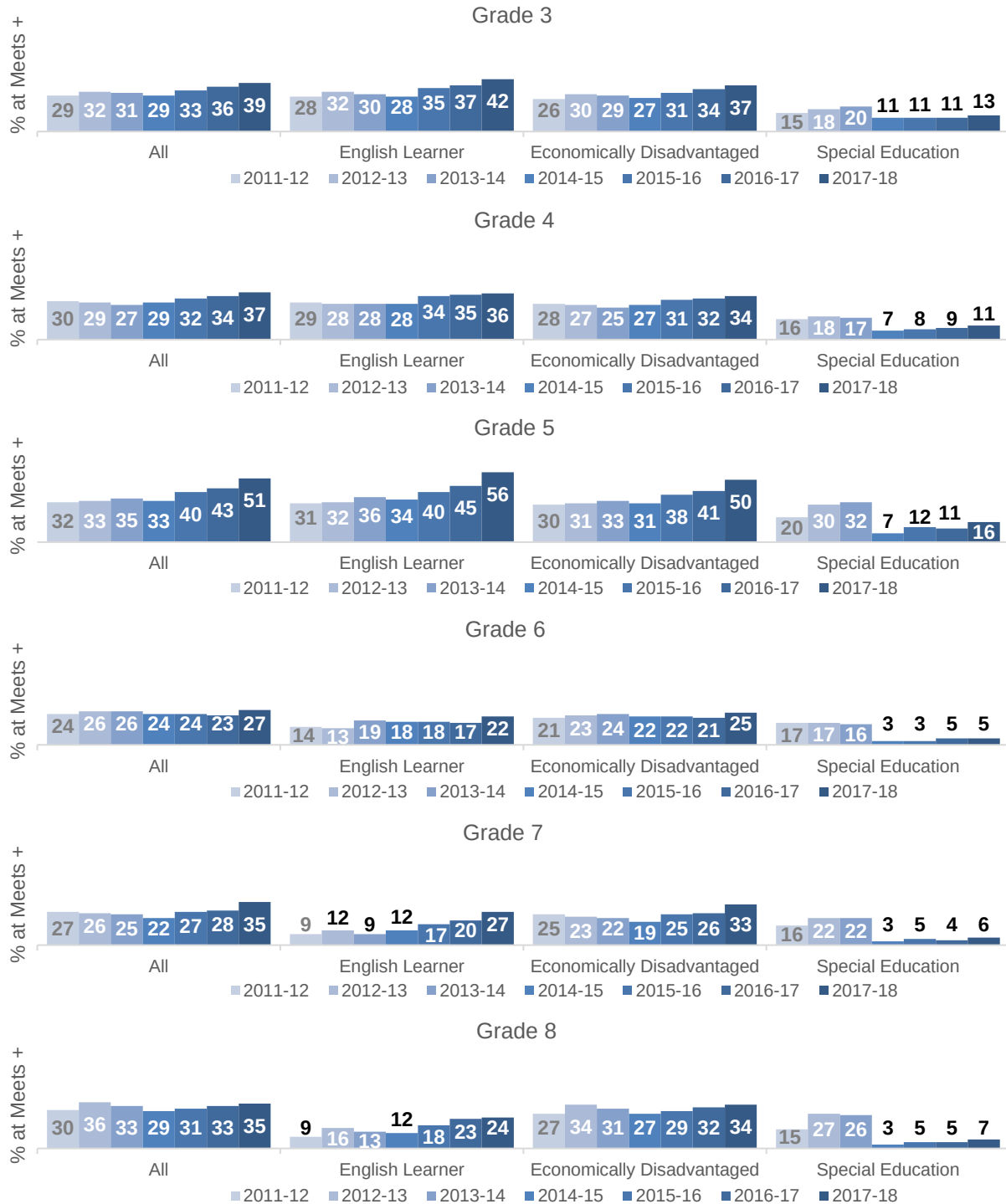
Figure 17: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Reading by Grade, School Year, and Ethnicity (All Administrations Through May)



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 3 for the number of students tested for each category.

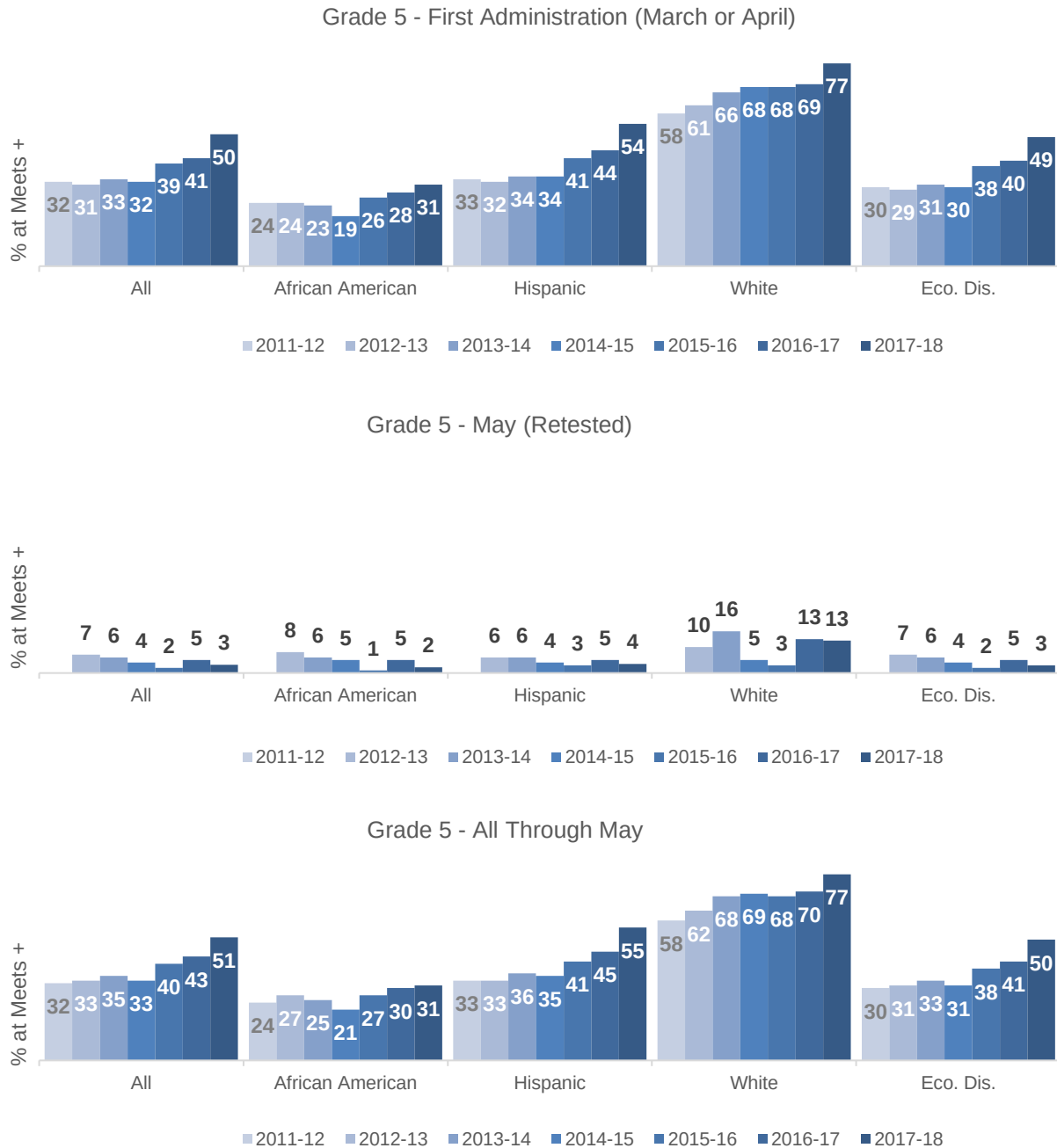
Figure 18: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Reading by Grade, School Year, and Student Group (All Administrations Through May)



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 3 for the number of students tested for each category.

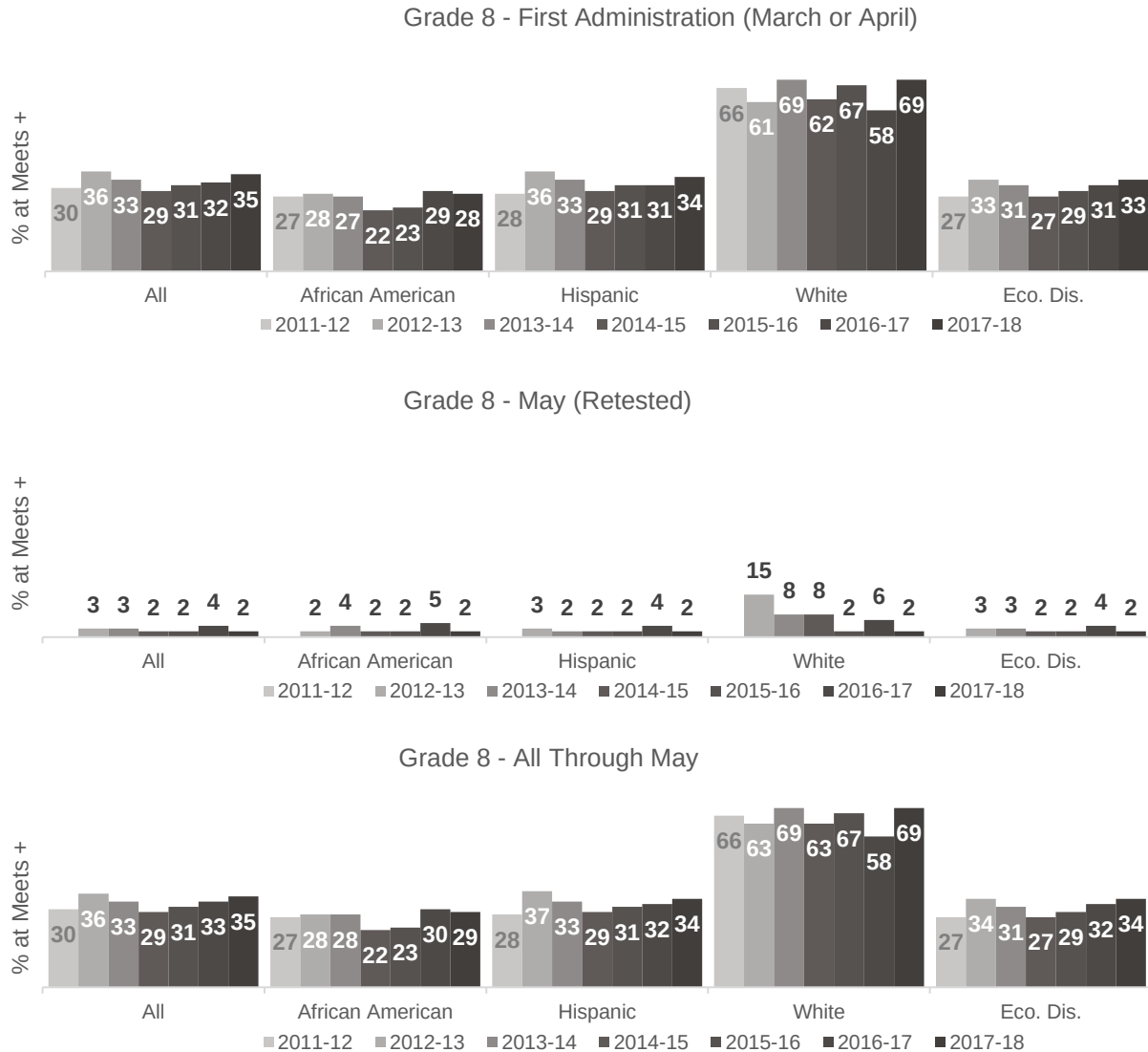
Figure 19: Percentage of Grade 5 Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Reading by Administration, School Year, and Student Group



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 3/19/2013 and 11/14/2017 for 2011-12, 10/8/2013 and 5/28/2014 for 2012-13, 6/3/2014, 7/21/2014 and 7/22/2014 for 2013-14, 6/15/2015 and 9/1/2015 for 2014-15, 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. There was no retest in 2011-12. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 4 for the number of students tested for each category.

Figure 20: Percentage of Grade 8 Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Reading by Administration, School Year, and Student Group

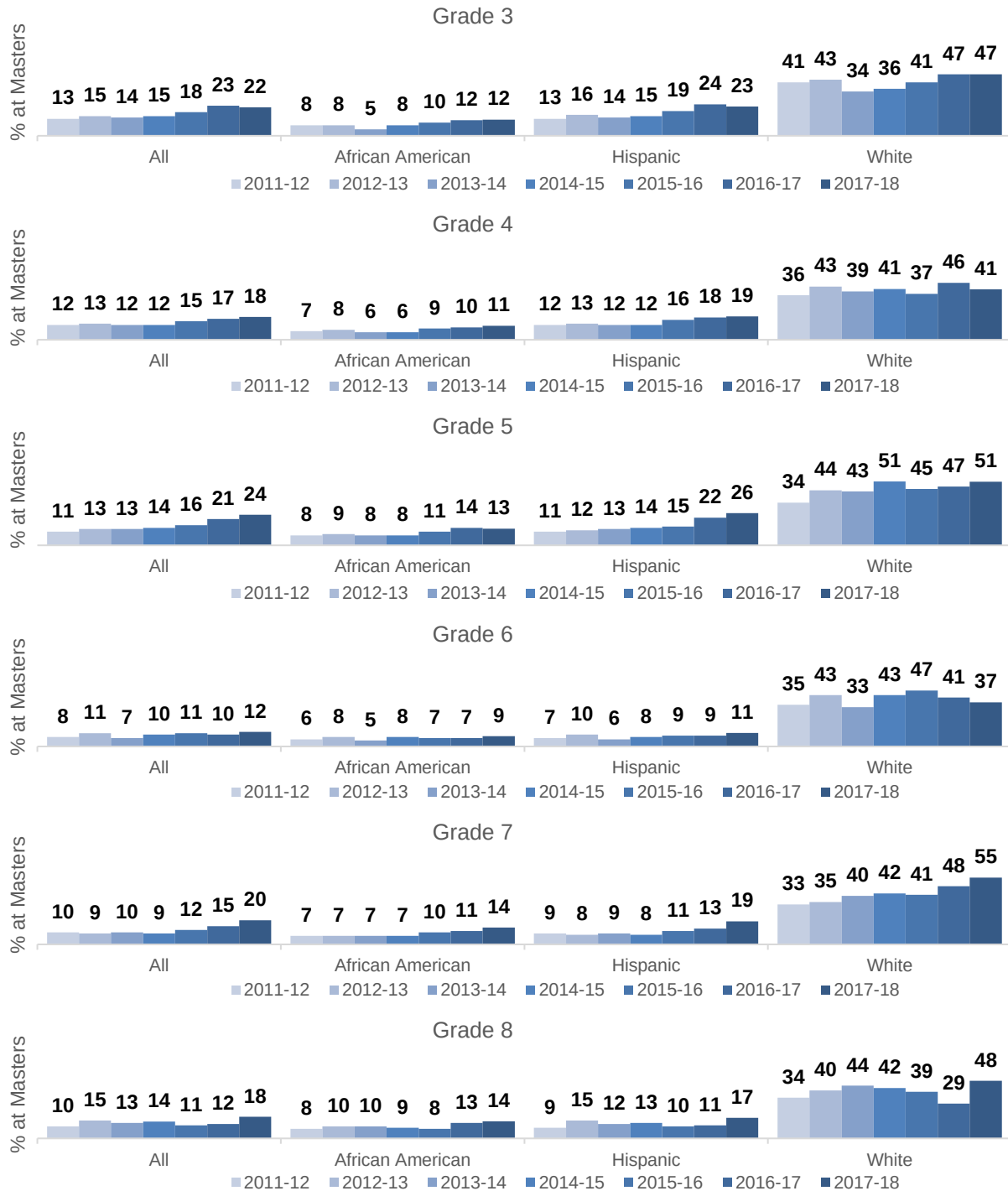


Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 3/19/2013 and 11/14/2017 for 2011-12, 10/8/2013 and 5/28/2014 for 2012-13, 6/3/2014, 7/21/2014 and 7/22/2014 for 2013-14, 6/15/2015 and 9/1/2015 for 2014-15, 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. There was no retest in 2011-12. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 4 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2017-18, the overall percentage of students in grades three to eight at Masters ranged from 12 percent (grade six) to 24 percent (grade five) on STAAR reading (see Figures 21 and 22 and Appendix C Table 5). Across grade levels from 2011-12 to 2017-18, seven percent to 24 percent of students achieved Masters. When reviewed by student group, results varied by grade and school year.

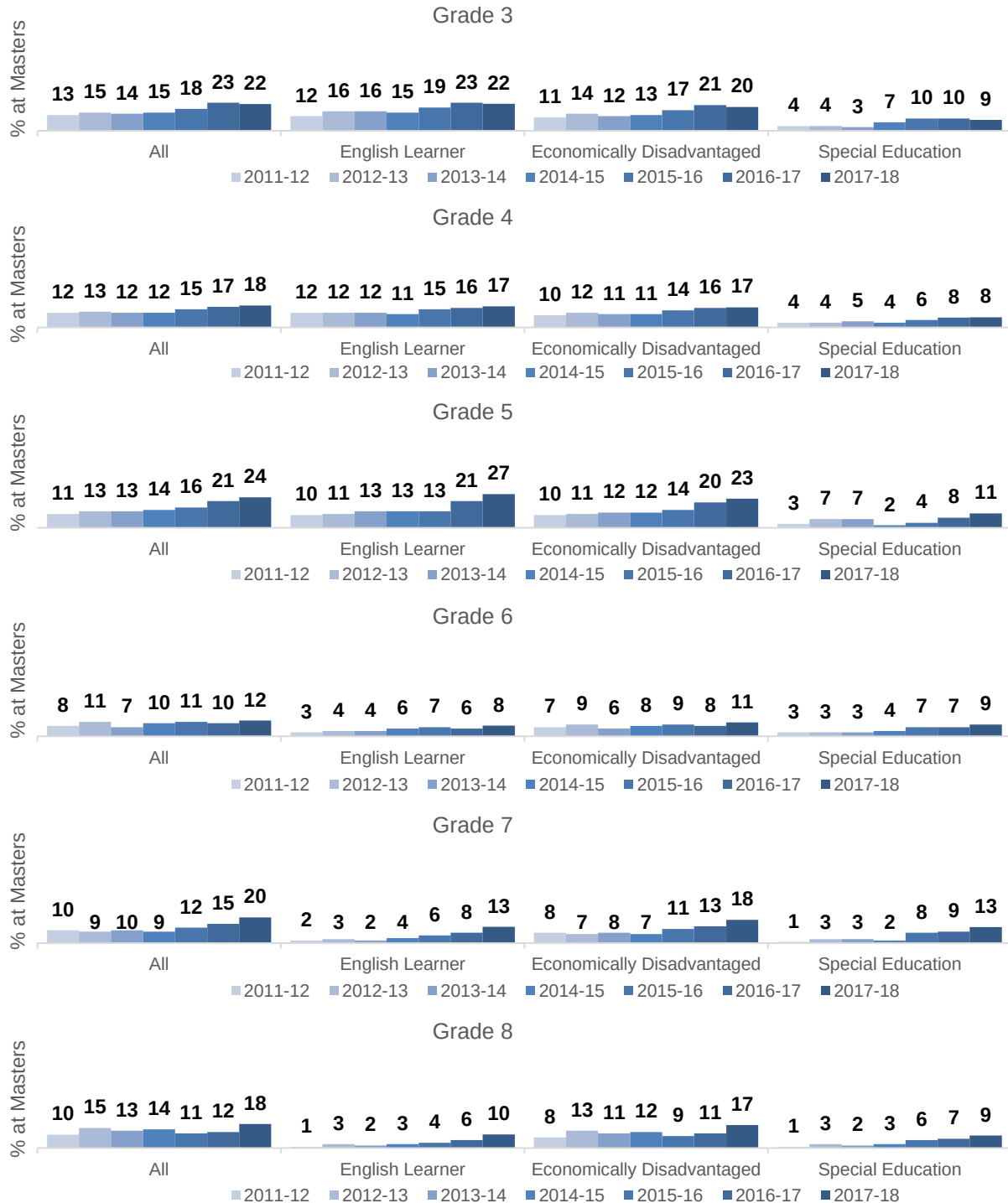
Figure 21: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Reading by Grade, School Year, and Ethnicity (All Administrations Through May)



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year. Beginning with 2014-15, STAAR data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 5 for the number of students tested for each category.

Figure 22: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Reading by Grade, School Year, and Student Group (All Administrations Through May)



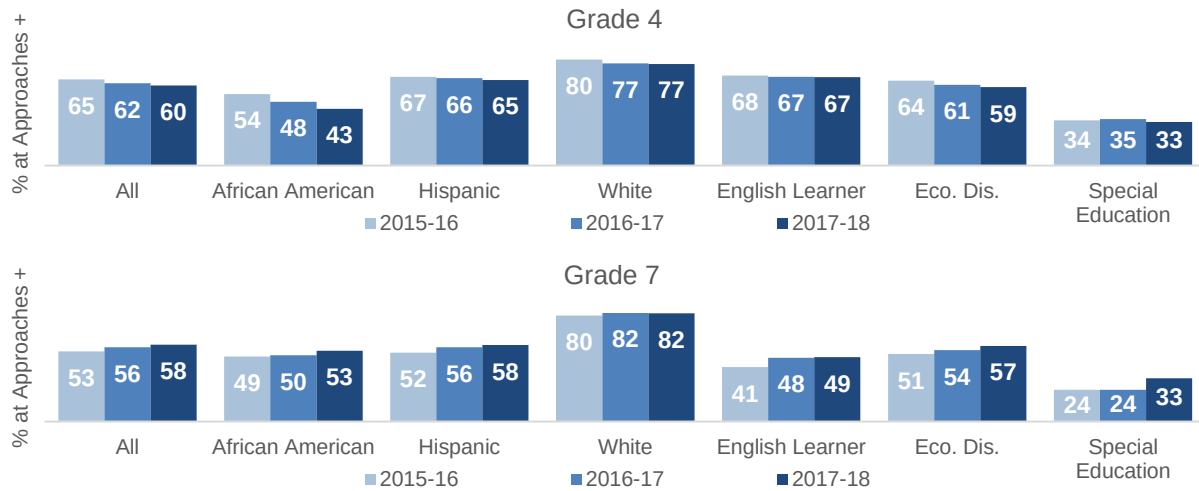
Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year. Beginning with 2014-15, STAAR data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 5 for the number of students tested for each category.

STAAR Writing (Grades 4 and 7)

Percentage of students at Approaches Grade Level or Above (Approaches +). In 2017-18, the overall percentage of students at Approaches + on STAAR writing was 60 percent for grade four and 58 percent for grade seven (see Figure 23 and Appendix C Table 6). Results showed small positive changes from 2015-16 to 2016-17 to 2017-18 for grade seven but not for grade four. When reviewed by student group, results varied by grade and school year.

Figure 23: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Writing by Grade, School Year, and Student Group

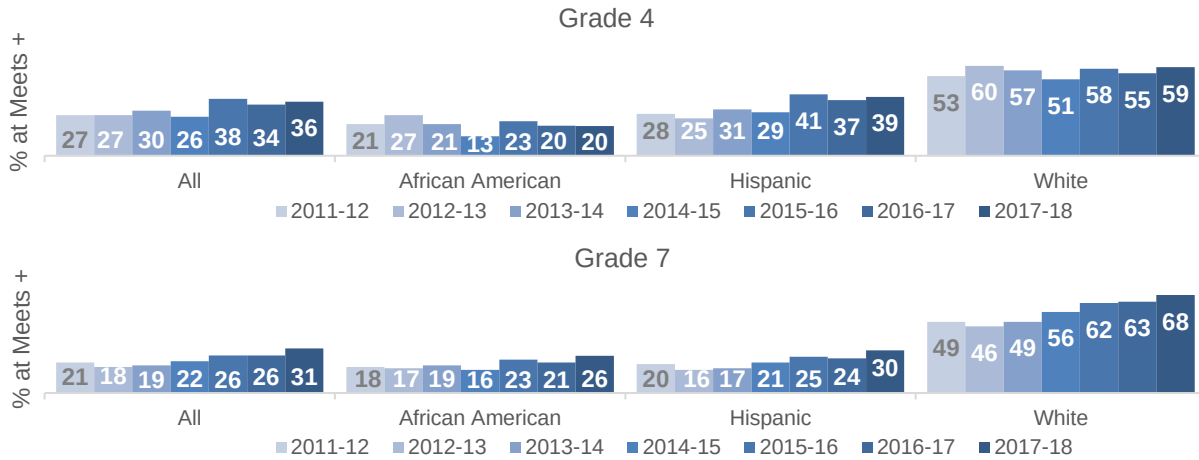


Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 6 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets +). In 2017-18, the overall percentage of students at Meets + on STAAR writing was 36 percent for grade four and 31 percent for grade seven (see Figures 24 and 25 and Appendix C Table 7). Across grade levels from 2011-12 to 2017-18, 18 percent to 38 percent of students achieved Meets +. When reviewed by student group, results varied.

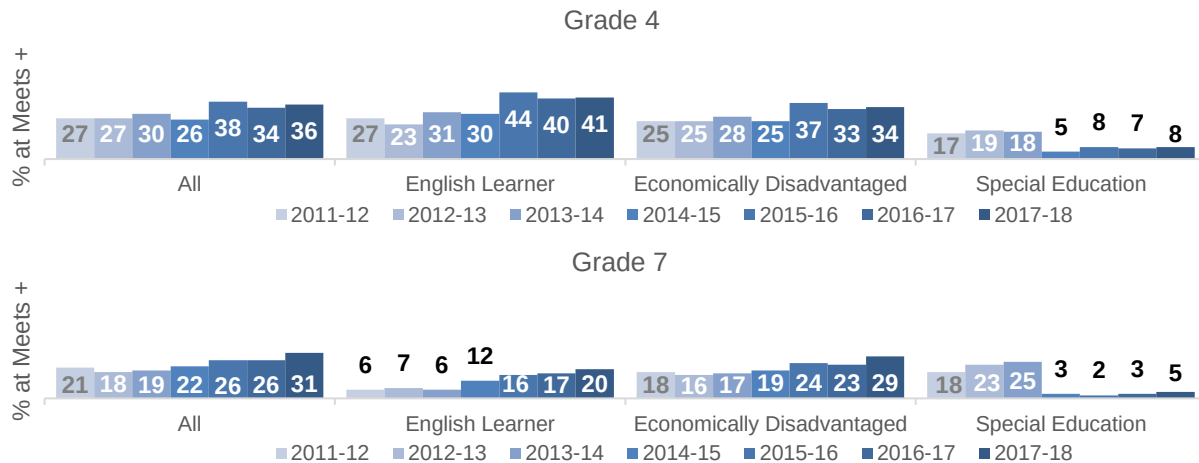
Figure 24: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Writing by Grade, School Year, and Ethnicity



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 7 for the number of students tested for each category.

Figure 25: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Writing by Grade, School Year, and Student Group

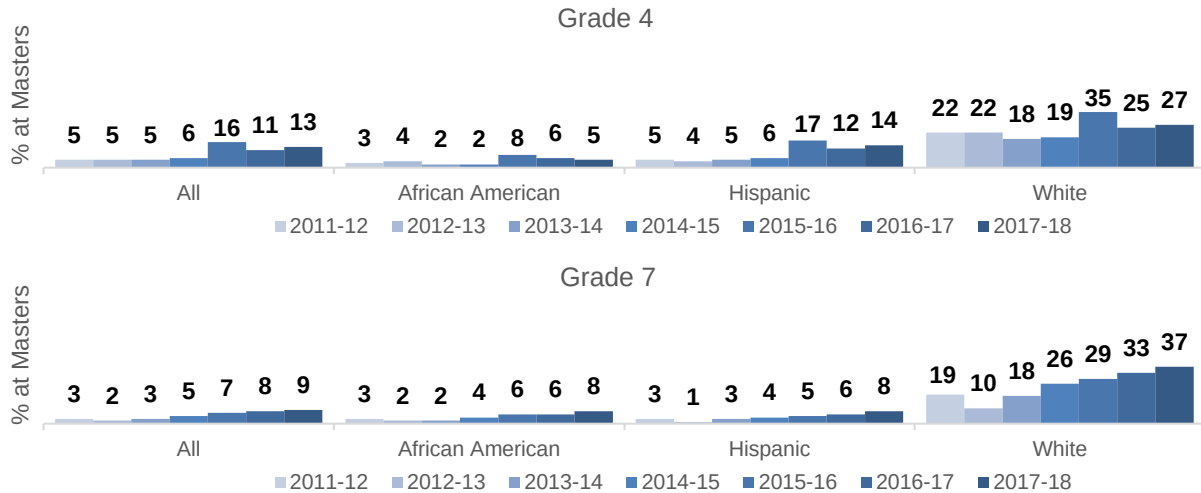


Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 7 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2017-18, the overall percentage of students at Masters on STAAR writing was 13 percent for grade four and nine percent for grade seven (see Figures 26 and 27 and Appendix C Table 8). Across grade levels from 2011-12 to 2017-18, two percent to 16 percent of students achieved Masters. When reviewed by student group, results varied.

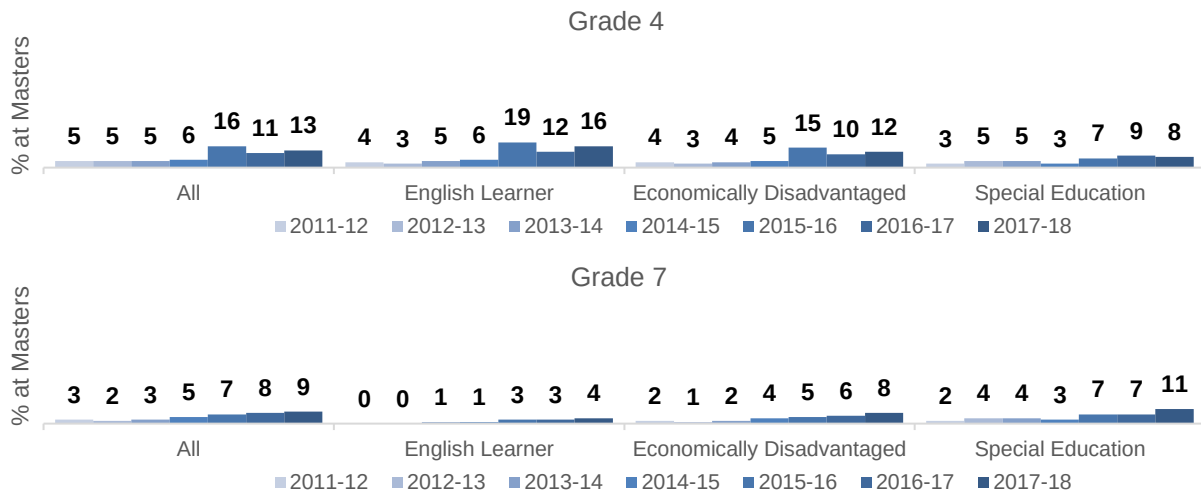
Figure 26: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Writing by Grade, School Year, and Ethnicity



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Beginning with 2014-15, STAAR data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 8 for the number of students tested for each category.

Figure 27: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Writing by Grade, School Year, and Student Group



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

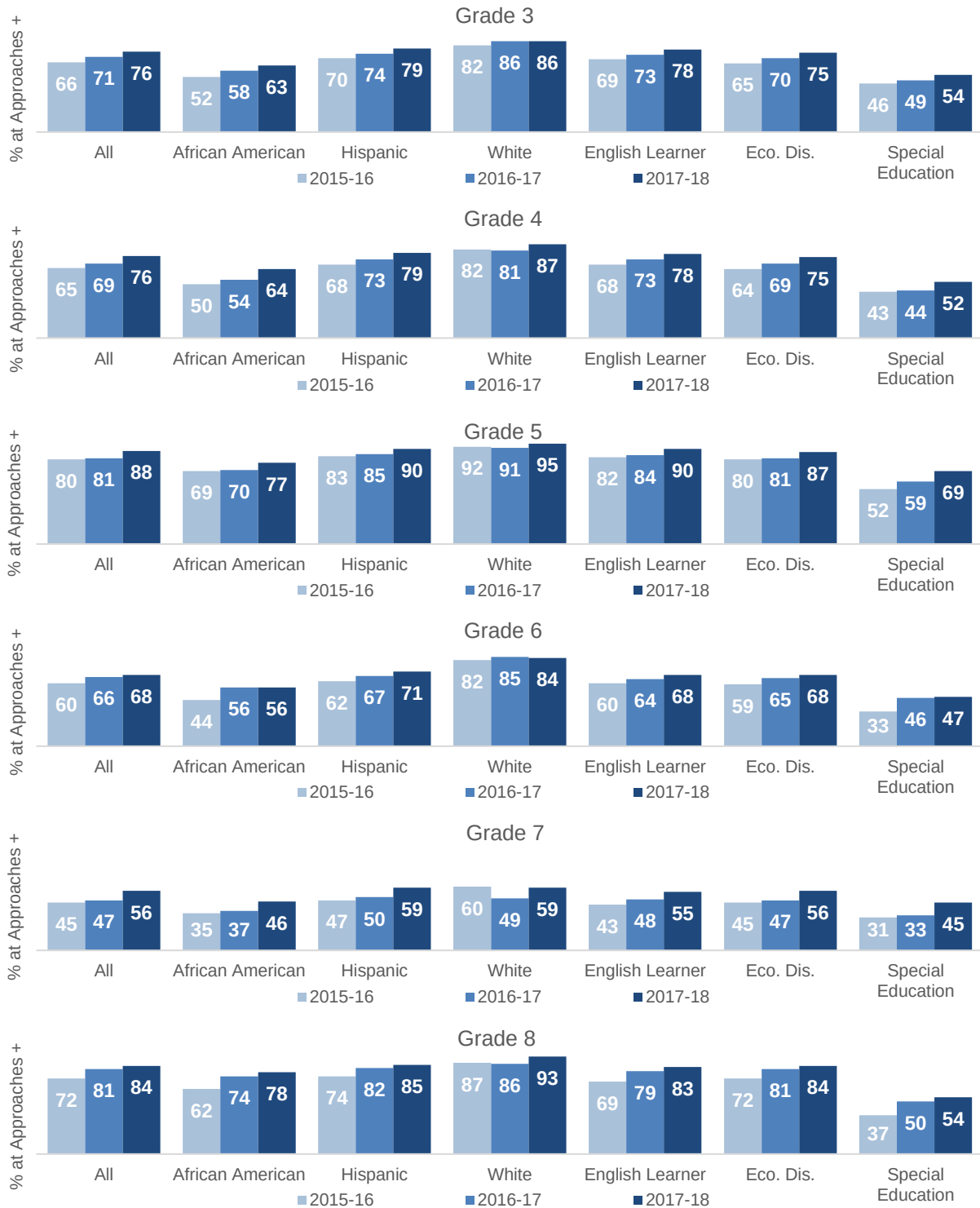
Note: STAAR=State of Texas Assessments of Academic Readiness. Beginning with 2014-15, STAAR data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 8 for the number of students tested for each category.

STAAR Mathematics (Grades 3 to 8)

Percentage of students at Approaches Grade Level or Above (Approaches +). In 2017-18, the overall percentage of students in grades three to eight at Approaches + ranged from 56 percent (grade seven) to 88 percent (grade five) on STAAR mathematics (see Figure 28 and Appendix C Table 9). Results showed small positive changes from 2015-16 to 2016-17 to 2017-18 for all grades. When reviewed by student group, results varied by grade and school year.

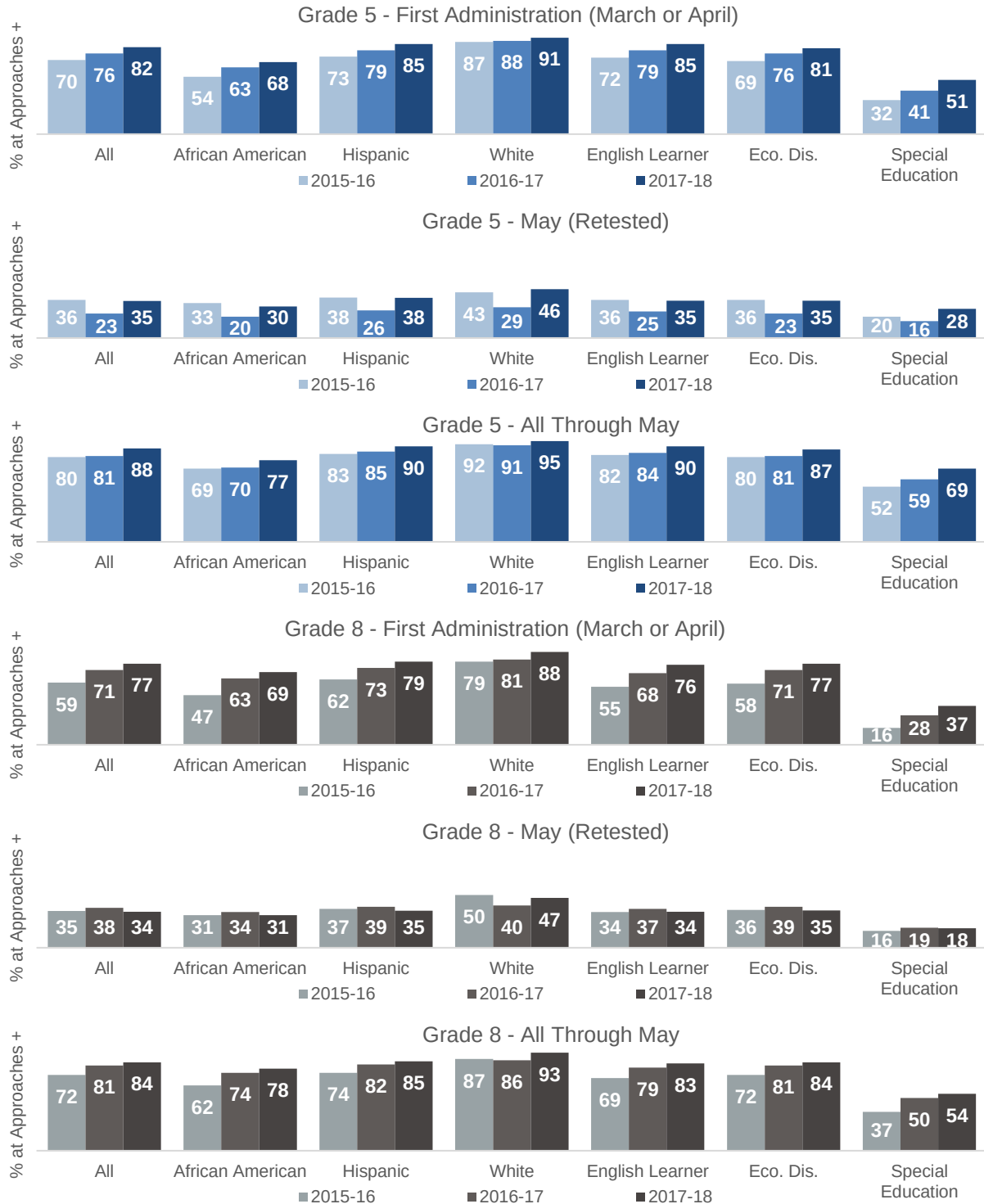
Figure 29 and Appendix C Table 10 show the percentage of students in grades five and eight who achieved Approaches + on STAAR mathematics by administration, school year, and student group. In 2017-18, 82 percent of fifth-grade students and 77 percent of eighth-grade students achieved Approaches + on their first STAAR administration. For both fifth- and eighth-grade students, results showed a pattern of increase from 2015-16 to 2016-17 to 2017-18 for all student groups. Meanwhile, 35 percent of fifth-grade students and 34 percent of eighth-grade students achieved Approaches + on their retest. Combining all administrations through May, overall, 88 percent of fifth-grade students and 84 percent of eighth-grade students achieved Approaches + in 2017-18.

Figure 28: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Mathematics by Grade, School Year, and Student Group (All Administrations Through May)



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.
Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.= Economically Disadvantaged. Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 9 for the number of students tested for each category.

Figure 29: Percentage of Students in Grades 5 and 8 Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Mathematics by Administration, School Year, and Student Group



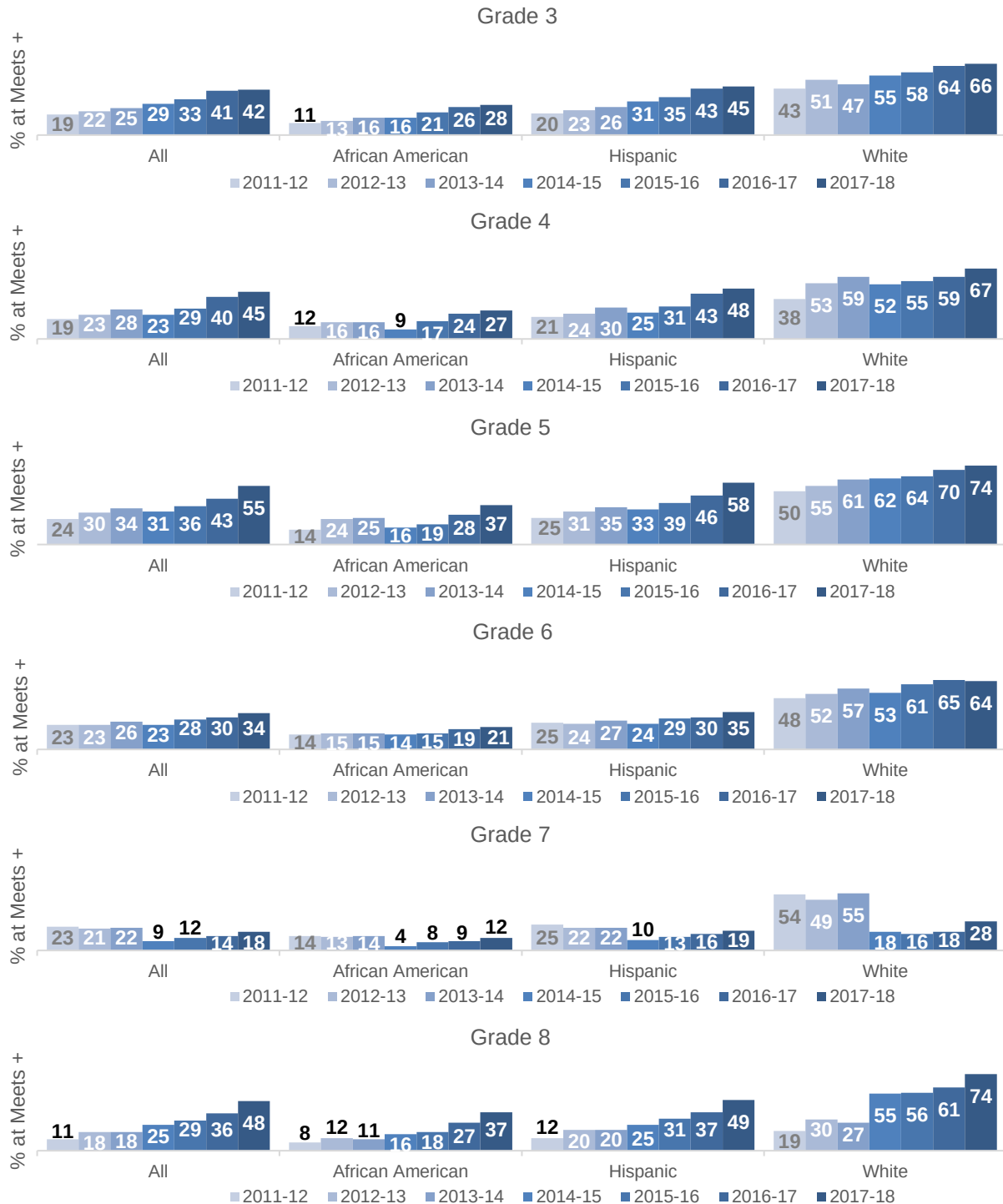
Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. All through May results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 10 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets +). In 2017-18, the overall percentage of students in grades three to eight at Meets + ranged from 18 percent (grade seven) to 55 percent (grade five) on *STAAR* mathematics (see Figures 30 and 31 and Appendix C Table 11). Across grade levels from 2011-12 to 2017-18, 9 percent to 55 percent of students achieved Meets +. When reviewed by student group, results varied by grade and school year.

Figures 32 and 33 and Appendix C Table 12 show the percentage of students in grades five and eight who achieved Meets + on *STAAR* mathematics by administration, school year, and student group. In 2017-18, 54 percent of fifth-grade students and 47 percent of eighth-grade students achieved Meets + on their first *STAAR* administration. For both fifth- and eighth-grade students, results showed a pattern of increase during the last four years from 2014-15 to 2017-18, and the pattern was consistent for all student groups. Meanwhile, two percent of fifth-grade students and three percent of eighth-grade students achieved Meets + on their retest. Combining all administrations through May, overall, 55 percent of fifth-grade students and 48 percent of eighth-grade students achieved Meets + in 2017-18.

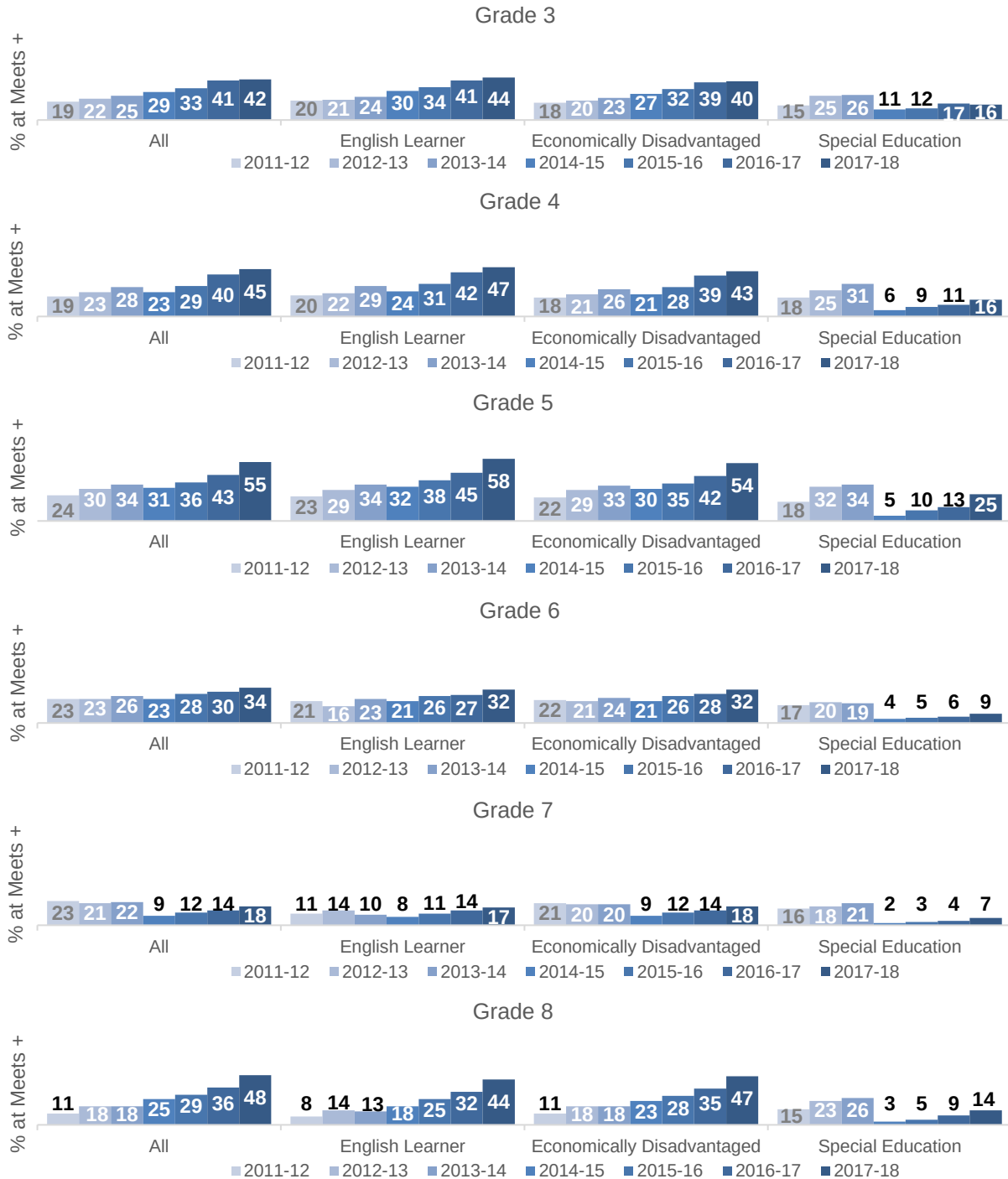
Figure 30: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Mathematics by Grade, School Year, and Ethnicity (All Administrations Through May)



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 11 for the number of students tested for each category.

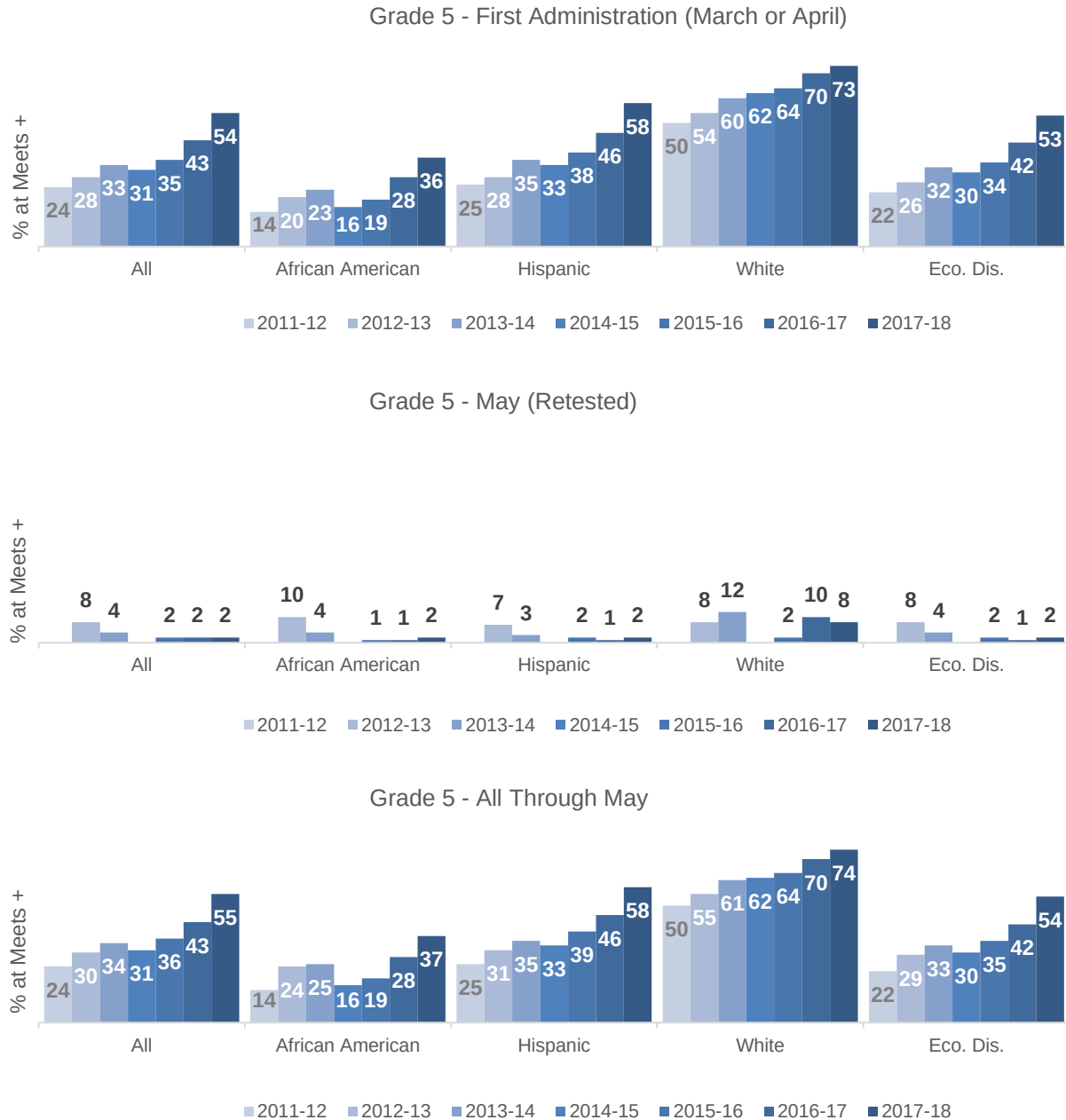
Figure 31: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Mathematics by Grade, School Year, and Student Group (All Administrations Through May)



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 11 for the number of students tested for each category.

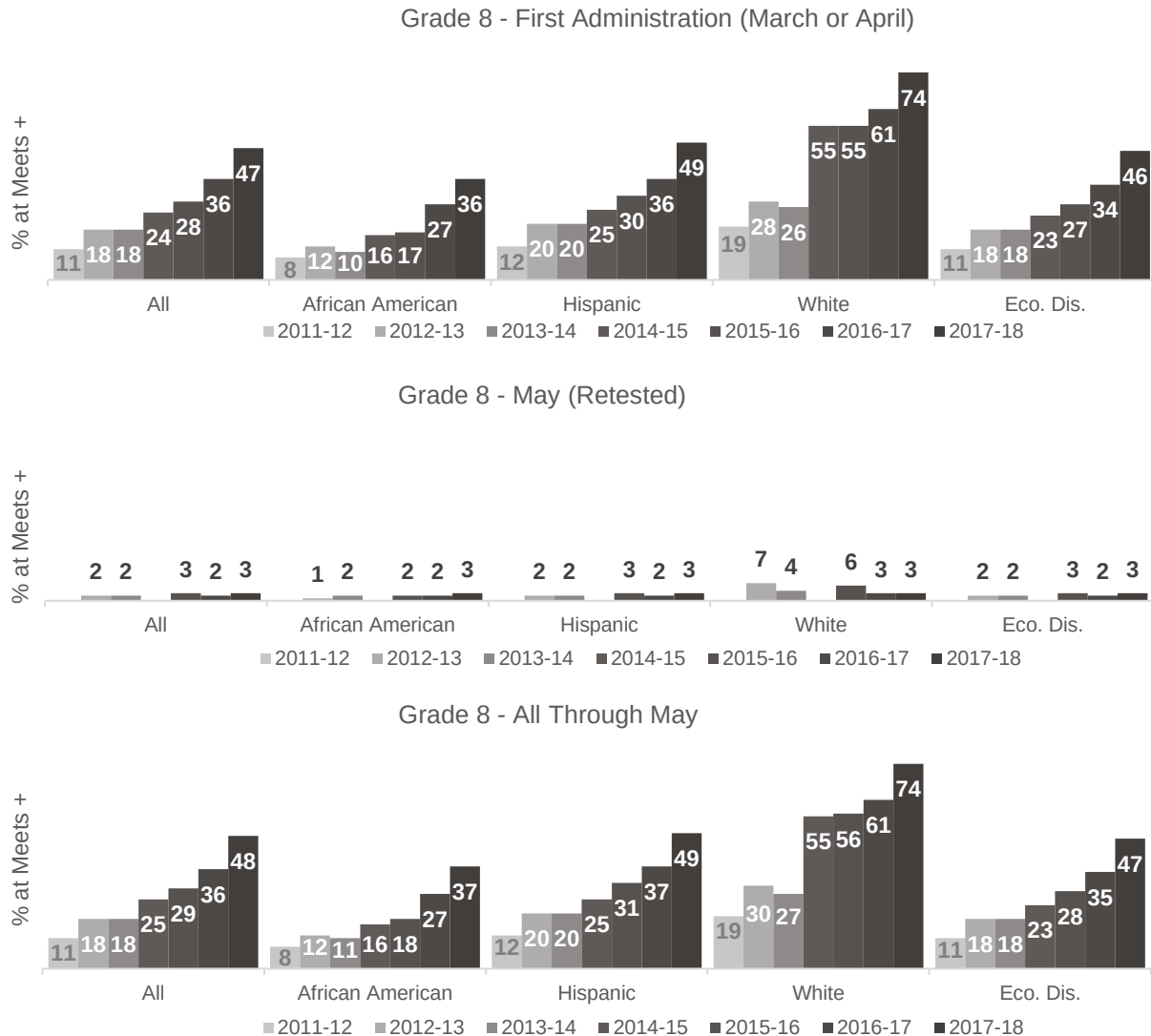
Figure 32: Percentage of Grade 5 Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Mathematics by Administration, School Year, and Student Group



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 3/19/2013 and 11/14/2017 for 2011-12, 10/8/2013 and 5/28/2014 for 2012-13, 6/3/2014, 7/21/2014 and 7/22/2014 for 2013-14, 6/15/2015 and 9/1/2015 for 2014-15, 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. In 2011-12, the first year of STAAR, there was no retest. In 2014-15, there was no retest for grades 5 and 8 STAAR mathematics due to the substantial changes made to the mathematics curriculum standards. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 12 for the number of students tested for each category.

Figure 33: Percentage of Grade 8 Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Mathematics by Administration, School Year, and Student Group

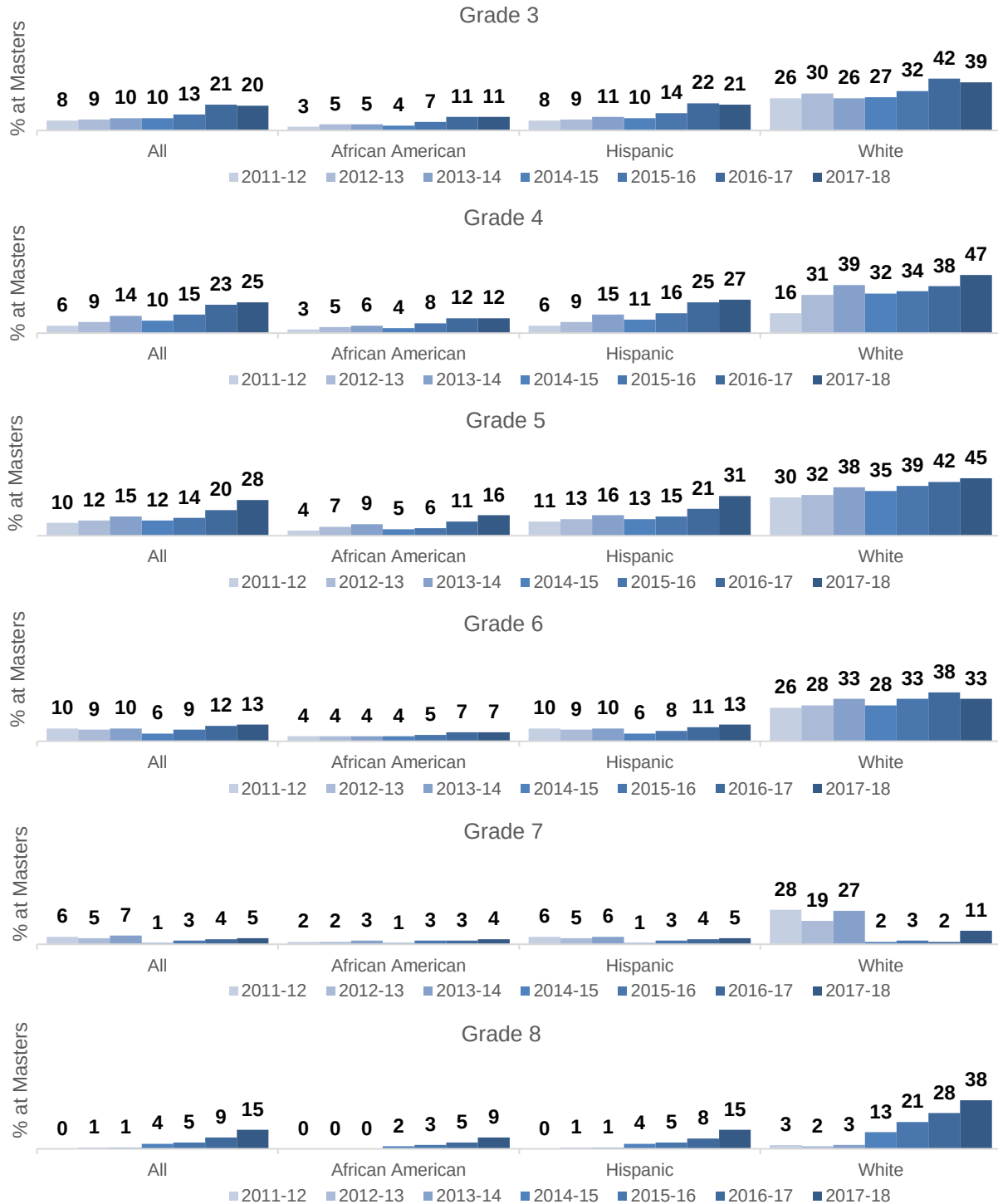


Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 3/19/2013 and 11/14/2017 for 2011-12, 10/8/2013 and 5/28/2014 for 2012-13, 6/3/2014, 7/21/2014 and 7/22/2014 for 2013-14, 6/15/2015 and 9/1/2015 for 2014-15, 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. In 2011-12, the first year of STAAR, there was no retest. In 2014-15, there was no retest for grades 5 and 8 STAAR mathematics due to the substantial changes made to the mathematics curriculum standards. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 12 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2017-18, the overall percentage of students in grades three to eight at Masters ranged from five percent (grade seven) to 28 percent (grade five) on STAAR mathematics (see Figures 34 and 35 and Appendix C Table 13). Across grade levels from 2011-12 to 2017-18, zero percent to 28 percent of students achieved Masters. When reviewed by student group, results varied by grade and school year.

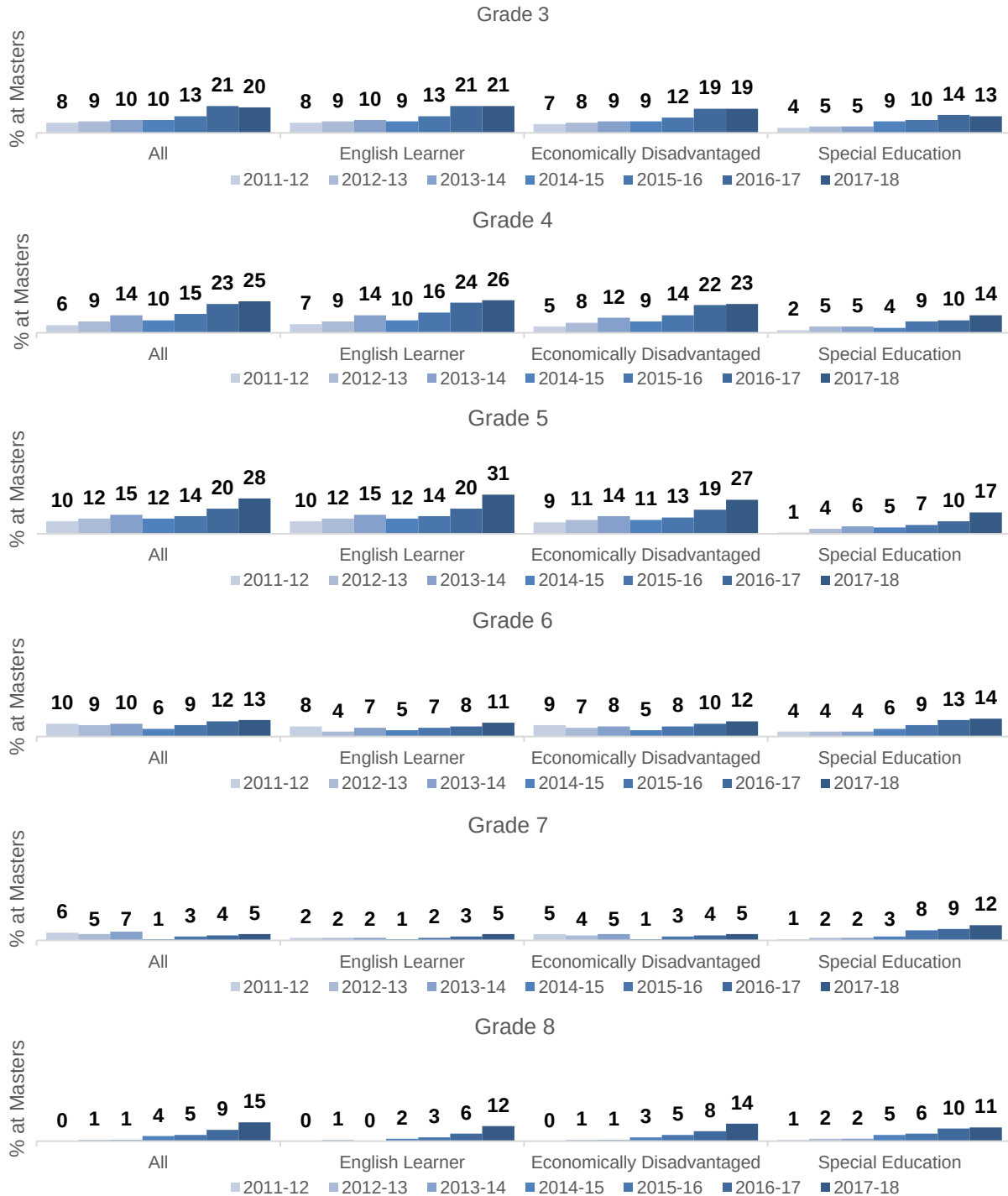
Figure 34: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Mathematics by Grade, School Year, and Ethnicity (All Administrations Through May)



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year. Beginning with 2014-15, STAAR data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 13 for the number of students tested for each category.

Figure 35: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Mathematics by Grade, School Year, and Student Group (All Administrations Through May)



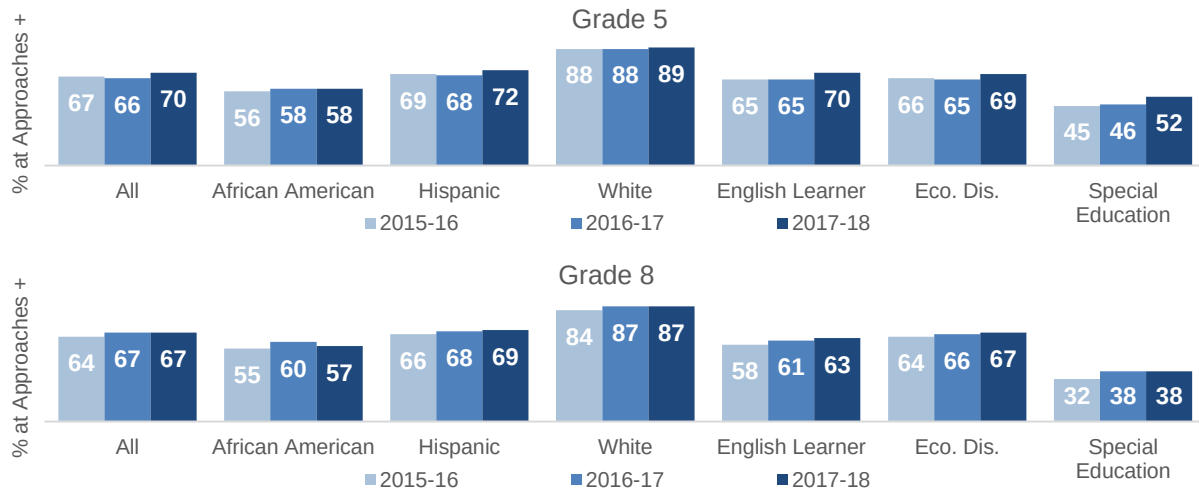
Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year. Beginning with 2014-15, STAAR data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 13 for the number of students tested for each category.

STAAR Science (Grades 5 and 8)

Percentage of students at Approaches Grade Level or Above (Approaches +). In 2017-18, the overall percentage of students at Approaches + on STAAR science was 70 percent for grade five and 67 percent for grade eight (see Figure 36 and Appendix C Table 14). When compared to 2015-16 and 2016-17, a higher percentage of grade five students achieved Approaches + in 2017-18. For grade eight, the percentage was the same for 2016-17 and 2017-18, but the percentage in these two years was higher than 2015-16. When reviewed by student group, results varied by grade and school year.

Figure 36: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Science by Grade, School Year, and Student Group

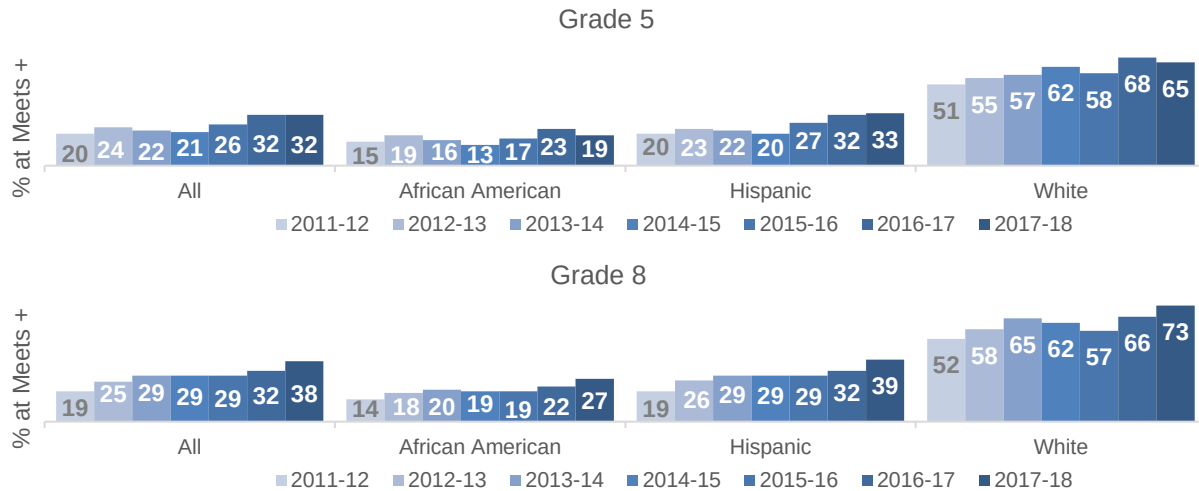


Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. Results included STAAR Alternate 2. See Appendix C Table 14 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets +). In 2017-18, the overall percentage of students at Meets + on STAAR science was 32 percent for grade five and 38 percent for grade eight (see Figures 37 and 38 and Appendix C Table 15). Across grade levels from 2011-12 to 2017-18, 19 percent to 38 percent of students achieved Meets +. When reviewed by student group, results varied by grade and school year.

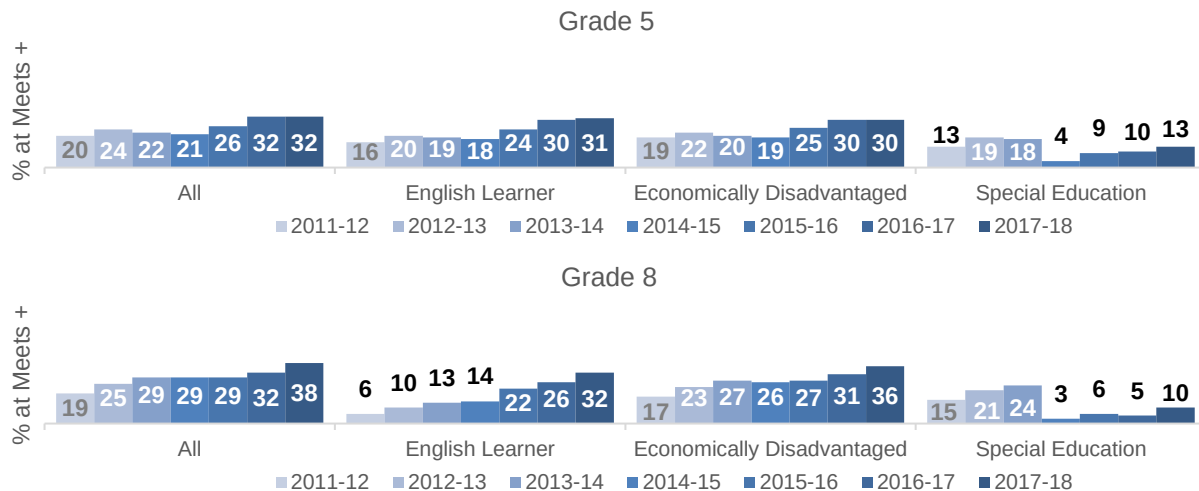
Figure 37: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Science by Grade, School Year, and Ethnicity



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. See Appendix C Table 15 for the number of students tested for each category.

Figure 38: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR Science by Grade, School Year, and Student Group

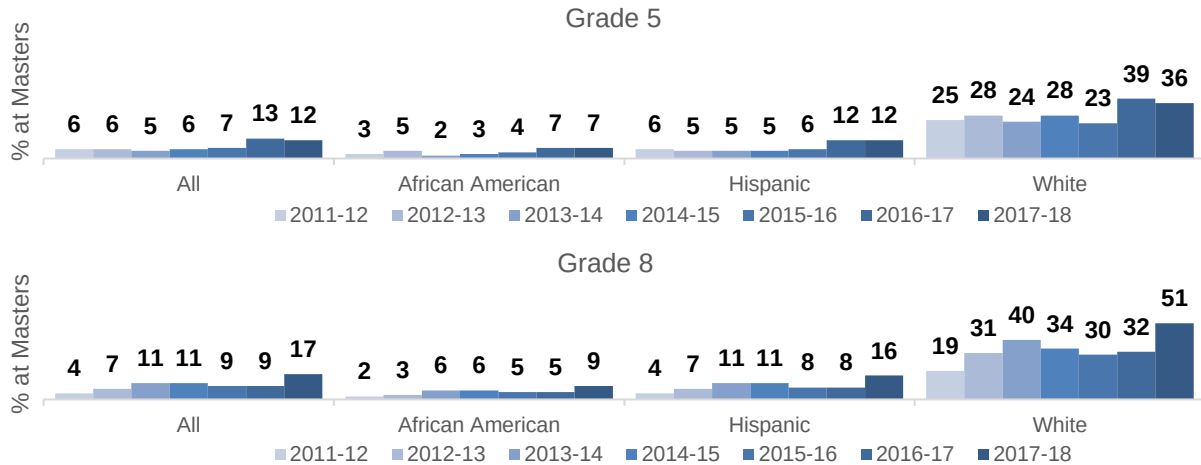


Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. See Appendix C Table 15 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2017-18, the overall percentage of students at Masters on STAAR science was 12 percent for grade five and 17 percent for grade eight (see Figures 39 and 40 and Appendix C Table 16). Across grade levels from 2011-12 to 2017-18, four percent to 17 percent of students achieved Masters. When reviewed by student group, results varied by grade and school year.

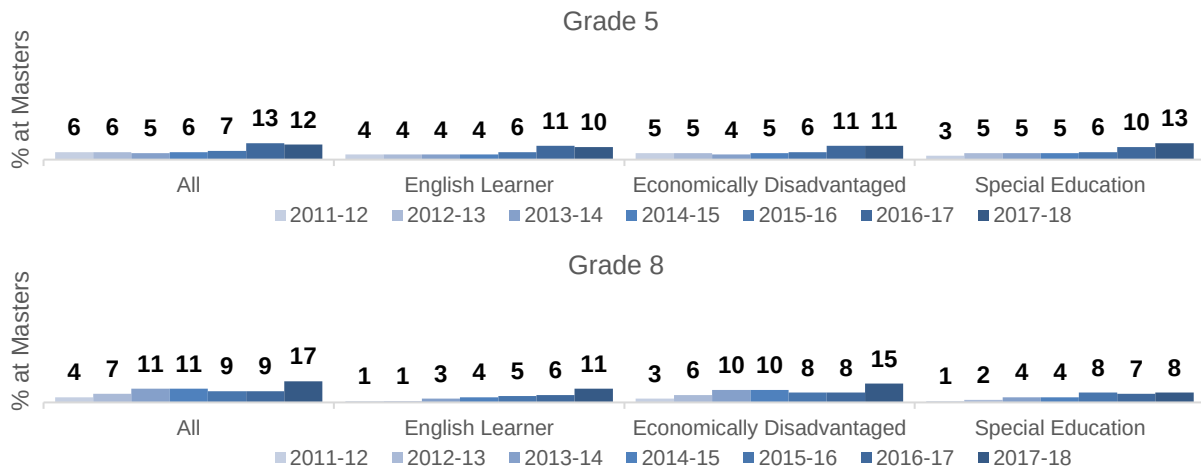
Figure 39: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Science by Grade, School Year, and Ethnicity



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Beginning with 2014-15, STAAR data included STAAR Alternate 2. See Appendix C Table 16 for the number of students tested for each category.

Figure 40: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR Science by Grade, School Year, and Student Group



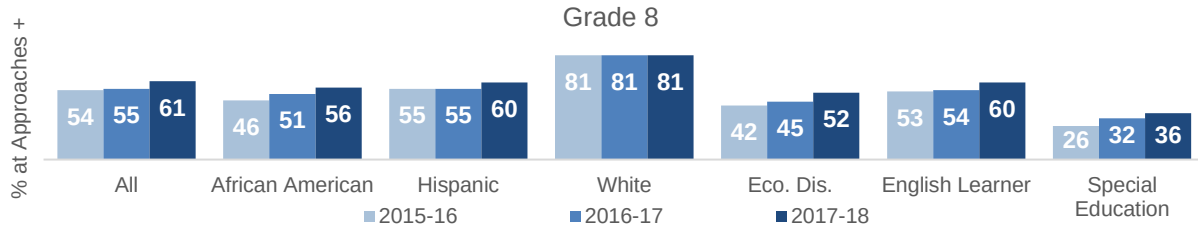
Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Beginning with 2014-15, STAAR data included STAAR Alternate 2. See Appendix C Table 16 for the number of students tested for each category.

STAAR Social Studies (Grade 8)

Percentage of students at Approaches Grade Level or Above (Approaches +). In 2017-18, 61 percent of eighth-grade students achieved Approaches + on STAAR social studies (see Figure 41 and Appendix C Table 17). Results showed small positive changes from 2015-16 to 2016-17 to 2017-18. When reviewed by student group, all groups showed slight increases every year or remained the same.

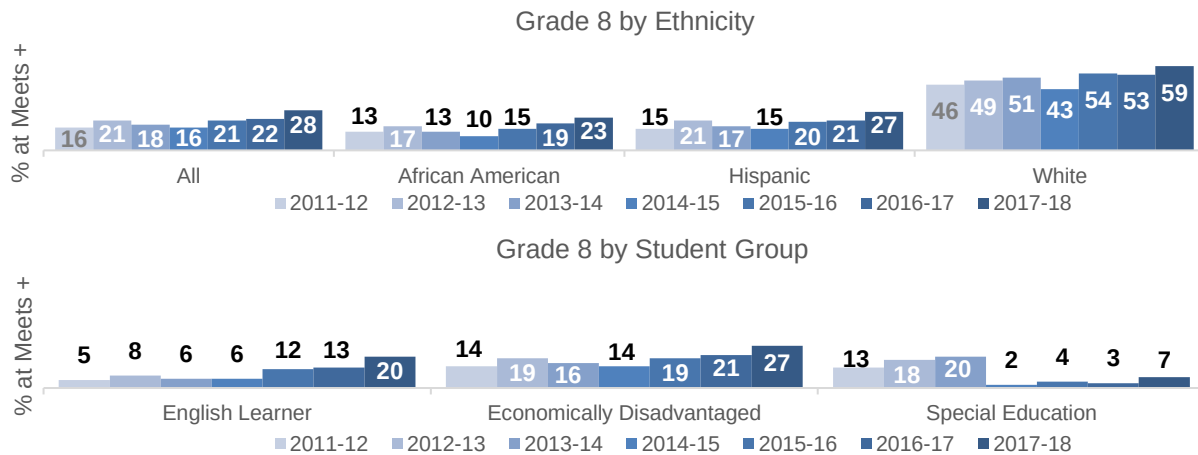
Figure 41: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR Social Studies by School Year and Student Group



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.
Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. Results included STAAR Alternate 2. See Appendix C Table 17 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets +). In 2017-18, 28 percent of eighth-grade students achieved Meets + on STAAR social studies (see Figure 42 and Appendix C Table 18). From 2011-12 to 2017-18, 16 percent to 28 percent of students achieved Meets +. Results by student group varied.

Figure 42: Percentage of Students in Grade 8 Who Achieved Meets Grade Level or Above (Meets +) on STAAR Social Studies by School Year and Student Group

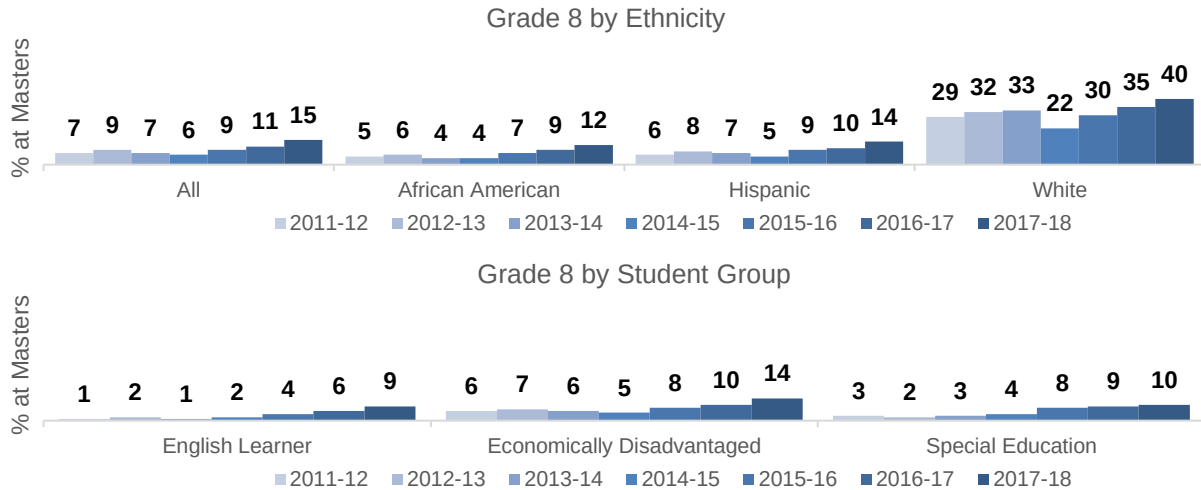


Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. See Appendix C Table 18 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2017-18, 15 percentage of eighth-grade students achieved Masters on *STAAR* social studies (see Figure 43 and Appendix C Table 19). From 2011-12 to 2017-18, six percent to 15 percent of students achieved Masters. Results showed a pattern of increase during the last four years from 2014-15 to 2017-18, and the pattern was consistent for all student groups.

Figure 43: Percentage of Students in Grade 8 Who Achieved Masters Grade Level (Masters) on *STAAR* Social Studies by School Year and Student Group



Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. *STAAR*: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: *STAAR*=State of Texas Assessments of Academic Readiness. Beginning with 2014-15, *STAAR* data included *STAAR Alternate 2*. See Appendix C Table 19 for the number of students tested for each category.

Did students achieve Approaches Grade Level or Above, Meets Grade Level or Above, or Masters Grade Level on *STAAR* EOC subtests?

Methodology

Outcome analyses were conducted to determine how Title I students in grades eight through twelve performed on the *State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC)*. *STAAR EOC* subjects included English I, English II, Algebra I, Biology, and U.S. History.

Data from PEIMS files and *STAAR EOC* files were merged to prepare for analyses. Crosstab analyses were used to determine students that achieved the Approaches Grade Level or Above (Approaches +), Meets Grade Level or Above (Meets +), or Masters Grade Level (Masters) performance standards. For this Title I evaluation report, analyses were limited to students in the Dallas ISD as of PEIMS snapshot date of each year and continually enrolled within a particular school year.

In order to examine student performance trends over the years, multi-year data were used as long as the same performance standards were used. As a result, three years of data from 2015-16 to 2017-18 were used for the Approaches + standard, while five years of data from 2013-14 to 2017-18 were used for

the Meets + and Masters performance standards.¹⁵ Beginning with 2014-15, *STAAR EOC* data included *STAAR Alternate 2* results for the Approaches + and Masters performance standards.¹⁶ In 2017-18, there were online testing issues that occurred in April and May 2018 for English I. Although all scores were included, some students' test scores might have been adversely affected by the online testing issues.

Results

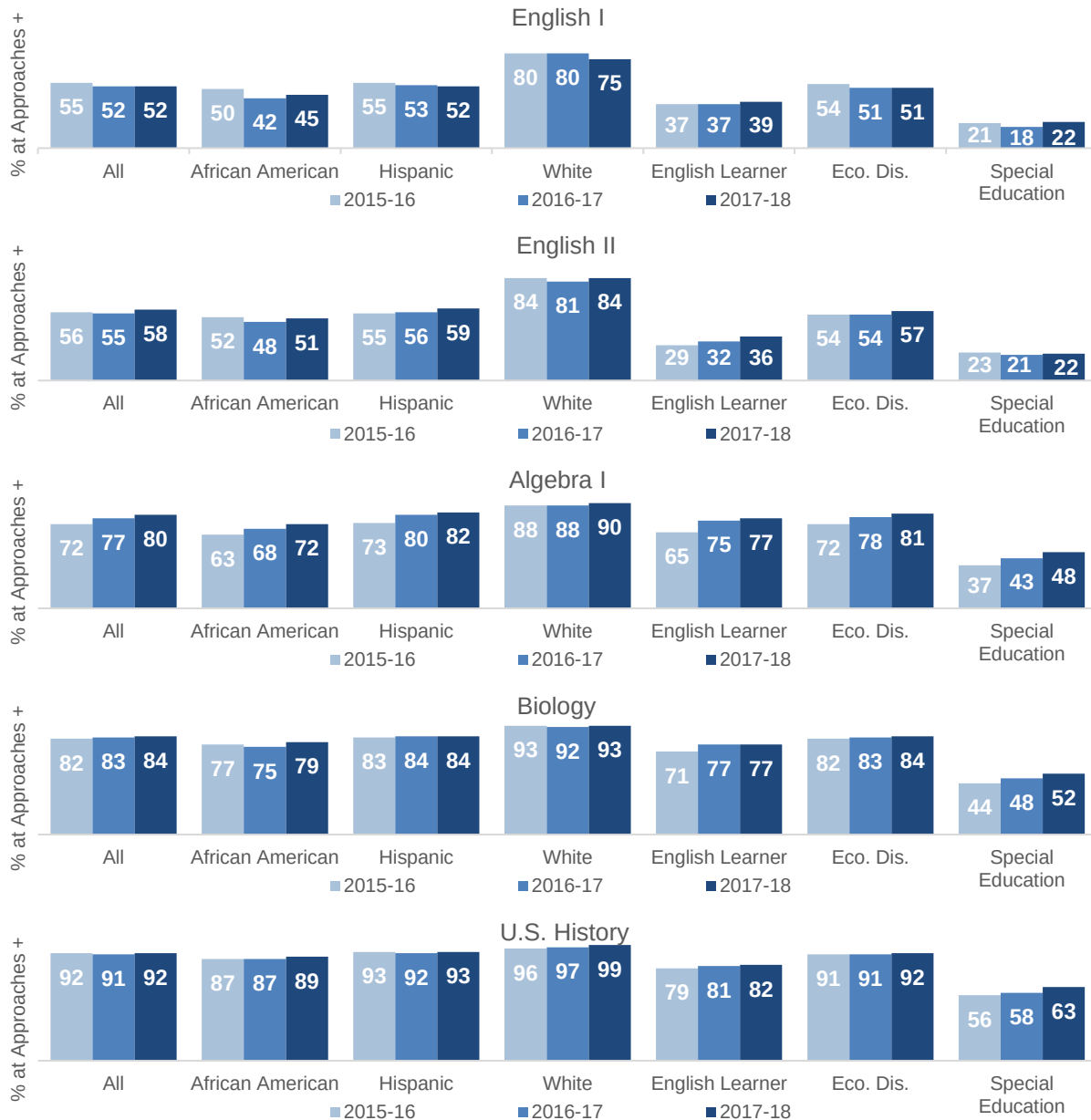
Percentage of Students at Approaches Grade Level or Above (Approaches +) on *STAAR EOC*

In 2017-18, the overall percentage of students at Approaches + ranged from 52 percent (English I) to 92 percent (U.S. History) on *STAAR EOC* subtests (see Figure 44 and Appendix D Table 1). For all students combined, the percentages at Approaches + increased from 2016-17 to 2017-18 in four of five subject areas (all but English I). It was notable that the percentages at Approaches + were much higher for Algebra I (80%), Biology (84%), and U.S. History (92%) than for English I (52%) and English II (58%). Results showed small positive changes from 2015-16 to 2016-17 to 2017-18 for Algebra I and Biology. When reviewed by student group, results varied by subtest and school year.

¹⁵ As required by House Bill (HB) 5, the *STAAR EOC* English I and II assessments were redesigned to combine reading and writing into a single measure with a single test score. The combined assessments were first administered in spring 2014 (TEA, March 2015).

¹⁶ House Bill 5, passed by the 83rd Texas Legislature in May 2013, required a redesign of *STAAR Alternate*. The redesigned assessment is known as *STAAR Alternate 2* and is a standardized item-based assessment administered to students in a one-on-one setting. The first administration of the redesigned *STAAR Alternate 2* assessment was in February 2015 (Source: https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Important_Changes_to_the_Texas_Assessment_Program_in_the_2014%E2%80%932015_School_Year/.)

Figure 44: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR EOC by Subject, School Year, and Student Group



Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

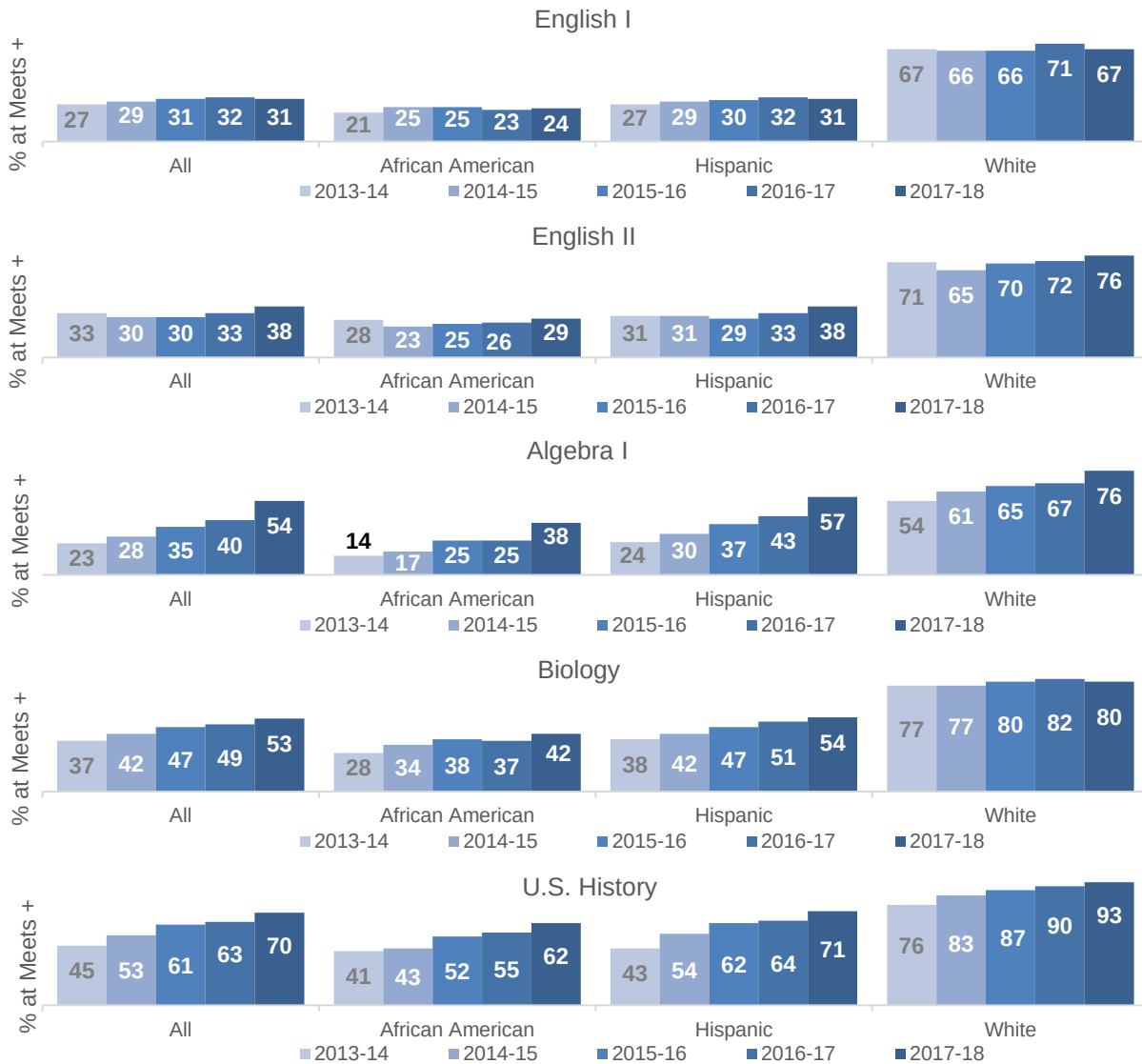
Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year and STAAR Alternate 2. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [$n=2,393$ (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18]. See Appendix D Table 1 for the number of students tested for each category.

Percentage of Students at Meets Grade Level or Above (Meets +) on STAAR EOC

In 2017-18, the overall percentage of students at Meets + ranged from 31 percent (English I) to 70 percent (U.S. History) (see Figures 45 and 46 and Appendix D Table 2). Like Approaches +, it was notable

that the percentages at Meets + were much lower for English I (31%) and English II (38%) than for Algebra I (54%), Biology (53%), and U.S. History (70%) in 2017-18. Results showed positive changes from 2015-16 to 2016-17 to 2017-18 for all subjects except for English I. When reviewed by student group, results varied by subtest and school year.

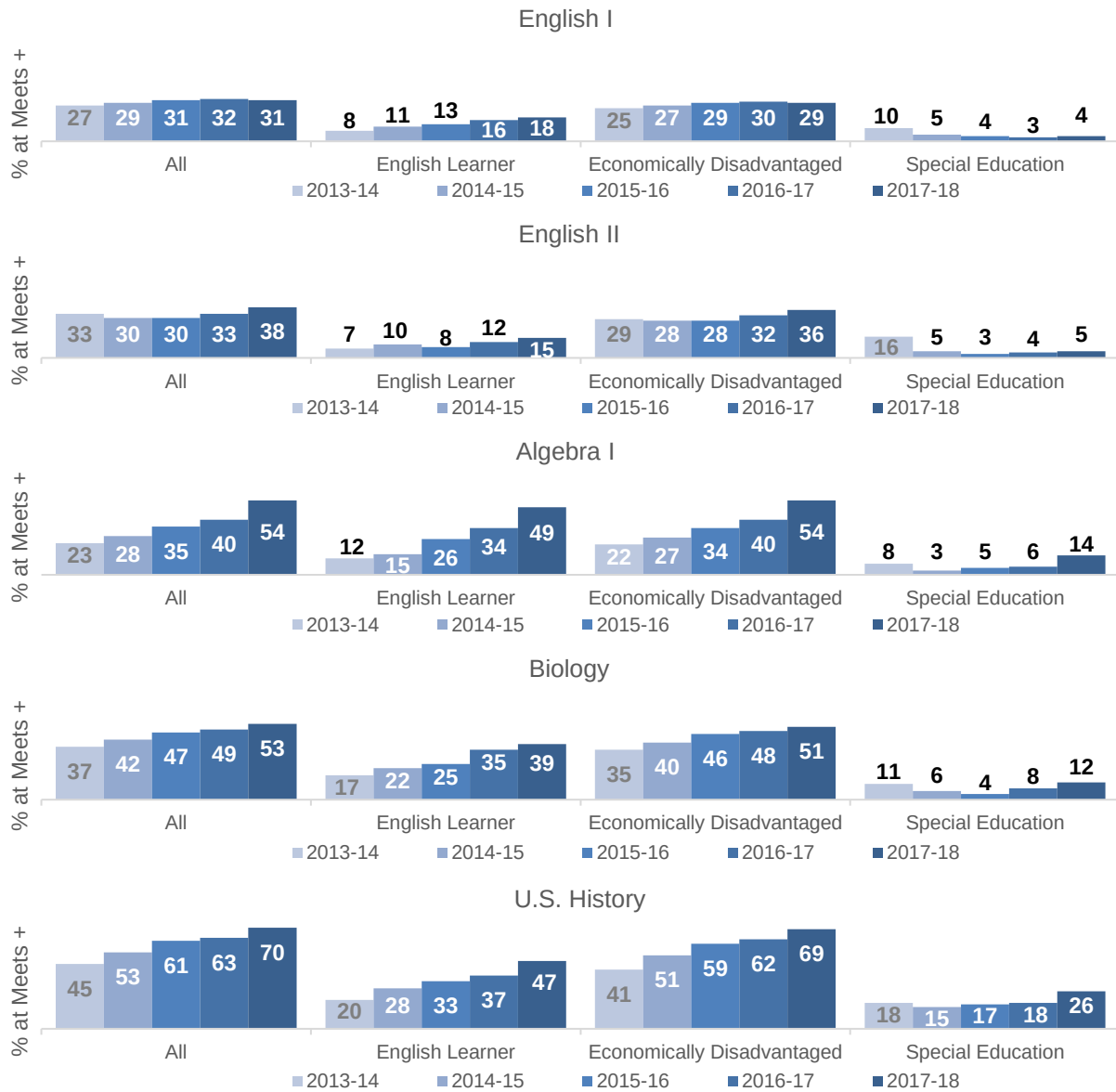
Figure 45: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR EOC by Subject, School Year, and Ethnicity



Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Results included December and May administrations for each year except for 2013-14. There were no English I or English II assessments in December 2013 because the redesigned English I and English II assessments that combined reading and writing were first administered in spring 2014. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment [$n=2,082$ (17%) in 2013-14, 2,337 (18%) in 2014-15, 2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18]. See Appendix D Table 2 for the number of students tested for each category.

Figure 46: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR EOC by Subject, School Year, and Student Group



Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

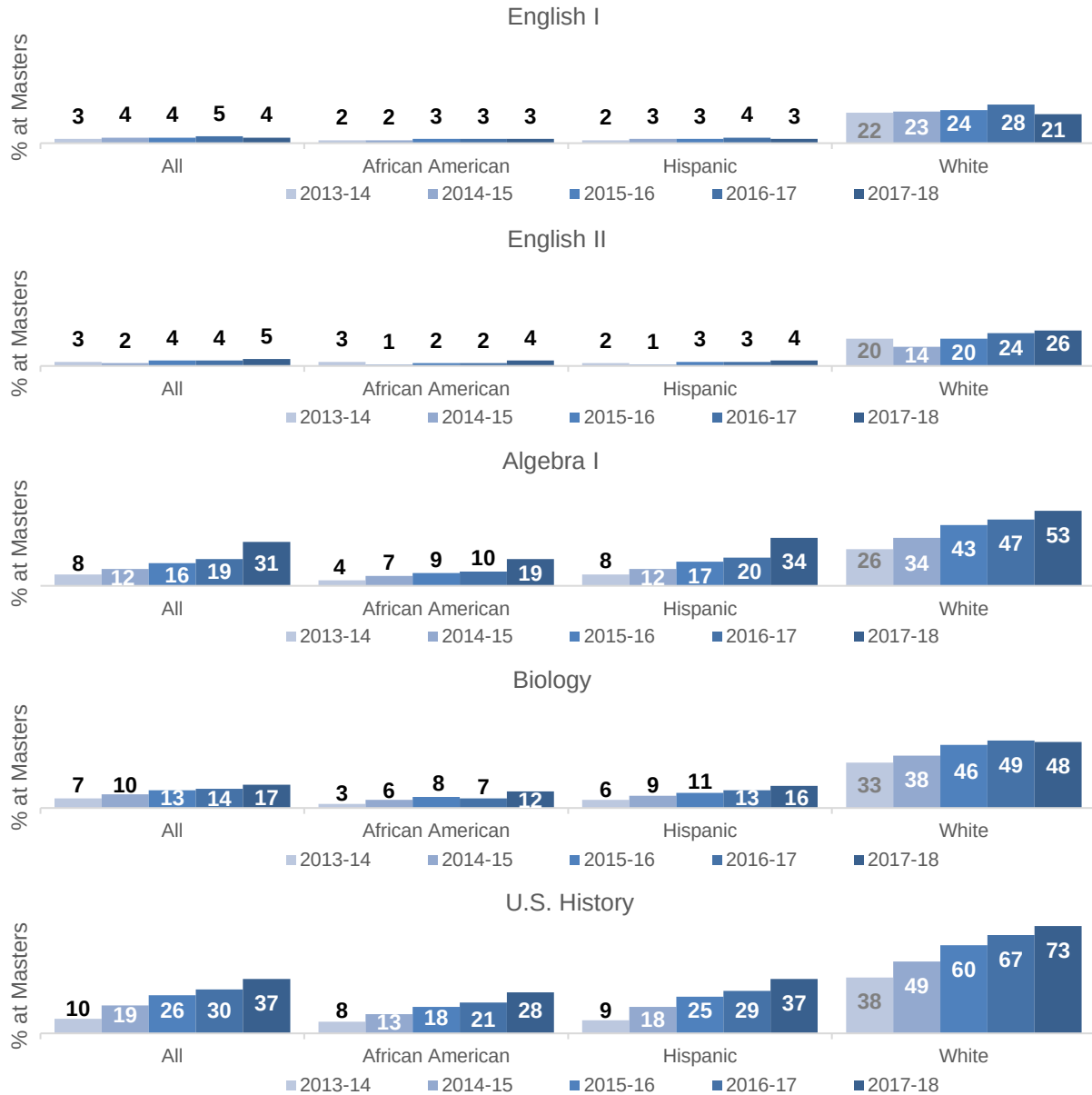
Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Results included December and May administrations for each year except for 2013-14. There were no English I or English II assessments in December 2013 because the redesigned English I and English II assessments that combined reading and writing were first administered in spring 2014. This figure does not include STAAR Alternate 2 results because it does not have the Meets + performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [n=2,082 (17%) in 2013-14, 2,337 (18%) in 2014-15, 2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18]. See Appendix D Table 2 for the number of students tested for each category.

Percentage of Students at Masters Grade Level (Masters) on STAAR EOC

In 2017-18, the overall percentage of students at Masters ranged from four percent (English I) to 37 percent (U.S. History) on STAAR EOC subtests (see Figures 47 and 48 and Appendix D Table 3).

Results showed positive changes from 2013-14 to 2017-18 for Algebra I, Biology, and U.S. History. When reviewed by student group, results varied by subtest and school year.

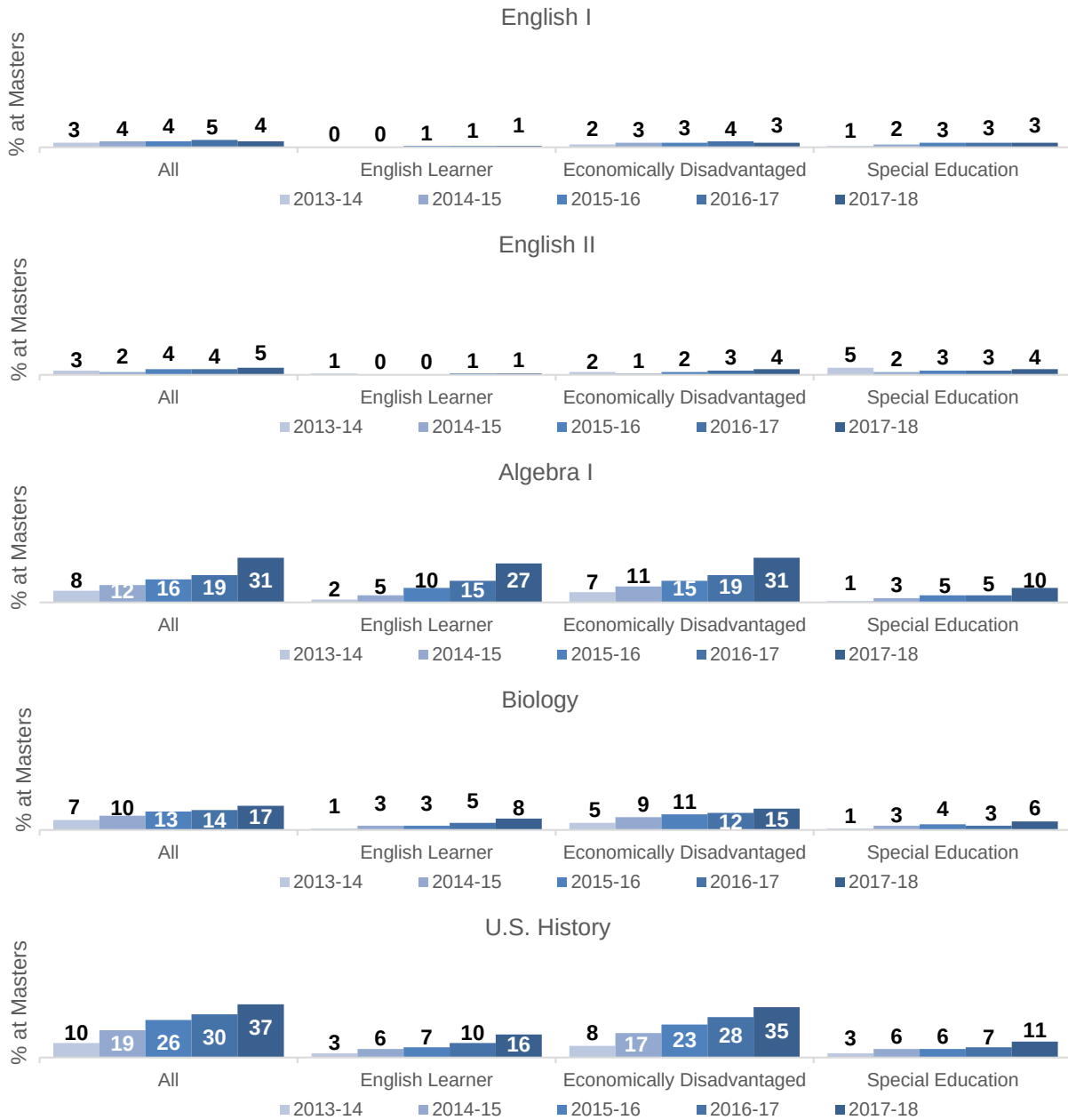
Figure 47: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR EOC by Subject, School Year, and Ethnicity



Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Results included December and May administrations for each year except for 2013-14. There were no English I or English II assessments in December 2013 because the redesigned English I and English II assessments that combined reading and writing were first administered in spring 2014. Beginning with 2014-15, EOC data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [$n=2,082$ (17%) in 2013-14, 2,337 (18%) in 2014-15, 2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18]. See Appendix D Table 3 for the number of students tested for each category.

Figure 48: Percentage of Students Who Achieved Masters Grade Level (Masters) on STAAR EOC by Subject, School Year, and Student Group



Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Results included December and May administrations for each year except for 2013-14. There were no English I or English II assessments in December 2013 because the redesigned English I and English II assessments that combined reading and writing were first administered in spring 2014. Beginning with 2014-15, EOC data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [$n=2,082$ (17%) in 2013-14, 2,337 (18%) in 2014-15, 2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18]. See Appendix D Table 3 for the number of students tested for each category.

What were the attendance rates and graduation rates of the Title I students?

Methodology

Attendance data and PEIMS demographic data were extracted from the district database for students in grades early childhood (EC) through 12. Because the state's 90 percent attendance rule for course credit (or a final grade) applies to students in grades kindergarten through 12 (Texas Education Agency, 2017a), attendance rates for EC and prekindergarten (PK) were reported as a reference.¹⁷ Attendance rates were evaluated for trends across five school years (2013-14 to 2017-18). Graduation rate information was obtained from the Texas Education Agency (TEA) website. The rates were calculated for federal accountability purposes and indicate four-year longitudinal graduation and dropout rates.¹⁸ Four-year longitudinal rates show the percentage of students from a class of beginning ninth graders who graduate or drop out of high school by the anticipated graduation date (TEA, 2017b). For example, the four-year longitudinal graduation rate for the class of 2017 is the percentage of students who began ninth grade in 2013-14 and graduated by August 31, 2017. Graduation rate is a lag variable meaning that the information is a year behind; therefore, 2016-17 (Class of 2017) was the latest data available. Frequency and crosstabs analyses were used to determine attendance rates and graduation rates.

Results

Attendance Rates

For students in grades K through 12 between 2013-14 and 2017-18, the overall attendance rates, as well as the attendance rates for each student group, met or exceeded the state's 90 percent standard for course credit (or a final grade) with three exceptions (ninth-grade African American students in 2016-17 and ninth-grade special education students in 2016-17 and 2017-18 – see Table 8). The overall attendance rates for each year (All Students) ranged between 95 percent and 96 percent. For EC students, the attendance rates below 90 percent were recorded for African American students in 2013-14 and 2016-17 and for white students in 2015-16 and 2017-18.

¹⁷ The Texas Education Code Section 25.092 contains the provision of law commonly referred to as "the 90 percent rule," which applies to a student in any grade level from kindergarten through grade 12. Section 25.092 conditions credit or a final grade for a class on a student's attendance for at least 90 percent of the days a class is offered (https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Attendance,_Admission,_Enrollment_Records,_and_Tuition_-_August_2017/).

¹⁸ Source: Texas Education Agency - <https://tea.texas.gov/acctres/dropcomp/years.html>

Table 8: Attendance Rates by Grade, Student Group, and School Year, 2013-14 to 2017-18

		Grade															
	Total N	EC %	PK %	KN %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	All %
All Students																	
2013-14	159,760	90	95	96	96	97	97	97	97	96	95	95	94	94	94	94	96
2014-15	160,209	91	95	96	96	97	97	97	97	96	95	95	94	94	94	94	95
2015-16	158,647	91	94	96	96	97	97	97	97	96	95	95	93	93	93	94	95
2016-17	157,853	91	94	96	96	96	97	97	97	96	95	95	92	93	94	94	95
2017-18	156,804	91	94	95	96	96	97	97	97	96	95	95	92	93	94	94	95
African American																	
2013-14	37,420	89	94	95	95	95	96	96	96	94	93	93	91	92	93	93	94
2014-15	36,682	93	93	94	95	95	96	96	96	94	93	93	91	92	93	93	94
2015-16	35,905	92	92	94	95	95	96	96	96	95	93	93	91	92	92	93	94
2016-17	35,581	89	91	94	95	95	96	96	96	94	94	94	89	91	93	93	94
2017-18	35,209	90	92	94	95	95	95	96	96	94	94	93	90	91	92	93	93
Hispanic																	
2013-14	111,454	90	95	96	97	97	97	97	97	96	96	95	94	94	94	94	96
2014-15	112,518	90	95	96	97	97	97	97	97	96	96	96	94	94	94	94	96
2015-16	111,440	91	95	96	97	97	97	97	97	97	96	95	93	94	94	94	96
2016-17	110,817	92	95	96	97	97	97	97	97	97	96	96	93	94	94	95	96
2017-18	109,810	92	94	96	96	97	97	97	97	96	96	95	93	94	94	94	96
White																	
2013-14	7,488	91	94	96	96	96	97	97	96	95	95	95	95	95	95	94	96
2014-15	7,533	94	93	96	96	97	97	97	96	96	96	95	94	95	95	94	96
2015-16	7,621	85	94	96	96	97	97	97	96	96	95	95	94	95	96	95	96
2016-17	7,743	90	94	96	96	97	97	97	96	96	95	94	94	94	95	95	96
2017-18	7,798	88	94	96	96	96	96	97	97	96	95	95	94	95	94	95	96
English Learner																	
2013-14	64,716	91	96	97	97	97	98	98	98	97	96	95	94	94	94	93	97
2014-15	67,257	91	96	97	97	97	98	98	98	97	96	96	94	94	93	93	96
2015-16	68,087	92	96	97	97	98	98	98	98	97	96	95	92	93	92	93	96
2016-17	69,412	94	96	97	97	97	98	98	98	97	96	96	92	93	93	94	96
2017-18	69,273	93	95	96	97	97	97	98	98	97	96	96	92	93	93	94	96
Economically Disadvantaged																	
2013-14	140,169	90	95	96	96	97	97	97	97	96	95	95	94	94	94	94	96
2014-15	135,987	91	95	96	96	97	97	97	97	96	95	95	94	94	94	94	96
2015-16	138,134	91	94	95	96	97	97	97	97	96	95	95	93	93	93	94	95
2016-17	135,121	90	94	96	96	96	97	97	97	96	95	95	92	93	94	94	95
2017-18	131,344	91	94	95	96	96	97	97	97	96	95	95	93	93	94	94	95
Special Education																	
2013-14	11,937	90	92	95	95	95	96	96	96	94	93	93	91	91	92	93	94
2014-15	11,722	91	92	94	95	95	95	96	96	94	93	93	90	92	92	93	94
2015-16	11,824	91	94	94	95	96	96	96	96	95	93	93	90	92	92	94	94
2016-17	12,154	91	94	95	95	95	96	96	95	95	93	93	88	91	92	94	94
2017-18	12,871	91	93	95	95	95	95	96	96	94	94	93	89	92	93	95	94

Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. Attendance files: 10/29/2015, 8/5/2015, 7/13/2016, 7/10/2017, and 6/11/2018.

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

Graduation Rates

As shown in Table 9, the four-year longitudinal graduation rate for the 2016-17 school year (class of 2017) was 88 percent for all students combined. The overall graduation rates slightly increased every year from 2012-13 (85%) to 2016-17 (88%).

Table 9: Four-Year Longitudinal Graduation Rates by Student Group and School Year, 2012-13 to 2016-17

		Student Group						
		Total	African American	Hispanic	White	English Learner*	Eco. Dis.	Special Education
2012-13								
	<i>n</i>	8,693	<2,450	5,514	<500	<1,600	<6,800	-
Graduated	%	84.8	81.4	86.3	88.3	75.1	87.1	74.0
Continued	%	6.3	6.4	6.3	4.5	11.5	5.1	10.9
GED	%	0.1	0.1	0.1	0.8	0.0	0.1	0.1
Grad. Plus	%	91.2	88.0	92.7	93.6	86.6	92.2	85.0
Dropped Out	%	8.8	12.0	7.3	6.4	13.4	7.8	15.0
2013-14								
	<i>n</i>	8,250	<2,200	<5,400	462	<1,600	<6,600	<750
Graduated	%	86.1	83.3	87.4	86.1	77.8	87.0	72.6
Continued	%	5.0	5.4	4.9	3.5	8.0	4.6	13.7
GED	%	0.1	0.1	0	1.1	0.0	0.0	0.0
Grad. Plus	%	91.2	88.8	92.3	90.7	85.8	91.6	86.3
Dropped Out	%	8.8	11.2	7.7	9.3	14.2	8.4	13.7
2014-15								
	<i>n</i>	8,417	<2,150	<5,550	-	<1,750	6,962	<700
Graduated	%	86.7	85.3	86.9	91.6	77.1	87.1	72.8
Continued	%	4.6	4.2	5.0	1.7	8.0	4.5	13.4
GED	%	0.1	0.1	0.1	0.2	0.0	0.1	0.3
Grad. Plus	%	91.4	89.7	91.9	93.5	85.1	91.7	86.5
Dropped Out	%	8.6	10.3	8.1	6.5	14.9	8.3	13.5
2015-16								
	<i>n</i>	8,632	<2,050	5,860	<500	<1,800	7,240	-
Graduated	%	87.1	86.5	87.2	91.0	76.1	88.2	74.1
Continued	%	4.6	4.5	4.8	2.7	8.0	4.3	14.1
GED	%	0.1	0.0	0.1	0.8	0.1	0.1	0.1
Grad. Plus	%	91.9	91.0	92.1	94.5	84.2	92.5	88.3
Dropped Out	%	8.1	9.0	7.9	5.5	15.8	7.5	11.7
2016-17								
	<i>n</i>	8,473	1,935	5,822	499	1,974	7,110	699
Graduated	%	87.7	85.8	88.3	90.2	81.1	88.9	71.0
Continued	%	4.2	5.5	4.0	1.6	6.2	3.9	17.3
GED	%	0.1	0.2	0.1	0.4	0.0	0.1	0.0
Grad. Plus	%	92.1	91.5	92.4	92.2	87.3	92.9	88.3
Dropped Out	%	7.9	8.5	7.6	7.8	12.7	7.1	11.7

Source: Texas Education Agency: 2/08/2018 for 2012-13 to 2015-16 and 6/07/2018 for 2016-17.

Note: Eco. Dis.=Economically Disadvantaged. The rates displayed in this table are calculated for federal accountability purposes and indicate grade 9 four-year longitudinal graduation and dropout rates. A denominator represented the total number of students within the class or within a student group. A numerator represented the total number of students with one of four final statuses (i.e., graduate, continuer, GED recipient, dropout) within each student group. Grad Plus included graduated, continued, or received GED. A dash (-) indicates that data are not reported to protect student anonymity. *English Learner group indicates English learners at any time while attending grades 9 through 12 in Texas public schools.

SUMMARY

The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards. For the 2017-18 school year, the district received \$84,232,122 in Title I Part A funds. There was an increase of \$8,045,006 from the 2016-17 school year. The purpose of this evaluation report was to assess demographic and outcome trends in Dallas ISD. Student performance was assessed based on the state's student performance standards on the *State of*

Texas Assessments of Academic Readiness (STAAR) for grades three through eight and *STAAR End-of-Course (EOC)* for grades eight (Algebra I only) through twelve. For grades kindergarten through two, student performance was assessed based on *Istation's Indicators of Progress (ISIP)*, *TerraNova*, and *SUPERA*. Attendance and graduation rates were also reported.

Demographics

In 2017-18, there were 10,259 full-time teachers in the district. This included 5,414 (53%) elementary school teachers, 2,106 (20%) middle school teachers, 2,478 (24%) high school teachers and 261 (3%) other teachers that provided services across school levels. There were more female teachers (71%) than male teachers (29%). Thirty-six percent (36%) of the teachers were African American, 30 percent were white, and 30 percent were Hispanic. From 2014-15 to 2017-18, the proportion of Hispanic teachers increased by about one or two percentage point(s) every year, while the proportion of white teachers decreased by one percentage point every year. In 2017-18, 12 percent of the teachers were new to the district, and 10 percent of the teachers had Alternative Certifications (AC). The median number of years for teaching experience in the Dallas Independent School District (ISD) was four years from 2015-16 to 2017-18, which was lower than 2013-14 (7 years) or 2014-15 (6 years). The majority of teachers had Bachelor degrees (62 to 66%), and another 25 to 32 percent of teachers had Master degrees.

In 2017-18, Dallas ISD's Title I programs served a total of 156,804 students in early childhood (EC) through grade twelve. Fifty-four percent were elementary school students, 20 percent were middle school students, and 26 percent were high school students. Overall student enrollment in 2017-18 slightly decreased by 1,049 students from 2016-17 (from n=157,853 to n=156,804). When reviewed by grade level, seven out of fifteen grade levels showed a slight increase in enrollment (EC, prekindergarten (PK), grades 5, 6, 7, 11, and 12), while the remaining grade levels showed slight decreases. A noticeable change was enrollment in PK, which showed an increase by 1,002 students from 2016-17 (from n=11,151 to n=12,153). This reflects the district's endeavors to expand Early Learning enrollment and facilities. From 2013-14 to 2017-18, the percentages of males (51%) and females (49%) were similar and stable over the years. By ethnicity, Hispanic (70%) and African American (23%) students made up the majority of the student population. Approximately 44 percent of Dallas ISD students were identified as English learners (ELs) in 2017-18. The proportion of ELs increased by one percentage point every year from 2013-14 (41%) to 2016-17 (44%) and then remained the same in 2017-18 (44%). Between 84 and 88 percent of the district students were identified as economically disadvantaged. Special education students made up about eight percent of the district students each year except for 2014-15 (7%).

Student Outcomes on ISIP

More students that tested in Spanish than English on *ISIP* performed at or above grade level in reading. For the English and Spanish administrations combined, the overall percentage of students at or above grade level ranged from 47 percent to 57 percent in 2017-18 (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). When compared to 2015-16 and 2016-17,

in general, the percentages of students at or above grade level were slightly lower in 2017-18 across *ISIP* administrations [beginning (BOY), middle (MOY), and end (EOY) of year] with one exception (EOY for PK).

In 2017-18, results showed small positive changes from BOY to MOY to EOY for K, grade one, and grade two. The percentage of PK students at or above grade level slightly dropped from BOY to MOY and then increased from MOY to EOY.

Student Outcomes on TerraNova/SUPERA

On the 2017-18 *TerraNova* reading exam, 81 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On the 2017-18 *SUPERA* reading exam, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. Thus, a sizable percentage of students in grades one and two (36% to 39%) on *TerraNova* reading and grade two (54%) on *SUPERA* reading performed below grade level. For the past three years, less than half of second-grade students (44% to 47%) performed at or above grade level on *SUPERA* reading.

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. Thus, a notable proportion of students in grades K through two (38% to 44%) did not achieve grade level or above scores in mathematics.

Student Outcomes on STAAR 3-8

In 2017-18, the overall percentage of students in grades three to eight at Approaches Grade Level or Above (Approaches +) ranged from 56 percent to 88 percent on *STAAR* 3-8 subtests (56% to 81% for reading, 56% to 88% for mathematics, 58% to 60% for writing, 67% to 70% for science, and 61% for social studies). For all students combined, the percentages at Approaches + increased from 2016-17 to 2017-18 in 14 of 17 grade-level comparisons. Results varied by subject, grade, and school year.

In 2017-18, the overall percentage of students in grades three to eight at Meets Grade Level or Above (Meets +) ranged from 18 percent to 55 percent on *STAAR* 3-8 subtests (27% to 51% for reading, 18% to 55% for mathematics, 31% to 36% for writing, 32% to 38% for science, and 28% for social studies). For all students combined, the percentages at Meets + increased from 2016-17 to 2017-18 in 16 of 17 grade level comparisons. Results varied by subject, grade, and school year.

Student Outcomes on STAAR EOC

In 2017-18, the overall percentage of students at Approaches Grade Level or Above (Approaches +) ranged from 52 percent (English I) to 92 percent (U.S. History) on *STAAR* EOC subtests. It was notable that the percentages at Approaches + were much higher for Algebra I (80%), Biology (84%), and U.S. History (92%) than for English I (52%) and English II (58%) in 2017-18. The percentages at Approaches + increased from 2016-17 to 2017-18 in four of five subject areas (all but English I). Results showed small positive changes from 2015-16 to 2016-17 to 2017-18 for Algebra I and Biology but not for other subtests. Results by student group varied by subject and school year.

In 2017-18, the overall percentage of students at Meets Grade Level or Above (Meets +) ranged from 31 percent (English I) to 70 percent (U.S. History) on *STAAR* EOC subtests. Like Approaches +, it

was notable that the percentages at Meets + were much lower for English I (31%) and English II (38%) than for Algebra I (54%), Biology (53%), and U.S. History (70%) in 2017-18. Results showed positive changes from 2015-16 to 2016-17 to 2017-18 for all subjects except for English I. Results by student group varied by subject and school year.

Attendance and Graduation Rates

For students in grades K through 12 between 2013-14 and 2017-18, the overall attendance rates, as well as the attendance rates for each student group, met or exceeded the state's 90 percent standard for course credit (or a final grade) with three exceptions (ninth-grade African American students in 2016-17 and ninth-grade special education students in 2016-17 and 2017-18). The overall attendance rates for each year (All Students) ranged between 95 percent and 96 percent. For EC students, the attendance rates were below 90 percent for African American students in 2013-14 and 2016-17 and for white students in 2015-16 and 2017-18.

The four-year longitudinal graduation rate for the 2016-17 school year (class of 2017) was 88 percent for all students combined. The overall graduation rates slightly increased every year from 2012-13 (85%) to 2016-17 (88%).

Additional Title I Reports

The Title I evaluation includes the achievement report as well as separate reports for centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/42559>.

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APPENDICES

Appendix A

Appendix A: Demographic Characteristics of Title I Students from 2013-14 to 2017-18

		Total N	Gender		Ethnicity			Eco. Dis. %	EL %	Spe. Ed. %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
EC	2013-14	183	72	28	41	53	4	81	3	96
	2014-15	217	70	30	41	51	7	63	2	89
	2015-16	272	75	25	33	57	7	77	5	100
	2016-17	325	77	23	31	59	7	75	6	98
	2017-18	415	76	24	31	60	7	71	10	95
PK	2013-14	9,535	50	50	20	76	2	91	55	3
	2014-15	9,530	50	50	20	76	2	69	56	3
	2015-16	10,099	51	50	23	72	3	94	54	3
	2016-17	11,151	50	50	27	68	3	95	49	2
	2017-18	12,153	50	50	28	67	3	93	50	2
K	2013-14	13,622	52	49	22	70	6	89	48	4
	2014-15	13,287	51	49	22	70	6	81	48	4
	2015-16	12,209	51	49	22	69	6	76	50	4
	2016-17	11,486	51	49	22	68	7	77	51	5
	2017-18	11,070	51	49	23	67	7	77	50	5
Grade 1	2013-14	14,267	52	48	23	70	5	91	49	5
	2014-15	13,969	52	48	23	69	6	88	48	5
	2015-16	13,405	51	49	22	70	6	86	48	6
	2016-17	12,346	52	48	22	69	6	75	50	7
	2017-18	11,590	51	49	22	69	7	78	51	7
Grade 2	2013-14	13,680	52	48	24	69	5	92	49	6
	2014-15	13,914	52	49	23	70	5	90	48	6
	2015-16	13,499	52	48	23	69	5	91	48	6
	2016-17	13,003	52	49	22	70	5	85	49	7
	2017-18	11,894	51	49	23	69	6	78	50	9
Grade 3	2013-14	13,174	52	48	23	70	5	92	51	7
	2014-15	13,230	52	48	24	70	5	90	50	7
	2015-16	13,327	52	49	23	71	5	91	49	7
	2016-17	13,221	52	48	23	70	5	90	49	7
	2017-18	12,565	51	49	22	70	5	87	49	9
Grade 4	2013-14	12,567	52	48	23	70	5	92	51	8
	2014-15	12,737	51	49	23	70	5	90	51	7
	2015-16	12,666	52	48	24	70	5	91	50	8
	2016-17	12,919	52	48	22	71	5	91	50	8
	2017-18	12,700	51	49	22	70	5	90	49	9
Grade 5	2013-14	12,149	51	49	23	71	4	92	53	9
	2014-15	12,097	52	48	23	71	4	90	51	9
	2015-16	12,152	51	49	23	71	5	91	51	8
	2016-17	12,276	52	48	23	70	5	91	51	9
	2017-18	12,508	52	48	22	71	5	91	50	10
Grade 6	2013-14	10,887	52	48	23	71	4	90	47	10
	2014-15	10,818	52	48	23	72	4	89	51	10
	2015-16	10,555	52	48	22	72	4	90	51	10
	2016-17	10,917	52	48	22	71	5	89	50	9
	2017-18	10,936	52	48	22	71	4	86	49	10
Grade 7	2013-14	11,249	51	49	24	70	4	89	37	9
	2014-15	10,648	52	48	23	71	4	87	45	10
	2015-16	10,621	52	48	23	72	4	89	46	9
	2016-17	10,424	52	48	22	72	4	87	49	9
	2017-18	10,741	52	48	22	72	4	84	48	9

table continues

Table (continued)

		Total N	Gender		Ethnicity			Eco. Dis. %	EL %	Spe. Ed. %
			Male %	Female %	Af.Am. %	Hispanic %	White %			
Grade 8	2013-14	10,469	51	49	24	70	4	88	31	9
	2014-15	10,915	51	49	23	71	4	87	36	9
	2015-16	10,483	51	49	23	71	4	87	41	10
	2016-17	10,189	52	49	22	72	4	87	46	9
	2017-18	10,088	51	49	21	72	4	83	47	10
Grade 9	2013-14	11,101	51	50	24	69	5	80	25	10
	2014-15	11,768	51	49	22	70	5	78	31	8
	2015-16	12,078	51	49	22	71	5	83	36	9
	2016-17	12,186	51	49	23	71	5	82	40	9
	2017-18	11,938	51	49	22	71	4	81	40	9
Grade 10	2013-14	10,199	51	49	25	67	5	79	20	8
	2014-15	10,005	50	50	23	69	5	82	21	9
	2015-16	10,449	51	49	22	70	5	82	25	8
	2016-17	10,665	50	50	22	71	5	83	29	8
	2017-18	10,526	50	50	22	71	5	81	31	8
Grade 11	2013-14	8,815	49	51	25	66	6	78	17	8
	2014-15	9,127	49	51	24	68	5	81	18	8
	2015-16	8,844	49	51	23	69	6	83	18	8
	2016-17	9,047	49	51	22	71	5	82	21	8
	2017-18	9,454	49	51	22	71	5	82	23	8
Grade 12	2013-14	7,863	48	52	25	66	6	75	12	9
	2014-15	7,947	48	52	25	66	6	80	16	9
	2015-16	7,988	47	53	24	68	5	83	16	9
	2016-17	7,698	47	53	22	70	6	84	16	9
	2017-18	8,226	48	52	22	70	5	81	20	9
All	2013-14	159,760	51	49	23	70	5	88	41	8
	2014-15	160,209	51	49	23	70	5	85	42	7
	2015-16	158,647	51	49	23	70	5	87	43	8
	2016-17	157,853	51	49	23	70	5	86	44	8
	2017-18	156,804	51	49	23	70	5	84	44	8

Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017.

Note: Af.Am.= African American. Eco.Dis.=Economically Disadvantaged. EL= English Learner. Spe.Ed.=Special Education.

Appendix B

Appendix B Table 1: Percentage of Students Performing At or Above Grade Level on *TerraNova* Reading by School Year, Grade, and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten						
All	5,841	80.0	5,352	78.4	5,203	80.6
African American	2,421	78.5	2,169	75.6	2,163	79.8
Hispanic	2,568	78.0	2,295	78.0	2,114	78.4
White	631	92.2	651	90.2	641	91.3
English Learner	538	64.3	589	66.6	527	70.2
Eco. Dis.	4,213	77.5	3,786	75.4	3,737	78.3
Special Education	259	60.2	244	64.3	232	68.5
Grade 1						
All	6,611	67.3	5,927	64.2	5,463	64.0
African American	2,629	64.4	2,382	59.1	2,175	59.8
Hispanic	3,092	65.9	2,629	62.9	2,376	62.0
White	630	85.6	654	83.5	645	81.1
English Learner	562	50.2	649	52.1	647	56.9
Eco. Dis.	5,265	64.5	4,080	59.7	3,862	59.1
Special Education	375	38.9	405	40.0	377	41.9
Grade 2						
All	6,823	61.8	6,499	60.6	5,817	60.8
African American	2,732	53.4	2,531	52.3	2,311	51.5
Hispanic	3,181	63.9	3,115	62.4	2,614	62.7
White	649	85.8	594	84.3	625	82.4
English Learner	631	45.8	689	44.7	685	53.9
Eco. Dis.	5,862	58.8	5,136	56.9	4,180	55.3
Special Education	425	32.2	445	28.1	538	30.5

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *TerraNova*: 6/9/2016, 7/19/2017, and 6/11/2018.

Note: Eco. Dis.=Economically Disadvantaged. For *TerraNova*, scores were considered at or above grade level if they were at or above the 40th percentile.

Appendix B

Appendix B Table 2: Percentage of Students Performing At or Above Grade Level on *TerraNova* Mathematics by School Year, Grade, and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten						
All	11,172	60.1	10,446	60.5	10,215	61.9
African American	2,421	54.0	2,188	54.0	2,189	56.6
Hispanic	7,839	59.6	7,287	60.2	6,950	60.8
White	667	84.1	720	80.6	758	86.1
English Learner	5,727	55.9	5,456	56.9	5,205	58.3
Eco. Dis.	8,465	57.6	7,965	58.0	7,874	59.0
Special Education	361	46.5	361	44.0	377	48.8
Grade 1						
All	12,348	53.0	11,221	55.3	10,675	56.3
African American	2,630	45.6	2,375	46.6	2,188	45.7
Hispanic	8,757	53.0	7,856	55.3	7,503	56.8
White	674	78.2	705	81.0	702	80.2
English Learner	6,098	49.1	5,774	52.9	5,638	55.2
Eco. Dis.	10,580	51.4	8,355	52.9	8,263	53.2
Special Education	526	29.7	582	31.8	551	30.5
Grade 2						
All	12,494	57.8	11,948	58.5	10,966	59.5
African American	2,726	48.3	2,528	49.1	2,312	48.1
Hispanic	8,824	58.7	8,520	59.4	7,711	60.8
White	665	82.1	623	80.4	660	80.6
English Learner	6,164	55.3	5,962	56.8	5,686	59.5
Eco. Dis.	11,366	56.3	10,197	57.0	8,533	57.1
Special Education	594	28.5	635	29.6	783	31.3

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *TerraNova*: 6/9/2016, 7/19/2017, and 6/11/2018.

Note: Eco. Dis.=Economically Disadvantaged. For *TerraNova*, scores were considered at or above grade level if they were at or above the 40th percentile.

Appendix B

Appendix B Table 3: Percentage of Students Performing At or Above Grade Level on *SUPERA* Reading by School Year, Grade, and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten						
All	5,462	87.7	5,191	86.1	5,044	84.7
African American	*	*	30	50.0	31	48.4
Hispanic	5,390	87.8	5,079	86.7	4,861	85.4
White	44	86.4	68	67.6	120	70.0
English Learner	5,282	87.6	4,954	86.6	4,705	85.3
Eco. Dis.	4,362	87.7	4,264	86.2	4,167	84.9
Special Education	107	74.8	117	63.2	147	68.7
Grade 1						
All	5,802	87.8	5,423	88.0	5,232	86.0
African American	*	*	9	33.3	14	42.9
Hispanic	5,727	87.9	5,341	88.1	5,146	86.1
White	44	90.9	49	81.6	59	81.4
English Learner	5,592	87.6	5,224	88.0	5,011	86.2
Eco. Dis.	5,377	88.0	4,402	87.9	4,414	86.5
Special Education	154	61.7	180	61.7	173	58.4
Grade 2						
All	5,773	43.9	5,523	47.0	5,185	46.4
African American	*	*	*	*	*	*
Hispanic	5,735	44.0	5,469	47.0	5,131	46.4
White	20	45.0	31	45.2	34	58.8
English Learner	5,618	43.6	5,345	46.5	5,038	45.9
Eco. Dis.	5,598	43.9	5,120	47.1	4,384	46.6
Special Education	175	16.0	190	18.9	241	17.8

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. *SUPERA*: 6/9/2016, 8/10/2017, and 6/11/2018. For 2016-17 *SUPERA*, first- and second-grade data were missing for two schools.

Note: Eco. Dis.=Economically Disadvantaged. -=no students were tested. *=less than five students were tested. For *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile.

Appendix C

Appendix C Table 1: Percentage of Students Who Achieved Approaches Grade Level or Above on STAAR Reading by School Year, Grade, and Student Group (All Administrations Through May)

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3						
All	12,710	62.5	12,569	63.4	11,919	72.4
African American	2,770	49.7	2,716	49.3	2,499	60.5
Hispanic	9,105	64.9	8,948	66.1	8,548	74.9
White	601	82.4	617	83.1	588	85.7
English Learner	6,386	64.0	6,336	64.2	5,993	74.6
Economically Disadvantaged	11,617	61.1	11,334	62.0	10,339	71.0
Special Education	837	41.6	888	42.6	1,029	50.8
Grade 4						
All	12,064	63.1	12,363	60.9	12,082	65.5
African American	2,744	54.3	2,643	46.1	2,577	52.4
Hispanic	8,532	64.3	8,894	63.7	8,652	68.2
White	557	84.7	575	81.9	588	85.2
English Learner	6,138	61.5	6,252	62.6	6,085	66.2
Economically Disadvantaged	11,045	61.8	11,224	59.5	10,902	64.1
Special Education	953	38.6	974	38.0	1,074	43.3
Grade 5						
All	11,698	74.6	11,831	78.0	12,037	81.0
African American	2,579	61.8	2,653	64.0	2,528	67.7
Hispanic	8,372	77.6	8,409	81.7	8,698	84.0
White	532	90.4	526	89.5	551	93.6
English Learner	6,078	76.5	6,102	82.6	6,094	84.7
Economically Disadvantaged	10,712	74.0	10,743	77.4	10,918	80.2
Special Education	927	44.0	1,046	48.9	1,134	53.6
Grade 6						
All	10,014	52.8	10,321	53.7	10,211	56.3
African American	2,090	44.8	2,160	48.5	2,194	46.4
Hispanic	7,287	53.0	7,497	53.3	7,343	57.6
White	432	81.9	453	81.2	447	81.9
English Learner	5,223	47.9	5,296	46.5	5,150	51.7
Economically Disadvantaged	9,036	51.1	9,200	52.1	8,774	54.8
Special Education	930	25.1	876	32.6	992	32.1
Grade 7						
All	9,850	56.6	9,729	59.9	10,037	63.8
African American	2,081	51.1	2,000	52.5	2,083	55.9
Hispanic	7,189	56.5	7,095	60.4	7,309	64.5
White	373	81.0	414	84.1	424	84.7
English Learner	4,669	47.2	4,905	53.8	4,922	57.8
Economically Disadvantaged	8,804	55.1	8,536	58.8	8,483	63.2
Special Education	886	27.7	877	28.3	850	38.6
Grade 8						
All	10,006	77.4	9,367	75.9	9,722	74.6
African American	2,227	69.1	2,004	72.0	2,007	69.9
Hispanic	7,180	79.2	6,885	76.7	7,157	75.1
White	407	91.9	288	83.3	345	88.7
English Learner	4,113	70.4	4,460	69.5	4,642	67.8
Economically Disadvantaged	8,785	77.0	8,308	75.8	8,199	74.6
Special Education	944	35.6	874	38.4	892	39.9

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.
 Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 2: Percentage of Students in Grades 5 and 8 Who Achieved Approaches Grade Level or Above on STAAR Reading by Grade, Administration, School Year, and Student Group

	Grade 5						Grade 8					
	First Adm.		May (Retested)		All Through May		First Adm.		May (Retested)		All Through May	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2015-16												
All	11,467	65.8	3,873	26.7	11,698	74.6	9,788	68.0	2,986	32.3	10,006	77.4
Af. Am.	2,505	52.5	1,166	19.3	2,579	61.8	2,149	59.6	796	26.5	2,227	69.1
Hispanic	8,223	68.5	2,563	30.0	8,372	77.6	7,051	69.3	2,094	34.9	7,180	79.2
White	527	85.2	75	38.7	532	90.4	403	89.1	41	31.7	407	91.9
EL	5,996	66.9	1,978	30.0	6,078	76.5	4,064	57.0	1,698	32.9	4,113	70.4
Eco.Dis.	10,493	64.7	3,659	26.9	10,712	74.0	8,585	67.2	2,684	32.5	8,785	77.0
Spe. Ed.	749	25.9	485	13.0	927	44.0	786	16.8	569	13.7	944	35.6
2016-17												
All	11,542	69.0	3,487	30.0	11,831	78.0	9,129	63.2	3,260	36.0	9,367	75.9
Af. Am.	2,563	51.3	1,215	26.3	2,653	64.0	1,926	57.2	792	36.1	2,004	72.0
Hispanic	8,228	73.6	2,114	32.0	8,409	81.7	6,744	64.2	2,339	36.3	6,885	76.7
White	511	85.7	75	33.3	526	89.5	278	77.0	65	32.3	288	83.3
EL	6,010	75.4	1,435	30.0	6,102	82.6	4,405	54.9	1,929	33.5	4,460	69.5
Eco.Dis.	10,470	68.3	3,226	29.8	10,743	77.4	8,095	62.8	2,915	36.3	8,308	75.8
Spe. Ed.	799	28.7	478	12.6	1,046	48.9	685	15.5	535	12.7	874	38.4
2017-18												
All	11,744	75.6	2,729	22.9	12,037	81.0	9,515	65.4	3,168	27.7	9,722	74.6
Af. Am.	2,432	60.2	922	17.8	2,528	67.7	1,939	57.9	787	28.6	2,007	69.9
Hispanic	8,524	78.9	1,714	25.6	8,698	84.0	7,025	66.4	2,274	27.4	7,157	75.1
White	533	91.2	48	31.3	551	93.6	342	85.7	45	26.7	345	88.7
EL	5,999	79.4	1,178	26.7	6,094	84.7	4,579	57.6	1,881	25.4	4,642	67.8
Eco.Dis.	10,640	74.5	2,584	22.8	10,918	80.2	8,018	64.9	2,704	28.9	8,199	74.6
Spe. Ed.	881	36.2	437	12.6	1,134	53.6	732	20.2	492	12.8	892	39.9

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. First Adm.=First administration in March or April. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All through May data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 3: Percentage of Students Who Achieved Meets Grade Level or Above on STAAR Reading by School Year, Grade, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3														
All	12,223	28.5	12,176	31.8	12,382	30.9	12,420	28.5	12,489	33.1	12,368	36.3	11,673	39.1
Af. Am.	2,713	21.0	2,734	21.7	2,732	21.0	2,821	18.8	2,697	20.9	2,654	21.9	2,424	24.8
Hispanic	8,808	29.1	8,702	32.6	8,822	31.4	8,769	29.5	8,970	34.8	8,817	38.5	8,393	41.5
White	470	58.7	536	67.4	601	63.7	593	57.0	592	60.3	612	65.0	577	64.1
EL	6,627	28.2	6,376	31.7	6,446	30.4	6,329	28.1	6,329	34.5	6,273	36.7	5,932	42.2
Eco. Dis.	10,238	26.4	11,083	29.5	11,459	28.7	11,207	26.8	11,406	31.2	11,139	34.3	10,119	37.0
Spe. Ed.	651	14.7	644	17.9	644	19.6	669	10.5	621	11.1	690	10.7	786	13.0
Grade 4														
All	11,909	29.7	11,734	29.0	11,861	27.4	11,995	28.8	11,833	32.1	12,133	34.4	11,847	36.5
Af. Am.	2,703	21.2	2,601	21.5	2,672	16.9	2,627	17.2	2,672	20.6	2,566	22.1	2,494	24.6
Hispanic	8,515	30.7	8,464	29.4	8,436	28.5	8,573	29.8	8,383	33.8	8,755	35.8	8,512	37.7
White	486	59.7	451	62.5	533	59.7	567	63.1	549	60.1	563	63.9	579	67.4
EL	6,236	29.2	6,321	28.4	6,187	28.2	6,268	28.3	6,062	33.8	6,188	34.7	6,014	35.5
Eco. Dis.	10,003	27.6	10,725	26.9	10,880	25.3	10,783	27.0	10,829	30.6	11,001	32.4	10,678	34.2
Spe. Ed.	848	15.8	780	17.7	817	17.3	706	7.1	723	7.9	747	8.8	846	10.9
Grade 5														
All	12,044	31.6	11,534	33.0	11,530	34.7	11,486	33.3	11,521	39.5	11,586	42.6	11,786	51.0
Af. Am.	2,814	23.9	2,609	26.6	2,518	24.9	2,488	21.1	2,520	26.8	2,577	29.5	2,442	31.4
Hispanic	8,544	32.5	8,278	33.3	8,361	35.8	8,290	34.6	8,259	41.4	8,254	44.9	8,553	54.8
White	485	57.9	450	62.4	421	67.9	496	68.5	529	68.2	515	69.9	536	77.4
EL	6,113	31.0	6,034	32.3	6,243	35.5	6,045	34.2	6,022	40.1	6,021	44.9	6,020	56.4
Eco. Dis.	9,985	29.5	10,549	31.1	10,624	32.7	10,333	31.4	10,544	38.1	10,508	41.1	10,678	49.5
Spe. Ed.	961	20.4	958	29.6	858	31.6	870	7.0	752	11.8	805	10.8	889	16.4
Grade 6														
All	10,157	23.7	10,805	25.7	10,134	26.0	10,119	24.1	9,844	24.0	10,126	23.3	9,988	27.4
Af. Am.	2,326	21.8	2,500	20.9	2,277	19.7	2,180	20.7	2,034	17.2	2,087	18.1	2,126	19.4
Hispanic	7,248	22.4	7,682	24.6	7,276	25.6	7,365	22.9	7,177	22.8	7,381	22.1	7,201	27.4
White	378	54.5	431	66.8	382	63.6	360	63.1	430	66.5	449	61.5	439	60.4
EL	4,635	14.2	4,497	12.8	4,893	19.2	5,283	18.0	5,179	18.0	5,240	16.6	5,083	21.8
Eco. Dis.	7,944	21.3	9,754	22.9	9,149	23.6	9,035	21.9	8,878	21.5	9,015	20.9	8,572	25.2
Spe. Ed.	861	17.1	899	16.8	869	15.7	775	3.2	763	2.8	683	5.3	769	4.6

table continues

Table (continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7														
All	9,556	27.1	9,917	25.7	10,473	24.9	9,954	21.9	9,676	27.4	9,571	28.2	9,842	35.1
Af. Am.	2,311	23.1	2,276	23.3	2,414	21.5	2,178	17.6	2,024	24.1	1,946	20.5	2,014	26.8
Hispanic	6,666	26.5	7,079	24.5	7,474	23.4	7,178	20.4	7,085	26.0	6,996	27.5	7,192	35.0
White	400	56.0	372	56.7	407	64.1	400	61.5	367	65.1	413	68.3	417	70.0
EL	2,775	9.3	3,842	12.1	3,954	9.3	4,580	11.5	4,630	17.3	4,869	20.3	4,869	26.5
Eco. Dis.	7,092	24.5	8,693	23.4	9,321	22.3	8,673	19.4	8,647	25.4	8,392	25.8	8,303	33.3
Spe. Ed.	885	15.5	791	21.6	833	22.3	818	2.8	712	4.5	719	3.5	655	6.4
Grade 8														
All	9,783	29.6	9,357	35.8	9,762	33.4	10,289	29.3	9,859	31.3	9,188	32.9	9,567	34.9
Af. Am.	2,417	27.0	2,241	28.2	2,215	28.2	2,285	22.2	2,175	23.4	1,943	30.4	1,952	29.0
Hispanic	6,756	28.4	6,541	36.6	6,994	33.0	7,430	29.3	7,092	31.2	6,778	32.4	7,061	34.4
White	365	65.8	384	62.5	361	69.0	400	63.0	404	67.3	283	58.3	343	69.1
EL	2,348	9.2	2,519	15.6	3,074	12.7	3,785	12.1	4,091	18.1	4,425	22.7	4,607	23.7
Eco. Dis.	7,076	27.2	8,033	33.7	8,613	31.3	9,054	27.2	8,648	29.4	8,138	31.9	8,059	33.6
Spe. Ed.	822	15.3	847	27.0	732	26.0	785	2.7	798	4.9	695	5.2	739	7.2

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 4: Percentage of Students in Grades 5 and 8 Who Achieved Meets Grade Level or Above on STAAR Reading by Grade, Administration, School Year, and Student Group

	Grade 5						Grade 8					
	First Adm.		May (Retested)		All Through May		First Adm.		May (Retested)		All Through May	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2011-12												
All	12,044	31.6	-	-	12,044	31.6	9,783	29.6	-	-	9,783	29.6
Af. Am.	2,814	23.9	-	-	2,814	23.9	2,417	27.0	-	-	2,417	27.0
Hispanic	8,544	32.5	-	-	8,544	32.5	6,756	28.4	-	-	6,756	28.4
White	485	57.9	-	-	485	57.9	365	65.8	-	-	365	65.8
EL	6,113	31.0	-	-	6,113	31.0	2,348	9.2	-	-	2,348	9.2
Eco. Dis.	9,985	29.5	-	-	9,985	29.5	7,076	27.2	-	-	7,076	27.2
Spe. Ed.	961	20.4	-	-	961	20.4	822	15.3%	-	-	822	15.3
2012-13												
All	11,500	31.1	3,309	6.9	11,534	33.0	9,277	35.5	2,066	2.9	9,357	35.8
Af. Am.	2,602	23.8	931	8.2	2,609	26.6	2,207	27.9	647	2.3	2,241	28.2
Hispanic	8,252	31.6	2,276	6.4	8,278	33.3	6,499	36.3	1,326	2.6	6,541	36.6
White	449	61.2	59	10.2	450	62.4	381	61.2	47	14.9	384	62.5
EL	6,019	30.5	1,722	6.5	6,034	32.3	2,504	15.1	891	1.6	2,519	15.6
Eco. Dis.	10,515	29.1	3,158	7.1	10,549	31.1	7,965	33.4	1,830	2.7	8,033	33.7
Spe. Ed.	953	23.5	393	15.3	958	29.6	832	23.8	390	7.9	847	27.0
2013-14												
All	11,492	32.9	3,819	5.8	11,530	34.7	9,704	32.9	2,510	2.6	9,762	33.4
Af. Am.	2,506	22.7	1,041	5.8	2,518	24.9	2,196	27.2	656	4.1	2,215	28.2
Hispanic	8,339	34.1	2,659	5.8	8,361	35.8	6,960	32.6	1,761	2.0	6,994	33.0
White	417	66.4	55	16.4	421	67.9	357	68.9	36	8.3	361	69.0
EL	6,228	33.5	2,100	6.4	6,243	35.5	3,053	12.3	1,321	1.0	3,074	12.7
Eco. Dis.	10,590	30.9	3,668	5.6	10,624	32.7	8,564	30.8	2,312	2.6	8,613	31.3
Spe. Ed.	848	26.3	363	13.2	858	31.6	721	21.9	320	10.0	732	26.0
2014-15												
All	11,455	32.0	3,725	4.3	11,486	33.3	10,243	28.8	3,490	1.8	10,289	29.3
Af. Am.	2,477	18.9	1,149	5.1	2,488	21.1	2,268	21.5	978	2.0	2,285	22.2
Hispanic	8,272	33.5	2,455	4.0	8,290	34.6	7,403	28.9	2,412	1.5	7,430	29.3
White	494	68.2	57	5.3	496	68.5	398	62.3	49	8.2	400	63.0
EL	6,033	33.1	1,831	3.8	6,045	34.2	3,767	11.8	1,900	0.7	3,785	12.1
Eco. Dis.	10,304	30.0	3,467	4.2	10,333	31.4	9,013	26.8	3,157	1.7	9,054	27.2
Spe. Ed.	863	5.4	557	2.5	870	7.0	773	2.2	599	0.7	785	2.7

table continues

Table (continued)

	Grade 5						Grade 8					
	First Adm.		May (Retested)		All Through May		First Adm.		May (Retested)		All Through May	
	n	%	n	%	n	%	n	%	n	%	n	%
2015-16												
All	11,467	38.9	3,873	2.3	11,521	39.5	9,788	30.9	2,986	2.0	9,859	31.3
Af. Am.	2,505	26.3	1,166	1.4	2,520	26.8	2,149	23.0	796	2.0	2,175	23.4
Hispanic	8,223	40.7	2,563	2.8	8,259	41.4	7,051	30.8	2,094	2.0	7,092	31.2
White	527	68.1	75	2.7	529	68.2	403	67.2	41	2.4	404	67.3
EL	5,996	39.3	1,978	2.9	6,022	40.1	4,064	17.6	1,698	1.6	4,091	18.1
Eco. Dis.	10,493	37.5	3,659	2.3	10,544	38.1	8,585	29.0	2,684	2.0	8,648	29.4
Spe. Ed.	749	10.4	485	2.3	752	11.8	786	4.5	569	0.7	798	4.9
2016-17												
All	11,542	41.3	3,487	5.2	11,586	42.6	9,129	31.7	3,260	4.0	9,188	32.9
Af. Am.	2,563	27.6	1,215	4.7	2,577	29.5	1,926	28.6	792	5.1	1,943	30.4
Hispanic	8,228	43.7	2,114	5.3	8,254	44.9	6,744	31.3	2,339	3.5	6,778	32.4
White	511	69.1	75	13.3	515	69.9	278	57.9	65	6.2	283	58.3
EL	6,010	44.1	1,435	4.1	6,021	44.9	4,405	21.6	1,929	2.7	4,425	22.7
Eco. Dis.	10,470	39.8	3,226	5.1	10,508	41.1	8,095	30.6	2,915	3.9	8,138	31.9
Spe. Ed.	799	10.1	478	1.3	805	10.8	685	4.4	535	1.1	695	5.2
2017-18												
All	11,744	50.4	2,729	3.2	11,786	51.0	9,515	34.5	3,168	1.7	9,567	34.9
Af. Am.	2,432	30.8	922	2.2	2,442	31.4	1,939	28.3	787	2.4	1,952	29.0
Hispanic	8,524	54.2	1,714	3.5	8,553	54.8	7,025	34.0	2,274	1.5	7,061	34.4
White	533	76.7	48	12.5	536	77.4	342	69.0	45	2.2	343	69.1
EL	5,999	55.7	1,178	3.7	6,020	56.4	4,579	23.4	1,881	1.1	4,607	23.7
Eco. Dis.	10,640	48.9	2,584	3.0	10,678	49.5	8,018	33.2	2,704	1.8	8,059	33.6
Spe. Ed.	881	14.8	437	3.7	889	16.4	732	6.3	492	1.4	739	7.2

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 3/19/2013 and 11/14/2017 for 2011-12, 10/8/2013 and 5/28/2014 for 2012-13, 6/3/2014, 7/21/2014 and 7/22/2014 for 2013-14, 6/15/2015 and 9/1/2015 for 2014-15, 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. First Adm.=First administration in March or April. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. --In 2011-12, the first year of STAAR, there was no retest. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 5: Percentage of Students Who Achieved Masters Grade Level on STAAR Reading by School Year, Grade, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3														
All	12,223	12.9	12,176	15.3	12,382	13.5	12,623	14.7	12,710	18.4	12,569	22.8	11,919	21.7
Af. Am.	2,713	8.0	2,734	7.9	2,732	5.4	2,874	8.2	2,770	9.6	2,716	12.2	2,499	12.4
Hispanic	8,808	12.8	8,702	15.9	8,822	14.4	8,908	15.2	9,105	19.3	8,948	24.3	8,548	22.5
White	470	40.6	536	42.7	601	34.4	602	35.9	601	41.4	617	47.3	588	47.1
EL	6,627	12.2	6,376	15.9	6,446	15.7	6,396	14.6	6,386	19.4	6,336	23.2	5,993	22.3
Eco. Dis.	10,238	11.1	11,083	13.7	11,459	12.1	11,397	13.4	11,617	16.7	11,334	21.2	10,339	19.6
Spe. Ed.	651	3.8	644	4.3	644	3.0	871	6.7	837	10.4	888	9.9	1,029	8.9
Grade 4														
All	11,909	11.8	11,734	13.4	11,861	12.3	12,149	12.2	12,064	15.1	12,363	17.4	12,082	18.4
Af. Am.	2,703	6.6	2,601	8.3	2,672	6.3	2,675	6.1	2,744	8.7	2,643	9.8	2,577	11.3
Hispanic	8,515	12.0	8,464	13.1	8,436	12.3	8,674	12.0	8,532	15.6	8,894	17.6	8,652	18.9
White	486	36.2	451	43.2	533	38.5	571	41.3	557	36.8	575	45.6	588	40.8
EL	6,236	11.8	6,321	12.3	6,187	11.9	6,314	10.8	6,138	15.4	6,252	16.3	6,085	17.3
Eco. Dis.	10,003	10.2	10,725	11.7	10,880	10.7	10,926	10.7	11,045	13.8	11,224	15.7	10,902	16.6
Spe. Ed.	848	3.5	780	4.4	817	4.8	859	4.0	953	6.2	974	8.3	1,074	8.3
Grade 5														
All	12,044	11.2	11,534	12.7	11,530	13.2	11,649	14.3	11,698	15.8	11,831	21.1	12,037	24.4
Af. Am.	2,814	8.1	2,609	9.1	2,518	7.7	2,540	7.8	2,579	10.5	2,653	13.6	2,528	13.2
Hispanic	8,544	10.8	8,278	12.0	8,361	13.2	8,398	13.8	8,372	15.3	8,409	21.6	8,698	25.7
White	485	33.6	450	43.6	421	43.2	497	51.1	532	44.5	526	47.3	551	50.8
EL	6,113	10.0	6,034	10.9	6,243	13.0	6,088	12.6	6,078	13.1	6,102	20.9	6,094	26.6
Eco. Dis.	9,985	9.8	10,549	11.0	10,624	11.7	10,489	12.4	10,712	14.2	10,743	19.5	10,918	22.9
Spe. Ed.	961	3.1	958	6.5	858	7.3	1,033	2.4	927	4.0	1,046	7.6	1,134	11.4
Grade 6														
All	10,157	8.2	10,805	11.0	10,134	7.1	10,294	9.7	10,014	10.8	10,321	10.1	10,211	12.2
Af. Am.	2,326	6.3	2,500	8.2	2,277	4.7	2,237	7.7	2,090	6.6	2,160	7.0	2,194	8.6
Hispanic	7,248	7.1	7,682	9.7	7,276	6.3	7,470	8.3	7,287	9.4	7,497	8.8	7,343	11.4
White	378	34.7	431	42.9	382	33.0	366	42.6	432	47.0	453	41.1	447	37.1
EL	4,635	3.4	4,497	3.5	4,893	3.8	5,327	5.9	5,223	7.0	5,296	5.8	5,150	8.1
Eco. Dis.	7,944	6.5	9,754	8.8	9,149	5.6	9,195	7.8	9,036	8.9	9,200	8.1	8,774	10.6
Spe. Ed.	861	2.9	899	2.9	869	3.0	950	3.9	930	7.1	876	7.4	992	9.0

table continues

Table (continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7														
All	9,556	10.0	9,917	8.6	10,473	9.9	10,080	9.0	9,850	12.1	9,729	14.5	10,037	19.8
Af. Am.	2,311	7.2	2,276	6.5	2,414	7.2	2,219	6.5	2,081	9.7	2,000	10.6	2,083	13.8
Hispanic	6,666	9.4	7,079	7.6	7,474	8.8	7,256	7.6	7,189	10.8	7,095	13.1	7,309	19.1
White	400	33.0	372	34.9	407	40.0	403	41.7	373	41.0	414	47.8	424	55.0
EL	2,775	2.1	3,842	2.6	3,954	1.9	4,602	3.5	4,669	6.3	4,905	8.2	4,922	12.7
Eco. Dis.	7,092	8.2	8,693	6.9	9,321	8.0	8,788	7.1	8,804	10.6	8,536	12.6	8,483	18.1
Spe. Ed.	885	1.4	791	2.7	833	3.4	943	1.9	886	8.1	877	8.8	850	12.5
Grade 8														
All	9,783	9.6	9,357	15.1	9,762	13.0	10,414	13.6	10,006	10.8	9,367	12.3	9,722	18.1
Af. Am.	2,417	7.8	2,241	10.3	2,215	9.8	2,327	8.9	2,227	8.1	2,004	12.5	2,007	14.3
Hispanic	6,756	8.7	6,541	15.0	6,994	12.1	7,506	13.0	7,180	9.7	6,885	11.3	7,157	17.2
White	365	34.0	384	40.4	361	43.8	403	42.2	407	38.6	288	28.8	345	48.1
EL	2,348	1.1	2,519	3.2	3,074	2.2	3,818	3.3	4,113	4.0	4,460	6.4	4,642	10.1
Eco. Dis.	7,076	7.9	8,033	13.1	8,613	11.2	9,163	11.8	8,785	9.2	8,308	11.4	8,199	17.1
Spe. Ed.	822	1.0	847	2.6	732	2.3	909	2.9	944	5.7	874	7.4	892	9.3

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 6: Percentage of Students Who Achieved Approaches Grade Level or Above on STAAR Writing by School Year, Grade, and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 4						
All	12,072	64.5	12,389	62.3	12,068	60.4
African American	2,741	53.5	2,655	47.9	2,579	42.8
Hispanic	8,536	66.9	8,901	65.6	8,636	64.6
White	561	80.2	580	76.7	588	76.7
English Learner	6,148	68.2	6,263	66.6	6,066	66.6
Eco. Dis.	11,050	63.5	11,245	61.4	10,884	59.1
Special Education	946	34.1	973	35.4	1,073	32.9
Grade 7						
All	9,895	52.9	9,780	55.6	10,072	58.0
African American	2,089	49.2	2,010	49.7	2,091	53.3
Hispanic	7,220	52.3	7,137	55.6	7,333	57.8
White	373	80.4	414	81.9	426	81.7
English Learner	4,695	41.4	4,929	48.4	4,942	48.5
Eco. Dis.	8,843	51.4	8,585	54.3	8,511	57.1
Special Education	898	24.4	886	23.6	858	32.6

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 7: Percentage of Students Who Achieved Meets Grade Level or Above on STAAR Writing by School Year, Grade, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 4														
All	11,925	27.1	11,729	27.4	11,863	29.9	12,006	26.3	11,844	37.8	12,162	34.2	11,836	36.0
Af. Am.	2,710	20.5	2,595	26.8	2,670	20.8	2,635	13.1	2,671	23.1	2,579	19.7	2,497	19.9
Hispanic	8,526	27.8	8,460	25.4	8,442	31.0	8,579	28.5	8,388	41.1	8,764	37.0	8,497	39.2
White	486	52.9	452	59.7	531	56.9	566	50.5	553	58.4	568	54.9	580	59.1
EL	6,240	27.1	6,318	23.3	6,193	31.1	6,271	30.4	6,072	44.3	6,201	39.7	5,996	40.6
Eco. Dis.	10,016	25.3	10,721	25.1	10,887	27.9	10,789	25.0	10,837	36.9	11,025	33.0	10,663	34.4
Spe. Ed.	855	17.4	780	19.0	822	18.4	703	4.8	719	7.8	748	7.1	848	7.8
Grade 7														
All	9,592	20.6	9,897	17.5	10,505	19.1	9,962	21.7	9,721	26.2	9,622	25.5	9,878	30.7
Af. Am.	2,325	17.9	2,264	17.0	2,425	18.9	2,183	16.3	2,032	23.4	1,956	21.0	2,022	25.7
Hispanic	6,684	19.5	7,071	15.7	7,489	17.0	7,179	20.8	7,116	24.7	7,038	24.0	7,217	29.5
White	404	49.0	370	45.9	412	49.3	402	56.2	367	61.6	413	63.4	419	67.5
EL	2,780	6.0	3,836	6.7	3,963	5.7	4,581	12.2	4,656	15.7	4,893	17.1	4,889	20.0
Eco. Dis.	7,112	18.1	8,677	15.5	9,344	17.0	8,680	19.1	8,686	24.1	8,441	23.4	8,332	28.8
Spe. Ed.	889	17.8	793	23.1	834	25.3	818	3.1	724	2.3	728	2.6	664	4.5

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 8: Percentage of Students Who Achieved Masters Grade Level on STAAR Writing by School Year, Grade, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 4														
All	11,925	5.0	11,729	4.5	11,863	4.8	12,160	5.6	12,072	16.0	12,389	11.0	12,068	12.6
Af. Am.	2,710	3.1	2,595	3.5	2,670	2.3	2,683	1.9	2,741	7.9	2,655	5.6	2,579	5.0
Hispanic	8,526	4.6	8,460	3.6	8,442	4.7	8,680	5.7	8,536	17.2	8,901	11.5	8,636	13.9
White	486	22.4	452	22.3	531	18.3	570	19.1	561	34.9	580	24.5	588	26.7
EL	6,240	4.3	6,318	3.4	6,193	5.0	6,317	6.2	6,148	19.1	6,263	12.4	6,066	15.5
Eco. Dis.	10,016	4.0	10,721	3.4	10,887	4.1	10,932	4.9	11,050	15.1	11,245	10.0	10,884	11.7
Spe. Ed.	855	2.8	780	4.6	822	4.5	856	2.9	946	7.0	973	8.6	1,073	7.9
Grade 7														
All	9,592	3.4	9,897	1.8	10,505	3.3	10,088	4.9	9,895	6.5	9,780	7.6	10,072	9.4
Af. Am.	2,325	2.5	2,264	2.0	2,425	2.3	2,224	3.7	2,089	6.1	2,010	6.2	2,091	7.7
Hispanic	6,684	2.6	7,071	1.2	7,489	2.5	7,257	3.8	7,220	5.2	7,137	6.2	7,333	8.0
White	404	18.6	370	10.3	412	18.4	405	25.7	373	28.7	414	33.3	426	37.1
EL	2,780	0.3	3,836	0.4	3,963	0.6	4,603	1.3	4,695	2.5	4,929	3.4	4,942	3.8
Eco. Dis.	7,112	2.3	8,677	1.2	9,344	2.2	8,795	3.6	8,843	5.4	8,585	6.4	8,511	7.9
Spe. Ed.	889	1.6	793	4.0	834	4.3	943	2.9	898	6.9	886	7.3	858	11.3

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 9: Percentage of Students Who Achieved Approaches Grade Level or Above on STAAR Mathematics by School Year, Grade, and Student Group (All Administrations Through May)

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3						
All	12,709	66.4	12,570	71.0	11,908	75.6
African American	2,773	51.6	2,717	57.5	2,496	62.9
Hispanic	9,102	69.7	8,949	74.0	8,541	78.5
White	599	81.8	616	85.9	589	85.9
English Learner	6,386	69.0	6,337	72.6	5,991	77.6
Economically Disadvantaged	11,613	65.4	11,334	70.2	10,329	74.5
Special Education	835	45.6	889	48.8	1,028	53.7
Grade 4						
All	12,059	64.8	12,370	69.3	12,087	76.0
African American	2,744	49.5	2,647	53.9	2,579	64.1
Hispanic	8,527	68.4	8,896	72.8	8,655	78.8
White	557	82.0	576	81.3	588	87.2
English Learner	6,135	68.4	6,251	72.5	6,087	77.6
Eco. Dis.	11,040	64.0	11,231	68.7	10,906	75.2
Special Education	952	42.9	973	43.5	1,076	51.6
Grade 5						
All	11,695	80.3	11,828	81.4	12,038	87.6
African American	2,579	68.9	2,651	69.9	2,528	77.4
Hispanic	8,370	83.0	8,407	84.5	8,698	90.1
White	531	91.9	527	90.7	552	94.7
English Learner	6,076	82.0	6,101	84.2	6,094	89.5
Eco. Dis.	10,709	79.9	10,740	81.1	10,919	87.3
Special Education	927	52.3	1,045	58.9	1,133	68.8
Grade 6						
All	10,005	59.5	10,292	65.6	10,199	68.3
African American	2,087	43.9	2,160	55.6	2,189	55.6
Hispanic	7,280	62.3	7,467	67.1	7,336	71.0
White	433	82.2	453	84.5	447	83.7
English Learner	5,225	60.1	5,282	63.8	5,140	68.1
Eco. Dis.	9,023	58.5	9,177	64.7	8,763	67.7
Special Education	926	32.7	872	46.2	992	46.6
Grade 7						
All	7,439	44.5	7,256	47.3	7,653	55.7
African American	1,718	35.4	1,658	37.3	1,744	45.9
Hispanic	5,448	47.0	5,338	50.4	5,608	58.6
White	152	59.9	134	48.5	170	58.8
English Learner	3,834	42.8	3,918	47.6	4,066	55.4
Eco. Dis.	6,785	44.6	6,513	47.3	6,606	56.1
Special Education	863	30.9	861	32.8	830	44.9
Grade 8						
All	9,977	71.9	9,975	80.6	9,886	84.0
African American	2,190	61.9	2,043	74.2	2,049	77.6
Hispanic	7,207	73.9	7,268	82.0	7,216	85.4
White	390	87.4	451	86.0	400	92.5
English Learner	4,367	68.9	4,810	78.9	4,824	82.8
Eco. Dis.	8,786	71.5	8,725	80.7	8,253	84.2
Special Education	948	36.6	867	49.9	904	54.3

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.
 Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 10: Percentage of Students in Grades 5 and 8 Who Achieved Approaches Grade Level or Above on STAAR Mathematics by Grade, Administration, School Year, and Student Group

	Grade 5						Grade 8					
	First Adm.		May (Retested)		All Through May		First Adm.		May (Retested)		All Through May	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2015-16												
All	11,481	69.7	3,420	36.0	11,695	80.3	9,758	59.3	3,580	35.1	9,977	71.9
Af. Am.	2,511	53.7	1,134	33.0	2,579	68.9	2,115	47.3	1,005	30.5	2,190	61.9
Hispanic	8,232	73.3	2,165	37.5	8,370	83.0	7,073	61.5	2,463	36.7	7,207	73.9
White	525	86.9	68	42.6	531	91.9	387	79.1	66	50.0	390	87.4
EL	6,002	72.2	1,648	36.4	6,076	82.0	4,311	55.3	1,770	34.2	4,367	68.9
Eco.Dis.	10,507	68.9	3,210	36.0	10,709	79.9	8,585	58.4	3,215	35.9	8,786	71.5
Spe. Ed.	749	31.6	452	19.5	927	52.3	793	16.0	584	16.3	948	36.6
2016-17												
All	11,550	76.1	2,688	23.2	11,828	81.4	9,753	71.1	2,504	37.9	9,975	80.6
Af. Am.	2,564	62.7	929	19.5	2,651	69.9	1,967	63.1	646	34.4	2,043	74.2
Hispanic	8,234	79.4	1,650	25.5	8,407	84.5	7,137	72.6	1,750	39.0	7,268	82.0
White	512	88.1	63	28.6	527	90.7	443	80.8	63	39.7	451	86.0
EL	6,012	79.0	1,226	25.4	6,101	84.2	4,760	68.3	1,371	37.3	4,810	78.9
Eco.Dis.	10,477	75.6	2,484	23.3	10,740	81.1	8,525	70.9	2,200	38.5	8,725	80.7
Spe. Ed.	799	40.6	412	15.5	1,045	58.9	681	28.0	437	19.2	867	49.9
2017-18												
All	11,756	81.5	2,068	35.0	12,038	87.6	9,686	77.2	2,008	34.1	9,886	84.0
Af. Am.	2,434	67.8	742	29.6	2,528	77.4	1,979	68.7	571	31.0	2,049	77.6
Hispanic	8,532	84.8	1,235	37.8	8,698	90.1	7,093	78.9	1,360	35.1	7,216	85.4
White	536	90.5	50	46.0	552	94.7	397	88.4	38	47.4	400	92.5
EL	6,005	84.5	889	35.1	6,094	89.5	4,767	75.5	1,067	34.2	4,824	82.8
Eco.Dis.	10,651	80.9	1,939	35.2	10,919	87.3	8,082	77.0	1,676	35.3	8,253	84.2
Spe. Ed.	885	50.8	334	27.5	1,133	68.8	747	37.1	374	18.4	904	54.3

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. First Adm.=First administration in March or April. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All through May data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 11: Percentage of Students Who Achieved Meets Grade Level or Above on STAAR Mathematics by School Year, Grade, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3														
All	12,224	19.3	12,176	21.9	12,388	24.7	12,425	28.8	12,488	33.2	12,369	40.5	11,662	42.4
Af. Am.	2,713	10.6	2,736	12.8	2,735	15.5	2,819	16.0	2,700	21.1	2,655	26.1	2,421	28.0
Hispanic	8,807	20.4	8,698	22.8	8,825	25.7	8,773	30.6	8,967	35.0	8,818	42.9	8,386	44.6
White	470	43.0	539	50.6	602	46.5	595	55.3	590	57.5	611	63.5	578	66.3
EL	6,625	19.8	6,372	21.3	6,451	24.1	6,331	29.5	6,329	33.7	6,274	41.3	5,930	44.1
Eco. Dis.	10,237	17.8	11,080	20.2	11,463	23.2	11,213	27.3	11,402	31.8	11,139	39.0	10,109	40.4
Spe. Ed.	653	15.3	644	25.2	643	25.8	669	11.1	619	11.8	691	17.1	785	15.9
Grade 4														
All	11,908	19.2	11,743	23.2	11,874	28.4	12,010	22.7	11,829	29.4	12,140	40.0	11,852	44.7
Af. Am.	2,703	11.5	2,602	15.9	2,674	15.9	2,638	9.4	2,673	16.6	2,570	24.3	2,496	27.4
Hispanic	8,513	20.5	8,472	23.5	8,445	30.2	8,576	24.5	8,378	31.4	8,757	43.0	8,515	48.1
White	487	38.0	451	52.8	534	59.4	567	52.2	549	54.6	564	59.2	579	67.0
EL	6,233	19.8	6,324	22.4	6,196	29.0	6,274	23.6	6,059	30.8	6,187	42.4	6,016	47.0
Eco. Dis.	10,005	18.0	10,733	21.4	10,892	26.4	10,798	21.4	10,825	28.1	11,008	39.1	10,682	43.3
Spe. Ed.	850	18.0	781	24.8	821	30.5	706	6.4	723	8.9	746	11.0	848	16.0
Grade 5														
All	12,051	23.7	11,536	30.3	11,535	34.2	11,445	30.9	11,518	35.8	11,582	43.0	11,787	54.5
Af. Am.	2,814	14.3	2,608	24.1	2,519	24.6	2,477	16.0	2,520	19.2	2,575	27.9	2,442	36.9
Hispanic	8,550	25.2	8,280	30.6	8,364	35.4	8,262	33.2	8,257	38.6	8,252	45.6	8,553	58.1
White	486	50.0	451	55.4	422	61.1	492	62.0	528	63.8	515	69.7	537	73.7
EL	6,117	23.4	6,035	29.4	6,244	34.4	6,037	32.2	6,020	37.6	6,020	45.1	6,020	57.8
Eco. Dis.	9,990	22.2	10,551	28.6	10,629	32.8	10,296	29.6	10,541	34.5	10,504	41.7	10,679	53.5
Spe. Ed.	962	17.6	959	32.2	860	33.6	864	5.4	752	9.7	804	12.7	888	25.2
Grade 6														
All	10,166	23.3	10,801	23.3	10,126	25.8	10,135	23.1	9,834	27.7	10,099	29.7	9,974	33.9
Af. Am.	2,326	13.6	2,500	14.9	2,276	15.2	2,190	14.0	2,030	15.4	2,087	19.1	2,120	21.3
Hispanic	7,253	24.7	7,679	24.1	7,270	27.2	7,369	23.8	7,170	28.8	7,353	30.1	7,193	35.4
White	381	48.0	431	52.0	382	57.3	362	53.3	431	60.6	449	64.6	439	64.2
EL	4,638	20.6	4,495	15.8	4,886	23.1	5,288	21.0	5,180	26.4	5,226	26.8	5,072	32.0
Eco. Dis.	7,949	22.1	9,752	21.2	9,143	23.9	9,049	21.3	8,863	26.1	8,993	27.7	8,559	32.4
Spe. Ed.	861	17.0	900	20.2	864	19.1	781	4.0	758	4.5	681	6.3	767	8.5

table continues

Table (continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7														
All	9,554	23.2	9,918	21.3	10,481	21.8	7,517	8.8	7,265	12.0	7,099	14.3	7,458	17.9
Af. Am.	2,310	13.5	2,276	12.5	2,415	14.2	1,829	4.2	1,661	7.7	1,604	8.7	1,675	12.1
Hispanic	6,661	24.5	7,079	22.3	7,479	22.1	5,404	10.0	5,344	13.0	5,240	15.9	5,491	19.2
White	404	53.5	373	49.1	408	54.7	161	18.0	146	16.4	133	18.0	163	28.2
EL	2,770	11.3	3,844	13.7	3,959	10.3	3,755	7.9	3,796	11.3	3,882	14.1	4,013	17.4
Eco. Dis.	7,092	21.2	8,698	19.7	9,328	19.8	6,697	8.5	6,627	11.7	6,370	14.2	6,426	17.8
Spe. Ed.	881	16.0	790	17.7	839	20.6	797	1.8	689	3.0	704	4.1	635	6.6
Grade 8														
All	7,261	11.0	6,996	18.3	7,777	18.2	10,305	24.5	9,830	29.1	9,796	35.9	9,731	47.7
Af. Am.	1,977	7.7	1,824	12.1	1,896	10.7	2,259	16.3	2,138	17.8	1,983	26.9	1,994	36.7
Hispanic	4,970	12.1	4,861	20.3	5,575	20.4	7,453	24.9	7,119	30.5	7,160	36.6	7,120	49.0
White	159	18.9	185	30.3	184	27.2	418	54.5	387	55.8	446	60.5	398	73.6
EL	2,136	8.1	2,276	14.1	2,868	12.9	4,211	17.5	4,345	24.5	4,775	31.5	4,789	43.7
Eco. Dis.	5,385	11.0	6,147	18.0	6,994	18.1	9,033	22.6	8,649	27.7	8,555	34.9	8,113	46.8
Spe. Ed.	803	14.7	825	23.4	725	25.7	784	3.2	802	4.7	688	8.9	751	14.2

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 12: Percentage of Students in Grades 5 and 8 Who Achieved Meets Grade Level or Above on STAAR Mathematics by Grade, Administration, School Year, and Student Group

	Grade 5						Grade 8					
	First Adm.		May (Retested)		All Through May		First Adm.		May (Retested)		All Through May	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2011-12												
All	12,051	23.7	-	-	12,051	23.7	7,261	11.0	-	-	7,261	11.0
Af. Am.	2,814	14.3	-	-	2,814	14.3	1,977	7.7	-	-	1,977	7.7
Hispanic	8,550	25.2	-	-	8,550	25.2	4,970	12.1	-	-	4,970	12.1
White	486	50.0	-	-	486	50.0	159	18.9	-	-	159	18.9
EL	6,117	23.4	-	-	6,117	23.4	2,136	8.1	-	-	2,136	8.1
Eco. Dis.	9,990	22.2	-	-	9,990	22.2	5,385	11.0	-	-	5,385	11.0
Spe. Ed.	962	17.6	-	-	962	17.6	803	14.7	-	-	803	14.7
2012-13												
All	11,503	27.5	4,239	7.9	11,536	30.3	6,935	17.8	2,508	1.9	6,996	18.3
Af. Am.	2,598	19.5	1,219	10.0	2,608	24.1	1,800	11.6	850	1.4	1,824	12.1
Hispanic	8,258	28.3	2,895	6.9	8,280	30.6	4,827	19.8	1,549	2.0	4,861	20.3
White	450	54.0	85	8.2	451	55.4	184	28.3	58	6.9	185	30.3
EL	6,023	27.2	2,154	6.5	6,035	29.4	2,260	13.4	863	2.1	2,276	14.1
Eco. Dis.	10,518	25.7	4,004	7.9	10,551	28.6	6,093	17.5	2,205	1.8	6,147	18.0
Spe. Ed.	953	24.1	464	17.0	959	32.2	814	20.1	388	7.5	825	23.4
2013-14												
All	11,507	33.2	3,521	3.7	11,535	34.2	7,718	17.6	2,775	1.9	7,777	18.2
Af. Am.	2,510	22.9	1,036	4.3	2,519	24.6	1,876	9.9	889	1.8	1,896	10.7
Hispanic	8,348	34.6	2,368	3.3	8,364	35.4	5,539	20.0	1,792	1.8	5,575	20.4
White	419	59.9	59	11.9	422	61.1	182	26.4	47	4.3	184	27.2
EL	6,234	33.6	1,854	3.0	6,244	34.4	2,842	12.3	1,186	1.7	2,868	12.9
Eco. Dis.	10,603	31.7	3,360	3.6	10,629	32.8	6,944	17.5	2,504	2.0	6,994	18.1
Spe. Ed.	853	27.3	381	14.7	860	33.6	713	21.7	345	9.0	725	25.7
2014-15												
All	11,445	30.9	-	-	11,445	30.9	10,307	24.4	-	-	10,305	24.5
Af. Am.	2,477	16.0	-	-	2,477	16.0	2,259	16.3	-	-	2,259	16.3
Hispanic	8,262	33.2	-	-	8,262	33.2	7,454	24.9	-	-	7,453	24.9
White	492	62.0	-	-	492	62.0	418	54.5	-	-	418	54.5
EL	6,037	32.2	-	-	6,037	32.2	4,211	17.5	-	-	4,211	17.5
Eco. Dis.	10,296	29.6	-	-	10,296	29.6	9,035	22.6	-	-	9,033	22.6
Spe. Ed.	864	5.4	-	-	864	5.4	784	3.2	-	-	784	3.2

table continues

Table (continued)

	Grade 5						Grade 8					
	First Adm.		May (Retested)		All Through May		First Adm.		May (Retested)		All Through May	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2015-16												
All	11,481	35.4	3,420	1.5	11,518	35.8	9,758	28.2	3,580	3.0	9,830	29.1
Af. Am.	2,511	18.8	1,134	1.1	2,520	19.2	2,115	17.1	1,005	2.0	2,138	17.8
Hispanic	8,232	38.3	2,165	1.8	8,257	38.6	7,073	29.5	2,463	3.4	7,119	30.5
White	525	64.0	68	1.5	528	63.8	387	54.8	66	6.1	387	55.8
EL	6,002	37.3	1,648	1.7	6,020	37.6	4,311	23.6	1,770	2.6	4,345	24.5
Eco. Dis.	10,507	34.1	3,210	1.6	10,541	34.5	8,585	26.7	3,215	3.2	8,649	27.7
Spe. Ed.	749	9.2	452	0.9	752	9.7	793	4.2	584	0.9	802	4.7
2016-17												
All	11,550	42.8	2,688	1.5	11,582	43.0	9,753	35.5	2,504	2.3	9,796	35.9
Af. Am.	2,564	27.7	929	1.3	2,575	27.9	1,967	26.5	646	1.9	1,983	26.9
Hispanic	8,234	45.5	1,650	1.3	8,252	45.6	7,137	36.1	1,750	2.4	7,160	36.6
White	512	69.5	63	9.5	515	69.7	443	60.5	63	3.2	446	60.5
EL	6,012	44.9	1,226	1.1	6,020	45.1	4,760	31.0	1,371	2.0	4,775	31.5
Eco. Dis.	10,477	41.5	2,484	1.4	10,504	41.7	8,525	34.4	2,200	2.4	8,555	34.9
Spe. Ed.	799	12.3	412	1.0	804	12.7	681	8.2	437	1.1	688	8.9
2017-18												
All	11,756	54.3	2,068	2.2	11,787	54.5	9,686	47.3	2,008	2.9	9,731	47.7
Af. Am.	2,434	36.4	742	2.2	2,442	36.9	1,979	36.1	571	2.8	1,994	36.7
Hispanic	8,532	57.9	1,235	1.9	8,553	58.1	7,093	48.6	1,360	2.9	7,120	49.0
White	536	73.1	50	8.0	537	73.7	397	73.6	38	2.6	398	73.6
EL	6,005	57.7	889	1.8	6,020	57.8	4,767	43.3	1,067	2.7	4,789	43.7
Eco. Dis.	10,651	53.3	1,939	2.2	10,679	53.5	8,082	46.4	1,676	2.9	8,113	46.8
Spe. Ed.	885	24.3	334	2.7	888	25.2	747	14.1	374	0.5	751	14.2

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 3/19/2013 and 11/14/2017 for 2011-12, 10/8/2013 and 5/28/2014 for 2012-13, 6/3/2014, 7/21/2014 and 7/22/2014 for 2013-14, 6/15/2015 and 9/1/2015 for 2014-15, 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, and 5/17/2018, 6/04/2018, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. First Adm.=First administration in March or April. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. -=In 2011-12, the first year of STAAR, there was no retest. In 2014-15, there was no retest for grades 5 and 8 STAAR mathematics due to the substantial changes made to the mathematics curriculum standards. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 13: Percentage of Students Who Achieved Masters Grade Level on STAAR Mathematics by School Year, Grade, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3														
All	12,224	7.8	12,176	9.1	12,388	10.4	12,627	9.5	12,709	13.2	12,570	20.5	11,908	20.2
Af. Am.	2,713	3.0	2,736	4.5	2,735	4.8	2,872	4.0	2,773	7.3	2,717	10.7	2,496	10.6
Hispanic	8,807	8.1	8,698	9.1	8,825	10.8	8,911	9.8	9,102	13.5	8,949	21.8	8,541	21.4
White	470	26.2	539	29.7	602	25.9	604	27.2	599	31.7	616	42.4	589	38.5
EL	6,625	7.9	6,372	8.6	6,451	10.4	6,397	8.9	6,386	12.7	6,337	21.1	5,991	20.8
Eco. Dis.	10,237	6.6	11,080	8.0	11,463	9.3	11,402	8.5	11,613	12.0	11,334	19.2	10,329	18.5
Spe. Ed.	653	3.5	644	5.1	643	5.1	870	9.2	835	10.3	889	13.8	1,028	13.0
Grade 4														
All	11,908	6.0	11,743	9.4	11,874	13.8	12,163	10.3	12,059	15.1	12,370	22.7	12,087	24.5
Af. Am.	2,703	2.7	2,602	4.6	2,674	5.8	2,686	3.6	2,744	7.5	2,647	11.6	2,579	11.6
Hispanic	8,513	6.4	8,472	9.4	8,445	14.5	8,676	10.6	8,527	16.0	8,896	24.7	8,655	26.5
White	487	15.8	451	30.6	534	38.8	571	32.0	557	34.3	576	37.5	588	46.9
EL	6,233	6.5	6,324	8.6	6,196	14.1	6,320	10.1	6,135	15.5	6,251	24.1	6,087	26.3
Eco. Dis.	10,005	5.4	10,733	8.2	10,892	12.2	10,940	9.2	11,040	14.1	11,231	22.0	10,906	23.1
Spe. Ed.	850	2.2	781	5.1	821	5.4	858	3.7	952	9.0	973	10.0	1,076	13.8
Grade 5														
All	12,051	10.1	11,536	12.4	11,535	15.4	11,607	12.1	11,695	14.2	11,828	19.9	12,038	28.4
Af. Am.	2,814	4.4	2,608	6.8	2,519	8.7	2,529	5.2	2,579	6.0	2,651	10.5	2,528	15.9
Hispanic	8,550	10.7	8,280	13.0	8,364	15.9	8,370	12.8	8,370	14.7	8,407	21.1	8,698	30.7
White	486	29.6	451	31.7	422	38.4	492	34.6	531	39.4	527	42.3	552	45.1
EL	6,117	9.9	6,035	12.3	6,244	15.3	6,080	12.2	6,076	13.7	6,101	20.4	6,094	30.9
Eco. Dis.	9,990	9.0	10,551	11.2	10,629	14.0	10,451	11.3	10,709	12.8	10,740	18.7	10,919	27.4
Spe. Ed.	962	1.2	959	4.4	860	6.3	1,026	4.9	927	7.0	1,045	10.3	1,133	16.9
Grade 6														
All	10,166	9.7	10,801	8.5	10,126	9.5	10,309	6.4	10,005	8.8	10,292	11.5	10,199	12.8
Af. Am.	2,326	4.3	2,500	4.0	2,276	3.5	2,247	3.7	2,087	4.9	2,160	7.3	2,189	7.2
Hispanic	7,253	10.3	7,679	8.5	7,270	9.9	7,473	5.8	7,280	8.2	7,467	10.7	7,336	12.8
White	381	26.2	431	28.1	382	32.5	368	28.0	433	33.0	453	37.7	447	32.7
EL	4,638	7.6	4,495	4.0	4,886	7.4	5,332	4.6	5,225	6.9	5,282	8.4	5,140	10.7
Eco. Dis.	7,949	8.8	9,752	7.2	9,143	8.1	9,209	5.4	9,023	7.6	9,177	9.9	8,763	11.7
Spe. Ed.	861	4.1	900	3.8	864	3.5	955	6.3	926	8.7	872	12.8	992	13.5

table continues

Table (continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7														
All	9,554	6.1	9,918	4.8	10,481	6.6	7,641	1.1	7,439	2.8	7,256	3.5	7,653	5.1
Af. Am.	2,310	2.3	2,276	1.6	2,415	3.0	1,870	1.0	1,718	2.9	1,658	2.8	1,744	3.8
Hispanic	6,661	5.7	7,079	4.8	7,479	6.3	5,480	1.0	5,448	2.7	5,338	3.7	5,608	5.3
White	404	27.7	373	19.3	408	26.7	164	2.4	152	2.6	134	1.5	170	10.6
EL	2,770	1.5	3,844	2.0	3,959	1.9	3,777	0.8	3,834	2.2	3,918	3.2	4,066	4.7
Eco. Dis.	7,092	4.7	8,698	3.9	9,328	5.2	6,811	1.0	6,785	2.8	6,513	3.5	6,606	5.1
Spe. Ed.	881	1.0	790	2.2	839	1.9	920	2.7	863	8.3	861	9.4	830	12.2
Grade 8														
All	7,261	0.4	6,996	0.9	7,777	1.1	10,429	3.8	9,977	5.4	9,975	8.9	9,886	15.1
Af. Am.	1,977	0.2	1,824	0.4	1,896	0.3	2,300	1.7	2,190	3.3	2,043	5.0	2,049	9.4
Hispanic	4,970	0.4	4,861	1.1	5,575	1.3	7,529	3.7	7,207	4.8	7,268	8.4	7,216	15.2
White	159	2.5	185	1.6	184	2.7	421	12.8	390	21.3	451	28.4	400	37.5
EL	2,136	0.4	2,276	0.5	2,868	0.4	4,244	2.1	4,367	3.2	4,810	6.3	4,824	12.0
Eco. Dis.	5,385	0.3	6,147	0.9	6,994	1.1	9,142	3.2	8,786	4.6	8,725	7.8	8,253	14.2
Spe. Ed.	803	0.6	825	1.7	725	1.8	907	4.5	948	6.0	867	10.3	904	11.2

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C

Appendix C Table 14: Percentage of Students Who Achieved Approaches Grade Level or Above on STAAR Science by School Year, Grade, and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5						
All	11,617	66.6	11,721	66.2	11,972	70.0
African American	2,537	55.6	2,606	57.6	2,501	57.9
Hispanic	8,341	68.5	8,358	67.5	8,665	72.1
White	525	88.4	517	87.6	546	88.8
English Learner	6,062	65.4	6,065	65.2	6,074	70.4
Economically Disadvantaged	10,647	65.5	10,645	65.2	10,859	68.8
Special Education	917	44.8	1,036	46.2	1,123	51.8
Grade 8						
All	10,161	64.4	9,867	67.0	9,917	67.1
African American	2,280	55.2	1,980	60.4	2,019	56.9
Hispanic	7,271	66.0	7,237	67.5	7,260	68.6
White	402	84.3	437	87.0	414	86.5
English Learner	4,375	57.8	4,740	60.5	4,842	62.8
Economically Disadvantaged	8,955	63.8	8,645	66.2	8,253	66.6
Special Education	933	31.8	852	37.7	876	38.1

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.

Note: STAAR=State of Texas Assessments of Academic Readiness. Results included STAAR Alternate 2.

Appendix C

Appendix C Table 15: Percentage of Students Who Achieved Meets Grade Level or Above on STAAR Science by School Year, Grade, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5														
All	12,005	20.4	11,497	23.6	11,469	22.3	11,448	20.9	11,440	26.4	11,475	32.1	11,721	32.0
Af. Am.	2,799	15.0	2,591	19.3	2,491	16.3	2,474	13.1	2,478	16.7	2,530	22.8	2,415	19.1
Hispanic	8,524	20.1	8,261	23.1	8,329	21.9	8,267	20.4	8,228	27.0	8,202	32.4	8,520	33.3
White	483	51.3	450	55.1	420	56.9	494	61.7	522	58.0	506	67.6	531	64.8
EL	6,108	16.4	6,021	20.0	6,224	18.9	6,039	17.8	6,006	24.3	5,983	29.6	6,000	31.1
Eco. Dis.	9,951	18.5	10,515	21.7	10,567	20.3	10,300	18.8	10,479	24.9	10,409	30.4	10,619	30.0
Spe. Ed.	961	12.5	953	18.8	851	18.4	864	3.9	742	8.9	794	9.8	878	13.3
Grade 8														
All	9,699	18.9	9,338	25.1	9,773	28.5	12,262	28.7	10,014	28.5	9,687	32.1	9,763	37.8
Af. Am.	2,384	14.0	2,235	17.6	2,209	19.9	2,609	18.5	2,228	18.9	1,919	22.0	1,965	26.6
Hispanic	6,712	18.5	6,531	25.5	7,011	29.0	8,772	28.7	7,183	29.4	7,129	32.4	7,164	38.5
White	360	52.2	380	57.9	362	64.6	643	62.4	399	56.9	432	65.7	412	72.6
EL	2,335	5.7	2,488	10.1	3,084	13.1	4,299	14.2	4,353	22.4	4,705	25.7	4,807	31.5
Eco. Dis.	7,022	17.1	8,000	23.0	8,621	27.0	10,583	26.3	8,818	27.2	8,474	30.8	8,114	36.3
Spe. Ed.	817	15.3	833	20.8	730	24.4	786	3.4	787	5.8	672	4.9	724	9.9

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard.

Appendix C

Appendix C Table 16: Percentage of Students Who Achieved Masters Grade Level on STAAR Science by School Year, Grade, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5														
All	12,005	6.1	11,497	6.2	11,469	5.0	11,611	6.0	11,617	6.6	11,721	12.5	11,972	12.1
Af. Am.	2,799	3.4	2,591	4.9	2,491	2.3	2,526	3.4	2,537	3.6	2,606	7.4	2,501	7.0
Hispanic	8,524	5.8	8,261	5.3	8,329	4.6	8,375	5.3	8,341	6.2	8,358	12.1	8,665	11.8
White	483	25.1	450	27.8	420	24.3	495	28.3	525	23.2	517	39.1	546	36.1
EL	6,108	4.4	6,021	4.2	6,224	3.8	6,082	4.2	6,062	5.5	6,065	10.5	6,074	10.4
Eco. Dis.	9,951	5.0	10,515	5.1	10,567	4.1	10,456	4.9	10,647	5.7	10,645	11.1	10,859	10.8
Spe. Ed.	961	3.3	953	5.2	851	4.5	1,027	4.7	917	6.3	1,036	9.8	1,123	13.3
Grade 8														
All	9,699	4.0	9,338	6.8	9,773	10.9	12,387	11.2	10,161	8.5	9,867	8.7	9,917	16.5
Af. Am.	2,384	2.2	2,235	3.1	2,209	5.6	2,651	5.9	2,280	4.5	1,980	4.5	2,019	9.3
Hispanic	6,712	3.6	6,531	6.5	7,011	10.7	8,848	10.7	7,271	8.2	7,237	8.1	7,260	16.2
White	360	18.6	380	30.8	362	39.5	646	34.4	402	30.3	437	31.6	414	50.7
EL	2,335	0.6	2,488	1.4	3,084	2.9	4,332	4.1	4,375	5.3	4,740	5.6	4,842	11.2
Eco. Dis.	7,022	3.2	8,000	5.5	8,621	9.7	10,692	9.8	8,955	7.5	8,645	7.6	8,253	14.9
Spe. Ed.	817	0.6	833	1.8	730	3.6	910	4.3	933	7.6	852	7.3	876	8.0

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2.

Appendix C

Appendix C Table 17: Percentage of Students in Grade 8 Who Achieved Approaches Grade Level or Above on STAAR Social Studies by School Year and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,805	53.9	9,576	55.2	9,657	60.6
African American	2,167	46.1	1,992	50.9	1,951	56.4
Hispanic	7,049	54.5	7,000	54.7	7,092	60.3
White	397	81.1	377	81.2	395	81.0
English Learner	4,031	42.3	4,433	44.8	4,587	51.9
Economically Disadvantaged	8,609	52.7	8,394	54.3	8,095	59.9
Special Education	922	26.1	853	32.1	862	35.5

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 7/11/2016, 6/15/2017, and 6/20/2018.

Note: STAAR=State of Texas Assessments of Academic Readiness. Eco. Dis.=Economically Disadvantaged. Results included STAAR Alternate 2.

Appendix C

Appendix C Table 18: Percentage of Students in Grade 8 Who Achieved Meets Grade Level or Above on STAAR Social Studies by School Year and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,659	16.2	9,315	21.2	9,777	18.0	10,228	15.5	9,658	20.9	9,396	22.2	9,503	28.0
Af. Am.	2,379	12.8	2,229	17.3	2,213	13.2	2,268	10.4	2,115	14.8	1,931	18.6	1,897	22.6
Hispanic	6,679	15.4	6,518	20.7	7,012	17.4	7,393	15.2	6,961	20.3	6,892	21.0	6,996	27.4
White	358	46.1	378	49.2	361	51.0	396	42.9	394	53.8	372	53.2	393	59.0
EL	2,324	4.9	2,481	7.7	3,083	6.1	3,765	5.6	4,009	11.9	4,398	13.4	4,552	19.7
Eco. Dis.	6,988	14.3	7,980	19.1	8,624	16.4	9,007	13.8	8,472	19.3	8,223	20.7	7,956	26.6
Spe. Ed.	807	12.5	825	18.2	732	19.7	777	1.9	776	3.5	673	3.4	710	7.0

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard.

Appendix C

Appendix C Table 19: Percentage of Students in Grade 8 Who Achieved Masters Grade Level on STAAR Social Studies by School Year and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,659	7.0	9,315	8.5	9,777	7.1	10,353	5.8	9,805	9.4	9,576	10.8	9,657	15.3
Af. Am.	2,379	4.7	2,229	6.0	2,213	4.1	2,310	3.5	2,167	6.9	1,992	9.0	1,951	12.4
Hispanic	6,679	6.3	6,518	7.8	7,012	6.5	7,469	5.4	7,049	8.7	7,000	9.6	7,092	14.3
White	358	29.3	378	32.3	361	32.7	399	22.1	397	30.0	377	35.0	395	40.0
EL	2,324	1.4	2,481	1.5	3,083	1.3	3,798	1.5	4,031	4.0	4,433	5.5	4,587	9.0
Eco. Dis.	6,988	5.7	7,980	6.9	8,624	5.8	9,116	4.9	8,609	8.3	8,394	9.5	8,095	13.9
Spe. Ed.	807	2.6	825	1.9	732	2.6	901	4.0	922	7.5	853	9.0	862	9.7

Source: PEIMS district database: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR: 11/14/2017 for 2011-12, 5/28/2014 for 2012-13, 6/3/2014 for 2013-14, 9/1/2015 for 2014-15, 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR=State of Texas Assessments of Academic Readiness. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2.

Appendix D

Appendix D Table 1: Percentage of Students Who Achieved Approaches Grade Level or Above on STAAR EOC by Subject, School Year, and Student Group

	2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I						
All	15,119	54.6	15,485	51.9	14,992	51.5
African American	3,427	49.5	3,552	41.9	3,472	44.8
Hispanic	10,812	55.0	10,946	53.2	10,690	52.4
White	553	80.1	667	80.1	494	75.3
English Learner	5,904	36.9	6,506	37.3	6,794	38.8
Economically Disadvantaged	12,871	54.0	12,992	50.8	12,540	50.9
Special Education	1,582	21.1	1,713	18.4	1,772	21.6
English II						
All	13,148	55.6	13,555	55.1	14,029	58.0
African American	3,032	51.6	3,009	47.6	3,086	50.5
Hispanic	9,264	55.4	9,711	56.1	9,991	58.7
White	515	83.5	525	81.1	609	84.4
English Learner	3,895	28.6	4,641	31.8	5,117	36.0
Economically Disadvantaged	11,057	54.3	11,437	54.4	11,416	57.4
Special Education	1,187	22.8	1,276	20.8	1,359	21.6
Algebra I						
All	12,839	71.5	12,433	77.4	11,790	80.2
African American	3,024	63.4	2,871	67.5	2,631	71.9
Hispanic	9,003	73.2	8,786	79.8	8,385	82.1
White	505	87.9	504	87.9	494	90.3
English Learner	4,979	64.8	5,364	74.9	5,081	77.3
Economically Disadvantaged	10,886	71.6	10,416	77.7	9,762	81.4
Special Education	1,342	36.7	1,415	42.9	1,300	47.8
Biology						
All	10,466	82.0	10,542	82.6	11,162	83.7
African American	2,354	77.4	2,450	75.1	2,499	78.8
Hispanic	7,431	82.7	7,376	84.2	7,900	84.4
White	475	92.8	484	92.1	476	93.1
English Learner	3,658	71.1	3,992	77.1	4,412	76.9
Economically Disadvantaged	8,818	82.3	8,837	82.6	9,219	83.7
Special Education	1,056	44.2	1,103	48.2	1,225	52.1
U.S. History						
All	9,685	91.5	8,490	91.0	9,777	92.1
African American	2,197	87.1	1,919	86.9	2,124	89.0
Hispanic	6,656	92.8	5,880	91.9	6,963	92.5
White	565	96.3	462	97.0	466	98.5
English Learner	1,868	79.3	1,957	80.5	2,391	82.2
Economically Disadvantaged	8,025	91.1	6,968	90.8	8,010	92.2
Special Education	766	56.4	734	58.2	748	63.2

Source: PEIMS district database: 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 7/12/2016, 6/14/2017, and 6/20/2018.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Results included December and May administrations for each year and STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [$n=2,393$ (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18].

Appendix D

Appendix D Table 2: Percentage of Students Who Achieved Meets Grade Level or Above on STAAR EOC by Subject, School Year, and Student Group

	2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I										
All	13,677	27.3	15,852	29.3	14,978	30.5	15,343	31.9	14,807	30.9
African American	3,252	20.9	3,692	24.6	3,371	24.9	3,501	22.9	3,413	24.1
Hispanic	9,545	27.2	11,214	28.7	10,735	30.2	10,864	31.9	10,576	31.0
White	534	66.5	571	66.4	550	65.8	662	71.1	489	66.7
English Learner	3,958	7.8	5,430	11.2	5,874	12.6	6,488	16.0	6,757	17.8
Eco. Dis.	11,217	24.7	13,009	27.2	12,742	29.0	12,861	29.8	12,380	29.3
Special Education	1,206	10.0	1,391	5.2	1,443	4.0	1,575	3.4	1,587	3.5
English II										
All	10,925	32.7	13,346	30.2	13,016	29.8	13,439	33.4	13,887	37.8
African American	2,661	28.4	3,217	22.6	2,984	24.6	2,970	26.0	3,034	28.7
Hispanic	7,487	31.3	9,266	30.7	9,191	28.9	9,641	33.4	9,909	37.9
White	473	70.6	535	64.7	508	69.5	523	72.3	605	76.4
English Learner	2,467	7.2	3,529	10.1	3,859	8.0	4,610	11.8	5,098	14.6
Eco. Dis.	8,732	29.4	11,138	28.0	10,937	27.6	11,329	31.6	11,295	36.3
Special Education	840	16.3	1,084	5.4	1,055	3.3	1,160	3.8	1,217	4.9
Algebra I										
All	12,090	23.1	12,835	27.9	12,705	35.4	12,280	39.7	11,604	53.9
African American	2,963	14.1	2,955	16.9	2,971	24.5	2,814	24.6	2,571	38.2
Hispanic	8,358	24.3	9,073	29.5	8,931	37.0	8,699	42.7	8,271	57.1
White	471	53.5	501	60.7	501	64.9	499	66.9	489	75.9
English Learner	3,406	11.5	4,245	15.4	4,952	25.5	5,342	34.3	5,042	49.0
Eco. Dis.	9,965	21.9	10,529	26.7	10,764	34.3	10,276	39.7	9,604	54.3
Special Education	1,084	7.6	1,091	2.7	1,210	5.4	1,266	6.2	1,114	13.8
Biology										
All	11,217	37.2	11,118	41.8	10,326	46.8	10,412	49.4	10,981	52.5
African American	2,611	28.0	2,430	34.1	2,300	38.0	2,396	36.5	2,438	42.4
Hispanic	7,809	37.5	7,901	41.9	7,353	47.1	7,306	51.0	7,794	53.5
White	516	76.7	496	77.0	470	80.4	479	81.8	471	79.6
English Learner	3,021	16.6	3,556	21.8	3,628	25.3	3,978	34.7	4,376	38.9
Eco. Dis.	9,066	34.6	8,875	40.1	8,691	45.5	8,718	48.1	9,059	51.4
Special Education	1,012	10.6	910	5.8	917	3.9	975	7.9	1,044	11.5

table continues

Table (continued)

	2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
U.S. History										
All	7,615	45.1	8,951	52.7	9,588	60.7	8,368	63.4	9,644	70.3
African American	1,817	40.9	2,099	43.0	2,161	51.6	1,875	54.5	2,078	61.5
Hispanic	5,141	43.4	6,124	53.5	6,600	61.7	5,814	64.0	6,885	71.0
White	458	76.0	447	83.4	563	86.5	455	90.3	461	92.8
English Learner	1,219	20.3	1,676	27.9	1,851	32.9	1,925	36.8	2,360	47.1
Eco. Dis.	5,910	41.3	7,299	50.8	7,935	58.6	6,856	62.0	7,890	69.4
Special Education	293	18.1	630	15.4	669	17.3	612	17.5	615	26.2

Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Eco. Dis.= Economically Disadvantaged. Results included December and May administrations for each year except for 2013-14. There were no English I or English II assessments in December 2013 because the redesigned English I and English II assessments that combined reading and writing were first administered in spring 2014. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [*n*=2,082 (17%) in 2013-14, 2,337 (18%) in 2014-15, 2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18].

Appendix D

Appendix D Table 3: Percentage of Students Who Achieved Masters Grade Level on STAAR EOC by Subject, School Year, and Student Group

	2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I										
All	13,677	3.3	15,976	3.6	15,119	3.9	15,485	4.8	14,992	3.7
African American	3,252	2.1	3,739	2.1	3,427	2.7	3,552	2.9	3,472	2.5
Hispanic	9,545	2.4	11,280	2.7	10,812	2.9	10,946	3.6	10,690	3.0
White	534	22.1	579	23.3	553	24.1	667	28.0	494	21.3
English Learner	3,958	0.1	5,467	0.3	5,904	0.5	6,506	0.8	6,794	0.9
Eco. Dis.	11,217	2.2	13,117	2.5	12,871	2.8	12,992	3.5	12,540	2.7
Special Education	1,206	0.7	1,515	1.6	1,582	2.5	1,713	2.6	1,772	3.4
English II										
All	10,925	3.0	13,444	2.0	13,148	3.5	13,555	3.8	14,029	5.3
African American	2,661	2.6	3,253	1.3	3,032	2.1	3,009	2.4	3,086	3.7
Hispanic	7,487	1.9	9,324	1.3	9,264	2.6	9,711	2.8	9,991	4.2
White	473	19.5	537	14.0	515	20.4	525	24.2	609	25.9
English Learner	2,467	0.7	3,548	0.3	3,895	0.3	4,641	0.5	5,117	0.7
Eco. Dis.	8,732	1.9	11,229	1.4	11,057	2.3	11,437	2.7	11,416	4.0
Special Education	840	4.8	1,182	1.6	1,187	3.3	1,276	2.8	1,359	4.3
Algebra I										
All	12,090	7.8	12,958	11.9	12,839	16.4	12,433	19.3	11,790	31.3
African American	2,963	3.9	3,001	6.5	3,024	9.1	2,871	9.5	2,631	18.8
Hispanic	8,358	7.8	9,140	12.2	9,003	16.8	8,786	20.4	8,385	33.5
White	471	26.1	508	34.1	505	42.6	504	46.8	494	53.2
English Learner	3,406	2.1	4,283	4.9	4,979	9.8	5,364	14.7	5,081	26.8
Eco. Dis.	9,965	7.1	10,636	11.0	10,886	15.1	10,416	18.5	9,762	31.0
Special Education	1,084	0.6	1,214	3.2	1,342	4.6	1,415	5.1	1,300	9.9
Biology										
All	11,217	6.5	11,232	10.1	10,466	12.6	10,542	13.9	11,162	17.2
African American	2,611	3.3	2,475	5.9	2,354	7.7	2,450	7.3	2,499	12.2
Hispanic	7,809	5.5	7,960	9.2	7,431	11.4	7,376	13.2	7,900	16.3
White	516	33.3	502	38.2	475	45.5	484	48.8	476	47.5
English Learner	3,021	0.9	3,589	2.6	3,658	3.2	3,992	4.9	4,412	8.1
Eco. Dis.	9,066	4.9	8,975	8.6	8,818	10.6	8,837	11.8	9,219	15.1
Special Education	1,012	0.6	1,024	3.1	1,056	4.2	1,103	3.4	1,225	6.2

table continues

Table (continued)

	2013-14		2014-15		2015-16		2016-17		2017-18	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
U.S. History										
All	7,615	10.4	9,039	18.7	9,685	25.5	8,490	29.9	9,777	37.3
African American	1,817	7.6	2,129	13.2	2,197	18.0	1,919	20.9	2,124	28.1
Hispanic	5,141	8.7	6,177	18.0	6,656	24.8	5,880	29.3	6,963	37.2
White	458	38.2	450	48.7	565	60.4	462	66.7	466	72.5
English Learner	1,219	2.5	1,688	6.0	1,868	6.6	1,957	10.3	2,391	16.4
Eco. Dis.	5,910	8.0	7,378	16.5	8,025	22.5	6,968	27.6	8,010	34.9
Special Education	293	2.7	718	5.6	766	6.4	734	7.1	748	11.1

Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, and 10/30/2017. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, and 6/20/2018 for 2017-18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Eco. Dis.= Economically Disadvantaged. Results included December and May administrations for each year except for 2013-14. There were no English I or English II assessments in December 2013 because the redesigned English I and English II assessments that combined reading and writing were first administered in spring 2014. Beginning with 2014-15, EOC data included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. For Algebra I, some eighth-grade students took the assessment [*n*=2,082 (17%) in 2013-14, 2,337 (18%) in 2014-15, 2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, and 2,327 (20%) in 2017-18].