

2018-19 Evaluation of Title I: Comparative Measures of Student Achievement

Department of Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



© 2019 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:

Dallas ISD

Department of Evaluation and Assessment

H. B. Bell School Support Service Center

2909 N. Buckner Blvd.

Box 10

Dallas, TX 75228

2018-19 Evaluation of Title I: Comparative Measures of Student Achievement

Approved Report of the Department of Evaluation and Assessment

EA19-163-2

August 2019

Myoungsook Kim, Ph.D.



Joan Bush, Ph.D.

Executive Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



This page is intentionally left blank.

Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
PURPOSE AND SCOPE OF THE EVALUATION	3
MAJOR EVALUATION QUESTIONS AND RESULTS	3
What was the amount of funding for the Title I program?	3
Methodology	3
Results	3
What were the characteristics of the Title I teacher and student populations?	4
Methodology	4
Results	5
Did students in prekindergarten through grade two achieve at or above grade level on <i>ISIP</i> ?	9
Methodology	9
Results	9
Did students in kindergarten through grade two achieve at or above grade level on reading and mathematics, as measured by <i>TerraNova</i> and <i>SUPERA</i> ?	26
Methodology	26
Results	26
Did students achieve Approaches Grade Level or Above, Meets Grade Level or Above, or Masters Grade Level on <i>STAAR</i> 3-8 subtests?	41
Methodology	41
Results	42
Did students achieve Approaches Grade Level or Above, Meets Grade Level or Above, or Masters Grade Level on <i>STAAR</i> EOC subtests?	93
Methodology	93
Results	93
What were the attendance rates and graduation rates of the Title I students?	112
Methodology	112
Results	112
SUMMARY	115

REFERENCES..... 119

APPENDICES 120

List of Tables

Table		Page
1	Title I, Part A Budgeted Amounts from 2015-16 to 2018-19.....	3
2	2018-19 Title I, Part A Budgeted Amounts by Workslope	4
3	Teacher Demographic Characteristics from 2014-15 to 2018-19.....	6
4	Attendance Rates by Grade, Student Group, and School Year, 2014-15 to 2018-19.....	113
5	Four-Year Longitudinal Graduation Rates by Student Group and School Year, 2013-14 to 2017-18.....	114

List of Figures

Figure	Page
1	2017-18 to 2018-19 Student Enrollment Change by Grade 7
2	Demographic Characteristics of Title I Students From 2014-15 to 2018-19..... 8
3	Overall <i>ISIP</i> Results At or Above Grade Level by Grade, Administration, and School Year..... 10
4	<i>ISIP</i> Results for K-2 Students At or Above Grade Level by Administration, School Year, and Student Group..... 12
5	Percentage Point Changes for K-2 Students At or Above Grade Level on <i>ISIP</i> 13
6	<i>ISIP</i> Results for Prekindergarten (PK) Students At or Above Grade Level by Administration, School Year, and Student Group 15
7	Percentage Point Changes for Prekindergarten (PK) Students At or Above Grade Level on <i>ISIP</i> by Administration and Student Group 16
8	<i>ISIP</i> Results for Kindergarten (K) Students At or Above Grade Level by Administration, School Year, and Student Group 18
9	Percentage Point Changes for Kindergarten (K) Students At or Above Grade Level on <i>ISIP</i> by Administration and Student Group 19
10	<i>ISIP</i> Results for Grade-One Students At or Above Grade Level by Administration, School Year, and Student Group 21
11	Percentage Point Changes for Grade-One Students At or Above Grade Level on <i>ISIP</i> by Administration and Student Group 22
12	<i>ISIP</i> Results for Grade-Two Students At or Above Grade Level by Administration, School Year, and Student Group 24
13	Percentage Point Changes for Grade-Two Students At or Above Grade Level on <i>ISIP</i> by Administration and Student Group 25
14	Overall <i>TerraNova</i> and <i>SUPERA</i> Results At or Above Grade Level by Grade and Subject 27
15	<i>TerraNova</i> Reading Results for K-2 Students At or Above Grade Level by Student Group 28
16	<i>TerraNova</i> Reading Results for Kindergarten Students At or Above Grade Level by Student Group 29
17	<i>TerraNova</i> Reading Results for Grade-One Students At or Above Grade Level by Student Group 30
18	<i>TerraNova</i> Reading Results for Grade-Two Students At or Above Grade Level by Student Group 31

19	<i>TerraNova</i> Mathematics Results for K-2 Students At or Above Grade Level by Student Group	32
20	<i>TerraNova</i> Mathematics Results for Kindergarten Students At or Above Grade Level by Student Group	33
21	<i>TerraNova</i> Mathematics Results for Grade-One Students At or Above Grade Level by Student Group	34
22	<i>TerraNova</i> Mathematics Results for Grade-Two Students At or Above Grade Level by Student Group	35
23	<i>SUPERA</i> Reading Results for K-2 Students At or Above Grade Level by Student Group	36
24	<i>SUPERA</i> Reading Results for Kindergarten Students At or Above Grade Level by Student Group	37
25	<i>SUPERA</i> Reading Results for Grade-One Students At or Above Grade Level by Student Group	39
26	<i>SUPERA</i> Reading Results for Grade-Two Students At or Above Grade Level by Student Group	40
27	Overall <i>STAAR</i> 3-8 Combined Results at Approaches+, Meets+, and Masters by Subject	43
28	<i>STAAR</i> Reading Results at Approaches+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)	45
29	Percentage Point Changes for Students in Grades 3-5, 6-8, and 3-8 Combined on <i>STAAR</i> Reading at Approaches+	46
30	<i>STAAR</i> Reading Results at Approaches+ by Grade, School Year, and Student Group (All Administrations Through May)	48
31	<i>STAAR</i> Reading Results at Approaches+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group	49
32	<i>STAAR</i> Reading Results at Approaches+ for Students in Grades 5 and 8 by Grade, Administration, School Year, and Student Group	50
33	<i>STAAR</i> Reading Results at Meets+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)	52
34	Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on <i>STAAR</i> Reading at Meets+	53
35	<i>STAAR</i> Reading Results at Meets+ by Grade, School Year, and Student Group (All Administrations Through May)	55

36	STAAR Reading Results at Meets+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group	56
37	STAAR Reading Results at Meets+ for Students in Grades 5 and 8 by Grade, Administration, School Year, and Student Group	57
38	STAAR Reading Results at Masters for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)	59
39	Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Reading at Masters	60
40	STAAR Reading Results at Masters by Grade, School Year, and Student Group (All Administrations Through May)	61
41	STAAR Writing Results at Approaches+ by Grade, School Year, and Student Group	63
42	STAAR Writing Results at Meets+ by Grade, School Year, and Student Group	65
43	STAAR Writing Results at Masters by Grade, School Year, and Student Group	66
44	STAAR Mathematics Results at Approaches+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)	68
45	Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Mathematics at Approaches+	69
46	STAAR Mathematics Results at Approaches+ by Grade, School Year, and Student Group (All Administrations Through May)	71
47	STAAR Mathematics Results at Approaches+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group	72
48	STAAR Mathematics Results at Approaches+ for Students in Grades 5 and 8 by Grade, ...	73
49	STAAR Mathematics Results at Meets+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)	75
50	Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Mathematics at Meets+	76
51	STAAR Mathematics Results at Meets+ by Grade, School Year, and Student Group (All Administrations Through May)	78
52	STAAR Mathematics Results at Meets+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group	79
53	STAAR Mathematics Results at Meets+ for Students in Grades 5 and 8 by Grade, Administration, School Year, and Student Group	80

54	STAAR Mathematics Results at Masters for Students in Grades 3-8 by School Year and Student Group (All Administrations Through May)	82
55	Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Mathematics at Masters	83
56	STAAR Mathematics Results at Masters by Grade, School Year, and Student Group (All Administrations Through May)	84
57	STAAR Science Results at Approaches+ by Grade, School Year, and Student Group	86
58	STAAR Science Results at Meets+ by Grade, School Year, and Student Group	88
59	STAAR Science Results at Masters by Grade, School Year, and Student Group	89
60	STAAR Social Studies Results at Approaches+ by School Year and Student Group	90
61	STAAR Social Studies Results at Meets+ by School Year and Student Group	91
62	STAAR Social Studies Results at Masters by School Year and Student Group	92
63	Overall STAAR EOC Results at Approaches+, Meets+, and Masters by Subject	94
64	STAAR EOC English I Results at Approaches+ by School Year and Student Group	96
65	STAAR EOC English II Results at Approaches+ by School Year and Student Group	97
66	STAAR EOC Algebra I Results at Approaches+ by School Year and Student Group	98
67	STAAR EOC Biology Results at Approaches+ by School Year and Student Group	99
68	STAAR EOC U.S. History Results at Approaches+ by School Year and Student Group	100
69	STAAR EOC English I Results at Meets+ by School Year and Student Group	102
70	STAAR EOC English II Results at Meets+ by School Year and Student Group	103
71	STAAR EOC Algebra I Results at Meets+ by School Year and Student Group	104
72	STAAR EOC Biology Results at Meets+ by School Year and Student Group	105
73	STAAR EOC U.S. History Results at Meets+ by School Year and Student Group	106
74	STAAR EOC English I Results at Masters by School Year and Student Group	107
75	STAAR EOC English II Results at Masters by School Year and Student Group	108
76	STAAR EOC Algebra I Results at Masters by School Year and Student Group	109
77	STAAR EOC Biology Results at Masters by School Year and Student Group	110
78	STAAR EOC U.S. History Results at Masters by School Year and Student Group	111

List of Appendices

Appendix	Page
A Demographic Characteristics of Title I Students from 2014-15 to 2018-19.....	121
B <i>ISIP</i> Results for Students in Grades PK through Two At or Above Grade Level by Language Version, Administration, School Year, and Student Group	123
C <i>TerraNova</i> and <i>SUPERA</i> Results for Students in Grades K through Two At or Above Grade Level by Grade, School Year, and Student Group	128
D <i>STAAR 3-8</i> Results by Subject, Standard, Grade, School Year, and Student Group.....	131
E <i>STAAR EOC</i> Results by Subject, Standard, School Year, and Student Group	163
F <i>STAAR 3-8</i> Results for Large Urban School Districts and the State	168
G <i>STAAR EOC</i> Results for Large Urban School Districts and the State.....	175

2018-19 Evaluation of Title I: Comparative Measures of Student Achievement

Project Evaluator: Myoungsook Kim, Ph.D.

ABSTRACT

In 2018-19, Dallas Independent School District (ISD) served a total of 155,237 students in early childhood (EC) through grade twelve, a decrease of 1,567 students from 2017-18 ($n=156,804$). The 2018-19 Title I, Part A budget was \$89,859,837, an increase of \$5,627,715 from 2017-18.

Similar to previous years, percentages of kindergarten (K) to second-grade students scoring at or above grade level in 2018-19 were 68 percent for *TerraNova* reading, 82 percent for *SUPERA* reading, and 60 percent for *TerraNova* mathematics. For *TerraNova* and *SUPERA* reading, the overall percentage of students scoring at grade level decreased from K to grade one to grade two. At grade two, about half of African American students scored below grade level in reading (47%) and mathematics (52%); 39 percent of second-grade Hispanic students scored below grade level on *TerraNova* reading and mathematics, and 21 percent did so on *SUPERA* reading. K to grade 2 decreases on *TerraNova* reading and mathematics were notable for African American students (79% to 63% to 53% for reading and 61% to 49% to 48% for mathematics). For *Istation's Indicators of Progress (ISIP)*, half of second-grade African American students and 45 percent of Hispanic students did not score at grade level at the end of the 2018-19 school year.

State of Texas Assessments of Academic Readiness (STAAR) 3-8 and STAAR End of-Course (EOC) results showed patterns of improvement in several areas; in most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. Results for *STAAR 3-8* showed a general pattern of increase from 2015-16 to 2018-19 for reading, mathematics, and science at Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters) and for social studies at Approaches+. For reading and mathematics, percentages at Approaches+ and Meets+ were lower for grades 6-8 combined than for grades 3-5 combined. For all students combined on *STAAR EOC*, results showed a general pattern of increase from 2015-16 to 2018-19 for Algebra I at Approaches+, for all subjects except for English I at Meets+, and for Algebra I, Biology, and U.S. History at Masters. The overall percentages for all performance standards were much higher for Algebra I, Biology, and U.S. History than for English I and English II.

Between 2014-15 and 2018-19, the attendance rates overall and for each student group met or exceeded the state's 90 percent standard with five exceptions. The four-year longitudinal graduation rate for the 2017-18 school year (class of 2018) was 87 percent for all students combined, which was similar to the graduation rate for the 2016-17 school year (88%). 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 2018-19, all district schools except for four schools¹ received supplemental Title I, Part A funding to support at-risk students. These schools were: Booker T. Washington High School for the Performing and Visual Arts, William B. Travis Academy/Vanguard for the Academically Talented and Gifted, Mockingbird Elementary School, and Lakewood Elementary School. In 2018-19, there were two types of programs that received Title I, Part A funds: schoolwide programs and targeted assistance programs. A "schoolwide program" focuses on improving the whole school so every student in the school achieves high levels of academic proficiency.² Schools in which students from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs. All Dallas ISD Title I schools had schoolwide programs except for seven schools³ that had targeted assistance programs. A "targeted assistance program" provides Title I services to students who are failing, or most at risk of failing, to meet challenging state academic standards.⁴

The four schools that were excluded from the Title I school list had a total population of 3,133 students, which was about two percent of the total enrollment ($n=155,237$) in 2018-19. 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 2018-19, there were 31 centrally administered Title I programs⁵ in the district.

¹ Source: Special Revenue Funds Management: 12/06/2018.

² Source: U.S. Department of Education: <https://www2.ed.gov/admins/lead/account/swp.html>.

³ The seven schools that operated targeted assistance programs were Arlington Park Early Childhood Center, School for the Talented and Gifted in Pleasant Grove, Sudie L. Williams Talented and Gifted Academy, Montessori Academy at Onesimo Hernandez Elementary, Solar Preparatory School for Boys at John F. Kennedy, and Ignite Middle School.

⁴ Source: U.S. Department of Education: <https://www2.ed.gov/programs/titleiparta/index.html?exp%3D0>.

⁵ Number counts were based on information from Special Revenue Funds Management.

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 2018-19; (2) described the demographic characteristics of Title I teachers and students; (3) examined whether students in prekindergarten 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 2018-19 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 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 31 centrally administered Title I programs⁶ in the district. 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 \$89,859,837 was allocated to Title I, Part A in 2018-19 (see Table 1). Of the \$89,859,837, \$77,365,992 was distributed directly to schools, and \$10,230,314 was allocated to centrally administered projects that supported schools. There was an increase of \$5,627,715 from the 2017-18 school year.

Table 1: Title I, Part A Budgeted Amounts from 2015-16 to 2018-19

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
2018-19	\$77,365,992	\$10,230,314	\$89,859,837*

Source: Special Revenue Funds Management: 03/28/2019. Information for 2015-16 and 2016-17 were obtained from the 2016-17 Title I student achievement evaluation report (Costello, Garcia-Rincon, & Sanguras, 2017).

Note: *Total included unassigned allocations: \$3,574,147 for 2016-17 and \$2,263,531 for 2018-19.

⁶ Number counts were based on information from Special Revenue Funds Management: 03/28/2019.

Table 2 shows the budgeted amounts for the centrally administered workscopes. The largest amount was budgeted for Instructional Lead Coaches (\$5,875,399) followed by the College Access Program (\$2,325,000).

Table 2: 2018-19 Title I, Part A Budgeted Amounts by Workscope

Title I Program	Budgeted Amount (\$)
Instructional Lead Coaches	5,875,399
College Access Program	2,325,000
Summer Learning	2,000,000
Special Education English Learner	1,652,936
Youth & Family Services	1,579,918
Instructional Support Services	1,413,038
Dallas HIPPI	1,372,131
Family and Community Engagement	1,062,425
HCM Resident Teachers	990,000
Resident Teachers	981,109
Early Learning	866,944
Supplemental Instructional Materials	650,000
Reading Language Arts Program	646,742
Leadership Development	599,167
Texas Tech Certification Program Partnership	565,000
OnRamps	518,625
STEM Curriculum Design Project	488,811
Library Media Services	438,200
College and Career Readiness	324,081
Network Coordinators School Leadership ^a	323,820
Transition Program	315,698
Reasoning Mind	241,168
Translation Services	199,668
Advanced Academic Services Student Initiative	184,570
Homeless Education ^b	176,613
Rigorous Teaching-Environmental Center	174,832
Federal & State Accountability	114,949
Promise House- Neglected Support	29,280
Cottrell House- Delinquent Services	20,000

Source: 2018-19 Title I workscopes and updated information from Special Revenue Funds Management: 03/28/2019.

Note: ^aBudgeted amount included Network Coordinators School Leadership A (\$132,528) and Network Coordinators School Leadership B (\$191,292). ^bBudgeted amount included Homeless Education (\$151,613) and Homeless Education - SA (\$25,000).

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 November 18, 2018) was used for teachers, while the Dallas ISD Public Education Information Management System (PEIMS) snapshot data file (as of October 26, 2018) was used for students.

Frequency and crosstabs analyses were computed to review teacher and student demographic characteristics. 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. Appendix A provides demographic characteristics of Title I students from 2014-15 to 2018-19 by student group for each grade.

Results

Characteristics of Teachers

In 2018-19, there were 9,992 full-time teachers in 233 schools in the Dallas ISD (see Table 3). This included 5,239 (52%) elementary school teachers, 1,843 (19%) middle school teachers, 2,377 (24%) high school teachers, 301 (3%) teachers at multi-level campuses (elementary/middle or middle/high), and 232 (2%) other teachers that provided services across school levels (alternative schools, dyslexia services, student services, special education, multiple career center, etc.). There were more female teachers (7,069; 71%) than male teachers (2,923; 29%). Thirty-five percent (35%) of the teachers were African American, 31 percent were Hispanic, and 30 percent were white. The proportion of Hispanic teachers increased by about one or two percentage point(s) every year from 2014-15 to 2018-19.

Twelve percent (12%) of the teachers were new to the district in 2017-18 and 2018-19, which was lower than the prior three years (16% to 20%). The median number of years for teaching experience in the district ranged from four years to six years during the last five years from 2014-15 to 2018-19. Most teachers had Bachelor degrees (63% to 67%), and another 24 to 30 percent of teachers had Master degrees. The percentage of teachers with Alternative Certifications (AC) was lower in 2018-19 (4%) compared to prior years (6% to 12%).

Table 3: Teacher Demographic Characteristics from 2014-15 to 2018-19

	2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
School Level										
Elementary	5,817	55	5,891	55	5,720	54	5,414	53	5,239	52
Middle	2,035	19	1,990	19	2,025	19	2,106	20	1,843	19
High	2,486	23	2,516	23	2,467	24	2,478	24	2,377	24
Other ^a	277	3	306	3	299	3	261	3	533	5
All	10,615	100	10,703	100	10,511	100	10,259	100	9,992	100
Gender										
Female	7,580	71	7,613	71	7,447	71	7,257	71	7,069	71
Male	3,035	29	3,090	29	3,064	29	3,002	29	2,923	29
Ethnicity										
African American	3,945	37	3,917	37	3,740	36	3,686	36	3,532	35
Hispanic	2,720	26	2,882	27	3,063	29	3,063	30	3,082	31
White	3,535	33	3,483	32	3,276	31	3,095	30	2,952	30
Other ^b	415	4	421	4	432	4	415	4	426	4
Dallas ISD Experience										
Newly Hired	2,080	20	1,851	17	1,696	16	1,248	12	1,173	12
1-5 years	3,203	30	4,007	38	4,251	41	4,672	46	4,478	45
6-10 years	2,055	19	1,758	16	1,576	15	1,356	13	1,313	13
11-15 years	1,434	14	1,322	12	1,284	12	1,274	12	1,302	13
16-20 years	780	7	759	7	778	7	808	8	855	9
20+ years	1,063	10	1,006	10	926	9	901	9	871	9
Median years	6		4		4		4		5	
Highest Degree										
Bachelor's Degree	6,636	63	6,916	65	6,878	65	6,813	66	6,729	67
Master's Degree	3,222	30	2,934	28	2,754	26	2,538	25	2,354	24
Doctoral Degree	146	1	129	1	120	1	117	1	103	1
Other ^c	37	0	44	0	58	1	56	1	64	1
Not available	574	6	680	6	701	7	735	7	742	7
Alternative Certification (AC) Program										
In AC Program	1,288	12	973	9	1,073	10	607	6	436	4
Not in AC Program	9,327	88	9,730	91	9,438	90	9,652	94	9,556	96

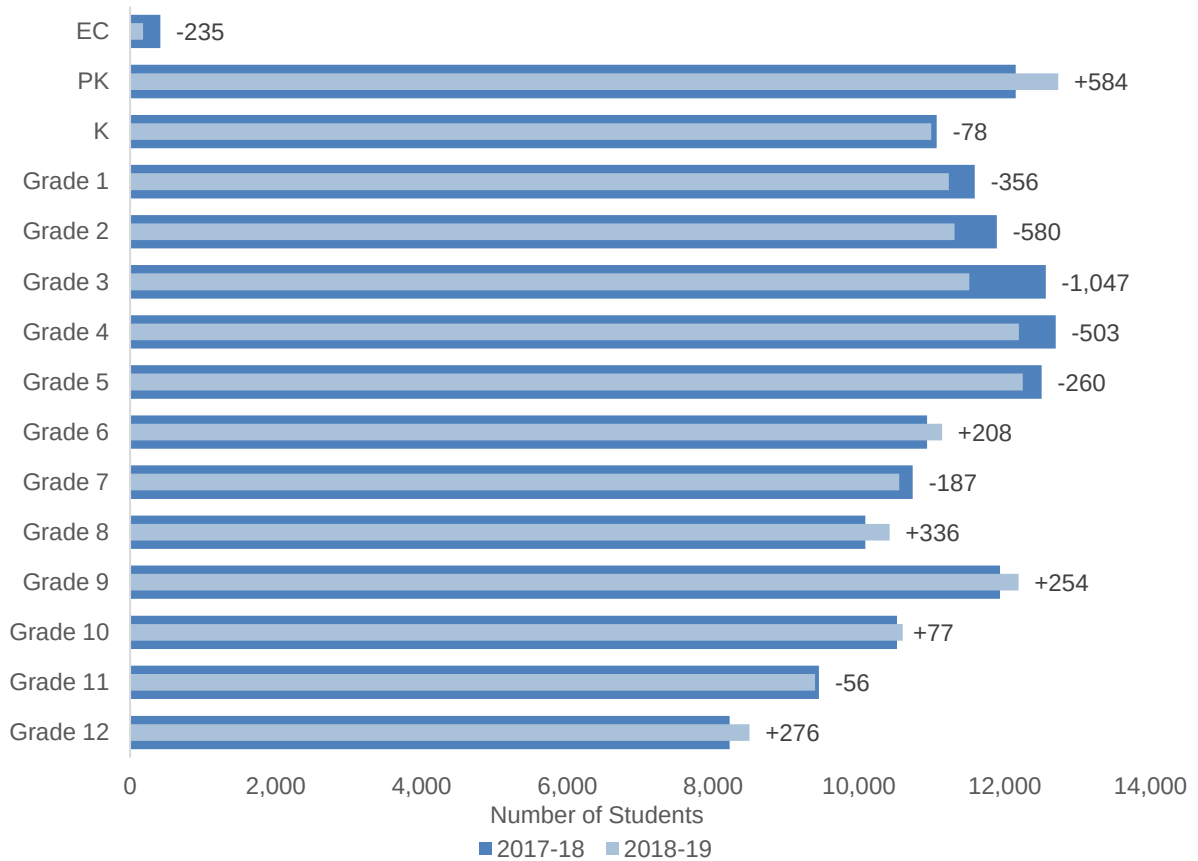
Source: Personnel district data files: 11/30/2014, 12/13/2015, 11/27/2016, 12/17/2017, and 11/18/2018.

Note: ^aOther school level included teachers from alternative schools, dyslexia services, student services, special education, etc. In 2018-19, other school level also included multi-level (elementary/middle or middle/high) campuses due to grade configuration changes for the year. ^bOther ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ^cOther degree included associate degree, certification, etc.

Characteristics of Students

In 2018-19, Dallas ISD's Title I programs served a total of 155,237 students in early childhood (EC) through grade twelve (see Appendix A for demographic characteristics of Title I students). This included 81,878 (53%) elementary school students, 29,176 (19%) middle school students, 39,305 (25%) high school students, and 4,878 (3%) students that attended a multi-level campus (elementary/middle or middle/high). As shown in Figure 1 and Appendix A, overall student enrollment slightly decreased by 1,567 students from 2017-18 to 2018-19 (from $n=156,804$ to $n=155,237$). When reviewed by grade level, six out of fifteen grade levels showed an increase in enrollment (prekindergarten (PK), 6, 8, 9, 10, and 12), while the remaining grade levels showed decreases. Like last year, enrollment in PK showed the largest increase; however, the increase in the number of students was smaller than 2017-18 (n increase: 1,002 in 2017-18 and 584 in 2018-19). Similarly, like last year, the largest decreases were in the elementary grades (range: -219 to -1,109 for 2017-18 and -78 to -1,047 for 2018-19). Grade three showed the largest decrease in 2018-19 (n decrease=1,047), while grade two showed the largest decrease in 2017-18 (n decrease=1,109).

Figure 1: 2017-18 to 2018-19 Student Enrollment Change by Grade



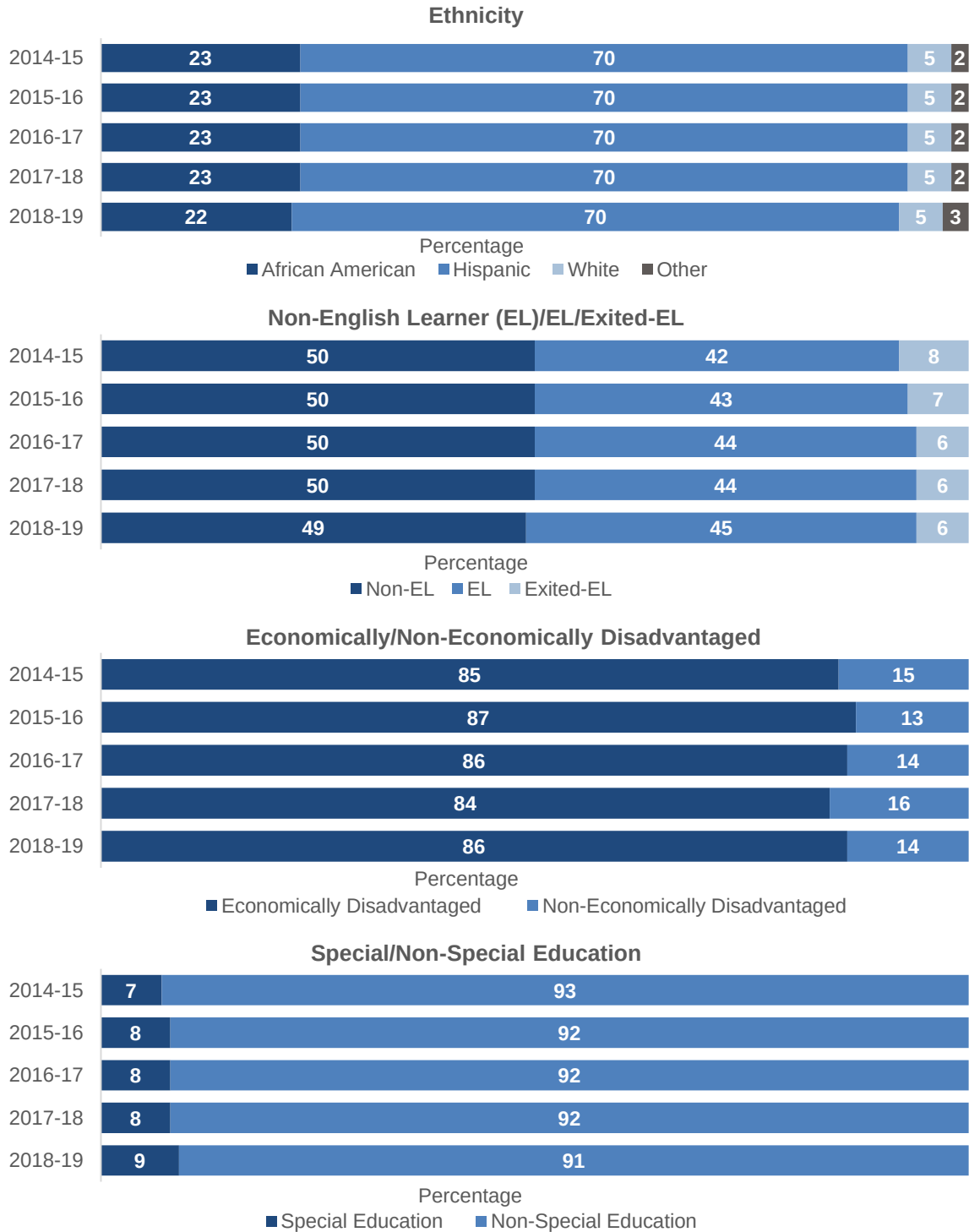
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2017 and 10/26/2018.

Note: EC=early childhood. PK=prekindergarten. K=kindergarten. $n=156,804$ in 2017-18 and $155,237$ in 2018-19. See Appendix A for the number of students and percentage distribution by student group for each grade.

Student demographic analyses for the last five school years (2014-15 to 2018-19) 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 2014-15 to 2018-19). By ethnicity, Hispanic (70%) and African American (22%) students made up the majority of the student population, and the percentage distribution among ethnic groups was stable over the years. Approximately 45 percent of Dallas ISD students were identified as English learners in 2018-19. The proportion of ELs increased by one percentage point every year from 2014-15 (42%) to 2016-17 (44%), remained the same in 2017-18 (44%), and then increased by one percentage point in 2018-19 (45%). Between 84 and 87 percent of the district students were identified as economically disadvantaged. Special education students made up between seven and nine percent of the district students.

Figure 2: Demographic Characteristics of Title I Students From 2014-15 to 2018-19



Source: Public Education Information Management System (PEIMS) district data files: 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018.

Note: Number of students=160,209 for 2014-15, 158,647 for 2015-16, 157,853 for 2016-17, 156,804 for 2017-18, and 155,237 for 2018-19.

Did students in prekindergarten through grade two achieve at or above grade level on *ISIP*?

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. Four years of data from 2015-16 to 2018-19 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.⁷ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁸ 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 for grades K through two were combined and reported as well. Results for English and Spanish administrations were reported in Appendix B Tables 1 to 5.

Results

Overall *ISIP* Results At or Above Grade Level

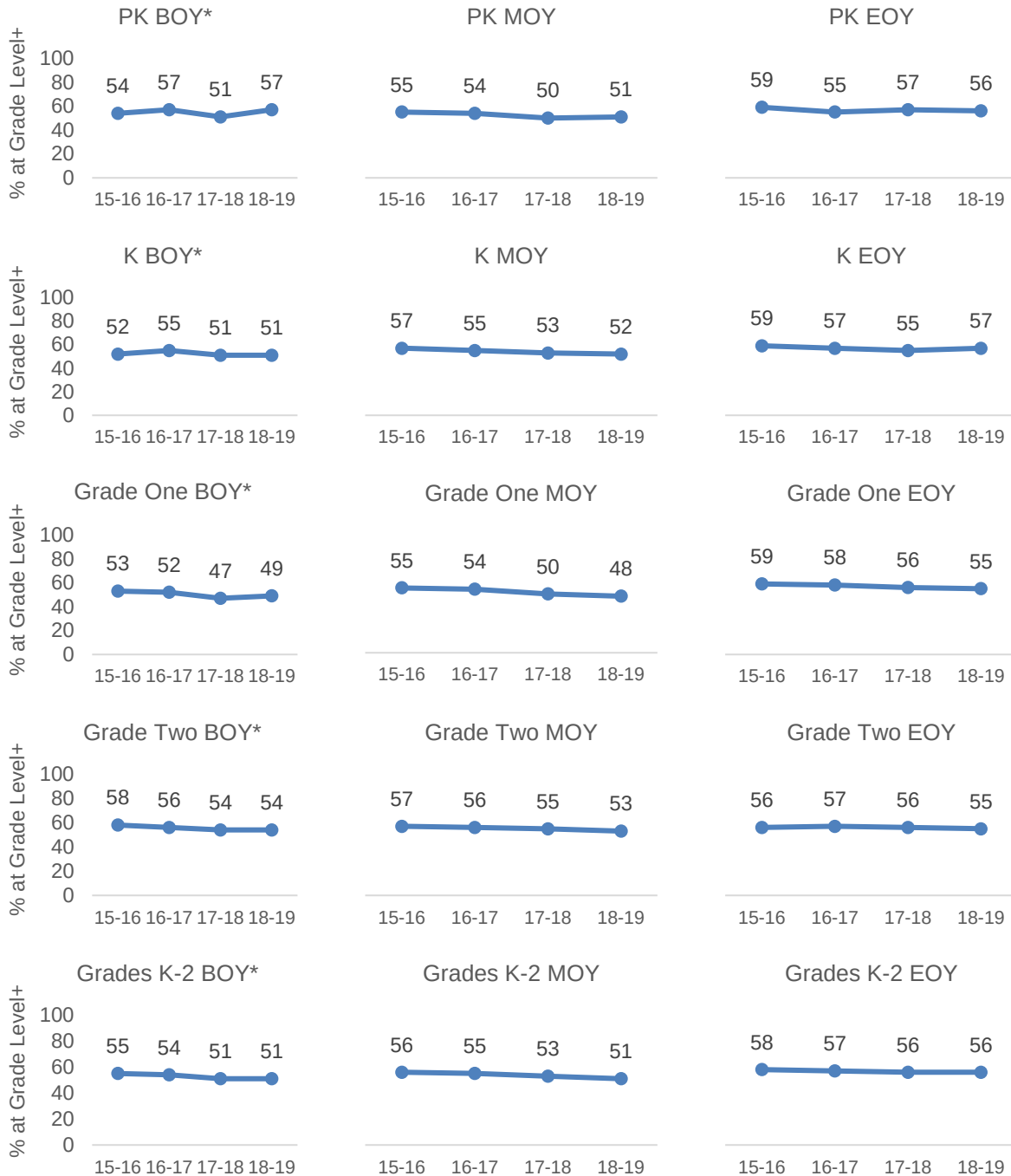
As seen in Figure 3, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2018-19 ranged from 48 percent to 57 percent (51% to 57% for PK and K, 48% to 55% for grade one, 53% to 55% for grade two, and 51% to 56% for grades K-2 combined). In general, the percentages of students at or above grade level were similar or slightly lower in 2018-19 than in 2017-18 across *ISIP* administrations (BOY, MOY, and EOY) with three exceptions (BOY for PK, EOY for K, and BOY for grade one). Results for English and Spanish administrations are reported in Appendix B Tables 1-5.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed positive changes from 2018-19 BOY to MOY to EOY for K but not for other grades. However, the percentages at 2018-19 EOY were higher than percentages at 2018-19 MOY for all grades and grades K through two combined.

⁷ 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.

⁸ 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: Overall *ISIP* Results At or Above Grade Level by Grade, Administration, and School Year



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. PK=prekindergarten. K=kindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. 15-16=2015-16. 16-17=2016-17. 17-18=2017-18. 18-19=2018-19. % 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. See Appendix B Tables 1-5 for the number of students tested for each category and for results for English and Spanish administrations.

ISIP Results for K-2 Students At or Above Grade Level by Student Group

As seen in Figure 4, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2018-19 ranged from 51 percent to 56 percent (51% for BOY, 51% for MOY, and 56% for EOY). Results for English and Spanish administrations are reported in Appendix B Table 1.

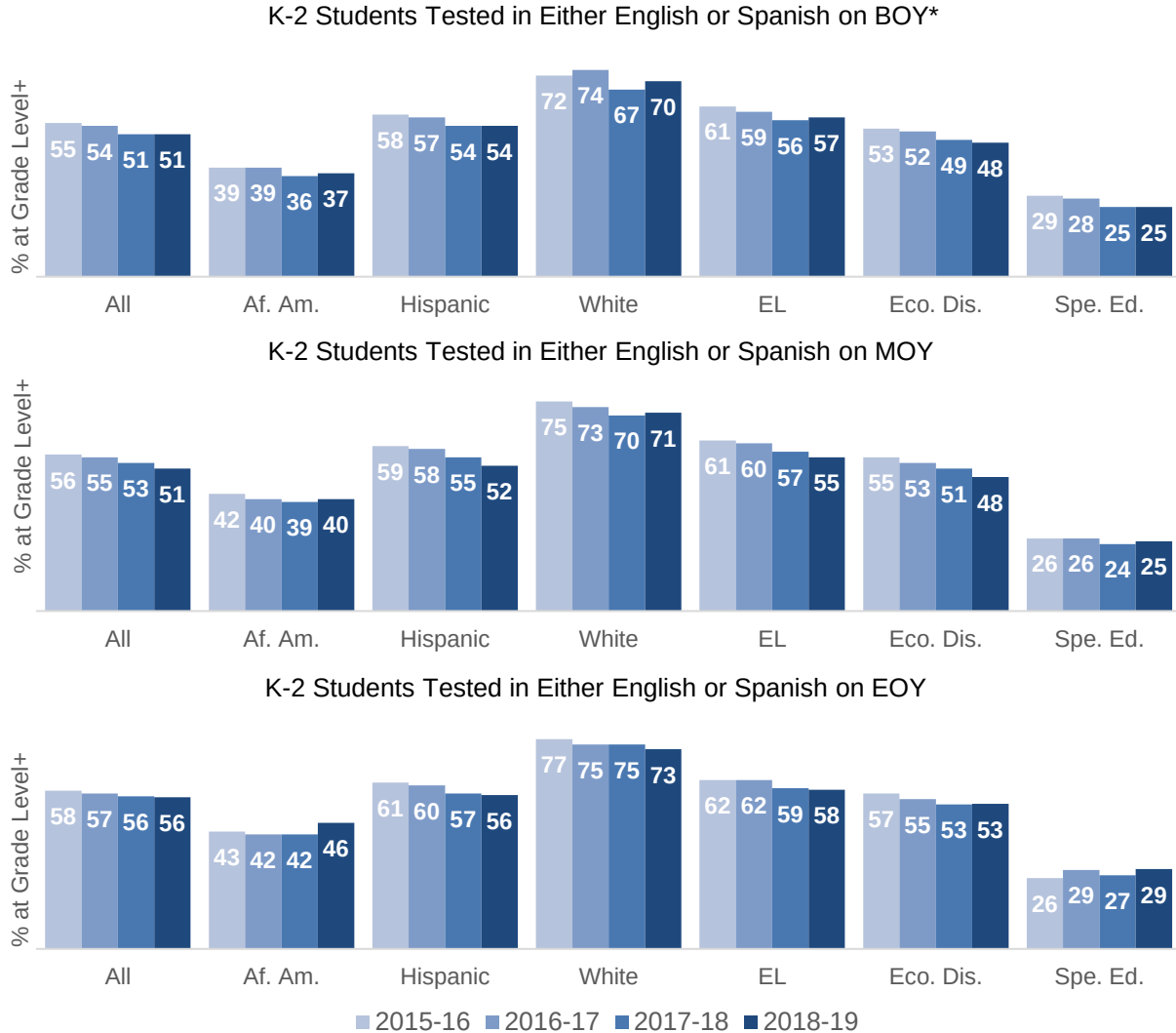
When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students at BOY, MOY, and EOY. The percentage of special education students at or above grade level was the lowest among student groups. About half of second-grade African American (54%) and Hispanic (44%) students did not score at grade level at the end of the 2018-19 school year.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. In 2018-19, the overall percentage of students at or above grade level at BOY remained the same at MOY, and then increased at EOY. When reviewed by student group, results showed positive changes from 2018-19 BOY to MOY to EOY for African American (37% to 40% to 46%, respectively) and white (70% to 71% to 73%, respectively) students. The percentages at 2018-19 EOY were higher than percentages at 2018-19 MOY for all student groups.

When 2018-19 results were compared to 2017-18 (see Figure 5), the percentages of students at or above grade level were about the same in 13 of 21 comparisons (zero to one percentage point difference), increased from 2017-18 to 2018-19 in three of 21 comparisons (range of percentage point differences: +2 to +4), and decreased in five of 21 comparisons (range of percentage point differences: -3 to -2).

When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level were about the same in one of 21 comparisons (one percentage point difference), increased from 2015-16 to 2018-19 in two of 21 comparisons (a three percentage point increase for each), and decreased in 18 of 21 comparisons (range of percentage point differences: -7 to -2). The two cases that showed increases in percentage of students at or above grade level were for African American and special education students at EOY.

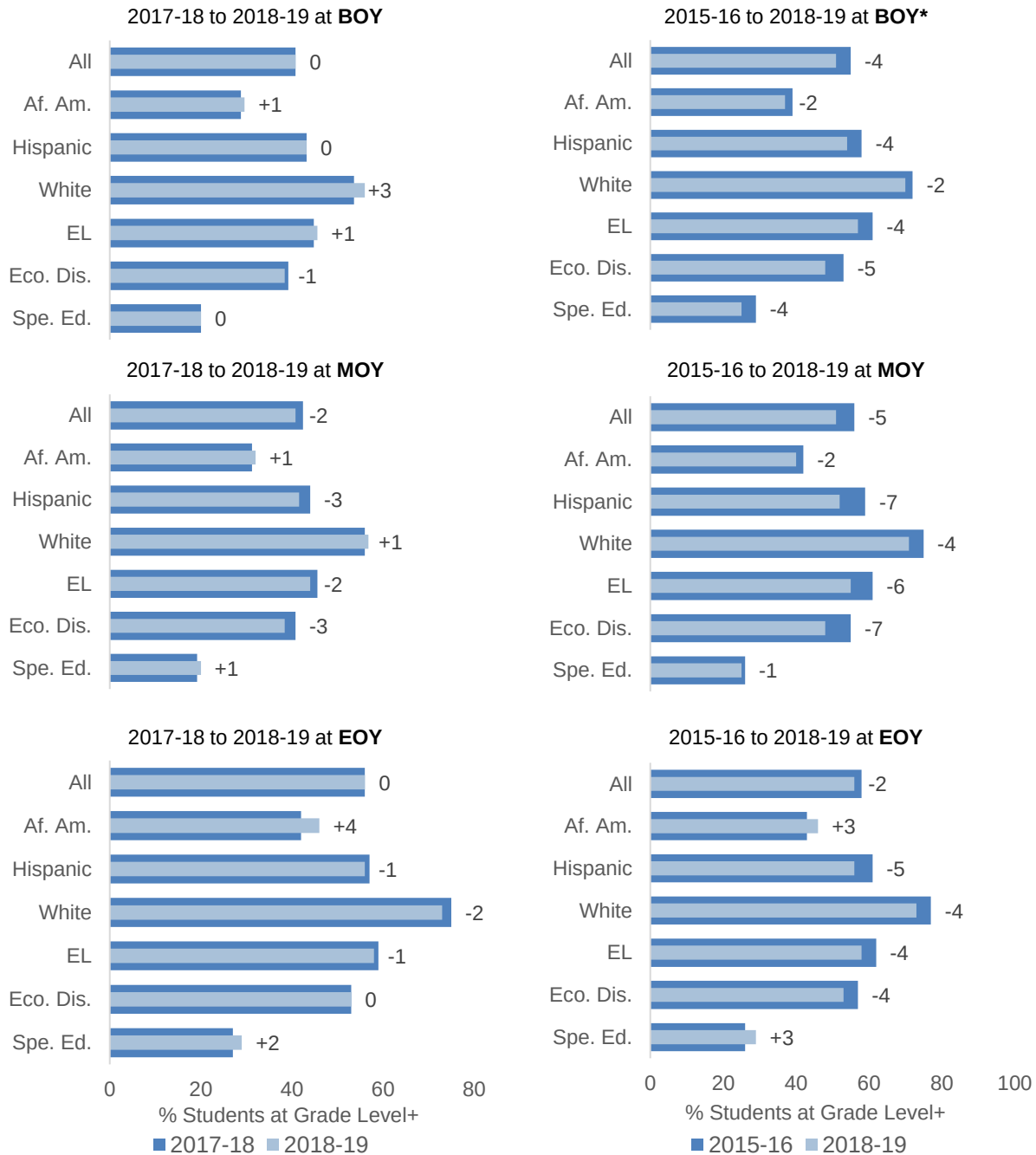
Figure 4: *ISIP* Results for K-2 Students At or Above Grade Level by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 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. K=kindergarten. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 1 for the number of students tested for each category and for results for English and Spanish administrations.

Figure 5: Percentage Point Changes for K-2 Students At or Above Grade Level on *ISIP*



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=Istation's Indicators of Progress. BOY=beginning of year. MOY=middle of year. EOY=end of year. % Students at Grade Level+ = % of students at or above grade level. K=kindergarten. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 1 for the number of students tested for each category and for results for English and Spanish administrations.

ISIP Results for Prekindergarten Students At or Above Grade Level by Student Group

As seen in Figure 6, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2018-19 ranged from 51 percent to 57 percent (57% for BOY, 51% for MOY, and 56% for EOY). Results for English and Spanish administrations are reported in Appendix B Table 2.

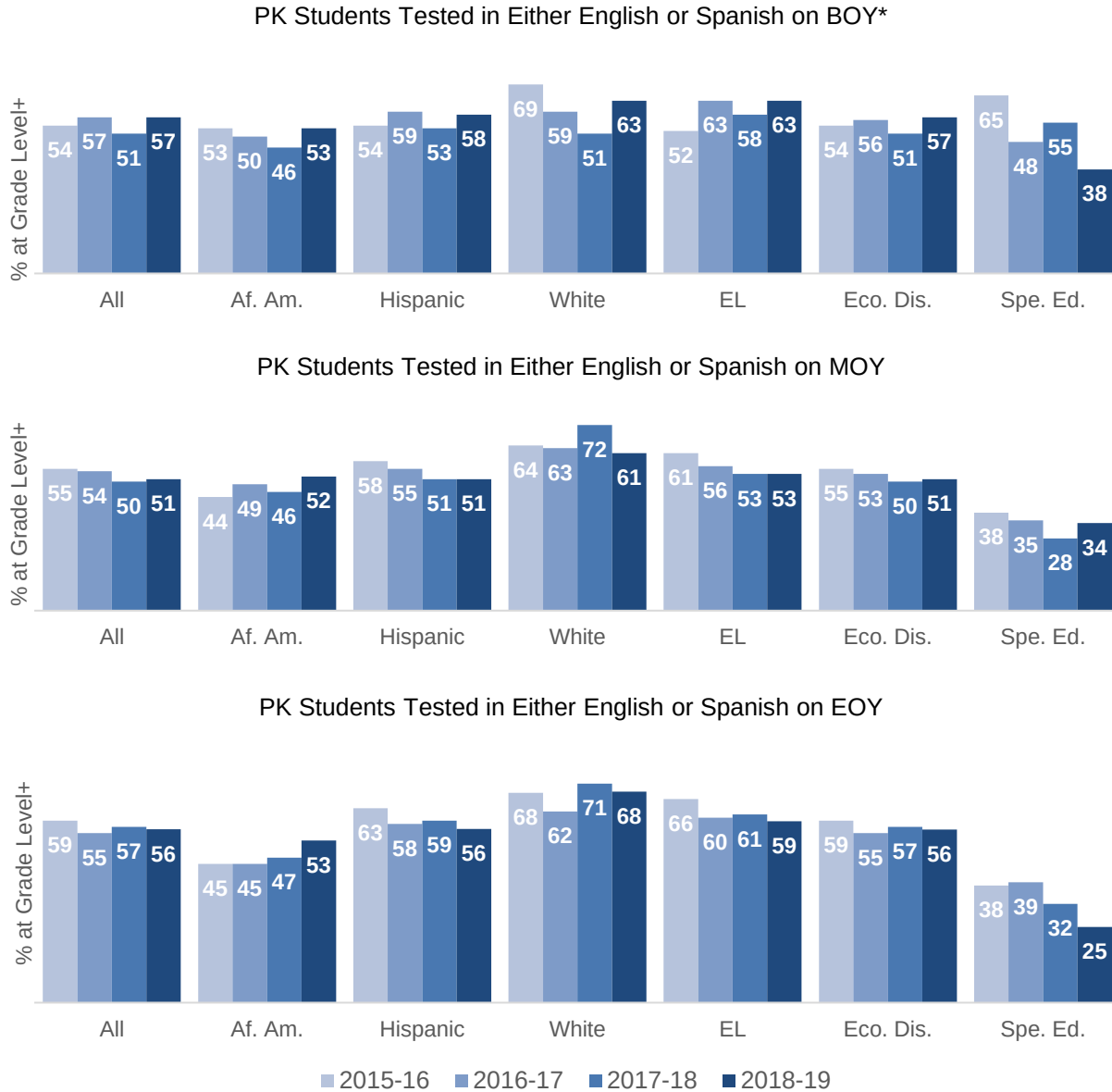
When reviewed by student group, the percentages of African American and Hispanic students at or above grade level were lower than those of white students at BOY, MOY, and EOY. The percentage of special education students at or above grade level was the lowest among student groups.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. There was no clear pattern of increase from BOY to MOY to EOY. The overall percentage of students at or above grade level dropped from BOY to MOY by six percentage points, and then increased at EOY by five percentage points. The pattern of changes (i.e., a decrease from BOY to MOY and then an increase from MOY to EOY) was consistent for all student groups except for special education students.

When 2018-19 results were compared to 2017-18 (see Figure 7), the percentages of students at or above grade level were about the same in six of 21 comparisons (zero to one percentage point difference), increased from 2017-18 to 2018-19 in nine of 21 comparisons (range of percentage point differences: +5 to +12), and decreased in six of 21 comparisons (range of percentage point differences: -17 to -2).

When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level remained the same in two of 21 comparisons, increased from 2015-16 to 2018-19 in six of 21 comparisons (range of percentage point differences: +3 to +11), and decreased in 13 of 21 comparisons (range of percentage point differences: -27 to -3).

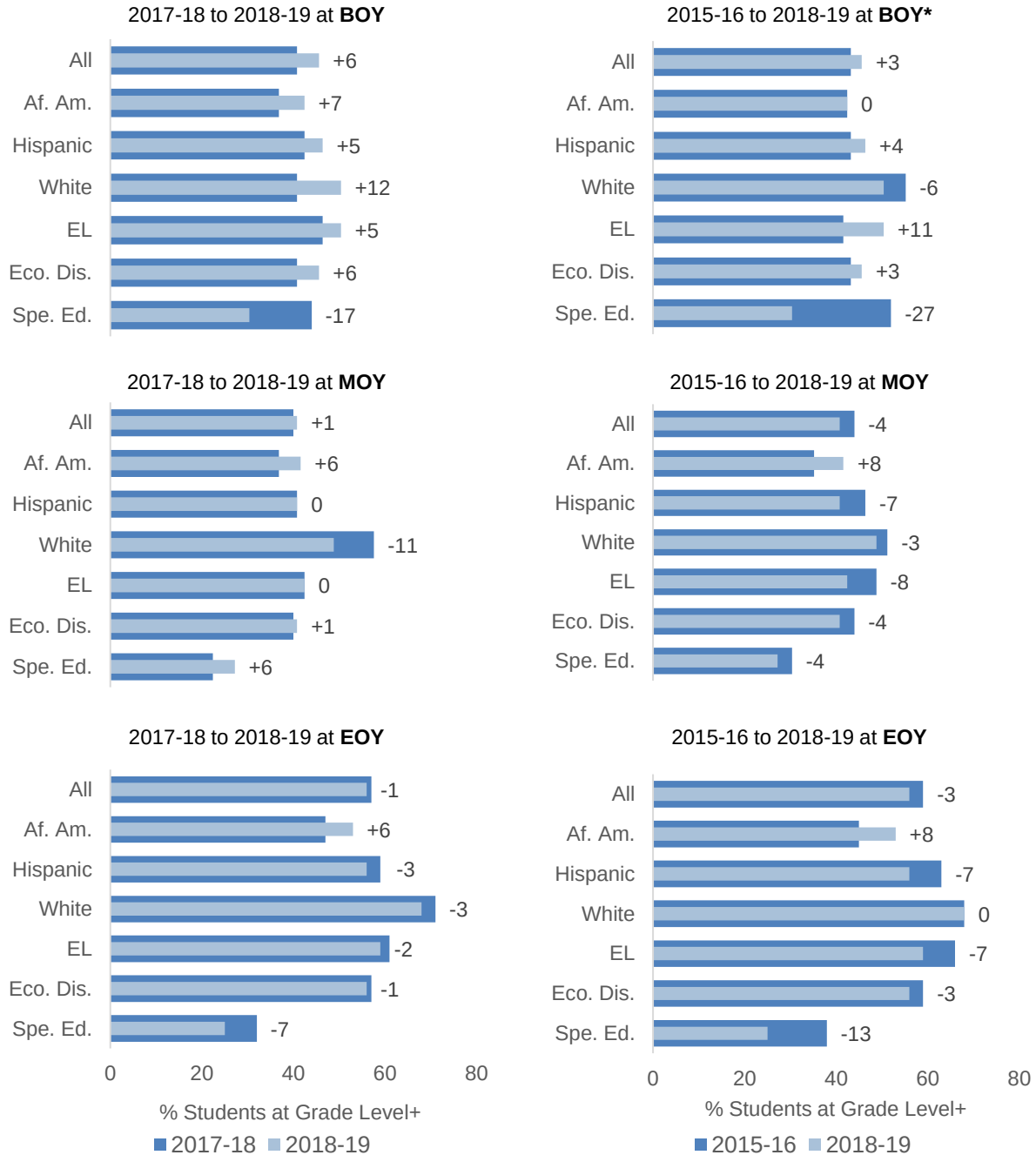
Figure 6: *ISIP* Results for Prekindergarten (PK) Students At or Above Grade Level by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 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. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 2 for the number of students tested for each category.

Figure 7: Percentage Point Changes for Prekindergarten (PK) Students At or Above Grade Level on *ISIP* by Administration and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=Istation's Indicators of Progress. BOY=beginning of year. MOY=middle of year. EOY=end of year. % Students at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 2 for the number of students tested for each category.

ISIP Results for Kindergarten Students At or Above Grade Level by Student Group

As seen in Figure 8, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2018-19 ranged from 51 percent to 57 percent (51% for BOY, 52% for MOY, and 57% for EOY). Results for English and Spanish administrations are reported in Appendix B Table 3.

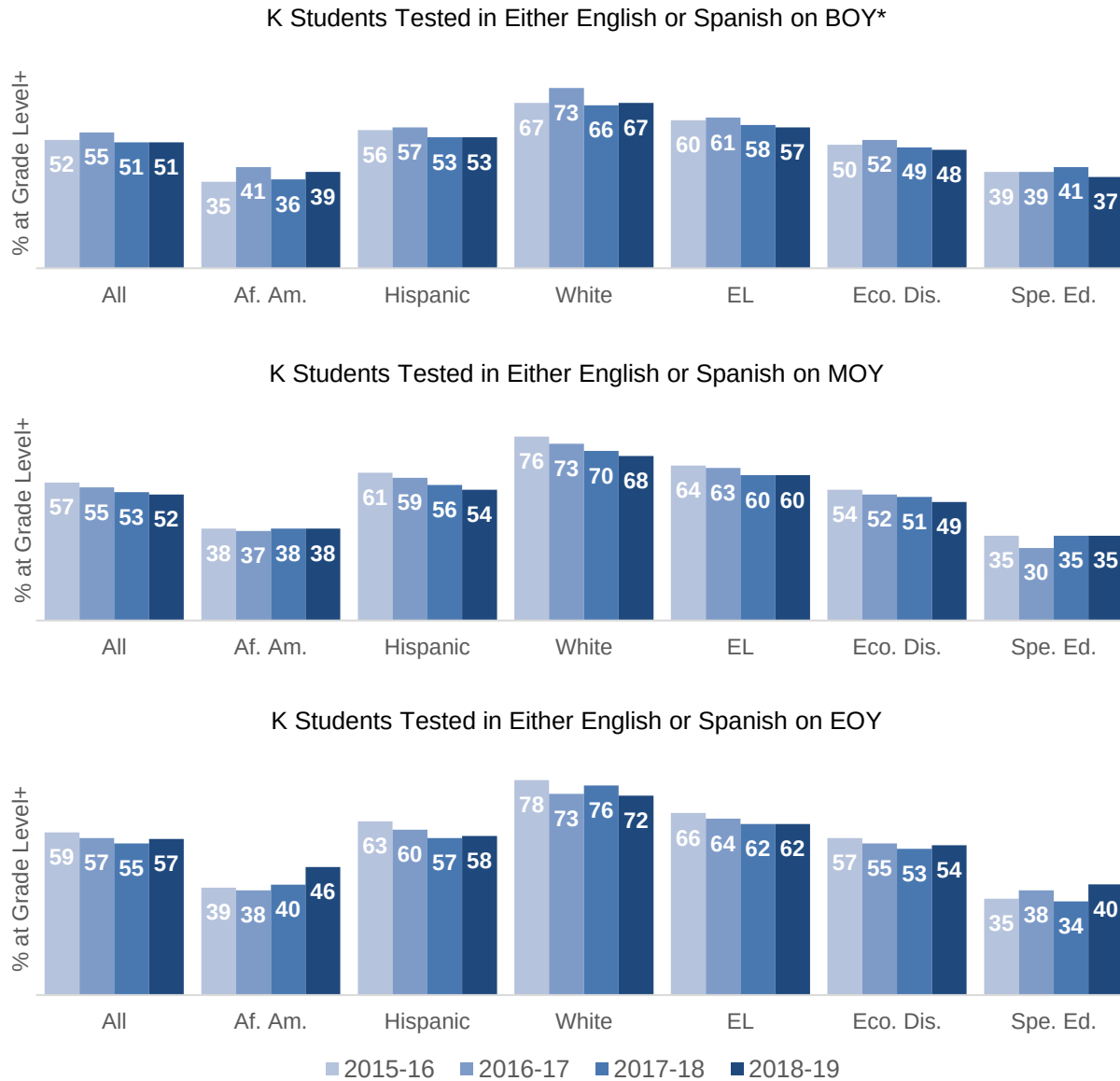
When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students across *ISIP* administrations (BOY, MOY, and EOY). The percentage of special education students at or above grade level was the lowest among student groups in 2018-19.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed positive changes from 2018-19 BOY to MOY to EOY overall and for all student groups except for African American and special education students.

When 2018-19 results were compared to 2017-18 (see Figure 9), the percentages of students at or above grade level were about the same in 12 of 21 comparisons (zero to one percentage point difference), increased from 2017-18 to 2018-19 in four of 21 comparisons (range of percentage point differences: +2 to +6), and decreased in five of 21 comparisons (range of percentage point differences: -4 to -2).

When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level were about the same in four of 21 comparisons (zero to one percentage point difference), increased from 2015-16 to 2018-19 in three of 21 comparisons (range of percentage point differences: +4 to +7), and decreased in 14 of 21 comparisons (range of percentage point differences: -8 to -2).

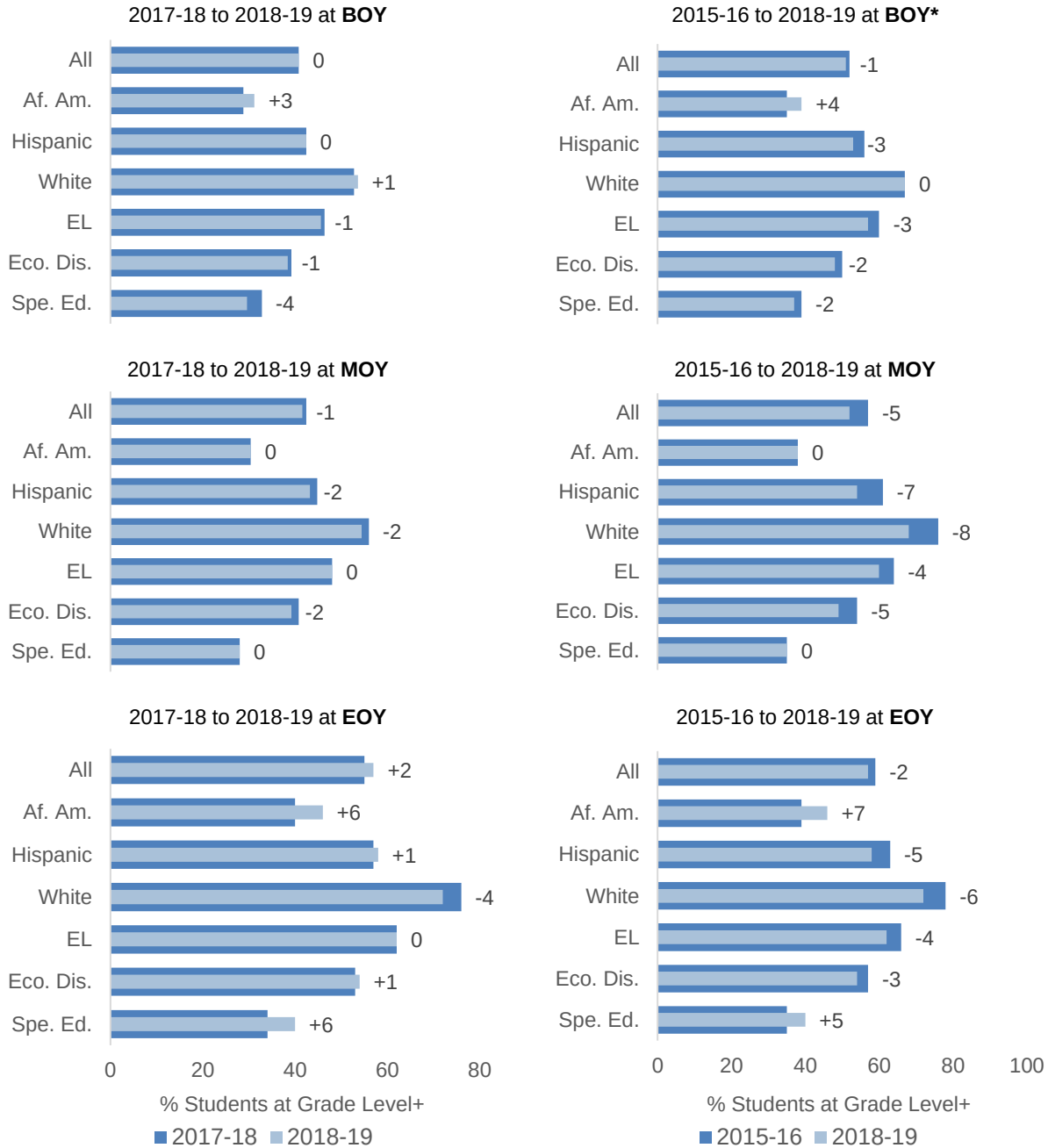
Figure 8: *ISIP* Results for Kindergarten (K) Students At or Above Grade Level by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 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. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 3 for the number of students tested for each category.

Figure 9: Percentage Point Changes for Kindergarten (K) Students At or Above Grade Level on *ISIP* by Administration and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. % Students at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 3 for the number of students tested for each category.

ISIP Results for Grade-One Students by Student Group

As seen in Figure 10, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2018-19 ranged from 48 percent to 55 percent (49% for BOY, 48% for MOY, and 55% for EOY). Results for English and Spanish administrations are reported in Appendix B Table 4.

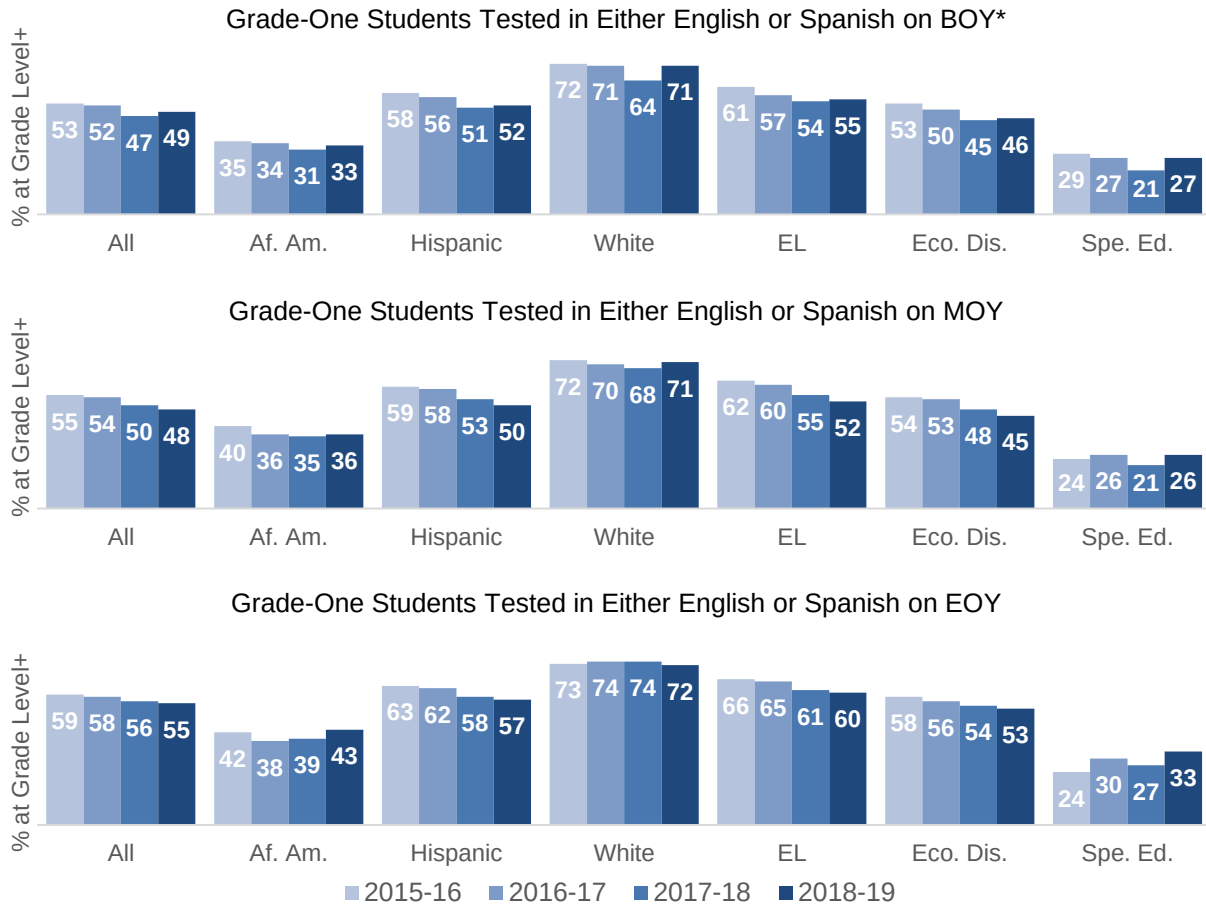
When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students across *ISIP* administrations (BOY, MOY, and EOY). The percentage of special education students at or above grade level was the lowest among student groups.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed positive changes from 2018-19 BOY to MOY to EOY for African American students (33% to 36% to 43%) but not overall or for other student groups.

When 2018-19 results were compared to 2017-18 (see Figure 11), the percentages of students at or above grade level were about the same in eight of 21 comparisons (one percentage point difference), increased from 2017-18 to 2018-19 in eight of 21 comparisons (range of percentage point differences: +2 to +7), and decreased in five of 21 comparisons (range of percentage point differences: -3 to -2).

When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level were about the same in four of 21 comparisons (one percentage point difference), increased from 2015-16 to 2018-19 in two of 21 comparisons (range of percentage point differences: +2 to +9), and decreased in 15 of 21 comparisons (range of percentage point differences: -10 to -2).

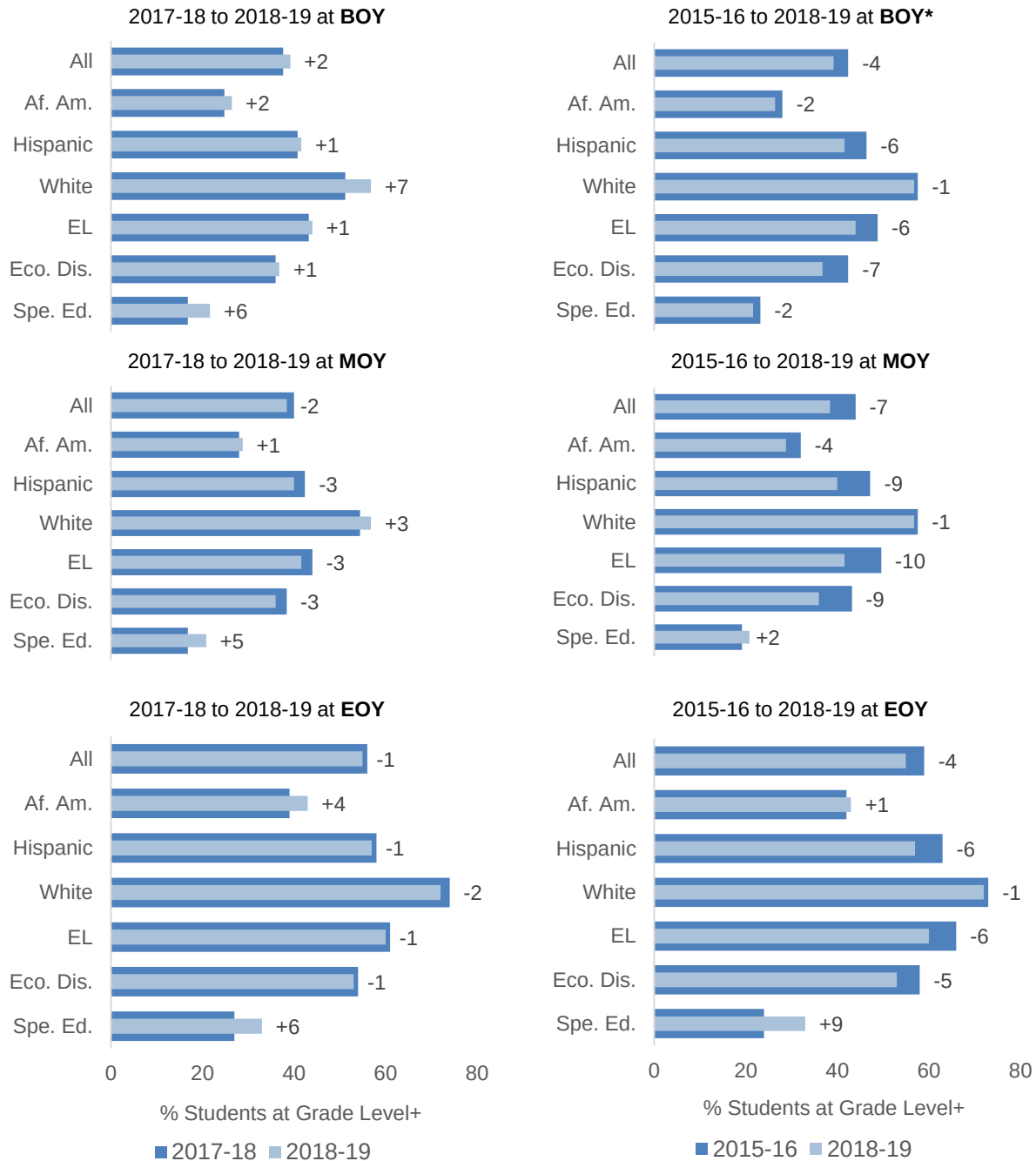
Figure 10: *ISIP* Results for Grade-One Students At or Above Grade Level by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Isation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. % at Grade Level+ = % at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 4 for the number of students tested for each category.

Figure 11: Percentage Point Changes for Grade-One Students At or Above Grade Level on *ISIP* by Administration and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. % Students at Grade Level+ = % of students at or above Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 4 for the number of students tested for each category.

ISIP Results for Grade-Two Students At or Above Grade Level by Student Group

As seen in Figure 12, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2018-19 ranged from 53 percent to 55 percent (54% for BOY, 53% for MOY, and 55% for EOY). Results for English and Spanish administrations are reported in Appendix B Table 5.

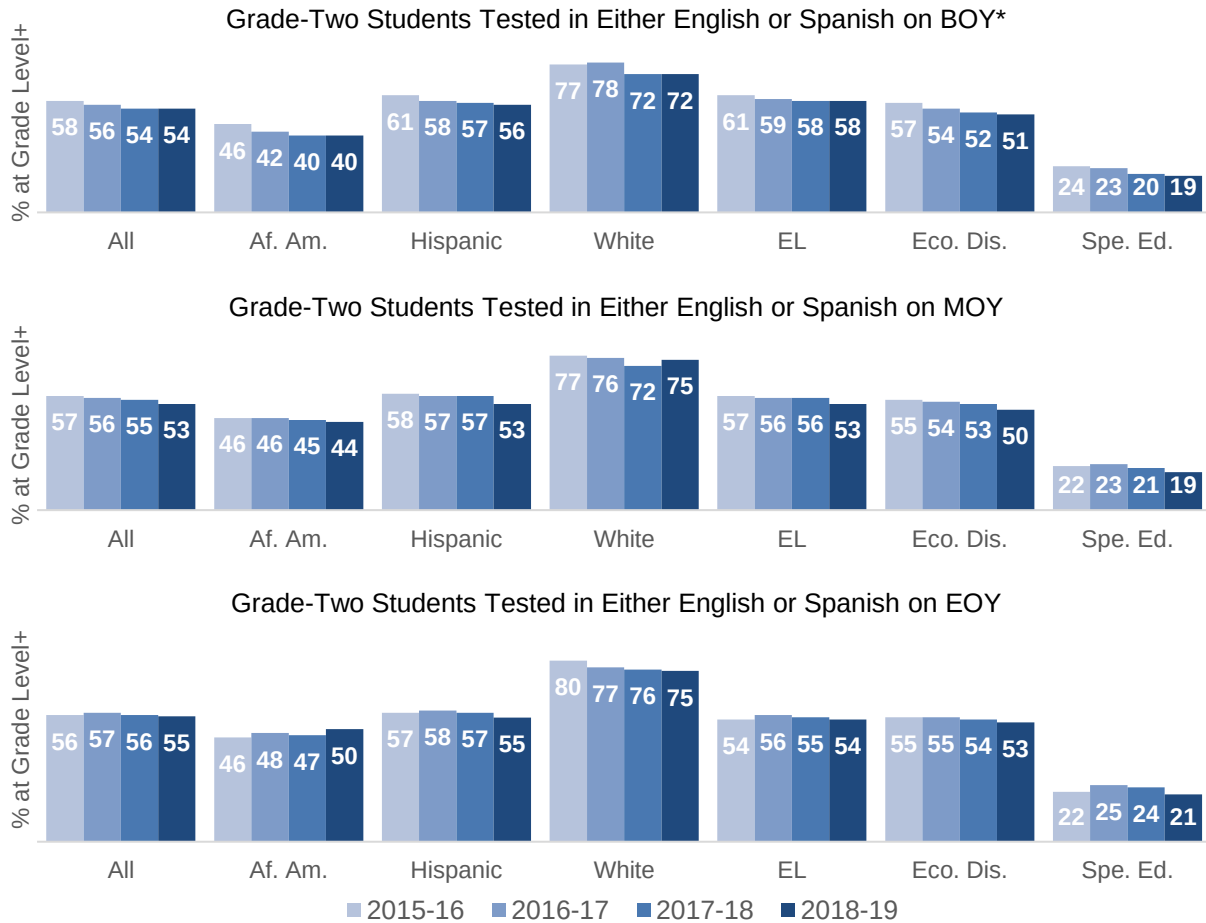
When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students across *ISIP* administrations (BOY, MOY, and EOY). The percentage of special education students at or above grade level was the lowest among student groups. Half of second-grade African American students and 45 percent of Hispanic students did not score at grade level at the end of the 2018-19 school year.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed positive changes from 2018-19 BOY to MOY to EOY for African American students (40% to 44% to 50%) but not overall or for other student groups.

When 2018-19 results were compared to 2017-18 (see Figure 13), the percentages of students at or above grade level were about the same in 12 of 21 comparisons (zero to one percentage point difference), increased from 2017-18 to 2018-19 in two of 21 comparisons (a three percentage point increase for each), and decreased in seven of 21 comparisons (range of percentage point differences: -4 to -2).

When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level were about the same in three of 21 comparisons (zero to one percentage point difference), increased from 2015-16 to 2018-19 in one of 21 comparisons (a four percentage point increase), and decreased in 17 of 21 comparisons (range of percentage point differences: -6 to -2).

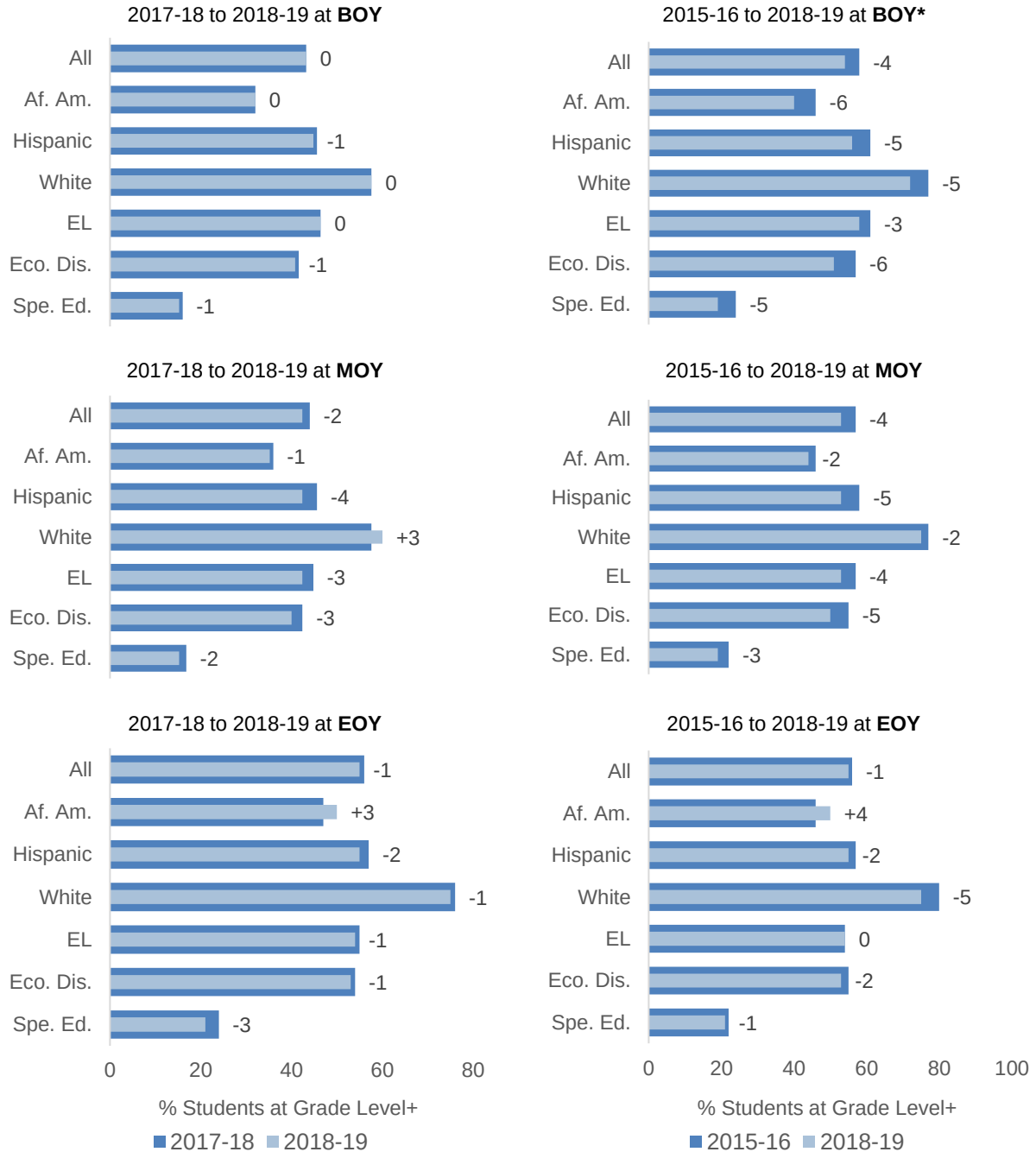
Figure 12: *ISIP* Results for Grade-Two Students At or Above Grade Level by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 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. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 5 for the number of students tested for each category.

Figure 13: Percentage Point Changes for Grade-Two Students At or Above Grade Level on *ISIP* by Administration and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. % Students at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. See Appendix B Table 5 for the number of students tested for each category.

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 grade and student group. For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. Results were reported overall and by student group for students in grades K through two. Results for grades K through two were combined and reported as well. For *TerraNova*, four years of data from 2015-16 to 2018-19 were used to examine student performance trends over the years. For *SUPERA*, Dallas ISD received updated norms for grades 1 and 2 for prior years (2016-17 and 2017-18) in June and July 2019. As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. There was no updated *SUPERA* file for 2015-16 resulting in reporting three-year data for *SUPERA* in this report. Results with the number of students tested for each category are reported in Appendix C Tables 1-3.

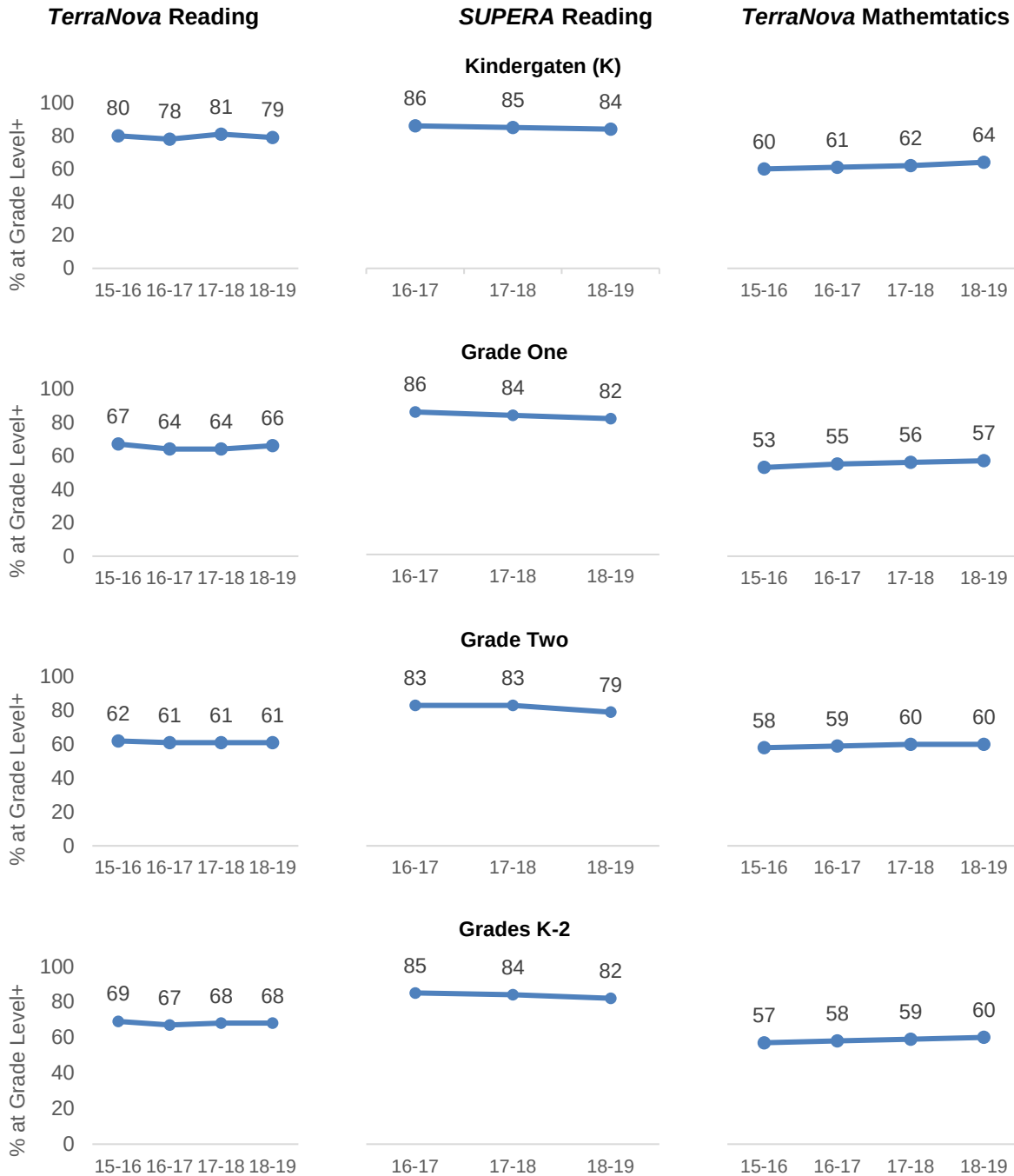
Results

Overall Percentages of K-2 Students Performing At or Above Grade Level on *TerraNova* and *SUPERA*

On the 2018-19 *TerraNova* reading exam, the overall percentage of students in grades K through two at or above grade level ranged from 61 percent to 79 percent (79% for K, 66% for grade one, 61% for grade two, and 68% for grades K-2 combined). On the 2018-19 *SUPERA* reading exam, the overall percentage of students at or above grade level ranged from 79 percent to 84 percent (84% for K, 82% for grade one, 79% for grade two, and 82% for grades K-2 combined). Thus, a sizable percentage of students in grade one, grade two, and grades K-2 combined (32% to 39%) on *TerraNova* reading performed below grade level (see Figure 14). On the 2018-19 *TerraNova* mathematics exam, the overall percentage of students in grades K through two at or above grade level ranged from 57 percent to 64 percent (64% for K, 57% for grade one, 60% for grade two, and 60% for grades K-2 combined). Thus, a notable proportion of students in grades K through two (36% to 43%) did not achieve grade level or above scores in mathematics.

For *TerraNova* and *SUPERA* reading, the percentage of students scoring at grade level decreased from K to grade one to grade two. At grade two, about half of African American students scored below grade level in reading (47%) and mathematics (52%); 39 percent of second-grade Hispanic students scored below grade level on *TerraNova* reading and mathematics, and 21 percent did so on *SUPERA* reading. K to grade 2 decreases on *TerraNova* reading and mathematics were notable for African American students (79% to 73% to 53% for reading and 61% to 49% to 48% for mathematics).

Figure 14: Overall *TerraNova* and *SUPERA* Results At or Above Grade Level by Grade and Subject



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *TerraNova*: 6/9/2016 for 2015-16, 7/19/2017 for 2016-17, 6/11/2018 for 2017-18, and 7/2/2019 for 2018-19. *SUPERA*: 7/12/2019 for 2016-17, 6/14/2019 for 2017-18, and 7/2/2019 for 2018-19.

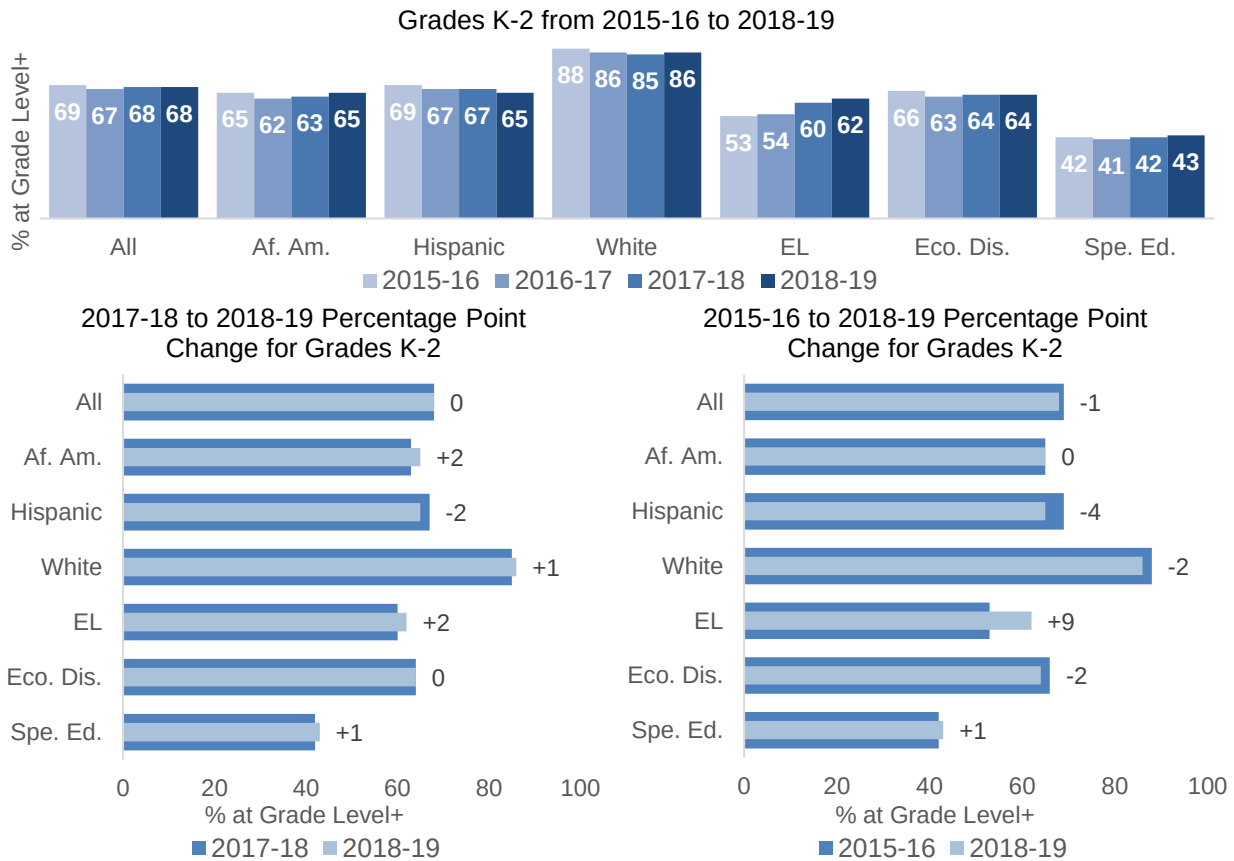
Note: % at Grade Level+ = % at or above grade level. 15-16=2015-16. 16-17=2016-17. 17-18=2017-18. 18-19=2018-19. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Tables 1-3 for the number of students tested for each category. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for previous years (2016-17 and 2017-18). As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report.

TerraNova Reading Results for K-2 Students At or Above Grade Level by Student Group

On the 2018-19 TerraNova reading exam, 68 percent of the K-2 students performed at or above grade level, which indicates 32 percent of K-2 students performed below grade level in 2018-19 (see Figure 15 and Appendix C Table 1). The percentage of African American or Hispanic students at or above grade level was lower than that of white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same overall and for white, economically disadvantaged, and special education students (zero to one percentage point difference), increased by two percentage points for African American and English learners, and decreased by two percentage points for Hispanic. When 2018-19 results were compared to 2015-16, the percentages were about the same overall and for African American and special education students (zero to one percentage point difference), increased by nine percentage points for English learners, and decreased by two percentage points or more for Hispanic, white, and economically disadvantaged students (range of percentage point differences: -4 to -2).

Figure 15: TerraNova Reading Results for K-2 Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. TerraNova: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

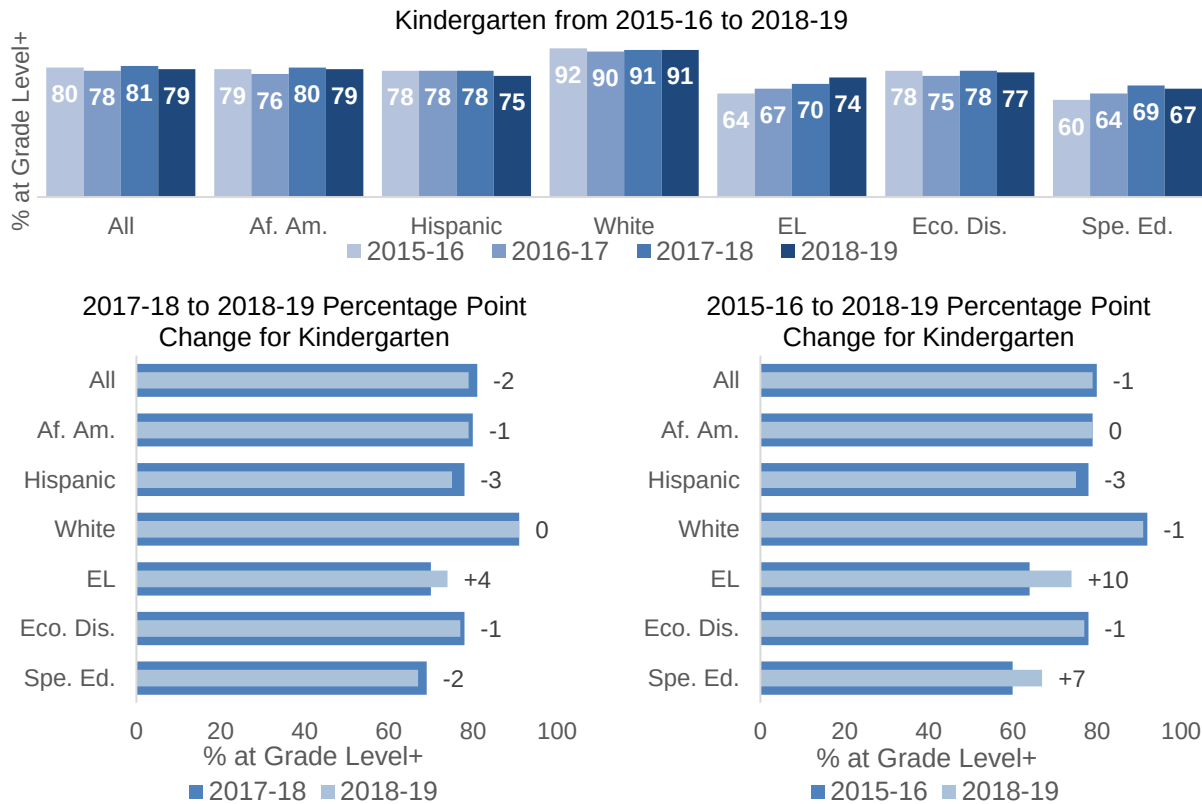
Note: K=kindergarten. % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 1 for the number of students tested for each category.

TerraNova Reading Results for K Students At or Above Grade Level by Student Group

On the 2018-19 *TerraNova* reading exam, 79 percent of the K students performed at or above grade level, which indicates 21 percent of K students performed below grade level in 2018-19 (see Figure 16 and Appendix C Table 1). The percentages of African American and Hispanic students at or above grade level were lower than those of white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same for African American, white, and economically disadvantaged students (zero to one percentage point difference), increased by four percentage points for English learners, and decreased by two percentage points or more overall and for Hispanic and special education students (range of percentage point differences: -3 to -2). When 2018-19 results were compared to 2015-16, the percentages were about the same overall and for African American, white, and economically disadvantaged students (zero to one percentage point difference), increased by seven percentage points or more for English learners and special education students (range of percentage point differences: +7 to +10), and decreased by three percentage points for Hispanic students.

Figure 16: TerraNova Reading Results for Kindergarten Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *TerraNova*: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

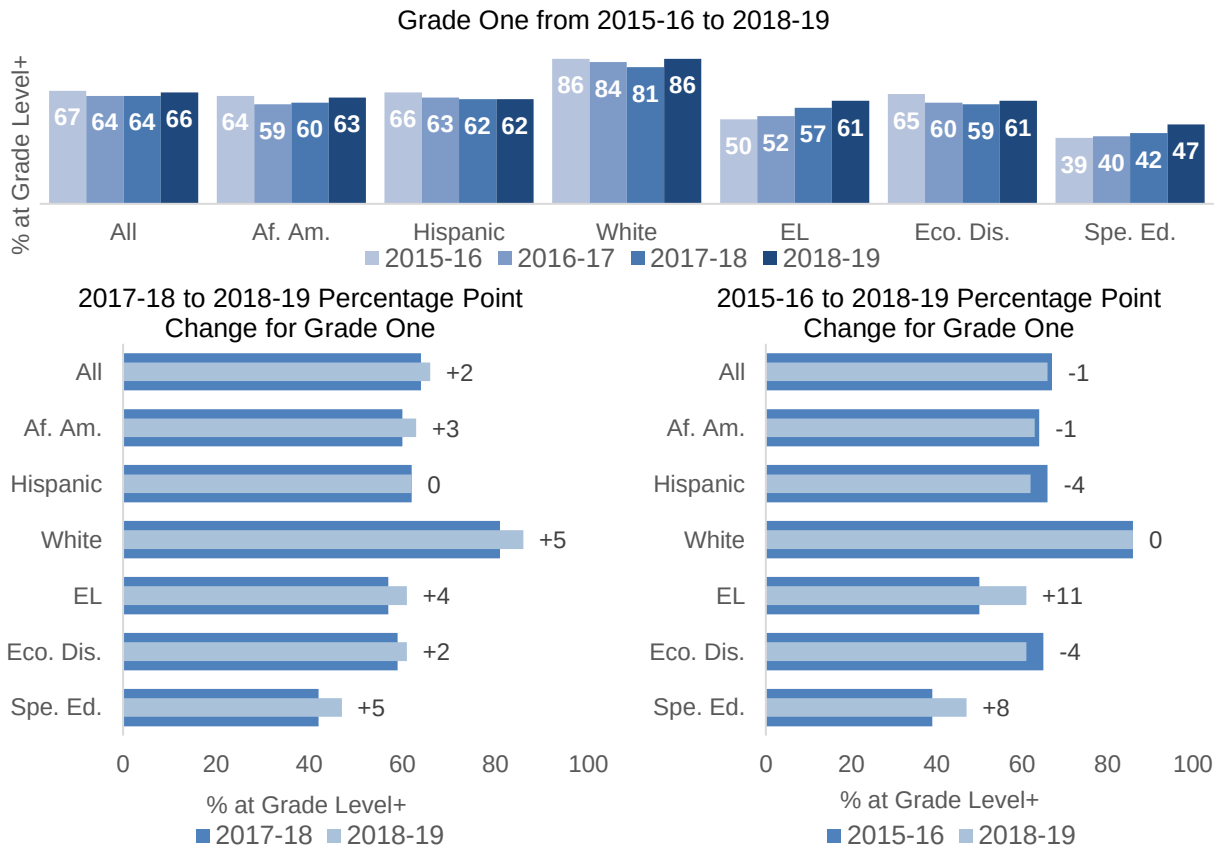
Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 1 for the number of students tested for each category.

TerraNova Reading Results for Grade-One Students At or Above Grade Level by Student Group

On the 2018-19 TerraNova reading exam, 66 percent of the grade one students performed at or above grade level, which indicates 34 percent of grade one students performed below grade level in 2018-19 (see Figure 17 and Appendix C Table 1). The percentages of African American and Hispanic students at or above grade level were lower than those of white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level increased by two percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +5) except for Hispanic (zero percentage point difference). When 2018-19 results were compared to 2015-16, the percentages were about the same overall and for African American and white students (zero to one percentage point difference), increased by eight percentage points or more for English learners and special education students (range of percentage point differences: +8 to +11), and decreased by four percentage points for Hispanic and economically disadvantaged students.

Figure 17: TerraNova Reading Results for Grade-One Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. TerraNova: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

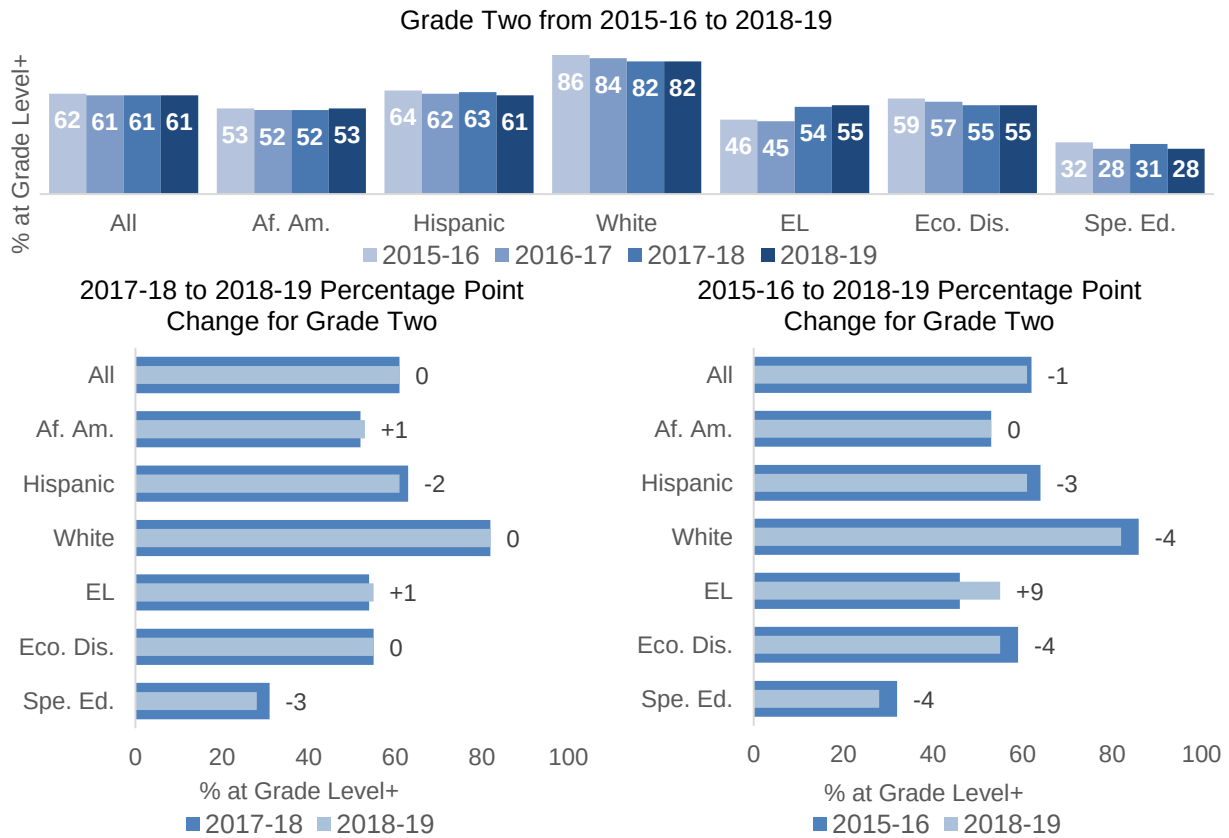
Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 1 for the number of students tested for each category.

TerraNova Reading Results for Grade-Two Students At or Above Grade Level by Student Group

On the 2018-19 TerraNova reading exam, 61 percent of the grade two students performed at or above grade level, which indicates 39 percent of grade two students performed below grade level in 2018-19 (see Figure 18 and Appendix C Table 1). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same overall and for African American, white, and economically disadvantaged students (zero to one percentage point difference), while the percentages decreased by two percentage points or more for Hispanic and special education students (range of percentage point differences: -3 to -2). When 2018-19 results were compared to 2015-16, the percentages were about the same overall and for African American students (zero to one percentage point difference), increased by nine percentage points for English learners, and decreased by three percentage points or more for Hispanic, white, economically disadvantaged, and special education students (range of percentage point differences: -4 to -3).

Figure 18: TerraNova Reading Results for Grade-Two Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. TerraNova: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

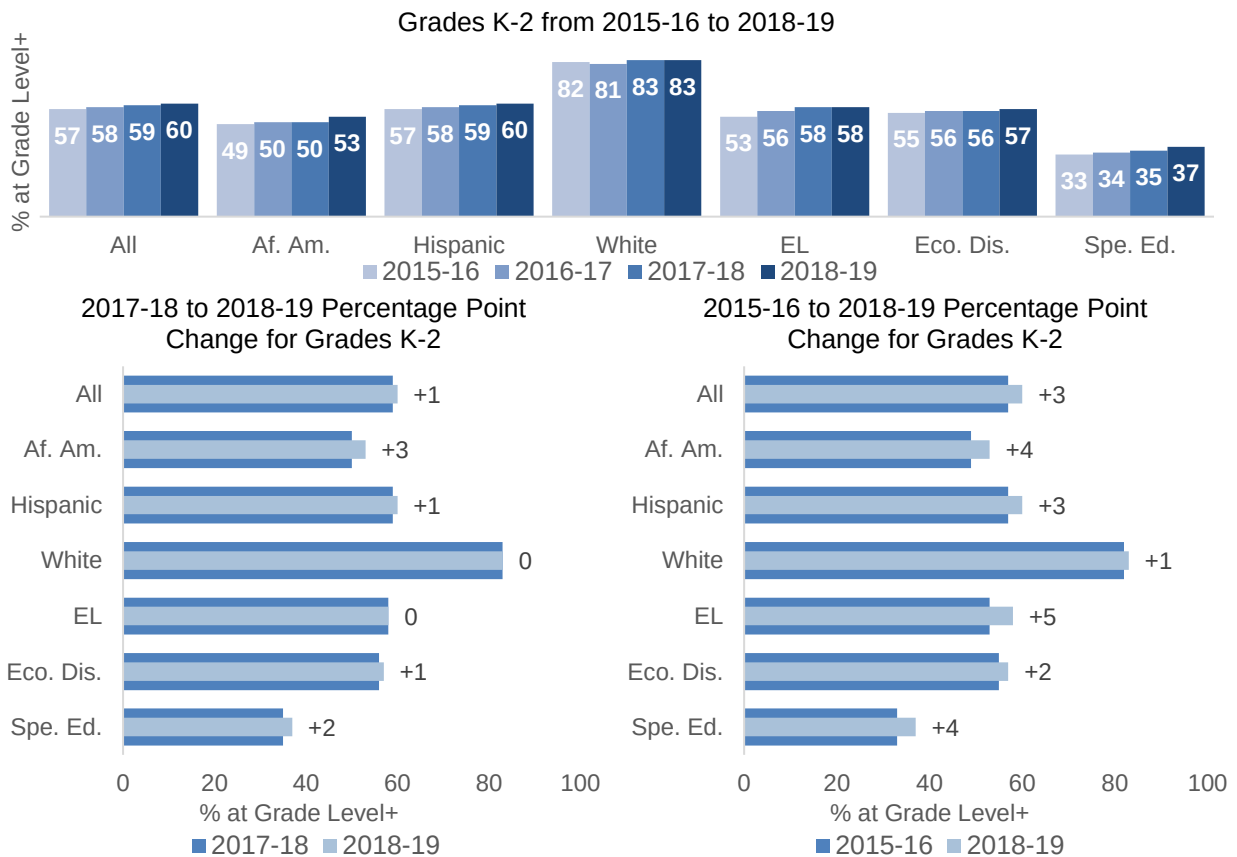
Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 1 for the number of students tested for each category.

TerraNova Mathematics Results for K-2 Students At or Above Grade Level by Student Group

On the 2018-19 *TerraNova* mathematics exam, 60 percent of the K-2 students performed at or above grade level, which indicates 40 percent of K-2 students performed below grade level in 2018-19 (see Figure 19 and Appendix C Table 2). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same overall and for all student groups (zero to one percentage point difference) except for African American and special education students. The percentages for those two groups increased by two to three percentage points from 2017-18 to 2018-19. When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level increased by two percentage points or more overall and for all student groups (range of percentage point differences: +2 to +5) except for white (one percentage point difference).

Figure 19: *TerraNova* Mathematics Results for K-2 Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *TerraNova*: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

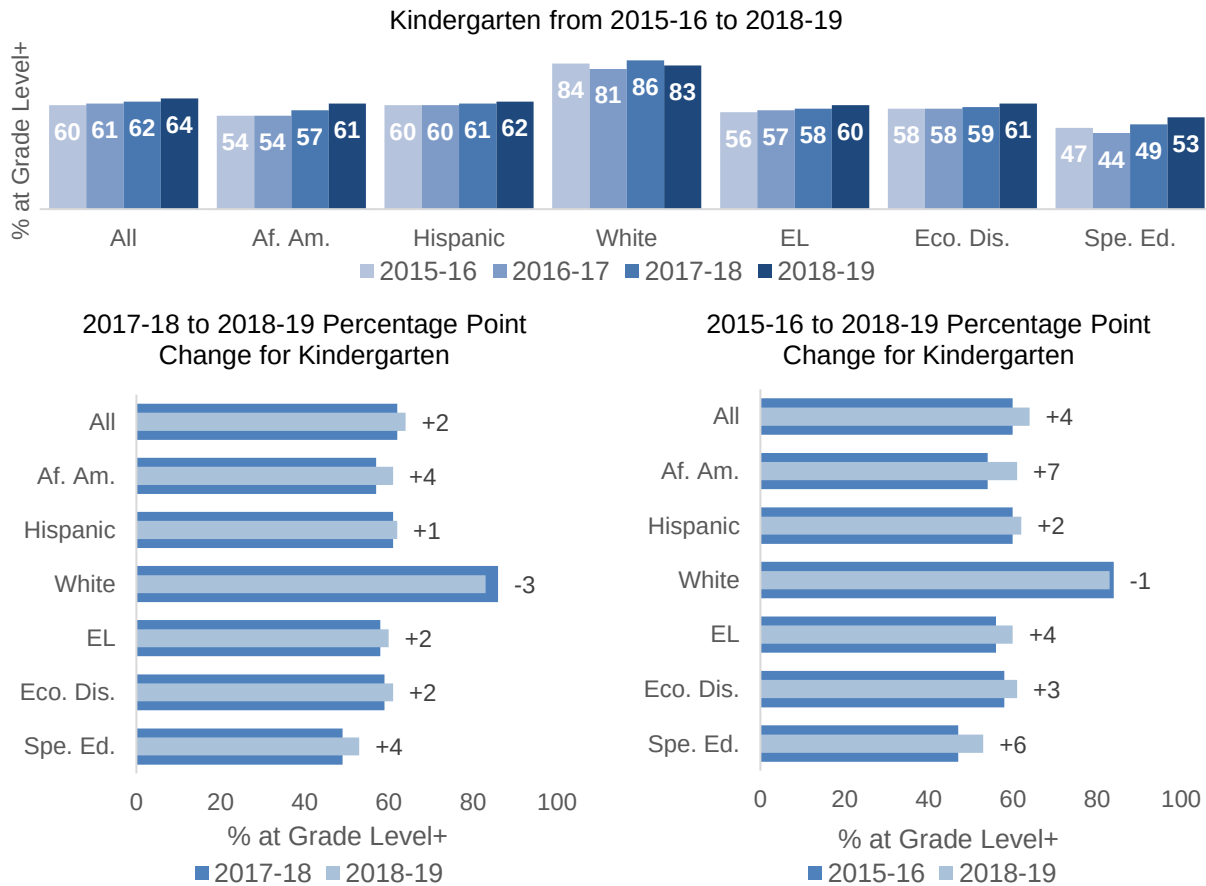
Note: K=kindergarten. % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 2 for the number of students tested for each category.

TerraNova Mathematics Results for Kindergarten Students At or Above Grade Level by Student Group

On the 2018-19 TerraNova mathematics exam, 64 percent of the K students performed at or above grade level, which indicates 36 percent of K students performed below grade level in 2018-19 (see Figure 20 and Appendix C Table 2). The percentage of African American or Hispanic students at or above grade level was lower than that of white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same for Hispanic students (one percentage point difference), decreased by three percentage points for white students, and increased by two percentage points or more overall and for the remaining student groups (range of percentage point differences: +2 to +4). When 2018-19 results were compared to 2015-16, the percentages increased by two percentage points or more overall and for all student groups (range of percentage point differences: +2 to +7) except for white (one percentage point difference).

Figure 20: TerraNova Mathematics Results for Kindergarten Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. TerraNova: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

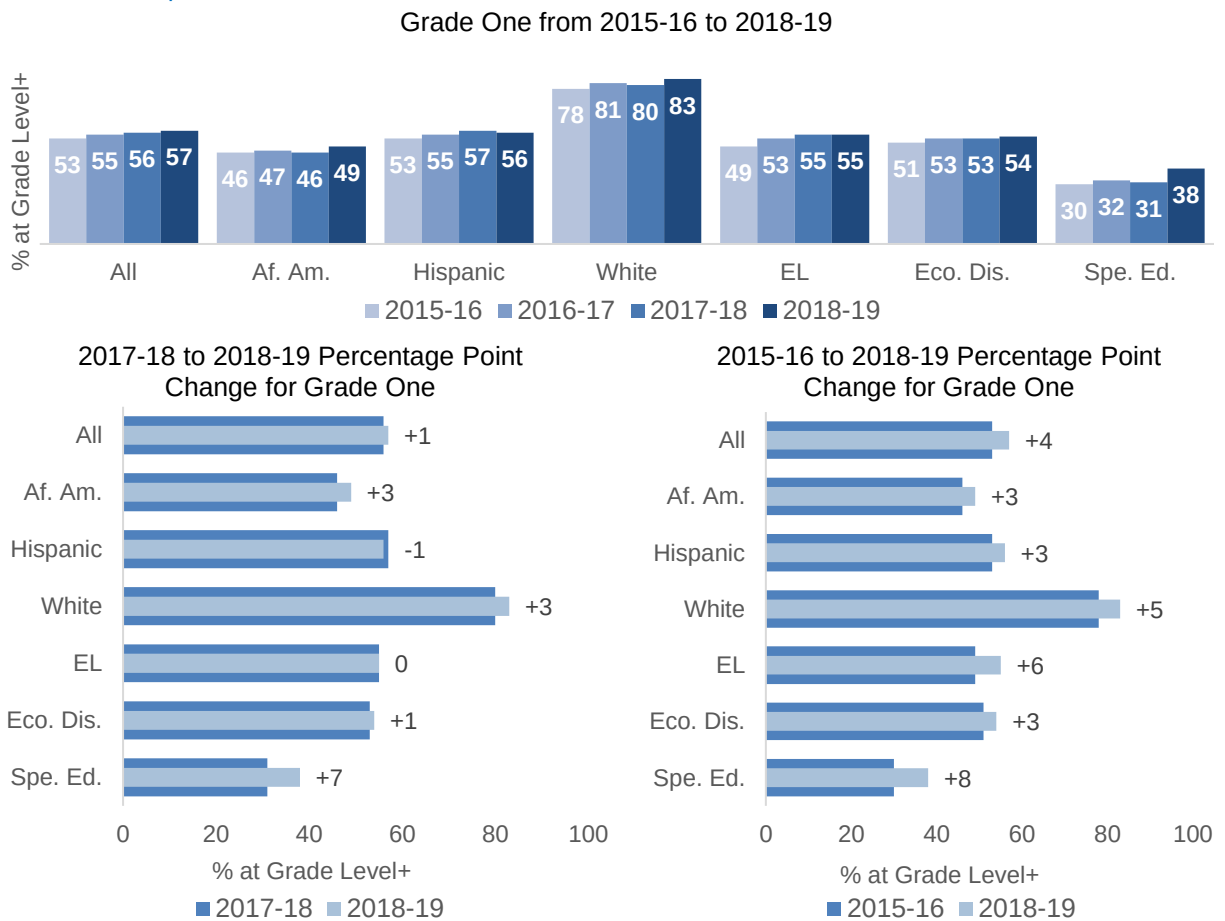
Note: K=kindergarten. % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 2 for the number of students tested for each category.

TerraNova Mathematics Results for Grade-One Students At or Above Grade Level by Student Group

On the 2018-19 TerraNova mathematics exam, 57 percent of the grade one students performed at or above grade level, which indicates 43 percent of grade one students performed below grade level in 2018-19 (see Figure 21 and Appendix C Table 2). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same overall and for Hispanic, English learners, and economically disadvantaged students (zero to one percentage point difference), while the percentages increased by three percentage points or more for African American, white, and special education students (range of percentage point differences: +3 to +7). When 2018-19 results were compared to 2015-16, the percentages increased by three percentage points or more overall and for all student groups (range of percentage point differences: +3 to +8).

Figure 21: TerraNova Mathematics Results for Grade-One Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. TerraNova: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

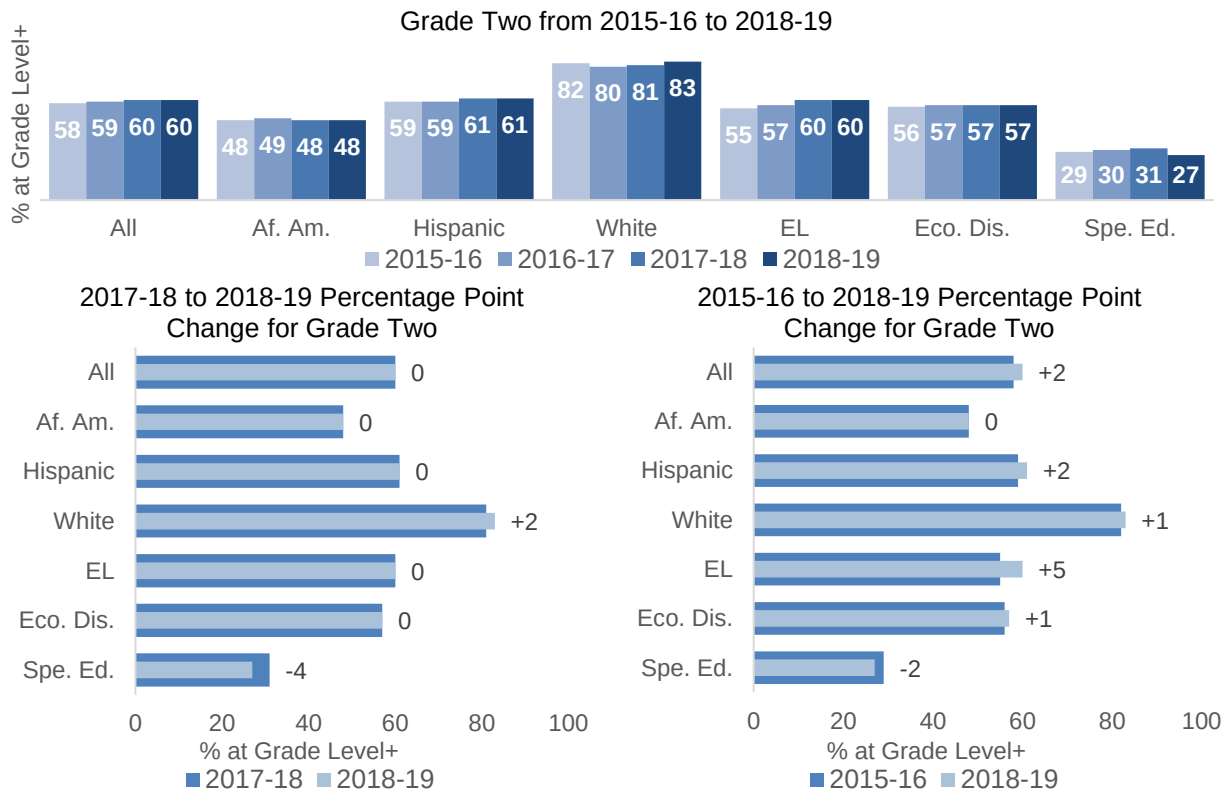
Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 2 for the number of students tested for each category.

TerraNova Mathematics Results for Grade-Two Students At or Above Grade Level by Student Group

On the 2018-19 *TerraNova* mathematics exam, 60 percent of the grade two students performed at or above grade level, which indicates 40 percent of grade two students performed below grade level in 2018-19 (see Figure 22 and Appendix C Table 2). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same overall and for African American, Hispanic, English learners, and economically disadvantaged students (zero percentage point difference), increased by two percentage points for white students, and decreased by four percentage points for special education students. When 2018-19 results were compared to 2015-16, the percentages of students at or above grade level were about the same for African American, white, and economically disadvantaged students (zero to one percentage point difference), increased by two percentage points or more overall and for Hispanic and English learners (range of percentage point differences: +2 to +5), and decreased by two percentage points for special education students.

Figure 22: *TerraNova* Mathematics Results for Grade-Two Students At or Above Grade Level by Student Group



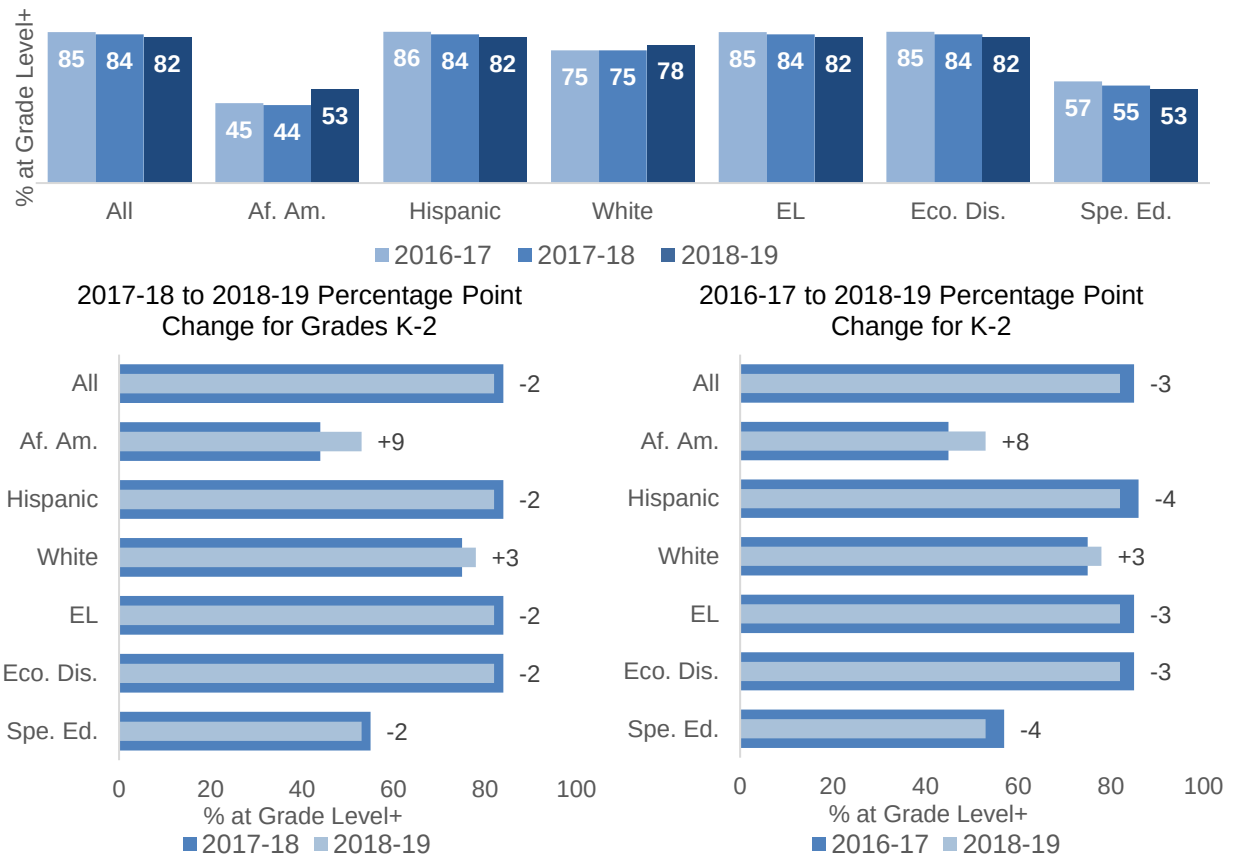
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *TerraNova*: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 2 for the number of students tested for each category.

SUPERA Reading Results for K-2 Students At or Above Grade Level by Student Group

On the 2018-19 *SUPERA* reading exam, 82 percent of the K-2 students performed at or above grade level (see Figure 23 and Appendix C Table 3).⁹ When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level increased by three percentage points or more from 2017-18 to 2018-19 for African American and white students (range of percentage point differences: +3 to +9), while the percentages decreased by two percentage points overall and for other student groups. When 2018-19 results were compared to 2016-17, the percentages of students at or above grade level increased by three percentage points or more from 2016-17 to 2018-19 for African American and white students (range of percentage point differences: +3 to +8), while the percentages decreased by three percentage points or more overall and for other student groups (range of percentage point differences: -4 to -3).

Figure 23: *SUPERA* Reading Results for K-2 Students At or Above Grade Level by Student Group
Grades K-2 at Grade Level+ from 2016-17 to 2018-19



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *SUPERA*: 7/12/2019 for 2016-17, 6/14/2019 for 2017-18, and 7/2/2019 for 2018-19.

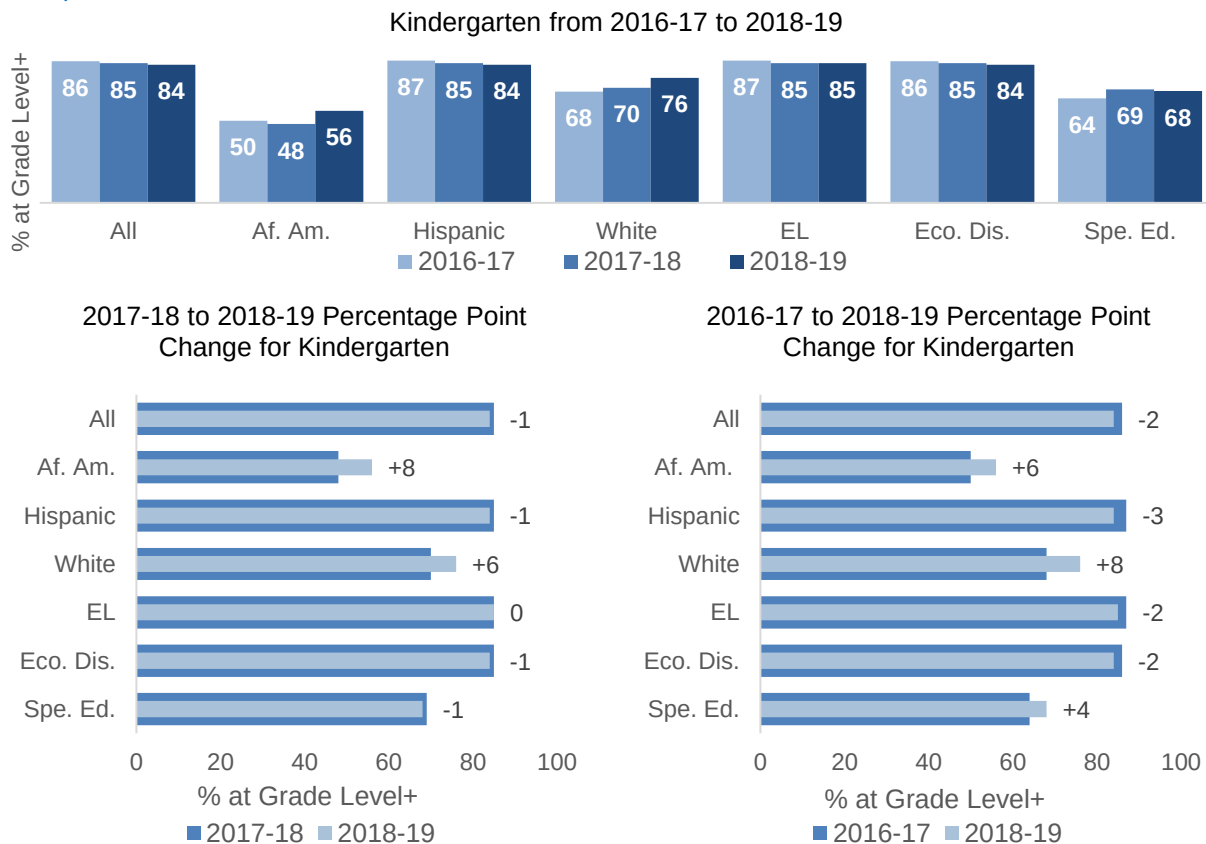
Note: K=kindergarten. % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. See Appendix C Table 3 for the number of students tested for each category. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for previous years (2016-17 and 2017-18). As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report.

⁹ When reviewed by ethnicity, most students tested (97% to 98% across school years) were Hispanic; results for African American and white students were displayed for information purposes only.

SUPERA Reading Results for K Students At or Above Grade Level by Student Group

On the 2018-19 *SUPERA* reading exam, 84 percent of the K students performed at or above grade level (see Figure 24 and Appendix C Table 3).¹⁰ When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same overall and for Hispanic, English learners, economically disadvantaged, and special education students (zero to one percentage point difference), while the percentages increased more than five percentage points for African American and white students (range of percentage point differences: +6 to +8). When 2018-19 results were compared to 2016-17, the percentages increased more than four percentage points for African American, white, and special education students (range of percentage point differences: +4 to +8), while the percentages decreased by two percentage points or more overall and for Hispanic, English learners, and economically disadvantaged students (range of percentage point differences: -3 to -2).

Figure 24: *SUPERA* Reading Results for Kindergarten Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *SUPERA*: 7/12/2019 for 2016-17, 6/14/2019 for 2017-18, and 7/2/2019 for 2018-19.

Note: K=kindergarten. % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for previous years (2016-17 and 2017-18). As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. See Appendix C Table 3 for the number of students tested for each category.

¹⁰ When reviewed by ethnicity, most students tested (96% to 98% across school years) were Hispanic; results for African American and white students were displayed for information purposes only.

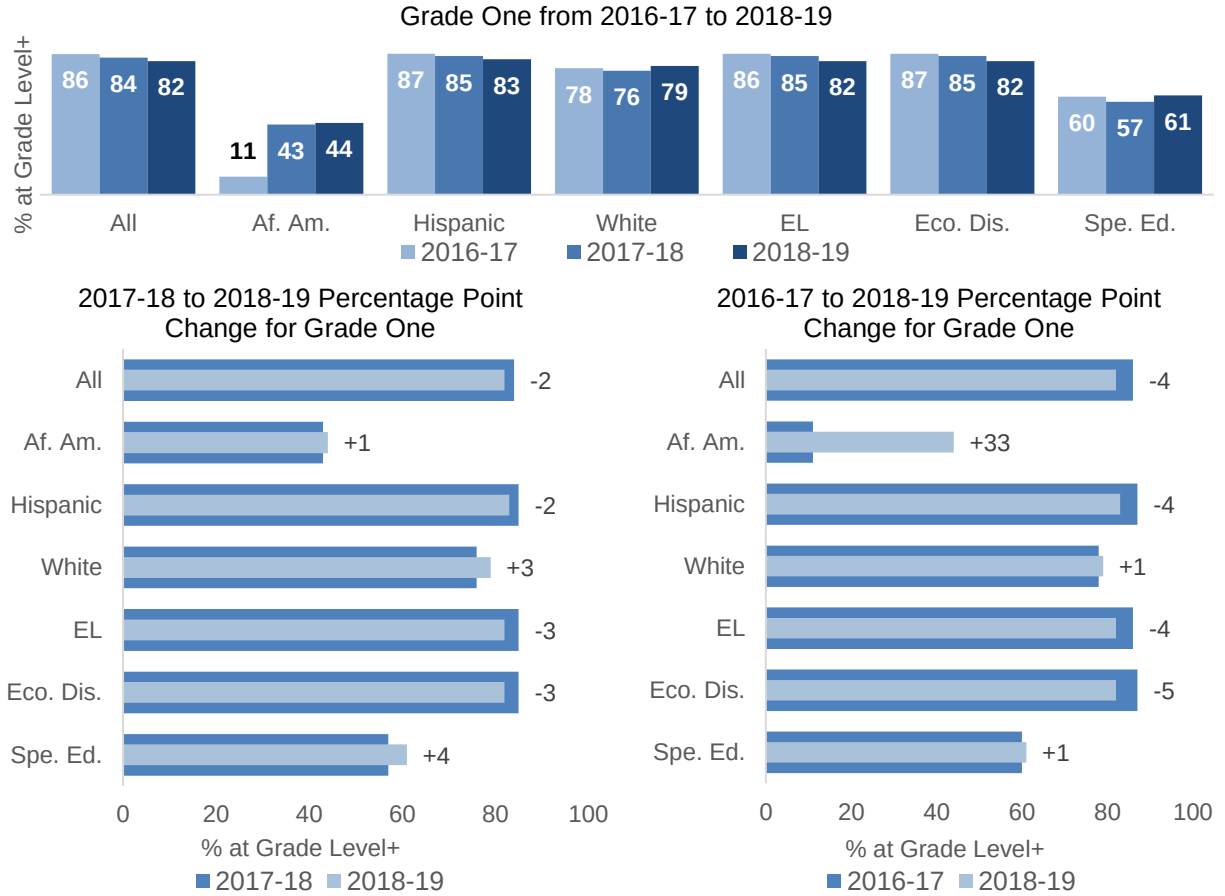
***SUPERA* Reading Results for Grade-One Students At or Above Grade Level by Student Group**

On the 2018-19 *SUPERA* reading exam, 82 percent of the grade-one students performed at or above grade level (see Figure 25 and Appendix C Table 3).¹¹ When 2018-19 results were compared to 2017-18, the percentages of students at or above grade level were about the same for African American students (one percentage point difference), increased by three percentage points or more for white and special education students (range of percentage point differences: +3 to +4), and decreased by two percentage points or more overall and for Hispanic, English learners, and economically disadvantaged students (range of percentage point differences: -3 to -2). When 2018-19 results were compared to 2016-17, the percentages were about the same for white and special education students (one percentage point difference), increased by thirty-three percentage points for African American students,¹² and decreased by four percentage points or more overall and for Hispanic, English learners, and economically disadvantaged students (range of percentage point differences: -5 to -4).

¹¹ When reviewed by ethnicity, most students tested (97% to 99% across school years) were Hispanic; results for African American and white students were displayed for information purposes only.

¹² This change should be reviewed with caution due to the small number of African American students tested in 2016-17 (nine students) and 2018-19 (nine students).

Figure 25: *SUPERA* Reading Results for Grade-One Students At or Above Grade Level by Student Group



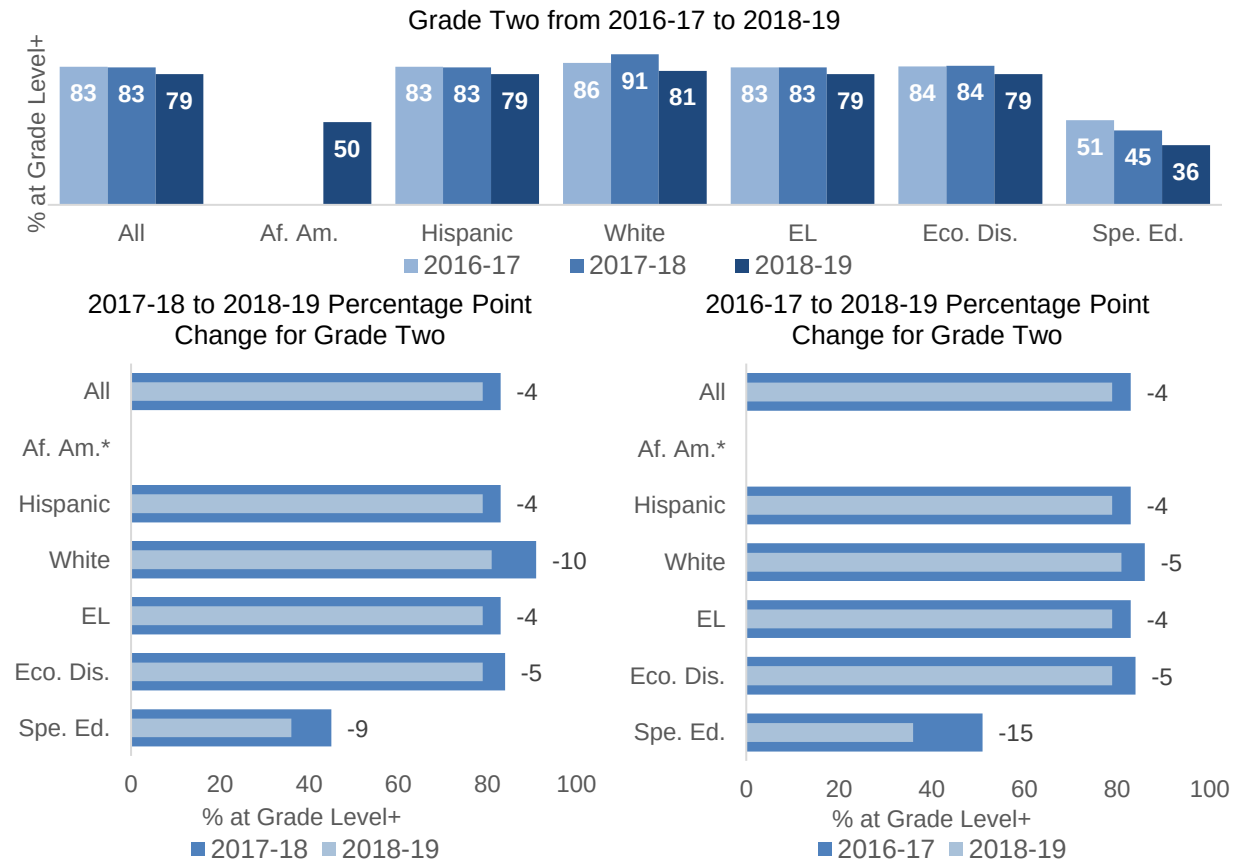
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *SUPERA*: 7/12/2019 for 2016-17, 6/14/2019 for 2017-18, and 7/2/2019 for 2018-19.

Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for previous years (2016-17 and 2017-18). As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. See Appendix C Table 3 for the number of students tested for each category.

SUPERA Reading Results for Grade-Two Students At or Above Grade Level by Student Group

On the 2018-19 *SUPERA* reading exam, 79 percent of the grade two students performed at or above grade level (see Figure 26 and Appendix C Table 3).¹³ When percentage point changes were reviewed for one-year change (from 2017-18 to 2018-19) and two-year change (from 2016-17 to 2018-19), the percentages of students at or above grade level decreased by four percentage points or more overall and for all student groups both from 2017-18 to 2018-19 (range of percentage point differences: -10 to -4) and from 2016-17 to 2018-19 (range of percentage point differences: -15 to -4). Due to the small number of African American students tested in 2016-17 and 2017-18, the percentage point changes were not calculated for African American students.

Figure 26: *SUPERA* Reading Results for Grade-Two Students At or Above Grade Level by Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *SUPERA*: 7/12/2019 for 2016-17, 6/14/2019 for 2017-18, and 7/2/2019 for 2018-19.

Note: % at Grade Level+ = % of students at or above grade level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Scores were considered at or above grade level if they were at or above the 40th percentile. *Due to the small number (less than five students) of African American students tested in 2016-17 and 2017-18, the percentage point changes were not calculated for African American students. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for previous years (2016-17 and 2017-18). As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. See Appendix C Table 3 for the number of students tested for each category.

¹³ When reviewed by ethnicity, most students tested (99% across school years) were Hispanic; results for African American and white students were displayed for information purposes only. Results for African American students in 2016-17 and 2017-18 were not displayed in Figure 26 because there were less than five students tested.

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 through eight overall and by student group 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 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-Advanced Placement (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.¹⁴

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, four years of data from 2015-16 to 2018-19 were used for the Approaches+ standard, while eight years of data from 2011-12 to 2018-19 were used for the Meets+ and Masters standards. This section was limited to results from 2015-16 to 2018-19. Results from 2011-12 to 2014-15 were reported in Appendix D.

For each subject of STAAR 3-8, all test administrations through May data were used to determine the overall percentage of students who achieved STAAR performance standards. Beginning with 2014-15, all test administrations through May data included STAAR *Alternate 2* results for the Approaches+ and Masters standards.¹⁵ 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

¹⁴ <https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/148/October%2012%202017/Calculator%20policy%20for%20STAAR%20Testing.pdf>

¹⁵ 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.

failure to meet the Approaches Grade Level standard on either STAAR subject can result in grade retention.¹⁶

For grade six in 2018-19, STAAR data were analyzed separately for students housed at elementary and middle school campuses to examine whether there were any differences in the percentage of students that met the STAAR performance standards. Grade-six students at a multi-level campus (grades K through eight)¹⁷ were reported for information purposes only because three of four multi-level campuses were magnet schools. Crosstab analyses were used to determine differences in STAAR performance among the three groups of grade-six students overall and by student group.

Finally, STAAR results for Dallas ISD were compared with those for the state and other large urban school districts in Texas. STAAR results were obtained from the Texas Assessment Management System (TAMS) website. Results included spring (first administration) data for each year. All information was based on the STAAR version and did not include STAAR Alternate 2. Crosstab analyses were used to compare STAAR performance among large urban school districts and the state during the last three years from 2016-17 to 2018-19. Results were reported in Appendix F.

Results

Overall STAAR 3-8 Combined Results at Approaches+, Meets+, and Masters

In 2018-19, the overall percentage of students that met the performance standards on STAAR subtests ranged from 62 percent (social studies) to 78 percent (mathematics) at Approaches+, 27 percent (social studies) to 45 percent (mathematics) at Meets+, and 13 percent (writing) to 21 percent (reading and mathematics) at Masters (see Figure 27 and Appendix D Tables 1-25). Results showed the general pattern of increase from 2015-16 to 2016-17 to 2017-18 to 2018-19 for reading, mathematics, and science at Approaches+, Meets+, and Masters and for social studies at Approaches+.

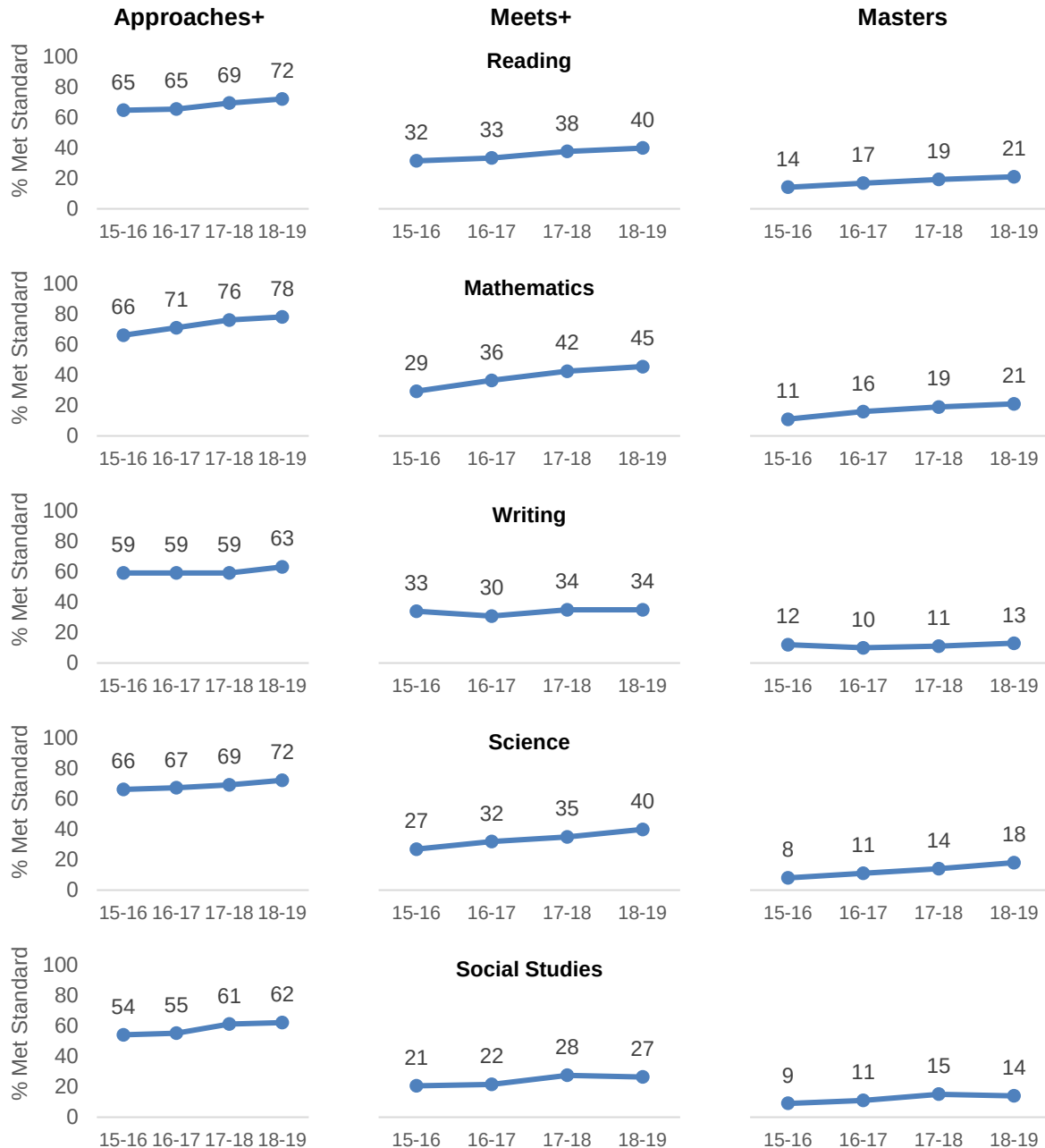
For reading and mathematics, percentages at Approaches+ and Meets+ were lower for grades 6-8 combined than for grades 3-5 combined. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.

Appendix F Tables 1 to 5 show STAAR 3-8 results for Dallas ISD, other large urban districts, and the state by subject, grade, school year, and performance standard from 2016-17 to 2018-19. In 2018-19, across subjects and grade levels, the percentages of Dallas ISD students that met the performance standards were the same or slightly higher than students at the state level in six of 63 comparisons, while they were lower in 57 of 63 comparisons. However, when 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 56 of 63 comparisons, while the percentages of students at the state level remained the same or increased in 46 of 63 comparisons.

¹⁶ 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, 2018).

¹⁷ These campuses included Alex Sanger and three magnet campuses (George B. Dealey, Harry Stone, and William B. Travis).

Figure 27: Overall STAAR 3-8 Combined Results at Approaches+, Meets+, and Masters by Subject



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

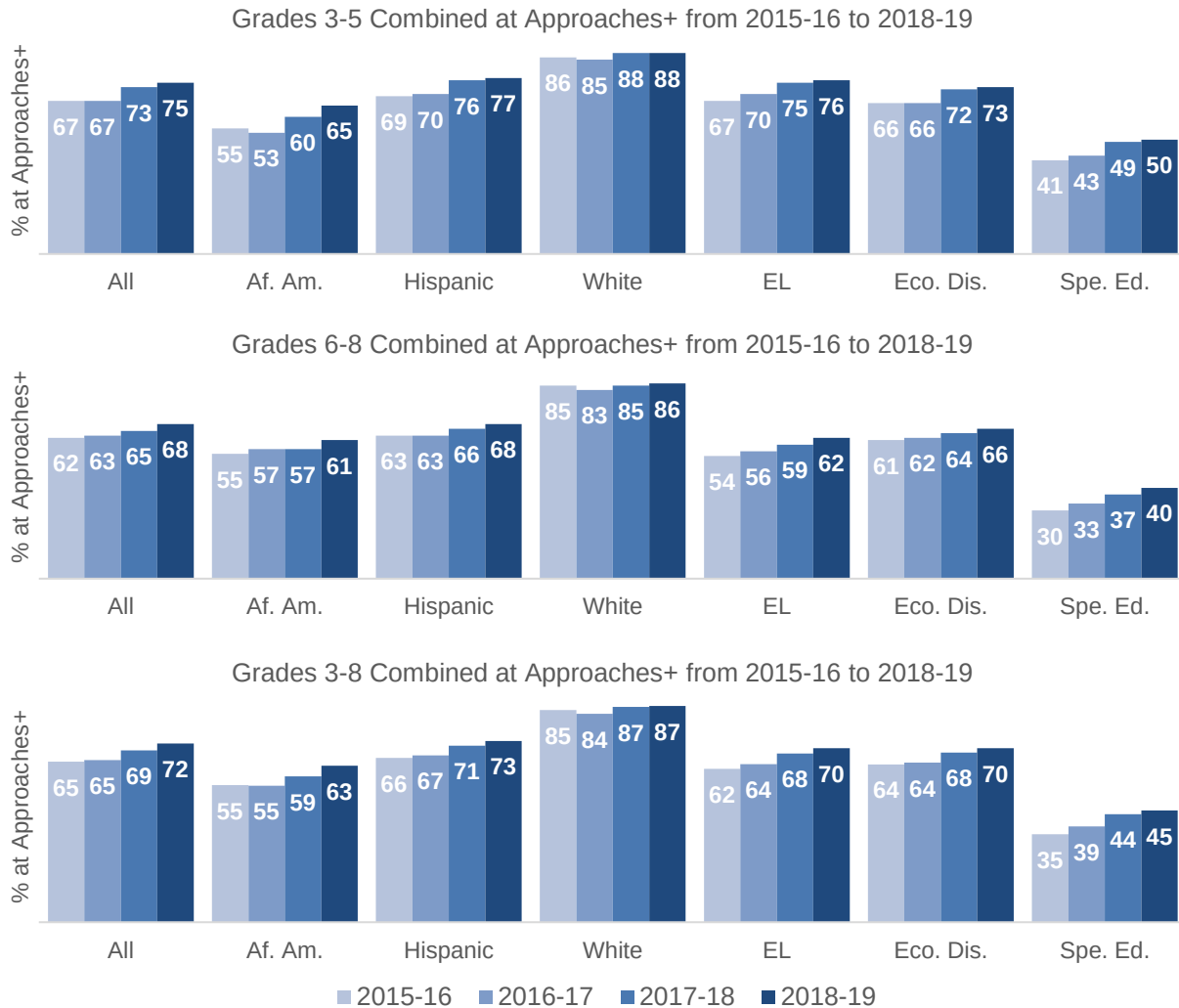
Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 15-16=2015-16. 16-17=2016-17. 17-18=2017-18. 18-19=2018-19. % Met=% Met each standard. Results included all administrations through May of each year. STAAR Alternate 2 was included for Approaches+ and Masters but not for Meets+ because STAAR Alternate 2 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 D for the number of students tested for each category.

STAAR Reading Results by Grade and Student Group

Percentage of students at Approaches Grade Level or Above (Approaches+). In 2018-19, the overall percentage of students at Approaches+ on STAAR reading was 75 percent for grades 3-5 combined, 68 percent for grades 6-8 combined, and 72 percent for grades 3-8 combined (see Figure 28 and Appendix D Table 1). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Approaches+ was the lowest among student groups. Overall, percentages at Approaches+ were lower for grades 6-8 combined than for grades 3-5 combined.

Figure 29 shows percentage point changes from 2017-18 to 2018-19 (one-year change) and from 2015-16 to 2018-19 (three-year change) for each grade level by student group. When 2018-19 results were compared to 2017-18, the percentages of students at Approaches+ were about the same in eight of 21 comparisons (zero to one percentage point difference) but increased by two percentage points or more from 2017-18 to 2018-19 in 13 of 21 comparisons (range of percentage point differences: +2 to +5). When 2018-19 results were compared to 2015-16, the percentages of students at Approaches+ increased by two percentage points or more from 2015-16 to 2018-19 in all comparisons (range of percentage point differences: +2 to +10) except for grades 6-8 white (one percentage point difference).

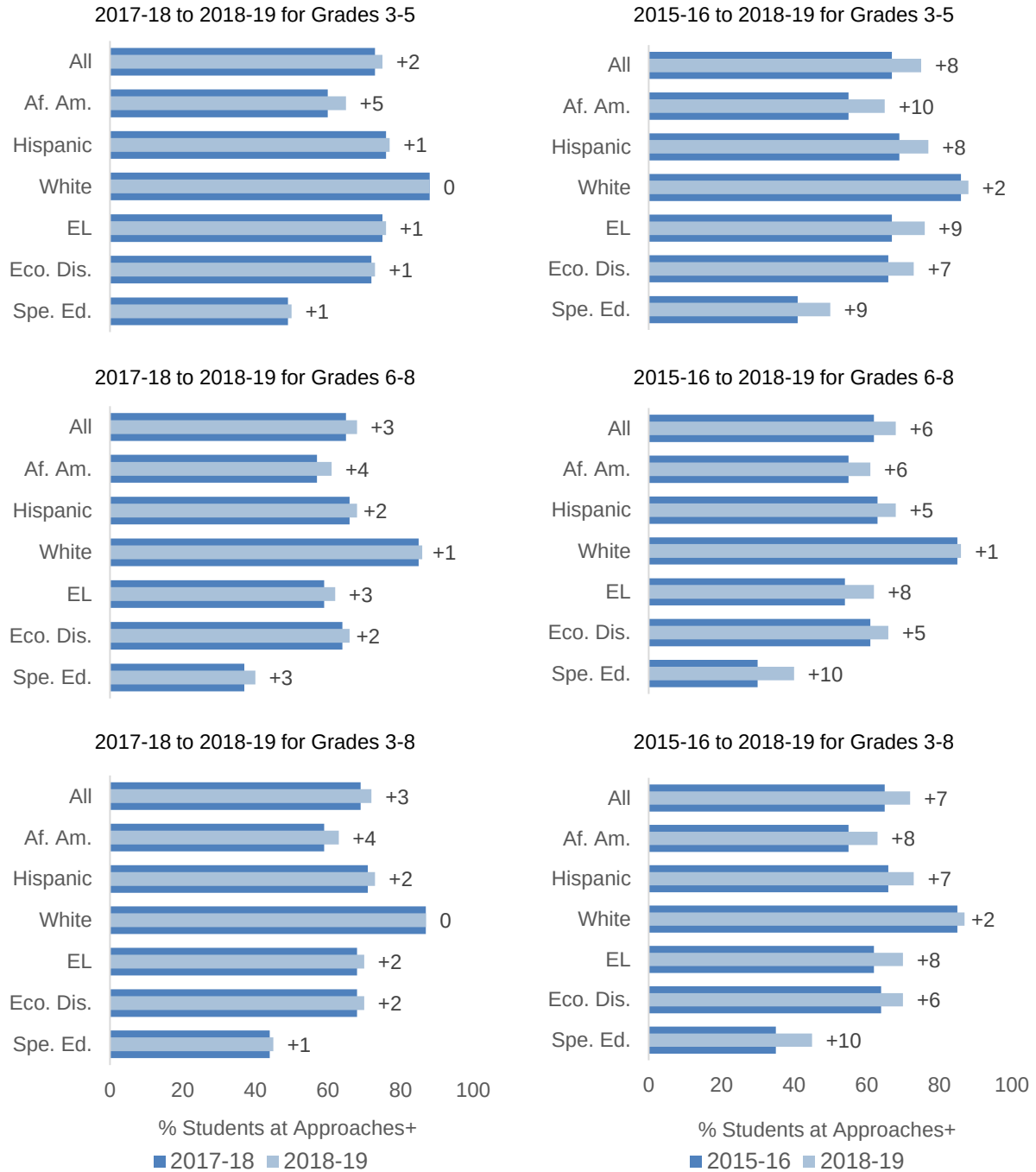
Figure 28: STAAR Reading Results at Approaches+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. See Appendix D Table 1 for the number of students tested for each category.

Figure 29: Percentage Point Changes for Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Reading at Approaches+



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. See Appendix D Table 1 for the number of students tested for each category.

When 2018-19 results were reviewed by grade, the overall percentage of students in grades three through eight at Approaches+ ranged from 58 percent (grade six) to 85 percent (grade five) on STAAR reading (see Figure 30 and Appendix D Table 1). The overall percentage of students at Approaches+ was higher in 2018-19 than 2017-18 for all grades except for grade three (remained the same). It was notable that there was a consistent pattern of increase from 2016-17 to 2017-18 to 2018-19 for all grades except for grades three and eight. Results varied by student group across grades. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Approaches+ was the lowest among student groups. It was notable that the percentages at Approaches+ were lower for grades six and seven than for grades three through five and grade eight for all student groups except for white.

Figures 31 and 32 and Appendix D 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 2018-19, 78 percent of grade-five students and 70 percent of grade-eight students achieved Approaches+ on their first STAAR administration. The percentage of students for grades five and eight combined was 74 percent. Results on the first administration for each grade and grades five and eight combined showed a pattern of increase overall from 2016-17 to 2017-18 to 2018-19.

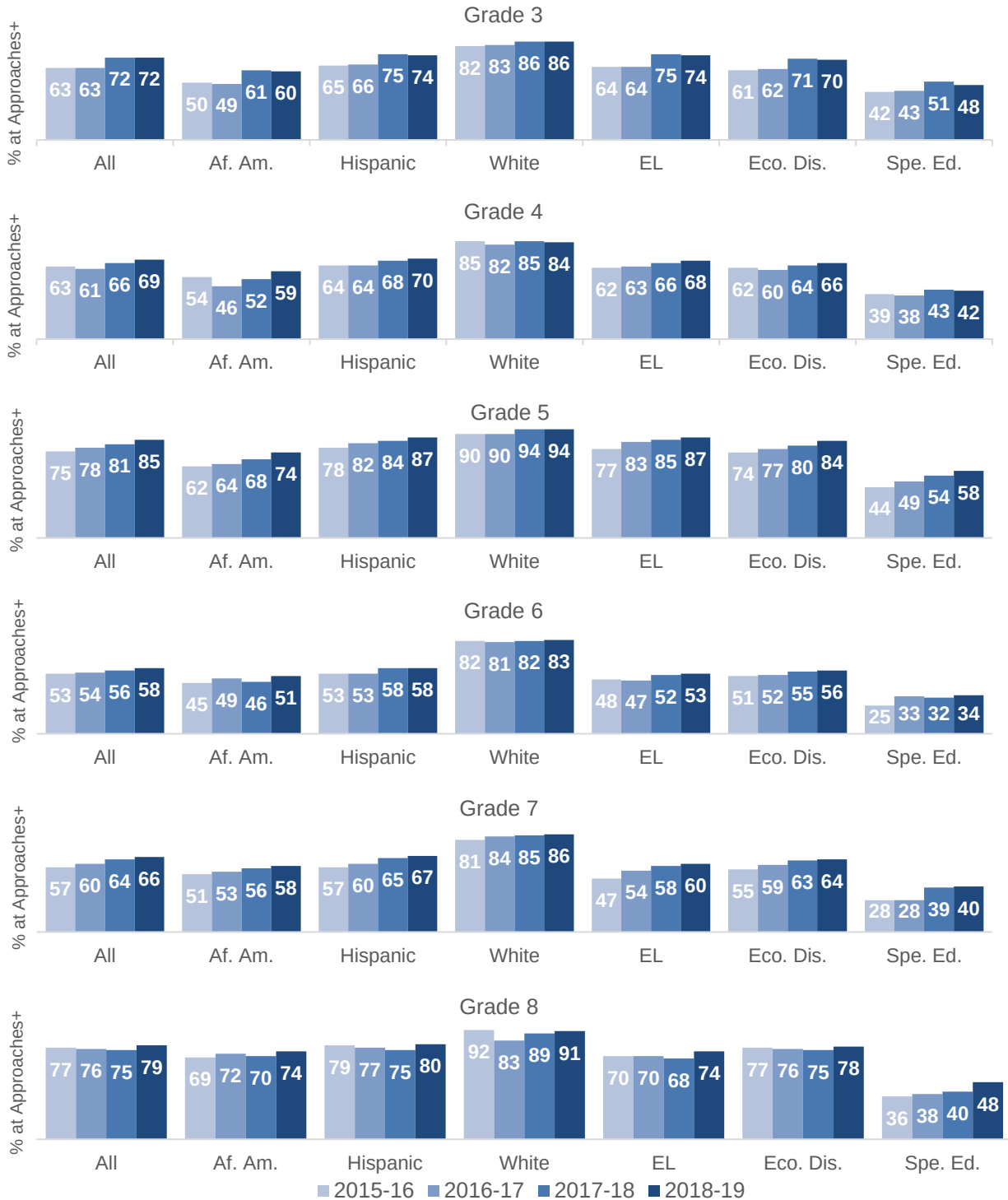
Meanwhile, 35 percent of grade-five students and 32 percent of grade-eight students achieved Approaches+ on their retest. The percentage of students for grades five and eight combined was 33 percent. For each grade and grades five and eight combined, the percentage of students at Approaches+ on their retest in 2018-19 was higher than in 2017-18 for all student groups except for grade-eight African American students (same).

Combining all administrations through May, overall, 85 percent of grade-five students, 79 percent of grade-eight students, and 82 percent of students in grades five and eight combined achieved Approaches+ in 2018-19. There was a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for grade five and grades five and eight combined, while there was no clear pattern of increase for grade eight.

When 2018-19 results were compared to 2017-18 for grades five and eight combined, the percentages of students at Approaches+ increased by three percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +3 to +6) except for white. When 2018-19 results were compared to 2015-16, the percentages of students at Approaches+ increased by two percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +14).

As shown in Appendix D Table 3, the overall percentage at Approaches+ for grade-six students housed in an elementary school (66%) was higher than for students housed in a middle school (56%). The pattern was consistent across student groups except for special education students.

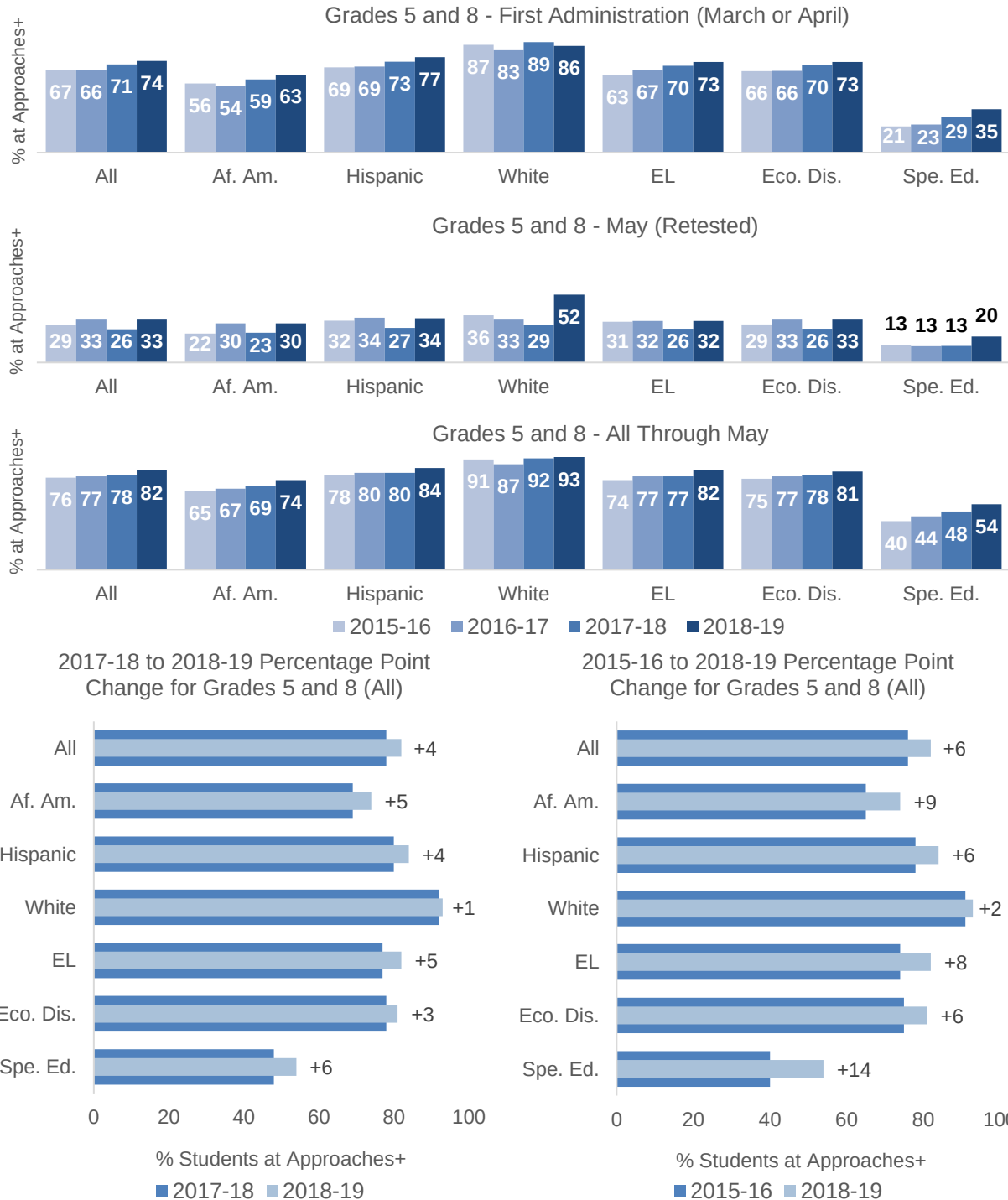
Figure 30: STAAR Reading Results at Approaches+ by Grade, School Year, and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. See Appendix D Table 1 for the number of students tested for each category.

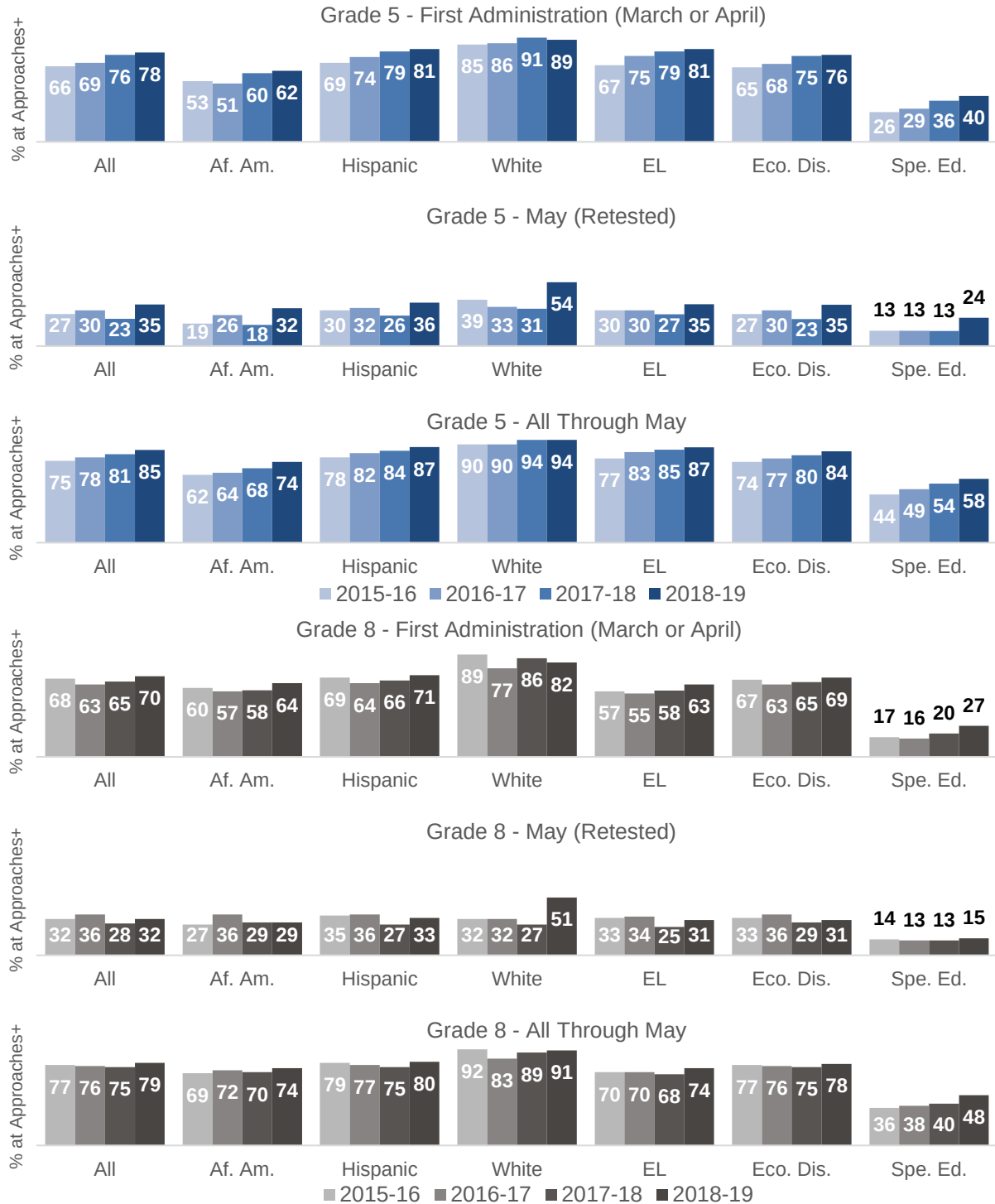
Figure 31: STAAR Reading Results at Approaches+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All=All administrations through May. 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 D Table 2 for the number of students tested for each category.

Figure 32: STAAR Reading Results at Approaches+ for Students in Grades 5 and 8 by Grade, Administration, School Year, and Student Group



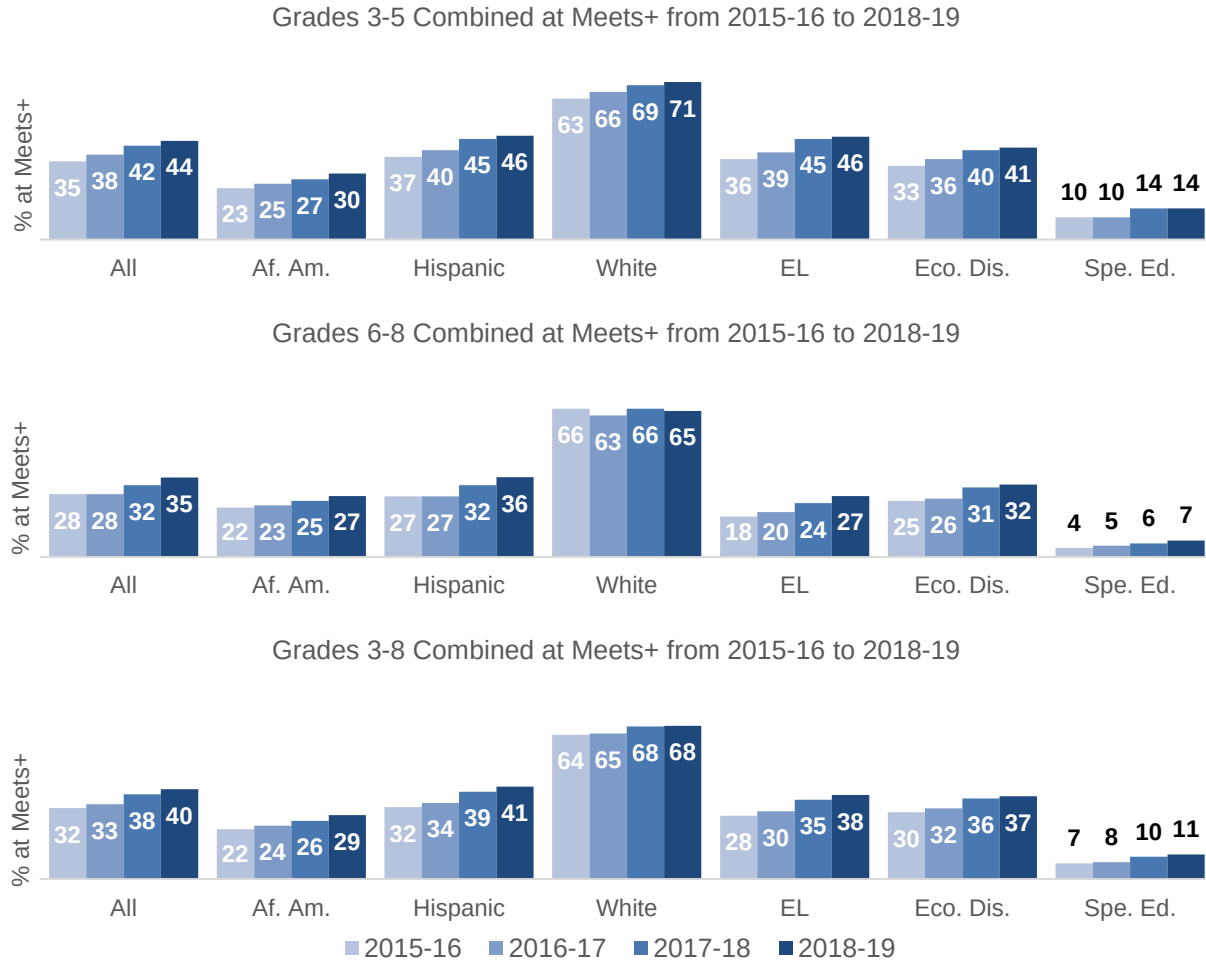
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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 in 2018. See Appendix D Table 2 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets+). In 2018-19, the overall percentage of students at Meets+ on STAAR reading was 44 percent for grades 3-5 combined, 35 percent for grades 6-8 combined, and 40 percent for grades 3-8 combined (see Figure 33 and Appendix D Table 4). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Meets+ was the lowest among student groups. In general, percentages at Meets+ were lower for grades 6-8 combined than for grades 3-5 combined overall and for all student groups.

As shown in Figure 34, when 2018-19 results were compared to 2017-18, the percentages of students at Meets+ were about the same in 10 of 21 comparisons (zero to one percentage point difference) but increased by two percentage points or more from 2017-18 to 2018-19 in 11 of 21 comparisons (range of percentage point differences: +2 to +4). When 2018-19 results were compared to 2015-16, the percentages of students at Meets+ increased by three percentage points or more from 2015-16 to 2018-19 in all comparisons (range of percentage point differences: +3 to +10) except for grades 6-8 white (one percentage point difference).

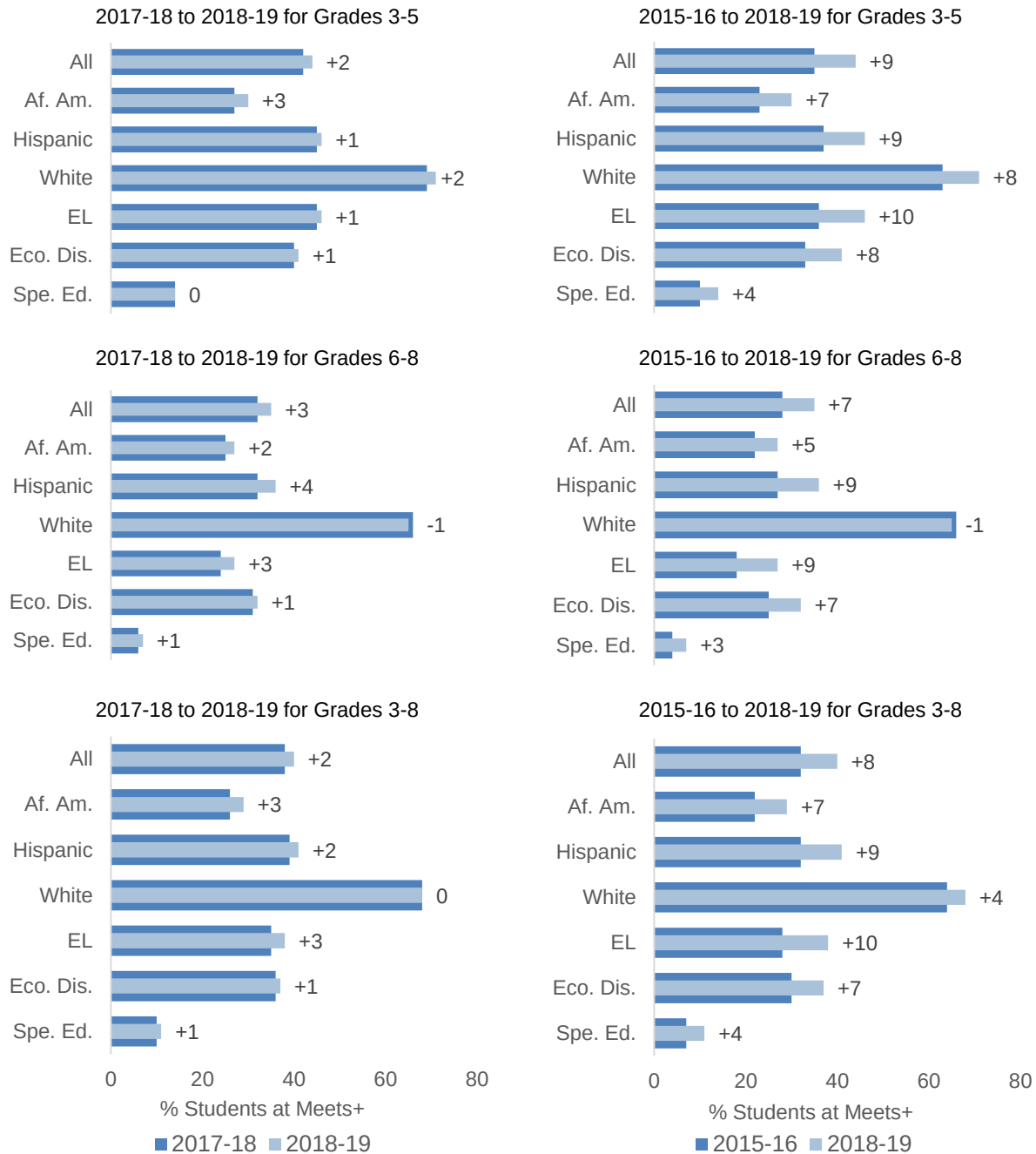
Figure 33: STAAR Reading Results at Meets+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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 D Table 4 for the number of students tested for each category.

Figure 34: Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Reading at Meets+



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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 D Table 4 for the number of students tested for each category.

When 2018-19 results were reviewed by grade, the overall percentage of students in grades three through eight at Meets+ ranged from 27 percent (grade six) to 53 percent (grade five) on *STAAR* reading (see Figure 35 and Appendix D Table 4). The overall percentage of students at Meets+ was at least two percentage points higher in 2018-19 than 2017-18 for all grades except for grades four and six (zero to one percentage point difference).

There was a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for all grades except for grade six. Results varied by student group across grades. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Meets+ was the lowest among student groups. The overall percentage at Meets+ was lower for grade six than for other grades.

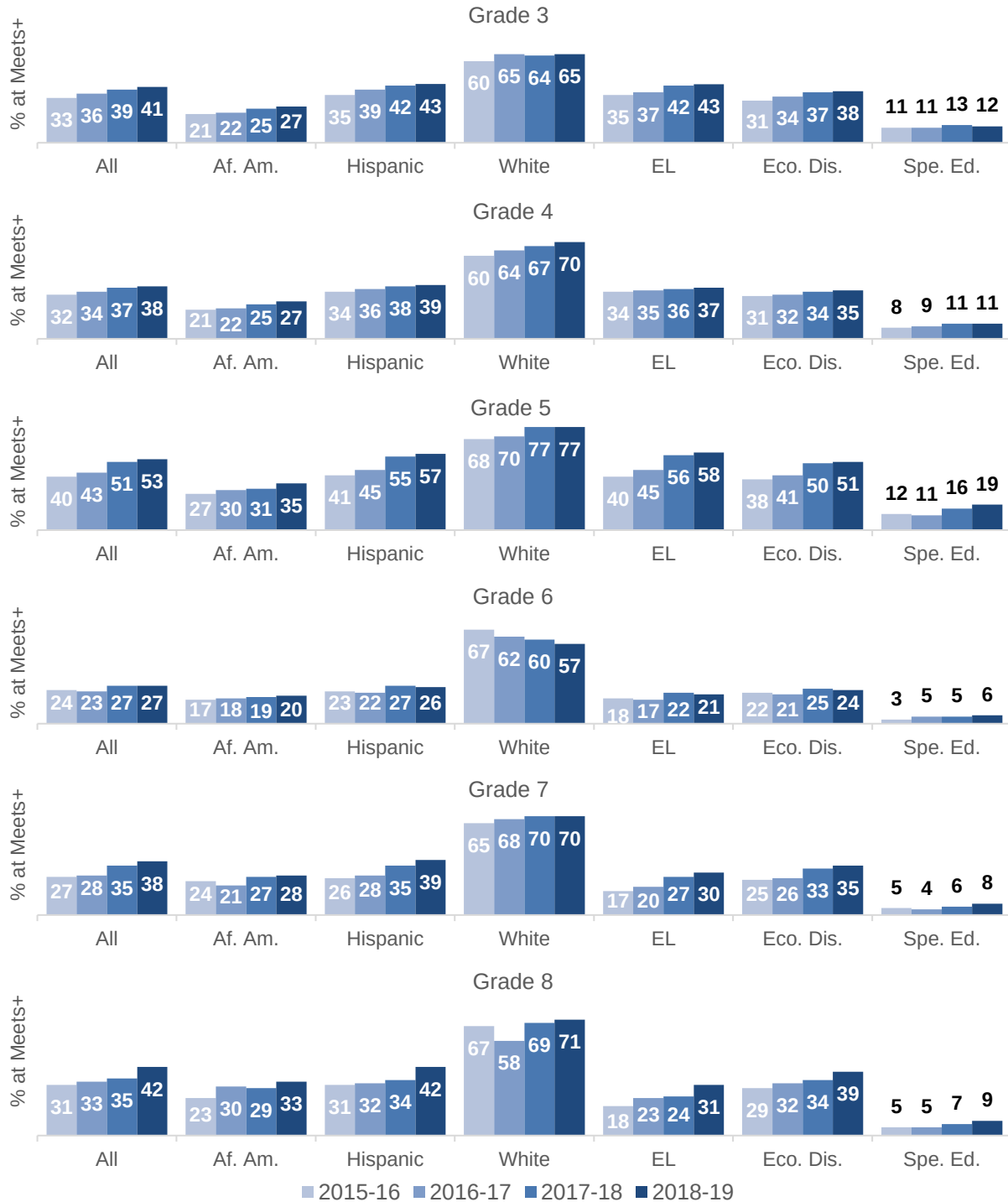
Figures 36 and 37 and Appendix D Table 5 show the percentage of students in grades five and eight who achieved Meets+ on *STAAR* reading by administration, school year, and student group. In 2018-19, 52 percent of grade-five students and 41 percent of grade-eight students achieved Meets+ on their first *STAAR* administration. The percentage of students for grades five and eight combined was 47 percent. Results on the first administration showed a pattern of increase overall every year from 2015-16 to 2018-19 for each grade and grades five and eight combined. The pattern of year-to-year changes by student group varied across grades. Meanwhile, fewer than 10 percent of students achieved Meets+ on their retest except for white.

Combining all administrations through May, overall, 53 percent of grade-five students, 42 percent of grade-eight students, and 48 percent of students in grades five and eight combined achieved Meets+ in 2018-19. There was a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19. The pattern of year-to-year changes by student group varied across grades.

When 2018-19 results were compared to 2017-18 for grades five and eight combined, the percentages of students at Meets+ increased at least two percentage points from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +4) except for white. When 2018-19 results were compared to 2015-16, the percentages of students at Meets+ increased at least seven percentage points from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +7 to +15).

As shown in Appendix D Table 6, the overall percentage at Meets+ for grade-six students housed in an elementary school (32%) was higher than for students housed in a middle school (25%). The pattern was consistent across student groups except for special education students.

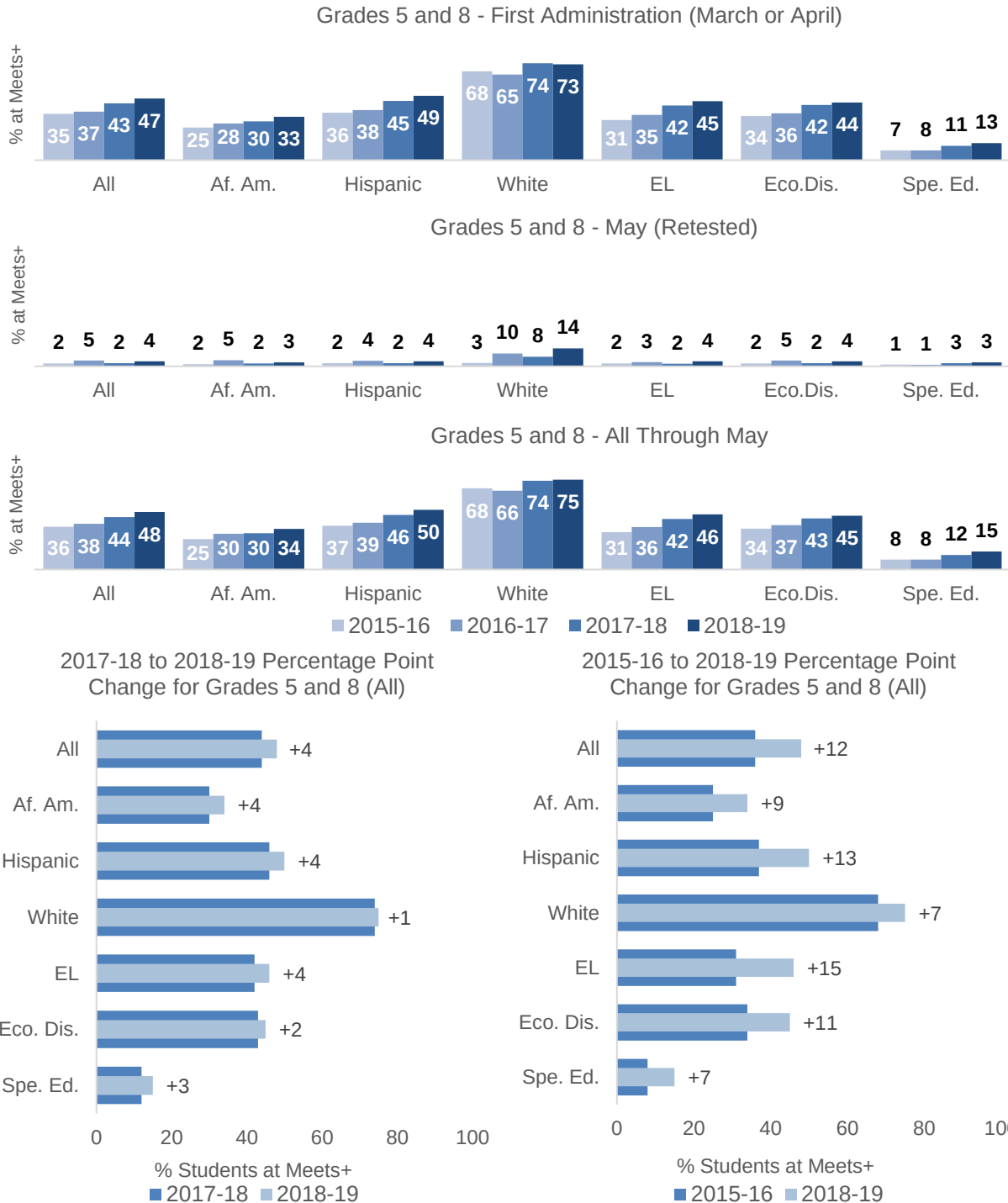
Figure 35: STAAR Reading Results at Meets+ by Grade, School Year, and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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 D Table 4 for the number of students tested for each category.

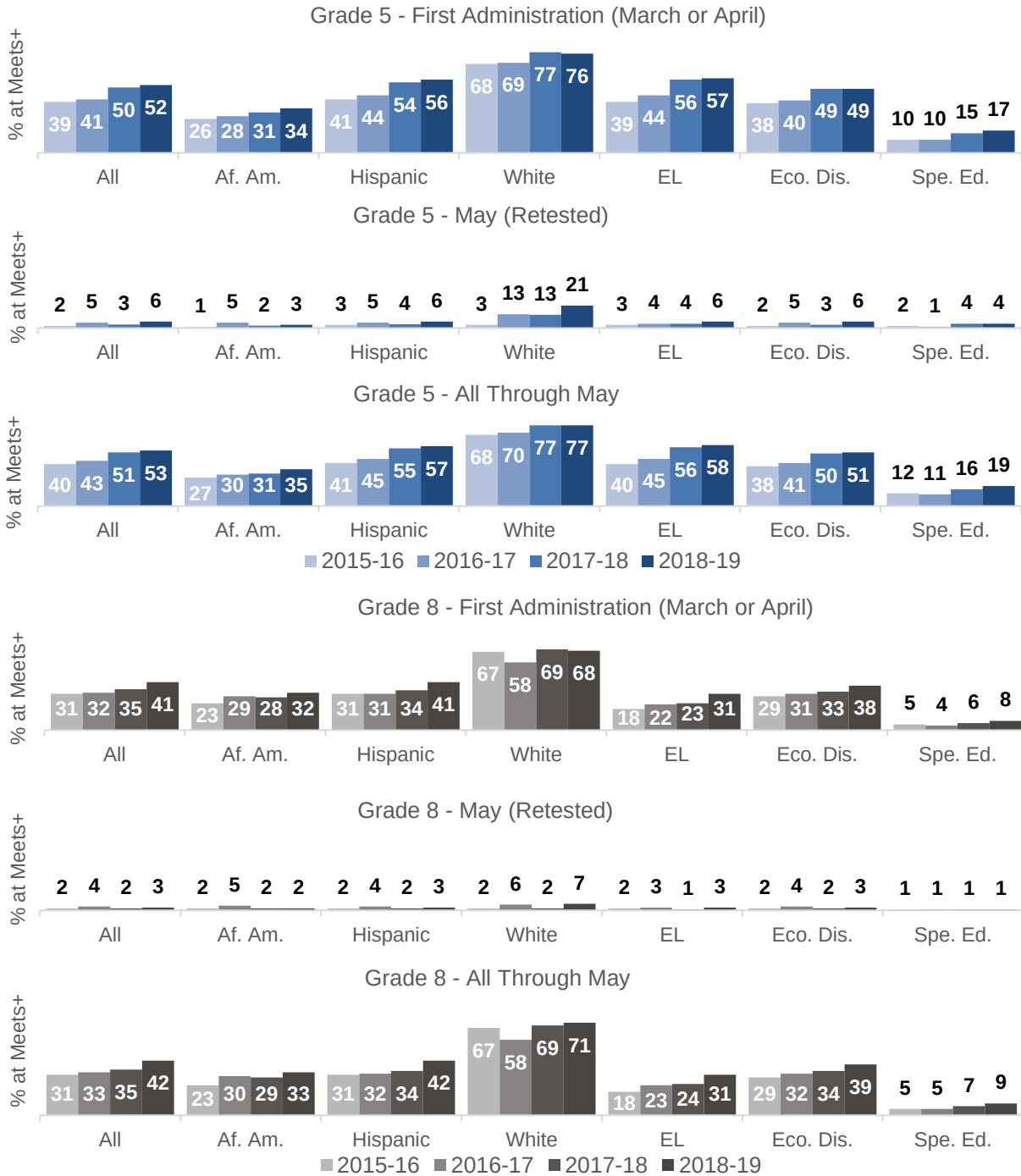
Figure 36: STAAR Reading Results at Meets+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All=All administrations through May. 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 D Table 5 for the number of students tested for each category.

Figure 37: STAAR Reading Results at Meets+ for Students in Grades 5 and 8 by Grade, Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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 D Table 5 for the number of students tested for each category.

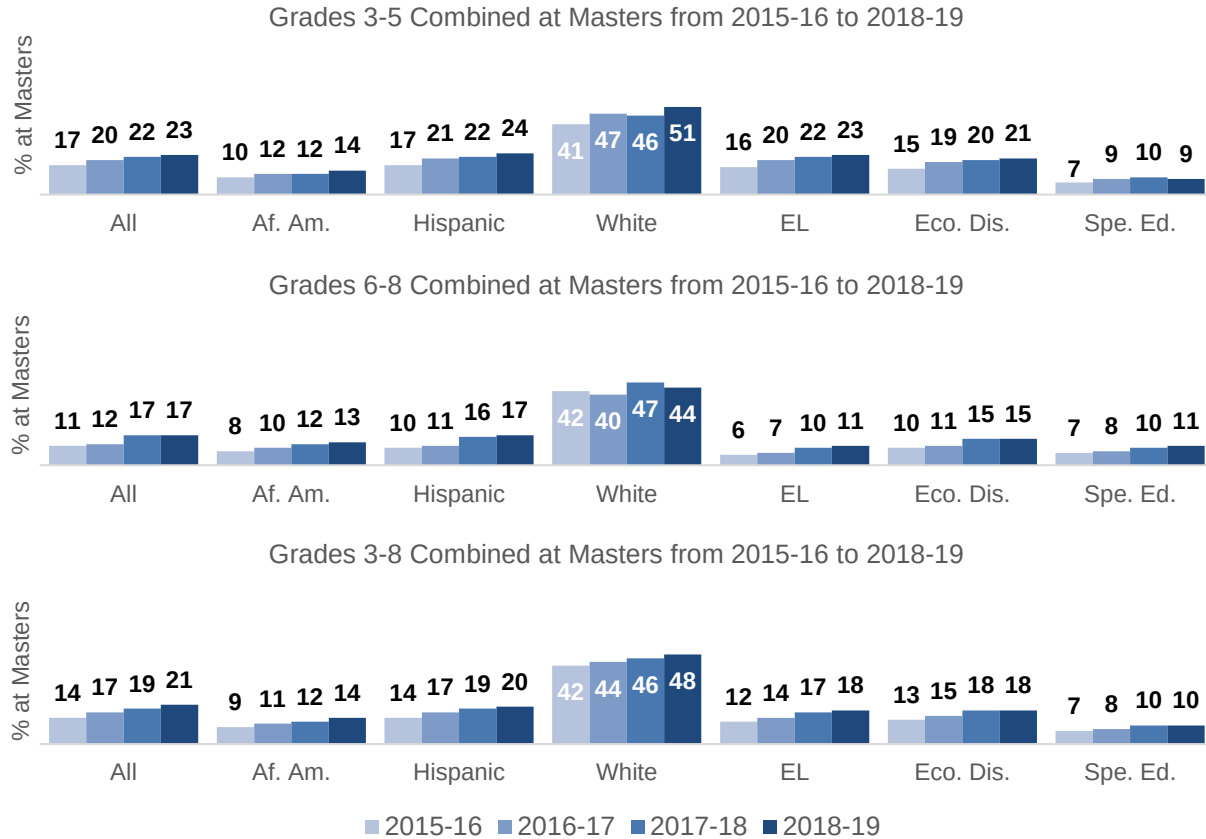
Percentage of students at Masters Grade Level (Masters). In 2018-19, the overall percentage of students at Masters on STAAR reading was 23 percent for grades 3-5 combined, 17 percent for grades 6-8 combined, and 21 percent for grades 3-8 combined (see Figure 38 and Appendix D Table 7). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.

When 2018-19 results were compared to 2017-18, the percentages of students at Masters were about the same (zero to one percentage point difference) in 14 of 21 comparisons, increased by two percentage points or more from 2017-18 to 2018-19 in six of 21 comparisons (range of percentage point differences: +2 to +5), and decreased by three percentage points in one of 21 comparisons (see Figure 39). When 2018-19 results were compared to 2015-16, the percentages of students at Masters increased by two percentage points or more from 2015-16 to 2018-19 in all comparisons (range of percentage point differences: +2 to +10).

When results were reviewed by grade, the overall percentage of students in grades three through eight at Masters ranged from 12 percent (grade six) to 27 percent (grade five) on STAAR reading (see Figure 40 and Appendix D Table 7). There was a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for grades four, five, seven, and eight. Results varied by student group across grades.

As shown in Appendix D Table 8, the overall percentage at Masters for grade-six students housed in an elementary school (13%) was slightly higher than for students housed in a middle school (11%). The pattern was consistent across student groups except for Hispanic, economically disadvantaged, and special education students.

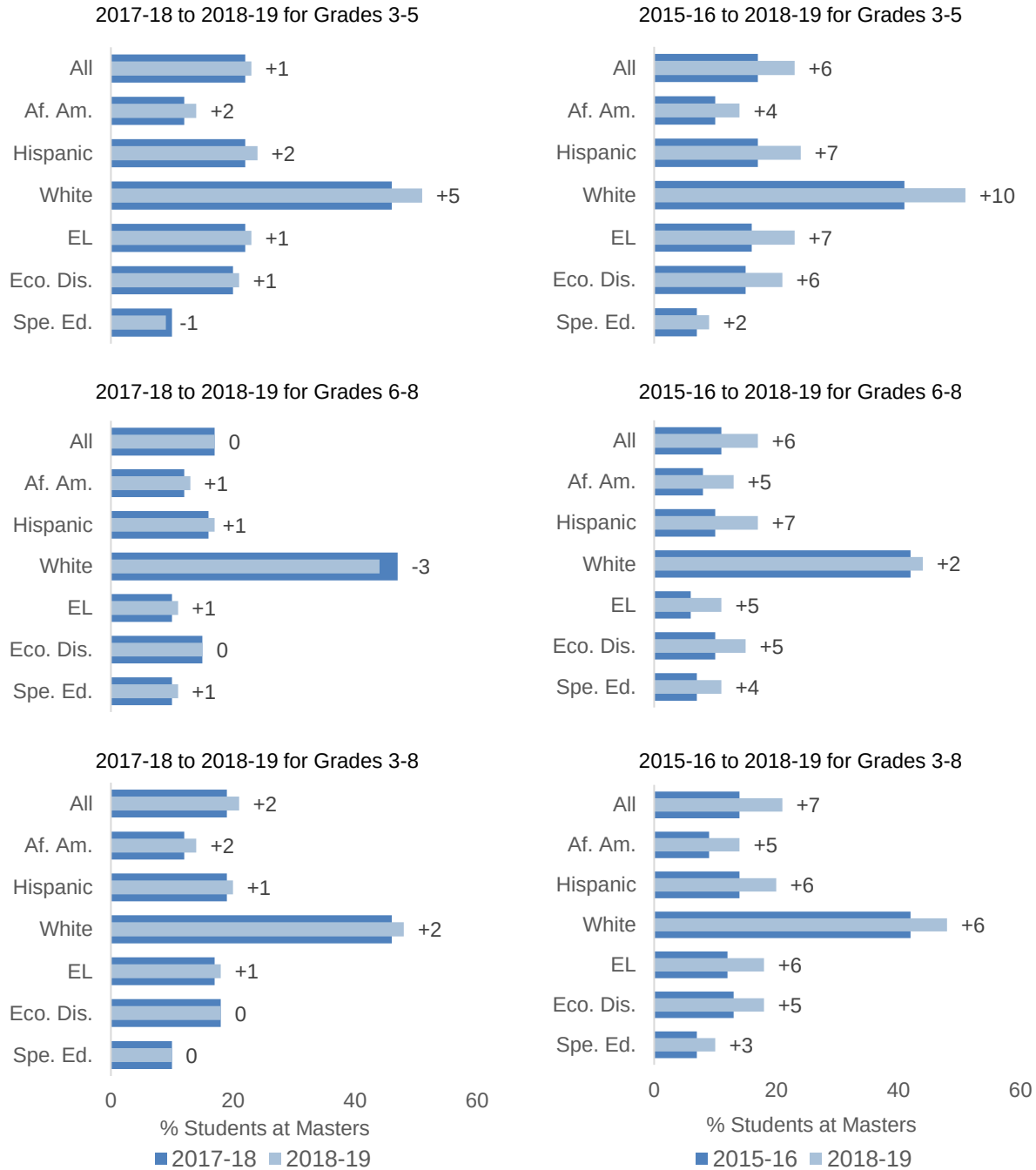
Figure 38: STAAR Reading Results at Masters for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. 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. See Appendix D Table 7 for the number of students tested for each category.

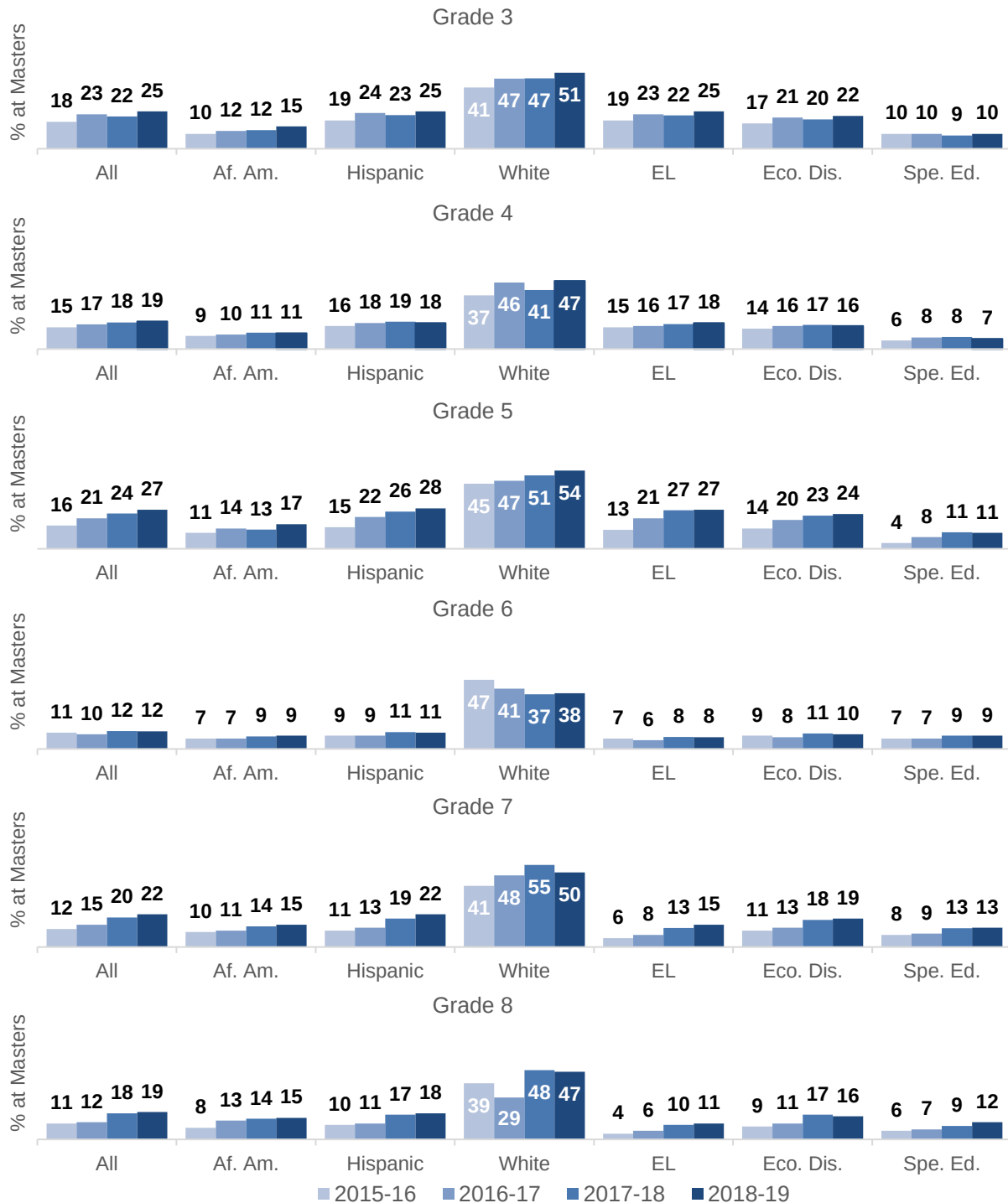
Figure 39: Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Reading at Masters



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. 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. See Appendix D Table 7 for the number of students tested for each category.

Figure 40: STAAR Reading Results at Masters by Grade, School Year, and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

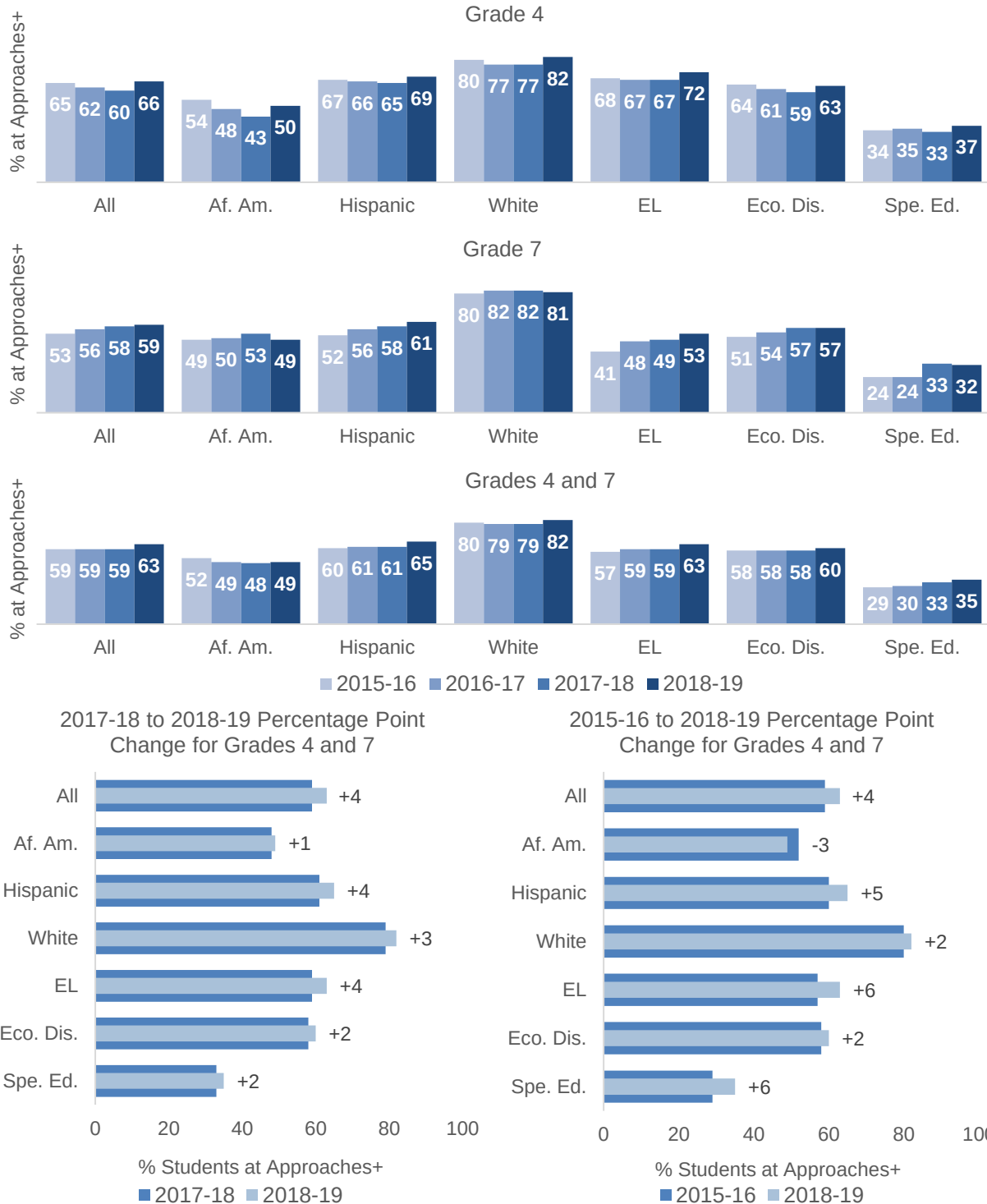
Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year. Beginning with 2014-15, STAAR data 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 D Table 7 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 2018-19, the overall percentage of students at Approaches+ on STAAR writing was 66 percent for grade four and 59 percent for grade seven. The overall percentage for grades four and seven combined was 63 percent (see Figure 41 and Appendix D Table 9). There was a pattern of increase overall for grade seven but not for grade four. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Approaches+ was the lowest among student groups.

When 2018-19 results were compared to 2017-18 for grades four and seven combined, the percentages of students at Approaches+ increased by two percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +4) except for African American (one percentage point difference). When 2018-19 results were compared to 2015-16, the percentages of students at Approaches+ increased by two percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +6) except for African American (a three percentage point decrease).

Figure 41: STAAR Writing Results at Approaches+ by Grade, School Year, and Student Group



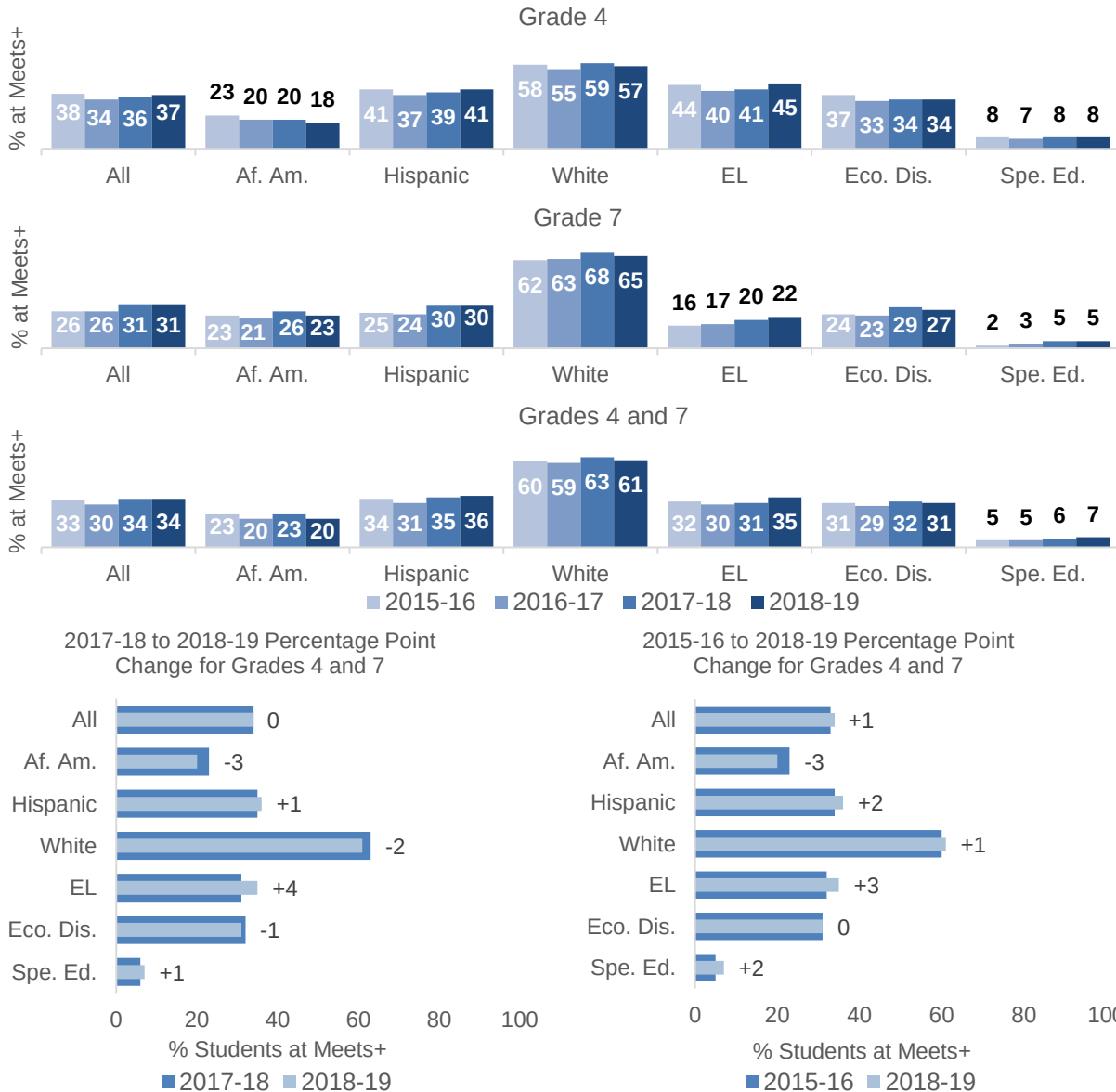
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. See Appendix D Table 9 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets+). In 2018-19, the overall percentage of students at Meets+ on *STAAR* writing was 37 percent for grade four and 31 percent for grade seven. The overall percentage for grades four and seven combined was 34 percent (see Figure 42 and Appendix D Table 10). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

When 2018-19 results were compared to 2017-18 for grades four and seven combined, the percentages of students at Meets+ were about the same overall and for Hispanic, economically disadvantaged, and special education students (zero to one percentage point difference), increased by four percentage points from 2017-18 to 2018-19 for English learners, and decreased by two percentage points or more for African American and white students (range of percentage point differences: -3 to -2). When 2018-19 results were compared to 2015-16, the percentages of students at Meets+ were about the same overall and for white and economically disadvantaged students (zero to one percentage point difference), increased by two percentage points or more from 2015-16 to 2018-19 for Hispanic, English learners, and special education students (range of percentage point differences: +2 to +3), and decreased by three percentage points for African American students.

Figure 42: STAAR Writing Results at Meets+ by Grade, School Year, and Student Group



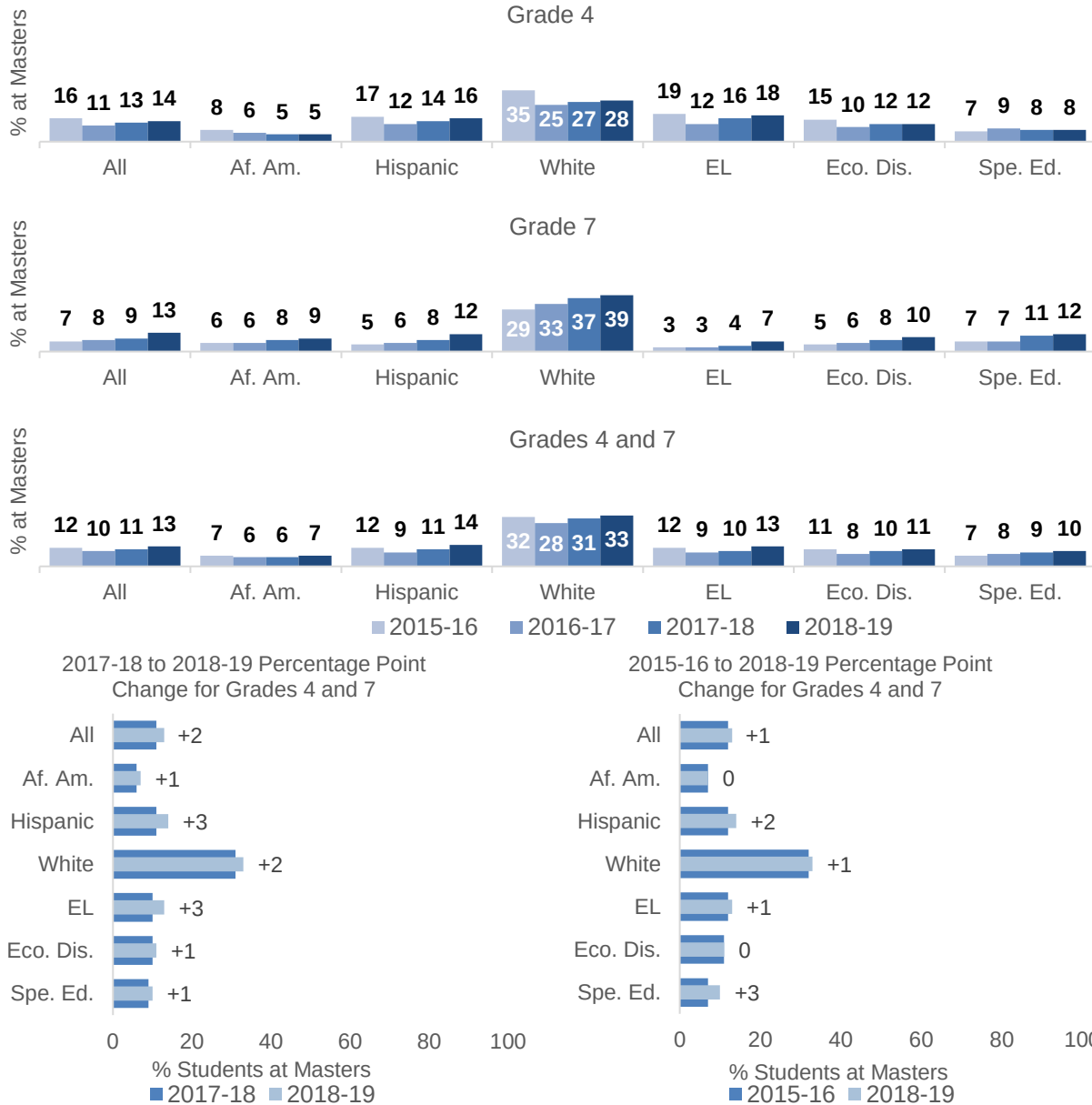
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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. See Appendix D Table 10 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2018-19, the overall percentage of students at Masters on STAAR writing was 14 percent for grade four and 13 percent for grade seven. The overall percentage for grades four and seven combined was 13 percent (see Figure 43 and Appendix D Table 11). When 2018-19 results were compared to 2017-18 for grades four and seven combined, the percentages of students at Masters were about the same for African American, economically disadvantaged, and special education students (one percentage point difference), while the percentages

increased by two percentage points or more overall and for Hispanic, white, and English learners (range of percentage point differences: +2 to +3). When 2018-19 results were compared to 2015-16, the percentages of students at Masters were about the same overall and for African American, white, English learners, and economically disadvantaged students (zero to one percentage point difference), while the percentages increased by two percentage points or more for Hispanic and special education students (range of percentage point differences: +2 to +3).

Figure 43: STAAR Writing Results at Masters by Grade, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

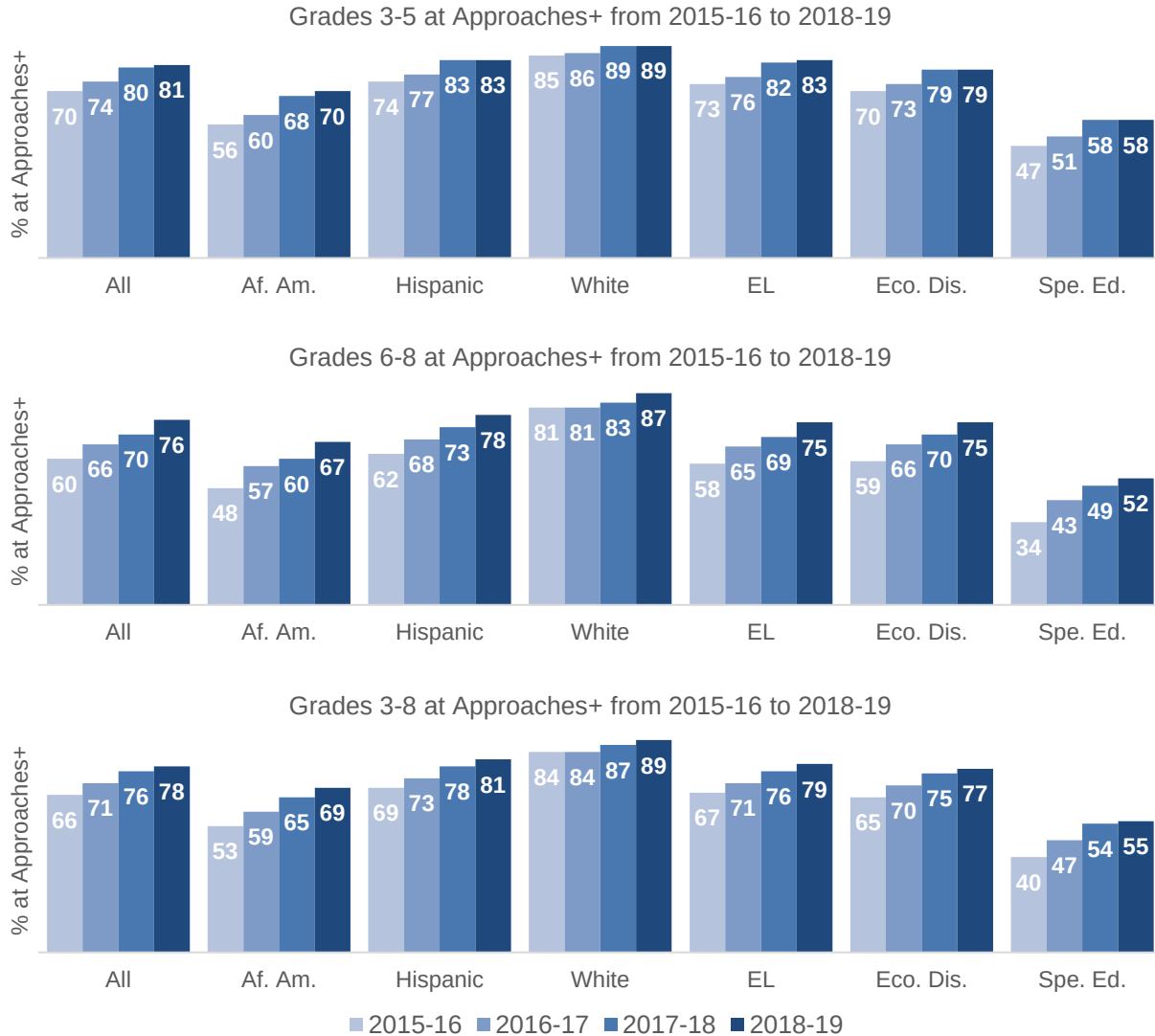
Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix D Table 11 for the number of students tested for each category.

STAAR Mathematics Results by Grade and Student Group

Percentage of students at Approaches Grade Level or Above (Approaches+). In 2018-19, the overall percentage of students at Approaches+ on STAAR mathematics was 81 percent for grades 3-5 combined, 76 percent for grades 6-8 combined, and 78 percent for grades 3-8 combined (see Figure 44 and Appendix D Table 12). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Approaches+ was the lowest among student groups. Overall, percentages at Approaches+ were lower for grades 6-8 combined than for grades 3-5 combined.

Figure 45 shows percentage point changes from 2017-18 to 2018-19 (one-year change) and from 2015-16 to 2018-19 (three-year change) for each grade level by student group. When 2018-19 results were compared to 2017-18, the percentages of students at Approaches+ were about the same in seven of 21 comparisons (zero to one percentage point difference) but increased by two percentage points or more from 2017-18 to 2018-19 in 14 of 21 comparisons (range of percentage point differences: +2 to +7). When 2018-19 results were compared to 2015-16, the percentages of students at Approaches+ increased by four percentage points or more from 2015-16 to 2018-19 in all comparisons (range of percentage point differences: +4 to +19).

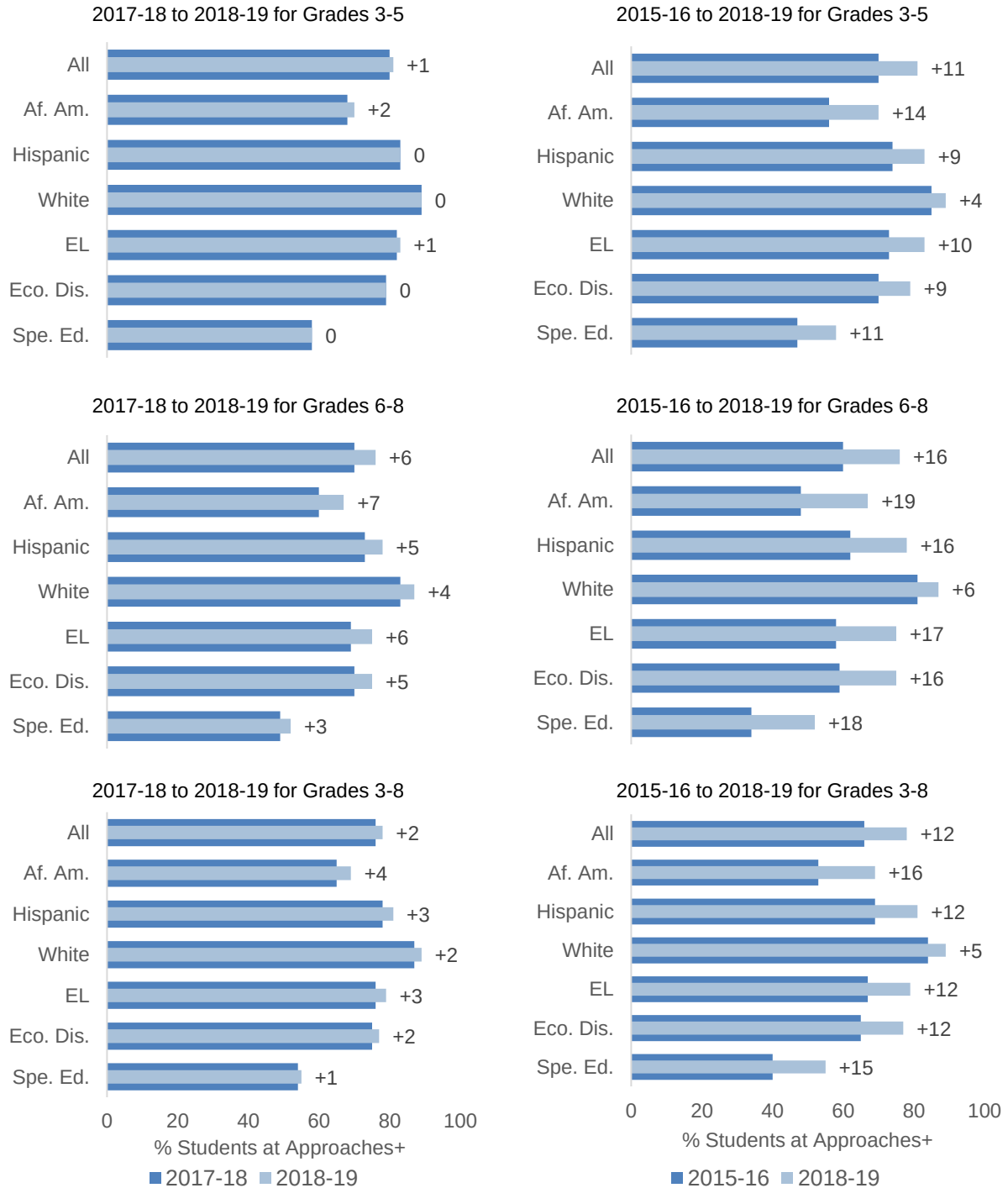
Figure 44: STAAR Mathematics Results at Approaches+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. See Appendix D Table 12 for the number of students tested for each category.

Figure 45: Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Mathematics at Approaches+



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. See Appendix D Table 12 for the number of students tested for each category.

When 2018-19 results were reviewed by grade, the overall percentage of students in grades three through eight at Approaches+ ranged from 60 percent (grade seven) to 89 percent (grade five) on *STAAR* mathematics (see Figure 46 and Appendix D Table 12). It should be noted that results for grade eight included grade seven students enrolled in the Pre-AP mathematics courses because they were required to take the grade eight *STAAR* mathematics assessment. There was a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for all grades except for grade four. Results varied by student group across grades. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups. It was notable that the percentages at Approaches+ were lower for grade seven than for other grades overall and for all student groups.

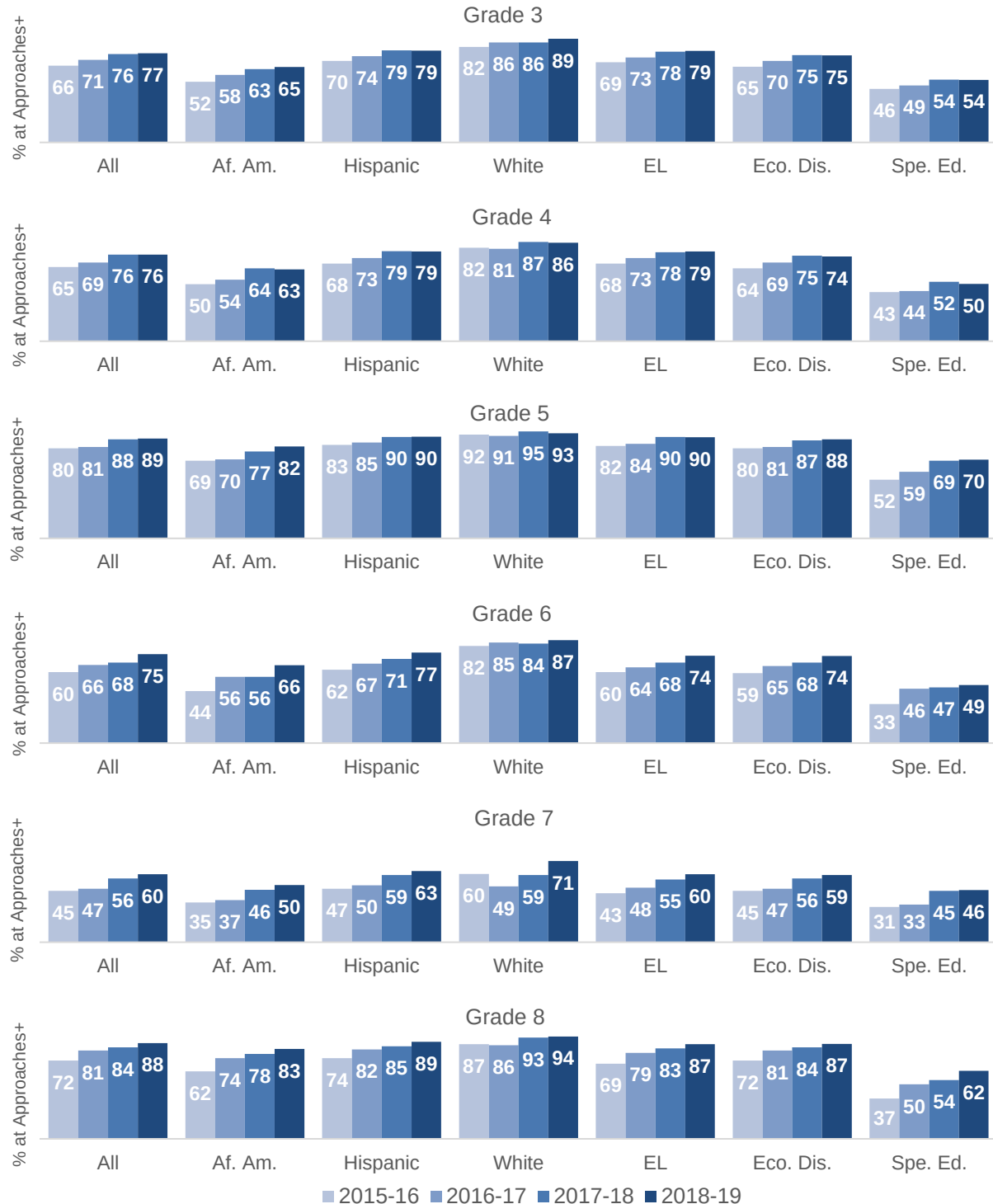
Figures 47 and 48 and Appendix D Table 13 show the percentage of students in grades five and eight who achieved Approaches+ on *STAAR* mathematics by administration, school year, and student group. In 2018-19, 82 percent of grade five students as well as grade eight students achieved Approaches+ on their first *STAAR* administration. The percentage was also 82 percent for grades five and eight combined. Results showed a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for grade eight and for grades five and eight combined but not for grade five. Meanwhile, 39 percent of grade-five students and 36 percent of grade-eight students achieved Approaches+ on their retest. The percentage of students for grades five and eight combined was 37 percent. The overall percentage of students at Approaches+ on their retest was higher in 2018-19 than in 2017-18 for each grade and grades five and eight combined.

Combining all administrations through May, overall, 89 percent of fifth-grade students, 88 percent of eighth-grade students, and 88 percent of students in grades five and eight combined achieved Approaches+ in 2018-19. Results showed a pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for grade five, grade eight, and grades five and eight combined.

When 2018-19 results were compared to 2017-18 for grades five and eight combined, the percentages of students at Approaches+ increased by two percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +5) except for white. When 2018-19 results were compared to 2015-16, the percentages of students at Approaches+ increased by four percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +4 to +23).

As shown in Appendix D Table 14, the overall percentage at Approaches+ for grade-six students housed in an elementary school (83%) was higher than for students housed in a middle school (73%). The pattern was consistent across student groups.

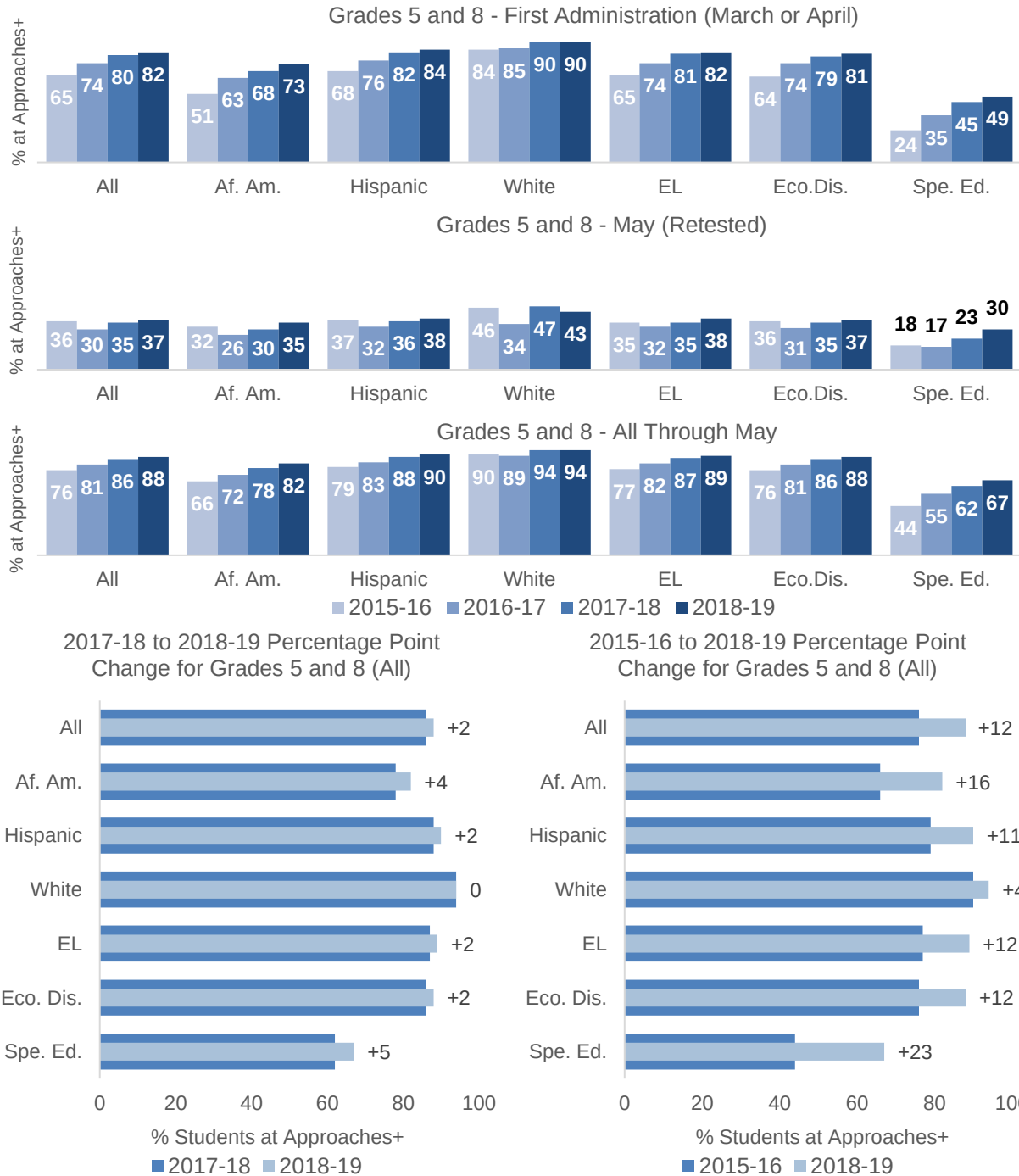
Figure 46: STAAR Mathematics Results at Approaches+ by Grade, School Year, and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May and STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues in April and May 2018. See Appendix D Table 12 for the number of students tested for each category.

Figure 47: STAAR Mathematics Results at Approaches+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All=All administrations through May. All through May results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. 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 D Table 13 for the number of students tested for each category.

Figure 48: STAAR Mathematics Results at Approaches+ for Students in Grades 5 and 8 by Grade,



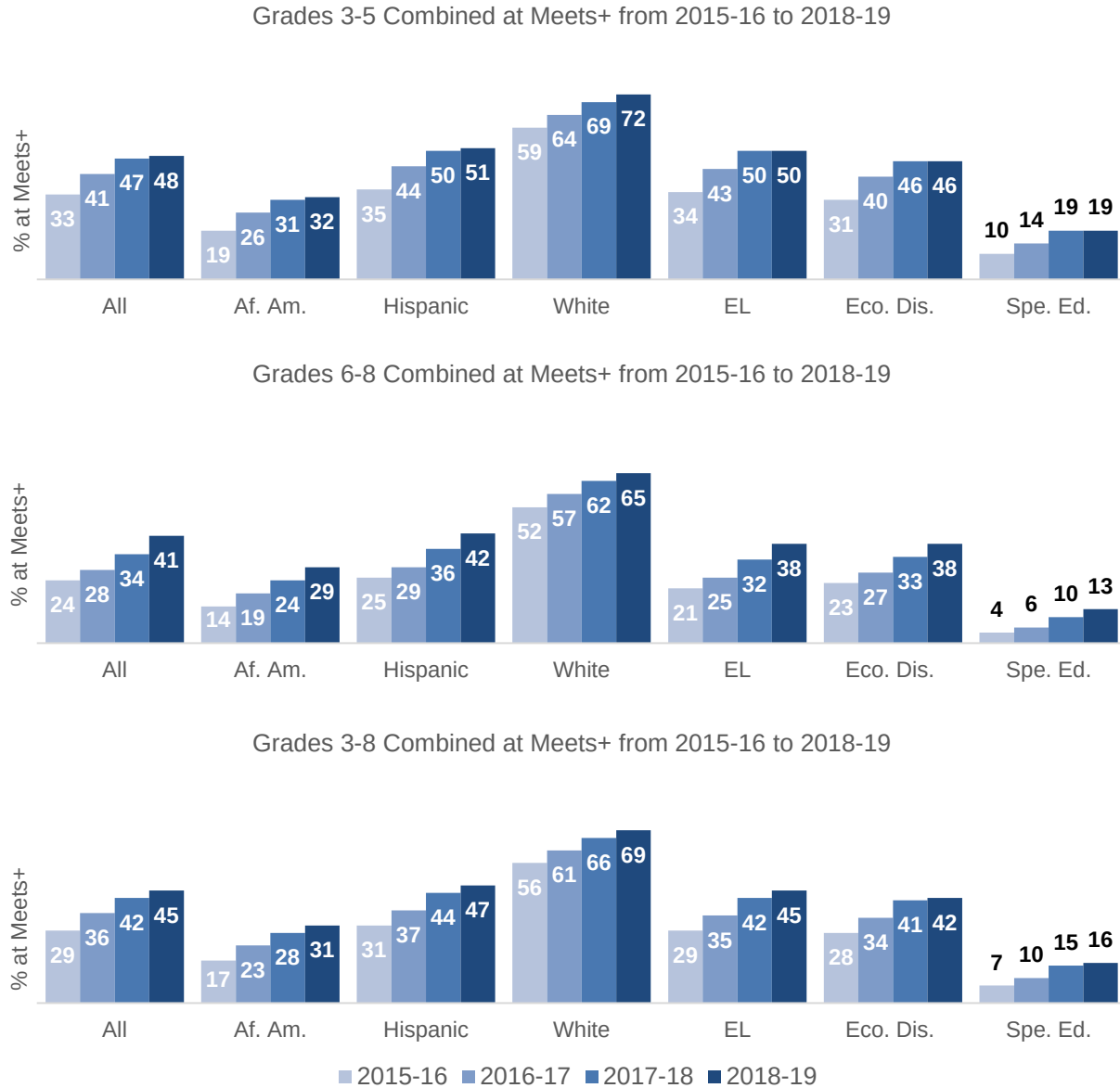
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All through May results included STAAR Alternate 2. Grade eight results included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues in April and May 2018. See Appendix D Table 13 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets+). In 2018-19, the overall percentage of students at Meets+ on STAAR mathematics was 48 percent for grades 3-5 combined, 41 percent for grades 6-8 combined, and 45 percent for grades 3-8 combined (see Figure 49 and Appendix D Table 15). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Meets+ was the lowest among student groups. It was notable that the percentages at Meets+ were lower for grades 6-8 combined than for grades 3-5 combined overall and for all student groups.

As shown in Figure 50, when 2018-19 results were compared to 2017-18, the percentages of students at Meets+ were about the same in eight of 21 comparisons (zero to one percentage point difference) but increased by three percentage points or more from 2017-18 to 2018-19 in 13 of 21 comparisons (range of percentage point differences: +3 to +7). When 2018-19 results were compared to 2015-16, the percentages of students at Meets+ increased by nine percentage points or more from 2015-16 to 2018-19 in all 21 comparisons (range of percentage point differences: +9 to +17).

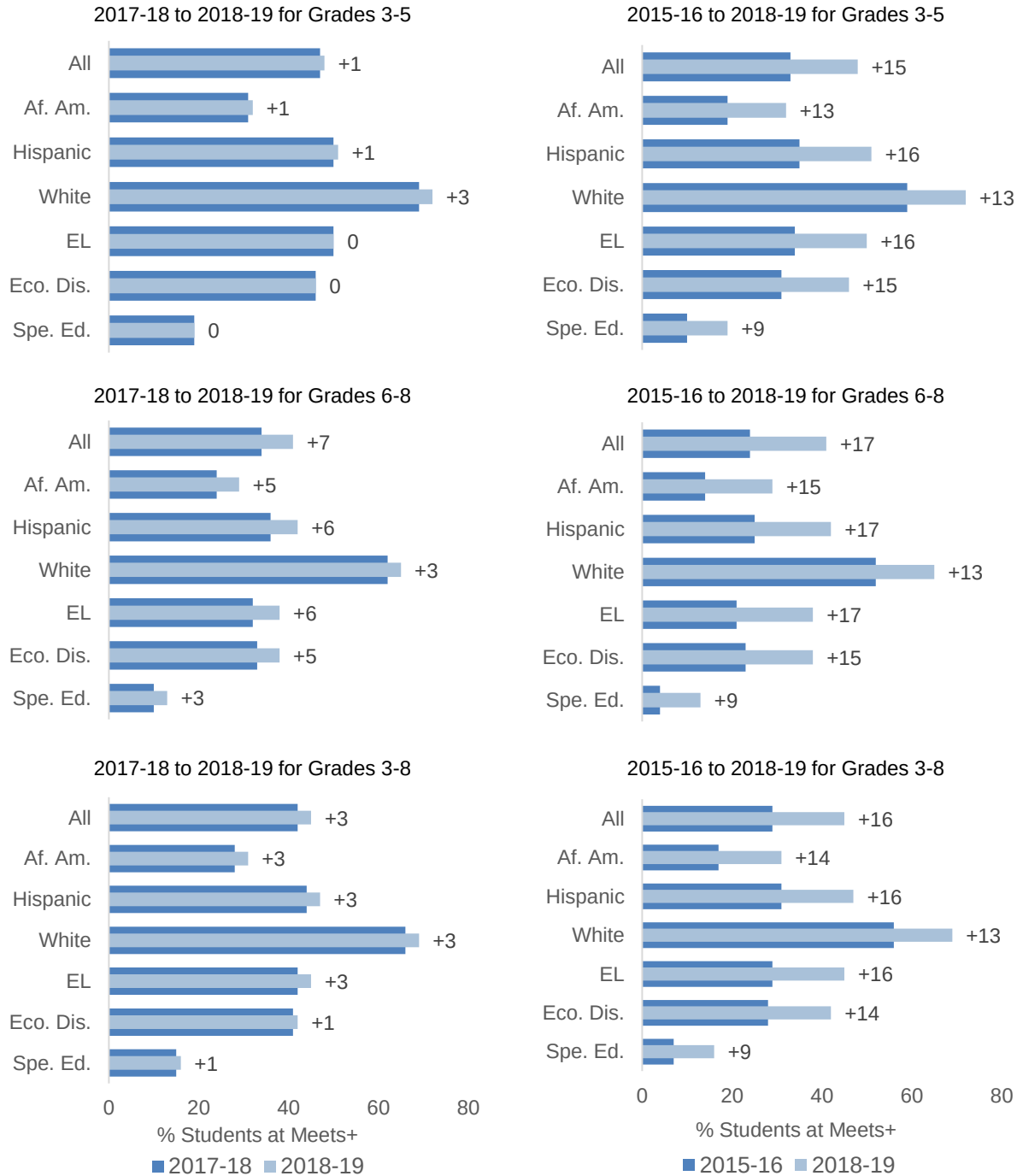
Figure 49: STAAR Mathematics Results at Meets+ for Students in Grades 3-5, 6-8, and 3-8 Combined by School Year and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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 D Table 15 for the number of students tested for each category.

Figure 50: Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Mathematics at Meets+



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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 D Table 15 for the number of students tested for each category.

When results were reviewed by grade, the overall percentage of students in grades three through eight at Meets+ ranged from 21 percent (grade seven) to 56 percent (grades five and eight) on STAAR mathematics (see Figure 51 and Appendix D Table 15). It should be noted that results for grade eight included grade seven students enrolled in the Pre-AP mathematics courses because they were required to take the grade eight STAAR mathematics assessment. The overall percentage of students at Meets+ was higher in 2018-19 than in 2017-18 for all grades except for grades four and five (zero to one percentage point difference).

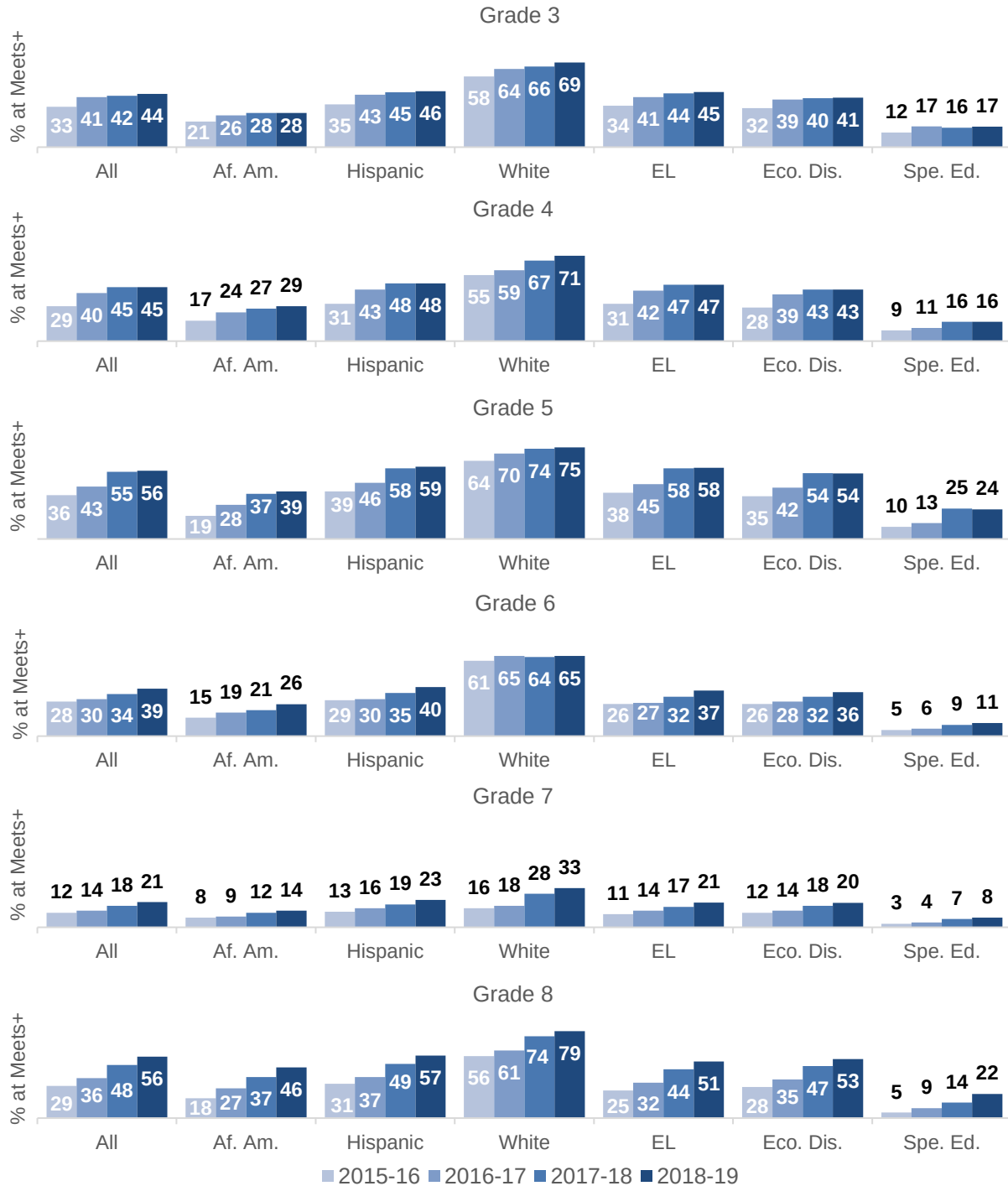
There was a general pattern of increase at Meets+ overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for all grades except for grade four. Results varied by student group across grades. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups. It was notable that the percentages at Meets+ were much lower for grades six and seven than for grades three through five and grade eight for all student groups.

Figures 52 and 53 and Appendix D Table 16 show the percentage of students in grades five and eight who achieved Meets+ on STAAR mathematics by administration, school year, and student group. In 2018-19, 55 percent of grade five students as well as grade eight students achieved Meets+ on their first STAAR administration. The percentage was also 55 percent for grades five and eight combined. Results showed a general pattern of increase at Meets+ overall on the first administration from 2015-16 to 2016-17 to 2017-18 to 2018-19 for grade five, grade eight, and grades five and eight combined. Few grade five (5%) or grade eight (4%) students achieved Meets+ on their retest.

Combining all administrations through May, overall, 56 percent of grade five students as well as grade eight students achieved Meets+. The percentage was also 56 percent for grades five and eight combined. There was a general pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for grade five, grade eight, and grades five and eight combined. When 2018-19 results were compared to 2017-18 for grades five and eight combined, the percentages of students at Meets+ increased by three percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +3 to +5). When 2018-19 results were compared to 2015-16, the percentages of students at Meets+ increased by sixteen percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +16 to +23).

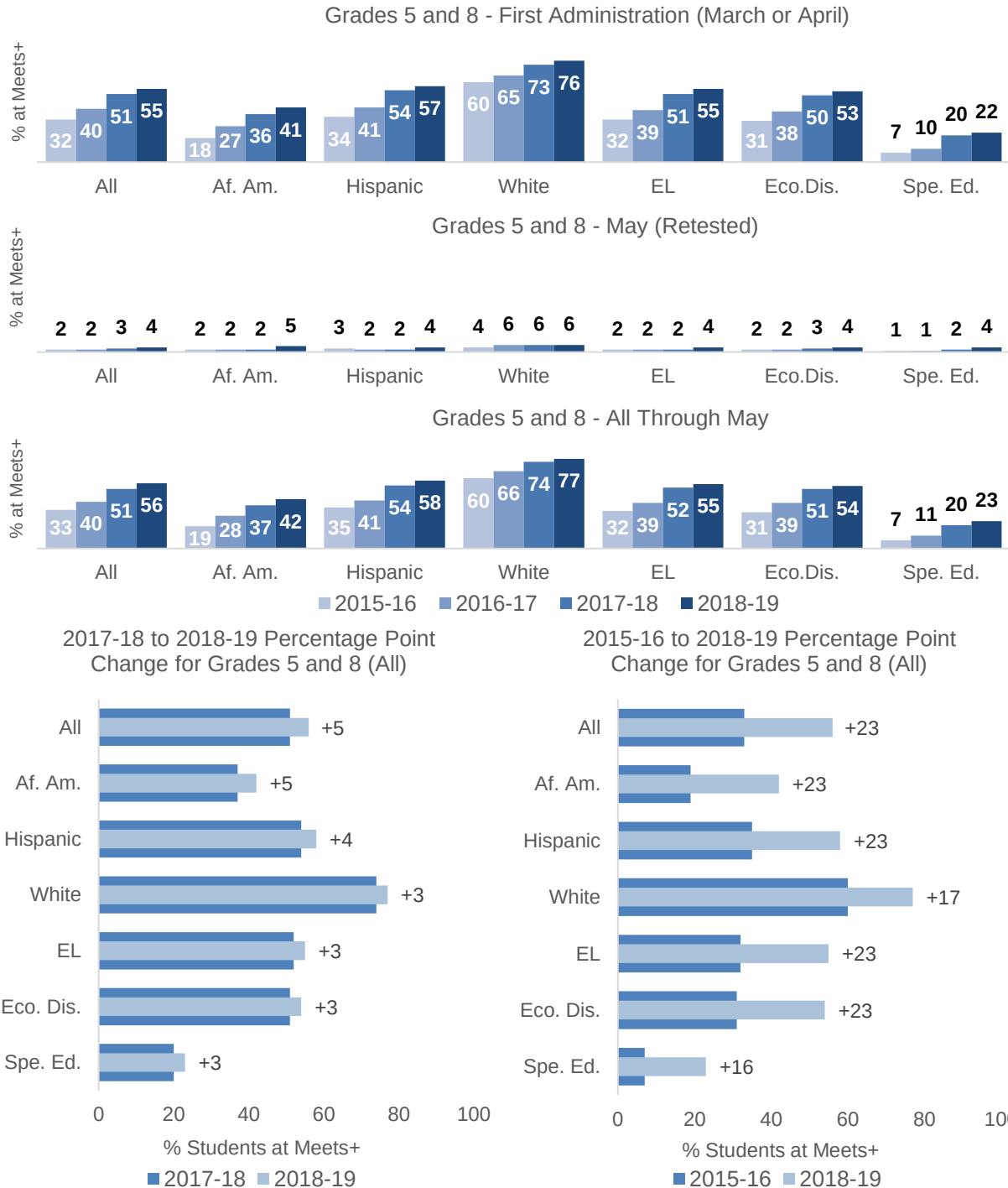
As shown in Appendix D Table 17, the overall percentage at Meets+ for grade-six students housed in an elementary school (51%) was higher than for students housed in a middle school (36%). The pattern was consistent for all student groups.

Figure 51: STAAR Mathematics Results at Meets+ by Grade, School Year, and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19. Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Results for grade eight included results from grade seven Pre-AP students. 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 D Table 15 for the number of students tested for each category.

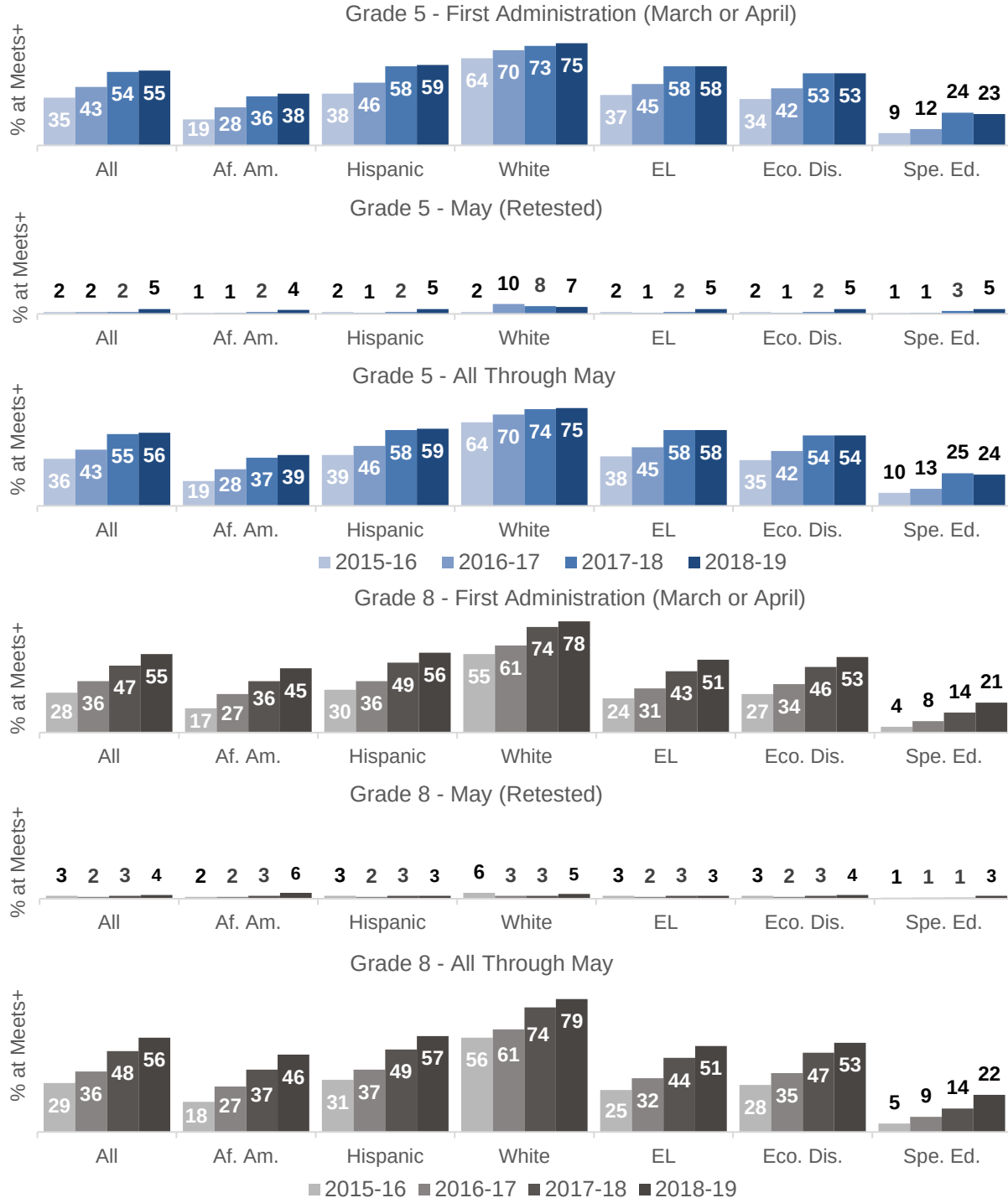
Figure 52: STAAR Mathematics Results at Meets+ for Students in Grades 5 and 8 Combined by Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. All=All administrations through May. All through May results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. 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 D Table 16 for the number of students tested for each category.

Figure 53: STAAR Mathematics Results at Meets+ for Students in Grades 5 and 8 by Grade, Administration, School Year, and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Results for grade eight included results from grade seven Pre-AP students. 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 D Table 16 for the number of students tested for each category.

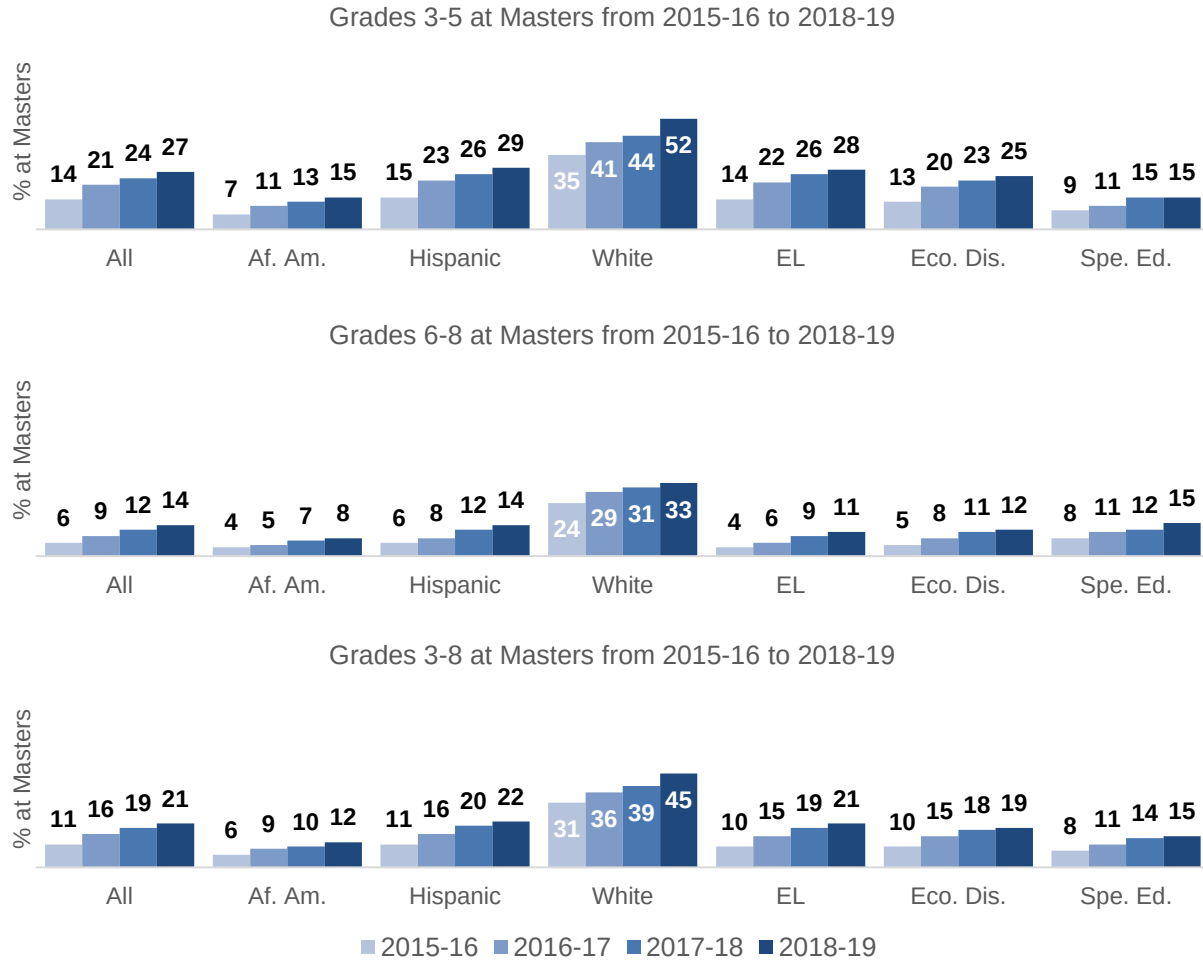
Percentage of students at Masters Grade Level (Masters). In 2018-19, the overall percentage of students at Masters on *STAAR* mathematics was 27 percent for grades 3-5 combined, 14 percent for grades 6-8 combined, and 21 percent for grades 3-8 combined (see Figure 54 and Appendix D Table 18). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. It was notable that the percentages at Masters were lower for grades 6-8 combined than for grades 3-5 combined overall and for all student groups.

When 2018-19 results were compared to 2017-18, the percentages of students at Masters were about the same (zero to one percentage point difference) in five of 21 comparisons but increased by two percentage points or more from 2017-18 to 2018-19 in 16 of 21 comparisons (range of percentage point differences: +2 to +8 - see Figure 55). When 2018-19 results were compared to 2015-16, the percentages of students at Masters increased by four percentage points or more from 2015-16 to 2018-19 in all 21 comparisons (range of percentage point differences: +4 to +17).

When 2018-19 results were reviewed by grade, the overall percentage of students in grades three through eight at Masters ranged from six percent (grade seven) to 35 percent (grade five) on *STAAR* mathematics (see Figure 56 and Appendix D Table 18). It should be noted that results for grade eight included grade seven students enrolled in the Pre-AP mathematics courses because they were required to take the grade eight *STAAR* mathematics assessment. There was a slight pattern of increase overall from 2015-16 to 2016-17 to 2017-18 to 2018-19 for all grades except for grade three.

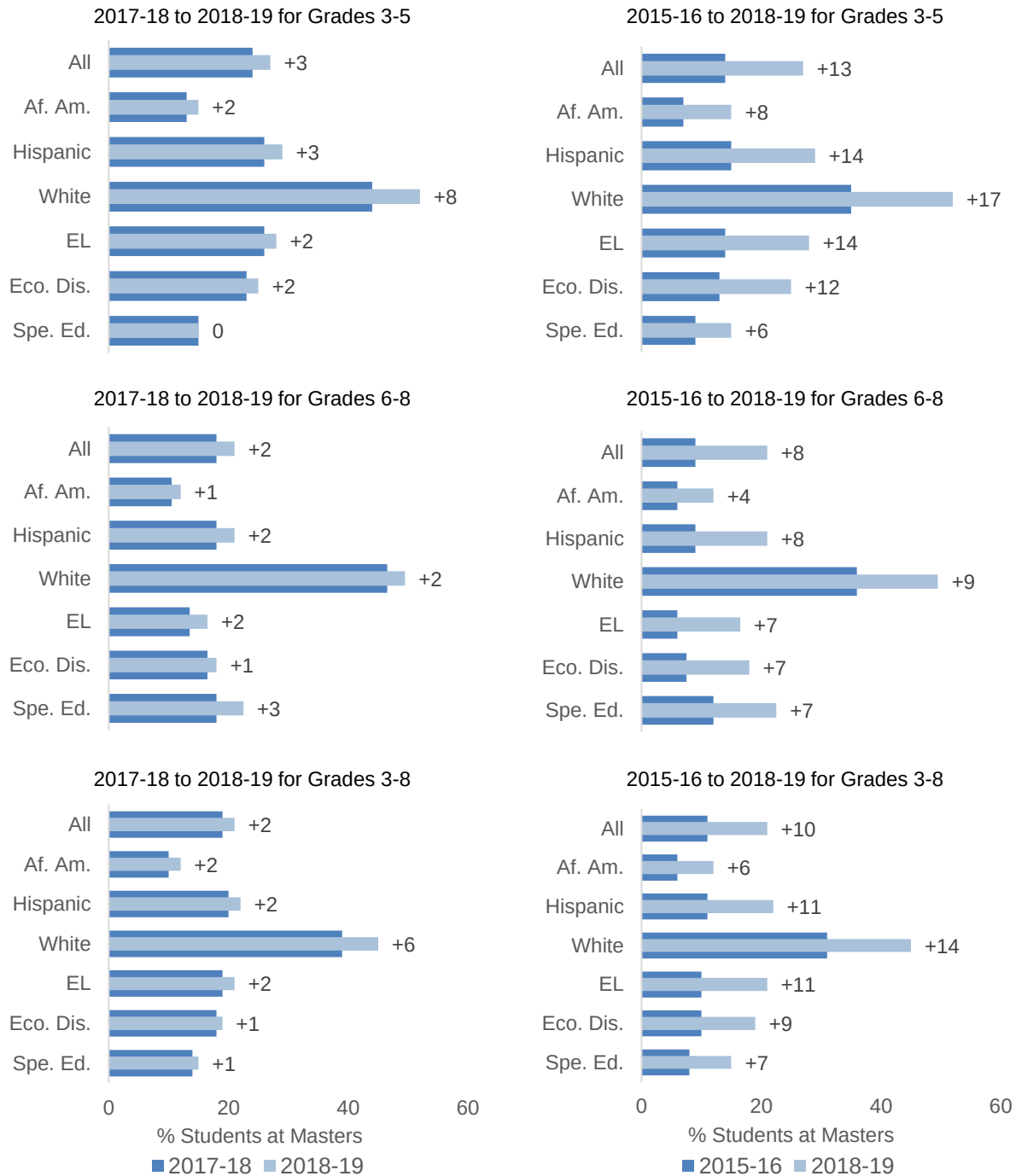
As shown in Appendix D Table 19, the overall percentage at Masters for grade-six students housed in an elementary school (24%) was higher than for students housed in a middle school (15%). The pattern was consistent across student groups except for special education students.

Figure 54: STAAR Mathematics Results at Masters for Students in Grades 3-8 by School Year and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. **STAAR:** 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19. **Note:** STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year. 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 D Table 18 for the number of students tested for each category.

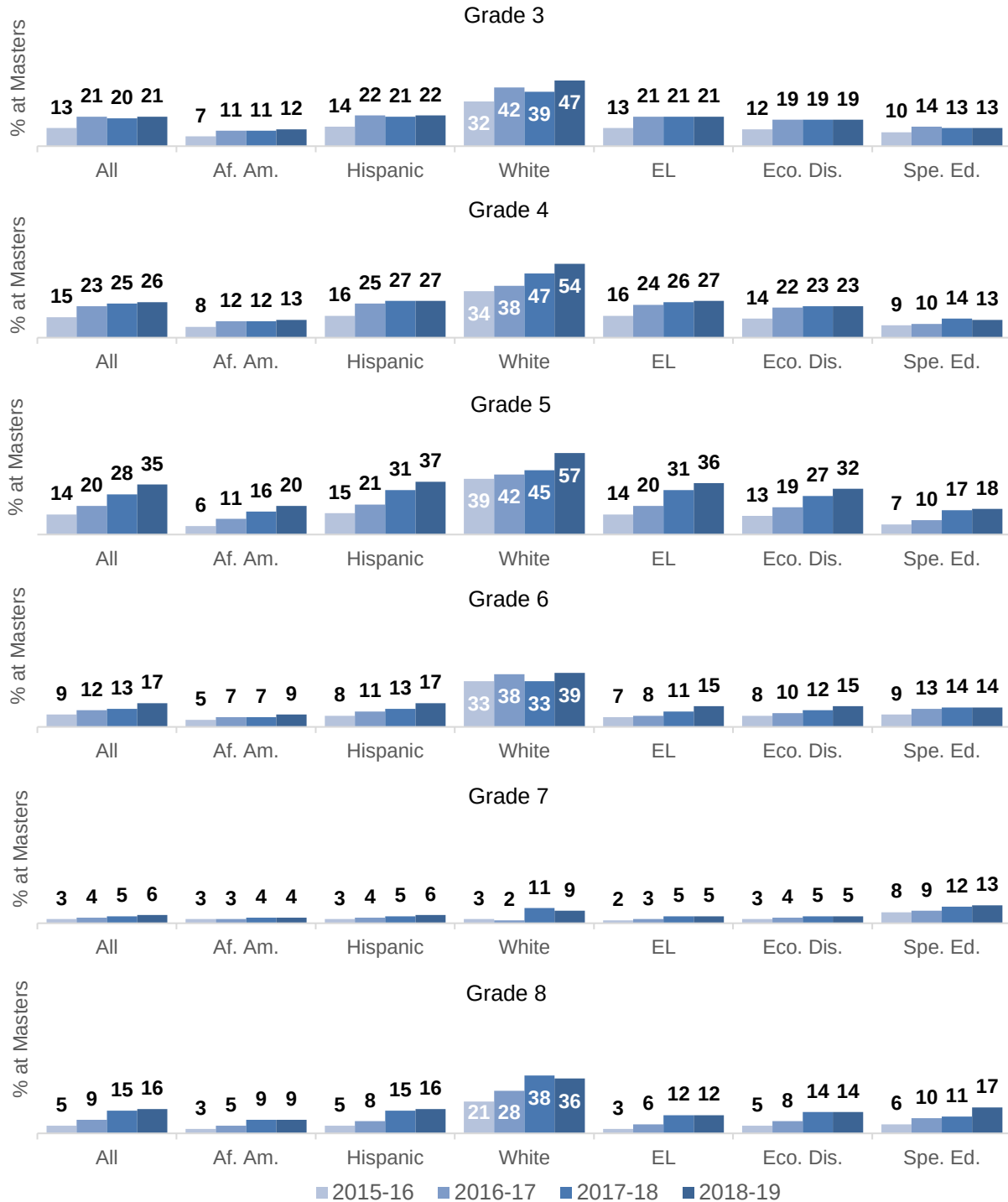
Figure 55: Percentage Point Changes of Students in Grades 3-5, 6-8, and 3-8 Combined on STAAR Mathematics at Masters



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year. 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 D Table 18 for the number of students tested for each category.

Figure 56: STAAR Mathematics Results at Masters by Grade, School Year, and Student Group (All Administrations Through May)



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

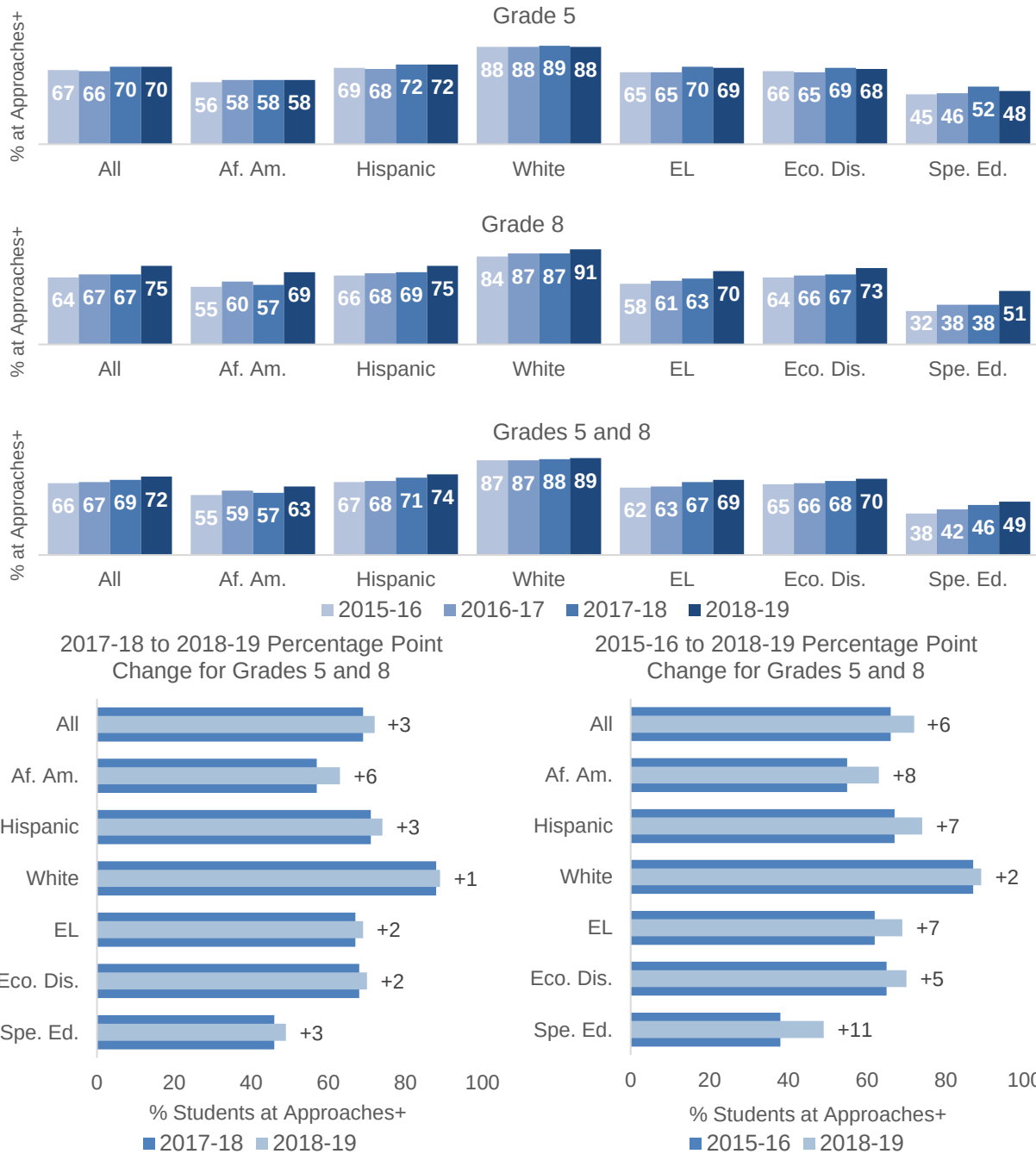
Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May of each year. Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. 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 D Table 18 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 2018-19, the overall percentage of students at Approaches+ on STAAR science was 70 percent for grade five, 75 percent for grade eight, and 72 percent for grades five and eight combined (see Figure 57 and Appendix D Table 20). It should be noted that results for grade eight included grade seven students enrolled in the Pre-AP science courses because they were required to take the grade eight STAAR science assessment. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Approaches+ was the lowest among student groups.

When 2018-19 results were compared to 2017-18 for grades five and eight combined, the percentages of students at Approaches+ were about the same for white students (one percentage point difference) but increased by two percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +6). When 2018-19 results were compared to 2015-16, the percentages of students at Approaches+ increased by two percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +11).

Figure 57: STAAR Science Results at Approaches+ by Grade, School Year, and Student Group



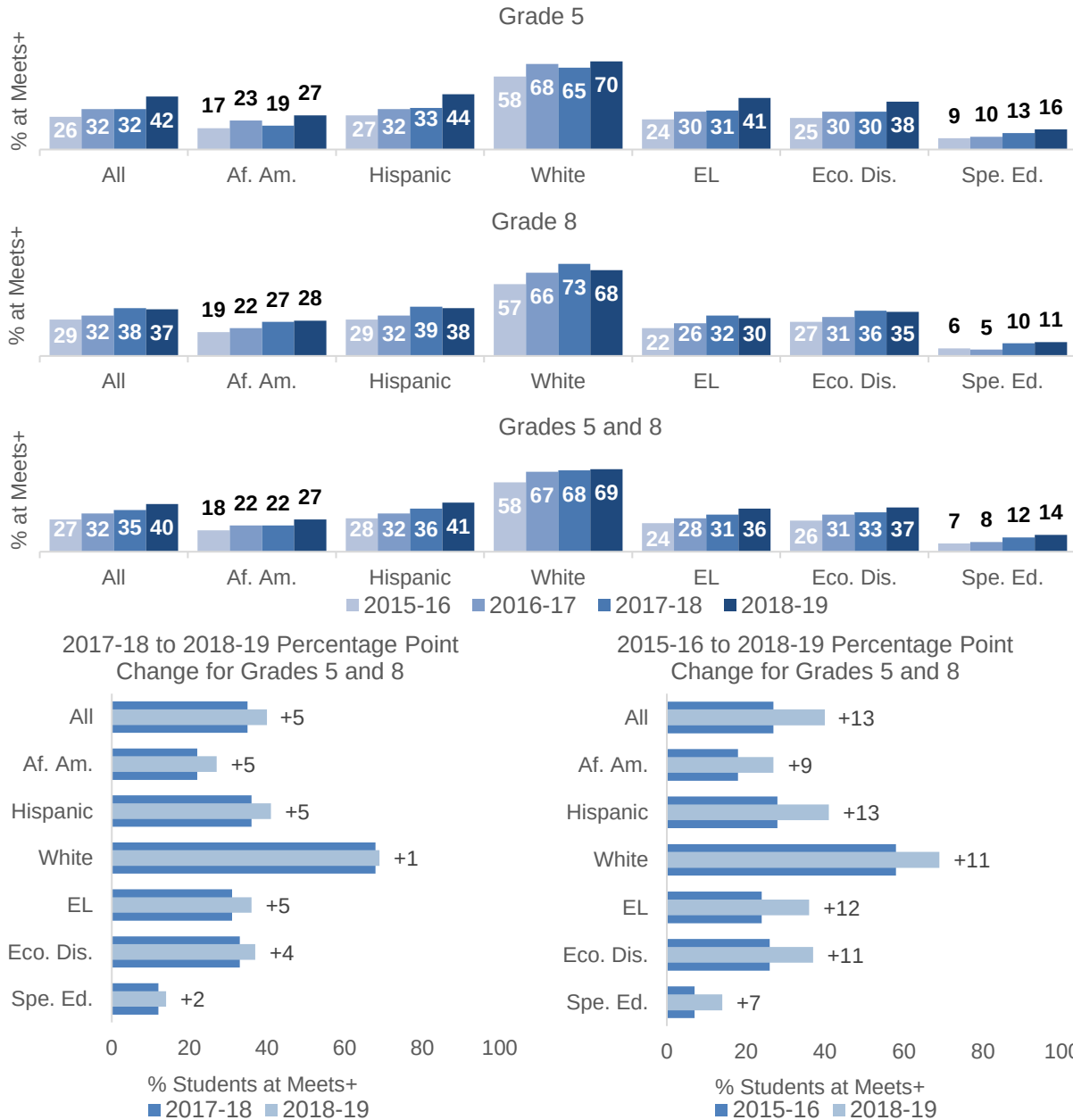
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. See Appendix D Table 20 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets+). In 2018-19, the overall percentage of students at Meets+ on *STAAR* science was 42 percent for grade five, 37 percent for grade eight, and 40 percent for grades five and eight combined (see Figure 58 and Appendix D Table 21). It should be noted that results for grade eight included grade seven students enrolled in the Pre-AP science courses because they were required to take the grade eight *STAAR* science assessment. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

When 2018-19 results were compared to 2017-18 for grades five and eight combined, the percentages of students at Meets+ were about the same for white students (one percentage point difference) but increased by two percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +5). When 2018-19 results were compared to 2015-16, the percentages of students at Meets+ increased by seven percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +7 to +13).

Figure 58: STAAR Science Results at Meets+ by Grade, School Year, and Student Group



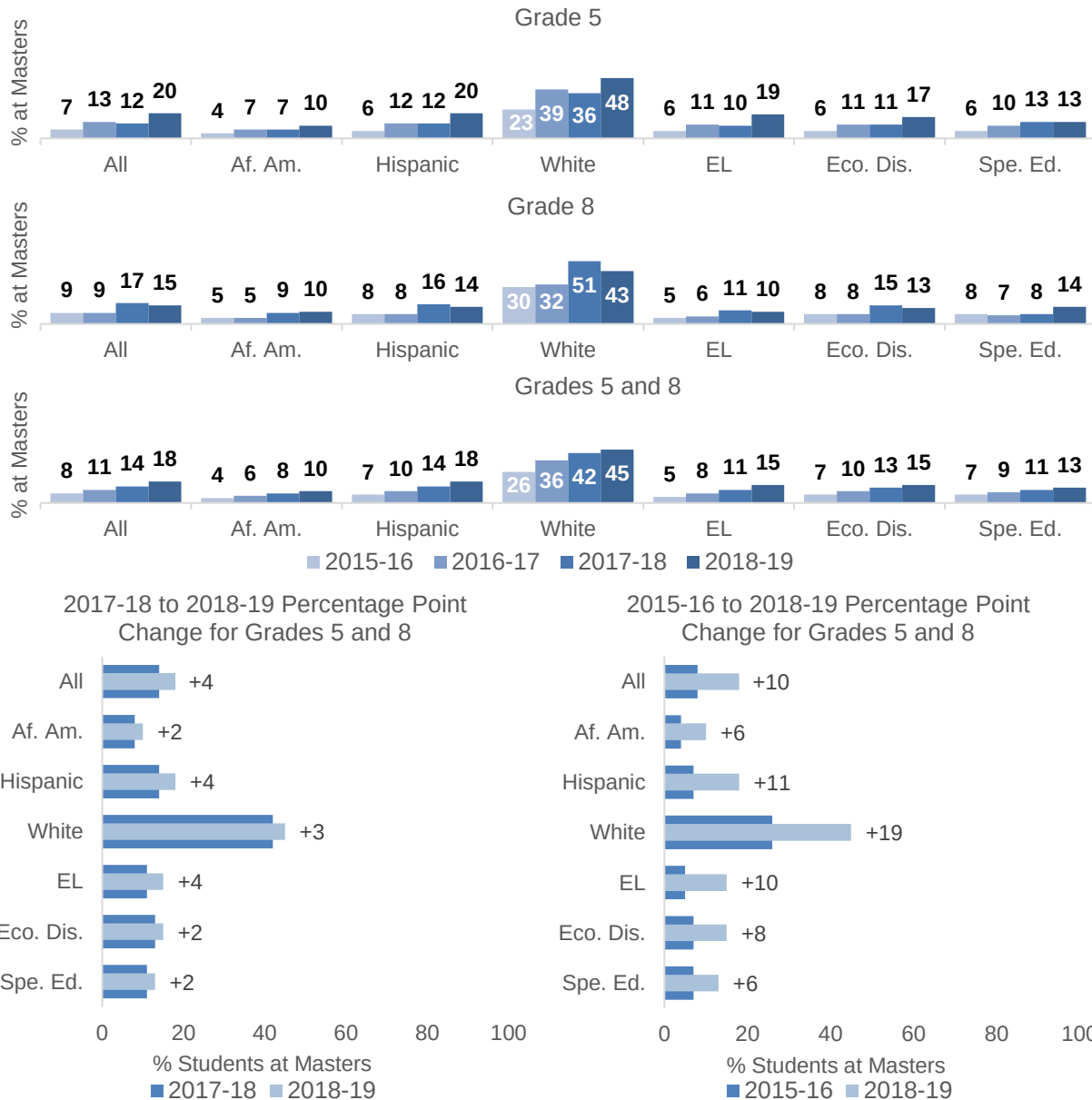
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Results for grade eight included results from grade seven Pre-AP students. See Appendix D Table 21 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2018-19, the overall percentage of students at Masters on STAAR science was 20 percent for grade five, 15 percent for grade eight, and 18 percent for grades five and eight combined (see Figure 59 and Appendix D Table 22). It should be noted that results for grade eight included grade seven students enrolled in the Pre-AP science courses because they were required to take the grade eight STAAR science assessment. When 2018-19 results were

compared to 2017-18 for grades five and eight combined, the percentages of students at Masters increased by two percentage points or more from 2017-18 to 2018-19 overall and for all student groups (range of percentage point differences: +2 to +4). When 2018-19 results were compared to 2015-16, the percentages increased by six percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +6 to +19).

Figure 59: STAAR Science Results at Masters by Grade, School Year, and Student Group



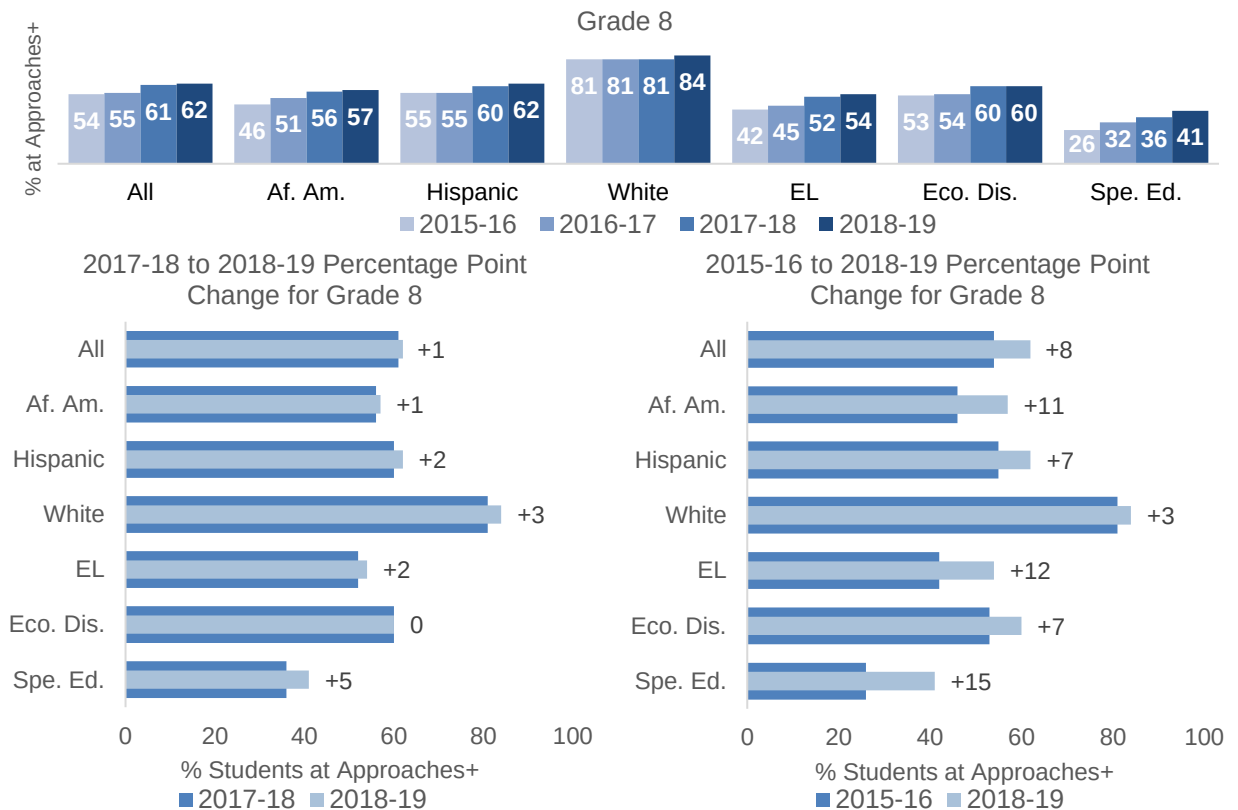
Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. See Appendix D Table 22 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 2018-19, 62 percent of grade-eight students achieved Approaches+ on STAAR social studies (see Figure 60 and Appendix D Table 23). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Meets+ was the lowest among student groups. The percentage of special education students was the lowest among student groups. When 2018-19 results were compared to 2017-18, the percentages of students at Approaches+ were about the same overall and for African American and economically disadvantaged students (zero to one percentage point difference) but increased by two percentage points or more from 2017-18 to 2018-19 for Hispanic, white, English learners, and special education students (range of percentage point differences: +2 to +5). When 2018-19 results were compared to 2015-16, the percentages increased by three percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +3 to +15).

Figure 60: STAAR Social Studies Results at Approaches+ by School Year and Student Group

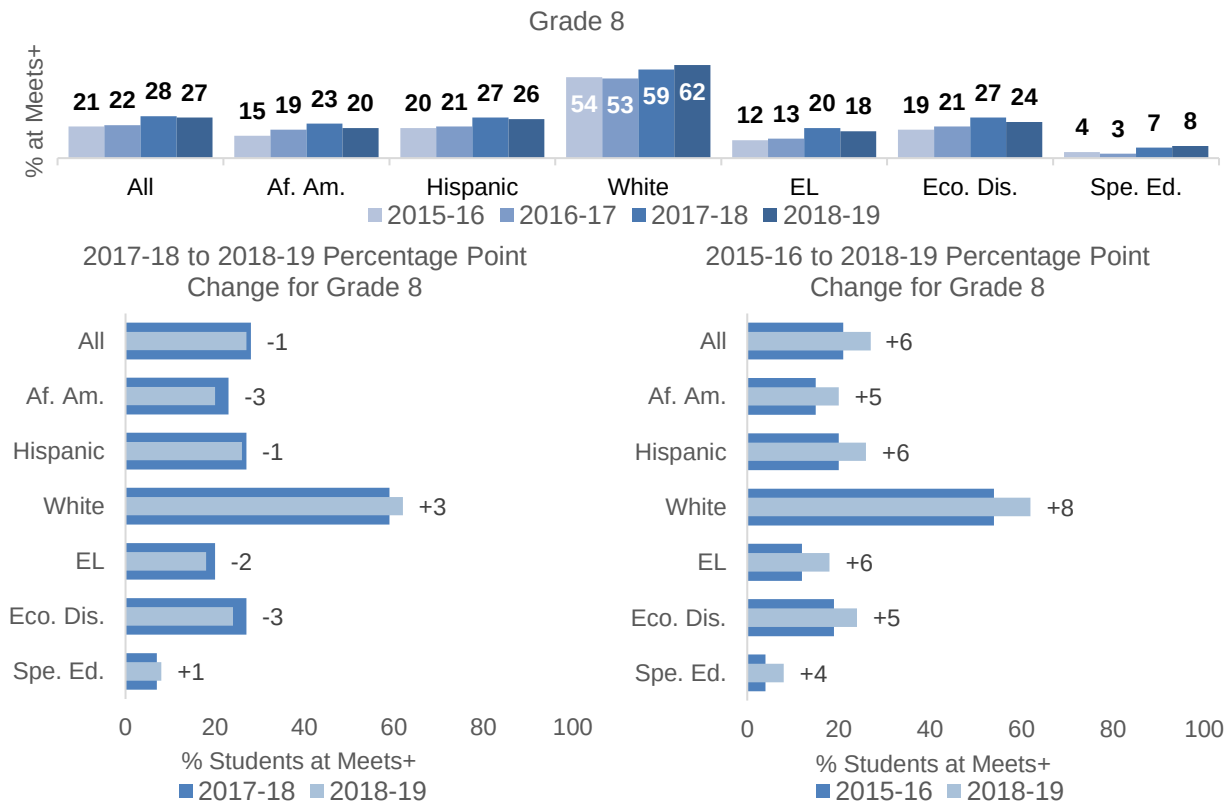


Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2. See Appendix D Table 23 for the number of students tested for each category.

Percentage of students at Meets Grade Level or Above (Meets+). In 2018-19, 27 percent of grade-eight students achieved Meets+ on STAAR social studies (see Figure 61 and Appendix D Table 24). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups. When 2018-19 results were compared to 2017-18, the percentages of students at Meets+ were about the same overall and for Hispanic and special education students (one percentage point difference), increased by three percentage points for white, and decreased by two percentage points or more for African American, English learners, and economically disadvantaged students (range of percentage point differences: -3 to -2). When 2018-19 results were compared to 2015-16, the percentages increased by four percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +4 to +8).

Figure 61: STAAR Social Studies Results at Meets+ by School Year and Student Group

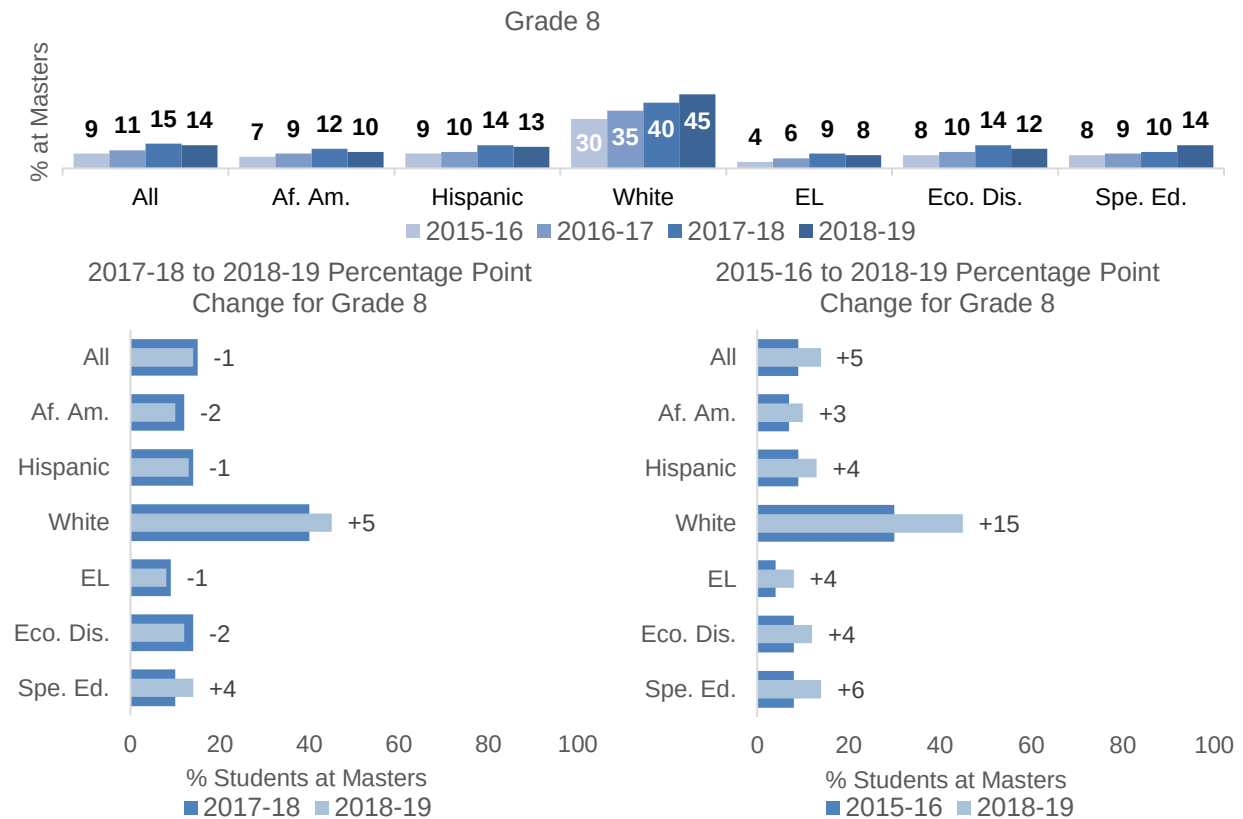


Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. See Appendix D Table 24 for the number of students tested for each category.

Percentage of students at Masters Grade Level (Masters). In 2018-19, 14 percentage of grade-eight students achieved Masters on STAAR social studies (see Figure 62 and Appendix D Table 25). When 2018-19 results were compared to 2017-18, the percentages of students at Masters were about the same overall and for Hispanic and English learners (one percentage point difference), increased by four percentage points or more from 2017-18 to 2018-19 for white and special education students (range of percentage point differences: +4 to +5), and decreased by two percentage points for African American and economically disadvantaged students. When 2018-19 results were compared to 2015-16, the percentages increased by three percentage points or more from 2015-16 to 2018-19 overall and for all student groups (range of percentage point differences: +3 to +15).

Figure 62: STAAR Social Studies Results at Masters by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 for 2015-16, 6/15/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.
Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2. See Appendix D Table 25 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 Dallas ISD 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 overall and by student group. 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.

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, four years of data from 2015-16 to 2018-19 were used for the Approaches+ standard, while six years of data from 2013-14 to 2018-19 were used for the Meets+ and Masters performance standards.¹⁸ This section was limited to report four years of results from 2015-16 to 2018-19. Results for the 2013-14 and 2014-15 school years at Meets+ and Masters were reported in Appendix E Tables 2 and 3. Beginning with 2014-15, STAAR EOC data included STAAR *Alternate 2* results for the Approaches+ and Masters performance standards. 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.

Finally, STAAR EOC results for Dallas ISD were compared with those for the state and other large urban school districts in Texas. STAAR EOC results were obtained from the Texas Assessment Management System (TAMS) website. Results included the spring administration for each year. All information was based on the STAAR version and did not include STAAR *Alternate 2*. Crosstab analyses were used to compare STAAR EOC performance among large urban school districts and the state during the last three years from 2016-17 to 2018-19. Results were reported in Appendix G.

Results

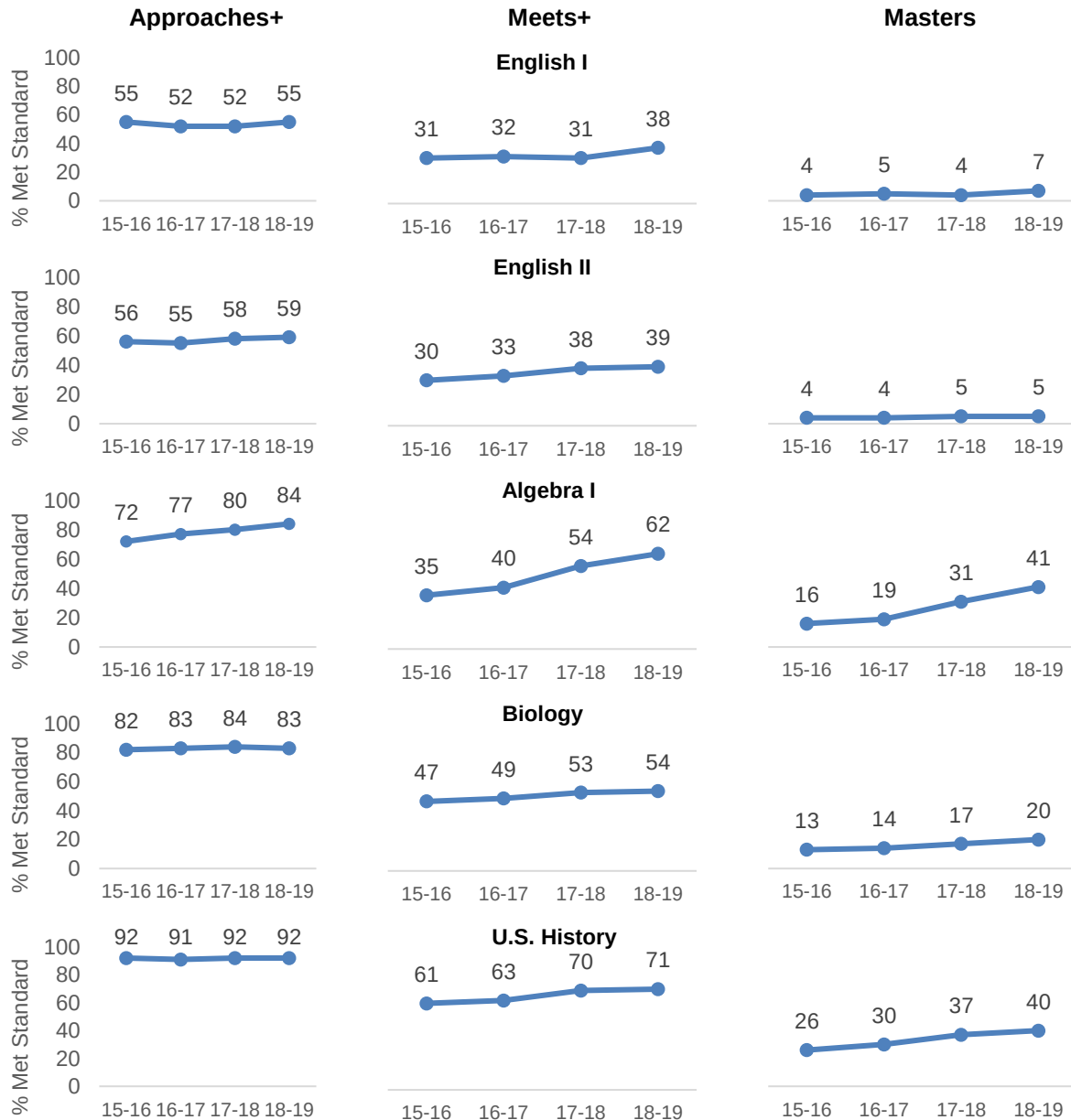
Overall STAAR EOC Results

In 2018-19, the overall percentage of students that met the performance standards on STAAR EOC subtests ranged from 55 percent (English I) to 92 percent (U.S. History) at Approaches+, 38 percent (English I) to 71 percent (U.S. History) at Meets+, and five percent (English II) to 41 percent (Algebra I) at Masters (see Figure 63 and Appendix E Tables 1-3). Results showed the general pattern of increases from 2015-16 to 2016-17 to 2017-18 to 2018-19 for Algebra I at Approaches+, for all subjects except for English I

¹⁸ 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).

at Meets+, and for Algebra I, Biology, and U.S. History at Masters. It was notable that the overall percentages for all performance standards were much higher for Algebra I, Biology, and U.S. History than for English I and English II. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.

Figure 63: Overall STAAR EOC Results at Approaches+, Meets+, and Masters by Subject



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. %=percentage. 15-16=2015-16. 16-17=2016-17. 17-18=2017-18. 18-19=2018-19. Results included December and May administrations for each year. STAAR Alternate 2 was included for Approaches+ and Masters but not for Meets+ because STAAR Alternate 2 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 (18% to 21%). See Appendix E Tables 1-3 for the number of students tested for each category.

Appendix G shows *STAAR EOC* results for Dallas ISD, other large urban districts, and the state by subject, school year, and performance standard from 2016-17 to 2018-19. Across *EOC* subjects, in 2018-19, the percentages of Dallas ISD students that met the performance standards were the same or slightly higher than students at the state level in four of 15 comparisons (Algebra 1 at Approaches+, Meets+, and Masters, and U.S. History at Approaches+), while they were lower in 11 of 15 comparisons. When 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 14 of 15 comparisons, while the percentages of students at the state level remained the same or increased in all 15 comparisons.

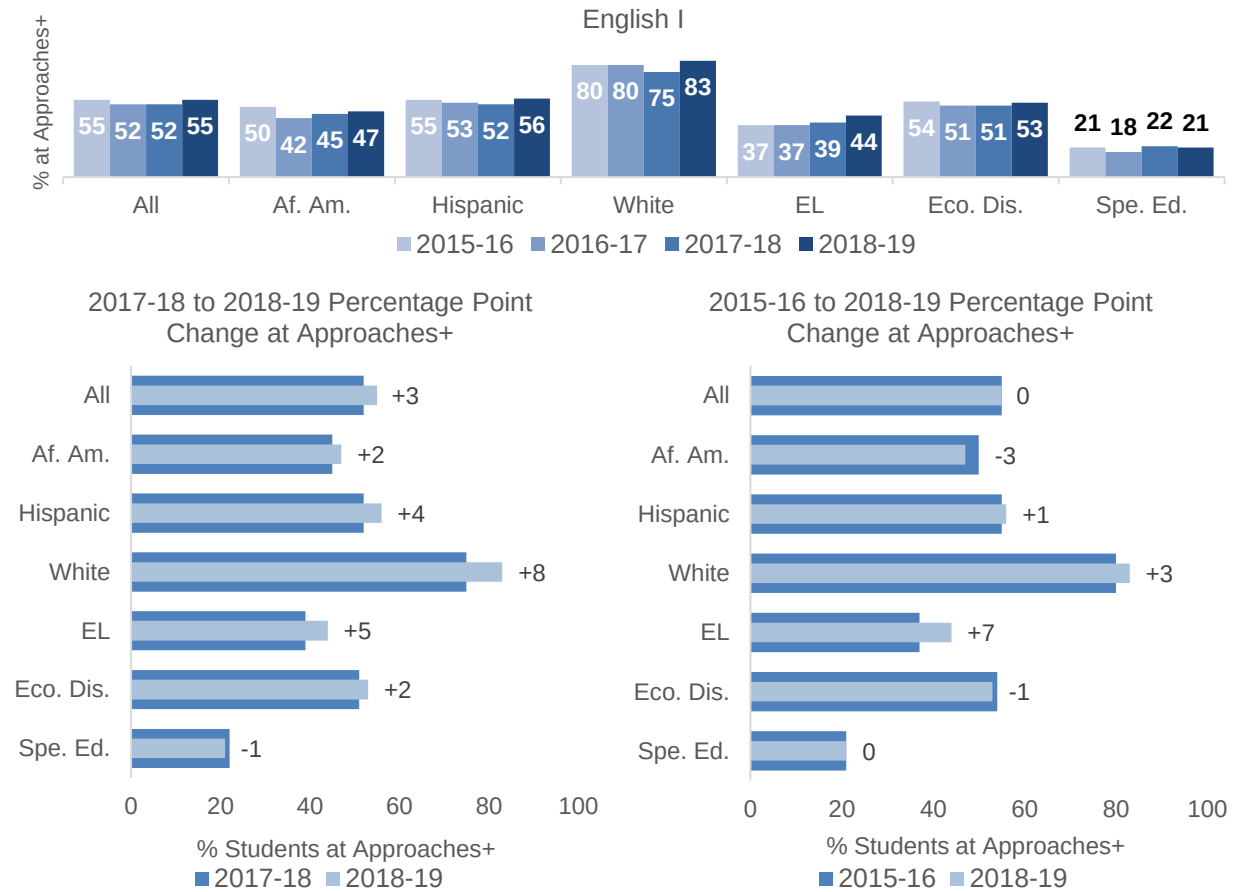
Percentage of Students at Approaches Grade Level or Above (Approaches+) on *STAAR EOC*

In 2018-19, the overall percentage of students at Approaches+ ranged from 55 percent (English I) to 92 percent (U.S. History) on *STAAR EOC* subtests (see Figures 64-68 and Appendix E Table 1). Figures 64 to 68 also show *STAAR EOC* results for each subject by student group and percentage point changes from 2017-18 to 2018-19 (one-year change) and from 2015-16 to 2018-19 (three-year change).

It was notable that the percentages at Approaches+ were much higher for Algebra I (84%), Biology (83%), and U.S. History (92%) than for English I (55%) and English II (59%). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Approaches+ was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the overall percentages at Approaches+ were about the same in English II, Biology, and U.S. History (zero to one percentage point difference) but increased by three percentage points or more from 2017-18 to 2018-19 in English I and Algebra I (range of percentage point differences: +3 to +4). When 2018-19 results were compared to 2015-16, the overall percentages at Approaches+ were about the same in English I, Biology, and U.S. History (zero to one percentage point difference) but increased by three percentage points or more in English II and Algebra I (range of percentage point differences: +3 to +12). One-year or three-year percentage point changes for student groups varied across subjects.

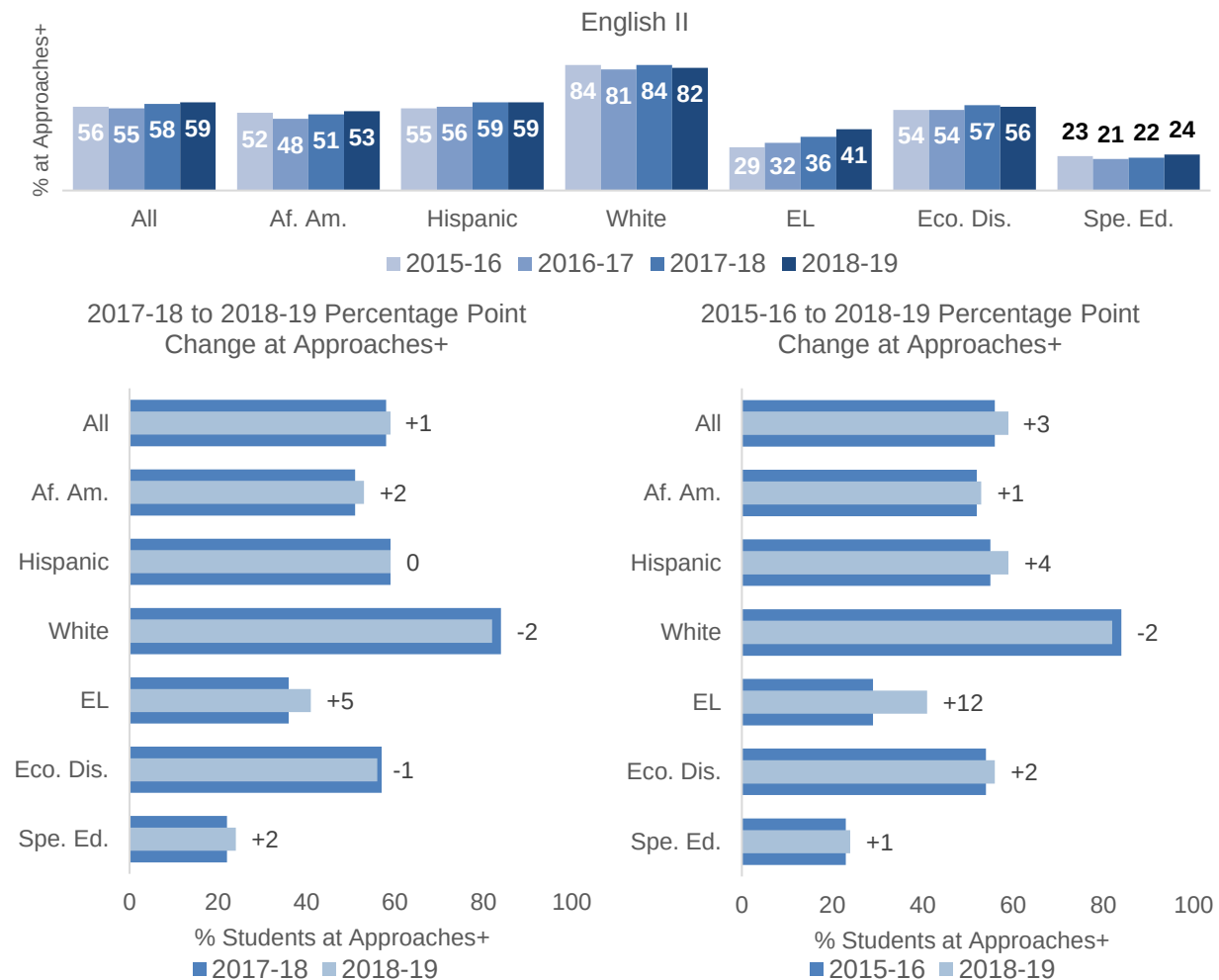
Figure 64: STAAR EOC English I Results at Approaches+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year and STAAR Alternate 2. Although all English I 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 E Table 1 for the number of students tested for each category.

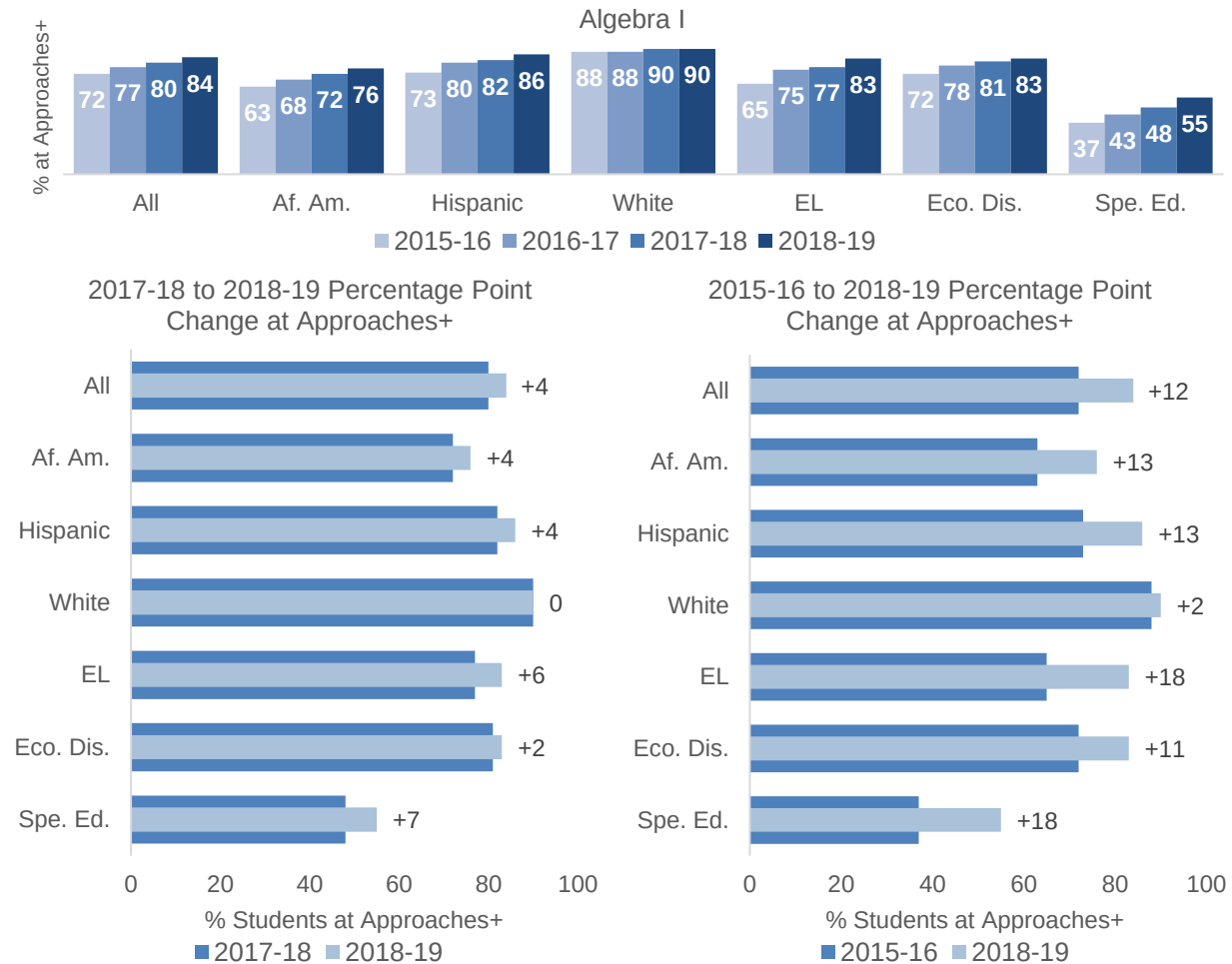
Figure 65: STAAR EOC English II Results at Approaches+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year and STAAR Alternate 2. See Appendix E Table 1 for the number of students tested for each category.

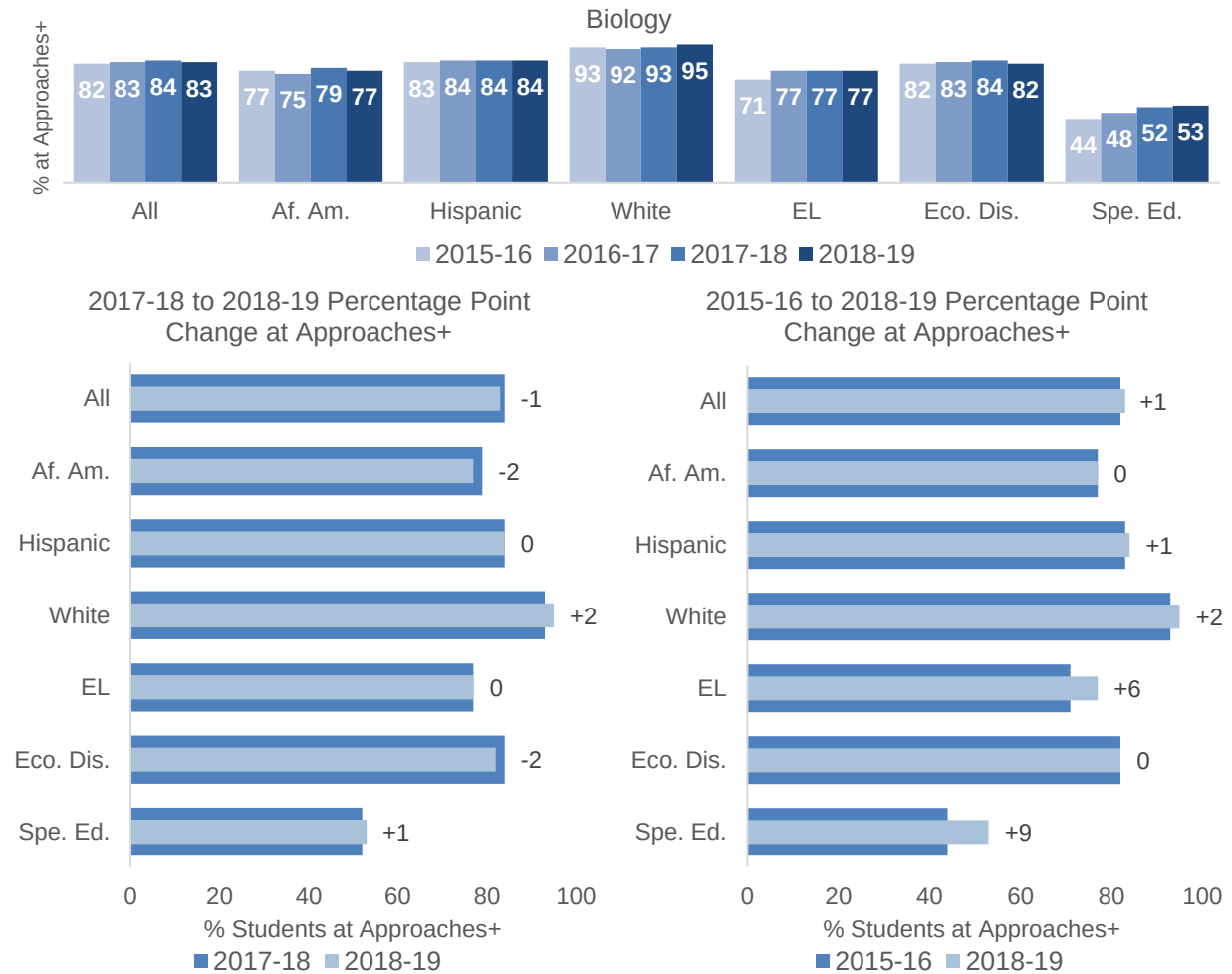
Figure 66: STAAR EOC Algebra I Results at Approaches+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year and STAAR Alternate 2. Some eighth-grade students took Algebra I [$n=2,393$ (19%) in 2015-16, 2,240 (18%) in 2016-17, 2,327 (20%) in 2017-18, and 2,326 (21%) in 2018-19]. See Appendix E Table 1 for the number of students tested for each category.

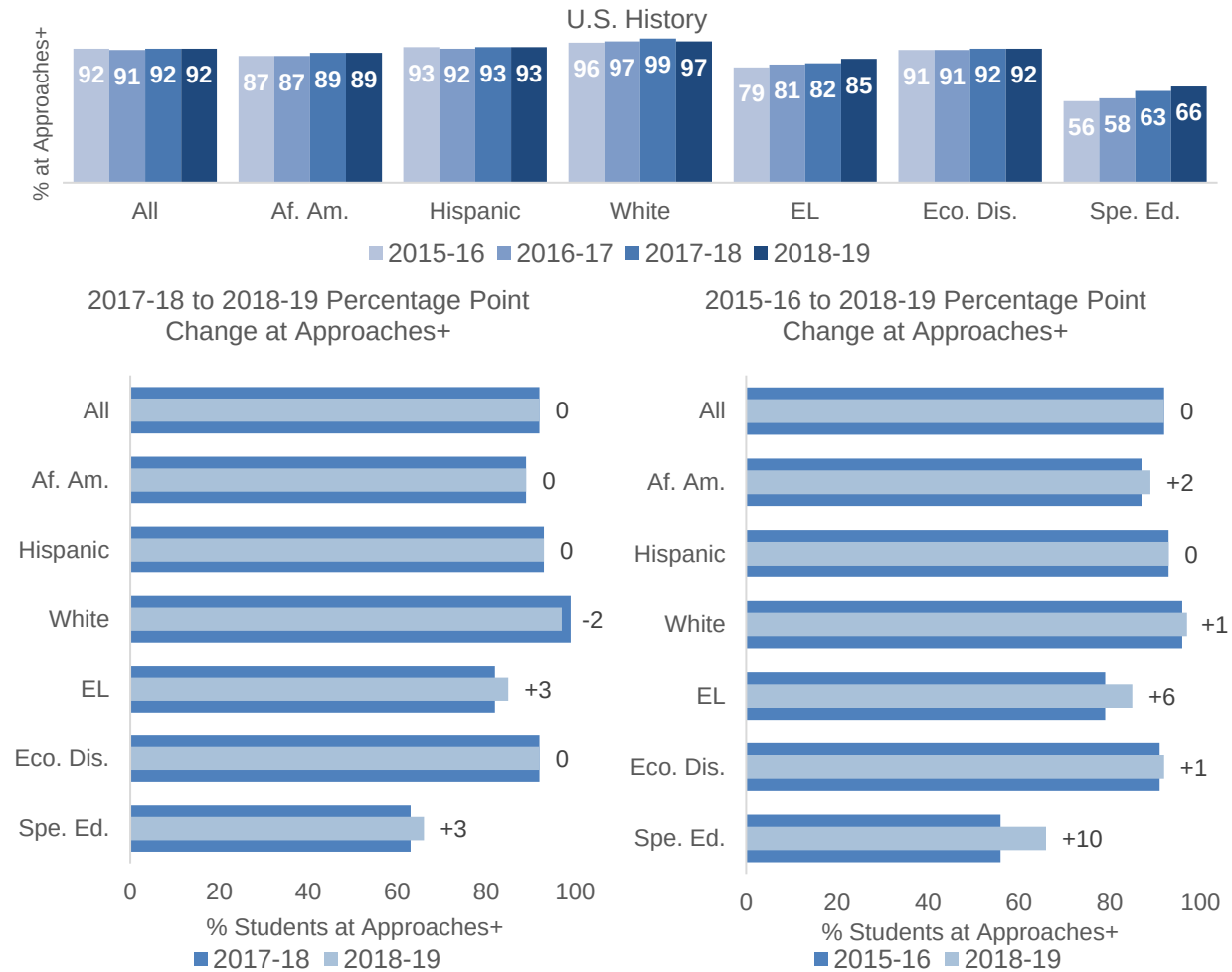
Figure 67: STAAR EOC Biology Results at Approaches+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year and STAAR Alternate 2. See Appendix E Table 1 for the number of students tested for each category.

Figure 68: STAAR EOC U.S. History Results at Approaches+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year and STAAR Alternate 2. See Appendix E Table 1 for the number of students tested for each category.

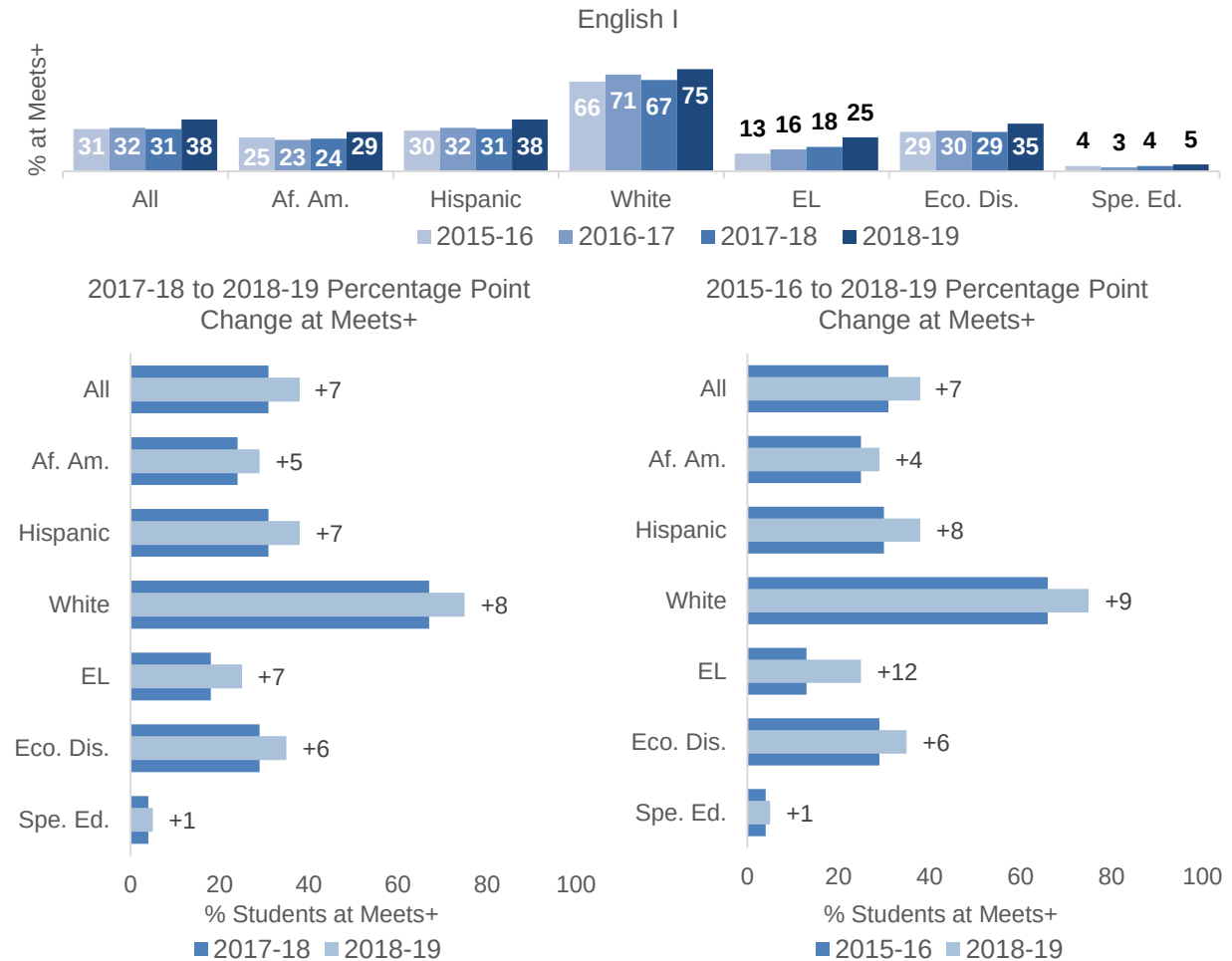
Percentage of Students at Meets Grade Level or Above (Meets+) on STAAR EOC

In 2018-19, the overall percentage of students at Meets+ ranged from 38 percent (English I) to 71 percent (U.S. History) on *STAAR EOC* subtests (see Figures 69-73 and Appendix E Table 2). Figures 69 to 73 also show *STAAR EOC* results for each subject by student group and percentage point changes from 2017-18 to 2018-19 (one-year change) and from 2015-16 to 2018-19 (three-year change).

For all students combined, like Approaches+, it was notable that the percentages at Meets+ were much higher for Algebra I (62%), Biology (54%), and U.S. History (71%) than for English I (38%) and English II (39%). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at Meets+ was the lowest among student groups.

When 2018-19 results were compared to 2017-18, the overall percentages at Meets+ were about the same in English II, Biology, and U.S. History (one percentage point difference) but increased by seven percentage points or more from 2017-18 to 2018-19 in English I and Algebra I (range of percentage point differences: +7 to +8). When 2018-19 results were compared to 2015-16, the overall percentages at Meets+ increased by seven percentage points or more for all subjects (range of percentage point differences: +7 to +27); the increase was especially notable for Algebra I (a 27 percentage point increase). One-year or three-year percentage point changes for student groups varied across subjects.

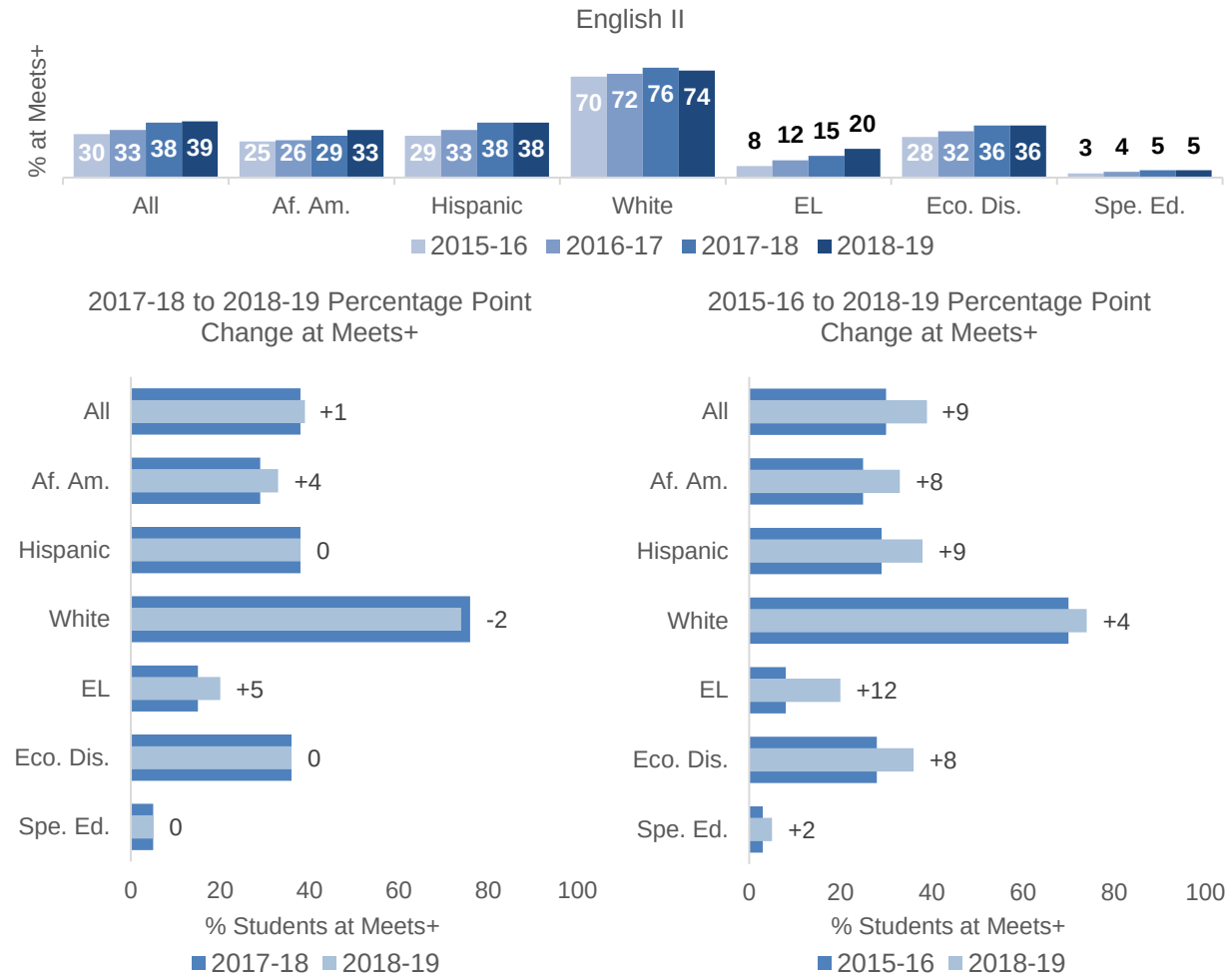
Figure 69: STAAR EOC English I Results at Meets+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Although all English I scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. See Appendix E Table 2 for the number of students tested for each category.

Figure 70: STAAR EOC English II Results at Meets+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. See Appendix E Table 2 for the number of students tested for each category.

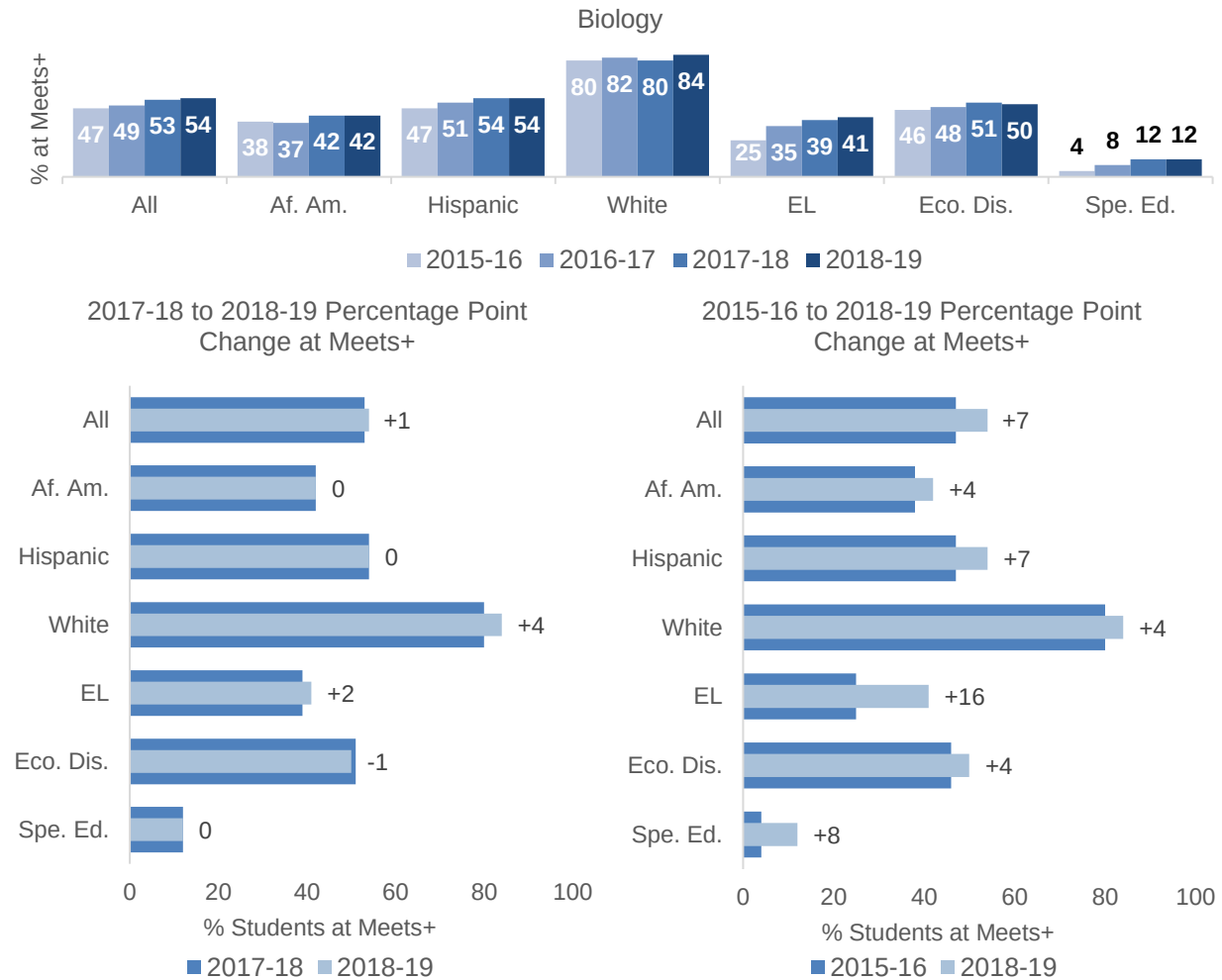
Figure 71: STAAR EOC Algebra I Results at Meets+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Some eighth-grade students took Algebra I [$n=2,393$ (19%) in 2015-16, 2,240 (18%) in 2016-17, 2,327 (20%) in 2017-18, and 2,326 (21%) in 2018-19]. See Appendix E Table 2 for the number of students tested for each category.

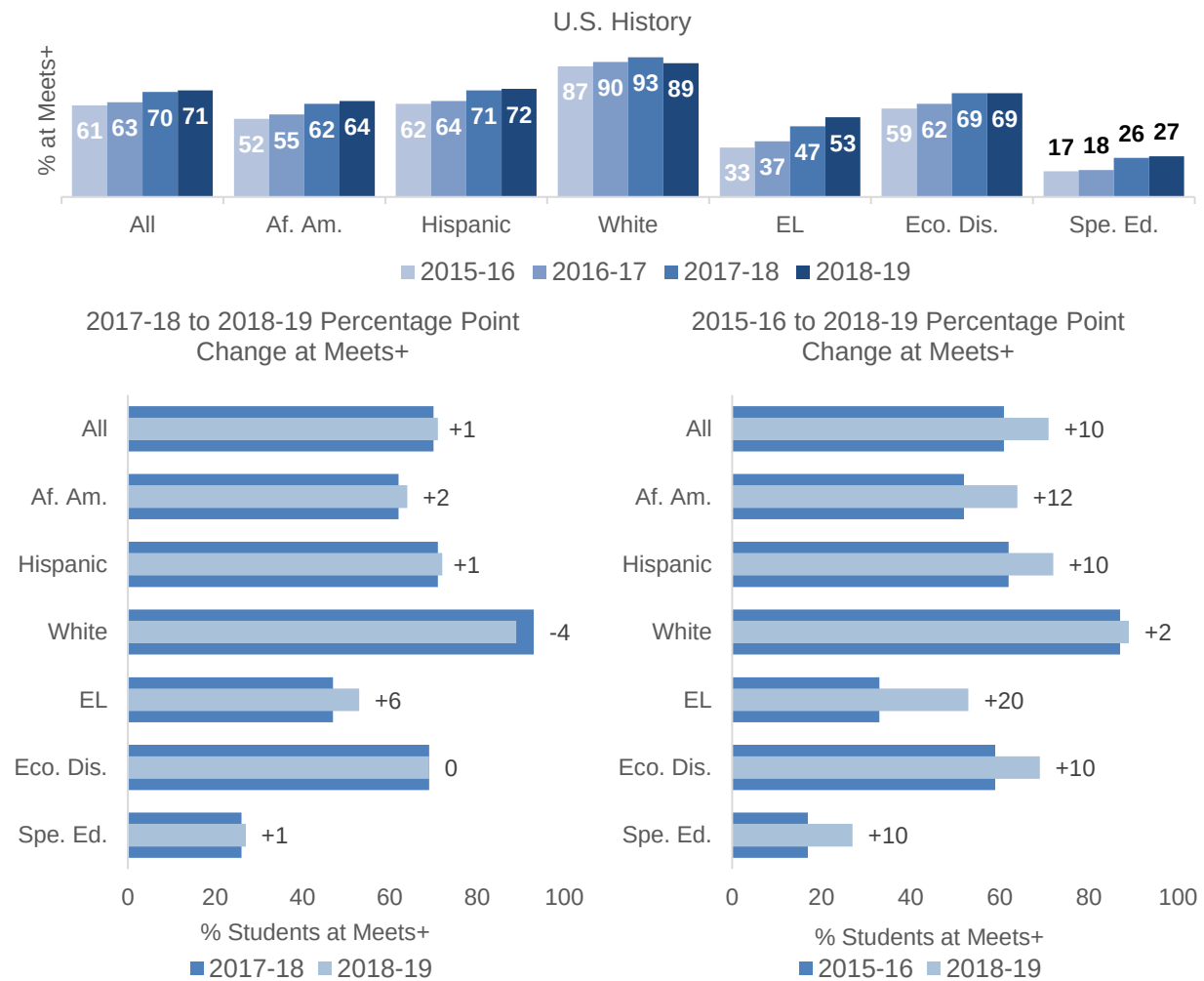
Figure 72: STAAR EOC Biology Results at Meets+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. See Appendix E Table 2 for the number of students tested for each category.

Figure 73: STAAR EOC U.S. History Results at Meets+ by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. This figure does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. See Appendix E Table 2 for the number of students tested for each category.

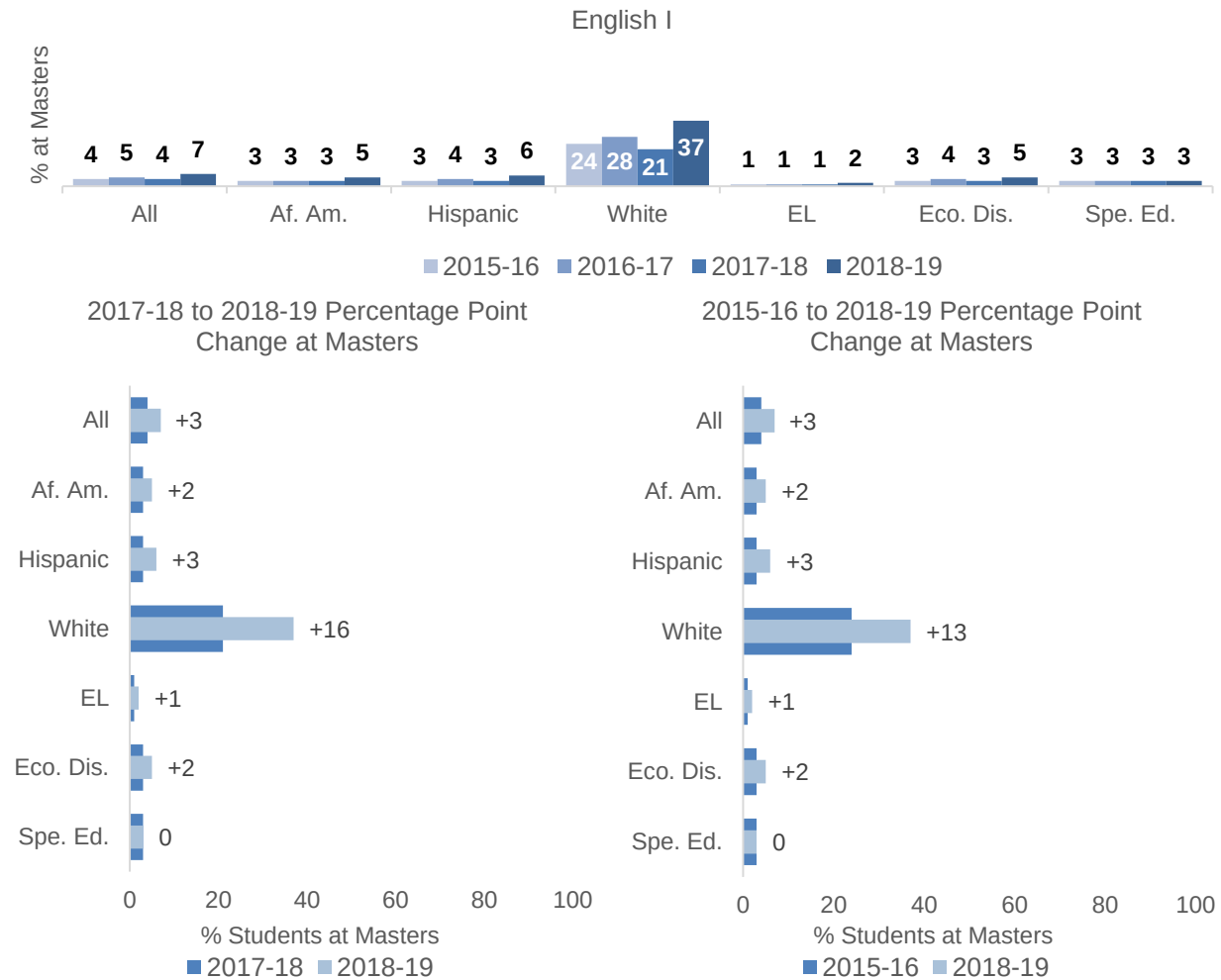
Percentage of Students at Masters Grade Level (Masters) on STAAR EOC

In 2018-19, the overall percentage of students at Masters ranged from five percent (English II) to 41 percent (Algebra I) on STAAR EOC subtests (see Figures 74-78 and Appendix E Table 3). Figures 74 to 78 also show STAAR EOC results for each subject by student group and percentage point changes from 2017-18 to 2018-19 (one-year change) and from 2015-16 to 2018-19 (three-year change).

For all students combined, like Approaches+ and Meets+, it was notable that the percentages at Masters were much higher for Algebra I (41%), U.S. History (40%), and Biology (20%), than for English I (7%) and English II (5%).

When 2018-19 results were compared to 2017-18, the overall percentages at Masters increased by three percentage points or more from 2017-18 to 2018-19 for all subjects (range of percentage point differences: +3 to +10) except for English II. When 2018-19 results were compared to 2015-16, like the one-year changes, the overall percentages at Masters increased by three percentage points or more for all subjects (range of percentage point differences: +3 to +25) except for English II; increases were especially positive for Algebra I (a 25 percentage point increase) and U.S. History (a 14 percentage point increase). One-year or three-year percentage point changes for student groups varied across subjects.

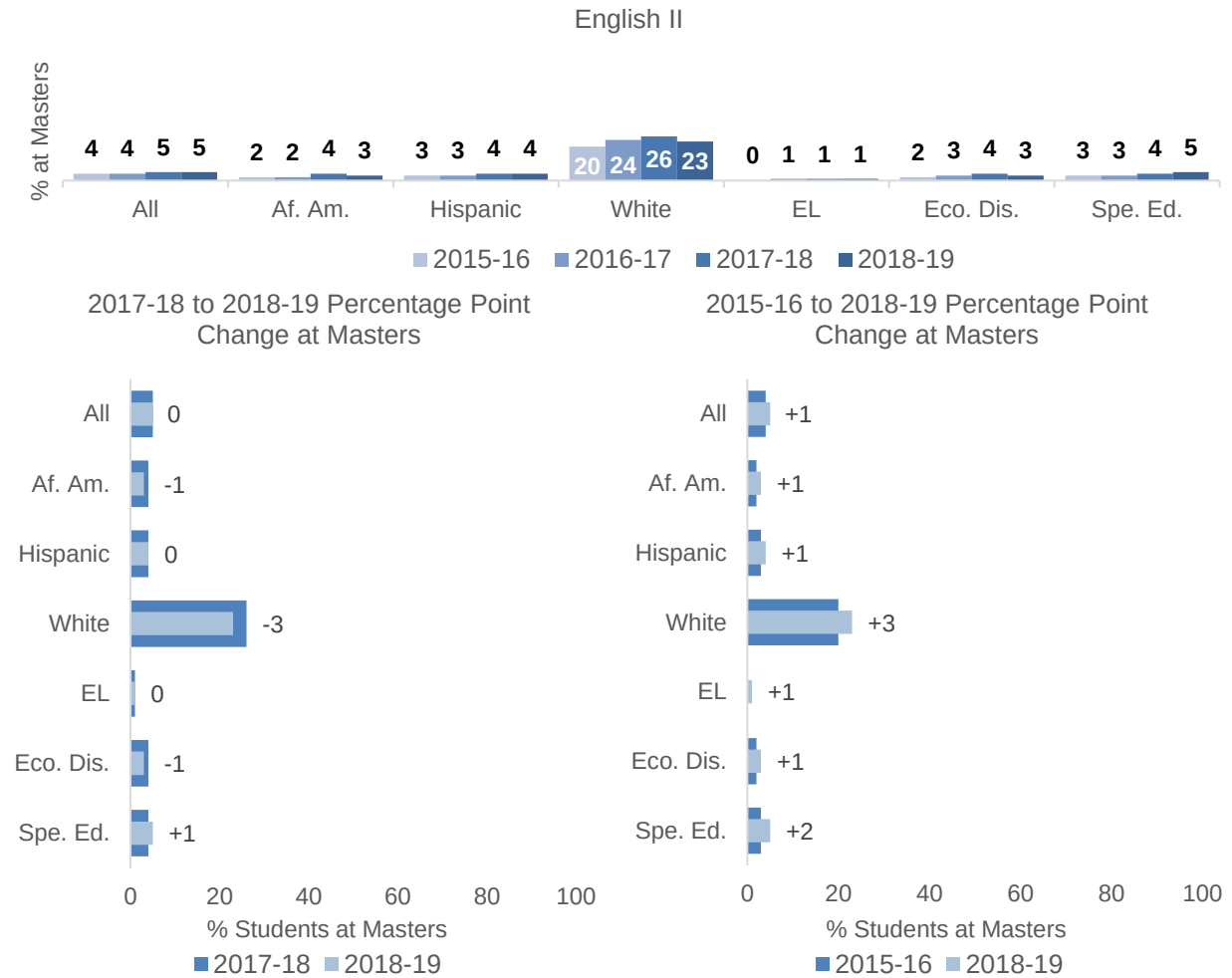
Figure 74: STAAR EOC English I Results at Masters by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. Results included STAAR Alternate 2. Although all English I 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 E Table 3 for the number of students tested for each category.

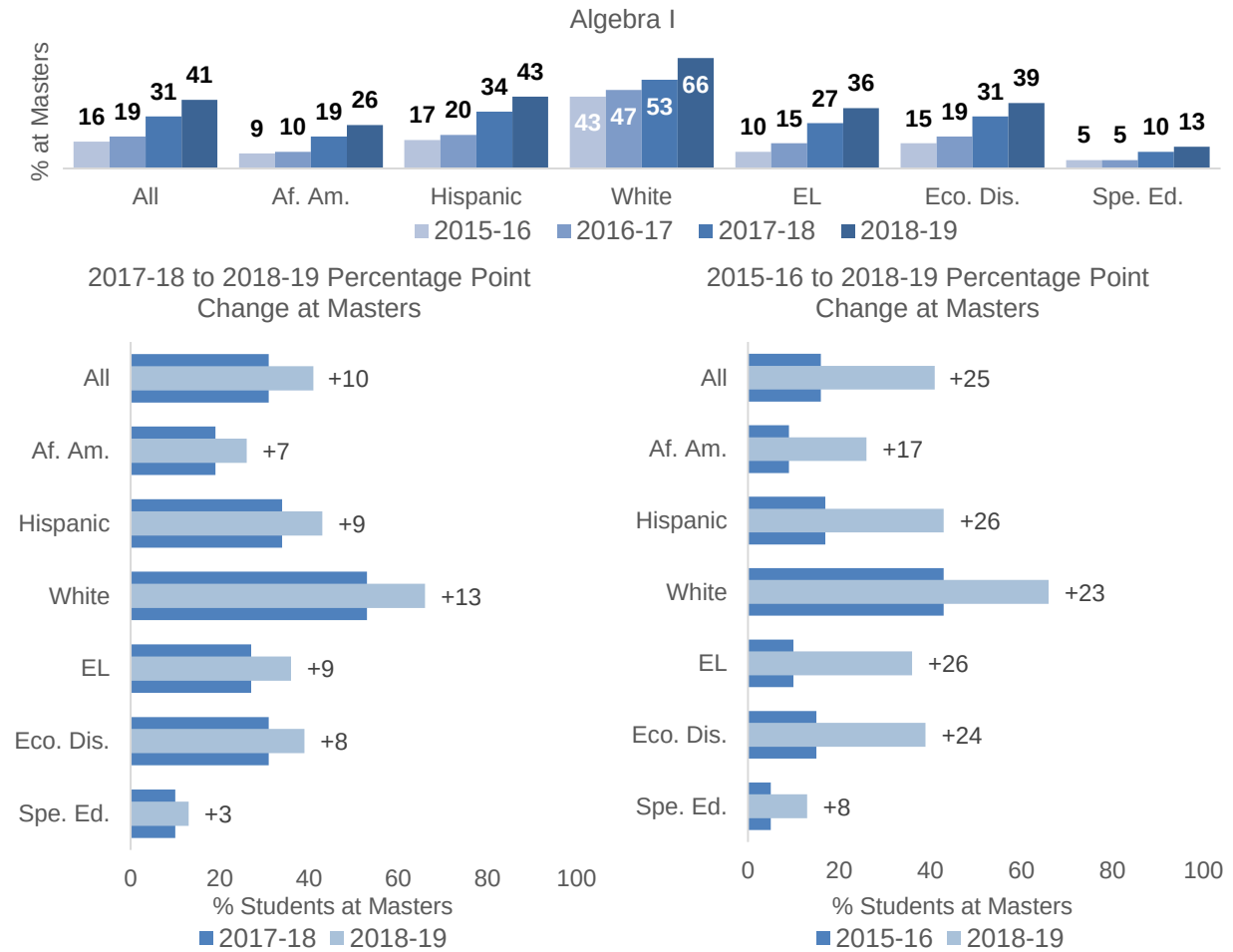
Figure 75: STAAR EOC English II Results at Masters by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. Results included STAAR Alternate 2. See Appendix E Table 3 for the number of students tested for each category.

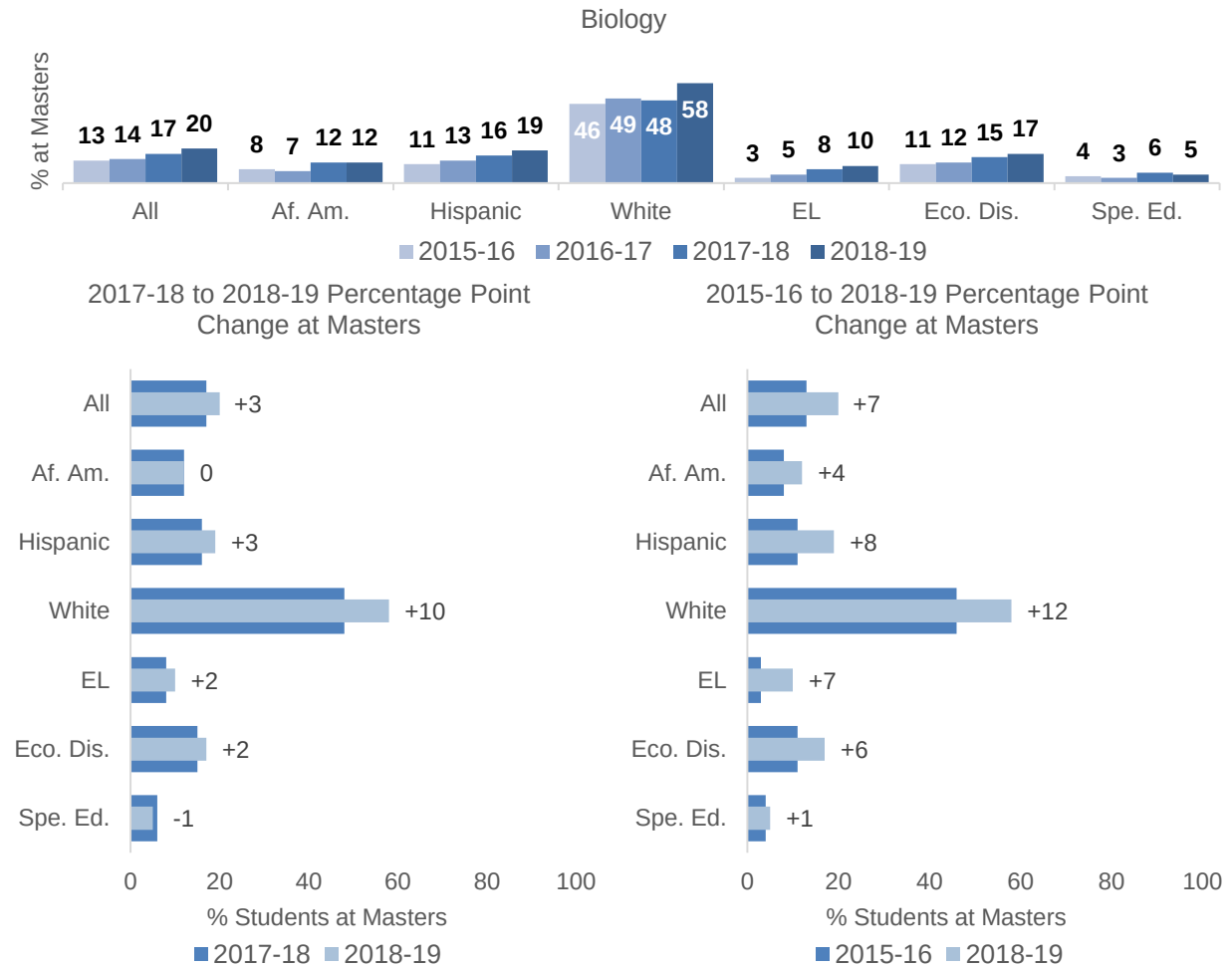
Figure 76: STAAR EOC Algebra I Results at Masters by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. Results included STAAR Alternate 2. Some eighth-grade students took Algebra I [2,393 (19%) in 2015-16, 2,240 (18%) in 2016-17, 2,327 (20%) in 2017-18, and 2,326 (21%) in 2018-19]. See Appendix E Table 3 for the number of students tested for each category.

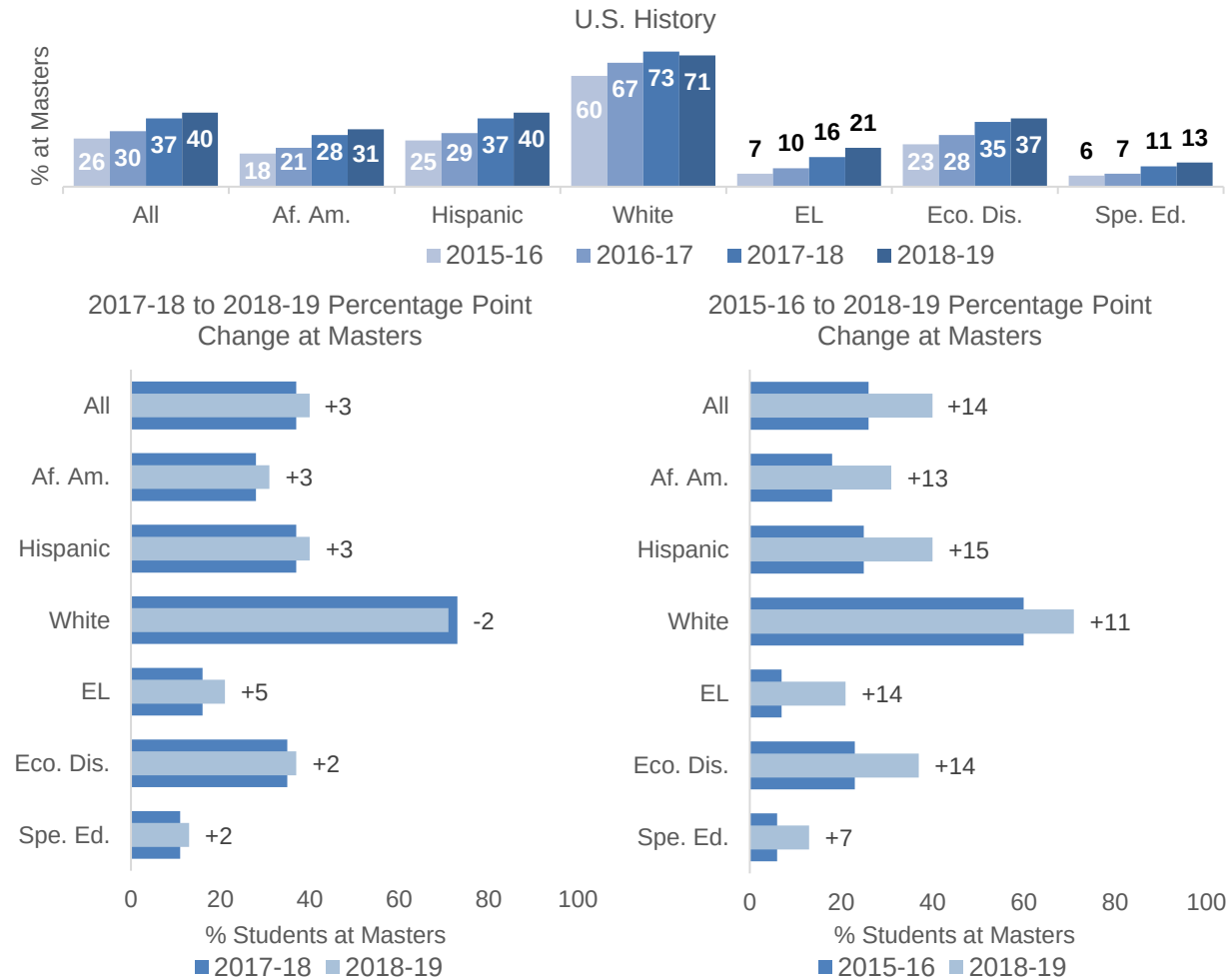
Figure 77: STAAR EOC Biology Results at Masters by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. Results included STAAR Alternate 2. See Appendix E Table 3 for the number of students tested for each category.

Figure 78: STAAR EOC U.S. History Results at Masters by School Year and Student Group



Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included December and May administrations for each year. Results included STAAR Alternate 2. See Appendix E 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. Frequency and crosstabs analyses were used to determine attendance rates and graduation rates. 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 PK were reported for information purposes only.¹⁹ Attendance rates were evaluated for trends across five school years (2014-15 to 2018-19). 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.²⁰ 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 2018 is the percentage of students who began ninth grade in 2014-15 and graduated by August 31, 2018. Graduation rate is a lag variable meaning that the information is a year behind; therefore, 2017-18 (Class of 2018) was the latest year available.

Results

Attendance Rates

For students in grades K through 12 between 2014-15 and 2018-19, 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 five exceptions (ninth-grade African American students in 2016-17 and 2018-19 and ninth-grade special education students in 2016-17, 2017-18, and 2018-19 - see Table 4). The overall attendance rate for all students in grades EC through 12 was 95 percent during the last four years from 2014-15 to 2018-19. For EC students, attendance rates below 90 percent were recorded for African American students in 2016-17 and for white students in 2015-16, 2017-18, and 2018-19.

¹⁹ 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/).

²⁰ Source: Texas Education Agency - <https://tea.texas.gov/acctres/dropcomp/years.html>

Table 4: Attendance Rates by Grade, Student Group, and School Year, 2014-15 to 2018-19

	Total N	Grade															
		EC %	PK %	KN %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	All %
All Students																	
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
2018-19	155,237	92	94	96	96	97	97	97	97	96	95	96	92	92	93	94	95
African American																	
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
2018-19	33,663	92	93	95	95	95	96	96	96	95	94	94	89	91	91	93	94
Hispanic																	
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
2018-19	108,385	92	95	96	97	97	97	97	97	97	96	96	92	93	93	94	96
White																	
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
2018-19	7,969	89	94	96	97	97	97	97	97	96	96	95	94	95	94	94	96
English Learner																	
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
2018-19	69,456	94	95	96	97	97	97	98	98	97	96	96	92	92	92	94	96
Economically Disadvantaged																	
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
2018-19	133,950	92	94	95	96	96	97	97	97	96	95	95	91	92	93	94	95
Special Education																	
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
2018-19	13,877	92	93	94	96	96	96	96	96	94	94	94	89	91	92	93	94

Source: Public Education Information Management System (PEIMS) district data files: 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. Attendance files: 10/29/2015, 8/5/2015, 7/13/2016, 7/10/2017, 6/11/2018, and 6/4/2019.

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

Graduation Rates

As shown in Table 5, the four-year longitudinal graduation rate for the 2017-18 school year (class of 2018) was 87 percent for all students combined, which was similar to the graduation rate for the 2016-17 school year (88%). The graduation rates for African American students (85%) and Hispanic students (87%) were lower than for white (90%) students. The graduation rate for special education students (72%) was the lowest among student groups.

Table 5: Four-Year Longitudinal Graduation Rates by Student Group and School Year, 2013-14 to 2017-18

		Student Group						
		Total	African American	Hispanic	White	English Learner*	Eco. Dis.	Special Education
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
Received TxCHSE	%	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
Received TxCHSE	%	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
Received TxCHSE	%	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
Received TxCHSE	%	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
2017-18								
	<i>n</i>	9,019	1,972	6,315	476	2,658	7,321	671
Graduated	%	86.7	84.7	87.1	89.5	80.1	88.2	72.1
Continued	%	4.2	4.8	4.1	2.7	6.1	3.9	16.7
Received TxCHSE	%	0.1	0.3	0.1	0.0	0.1	0.1	0.0
Grad. Plus	%	91.0	89.8	91.3	92.2	86.3	92.2	88.8
Dropped Out	%	9.0	10.2	8.7	7.8	13.7	7.8	11.2

Source: Texas Education Agency: 2/08/2018 for 2013-14 to 2015-16, 6/07/2018 for 2016-17, and 6/27/2019 for 2017-18.

Note: Eco. Dis.=Economically Disadvantaged. TxCHSE=Texas Certificate of High School Equivalency. 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, TxCHSE recipient, dropout) within each student group. Grad Plus included graduated, continued, or received TxCHSE. 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 2018-19 school year, the district received \$89,859,837 in Title I, Part A funds. This was an increase of \$5,627,715 from the 2017-18 school year. The purpose of this evaluation report was to assess demographic and outcome trends in Dallas ISD.

Demographics

In 2018-19, there were 9,992 full-time teachers in the Dallas ISD. This included 5,239 (52%) elementary school teachers, 1,843 (19%) middle school teachers, 2,377 (24%) high school teachers, 301 (3%) teachers at multi-level campuses (elementary/middle or middle/high), and 232 (2%) other teachers that provided services across school levels (alternative schools, dyslexia services, student services, special education, multiple career center, etc.). There were more female teachers (7,069; 71%) than male teachers (2,923; 29%). Thirty-five percent (35%) of the teachers were African American, 31 percent were Hispanic, and 30 percent were white. The proportion of Hispanic teachers increased by about one or two percentage point(s) every year from 2014-15 to 2018-19. Twelve percent (12%) of the teachers were new to the district in 2017-18 and 2018-19, which was lower than the prior three years (16 to 20%). The median number of years for teaching experience in the district ranged from four years to six years during the last five years from 2014-15 to 2018-19. The majority of teachers had Bachelor degrees (63 to 67%), and another 24 to 30 percent of teachers had Master degrees. The percentage of teachers with Alternative Certifications (AC) was lower in 2018-19 (4%) compared to prior years (6 to 12%).

In 2018-19, Dallas ISD served a total of 155,237 students in early childhood (EC) through grade twelve. Fifty-three percent of the students were elementary school students, 19 percent were middle school students, 25 percent were high school students, and three percent were students that attended a multi-level campus (elementary/middle or middle/high). Overall student enrollment in 2018-19 slightly decreased by 1,567 students from 2017-18 (from $n=156,804$ to $n=155,237$). When reviewed by grade level, six out of fifteen grade levels showed a slight increase in enrollment (PK, grades 6, 8, 9, 10, and 12), while the remaining grade levels showed slight decreases. Like last year, enrollment in PK showed the highest increase; however, the increase in the number of students was smaller than in 2017-18 (n increase: 1,002 in 2017-18 and 584 in 2018-19). Like last year, the largest decreases were in the elementary grades (range: -219 to -1,109 for 2017-18 and -78 to -1,047 for 2018-19). Grade 3 showed the largest decrease in 2018-19 (n decrease=1,047), while grade two showed the largest decrease in 2017-18 (n decrease=1,109).

From 2014-15 to 2018-19, the percentages of males (51%) and females (49%) were similar and stable over the years. By ethnicity, Hispanic (70%) and African American (22%) students made up the majority of the student population. Approximately 45 percent of Dallas ISD students were identified as English learners in 2018-19. The proportion of ELs increased by one percentage point every year from 2014-15 (42%) to 2016-17 (44%), remained the same in 2017-18 (44%), and then increased by one

percentage point in 2018-19 (45%). Between 84 and 87 percent of the district students were identified as economically disadvantaged. Special education students made up between seven and nine percent of the district students.

Student Outcomes on *ISIP*

For the English and Spanish administrations combined, the overall percentage of students at or above grade level ranged from 48 percent to 57 percent in 2018-19 (51% to 57% for PK and K, 48% to 55% for grade one, 53% to 55% for grade two, and 51% to 56% for grades K-2 combined). In general, the percentages of students at or above grade level were similar or slightly lower in 2018-19 than in 2017-18 at BOY, MOY, and at EOY. 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 2018-19 BOY to MOY to EOY for K but not for other grades. It was notable that there were positive changes for African American students from 2018-19 BOY to MOY to EOY for grade one, grade two, and grades K through two combined.

In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups. Half of second grade African American students and 45 percent of Hispanic students did not score at grade level at the end of the 2018-19 school year.

Student Outcomes on *TerraNova/SUPERA*

On the 2018-19 *TerraNova* reading exam, the overall percentage of students at or above grade level ranged from 61 percent (grade two) to 79 percent (K). On the 2018-19 *SUPERA* reading exam, the overall percentage of students at or above grade level ranged from 79 percent (grade two) to 84 percent (K). Thus, a sizable percentage of students in grade one, grade two, and grades K-2 combined (32% to 39%) performed below grade level on *TerraNova* reading. On the 2018-19 *TerraNova* mathematics exam, the overall percentage of students in grades K through two at or above grade level ranged from 57 percent (grade one) to 64 percent (K). Thus, a notable proportion of students in grades K through two (36% to 43%) did not achieve grade level or above scores in mathematics.

For *TerraNova* reading and *SUPERA* reading, the overall percentage of students scoring at or above grade level decreased from K to grade one to grade two. At grade two, about half of African American students scored below grade level on *TerraNova* reading (47%) and mathematics (52%); 39 percent of second-grade Hispanic students scored below grade level on *TerraNova* reading and mathematics, and 21 percent did so on *SUPERA* reading. K to grade two decreases on *TerraNova* reading and mathematics were notable for African American students (79% to 63% to 53% for reading and 61% to 49% to 48% for mathematics).

When 2018-19 results were compared to 2017-18 for grades K-2 combined, the overall percentages of students at or above grade level were about the same for *TerraNova* reading and *TerraNova* mathematics, while the percentage decreased by two percentage points for *SUPERA* reading. When 2018-19 results were compared to 2015-16 (for *TerraNova* reading and mathematics) or 2016-17 (for *SUPERA*) for grades K-2 combined, the overall percentage of students at or above grade level was about

the same (one percentage point difference) for *TerraNova* reading, increased by three percentage points for *TerraNova* mathematics, and decreased by three percentage points for *SUPERA* reading.

For *TerraNova* reading and *TerraNova* mathematics, the percentages of African American and Hispanic students at or above grade level were lower than those of white students. The percentage of special education students at or above grade level was the lowest among student groups. For *SUPERA*, results were not compared among ethnic groups because most students tested (96% to 99% across grades) were Hispanic.

Student Outcomes on STAAR 3-8

Results for STAAR 3-8 showed a general pattern of increase from 2015-16 to 2018-19 for reading, mathematics, and science at Approaches+, Meets+, and Masters and for social studies at Approaches+. For reading and mathematics, percentages at Approaches+ and Meets+ were lower for grades 6-8 combined than for grades 3-5 combined. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentages of special education students at Approaches+ and Meets+ were the lowest among student groups across subjects.

In 2018-19, the overall percentage of students that met the performance standards on STAAR subtests ranged from 62 percent (social studies) to 78 percent (mathematics) at Approaches+, 27 percent (social studies) to 45 percent (mathematics) at Meets+, and 13 percent (writing) to 21 percent (reading and mathematics) at Masters.

When 2018-19 results were compared to 2017-18 for all students combined (one-year change), the percentages of students at Approaches+ and Masters increased by two percentage points or more in all subjects except for social studies, while the percentages at Meets+ increased by two percentage points or more in reading, mathematics, and science. When 2018-19 results were compared to 2015-16 for all students combined (three-year change), the percentages of students at Approaches+, Meets+, and Masters increased by four percentage points or more in all subjects except for writing at Meets+ and Masters. For reading and mathematics, the overall percentages at Approaches+, Meets+, and Masters for grade-six students housed in an elementary school were higher than for students housed in a middle school. The pattern was consistent across student groups for the most part.

When 2018-19 STAAR 3-8 results for Dallas ISD were compared with the state, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in 57 of 63 comparisons. However, when 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 56 of 63 comparisons, while the percentages of students at the state level remained the same or increased in 46 of 63 comparisons.

Student Outcomes on STAAR EOC

For all students combined on STAAR EOC, results showed a general pattern of increase from 2015-16 to 2016-17 to 2017-18 to 2018-19 for Algebra I at Approaches+, for all subjects except for English I at Meets+, and for Algebra I, Biology, and U.S. History at Masters. The overall percentages for all

performance standards were much higher for Algebra I, Biology, and U.S. History than for English I and English II. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

In 2018-19, the overall percentage of students that met the performance standards on *STAAR EOC* subtests ranged from 55 percent (English I) to 92 percent (U.S. History) at Approaches+, 38 percent (English I) to 71 percent (U.S. History) at Meets+, and five percent (English II) to 41 percent (Algebra I) at Masters.

When 2018-19 results were compared to 2017-18, the overall percentages of students that met the performance standards increased by three percentage points or more for English I and Algebra I at Approaches+ and Meets+, and for all subjects except for English II at Masters. When 2018-19 results were compared to 2015-16, the overall percentages increased by three percentage points or more for English II and Algebra I at Approaches+, for all subjects at Meets+, and for all subjects except for English II at Masters. One-year or three-year percentage point changes for student groups varied across subjects and performance standards.

When 2018-19 *STAAR EOC* results for Dallas ISD were compared with the state, the percentages of Dallas ISD students that met the performance standards were the same or slightly higher than students at the state level in four of 15 comparisons, while they were lower in 11 of 15 comparisons. When 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 14 of 15 comparisons, while the percentages of students at the state level remained the same or increased in all 15 comparisons.

Attendance and Graduation Rates

For students in grades K through 12 between 2014-15 and 2018-19, 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 five exceptions (ninth-grade African American students in 2016-17 and 2018-19 and ninth-grade special education students in 2016-17, 2017-18, and 2018-19). The overall attendance rate for all students in grades EC through 12 was 95 percent during the last four years from 2014-15 to 2018-19. For EC students, attendance rates below 90 percent were recorded for African American students in 2016-17 and for white students in 2015-16, 2017-18, and 2018-19.

The four-year longitudinal graduation rate for the 2017-18 school year (class of 2018) was 87 percent for all students combined, which was similar to the graduation rate for the 2016-17 school year (88%). When reviewed by ethnicity, the graduation rates for African American students (85%) and Hispanic students (87%) were lower than for white (90%) students. The graduation rate for special education students (72%) was the lowest among student groups.

Additional Title I Reports

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

REFERENCES

- Costello, R. J., Garcia-Rincon, R., & Sanguras, L. Y. (2017). 2016-17 Evaluation of Title I: Comparative Measures of Student Achievement. Dallas, TX: Dallas Independent School District.
- Hinkley, S. (2018). 2017-18 Evaluation of the Student Success Initiative and Accelerated Instruction. Dallas, TX: Dallas Independent School District.
- Kim, M. (2018). 2017-18 Evaluation of Title I: Comparative Measures of Student Achievement. Dallas, TX: Dallas Independent School District.
- Texas Education Agency (2014). Important Changes to the Texas Assessment Program in the 2014-15 School Year. Letter to Administrators. August 29, 2014. Austin, TX. 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/. Accessed December 11, 2017.
- Texas Education Agency (2015). Redesign of the STAAR English I and English II Assessments. March 2015. Student Assessment Division. Austin, TX. file:///C:/Users/mkim/Downloads/Redesigned%20English%20I%20II%20Test%20Design%20Information_March%202015.pdf. Accessed January 8, 2018.
- Texas Education Agency (2017a). Re: Attendance, Admission, Enrollment Records, and Tuition. 2017-18 Letter from TEA's Chief Legal Counsel. August 18, 2017. Austin, TX. https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Attendance,_Admission,_Enrollment_Records,_and_Tuition_-_August_2017/. Accessed February 6, 2018.
- Texas Education Agency (2017b). Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2016. Technical Document. June 2017. Division of Research and Analysis. Austin, TX. file:///C:/Users/mkim/Downloads/dropcomp_4yr_processing_class_2016.pdf. Accessed February 5, 2018.

APPENDICES

Appendix A

Appendix A: Demographic Characteristics of Title I Students from 2014-15 to 2018-19

Grade	Year	Total N	Gender		Ethnicity			Eco. Dis. %	EL %	Spe. Ed. %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
EC	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
	2018-19	180	72	28	27	54	11	73	21	87
PK	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
	2018-19	12,737	51	49	25	66	3	98	48	4
K	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
	2018-19	10,992	52	48	22	65	8	87	48	6
Grade 1	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
	2018-19	11,234	51	49	22	67	7	87	50	8
Grade 2	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
	2018-19	11,314	51	49	21	69	6	88	51	9
Grade 3	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
	2018-19	11,518	51	49	22	70	6	88	51	11
Grade 4	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
	2018-19	12,197	51	49	22	71	5	88	50	11
Grade 5	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
	2018-19	12,248	52	48	21	71	5	89	50	11
Grade 6	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
	2018-19	11,144	52	48	20	72	5	88	48	11
Grade 7	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
	2018-19	10,554	52	48	22	72	4	88	48	10

table continues

Table (continued)

Grade	Year	Total N	Gender		Ethnicity			Eco. Dis. %	EL %	Spe. Ed. %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
Grade 8	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
	2018-19	10,424	52	48	21	72	4	88	46	9
Grade 9	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
	2018-19	12,192	52	49	21	71	4	81	43	9
Grade 10	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
	2018-19	10,603	50	50	21	71	5	78	35	9
Grade 11	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
	2018-19	9,398	49	51	21	71	5	78	27	8
Grade 12	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
	2018-19	8,502	48	52	21	71	5	76	22	9
All	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
	2018-19	155,237	51	49	22	70	5	86	45	9

Source: Public Education Information Management System (PEIMS) district data files: 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018.

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

Appendix B

Appendix B Table 1: *ISIP* Results for K-2 Students At or Above Grade Level by Language Version, Administration, School Year, and Student Group

	BOY								MOY								EOY							
	2015-16 ^a		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19	
	<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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																								
All	18,739	47.9	16,982	47.9	16,609	43.7	15,658	45.0	18,887	50.2	16,310	48.7	15,933	47.0	15,696	46.3	17,478	52.5	15,885	51.2	15,353	50.3	14,396	51.4
Af. Am.	7,780	38.8	6,969	38.8	7,031	36.0	6,300	37.0	7,779	41.5	6,660	39.8	6,626	39.2	6,274	39.5	7,118	42.6	6,362	41.7	6,280	42.3	5,586	46.4
Hispanic	8,302	50.0	7,485	48.8	7,047	43.9	6,444	43.7	8,572	52.0	7,293	49.7	6,866	46.8	6,570	43.6	8,051	54.9	7,215	52.9	6,717	49.7	6,208	48.2
White	1,967	73.0	1,900	74.5	1,819	69.2	1,893	71.7	1,870	75.5	1,750	74.5	1,766	72.0	1,870	73.3	1,720	78.3	1,727	75.6	1,708	76.7	1,701	74.8
EL	1,116	32.5	1,127	34.1	1,296	34.6	1,244	37.4	1,211	34.5	1,185	37.2	1,302	37.3	1,278	38.9	1,148	39.5	1,197	42.5	1,286	41.4	1,247	44.0
Eco.Dis.	14,920	44.1	12,426	42.6	12,065	38.0	12,659	38.2	15,103	46.5	11,991	43.9	11,454	40.8	12,690	39.9	13,980	49.1	11,640	46.8	10,995	44.6	11,625	45.9
Spe. Ed.	939	26.0	893	25.8	1,070	21.3	1,031	23.3	1,063	24.2	930	24.4	1,039	20.9	1,011	23.6	1,133	24.6	906	26.2	1,002	26.1	951	27.5
Spanish																								
All	15,929	62.7	15,134	61.2	15,514	58.1	14,277	58.1	16,614	62.9	14,949	61.6	15,259	58.9	14,566	56.1	16,085	64.0	15,239	63.0	15,077	60.9	14,055	60.0
Af. Am.	7	42.9	29	34.5	56	17.9	48	35.4	8	37.5	39	35.9	61	42.6	54	29.6	9	33.3	40	35.0	58	37.9	56	41.1
Hispanic	15,773	62.8	14,933	61.3	15,202	58.3	13,893	58.4	16,443	62.9	14,713	61.8	14,943	59.1	14,169	56.3	15,922	64.1	15,008	63.1	14,768	60.9	13,643	60.1
White	88	51.1	118	60.2	187	49.2	224	51.3	101	62.4	143	55.2	196	52.0	230	52.2	92	53.3	133	60.9	193	64.2	243	62.1
EL	15,677	62.7	14,814	61.1	14,992	58.3	13,732	58.2	16,285	62.7	14,525	61.6	14,674	58.8	14,037	56.3	15,745	63.8	14,788	63.0	14,510	60.7	13,486	59.8
Eco.Dis.	14,383	63.1	12,960	61.0	13,045	58.4	13,337	57.8	14,964	62.8	12,753	61.4	12,796	59.5	13,638	55.7	14,509	63.7	13,033	62.9	12,683	61.1	13,110	59.6
Spe. Ed.	418	35.9	443	32.7	584	30.3	649	28.4	507	28.6	453	28.3	561	29.8	665	25.7	542	28.0	455	35.8	544	28.7	625	31.8
English and Spanish																								
All	34,668	54.7	32,116	54.1	32,123	50.6	29,935	51.3	35,501	56.1	31,259	54.9	31,192	52.8	30,262	51.0	33,563	58.0	31,124	57.0	30,430	55.6	28,451	55.7
Af. Am.	7,787	38.8	6,998	38.8	7,087	35.8	6,348	37.0	7,787	41.5	6,699	39.8	6,687	39.3	6,328	39.5	7,127	42.6	6,402	41.7	6,338	42.3	5,642	46.3
Hispanic	24,075	58.4	22,418	57.1	22,249	53.8	20,337	53.8	25,015	59.2	22,006	57.8	21,809	55.2	20,739	52.3	23,973	61.0	22,223	59.8	21,485	57.4	19,851	56.4
White	2,055	72.0	2,018	73.7	2,006	67.3	2,117	69.6	1,971	74.8	1,893	73.0	1,962	70.0	2,100	71.0	1,812	77.0	1,860	74.6	1,901	75.4	1,944	73.3
EL	16,793	60.7	15,941	59.1	16,288	56.4	14,976	56.5	17,496	60.8	15,710	59.8	15,976	57.0	15,315	54.8	16,893	62.2	15,985	61.5	15,796	59.1	14,733	58.4
Eco.Dis.	29,303	53.4	25,386	52.0	25,110	48.6	25,996	48.3	30,067	54.6	24,744	52.9	24,250	50.7	26,328	48.1	28,489	56.5	24,673	55.3	23,678	53.4	24,735	53.2
Spe. Ed.	1,357	29.0	1,336	28.1	1,654	24.5	1,680	25.2	1,570	25.6	1,383	25.7	1,600	24.0	1,676	24.5	1,675	25.7	1,361	29.4	1,546	27.0	1,576	29.3

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Af. Am.=African American. EL=English Learner. Eco.Dis.=Economically Disadvantaged. Spe. 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. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Appendix B

Appendix B Table 2: *ISIP* Results for Prekindergarten Students At or Above Grade Level by Language Version, Administration, School Year, and Student Group

	BOY								MOY								EOY							
	2015-16 ^a		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19	
	<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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																								
All	1,074	56.4	1,099	48.6	1,557	43.6	1,486	49.9	1,613	46.0	1,396	49.8	1,807	46.5	1,673	49.3	1,455	48.2	1,493	47.8	1,603	50.5	1,423	51.9
Af. Am.	514	52.9	564	50.0	773	46.3	677	53.5	844	44.3	704	49.1	890	45.6	703	51.9	737	44.9	700	45.0	751	46.9	613	52.7
Hispanic	483	57.8	446	44.8	645	39.1	627	43.7	654	45.0	589	47.9	764	44.4	761	44.2	603	47.9	679	49.5	691	51.1	633	47.4
White	58	70.7	61	63.9	88	53.4	82	63.4	79	64.6	73	64.4	95	74.7	97	64.9	83	71.1	71	62.0	97	72.2	80	68.8
EL	39	51.3	36	33.3	46	30.4	24	37.5	61	42.6	42	45.2	65	38.5	35	37.1	60	43.3	52	55.8	57	45.6	31	41.9
Eco. Dis.	1,009	55.3	1,014	46.4	1,412	42.4	1,483	49.8	1,522	45.3	1,313	48.7	1,645	45.2	1,669	49.2	1,352	47.4	1,385	47.1	1,442	49.5	1,419	51.7
Spe. Ed.	17	76.5	17	58.8	25	36.0	35	45.7	38	36.8	28	32.1	27	25.9	40	35.0	35	22.9	30	23.3	23	17.4	31	22.6
Spanish																								
All	1,289	52.0	1,291	63.9	1,799	58.0	1,689	62.7	2,252	61.9	1,629	56.8	2,247	53.0	2,006	53.1	2,038	66.9	2,035	60.4	2,139	61.4	1,854	59.5
Af. Am.	*	*	*	*	*	*	7	28.6	*	*	*	*	*	*	*	*	*	*	*	*	7	28.6	11	45.5
Hispanic	1,272	51.9	1,265	64.3	1,774	58.2	1,654	63.0	2,224	61.8	1,602	57.0	2,226	53.0	1,965	53.2	2,012	67.0	2,006	60.5	2,112	61.4	1,798	59.4
White	13	61.5	17	41.2	17	41.2	10	60.0	20	60.0	16	56.3	13	53.8	12	25.0	18	55.6	20	60.0	15	66.7	18	66.7
EL	1,262	51.8	1,258	63.9	1,775	58.3	1,633	63.0	2,211	61.8	1,584	56.6	2,211	53.0	1,933	53.2	2,000	66.8	1,983	60.3	2,095	61.5	1,772	59.1
Eco. Dis.	1,234	51.9	1,208	63.6	1,687	58.2	1,689	62.7	2,139	61.7	1,529	56.7	2,093	53.6	2,002	53.1	1,931	66.9	1,898	60.4	1,996	61.7	1,849	59.4
Spe. Ed.	9	44.4	10	30.0	19	78.9	21	23.8	15	40.0	21	38.1	23	30.4	25	32.0	21	61.9	24	58.3	27	44.4	18	27.8
English and Spanish Combined																								
All	2,363	54.0	2,390	56.9	3,356	51.3	3,175	56.7	3,865	55.2	3,025	53.6	4,054	50.1	3,679	51.3	3,493	59.1	3,528	55.1	3,742	56.7	3,277	56.2
Af. Am.	515	52.8	567	49.9	776	46.3	684	53.2	846	44.2	707	49.1	893	45.7	707	51.8	739	44.9	701	44.9	758	46.7	624	52.6
Hispanic	1,755	53.5	1,711	59.3	2,419	53.1	2,281	57.7	2,878	58.0	2,191	54.5	2,990	50.8	2,726	50.7	2,615	62.6	2,685	57.7	2,803	58.9	2,431	56.3
White	71	69.0	78	59.0	105	51.4	92	63.0	99	63.6	89	62.9	108	72.2	109	60.6	101	68.3	91	61.5	112	71.4	98	68.4
EL	1,301	51.8	1,294	63.1	1,821	57.6	1,657	62.6	2,272	61.3	1,626	56.3	2,276	52.6	1,968	52.9	2,060	66.1	2,035	60.1	2,152	61.1	1,803	58.8
Eco. Dis.	2,243	53.5	2,222	55.7	3,099	51.0	3,172	56.7	3,661	54.9	2,842	53.0	3,738	49.9	3,671	51.3	3,283	58.9	3,283	54.8	3,438	56.6	3,268	56.1
Spe. Ed.	26	65.4	27	48.1	44	54.5	56	37.5	53	37.7	49	34.7	50	28.0	65	33.8	56	37.5	54	38.9	50	32.0	49	24.5

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. 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.

Appendix B

Appendix B Table 3: *ISIP* Results for Kindergarten Students At or Above Grade Level by Language Version, Administration, School Year, and Student Group

	BOY								MOY								EOY							
	2015-16 ^a		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19	
	<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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																								
All	5,453	44.0	5,193	48.0	5,134	43.2	4,891	45.6	5,518	47.9	4,789	46.6	4,920	44.3	4,923	43.8	5,100	50.8	4,572	48.1	4,687	46.6	4,462	49.9
Af. Am.	2,342	35.3	2,161	40.9	2,221	36.8	1,973	39.0	2,362	38.3	1,998	36.9	2,106	37.7	2,004	38.5	2,142	39.4	1,894	38.3	1,946	40.2	1,785	46.5
Hispanic	2,333	45.0	2,227	46.3	2,101	41.3	1,940	42.6	2,415	49.0	2,054	46.3	2,042	41.5	1,974	38.5	2,261	52.9	2,023	49.3	2,005	42.5	1,819	44.1
White	625	68.2	660	74.2	642	69.6	648	70.2	602	76.6	605	75.5	616	72.9	631	70.4	573	79.2	542	74.5	588	77.6	571	73.6
EL	216	28.2	229	37.6	219	31.1	161	43.5	246	33.3	252	35.7	227	27.8	177	30.5	239	40.6	261	40.6	232	29.3	172	34.9
Eco. Dis.	3,960	38.1	3,673	40.9	3,694	37.4	3,912	38.7	4,002	42.9	3,378	39.6	3,536	37.6	3,945	37.4	3,693	46.1	3,248	43.0	3,343	40.5	3,580	44.5
Spe. Ed.	189	33.3	184	35.3	200	34.5	200	32.5	239	28.5	193	28.5	206	23.8	194	27.3	255	31.0	179	33.0	191	29.3	184	33.7
Spanish																								
All	5,096	61.1	4,858	62.4	4,957	58.1	4,627	57.2	5,318	66.0	4,821	63.8	4,980	62.0	4,721	60.5	5,171	67.8	4,946	64.4	4,925	63.3	4,500	63.2
Af. Am.	*	*	20	35.0	32	3.1	18	11.1	*	*	35	34.3	39	43.6	27	18.5	*	*	32	31.3	37	35.1	34	41.2
Hispanic	5,039	61.3	4,784	62.5	4,786	58.7	4,466	57.8	5,261	65.9	4,702	64.2	4,801	62.3	4,532	61.0	5,107	67.9	4,829	64.8	4,743	63.4	4,296	63.4
White	31	35.5	47	61.7	108	47.2	98	42.9	31	64.5	69	50.7	109	56.0	111	54.1	37	54.1	69	59.4	114	68.4	121	66.1
EL	5,009	61.3	4,749	62.6	4,674	58.8	4,408	57.7	5,207	65.7	4,612	64.3	4,674	62.0	4,479	61.0	5,049	67.6	4,726	64.8	4,614	63.4	4,226	63.1
Eco. Dis.	4,086	60.9	4,027	61.6	4,106	58.5	4,299	57.3	4,252	64.9	3,949	63.4	4,119	62.5	4,378	59.9	4,140	67.3	4,048	65.0	4,079	63.1	4,146	62.9
Spe. Ed.	102	48.0	105	46.7	148	50.7	144	43.1	142	45.8	112	33.0	144	50.7	148	43.9	153	42.5	109	45.9	143	41.3	142	48.6
English and Spanish Combined																								
All	10,549	52.3	10,051	55.0	10,091	50.5	9,518	51.2	10,836	56.8	9,610	55.2	9,900	53.2	9,644	52.0	10,271	59.4	9,518	56.6	9,612	55.2	8,962	56.6
Af. Am.	2,345	35.3	2,181	40.8	2,253	36.4	1,991	38.7	2,366	38.3	2,033	36.8	2,145	37.9	2,031	38.3	2,147	39.4	1,926	38.2	1,983	40.1	1,819	46.4
Hispanic	7,372	56.2	7,011	57.4	6,887	53.4	6,406	53.2	7,676	60.6	6,756	58.8	6,843	56.1	6,506	54.2	7,368	63.3	6,852	60.2	6,748	57.2	6,115	57.7
White	656	66.6	707	73.4	750	66.4	746	66.6	633	76.0	674	73.0	725	70.3	742	67.9	610	77.7	611	72.8	702	76.1	692	72.3
EL	5,225	59.9	4,978	61.4	4,893	57.6	4,569	57.2	5,453	64.3	4,864	62.8	4,901	60.4	4,656	59.8	5,288	66.4	4,987	63.5	4,846	61.7	4,398	62.0
Eco. Dis.	8,046	49.7	7,700	51.7	7,800	48.5	8,211	48.4	8,254	54.2	7,327	52.4	7,655	51.0	8,323	49.2	7,833	57.3	7,296	55.2	7,422	52.9	7,726	54.3
Spe. Ed.	291	38.5	289	39.4	348	41.4	344	36.9	381	34.9	305	30.2	350	34.9	342	34.5	408	35.3	288	37.8	334	34.4	326	40.2

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. 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.

Appendix B

Appendix B Table 4: *ISIP* Results for Grade-One Students At or Above Grade Level by Language Version, Administration, School Year, and Student Group

	BOY								MOY								EOY							
	2015-16 ^a		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19	
	<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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																								
All	6,576	44.1	5,738	44.1	5,569	38.4	5,317	40.5	6,617	47.0	5,445	45.0	5,384	43.0	5,366	42.9	6,199	49.3	5,369	48.1	5,242	47.6	4,937	48.0
Af. Am.	2,648	34.7	2,408	33.6	2,331	31.0	2,161	32.3	2,648	39.9	2,240	36.3	2,214	35.0	2,155	35.8	2,494	41.8	2,138	38.2	2,095	39.1	1,923	43.1
Hispanic	2,996	46.0	2,424	46.2	2,370	37.8	2,155	39.2	3,058	47.6	2,405	46.1	2,311	42.5	2,214	39.9	2,897	50.7	2,384	49.2	2,284	46.4	2,112	44.0
White	665	72.2	665	71.4	602	65.9	653	71.2	653	72.1	573	70.7	597	70.5	655	73.1	572	73.3	618	74.1	610	75.6	590	74.2
EL	434	27.2	455	31.0	549	29.7	521	30.7	467	29.8	464	33.2	560	34.3	540	36.5	448	33.9	472	40.3	548	38.1	532	41.7
Eco.Dis.	5,209	40.3	3,944	38.7	4,059	32.4	4,329	33.7	5,261	43.0	3,795	40.6	3,849	36.2	4,355	36.1	4,950	45.8	3,715	43.0	3,705	41.1	4,010	42.3
Spe. Ed.	358	22.1	344	24.1	351	17.9	333	24.0	387	21.7	347	21.9	340	18.8	340	23.8	420	21.0	337	24.0	336	25.3	328	28.7
Spanish																								
All	5,558	64.3	5,184	60.0	5,328	56.1	4,884	57.6	5,756	64.7	5,131	63.2	5,241	57.1	4,917	54.4	5,495	69.3	5,218	67.7	5,174	63.6	4,817	62.3
Af. Am.	*	*	6	33.3	23	39.1	22	50.0	*	*	*	*	20	45.0	17	41.2	*	*	6	50.0	19	47.4	15	46.7
Hispanic	5,493	64.4	5,108	59.9	5,231	56.4	4,738	57.6	5,691	64.7	5,064	63.3	5,148	57.3	4,778	54.5	5,443	69.3	5,151	67.7	5,088	63.7	4,679	62.4
White	38	68.4	47	59.6	55	45.5	82	64.6	36	72.2	47	63.8	58	43.1	83	50.6	25	76.0	39	66.7	54	61.1	84	59.5
EL	5,444	64.2	5,039	59.7	5,129	56.2	4,650	57.2	5,630	64.5	5,001	62.9	5,032	57.1	4,701	54.2	5,380	69.1	5,077	67.6	4,986	63.3	4,593	62.0
Eco.Dis.	5,174	65.2	4,198	60.0	4,493	56.6	4,555	56.9	5,347	65.5	4,157	63.3	4,424	57.8	4,596	53.9	5,120	69.7	4,253	67.9	4,376	64.2	4,489	61.8
Spe. Ed.	148	45.3	167	31.7	181	26.0	249	29.7	172	28.5	171	33.3	175	26.3	245	28.2	183	30.6	176	40.3	167	29.9	232	39.7
English and Spanish Combined																								
All	12,134	53.4	10,922	51.6	10,897	47.1	10,201	48.7	12,373	55.2	10,576	53.9	10,625	49.9	10,283	48.4	11,694	58.7	10,587	57.7	10,416	55.5	9,754	55.1
Af. Am.	2,650	34.8	2,414	33.6	2,354	31.1	2,183	32.5	2,651	39.9	2,241	36.2	2,234	35.0	2,172	35.9	2,496	41.8	2,144	38.2	2,114	39.2	1,938	43.1
Hispanic	8,489	57.9	7,532	55.5	7,601	50.6	6,893	51.8	8,749	58.7	7,469	57.7	7,459	52.7	6,992	49.9	8,340	62.9	7,535	61.9	7,372	58.3	6,791	56.7
White	703	72.0	712	70.6	657	64.2	735	70.5	689	72.1	620	70.2	655	68.1	738	70.6	597	73.4	657	73.7	664	74.4	674	72.4
EL	5,878	61.4	5,494	57.3	5,678	53.6	5,171	54.5	6,097	61.8	5,465	60.4	5,592	54.8	5,241	52.4	5,828	66.4	5,549	65.3	5,534	60.8	5,125	59.9
Eco.Dis.	10,383	52.7	8,142	49.7	8,552	45.1	8,884	45.6	10,608	54.3	7,952	52.5	8,273	47.7	8,951	45.3	10,070	58.0	7,968	56.3	8,081	53.6	8,499	52.6
Spe. Ed.	506	28.9	511	26.6	532	20.7	582	26.5	559	23.8	518	25.7	515	21.4	585	25.6	603	23.9	513	29.6	503	26.8	560	33.2

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. 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.

Appendix B

Appendix B Table 5: *ISIP* Results for Grade-Two Students At or Above Grade Level by Language Version, Administration, School Year, and Student Group

	BOY								MOY								EOY							
	2015-16 ^a		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19		2015-16		2016-17		2017-18		2018-19	
	<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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English																								
All	6,710	54.8	6,051	51.3	5,906	49.1	5,450	48.8	6,752	55.1	6,076	53.7	5,629	53.0	5,407	52.0	6,179	57.0	5,944	56.4	5,424	56.3	4,997	56.1
Af. Am.	2,790	45.4	2,400	42.3	2,479	39.9	2,166	39.9	2,769	45.8	2,422	45.6	2,306	44.7	2,115	44.3	2,482	46.3	2,330	47.7	2,239	47.1	1,878	49.7
Hispanic	2,973	58.0	2,834	53.1	2,576	51.6	2,349	48.7	3,099	58.8	2,834	55.2	2,513	55.0	2,382	51.3	2,893	60.7	2,808	58.7	2,428	58.6	2,277	55.3
White	677	78.1	575	78.4	575	72.2	592	74.0	615	78.0	572	77.1	553	72.7	584	76.5	575	82.4	567	78.3	510	77.1	540	76.9
EL	466	39.5	443	35.4	528	41.1	562	41.8	498	39.6	469	42.0	515	44.7	561	43.9	461	44.3	464	45.9	506	50.6	543	49.2
Eco.Dis.	5,751	51.6	4,809	47.1	4,312	43.9	4,418	42.1	5,840	52.2	4,818	49.5	4,069	47.9	4,390	45.9	5,337	54.2	4,677	52.5	3,947	51.5	4,035	50.8
Spe. Ed.	392	26.0	365	22.5	519	18.5	498	19.1	437	24.0	390	24.6	493	21.1	477	22.0	458	24.5	390	24.9	475	25.5	439	24.1
Spanish																								
All	5,275	62.6	5,092	61.2	5,229	60.1	4,766	59.7	5,540	58.1	4,997	57.8	5,038	57.7	4,928	53.7	5,419	54.9	5,075	56.7	4,978	55.6	4,738	54.6
Af. Am.	*	*	*	*	*	*	8	50.0	*	*	*	*	*	*	10	40.0	*	*	*	*	*	*	7	28.6
Hispanic	5,241	62.7	5,041	61.4	5,185	60.0	4,689	59.9	5,491	58.3	4,947	58.0	4,994	57.7	4,859	53.8	5,372	55.2	5,028	56.8	4,937	55.7	4,668	54.7
White	19	42.1	24	58.3	24	66.7	44	45.5	34	50.0	27	51.9	29	55.2	36	50.0	30	33.3	25	56.0	25	52.0	38	55.3
EL	5,224	62.5	5,026	61.0	5,189	59.9	4,674	59.7	5,448	58.0	4,912	57.8	4,968	57.5	4,857	53.9	5,316	54.8	4,985	56.7	4,910	55.4	4,667	54.5
Eco.Dis.	5,123	62.9	4,735	61.4	4,446	60.1	4,483	59.2	5,365	58.4	4,647	57.9	4,253	58.4	4,664	53.5	5,249	55.1	4,732	56.6	4,228	55.8	4,475	54.3
Spe. Ed.	168	20.2	171	25.1	255	21.6	256	18.8	193	16.1	170	20.0	242	19.8	272	13.6	206	15.0	170	24.7	234	20.1	251	15.1
English and Spanish Combined																								
All	11,985	58.2	11,143	55.8	11,135	54.3	10,216	53.9	12,292	56.5	11,073	55.5	10,667	55.3	10,335	52.8	11,598	56.0	11,019	56.5	10,402	56.0	9,735	55.4
Af. Am.	2,792	45.5	2,403	42.2	2,480	39.9	2,174	40.0	2,770	45.8	2,425	45.6	2,308	44.7	2,125	44.3	2,484	46.3	2,332	47.7	2,241	47.1	1,885	49.7
Hispanic	8,214	61.0	7,875	58.4	7,761	57.2	7,038	56.2	8,590	58.4	7,781	57.0	7,507	56.8	7,241	53.0	8,265	57.1	7,836	57.5	7,365	56.6	6,945	54.9
White	696	77.2	599	77.6	599	72.0	636	72.0	649	76.6	599	76.0	582	71.8	620	75.0	605	80.0	592	77.4	535	75.9	578	75.4
EL	5,690	60.6	5,469	58.9	5,717	58.2	5,236	57.8	5,946	56.5	5,381	56.4	5,483	56.3	5,418	52.8	5,777	54.0	5,449	55.8	5,416	55.0	5,210	54.0
Eco.Dis.	10,874	56.9	9,544	54.2	8,758	52.1	8,901	50.8	11,205	55.1	9,465	53.6	8,322	53.3	9,054	49.8	10,586	54.6	9,409	54.6	8,175	53.7	8,510	52.7
Spe. Ed.	560	24.3	536	23.3	774	19.5	754	19.0	630	21.6	560	23.2	735	20.7	749	19.0	664	21.5	560	24.8	709	23.7	690	20.9

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *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), 11/1/2017 (2017-18 BOY), 2/5/2018 (2017-18 MOY), 6/3/2018 (2017-18 EOY), 11/5/2018 (2018-19 BOY), 2/4/2019 (2018-19 MOY), and 6/5/2019 (2018-19 EOY).

Note: *ISIP*=*Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. 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.

Appendix C

Appendix C Table 1: *TerraNova* Reading Results At or Above Grade Level by Grade, School Year, and Student Group

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten								
All	5,841	80.0	5,352	78.4	5,203	80.6	5,126	79.2
African American	2,421	78.5	2,169	75.6	2,163	79.8	2,024	79.2
Hispanic	2,568	78.0	2,295	78.0	2,114	78.4	2,030	74.5
White	631	92.2	651	90.2	641	91.3	638	91.2
English Learner	538	64.3	589	66.6	527	70.2	507	73.6
Eco. Dis.	4,213	77.5	3,786	75.4	3,737	78.3	4,120	76.5
Special Education	259	60.2	244	64.3	232	68.5	253	67.2
Grade 1								
All	6,611	67.3	5,927	64.2	5,463	64.0	5,374	65.9
African American	2,629	64.4	2,382	59.1	2,175	59.8	2,106	62.8
Hispanic	3,092	65.9	2,629	62.9	2,376	62.0	2,268	62.0
White	630	85.6	654	83.5	645	81.1	653	85.5
English Learner	562	50.2	649	52.1	647	56.9	643	61.0
Eco. Dis.	5,265	64.5	4,080	59.7	3,862	59.1	4,346	61.3
Special Education	375	38.9	405	40.0	377	41.9	380	46.8
Grade 2								
All	6,823	61.8	6,499	60.6	5,817	60.8	5,604	60.7
African American	2,732	53.4	2,531	52.3	2,311	51.5	2,077	52.6
Hispanic	3,181	63.9	3,115	62.4	2,614	62.7	2,589	61.0
White	649	85.8	594	84.3	625	82.4	597	81.9
English Learner	631	45.8	689	44.7	685	53.9	837	54.8
Eco. Dis.	5,862	58.8	5,136	56.9	4,180	55.3	4,515	55.3
Special Education	425	32.2	445	28.1	538	30.5	525	28.2
Grades K Through 2								
All	19,275	69.2	17,778	67.2	16,483	68.1	16,104	68.3
African American	7,782	64.9	7,082	61.7	6,649	63.4	6,207	64.7
Hispanic	8,841	68.7	8,039	67.0	7,104	67.2	6,887	65.3
White	1,910	87.9	1,899	86.0	1,911	84.9	1,888	86.3
English Learner	1,731	53.0	1,927	53.9	1,859	59.5	1,987	61.6
Eco. Dis.	15,340	65.9	13,002	63.2	11,779	63.9	12,981	64.0
Special Education	1,059	41.5	1,094	40.6	1,147	41.9	1,158	42.8

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *TerraNova*: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

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

Appendix C

Appendix C Table 2: *TerraNova* Mathematics Results At or Above Grade Level by Grade, School Year, and Student Group

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten								
All	11,172	60.1	10,446	60.5	10,215	61.9	9,908	63.8
African American	2,421	54.0	2,188	54.0	2,189	56.6	2,057	61.4
Hispanic	7,839	59.6	7,287	60.2	6,950	60.8	6,599	61.7
White	667	84.1	720	80.6	758	86.1	768	82.8
English Learner	5,727	55.9	5,456	56.9	5,205	58.3	4,928	59.7
Eco. Dis.	8,465	57.6	7,965	58.0	7,874	59.0	8,518	61.0
Special Education	361	46.5	361	44.0	377	48.8	404	53.0
Grade 1								
All	12,348	53.0	11,221	55.3	10,675	56.3	10,215	57.2
African American	2,630	45.6	2,375	46.6	2,188	45.7	2,098	49.3
Hispanic	8,757	53.0	7,856	55.3	7,503	56.8	7,004	56.4
White	674	78.2	705	81.0	702	80.2	734	83.2
English Learner	6,098	49.1	5,774	52.9	5,638	55.2	5,248	55.2
Eco. Dis.	10,580	51.4	8,355	52.9	8,263	53.2	8,871	53.7
Special Education	526	29.7	582	31.8	551	30.5	630	38.4
Grade 2								
All	12,494	57.8	11,948	58.5	10,966	59.5	10,350	59.7
African American	2,726	48.3	2,528	49.1	2,312	48.1	2,068	47.7
Hispanic	8,824	58.7	8,520	59.4	7,711	60.8	7,297	60.8
White	665	82.1	623	80.4	660	80.6	630	83.0
English Learner	6,164	55.3	5,962	56.8	5,686	59.5	5,481	59.8
Eco. Dis.	11,366	56.3	10,197	57.0	8,533	57.1	9,016	56.7
Special Education	594	28.5	635	29.6	783	31.3	774	27.4
Grades K Through 2								
All	36,014	56.9	33,615	58.1	31,856	59.2	30,473	60.2
African American	7,777	49.2	7,091	49.8	6,689	50.1	6,223	52.8
Hispanic	25,420	57.0	23,663	58.3	22,164	59.4	20,900	59.6
White	2,006	81.5	2,048	80.7	2,120	82.5	2,132	83.0
English Learner	17,989	53.4	17,192	55.5	16,529	57.7	15,657	58.2
Eco. Dis.	30,411	55.0	26,517	56.0	24,670	56.4	26,405	57.1
Special Education	1,481	33.3	1,578	33.7	1,711	34.9	1,808	36.9

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *TerraNova*: 6/9/2016, 7/19/2017, 6/11/2018, and 7/2/2019.

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

Appendix C

Appendix C Table 3: *SUPERA* Reading Results At or Above Grade Level by Grade, School Year, and Student Group

	2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten						
All	5,210	86.1	5,045	84.7	4,816	83.9
African American	30	50.0	31	48.4	32	56.3
Hispanic	5,098	86.6	4,862	85.4	4,605	84.3
White	68	67.6	120	70.0	128	75.8
English Learner	4,971	86.6	4,706	85.3	4,450	84.7
Eco. Dis.	4,282	86.2	4,168	84.9	4,432	84.3
Special Education	118	63.6	147	68.7	151	68.2
Grade 1						
All	5,508	86.3	5,232	84.3	4,901	82.4
African American	9	11.1	14	42.9	9	44.4
Hispanic	5,426	86.5	5,146	84.5	4,776	82.6
White	49	77.6	59	76.3	82	79.3
English Learner	5,307	86.4	5,011	84.5	4,647	82.2
Eco. Dis.	4,475	86.5	4,414	84.7	4,578	82.1
Special Education	183	60.1	173	57.2	244	61.1
Grade 2						
All	5,601	83.4	5,185	83.4	4,841	79.2
African American	*	*	*	*	8	50.0
Hispanic	5,543	83.4	5,131	83.4	4,781	79.3
White	35	85.7	34	91.2	37	81.1
English Learner	5,420	83.0	5,038	83.2	4,708	79.2
Eco. Dis.	5,192	83.7	4,384	83.6	4,595	78.9
Special Education	190	51.1	241	45.2	261	36.0
Grades K Through 2						
All	16,319	85.3	15,462	84.1	14,558	81.8
African American	42	45.2	48	43.8	49	53.1
Hispanic	16,067	85.5	15,139	84.4	14,162	82.0
White	152	75.0	213	75.1	247	77.7
English Learner	15,698	85.3	14,755	84.3	13,805	82.0
Eco. Dis.	13,949	85.4	12,966	84.4	13,605	81.7
Special Education	491	57.4	561	55.1	656	52.7

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. *SUPERA*: 7/12/2019 for 2016-17, 6/14/2019 for 2017-18, and 7/2/2019 for 2018-19.

Note: Eco. Dis.=Economically Disadvantaged. *=less than five students were tested. *SUPERA* scores were considered at or above grade level if they were at or above the 40th percentile. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for 2016-17 and 2017-18. As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report.

Appendix D

Appendix D Table 1: STAAR Reading Results at Approaches+ by Grade, School Year, and Student Group (All Administrations Through May)

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	12,710	62.5	12,569	63.4	11,919	72.4	10,974	71.8
African American	2,770	49.7	2,716	49.3	2,499	60.5	2,289	60.4
Hispanic	9,105	64.9	8,948	66.1	8,548	74.9	7,734	74.0
White	601	82.4	617	83.1	588	85.7	626	86.1
English Learner	6,386	64.0	6,336	64.2	5,993	74.6	5,708	73.7
Eco. Dis.	11,617	61.1	11,334	62.0	10,339	71.0	9,658	69.7
Special Education	837	41.6	888	42.6	1,029	50.8	1,169	48.1
Grade 4								
All	12,064	63.1	12,363	60.9	12,082	65.5	11,667	68.6
African American	2,744	54.3	2,643	46.1	2,577	52.4	2,400	58.9
Hispanic	8,532	64.3	8,894	63.7	8,652	68.2	8,346	70.0
White	557	84.7	575	81.9	588	85.2	604	84.1
English Learner	6,138	61.5	6,252	62.6	6,085	66.2	5,888	67.9
Eco. Dis.	11,045	61.8	11,224	59.5	10,902	64.1	10,279	66.1
Special Education	953	38.6	974	38.0	1,074	43.3	1,259	42.3
Grade 5								
All	11,698	74.6	11,831	78.0	12,037	81.0	11,805	84.8
African American	2,579	61.8	2,653	64.0	2,528	67.7	2,454	73.9
Hispanic	8,372	77.6	8,409	81.7	8,698	84.0	8,503	87.4
White	532	90.4	526	89.5	551	93.6	553	94.0
English Learner	6,078	76.5	6,102	82.6	6,094	84.7	5,984	87.3
Eco. Dis.	10,712	74.0	10,743	77.4	10,918	80.2	10,475	83.7
Special Education	927	44.0	1,046	48.9	1,134	53.6	1,289	58.3
Grade 6								
All	10,014	52.8	10,321	53.7	10,211	56.3	10,574	58.3
African American	2,090	44.8	2,160	48.5	2,194	46.4	2,058	51.3
Hispanic	7,287	53.0	7,497	53.3	7,343	57.6	7,743	58.3
White	432	81.9	453	81.2	447	81.9	484	83.3
English Learner	5,223	47.9	5,296	46.5	5,150	51.7	5,224	52.7
Eco. Dis.	9,036	51.1	9,200	52.1	8,774	54.8	9,262	55.7
Special Education	930	25.1	876	32.6	992	32.1	1,134	34.2
Grade 7								
All	9,850	56.6	9,729	59.9	10,037	63.8	9,959	66.1
African American	2,081	51.1	2,000	52.5	2,083	55.9	2,053	57.7
Hispanic	7,189	56.5	7,095	60.4	7,309	64.5	7,216	67.3
White	373	81.0	414	84.1	424	84.7	434	85.9
English Learner	4,669	47.2	4,905	53.8	4,922	57.8	4,826	60.3
Eco. Dis.	8,804	55.1	8,536	58.8	8,483	63.2	8,741	63.6
Special Education	886	27.7	877	28.3	850	38.6	995	40.0
Grade 8								
All	10,006	77.4	9,367	75.9	9,722	74.6	9,895	79.2
African American	2,227	69.1	2,004	72.0	2,007	69.9	2,031	73.9
Hispanic	7,180	79.2	6,885	76.7	7,157	75.1	7,277	80.3
White	407	91.9	288	83.3	345	88.7	344	90.7
English Learner	4,113	70.4	4,460	69.5	4,642	67.8	4,623	74.0
Eco. Dis.	8,785	77.0	8,308	75.8	8,199	74.6	8,754	78.1
Special Education	944	35.6	874	38.4	892	39.9	873	48.2

table continues

Table (continued)

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 Through 5								
All	36,472	66.6	36,763	67.2	36,038	73.0	34,446	75.2
African American	8,093	55.1	8,012	53.1	7,604	60.1	7,143	64.5
Hispanic	26,009	68.8	26,251	70.3	25,898	75.7	24,583	77.3
White	1,690	85.7	1,718	84.7	1,727	88.1	1,783	87.9
English Learner	18,602	67.2	18,690	69.7	18,172	75.2	17,580	76.3
Eco. Dis.	33,374	65.5	33,301	66.1	32,159	71.8	30,412	73.3
Special Education	2,717	41.4	2,908	43.3	3,237	49.3	3,717	49.7
Grades 6 Through 8								
All	29,870	62.3	29,417	62.8	29,970	64.7	30,428	67.6
African American	6,398	55.3	6,164	57.4	6,284	57.0	6,142	60.9
Hispanic	21,656	62.9	21,477	63.1	21,809	65.7	22,236	68.4
White	1,212	85.0	1,155	82.8	1,216	84.8	1,262	86.2
English Learner	14,005	54.3	14,661	55.9	14,714	58.8	14,673	61.9
Eco. Dis.	26,625	61.0	26,044	61.8	25,456	63.9	26,757	65.6
Special Education	2,760	29.5	2,627	33.1	2,734	36.6	3,002	40.2
Grades 3 Through 8								
All	66,342	64.6	66,180	65.3	66,008	69.2	64,874	71.6
African American	14,491	55.2	14,176	55.0	13,888	58.7	13,285	62.9
Hispanic	47,665	66.1	47,728	67.1	47,707	71.1	46,819	73.1
White	2,902	85.4	2,873	83.9	2,943	86.7	3,045	87.2
English Learner	32,607	61.7	33,351	63.6	32,886	67.9	32,253	69.8
Eco. Dis.	59,999	63.5	59,345	64.2	57,615	68.3	57,169	69.7
Special Education	5,477	35.4	5,535	38.5	5,971	43.5	6,719	45.4

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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 D

Appendix D Table 2: STAAR Reading Results at Approaches+ for Students in Grades 5 and 8 by Year, Administration, and Student Group

	Grade 5						Grade 8						Grades 5 and 8 Combined					
	First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May	
	<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>	%
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	21,255	66.8	6,859	29.1	21,704	75.9
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	4,654	55.8	1,962	22.2	4,806	65.2
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	15,274	68.8	4,657	32.2	15,552	78.3
White	527	85.2	75	38.7	532	90.4	403	89.1	41	31.7	407	91.9	930	86.9	116	36.2	939	91.1
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	10,060	62.9	3,676	31.3	10,191	74.0
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	19,078	65.8	6,343	29.3	19,497	75.3
Spe. Ed.	749	25.9	485	13.0	927	44.0	786	16.8	569	13.7	944	35.6	1,535	21.2	1,054	13.4	1,871	39.8
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	20,671	66.4	6,747	32.9	21,198	77.0
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	4,489	53.8	2,007	30.1	4,657	67.4
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	14,972	69.4	4,453	34.3	15,294	79.5
White	511	85.7	75	33.3	526	89.5	278	77.0	65	32.3	288	83.3	789	82.6	140	32.9	814	87.3
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	10,415	66.7	3,364	32.0	10,562	77.1
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	18,565	65.9	6,141	32.9	19,051	76.7
Spe. Ed.	799	28.7	478	12.6	1,046	48.9	685	15.5	535	12.7	874	38.4	1,484	22.6	1,013	12.6	1,920	44.2
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	21,259	71.1	5,897	25.5	21,759	78.1
Af. Am.	2,432	60.2	922	17.8	2,528	67.7	1,939	57.9	787	28.6	2,007	69.9	4,371	59.1	1,709	22.8	4,535	68.6
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	15,549	73.2	3,988	26.6	15,855	80.0
White	533	91.2	48	31.3	551	93.6	342	85.7	45	26.7	345	88.7	875	89.0	93	29.0	896	91.7
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	10,578	70.0	3,059	25.9	10,736	77.4
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	18,658	70.4	5,288	25.9	19,117	77.8
Spe. Ed.	881	36.2	437	12.6	1,134	53.6	732	20.2	492	12.8	892	39.9	1,613	29.0	929	12.7	2,026	47.6
2018-19																		
All	11,524	77.5	2,435	34.9	11,805	84.8	9,544	69.9	2,763	31.8	9,895	79.2	21,068	74.1	5,198	33.3	21,700	82.2
Af. Am.	2,368	62.1	843	31.9	2,454	73.9	1,938	63.6	675	28.6	2,031	73.9	4,306	62.8	1,518	30.4	4,485	73.9
Hispanic	8,330	81.1	1,476	36.4	8,503	87.4	7,039	71.0	1,971	32.9	7,277	80.3	15,369	76.5	3,447	34.4	15,780	84.1
White	536	88.8	56	53.6	553	94.0	329	82.1	55	50.9	344	90.7	865	86.2	111	52.3	897	92.8
EL	5,904	80.9	1,043	35.1	5,984	87.3	4,525	63.0	1,623	30.7	4,623	74.0	10,429	73.2	2,666	32.4	10,607	81.5
Eco.Dis.	10,213	75.8	2,312	34.7	10,475	83.7	8,452	68.5	2,561	31.4	8,754	78.1	18,665	72.5	4,873	33.0	19,229	81.1
Spe. Ed.	1,045	40.4	470	23.8	1,289	58.3	663	27.0	402	14.9	873	48.2	1,708	35.2	872	19.7	2,162	54.3

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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 D

Appendix D Table 3: 2018-19 STAAR Reading Results at Approaches+ for Six-Grade Students by Overall and Student Group (All Administrations Through May)

	ES Six Grade		MS Six Grade		K-8 Six Grade		District Six Grade	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	925	66.1	9,314	56.3	335	92.5	10,574	58.3
African American	95	60.0	1,926	50.1	37	91.9	2,058	51.3
Hispanic	780	65.5	6,787	56.7	176	88.1	7,743	58.3
White	34	94.1	360	78.1	90	100.0	484	83.3
English Learner	454	62.8	4,693	51.3	77	81.8	5,224	52.7
Eco. Dis.	819	64.6	8,296	54.3	147	84.4	9,262	55.7
Special Education	96	30.2	1,019	34.2	19	57.9	1,134	34.2

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. STAAR: 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Eco. Dis.=Economically Disadvantaged. ES=elementary school. MS=middle school. K-8=a multi-level campus with grades K through 8; these campuses included Alex Sanger and three magnet campuses (George B. Dealey, Harry Stone, and William B. Travis). Results included all administrations through May and included STAAR Alternate 2.

Appendix D

Appendix D Table 4: STAAR Reading Results at Meets+ by Grade, School Year, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	10,745	41.1
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	2,225	26.6
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	7,591	43.1
White	470	58.7	536	67.4	601	63.7	593	57.0	592	60.3	612	65.0	577	64.1	613	65.1
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	5,645	43.0
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	9,447	37.9
Spe. Ed.	651	14.7	644	17.9	644	19.6	669	10.5	621	11.1	690	10.7	786	13.0	944	12.1
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	11,409	38.2
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	2,323	26.7
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	8,185	39.0
White	486	59.7	451	62.5	533	59.7	567	63.1	549	60.1	563	63.9	579	67.4	588	69.9
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	5,816	37.2
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	10,044	34.6
Spe. Ed.	848	15.8	780	17.7	817	17.3	706	7.1	723	7.9	747	8.8	846	10.9	1,004	10.6
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	11,561	53.1
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	2,378	35.1
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	8,353	56.6
White	485	57.9	450	62.4	421	67.9	496	68.5	529	68.2	515	69.9	536	77.4	539	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	5,912	57.7
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	10,248	50.5
Spe. Ed.	961	20.4	958	29.6	858	31.6	870	7.0	752	11.8	805	10.8	889	16.4	1,048	18.6
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	10,350	26.9
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	1,989	20.1
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	7,608	26.2
White	378	54.5	431	66.8	382	63.6	360	63.1	430	66.5	449	61.5	439	60.4	472	57.2
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	5,159	20.7
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	9,056	23.5
Spe. Ed.	861	17.1	899	16.8	869	15.7	775	3.2	763	2.8	683	5.3	769	4.6	912	6.1
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	9,728	38.1
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	1,980	28.2
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	7,070	38.7
White	400	56.0	372	56.7	407	64.1	400	61.5	367	65.1	413	68.3	417	70.0	426	69.5

table continues

Table (continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7																
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	4,764	30.1
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	8,528	34.7
Spe. Ed.	885	15.5	791	21.6	833	22.3	818	2.8	712	4.5	719	3.5	655	6.4	765	7.6
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	9,704	41.7
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	1,963	33.2
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	7,160	42.4
White	365	65.8	384	62.5	361	69.0	400	63.0	404	67.3	283	58.3	343	69.1	340	70.6
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	4,570	31.4
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	8,584	39.3
Spe. Ed.	822	15.3	847	27.0	732	26.0	785	2.7	798	4.9	695	5.2	739	7.2	683	8.8
Grades 3 Through 5																
All	36,176	29.9	35,444	31.3	35,773	31.0	35,901	30.1	35,843	34.8	36,087	37.7	35,306	42.2	33,715	44.2
Af. Am.	8,230	22.1	7,944	23.2	7,922	20.9	7,936	19.0	7,889	22.7	7,797	24.5	7,360	26.9	6,926	29.6
Hispanic	25,867	30.7	25,444	31.8	25,619	31.9	25,632	31.3	25,612	36.6	25,826	39.6	25,458	44.7	24,129	46.4
White	1,441	58.8	1,437	64.3	1,555	63.5	1,656	62.6	1,670	62.8	1,690	66.2	1,692	69.4	1,740	70.5
EL	18,976	29.4	18,731	30.8	18,876	31.4	18,642	30.1	18,413	36.1	18,482	38.7	17,966	44.7	17,373	46.0
Eco. Dis.	30,226	27.8	32,357	29.2	32,963	28.9	32,323	28.3	32,779	33.2	32,648	35.8	31,475	40.3	29,739	41.1
Spe. Ed.	2,460	17.3	2,382	22.5	2,319	23.2	2,245	8.1	2,096	10.3	2,242	10.1	2,521	13.5	2,996	13.9
Grades 6 Through 8																
All	29,496	26.7	30,079	28.8	30,369	28.0	30,362	25.2	29,379	27.6	28,885	28.0	29,397	32.4	29,782	35.4
Af. Am.	7,054	24.0	7,017	24.0	6,906	23.1	6,643	20.2	6,233	21.6	5,976	22.9	6,092	24.9	5,932	27.2
Hispanic	20,670	25.7	21,302	28.3	21,744	27.2	21,973	24.2	21,354	26.6	21,155	27.1	21,454	32.2	21,838	35.5
White	1,143	58.6	1,187	62.3	1,150	65.5	1,160	62.5	1,201	66.4	1,145	63.1	1,199	66.2	1,238	65.1
EL	9,758	11.6	10,858	13.2	11,921	14.2	13,648	14.2	13,900	17.8	14,534	19.7	14,559	24.0	14,493	27.2
Eco. Dis.	22,112	24.2	26,480	26.3	27,083	25.6	26,762	22.9	26,173	25.4	25,545	26.0	24,934	30.6	26,168	32.3
Spe. Ed.	2,568	16.0	2,537	21.7	2,434	21.0	2,378	2.9	2,273	4.0	2,097	4.6	2,163	6.0	2,360	7.4
Grades 3 Through 8																
All	65,672	28.5	65,523	30.2	66,142	29.6	66,263	27.8	65,222	31.6	64,972	33.4	64,703	37.8	63,497	40.1
Af. Am.	15,284	23.0	14,961	23.6	14,828	21.9	14,579	19.5	14,122	22.2	13,773	23.8	13,452	26.0	12,858	28.5
Hispanic	46,537	28.5	46,746	30.2	47,363	29.8	47,605	28.0	46,966	32.1	46,981	34.0	46,912	39.0	45,967	41.2
White	2,584	58.7	2,624	63.4	2,705	64.3	2,816	62.5	2,871	64.3	2,835	64.9	2,891	68.1	2,978	68.3
EL	28,734	23.4	29,589	24.3	30,797	24.7	32,290	23.4	32,313	28.2	33,016	30.3	32,525	35.4	31,866	37.5
Eco. Dis.	52,338	26.3	58,837	27.9	60,046	27.4	59,085	25.9	58,952	29.8	58,193	31.5	56,409	36.0	55,907	37.0
Spe. Ed.	5,028	16.6	4,919	22.1	4,753	22.1	4,623	5.4	4,369	7.0	4,339	7.5	4,684	10.0	5,356	11.0

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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 D

Appendix D Table 5: STAAR Reading Results at Meets+ for Students in Grades 5 and 8 by School Year, Administration, and Student Group

	Grade 5						Grade 8						Grades 5 and 8 Combined					
	First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May	
	<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>	%
2011-12																		
All	12,044	31.6	-	-	12,044	31.6	9,783	29.6	-	-	9,783	29.6	21,827	30.7	-	-	21,827	30.7
Af. Am.	2,814	23.9	-	-	2,814	23.9	2,417	27.0	-	-	2,417	27.0	5,231	25.3	-	-	5,231	25.3
Hispanic	8,544	32.5	-	-	8,544	32.5	6,756	28.4	-	-	6,756	28.4	15,300	30.7	-	-	15,300	30.7
White	485	57.9	-	-	485	57.9	365	65.8	-	-	365	65.8	850	61.3	-	-	850	61.3
EL	6,113	31.0	-	-	6,113	31.0	2,348	9.2	-	-	2,348	9.2	8,461	24.9	-	-	8,461	24.9
Eco.Dis.	9,985	29.5	-	-	9,985	29.5	7,076	27.2	-	-	7,076	27.2	17,061	28.5	-	-	17,061	28.5
Spe. Ed.	961	20.4	-	-	961	20.4	822	15.3	-	-	822	15.3	1,783	18.1	-	-	1,783	18.1
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	20,777	33.0	5,375	5.4	20,891	34.2
Af. Am.	2,602	23.8	931	8.2	2,609	26.6	2,207	27.9	647	2.3	2,241	28.2	4,809	25.7	1,578	5.8	4,850	27.3
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	14,751	33.7	3,602	5.0	14,819	34.7
White	449	61.2	59	10.2	450	62.4	381	61.2	47	14.9	384	62.5	830	61.2	106	12.3	834	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	8,523	26.0	2,613	4.8	8,553	27.3
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	18,480	31.0	4,988	5.5	18,582	32.3
Spe. Ed.	953	23.5	393	15.3	958	29.6	832	23.8	390	7.9	847	27.0	1,785	23.6	783	11.6	1,805	28.4
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	21,196	32.9	6,329	4.6	21,292	34.1
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	4,702	24.8	1,697	5.1	4,733	26.5
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	15,299	33.4	4,420	4.3	15,355	34.5
White	417	66.4	55	16.4	421	67.9	357	68.9	36	8.3	361	69.0	774	67.6	91	13.2	782	68.4
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	9,281	26.5	3,421	4.3	9,317	28.0
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	19,154	30.8	5,980	4.4	19,237	32.1
Spe. Ed.	848	26.3	363	13.2	858	31.6	721	21.9	320	10.0	732	26.0	1,569	24.3	683	11.7	1,590	29.0
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	21,698	30.5	7,215	3.1	21,775	31.4
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	4,745	20.1	2,127	3.7	4,773	21.6
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	15,675	31.3	4,867	2.8	15,720	32.1
White	494	68.2	57	5.3	496	68.5	398	62.3	49	8.2	400	63.0	892	65.6	106	6.6	896	66.1
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	9,800	24.9	3,731	2.2	9,830	25.7
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	19,317	28.5	6,624	3.0	19,387	29.4
Spe. Ed.	863	5.4	557	2.5	870	7.0	773	2.2	599	0.7	785	2.7	1,636	3.9	1,156	1.6	1,655	5.0

table continues

Table (Continued)

	Grade 5						Grade 8						Grades 5 and 8 Combined					
	First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May	
	<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>	%
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	21,255	35.2	6,859	2.2	21,380	35.7
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	4,654	24.8	1,962	1.6	4,695	25.3
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	15,274	36.1	4,657	2.4	15,351	36.7
White	527	68.1	75	2.7	529	68.2	403	67.2	41	2.4	404	67.3	930	67.7	116	2.6	933	67.8
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	10,060	30.5	3,676	2.3	10,113	31.2
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	19,078	33.7	6,343	2.2	19,192	34.2
Spe. Ed.	749	10.4	485	2.3	752	11.8	786	4.5	569	0.7	798	4.9	1,535	7.4	1,054	1.4	1,550	8.3
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	20,671	37.0	6,747	4.6	20,774	38.3
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	4,489	28.0	2,007	4.8	4,520	29.9
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	14,972	38.1	4,453	4.4	15,032	39.2
White	511	69.1	75	13.3	515	69.9	278	57.9	65	6.2	283	58.3	789	65.1	140	10.0	798	65.8
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	10,415	34.5	3,364	3.3	10,446	35.5
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	18,565	35.8	6,141	4.5	18,646	37.1
Spe. Ed.	799	10.1	478	1.3	805	10.8	685	4.4	535	1.1	695	5.2	1,484	7.5	1,013	1.2	1,500	8.2
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	21,259	43.3	5,897	2.4	21,353	43.8
Af. Am.	2,432	30.8	922	2.2	2,442	31.4	1,939	28.3	787	2.4	1,952	29.0	4,371	29.6	1,709	2.3	4,394	30.4
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	15,549	45.1	3,988	2.4	15,614	45.6
White	533	76.7	48	12.5	536	77.4	342	69.0	45	2.2	343	69.1	875	73.7	93	7.5	879	74.2
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	10,578	41.7	3,059	2.1	10,627	42.2
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	18,658	42.1	5,288	2.4	18,737	42.7
Spe. Ed.	881	14.8	437	3.7	889	16.4	732	6.3	492	1.4	739	7.2	1,613	10.9	929	2.5	1,628	12.2
2018-19																		
All	11,524	52.0	2,435	5.6	11,561	53.1	9,544	40.7	2,763	2.8	9,704	41.7	21,068	46.9	5,198	4.1	21,265	47.9
Af. Am.	2,368	34.1	843	3.3	2,378	35.1	1,938	32.4	675	2.2	1,963	33.2	4,306	33.3	1,518	2.8	4,341	34.3
Hispanic	8,330	55.6	1,476	6.4	8,353	56.6	7,039	41.3	1,971	2.8	7,160	42.4	15,369	49.0	3,447	4.4	15,513	50.1
White	536	75.6	56	21.4	539	77.4	329	68.4	55	7.3	340	70.6	865	72.8	111	14.4	879	74.7
EL	5,904	56.6	1,043	5.8	5,912	57.7	4,525	30.6	1,623	2.5	4,570	31.4	10,429	45.3	2,666	3.8	10,482	46.2
Eco.Dis.	10,213	49.3	2,312	5.5	10,248	50.5	8,452	38.3	2,561	2.7	8,584	39.3	18,665	44.3	4,873	4.0	18,832	45.4
Spe. Ed.	1,045	16.7	470	4.0	1,048	18.6	663	8.1	402	1.2	683	8.8	1,708	13.4	872	2.8	1,731	14.7

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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 D

Appendix D Table 6: 2018-19 STAAR Reading Results at Meets+ for Six-Grade Students by Overall and Student Group (All Administrations Through May)

	ES Six Grade		MS Six Grade		K-8 Six Grade		District Six Grade	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	922	31.8	9,093	24.7	335	72.5	10,350	26.9
African American	95	26.3	1,857	18.8	37	67.6	1,989	20.1
Hispanic	778	30.3	6,654	24.8	176	59.1	7,608	26.2
White	33	72.7	349	46.1	90	94.4	472	57.2
English Learner	454	29.5	4,628	19.4	77	46.8	5,159	20.7
Eco. Dis.	816	28.4	8,093	22.4	147	57.1	9,056	23.5
Special Education	93	4.3	800	5.5	19	42.1	912	6.1

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. STAAR: 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. ES=elementary school. MS=middle school. K-8=a multi-level campus with grades K through 8. Eco. Dis.=Economically Disadvantaged. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard.

Appendix D

Appendix D Table 7: STAAR Reading Results at Masters by Grade, School Year, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	10,974	24.8
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	2,289	15.2
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	7,734	25.3
White	470	40.6	536	42.7	601	34.4	602	35.9	601	41.4	617	47.3	588	47.1	626	50.8
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	5,708	25.0
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	9,658	22.0
Spe. Ed.	651	3.8	644	4.3	644	3.0	871	6.7	837	10.4	888	9.9	1,029	8.9	1,169	9.7
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	11,667	18.6
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	2,400	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	8,346	18.4
White	486	36.2	451	43.2	533	38.5	571	41.3	557	36.8	575	45.6	588	40.8	604	47.4
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	5,888	17.6
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	10,279	15.7
Spe. Ed.	848	3.5	780	4.4	817	4.8	859	4.0	953	6.2	974	8.3	1,074	8.3	1,259	7.3
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	11,805	26.9
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	2,454	16.9
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	8,503	27.8
White	485	33.6	450	43.6	421	43.2	497	51.1	532	44.5	526	47.3	551	50.8	553	54.1
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	5,984	26.8
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	10,475	24.2
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	1,289	10.5
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	10,574	12.0
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	2,058	9.2
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	7,743	10.7
White	378	34.7	431	42.9	382	33.0	366	42.6	432	47.0	453	41.1	447	37.1	484	37.6
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	5,224	7.7
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	9,262	9.8
Spe. Ed.	861	2.9	899	2.9	869	3.0	950	3.9	930	7.1	876	7.4	992	9.0	1,134	9.4
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	9,959	21.9
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	2,053	14.8
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	7,216	21.8
White	400	33.0	372	34.9	407	40.0	403	41.7	373	41.0	414	47.8	424	55.0	434	49.5

table continues

Table (continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7																
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	4,826	15.4
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	8,741	19.0
Spe. Ed.	885	1.4	791	2.7	833	3.4	943	1.9	886	8.1	877	8.8	850	12.5	995	13.1
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	9,895	18.7
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	2,031	15.0
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	7,277	18.0
White	365	34.0	384	40.4	361	43.8	403	42.2	407	38.6	288	28.8	345	48.1	344	46.5
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	4,623	10.5
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	8,754	16.4
Spe. Ed.	822	1.0	847	2.6	732	2.3	909	2.9	944	5.7	874	7.4	892	9.3	873	11.6
Grades 3 Through 5																
All	36,176	12.0	35,444	13.9	35,773	13.0	36,421	13.7	36,472	16.5	36,763	20.4	36,038	21.5	34,446	23.4
Af. Am.	8,230	7.6	7,944	8.4	7,922	6.4	8,089	7.4	8,093	9.6	8,012	11.8	7,604	12.3	7,143	14.4
Hispanic	25,867	11.9	25,444	13.7	25,619	13.3	25,980	13.6	26,009	16.8	26,251	21.1	25,898	22.4	24,583	23.8
White	1,441	36.8	1,437	43.1	1,555	38.2	1,670	42.3	1,690	40.9	1,718	46.7	1,727	46.1	1,783	50.6
EL	18,976	11.3	18,731	13.1	18,876	13.5	18,798	12.7	18,602	16.0	18,690	20.2	18,172	22.0	17,580	23.1
Eco. Dis.	30,226	10.4	32,357	12.1	32,963	11.5	32,812	12.2	33,374	15.0	33,301	18.8	32,159	19.7	30,412	20.6
Spe. Ed.	2,460	3.5	2,382	5.2	2,319	5.2	2,763	4.2	2,717	6.7	2,908	8.5	3,237	9.6	3,717	9.1
Grades 6 Through 8																
All	29,496	9.3	30,079	11.5	30,369	10.0	30,788	10.8	29,870	11.2	29,417	12.2	29,970	16.6	30,428	17.4
Af. Am.	7,054	7.1	7,017	8.3	6,906	7.2	6,783	7.7	6,398	8.1	6,164	10.0	6,284	12.1	6,142	13.0
Hispanic	20,670	8.4	21,302	10.6	21,744	9.0	22,232	9.7	21,656	10.0	21,477	11.0	21,809	15.9	22,236	16.7
White	1,143	33.9	1,187	39.6	1,150	38.9	1,172	42.2	1,212	42.3	1,155	40.4	1,216	46.5	1,262	44.1
EL	9,758	2.5	10,858	3.1	11,921	2.8	13,747	4.4	14,005	5.9	14,661	6.8	14,714	10.3	14,673	11.1
Eco. Dis.	22,112	7.5	26,480	9.5	27,083	8.2	27,146	8.9	26,625	9.5	26,044	10.6	25,456	15.1	26,757	15.0
Spe. Ed.	2,568	1.8	2,537	2.7	2,434	2.9	2,802	2.9	2,760	7.0	2,627	7.9	2,734	10.2	3,002	11.3
Grades 3 Through 8																
All	65,672	10.8	65,523	12.8	66,142	11.6	67,209	12.4	66,342	14.1	66,180	16.8	66,008	19.3	64,874	20.6
Af. Am.	15,284	7.3	14,961	8.4	14,828	6.8	14,872	7.6	14,491	9.0	14,176	11.0	13,888	12.2	13,285	13.8
Hispanic	46,537	10.3	46,746	12.3	47,363	11.3	48,212	11.8	47,665	13.7	47,728	16.6	47,707	19.4	46,819	20.4
White	2,584	35.5	2,624	41.5	2,705	38.5	2,842	42.2	2,902	41.5	2,873	44.2	2,943	46.3	3,045	47.9
EL	28,734	8.3	29,589	9.4	30,797	9.4	32,545	9.2	32,607	11.7	33,351	14.3	32,886	16.8	32,253	17.6
Eco. Dis.	52,338	9.2	58,837	10.9	60,046	10.0	59,958	10.7	59,999	12.6	59,345	15.2	57,615	17.7	57,169	18.0
Spe. Ed.	5,028	2.6	4,919	3.9	4,753	4.0	5,565	3.6	5,477	6.8	5,535	8.2	5,971	9.8	6,719	10.1

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. 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 D

Appendix D Table 8: 2018-19 STAAR Reading Results at Masters for Six-Grade Students by Overall and Student Group (All Administrations Through May)

	ES Six Grade		MS Six Grade		K-8 Six Grade		District Six Grade	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	925	12.6	9,314	10.7	335	47.8	10,574	12.0
African American	95	15.8	1,926	8.2	37	48.6	2,058	9.2
Hispanic	780	10.3	6,787	10.4	176	27.3	7,743	10.7
White	34	52.9	360	26.4	90	76.7	484	37.6
English Learner	454	9.9	4,693	7.4	77	16.9	5,224	7.7
Eco. Dis.	819	10.0	8,296	9.5	147	27.2	9,262	9.8
Special Education	96	3.1	1,019	9.6	19	31.6	1,134	9.4

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. STAAR: 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. ES=elementary school. MS=middle school. K-8=a multi-level campus with grades K through 8. Eco. Dis.=Economically Disadvantaged. Results included all administrations through May and included STAAR Alternate 2.

Appendix D

Appendix D Table 9: STAAR Writing Results at Approaches+ by Grade, School Year, and Student Group

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 4								
All	12,072	64.5	12,389	62.3	12,068	60.4	11,662	65.7
African American	2,741	53.5	2,655	47.9	2,579	42.8	2,407	49.6
Hispanic	8,536	66.9	8,901	65.6	8,636	64.6	8,335	69.0
White	561	80.2	580	76.7	588	76.7	603	82.4
English Learner	6,148	68.2	6,263	66.6	6,066	66.6	5,879	71.5
Eco. Dis.	11,050	63.5	11,245	61.4	10,884	59.1	10,275	63.4
Special Education	946	34.1	973	35.4	1,073	32.9	1,255	36.7
Grade 7								
All	9,895	52.9	9,780	55.6	10,072	58.0	9,986	59.2
African American	2,089	49.2	2,010	49.7	2,091	53.3	2,056	49.2
Hispanic	7,220	52.3	7,137	55.6	7,333	57.8	7,238	60.5
White	373	80.4	414	81.9	426	81.7	435	81.4
English Learner	4,695	41.4	4,929	48.4	4,942	48.5	4,840	52.8
Eco. Dis.	8,843	51.4	8,585	54.3	8,511	57.1	8,767	56.6
Special Education	898	24.4	886	23.6	858	32.6	1,001	32.4
Grades 4 and 7								
All	21,967	59.3	22,169	59.3	22,140	59.3	21,648	62.7
African American	4,830	51.7	4,665	48.7	4,670	47.5	4,463	49.4
Hispanic	15,756	60.2	16,038	61.1	15,969	61.4	15,573	65.1
White	934	80.3	994	78.9	1,014	78.8	1,038	82.0
English Learner	10,843	56.6	11,192	58.6	11,008	58.5	10,719	63.1
Eco. Dis.	19,893	58.1	19,830	58.3	19,395	58.2	19,042	60.3
Special Education	1,844	29.4	1,859	29.7	1,931	32.8	2,256	34.8

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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 D

Appendix D Table 10: STAAR Writing Results at Meets+ by Grade, School Year, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	11,404	37.0
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	2,330	17.7
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	8,174	40.9
White	486	52.9	452	59.7	531	56.9	566	50.5	553	58.4	568	54.9	580	59.1	587	57.4
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	5,807	44.8
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	10,040	34.1
Spe. Ed.	855	17.4	780	19.0	822	18.4	703	4.8	719	7.8	748	7.1	848	7.8	1,000	7.6
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	9,755	30.6
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	1,983	22.5
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	7,092	30.4
White	404	49.0	370	45.9	412	49.3	402	56.2	367	61.6	413	63.4	419	67.5	427	64.9
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	4,778	22.4
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	8,554	27.1
Spe. Ed.	889	17.8	793	23.1	834	25.3	818	3.1	724	2.3	728	2.6	664	4.5	771	5.1
Grades 4 and 7																
All	21,517	24.2	21,626	22.9	22,368	24.8	21,968	24.2	21,565	32.6	21,784	30.4	21,714	33.6	21,159	34.0
Af. Am.	5,035	19.3	4,859	22.2	5,095	19.9	4,818	14.6	4,703	23.3	4,535	20.3	4,519	22.5	4,313	19.9
Hispanic	15,210	24.2	15,531	21.0	15,931	24.4	15,758	25.0	15,504	33.6	15,802	31.3	15,714	34.8	15,266	36.0
White	890	51.1	822	53.5	943	53.6	968	52.9	920	59.7	981	58.5	999	62.7	1,014	60.6
EL	9,020	20.6	10,154	17.0	10,156	21.2	10,852	22.7	10,728	31.9	11,094	29.7	10,885	31.3	10,585	34.7
Eco. Dis.	17,128	22.3	19,398	20.8	20,231	22.9	19,469	22.4	19,523	31.2	19,466	28.8	18,995	31.9	18,594	30.8
Spe. Ed.	1,744	17.6	1,573	21.0	1,656	21.9	1,521	3.9	1,443	5.1	1,476	4.9	1,512	6.3	1,771	6.5

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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 D

Appendix D Table 11: STAAR Writing Results at Masters by Grade, School Year, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	11,662	13.9
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	2,407	4.5
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	8,335	15.6
White	486	22.4	452	22.3	531	18.3	570	19.1	561	34.9	580	24.5	588	26.7	603	27.9
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	5,879	18.1
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	10,275	12.4
Spe. Ed.	855	2.8	780	4.6	822	4.5	856	2.9	946	7.0	973	8.6	1,073	7.9	1,255	8.3
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	9,986	12.6
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	2,056	9.0
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	7,238	11.6
White	404	18.6	370	10.3	412	18.4	405	25.7	373	28.7	414	33.3	426	37.1	435	38.9
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	4,840	7.1
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	8,767	10.2
Spe. Ed.	889	1.6	793	4.0	834	4.3	943	2.9	898	6.9	886	7.3	858	11.3	1,001	12.1
Grades 4 and 7																
All	21,517	4.3	21,626	3.3	22,368	4.1	22,248	5.3	21,967	11.7	22,169	9.5	22,140	11.1	21,648	13.3
Af. Am.	5,035	2.8	4,859	2.8	5,095	2.3	4,907	2.8	4,830	7.1	4,665	5.9	4,670	6.2	4,463	6.6
Hispanic	15,210	3.7	15,531	2.5	15,931	3.7	15,937	4.8	15,756	11.7	16,038	9.1	15,969	11.2	15,573	13.7
White	890	20.7	822	16.9	943	18.3	975	21.8	934	32.4	994	28.2	1,014	31.1	1,038	32.5
EL	9,020	3.1	10,154	2.3	10,156	3.2	10,920	4.1	10,843	11.9	11,192	8.5	11,008	10.3	10,719	13.2
Eco. Dis.	17,128	3.3	19,398	2.4	20,231	3.2	19,727	4.4	19,893	10.8	19,830	8.4	19,395	10.0	19,042	11.4
Spe. Ed.	1,744	2.2	1,573	4.3	1,656	4.4	1,799	2.9	1,844	6.9	1,859	8.0	1,931	9.4	2,256	10.0

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. 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 D

Appendix D Table 12: STAAR Mathematics Results at Approaches+ by Grade, School Year, and Student Group (All Administrations Through May)

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	12,709	66.4	12,570	71.0	11,908	75.6	10,969	76.5
African American	2,773	51.6	2,717	57.5	2,496	62.9	2,284	64.9
Hispanic	9,102	69.7	8,949	74.0	8,541	78.5	7,734	78.8
White	599	81.8	616	85.9	589	85.9	626	89.0
English Learner	6,386	69.0	6,337	72.6	5,991	77.6	5,709	78.7
Eco. Dis.	11,613	65.4	11,334	70.2	10,329	74.5	9,653	74.8
Special Education	835	45.6	889	48.8	1,028	53.7	1,166	53.7
Grade 4								
All	12,059	64.8	12,370	69.3	12,087	76.0	11,666	76.0
African American	2,744	49.5	2,647	53.9	2,579	64.1	2,400	63.0
Hispanic	8,527	68.4	8,896	72.8	8,655	78.8	8,346	78.8
White	557	82.0	576	81.3	588	87.2	604	86.3
English Learner	6,135	68.4	6,251	72.5	6,087	77.6	5,888	78.6
Eco. Dis.	11,040	64.0	11,231	68.7	10,906	75.2	10,278	74.3
Special Education	952	42.9	973	43.5	1,076	51.6	1,259	50.2
Grade 5								
All	11,695	80.3	11,828	81.4	12,038	87.6	11,805	88.6
African American	2,579	68.9	2,651	69.9	2,528	77.4	2,455	81.6
Hispanic	8,370	83.0	8,407	84.5	8,698	90.1	8,503	90.3
White	531	91.9	527	90.7	552	94.7	552	93.3
English Learner	6,076	82.0	6,101	84.2	6,094	89.5	5,985	89.8
Eco. Dis.	10,709	79.9	10,740	81.1	10,919	87.3	10,475	87.8
Special Education	927	52.3	1,045	58.9	1,133	68.8	1,288	69.8
Grade 6								
All	10,005	59.5	10,292	65.6	10,199	68.3	10,568	75.0
African American	2,087	43.9	2,160	55.6	2,189	55.6	2,056	65.8
Hispanic	7,280	62.3	7,467	67.1	7,336	71.0	7,740	76.5
White	433	82.2	453	84.5	447	83.7	485	87.0
English Learner	5,225	60.1	5,282	63.8	5,140	68.1	5,224	73.7
Eco. Dis.	9,023	58.5	9,177	64.7	8,763	67.7	9,255	73.5
Special Education	926	32.7	872	46.2	992	46.6	1,132	49.1
Grade 7								
All	7,439	44.5	7,256	47.3	7,653	55.7	7,168	59.6
African American	1,718	35.4	1,658	37.3	1,744	45.9	1,719	50.1
Hispanic	5,448	47.0	5,338	50.4	5,608	58.6	5,107	62.5
White	152	59.9	134	48.5	170	58.8	182	71.4
English Learner	3,834	42.8	3,918	47.6	4,066	55.4	3,683	59.8
Eco. Dis.	6,785	44.6	6,513	47.3	6,606	56.1	6,608	58.9
Special Education	863	30.9	861	32.8	830	44.9	967	45.8
Grade 8								
All	9,977	71.9	9,975	80.6	9,886	84.0	10,454	88.0
African American	2,190	61.9	2,043	74.2	2,049	77.6	2,054	82.5
Hispanic	7,207	73.9	7,268	82.0	7,216	85.4	7,708	89.1
White	390	87.4	451	86.0	400	92.5	436	94.0
English Learner	4,367	68.9	4,810	78.9	4,824	82.8	5,071	86.9
Eco. Dis.	8,786	71.5	8,725	80.7	8,253	84.2	9,123	87.2
Special Education	948	36.6	867	49.9	904	54.3	884	62.4

table continues

Table (continued)

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3 Through 5								
All	36,463	70.3	36,768	73.8	36,033	79.8	34,440	80.5
African American	8,096	56.4	8,015	60.4	7,603	68.1	7,139	70.0
Hispanic	25,999	73.5	26,252	77.0	25,894	82.5	24,583	82.8
White	1,687	85.1	1,719	85.8	1,729	89.2	1,782	89.4
English Learner	18,597	73.1	18,689	76.3	18,172	81.6	17,582	82.5
Eco. Dis.	33,362	69.6	33,305	73.2	32,154	79.1	30,406	79.1
Special Education	2,714	46.9	2,907	50.7	3,237	58.3	3,713	58.1
Grade 6 Through 8								
All	27,421	59.9	27,523	66.2	27,738	70.4	28,190	75.9
African American	5,995	48.0	5,861	56.9	5,982	60.3	5,829	67.1
Hispanic	19,935	62.3	20,073	68.1	20,160	72.7	20,555	77.7
White	975	80.8	1,038	80.5	1,017	83.0	1,103	87.2
English Learner	13,426	58.0	14,010	64.5	14,030	69.4	13,978	74.8
Eco. Dis.	24,594	59.3	24,415	65.8	23,622	70.2	24,986	74.7
Special Education	2,737	33.5	2,600	43.0	2,726	48.6	2,983	52.0
Grade 3 Through 8								
All	63,884	65.9	64,291	70.5	63,771	75.7	62,630	78.4
African American	14,091	52.8	13,876	58.9	13,585	64.7	12,968	68.7
Hispanic	45,934	68.7	46,325	73.1	46,054	78.2	45,138	80.5
White	2,662	83.5	2,757	83.8	2,746	86.9	2,885	88.6
English Learner	32,023	66.8	32,699	71.3	32,202	76.3	31,560	79.1
Eco. Dis.	57,956	65.2	57,720	70.1	55,776	75.3	55,392	77.1
Special Education	5,451	40.2	5,507	47.0	5,963	53.9	6,696	55.4

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Results included all administrations through May of each year and included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. 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 D

Appendix D Table 13: STAAR Mathematics Results at Approaches+ for Students in Grades 5 and 8 by Administration and Student Group

	Grade 5						Grade 8						Grades 5 and 8					
	First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May	
	<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>	%
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	21,239	64.9	7,000	35.5	21,672	76.4
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	4,626	50.8	2,139	31.8	4,769	65.7
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	15,305	67.8	4,628	37.1	15,577	78.8
White	525	86.9	68	42.6	531	91.9	387	79.1	66	50.0	390	87.4	912	83.6	134	46.3	921	90.0
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	10,313	65.1	3,418	35.3	10,443	76.5
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	19,092	64.2	6,425	36.0	19,495	76.1
Spe. Ed.	749	31.6	452	19.5	927	52.3	793	16.0	584	16.3	948	36.6	1,542	23.6	1,036	17.7	1,875	44.4
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	21,303	73.8	5,192	30.3	21,803	81.1
Af. Am.	2,564	62.7	929	19.5	2,651	69.9	1,967	63.1	646	34.4	2,043	74.2	4,531	62.9	1,575	25.6	4,694	71.8
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	15,371	76.3	3,400	32.4	15,675	83.4
White	512	88.1	63	28.6	527	90.7	443	80.8	63	39.7	451	86.0	955	84.7	126	34.1	978	88.5
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	10,772	74.2	2,597	31.7	10,911	81.9
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	19,002	73.5	4,684	30.5	19,465	80.9
Spe. Ed.	799	40.6	412	15.5	1,045	58.9	681	28.0	437	19.2	867	49.9	1,480	34.8	849	17.4	1,912	54.9
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	21,442	79.5	4,076	34.6	21,924	86.0
Af. Am.	2,434	67.8	742	29.6	2,528	77.4	1,979	68.7	571	31.0	2,049	77.6	4,413	68.2	1,313	30.2	4,577	77.5
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	15,625	82.1	2,595	36.4	15,914	88.0
White	536	90.5	50	46.0	552	94.7	397	88.4	38	47.4	400	92.5	933	89.6	88	46.6	952	93.8
EL	6,005	84.5	889	35.1	6,094	89.5	4,767	75.5	1,067	34.2	4,824	82.8	10,772	80.5	1,956	34.6	10,918	86.6
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	18,733	79.2	3,615	35.3	19,172	86.0
Spe. Ed.	885	50.8	334	27.5	1,133	68.8	747	37.1	374	18.4	904	54.3	1,632	44.5	708	22.7	2,037	62.4
2018-19																		
All	11,545	82.2	1,894	38.7	11,805	88.6	10,092	82.3	1,663	35.6	10,454	88.0	21,637	82.3	3,557	37.3	22,259	88.3
Af. Am.	2,374	71.3	627	37.8	2,455	81.6	1,960	76.0	448	29.9	2,054	82.5	4,334	73.4	1,075	34.5	4,509	82.0
Hispanic	8,343	84.8	1,179	39.4	8,503	90.3	7,454	83.5	1,140	37.3	7,708	89.1	15,797	84.1	2,319	38.3	16,211	89.7
White	537	90.1	46	37.0	552	93.3	429	89.5	41	48.8	436	94.0	966	89.9	87	42.5	988	93.6
EL	5,904	84.0	886	39.4	5,985	89.8	4,953	80.5	902	36.0	5,071	86.9	10,857	82.4	1,788	37.7	11,056	88.5
Eco.Dis.	10,233	81.0	1,796	38.3	10,475	87.8	8,813	81.2	1,544	35.4	9,123	87.2	19,046	81.1	3,340	37.0	19,598	87.5
Spe. Ed.	1,046	51.0	371	36.9	1,288	69.8	677	44.9	312	21.2	884	62.4	1,723	48.6	683	29.7	2,172	66.8

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016 and 8/12/2016 for 2015-16, 5/18/2017, 6/14/2017, and 6/15/2017 for 2016-17, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. 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. Results for grade eight included results from grade seven Pre-AP students. 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 D

Appendix D Table 14: 2018-19 STAAR Mathematics Results at Approaches+ for Six-Grade Students by Overall and Student Group (All Administrations Through May)

	ES Six Grade		MS Six Grade		K-8 Six Grade		District Six Grade	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	925	82.9	9,308	73.4	335	96.7	10,568	75.0
African American	95	78.9	1,924	64.7	37	89.2	2,056	65.8
Hispanic	780	83.1	6,784	75.3	176	96.0	7,740	76.5
White	34	91.2	361	83.4	90	100.0	485	87.0
English Learner	454	81.5	4,693	72.6	77	94.8	5,224	73.7
Eco. Dis.	819	82.1	8,289	72.3	147	95.9	9,255	73.5
Special Education	96	54.2	1,017	48.1	19	78.9	1,132	49.1

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. STAAR: 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. ES=elementary school. MS=middle school. K-8=a multi-level campus with grades K through 8. Eco. Dis.=Economically Disadvantaged. Results included all administrations through May and included STAAR Alternate 2.

Appendix D

Appendix D Table 15: STAAR Mathematics Results at Meets+ by Grade, School Year, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	10,740	43.6
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	2,220	28.1
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	7,591	45.7
White	470	43.0	539	50.6	602	46.5	595	55.3	590	57.5	611	63.5	578	66.3	613	69.3
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	5,646	45.1
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	9,442	40.6
Spe. Ed.	653	15.3	644	25.2	643	25.8	669	11.1	619	11.8	691	17.1	785	15.9	941	16.7
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	11,408	45.3
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	2,323	29.4
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	8,185	47.6
White	487	38.0	451	52.8	534	59.4	567	52.2	549	54.6	564	59.2	579	67.0	588	71.1
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	5,816	47.1
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	10,043	42.5
Spe. Ed.	850	18.0	781	24.8	821	30.5	706	6.4	723	8.9	746	11.0	848	16.0	1,004	15.6
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	11,561	56.0
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	2,379	39.0
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	8,353	59.2
White	486	50.0	451	55.4	422	61.1	492	62.0	528	63.8	515	69.7	537	73.7	538	75.1
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	5,913	58.4
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	10,248	53.7
Spe. Ed.	962	17.6	959	32.2	860	33.6	864	5.4	752	9.7	804	12.7	888	25.2	1,047	24.3
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	10,344	38.5
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	1,987	25.9
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	7,605	39.8
White	381	48.0	431	52.0	382	57.3	362	53.3	431	60.6	449	64.6	439	64.2	473	64.9
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	5,159	36.9
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	9,049	35.6
Spe. Ed.	861	17.0	900	20.2	864	19.1	781	4.0	758	4.5	681	6.3	767	8.5	910	10.5
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	6,937	21.0
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	1,646	13.9
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	4,961	22.9
White	404	53.5	373	49.1	408	54.7	161	18.0	146	16.4	133	18.0	163	28.2	174	32.8

table continues

Table (Continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7																
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	3,621	20.7
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	6,395	20.4
Spe. Ed.	881	16.0	790	17.7	839	20.6	797	1.8	689	3.0	704	4.1	635	6.6	737	8.0
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	10,262	55.6
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	1,986	45.7
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	7,590	56.5
White	159	18.9	185	30.3	184	27.2	418	54.5	387	55.8	446	60.5	398	73.6	432	78.5
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	5,018	51.1
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	8,952	53.2
Spe. Ed.	803	14.7	825	23.4	725	25.7	784	3.2	802	4.7	688	8.9	751	14.2	693	21.8
Grades 3 Through 5																
All	36,183	20.7	35,455	25.1	35,797	29.0	35,880	27.4	35,835	32.8	36,091	41.1	35,301	47.2	33,709	48.4
Af. Am.	8,230	12.2	7,946	17.6	7,928	18.5	7,934	13.8	7,893	19.0	7,800	26.1	7,359	30.8	6,922	32.3
Hispanic	25,870	22.0	25,450	25.6	25,634	30.4	25,611	29.4	25,602	35.0	25,827	43.8	25,454	50.3	24,129	51.0
White	1,443	43.7	1,441	52.8	1,558	54.9	1,654	56.2	1,667	58.5	1,690	64.0	1,694	68.9	1,739	71.7
EL	18,975	20.9	18,731	24.3	18,891	29.1	18,642	28.4	18,408	34.0	18,481	42.9	17,966	49.7	17,375	50.3
Eco. Dis.	30,232	19.3	32,364	23.3	32,984	27.4	32,307	26.0	32,768	31.4	32,651	39.9	31,470	45.8	29,733	45.7
Spe. Ed.	2,465	17.1	2,384	27.9	2,324	30.3	2,239	7.4	2,094	10.0	2,241	13.5	2,521	19.2	2,992	19.0
Grades 6 Through 8																
All	26,981	20.0	27,715	21.3	28,384	22.3	27,957	19.8	26,929	23.9	26,994	27.9	27,163	34.4	27,543	40.5
Af. Am.	6,613	11.8	6,600	13.3	6,587	13.5	6,278	12.0	5,829	14.1	5,674	18.9	5,789	23.9	5,619	29.4
Hispanic	18,884	21.3	19,619	22.5	20,324	23.5	20,226	20.5	19,633	25.1	19,753	28.7	19,804	35.8	20,156	41.9
White	944	45.4	989	46.8	974	50.5	941	47.8	964	52.0	1,028	56.8	1,000	62.1	1,079	65.2
EL	9,544	15.1	10,615	14.7	11,713	16.3	13,254	16.2	13,321	21.4	13,883	24.9	13,874	31.8	13,798	37.8
Eco. Dis.	20,426	18.9	24,597	19.9	25,465	20.8	24,779	18.3	24,139	22.7	23,918	26.7	23,098	33.4	24,396	38.1
Spe. Ed.	2,545	15.9	2,515	20.5	2,428	21.6	2,362	3.0	2,249	4.1	2,073	6.4	2,153	9.9	2,340	13.1
Grades 3 Through 8																
All	63,164	20.4	63,170	23.4	64,181	26.0	63,837	24.1	62,764	29.0	63,085	35.5	62,464	41.7	61,252	44.8
Af. Am.	14,843	12.0	14,546	15.6	14,515	16.2	14,212	13.0	13,722	16.9	13,474	23.1	13,148	27.8	12,541	31.0
Hispanic	44,754	21.7	45,069	24.2	45,958	27.3	45,837	25.5	45,235	30.7	45,580	37.3	45,258	44.0	44,285	46.9
White	2,387	44.4	2,430	50.4	2,532	53.2	2,595	53.2	2,631	56.1	2,718	61.3	2,694	66.4	2,818	69.2
EL	28,519	19.0	29,346	20.8	30,604	24.2	31,896	23.3	31,729	28.7	32,364	35.2	31,840	41.9	31,173	44.8
Eco. Dis.	50,658	19.1	56,961	21.8	58,449	24.5	57,086	22.7	56,907	27.7	56,569	34.3	54,568	40.6	54,129	42.3
Spe. Ed.	5,010	16.5	4,899	24.1	4,752	25.9	4,601	5.1	4,343	7.0	4,314	10.1	4,674	15.0	5,332	16.4

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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. Results for grade eight included results from grade seven Pre-AP students. 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 D

Appendix D Table 16: STAAR Mathematics Results at Meets+ for Students in Grades 5 and 8 by School Year, Administration, and Student Group

	Grade 5						Grade 8						Grades 5 and 8 Combined					
	First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May	
	<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>	%
2011-12																		
All	12,051	23.7	-	-	12,051	23.7	7,261	11.0	-	-	7,261	11.0	19,312	18.9	-	-	19,312	18.9
Af. Am.	2,814	14.3	-	-	2,814	14.3	1,977	7.7	-	-	1,977	7.7	4,791	11.6	-	-	4,791	11.6
Hispanic	8,550	25.2	-	-	8,550	25.2	4,970	12.1	-	-	4,970	12.1	13,520	20.3	-	-	13,520	20.3
White	486	50.0	-	-	486	50.0	159	18.9	-	-	159	18.9	645	42.3	-	-	645	42.3
EL	6,117	23.4	-	-	6,117	23.4	2,136	8.1	-	-	2,136	8.1	8,253	19.4	-	-	8,253	19.4
Eco.Dis.	9,990	22.2	-	-	9,990	22.2	5,385	11.0	-	-	5,385	11.0	15,375	18.3	-	-	15,375	18.3
Spe. Ed.	962	17.6	-	-	962	17.6	803	14.7	-	-	803	14.7	1,765	16.3	-	-	1,765	16.3
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	18,438	23.9	6,747	5.6	18,532	25.8
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	4,398	16.3	2,069	6.5	4,432	19.2
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	13,085	25.2	4,444	5.2	13,141	26.8
White	450	54.0	85	8.2	451	55.4	184	28.3	58	6.9	185	30.3	634	46.5	143	7.7	636	48.1
EL	6,023	27.2	2,154	6.5	6,035	29.4	2,260	13.4	863	2.1	2,276	14.1	8,283	23.4	3,017	5.2	8,311	25.2
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	16,611	22.7	6,209	5.7	16,698	24.7
Spe. Ed.	953	24.1	464	17.0	959	32.2	814	20.1	388	7.5	825	23.4	1,767	22.3	852	12.7	1,784	28.1
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	19,225	26.9	6,296	2.9	19,312	27.7
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	4,386	17.4	1,925	3.2	4,415	18.6
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	13,887	28.7	4,160	2.6	13,939	29.4
White	419	59.9	59	11.9	422	61.1	182	26.4	47	4.3	184	27.2	601	49.8	106	8.5	606	50.8
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	9,076	26.9	3,040	2.5	9,112	27.6
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	17,547	26.1	5,864	2.9	17,623	26.9
Spe. Ed.	853	27.3	381	14.7	860	33.6	713	21.7	345	9.0	725	25.7	1,566	24.8	726	12.0	1,585	30.0
2014-15																		
All	11,445	30.9	-	-	11,445	30.9	10,307	24.4	-	-	10,305	24.5	21,752	27.9	-	-	21,750	27.9
Af. Am.	2,477	16.0	-	-	2,477	16.0	2,259	16.3	-	-	2,259	16.3	4,736	16.1	-	-	4,736	16.1
Hispanic	8,262	33.2	-	-	8,262	33.2	7,454	24.9	-	-	7,453	24.9	15,716	29.3	-	-	15,715	29.3
White	492	62.0	-	-	492	62.0	418	54.5	-	-	418	54.5	910	58.6	-	-	910	58.6
EL	6,037	32.2	-	-	6,037	32.2	4,211	17.5	-	-	4,211	17.5	10,248	26.1	-	-	10,248	26.1
Eco.Dis.	10,296	29.6	-	-	10,296	29.6	9,035	22.6	-	-	9,033	22.6	19,331	26.3	-	-	19,329	26.3
Spe. Ed.	864	5.4	-	-	864	5.4	784	3.2	-	-	784	3.2	1,648	4.4	-	-	1,648	4.4

table continues

Table (continued)

	Grade 5						Grade 8						Grades 5 and 8 Combined					
	First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May		First Adm.		May (Retest)		All Thru May	
	<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>	%
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	21,239	32.1	7,000	2.3	21,348	32.7
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	4,626	18.0	2,139	1.5	4,658	18.5
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	15,305	34.3	4,628	2.6	15,376	34.9
White	525	64.0	68	1.5	528	63.8	387	54.8	66	6.1	387	55.8	912	60.1	134	3.7	915	60.4
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	10,313	31.6	3,418	2.2	10,365	32.1
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	19,092	30.8	6,425	2.4	19,190	31.4
Spe. Ed.	749	9.2	452	0.9	752	9.7	793	4.2	584	0.9	802	4.7	1,542	6.6	1,036	0.9	1,554	7.1
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	21,303	39.5	5,192	1.9	21,378	39.7
Af. Am.	2,564	27.7	929	1.3	2,575	27.9	1,967	26.5	646	1.9	1,983	26.9	4,531	27.2	1,575	1.5	4,558	27.5
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	15,371	41.1	3,400	1.9	15,412	41.4
White	512	69.5	63	9.5	515	69.7	443	60.5	63	3.2	446	60.5	955	65.3	126	6.3	961	65.5
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	10,772	38.8	2,597	1.6	10,795	39.1
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	19,002	38.3	4,684	1.9	19,059	38.6
Spe. Ed.	799	12.3	412	1.0	804	12.7	681	8.2	437	1.1	688	8.9	1,480	10.4	849	1.1	1,492	10.9
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	21,442	51.1	4,076	2.6	21,518	51.4
Af. Am.	2,434	36.4	742	2.2	2,442	36.9	1,979	36.1	571	2.8	1,994	36.7	4,413	36.3	1,313	2.4	4,436	36.8
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	15,625	53.7	2,595	2.4	15,673	53.9
White	536	73.1	50	8.0	537	73.7	397	73.6	38	2.6	398	73.6	933	73.3	88	5.7	935	73.7
EL	6,005	57.7	889	1.8	6,020	57.8	4,767	43.3	1,067	2.7	4,789	43.7	10,772	51.3	1,956	2.3	10,809	51.6
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	18,733	50.3	3,615	2.5	18,792	50.6
Spe. Ed.	885	24.3	334	2.7	888	25.2	747	14.1	374	0.5	751	14.2	1,632	19.6	708	1.6	1,639	20.2
2018-19																		
All	11,545	55.3	1,894	4.6	11,561	56.0	10,092	54.8	1,663	3.8	10,262	55.6	21,637	55.1	3,557	4.2	21,823	55.8
Af. Am.	2,374	38.0	627	4.3	2,379	39.0	1,960	44.6	448	5.8	1,986	45.7	4,334	41.0	1,075	4.9	4,365	42.1
Hispanic	8,343	58.7	1,179	4.6	8,353	59.2	7,454	55.8	1,140	3.0	7,590	56.5	15,797	57.3	2,319	3.8	15,943	58.0
White	537	74.7	46	6.5	538	75.1	429	77.9	41	4.9	432	78.5	966	76.1	87	5.7	970	76.6
EL	5,904	57.9	886	4.5	5,913	58.4	4,953	50.6	902	2.9	5,018	51.1	10,857	54.5	1,788	3.7	10,931	55.1
Eco.Dis.	10,233	52.9	1,796	4.7	10,248	53.7	8,813	52.5	1,544	3.9	8,952	53.2	19,046	52.7	3,340	4.3	19,200	53.5
Spe. Ed.	1,046	22.6	371	4.9	1,047	24.3	677	20.8	312	3.2	693	21.8	1,723	21.9	683	4.1	1,740	23.3

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 5/17/2018, 6/4/2018, and 6/20/2018 for 2017-18, and 4/29/2019, 6/3/2019, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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. Results for grade eight included results from grade seven Pre-AP students. 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 D

Appendix D Table 17: 2018-19 STAAR Mathematics Results at Meets+ for Six-Grade Students by Overall and Student Group (All Administrations Through May)

	ES Six Grade		MS Six Grade		K-8 Six Grade		District Six Grade	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	922	50.8	9,087	35.7	335	81.8	10,344	38.5
African American	95	43.2	1,855	24.3	37	62.2	1,987	25.9
Hispanic	778	50.5	6,651	37.6	176	74.4	7,605	39.8
White	33	75.8	350	54.9	90	100.0	473	64.9
English Learner	454	52.0	4,628	35.0	77	63.6	5,159	36.9
Eco. Dis.	816	48.7	8,086	33.7	147	68.7	9,049	35.6
Special Education	93	12.9	798	9.1	19	57.9	910	10.5

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. STAAR: 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. ES=elementary school. MS=middle school. K-8=a multi-level campus with grades K through 8. Eco. Dis.=Economically Disadvantaged. Results included all administrations through May. This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard.

Appendix D

Appendix D Table 18: STAAR Mathematics Results at Masters by Grade, School Year, and Student Group (All Administrations Through May)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	10,969	21.2
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	2,284	11.9
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	7,734	21.6
White	470	26.2	539	29.7	602	25.9	604	27.2	599	31.7	616	42.4	589	38.5	626	46.8
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	5,709	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	9,653	18.7
Spe. Ed.	653	3.5	644	5.1	643	5.1	870	9.2	835	10.3	889	13.8	1,028	13.0	1,166	13.1
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	11,666	25.8
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	2,400	13.0
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	8,346	27.1
White	487	15.8	451	30.6	534	38.8	571	32.0	557	34.3	576	37.5	588	46.9	604	53.5
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	5,888	26.6
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	10,278	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	1,259	13.0
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	11,805	34.7
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	2,455	20.0
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	8,503	37.1
White	486	29.6	451	31.7	422	38.4	492	34.6	531	39.4	527	42.3	552	45.1	552	57.2
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	5,985	36.4
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	10,475	32.1
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	1,288	17.5
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	10,568	16.7
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	2,056	9.4
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	7,740	16.8
White	381	26.2	431	28.1	382	32.5	368	28.0	433	33.0	453	37.7	447	32.7	485	39.2
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	5,224	14.6
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	9,255	14.5
Spe. Ed.	861	4.1	900	3.8	864	3.5	955	6.3	926	8.7	872	12.8	992	13.5	1,132	13.9
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	7,168	5.6
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	1,719	4.4
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	5,107	5.8
White	404	27.7	373	19.3	408	26.7	164	2.4	152	2.6	134	1.5	170	10.6	182	8.8

table continues

Table (Continued)

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 7																
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	3,683	4.8
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	6,608	5.4
Spe. Ed.	881	1.0	790	2.2	839	1.9	920	2.7	863	8.3	861	9.4	830	12.2	967	13.2
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	10,454	15.6
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	2,054	8.7
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	7,708	15.9
White	159	2.5	185	1.6	184	2.7	421	12.8	390	21.3	451	28.4	400	37.5	436	35.8
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	5,071	12.4
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	9,123	13.8
Spe. Ed.	803	0.6	825	1.7	725	1.8	907	4.5	948	6.0	867	10.3	904	11.2	884	16.9
Grades 3 Through 5																
All	36,183	8.0	35,455	10.3	35,797	13.1	36,397	10.6	36,463	14.1	36,768	21.0	36,033	24.4	34,440	27.4
Af. Am.	8,230	3.4	7,946	5.3	7,928	6.4	8,087	4.2	8,096	7.0	8,015	10.9	7,603	12.7	7,139	15.1
Hispanic	25,870	8.4	25,450	10.5	25,634	13.7	25,957	11.0	25,999	14.7	26,252	22.5	25,894	26.3	24,583	28.8
White	1,443	23.8	1,441	30.6	1,558	33.7	1,667	31.0	1,687	35.0	1,719	40.7	1,729	43.5	1,782	52.3
EL	18,975	8.1	18,731	9.8	18,891	13.3	18,797	10.4	18,597	14.0	18,689	21.9	18,172	26.0	17,582	28.1
Eco. Dis.	30,232	7.0	32,364	9.1	32,984	11.8	32,793	9.6	33,362	13.0	33,305	20.0	32,154	23.1	30,406	24.8
Spe. Ed.	2,465	2.2	2,384	4.8	2,324	5.6	2,754	5.9	2,714	8.7	2,907	11.3	3,237	14.6	3,713	14.6
Grades 6 Through 8																
All	26,981	5.9	27,715	5.3	28,384	6.1	28,379	4.0	27,421	5.9	27,523	8.5	27,738	11.5	28,190	13.5
Af. Am.	6,613	2.4	6,600	2.2	6,587	2.4	6,417	2.2	5,995	3.7	5,861	5.2	5,982	7.0	5,829	7.7
Hispanic	18,884	6.1	19,619	5.3	20,324	6.2	20,482	3.8	19,935	5.5	20,073	8.0	20,160	11.6	20,555	13.8
White	944	22.9	989	19.8	974	24.4	953	16.9	975	23.6	1,038	29.0	1,017	30.9	1,103	32.8
EL	9,544	4.2	10,615	2.5	11,713	3.9	13,353	2.7	13,426	4.4	14,010	6.2	14,030	9.4	13,978	11.2
Eco. Dis.	20,426	5.1	24,597	4.4	25,465	5.1	25,162	3.4	24,594	5.2	24,415	7.5	23,622	10.7	24,986	11.8
Spe. Ed.	2,545	1.9	2,515	2.6	2,428	2.4	2,782	4.5	2,737	7.7	2,600	10.8	2,726	12.3	2,983	14.5
Grades 3 Through 8																
All	63,164	7.1	63,170	8.1	64,181	10.0	64,776	7.7	63,884	10.6	64,291	15.7	63,771	18.8	62,630	21.1
Af. Am.	14,843	2.9	14,546	3.9	14,515	4.6	14,504	3.3	14,091	5.6	13,876	8.5	13,585	10.2	12,968	11.7
Hispanic	44,754	7.4	45,069	8.2	45,958	10.4	46,439	7.8	45,934	10.7	46,325	16.2	46,054	19.8	45,138	22.0
White	2,387	23.5	2,430	26.2	2,532	30.1	2,620	25.9	2,662	30.8	2,757	36.3	2,746	38.8	2,885	44.9
EL	28,519	6.8	29,346	7.2	30,604	9.7	32,150	7.2	32,023	9.9	32,699	15.2	32,202	18.8	31,560	20.6
Eco. Dis.	50,658	6.2	56,961	7.1	58,449	8.9	57,955	6.9	57,956	9.7	57,720	14.7	55,776	17.9	55,392	18.9
Spe. Ed.	5,010	2.1	4,899	3.7	4,752	4.0	5,536	5.2	5,451	8.2	5,507	11.1	5,963	13.6	6,696	14.6

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included all administrations through May and STAAR Alternate 2. Grade eight results included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

Appendix D

Appendix D Table 19: 2018-19 STAAR Mathematics Results at Masters for Six-Grade Students by Overall and Student Group (All Administrations Through May)

	ES Six Grade		MS Six Grade		K-8 Six Grade		District Six Grade	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	925	24.4	9,308	14.6	335	52.8	10,568	16.7
African American	95	16.8	1,924	8.5	37	35.1	2,056	9.4
Hispanic	780	24.2	6,784	15.5	176	35.2	7,740	16.8
White	34	47.1	361	27.7	90	82.2	485	39.2
English Learner	454	27.1	4,693	13.1	77	28.6	5,224	14.6
Eco. Dis.	819	22.5	8,289	13.3	147	33.3	9,255	14.5
Special Education	96	7.3	1,017	14.1	19	36.8	1,132	13.9

Source: Public Education Information Management System (PEIMS) district data file: 10/26/2018. STAAR: 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. ES=elementary school. MS=middle school. K-8=a multi-level campus with grades K through 8. Eco. Dis.=Economically Disadvantaged. Results included all administrations through May and STAAR Alternate 2.

Appendix D

Appendix D Table 20: STAAR Science Results at Approaches+ by Grade, School Year, and Student Group

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5								
All	11,617	66.6	11,721	66.2	11,972	70.0	11,749	69.7
African American	2,537	55.6	2,606	57.6	2,501	57.9	2,434	57.8
Hispanic	8,341	68.5	8,358	67.5	8,665	72.1	8,475	71.8
White	525	88.4	517	87.6	546	88.8	547	87.8
English Learner	6,062	65.4	6,065	65.2	6,074	70.4	5,970	69.0
Eco. Dis.	10,647	65.5	10,645	65.2	10,859	68.8	10,424	67.7
Special Education	917	44.8	1,036	46.2	1,123	51.8	1,281	47.9
Grade 8								
All	10,161	64.4	9,867	67.0	9,917	67.1	10,270	74.7
African American	2,280	55.2	1,980	60.4	2,019	56.9	2,041	68.6
Hispanic	7,271	66.0	7,237	67.5	7,260	68.6	7,544	75.3
White	402	84.3	437	87.0	414	86.5	438	90.6
English Learner	4,375	57.8	4,740	60.5	4,842	62.8	4,932	69.6
Eco. Dis.	8,955	63.8	8,645	66.2	8,253	66.6	8,936	72.9
Special Education	933	31.8	852	37.7	876	38.1	865	50.8
Grades 5 and 8								
All	21,778	65.6	21,588	66.6	21,889	68.7	22,019	72.0
African American	4,817	55.4	4,586	58.8	4,520	57.4	4,475	62.8
Hispanic	15,612	67.3	15,595	67.5	15,925	70.5	16,019	73.5
White	927	86.6	954	87.3	960	87.8	985	89.0
English Learner	10,437	62.2	10,805	63.1	10,916	67.0	10,902	69.3
Eco. Dis.	19,602	64.8	19,290	65.7	19,112	67.8	19,360	70.1
Special Education	1,850	38.3	1,888	42.4	1,999	45.8	2,146	49.1

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. Eco. Dis.=Economically Disadvantaged.

Appendix D

Appendix D Table 21: STAAR Science Results at Meets+ by Grade, School Year, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	11,505	41.5
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	2,358	26.8
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	8,325	43.5
White	483	51.3	450	55.1	420	56.9	494	61.7	522	58.0	506	67.6	531	64.8	533	69.8
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	5,898	40.7
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	10,197	38.4
Spe. Ed.	961	12.5	953	18.8	851	18.4	864	3.9	742	8.9	794	9.8	878	13.3	1,040	15.7
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	10,079	37.4
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	1,973	27.8
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	7,427	37.7
White	360	52.2	380	57.9	362	64.6	643	62.4	399	56.9	432	65.7	412	72.6	434	68.2
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	4,879	30.1
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	8,766	34.6
Spe. Ed.	817	15.3	833	20.8	730	24.4	786	3.4	787	5.8	672	4.9	724	9.9	675	10.8
Grades 5 and 8																
All	21,704	19.7	20,835	24.3	21,242	25.2	23,710	24.9	21,454	27.4	21,162	32.1	21,484	34.7	21,584	39.5
Af. Am.	5,183	14.6	4,826	18.5	4,700	18.0	5,083	15.9	4,706	17.8	4,449	22.4	4,380	22.4	4,331	27.2
Hispanic	15,236	19.4	14,792	24.1	15,340	25.1	17,039	24.7	15,411	28.1	15,331	32.4	15,684	35.6	15,752	40.8
White	843	51.7	830	56.4	782	60.5	1,137	62.1	921	57.5	938	66.7	943	68.2	967	69.1
EL	8,443	13.4	8,509	17.1	9,308	17.0	10,338	16.3	10,359	23.5	10,688	27.9	10,807	31.3	10,777	35.9
Eco. Dis.	16,973	17.9	18,515	22.2	19,188	23.3	20,883	22.6	19,297	26.0	18,883	30.6	18,733	32.8	18,963	36.6
Spe. Ed.	1,778	13.8	1,786	19.7	1,581	21.2	1,650	3.7	1,529	7.3	1,466	7.6	1,602	11.8	1,715	13.8

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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. Results for grade eight included results from grade seven Pre-AP students.

Appendix D

Appendix D Table 22: STAAR Science Results at Masters by Grade, School Year, and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	11,749	19.8
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	2,434	10.1
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	8,475	20.4
White	483	25.1	450	27.8	420	24.3	495	28.3	525	23.2	517	39.1	546	36.1	547	47.7
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	5,970	18.6
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	10,424	17.4
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	1,281	12.6
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	10,270	15.0
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	2,041	9.6
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	7,544	14.4
White	360	18.6	380	30.8	362	39.5	646	34.4	402	30.3	437	31.6	414	50.7	438	42.5
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	4,932	10.0
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	8,936	12.9
Spe. Ed.	817	0.6	833	1.8	730	3.6	910	4.3	933	7.6	852	7.3	876	8.0	865	14.1
Grades 5 and 8																
All	21,704	5.2	20,835	6.5	21,242	7.7	23,998	8.7	21,778	7.5	21,588	10.8	21,889	14.1	22,019	17.6
Af. Am.	5,183	2.8	4,826	4.0	4,700	3.9	5,177	4.7	4,817	4.0	4,586	6.2	4,520	8.1	4,475	9.9
Hispanic	15,236	4.8	14,792	5.8	15,340	7.4	17,223	8.1	15,612	7.1	15,595	10.2	15,925	13.8	16,019	17.5
White	843	22.3	830	29.2	782	31.3	1,141	31.7	927	26.3	954	35.6	960	42.4	985	45.4
EL	8,443	3.4	8,509	3.4	9,308	3.5	10,414	4.1	10,437	5.4	10,805	8.3	10,916	10.8	10,902	14.7
Eco. Dis.	16,973	4.3	18,515	5.3	19,188	6.6	21,148	7.4	19,602	6.5	19,290	9.5	19,112	12.6	19,360	15.3
Spe. Ed.	1,778	2.1	1,786	3.6	1,581	4.0	1,937	4.5	1,850	7.0	1,888	8.7	1,999	11.0	2,146	13.2

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Masters=Masters Grade Level. Af. Am.=African American. EL=English Learner. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students.

Appendix D

Appendix D Table 23: STAAR Social Studies Results at Approaches+ by School Year and Student Group

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,805	53.9	9,576	55.2	9,657	60.6	9,862	62.4
African American	2,167	46.1	1,992	50.9	1,951	56.4	1,987	57.0
Hispanic	7,049	54.5	7,000	54.7	7,092	60.3	7,216	62.3
White	397	81.1	377	81.2	395	81.0	415	83.6
English Learner	4,031	42.3	4,433	44.8	4,587	51.9	4,565	53.8
Eco. Dis.	8,609	52.7	8,394	54.3	8,095	59.9	8,631	60.4
Special Education	922	26.1	853	32.1	862	35.5	856	41.4

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR: 7/11/2016, 6/15/2017, 6/20/2018, and 6/13/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Eco. Dis.=Economically Disadvantaged. Results included STAAR Alternate 2.

Appendix D

Appendix D Table 24: STAAR Social Studies Results at Meets+ by School Year and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	9,670	26.5
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	1,919	20.4
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	7,098	25.6
White	358	46.1	378	49.2	361	51.0	396	42.9	394	53.8	372	53.2	393	59.0	411	61.8
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	4,512	17.6
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	8,460	23.9
Spe. Ed.	807	12.5	825	18.2	732	19.7	777	1.9	776	3.5	673	3.4	710	7.0	665	8.1

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. 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+ performance standard.

Appendix D

Appendix D Table 25: STAAR Social Studies Results at Masters by School Year and Student Group

	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	9,862	14.0
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	1,987	10.2
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	7,216	12.9
White	358	29.3	378	32.3	361	32.7	399	22.1	397	30.0	377	35.0	395	40.0	415	44.6
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	4,565	7.7
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	8,631	12.1
Spe. Ed.	807	2.6	825	1.9	732	2.6	901	4.0	922	7.5	853	9.0	862	9.7	856	13.7

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2011, 10/29/2012, 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. 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, 6/20/2018 for 2017-18, and 6/13/2019 for 2018-19.

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

Appendix E

Appendix E Table 1: STAAR EOC Results at Approaches+ by Subject, School Year, and Student Group

	2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I								
All	15,119	54.6	15,485	51.9	14,992	51.5	15,256	55.1
African American	3,427	49.5	3,552	41.9	3,472	44.8	3,365	46.5
Hispanic	10,812	55.0	10,946	53.2	10,690	52.4	10,845	55.9
White	553	80.1	667	80.1	494	75.3	573	82.7
English Learner	5,904	36.9	6,506	37.3	6,794	38.8	7,300	44.0
Eco. Dis.	12,871	54.0	12,992	50.8	12,540	50.9	12,490	53.0
Special Education	1,582	21.1	1,713	18.4	1,772	21.6	1,747	20.9
English II								
All	13,148	55.6	13,555	55.1	14,029	58.0	13,343	58.5
African American	3,032	51.6	3,009	47.6	3,086	50.5	2,914	52.8
Hispanic	9,264	55.4	9,711	56.1	9,991	58.7	9,512	58.8
White	515	83.5	525	81.1	609	84.4	508	81.5
English Learner	3,895	28.6	4,641	31.8	5,117	36.0	5,443	40.9
Eco. Dis.	11,057	54.3	11,437	54.4	11,416	57.4	10,640	56.3
Special Education	1,187	22.8	1,276	20.8	1,359	21.6	1,356	24.2
Algebra I								
All	12,839	71.5	12,433	77.4	11,790	80.2	11,362	83.7
African American	3,024	63.4	2,871	67.5	2,631	71.9	2,434	75.5
Hispanic	9,003	73.2	8,786	79.8	8,385	82.1	8,165	85.6
White	505	87.9	504	87.9	494	90.3	447	90.2
English Learner	4,979	64.8	5,364	74.9	5,081	77.3	5,197	82.5
Eco. Dis.	10,886	71.6	10,416	77.7	9,762	81.4	9,353	83.4
Special Education	1,342	36.7	1,415	42.9	1,300	47.8	1,204	55.2
Biology								
All	10,466	82.0	10,542	82.6	11,162	83.7	10,594	83.1
African American	2,354	77.4	2,450	75.1	2,499	78.8	2,154	76.9
Hispanic	7,431	82.7	7,376	84.2	7,900	84.4	7,554	83.7
White	475	92.8	484	92.1	476	93.1	488	94.5
English Learner	3,658	71.1	3,992	77.1	4,412	76.9	4,634	77.2
Eco. Dis.	8,818	82.3	8,837	82.6	9,219	83.7	8,568	81.9
Special Education	1,056	44.2	1,103	48.2	1,225	52.1	1,129	53.2
U.S. History								
All	9,685	91.5	8,490	91.0	9,777	92.1	9,737	92.0
African American	2,197	87.1	1,919	86.9	2,124	89.0	2,017	88.6
Hispanic	6,656	92.8	5,880	91.9	6,963	92.5	7,008	92.7
White	565	96.3	462	97.0	466	98.5	455	96.5
English Learner	1,868	79.3	1,957	80.5	2,391	82.2	2,904	85.0
Eco. Dis.	8,025	91.1	6,968	90.8	8,010	92.2	7,622	91.6
Special Education	766	56.4	734	58.2	748	63.2	780	65.5

Source: Public Education Information Management System (PEIMS) district data files: 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Approaches+=Approaches Grade Level or Above. Eco. Dis.=Economically Disadvantaged. 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, 2,327 (20%) in 2017-18, and 2,326 (21%) in 2018-19].

Appendix E

Appendix E Table 2: STAAR EOC Results at Meets+ by Subject, School Year, and Student Group

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	15,096	37.8
African American	3,252	20.9	3,692	24.6	3,371	24.9	3,501	22.9	3,413	24.1	3,306	28.8
Hispanic	9,545	27.2	11,214	28.7	10,735	30.2	10,864	31.9	10,576	31.0	10,747	37.8
White	534	66.5	571	66.4	550	65.8	662	71.1	489	66.7	571	75.0
English Learner	3,958	7.8	5,430	11.2	5,874	12.6	6,488	16.0	6,757	17.8	7,262	24.6
Eco. Dis.	11,217	24.7	13,009	27.2	12,742	29.0	12,861	29.8	12,380	29.3	12,355	34.9
Spe. Ed.	1,206	10.0	1,391	5.2	1,443	4.0	1,575	3.4	1,587	3.5	1,590	5.1
English II												
All	10,925	32.7	13,346	30.2	13,016	29.8	13,439	33.4	13,887	37.8	13,168	38.9
African American	2,661	28.4	3,217	22.6	2,984	24.6	2,970	26.0	3,034	28.7	2,856	32.7
Hispanic	7,487	31.3	9,266	30.7	9,191	28.9	9,641	33.4	9,909	37.9	9,404	38.3
White	473	70.6	535	64.7	508	69.5	523	72.3	605	76.4	503	74.0
English Learner	2,467	7.2	3,529	10.1	3,859	8.0	4,610	11.8	5,098	14.6	5,411	20.2
Eco. Dis.	8,732	29.4	11,138	28.0	10,937	27.6	11,329	31.6	11,295	36.3	10,505	35.6
Spe. Ed.	840	16.3	1,084	5.4	1,055	3.3	1,160	3.8	1,217	4.9	1,182	5.3
Algebra I												
All	12,090	23.1	12,835	27.9	12,705	35.4	12,280	39.7	11,604	53.9	11,206	62.2
African American	2,963	14.1	2,955	16.9	2,971	24.5	2,814	24.6	2,571	38.2	2,376	46.6
Hispanic	8,358	24.3	9,073	29.5	8,931	37.0	8,699	42.7	8,271	57.1	8,070	65.3
White	471	53.5	501	60.7	501	64.9	499	66.9	489	75.9	445	81.3
English Learner	3,406	11.5	4,245	15.4	4,952	25.5	5,342	34.3	5,042	49.0	5,161	58.9
Eco. Dis.	9,965	21.9	10,529	26.7	10,764	34.3	10,276	39.7	9,604	54.3	9,222	61.1
Spe. Ed.	1,084	7.6	1,091	2.7	1,210	5.4	1,266	6.2	1,114	13.8	1,050	22.8
Biology												
All	11,217	37.2	11,118	41.8	10,326	46.8	10,412	49.4	10,981	52.5	10,431	53.6
African American	2,611	28.0	2,430	34.1	2,300	38.0	2,396	36.5	2,438	42.4	2,099	41.9
Hispanic	7,809	37.5	7,901	41.9	7,353	47.1	7,306	51.0	7,794	53.5	7,450	54.1
White	516	76.7	496	77.0	470	80.4	479	81.8	471	79.6	486	83.7
English Learner	3,021	16.6	3,556	21.8	3,628	25.3	3,978	34.7	4,376	38.9	4,598	41.0
Eco. Dis.	9,066	34.6	8,875	40.1	8,691	45.5	8,718	48.1	9,059	51.4	8,434	50.3
Spe. Ed.	1,012	10.6	910	5.8	917	3.9	975	7.9	1,044	11.5	968	12.0

table continues

Table (Continued)

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	9,611	71.4
African American	1,817	40.9	2,099	43.0	2,161	51.6	1,875	54.5	2,078	61.5	1,971	63.5
Hispanic	5,141	43.4	6,124	53.5	6,600	61.7	5,814	64.0	6,885	71.0	6,940	72.3
White	458	76.0	447	83.4	563	86.5	455	90.3	461	92.8	446	88.6
English Learner	1,219	20.3	1,676	27.9	1,851	32.9	1,925	36.8	2,360	47.1	2,887	52.7
Eco. Dis.	5,910	41.3	7,299	50.8	7,935	58.6	6,856	62.0	7,890	69.4	7,524	69.4
Spe. Ed.	293	18.1	630	15.4	669	17.3	612	17.5	615	26.2	654	26.8

Source: Public Education Information Management System (PEIMS) district data files: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. Eco. Dis.=Economically Disadvantaged. Spe. Ed.=Special Education. 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, 2,327 (20%) in 2017-18, and 2,326 (21%) in 2018-19].

Appendix E

Appendix E Table 3: STAAR EOC Results at Masters by Subject, School Year, and Student Group

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	15,256	7.3
African American	3,252	2.1	3,739	2.1	3,427	2.7	3,552	2.9	3,472	2.5	3,365	4.7
Hispanic	9,545	2.4	11,280	2.7	10,812	2.9	10,946	3.6	10,690	3.0	10,845	5.8
White	534	22.1	579	23.3	553	24.1	667	28.0	494	21.3	573	36.6
English Learner	3,958	0.1	5,467	0.3	5,904	0.5	6,506	0.8	6,794	0.9	7,300	1.7
Eco. Dis.	11,217	2.2	13,117	2.5	12,871	2.8	12,992	3.5	12,540	2.7	12,490	5.2
Spe. Ed.	1,206	0.7	1,515	1.6	1,582	2.5	1,713	2.6	1,772	3.4	1,747	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	13,343	4.8
African American	2,661	2.6	3,253	1.3	3,032	2.1	3,009	2.4	3,086	3.7	2,914	3.3
Hispanic	7,487	1.9	9,324	1.3	9,264	2.6	9,711	2.8	9,991	4.2	9,512	3.7
White	473	19.5	537	14.0	515	20.4	525	24.2	609	25.9	508	22.6
English Learner	2,467	0.7	3,548	0.3	3,895	0.3	4,641	0.5	5,117	0.7	5,443	1.1
Eco. Dis.	8,732	1.9	11,229	1.4	11,057	2.3	11,437	2.7	11,416	4.0	10,640	3.3
Spe. Ed.	840	4.8	1,182	1.6	1,187	3.3	1,276	2.8	1,359	4.3	1,356	5.2
Algebra I												
All	12,090	7.8	12,958	11.9	12,839	16.4	12,433	19.3	11,790	31.3	11,362	40.7
African American	2,963	3.9	3,001	6.5	3,024	9.1	2,871	9.5	2,631	18.8	2,434	25.8
Hispanic	8,358	7.8	9,140	12.2	9,003	16.8	8,786	20.4	8,385	33.5	8,165	43.3
White	471	26.1	508	34.1	505	42.6	504	46.8	494	53.2	447	65.8
English Learner	3,406	2.1	4,283	4.9	4,979	9.8	5,364	14.7	5,081	26.8	5,197	36.0
Eco. Dis.	9,965	7.1	10,636	11.0	10,886	15.1	10,416	18.5	9,762	31.0	9,353	39.0
Spe. Ed.	1,084	0.6	1,214	3.2	1,342	4.6	1,415	5.1	1,300	9.9	1,204	13.3
Biology												
All	11,217	6.5	11,232	10.1	10,466	12.6	10,542	13.9	11,162	17.2	10,594	20.4
African American	2,611	3.3	2,475	5.9	2,354	7.7	2,450	7.3	2,499	12.2	2,154	12.2
Hispanic	7,809	5.5	7,960	9.2	7,431	11.4	7,376	13.2	7,900	16.3	7,554	19.3
White	516	33.3	502	38.2	475	45.5	484	48.8	476	47.5	488	57.6
English Learner	3,021	0.9	3,589	2.6	3,658	3.2	3,992	4.9	4,412	8.1	4,634	10.0
Eco. Dis.	9,066	4.9	8,975	8.6	8,818	10.6	8,837	11.8	9,219	15.1	8,568	17.1
Spe. Ed.	1,012	0.6	1,024	3.1	1,056	4.2	1,103	3.4	1,225	6.2	1,129	5.4

table continues

Table (Continued)

	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	<i>n</i>	%	<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	9,737	40.2
African American	1,817	7.6	2,129	13.2	2,197	18.0	1,919	20.9	2,124	28.1	2,017	31.2
Hispanic	5,141	8.7	6,177	18.0	6,656	24.8	5,880	29.3	6,963	37.2	7,008	40.3
White	458	38.2	450	48.7	565	60.4	462	66.7	466	72.5	455	70.5
English Learner	1,219	2.5	1,688	6.0	1,868	6.6	1,957	10.3	2,391	16.4	2,904	20.7
Eco. Dis.	5,910	8.0	7,378	16.5	8,025	22.5	6,968	27.6	8,010	34.9	7,622	37.2
Spe. Ed.	293	2.7	718	5.6	766	6.4	734	7.1	748	11.1	780	12.7

Source: Public Education Information Management System (PEIMS) district data files: 10/28/2013, 10/31/2014, 10/30/2015, 10/31/2016, 10/30/2017, and 10/26/2018. STAAR EOC: 2/16/2018 for 2013-14, 2014-15, and 2015-16, 6/14/2017 for 2016-17, 6/20/2018 for 2017-18, and 6/4/2019 for 2018-19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Masters=Masters Grade Level. Eco. Dis.= Economically Disadvantaged. Spe. Ed.=Special Education. 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, 2,327 (20%) in 2017-18, and 2,326 (21%) in 2018-19].

Appendix F

Appendix F Table 1: STAAR Reading Results for Large Urban School Districts and the State

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	n Tested	App+ %	Meets+ %	Masters %	n Tested	App+ %	Meets+ %	Masters %	n Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 3															
State	406,487	71	44	28	403,094	76	41	24	389,976	75	43	27	-1	2	3
Austin	6,638	74	48	33	6,402	78	47	29	5,930	77	49	33	-1	2	4
Dallas	12,998	62	36	22	12,231	71	38	21	11,334	71	40	24	0	2	3
El Paso	4,218	73	43	27	3,875	81	45	26	3,809	78	45	27	-3	0	1
Fort Worth	6,846	59	33	20	6,762	67	33	18	6,374	63	32	19	-4	-1	1
Houston	17,766	64	39	26	17,515	69	37	21	16,649	69	39	25	0	2	4
San Antonio	4,168	54	26	14	3,905	60	24	12	3,451	59	29	16	-1	5	4
Grade 4															
State	404,730	69	42	23	406,988	71	44	23	405,728	73	43	21	2	-1	-2
Austin	6,588	71	47	29	6,333	73	48	27	6,209	75	47	25	2	-1	-2
Dallas	12,737	60	34	17	12,355	64	36	18	11,931	67	38	18	3	2	0
El Paso	4,167	73	44	23	4,052	74	46	24	3,787	78	46	22	4	0	-2
Fort Worth	6,808	58	32	16	6,536	61	34	18	6,573	62	32	15	1	-2	-3
Houston	17,454	61	36	20	17,071	62	37	20	16,955	66	36	19	4	-1	-1
San Antonio	4,049	50	24	10	3,919	53	26	10	3,784	59	27	11	6	1	1
Grade 5															
State	393,309	71	45	25	406,957	78	51	25	410,729	77	51	28	-1	0	3
Austin	6,137	74	50	29	6,255	79	55	31	6,002	79	55	33	0	0	2
Dallas	12,012	68	41	20	12,197	75	50	24	12,011	77	51	26	2	1	2
El Paso	4,155	75	47	24	4,113	83	53	24	3,977	81	53	29	-2	0	5
Fort Worth	6,654	61	35	18	6,650	70	42	18	6,415	69	41	21	-1	-1	3
Houston	16,295	64	39	22	16,875	70	44	22	16,418	70	44	25	0	0	3
San Antonio	3,650	52	26	11	3,804	63	32	11	3,765	62	33	14	-1	1	3
Grade 6															
State	391,613	67	36	17	394,958	66	36	18	410,026	66	35	17	0	-1	-1
Austin	5,284	66	41	23	5,487	66	42	24	5,529	64	39	21	-2	-3	-3
Dallas	10,657	52	23	9	10,422	54	27	11	10,816	57	26	11	3	-1	0
El Paso	3,907	63	31	14	3,967	63	32	14	3,907	62	30	13	-1	-2	-1
Fort Worth	6,165	57	25	10	6,127	56	27	12	6,132	54	24	10	-2	-3	-2
Houston	13,572	58	30	15	13,262	61	33	16	13,638	59	31	15	-2	-2	-1
San Antonio	3,348	44	18	6	3,189	46	20	8	3,390	50	20	7	4	0	-1

table continues

Table (Continued)

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 7															
State	389,226	72	40	22	394,726	72	45	27	399,427	74	47	28	2	2	1
Austin	5,265	69	44	28	5,120	69	49	33	5,444	70	48	32	1	-1	-1
Dallas	10,034	59	28	14	10,310	62	34	19	10,193	64	37	21	2	3	2
El Paso	4,080	68	35	17	3,944	68	40	23	3,975	70	44	25	2	4	2
Fort Worth	5,900	61	30	15	6,030	62	34	18	6,020	63	35	20	1	1	2
Houston	13,136	65	36	20	13,483	65	40	24	13,009	68	44	27	3	4	3
San Antonio	3,285	52	21	9	3,167	53	25	13	3,041	57	28	14	4	3	1
Grade 8															
State	380,595	76	47	22	385,881	76	46	25	392,556	77	53	27	1	7	2
Austin	5,222	76	53	30	5,181	76	52	32	5,043	75	56	34	-1	4	2
Dallas	9,544	62	31	11	9,900	65	34	17	10,082	69	40	18	4	6	1
El Paso	4,041	72	42	18	4,007	74	42	21	3,903	75	50	23	1	8	2
Fort Worth	4,763	60	25	7	4,787	61	25	9	4,738	60	27	7	-1	2	-2
Houston	13,255	68	41	19	13,089	70	42	24	13,306	71	47	24	1	5	0
San Antonio	3,160	57	23	7	2,839	53	21	8	2,975	57	30	12	4	9	4
Grades 3 Through 8															
State	2,365,960	71	42	23	2,392,604	73	44	24	2,408,442	74	45	25	1	1	1
Austin	35,134	72	47	29	34,778	74	49	29	34,157	73	49	30	-1	0	1
Dallas	67,982	61	33	16	67,415	66	37	19	66,367	68	39	20	2	2	1
El Paso	24,568	71	40	21	23,958	74	43	22	23,358	74	45	23	0	2	1
Fort Worth	37,136	59	30	15	36,892	63	33	16	36,252	62	32	16	-1	-1	0
Houston	91,478	63	37	21	91,295	66	39	21	89,975	67	40	22	1	1	1
San Antonio	21,660	52	23	10	20,823	55	25	10	20,406	57	28	12	2	3	2

Source: Texas Assessment Management System (TAMS) website (<https://www.texasassessment.com>): 8/7/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 17-18=2017-18. 18-19=2018-19. ppts=percentage points. Results included spring (first administration) data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix F

Appendix F Table 2: STAAR Writing Results for Large Urban School Districts and the State

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 4															
State	404,495	63	33	10	394,967	61	37	10	405,362	65	34	10	4	-3	0
Austin	6,584	66	40	14	6,322	66	45	16	6,195	69	40	14	3	-5	-2
Dallas	12,744	61	33	10	12,319	59	35	12	11,868	64	36	13	5	1	1
El Paso	4,167	67	33	9	4,062	69	42	11	3,784	74	38	11	5	-4	0
Fort Worth	6,810	55	25	7	6,550	51	27	7	6,566	54	25	7	3	-2	0
Houston	17,471	59	30	10	17,081	55	34	10	16,922	60	30	10	5	-4	0
San Antonio	4,053	48	19	4	3,916	44	22	4	3,776	51	21	5	7	-1	1
Grade 7															
State	389,357	68	37	11	386,417	67	41	14	399,570	69	40	17	2	-1	3
Austin	5,276	63	38	14	5,130	63	42	17	5,430	66	42	19	3	0	2
Dallas	10,059	54	25	7	10,333	56	30	8	10,188	57	30	11	1	0	3
El Paso	4,083	64	32	8	3,952	63	36	11	3,989	65	35	13	2	-1	2
Fort Worth	5,893	55	23	5	6,057	53	26	6	6,016	54	25	8	1	-1	2
Houston	13,197	64	35	11	13,496	58	34	12	13,036	64	38	16	6	4	4
San Antonio	3,292	46	17	4	3,185	47	22	5	3,048	49	23	8	2	1	3
Grades 4 and 7															
State	793,852	65	35	10	781,384	64	39	12	804,932	67	37	13	3	-2	1
Austin	11,860	65	39	14	11,452	65	44	16	11,625	68	41	16	3	-3	0
Dallas	22,803	58	29	9	22,652	58	33	10	22,056	61	33	12	3	0	2
El Paso	8,250	66	33	9	8,014	66	39	11	7,773	69	36	12	3	-3	1
Fort Worth	12,703	55	24	6	12,607	52	27	7	12,582	54	25	7	2	-2	0
Houston	30,668	61	32	10	30,577	56	34	11	29,958	62	33	13	6	-1	2
San Antonio	7,345	47	18	4	7,101	45	22	4	6,824	50	22	6	5	0	2

Source: Texas Assessment Management System (TAMS) website (<https://www.texasassessment.com>): 8/7/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 17-18=2017-18. 18-19=2018-19. ppts=percentage points. Results included spring data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix F

Appendix F Table 3: STAAR Mathematics Results for Large Urban School Districts and the State

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 3															
State	406,588	76	47	25	403,135	77	45	22	390,035	78	47	24	1	2	2
Austin	6,641	78	51	28	6,408	78	49	25	5,945	78	51	29	0	2	4
Dallas	12,996	70	40	20	12,222	74	41	19	11,329	75	42	20	1	1	1
El Paso	4,217	76	45	22	3,880	80	47	22	3,812	80	46	23	0	-1	1
Fort Worth	6,852	62	31	14	6,736	65	31	13	6,374	65	32	14	0	1	1
Houston	17,771	71	44	24	17,516	73	43	22	16,659	73	43	22	0	0	0
San Antonio	4,167	59	29	13	3,904	61	28	11	3,453	63	31	14	2	3	3
Grade 4															
State	404,771	74	45	26	407,095	77	47	26	405,322	74	46	27	-3	-1	1
Austin	6,590	74	47	28	6,331	78	49	28	6,217	75	48	30	-3	-1	2
Dallas	12,743	68	39	22	12,357	75	44	24	11,932	74	44	25	-1	0	1
El Paso	4,170	76	44	23	4,054	80	47	24	3,785	74	44	24	-6	-3	0
Fort Worth	6,811	62	32	17	6,543	66	34	16	6,573	62	32	17	-4	-2	1
Houston	17,425	69	42	25	17,046	74	46	26	16,926	70	43	26	-4	-3	0
San Antonio	4,051	53	25	11	3,926	60	27	12	3,786	59	30	15	-1	3	3
Grade 5															
State	392,867	81	48	24	406,076	84	56	29	410,142	83	55	35	-1	-1	6
Austin	6,151	81	51	28	6,262	86	59	32	6,019	82	57	37	-4	-2	5
Dallas	12,020	75	42	19	12,209	81	53	27	12,034	81	54	33	0	1	6
El Paso	4,162	83	50	24	4,124	86	59	29	3,982	86	59	38	0	0	9
Fort Worth	6,655	71	35	14	6,650	76	43	20	6,417	73	41	23	-3	-2	3
Houston	16,294	75	45	23	16,891	78	51	27	16,417	77	52	34	-1	1	7
San Antonio	3,648	63	27	10	3,809	72	38	16	3,755	69	38	21	-3	0	5
Grade 6															
State	384,610	75	41	17	387,665	76	43	17	401,216	79	45	20	3	2	3
Austin	5,164	70	40	18	5,226	72	40	16	5,234	74	40	18	2	0	2
Dallas	10,629	64	29	10	10,404	67	33	12	10,813	74	38	15	7	5	3
El Paso	3,907	70	32	12	3,968	71	35	14	3,907	76	39	15	5	4	1
Fort Worth	5,835	60	23	6	5,816	61	24	6	5,656	63	20	5	2	-4	-1
Houston	13,485	69	37	17	13,191	71	39	17	13,544	72	39	18	1	0	1
San Antonio	3,349	51	17	5	3,188	57	21	6	3,397	65	26	8	8	5	2

table continues

Table (Continued)

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 7															
State	355,878	68	38	16	350,802	71	38	17	352,970	73	41	16	2	3	-1
Austin	3,544	52	23	6	3,347	57	25	11	3,420	56	26	9	-1	1	-2
Dallas	7,539	45	14	2	7,901	54	17	4	7,376	58	20	4	4	3	0
El Paso	4,078	64	33	13	3,942	67	35	15	3,949	73	41	16	6	6	1
Fort Worth	4,233	40	12	2	4,311	44	10	2	4,147	43	10	1	-1	0	-1
Houston	12,529	64	38	16	12,864	64	35	17	12,417	69	39	16	5	4	-1
San Antonio	3,276	46	19	6	3,173	51	20	7	3,028	58	25	8	7	5	1
Grade 8															
State	324,189	74	43	12	333,762	78	49	15	337,761	81	55	16	3	6	1
Austin	5,435	76	48	15	5,283	77	51	15	5,384	78	55	19	1	4	4
Dallas	10,187	70	35	8	10,063	76	46	14	10,641	81	54	14	5	8	0
El Paso	3,027	67	28	4	2,850	74	40	6	2,728	80	48	9	6	8	3
Fort Worth	6,443	67	33	9	6,462	67	36	8	6,755	70	39	9	3	3	1
Houston	10,745	65	36	10	10,433	70	40	12	10,593	72	45	12	2	5	0
San Antonio	2,442	45	12	1	2,214	48	15	2	2,153	57	25	3	9	10	1
Grades 3 Through 8															
State	2,268,903	75	44	20	2,288,535	77	46	21	2,297,446	78	48	23	1	2	2
Austin	33,525	73	45	22	32,857	76	47	22	32,219	75	48	25	-1	1	3
Dallas	66,114	67	35	15	65,156	72	40	18	64,125	75	43	20	3	3	2
El Paso	23,561	73	39	17	22,818	77	44	19	22,163	78	46	21	1	2	2
Fort Worth	36,829	62	29	11	36,518	64	31	12	35,922	64	30	12	0	-1	0
Houston	88,249	69	41	20	87,941	72	43	21	86,556	72	44	22	0	1	1
San Antonio	20,933	54	22	8	20,214	59	26	10	19,572	62	30	12	3	4	2

Source: Texas Assessment Management System (TAMS) website (<https://www.texasassessment.com>): 8/7/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 17-18=2017-18. 18-19=2018-19. ppts=percentage points. Results included spring (first administration) data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix F

Appendix F Table 4: STAAR Science Results for Large Urban School Districts and the State

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 5															
State	393,647	72	40	17	407,048	75	39	16	410,909	73	47	23	-2	8	7
Austin	6,153	72	42	19	6,265	76	41	18	6,027	72	47	23	-4	6	5
Dallas	12,015	65	31	12	12,198	69	31	11	12,017	68	41	19	-1	10	8
El Paso	4,157	72	38	16	4,121	78	41	15	3,970	74	47	21	-4	6	6
Fort Worth	6,643	60	28	10	6,632	63	25	8	6,407	61	33	13	-2	8	5
Houston	16,283	67	36	16	16,880	68	34	14	16,438	66	39	18	-2	5	4
San Antonio	3,644	54	21	6	3,798	58	20	6	3,746	53	25	8	-5	5	2
Grade 8															
State	382,710	74	46	18	386,971	74	50	27	393,904	79	49	24	5	-1	-3
Austin	5,261	75	51	24	5,178	74	53	32	5,064	75	51	28	1	-2	-4
Dallas	10,155	65	31	8	10,180	66	37	16	10,543	73	36	14	7	-1	-2
El Paso	4,032	70	41	13	4,007	72	45	22	3,902	76	43	18	4	-2	-4
Fort Worth	5,778	64	34	10	5,935	62	35	16	6,269	65	30	11	3	-5	-5
Houston	12,995	66	39	15	12,836	66	41	21	13,082	70	39	18	4	-2	-3
San Antonio	3,308	56	25	7	3,181	53	28	11	3,137	61	28	10	8	0	-1
Grades 5 and 8															
State	776,357	73	43	17	794,019	75	44	21	804,813	76	48	23	1	4	2
Austin	11,414	73	46	21	11,443	75	46	24	11,091	73	49	25	-2	3	1
Dallas	22,170	65	31	10	22,378	68	34	13	22,560	70	39	17	2	5	4
El Paso	8,189	71	39	15	8,128	75	43	18	7,872	75	45	20	0	2	2
Fort Worth	12,421	62	31	10	12,567	63	30	12	12,676	63	32	12	0	2	0
Houston	29,278	67	37	16	29,716	67	37	17	29,520	68	39	18	1	2	1
San Antonio	6,952	55	23	6	6,979	56	24	8	6,883	57	26	9	1	2	1

Source: Texas Assessment Management System (TAMS) website (<https://www.texasassessment.com>): 8/7/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 17-18=2017-18. 18-19=2018-19. ppts=percentage points. Results included spring data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix F

Appendix F Table 5: STAAR Social Studies Results for Large Urban School Districts and the State

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
Grade 8															
State	383,327	62	31	18	389,004	64	34	20	395,567	67	35	20	3	1	0
Austin	5,200	62	35	21	5,147	66	38	22	5,036	64	38	23	-2	0	1
Dallas	9,858	53	22	10	9,914	59	27	14	10,121	60	26	13	1	-1	-1
El Paso	4,024	57	24	12	4,010	58	28	15	3,903	60	27	13	2	-1	-2
Fort Worth	5,739	51	20	10	5,783	48	21	10	5,891	50	20	9	2	-1	-1
Houston	13,214	53	25	14	13,021	54	27	16	13,200	57	27	15	3	0	-1
San Antonio	3,262	36	11	5	3,120	39	14	7	3,050	44	17	8	5	3	1

Source: Texas Assessment Management System (TAMS) website (<https://www.texasassessment.com>): 8/7/2019.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 17-18=2017-18. 18-19=2018-19. ppts=percentage points. Results included spring data of each year. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix G

Appendix G: STAAR EOC Results for Large Urban School Districts and the State

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	n Tested	App+ %	Meets+ %	Masters %	n Tested	App+ %	Meets+ %	Masters %	n Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
English I															
State	479,552	60	44	8	474,424	60	44	7	467,850	63	49	12	3	5	5
Austin	6,616	61	47	13	6,009	61	48	13	5,740	64	53	20	3	5	7
Dallas	14,131	49	33	5	13,571	50	33	4	13,873	54	39	7	4	6	3
El Paso	6,437	51	35	5	6,658	52	36	5	6,422	56	43	9	4	7	4
Fort Worth	8,049	48	30	3	8,191	49	32	3	8,400	52	37	5	3	5	2
Houston	18,398	48	33	6	18,334	51	36	6	17,055	53	39	10	2	3	4
San Antonio	4,640	41	25	2	4,650	39	23	2	4,431	42	27	4	3	4	2
English II															
State	435,855	62	47	6	445,287	66	50	8	445,466	67	51	8	1	1	0
Austin	5,791	65	50	11	5,920	67	54	14	5,947	69	56	14	2	2	0
Dallas	12,083	52	35	4	12,910	57	40	5	12,289	59	41	5	2	1	0
El Paso	5,723	56	40	4	5,836	59	43	6	5,805	59	44	6	0	1	0
Fort Worth	6,671	52	35	2	7,030	55	39	4	7,179	56	37	4	1	-2	0
Houston	16,526	51	36	6	17,116	53	38	6	16,596	58	43	7	5	5	1
San Antonio	4,067	44	29	2	4,128	47	30	3	4,222	52	32	2	5	2	-1
Algebra I															
State	433,496	82	50	27	420,255	83	56	34	416,354	84	62	39	1	6	5
Austin	5,934	85	54	32	5,146	88	66	42	5,336	89	69	43	1	3	1
Dallas	11,542	78	43	20	11,272	82	56	32	11,027	85	64	42	3	8	10
El Paso	5,236	81	48	22	4,930	86	63	41	4,563	90	75	53	4	12	12
Fort Worth	6,976	76	38	17	6,731	76	45	23	6,506	75	48	24	-1	3	1
Houston	16,263	70	39	22	16,029	73	44	26	14,737	74	50	31	1	6	5
San Antonio	4,179	65	26	10	3,965	68	35	14	3,657	74	46	22	6	11	8
Biology															
State	403,989	85	59	21	410,500	87	60	24	409,371	88	63	26	1	3	2
Austin	5,743	88	66	30	5,550	89	67	32	5,436	89	68	32	0	1	0
Dallas	10,256	83	51	14	10,752	84	54	18	10,213	83	56	21	-1	2	3
El Paso	5,423	77	45	11	5,395	79	47	13	5,290	81	53	17	2	6	4
Fort Worth	6,251	81	48	13	6,417	81	47	14	5,993	81	50	15	0	3	1
Houston	14,666	76	47	17	15,315	76	47	18	14,724	79	51	20	3	4	2
San Antonio	3,849	70	33	6	2,695	75	42	10	3,154	78	42	10	3	0	0

table continues

Table (Continued)

State or District	2016-17				2017-18				2018-19				Change 17-18 to 18-19		
	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	<i>n</i> Tested	App+ %	Meets+ %	Masters %	App+ ppts	Meets+ ppts	Masters ppts
U.S. History															
State	352,038	92	67	37	356,959	92	72	42	360,061	93	75	47	1	3	5
Austin	4,557	93	72	43	4,497	93	76	48	4,517	94	79	53	1	3	5
Dallas	8,326	92	65	30	9,578	93	71	38	9,571	93	73	41	0	2	3
El Paso	4,467	87	58	28	4,240	88	66	37	4,492	90	68	39	2	2	2
Fort Worth	4,903	90	60	27	4,948	93	68	34	5,104	91	66	33	-2	-2	-1
Houston	12,146	86	58	29	12,047	87	63	35	12,136	89	68	40	2	5	5
San Antonio	2,990	86	46	16	2,871	85	54	23	2,732	88	60	27	3	6	4

Source: Texas Assessment Management System (TAMS) website (<https://www.texasassessment.com>): 8/9/2019.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. App+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. Masters=Masters Grade Level. 17-18=2017-18. 18-19=2018-19. ppts=percentage points. Results included the spring administration for each year. All information was based on the STAAR version and did not include STAAR Alternate 2.