

2020-21

Title I: Comparative Measures of Student Achievement

DEPARTMENT OF EVALUATION AND ASSESSMENT

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



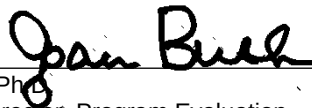
2020-21

Title I: Comparative Measures of Student Achievement

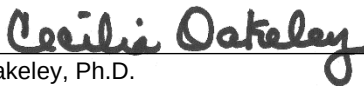
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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

% at Grade Level+	% at or above grade level
% Met Standard	% Met each standard
Δ	Difference
16-17	2016-17
17-18	2017-18
18-19	2018-19
19-20	2019-20
20-21	2020-21
AC	Alternative Certification
Af. Am.	African American
Approaches+/Appr+	Approaches Grade Level or Above
BOY	Beginning of year
EC	Early childhood
Eco. Dis.	Economically disadvantaged
EL	English Learner
EOC	<i>End-of-Course</i>
EOY	End of year
ES	Elementary school
First Adm.	First administration in March or April.
G	Grade
HS	High school
ISD	Independent School District
K	Kindergarten
K-8	Multi-level campus with grades K through 8
MAP	<i>Measures of Academic Progress</i>
MOY	Middle of year
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MS	Middle school
PEIMS	Public Education Information Management System
PK	Prekindergarten
%pts	Percentage points
Pre-AP	Pre-Advanced Placement
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STAAR EOC	<i>State of Texas Assessments of Academic Readiness End of Course</i>
TAMS	Texas Assessment Management System
TEA	Texas Education Agency
TxCHSE	Texas Certificate of High School Equivalency
U. S.	United States

Title I: Comparative Measures of Student Achievement

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE 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. In 2020-21, all but five Dallas Independent School District (ISD) schools ($n=221$)¹ received supplemental Title I, Part A funding to support at-risk students. All 2020-21 Dallas ISD Title I schools had schoolwide programs.

In response to the COVID-19 pandemic,² the district delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

In 2020-21, the five schools that were excluded from the Title I school list had a total population of 3,729 students, which was about three percent of the total enrollment ($n=145,720$). Therefore, this report included total district population on all data presented. In 2020-21, there were 18 centrally administered Title I programs³ in the district.

PURPOSE AND METHODS OF THE EVALUATION

The purpose of this evaluation report was to assess demographic and outcome trends. Student performance was assessed based on *Measures of Academic Progress (MAP)*, the *State of Texas Assessments of Academic Readiness (STAAR)* 3-8, and *STAAR End-of-Course (EOC)*. Attendance and graduation rates were also

reported. Multi-year data were used to examine demographic and outcome trends over the years. Title I, Part A funding information was obtained from the Special Revenue Funds Management department. Demographic characteristics were compiled from district data files. Outcome results for 2020-21 should be reviewed with caution due to the continued COVID-19 concerns.

EVALUATION QUESTIONS/OUTCOMES

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

A total of \$85,405,880 was allocated to Title I, Part A for the 2020-21 school year. Of the \$85,405,880, \$72,520,970 was distributed directly to schools, and \$12,884,910 was allocated to centrally administered projects that supported schools. This was a decrease of \$1,717,696 from 2019-20. When reviewed by workscope, the largest amount was budgeted for Differentiated Instructional - Technology Support (\$8,741,431) followed by Resident Teachers (\$2,593,174) and Summer Learning (\$2,000,000).

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

In 2020-21, there were 10,021 full-time teachers in the district. Of the 10,021 teachers, 70 percent were female, while 30 percent were male. Thirty-five percent were African American, 33 percent were Hispanic, and 28 percent were white. The proportion of Hispanic teachers increased by one percentage point every year from 2016-17 (29%) to 2020-21 (33%). Eleven percent were new to the district in 2020-21. Most had Bachelor degrees (67%), while 23 percent had Master or doctoral degrees.

In 2020-21, Dallas ISD served 145,720 students in early childhood (EC) to grade 12, a decrease of 7,774 students from 2019-20 (from $n=153,494$ to $n=145,720$ - Figure E1). Like last year, the largest decreases were in the elementary grades (range of n decrease: five to 949 for 2019-20 and

¹ Source: Special Revenue Funds Management: 11/05/20.

² On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help

district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020.

³ Number counts were based on information from Special Revenue Funds Management: 02/28/21.

197 to 3,011 for 2020-21). Prekindergarten (PK) enrollment showed the largest decrease this year (n decrease=-3,011 from 2019-20 to 2020-21), followed by grade five (n decrease=-1,145) and grade nine (n decrease=-1,347). Decreases in student enrollment were somewhat expected due to COVID-19 concerns. As of early October 2020, the Dallas Morning News reported that school enrollment was down across North Texas districts, and PK has been particularly impacted.⁴

Figure E1: Student Enrollment Changes by Grade



Source: Public Education Information Management System (PEIMS) demographic files: 10/26/18, 10/28/19, and 10/30/20.

Note: K=kindergarten. G=grade. n =155,237 in 2018-19, 153,494 in 2019-20, and 145,720 in 2020-21.

Did students achieve at or above grade level on reading and mathematics, as measured by MAP?

For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2020-21 ranged from 39 percent to 54 percent for reading and from 36 percent to 59 percent for mathematics (Table E1). It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed some positive changes for mathematics from 2020-21 beginning (BOY) to middle (MOY) to end (EOY) of school year but not for reading.

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. For grades K to 11 combined, about 55 percent of students in reading and 53 percent of students in mathematics did not score at grade level at the end of the 2020-21 school year.

Table E1: 2020-21 MAP Results At or Above Grade Level

	BOY		MOY		EOY		BOY to
	n	%	n	%	n	%	EOY Δ
							(%pts)
Reading							
G K-1	9,078	49.7	9,447	50.1	17,617	45.6	-4.1
G 2-5	35,619	48.6	35,845	49.6	34,335	49.3	0.7
G 6-9	32,183	47.5	31,058	42.6	27,697	39.4	-8.1
G 10-11	14,242	54.4	13,174	54.0	10,708	48.2	-6.2
G K-11	91,122	49.2	89,524	47.8	90,357	45.4	-3.8
Mathematics							
G K-1	9,365	40.9	9,668	44.9	18,372	49.0	8.1
G 2-5	37,816	35.5	38,179	43.9	36,701	42.3	6.8
G 6-9	31,893	38.7	31,299	44.9	28,346	46.6	7.9
G 10-11	13,779	46.2	12,874	53.6	10,684	59.0	12.8
G K-11	92,853	38.7	92,020	45.7	94,103	46.8	8.1

Source: PEIMS demographic file, 10/30/20. District MAP data files, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY.

Note: MAP scores at or above grade level=at or above the 50th percentile. The English and Spanish administrations were combined. K students were tested for EOY only. Δ =difference. %pts=percentage points.

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

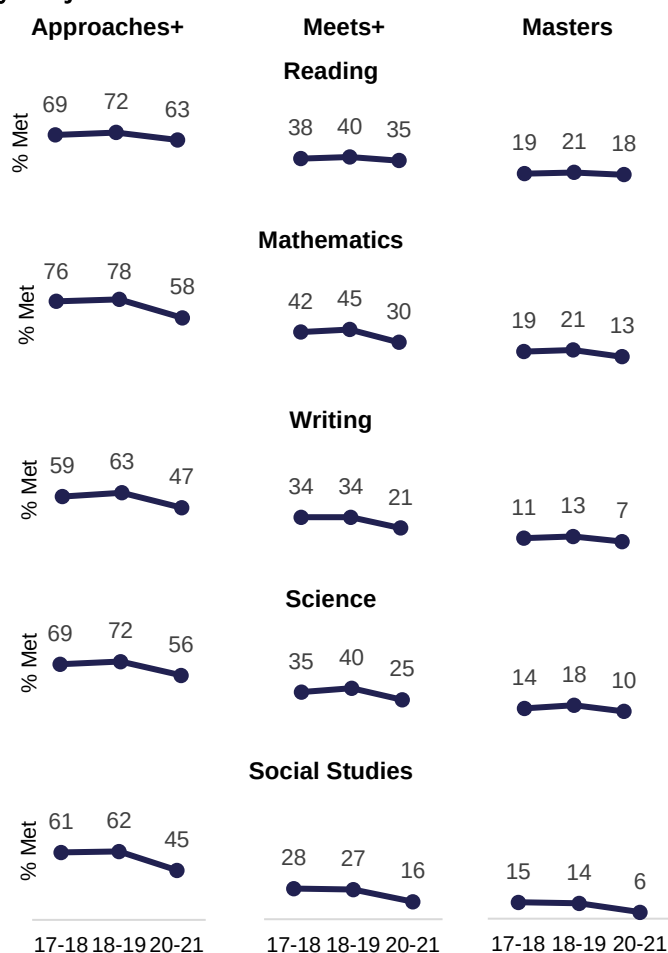
In 2020-21, the overall percentage of students that met the performance standards on STAAR subtests ranged from 45 percent (social studies) to 63 percent (reading) at Approaches+, 16 percent (social studies) to 35 percent (reading) at Meets+, and six percent (social studies) to 18 percent (reading) at Masters (Figure E2).

For all subjects and grade levels, the percentages of students that met the performance standards (Approaches+, Meets+, and Masters) decreased from 2018-19 to 2020-21. For reading and mathematics, percentages at Approaches+, Meets+, and Masters were lower for grades six to eight combined than for grades three to five 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 was the lowest among student groups.

⁴ Source: Dallas Morning News as of 10/05/20 (<https://www.dallasnews.com/news/education/2020/10/05/covid-19-concerns-lead-to-sharp-drop-in-pre-k-enrollment-across-north-texas-districts/>)

In 2020-21, the percentages of grade-six students that met the performance standards were about the same between students housed in an elementary school and those in a middle school⁵ or higher for students housed in an elementary school.⁶ In 2018-19, the percentages for grade-six students housed in an elementary school were higher than for students housed in a middle school across subjects and performance standards. However, year-to-year comparisons should be viewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes.

Figure E2: 2017-18 to 2020-21 Overall STAAR Results by Subject



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included all administrations through May of 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. See Appendix C of the full report for the number of students tested for each category.

When 2020-21 STAAR results for Dallas ISD were compared with the state across subjects and grade levels, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in 59 of 63 comparisons. When 2020-21 results were compared to 2018-19, the percentages of both Dallas ISD students and students at the state level decreased in 62 of 63 comparisons.

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

In 2020-21, the overall percentage of students that met the performance standards on STAAR EOC subtests ranged from 53 percent (English I) to 82 percent (U.S. History) at Approaches+, 32 percent (Algebra I) to 57 percent (U.S. History) at Meets+, and six percent (English I and English II) to 31 percent (U.S. History) at Masters (Figure E3).

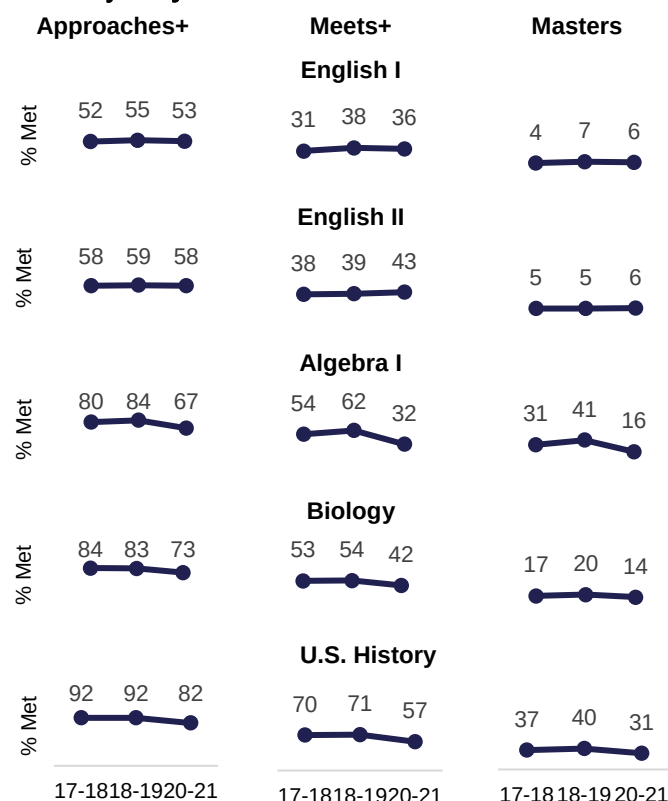
Overall, the percentages of students at Approaches+, Meets+, and Masters were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all subjects except for English II at all performance standards and English I at Masters. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

When 2020-21 STAAR EOC results for Dallas ISD were compared with the state by subject, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in all 15 comparisons. When 2020-21 results were compared to 2018-19, the percentages of Dallas ISD students decreased in 13 of 15 comparisons, while the percentages of students at the state level decreased in nine of 15 comparisons.

⁵ This included reading at Approaches+ and Masters and for mathematics at Masters.

⁶ This included reading at Meets+ and mathematics at Approaches+ and Meets+.

Figure E3: 2017-18 to 2020-21 Overall STAAR EOC Results by Subject



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

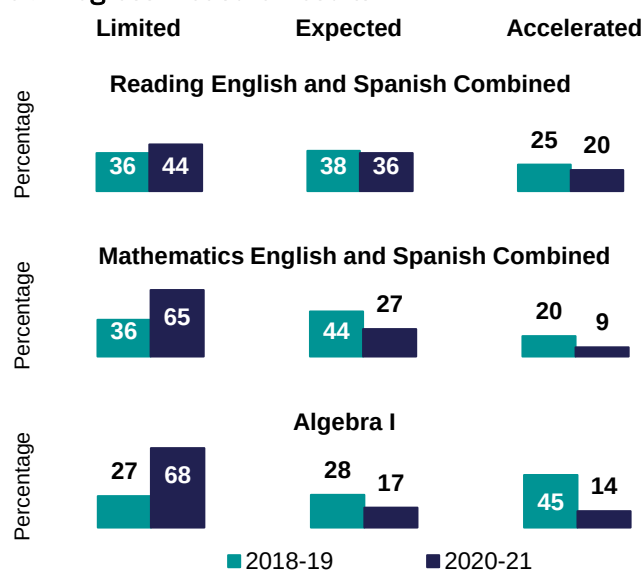
Note: Results included December and May administrations for each year and STAAR EOC Alternate 2. For Algebra I, some eighth-grade students took the assessment (20% to 37%). See Appendix D of the full report for the number of students tested for each category.

Did students improve in reading and mathematics, as measured by STAAR/STAAR EOC progress measures?

For STAAR reading, 36 percent of students attained Expected progress and 20 percent attained Accelerated progress in 2020-21 (Figure E4). For STAAR mathematics, 27 percent of students attained Expected progress and nine percent attained Accelerated progress. For both reading and mathematics, the overall percentages of students with Expected or Accelerated progress were lower for 2020-21 (56% and 36%, respectively) than for 2018-19 (63% and 64%, respectively). For STAAR EOC Algebra I, 17 percent of students attained Expected progress and 14 percent attained Accelerated progress. Like STAAR reading and mathematics, the overall percentage of students with Expected or Accelerated progress for Algebra I was lower for 2020-21 (31%) than for 2018-19 (73%). Overall, about half of students with Expected progress achieved Meets+ for STAAR reading and mathematics (52% and 47%,

respectively), while 82 percent of students with Expected progress achieved Meets+ for Algebra I.

Figure E4: 2018-19 to 2020-21 Overall STAAR/STAAR EOC Progress Measure Results



Source: PEIMS demographic files, 10/26/18, and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21. District STAAR EOC data files, 06/04/19 and 07/12/21.

Note: Results did not include STAAR Alternate 2. For 2020-21 STAAR reading and mathematics, progress measures were available for grades 5 to 8. Percentages may not sum to 100 because of rounding. For Algebra I, some eighth-grade students took the assessment (20% to 37%).

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

In 2020-21, the overall attendance rate for all students in EC to grade 12 combined was 92 percent, which was a three-percentage point decrease from prior four school years (2016-17 to 2019-20). Attendance rates for high school students in each grade (grades nine to 12) did not meet or exceed the state's 90 percent standard for course credit or final grade. The four-year longitudinal graduation rate for the class of 2020 was 82 percent for all students combined, three percentage points lower than for the class of 2019 (85%).

Additional Title I Reports

The Title I evaluation includes this report as well as separate reports for many of centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/62222>.

2020-21

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DEPARTMENT OF EVALUATION AND ASSESSMENT

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 replaced 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 2020-21, all but five district schools ($n=221$)⁷ received supplemental Title I, Part A funding to support at-risk students. The five excluded schools were Booker T. Washington High School for the Performing and Visual Arts, William B. Travis Academy/Vanguard for the Academically Talented and Gifted, George Bannerman Dealey Montessori Academy, Mockingbird Elementary School, and Lakewood Elementary School. There are two types of programs that receive 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.⁸ 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. 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.⁹ In 2020-21, all Dallas ISD Title I schools had schoolwide programs.

⁷ Source: Special Revenue Funds Management: 11/05/20.

⁸ Source: U.S. Department of Education: <https://www2.ed.gov/admins/lead/account/swp.html>.

⁹ Source: U.S. Department of Education: <https://www2.ed.gov/programs/titleiparta/index.html?exp%3D0>.

In response to the COVID-19 pandemic,¹⁰ Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

In 2020-21, the five schools that were excluded from the Title I school list had a total population of 3,729 students, which was 2.6 percent of the total enrollment ($n=145,720$). 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 2020-21, there were 18 centrally administered Title I programs¹¹ in the district.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the Title I comparative measures of student achievement evaluation was to assess demographic and outcome trends in Dallas ISD. Specifically, this evaluation (1) summarized funding allocations for Title I in 2020-21; (2) described the demographic characteristics of Title I teachers and students; (3) assessed student performance on *Measures of Academic Progress (MAP)* (reading and mathematics); (4) assessed student performance on the *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 subtests (reading, mathematics, writing, science and social studies); (5) 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 (6) 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 18 centrally administered Title I programs in the district. Separate evaluation reports for many of these programs can be found at <https://www.dallasisd.org/Page/62222>.

¹⁰ On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020.

¹¹ Number counts were based on information from Special Revenue Funds Management: 02/28/21.

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 \$85,405,880 was allocated to Title I, Part A for the 2020-21 school year (Table 1). Of the \$85,405,880, \$72,520,970 was distributed directly to schools, and \$12,884,910 was allocated to centrally administered projects that supported schools. This was a decrease of \$1,717,696 from the 2019-20 school year.

Table 1: 2016-17 to 2020-21 Title I, Part A Budgeted Amounts

School Year	Campus	Non-Campus	Total
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*
2019-20	\$72,944,715	\$10,618,528	\$87,123,576*
2020-21	\$72,520,970	\$12,884,910	\$85,405,880

Source: Special Revenue Funds Management: 04/08/21. Information for prior years was obtained from the 2019-20 Title I, Part A: Budget and Demographic Information report (Kim, 2020).

Note: *Total included unassigned allocations: \$3,574,147 for 2016-17, \$2,263,531 for 2018-19, and \$3,560,333 for 2019-20.

Table 2 shows the budgeted amounts for the worksopes provided. The largest amount was budgeted for Differentiated Instructional-Technology Support (\$8,741,431) followed by Resident Teachers (\$2,593,174) and Summer Learning (\$2,000,000).

Table 2: 2020-21 Title I, Part A Budgeted Amounts by Worksopce

Title I Program	Budgeted Amount (\$)
Differentiated Instructional-Technology Support	8,741,431
Resident Teachers	2,593,174
Summer Learning	2,000,000
Supporting Student Success Through Mental Health Interventions and Treatment	1,996,434
Special Education English Learner	1,927,104
K-12 Curriculum Enhancement	1,465,324
Dallas HIPY	1,407,383
Family and Community Engagement	1,186,425
Early Learning Pre-K-2 Coaching	1,082,662
Librarian Peer Coaching and Curriculum	498,391
Translation Services	304,484
Instructional Field Experiences-Environmental Ctr	283,361
OnRamps	229,848
STEM Computer Science	227,847
STEM Science and Wellness Integration	206,905
Homeless Education	181,894
Advanced Academic Services	115,000
Federal and State Accountability	112,525

Source: 2020-21 Title I worksopes and updated information from Special Revenue Funds Management: 02/28/21.

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

Methodology

Demographic characteristics were compiled from district files. For the 2020-21 school year, the Dallas ISD personnel data file (as of January 5, 2021) was used for teachers, while the Dallas ISD Public Education Information Management System (PEIMS) snapshot demographic file (as of October 30, 2020) was used for students.

Frequency and crosstabs analyses were computed to review teacher and student demographic characteristics. Teacher information was analyzed by school level, gender, ethnicity, 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 2016-17 to 2020-21 by student group for each grade.

Results

Characteristics of Teachers

In 2020-21, there were 10,021 full-time teachers in the Dallas ISD (Table 3). This included 4,982 (50%) elementary school teachers, 1,827 (18%) middle school teachers, 2,470 (25%) high school teachers, and 742 (7%) teachers who taught at multi-level campuses (elementary/middle or middle/high) or who provided services across school levels (alternative schools, dyslexia services, student services, special education, multiple career center, etc.). There were more female teachers (7,013; 70%) than male teachers (3,008; 30%). Thirty-five percent of the teachers were African American, 33 percent were Hispanic, and 28 percent were white. The proportion of Hispanic teachers increased by one percentage point every year from 2016-17 (29%) to 2020-21 (33%).

In 2020-21, 11 percent of the teachers were new to the district, and the median number of years for teaching experience in the district was five years. Most teachers had Bachelor degrees (67%), while 23 percent of teachers had Master degrees or doctoral degrees. About four percent were in an Alternative Certification (AC) program.

Table 3: 2016-17 to 2020-21 Teacher Demographic Characteristics

	2016-17		2017-18		2018-19		2019-20		2020-21	
	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
School Level										
Elementary	5,720	54	5,414	53	5,239	52	4,903	50	4,982	50
Middle	2,025	19	2,106	20	1,843	19	1,731	18	1,827	18
High	2,467	24	2,478	24	2,377	24	2,379	24	2,470	25
Other ^a	299	3	261	3	533	5	745	8	742	7
All	10,511	100	10,259	100	9,992	100	9,758	100	10,021	100
Gender										
Female	7,447	71	7,257	71	7,069	71	6,856	70	7,013	70
Male	3,064	29	3,002	29	2,923	29	2,902	30	3,008	30
Ethnicity										
African American	3,740	36	3,686	36	3,532	35	3,360	34	3,536	35
Hispanic	3,063	29	3,063	30	3,082	31	3,130	32	3,271	33
White	3,276	31	3,095	30	2,952	30	2,830	29	2,791	28
Other ^b	432	4	415	4	426	4	438	5	423	4
Dallas ISD Experience										
Newly Hired	1,696	16	1,248	12	1,173	12	1,104	11	1,094	11
1-5 years	4,251	41	4,672	46	4,478	45	4,192	43	4,151	41
6-10 years	1,576	15	1,356	13	1,313	13	1,516	15	1,919	19
11-15 years	1,284	12	1,274	12	1,302	13	1,239	13	1,147	11
16-20 years	778	7	808	8	855	8	847	9	847	9
20+ years	926	9	901	9	871	9	860	9	863	9
Median years	4		4		5		5		5	
Highest Degree										
Bachelor's Degree	6,878	65	6,813	66	6,729	67	6,652	68	6,724	67
Master's Degree	2,754	26	2,538	25	2,354	24	2,167	22	2,246	22
Doctoral Degree	120	1	117	1	103	1	104	1	119	1
Other ^c	58	1	56	1	64	1	66	1	83	1
Not available	701	7	735	7	742	7	769	8	849	9
Alternative Certification (AC) Program										
In AC Program	1,073	10	607	6	436	4	517	5	390	4
Not in AC Program	9,438	90	9,652	94	9,556	96	9,241	95	9,631	96

Source: Personnel district data files: 11/27/16, 12/17/17, 11/18/18, 12/10/19, and 01/05/21.

Note: ^aOther school level included teachers from alternative schools, dyslexia services, student services, special education, etc. For 2018-19 to 2020-21, other school level also included multi-level (elementary/middle or middle/high) campuses due to grade configuration changes. ^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.

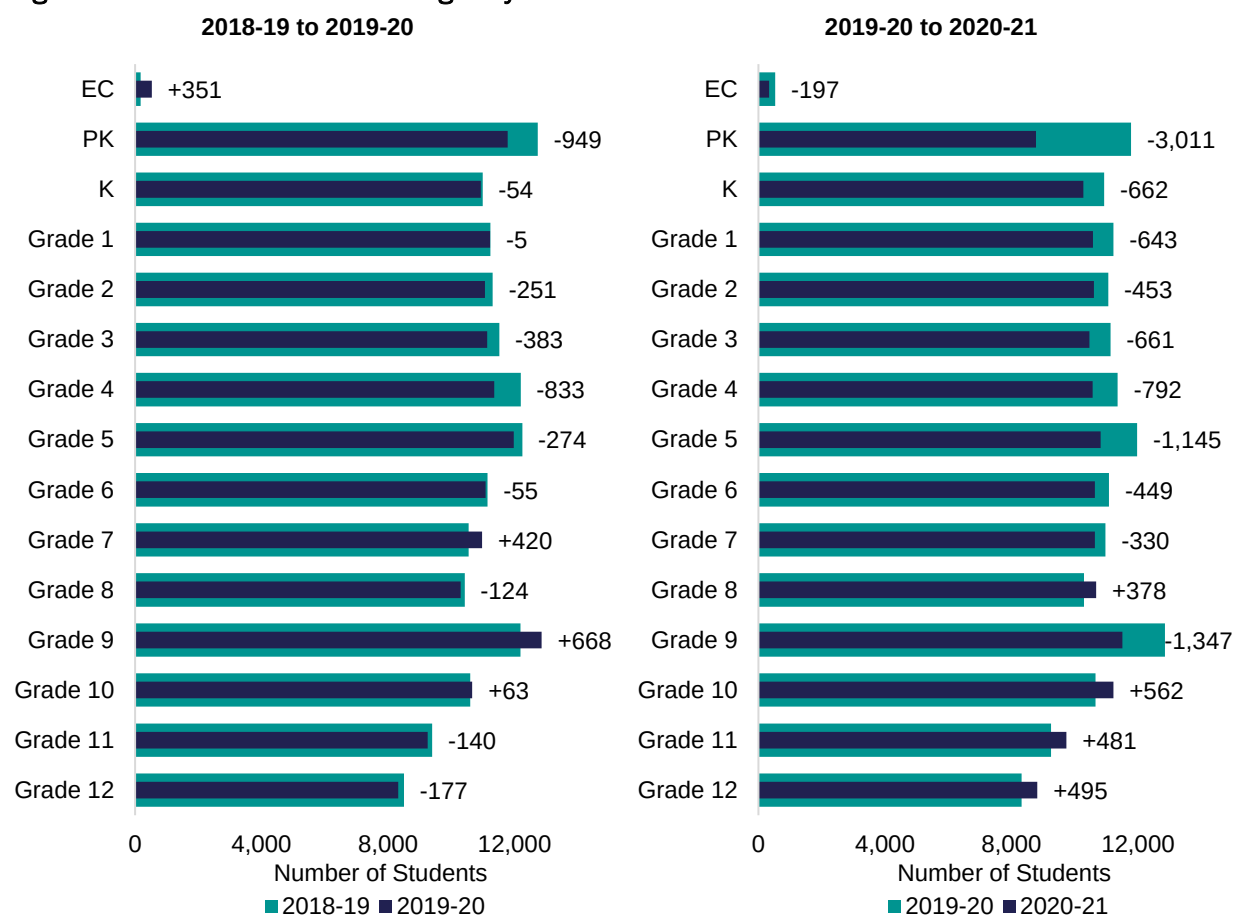
Characteristics of Students

In 2020-21, Dallas ISD served a total of 145,720 students in early childhood (EC) through grade twelve (Figure 1 and Appendix A). This included 70,501 (48%) elementary school students, 27,565 (19%) middle school students, 39,840 (27%) high school students, and 7,814 (6%) students that attended a multi-level campus (elementary/middle or middle/high).

As shown in Figure 1, overall student enrollment slightly decreased by 7,774 students from 2019-20 to 2020-21 (from $n=153,494$ to $n=145,720$). When reviewed by grade level, four out of fifteen grade levels showed an increase in enrollment (grades 8, 10, 11, and 12), while the remaining grade levels showed decreases. Like last year, the largest decreases were in the elementary grades (range of n decrease: 5 to 949 for 2019-20 and 197 to 3,011 for 2020-21). PK enrollment showed the largest decrease this year (n decrease=-3,011 from 2019-20 to 2020-21), followed by grade five (n decrease=-1,145) and grade nine (n decrease=-1,347). Decreases in student enrollment were somewhat expected due to COVID-19

concerns. As of early October 2020, the Dallas Morning News reported that school enrollment was down across North Texas districts, and PK has been particularly impacted.¹²

Figure 1: Student Enrollment Changes by Grade



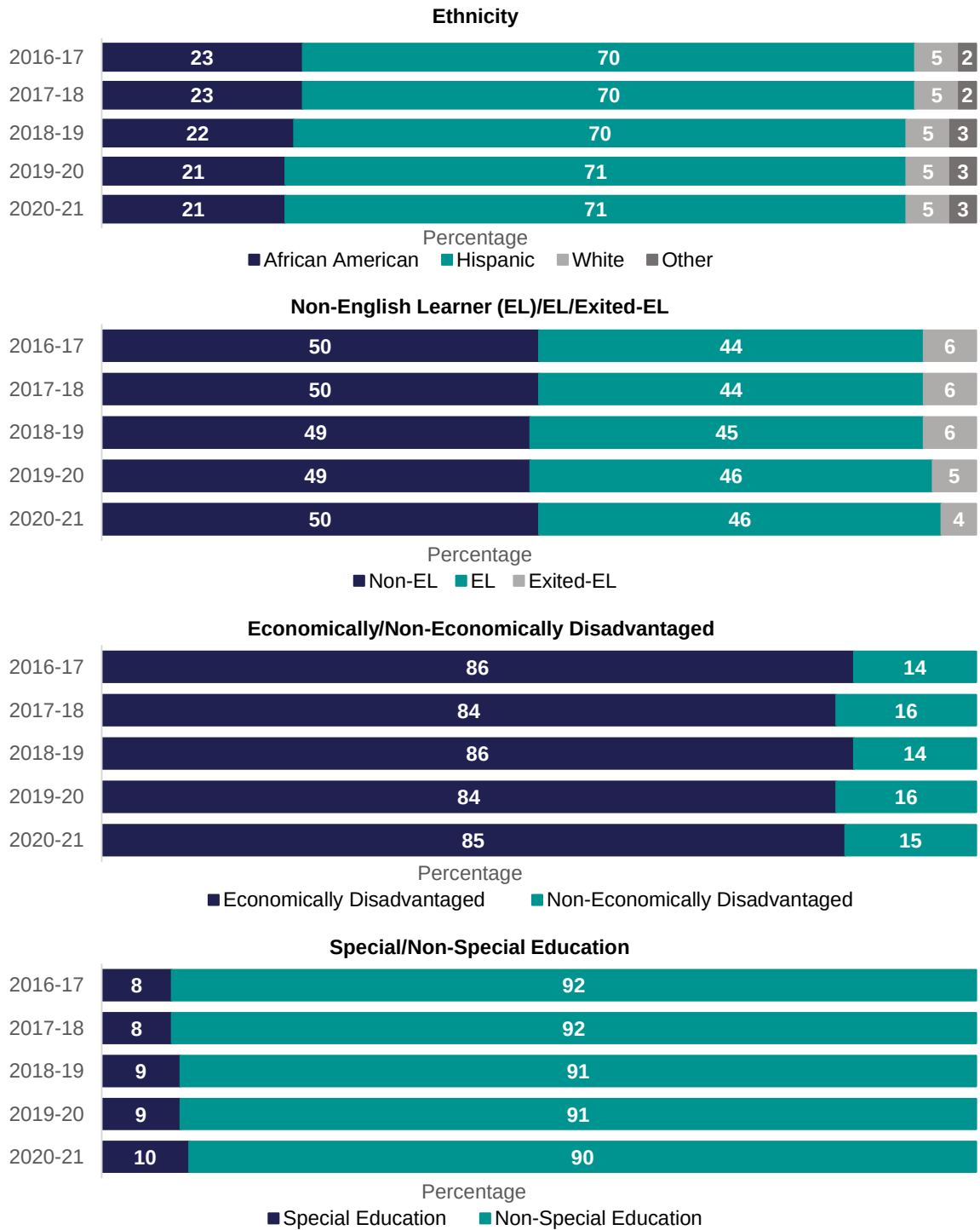
Source: PEIMS demographic files: 10/26/18, 10/28/19, and 10/30/20.

Note: $n=155,237$ in 2018-19, 153,494 in 2019-20, and 145,720 in 2020-21. See Appendix A for the number of students and percentage distribution by student group for each grade from 2016-17 to 2020-21.

Student demographic analyses for the last five school years (2016-17 to 2020-21) 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.

Demographic information by student groups other than gender is presented in Figure 2. By ethnicity, Hispanic (70% to 71%; 71% in 2020-21) and African American (21% to 23%; 21% in 2020-21) students made up the majority of the student population. The proportion of ELs slightly increased from 2016-17 (44%) to 2020-21 (46%). Between 84 and 87 percent of the district students were identified as economically disadvantaged (85% in 2020-21). Special education students made up between eight and ten percent of the district students (10% in 2020-21).

¹² Source: Dallas Morning News as of 10/05/20 (<https://www.dallasnews.com/news/education/2020/10/05/covid-19-concerns-lead-to-sharp-drop-in-pre-k-enrollment-across-north-texas-districts/>)

Figure 2: 2016-17 to 2020-21 Demographic Characteristics of Title I Students

Source: PEIMS demographic files, 10/31/16, 10/30/17, 10/26/18, 10/28/19, and 10/30/20.

Note: n=157,853 for 2016-17, 156,804 for 2017-18, 155,237 for 2018-19, 153,494 for 2019-20, and 145,720 for 2020-21.

Did students achieve at or above grade level on reading and mathematics, as measured by MAP?

Methodology

Measures of Academic Progress Growth (MAP), designed by NWEA, measures achievement and growth in K-12 mathematics, reading, language usage, and science. During 2019-20, the MAP Reading and Mathematics assessments were administered to students in grades two to nine for the first time in the district. The district's intention was to administer these tests three times [beginning (BOY), middle (MOY), and end (EOY) of school year], but EOY test administration was cancelled because of the COVID-19 pandemic. For the 2020-21 school year, the district expanded MAP to grades one to 11 for BOY, MOY, and EOY. Kindergarten students participated for EOY only.¹³

To examine student outcomes on MAP, PEIMS demographic data and test files were extracted from the district database for students in grades K to 11 and merged to prepare for analyses. To allow for examination of overall performance, the English and Spanish administrations were combined into one file. To make comparisons comparable between 2019-20 and 2020-21, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21.

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. MAP scores were considered at or above grade level if they were at or above the 50th percentile. While English and Spanish norms differed, norming occurred prior to application of the cut score resulting in comparable cut points. Results were reported overall and by student group for students in grades two to nine for 2019-20 and K to 11 for 2020-21. Results with the number of students tested for each category are reported in Appendix B.

Results

Overall MAP Results

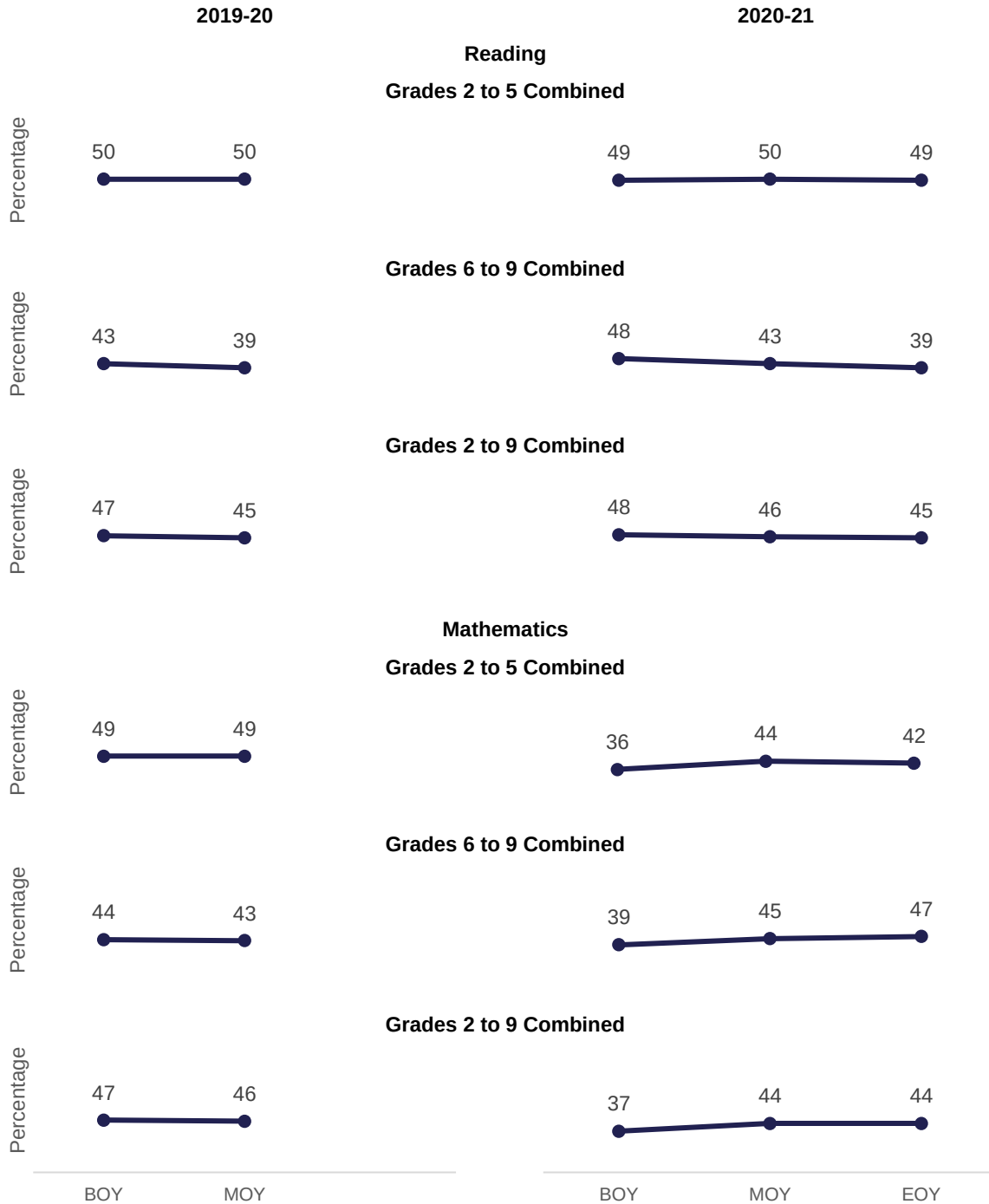
Figure 3 and Appendix B show overall trends from 2019-20 to 2020-21 for students in grades two to five, six to nine, and two to nine combined. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2020-21 ranged from 39 percent to 50 percent for reading and from 36 percent to 47 percent for mathematics.

When 2020-21 results were compared to 2019-20, for reading, the percentages of students at or above grade level were similar or slightly higher in 2020-21 than in 2019-20 at BOY and MOY administrations. For mathematics, the percentages of students at or above grade level at BOY were lower in 2020-21 than in 2019-20 for all grade levels (range in differences: -13 to -5 percentage points); however, the differences at MOY for mathematics between 2019-20 and 2020-21 were less (range: -5 to +2 percentage points) than at BOY.

¹³ Source: District Weekly Administrative Information Packet (WAIP): 09/24/20 (<https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/148/Sept%2024%202020/NWEA%20MAP%20Univ%20Screener%20grade%2011%20.pdf>).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed some positive changes for mathematics from 2020-21 BOY to MOY to EOY for grades six to nine combined (39% to 45% to 47%) but not for other grade levels. Overall, 55 percent (for reading) to 56 percent (for mathematics) of students in grades two to nine combined did not score at grade level at the end of the 2020-21 school year.

Figure 3: 2019-20 to 2020-21 Overall MAP Reading/Mathematics Results for Students in Grades 2 to 9 to 9



Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only, while students in grades one through 11 were tested for BOY, MOY, and EOY. To make comparisons comparable, 2020-21 results for grades K-1 and 10-11 were excluded in this figure, and 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. See Appendix B for the number of students tested for each category.

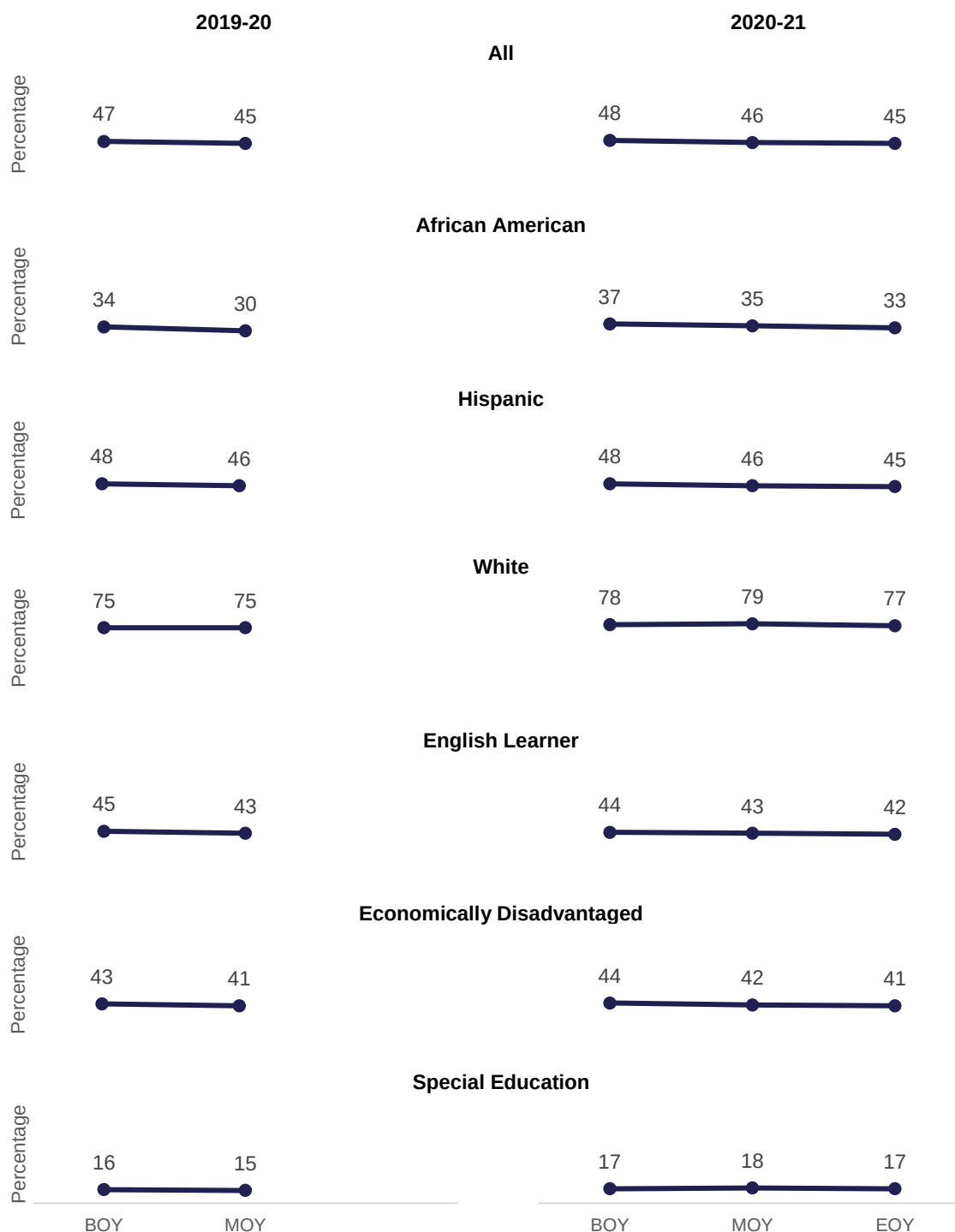
MAP Reading Results by Grade and Student Group

Figure 4 shows overall trends for reading from 2019-20 to 2020-21 for students in grades two to nine combined by student group. For the English and Spanish administrations combined, the overall percentage of students in grades two to nine combined at or above grade level in 2020-21 ranged from 17 percent to 79 percent (17% to 78% for BOY, 18% to 79% for MOY, and 17% to 77% for EOY).

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.

When 2020-21 results were compared to 2019-20, the percentages of students at or above grade level were similar (zero to one percentage point difference) at BOY except for African American and white. The percentages were about the same or slightly decreased from BOY to MOY both in 2019-20 (range: -4 to 0 percentage points) and 2020-21 (range: -2 to +1 percentage points). In 2020-21, the EOY percentages were about the same or slightly decreased from MOY (range: -2 to -1 percentage points).

Figure 4: 2019-20 to 2020-21 Overall MAP Reading Results by Student Group for Students in Grades 2 to 9 Combined



Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only, while students in grades one through 11 were tested for BOY, MOY, and EOY. To make comparisons comparable, 2020-21 results for grades K-1 and 10-11 were excluded in this figure, and 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. See Appendix B Table 1 for the number of students tested for each category.

Tables 4 and 5 and Appendix B Table 1 show the overall percentage of students for each grade at or above grade level on the *MAP* reading assessment. For the English and Spanish administrations combined, the overall percentage of students in grades K to 11 at or above grade level in 2020-21 ranged from eight percent to 88 percent (12% to 88% for BOY, 10% to 87% for MOY, and 8% to 84% for EOY).

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 across grades. The percentage of special education students at or above grade level was the lowest among student groups. Overall, for all grades combined from K to 11, about 55 percent of students did not score at grade level at the end of the 2020-21 school year.

When 2020-21 results were compared to 2019-20, the percentages of students at or above grade level at BOY were about the same in eight of 56 comparisons (zero to one percentage point difference), increased from 2019-20 to 2020-21 in 35 of 56 comparisons (range of percentage point differences: +2 to +13), and decreased in 13 of 56 comparisons (range of percentage point differences: -9 to -3). Similarly, the percentages of students at or above grade level at MOY were about the same in eight of 56 comparisons (zero to one percentage point difference), increased from 2019-20 to 2020-21 in 37 of 56 comparisons (range of percentage point differences: +2 to +12), and decreased in 11 of 56 comparisons (range of percentage point differences: -7 to -2).

Table 4: 2019-20 to 2020-21 MAP Reading Results by Grade and Student Group for Students in Grades K to 5

	2019-20		2020-21			BOY 19-20	MOY 19-20
	BOY	MOY	BOY	MOY	EOY	to 20-21 Δ	to 20-21 Δ
	%	%	%	%	%	%pts	%pts
Kindergarten							
All	-	-	-	-	48.3	-	-
African American	-	-	-	-	41.7	-	-
Hispanic	-	-	-	-	46.4	-	-
White	-	-	-	-	79.5	-	-
English Learner	-	-	-	-	46.0	-	-
Eco. Dis.	-	-	-	-	44.0	-	-
SPED	-	-	-	-	34.0	-	-
Grade 1							
All	-	-	49.7	50.1	43.1	-	-
African American	-	-	35.5	33.5	30.2	-	-
Hispanic	-	-	50.6	52.4	43.1	-	-
White	-	-	77.1	75.9	74.6	-	-
English Learner	-	-	51.7	55.7	45.6	-	-
Eco. Dis.	-	-	44.9	45.7	38.7	-	-
SPED	-	-	32.8	32.7	28.5	-	-
Grade 2							
All	44.4	44.9	48.0	49.3	44.5	3.6	4.4
African American	29.8	26.3	32.6	34.3	33.3	2.8	8.0
Hispanic	46.4	47.9	49.8	50.5	43.7	3.4	2.6
White	66.6	69.2	65.3	74.0	75.3	-1.3	4.8
English Learner	48.9	50.4	52.8	53.4	43.7	3.9	3.0
Eco. Dis.	41.2	41.4	44.7	45.6	40.2	3.5	4.2
SPED	22.8	22.0	27.4	29.9	24.5	4.6	7.9
Grade 3							
All	48.9	49.2	44.4	49.1	52.7	-4.5	-0.1
African American	33.1	31.2	34.8	35.6	34.0	1.7	4.4
Hispanic	50.9	51.9	43.4	49.4	54.6	-7.5	-2.5
White	75.3	74.0	78.1	83.5	84.1	2.8	9.5
English Learner	52.2	53.6	42.8	49.4	57.5	-9.4	-4.2
Eco. Dis.	45.3	45.7	40.3	44.7	48.8	-5.0	-1.0
SPED	17.5	16.1	22.6	27.7	27.6	5.1	11.6
Grade 4							
All	53.7	51.8	50.6	49.0	50.4	-3.1	-2.8
African American	33.5	31.3	35.9	33.6	34.4	2.4	2.3
Hispanic	57.7	55.5	51.7	50.2	51.6	-6.0	-5.3
White	78.1	78.1	79.1	77.7	79.3	1.0	-0.4
English Learner	59.7	57.9	52.0	51.4	53.7	-7.7	-6.5
Eco. Dis.	50.0	48.1	46.5	44.7	46.2	-3.5	-3.4
SPED	18.1	16.7	18.1	19.3	18.1	0.0	2.6
Grade 5							
All	53.8	53.3	51.3	50.9	50.0	-2.5	-2.4
African American	33.6	31.5	35.0	34.6	33.7	1.4	3.1
Hispanic	57.9	57.6	53.4	52.6	51.6	-4.5	-5.0
White	79.1	80.9	78.6	82.8	81.6	-0.5	1.9
English Learner	59.2	58.7	54.3	53.4	52.2	-4.9	-5.3
Eco. Dis.	50.5	50.1	47.6	46.8	45.9	-2.9	-3.3
SPED	14.1	16.4	16.1	19.3	16.2	2.0	2.9

Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only. To make comparisons comparable, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined. - = not applicable. See Appendix B Table 1 for the number of students tested for each category.

Table 5: 2019-20 to 2020-21 MAP Reading Results by Grade and Student Group for Students in Grades 6 to 11

	2019-20		2020-21			BOY 19-20	MOY 19-20
	BOY	MOY	BOY	MOY	EOY	to 20-21 Δ	to 20-21 Δ
	%	%	%	%	%	%pts	%pts
Grade 6							
All	43.5	39.3	47.7	40.2	37.9	4.2	0.9
African American	33.8	29.0	42.4	32.8	30.9	8.6	3.8
Hispanic	42.9	38.7	46.1	38.7	36.0	3.2	0.0
White	78.8	74.6	81.3	79.0	75.3	2.5	4.4
English Learner	35.4	31.1	39.9	33.7	30.4	4.5	2.6
Eco. Dis.	39.2	34.6	43.1	35.3	32.7	3.9	0.7
SPED	10.7	8.3	14.0	11.2	10.4	3.3	2.9
Grade 7							
All	43.3	36.9	46.1	40.1	36.9	2.8	3.2
African American	37.9	29.1	36.6	32.2	27.8	-1.3	3.1
Hispanic	41.3	35.3	45.2	38.5	35.2	3.9	3.2
White	77.7	74.5	85.6	77.2	73.4	7.9	2.7
English Learner	30.2	25.2	36.6	31.4	28.1	6.4	6.2
Eco. Dis.	38.5	32.0	41.8	35.4	31.7	3.3	3.4
SPED	16.5	12.5	12.4	10.2	10.6	-4.1	-2.3
Grade 8							
All	41.1	34.4	42.8	39.2	36.4	1.7	4.8
African American	33.3	25.6	38.6	31.8	30.9	5.3	6.2
Hispanic	40.3	34.0	41.0	37.8	34.9	0.7	3.8
White	75.1	67.5	75.9	75.1	67.4	0.8	7.6
English Learner	28.0	22.6	30.1	28.8	26.4	2.1	6.2
Eco. Dis.	37.0	30.1	38.8	35.1	32.3	1.8	5.0
SPED	9.8	8.4	14.3	11.0	11.5	4.5	2.6
Grade 9							
All	43.5	45.3	53.8	51.1	46.8	10.3	5.8
African American	38.9	42.9	45.9	42.0	38.0	7.0	-0.9
Hispanic	41.8	42.3	52.7	50.6	46.0	10.9	8.3
White	74.6	80.2	86.3	82.2	77.0	11.7	2.0
English Learner	27.4	27.6	40.1	38.6	35.2	12.7	11.0
Eco. Dis.	39.5	40.6	48.8	46.2	41.9	9.3	5.6
SPED	12.2	14.0	14.4	14.3	11.5	2.2	0.3
Grade 10							
All	-	-	51.9	51.6	47.4	-	-
African American	-	-	47.3	45.1	37.6	-	-
Hispanic	-	-	49.9	50.2	46.9	-	-
White	-	-	86.0	82.2	73.3	-	-
English Learner	-	-	35.8	37.1	33.9	-	-
Eco. Dis.	-	-	48.1	47.9	43.7	-	-
SPED	-	-	16.8	18.2	15.1	-	-
Grade 11							
All	-	-	57.5	57.1	49.3	-	-
African American	-	-	52.8	49.1	41.6	-	-
Hispanic	-	-	55.1	55.1	47.1	-	-
White	-	-	87.7	87.4	74.7	-	-
English Learner	-	-	35.8	37.9	28.5	-	-
Eco. Dis.	-	-	53.0	53.1	44.8	-	-
SPED	-	-	16.2	16.3	8.4	-	-

Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. To make comparisons comparable, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. - = not applicable. See Appendix B Table 1 for the number of students tested for each category.

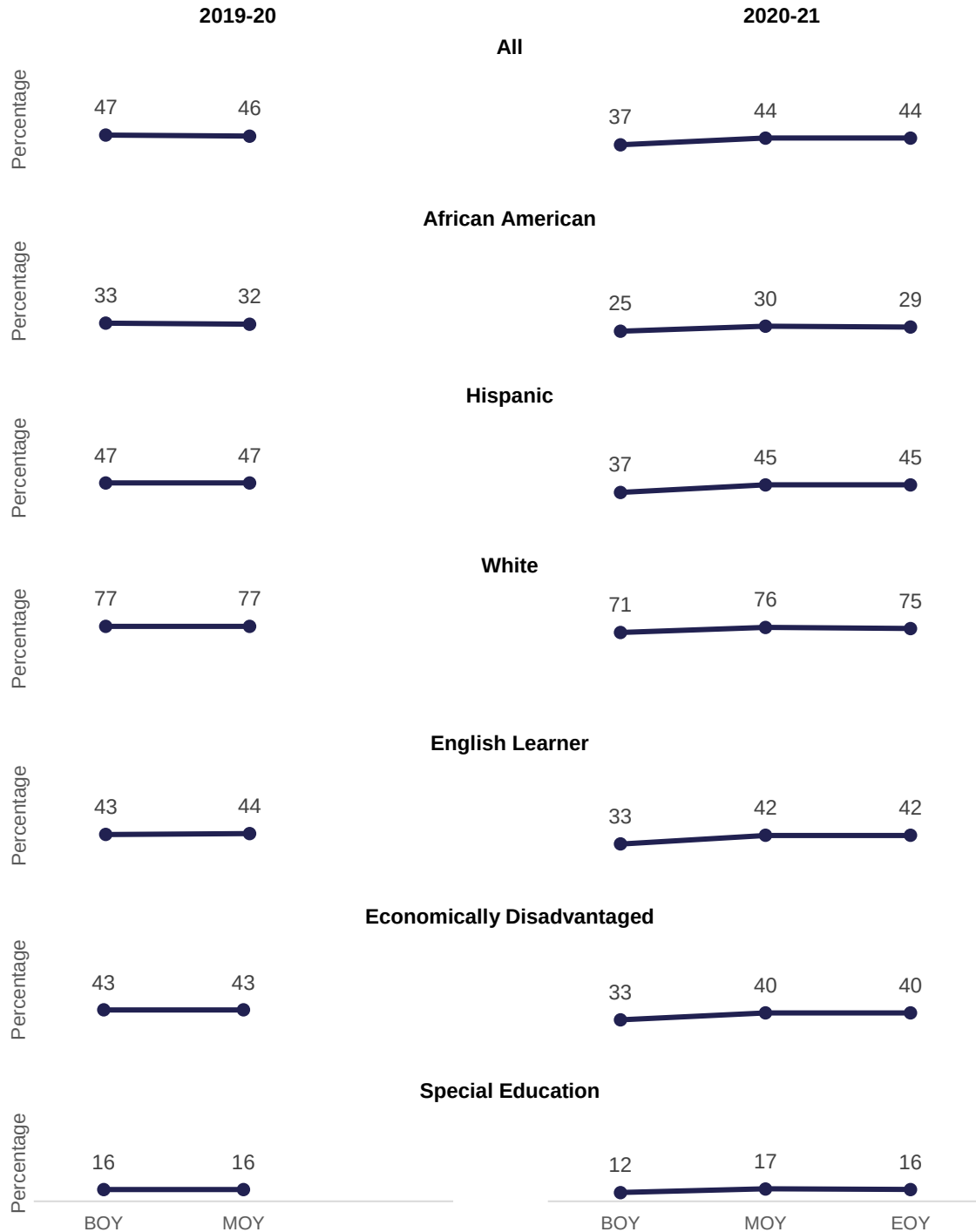
MAP Mathematics Results by Grade and Student Group

Figure 5 shows overall trends for mathematics from 2019-20 to 2020-21 for students in grades two through nine combined by student group. For the English and Spanish administrations combined, the overall percentage of students in grades two through nine combined at or above grade level in 2020-21 ranged from 12 percent to 76 percent (12% to 71% for BOY, 17% to 76% for MOY, and 16% to 75% for EOY).

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.

When 2020-21 results were compared to 2019-20, the percentages of students at or above grade level were lower in 2020-21 than in 2019-20 at BOY for all student groups (range: -10 to -4 percentage points). The percentages remained about the same from BOY to MOY during 2019-20 (range: -1 to +1 percentage points). During 2020-21, the percentages increased from BOY to MOY for all student groups (range: +5 to +9 percentage points). The percentages at MOY were slightly lower in 2020-21 than in 2019-20 (range: -3 to -2 percentage points) except for white and special education (about the same). In 2020-21, the EOY percentages of students at or above grade level were about the same as MOY (zero to one percentage point difference).

Figure 5: 2019-20 to 2020-21 Overall MAP Mathematics Results by Student Group for Students in Grades 2 to 9 Combined



Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only, while students in grades one through 11 were tested for BOY, MOY, and EOY. To make comparisons comparable, 2020-21 results for grades K-1 and 10-11 were excluded in this figure, and 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. See Appendix B Table 2 for the number of students tested for each category.

Tables 6 and 7 and Appendix B Table 2 show the overall percentage of students in grades K to 11 at or above grade level on the *MAP* mathematics assessment. For the English and Spanish administrations combined, the overall percentage of students in grades K to 11 at or above grade level in 2020-21 ranged from seven percent to 88 percent (7% to 78% for BOY, 10% to 82% for MOY, and 11% to 88% for EOY).

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 across grades. The percentage of special education students at or above grade level was the lowest among student groups. Overall, for all grades combined from K through 11, about 53 percent of students did not score at or above grade level at the end of the 2020-21 school year.

When 2020-21 results were compared to 2019-20, the percentages of students at or above grade level at BOY were about the same in five of 56 comparisons (zero to one percentage point difference), increased from 2019-20 to 2020-21 in four of 56 comparisons (range of percentage point differences: +6 to +11), and decreased in 47 of 56 comparisons (range of percentage point differences: -18 to -2). At MOY, the percentages of students at or above grade level were about the same in 15 of 56 comparisons (zero to one percentage point difference), increased from 2019-20 to 2020-21 in 13 of 56 comparisons (range of percentage point differences: +2 to +16), and decreased in 28 of 56 comparisons (range of percentage point differences: -9 to -2).

Table 6: 2019-20 to 2020-21 MAP Mathematics Results by Grade and Student Group for Students in Grades K to 5

	2019-20		2020-21			BOY 19-20	MOY 19-20
	BOY	MOY	BOY	MOY	EOY	to 20-21 Δ	to 20-21 Δ
	%	%	%	%	%	%pts	%pts
Kindergarten							
All	-	-	-	-	54.7	-	-
African American	-	-	-	-	48.9	-	-
Hispanic	-	-	-	-	52.6	-	-
White	-	-	-	-	87.5	-	-
English Learner	-	-	-	-	50.6	-	-
Eco. Dis.	-	-	-	-	50.1	-	-
SPED	-	-	-	-	45.1	-	-
Grade 1							
All	-	-	40.9	44.9	43.7	-	-
African American	-	-	34.8	36.3	33.1	-	-
Hispanic	-	-	38.0	43.2	42.1	-	-
White	-	-	78.0	79.6	80.6	-	-
English Learner	-	-	34.1	40.7	40.6	-	-
Eco. Dis.	-	-	35.3	39.7	38.5	-	-
SPED	-	-	30.1	34.3	33.3	-	-
Grade 2							
All	44.1	40.6	37.4	38.4	35.0	-6.7	-2.2
African American	33.1	28.9	27.9	27.5	22.2	-5.2	-1.4
Hispanic	43.8	40.1	35.5	37.3	34.0	-8.3	-2.8
White	73.0	73.6	68.3	69.0	68.1	-4.7	-4.6
English Learner	42.7	39.3	33.5	36.8	33.5	-9.2	-2.5
Eco. Dis.	40.2	36.5	32.4	33.8	30.4	-7.8	-2.7
SPED	24.6	21.9	24.3	27.1	23.7	-0.3	5.2
Grade 3							
All	44.6	48.3	29.4	42.3	45.3	-15.2	-6.0
African American	30.9	32.0	20.5	27.7	28.1	-10.4	-4.3
Hispanic	45.1	49.8	27.7	42.5	46.0	-17.4	-7.3
White	74.8	76.2	67.2	78.5	79.9	-7.6	2.3
English Learner	43.3	48.6	26.3	42.4	46.6	-17.0	-6.2
Eco. Dis.	40.6	44.6	24.7	38.0	41.1	-15.9	-6.6
SPED	15.1	18.1	14.0	25.6	23.8	-1.1	7.5
Grade 4							
All	51.1	54.3	35.1	46.3	45.4	-16.0	-8.0
African American	35.1	36.6	23.5	30.0	29.6	-11.6	-6.6
Hispanic	52.9	56.4	34.5	47.2	45.5	-18.4	-9.2
White	78.0	82.3	70.1	77.9	77.9	-7.9	-4.4
English Learner	51.0	55.0	32.9	46.7	45.6	-18.1	-8.3
Eco. Dis.	47.2	50.7	30.7	42.1	41.3	-16.5	-8.6
SPED	17.7	18.7	13.7	18.3	15.3	-4.0	-0.4
Grade 5							
All	54.0	50.7	40.0	48.7	43.8	-14.0	-2.0
African American	38.2	33.5	27.0	31.9	26.7	-11.2	-1.6
Hispanic	56.1	52.7	40.4	50.4	44.8	-15.7	-2.3
White	81.0	79.8	72.0	79.3	79.2	-9.0	-0.5
English Learner	54.7	51.5	38.3	49.6	44.1	-16.4	-1.9
Eco. Dis.	50.7	47.5	36.2	45.2	40.1	-14.5	-2.3
SPED	15.8	14.7	12.5	17.6	14.6	-3.3	2.9

Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only. To make comparisons comparable, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. - = not applicable. See Appendix B Table 2 for the number of students tested for each category.

Table 7: 2019-20 to 2020-21 MAP Mathematics Results by Grade and Student Group for Students in Grades 6 to 11

	2019-20		2020-21			BOY 19-20	MOY 19-20
	BOY	MOY	BOY	MOY	EOY	to 20-21 Δ	to 20-21 Δ
	%	%	%	%	%	%pts	%pts
Grade 6							
All	45.9	42.7	37.2	42.2	46.4	-8.7	-0.5
African American	29.3	26.5	25.7	28.6	32.4	-3.6	2.1
Hispanic	47.3	43.5	37.1	43.0	46.9	-10.2	-0.5
White	80.1	78.7	70.6	74.9	76.5	-9.5	-3.8
English Learner	42.6	39.1	34.6	40.2	44.5	-8.0	1.1
Eco. Dis.	41.7	38.5	32.9	38.3	42.3	-8.8	-0.2
SPED	12.2	10.6	7.0	10.4	11.6	-5.2	-0.2
Grade 7							
All	45.9	43.3	37.3	41.7	43.1	-8.6	-1.6
African American	34.2	29.6	21.5	25.3	26.4	-12.7	-4.3
Hispanic	46.2	43.2	38.1	42.3	43.6	-8.1	-0.9
White	74.2	78.4	73.4	76.5	74.3	-0.8	-1.9
English Learner	38.6	34.7	32.7	37.3	38.7	-5.9	2.6
Eco. Dis.	42.4	39.0	33.0	37.6	38.9	-9.4	-1.4
SPED	17.1	15.3	7.2	9.8	10.7	-9.9	-5.5
Grade 8							
All	45.2	44.5	36.9	43.6	43.0	-8.3	-0.9
African American	31.3	29.2	26.8	32.4	32.4	-4.5	3.2
Hispanic	46.0	45.4	36.4	43.7	43.0	-9.6	-1.7
White	78.0	77.6	71.4	71.8	67.9	-6.6	-5.8
English Learner	36.0	36.3	27.8	36.3	35.5	-8.2	0.0
Eco. Dis.	41.1	40.3	32.9	39.8	39.5	-8.2	-0.5
SPED	11.7	9.9	10.0	11.3	13.6	-1.7	1.4
Grade 9							
All	38.0	41.7	44.1	52.4	54.2	6.1	10.7
African American	32.6	36.2	31.9	40.6	41.7	-0.7	4.4
Hispanic	35.4	40.0	43.8	52.9	54.7	8.4	12.9
White	75.3	71.0	73.8	79.1	79.7	-1.5	8.1
English Learner	22.9	27.2	33.6	43.4	46.3	10.7	16.2
Eco. Dis.	33.0	37.4	39.4	48.1	50.1	6.4	10.7
SPED	9.4	12.6	10.6	12.7	15.8	1.2	0.1
Grade 10							
All	-	-	45.3	52.1	57.5	-	-
African American	-	-	34.6	40.4	44.7	-	-
Hispanic	-	-	44.7	52.1	57.7	-	-
White	-	-	75.0	78.3	81.5	-	-
English Learner	-	-	32.4	41.2	47.8	-	-
Eco. Dis.	-	-	41.3	48.1	54.2	-	-
SPED	-	-	12.4	14.5	16.5	-	-
Grade 11							
All	-	-	47.1	55.5	61.0	-	-
African American	-	-	32.8	39.4	45.8	-	-
Hispanic	-	-	46.6	56.0	61.5	-	-
White	-	-	77.9	81.7	81.8	-	-
English Learner	-	-	30.4	41.8	45.6	-	-
Eco. Dis.	-	-	43.1	51.6	57.3	-	-
SPED	-	-	8.2	14.2	14.9	-	-

Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. To make comparisons comparable, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. - = not applicable. See Appendix B Table 2 for the number of students tested for each category.

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

Methodology

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

Data from PEIMS files and STAAR files were merged to prepare for analyses. Crosstab analyses were used to determine students in grades three 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

Multi-year data from 2017-18 to 2020-21¹⁵ were used to examine student performance trends over the years. It should be noted that prior years' (2017-18 and 2018-19) STAAR results included retest data for students in grades five and eight, while 2020-21 results did not include them because STAAR retest opportunities for students in grades five and eight were not provided during 2020-21. Because of the COVID-19 pandemic impacts, the commissioner of education waived the requirements of TEC, Section 28.0211 regarding grade promotion requirements for students in fifth and eighth grade for the 2020-21 school year. In 2020-21, students enrolled in grades five and eight were still required to take the appropriate STAAR tests once. Because of this reason, year-to-year comparisons should be reviewed with caution.

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. All test administrations through May data included STAAR *Alternate 2* results for the Approaches+ and Masters standards. 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 grade six, STAAR reading and mathematics data were analyzed separately for students housed in an elementary school and a middle school 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

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

¹⁵ Spring 2020 STAAR was canceled because of the COVID-19.

(elementary/middle or middle/high) campus were reported for informational purposes only because most 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 between 2017-18 and 2020-21. Results were reported in Appendix E Tables 1 to 5.

Results

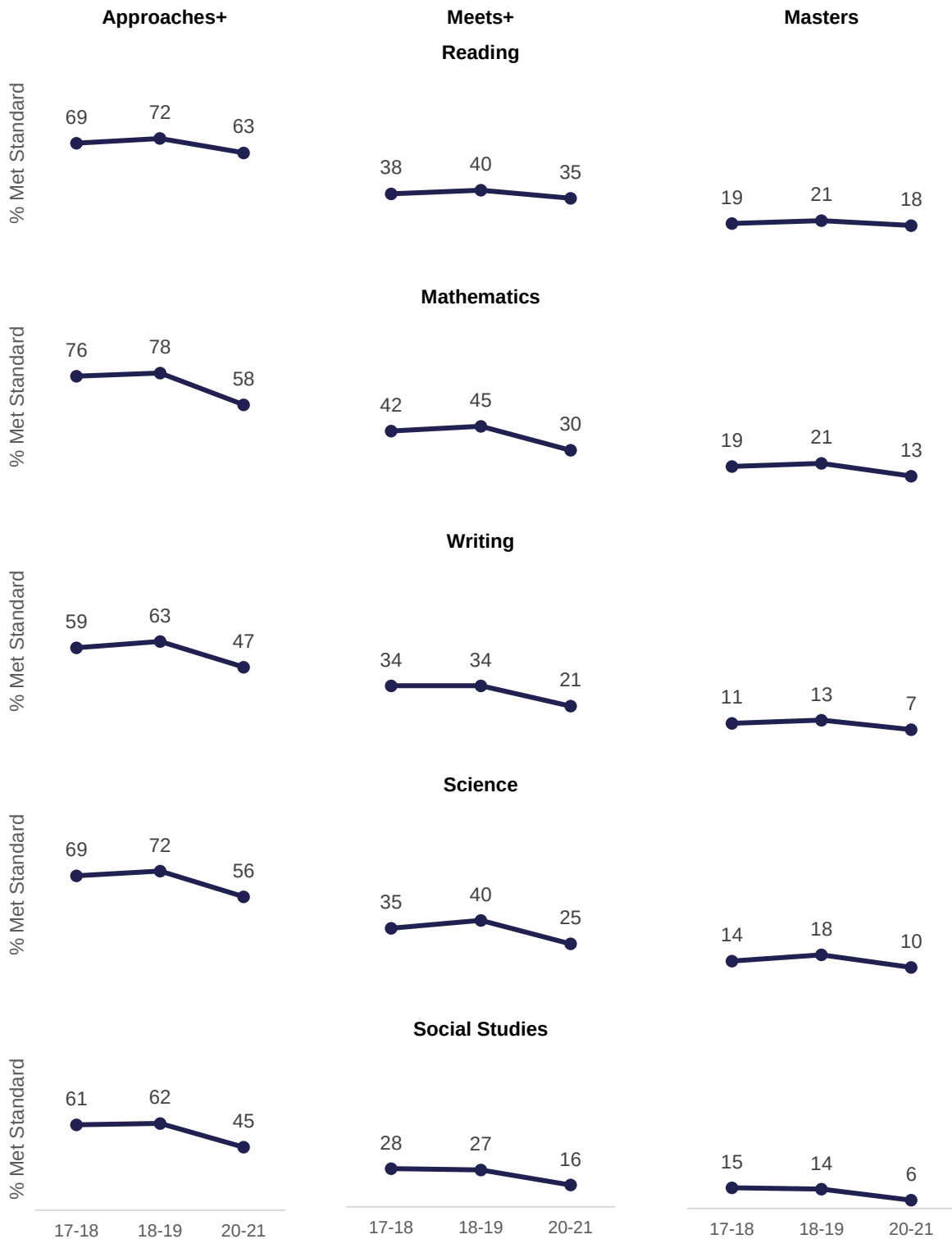
Overall STAAR 3-8 Combined Results at Approaches+, Meets+, and Masters

For all subjects and grade levels, the percentages of students that met grade level performance standards (Approaches+, Meets+, and Masters) decreased from 2018-19 to 2020-21. In 2020-21, the overall percentage of students that met the performance standards on STAAR subtests ranged from 45 percent (social studies) to 63 percent (reading) at Approaches+, 16 percent (social studies) to 35 percent (reading) at Meets+, and six percent (social studies) to 18 percent (reading) at Masters (Figure 6 and Appendix C).

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

Table 8 and Appendix E Tables 1 to 5 show STAAR results for Dallas ISD, other large urban districts, and the state by subject, grade, school year, and performance standard from 2017-18 to 2020-21. In 2020-21, 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 four of 63 comparisons, while they were lower in 59 of 63 comparisons. When 2020-21 results were compared to 2018-19, the percentages of both Dallas ISD students and students at the state level decreased in 62 of 63 comparisons.

Figure 6: 2017-18 to 2020-21 Overall STAAR Results by Subject



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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 C for the number of students tested for each category.

Table 8: 2020-21 Overall STAAR Results for Large Urban School Districts and the State

	2020-21				2018-19 to 2020-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Reading							
State	2,056,832	67	40	21	-7	-5	-4
Austin	18,643	63	40	25	-10	-9	-5
Dallas	55,523	62	35	18	-6	-4	-2
El Paso	12,246	64	35	17	-10	-10	-6
Fort Worth	31,189	54	27	13	-8	-5	-3
Houston	60,814	58	33	18	-9	-7	-4
San Antonio	16,649	45	20	8	-12	-8	-4
Writing							
State	685,402	57	29	9	-10	-8	-4
Austin	5,948	50	27	10	-18	-14	-6
Dallas	18,364	46	21	6	-15	-12	-6
El Paso	3,786	46	21	5	-23	-15	-7
Fort Worth	10,505	39	16	4	-15	-9	-3
Houston	20,459	46	22	7	-16	-11	-6
San Antonio	5,996	28	10	2	-22	-12	-4
Mathematics							
State	1,955,851	62	33	16	-16	-15	-7
Austin	17,981	51	28	14	-24	-20	-11
Dallas	51,503	57	29	12	-18	-14	-8
El Paso	11,661	50	22	10	-28	-24	-11
Fort Worth	30,560	39	16	6	-25	-14	-6
Houston	58,526	48	24	12	-24	-20	-10
San Antonio	16,136	31	10	3	-31	-20	-9
Science							
State	683,087	64	35	17	-12	-13	-6
Austin	5,419	52	29	15	-21	-20	-10
Dallas	19,043	54	24	10	-16	-15	-7
El Paso	3,932	51	23	9	-24	-22	-11
Fort Worth	11,315	43	17	7	-20	-15	-5
Houston	19,248	48	23	11	-20	-16	-7
San Antonio	5,537	33	10	2	-24	-16	-7
Social Studies							
State	338,473	56	27	13	-11	-8	-7
Austin	1,451	40	18	9	-24	-20	-14
Dallas	8,807	43	15	5	-17	-11	-8
El Paso	1,756	35	15	6	-25	-12	-7
Fort Worth	5,408	34	10	4	-16	-10	-5
Houston	7,732	37	15	7	-20	-12	-8
San Antonio	1,661	26	5	2	-18	-12	-6

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for 2018-19 was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

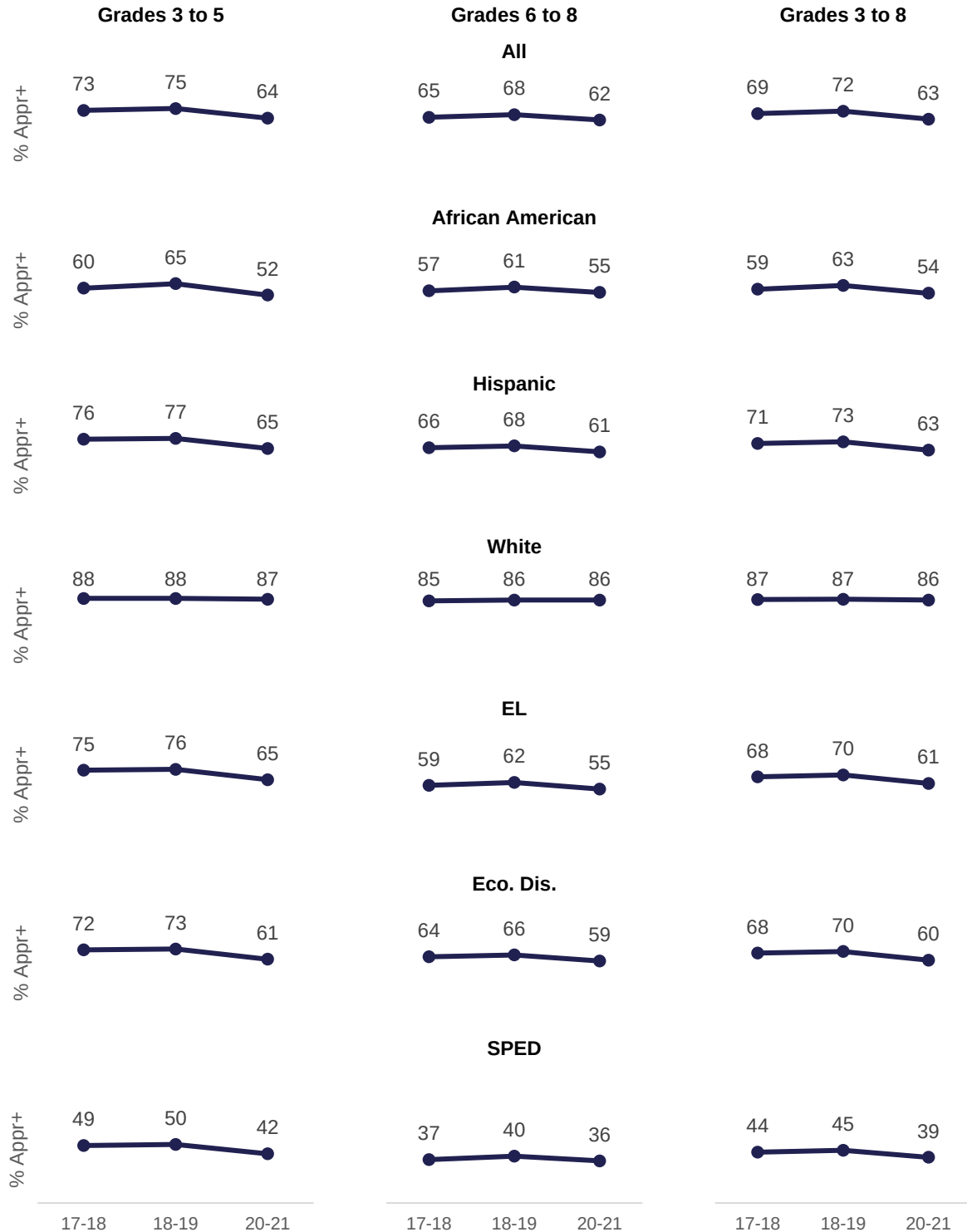
Note: Results included spring (first administration) data of each year. English and Spanish versions were combined, and all grades were combined for each subject. All information was based on the STAAR version and did not include STAAR Alternate 2. See Appendix E Tables 1 to 5 for the number of students tested for each category.

STAAR Reading Results by Grade and Student Group

Percentage of Students at Approaches Grade Level or Above (Approaches+). In 2020-21, the overall percentage of students at Approaches+ on STAAR reading was 64 percent for grades three to five combined, 62 percent for grades six to eight combined, and 63 percent for grades three to eight combined (Figure 7 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 Approaches+ was the lowest among student groups. In general, percentages at Approaches+ were lower for grades six to eight combined than for grades three to five combined except for African American.

Table 9 shows percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change) for each grade level by student group. When 2020-21 results were compared to 2018-19, the percentages of students at Approaches+ were about the same in three of 21 comparisons (zero to one percentage point difference) but decreased by five percentage points or more in 18 of 21 comparisons (range of percentage point differences: -12 to -5). When 2020-21 results were compared to 2017-18, the percentages of students at Approaches+ were about the same in four of 21 comparisons (zero to one percentage point difference) but decreased by two percentage points or more in 17 of 21 comparisons (range of percentage point differences: - 11 to -2).

Figure 7: 2017-18 to 2020-21 STAAR Reading Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 1 for the number of students tested for each category.

Table 9: 2017-18 to 2020-21 STAAR Reading Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grades 3 to 5					
All	73.0	75.2	64.2	-11.0	-8.8
African American	60.1	64.5	52.3	-12.2	-7.8
Hispanic	75.7	77.3	65.1	-12.2	-10.6
White	88.1	87.9	86.7	-1.2	-1.4
English Learner	75.2	76.3	65.1	-11.2	-10.1
Eco. Dis.	71.8	73.3	61.2	-12.1	-10.6
SPED	49.3	49.7	41.8	-7.9	-7.5
Grades 6 to 8					
All	64.7	67.6	61.5	-6.1	-3.2
African American	57.0	60.9	55.2	-5.7	-1.8
Hispanic	65.7	68.4	61.1	-7.3	-4.6
White	84.8	86.2	86.1	-0.1	1.3
English Learner	58.8	61.9	55.4	-6.5	-3.4
Eco. Dis.	63.9	65.6	58.7	-6.9	-5.2
SPED	36.6	40.2	35.6	-4.6	-1.0
Grades 3 to 8					
All	69.2	71.6	62.9	-8.7	-6.3
African American	58.7	62.9	53.6	-9.3	-5.1
Hispanic	71.1	73.1	63.2	-9.9	-7.9
White	86.7	87.2	86.4	-0.8	-0.3
English Learner	67.9	69.8	60.5	-9.3	-7.4
Eco. Dis.	68.3	69.7	60.0	-9.7	-8.3
SPED	43.5	45.4	39.0	-6.4	-4.5

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 1 for the number of students tested for each category.

When 2020-21 results were reviewed by grade, the overall percentage of students in grades three to eight at Approaches+ ranged from 56 percent (grade six) to 74 percent (grade five - Table 10 and Appendix C Table 1). The overall percentage of students at Approaches+ was lower in 2020-21 than 2018-19 for all grades. 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.

As shown in Appendix C Table 2, the overall percentage of grade-six students at Approaches+ was about the same (one percentage point difference) between students housed in an elementary school (53%) and those housed in a middle school (52%). The percentages at Approaches+ for African American and white students housed in an elementary school (50% and 82%, respectively) were higher than for those housed in a middle school (46% and 76%, respectively), while the percentage for special education students was slightly higher for students housed in a middle school (30%) than for those housed in an elementary school (28%). In 2018-19, 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. However, year-to-year

comparisons should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes.

Table 10: 2017-18 to 2020-21 STAAR Reading Results at Approaches+ by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 3					
All	72.4	71.8	60.6	-11.2	-11.8
African American	60.5	60.4	52.4	-8.0	-8.1
Hispanic	74.9	74.0	60.1	-13.9	-14.8
White	85.7	86.1	86.7	0.6	1.0
English Learner	74.6	73.7	59.3	-14.4	-15.3
Eco. Dis.	71.0	69.7	57.3	-12.4	-13.7
SPED	50.8	48.1	42.8	-5.3	-8.0
Grade 4					
All	65.5	68.6	57.5	-11.1	-8.0
African American	52.4	58.9	46.9	-12.0	-5.5
Hispanic	68.2	70.0	57.5	-12.5	-10.7
White	85.2	84.1	82.4	-1.7	-2.8
English Learner	66.2	67.9	57.1	-10.8	-9.1
Eco. Dis.	64.1	66.1	54.1	-12.0	-10.0
SPED	43.3	42.3	35.5	-6.8	-7.8
Grade 5					
All	81.0	84.8	74.1	-10.7	-6.9
African American	67.7	73.9	57.2	-16.7	-10.5
Hispanic	84.0	87.4	77.3	-10.1	-6.7
White	93.6	94.0	91.2	-2.8	-2.4
English Learner	84.7	87.3	78.8	-8.5	-5.9
Eco. Dis.	80.2	83.7	71.9	-11.8	-8.3
SPED	53.6	58.3	46.8	-11.5	-6.8
Grade 6					
All	56.3	58.3	55.5	-2.8	-0.8
African American	46.4	51.3	49.6	-1.7	3.2
Hispanic	57.6	58.3	54.7	-3.6	-2.9
White	81.9	83.3	82.8	-0.5	0.9
English Learner	51.7	52.7	50.4	-2.3	-1.3
Eco. Dis.	54.8	55.7	52.0	-3.7	-2.8
SPED	32.1	34.2	30.5	-3.7	-1.6
Grade 7					
All	63.8	66.1	61.4	-4.7	-2.4
African American	55.9	57.7	53.0	-4.7	-2.9
Hispanic	64.5	67.3	61.3	-6.0	-3.2
White	84.7	85.9	86.3	0.4	1.6
English Learner	57.8	60.3	55.7	-4.6	-2.1
Eco. Dis.	63.2	63.6	58.6	-5.0	-4.6
SPED	38.6	40.0	34.8	-5.2	-3.8
Grade 8					
All	74.6	79.2	67.7	-11.5	-6.9
African American	69.9	73.9	63.3	-10.6	-6.6
Hispanic	75.1	80.3	67.2	-13.1	-7.9
White	88.7	90.7	89.3	-1.4	0.6
English Learner	67.8	74.0	60.5	-13.5	-7.3
Eco. Dis.	74.6	78.1	65.4	-12.7	-9.2
SPED	39.9	48.2	42.6	-5.6	2.7

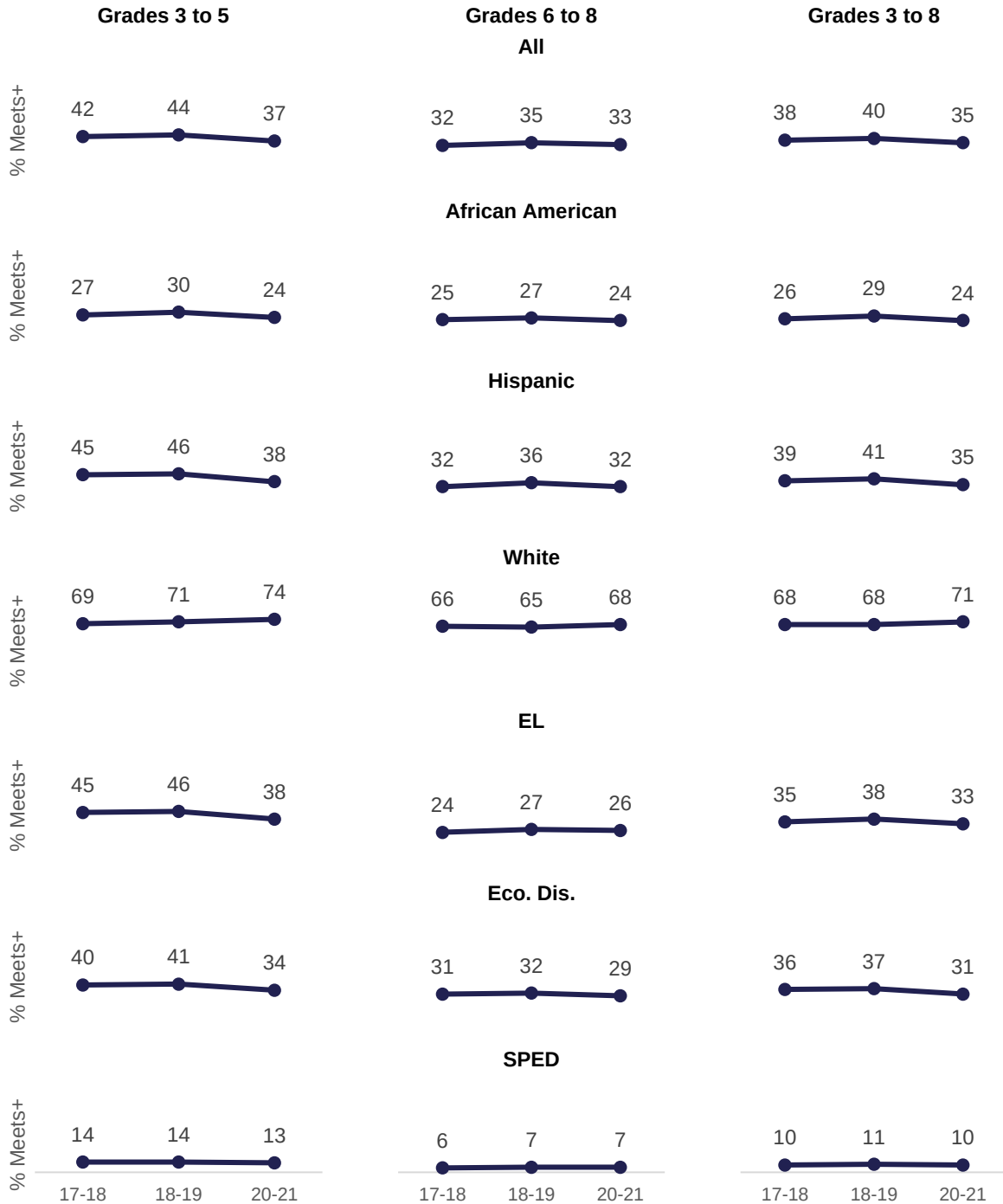
Source: PEIMS demographic files, 10/26/18, 10/28/19, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included all administrations through May of each year and included *STAAR Alternate 2*. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 1 for the number of students tested for each category.

Percentage of Students at Meets Grade Level or Above (Meets+). In 2020-21, the overall percentage of students at Meets+ on STAAR reading was 37 percent for grades three to five combined, 33 percent for grades six to eight combined, and 35 percent for grades three to eight combined (Figure 8 and Appendix C Table 3). 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 six to eight combined than for grades three to five combined overall and for all student groups except for African American.

As shown in Table 11, when 2020-21 results were compared to 2018-19, the percentages of students at Meets+ were about the same in four of 21 comparisons (zero to one percentage point difference), increased by three percentage points in three of 21 comparisons, and decreased by three percentage points or more in 14 of 21 comparisons (range of percentage point differences: -9 to -3). When 2020-21 results were compared to 2017-18, the percentages of students at Meets+ were about the same in six of 21 comparisons (zero to one percentage point difference), increased by two percentage points or more in four of 21 comparisons (range of percentage point differences: +2 to +4), and decreased by two percentage points or more in 11 of 21 comparisons (range of percentage point differences: -7 to -2).

Figure 8: 2017-18 to 2020-21 STAAR Reading Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

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

Table 11: 2017-18 to 2020-21 STAAR Reading Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grades 3 to 5					
All	42.2	44.2	37.4	-6.8	-4.8
African American	26.9	29.6	24.1	-5.5	-2.8
Hispanic	44.7	46.4	37.6	-8.8	-7.1
White	69.4	70.5	73.7	3.2	4.3
English Learner	44.7	46.0	38.2	-7.8	-6.5
Eco. Dis.	40.3	41.1	33.6	-7.5	-6.7
SPED	13.5	13.9	12.5	-1.4	-1.0
Grades 6 to 8					
All	32.4	35.4	32.8	-2.6	0.4
African American	24.9	27.2	24.3	-2.9	-0.6
Hispanic	32.2	35.5	32.0	-3.5	-0.2
White	66.2	65.1	67.8	2.7	1.6
English Learner	24.0	27.2	26.4	-0.8	2.4
Eco. Dis.	30.6	32.3	29.1	-3.2	-1.5
SPED	6.0	7.4	7.4	0.0	1.4
Grades 3 to 8					
All	37.8	40.1	35.2	-4.9	-2.6
African American	26.0	28.5	24.2	-4.3	-1.8
Hispanic	39.0	41.2	34.9	-6.3	-4.1
White	68.1	68.3	71.1	2.8	3.0
English Learner	35.4	37.5	32.6	-4.9	-2.8
Eco. Dis.	36.0	37.0	31.4	-5.6	-4.6
SPED	10.0	11.0	10.1	-0.9	0.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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+ performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 3 for the number of students tested for each category.

When 2020-21 results were reviewed by grade, the overall percentage of students in grades three through eight at Meets+ ranged from 24 percent (grade six) to 48 percent (grade five) on STAAR reading (Table 12 and Appendix C Table 3). The overall percentage of students at Meets+ was lower in 2020-21 than 2018-19 for all grades.

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.

As shown in Appendix C Table 4, the overall percentage at Meets+ for grade-six students housed in an elementary school (23%) was higher than for students housed in a middle school (20%). The pattern was consistent across student groups except for Hispanic students. In 2018-19, the overall percentage at Approaches+ 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. However, year-to-year comparisons should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes.

Table 12: 2017-18 to 2020-21 STAAR Reading Results at Meets+ by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 3					
All	39.1	41.1	32.4	-8.7	-6.7
African American	24.8	26.6	22.0	-4.6	-2.8
Hispanic	41.5	43.1	31.3	-11.8	-10.2
White	64.1	65.1	73.0	7.9	8.9
English Learner	42.2	43.0	31.3	-11.7	-10.9
Eco. Dis.	37.0	37.9	28.1	-9.8	-8.9
SPED	13.0	12.1	13.2	1.1	0.2
Grade 4					
All	36.5	38.2	31.3	-6.9	-5.2
African American	24.6	26.7	21.0	-5.7	-3.6
Hispanic	37.7	39.0	30.4	-8.6	-7.3
White	67.4	69.9	68.7	-1.2	1.3
English Learner	35.5	37.2	30.6	-6.6	-4.9
Eco. Dis.	34.2	34.6	27.3	-7.3	-6.9
SPED	10.9	10.6	9.7	-0.9	-1.2
Grade 5					
All	51.0	53.1	48.2	-4.9	-2.8
African American	31.4	35.1	29.1	-6.0	-2.3
Hispanic	54.8	56.6	50.7	-5.9	-4.1
White	77.4	77.4	79.8	2.4	2.4
English Learner	56.4	57.7	52.6	-5.1	-3.8
Eco. Dis.	49.5	50.5	45.0	-5.5	-4.5
SPED	16.4	18.6	14.5	-4.1	-1.9
Grade 6					
All	27.4	26.9	24.4	-2.5	-3.0
African American	19.4	20.1	17.3	-2.8	-2.1
Hispanic	27.4	26.2	23.2	-3.0	-4.2
White	60.4	57.2	62.2	5.0	1.8
English Learner	21.8	20.7	20.1	-0.6	-1.7
Eco. Dis.	25.2	23.5	20.4	-3.1	-4.8
SPED	4.6	6.1	5.1	-1.0	0.5
Grade 7					
All	35.1	38.1	35.6	-2.5	0.5
African American	26.8	28.2	26.3	-1.9	-0.5
Hispanic	35.0	38.7	34.8	-3.9	-0.2
White	70.0	69.5	72.3	2.8	2.3
English Learner	26.5	30.1	28.9	-1.2	2.4
Eco. Dis.	33.3	34.7	31.6	-3.1	-1.7
SPED	6.4	7.6	7.0	-0.6	0.6
Grade 8					
All	34.9	41.7	38.4	-3.3	3.5
African American	29.0	33.2	29.9	-3.3	0.9
Hispanic	34.4	42.4	37.9	-4.5	3.5
White	69.1	70.6	68.9	-1.7	-0.2
English Learner	23.7	31.4	30.6	-0.8	6.9
Eco. Dis.	33.6	39.3	35.1	-4.2	1.5
SPED	7.2	8.8	10.5	1.7	3.3

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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+ performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 3 for the number of students tested for each category.

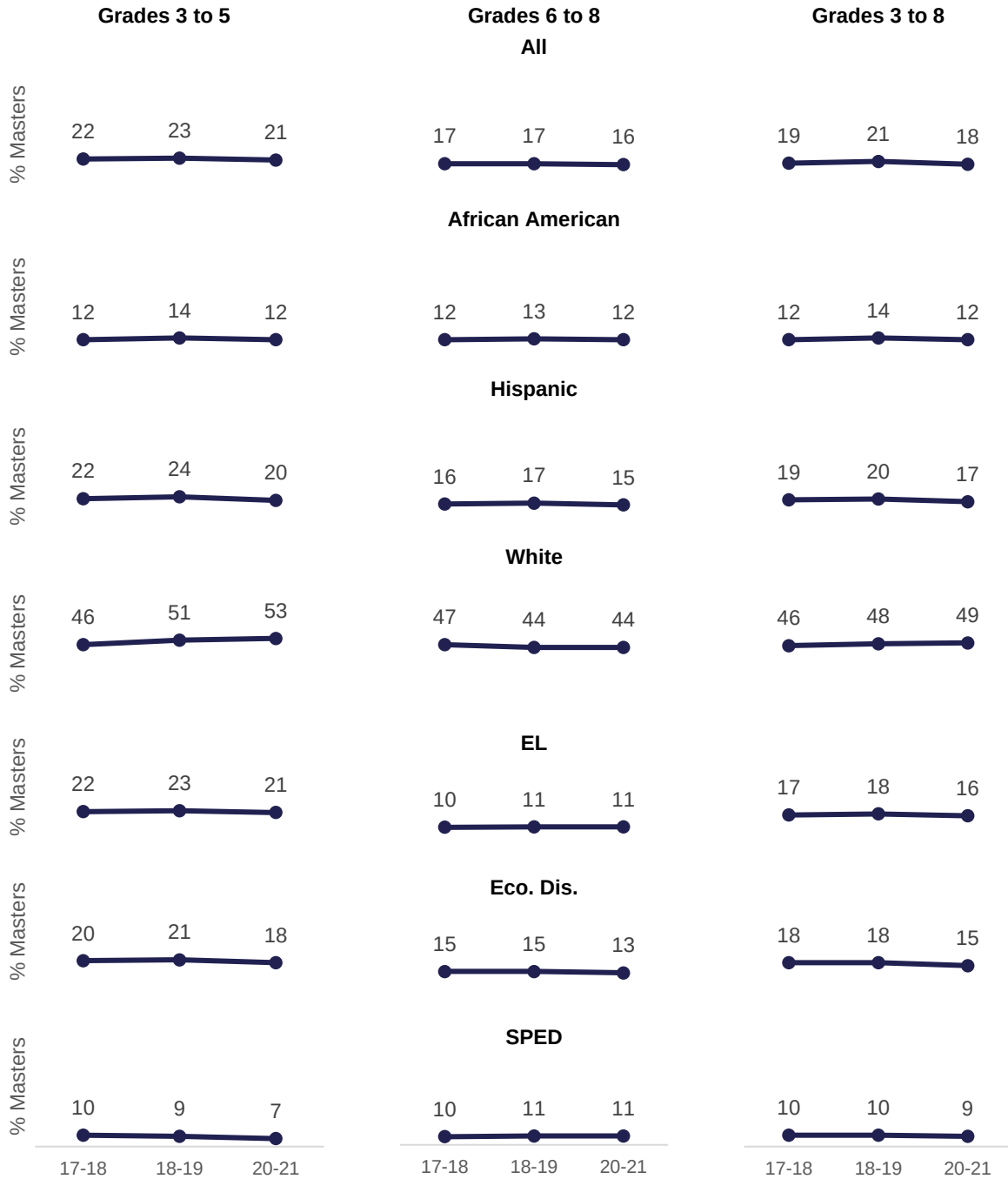
Percentage of Students at Masters Grade Level (Masters). In 2020-21, the overall percentage of students at Masters on *STAAR* reading was 21 percent for grades three to five combined, 16 percent for grades six to eight combined, and 18 percent for grades three to eight combined (Figure 9 and Appendix C Table 5). When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.

When 2020-21 results were compared to 2018-19 (Table 13), the percentages of students at Masters were about the same (zero to one percentage point difference) in six of 21 comparisons, increased by three percentage points in one of 21 comparisons, and decreased by two percentage points or more in 14 of 21 comparisons (range of percentage point differences: -4 to -2). When 2019-20 results were compared to 2017-18, the percentages of students at Masters were about the same (zero to one percentage point difference) in 12 of 21 comparisons, increased by three percentage points or more in two of 21 comparisons (range of percentage point differences: +3 to +7), and decreased by two percentage points in seven of 21 comparisons.

When results were reviewed by grade, the overall percentage of students in grades three through eight at Masters ranged from 11 percent (grade six) to 29 percent (grade five) on *STAAR* reading (Table 14 and Appendix C Table 5). The overall percentage of students at Masters was lower in 2020-21 than 2018-19 for all grades except for grades five and six. The percentage for grade five slightly increased by two percentage points (from 27% to 29%), while the percentage for grade six was about the same (one percentage point difference). 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 Masters was the lowest among student groups except for grade six.

As shown in Appendix C Table 6, the overall percentage of grade-six students at Masters was about the same (one percentage point difference) between students housed in an elementary school (9%) and those housed in a middle school (8%). The pattern was consistent across student groups except for white and special education students. The percentage for white students housed in an elementary school (41%) was higher than for those housed in a middle school (24%), while the percentage for special education students was higher for students housed in a middle school (9%) than for those housed in an elementary school (3%). In 2018-19, 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. However, year-to-year comparisons should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes.

Figure 9: 2017-18 to 2020-21 STAAR Reading Results at Masters for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 6/13/19, and 06/28/21.

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

Table 13: 2017-18 to 2020-21 STAAR Reading Results at Masters for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grades 3 to 5					
All	21.5	23.4	20.7	-2.7	-0.8
African American	12.3	14.4	11.5	-2.9	-0.8
Hispanic	22.4	23.8	20.3	-3.5	-2.1
White	46.1	50.6	53.1	2.5	7.0
English Learner	22.0	23.1	20.8	-2.3	-1.2
Eco. Dis.	19.7	20.6	17.6	-3.0	-2.1
SPED	9.6	9.1	7.4	-1.7	-2.2
Grades 6 to 8					
All	16.6	17.4	15.8	-1.6	-0.8
African American	12.1	13.0	11.8	-1.2	-0.3
Hispanic	15.9	16.7	14.5	-2.2	-1.4
White	46.5	44.1	44.1	0.0	-2.4
English Learner	10.3	11.1	10.6	-0.5	0.3
Eco. Dis.	15.1	15.0	12.9	-2.1	-2.2
SPED	10.2	11.3	10.8	-0.5	0.6
Grades 3 to 8					
All	19.3	20.6	18.3	-2.3	-1.0
African American	12.2	13.8	11.6	-2.2	-0.6
Hispanic	19.4	20.4	17.4	-3.0	-2.0
White	46.3	47.9	49.2	1.3	2.9
English Learner	16.8	17.6	16.0	-1.6	-0.8
Eco. Dis.	17.7	18.0	15.3	-2.7	-2.4
SPED	9.8	10.1	9.0	-1.1	-0.8

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

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

Table 14: 2017-18 to 2020-21 STAAR Reading Results at Masters by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 3					
All	21.7	24.8	17.9	-6.9	-3.8
African American	12.4	15.2	9.9	-5.3	-2.5
Hispanic	22.5	25.3	17.0	-8.3	-5.5
White	47.1	50.8	51.5	0.7	4.4
English Learner	22.3	25.0	18.3	-6.7	-4.0
Eco. Dis.	19.6	22.0	14.6	-7.4	-5.0
SPED	8.9	9.7	8.5	-1.2	-0.4
Grade 4					
All	18.4	18.6	15.5	-3.1	-2.9
African American	11.3	11.3	8.4	-2.9	-2.9
Hispanic	18.9	18.4	14.6	-3.8	-4.3
White	40.8	47.4	44.3	-3.1	3.5
English Learner	17.3	17.6	14.9	-2.7	-2.4
Eco. Dis.	16.6	15.7	12.6	-3.1	-4.0
SPED	8.3	7.3	6.0	-1.3	-2.3
Grade 5					
All	24.4	26.9	28.5	1.6	4.1
African American	13.2	16.9	15.8	-1.1	2.6
Hispanic	25.7	27.8	28.9	1.1	3.2
White	50.8	54.1	64.5	10.4	13.7
English Learner	26.6	26.8	29.2	2.4	2.6
Eco. Dis.	22.9	24.2	25.2	1.0	2.3
SPED	11.4	10.5	7.7	-2.8	-3.7
Grade 6					
All	12.2	12.0	10.9	-1.1	-1.3
African American	8.6	9.2	7.2	-2.0	-1.4
Hispanic	11.4	10.7	9.7	-1.0	-1.7
White	37.1	37.6	37.4	-0.2	0.3
English Learner	8.1	7.7	7.5	-0.2	-0.6
Eco. Dis.	10.6	9.8	8.1	-1.7	-2.5
SPED	9.0	9.4	8.5	-0.9	-0.5
Grade 7					
All	19.8	21.9	19.3	-2.6	-0.5
African American	13.8	14.8	15.2	0.4	1.4
Hispanic	19.1	21.8	17.8	-4.0	-1.3
White	55.0	49.5	49.5	0.0	-5.5
English Learner	12.7	15.4	13.5	-1.9	0.8
Eco. Dis.	18.1	19.0	16.2	-2.8	-1.9
SPED	12.5	13.1	12.3	-0.8	-0.2
Grade 8					
All	18.1	18.7	17.2	-1.5	-0.9
African American	14.3	15.0	13.4	-1.6	-0.9
Hispanic	17.2	18.0	15.8	-2.2	-1.4
White	48.1	46.5	45.5	-1.0	-2.6
English Learner	10.1	10.5	11.0	0.5	0.9
Eco. Dis.	17.1	16.4	14.4	-2.0	-2.7
SPED	9.3	11.6	11.9	0.3	2.6

Source: PEIMS) demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/15/17, 06/20/18, 06/13/19, and 06/28/21.

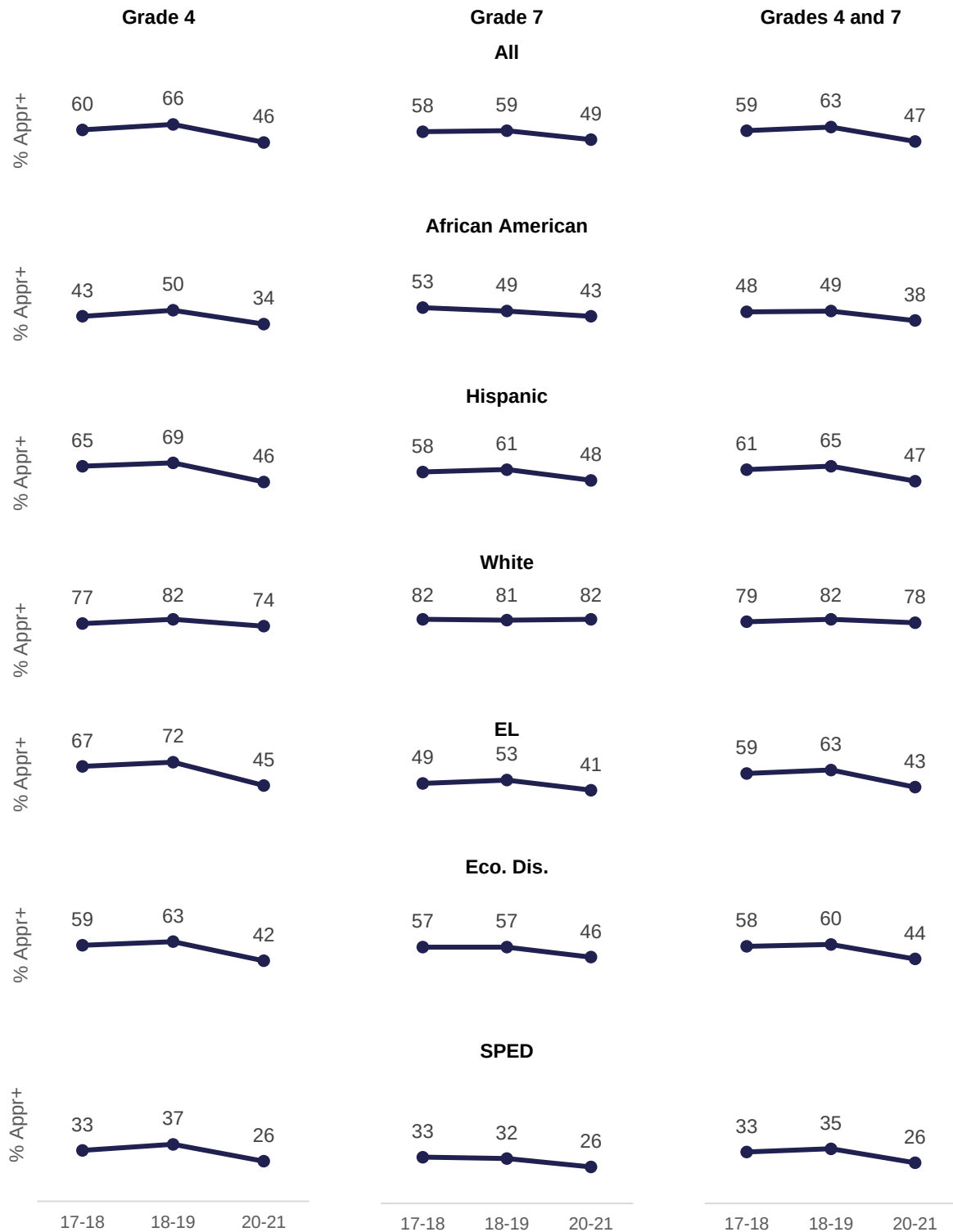
Note: Results included all administrations through May of each year and included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 5 for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

STAAR Writing (Grades 4 and 7)

Percentage of Students at Approaches Grade Level or Above (Approaches+). In 2020-21, the overall percentage of students at Approaches+ on STAAR writing was 46 percent for grade four, 49 percent for grade seven, and 47 percent for grades four and seven combined (Figure 10 and Appendix C Table 7). The overall percentage of students at Approaches+ was lower for 2020-21 than for prior years (2017-18 and 2018-19) for all 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.

When 2020-21 results were compared to 2018-19 (Table 15), the percentages of students at Approaches+ decreased by four percentage points or more overall and for all student groups (range of percentage point differences: -27 to -4) except for grade seven white (one percentage point difference). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Approaches+ decreased by three percentage points or more overall and for all student groups (range of percentage point differences: -22 to -3) except for grade seven and grade four and seven combined white (zero to one percentage point difference).

Figure 10: 2017-18 to 2020-21 STAAR Writing Results at Approaches+ by Grade and Student Group

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.
Note: Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 7 for the number of students tested for each category.

Table 15: 2017-18 to 2020-21 STAAR Writing Results at Approaches+ by Grade and Student Group

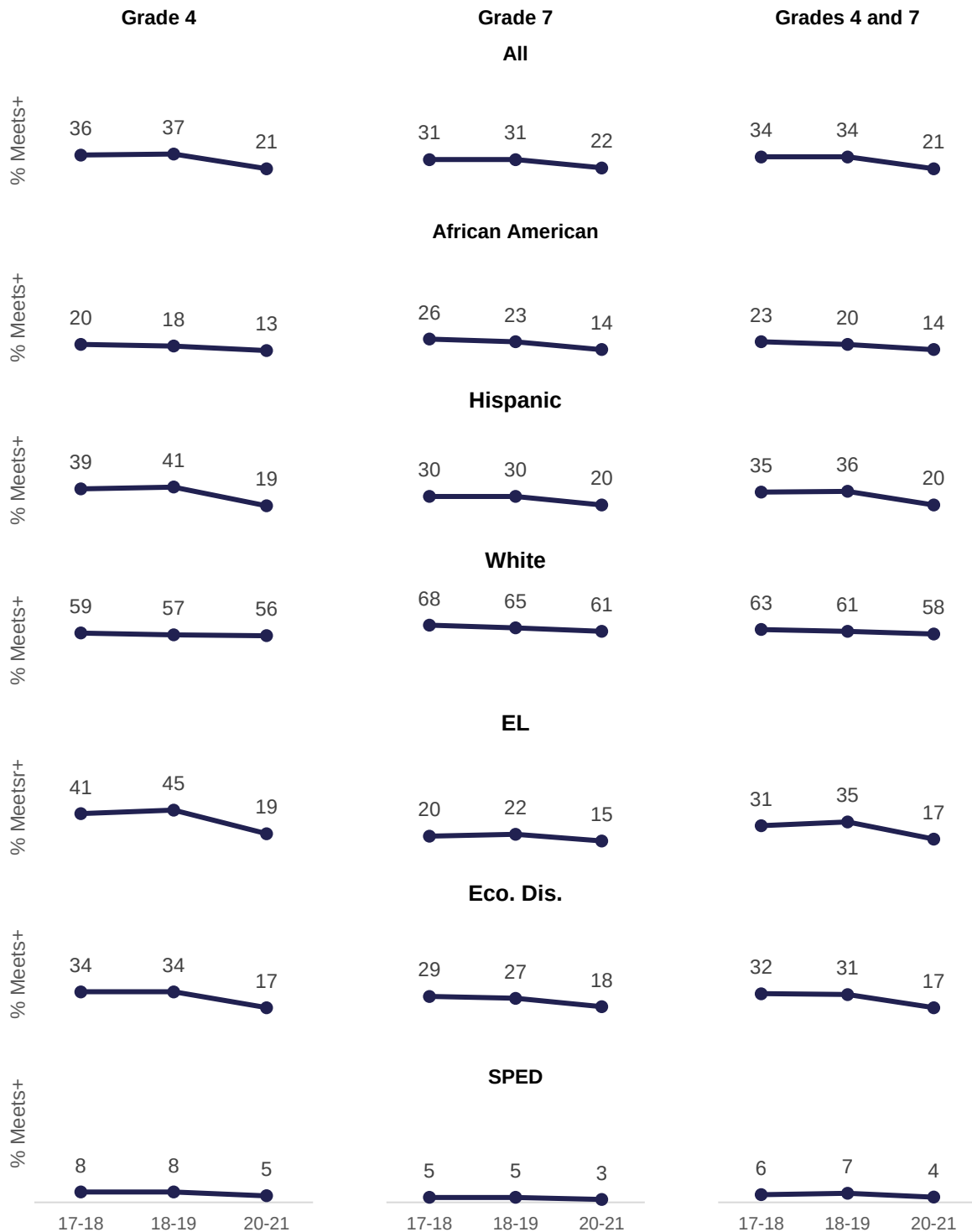
	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 4					
All	60.4	65.7	45.5	-20.2	-14.9
African American	42.8	49.6	33.9	-15.7	-8.9
Hispanic	64.6	69.0	45.5	-23.5	-19.1
White	76.7	82.4	74.1	-8.3	-2.6
English Learner	66.6	71.5	44.8	-26.7	-21.8
Eco. Dis.	59.1	63.4	41.8	-21.6	-17.3
SPED	32.9	36.7	25.9	-10.8	-7.0
Grade 7					
All	58.0	59.2	49.4	-9.8	-8.6
African American	53.3	49.2	43.4	-5.8	-9.9
Hispanic	57.8	60.5	48.3	-12.2	-9.5
White	81.7	81.4	82.1	0.7	0.4
English Learner	48.5	52.8	40.8	-12.0	-7.7
Eco. Dis.	57.1	56.6	45.9	-10.7	-11.2
SPED	32.6	32.4	25.9	-6.5	-6.7
Grades 4 and 7					
All	59.3	62.7	47.4	-15.3	-11.9
African American	47.5	49.4	38.3	-11.1	-9.2
Hispanic	61.4	65.1	46.9	-18.2	-14.5
White	78.8	82.0	77.7	-4.3	-1.1
English Learner	58.5	63.1	42.9	-20.2	-15.6
Eco. Dis.	58.2	60.3	43.8	-16.5	-14.4
SPED	32.8	34.8	25.9	-8.9	-6.9

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 7 for the number of students tested for each category.

Percentage of Students at Meets Grade Level or Above (Meets+). In 2020-21, the overall percentage of students at Meets+ on STAAR writing was 21 percent for grade four and 22 percent for grade seven, and 21 percent for grades four and seven combined (Figure 11, Table 16, and Appendix C Table 8). The overall percentage of students at Meets+ was lower for 2020-21 than for prior years (2017-18 and 2018-19) for all 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.

When 2020-21 results were compared to 2018-19, the percentages of students at Meets+ decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -26 to -2) except for grade four white (one percentage point difference). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Meets+ decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -22 to -2).

Figure 11: 2017-18 to 2020-21 STAAR Writing Results at Meets+ by Grade and Student Group

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: This figure does not include *STAAR Alternate 2* results because it does not have the Meets+ performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 8 for the number of students tested for each category.

Table 16: 2017-18 to 2020-21 STAAR Writing Results at Meets+ by Grade and Student Group

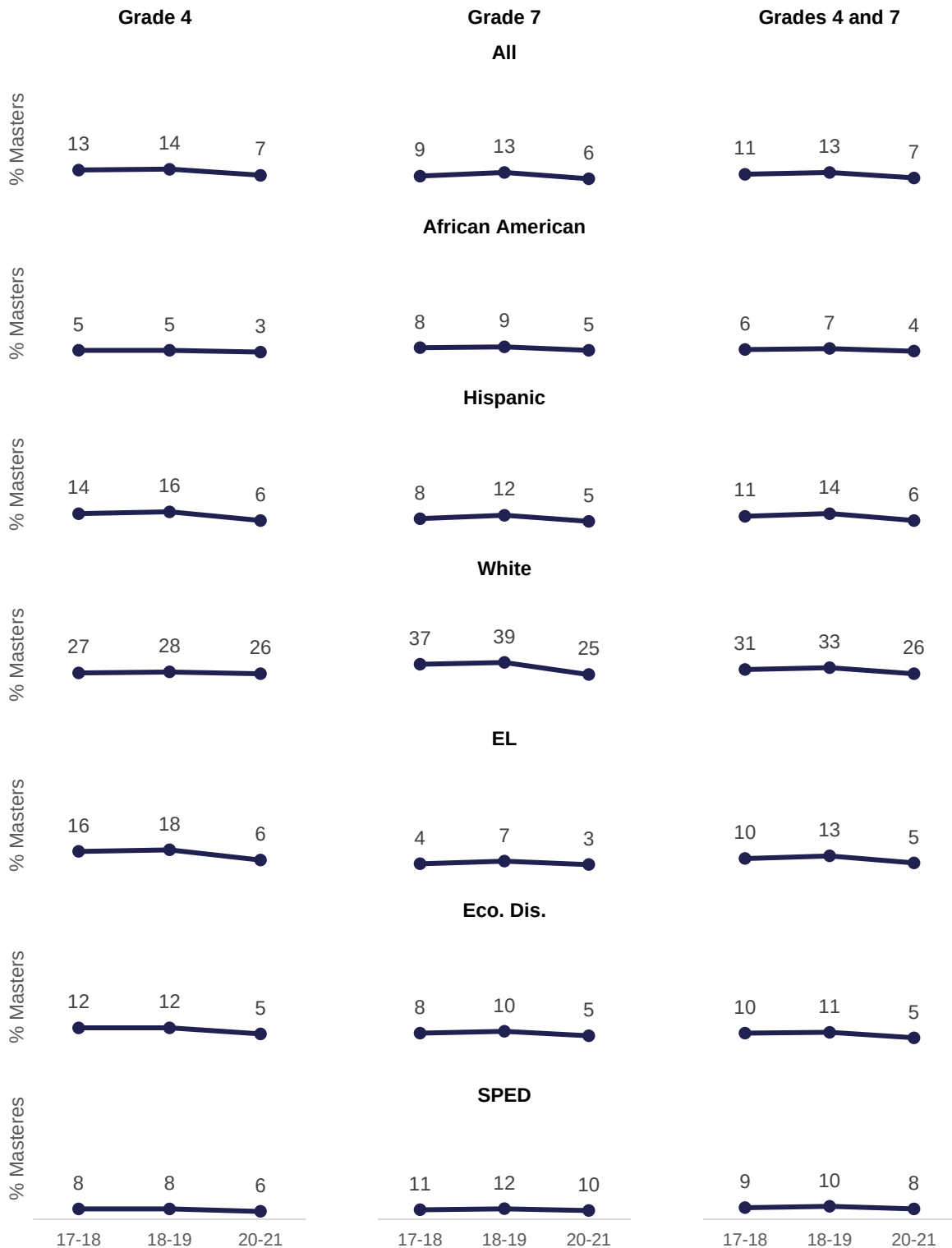
	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 4					
All	36.0	37.0	20.7	-16.3	-15.3
African American	19.9	17.7	12.8	-4.9	-7.1
Hispanic	39.2	40.9	19.3	-21.6	-19.9
White	59.1	57.4	56.0	-1.4	-3.1
English Learner	40.6	44.8	19.1	-25.7	-21.5
Eco. Dis.	34.4	34.1	17.0	-17.1	-17.4
SPED	7.8	7.6	4.9	-2.7	-2.9
Grade 7					
All	30.7	30.6	21.7	-8.9	-9.0
African American	25.7	22.5	14.3	-8.2	-11.4
Hispanic	29.5	30.4	20.2	-10.2	-9.3
White	67.5	64.9	61.4	-3.5	-6.1
English Learner	20.0	22.4	14.7	-7.7	-5.3
Eco. Dis.	28.8	27.1	17.6	-9.5	-11.2
SPED	4.5	5.1	2.9	-2.2	-1.6
Grades 4 and 7					
All	33.6	34.0	21.2	-12.8	-12.4
African American	22.5	19.9	13.5	-6.4	-9.0
Hispanic	34.8	36.0	19.8	-16.2	-15.0
White	62.7	60.6	58.4	-2.2	-4.3
English Learner	31.3	34.7	17.0	-17.7	-14.3
Eco. Dis.	31.9	30.8	17.3	-13.5	-14.6
SPED	6.3	6.5	4.0	-2.5	-2.3

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: This table does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 8 for the number of students tested for each category.

Percentage of Students at Masters Grade Level (Masters). In 2020-21, the overall percentage of students at Masters on STAAR writing was seven percent for grade four and six percent for grade seven, and seven percent for grades four and seven combined (Figure 12, Table 17, and Appendix C Table 9). The overall percentage of students at Masters was lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grades. When reviewed by ethnicity, African American students scored the lowest except for grade seven, and both African American and Hispanic students scored lower than white students.

When 2020-21 results were compared to 2018-19, the percentages of students at Masters decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -14 to -2) except for grade four African American. Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Masters decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -12 to -2) except for four comparisons (zero to one percentage point difference – Table 17).

Figure 12: 2017-18 to 2020-21 STAAR Writing Results at Masters by Grade and Student Group

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 9 for the number of students tested for each category.

Table 17: 2017-18 to 2020-21 STAAR Writing Results at Masters by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 4					
All	12.6	13.9	6.7	-7.2	-5.9
African American	5.0	4.5	3.2	-1.3	-1.8
Hispanic	13.9	15.6	5.8	-9.8	-8.1
White	26.7	27.9	25.9	-2.0	-0.8
English Learner	15.5	18.1	5.9	-12.2	-9.6
Eco. Dis.	11.7	12.4	5.1	-7.3	-6.6
SPED	7.9	8.3	6.3	-2.0	-1.6
Grade 7					
All	9.4	12.6	6.4	-6.2	-3.0
African American	7.7	9.0	5.3	-3.7	-2.4
Hispanic	8.0	11.6	5.1	-6.5	-2.9
White	37.1	38.9	25.4	-13.5	-11.7
English Learner	3.8	7.1	3.4	-3.7	-0.4
Eco. Dis.	7.9	10.2	4.5	-5.7	-3.4
SPED	11.3	12.1	9.9	-2.2	-1.4
Grades 4 and 7					
All	11.1	13.3	6.5	-6.8	-4.6
African American	6.2	6.6	4.1	-2.5	-2.1
Hispanic	11.2	13.7	5.5	-8.2	-5.7
White	31.1	32.5	25.7	-6.8	-5.4
English Learner	10.3	13.2	4.7	-8.5	-5.6
Eco. Dis.	10.0	11.4	4.8	-6.6	-5.2
SPED	9.4	10.0	8.0	-2.0	-1.4

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

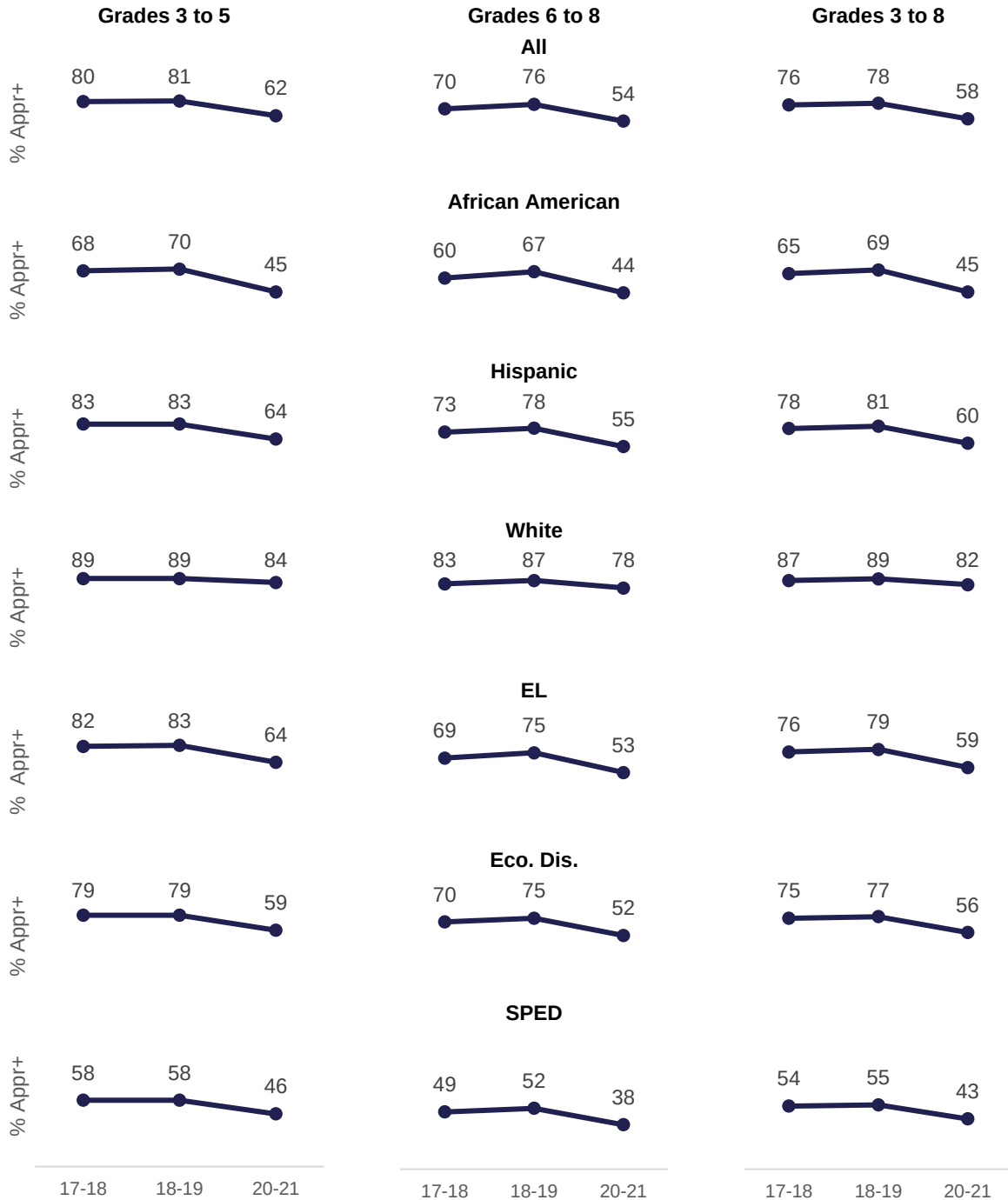
Note: Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C Table 9 for the number of students tested for each category.

STAAR Mathematics Results by Grade and Student Group

Percentage of Students at Approaches Grade Level or Above (Approaches+). In 2020-21, the overall percentage of students at Approaches+ on STAAR mathematics was 62 percent for grades three to five combined, 54 percent for grades six to eight combined, and 58 percent for grades three to eight combined (Figure 13, Table 18, and Appendix C Table 10). The overall percentages of students at Approaches+ were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grade levels. 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 six to eight combined than for grades three to five combined across student groups.

Table 18 shows percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change) for each grade level by student group. When 2020-21 results were compared to 2018-19, the percentages of students at Approaches+ decreased by five percentage points or more in all 21 comparisons (range of percentage point differences: -25 to -5). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Approaches+ decreased by five percentage points or more in all comparisons (range of percentage point differences: -23 to -5).

Figure 13: 2017-18 to 2020-21 STAAR Mathematics Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.
Note: 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 C Table 10 for the number of students tested for each category.

Table 18: 2017-18 to 2020-21 STAAR Mathematics Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grades 3 to 5					
All	79.8	80.5	61.7	-18.8	-18.1
African American	68.1	70.0	45.0	-25.0	-23.1
Hispanic	82.5	82.8	63.9	-18.9	-18.6
White	89.2	89.4	84.3	-5.1	-4.9
English Learner	81.6	82.5	64.4	-18.1	-17.2
Eco. Dis.	79.1	79.1	59.0	-20.1	-20.1
SPED	58.3	58.1	46.4	-11.7	-11.9
Grades 6 to 8					
All	70.4	75.9	54.3	-21.6	-16.1
African American	60.3	67.1	43.7	-23.4	-16.6
Hispanic	72.7	77.7	55.0	-22.7	-17.7
White	83.0	87.2	78.2	-9.0	-4.8
English Learner	69.4	74.8	52.8	-22.0	-16.6
Eco. Dis.	70.2	74.7	51.6	-23.1	-18.6
SPED	48.6	52.0	38.4	-13.6	-10.2
Grades 3 to 8					
All	75.7	78.4	58.4	-20.0	-17.3
African American	64.7	68.7	44.5	-24.2	-20.2
Hispanic	78.2	80.5	59.9	-20.6	-18.3
White	86.9	88.6	82.1	-6.5	-4.8
English Learner	76.3	79.1	59.3	-19.8	-17.0
Eco. Dis.	75.3	77.1	55.8	-21.3	-19.5
SPED	53.9	55.4	42.8	-12.6	-11.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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 C Table 10 for the number of students tested for each category.

When 2020-21 results were reviewed by grade, the overall percentage of students in grades three through eight at Approaches+ ranged from 32 percent (grade seven) to 70 percent (grade five) on STAAR mathematics (Table 19 and Appendix C Table 10). 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 percentages of students at Approaches+ were lower for 2020-21 than for prior years (2017-18 and 2018-19) across grades and student groups. 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 except for grade seven. It was notable that the percentages at Approaches+ were lower for grade seven than for other grades overall and for all student groups.

As shown in Appendix C Table 11, like 2018-19, the overall percentage at Approaches+ for grade-six students housed in an elementary school (63%) was higher than for students housed in a middle school (59%). The pattern was consistent across student groups except for special education.

Table 19: 2017-18 to 2020-21 STAAR Mathematics Results at Approaches+ by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 3					
All	75.6	76.5	58.2	-18.3	-17.4
African American	62.9	64.9	42.2	-22.7	-20.7
Hispanic	78.5	78.8	59.9	-18.9	-18.6
White	85.9	89.0	83.1	-5.9	-2.8
English Learner	77.6	78.7	61.4	-17.3	-16.2
Eco. Dis.	74.5	74.8	55.5	-19.3	-19.0
SPED	53.7	53.7	46.0	-7.7	-7.7
Grade 4					
All	76.0	76.0	56.2	-19.8	-19.8
African American	64.1	63.0	39.9	-23.1	-24.2
Hispanic	78.8	78.8	57.9	-20.9	-20.9
White	87.2	86.3	80.4	-5.9	-6.8
English Learner	77.6	78.6	58.2	-20.4	-19.4
Eco. Dis.	75.2	74.3	53.1	-21.2	-22.1
SPED	51.6	50.2	38.5	-11.7	-13.1
Grade 5					
All	87.6	88.6	70.4	-18.2	-17.2
African American	77.4	81.6	52.5	-29.1	-24.9
Hispanic	90.1	90.3	73.6	-16.7	-16.5
White	94.7	93.3	90.0	-3.3	-4.7
English Learner	89.5	89.8	73.7	-16.1	-15.8
Eco. Dis.	87.3	87.8	68.1	-19.7	-19.2
SPED	68.8	69.8	53.9	-15.9	-14.9
Grade 6					
All	68.3	75.0	62.8	-12.2	-5.5
African American	55.6	65.8	51.4	-14.4	-4.2
Hispanic	71.0	76.5	63.8	-12.7	-7.2
White	83.7	87.0	83.5	-3.5	-0.2
English Learner	68.1	73.7	62.4	-11.3	-5.7
Eco. Dis.	67.7	73.5	59.9	-13.6	-7.8
SPED	46.6	49.1	42.3	-6.8	-4.3
Grade 7					
All	55.7	59.6	31.8	-27.8	-23.9
African American	45.9	50.1	24.0	-26.1	-21.9
Hispanic	58.6	62.5	33.8	-28.7	-24.8
White	58.8	71.4	36.9	-34.5	-21.9
English Learner	55.4	59.8	30.0	-29.8	-25.4
Eco. Dis.	56.1	58.9	31.1	-27.8	-25.0
SPED	44.9	45.8	34.9	-10.9	-10.0
Grade 8					
All	84.0	88.0	55.0	-33.0	-29.0
African American	77.6	82.5	46.0	-36.5	-31.6
Hispanic	85.4	89.1	55.0	-34.1	-30.4
White	92.5	94.0	81.7	-12.3	-10.8
English Learner	82.8	86.9	52.4	-34.5	-30.4
Eco. Dis.	84.2	87.2	52.3	-34.9	-31.9
SPED	54.3	62.4	36.9	-25.5	-17.4

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

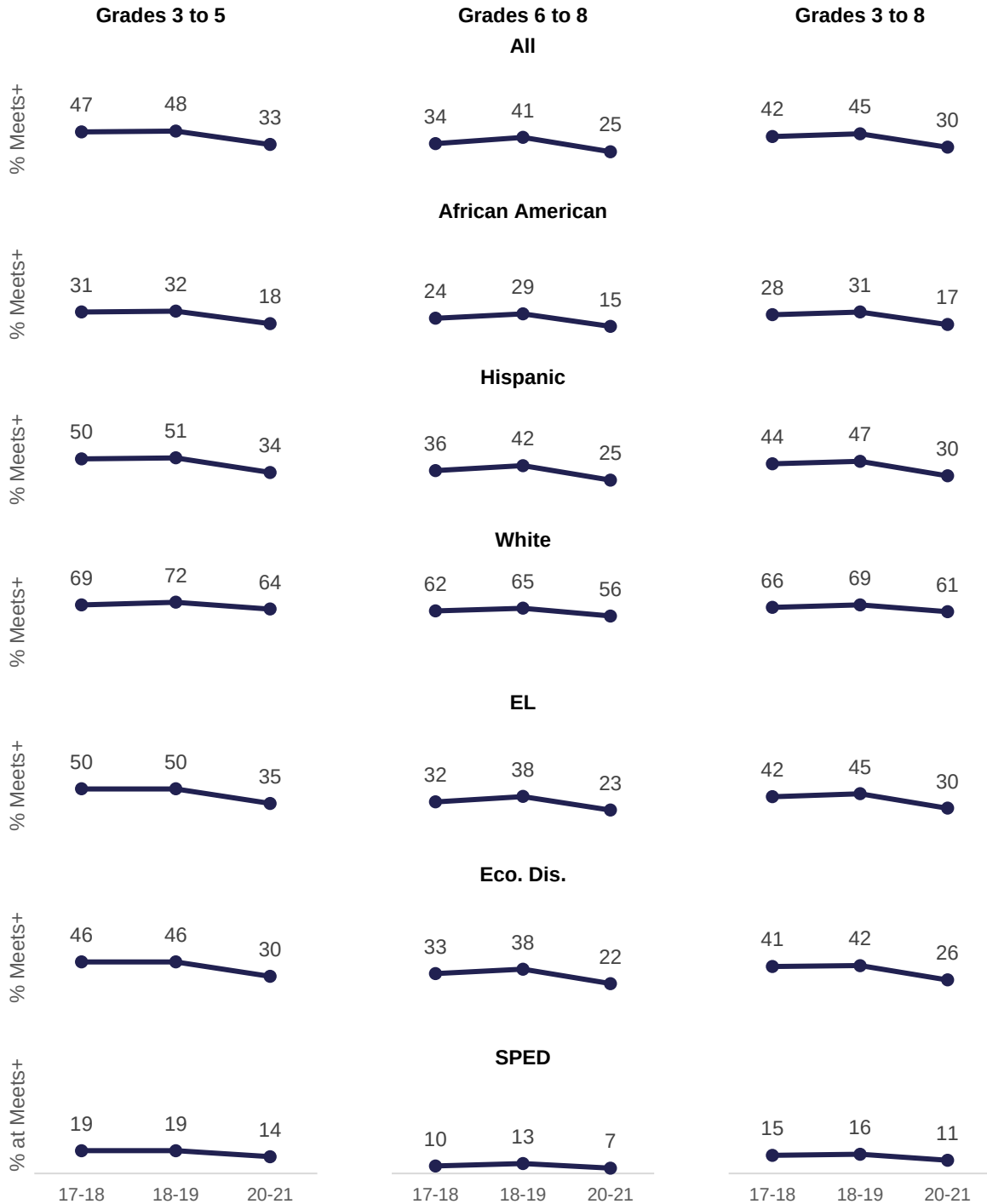
Note: Results included all administrations through May and STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues in April and May 2018. See Appendix C Table 10 for the number of students tested for each category.

Percentage of Students at Meets Grade Level or Above (Meets+). In 2020-21, the overall percentage of students at Meets+ on *STAAR* mathematics was 33 percent for grades three to five combined, 25 percent for grades six to eight combined, and 30 percent for grades three to eight combined (Figure 14, Table 20, and Appendix C Table 12).

The overall percentages of students at Meets+ were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grade levels. 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. Overall, percentages at Meets+ were lower for grades six to eight combined than for grades three to five combined across student groups.

Table 20 shows percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change) for each grade level by student group. When 2020-21 results were compared to 2018-19, the percentages of students at Meets+ decreased by five percentage points or more in all 21 comparisons (range of percentage point differences: -17 to -5). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Meets+ decreased by three percentage points or more in all comparisons (range of percentage point differences: -16 to -3).

Figure 14: 2017-18 to 2020-21 STAAR Mathematics Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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 in April and May 2018. See Appendix C Table 12 for the number of students tested for each category.

Table 20: 2017-18 to 2020-21 STAAR Mathematics Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grades 3 to 5					
All	47.2	48.4	33.2	-15.2	-14.0
African American	30.8	32.3	18.0	-14.3	-12.8
Hispanic	50.3	51.0	34.1	-16.9	-16.2
White	68.9	71.7	64.4	-7.3	-4.5
English Learner	49.7	50.3	34.7	-15.6	-15.0
Eco. Dis.	45.8	45.7	29.9	-15.8	-15.9
SPED	19.2	19.0	14.0	-5.0	-5.2
Grades 6 to 8					
All	34.4	40.5	24.9	-15.6	-9.5
African American	23.9	29.4	15.3	-14.1	-8.6
Hispanic	35.8	41.9	24.9	-17.0	-10.9
White	62.1	65.2	55.9	-9.3	-6.2
English Learner	31.8	37.8	23.3	-14.5	-8.5
Eco. Dis.	33.4	38.1	21.9	-16.2	-11.5
SPED	9.9	13.1	7.0	-6.1	-2.9
Grades 3 to 8					
All	41.7	44.8	29.5	-15.3	-12.2
African American	27.8	31.0	16.9	-14.1	-10.9
Hispanic	44.0	46.9	30.0	-16.9	-14.0
White	66.4	69.2	61.3	-7.9	-5.1
English Learner	41.9	44.8	29.7	-15.1	-12.2
Eco. Dis.	40.6	42.3	26.4	-15.9	-14.2
SPED	15.0	16.4	10.9	-5.5	-4.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/2. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: This table 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 in April and May 2018. See Appendix C Table 12 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 seven percent (grade seven) to 43 percent (grade five) on STAAR mathematics (Table 21 and Appendix C 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. The percentages of students at Meets+ were lower for 2020-21 than for prior years (2017-18 and 2018-19) across grades and student groups. 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 grade seven than for other grades for all student groups.

As shown in Appendix C Table 13, like 2018-19, the overall percentage at Meets+ for grade-six students housed in an elementary school (28%) was higher than for students housed in a middle school (25%). The pattern was consistent across student groups.

Table 21: 2017-18 to 2020-21 STAAR Mathematics Results at Meets+ by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 3					
All	42.4	43.6	25.8	-17.8	-16.6
African American	28.0	28.1	14.4	-13.7	-13.6
Hispanic	44.6	45.7	25.4	-20.3	-19.2
White	66.3	69.3	59.0	-10.3	-7.3
English Learner	44.1	45.1	26.7	-18.4	-17.4
Eco. Dis.	40.4	40.6	22.2	-18.4	-18.2
SPED	15.9	16.7	12.7	-4.0	-3.2
Grade 4					
All	44.7	45.3	30.4	-14.9	-14.3
African American	27.4	29.4	15.9	-13.5	-11.5
Hispanic	48.1	47.6	30.7	-16.9	-17.4
White	67.0	71.1	63.1	-8.0	-3.9
English Learner	47.0	47.1	30.9	-16.2	-16.1
Eco. Dis.	43.3	42.5	27.0	-15.5	-16.3
SPED	16.0	15.6	11.8	-3.8	-4.2
Grade 5					
All	54.5	56.0	43.2	-12.8	-11.3
African American	36.9	39.0	23.5	-15.5	-13.4
Hispanic	58.1	59.2	45.8	-13.4	-12.3
White	73.7	75.1	72.2	-2.9	-1.5
English Learner	57.8	58.4	46.3	-12.1	-11.5
Eco. Dis.	53.5	53.7	40.2	-13.5	-13.3
SPED	25.2	24.3	17.0	-7.3	-8.2
Grade 6					
All	33.9	38.5	29.1	-9.4	-4.8
African American	21.3	25.9	17.2	-8.7	-4.1
Hispanic	35.4	39.8	29.4	-10.4	-6.0
White	64.2	64.9	59.3	-5.6	-4.9
English Learner	32.0	36.9	28.2	-8.7	-3.8
Eco. Dis.	32.4	35.6	25.5	-10.1	-6.9
SPED	8.5	10.5	7.9	-2.6	-0.6
Grade 7					
All	17.9	21.0	6.6	-14.4	-11.3
African American	12.1	13.9	3.3	-10.6	-8.8
Hispanic	19.2	22.9	7.4	-15.5	-11.8
White	28.2	32.8	7.9	-24.9	-20.3
English Learner	17.4	20.7	6.2	-14.5	-11.2
Eco. Dis.	17.8	20.4	6.4	-14.0	-11.4
SPED	6.6	8.0	2.7	-5.3	-3.9
Grade 8					
All	47.7	55.6	27.8	-27.8	-19.9
African American	36.7	45.7	19.1	-26.6	-17.6
Hispanic	49.0	56.5	27.2	-29.3	-21.8
White	73.6	78.5	61.6	-16.9	-12.0
English Learner	43.7	51.1	25.1	-26.0	-18.6
Eco. Dis.	46.8	53.2	24.7	-28.5	-22.1
SPED	14.2	21.8	9.1	-12.7	-5.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: This table 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 in April and May 2018. See Appendix C Table 12 for the number of students tested for each category.

Percentage of Students at Masters Grade Level (Masters). In 2020-21, the overall percentage of students at Masters on *STAAR* mathematics was 18 percent for grades three to five combined, eight percent for grades six to eight combined, and 13 percent for grades three to eight combined (Figure 15, Table 22, and Appendix C Table 14). The overall percentages of students at Masters were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grade levels. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. Overall, percentages at Masters were lower for grades six to eight combined than for grades three to five combined across student groups except for special education.

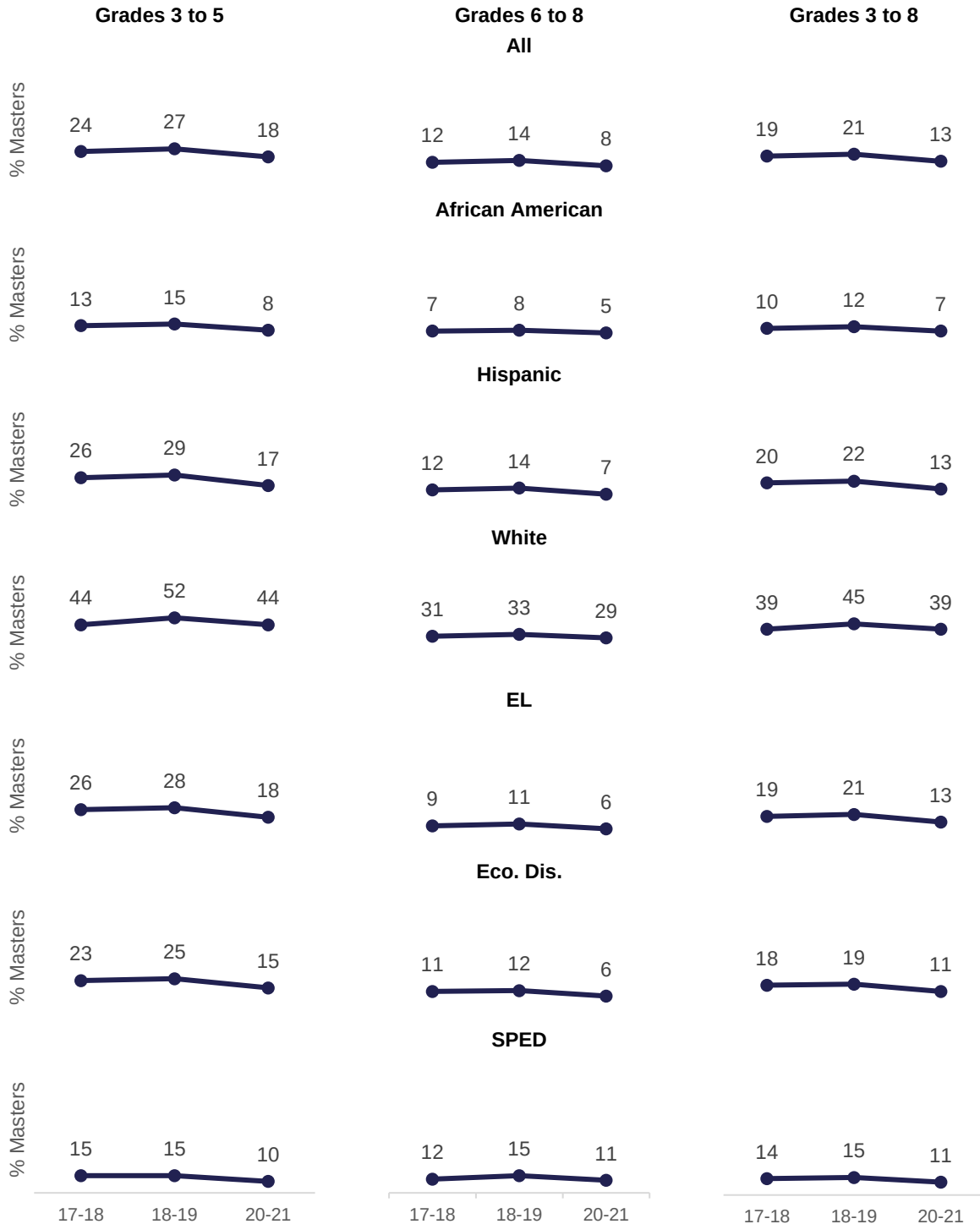
Table 22 shows percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change) for each grade level by student group. When 2020-21 results were compared to 2018-19, the percentages of students at Masters decreased by three percentage points or more in all 21 comparisons (range of percentage point differences: -11 to -3). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Masters decreased by two percentage points or more in 18 of 21 comparisons (range of percentage point differences: -9 to -2).

When 2020-21 results were reviewed by grade, the overall percentage of students in grades three through eight at Masters ranged from four percent (grade seven) to 23 percent (grade five) on *STAAR* mathematics (Table 23 and Appendix C Table 14). 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.

In general, the percentages of students at Masters were lower for 2020-21 than for prior years (2017-18 and 2018-19) across grades and student groups with a few exceptions. When reviewed by ethnicity, African American students scored the lowest across grades except for grade seven, and both African American and Hispanic students scored lower than white students.

As shown in Appendix C Table 15, the overall percentage of grade-six students at Masters was the same between students housed in an elementary school (8%) and those housed in a middle school (8%). The pattern was consistent across student groups except for white and special education students. The percentage for white students housed in an elementary school (35%) was higher than for those housed in a middle school (24%), while the percentage for special education students was higher for students housed in a middle school (10%) than for those housed in an elementary school (3%). In 2018-19, 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. However, year-to-year comparisons should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes.

Figure 15: 2017-18 to 2020-21 STAAR Mathematics Results at Masters for Students in Grades 3 to 8 by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files 06/20/18, 06/13/19, and 06/28/21.

Note: 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. See Appendix C Table 14 for the number of students tested for each category.

Table 22: 2017-18 to 2020-21 STAAR Mathematics Results at Masters for Students in Grades 3 to 8 by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grades 3 to 5					
All	24.4	27.4	17.5	-9.9	-6.9
African American	12.7	15.1	8.0	-7.1	-4.7
Hispanic	26.3	28.8	17.4	-11.4	-8.9
White	43.5	52.3	44.4	-7.9	0.9
English Learner	26.0	28.1	17.6	-10.5	-8.4
Eco. Dis.	23.1	24.8	14.9	-9.9	-8.2
SPED	14.6	14.6	10.0	-4.6	-4.6
Grades 6 to 8					
All	11.5	13.5	7.8	-5.7	-3.7
African American	7.0	7.7	4.5	-3.2	-2.5
Hispanic	11.6	13.8	7.1	-6.7	-4.5
White	30.9	32.8	28.9	-3.9	-2.0
English Learner	9.4	11.2	6.3	-4.9	-3.1
Eco. Dis.	10.7	11.8	6.2	-5.6	-4.5
SPED	12.3	14.5	11.3	-3.2	-1.0
Grades 3 to 8					
All	18.8	21.1	13.2	-7.9	-5.6
African American	10.2	11.7	6.5	-5.2	-3.7
Hispanic	19.8	22.0	12.8	-9.2	-7.0
White	38.8	44.9	38.7	-6.2	-0.1
English Learner	18.8	20.6	12.6	-8.0	-6.2
Eco. Dis.	17.9	18.9	11.1	-7.8	-6.8
SPED	13.6	14.6	10.6	-4.0	-3.0

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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. See Appendix C Table 14 for the number of students tested for each category.

Table 23: 2017-18 to 2020-21 STAAR Mathematics Results at Masters by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 3					
All	20.2	21.2	12.1	-9.1	-8.1
African American	10.6	11.9	5.5	-6.4	-5.1
Hispanic	21.4	21.6	11.3	-10.3	-10.1
White	38.5	46.8	38.8	-8.0	0.3
English Learner	20.8	20.8	12.1	-8.7	-8.7
Eco. Dis.	18.5	18.7	9.5	-9.2	-9.0
SPED	13.0	13.1	9.7	-3.4	-3.3
Grade 4					
All	24.5	25.8	16.8	-9.0	-7.7
African American	11.6	13.0	7.8	-5.2	-3.8
Hispanic	26.5	27.1	16.3	-10.8	-10.2
White	46.9	53.5	45.2	-8.3	-1.7
English Learner	26.3	26.6	16.1	-10.5	-10.2
Eco. Dis.	23.1	23.1	14.0	-9.1	-9.1
SPED	13.8	13.0	9.3	-3.7	-4.5
Grade 5					
All	28.4	34.7	23.3	-11.4	-5.1
African American	15.9	20.0	10.7	-9.3	-5.2
Hispanic	30.7	37.1	24.3	-12.8	-6.4
White	45.1	57.2	50.3	-6.9	5.2
English Learner	30.9	36.4	24.4	-12.0	-6.5
Eco. Dis.	27.4	32.1	20.9	-11.2	-6.5
SPED	16.9	17.5	10.9	-6.6	-6.0
Grade 6					
All	12.8	16.7	10.2	-6.5	-2.6
African American	7.2	9.4	4.5	-4.9	-2.7
Hispanic	12.8	16.8	9.7	-7.1	-3.1
White	32.7	39.2	34.1	-5.1	1.4
English Learner	10.7	14.6	8.8	-5.8	-1.9
Eco. Dis.	11.7	14.5	8.0	-6.5	-3.7
SPED	13.5	13.9	9.2	-4.7	-4.3
Grade 7					
All	5.1	5.6	4.1	-1.5	-1.0
African American	3.8	4.4	4.6	0.2	0.8
Hispanic	5.3	5.8	3.9	-1.9	-1.4
White	10.6	8.8	6.0	-2.8	-4.6
English Learner	4.7	4.8	3.3	-1.5	-1.4
Eco. Dis.	5.1	5.4	4.0	-1.4	-1.1
SPED	12.2	13.2	14.0	0.8	1.8
Grade 8					
All	15.1	15.6	7.1	-8.5	-8.0
African American	9.4	8.7	4.5	-4.2	-4.9
Hispanic	15.2	15.9	6.1	-9.8	-9.1
White	37.5	35.8	28.5	-7.3	-9.0
English Learner	12.0	12.4	5.0	-7.4	-7.0
Eco. Dis.	14.2	13.8	5.5	-8.3	-8.7
SPED	11.2	16.9	11.4	-5.5	0.2

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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. See Appendix C Table 14 for the number of students tested for each category.

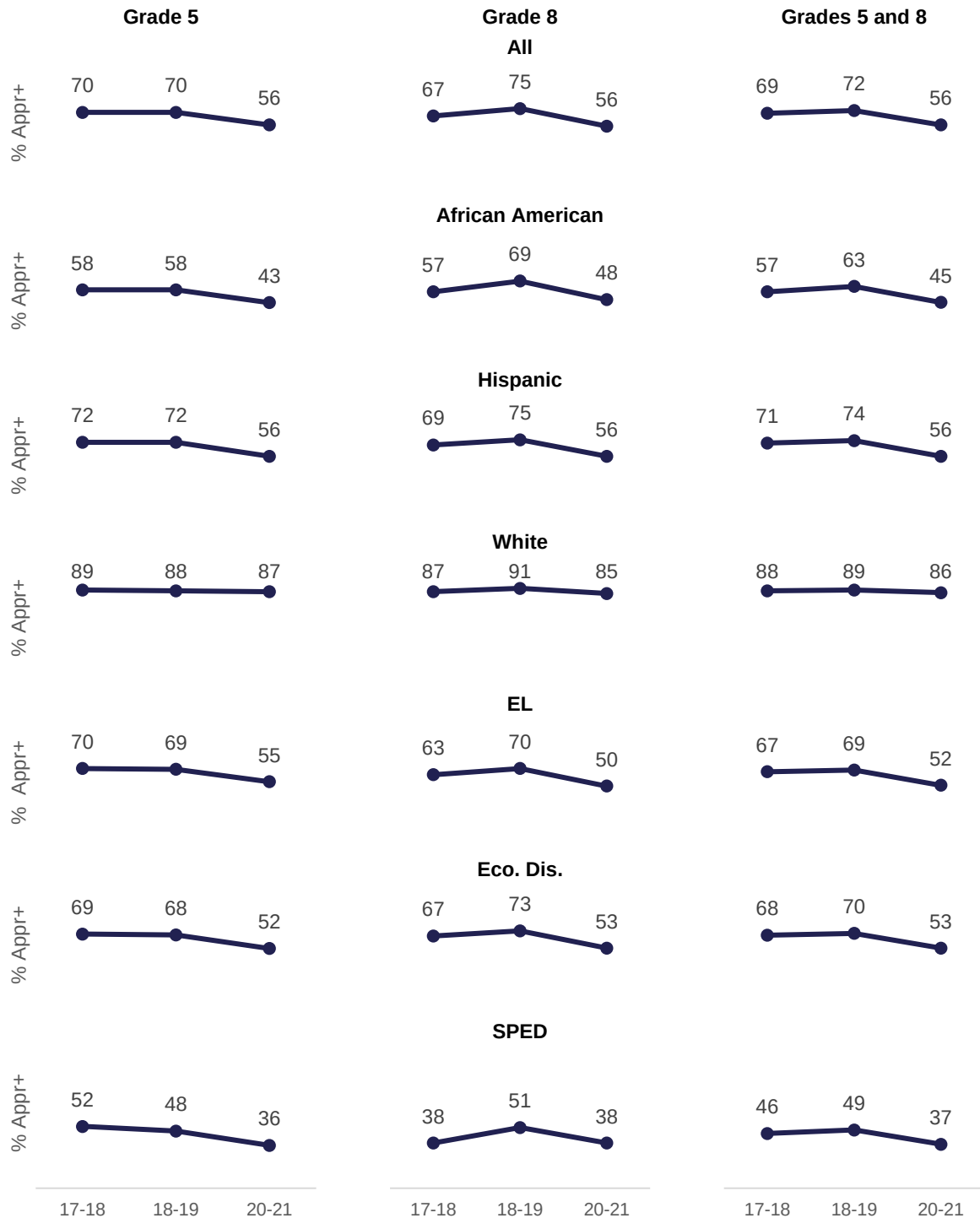
STAAR Science (Grades 5 and 8)

Percentage of Students at Approaches Grade Level or Above (Approaches+). In 2020-21, the overall percentage of students at Approaches+ on STAAR science was 56 percent for grade five, grade eight, and grades five and eight combined (Figure 16, Table 24, and Appendix C Table 16). The overall percentage of students at Approaches+ was lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grades. The pattern was consistent across student groups.

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 2020-21 results were compared to 2018-19, the percentages of students at Approaches+ decreased by three percentage points or more overall and for all student groups (range of percentage point differences: -21 to -3) except for grade five white (one percentage point difference). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Approaches+ decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -16 to -2) except for grade eight special education (remained the same).

Figure 16: 2017-18 to 2020-21 STAAR Science Results at Approaches+ by Grade and Student Group



Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/15/17, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. See Appendix C Table 16 for the number of students tested for each category.

Table 24: 2017-18 to 2020-21 STAAR Science Results at Approaches+ by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 5					
All	70.0	69.7	55.5	-14.2	-14.5
African American	57.9	57.8	42.6	-15.2	-15.3
Hispanic	72.1	71.8	56.3	-15.5	-15.8
White	88.8	87.8	86.5	-1.3	-2.3
English Learner	70.4	69.0	54.9	-14.1	-15.5
Eco. Dis.	68.8	67.7	52.4	-15.3	-16.4
SPED	51.8	47.9	36.3	-11.6	-15.5
Grade 8					
All	67.1	74.7	56.0	-18.7	-11.1
African American	56.9	68.6	47.7	-20.9	-9.2
Hispanic	68.6	75.3	55.5	-19.8	-13.1
White	86.5	90.6	84.8	-5.8	-1.7
English Learner	62.8	69.6	49.6	-20.0	-13.2
Eco. Dis.	66.6	72.9	53.0	-19.9	-13.6
SPED	38.1	50.8	38.1	-12.7	0.0
Grades 5 and 8					
All	68.7	72.0	55.8	-16.2	-12.9
African American	57.4	62.8	44.8	-18.0	-12.6
Hispanic	70.5	73.5	55.9	-17.6	-14.6
White	87.8	89.0	85.7	-3.3	-2.1
English Learner	67.0	69.3	52.3	-17.0	-14.7
Eco. Dis.	67.8	70.1	52.7	-17.4	-15.1
SPED	45.8	49.1	37.1	-12.0	-8.7

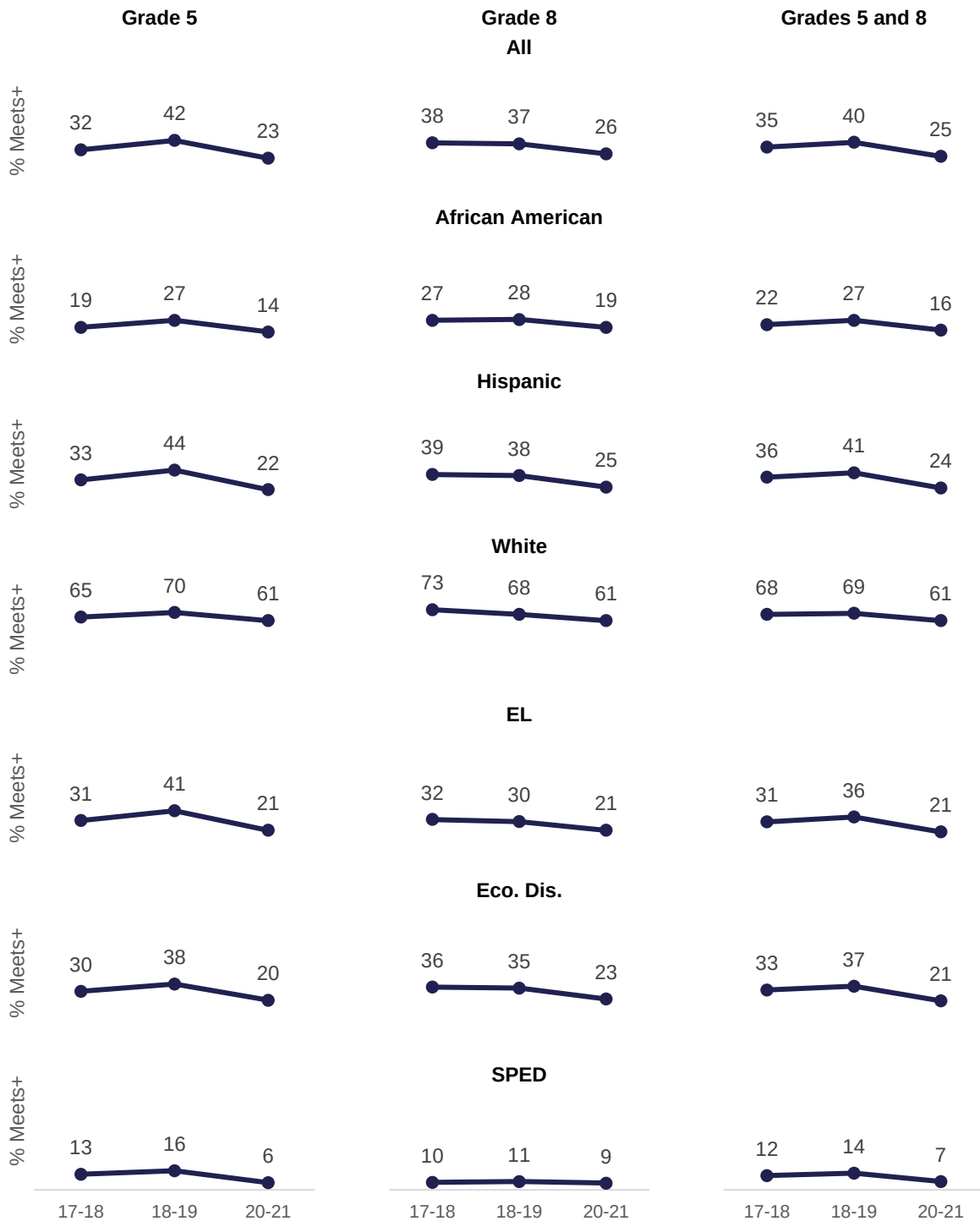
Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. See Appendix C Table 16 for the number of students tested for each category.

Percentage of Students at Meets Grade Level or Above (Meets+). In 2020-21, the overall percentage of students at Meets+ on STAAR science was 23 percent for grade five, 26 percent for grade eight, and 25 percent for grades five and eight combined (Figure 17, Table 25, and Appendix C Table 17). 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.

The overall percentage of students at Meets+ was lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grades. The pattern was consistent across student groups. 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 2020-21 results were compared to 2018-19, the percentages of students at Meets+ decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -22 to -2). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Meets+ decreased by four percentage points or more overall and for all student groups (range of percentage point differences: -13 to -4) except for grade eight special education (one percentage point difference).

Figure 17: 2017-18 to 2020-21 STAAR Science Results at Meets+ by Grade and Student Group

Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.
Note: 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 C Table 17 for the number of students tested for each category.

Table 25: 2017-18 to 2020-21 STAAR Science Results at Meets+ by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 5					
All	32.0	41.5	22.9	-18.6	-9.1
African American	19.1	26.8	14.1	-12.7	-5.0
Hispanic	33.3	43.5	22.0	-21.5	-11.3
White	64.8	69.8	60.7	-9.1	-4.1
English Learner	31.1	40.7	20.8	-19.9	-10.3
Eco. Dis.	30.0	38.4	19.6	-18.8	-10.4
SPED	13.3	15.7	6.2	-9.5	-7.1
Grade 8					
All	37.8	37.4	26.4	-11.0	-11.4
African American	26.6	27.8	18.8	-9.0	-7.8
Hispanic	38.5	37.7	25.2	-12.5	-13.3
White	72.6	68.2	60.7	-7.5	-11.9
English Learner	31.5	30.1	21.0	-9.1	-10.5
Eco. Dis.	36.3	34.6	22.9	-11.7	-13.4
SPED	9.9	10.8	8.5	-2.3	-1.4
Grades 5 and 8					
All	34.7	39.5	24.6	-14.9	-10.1
African American	22.4	27.2	16.2	-11.0	-6.2
Hispanic	35.6	40.8	23.6	-17.2	-12.0
White	68.2	69.1	60.7	-8.4	-7.5
English Learner	31.3	35.9	20.9	-15.0	-10.4
Eco. Dis.	32.8	36.6	21.2	-15.4	-11.6
SPED	11.8	13.8	7.2	-6.6	-4.6

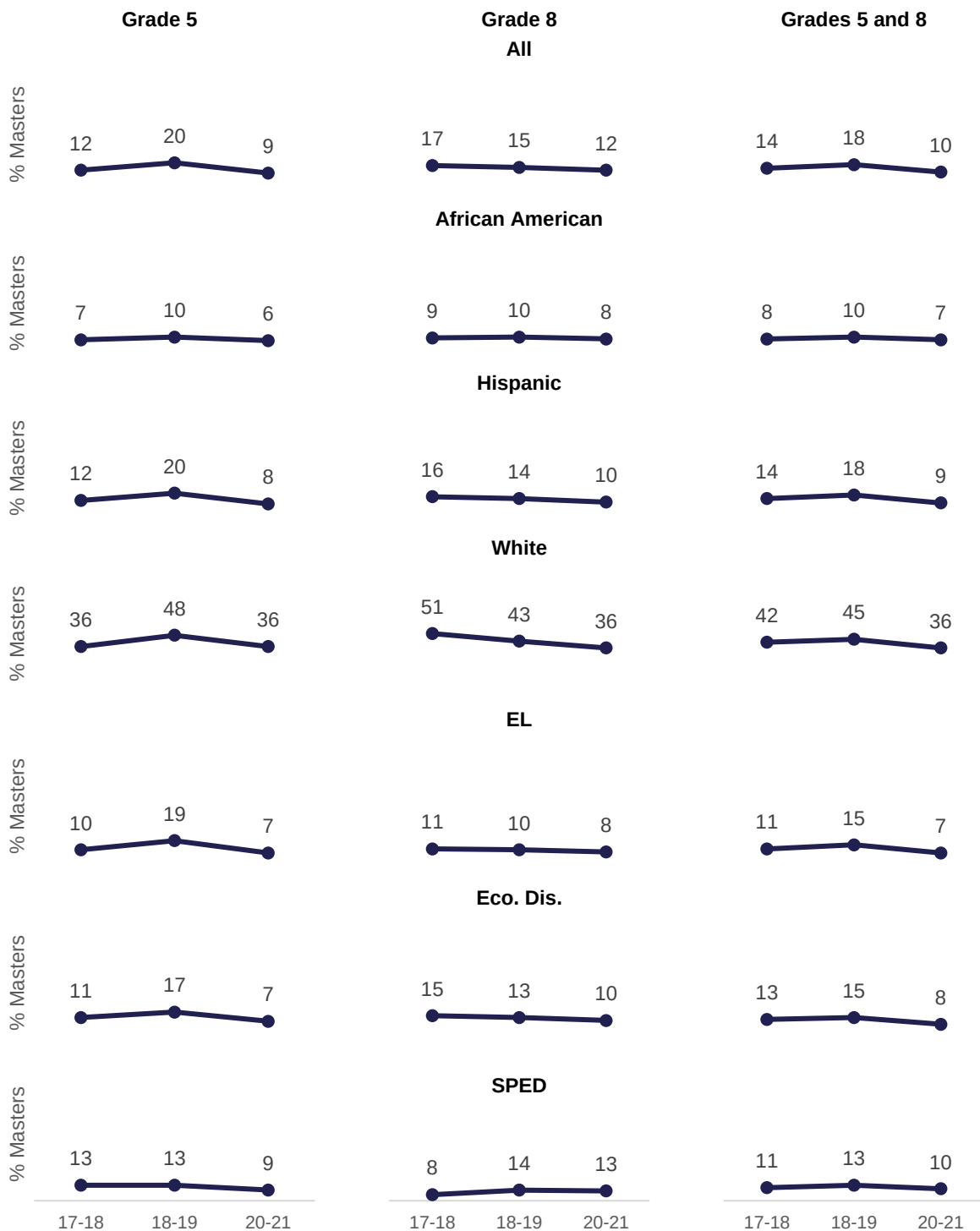
Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: This table 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 C Table 17 for the number of students tested for each category.

Percentage of Students at Masters Grade Level (Masters). In 2020-21, the overall percentage of students at Masters on STAAR science was nine percent for grade five, 12 percent for grade eight, and 10 percent for grades five and eight combined (Figure 18, Table 26, and Appendix C Table 18). 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.

The overall percentage of students at Masters was lower for 2020-21 than for prior years (2017-18 and 2018-19) for all grades. The pattern was consistent across student groups with few exceptions. When reviewed by ethnicity, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.

When 2020-21 results were compared to 2018-19, the percentages of students at Masters decreased by two percentage points or more overall and for all student groups (range of percentage point differences: -13 to -2). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Masters decreased by three percentage points or more overall and for all student groups (range of percentage point differences: -13 to -3) with five exceptions (zero to one percentage point difference).

Figure 18: 2017-18 to 2020-21 STAAR Science Results at Masters by Grade and Student Group

Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. See Appendix C Table 18 for the number of students tested for each category.

Table 26: 2017-18 to 2020-21 STAAR Science Results at Masters by Grade and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Grade 5					
All	12.1	19.8	9.2	-10.6	-2.9
African American	7.0	10.1	6.0	-4.1	-1.0
Hispanic	11.8	20.4	7.7	-12.7	-4.1
White	36.1	47.7	36.3	-11.4	0.2
English Learner	10.4	18.6	6.7	-11.9	-3.7
Eco. Dis.	10.8	17.4	7.1	-10.3	-3.7
SPED	13.3	12.6	8.7	-3.9	-4.6
Grade 8					
All	16.5	15.0	11.6	-3.4	-4.9
African American	9.3	9.6	8.1	-1.5	-1.2
Hispanic	16.2	14.4	10.3	-4.1	-5.9
White	50.7	42.5	35.9	-6.6	-14.8
English Learner	11.2	10.0	8.1	-1.9	-3.1
Eco. Dis.	14.9	12.9	9.5	-3.4	-5.4
SPED	8.0	14.1	12.6	-1.5	4.6
Grades 5 and 8					
All	14.1	17.6	10.4	-7.2	-3.7
African American	8.1	9.9	7.0	-2.9	-1.1
Hispanic	13.8	17.5	9.0	-8.5	-4.8
White	42.4	45.4	36.1	-9.3	-6.3
English Learner	10.8	14.7	7.4	-7.3	-3.4
Eco. Dis.	12.6	15.3	8.3	-7.0	-4.3
SPED	11.0	13.2	10.4	-2.8	-0.6

Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students. See Appendix C Table 18 for the number of students tested for each category.

STAAR Social Studies (Grade 8)

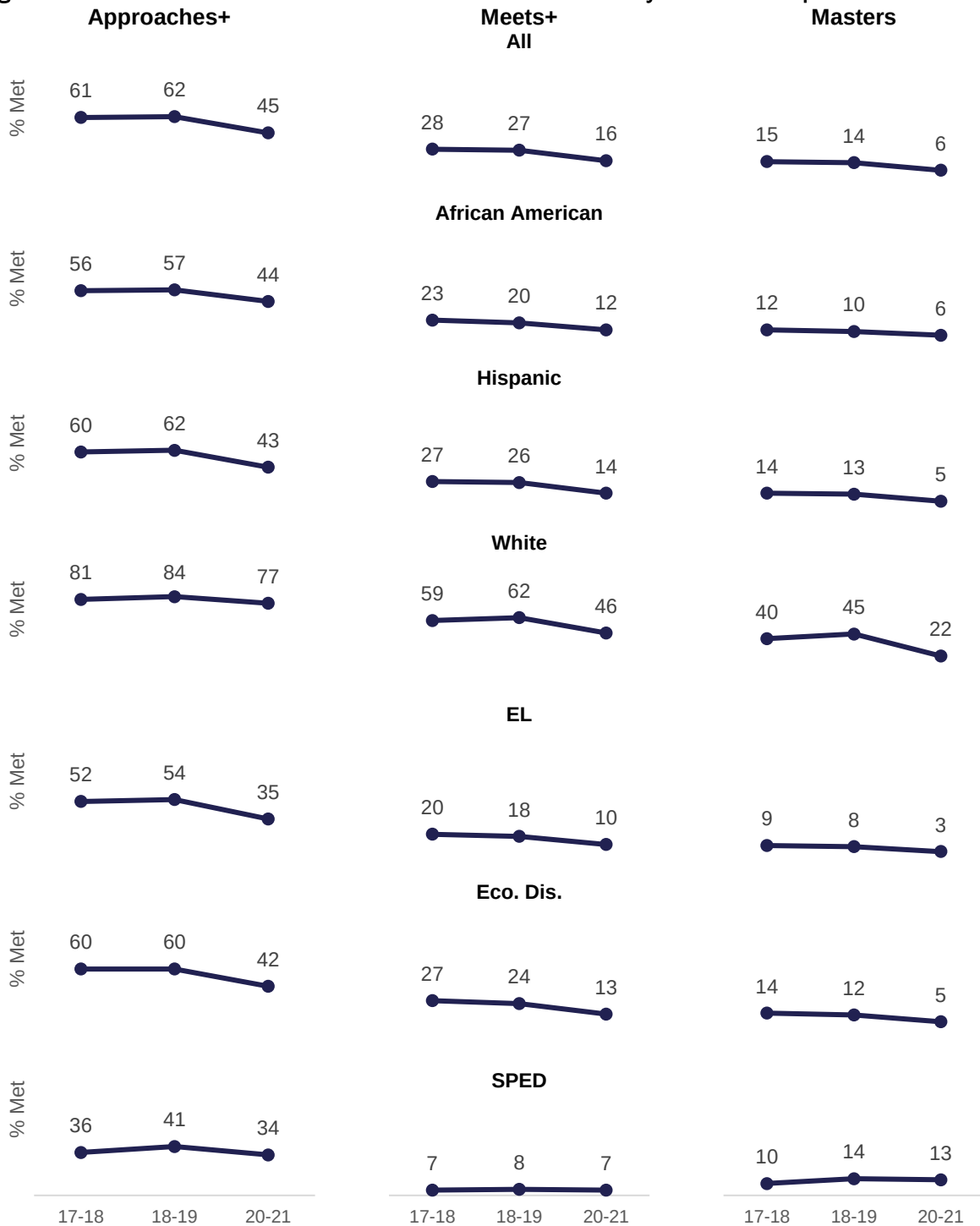
Percentage of Students at Approaches Grade Level or Above (Approaches+). In 2020-21, 45 percent of grade-eight students achieved Approaches+ on STAAR social studies (Figure 19, Table 27, and Appendix C Table 19). The percentages of students at Approaches+ were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all student groups. When reviewed by ethnicity, both African American and Hispanic students scored lower than white students. When 2020-21 results were compared to 2018-19, the percentages of students at Approaches+ decreased by seven percentage points or more overall and for all student groups (range of percentage point differences: -20 to -7). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Approaches+ decreased by four percentage points or more overall and for all student groups (range of percentage point differences: -18 to -4) except for special education (one percentage point difference).

Percentage of Students at Meets Grade Level or Above (Meets+). In 2020-21, 16 percent of grade-eight students achieved Meets+ on STAAR social studies (Figure 19, Table 27, and Appendix C Table 20). The percentages of students at Meets+ were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all student groups except for special education (one percentage point difference). 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 2020-21 results were compared to 2018-19, the percentages of students at Meets+ decreased by eight percentage points or more overall and for all student groups (range of percentage point differences: -16 to -8) except for special education (one percentage point difference). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Meets+ decreased by ten percentage points or more overall and for all student groups (range of percentage point differences: -14 to -10) except for special education (remained the same).

Percentage of Students at Masters Grade Level (Masters). In 2020-21, six percent of grade-eight students achieved Masters on STAAR social studies (Figure 19, Table 27, and Appendix C Table 21). The percentages of students at Masters were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all student groups except for special education (one percentage point difference). When reviewed by ethnicity, both African American and Hispanic students scored lower than white students. When 2020-21 results were compared to 2018-19, the percentages of students at Masters decreased by four percentage points or more overall and for all student groups (range of percentage point differences: -22 to -4) except for special education (one percentage point difference). Similarly, when 2020-21 results were compared to 2017-18, the percentages of students at Masters decreased by six percentage points or more overall and for all student groups (range of percentage point differences: -18 to -6) except for special education. The percentage of special education students at Masters was higher for 2020-21 (13%) than for 2017-18 (10%).

Figure 19: 2017-18 to 2020-21 STAAR Social Studies Results by Student Group



Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.
Note: Results included STAAR Alternate 2 for Approaches+ and Masters. This figure does not include STAAR Alternate 2 results for Meets+ because it does not have the Meets+ performance standard. See Appendix C Tables 19 to 21 for the number of students tested for each category.

Table 27: 2017-18 to 2020-21 STAAR Social Studies Results by Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
Approaches+					
All	60.6	62.4	45.1	-17.3	-15.5
African American	56.4	57.0	43.5	-13.5	-12.9
Hispanic	60.3	62.3	42.8	-19.5	-17.5
White	81.0	83.6	76.7	-6.9	-4.3
English Learner	51.9	53.8	35.3	-18.5	-16.6
Eco. Dis.	59.9	60.4	41.7	-18.7	-18.2
SPED	35.5	41.4	34.4	-7.0	-1.1
Meets+					
All	28.0	26.5	15.5	-11.0	-12.5
African American	22.6	20.4	12.4	-8.0	-10.2
Hispanic	27.4	25.6	13.8	-11.8	-13.6
White	59.0	61.8	45.7	-16.1	-13.3
English Learner	19.7	17.6	9.7	-7.9	-10.0
Eco. Dis.	26.6	23.9	12.6	-11.3	-14.0
SPED	7.0	8.1	7.2	-0.9	0.2
Masters					
All	15.3	14.0	6.4	-7.6	-8.9
African American	12.4	10.2	5.8	-4.4	-6.6
Hispanic	14.3	12.9	5.2	-7.7	-9.1
White	40.0	44.6	22.3	-22.3	-17.7
English Learner	9.0	7.7	3.2	-4.5	-5.8
Eco. Dis.	13.9	12.1	5.1	-7.0	-8.8
SPED	9.7	13.7	13.2	-0.5	3.5

Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2 for Approaches+ and Masters. This table does not include STAAR Alternate 2 results for Meets+ because it does not have the Meets+ performance standard. See Appendix C Tables 19 to 21 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 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.

For each subject of STAAR EOC, December through May administration data were combined to determine the overall percentage of students who achieved STAAR EOC performance standards. Data included STAAR EOC Alternate 2 for the Approaches+ and Masters standards. Multi-year data from 2017-18 to 2020-21 were used to examine student performance trends over the years. 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 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 four years from 2017-18 to 2020-21. Results were reported in Appendix E Table 6.

Results

Overall STAAR EOC Results

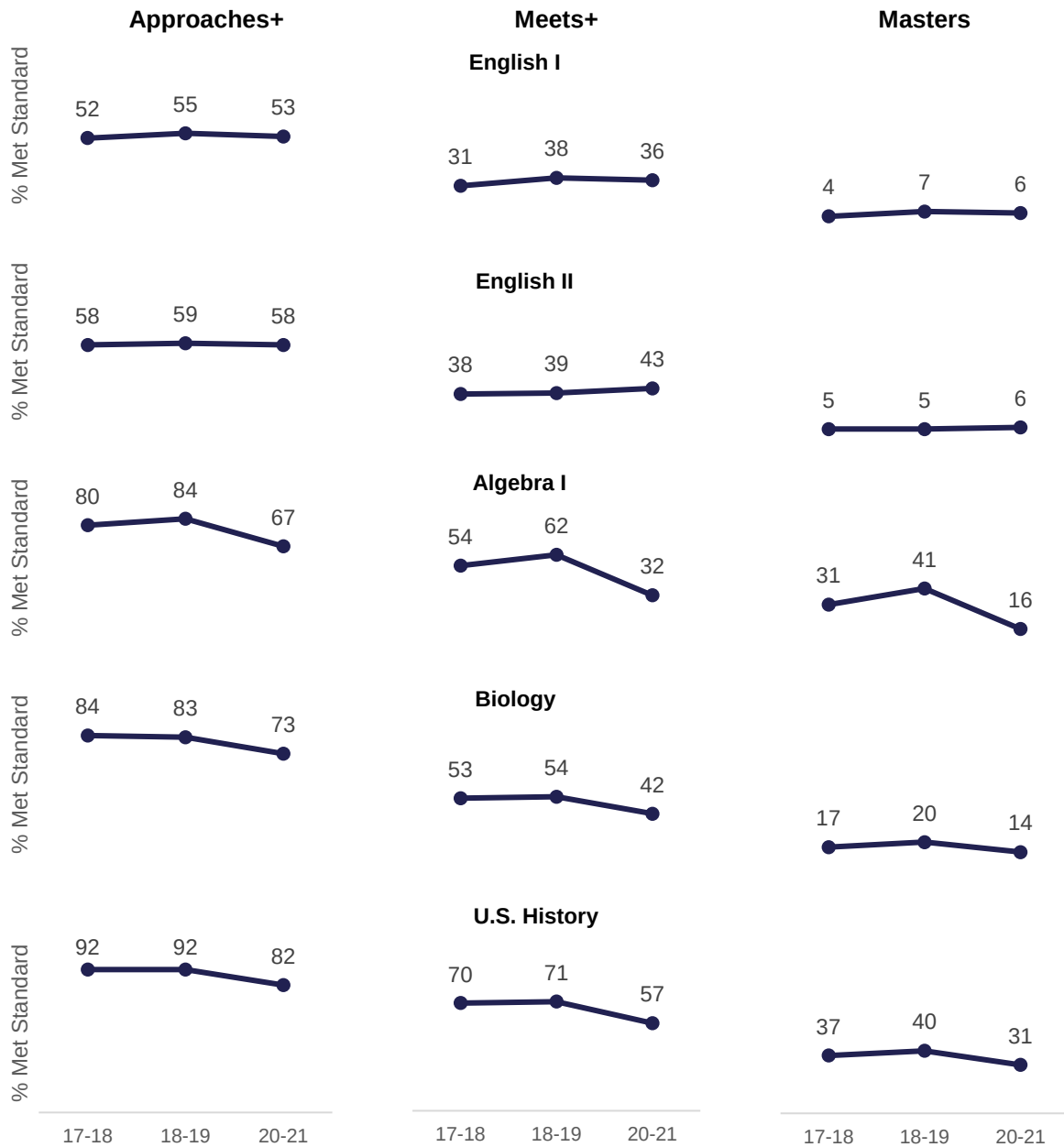
In 2020-21, the overall percentage of students that met the performance standards on STAAR EOC subtests ranged from 53 percent (English I) to 82 percent (U.S. History) at Approaches+, 32 percent (Algebra I) to 57 percent (U.S. History) at Meets+, and six percent (English I and English II) to 31 percent (U.S. History) at Masters (Figure 20 and Appendix D Tables 1 to 3).

Overall, the percentages of students at Approaches+, Meets+, and Masters were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all subjects except for English II at all performance standards and English I at Masters. For English II, the percentages were about the same at Approaches+ and Masters (one percentage point difference), while the percentage at Meets+ was higher for 2020-21 (43%) than for 2017-18 (38%) or 2018-19 (39%).

Table 28 and Appendix E Table 6 show STAAR EOC results for Dallas ISD, other large urban districts, and the state by subject, school year, and performance standard from 2017-18 to 2020-21. In

2020-21, across subjects, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in all 15 comparisons. When 2020-21 results were compared to 2018-19, the percentages of Dallas ISD students decreased in 13 of 15 comparisons, while the percentages of students at the state level decreased in nine of 15 comparisons.

Figure 20: 2017-18 to 2020-21 Overall STAAR EOC Results by Subject



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC Alternate 2. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (20% to 37%). See Appendix D Tables 1 to 3 for the number of students tested for each category.

Table 28: 2020-21 Overall STAAR EOC Results for Large Urban School Districts and the State

	2020-21				2018-19 to 2020-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
English I							
State	415,929	66	50	12	3	1	0
Austin	4,521	68	56	18	4	3	-2
Dallas	10,555	51	36	5	-3	-3	-2
El Paso	3,867	62	46	10	6	3	1
Fort Worth	6,707	49	32	4	-3	-5	-1
Houston	13,171	56	42	11	3	3	1
San Antonio	3,909	43	27	4	1	0	0
English II							
State	393,559	70	57	11	3	6	3
Austin	4,204	71	60	15	2	4	1
Dallas	10,088	57	44	6	-2	3	1
El Paso	3,645	67	54	9	8	10	3
Fort Worth	6,074	53	37	4	-3	0	0
Houston	12,474	62	50	10	4	7	3
San Antonio	3,378	51	36	4	-1	4	2
Algebra I							
State	396,272	72	41	23	-12	-21	-16
Austin	4,191	68	35	18	-21	-34	-25
Dallas	11,035	66	32	16	-19	-32	-26
El Paso	3,265	69	35	18	-21	-40	-35
Fort Worth	6,050	47	17	7	-28	-31	-17
Houston	12,215	60	28	15	-14	-22	-16
San Antonio	2,894	46	13	4	-28	-33	-18
Biology							
State	392,222	81	54	22	-7	-9	-4
Austin	4,282	80	57	23	-9	-11	-9
Dallas	9,883	72	42	14	-11	-14	-7
El Paso	3,655	77	47	16	-4	-6	-1
Fort Worth	6,265	66	32	7	-15	-18	-8
Houston	12,462	71	43	17	-8	-8	-3
San Antonio	3,017	65	31	7	-13	-11	-3
U. S. History							
State	347,885	88	69	43	-5	-6	-4
Austin	3,982	88	71	50	-6	-8	-3
Dallas	8,475	82	57	32	-11	-16	-9
El Paso	3,729	86	62	35	-4	-6	-4
Fort Worth	4,827	78	53	26	-13	-13	-7
Houston	10,982	82	59	34	-7	-9	-6
San Antonio	3,494	72	43	19	-16	-17	-8

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for 2018-19 was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: Results included spring administration of each year. All information was based on the STAAR version and did not include STAAR EOC Alternate 2. See Appendix E Table 6 for the number of students tested for each category.

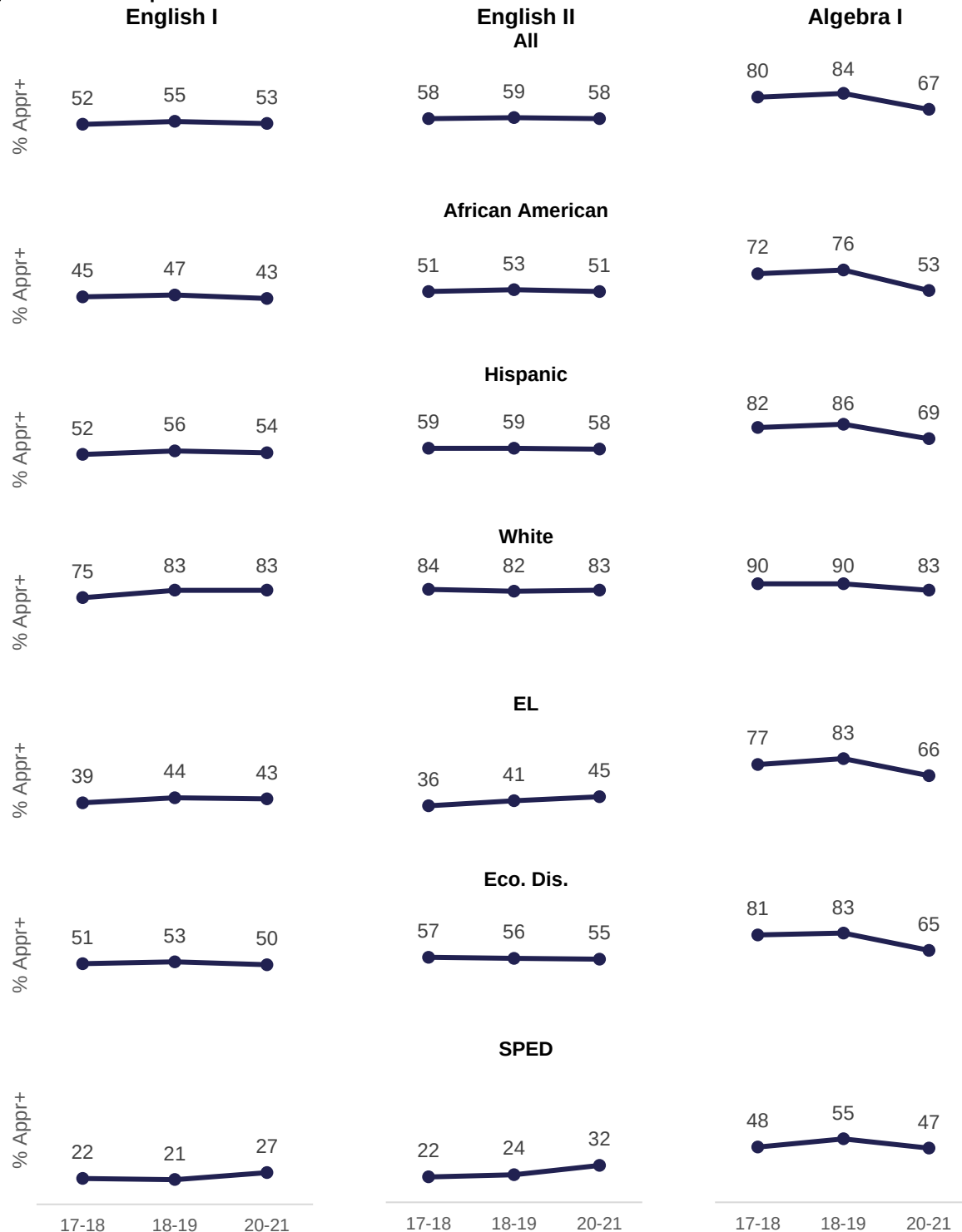
Percentage of Students at Approaches Grade Level or Above (Approaches+) on STAAR EOC

In 2020-21, the overall percentage of students at Approaches+ ranged from 53 percent (English I) to 82 percent (U.S. History) on *STAAR EOC* subtests (Figures 21 and 22, Table 29, and Appendix D Table 1). Table 29 also shows *STAAR EOC* results at Approaches+ for each subject by student group and percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change).

For all students combined, the percentages at Approaches+ decreased from 2018-19 to 2020-21 for all subjects except for English II. Overall, the percentages at Approaches+ were higher for Algebra I (67%), Biology (73%), and U.S. History (82%) than for English I (53%) and English II (58%). 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 2020-21 results were compared to 2018-19, the overall percentages at Approaches+ decreased for all subjects by three percentage points or more (range of percentage point differences: -17 to -3) except for English II (one percentage point difference). Similarly, when 2020-21 results were compared to 2017-18, the overall percentages at Approaches+ decreased for all subjects by ten percentage points or more (range of percentage point differences: -14 to -10) except for English I and English II (zero to one percentage point difference). When reviewed by student group for two-year or three-year changes, in general, the percentages for Algebra I, Biology, and U.S. History decreased with few exceptions, while the percentage point changes for English I and English II varied across student groups.

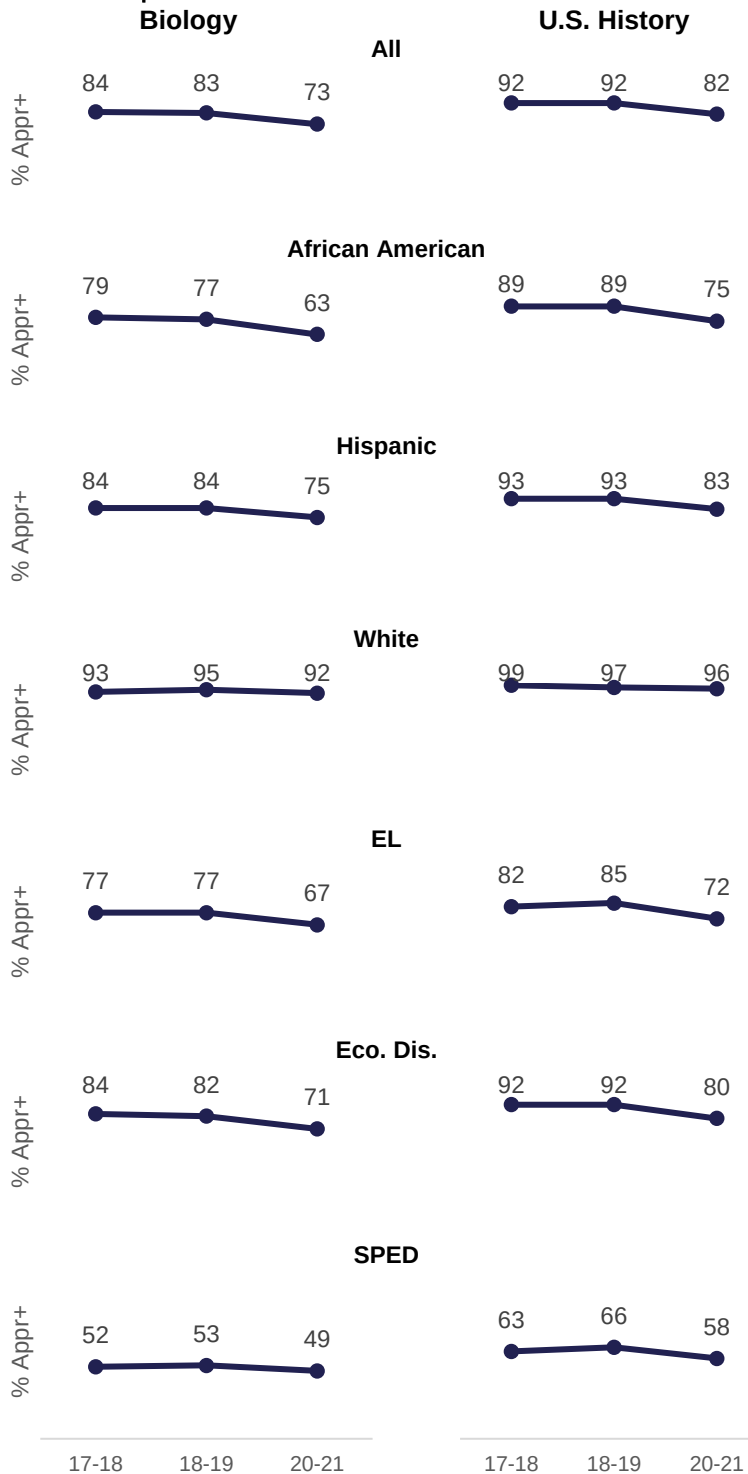
Figure 21: 2017-18 to 2020-21 STAAR EOC English I, English II, and Algebra I Results at Approaches+ by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC 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. For Algebra I, some eighth-grade students took Algebra I [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21]. See Appendix D Table 1 for the number of students tested for each category.

Figure 22: 2017-18 to 2020-21 STAAR EOC Biology and U. S. History Results at Approaches+ by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC Alternate 2. See Appendix D Table 1 for the number of students tested for each category.

Table 29: 2017-18 to 2020-21 STAAR EOC Results at Approaches+ by Subject and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
English I					
All	51.5	55.1	52.6	-2.5	1.1
African American	44.8	46.5	43.0	-3.5	-1.8
Hispanic	52.4	55.9	53.5	-2.4	1.1
White	75.3	82.7	82.6	-0.1	7.3
English Learner	38.8	44.0	42.7	-1.3	3.9
Eco. Dis.	50.9	53.0	49.7	-3.3	-1.2
SPED	21.6	20.9	26.8	5.9	5.2
English II					
All	58.0	58.5	58.0	-0.5	0.0
African American	50.5	52.8	51.0	-1.8	0.5
Hispanic	58.7	58.8	58.0	-0.8	-0.7
White	84.4	81.5	82.9	1.4	-1.5
English Learner	36.0	40.9	45.4	4.5	9.4
Eco. Dis.	57.4	56.3	55.2	-1.1	-2.2
SPED	21.6	24.2	32.1	7.9	10.5
Algebra I					
All	80.2	83.7	66.7	-17.0	-13.5
African American	71.9	75.5	53.0	-22.5	-18.9
Hispanic	82.1	85.6	69.0	-16.6	-13.1
White	90.3	90.2	83.2	-7.0	-7.1
English Learner	77.3	82.5	65.7	-16.8	-11.6
Eco. Dis.	81.4	83.4	65.1	-18.3	-16.3
SPED	47.8	55.2	46.7	-8.5	-1.1
Biology					
All	83.7	83.1	72.9	-10.2	-10.8
African American	78.8	76.9	62.6	-14.3	-16.2
Hispanic	84.4	83.7	74.5	-9.2	-9.9
White	93.1	94.5	92.0	-2.5	-1.1
English Learner	76.9	77.2	66.6	-10.6	-10.3
Eco. Dis.	83.7	81.9	70.7	-11.2	-13.0
SPED	52.1	53.2	49.1	-4.1	-3.0
U.S. History					
All	92.1	92.0	82.1	-9.9	-10.0
African American	89.0	88.6	74.7	-13.9	-14.3
Hispanic	92.5	92.7	82.7	-10.0	-9.8
White	98.5	96.5	96.4	-0.1	-2.1
English Learner	82.2	85.0	72.3	-12.7	-9.9
Eco. Dis.	92.2	91.6	80.0	-11.6	-12.2
SPED	63.2	65.5	58.0	-7.5	-5.2

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year. STAAR EOC Alternate 2 was included for Approaches+ and Masters but not for Meets+ because STAAR EOC 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 (20% to 37%). See Appendix C Table 1 for the number of students tested for each category.

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

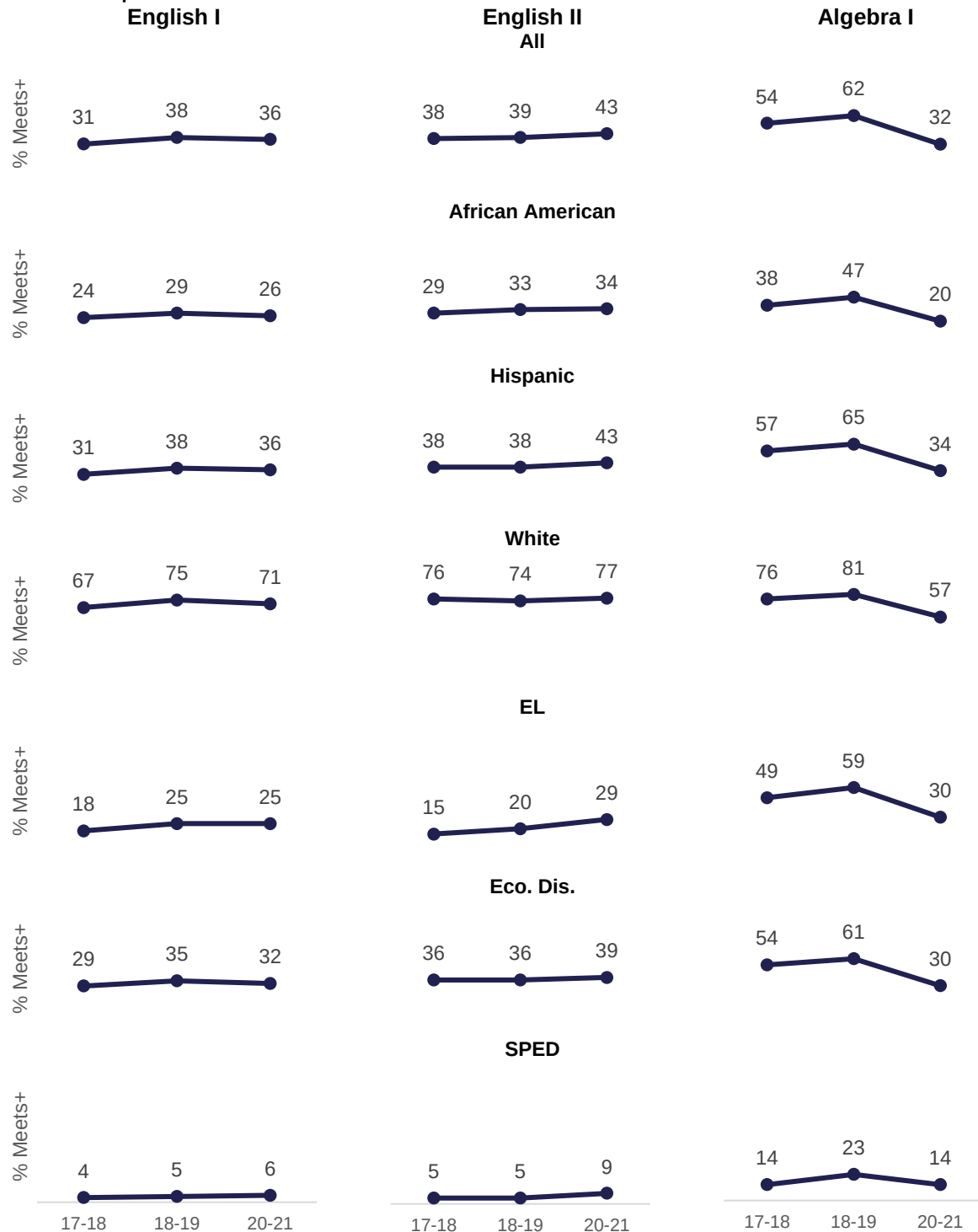
In 2020-21, the overall percentage of students at Meets+ ranged from 36 percent (English I) to 57 percent (U.S. History) on *STAAR EOC* subtests (Figures 23 and 24, Table 30, and Appendix D Table 2). Table 30 also shows *STAAR EOC* results at Meets+ for each subject by student group and percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change).

For all students combined, like Approaches+, the percentages at Meets+ decreased from 2018-19 to 2020-21 for all subjects (range of percentage point differences: -30 to -2) except for English II. For English II, the percentage at Meets+ increased by four percentage points from 2018-19 to 2020-21. Overall, 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 2020-21 results were compared to 2017-18, the overall percentages at Meets+ decreased for Algebra I, Biology, and U. S. History by 11 percentage points or more (range of percentage point differences: -22 to -11) except for English I and English II. The percentages at Meets+ for English I and English II increased from 2017-18 to 2020-21 by five percentage points for each.

When reviewed by student group for two-year or three-year changes, in general, the percentages for Algebra I, Biology, and U.S. History decreased with few exceptions, while the percentages for English II increased across student groups. For English I, the percentages decreased from 2018-19 except for English learners and special education, while the percentages increased from 2017-18 for all student groups.

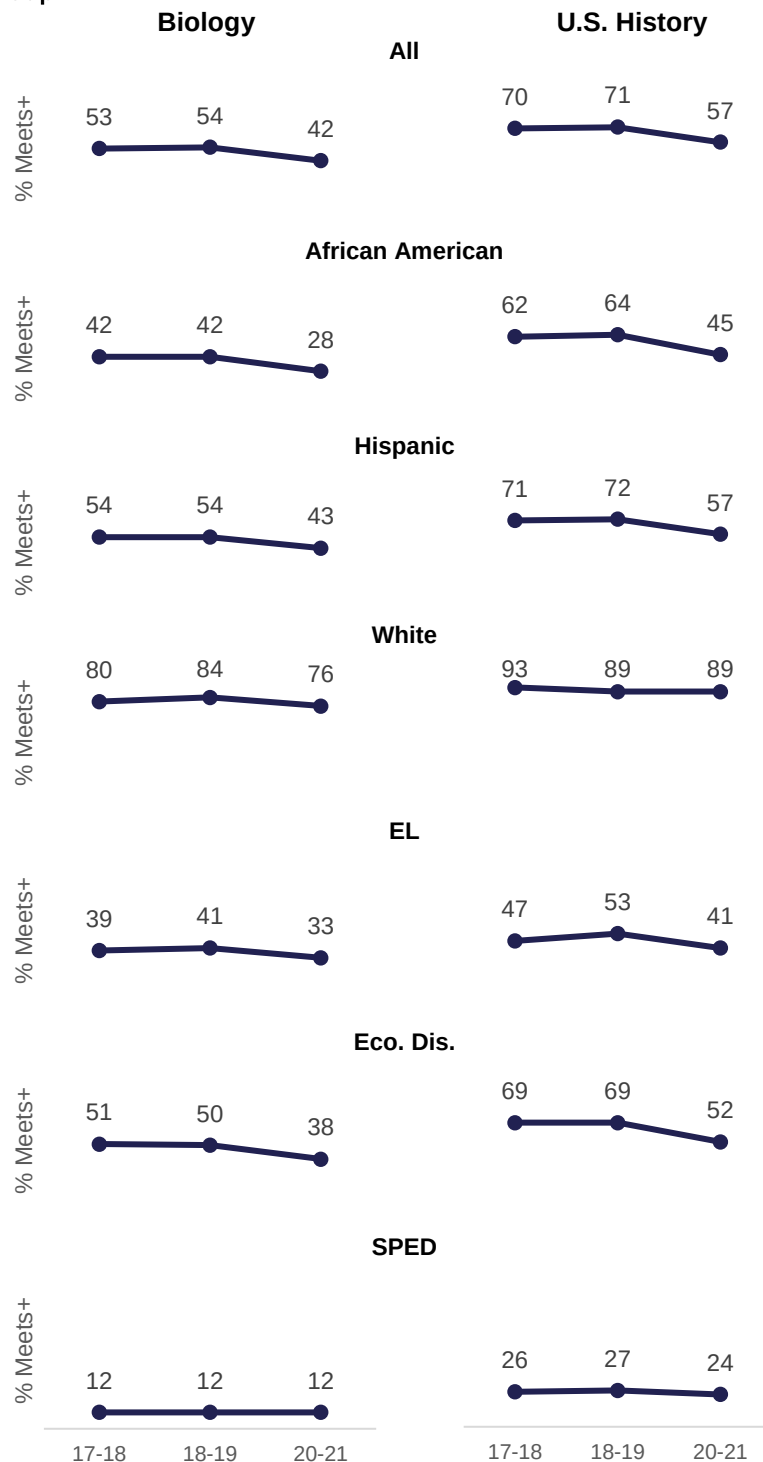
Figure 23: 2017-18 to 2020-21 STAAR EOC English I, English II, and Algebra I Results at Meets+ by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year. This figure does not include STAAR EOC Alternate 2 results because it does not have the Meets+ 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21]. See Appendix D Table 2 for the number of students tested for each category.

Figure 24: 2017-18 to 2020-21 STAAR EOC Biology and U. S. History Results at Meets+ by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year. This figure does not include STAAR EOC Alternate 2 results because it does not have the Meets+ standard. See Appendix D Table 2 for the number of students tested for each category.

Table 30: 2017-18 to 2020-21 STAAR EOC Results at Meets+ by Subject and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
English I					
All	30.9	37.8	35.5	-2.3	4.6
African American	24.1	28.8	26.1	-2.7	2.0
Hispanic	31.0	37.8	35.9	-1.9	4.9
White	66.7	75.0	70.5	-4.5	3.8
English Learner	17.8	24.6	24.8	0.2	7.0
Eco. Dis.	29.3	34.9	31.9	-3.0	2.6
SPED	3.5	5.1	6.0	0.9	2.5
English II					
All	37.8	38.9	43.0	4.1	5.2
African American	28.7	32.7	33.9	1.2	5.2
Hispanic	37.9	38.3	42.9	4.6	5.0
White	76.4	74.0	77.0	3.0	0.6
English Learner	14.6	20.2	29.2	9.0	14.6
Eco. Dis.	36.3	35.6	39.1	3.5	2.8
SPED	4.9	5.3	9.0	3.7	4.1
Algebra I					
All	53.9	62.2	32.3	-29.9	-21.6
African American	38.2	46.6	19.9	-26.7	-18.3
Hispanic	57.1	65.3	33.5	-31.8	-23.6
White	75.9	81.3	56.5	-24.8	-19.4
English Learner	49.0	58.9	29.8	-29.1	-19.2
Eco. Dis.	54.3	61.1	30.1	-31.0	-24.2
SPED	13.8	22.8	13.9	-8.9	0.1
Biology					
All	52.5	53.6	41.8	-11.8	-10.7
African American	42.4	41.9	28.2	-13.7	-14.2
Hispanic	53.5	54.1	42.9	-11.2	-10.6
White	79.6	83.7	76.1	-7.6	-3.5
English Learner	38.9	41.0	32.7	-8.3	-6.2
Eco. Dis.	51.4	50.3	37.8	-12.5	-13.6
SPED	11.5	12.0	11.8	-0.2	0.3
U.S. History					
All	70.3	71.4	56.8	-14.6	-13.5
African American	61.5	63.5	44.7	-18.8	-16.8
Hispanic	71.0	72.3	56.8	-15.5	-14.2
White	92.8	88.6	89.2	0.6	-3.6
English Learner	47.1	52.7	41.1	-11.6	-6.0
Eco. Dis.	69.4	69.4	52.4	-17.0	-17.0
SPED	26.2	26.8	24.1	-2.7	-2.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year. This table does not include STAAR EOC Alternate 2 results because it does not have the Meets+ 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21]. See Appendix D Table 2 for the number of students tested for each category.

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

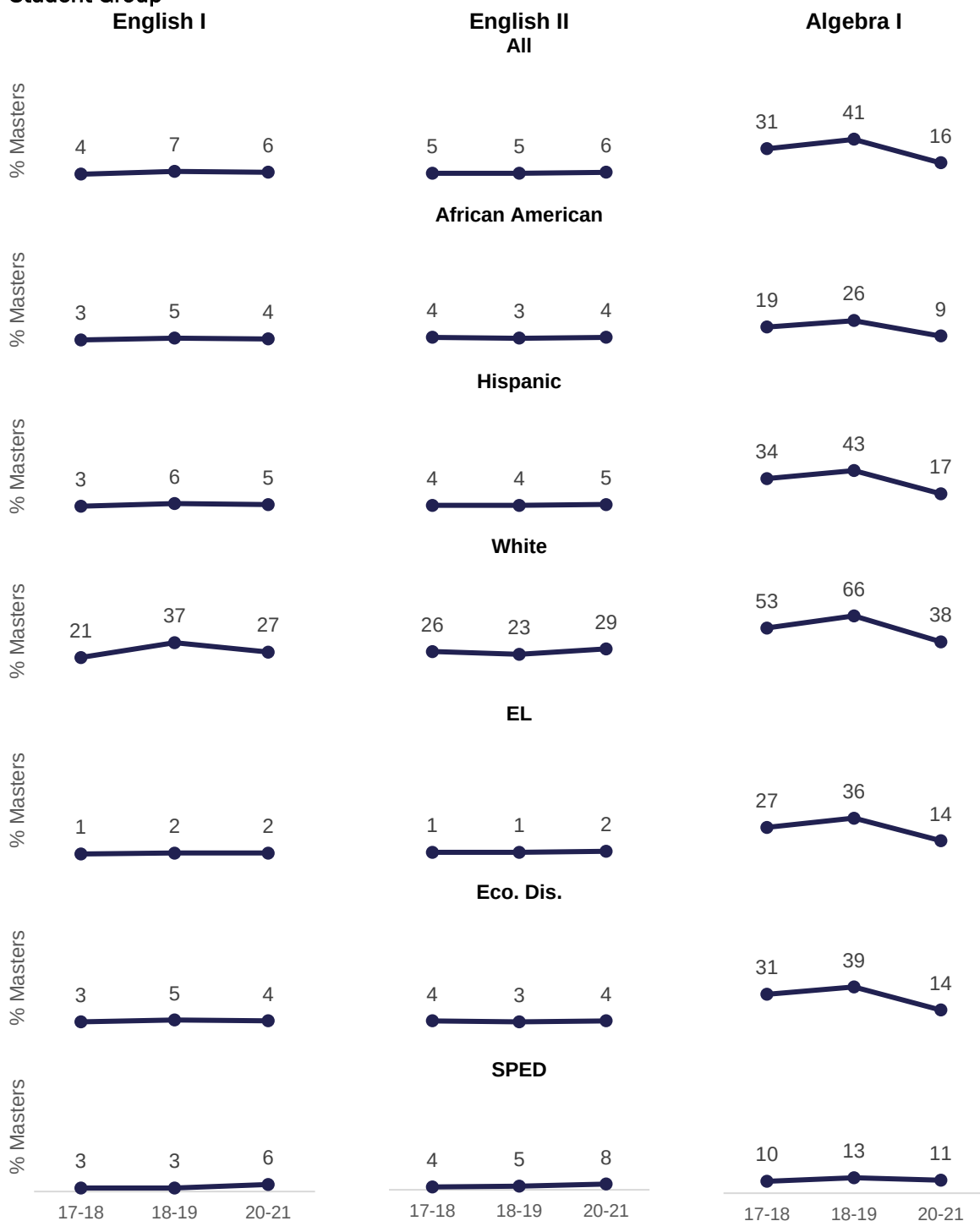
In 2020-21, the overall percentage of students at Masters ranged from six percent (English I and English II) to 31 percent (U. S. History) on *STAAR EOC* subtests (Figures 25 and 26, Table 31, and Appendix D Table 3). Table 31 also shows *STAAR EOC* results at Masters for each subject by student group and percentage point changes from 2018-19 to 2020-21 (two-year change) and from 2017-18 to 2020-21 (three-year change).

For all students combined, like Approaches+ and Meets+, the percentages at Masters decreased from 2018-19 to 2020-21 for Algebra I, Biology, and U. S. History (range of percentage point differences: - 24 to -6). For English I and English II, percentages were about the same between 2018-19 and 2020-21 (one percentage point difference). Overall, both African American and Hispanic students scored lower than white students.

Similarly, when 2020-21 results were compared to 2017-18, the overall percentages at Masters decreased for Algebra I, Biology, and U. S. History by three percentage points or more (range of percentage point differences: -15 to -3) except for English I and English II. The overall percentage at Masters for English I slightly increased by two percentage points from 2017-18, while the percentages for English II were about the same between two years (one percentage point difference).

When reviewed by student group for two-year or three-year changes, in general, the percentages for Algebra I, Biology, and U.S. History decreased with few exceptions, while the percentages for English I and English II varied by student groups.

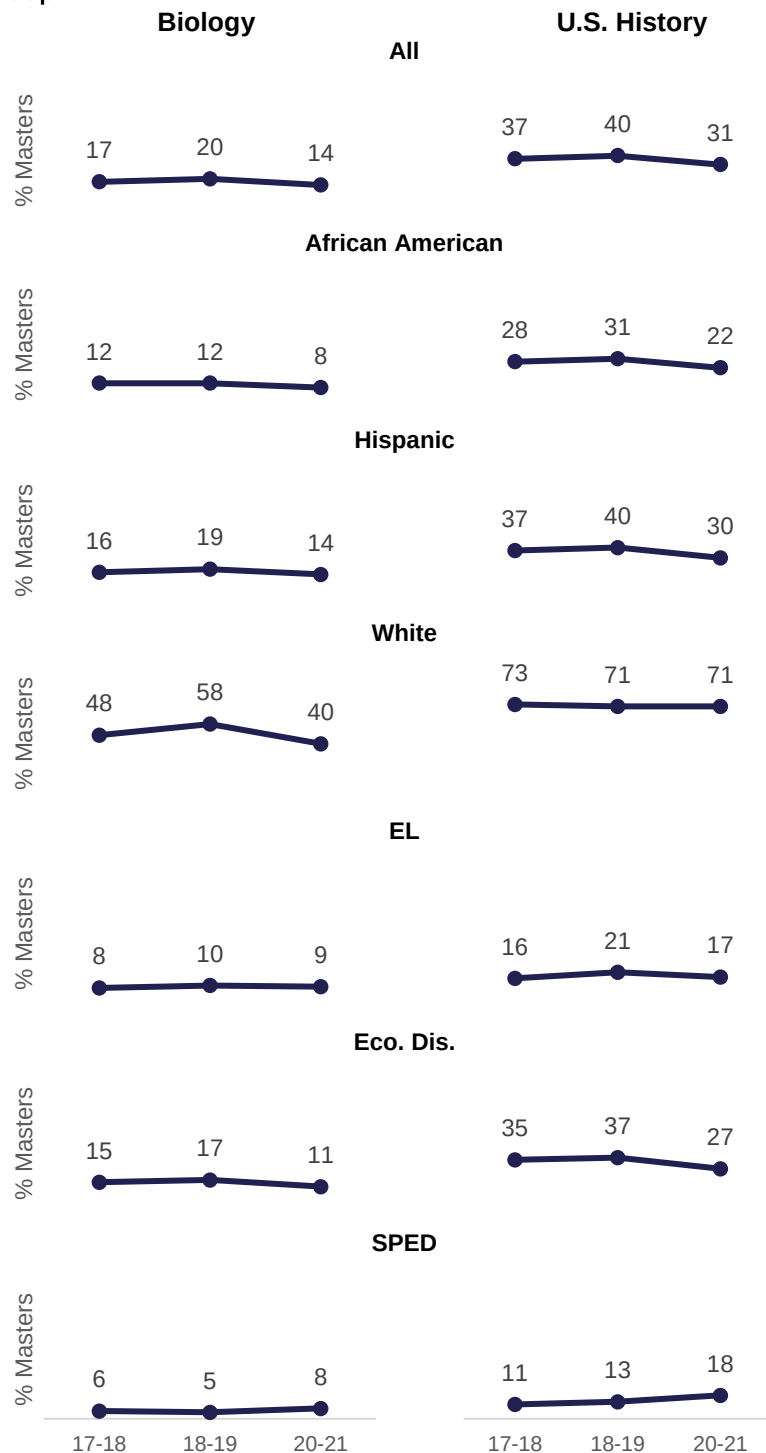
Figure 25: 2017-18 to 2020-21 STAAR EOC English I, English II, and Algebra I Results at Masters by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21]. See Appendix D Table 3 for the number of students tested for each category.

Figure 26: 2017-18 to 2020-21 STAAR EOC Biology and U. S. History Results at Masters by Student Group



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC Alternate 2. See Appendix D Table 3 for the number of students tested for each category.

Table 31: 2017-18 to 2020-21 STAAR EOC Results at Masters by Subject and Student Group

	2017-18	2018-19	2020-21	18-19 to 20-21 Δ	17-18 to 20-21 Δ
	%	%	%	%pts	%pts
English I					
All	3.7	7.3	6.0	-1.3	2.3
African American	2.5	4.7	3.8	-0.9	1.3
Hispanic	3.0	5.8	5.2	-0.6	2.2
White	21.3	36.6	27.1	-9.5	5.8
English Learner	0.9	1.7	2.4	0.7	1.5
Eco. Dis.	2.7	5.2	4.3	-0.9	1.6
SPED	3.4	3.4	5.6	2.2	2.2
English II					
All	5.3	4.8	6.1	1.3	0.8
African American	3.7	3.3	4.2	0.9	0.5
Hispanic	4.2	3.7	4.9	1.2	0.7
White	25.9	22.6	29.2	6.6	3.3
English Learner	0.7	1.1	1.9	0.8	1.2
Eco. Dis.	4.0	3.3	4.3	1.0	0.3
SPED	4.3	5.2	7.7	2.5	3.4
Algebra I					
All	31.3	40.7	16.3	-24.4	-15.0
African American	18.8	25.8	9.4	-16.4	-9.4
Hispanic	33.5	43.3	16.5	-26.8	-17.0
White	53.2	65.8	37.6	-28.2	-15.6
English Learner	26.8	36.0	13.5	-22.5	-13.3
Eco. Dis.	31.0	39.0	14.4	-24.6	-16.6
SPED	9.9	13.3	10.7	-2.6	0.8
Biology					
All	17.2	20.4	14.1	-6.3	-3.1
African American	12.2	12.2	7.5	-4.7	-4.7
Hispanic	16.3	19.3	13.7	-5.6	-2.6
White	47.5	57.6	40.4	-17.2	-7.1
English Learner	8.1	10.0	8.5	-1.5	0.4
Eco. Dis.	15.1	17.1	11.4	-5.7	-3.7
SPED	6.2	5.4	8.0	2.6	1.8
U.S. History					
All	37.3	40.2	31.3	-8.9	-6.0
African American	28.1	31.2	21.6	-9.6	-6.5
Hispanic	37.2	40.3	29.9	-10.4	-7.3
White	72.5	70.5	71.1	0.6	-1.4
English Learner	16.4	20.7	17.4	-3.3	1.0
Eco. Dis.	34.9	37.2	26.7	-10.5	-8.2
SPED	11.1	12.7	17.6	4.9	6.5

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21]. See Appendix D Table 3 for the number of students tested for each category.

Did students improve in reading and mathematics, as measured by STAAR/STAAR EOC progress measures?

Methodology

Data from PEIMS files, STAAR files, and STAAR EOC files were merged to prepare for analyses. Crosstab analyses were used to determine student progress in reading, mathematics, and Algebra I 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.

Individual student progress was categorized as Limited, Expected, or Accelerated progress. In 2018-19, the STAAR progress measures were reported for English reading and mathematics in grades four to eight, Spanish reading and mathematics in grades four to five, English II, and Algebra I. Since STAAR testing was canceled for spring 2020 because of the impact of COVID-19, the STAAR progress measure calculation in 2020-21 differed slightly from previous years and measured progress across two years, from 2018-19 to 2020-21.¹⁶ In 2020-21, progress measures were available for English reading and mathematics in grades five to eight, Spanish reading and mathematics in grade five, English II, and Algebra I.

Results for 2020-21 and year-to-year comparisons should be reviewed with caution because first, instructional conditions of the 2020-21 school year were different from prior years due to the impact of COVID-19; second, progress measure calculation for 2020-21 differed slightly from previous years and measured progress from 2018-19; and third, grades five to eight were combined for 2020-21 reading and mathematics for overall comparisons, while grades four to eight were combined for 2018-19 for overall comparisons.

For STAAR 3-8, all test administrations through May data were used to determine the percentage of students with Expected or Accelerated progress on STAAR reading and mathematics progress measures. For STAAR EOC, December through May administration data were combined. STAAR *Alternate 2* and STAAR EOC *Alternate 2* were excluded from the analyses. STAAR EOC English II progress measure results were not reported in this report because students who were tested in 2020-21 were limited to those who failed the first time, so there were not many students.

Results

Overall Progress Measure Results

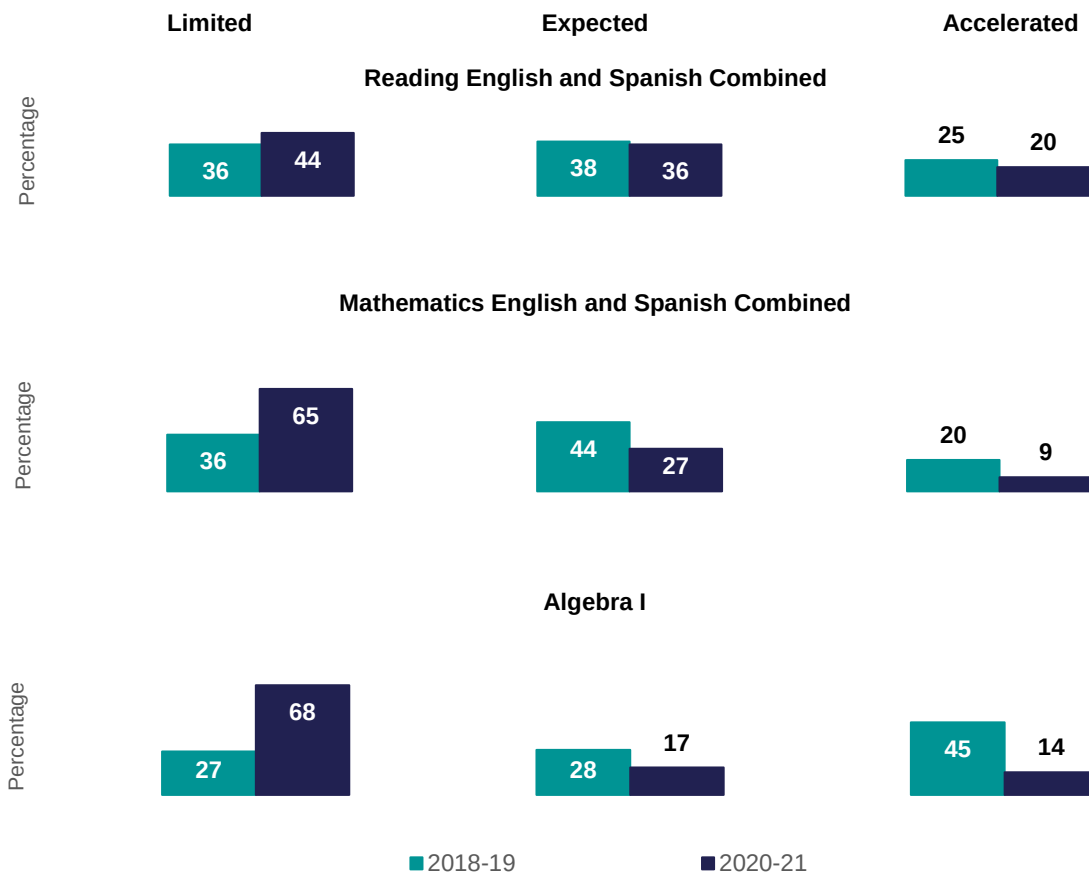
In 2020-21, 36 percent of students in grades five to eight attained Expected progress, while 20 percent attained Accelerated progress on STAAR reading (Figure 27 and Appendix F). The overall percentage of students with Expected or Accelerated progress was lower for 2020-21 (56%) than the percentage of students for 2018-19 (63%). For STAAR mathematics, 27 percent of students in grades five to eight attained Expected progress and nine percent attained Accelerated progress. The overall

¹⁶ Source: https://tea.texas.gov/sites/default/files/2020-21_STAAR_Calculating_Progress_Measure_tagged.pdf

percentage of students with Expected or Accelerated progress was lower for 2020-21 (36%) than for 2018-19 (64%).

For *STAAR EOC Algebra I*, 17 percent of students attained Expected progress and 14 percent attained Accelerated progress. The overall percentage of students with Expected or Accelerated progress was lower for 2020-21 (31%) than the percentage of students for 2018-19 (73%).

Figure 27: 2018-19 to 2020-21 Overall STAAR/STAAR EOC Progress Measure Results



Source: PEIMS demographic files, 10/26/18 and 10/30/20. District *STAAR* data files, 06/13/19 and 07/12/21. District *STAAR EOC* files, 06/04/19 and 07/12/21.

Note: Results did not include *STAAR Alternate 2*. For 2020-21 *STAAR* reading and mathematics, progress measures were available for students in grades 5 to 8. Percentages may not sum to 100 because of rounding. For Algebra I, some eighth-grade students took the assessment (20% to 37%). See Appendix F for the number of students tested for each category.

STAAR Reading Progress Measure Results

In 2020-21, the percentage of students with Expected progress in reading ranged from 31 percent (African American) to 40 percent (English learners), while the percentage of students with Accelerated progress ranged from 16 percent (special education) to 29 percent (white) (Figure 28 and Appendix F Table 1). Overall, percentages of students with Expected or Accelerated progress in reading decreased from 2018-19 to 2020-21 for all student groups.

When results were reviewed by ethnicity, the percentage of students with Expected or Accelerated progress was the lowest for African American students, and percentages for both African American and Hispanic students were lower than for white students.

Table 32 and Appendix F Tables 2 and 3 show the percentage of students at Approaches+, Meets+, and Masters on *STAAR* reading by progress measure. Overall, in 2020-21, about half of students (52%) with Expected progress achieved Meets+, while 67 percent of students with Accelerated progress achieved Meets+. In 2018-19, 49 percent of students with Expected progress achieved Meets+, while 61 percent of students with Accelerated progress achieved Meets+. Because of the reasons mentioned earlier in this section, year-to-year comparisons should be reviewed with caution.

Figure 28: 2018-19 to 2020-21 STAAR Reading Progress Measure Results by Student Group (English and Spanish Combined)



Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

Note: Results did not include STAAR Alternate 2. In 2020-21, STAAR reading progress measures were available for students in grades 5 to 8. See Appendix F Table 1 for the number of students tested for each category.

Table 32: 2018-19 to 2020-21 STAAR Reading Results by Progress Measure and Student Group (English and Spanish Combined)

	Limited			Expected			Accelerated		
	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %
2018-19									
All	56.9	21.2	0.0	78.5	49.0	27.4	88.8	60.6	39.6
Af. Am.	46.2	13.3	0.0	68.1	35.3	17.5	83.1	47.1	27.1
Hispanic	59.7	22.9	0.0	80.4	50.4	27.5	89.9	62.1	39.5
White	73.8	38.9	0.0	93.0	80.5	61.7	95.7	84.9	75.1
EL	54.9	19.5	0.0	76.9	44.1	21.7	88.3	57.8	33.2
Eco. Dis.	54.7	19.3	0.0	76.7	45.6	23.8	87.6	56.9	34.5
SPED	17.5	3.5	0.0	36.2	13.1	5.7	65.7	25.5	10.5
2020-21									
All	50.6	18.9	0.0	77.8	51.9	33.0	89.3	67.1	45.3
Af. Am.	39.1	10.9	0.0	65.9	36.1	21.3	83.1	53.7	31.9
Hispanic	53.3	20.3	0.0	79.5	53.0	32.6	89.6	66.9	42.8
White	74.3	42.2	0.0	93.0	81.7	69.3	98.6	92.4	84.0
EL	49.4	18.9	0.0	77.0	48.1	27.8	88.7	64.1	36.7
Eco. Dis.	47.6	16.8	0.0	75.3	47.3	28.1	87.8	62.6	38.5
SPED	14.9	3.1	0.0	37.2	13.6	6.2	65.3	27.9	14.3

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

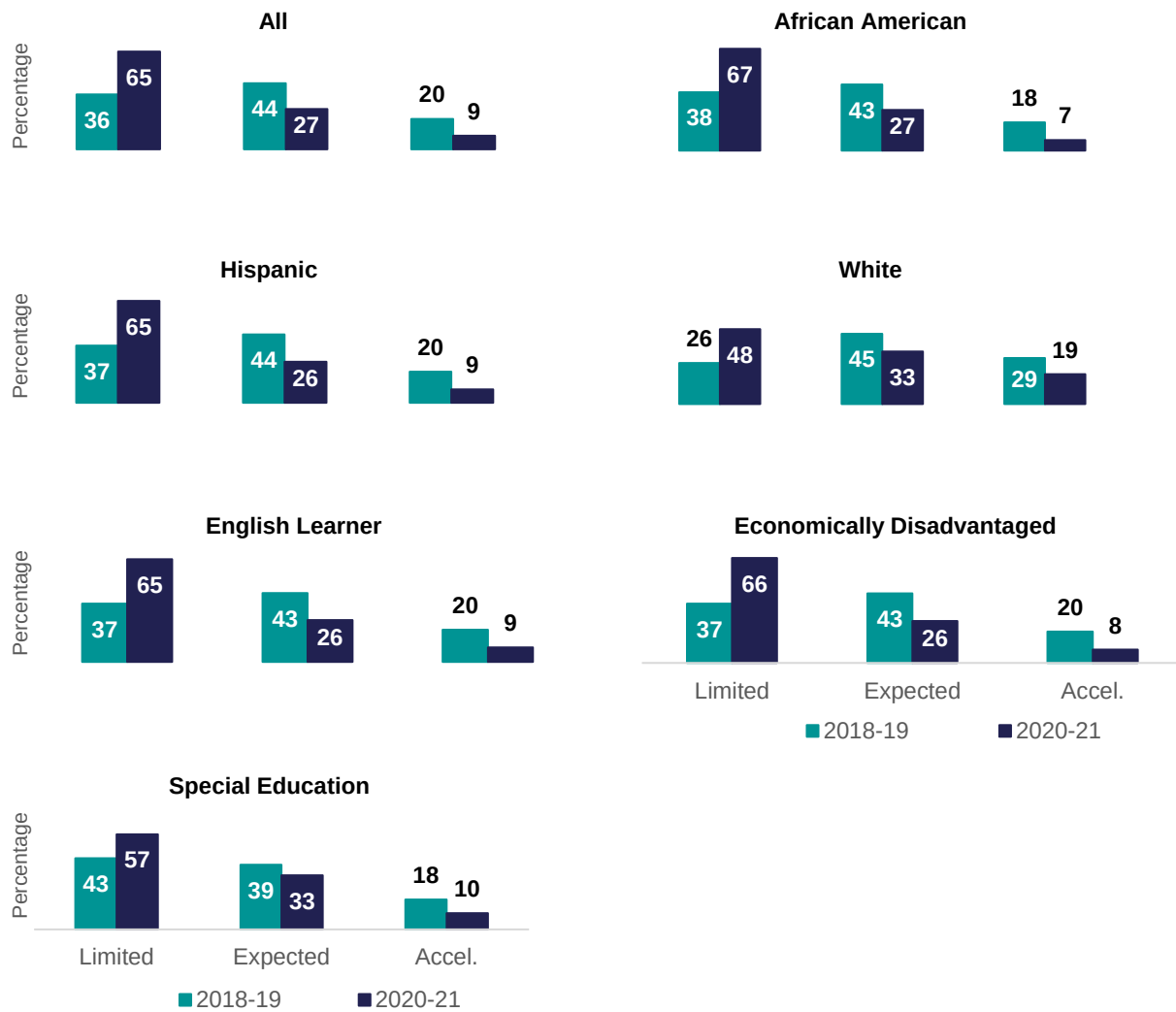
Note: Results did not include STAAR Alternate 2. In 2020-21, STAAR reading progress measures were available for students in grades 5 to 8. See Appendix F Tables 2 and 3 for the number of students tested for each category.

STAAR Mathematics Progress Measure Results

In 2020-21, the percentage of students with Expected progress in mathematics ranged from 26 percent (Hispanic, English learners, and economically disadvantaged) to 33 percent (white and special education), while the percentage of students with Accelerated progress ranged from seven percent (African American) to 19 percent (white - Figure 29 and Appendix F Table 4). Overall, percentages of students with Expected or Accelerated progress in mathematics decreased from 2018-19 to 2020-21 for all student groups. When results were reviewed by ethnicity, percentages of students with Expected or Accelerated progress were lower for African American and Hispanic students than for white students.

Table 33 and Appendix F Tables 5 and 6 show the percentage of students at Approaches+, Meets+, and Masters on STAAR mathematics by progress measure. Overall, in 2020-21, about half of students (47%) with Expected progress achieved Meets+, while 77 percent of students with Accelerated progress achieved Meets+. In 2018-19, 51 percent of students with Expected progress achieved Meets+, while 76 percent of students with Accelerated progress achieved Meets+. Because of the reasons mentioned earlier in this section, year-to-year comparisons should be reviewed with caution.

Figure 29: 2018-19 to 2020-21 STAAR Mathematics Progress Measure Results by Student Group (English and Spanish Combined)



Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

Note: Results did not include STAAR Alternate 2. In 2020-21, STAAR mathematics progress measures were available for students in grades 5 to 8. See Appendix F Table 4 for the number of students tested for each category.

Table 33: 2018-19 to 2020-21 STAAR Mathematics Results by Progress Measure and Student Group (English and Spanish Combined)

	Limited			Expected			Accelerated		
	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %
2018-19									
All	62.3	22.5	0.0	85.8	51.2	23.8	95.4	76.0	52.0
Af. Am.	50.0	14.1	0.0	77.4	36.5	11.9	90.4	59.6	28.7
Hispanic	65.4	24.1	0.0	87.5	53.6	25.2	96.5	78.7	55.2
White	73.8	41.2	0.0	92.2	74.2	49.3	97.3	88.3	77.7
EL	63.5	22.6	0.0	86.2	50.5	23.2	96.1	76.7	52.4
Eco. Dis.	61.1	21.0	0.0	84.8	48.8	21.4	94.9	73.8	48.2
SPED	24.2	4.6	0.0	53.5	17.9	6.2	80.5	42.4	21.1
2020-21									
All	48.3	18.0	0.0	74.4	46.7	25.1	92.0	77.0	57.8
Af. Am.	50.5	18.9	0.0	75.8	48.3	25.8	92.8	78.4	57.8
Hispanic	69.7	37.7	0.0	91.5	76.6	58.8	98.7	96.1	89.2
White	49.1	18.0	0.0	74.6	47.1	24.5	93.2	78.8	57.0
EL	46.1	16.3	0.0	72.2	43.1	21.5	90.4	73.5	52.1
Eco. Dis.	34.2	10.2	0.0	62.0	28.6	9.9	80.5	52.7	28.9
SPED	21.0	4.5	0.0	40.1	13.1	4.3	71.5	34.8	12.5

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

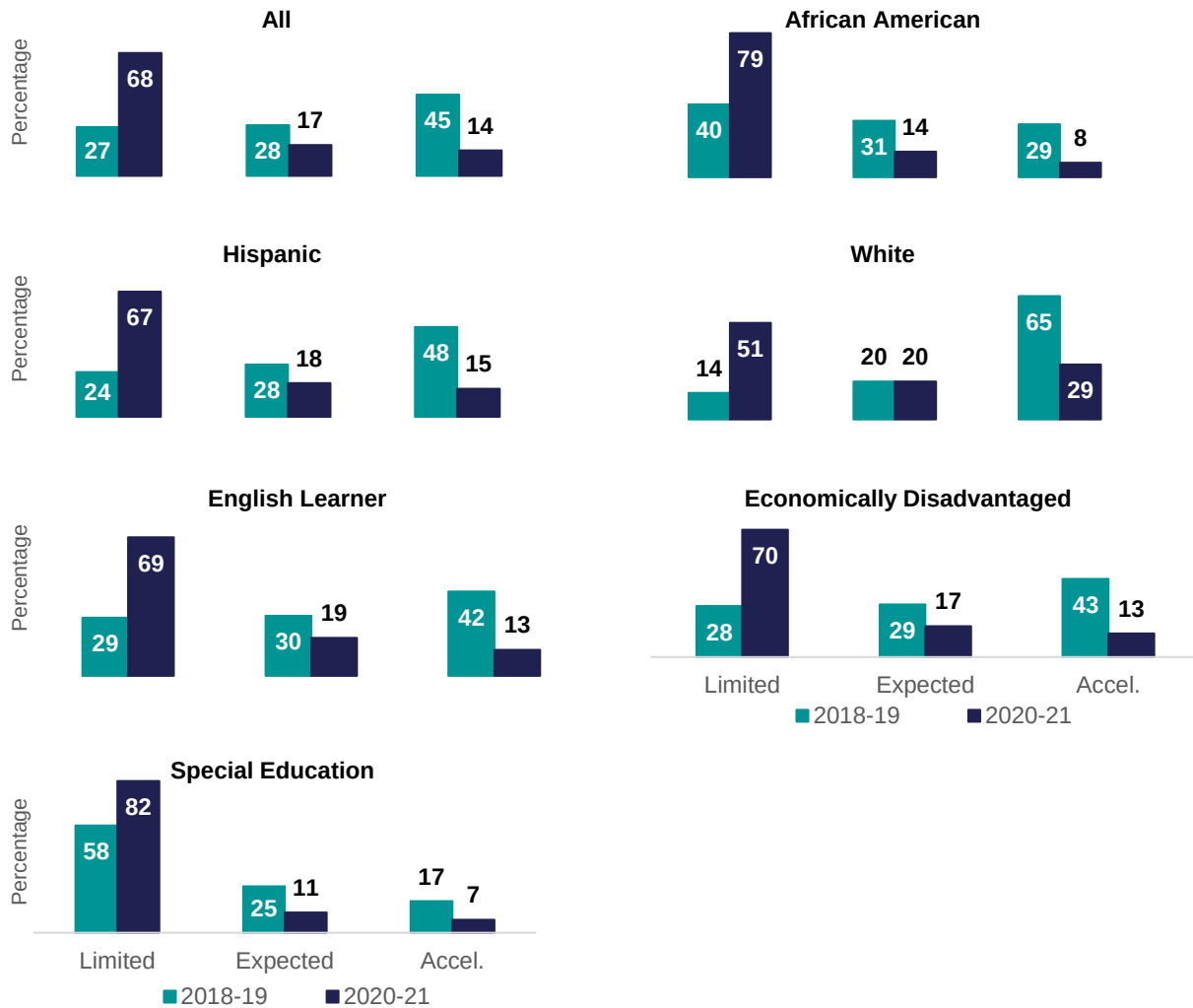
Note: Results did not include STAAR Alternate 2. In 2020-21, STAAR mathematics progress measures were available for students in grades 5 to 8. See Appendix F Tables 5 and 6 for the number of students tested for each category.

STAAR EOC Algebra I Progress Measure Results

In 2020-21, the percentage of students with Expected progress in Algebra I ranged from 11 percent (special education) to 20 percent (white), while the percentage of students with Accelerated progress ranged from seven percent (special education) to 29 percent (white - Figure 30 and Appendix F Table 7). Overall, percentages of students with Expected or Accelerated progress in Algebra I decreased from 2018-19 to 2020-21 for all student groups. When results were reviewed by ethnicity, the percentage of students with Expected or Accelerated progress was the lowest for African American students, and percentages for both African American and Hispanic students were lower than for white students.

Table 34 and Appendix F Table 8 show the percentage of students at Approaches+, Meets+, and Masters on STAAR EOC Algebra I by progress measure. Overall, in 2020-21, 82 percent of students with Expected progress achieved Meets+, while 100 percent of students with Accelerated progress achieved Meets+. In 2018-19, 89 percent of students with Expected progress achieved Meets+, while 100 percent of students with Accelerated progress achieved Meets+. Because of the reasons mentioned earlier in this section, year-to-year comparisons should be reviewed with caution.

Figure 30: 2018-19 to 2020-21 STAAR EOC Algebra I Progress Measure Results by Student Group



Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR EOC files, 06/04/19 and 07/12/21.

Note: Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. For Algebra I, some eighth-grade students took the assessment [$n=2,326$ (21%) in 2018-19 and 4,173 (37%) for 2020-21]. See Appendix F Table 7 for the number of students tested for each category.

Table 34: 2018-19 to 2020-21 STAAR EOC Algebra I Results by Progress Measure and Student Group

	Limited			Expected			Accelerated		
	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %
2018-19									
All	67.4	7.4	0.0	100.0	89.2	16.4	100.0	100.0	96.3
Af. Am.	63.8	4.1	0.0	100.0	86.2	12.0	100.0	100.0	95.3
Hispanic	69.0	8.5	0.0	100.0	89.6	16.7	100.0	100.0	96.3
White	63.0	16.7	0.0	100.0	94.7	35.5	100.0	100.0	99.2
EL	66.6	6.2	0.0	100.0	87.7	13.5	100.0	100.0	94.5
Eco. Dis.	66.7	6.8	0.0	100.0	88.9	15.4	100.0	100.0	96.0
SPED	42.6	1.1	0.0	100.0	70.8	5.0	100.0	100.0	84.4
2020-21									
All	54.2	7.9	0.0	100.0	82.2	21.4	100.0	100.0	92.3
Af. Am.	40.8	3.4	0.0	100.0	76.2	16.4	100.0	100.0	88.0
Hispanic	57.0	8.4	0.0	100.0	82.7	20.9	100.0	100.0	92.0
White	71.3	21.8	0.0	100.0	89.9	48.1	100.0	100.0	99.1
EL	54.2	6.0	0.0	100.0	80.7	15.5	100.0	100.0	88.5
Eco. Dis.	52.8	6.8	0.0	100.0	80.6	18.5	100.0	100.0	90.9
SPED	30.2	2.3	0.0	100.0	68.8	6.5	100.0	100.0	73.9

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR EOC files, 06/04/19 and 07/12/21.

Note: Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. For Algebra I, some eighth-grade students took the assessment [$n=2,326$ (21%) in 2018-19 and 4,173 (37%) for 2020-21]. See Appendix F Table 8 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. Because the state's 90 percent attendance rule for course credit or a final grade applies to students in grades kindergarten through 12 (Section 25.092, Texas Education Code), attendance rates for EC and PK were reported for information purposes only. Attendance rates were evaluated for trends across five school years (2016-17 to 2020-21). Because of the COVID-19 pandemic impacts, waivers for students who did not meet the minimum attendance requirements of TEC §25.092 for class credit or final grade were automatically granted for the 2019-20 school year.¹⁷

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. 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. For example, the four-year longitudinal graduation rate for the class of 2020 is the percentage of students who began ninth grade in 2016-17 and graduated by August 31, 2020. Graduation rate is a lag variable meaning that the information is a year behind; therefore, 2019-20 (Class of 2020) was the latest year available.

¹⁷ https://tea.texas.gov/sites/default/files/covid/90_rule_guidance_march_26_2020.pdf

Results

Attendance Rates

In 2020-21, the overall attendance rate for all students in EC to grade 12 combined was 92 percent, which was a three-percentage point decrease from prior four school years from 2016-17 to 2019-20 (Table 35). During the last five school years from 2016-17 to 2020-21, the overall attendance rates for all students combined, as well as the overall attendance rates for each student group, met or exceeded the state's 90 percent standard for course credit or final grade.

In 2020-21, attendance rates for all students in each grade from EC to grade eight met or exceeded the state's 90 percent standard for course credit or final grade, while high school students in grades nine through 12 did not meet the standard. The pattern was consistent across student groups except for white and grade 12 special education. Unlike 2020-21, attendance rates for all student groups in K to grade 12 between 2016-17 and 2019-20 met or exceeded the state's 90 percent standard for course credit or final grade with five exceptions. Nevertheless, year-to-year comparisons should be reviewed with caution because instructional conditions of the 2020-21 school year were different from prior years due to the impact of COVID-19.

Table 35: 2016-17 to 2020-21 Attendance Rates by Grade and Student Group

	Total N	Grade															
		EC %	PK %	KN %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	All %
All Students																	
2016-17	157,629	91	94	96	96	96	97	97	97	96	95	95	92	93	94	94	95
2017-18	156,526	91	94	95	96	96	97	97	97	96	95	95	92	93	94	94	95
2018-19	151,700	92	94	96	96	97	97	97	97	96	95	96	92	92	93	94	95
2019-20	149,101	93	95	95	96	96	97	97	97	97	96	96	92	93	93	94	95
2020-21	145,261	92	95	96	96	96	96	96	96	93	91	91	84	85	86	89	92
African American																	
2016-17	35,518	89	91	94	95	95	96	96	96	94	94	94	89	91	93	93	94
2017-18	35,115	90	92	94	95	95	95	96	96	94	94	93	90	91	92	93	93
2018-19	32,313	92	93	95	95	95	96	96	96	95	94	94	89	91	91	93	94
2019-20	31,045	92	93	94	94	95	95	95	96	95	95	95	90	91	91	93	94
2020-21	30,284	90	93	93	93	93	93	93	93	91	90	90	81	83	84	88	90
Hispanic																	
2016-17	110,675	92	95	96	97	97	97	97	97	97	96	96	93	94	94	95	96
2017-18	109,641	92	94	96	96	97	97	97	97	96	96	95	93	94	94	94	96
2018-19	106,627	92	95	96	97	97	97	97	97	97	96	96	92	93	93	94	96
2019-20	105,649	93	95	96	96	97	97	97	97	97	96	96	92	93	93	94	96
2020-21	102,572	93	96	97	97	97	97	97	97	93	91	91	85	85	86	89	92
White																	
2016-17	7,730	90	94	96	96	97	97	97	96	96	95	94	94	94	95	95	96
2017-18	7,792	88	94	96	96	96	96	97	97	96	95	95	94	95	94	95	96
2018-19	7,740	89	94	96	97	97	97	97	97	96	96	95	94	95	94	94	96
2019-20	7,621	93	95	96	96	97	97	97	96	96	97	96	95	95	94	94	96
2020-21	7,210	89	97	98	98	98	98	98	97	95	94	94	91	92	93	94	96
English Learner																	
2016-17	69,379	94	96	97	97	97	98	98	98	97	96	96	92	93	93	94	96
2017-18	69,221	93	95	96	97	97	97	98	98	97	96	96	92	93	93	94	96
2018-19	68,355	94	95	96	97	97	97	98	98	97	96	96	92	92	92	94	96
2019-20	68,602	93	95	96	97	97	97	97	97	97	97	96	92	92	93	93	96
2020-21	67,486	94	97	97	98	98	98	97	97	93	91	91	84	83	84	87	93
Economically Disadvantaged																	
2016-17	134,934	90	94	96	96	96	97	97	97	96	95	95	92	93	94	94	95
2017-18	131,132	91	94	95	96	96	97	97	97	96	95	95	93	93	94	94	95
2018-19	130,918	92	94	95	96	96	97	97	97	96	95	95	91	92	93	94	95
2019-20	125,529	93	95	95	96	96	96	97	97	96	96	96	92	92	93	94	95
2020-21	122,901	92	95	95	96	96	96	96	96	92	91	90	83	84	85	89	92
SPED																	
2016-17	12,148	91	94	95	95	95	96	96	95	95	93	93	88	91	92	94	94
2017-18	12,853	91	93	95	95	95	95	96	96	94	94	93	89	92	93	95	94
2018-19	13,556	92	93	94	96	96	96	96	96	94	94	94	89	91	92	93	94
2019-20	14,122	92	94	95	95	96	96	96	95	95	95	94	90	91	93	94	94
2020-21	14,061	92	97	96	96	96	95	95	95	92	91	91	84	85	86	92	92

Source: PEIMS demographic files, 10/31/16, 10/30/17, 10/26/18, 10/28/19, and 10/30/20. District attendance files, 07/10/17, 06/11/18, 06/04/19, 06/09/20, and 08/24/21.

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

Graduation Rates

As shown in Table 36, the four-year longitudinal graduation rate for the 2019-20 school year (class of 2020) was 82 percent for all students combined, which was a three-percentage point decrease from prior school year (class of 2019 - 85%). The graduation rates for African American students (81%) and Hispanic students (82%) were lower than for white (86%) students. The graduation rate for special education students (67%) was the lowest among student groups.

Table 36: 2015-16 to 2019-20 Four-Year Longitudinal Graduation Rates by Student Group

		Student Group						
		Total	African American	Hispanic	White	English Learner*	Eco. Dis.	Special Education
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
2018-19								
	<i>n</i>	9,541	<2,100	6,734	<500	<3,250	7,251	742
Graduated	%	84.8	83.2	85.1	89.2	78.0	85.1	69.9
Continued	%	4.5	4.9	4.4	3.6	6.7	4.7	14.7
Received TxCHSE	%	0.1	0.1	0.1	0.6	<0.1	0.1	0.0
Grad. Plus	%	89.4	88.2	89.6	93.4	84.7	89.9	84.6
Dropped Out	%	10.6	11.8	10.4	6.6	15.3	10.1	15.4
2019-20								
	<i>n</i>	9,679	2,023	6,912	505	3,792	7,325	751
Graduated	%	82.0	80.9	82.1	85.9	76.9	82.4	67.0
Continued	%	6.1	6.3	6.3	3.2	7.3	6.5	17.4
Received TxCHSE	%	0.2	0.2	0.1	1.0	0.0	0.1	0.1
Grad. Plus	%	88.3	87.4	88.5	90.1	84.2	89.0	84.6
Dropped Out	%	11.7	12.6	11.5	9.9	15.8	11.0	15.4

Source: TEA, 02/08/18 for 2015-16, 06/07/18 for 2016-17, 06/27/19 for 2017-18, 12/21/20 for 2018-19, and 07/13/21 for 2019-20.

Note: The rates displayed in this table were calculated for federal accountability purposes and indicated 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 and in their last year in Texas public schools.

KEY FINDINGS

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 2020-21 school year, the district received \$85,405,880 in Title I, Part A funds, a decrease of \$1,717,696 from 2019-20. All but five Dallas ISD schools ($n=221$) received supplemental Title I, Part A funding to support at-risk students. All 2020-21 Title I schools had schoolwide programs. The purpose of this report was to assess demographic and outcome trends in Dallas ISD. Key findings follow.

- In 2020-21, 145,720 students were enrolled in the Dallas ISD, a decrease of 7,774 students from 2019-20. Of the 10,021 full-time teachers, 11 percent were new to the district. The proportion of Hispanic teachers increased by one percentage point every year from 2016-17 (29%) to 2020-21 (33%).
- At EOY 2020-21, about 55 percent of students in *MAP* reading and 53 percent of students in *MAP* mathematics did not score at grade level. Results showed some positive changes for mathematics from 2020-21 BOY to MOY to EOY but not for reading.
- For *STAAR*, the overall percentages of students at Approaches+, Meets+, and Masters decreased from 2018-19 to 2020-21 across subjects and grade levels. When results 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 59 of 63 comparisons.
- For *STAAR EOC*, the overall percentages of students at Approaches+, Meets+, and Masters decreased from 2018-19 to 2020-21 for all subjects except for English II at all performance standards and English I at Masters. When results 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 all 15 comparisons.
- For both *STAAR* reading and mathematics, the overall percentages of students with Expected or Accelerated progress were lower for 2020-21 (56% and 36%, respectively) than for 2018-19 (63% and 64%, respectively). Similarly, the overall percentage of students with Expected or Accelerated progress for *STAAR EOC* Algebra I was lower for 2020-21 (31%) than for 2018-19 (73%). Overall, about half of students with Expected progress achieved Meets+ for reading and mathematics (52% and 47%, respectively), while 82 percent of students with Expected progress achieved Meets+ for Algebra I.
- The overall attendance rate for all students in EC to grade 12 combined was 92 percent in 2020-21, which was a three-percentage point decrease from prior four school years (95%). Attendance rates for high school students in each grade (grades nine through 12) did not meet or exceed the state's 90 percent standard for course credit or final grade. The four-year longitudinal graduation rate for the class of 2020 was 82 percent for all students combined, three percentage points lower than for the class of 2019 (85%).

REFERENCES

- Kim, M. (2019). 2018-19 Evaluation of Title I: Comparative Measures of Student Achievement. Dallas, TX.
Dallas Independent School District.
- Kim, M. (2020). 2019-20 Title I, Part A: Budget and Demographic Information. Dallas, TX.
Dallas Independent School District.

APPENDICES



Appendix A

Appendix A: Demographic Characteristics of Title I Students from 2016-17 to 2020-21

Grade	Year	Total n	Gender		Ethnicity			Eco. Dis. %	EL %	SPED %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
EC	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
	2019-20	531	77	23	27	60	7	90	32	96
	2020-21	334	74	26	25	63	7	87	38	97
PK	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
	2019-20	11,788	50	50	25	68	3	99	48	2
	2020-21	8,777	50	50	26	67	3	99	46	2
K	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
	2019-20	10,938	51	49	21	67	8	85	48	6
	2020-21	10,276	51	49	20	68	7	85	47	6
Grade 1	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
	2019-20	11,229	52	48	22	67	7	85	50	8
	2020-21	10,586	51	49	20	68	7	85	48	8
Grade 2	2016-17	13,003	51	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
	2019-20	11,063	52	48	22	68	7	86	51	10
	2020-21	10,610	52	48	21	68	6	86	50	9
Grade 3	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
	2019-20	11,135	51	49	21	70	6	86	53	11
	2020-21	10,474	52	48	21	69	6	87	51	11
Grade 4	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
	2019-20	11,364	51	49	22	70	5	86	52	12
	2020-21	10,572	51	49	20	71	5	86	53	12
Grade 5	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
	2019-20	11,974	51	49	21	72	5	86	51	12
	2020-21	10,829	51	49	21	71	5	87	51	13
Grade 6	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
	2019-20	11,089	52	48	21	72	5	86	49	12
	2020-21	10,640	51	49	21	72	4	85	50	13
Grade 7	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
	2019-20	10,974	52	48	20	73	4	86	47	11
	2020-21	10,644	51	49	20	73	4	85	49	12

table continues

Appendix A (continued)

Grade	Year	Total <i>n</i>	Gender		Ethnicity			Eco. Dis. %	EL %	SPED %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
Grade 8	2016-17	10,189	51	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
	2019-20	10,300	51	49	21	72	4	86	46	10
	2020-21	10,678	52	48	20	73	4	86	47	11
Grade 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	51	49	21	71	4	81	43	9
	2019-20	12,860	52	48	20	73	4	80	46	9
	2020-21	11,513	51	49	21	71	4	82	44	10
Grade 10	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
	2019-20	10,666	50	50	21	72	5	77	37	8
	2020-21	11,228	51	49	20	73	4	80	45	8
Grade 11	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
	2019-20	9,258	49	51	21	71	5	74	30	8
	2020-21	9,739	49	51	20	72	5	77	36	8
Grade 12	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
	2019-20	8,325	48	52	21	72	5	73	25	10
	2020-21	8,820	48	52	21	72	5	76	29	10
All	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
	2019-20	153,494	51	49	21	71	5	84	46	9
	2020-21	145,720	51	49	21	71	5	85	46	10

Source: PEIMS demographic files, 10/31/16, 10/30/17, 10/26/18, 10/28/19, and 10/30/20.

Appendix B

Appendix B, Table 1: 2019-20 to 2020-21 MAP Reading Results by Grade and Student Group

	2019-20				2020-21					
	BOY		MOY		BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten										
All	-	-	-	-	-	-	-	-	8,382	48.3
Af. Am.	-	-	-	-	-	-	-	-	1,486	41.7
Hispanic	-	-	-	-	-	-	-	-	6,007	46.4
White	-	-	-	-	-	-	-	-	599	79.5
EL	-	-	-	-	-	-	-	-	4,022	46.0
Eco. Dis.	-	-	-	-	-	-	-	-	7,074	44.0
SPED	-	-	-	-	-	-	-	-	265	34.0
Grade 1										
All	-	-	-	-	9,078	49.7	9,447	50.1	9,235	43.1
Af. Am.	-	-	-	-	1,707	35.5	1,833	33.5	1,693	30.2
Hispanic	-	-	-	-	6,242	50.6	6,485	52.4	6,457	43.1
White	-	-	-	-	645	77.1	642	75.9	618	74.6
EL	-	-	-	-	4,514	51.7	4,684	55.7	4,667	45.6
Eco. Dis.	-	-	-	-	7,637	44.9	7,985	45.7	7,783	38.7
SPED	-	-	-	-	476	32.8	514	32.7	502	28.5
Grade 2										
All	9,348	44.4	9,715	44.9	9,055	48.0	9,434	49.3	9,223	44.5
Af. Am.	1,949	29.8	2,039	26.3	1,757	32.6	1,822	34.3	1,710	33.3
Hispanic	6,387	46.4	6,647	47.9	6,271	49.8	6,564	50.5	6,519	43.7
White	644	66.6	673	69.2	603	65.3	611	74.0	584	75.3
EL	4,729	48.9	4,926	50.4	4,619	52.8	4,821	53.4	4,791	43.7
Eco. Dis.	7,992	41.2	8,302	41.4	7,670	44.7	8,026	45.6	7,847	40.2
SPED	715	22.8	759	22.0	620	27.4	665	29.9	654	24.5
Grade 3										
All	9,446	48.9	9,398	49.2	8,945	44.4	8,928	49.1	8,509	52.7
Af. Am.	1,951	33.1	1,918	31.2	1,722	34.8	1,813	35.6	1,618	34.0
Hispanic	6,629	50.9	6,632	51.9	6,300	43.4	6,220	49.4	6,031	54.6
White	546	75.3	547	74.0	584	78.1	565	83.5	548	84.1
EL	4,855	52.2	4,874	53.6	4,683	42.8	4,602	49.4	4,463	57.5
Eco. Dis.	8,050	45.3	7,985	45.7	7,680	40.3	7,674	44.7	7,280	48.8
SPED	839	17.5	802	16.1	791	22.6	799	27.7	747	27.6
Grade 4										
All	9,187	53.7	9,218	51.8	8,787	50.6	8,654	49.0	8,258	50.4
Af. Am.	2,056	33.5	1,931	31.3	1,723	35.9	1,686	33.6	1,527	34.4
Hispanic	6,311	57.7	6,474	55.5	6,231	51.7	6,154	50.2	5,951	51.6
White	539	78.1	534	78.1	517	79.1	506	77.7	492	79.3
EL	4,501	59.7	4,628	57.9	4,494	52.0	4,445	51.4	4,292	53.7
Eco. Dis.	7,843	50.0	7,855	48.1	7,481	46.5	7,356	44.7	6,986	46.2
SPED	929	18.1	912	16.7	890	18.1	879	19.3	831	18.1
Grade 5										
All	9,705	53.8	9,335	53.3	8,832	51.3	8,829	50.9	8,345	50.0
Af. Am.	2,082	33.6	1,949	31.5	1,818	35.0	1,817	34.6	1,643	33.7
Hispanic	6,797	57.9	6,600	57.6	6,234	53.4	6,257	52.6	5,968	51.6
White	512	79.1	491	80.9	495	78.6	472	82.8	463	81.6
EL	4,610	59.2	4,419	58.7	4,339	54.3	4,375	53.4	4,185	52.2
Eco. Dis.	8,260	50.5	7,931	50.1	7,526	47.6	7,548	46.8	7,096	45.9
SPED	944	14.1	908	16.4	935	16.1	935	19.3	887	16.2

table continues

Appendix B, Table 1 (continued)

	2019-20				2020-21					
	BOY		MOY		BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 6										
All	7,532	43.5	8,030	39.3	8,153	47.7	7,885	40.2	7,346	37.9
Af. Am.	1,303	33.8	1,385	29.0	1,489	42.4	1,399	32.8	1,207	30.9
Hispanic	5,650	42.9	6,009	38.7	6,007	46.1	5,838	38.7	5,520	36.0
White	358	78.8	414	74.6	396	81.3	377	79.0	377	75.3
EL	3,872	35.4	4,079	31.1	4,280	39.9	4,196	33.7	3,960	30.4
Eco. Dis.	6,443	39.2	6,806	34.6	6,791	43.1	6,574	35.3	6,072	32.7
SPED	684	10.7	733	8.3	806	14.0	797	11.2	750	10.4
Grade 7										
All	7,459	43.3	7,696	36.9	8,139	46.1	7,696	40.1	6,621	36.9
Af. Am.	1,228	37.9	1,301	29.1	1,439	36.6	1,281	32.2	1,047	27.8
Hispanic	5,621	41.3	5,758	35.3	6,080	45.2	5,813	38.5	5,030	35.2
White	390	77.7	415	74.5	390	85.6	381	77.2	353	73.4
EL	3,606	30.2	3,725	25.2	4,136	36.6	3,966	31.4	3,455	28.1
Eco. Dis.	6,196	38.5	6,418	32.0	6,795	41.8	6,404	35.4	5,439	31.7
SPED	558	16.5	607	12.5	732	12.4	705	10.2	595	10.6
Grade 8										
All	7,302	41.1	6,865	34.4	8,328	42.8	7,956	39.2	6,985	36.4
Af. Am.	1,311	33.3	1,227	25.6	1,426	38.6	1,379	31.8	1,111	30.9
Hispanic	5,447	40.3	5,162	34.0	6,262	41.0	5,959	37.8	5,305	34.9
White	342	75.1	286	67.5	398	75.9	377	75.1	350	67.4
EL	3,419	28.0	3,270	22.6	4,035	30.1	3,859	28.8	3,416	26.4
Eco. Dis.	6,099	37.0	5,770	30.1	6,980	38.8	6,665	35.1	5,788	32.3
SPED	541	9.8	513	8.4	672	14.3	664	11.0	548	11.5
Grade 9										
All	6,932	43.5	6,158	45.3	7,563	53.8	7,521	51.1	6,745	46.8
Af. Am.	1,263	38.9	1,038	42.9	1,277	45.9	1,311	42.0	1,118	38.0
Hispanic	5,118	41.8	4,591	42.3	5,631	52.7	5,587	50.6	5,044	46.0
White	358	74.6	349	80.2	401	86.3	376	82.2	357	77.0
EL	3,093	27.4	2,751	27.6	3,381	40.1	3,382	38.6	3,036	35.2
Eco. Dis.	5,404	39.5	4,786	40.6	5,988	48.8	5,983	46.2	5,273	41.9
SPED	401	12.2	386	14.0	472	14.4	490	14.3	436	11.5
Grade 10										
All	-	-	-	-	7,775	51.9	7,450	51.6	6,352	47.4
Af. Am.	-	-	-	-	1,305	47.3	1,267	45.1	1,073	37.6
Hispanic	-	-	-	-	5,849	49.9	5,577	50.2	4,759	46.9
White	-	-	-	-	394	86.0	381	82.2	329	73.3
EL	-	-	-	-	3,410	35.8	3,268	37.1	2,756	33.9
Eco. Dis.	-	-	-	-	6,062	48.1	5,807	47.9	4,868	43.7
SPED	-	-	-	-	394	16.8	391	18.2	345	15.1
Grade 11										
All	-	-	-	-	6,467	57.5	5,724	57.1	4,356	49.3
Af. Am.	-	-	-	-	1,083	52.8	914	49.1	682	41.6
Hispanic	-	-	-	-	4,724	55.1	4,203	55.1	3,166	47.1
White	-	-	-	-	373	87.7	341	87.4	288	74.7
EL	-	-	-	-	2,242	35.8	1,964	37.9	1,423	28.5
Eco. Dis.	-	-	-	-	4,849	53.0	4,270	53.1	3,131	44.8
SPED	-	-	-	-	333	16.2	319	16.3	263	8.4

table continues

Appendix B, Table 1 (continued)

	2019-20				2020-21					
	BOY		MOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%
Grades K to 1										
All	-	-	-	-	9,078	49.7	9,447	50.1	17,617	45.6
Af. Am.	-	-	-	-	1,707	35.5	1,833	33.5	3,179	35.5
Hispanic	-	-	-	-	6,242	50.6	6,485	52.4	12,464	44.7
White	-	-	-	-	645	77.1	642	75.9	1,217	77.0
EL	-	-	-	-	4,514	51.7	4,684	55.7	8,689	45.8
Eco. Dis.	-	-	-	-	7,637	44.9	7,985	45.7	14,857	41.3
SPED	-	-	-	-	476	32.8	514	32.7	767	30.4
Grades 2 to 5										
All	37,686	50.2	37,666	49.8	35,619	48.6	35,845	49.6	34,335	49.3
Af. Am.	8,038	32.5	7,837	30.0	7,020	34.6	7,138	34.5	6,498	33.8
Hispanic	26,124	53.3	26,353	53.2	25,036	49.6	25,195	50.7	24,469	50.2
White	2,241	74.3	2,245	75.1	2,199	74.9	2,154	79.3	2,087	80.0
EL	18,695	54.9	18,847	55.0	18,135	50.3	18,243	51.9	17,731	51.6
Eco. Dis.	32,145	46.8	32,073	46.3	30,357	44.7	30,604	45.4	29,209	45.2
SPED	3,427	17.8	3,381	17.7	3,236	20.4	3,278	23.5	3,119	21.2
Grades 6 to 9										
All	29,225	42.8	28,749	38.7	32,183	47.5	31,058	42.6	27,697	39.4
Af. Am.	5,105	35.9	4,951	31.1	5,631	40.8	5,370	34.7	4,483	31.9
Hispanic	21,836	41.6	21,520	37.4	23,980	46.1	23,197	41.3	20,899	38.0
White	1,448	76.6	1,464	74.5	1,585	82.3	1,511	78.4	1,437	73.3
EL	13,990	30.5	13,825	26.8	15,832	36.6	15,403	33.0	13,867	29.9
Eco. Dis.	24,142	38.5	23,780	34.0	26,554	42.9	25,626	37.8	22,572	34.5
SPED	2,184	12.2	2,239	10.5	2,682	13.7	2,656	11.4	2,329	10.9
Grades 10 to 11										
All	-	-	-	-	14,242	54.4	13,174	54.0	10,708	48.2
Af. Am.	-	-	-	-	2,388	49.8	2,181	46.8	1,755	39.1
Hispanic	-	-	-	-	10,573	52.2	9,780	52.3	7,925	47.0
White	-	-	-	-	767	86.8	722	84.6	617	73.9
EL	-	-	-	-	5,652	35.8	5,232	37.4	4,179	32.1
Eco. Dis.	-	-	-	-	10,911	50.3	10,077	50.1	7,999	44.1
SPED	-	-	-	-	727	16.5	710	17.3	608	12.2
Grades 2 to 9					Grades 1 to 11 (BOY & MOY) and Grades K to 11 (EOY)					
All	66,911	47.0	66,415	45.0	91,122	49.2	89,524	47.8	90,357	45.4
Af. Am.	13,143	33.8	12,788	30.4	16,746	38.9	16,522	36.1	15,915	34.2
Hispanic	47,960	48.0	47,873	46.1	65,831	48.8	64,657	47.7	65,757	44.9
White	3,689	75.2	3,709	74.8	5,196	79.2	5,029	79.3	5,358	76.8
EL	32,685	44.5	32,672	43.1	44,133	43.7	43,562	43.9	44,466	41.9
Eco. Dis.	56,287	43.2	55,853	41.1	75,459	44.9	74,292	43.5	74,637	41.1
SPED	5,611	15.6	5,620	14.8	7,121	18.3	7,158	19.1	6,823	17.9

Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only. To make comparisons comparable, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. - = not applicable.

Appendix B, Table 2: 2019-20 to 2020-21 MAP Mathematics Results by Grade and Student Group

	2019-20				2020-21					
	BOY		MOY		BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten										
All	-	-	-	-	-	-	-	-	8,954	54.7
Af. Am.	-	-	-	-	-	-	-	-	1,581	48.9
Hispanic	-	-	-	-	-	-	-	-	6,346	52.6
White	-	-	-	-	-	-	-	-	624	87.5
EL	-	-	-	-	-	-	-	-	4,408	50.6
Eco. Dis.	-	-	-	-	-	-	-	-	7,557	50.1
SPED	-	-	-	-	-	-	-	-	293	45.1
Grade 1										
All	-	-	-	-	9,365	40.9	9,668	44.9	9,418	43.7
Af. Am.	-	-	-	-	1,726	34.8	1,846	36.3	1,699	33.1
Hispanic	-	-	-	-	6,509	38.0	6,682	43.2	6,609	42.1
White	-	-	-	-	646	78.0	647	79.6	635	80.6
EL	-	-	-	-	4,719	34.1	4,822	40.7	4,783	40.6
Eco. Dis.	-	-	-	-	7,886	35.3	8,174	39.7	7,936	38.5
SPED	-	-	-	-	522	30.1	533	34.3	526	33.3
Grade 2										
All	9,748	44.1	9,928	40.6	9,333	37.4	9,692	38.4	9,434	35.0
Af. Am.	1,920	33.1	2,036	28.9	1,731	27.9	1,844	27.5	1,709	22.2
Hispanic	6,826	43.8	6,860	40.1	6,552	35.5	6,794	37.3	6,717	34.0
White	648	73.0	666	73.6	615	68.3	610	69.0	592	68.1
EL	5,177	42.7	5,158	39.3	4,883	33.5	5,037	36.8	4,983	33.5
Eco. Dis.	8,351	40.2	8,486	36.5	7,913	32.4	8,262	33.8	8,030	30.4
SPED	749	24.6	773	21.9	655	24.3	682	27.1	675	23.7
Grade 3										
All	10,026	44.6	9,867	48.3	9,309	29.4	9,422	42.3	9,024	45.3
Af. Am.	1,937	30.9	1,880	32.0	1,712	20.5	1,837	27.7	1,642	28.1
Hispanic	7,191	45.1	7,104	49.8	6,672	27.7	6,665	42.5	6,510	46.0
White	567	74.8	571	76.2	589	67.2	577	78.5	558	79.9
EL	5,409	43.3	5,371	48.6	5,033	26.3	5,040	42.4	4,939	46.6
Eco. Dis.	8,570	40.6	8,399	44.6	7,980	24.7	8,112	38.0	7,741	41.1
SPED	888	15.1	849	18.1	836	14.0	845	25.6	798	23.8
Grade 4										
All	9,998	51.1	9,813	54.3	9,498	35.1	9,384	46.3	9,014	45.4
Af. Am.	2,017	35.1	1,935	36.6	1,742	23.5	1,682	30.0	1,490	29.6
Hispanic	7,138	52.9	7,040	56.4	6,910	34.5	6,867	47.2	6,725	45.5
White	551	78.0	549	82.3	522	70.1	516	77.9	502	77.9
EL	5,311	51.0	5,197	55.0	5,187	32.9	5,156	46.7	5,056	45.6
Eco. Dis.	8,603	47.2	8,391	50.7	8,109	30.7	8,004	42.1	7,663	41.3
SPED	1,002	17.7	986	18.7	951	13.7	940	18.3	895	15.3
Grade 5										
All	10,526	54.0	10,289	50.7	9,676	40.0	9,681	48.7	9,229	43.8
Af. Am.	2,055	38.2	1,968	33.5	1,817	27.0	1,830	31.9	1,658	26.7
Hispanic	7,640	56.1	7,520	52.7	7,073	40.4	7,093	50.4	6,830	44.8
White	515	81.0	501	79.8	500	72.0	474	79.3	462	79.2
EL	5,474	54.7	5,389	51.5	5,178	38.3	5,207	49.6	5,039	44.1
Eco. Dis.	9,015	50.7	8,789	47.5	8,303	36.2	8,335	45.2	7,907	40.1
SPED	1,014	15.8	994	14.7	1,028	12.5	1,026	17.6	978	14.6

table continues

Appendix B, Table 2 (continued)

	2019-20				2020-21					
	BOY		MOY		BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 6										
All	7,879	45.9	7,619	42.7	8,069	37.2	8,048	42.2	7,494	46.4
Af. Am.	1,444	29.3	1,303	26.5	1,434	25.7	1,449	28.6	1,250	32.4
Hispanic	5,834	47.3	5,715	43.5	5,981	37.1	5,943	43.0	5,601	46.9
White	376	80.1	380	78.7	391	70.6	394	74.9	387	76.5
EL	4,019	42.6	3,885	39.1	4,264	34.6	4,250	40.2	4,020	44.5
Eco. Dis.	6,711	41.7	6,437	38.5	6,718	32.9	6,708	38.3	6,199	42.3
SPED	681	12.2	680	10.6	788	7.0	800	10.4	768	11.6
Grade 7										
All	7,404	45.9	6,987	43.3	8,065	37.3	7,720	41.7	6,965	43.1
Af. Am.	1,269	34.2	1,123	29.6	1,427	21.5	1,275	25.3	1,094	26.4
Hispanic	5,551	46.2	5,286	43.2	6,017	38.1	5,838	42.3	5,308	43.6
White	372	74.2	371	78.4	391	73.4	387	76.5	369	74.3
EL	3,568	38.6	3,408	34.7	4,101	32.7	3,951	37.3	3,665	38.7
Eco. Dis.	6,183	42.4	5,824	39.0	6,718	33.0	6,394	37.6	5,746	38.9
SPED	567	17.1	517	15.3	718	7.2	696	9.8	657	10.7
Grade 8										
All	6,893	45.2	6,677	44.5	8,293	36.9	8,038	43.6	7,209	43.0
Af. Am.	1,232	31.3	1,180	29.2	1,449	26.8	1,357	32.4	1,128	32.4
Hispanic	5,139	46.0	4,970	45.4	6,211	36.4	6,063	43.7	5,501	43.0
White	336	78.0	335	77.6	395	71.4	383	71.8	349	67.9
EL	3,218	36.0	3,169	36.3	4,026	27.8	3,903	36.3	3,539	35.5
Eco. Dis.	5,762	41.1	5,567	40.3	6,948	32.9	6,717	39.8	5,952	39.5
SPED	479	11.7	497	9.9	663	10.0	661	11.3	560	13.6
Grade 9										
All	6,431	38.0	5,381	41.7	7,466	44.1	7,493	52.4	6,678	54.2
Af. Am.	1,074	32.6	831	36.2	1,216	31.9	1,307	40.6	1,130	41.7
Hispanic	4,787	35.4	4,094	40.0	5,580	43.8	5,548	52.9	4,952	54.7
White	377	75.3	310	71.0	413	73.8	383	79.1	364	79.7
EL	2,954	22.9	2,485	27.2	3,379	33.6	3,405	43.4	3,030	46.3
Eco. Dis.	4,972	33.0	4,160	37.4	5,923	39.4	5,962	48.1	5,266	50.1
SPED	403	9.4	342	12.6	483	10.6	527	12.7	437	15.8
Grade 10										
All	-	-	-	-	7,333	45.3	7,215	52.1	6,154	57.5
Af. Am.	-	-	-	-	1,231	34.6	1,202	40.4	1,006	44.7
Hispanic	-	-	-	-	5,495	44.7	5,412	52.1	4,641	57.7
White	-	-	-	-	388	75.0	378	78.3	325	81.5
EL	-	-	-	-	3,215	32.4	3,133	41.2	2,613	47.8
Eco. Dis.	-	-	-	-	5,720	41.3	5,635	48.1	4,706	54.2
SPED	-	-	-	-	380	12.4	399	14.5	346	16.5
Grade 11										
All	-	-	-	-	6,446	47.1	5,659	55.5	4,530	61.0
Af. Am.	-	-	-	-	1,060	32.8	945	39.4	744	45.8
Hispanic	-	-	-	-	4,734	46.6	4,112	56.0	3,277	61.5
White	-	-	-	-	376	77.9	339	81.7	292	81.8
EL	-	-	-	-	2,224	30.4	1,918	41.8	1,467	45.6
Eco. Dis.	-	-	-	-	4,840	43.1	4,218	51.6	3,297	57.3
SPED	-	-	-	-	341	8.2	325	14.2	255	14.9

table continues

Appendix B, Table 2 (continued)

	2019-20				2020-21					
	BOY		MOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%
Grades K and 1										
All	-	-	-	-	9,365	40.9	9,668	44.9	18,372	49.0
Af. Am.	-	-	-	-	1,726	34.8	1,846	36.3	3,280	40.7
Hispanic	-	-	-	-	6,509	38.0	6,682	43.2	12,955	47.2
White	-	-	-	-	646	78.0	647	79.6	1,259	84.0
EL	-	-	-	-	4,719	34.1	4,822	40.7	9,191	45.4
Eco. Dis.	-	-	-	-	7,886	35.3	8,174	39.7	15,493	44.2
SPED	-	-	-	-	522	30.1	533	34.3	819	37.5
Grades 2 to 5										
All	40,298	48.5	39,897	48.5	37,816	35.5	38,179	43.9	36,701	42.3
Af. Am.	7,929	34.4	7,819	32.7	7,002	24.8	7,193	29.2	6,499	26.5
Hispanic	28,795	49.6	28,524	49.9	27,207	34.6	27,419	44.4	26,782	42.6
White	2,281	76.5	2,287	77.7	2,226	69.3	2,177	75.9	2,114	76.0
EL	21,371	48.0	21,115	48.7	20,281	32.8	20,440	44.0	20,017	42.5
Eco. Dis.	34,539	44.8	34,065	44.8	32,305	31.1	32,713	39.8	31,341	38.1
SPED	3,653	17.9	3,602	18.1	3,470	15.4	3,493	21.6	3,346	18.8
Grades 6 to 9										
All	28,607	44.0	26,664	43.1	31,893	38.7	31,299	44.9	28,346	46.6
Af. Am.	5,019	31.7	4,437	29.8	5,526	26.3	5,388	31.7	4,602	33.2
Hispanic	21,311	44.0	20,065	43.2	23,789	38.7	23,392	45.3	21,362	46.9
White	1,461	76.9	1,396	76.6	1,590	72.3	1,547	75.6	1,469	74.7
EL	13,759	35.8	12,947	35.0	15,770	32.2	15,509	39.2	14,254	41.2
Eco. Dis.	23,628	39.9	21,988	38.9	26,307	34.4	25,781	40.8	23,163	42.5
SPED	2,130	12.9	2,036	11.9	2,652	8.4	2,684	10.9	2,422	12.6
Grades 10 to 11										
All	-	-	-	-	13,779	46.2	12,874	53.6	10,684	59.0
Af. Am.	-	-	-	-	2,291	33.8	2,147	40.0	1,750	45.2
Hispanic	-	-	-	-	10,229	45.5	9,524	53.8	7,918	59.3
White	-	-	-	-	764	76.4	717	79.9	617	81.7
EL	-	-	-	-	5,439	31.6	5,051	41.4	4,080	47.0
Eco. Dis.	-	-	-	-	10,560	42.1	9,853	49.6	8,003	55.5
SPED	-	-	-	-	721	10.4	724	14.4	601	15.8
Grades 2 to 9										
Grades 1 to 11 (BOY & MOY) and Grades K to 11 (EOY)										
All	68,905	46.6	66,561	46.3	92,853	38.7	92,020	45.7	94,103	46.8
Af. Am.	12,948	33.4	12,256	31.6	16,545	27.6	16,574	32.2	16,131	33.4
Hispanic	50,106	47.2	48,589	47.1	67,734	38.0	67,017	46.0	69,017	46.7
White	3,742	76.6	3,683	77.3	5,226	72.3	5,088	76.8	5,459	78.1
EL	35,130	43.2	34,062	43.5	46,209	32.6	45,822	41.7	47,542	43.0
Eco. Dis.	58,167	42.8	56,053	42.5	77,058	34.1	76,521	41.4	78,000	42.4
SPED	5,783	16.1	5,638	15.9	7,365	13.4	7,434	17.9	7,188	18.6

Source: PEIMS demographic files, 10/28/19 and 10/30/20. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21.

Note: During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. During 2020-21, K students were tested for EOY only. To make comparisons comparable, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21. MAP scores were considered at or above grade level if they were at or above the 50th percentile. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. - = not applicable.

Appendix C

Appendix C, Table 1: 2017-18 to 2020-21 STAAR Reading Results at Approaches+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 3								
All	11,919	72.4	10,974	71.8	9,391	60.6	-11.2	-11.8
African American	2,499	60.5	2,289	60.4	1,794	52.4	-8.0	-8.1
Hispanic	8,548	74.9	7,734	74.0	6,707	60.1	-13.9	-14.8
White	588	85.7	626	86.1	557	86.7	0.6	1.0
English Learner	5,993	74.6	5,708	73.7	5,046	59.3	-14.4	-15.3
Eco. Dis.	10,339	71.0	9,658	69.7	8,114	57.3	-12.4	-13.7
SPED	1,029	50.8	1,169	48.1	993	42.8	-5.3	-8.0
Grade 4								
All	12,082	65.5	11,667	68.6	9,339	57.5	-11.1	-8.0
African American	2,577	52.4	2,400	58.9	1,660	46.9	-12.0	-5.5
Hispanic	8,652	68.2	8,346	70.0	6,881	57.5	-12.5	-10.7
White	588	85.2	604	84.1	499	82.4	-1.7	-2.8
English Learner	6,085	66.2	5,888	67.9	5,164	57.1	-10.8	-9.1
Eco. Dis.	10,902	64.1	10,279	66.1	7,992	54.1	-12.0	-10.0
SPED	1,074	43.3	1,259	42.3	1,113	35.5	-6.8	-7.8
Grade 5								
All	12,037	81.0	11,805	84.8	9,636	74.1	-10.7	-6.9
African American	2,528	67.7	2,454	73.9	1,828	57.2	-16.7	-10.5
Hispanic	8,698	84.0	8,503	87.4	7,062	77.3	-10.1	-6.7
White	551	93.6	553	94.0	468	91.2	-2.8	-2.4
English Learner	6,094	84.7	5,984	87.3	5,175	78.8	-8.5	-5.9
Eco. Dis.	10,918	80.2	10,475	83.7	8,339	71.9	-11.8	-8.3
SPED	1,134	53.6	1,289	58.3	1,206	46.8	-11.5	-6.8
Grade 6								
All	10,211	56.3	10,574	58.3	8,828	55.5	-2.8	-0.8
African American	2,194	46.4	2,058	51.3	1,529	49.6	-1.7	3.2
Hispanic	7,343	57.6	7,743	58.3	6,635	54.7	-3.6	-2.9
White	447	81.9	484	83.3	396	82.8	-0.5	0.9
English Learner	5,150	51.7	5,224	52.7	4,766	50.4	-2.3	-1.3
Eco. Dis.	8,774	54.8	9,262	55.7	7,449	52.0	-3.7	-2.8
SPED	992	32.1	1,134	34.2	1,032	30.5	-3.7	-1.6
Grade 7								
All	10,037	63.8	9,959	66.1	8,721	61.4	-4.7	-2.4
African American	2,083	55.9	2,053	57.7	1,419	53.0	-4.7	-2.9
Hispanic	7,309	64.5	7,216	67.3	6,672	61.3	-6.0	-3.2
White	424	84.7	434	85.9	394	86.3	0.4	1.6
English Learner	4,922	57.8	4,826	60.3	4,589	55.7	-4.6	-2.1
Eco. Dis.	8,483	63.2	8,741	63.6	7,337	58.6	-5.0	-4.6
SPED	850	38.6	995	40.0	932	34.8	-5.2	-3.8
Grade 8								
All	9,722	74.6	9,895	79.2	8,919	67.7	-11.5	-6.9
African American	2,007	69.9	2,031	73.9	1,464	63.3	-10.6	-6.6
Hispanic	7,157	75.1	7,277	80.3	6,821	67.2	-13.1	-7.9
White	345	88.7	344	90.7	382	89.3	-1.4	0.6
English Learner	4,642	67.8	4,623	74.0	4,412	60.5	-13.5	-7.3
Eco. Dis.	8,199	74.6	8,754	78.1	7,538	65.4	-12.7	-9.2
SPED	892	39.9	873	48.2	876	42.6	-5.6	2.7

table continues

Appendix C, Table 1 (continued)

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grades 3 to 5								
All	36,038	73.0	34,446	75.2	28,366	64.2	-11.0	-8.8
African American	7,604	60.1	7,143	64.5	5,282	52.3	-12.2	-7.8
Hispanic	25,898	75.7	24,583	77.3	20,650	65.1	-12.2	-10.6
White	1,727	88.1	1,783	87.9	1,524	86.7	-1.2	-1.4
English Learner	18,172	75.2	17,580	76.3	15,385	65.1	-11.2	-10.1
Eco. Dis.	32,159	71.8	30,412	73.3	24,445	61.2	-12.1	-10.6
SPED	3,237	49.3	3,717	49.7	3,312	41.8	-7.9	-7.5
Grades 6 to 8								
All	29,970	64.7	30,428	67.6	26,468	61.5	-6.1	-3.2
African American	6,284	57.0	6,142	60.9	4,412	55.2	-5.7	-1.8
Hispanic	21,809	65.7	22,236	68.4	20,128	61.1	-7.3	-4.6
White	1,216	84.8	1,262	86.2	1,172	86.1	-0.1	1.3
English Learner	14,714	58.8	14,673	61.9	13,767	55.4	-6.5	-3.4
Eco. Dis.	25,456	63.9	26,757	65.6	22,324	58.7	-6.9	-5.2
SPED	2,734	36.6	3,002	40.2	2,840	35.6	-4.6	-1.0
Grades 3 to 8								
All	66,008	69.2	64,874	71.6	54,834	62.9	-8.7	-6.3
African American	13,888	58.7	13,285	62.9	9,694	53.6	-9.3	-5.1
Hispanic	47,707	71.1	46,819	73.1	40,778	63.2	-9.9	-7.9
White	2,943	86.7	3,045	87.2	2,696	86.4	-0.8	-0.3
English Learner	32,886	67.9	32,253	69.8	29,152	60.5	-9.3	-7.4
Eco. Dis.	57,615	68.3	57,169	69.7	46,769	60.0	-9.7	-8.3
SPED	5,971	43.5	6,719	45.4	6,152	39.0	-6.4	-4.5

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included all administrations through May of 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.

Appendix C, Table 2: 2018-19 to 2020-21 STAAR Reading Results at Approaches+ for Sixth-Grade Students Overall and by Student Group

	ES Grade 6		MS Grade 6		Multi-level Grade 6		District Grade 6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19								
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
SPED	96	30.2	1,019	34.2	19	57.9	1,134	34.2
2020-21								
All	1,060	52.7	6,849	52.0	919	84.9	8,828	55.5
African American	111	49.5	1,303	46.4	115	85.2	1,529	49.6
Hispanic	913	52.0	5,123	52.0	599	81.8	6,635	54.7
White	17	82.4	231	75.8	148	93.9	396	82.8
English Learner	678	46.9	3,721	48.1	367	79.3	4,766	50.4
Eco. Dis.	957	49.8	5,914	49.7	578	80.1	7,449	52.0
SPED	125	28.0	869	29.9	38	52.6	1,032	30.5

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 06/28/21.

Note: Results included all administrations through May of each year and STAAR Alternate 2. Results should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes. Multi-level=multi-level campuses (elementary/middle or middle/high).

Appendix C, Table 3: 2017-18 to 2020-21 STAAR Reading Results at Meets+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 3								
All	11,673	39.1	10,745	41.1	9,190	32.4	-8.7	-6.7
African American	2,424	24.8	2,225	26.6	1,739	22.0	-4.6	-2.8
Hispanic	8,393	41.5	7,591	43.1	6,575	31.3	-11.8	-10.2
White	577	64.1	613	65.1	551	73.0	7.9	8.9
English Learner	5,932	42.2	5,645	43.0	4,981	31.3	-11.7	-10.9
Eco. Dis.	10,119	37.0	9,447	37.9	7,929	28.1	-9.8	-8.9
SPED	786	13.0	944	12.1	797	13.2	1.1	0.2
Grade 4								
All	11,847	36.5	11,409	38.2	9,127	31.3	-6.9	-5.2
African American	2,494	24.6	2,323	26.7	1,608	21.0	-5.7	-3.6
Hispanic	8,512	37.7	8,185	39.0	6,738	30.4	-8.6	-7.3
White	579	67.4	588	69.9	492	68.7	-1.2	1.3
English Learner	6,014	35.5	5,816	37.2	5,097	30.6	-6.6	-4.9
Eco. Dis.	10,678	34.2	10,044	34.6	7,807	27.3	-7.3	-6.9
SPED	846	10.9	1,004	10.6	903	9.7	-0.9	-1.2
Grade 5								
All	11,786	51.0	11,561	53.1	9,422	48.2	-4.9	-2.8
African American	2,442	31.4	2,378	35.1	1,772	29.1	-6.0	-2.3
Hispanic	8,553	54.8	8,353	56.6	6,919	50.7	-5.9	-4.1
White	536	77.4	539	77.4	460	79.8	2.4	2.4
English Learner	6,020	56.4	5,912	57.7	5,108	52.6	-5.1	-3.8
Eco. Dis.	10,678	49.5	10,248	50.5	8,144	45.0	-5.5	-4.5
SPED	889	16.4	1,048	18.6	996	14.5	-4.1	-1.9
Grade 6								
All	9,988	27.4	10,350	26.9	8,652	24.4	-2.5	-3.0
African American	2,126	19.4	1,989	20.1	1,483	17.3	-2.8	-2.1
Hispanic	7,201	27.4	7,608	26.2	6,518	23.2	-3.0	-4.2
White	439	60.4	472	57.2	386	62.2	5.0	1.8
English Learner	5,083	21.8	5,159	20.7	4,713	20.1	-0.6	-1.7
Eco. Dis.	8,572	25.2	9,056	23.5	7,295	20.4	-3.1	-4.8
SPED	769	4.6	912	6.1	857	5.1	-1.0	0.5
Grade 7								
All	9,842	35.1	9,728	38.1	8,544	35.6	-2.5	0.5
African American	2,014	26.8	1,980	28.2	1,365	26.3	-1.9	-0.5
Hispanic	7,192	35.0	7,070	38.7	6,560	34.8	-3.9	-0.2
White	417	70.0	426	69.5	386	72.3	2.8	2.3
English Learner	4,869	26.5	4,764	30.1	4,534	28.9	-1.2	2.4
Eco. Dis.	8,303	33.3	8,528	34.7	7,185	31.6	-3.1	-1.7
SPED	655	6.4	765	7.6	756	7.0	-0.6	0.6
Grade 8								
All	9,567	34.9	9,704	41.7	8,748	38.4	-3.3	3.5
African American	1,952	29.0	1,963	33.2	1,413	29.9	-3.3	0.9
Hispanic	7,061	34.4	7,160	42.4	6,715	37.9	-4.5	3.5
White	343	69.1	340	70.6	376	68.9	-1.7	-0.2
English Learner	4,607	23.7	4,570	31.4	4,364	30.6	-0.8	6.9
Eco. Dis.	8,059	33.6	8,584	39.3	7,387	35.1	-4.2	1.5
SPED	739	7.2	683	8.8	708	10.5	1.7	3.3

table continues

Appendix C, Table 3 (continued)

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grades 3 to 5								
All	35,306	42.2	33,715	44.2	27,739	37.4	-6.8	-4.8
African American	7,360	26.9	6,926	29.6	5,119	24.1	-5.5	-2.8
Hispanic	25,458	44.7	24,129	46.4	20,232	37.6	-8.8	-7.1
White	1,692	69.4	1,740	70.5	1,503	73.7	3.2	4.3
English Learner	17,966	44.7	17,373	46.0	15,186	38.2	-7.8	-6.5
Eco. Dis.	31,475	40.3	29,739	41.1	23,880	33.6	-7.5	-6.7
SPED	2,521	13.5	2,996	13.9	2,696	12.5	-1.4	-1.0
Grades 6 to 8								
All	29,397	32.4	29,782	35.4	25,944	32.8	-2.6	0.4
African American	6,092	24.9	5,932	27.2	4,261	24.3	-2.9	-0.6
Hispanic	21,454	32.2	21,838	35.5	19,793	32.0	-3.5	-0.2
White	1,199	66.2	1,238	65.1	1,148	67.8	2.7	1.6
English Learner	14,559	24.0	14,493	27.2	13,611	26.4	-0.8	2.4
Eco. Dis.	24,934	30.6	26,168	32.3	21,867	29.1	-3.2	-1.5
SPED	2,163	6.0	2,360	7.4	2,321	7.4	0.0	1.4
Grades 3 to 8								
All	64,703	37.8	63,497	40.1	53,683	35.2	-4.9	-2.6
African American	13,452	26.0	12,858	28.5	9,380	24.2	-4.3	-1.8
Hispanic	46,912	39.0	45,967	41.2	40,025	34.9	-6.3	-4.1
White	2,891	68.1	2,978	68.3	2,651	71.1	2.8	3.0
English Learner	32,525	35.4	31,866	37.5	28,797	32.6	-4.9	-2.8
Eco. Dis.	56,409	36.0	55,907	37.0	45,747	31.4	-5.6	-4.6
SPED	4,684	10.0	5,356	11.0	5,017	10.1	-0.9	0.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 6/20/18, 6/13/19, and 06/28/21.

Note: 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+ performance standard. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C, Table 4: 2018-19 to 2020-21 STAAR Reading Results at Meets+ for Sixth-Grade Students Overall and by Student Group

	ES Grade 6		MS Grade 6		Multi-level Grade 6		District Grade 6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19								
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
SPED	93	4.3	800	5.5	19	42.1	912	6.1
2020-21								
All	1,058	22.5	6,675	19.9	919	58.7	8,652	24.4
African American	111	24.3	1,257	13.6	115	50.4	1,483	17.3
Hispanic	911	20.5	5,008	20.1	599	52.9	6,518	23.2
White	17	82.4	221	48.9	148	79.7	386	62.2
English Learner	678	18.6	3,668	17.4	367	49.6	4,713	20.1
Eco. Dis.	955	19.4	5,762	17.6	578	49.7	7,295	20.4
SPED	123	7.3	696	3.9	38	21.1	857	5.1

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 06/28/21.

Note: This table does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Results should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes. Multi-level=multi-level campuses (elementary/middle or middle/high).

Appendix C, Table 5: 2017-18 to 2020-21 STAAR Reading Results at Masters by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 3								
All	11,919	21.7	10,974	24.8	9,391	17.9	-6.9	-3.8
African American	2,499	12.4	2,289	15.2	1,794	9.9	-5.3	-2.5
Hispanic	8,548	22.5	7,734	25.3	6,707	17.0	-8.3	-5.5
White	588	47.1	626	50.8	557	51.5	0.7	4.4
English Learner	5,993	22.3	5,708	25.0	5,046	18.3	-6.7	-4.0
Eco. Dis.	10,339	19.6	9,658	22.0	8,114	14.6	-7.4	-5.0
SPED	1,029	8.9	1,169	9.7	993	8.5	-1.2	-0.4
Grade 4								
All	12,082	18.4	11,667	18.6	9,339	15.5	-3.1	-2.9
African American	2,577	11.3	2,400	11.3	1,660	8.4	-2.9	-2.9
Hispanic	8,652	18.9	8,346	18.4	6,881	14.6	-3.8	-4.3
White	588	40.8	604	47.4	499	44.3	-3.1	3.5
English Learner	6,085	17.3	5,888	17.6	5,164	14.9	-2.7	-2.4
Eco. Dis.	10,902	16.6	10,279	15.7	7,992	12.6	-3.1	-4.0
SPED	1,074	8.3	1,259	7.3	1,113	6.0	-1.3	-2.3
Grade 5								
All	12,037	24.4	11,805	26.9	9,636	28.5	1.6	4.1
African American	2,528	13.2	2,454	16.9	1,828	15.8	-1.1	2.6
Hispanic	8,698	25.7	8,503	27.8	7,062	28.9	1.1	3.2
White	551	50.8	553	54.1	468	64.5	10.4	13.7
English Learner	6,094	26.6	5,984	26.8	5,175	29.2	2.4	2.6
Eco. Dis.	10,918	22.9	10,475	24.2	8,339	25.2	1.0	2.3
SPED	1,134	11.4	1,289	10.5	1,206	7.7	-2.8	-3.7
Grade 6								
All	10,211	12.2	10,574	12.0	8,828	10.9	-1.1	-1.3
African American	2,194	8.6	2,058	9.2	1,529	7.2	-2.0	-1.4
Hispanic	7,343	11.4	7,743	10.7	6,635	9.7	-1.0	-1.7
White	447	37.1	484	37.6	396	37.4	-0.2	0.3
English Learner	5,150	8.1	5,224	7.7	4,766	7.5	-0.2	-0.6
Eco. Dis.	8,774	10.6	9,262	9.8	7,449	8.1	-1.7	-2.5
SPED	992	9.0	1,134	9.4	1,032	8.5	-0.9	-0.5
Grade 7								
All	10,037	19.8	9,959	21.9	8,721	19.3	-2.6	-0.5
African American	2,083	13.8	2,053	14.8	1,419	15.2	0.4	1.4
Hispanic	7,309	19.1	7,216	21.8	6,672	17.8	-4.0	-1.3
White	424	55.0	434	49.5	394	49.5	0.0	-5.5
English Learner	4,922	12.7	4,826	15.4	4,589	13.5	-1.9	0.8
Eco. Dis.	8,483	18.1	8,741	19.0	7,337	16.2	-2.8	-1.9
SPED	850	12.5	995	13.1	932	12.3	-0.8	-0.2
Grade 8								
All	9,722	18.1	9,895	18.7	8,919	17.2	-1.5	-0.9
African American	2,007	14.3	2,031	15.0	1,464	13.4	-1.6	-0.9
Hispanic	7,157	17.2	7,277	18.0	6,821	15.8	-2.2	-1.4
White	345	48.1	344	46.5	382	45.5	-1.0	-2.6
English Learner	4,642	10.1	4,623	10.5	4,412	11.0	0.5	0.9
Eco. Dis.	8,199	17.1	8,754	16.4	7,538	14.4	-2.0	-2.7
SPED	892	9.3	873	11.6	876	11.9	0.3	2.6

table continues

Appendix C, Table 5 (continued)

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grades 3 to 5								
All	36,038	21.5	34,446	23.4	28,366	20.7	-2.7	-0.8
African American	7,604	12.3	7,143	14.4	5,282	11.5	-2.9	-0.8
Hispanic	25,898	22.4	24,583	23.8	20,650	20.3	-3.5	-2.1
White	1,727	46.1	1,783	50.6	1,524	53.1	2.5	7.0
English Learner	18,172	22.0	17,580	23.1	15,385	20.8	-2.3	-1.2
Eco. Dis.	32,159	19.7	30,412	20.6	24,445	17.6	-3.0	-2.1
SPED	3,237	9.6	3,717	9.1	3,312	7.4	-1.7	-2.2
Grade 6 to 8								
All	29,970	16.6	30,428	17.4	26,468	15.8	-1.6	-0.8
African American	6,284	12.1	6,142	13.0	4,412	11.8	-1.2	-0.3
Hispanic	21,809	15.9	22,236	16.7	20,128	14.5	-2.2	-1.4
White	1,216	46.5	1,262	44.1	1,172	44.1	0.0	-2.4
English Learner	14,714	10.3	14,673	11.1	13,767	10.6	-0.5	0.3
Eco. Dis.	25,456	15.1	26,757	15.0	22,324	12.9	-2.1	-2.2
SPED	2,734	10.2	3,002	11.3	2,840	10.8	-0.5	0.6
Grades 3 to 8								
All	66,008	19.3	64,874	20.6	54,834	18.3	-2.3	-1.0
African American	13,888	12.2	13,285	13.8	9,694	11.6	-2.2	-0.6
Hispanic	47,707	19.4	46,819	20.4	40,778	17.4	-3.0	-2.0
White	2,943	46.3	3,045	47.9	2,696	49.2	1.3	2.9
English Learner	32,886	16.8	32,253	17.6	29,152	16.0	-1.6	-0.8
Eco. Dis.	57,615	17.7	57,169	18.0	46,769	15.3	-2.7	-2.4
SPED	5,971	9.8	6,719	10.1	6,152	9.0	-1.1	-0.8

Source: PEIMS demographic files: 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included all administrations through May of 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.

Appendix C, Table 6: 2018-19 to 2020-21 STAAR Reading Results at Masters for Sixth-Grade Students Overall and by Student Group

	ES Grade 6		MS Grade 6		Multi-level Grade 6		District Grade 6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19								
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
SPED	96	3.1	1,019	9.6	19	31.6	1,134	9.4
2020-21								
All	1,060	8.7	6,849	8.3	919	32.6	8,828	10.9
African American	111	6.3	1,303	5.6	115	26.1	1,529	7.2
Hispanic	913	7.8	5,123	8.3	599	24.2	6,635	9.7
White	17	41.2	231	23.8	148	58.1	396	37.4
English Learner	678	6.0	3,721	6.5	367	20.2	4,766	7.5
Eco. Dis.	957	6.3	5,914	7.0	578	21.8	7,449	8.1
SPED	125	3.2	869	9.1	38	13.2	1,032	8.5

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 06/28/21.

Note: Results included all administrations through May and included STAAR Alternate 2. Results should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes. Multi-level=multi-level campuses (elementary/middle or middle/high).

Appendix C, Table 7: 2017-18 to 2020-21 STAAR Writing Results at Approaches+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 4								
All	12,068	60.4	11,662	65.7	9,363	45.5	-20.2	-14.9
Af. Am.	2,579	42.8	2,407	49.6	1,679	33.9	-15.7	-8.9
Hispanic	8,636	64.6	8,335	69.0	6,885	45.5	-23.5	-19.1
White	588	76.7	603	82.4	498	74.1	-8.3	-2.6
EL	6,066	66.6	5,879	71.5	5,161	44.8	-26.7	-21.8
Eco. Dis.	10,884	59.1	10,275	63.4	8,022	41.8	-21.6	-17.3
SPED	1,073	32.9	1,255	36.7	1,112	25.9	-10.8	-7.0
Grade 7								
All	10,072	58.0	9,986	59.2	8,825	49.4	-9.8	-8.6
Af. Am.	2,091	53.3	2,056	49.2	1,457	43.4	-5.8	-9.9
Hispanic	7,333	57.8	7,238	60.5	6,736	48.3	-12.2	-9.5
White	426	81.7	435	81.4	397	82.1	0.7	0.4
EL	4,942	48.5	4,840	52.8	4,623	40.8	-12.0	-7.7
Eco. Dis.	8,511	57.1	8,767	56.6	7,446	45.9	-10.7	-11.2
SPED	858	32.6	1,001	32.4	957	25.9	-6.5	-6.7
Grades 4 and 7								
All	22,140	59.3	21,648	62.7	18,188	47.4	-15.3	-11.9
Af. Am.	4,670	47.5	4,463	49.4	3,136	38.3	-11.1	-9.2
Hispanic	15,969	61.4	15,573	65.1	13,621	46.9	-18.2	-14.5
White	1,014	78.8	1,038	82.0	895	77.7	-4.3	-1.1
EL	11,008	58.5	10,719	63.1	9,784	42.9	-20.2	-15.6
Eco. Dis.	19,395	58.2	19,042	60.3	15,468	43.8	-16.5	-14.4
SPED	1,931	32.8	2,256	34.8	2,069	25.9	-8.9	-6.9

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C, Table 8: 2017-18 to 2020-21 STAAR Writing Results at Meets+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to	17-18 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	20-21 Δ %pts	20-21 Δ %pts
Grade 4								
All	11,836	36.0	11,404	37.0	9,152	20.7	-16.3	-15.3
Af. Am.	2,497	19.9	2,330	17.7	1,627	12.8	-4.9	-7.1
Hispanic	8,497	39.2	8,174	40.9	6,743	19.3	-21.6	-19.9
White	580	59.1	587	57.4	491	56.0	-1.4	-3.1
EL	5,996	40.6	5,807	44.8	5,095	19.1	-25.7	-21.5
Eco. Dis.	10,663	34.4	10,040	34.1	7,838	17.0	-17.1	-17.4
SPED	848	7.8	1,000	7.6	903	4.9	-2.7	-2.9
Grade 7								
All	9,878	30.7	9,755	30.6	8,648	21.7	-8.9	-9.0
Af. Am.	2,022	25.7	1,983	22.5	1,403	14.3	-8.2	-11.4
Hispanic	7,217	29.5	7,092	30.4	6,624	20.2	-10.2	-9.3
White	419	67.5	427	64.9	389	61.4	-3.5	-6.1
EL	4,889	20.0	4,778	22.4	4,568	14.7	-7.7	-5.3
Eco. Dis.	8,332	28.8	8,554	27.1	7,294	17.6	-9.5	-11.2
SPED	664	4.5	771	5.1	781	2.9	-2.2	-1.6
Grades 4 and 7								
All	21,714	33.6	21,159	34.0	17,800	21.2	-12.8	-12.4
Af. Am.	4,519	22.5	4,313	19.9	3,030	13.5	-6.4	-9.0
Hispanic	15,714	34.8	15,266	36.0	13,367	19.8	-16.2	-15.0
White	999	62.7	1,014	60.6	880	58.4	-2.2	-4.3
EL	10,885	31.3	10,585	34.7	9,663	17.0	-17.7	-14.3
Eco. Dis.	18,995	31.9	18,594	30.8	15,132	17.3	-13.5	-14.6
SPED	1,512	6.3	1,771	6.5	1,684	4.0	-2.5	-2.3

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 6/13/19, and 06/28/21.

Note: This table 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.

Appendix C, Table 9: 2017-18 to 2020-21 STAAR Writing Results at Masters by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 4								
All	12,068	12.6	11,662	13.9	9,363	6.7	-7.2	-5.9
Af. Am.	2,579	5.0	2,407	4.5	1,679	3.2	-1.3	-1.8
Hispanic	8,636	13.9	8,335	15.6	6,885	5.8	-9.8	-8.1
White	588	26.7	603	27.9	498	25.9	-2.0	-0.8
EL	6,066	15.5	5,879	18.1	5,161	5.9	-12.2	-9.6
Eco. Dis.	10,884	11.7	10,275	12.4	8,022	5.1	-7.3	-6.6
SPED	1,073	7.9	1,255	8.3	1,112	6.3	-2.0	-1.6
Grade 7								
All	10,072	9.4	9,986	12.6	8,825	6.4	-6.2	-3.0
Af. Am.	2,091	7.7	2,056	9.0	1,457	5.3	-3.7	-2.4
Hispanic	7,333	8.0	7,238	11.6	6,736	5.1	-6.5	-2.9
White	426	37.1	435	38.9	397	25.4	-13.5	-11.7
EL	4,942	3.8	4,840	7.1	4,623	3.4	-3.7	-0.4
Eco. Dis.	8,511	7.9	8,767	10.2	7,446	4.5	-5.7	-3.4
SPED	858	11.3	1,001	12.1	957	9.9	-2.2	-1.4
Grades 4 and 7								
All	22,140	11.1	21,648	13.3	18,188	6.5	-6.8	-4.6
Af. Am.	4,670	6.2	4,463	6.6	3,136	4.1	-2.5	-2.1
Hispanic	15,969	11.2	15,573	13.7	13,621	5.5	-8.2	-5.7
White	1,014	31.1	1,038	32.5	895	25.7	-6.8	-5.4
EL	11,008	10.3	10,719	13.2	9,784	4.7	-8.5	-5.6
Eco. Dis.	19,395	10.0	19,042	11.4	15,468	4.8	-6.6	-5.2
SPED	1,931	9.4	2,256	10.0	2,069	8.0	-2.0	-1.4

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018.

Appendix C, Table 10: 2017-18 to 2020-21 STAAR Mathematics Results at Approaches+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 3								
All	11,908	75.6	10,969	76.5	9,408	58.2	-18.3	-17.4
African American	2,496	62.9	2,284	64.9	1,803	42.2	-22.7	-20.7
Hispanic	8,541	78.5	7,734	78.8	6,717	59.9	-18.9	-18.6
White	589	85.9	626	89.0	557	83.1	-5.9	-2.8
English Learner	5,991	77.6	5,709	78.7	5,053	61.4	-17.3	-16.2
Eco. Dis.	10,329	74.5	9,653	74.8	8,132	55.5	-19.3	-19.0
SPED	1,028	53.7	1,166	53.7	1,001	46.0	-7.7	-7.7
Grade 4								
All	12,087	76.0	11,666	76.0	9,366	56.2	-19.8	-19.8
African American	2,579	64.1	2,400	63.0	1,670	39.9	-23.1	-24.2
Hispanic	8,655	78.8	8,346	78.8	6,893	57.9	-20.9	-20.9
White	588	87.2	604	86.3	500	80.4	-5.9	-6.8
English Learner	6,087	77.6	5,888	78.6	5,173	58.2	-20.4	-19.4
Eco. Dis.	10,906	75.2	10,278	74.3	8,022	53.1	-21.2	-22.1
SPED	1,076	51.6	1,259	50.2	1,113	38.5	-11.7	-13.1
Grade 5								
All	12,038	87.6	11,805	88.6	9,641	70.4	-18.2	-17.2
African American	2,528	77.4	2,455	81.6	1,840	52.5	-29.1	-24.9
Hispanic	8,698	90.1	8,503	90.3	7,053	73.6	-16.7	-16.5
White	552	94.7	552	93.3	469	90.0	-3.3	-4.7
English Learner	6,094	89.5	5,985	89.8	5,173	73.7	-16.1	-15.8
Eco. Dis.	10,919	87.3	10,475	87.8	8,343	68.1	-19.7	-19.2
SPED	1,133	68.8	1,288	69.8	1,210	53.9	-15.9	-14.9
Grade 6								
All	10,199	68.3	10,568	75.0	8,862	62.8	-12.2	-5.5
African American	2,189	55.6	2,056	65.8	1,526	51.4	-14.4	-4.2
Hispanic	7,336	71.0	7,740	76.5	6,672	63.8	-12.7	-7.2
White	447	83.7	485	87.0	393	83.5	-3.5	-0.2
English Learner	5,140	68.1	5,224	73.7	4,801	62.4	-11.3	-5.7
Eco. Dis.	8,763	67.7	9,255	73.5	7,483	59.9	-13.6	-7.8
SPED	992	46.6	1,132	49.1	1,039	42.3	-6.8	-4.3
Grade 7								
All	7,653	55.7	7,168	59.6	3,695	31.8	-27.8	-23.9
African American	1,744	45.9	1,719	50.1	789	24.0	-26.1	-21.9
Hispanic	5,608	58.6	5,107	62.5	2,747	33.8	-28.7	-24.8
White	170	58.8	182	71.4	84	36.9	-34.5	-21.9
English Learner	4,066	55.4	3,683	59.8	1,944	30.0	-29.8	-25.4
Eco. Dis.	6,606	56.1	6,608	58.9	3,263	31.1	-27.8	-25.0
SPED	830	44.9	967	45.8	723	34.9	-10.9	-10.0
Grade 8								
All	9,886	84.0	10,454	88.0	9,853	55.0	-33.0	-29.0
African American	2,049	77.6	2,054	82.5	1,637	46.0	-36.5	-31.6
Hispanic	7,216	85.4	7,708	89.1	7,539	55.0	-34.1	-30.4
White	400	92.5	436	94.0	410	81.7	-12.3	-10.8
English Learner	4,824	82.8	5,071	86.9	5,190	52.4	-34.5	-30.4
Eco. Dis.	8,253	84.2	9,123	87.2	8,382	52.3	-34.9	-31.9
SPED	904	54.3	884	62.4	982	36.9	-25.5	-17.4

table continues

Appendix C, Table 10 (continued)

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grades 3 to 5								
All	36,033	79.8	34,440	80.5	28,415	61.7	-18.8	-18.1
African American	7,603	68.1	7,139	70.0	5,313	45.0	-25.0	-23.1
Hispanic	25,894	82.5	24,583	82.8	20,663	63.9	-18.9	-18.6
White	1,729	89.2	1,782	89.4	1,526	84.3	-5.1	-4.9
English Learner	18,172	81.6	17,582	82.5	15,399	64.4	-18.1	-17.2
Eco. Dis.	32,154	79.1	30,406	79.1	24,497	59.0	-20.1	-20.1
SPED	3,237	58.3	3,713	58.1	3,324	46.4	-11.7	-11.9
Grades 6 to 8								
All	27,738	70.4	28,190	75.9	22,410	54.3	-21.6	-16.1
African American	5,982	60.3	5,829	67.1	3,952	43.7	-23.4	-16.6
Hispanic	20,160	72.7	20,555	77.7	16,958	55.0	-22.7	-17.7
White	1,017	83.0	1,103	87.2	887	78.2	-9.0	-4.8
English Learner	14,030	69.4	13,978	74.8	11,935	52.8	-22.0	-16.6
Eco. Dis.	23,622	70.2	24,986	74.7	19,128	51.6	-23.1	-18.6
SPED	2,726	48.6	2,983	52.0	2,744	38.4	-13.6	-10.2
Grades 3 to 8								
All	63,771	75.7	62,630	78.4	50,825	58.4	-20.0	-17.3
African American	13,585	64.7	12,968	68.7	9,265	44.5	-24.2	-20.2
Hispanic	46,054	78.2	45,138	80.5	37,621	59.9	-20.6	-18.3
White	2,746	86.9	2,885	88.6	2,413	82.1	-6.5	-4.8
English Learner	32,202	76.3	31,560	79.1	27,334	59.3	-19.8	-17.0
Eco. Dis.	55,776	75.3	55,392	77.1	43,625	55.8	-21.3	-19.5
SPED	5,963	53.9	6,696	55.4	6,068	42.8	-12.6	-11.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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.

Appendix C, Table 11: 2018-19 to 2020-21 STAAR Mathematics Results at Approaches+ for Sixth-Grade Students Overall and by Student Group

	ES Grade 6		MS Grade 6		Multi-level Grade 6		District Grade 6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19								
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
SPED	96	54.2	1,017	48.1	19	78.9	1,132	49.1
2020-21								
All	1,057	63.0	6,887	59.4	918	88.5	8,862	62.8
African American	110	54.5	1,301	47.7	115	90.4	1,526	51.4
Hispanic	911	63.1	5,162	61.3	599	86.3	6,672	63.8
White	17	82.4	229	77.7	147	92.5	393	83.5
English Learner	677	61.2	3,757	60.4	367	85.3	4,801	62.4
Eco. Dis.	954	60.7	5,951	57.3	578	85.3	7,483	59.9
SPED	124	40.3	877	41.5	38	68.4	1,039	42.3

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 06/28/21.

Note: Results included all administrations through May and included STAAR Alternate 2. Results should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes. Multi-level=multi-level campuses (elementary/middle or middle/high).

Appendix C, Table 12: 2017-18 to 2020-21 STAAR Mathematics Results at Meets+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 3								
All	11,662	42.4	10,740	43.6	9,207	25.8	-17.8	-16.6
African American	2,421	28.0	2,220	28.1	1,748	14.4	-13.7	-13.6
Hispanic	8,386	44.6	7,591	45.7	6,585	25.4	-20.3	-19.2
White	578	66.3	613	69.3	551	59.0	-10.3	-7.3
English Learner	5,930	44.1	5,646	45.1	4,988	26.7	-18.4	-17.4
Eco. Dis.	10,109	40.4	9,442	40.6	7,947	22.2	-18.4	-18.2
SPED	785	15.9	941	16.7	805	12.7	-4.0	-3.2
Grade 4								
All	11,852	44.7	11,408	45.3	9,154	30.4	-14.9	-14.3
African American	2,496	27.4	2,323	29.4	1,618	15.9	-13.5	-11.5
Hispanic	8,515	48.1	8,185	47.6	6,750	30.7	-16.9	-17.4
White	579	67.0	588	71.1	493	63.1	-8.0	-3.9
English Learner	6,016	47.0	5,816	47.1	5,106	30.9	-16.2	-16.1
Eco. Dis.	10,682	43.3	10,043	42.5	7,837	27.0	-15.5	-16.3
SPED	848	16.0	1,004	15.6	903	11.8	-3.8	-4.2
Grade 5								
All	11,787	54.5	11,561	56.0	9,427	43.2	-12.8	-11.3
African American	2,442	36.9	2,379	39.0	1,784	23.5	-15.5	-13.4
Hispanic	8,553	58.1	8,353	59.2	6,910	45.8	-13.4	-12.3
White	537	73.7	538	75.1	461	72.2	-2.9	-1.5
English Learner	6,020	57.8	5,913	58.4	5,106	46.3	-12.1	-11.5
Eco. Dis.	10,679	53.5	10,248	53.7	8,148	40.2	-13.5	-13.3
SPED	888	25.2	1,047	24.3	1,000	17.0	-7.3	-8.2
Grade 6								
All	9,974	33.9	10,344	38.5	8,687	29.1	-9.4	-4.8
African American	2,120	21.3	1,987	25.9	1,481	17.2	-8.7	-4.1
Hispanic	7,193	35.4	7,605	39.8	6,555	29.4	-10.4	-6.0
White	439	64.2	473	64.9	383	59.3	-5.6	-4.9
English Learner	5,072	32.0	5,159	36.9	4,748	28.2	-8.7	-3.8
Eco. Dis.	8,559	32.4	9,049	35.6	7,330	25.5	-10.1	-6.9
SPED	767	8.5	910	10.5	865	7.9	-2.6	-0.6
Grade 7								
All	7,458	17.9	6,937	21.0	3,520	6.6	-14.4	-11.3
African American	1,675	12.1	1,646	13.9	735	3.3	-10.6	-8.8
Hispanic	5,491	19.2	4,961	22.9	2,637	7.4	-15.5	-11.8
White	163	28.2	174	32.8	76	7.9	-24.9	-20.3
English Learner	4,013	17.4	3,621	20.7	1,891	6.2	-14.5	-11.2
Eco. Dis.	6,426	17.8	6,395	20.4	3,113	6.4	-14.0	-11.4
SPED	635	6.6	737	8.0	549	2.7	-5.3	-3.9
Grade 8								
All	9,731	47.7	10,262	55.6	9,682	27.8	-27.8	-19.9
African American	1,994	36.7	1,986	45.7	1,586	19.1	-26.6	-17.6
Hispanic	7,120	49.0	7,590	56.5	7,433	27.2	-29.3	-21.8
White	398	73.6	432	78.5	404	61.6	-16.9	-12.0
English Learner	4,789	43.7	5,018	51.1	5,142	25.1	-26.0	-18.6
Eco. Dis.	8,113	46.8	8,952	53.2	8,231	24.7	-28.5	-22.1
SPED	751	14.2	693	21.8	814	9.1	-12.7	-5.1

table continues

Appendix C, Table 12 (continued)

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grades 3 to 5								
All	35,301	47.2	33,709	48.4	27,788	33.2	-15.2	-14.0
African American	7,359	30.8	6,922	32.3	5,150	18.0	-14.3	-12.8
Hispanic	25,454	50.3	24,129	51.0	20,245	34.1	-16.9	-16.2
White	1,694	68.9	1,739	71.7	1,505	64.4	-7.3	-4.5
English Learner	17,966	49.7	17,375	50.3	15,200	34.7	-15.6	-15.0
Eco. Dis.	31,470	45.8	29,733	45.7	23,932	29.9	-15.8	-15.9
SPED	2,521	19.2	2,992	19.0	2,708	14.0	-5.0	-5.2
Grades 6 to 8								
All	27,163	34.4	27,543	40.5	21,889	24.9	-15.6	-9.5
African American	5,789	23.9	5,619	29.4	3,802	15.3	-14.1	-8.6
Hispanic	19,804	35.8	20,156	41.9	16,625	24.9	-17.0	-10.9
White	1,000	62.1	1,079	65.2	863	55.9	-9.3	-6.2
English Learner	13,874	31.8	13,798	37.8	11,781	23.3	-14.5	-8.5
Eco. Dis.	23,098	33.4	24,396	38.1	18,674	21.9	-16.2	-11.5
SPED	2,153	9.9	2,340	13.1	2,228	7.0	-6.1	-2.9
Grades 3 to 8								
All	62,464	41.7	61,252	44.8	49,677	29.5	-15.3	-12.2
African American	13,148	27.8	12,541	31.0	8,952	16.9	-14.1	-10.9
Hispanic	45,258	44.0	44,285	46.9	36,870	30.0	-16.9	-14.0
White	2,694	66.4	2,818	69.2	2,368	61.3	-7.9	-5.1
English Learner	31,840	41.9	31,173	44.8	26,981	29.7	-15.1	-12.2
Eco. Dis.	54,568	40.6	54,129	42.3	42,606	26.4	-15.9	-14.2
SPED	4,674	15.0	5,332	16.4	4,936	10.9	-5.5	-4.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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+ 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 C, Table 13: 2018-19 to 2020-21 STAAR Mathematics Results at Meets+ for Sixth-Grade Students Overall and by Student Group

	ES Grade 6		MS Grade 6		Multi-level Grade 6		District Grade 6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19								
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
SPED	93	12.9	798	9.1	19	57.9	910	10.5
2020-21								
All	1,055	28.4	6,714	24.7	918	61.8	8,687	29.1
African American	110	25.5	1,256	13.8	115	46.1	1,481	17.2
Hispanic	909	27.5	5,047	26.4	599	58.1	6,555	29.4
White	17	64.7	219	44.3	147	81.0	383	59.3
English Learner	677	26.7	3,704	25.4	367	58.6	4,748	28.2
Eco. Dis.	952	25.7	5,800	22.6	578	54.0	7,330	25.5
SPED	122	10.7	705	6.1	38	31.6	865	7.9

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 06/28/21.

Note: This table does not include STAAR Alternate 2 results because it does not have the Meets+ performance standard. Results should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes. Multi-level=multi-level campuses (elementary/middle or middle/high).

Appendix C, Table 14: 2017-18 to 2020-21 STAAR Mathematics Results at Masters by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 3								
All	11,908	20.2	10,969	21.2	9,408	12.1	-9.1	-8.1
African American	2,496	10.6	2,284	11.9	1,803	5.5	-6.4	-5.1
Hispanic	8,541	21.4	7,734	21.6	6,717	11.3	-10.3	-10.1
White	589	38.5	626	46.8	557	38.8	-8.0	0.3
English Learner	5,991	20.8	5,709	20.8	5,053	12.1	-8.7	-8.7
Eco. Dis.	10,329	18.5	9,653	18.7	8,132	9.5	-9.2	-9.0
SPED	1,028	13.0	1,166	13.1	1,001	9.7	-3.4	-3.3
Grade 4								
All	12,087	24.5	11,666	25.8	9,366	16.8	-9.0	-7.7
African American	2,579	11.6	2,400	13.0	1,670	7.8	-5.2	-3.8
Hispanic	8,655	26.5	8,346	27.1	6,893	16.3	-10.8	-10.2
White	588	46.9	604	53.5	500	45.2	-8.3	-1.7
English Learner	6,087	26.3	5,888	26.6	5,173	16.1	-10.5	-10.2
Eco. Dis.	10,906	23.1	10,278	23.1	8,022	14.0	-9.1	-9.1
SPED	1,076	13.8	1,259	13.0	1,113	9.3	-3.7	-4.5
Grade 5								
All	12,038	28.4	11,805	34.7	9,641	23.3	-11.4	-5.1
African American	2,528	15.9	2,455	20.0	1,840	10.7	-9.3	-5.2
Hispanic	8,698	30.7	8,503	37.1	7,053	24.3	-12.8	-6.4
White	552	45.1	552	57.2	469	50.3	-6.9	5.2
English Learner	6,094	30.9	5,985	36.4	5,173	24.4	-12.0	-6.5
Eco. Dis.	10,919	27.4	10,475	32.1	8,343	20.9	-11.2	-6.5
SPED	1,133	16.9	1,288	17.5	1,210	10.9	-6.6	-6.0
Grade 6								
All	10,199	12.8	10,568	16.7	8,862	10.2	-6.5	-2.6
African American	2,189	7.2	2,056	9.4	1,526	4.5	-4.9	-2.7
Hispanic	7,336	12.8	7,740	16.8	6,672	9.7	-7.1	-3.1
White	447	32.7	485	39.2	393	34.1	-5.1	1.4
English Learner	5,140	10.7	5,224	14.6	4,801	8.8	-5.8	-1.9
Eco. Dis.	8,763	11.7	9,255	14.5	7,483	8.0	-6.5	-3.7
SPED	992	13.5	1,132	13.9	1,039	9.2	-4.7	-4.3
Grade 7								
All	7,653	5.1	7,168	5.6	3,695	4.1	-1.5	-1.0
African American	1,744	3.8	1,719	4.4	789	4.6	0.2	0.8
Hispanic	5,608	5.3	5,107	5.8	2,747	3.9	-1.9	-1.4
White	170	10.6	182	8.8	84	6.0	-2.8	-4.6
English Learner	4,066	4.7	3,683	4.8	1,944	3.3	-1.5	-1.4
Eco. Dis.	6,606	5.1	6,608	5.4	3,263	4.0	-1.4	-1.1
SPED	830	12.2	967	13.2	723	14.0	0.8	1.8
Grade 8								
All	9,886	15.1	10,454	15.6	9,853	7.1	-8.5	-8.0
African American	2,049	9.4	2,054	8.7	1,637	4.5	-4.2	-4.9
Hispanic	7,216	15.2	7,708	15.9	7,539	6.1	-9.8	-9.1
White	400	37.5	436	35.8	410	28.5	-7.3	-9.0
English Learner	4,824	12.0	5,071	12.4	5,190	5.0	-7.4	-7.0
Eco. Dis.	8,253	14.2	9,123	13.8	8,382	5.5	-8.3	-8.7
SPED	904	11.2	884	16.9	982	11.4	-5.5	0.2

table continues

Appendix C, Table 14 (continued)

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grades 3 to 5								
All	36,033	24.4	34,440	27.4	28,415	17.5	-9.9	-6.9
African American	7,603	12.7	7,139	15.1	5,313	8.0	-7.1	-4.7
Hispanic	25,894	26.3	24,583	28.8	20,663	17.4	-11.4	-8.9
White	1,729	43.5	1,782	52.3	1,526	44.4	-7.9	0.9
English Learner	18,172	26.0	17,582	28.1	15,399	17.6	-10.5	-8.4
Eco. Dis.	32,154	23.1	30,406	24.8	24,497	14.9	-9.9	-8.2
SPED	3,237	14.6	3,713	14.6	3,324	10.0	-4.6	-4.6
Grades 6 to 8								
All	27,738	11.5	28,190	13.5	22,410	7.8	-5.7	-3.7
African American	5,982	7.0	5,829	7.7	3,952	4.5	-3.2	-2.5
Hispanic	20,160	11.6	20,555	13.8	16,958	7.1	-6.7	-4.5
White	1,017	30.9	1,103	32.8	887	28.9	-3.9	-2.0
English Learner	14,030	9.4	13,978	11.2	11,935	6.3	-4.9	-3.1
Eco. Dis.	23,622	10.7	24,986	11.8	19,128	6.2	-5.6	-4.5
SPED	2,726	12.3	2,983	14.5	2,744	11.3	-3.2	-1.0
Grades 3 to 8								
All	63,771	18.8	62,630	21.1	50,825	13.2	-7.9	-5.6
African American	13,585	10.2	12,968	11.7	9,265	6.5	-5.2	-3.7
Hispanic	46,054	19.8	45,138	22.0	37,621	12.8	-9.2	-7.0
White	2,746	38.8	2,885	44.9	2,413	38.7	-6.2	-0.1
English Learner	32,202	18.8	31,560	20.6	27,334	12.6	-8.0	-6.2
Eco. Dis.	55,776	17.9	55,392	18.9	43,625	11.1	-7.8	-6.8
SPED	5,963	13.6	6,696	14.6	6,068	10.6	-4.0	-3.0

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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.

Appendix C, Table 15: 2018-19 to 2020-21 STAAR Mathematics Results at Masters for Sixth-Grade Students Overall and by Student Group

	ES Grade 6		MS Grade 6		Multi-level Grade 6		District Grade 6	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19								
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
SPED	96	7.3	1,017	14.1	19	36.8	1,132	13.9
2020-21								
All	1,057	8.2	6,887	8.2	918	27.9	8,862	10.2
African American	110	3.6	1,301	3.8	115	13.9	1,526	4.5
Hispanic	911	7.9	5,162	8.5	599	22.9	6,672	9.7
White	17	35.3	229	23.6	147	50.3	393	34.1
English Learner	677	7.4	3,757	7.8	367	21.5	4,801	8.8
Eco. Dis.	954	6.5	5,951	7.2	578	19.2	7,483	8.0
SPED	124	3.2	877	10.3	38	5.3	1,039	9.2

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 06/28/21.

Note: Results included all administrations through May and STAAR Alternate 2. Results should be reviewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes. Multi-level=multi-level campuses (elementary/middle or middle/high).

Appendix C, Table 16: 2017-18 to 2020-21 STAAR Science Results at Approaches+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 5								
All	11,972	70.0	11,749	69.7	9,582	55.5	-14.2	-14.5
Af. Am.	2,501	57.9	2,434	57.8	1,806	42.6	-15.2	-15.3
Hispanic	8,665	72.1	8,475	71.8	7,031	56.3	-15.5	-15.8
White	546	88.8	547	87.8	466	86.5	-1.3	-2.3
EL	6,074	70.4	5,970	69.0	5,156	54.9	-14.1	-15.5
Eco. Dis.	10,859	68.8	10,424	67.7	8,291	52.4	-15.3	-16.4
SPED	1,123	51.8	1,281	47.9	1,209	36.3	-11.6	-15.5
Grade 8								
All	9,917	67.1	10,270	74.7	9,232	56.0	-18.7	-11.1
Af. Am.	2,019	56.9	2,041	68.6	1,427	47.7	-20.9	-9.2
Hispanic	7,260	68.6	7,544	75.3	7,132	55.5	-19.8	-13.1
White	414	86.5	438	90.6	407	84.8	-5.8	-1.7
EL	4,842	62.8	4,932	69.6	4,842	49.6	-20.0	-13.2
Eco. Dis.	8,253	66.6	8,936	72.9	7,791	53.0	-19.9	-13.6
SPED	876	38.1	865	50.8	896	38.1	-12.7	0.0
Grades 5 and 8								
All	21,889	68.7	22,019	72.0	18,814	55.8	-16.2	-12.9
Af. Am.	4,520	57.4	4,475	62.8	3,233	44.8	-18.0	-12.6
Hispanic	15,925	70.5	16,019	73.5	14,163	55.9	-17.6	-14.6
White	960	87.8	985	89.0	873	85.7	-3.3	-2.1
EL	10,916	67.0	10,902	69.3	9,998	52.3	-17.0	-14.7
Eco. Dis.	19,112	67.8	19,360	70.1	16,082	52.7	-17.4	-15.1
SPED	1,999	45.8	2,146	49.1	2,105	37.1	-12.0	-8.7

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students.

Appendix C, Table 17: 2017-18 to 2020-21 STAAR Science Results at Meets+ by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 5								
All	11,721	32.0	11,505	41.5	9,368	22.9	-18.6	-9.1
Af. Am.	2,415	19.1	2,358	26.8	1,750	14.1	-12.7	-5.0
Hispanic	8,520	33.3	8,325	43.5	6,888	22.0	-21.5	-11.3
White	531	64.8	533	69.8	458	60.7	-9.1	-4.1
EL	6,000	31.1	5,898	40.7	5,089	20.8	-19.9	-10.3
Eco. Dis.	10,619	30.0	10,197	38.4	8,096	19.6	-18.8	-10.4
SPED	878	13.3	1,040	15.7	999	6.2	-9.5	-7.1
Grade 8								
All	9,763	37.8	10,079	37.4	9,062	26.4	-11.0	-11.4
Af. Am.	1,965	26.6	1,973	27.8	1,375	18.8	-9.0	-7.8
Hispanic	7,164	38.5	7,427	37.7	7,027	25.2	-12.5	-13.3
White	412	72.6	434	68.2	402	60.7	-7.5	-11.9
EL	4,807	31.5	4,879	30.1	4,794	21.0	-9.1	-10.5
Eco. Dis.	8,114	36.3	8,766	34.6	7,641	22.9	-11.7	-13.4
SPED	724	9.9	675	10.8	729	8.5	-2.3	-1.4
Grades 5 and 8								
All	21,484	34.7	21,584	39.5	18,430	24.6	-14.9	-10.1
Af. Am.	4,380	22.4	4,331	27.2	3,125	16.2	-11.0	-6.2
Hispanic	15,684	35.6	15,752	40.8	13,915	23.6	-17.2	-12.0
White	943	68.2	967	69.1	860	60.7	-8.4	-7.5
EL	10,807	31.3	10,777	35.9	9,883	20.9	-15.0	-10.4
Eco. Dis.	18,733	32.8	18,963	36.6	15,737	21.2	-15.4	-11.6
SPED	1,602	11.8	1,715	13.8	1,728	7.2	-6.6	-4.6

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: 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 C, Table 18: 2017-18 to 2020-21 STAAR Science Results at Masters by Grade and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
Grade 5								
All	11,972	12.1	11,749	19.8	9,582	9.2	-10.6	-2.9
Af. Am.	2,501	7.0	2,434	10.1	1,806	6.0	-4.1	-1.0
Hispanic	8,665	11.8	8,475	20.4	7,031	7.7	-12.7	-4.1
White	546	36.1	547	47.7	466	36.3	-11.4	0.2
EL	6,074	10.4	5,970	18.6	5,156	6.7	-11.9	-3.7
Eco. Dis.	10,859	10.8	10,424	17.4	8,291	7.1	-10.3	-3.7
SPED	1,123	13.3	1,281	12.6	1,209	8.7	-3.9	-4.6
Grade 8								
All	9,917	16.5	10,270	15.0	9,232	11.6	-3.4	-4.9
Af. Am.	2,019	9.3	2,041	9.6	1,427	8.1	-1.5	-1.2
Hispanic	7,260	16.2	7,544	14.4	7,132	10.3	-4.1	-5.9
White	414	50.7	438	42.5	407	35.9	-6.6	-14.8
EL	4,842	11.2	4,932	10.0	4,842	8.1	-1.9	-3.1
Eco. Dis.	8,253	14.9	8,936	12.9	7,791	9.5	-3.4	-5.4
SPED	876	8.0	865	14.1	896	12.6	-1.5	4.6
Grades 5 and 8								
All	21,889	14.1	22,019	17.6	18,814	10.4	-7.2	-3.7
Af. Am.	4,520	8.1	4,475	9.9	3,233	7.0	-2.9	-1.1
Hispanic	15,925	13.8	16,019	17.5	14,163	9.0	-8.5	-4.8
White	960	42.4	985	45.4	873	36.1	-9.3	-6.3
EL	10,916	10.8	10,902	14.7	9,998	7.4	-7.3	-3.4
Eco. Dis.	19,112	12.6	19,360	15.3	16,082	8.3	-7.0	-4.3
SPED	1,999	11.0	2,146	13.2	2,105	10.4	-2.8	-0.6

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2. Results for grade eight included results from grade seven Pre-AP students.

Appendix C, Table 19: STAAR Social Studies Results at Approaches+ by School Year and Student Group

	2017-18		2018-19		2020-21		18-19 to	17-18 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	20-21 Δ %pts	20-21 Δ %pts
All	9,657	60.6	9,862	62.4	8,715	45.1	-17.3	-15.5
Af. Am.	1,951	56.4	1,987	57.0	1,369	43.5	-13.5	-12.9
Hispanic	7,092	60.3	7,216	62.3	6,727	42.8	-19.5	-17.5
White	395	81.0	415	83.6	377	76.7	-6.9	-4.3
EL	4,587	51.9	4,565	53.8	4,335	35.3	-18.5	-16.6
Eco. Dis.	8,095	59.9	8,631	60.4	7,352	41.7	-18.7	-18.2
SPED	862	35.5	856	41.4	863	34.4	-7.0	-1.1

Source: PEIMS demographic files, 10/30/17,10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2.

Appendix C, Table 20: STAAR Social Studies Results at Meets+ by School Year and Student Group

	2017-18		2018-19		2020-21		18-19 to	17-18 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	20-21 Δ %pts	20-21 Δ %pts
All	9,503	28.0	9,670	26.5	8,544	15.5	-11.0	-12.5
Af. Am.	1,897	22.6	1,919	20.4	1,317	12.4	-8.0	-10.2
Hispanic	6,996	27.4	7,098	25.6	6,621	13.8	-11.8	-13.6
White	393	59.0	411	61.8	372	45.7	-16.1	-13.3
EL	4,552	19.7	4,512	17.6	4,287	9.7	-7.9	-10.0
Eco. Dis.	7,956	26.6	8,460	23.9	7,201	12.6	-11.3	-14.0
SPED	710	7.0	665	8.1	695	7.2	-0.9	0.2

Source: PEIMS demographic files, 10/30/17,10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: This table does not include STAAR Alternate 2 results because it does not have the Meets Grade Level or Above performance standard.

Appendix C, Table 21: STAAR Social Studies Results at Masters by School Year and Student Group

	2017-18		2018-19		2020-21		18-19 to	17-18 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	20-21 Δ %pts	20-21 Δ %pts
All	9,657	15.3	9,862	14.0	8,715	6.4	-7.6	-8.9
Af. Am.	1,951	12.4	1,987	10.2	1,369	5.8	-4.4	-6.6
Hispanic	7,092	14.3	7,216	12.9	6,727	5.2	-7.7	-9.1
White	395	40.0	415	44.6	377	22.3	-22.3	-17.7
EL	4,587	9.0	4,565	7.7	4,335	3.2	-4.5	-5.8
Eco. Dis.	8,095	13.9	8,631	12.1	7,352	5.1	-7.0	-8.8
SPED	862	9.7	856	13.7	863	13.2	-0.5	3.5

Source: PEIMS demographic files, 10/30/17,10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.

Note: Results included STAAR Alternate 2.

Appendix D

Appendix D, Table 1: 2017-18 to 2020-21 STAAR EOC Results at Approaches+ by Subject and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
English I								
All	14,992	51.5	15,256	55.1	11,348	52.6	-2.5	1.1
African American	3,472	44.8	3,365	46.5	2,374	43.0	-3.5	-1.8
Hispanic	10,690	52.4	10,845	55.9	8,251	53.5	-2.4	1.1
White	494	75.3	573	82.7	414	82.6	-0.1	7.3
English Learner	6,794	38.8	7,300	44.0	5,500	42.7	-1.3	3.9
Eco. Dis.	12,540	50.9	12,490	53.0	9,318	49.7	-3.3	-1.2
SPED	1,772	21.6	1,747	20.9	1,271	26.8	5.9	5.2
English II								
All	14,029	58.0	13,343	58.5	10,649	58.0	-0.5	0.0
African American	3,086	50.5	2,914	52.8	2,081	51.0	-1.8	0.5
Hispanic	9,991	58.7	9,512	58.8	7,895	58.0	-0.8	-0.7
White	609	84.4	508	81.5	387	82.9	1.4	-1.5
English Learner	5,117	36.0	5,443	40.9	4,917	45.4	4.5	9.4
Eco. Dis.	11,416	57.4	10,640	56.3	8,553	55.2	-1.1	-2.2
SPED	1,359	21.6	1,356	24.2	907	32.1	7.9	10.5
Algebra I								
All	11,790	80.2	11,362	83.7	11,236	66.7	-17.0	-13.5
African American	2,631	71.9	2,434	75.5	2,149	53.0	-22.5	-18.9
Hispanic	8,385	82.1	8,165	85.6	8,303	69.0	-16.6	-13.1
White	494	90.3	447	90.2	476	83.2	-7.0	-7.1
English Learner	5,081	77.3	5,197	82.5	5,404	65.7	-16.8	-11.6
Eco. Dis.	9,762	81.4	9,353	83.4	9,330	65.1	-18.3	-16.3
SPED	1,300	47.8	1,204	55.2	1,038	46.7	-8.5	-1.1
Biology								
All	11,162	83.7	10,594	83.1	10,145	72.9	-10.2	-10.8
African American	2,499	78.8	2,154	76.9	2,093	62.6	-14.3	-16.2
Hispanic	7,900	84.4	7,554	83.7	7,316	74.5	-9.2	-9.9
White	476	93.1	488	94.5	438	92.0	-2.5	-1.1
English Learner	4,412	76.9	4,634	77.2	4,587	66.6	-10.6	-10.3
Eco. Dis.	9,219	83.7	8,568	81.9	8,108	70.7	-11.2	-13.0
SPED	1,225	52.1	1,129	53.2	959	49.1	-4.1	-3.0
U.S. History								
All	9,777	92.1	9,737	92.0	8,875	82.1	-9.9	-10.0
African American	2,124	89.0	2,017	88.6	1,744	74.7	-13.9	-14.3
Hispanic	6,963	92.5	7,008	92.7	6,381	82.7	-10.0	-9.8
White	466	98.5	455	96.5	440	96.4	-0.1	-2.1
English Learner	2,391	82.2	2,904	85.0	3,164	72.3	-12.7	-9.9
Eco. Dis.	8,010	92.2	7,622	91.6	6,830	80.0	-11.6	-12.2
SPED	748	63.2	780	65.5	721	58.0	-7.5	-5.2

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC Alternate 2. Although all scores were included, some students' test scores in 2017-18 for English I 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21].

Appendix D, Table 2: 2017-18 to 2020-21 STAAR EOC Results at Meets+ by Subject and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
English I								
All	14,807	30.9	15,096	37.8	11,156	35.5	-2.3	4.6
African American	3,413	24.1	3,306	28.8	2,308	26.1	-2.7	2.0
Hispanic	10,576	31.0	10,747	37.8	8,136	35.9	-1.9	4.9
White	489	66.7	571	75.0	407	70.5	-4.5	3.8
English Learner	6,757	17.8	7,262	24.6	5,446	24.8	0.2	7.0
Eco. Dis.	12,380	29.3	12,355	34.9	9,158	31.9	-3.0	2.6
SPED	1,587	3.5	1,590	5.1	1,079	6.0	0.9	2.5
English II								
All	13,887	37.8	13,168	38.9	10,473	43.0	4.1	5.2
African American	3,034	28.7	2,856	32.7	2,017	33.9	1.2	5.2
Hispanic	9,909	37.9	9,404	38.3	7,791	42.9	4.6	5.0
White	605	76.4	503	74.0	383	77.0	3.0	0.6
English Learner	5,098	14.6	5,411	20.2	4,864	29.2	9.0	14.6
Eco. Dis.	11,295	36.3	10,505	35.6	8,403	39.1	3.5	2.8
SPED	1,217	4.9	1,182	5.3	731	9.0	3.7	4.1
Algebra I								
All	11,604	53.9	11,206	62.2	11,040	32.3	-29.9	-21.6
African American	2,571	38.2	2,376	46.6	2,082	19.9	-26.7	-18.3
Hispanic	8,271	57.1	8,070	65.3	8,185	33.5	-31.8	-23.6
White	489	75.9	445	81.3	469	56.5	-24.8	-19.4
English Learner	5,042	49.0	5,161	58.9	5,347	29.8	-29.1	-19.2
Eco. Dis.	9,604	54.3	9,222	61.1	9,169	30.1	-31.0	-24.2
SPED	1,114	13.8	1,050	22.8	843	13.9	-8.9	0.1
Biology								
All	10,981	52.5	10,431	53.6	9,948	41.8	-11.8	-10.7
African American	2,438	42.4	2,099	41.9	2,029	28.2	-13.7	-14.2
Hispanic	7,794	53.5	7,450	54.1	7,194	42.9	-11.2	-10.6
White	471	79.6	486	83.7	431	76.1	-7.6	-3.5
English Learner	4,376	38.9	4,598	41.0	4,526	32.7	-8.3	-6.2
Eco. Dis.	9,059	51.4	8,434	50.3	7,940	37.8	-12.5	-13.6
SPED	1,044	11.5	968	12.0	763	11.8	-0.2	0.3
U.S. History								
All	9,644	70.3	9,611	71.4	8,714	56.8	-14.6	-13.5
African American	2,078	61.5	1,971	63.5	1,685	44.7	-18.8	-16.8
Hispanic	6,885	71.0	6,940	72.3	6,287	56.8	-15.5	-14.2
White	461	92.8	446	88.6	436	89.2	0.6	-3.6
English Learner	2,360	47.1	2,887	52.7	3,123	41.1	-11.6	-6.0
Eco. Dis.	7,890	69.4	7,524	69.4	6,706	52.4	-17.0	-17.0
SPED	615	26.2	654	26.8	560	24.1	-2.7	-2.1

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year. This table does not include STAAR EOC Alternate 2 results because it does not have the Meets+ standard. Although all scores were included, some students' test scores in 2017-18 for English I 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21].

Appendix D, Table 3: 2017-18 to 2020-21 STAAR EOC Results at Masters by Subject and Student Group

	2017-18		2018-19		2020-21		18-19 to 20-21 Δ	17-18 to 20-21 Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
English I								
All	14,992	3.7	15,256	7.3	11,348	6.0	-1.3	2.3
African American	3,472	2.5	3,365	4.7	2,374	3.8	-0.9	1.3
Hispanic	10,690	3.0	10,845	5.8	8,251	5.2	-0.6	2.2
White	494	21.3	573	36.6	414	27.1	-9.5	5.8
English Learner	6,794	0.9	7,300	1.7	5,500	2.4	0.7	1.5
Eco. Dis.	12,540	2.7	12,490	5.2	9,318	4.3	-0.9	1.6
SPED	1,772	3.4	1,747	3.4	1,271	5.6	2.2	2.2
English II								
All	14,029	5.3	13,343	4.8	10,649	6.1	1.3	0.8
African American	3,086	3.7	2,914	3.3	2,081	4.2	0.9	0.5
Hispanic	9,991	4.2	9,512	3.7	7,895	4.9	1.2	0.7
White	609	25.9	508	22.6	387	29.2	6.6	3.3
English Learner	5,117	0.7	5,443	1.1	4,917	1.9	0.8	1.2
Eco. Dis.	11,416	4.0	10,640	3.3	8,553	4.3	1.0	0.3
SPED	1,359	4.3	1,356	5.2	907	7.7	2.5	3.4
Algebra I								
All	11,790	31.3	11,362	40.7	11,236	16.3	-24.4	-15.0
African American	2,631	18.8	2,434	25.8	2,149	9.4	-16.4	-9.4
Hispanic	8,385	33.5	8,165	43.3	8,303	16.5	-26.8	-17.0
White	494	53.2	447	65.8	476	37.6	-28.2	-15.6
English Learner	5,081	26.8	5,197	36.0	5,404	13.5	-22.5	-13.3
Eco. Dis.	9,762	31.0	9,353	39.0	9,330	14.4	-24.6	-16.6
SPED	1,300	9.9	1,204	13.3	1,038	10.7	-2.6	0.8
Biology								
All	11,162	17.2	10,594	20.4	10,145	14.1	-6.3	-3.1
African American	2,499	12.2	2,154	12.2	2,093	7.5	-4.7	-4.7
Hispanic	7,900	16.3	7,554	19.3	7,316	13.7	-5.6	-2.6
White	476	47.5	488	57.6	438	40.4	-17.2	-7.1
English Learner	4,412	8.1	4,634	10.0	4,587	8.5	-1.5	0.4
Eco. Dis.	9,219	15.1	8,568	17.1	8,108	11.4	-5.7	-3.7
SPED	1,225	6.2	1,129	5.4	959	8.0	2.6	1.8
U.S. History								
All	9,777	37.3	9,737	40.2	8,875	31.3	-8.9	-6.0
African American	2,124	28.1	2,017	31.2	1,744	21.6	-9.6	-6.5
Hispanic	6,963	37.2	7,008	40.3	6,381	29.9	-10.4	-7.3
White	466	72.5	455	70.5	440	71.1	0.6	-1.4
English Learner	2,391	16.4	2,904	20.7	3,164	17.4	-3.3	1.0
Eco. Dis.	8,010	34.9	7,622	37.2	6,830	26.7	-10.5	-8.2
SPED	748	11.1	780	12.7	721	17.6	4.9	6.5

Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.

Note: Results included December through May administrations for each year and STAAR EOC Alternate 2. Although all scores were included, some students' test scores in 2017-18 for English I 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 [$n=2,327$ (20%) in 2017-18, 2,326 (21%) in 2018-19, and 4,173 (37%) in 2020-21].

Appendix E

Appendix E, Table 1: 2017-18 to 2020-21 STAAR Reading Results for Large Urban School Districts and the State

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Grade 3															
State	403,094	76	41	24	389,976	75	43	27	338,029	66	37	19	-9	-6	-8
Austin	6,402	78	47	29	5,930	77	49	33	4,305	66	42	25	-11	-7	-8
Dallas	12,231	71	38	21	11,334	71	40	24	9,567	60	32	18	-11	-8	-6
El Paso	3,875	81	45	26	3,809	78	45	27	2,258	64	33	16	-14	-12	-11
Fort Worth	6,762	67	33	18	6,374	63	32	19	5,225	51	24	11	-12	-8	-8
Houston	17,515	69	37	21	16,649	69	39	25	12,066	57	30	16	-12	-9	-9
San Antonio	3,905	60	24	12	3,451	59	29	16	2,787	41	17	7	-18	-12	-9
Grade 4															
State	406,988	71	44	23	405,728	73	43	21	338,685	62	35	17	-11	-8	-4
Austin	6,333	73	48	27	6,209	75	47	25	4,159	62	38	22	-13	-9	-3
Dallas	12,355	64	36	18	11,931	67	38	18	9,486	56	31	15	-11	-7	-3
El Paso	4,052	74	46	24	3,787	78	46	22	2,137	60	33	16	-18	-13	-6
Fort Worth	6,536	61	34	18	6,573	62	32	15	5,309	48	23	11	-14	-9	-4
Houston	17,071	62	37	20	16,955	66	36	19	11,968	54	30	15	-12	-6	-4
San Antonio	3,919	53	26	10	3,784	59	27	11	2,876	39	17	6	-20	-10	-5
Grade 5															
State	406,957	78	51	25	410,729	77	51	28	346,549	72	45	30	-5	-6	2
Austin	6,255	79	55	31	6,002	79	55	33	3,953	73	49	35	-6	-6	2
Dallas	12,197	75	50	24	12,011	77	51	26	9,752	73	48	28	-4	-3	2
El Paso	4,113	83	53	24	3,977	81	53	29	2,162	74	45	27	-7	-8	-2
Fort Worth	6,650	70	42	18	6,415	69	41	21	5,625	62	34	20	-7	-7	-1
Houston	16,875	70	44	22	16,418	70	44	25	11,756	65	40	26	-5	-4	1
San Antonio	3,804	63	32	11	3,765	62	33	14	2,939	52	25	13	-10	-8	-1
Grade 6															
State	394,958	66	36	18	410,026	66	35	17	349,453	61	31	14	-5	-4	-3
Austin	5,487	66	42	24	5,529	64	39	21	2,499	54	32	16	-10	-7	-5
Dallas	10,422	54	27	11	10,816	57	26	11	8,916	54	24	10	-3	-2	-1
El Paso	3,967	63	32	14	3,907	62	30	13	1,838	55	24	10	-7	-6	-3
Fort Worth	6,127	56	27	12	6,132	54	24	10	5,284	47	20	8	-7	-4	-2
Houston	13,262	61	33	16	13,638	59	31	15	8,813	52	26	12	-7	-5	-3
San Antonio	3,189	46	20	8	3,390	50	20	7	2,910	42	15	5	-8	-5	-2

table continues

Appendix E, Table 1 (continued)

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Grade 7															
State	394,726	72	45	27	399,427	74	47	28	345,936	68	44	25	-6	-3	-3
Austin	5,120	69	49	33	5,444	70	48	32	2,099	55	39	25	-15	-9	-7
Dallas	10,310	62	34	19	10,193	64	37	21	8,784	60	35	18	-4	-2	-3
El Paso	3,944	68	40	23	3,975	70	44	25	1,861	62	37	20	-8	-7	-5
Fort Worth	6,030	62	34	18	6,020	63	35	20	5,133	58	32	17	-5	-3	-3
Houston	13,483	65	40	24	13,009	68	44	27	8,258	60	37	21	-8	-7	-6
San Antonio	3,167	53	25	13	3,041	57	28	14	2,734	48	24	11	-9	-4	-3
Grade 8															
State	385,881	76	46	25	392,556	77	53	27	338,180	72	45	21	-5	-8	-6
Austin	5,181	76	52	32	5,043	75	56	34	1,628	54	35	18	-21	-21	-16
Dallas	9,900	65	34	17	10,082	69	40	18	9,018	66	38	16	-3	-2	-2
El Paso	4,007	74	42	21	3,903	75	50	23	1,990	66	36	14	-9	-14	-9
Fort Worth	4,787	61	25	9	4,738	60	27	7	4,613	57	26	8	-3	-1	1
Houston	13,089	70	42	24	13,306	71	47	24	7,953	62	36	17	-9	-11	-7
San Antonio	2,839	53	21	8	2,975	57	30	12	2,403	49	21	7	-8	-9	-5
Grades 3 to 8															
State	2,392,604	73	44	24	2,408,442	74	45	25	2,056,832	67	40	21	-7	-5	-4
Austin	34,778	74	49	29	34,157	73	49	30	18,643	63	40	25	-10	-9	-5
Dallas	67,415	66	37	19	66,367	68	39	20	55,523	62	35	18	-6	-4	-2
El Paso	23,958	74	43	22	23,358	74	45	23	12,246	64	35	17	-10	-10	-6
Fort Worth	36,892	63	33	16	36,252	62	32	16	31,189	54	27	13	-8	-5	-3
Houston	91,295	66	39	21	89,975	67	40	22	60,814	58	33	18	-9	-7	-4
San Antonio	20,823	55	25	10	20,406	57	28	12	16,649	45	20	8	-12	-8	-4

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for prior years was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: 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 E, Table 2: 2017-18 to 2020-21 STAAR Writing Results for Large Urban School Districts and the State

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Grade 4															
State	394,967	61	37	10	405,362	65	34	10	337,754	52	26	8	-13	-8	-2
Austin	6,322	66	45	16	6,195	69	40	14	3,945	50	27	10	-19	-13	-4
Dallas	12,319	59	35	12	11,868	64	36	13	9,488	44	20	6	-20	-16	-7
El Paso	4,062	69	42	11	3,784	74	38	11	2,023	45	20	5	-29	-18	-6
Fort Worth	6,550	51	27	7	6,566	54	25	7	5,307	34	14	4	-20	-11	-3
Houston	17,081	55	34	10	16,922	60	30	10	11,977	43	20	7	-17	-10	-3
San Antonio	3,916	44	22	4	3,776	51	21	5	3,054	24	8	1	-27	-13	-4
Grade 7															
State	386,417	67	41	14	399,570	69	40	17	347,648	61	31	9	-8	-9	-8
Austin	5,130	63	42	17	5,430	66	42	19	2,003	49	27	9	-17	-15	-10
Dallas	10,333	56	30	8	10,188	57	30	11	8,876	48	21	5	-9	-9	-6
El Paso	3,952	63	36	11	3,989	65	35	13	1,763	47	21	5	-18	-14	-8
Fort Worth	6,057	53	26	6	6,016	54	25	8	5,198	45	17	3	-9	-8	-5
Houston	13,496	58	34	12	13,036	64	38	16	8,482	51	24	7	-13	-14	-9
San Antonio	3,185	47	22	5	3,048	49	23	8	2,942	32	11	2	-17	-12	-6
Grades 4 and 7															
State	781,384	64	39	12	804,932	67	37	13	685,402	57	29	9	-10	-8	-4
Austin	11,452	65	44	16	11,625	68	41	16	5,948	50	27	10	-18	-14	-6
Dallas	22,652	58	33	10	22,056	61	33	12	18,364	46	21	6	-15	-12	-6
El Paso	8,014	66	39	11	7,773	69	36	12	3,786	46	21	5	-23	-15	-7
Fort Worth	12,607	52	27	7	12,582	54	25	7	10,505	39	16	4	-15	-9	-3
Houston	30,577	56	34	11	29,958	62	33	13	20,459	46	22	7	-16	-11	-6
San Antonio	7,101	45	22	4	6,824	50	22	6	5,996	28	10	2	-22	-12	-4

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for prior years was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: 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 E, Table 3: 2017-18 to 2020-21 STAAR Mathematics Results for Large Urban School Districts and the State

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Grade 3															
State	403,135	77	45	22	390,035	78	47	24	338,399	61	29	14	-17	-18	-10
Austin	6,408	78	49	25	5,945	78	51	29	4,314	53	26	13	-25	-25	-16
Dallas	12,222	74	41	19	11,329	75	42	20	9,587	57	25	11	-18	-17	-9
El Paso	3,880	80	47	22	3,812	80	46	23	2,271	51	19	7	-29	-27	-16
Fort Worth	6,736	65	31	13	6,374	65	32	14	5,219	42	15	6	-23	-17	-8
Houston	17,516	73	43	22	16,659	73	43	22	12,063	49	22	11	-24	-21	-11
San Antonio	3,904	61	28	11	3,453	63	31	14	2,792	26	7	2	-37	-24	-12
Grade 4															
State	407,095	77	47	26	405,322	74	46	27	338,909	58	34	21	-16	-12	-6
Austin	6,331	78	49	28	6,217	75	48	30	4,161	51	30	17	-24	-18	-13
Dallas	12,357	75	44	24	11,932	74	44	25	9,515	54	30	16	-20	-14	-9
El Paso	4,054	80	47	24	3,785	74	44	24	2,147	48	23	12	-26	-21	-12
Fort Worth	6,543	66	34	16	6,573	62	32	17	5,303	39	19	10	-23	-13	-7
Houston	17,046	74	46	26	16,926	70	43	26	11,988	47	26	15	-23	-17	-11
San Antonio	3,926	60	27	12	3,786	59	30	15	2,871	27	10	4	-32	-20	-11
Grade 5															
State	406,076	84	56	29	410,142	83	55	35	345,451	69	42	24	-14	-13	-11
Austin	6,262	86	59	32	6,019	82	57	37	3,964	62	38	22	-20	-19	-15
Dallas	12,209	81	53	27	12,034	81	54	33	9,763	69	42	22	-12	-12	-11
El Paso	4,124	86	59	29	3,982	86	59	38	2,173	61	32	16	-25	-27	-22
Fort Worth	6,650	76	43	20	6,417	73	41	23	5,623	49	25	12	-24	-16	-11
Houston	16,891	78	51	27	16,417	77	52	34	11,737	58	33	19	-19	-19	-15
San Antonio	3,809	72	38	16	3,755	69	38	21	2,938	38	15	6	-31	-23	-15
Grade 6															
State	387,665	76	43	17	401,216	79	45	20	344,115	66	34	14	-13	-11	-6
Austin	5,226	72	40	16	5,234	74	40	18	2,394	52	25	9	-22	-15	-9
Dallas	10,404	67	33	12	10,813	74	38	15	8,943	62	29	9	-12	-9	-6
El Paso	3,968	71	35	14	3,907	76	39	15	1,825	53	22	9	-23	-17	-6
Fort Worth	5,816	61	24	6	5,656	63	20	5	5,033	40	12	2	-23	-8	-3
Houston	13,191	71	39	17	13,544	72	39	18	8,785	52	24	10	-20	-15	-8
San Antonio	3,188	57	21	6	3,397	65	26	8	2,899	41	11	2	-24	-15	-6

table continues

Appendix E, Table 3 (continued)

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Grade 7															
State	350,802	71	38	17	352,970	73	41	16	295,490	54	25	11	-19	-16	-5
Austin	3,347	57	25	11	3,420	56	26	9	1,351	28	9	4	-28	-17	-5
Dallas	7,901	54	17	4	7,376	58	20	4	3,695	29	6	1	-29	-14	-3
El Paso	3,942	67	35	15	3,949	73	41	16	1,847	46	20	8	-27	-21	-8
Fort Worth	4,311	44	10	2	4,147	43	10	1	3,505	18	3	0	-25	-7	-1
Houston	12,864	64	35	17	12,417	69	39	16	7,760	41	16	6	-28	-23	-10
San Antonio	3,173	51	20	7	3,028	58	25	8	2,732	31	9	2	-27	-16	-6
Grade 8															
State	333,762	78	49	15	337,761	81	55	16	293,487	60	35	10	-21	-20	-6
Austin	5,283	77	51	15	5,384	78	55	19	1,797	40	21	5	-38	-34	-14
Dallas	10,063	76	46	14	10,641	81	54	14	10,000	54	27	6	-27	-27	-8
El Paso	2,850	74	40	6	2,728	80	48	9	1,398	36	15	3	-44	-33	-6
Fort Worth	6,462	67	36	8	6,755	70	39	9	5,877	39	16	4	-31	-23	-5
Houston	10,433	70	40	12	10,593	72	45	12	6,193	34	15	4	-38	-30	-8
San Antonio	2,214	48	15	2	2,153	57	25	3	1,904	18	5	0	-39	-20	-3
Grades 3 to 8															
State	2,288,535	77	46	21	2,297,446	78	48	23	1,955,851	62	33	16	-16	-15	-7
Austin	32,857	76	47	22	32,219	75	48	25	17,981	51	28	14	-24	-20	-11
Dallas	65,156	72	40	18	64,125	75	43	20	51,503	57	29	12	-18	-14	-8
El Paso	22,818	77	44	19	22,163	78	46	21	11,661	50	22	10	-28	-24	-11
Fort Worth	36,518	64	31	12	35,922	64	30	12	30,560	39	16	6	-25	-14	-6
Houston	87,941	72	43	21	86,556	72	44	22	58,526	48	24	12	-24	-20	-10
San Antonio	20,214	59	26	10	19,572	62	30	12	16,136	31	10	3	-31	-20	-9

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for prior years was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: 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 E, Table 4: 2017-18 to 2020-21 STAAR Science Results for Large Urban School Districts and the State

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
Grade 5															
State	407,048	75	39	16	410,909	73	47	23	344,863	60	29	12	-13	-18	-11
Austin	6,265	76	41	18	6,027	72	47	23	3,892	55	29	14	-17	-18	-9
Dallas	12,198	69	31	11	12,017	68	41	19	9,697	54	22	8	-14	-19	-11
El Paso	4,121	78	41	15	3,970	74	47	21	2,127	50	19	6	-24	-28	-15
Fort Worth	6,632	63	25	8	6,407	61	33	13	5,613	40	14	5	-21	-19	-8
Houston	16,880	68	34	14	16,438	66	39	18	11,656	48	21	9	-18	-18	-9
San Antonio	3,798	58	20	6	3,746	53	25	8	2,913	28	6	1	-25	-19	-7
Grade 8															
State	386,971	74	50	27	393,904	79	49	24	338,224	67	42	23	-12	-7	-1
Austin	5,178	74	53	32	5,064	75	51	28	1,527	45	28	16	-30	-23	-12
Dallas	10,180	66	37	16	10,543	73	36	14	9,346	54	26	11	-19	-10	-3
El Paso	4,007	72	45	22	3,902	76	43	18	1,805	52	28	13	-24	-15	-5
Fort Worth	5,935	62	35	16	6,269	65	30	11	5,702	45	19	8	-20	-11	-3
Houston	12,836	66	41	21	13,082	70	39	18	7,592	49	27	13	-21	-12	-5
San Antonio	3,181	53	28	11	3,137	61	28	10	2,624	38	15	4	-23	-13	-6
Grades 5 and 8															
State	794,019	75	44	21	804,813	76	48	23	683,087	64	35	17	-12	-13	-6
Austin	11,443	75	46	24	11,091	73	49	25	5,419	52	29	15	-21	-20	-10
Dallas	22,378	68	34	13	22,560	70	39	17	19,043	54	24	10	-16	-15	-7
El Paso	8,128	75	43	18	7,872	75	45	20	3,932	51	23	9	-24	-22	-11
Fort Worth	12,567	63	30	12	12,676	63	32	12	11,315	43	17	7	-20	-15	-5
Houston	29,716	67	37	17	29,520	68	39	18	19,248	48	23	11	-20	-16	-7
San Antonio	6,979	56	24	8	6,883	57	26	9	5,537	33	10	2	-24	-16	-7

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for prior years was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: 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 E, Table 5: 2017-18 to 2020-21 STAAR Social Studies Results for Large Urban School Districts and the State

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
State	389,004	64	34	20	395,567	67	35	20	338,473	56	27	13	-11	-8	-7
Austin	5,147	66	38	22	5,036	64	38	23	1,451	40	18	9	-24	-20	-14
Dallas	9,914	59	27	14	10,121	60	26	13	8,807	43	15	5	-17	-11	-8
El Paso	4,010	58	28	15	3,903	60	27	13	1,756	35	15	6	-25	-12	-7
Fort Worth	5,783	48	21	10	5,891	50	20	9	5,408	34	10	4	-16	-10	-5
Houston	13,021	54	27	16	13,200	57	27	15	7,732	37	15	7	-20	-12	-8
San Antonio	3,120	39	14	7	3,050	44	17	8	1,661	26	5	2	-18	-12	-6

Source: TAMS website (<https://www.texasassessment.com>), 07/07/21. Information for prior years was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: Results included spring (first administration) data of each year. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix E, Table 6: 2017-18 to 2020-21 STAAR EOC Results for Large Urban School Districts and the State

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
English I															
State	474,424	60	44	7	467,850	63	49	12	415,929	66	50	12	3	1	0
Austin	6,009	61	48	13	5,740	64	53	20	4,521	68	56	18	4	3	-2
Dallas	13,571	50	33	4	13,873	54	39	7	10,555	51	36	5	-3	-3	-2
El Paso	6,658	52	36	5	6,422	56	43	9	3,867	62	46	10	6	3	1
Fort Worth	8,191	49	32	3	8,400	52	37	5	6,707	49	32	4	-3	-5	-1
Houston	18,334	51	36	6	17,055	53	39	10	13,171	56	42	11	3	3	1
San Antonio	4,650	39	23	2	4,431	42	27	4	3,909	43	27	4	1	0	0
English II															
State	445,287	66	50	8	445,466	67	51	8	393,559	70	57	11	3	6	3
Austin	5,920	67	54	14	5,947	69	56	14	4,204	71	60	15	2	4	1
Dallas	12,910	57	40	5	12,289	59	41	5	10,088	57	44	6	-2	3	1
El Paso	5,836	59	43	6	5,805	59	44	6	3,645	67	54	9	8	10	3
Fort Worth	7,030	55	39	4	7,179	56	37	4	6,074	53	37	4	-3	0	0
Houston	17,116	53	38	6	16,596	58	43	7	12,474	62	50	10	4	7	3
San Antonio	4,128	47	30	3	4,222	52	32	2	3,378	51	36	4	-1	4	2
Algebra I															
State	420,255	83	56	34	416,354	84	62	39	396,272	72	41	23	-12	-21	-16
Austin	5,146	88	66	42	5,336	89	69	43	4,191	68	35	18	-21	-34	-25
Dallas	11,272	82	56	32	11,027	85	64	42	11,035	66	32	16	-19	-32	-26
El Paso	4,930	86	63	41	4,563	90	75	53	3,265	69	35	18	-21	-40	-35
Fort Worth	6,731	76	45	23	6,506	75	48	24	6,050	47	17	7	-28	-31	-17
Houston	16,029	73	44	26	14,737	74	50	31	12,215	60	28	15	-14	-22	-16
San Antonio	3,965	68	35	14	3,657	74	46	22	2,894	46	13	4	-28	-33	-18
Biology															
State	410,500	87	60	24	409,371	88	63	26	392,222	81	54	22	-7	-9	-4
Austin	5,550	89	67	32	5,436	89	68	32	4,282	80	57	23	-9	-11	-9
Dallas	10,752	84	54	18	10,213	83	56	21	9,883	72	42	14	-11	-14	-7
El Paso	5,395	79	47	13	5,290	81	53	17	3,655	77	47	16	-4	-6	-1
Fort Worth	6,417	81	47	14	5,993	81	50	15	6,265	66	32	7	-15	-18	-8
Houston	15,315	76	47	18	14,724	79	51	20	12,462	71	43	17	-8	-8	-3
San Antonio	2,695	75	42	10	3,154	78	42	10	3,017	65	31	7	-13	-11	-3

table continues

Appendix E, Table 6 (continued)

State or District	2017-18				2018-19				2020-21				18-19 to 20-21 Δ		
	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	<i>n</i> Tested	Appr+ %	Meets+ %	Masters %	Appr+ %pts	Meets+ %pts	Masters %pts
U.S. History															
State	356,959	92	72	42	360,061	93	75	47	347,885	88	69	43	-5	-6	-4
Austin	4,497	93	76	48	4,517	94	79	53	3,982	88	71	50	-6	-8	-3
Dallas	9,578	93	71	38	9,571	93	73	41	8,475	82	57	32	-11	-16	-9
El Paso	4,240	88	66	37	4,492	90	68	39	3,729	86	62	35	-4	-6	-4
Fort Worth	4,948	93	68	34	5,104	91	66	33	4,827	78	53	26	-13	-13	-7
Houston	12,047	87	63	35	12,136	89	68	40	10,982	82	59	34	-7	-9	-6
San Antonio	2,871	85	54	23	2,732	88	60	27	3,494	72	43	19	-16	-17	-8

Source: TAMS website (<https://www.texasassessment.com>), 08/09/19 for 2017-18 and 2018-19, and 07/12/21 for 2020-21.

Note: Results included spring administration for each year. All information was based on the STAAR version and did not include STAAR EOC Alternate 2.

Appendix F

Appendix F, Table 1: 2018-19 to 2020-21 STAAR Reading Progress Measure Results by Grade and Student Group

	2018-19							2020-21						
	N	Limited		Expected		Accelerated		N	Limited		Expected		Accelerated	
		n	%	n	%	n	%		n	%	n	%	n	%
Grade 4 English														
All	6,124	2,777	45.4	2,109	34.4	1,238	20.2	-	-	-	-	-	-	-
Af. Am.	2,200	1,112	50.5	661	30.1	427	19.4	-	-	-	-	-	-	-
Hispanic	3,156	1,388	44.0	1,151	36.5	617	19.5	-	-	-	-	-	-	-
White	513	162	31.6	212	41.3	139	27.1	-	-	-	-	-	-	-
English Learner	907	400	44.1	320	35.3	187	20.6	-	-	-	-	-	-	-
Eco. Dis.	5,056	2,412	47.7	1,679	33.2	965	19.1	-	-	-	-	-	-	-
SPED	700	365	52.1	229	32.7	106	15.2	-	-	-	-	-	-	-
Grade 4 Spanish														
All	4,190	2,228	53.2	1,321	31.5	641	15.3	-	-	-	-	-	-	-
Af. Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	4,158	2,212	53.2	1,314	31.6	632	15.2	-	-	-	-	-	-	-
White	19	7	36.8	5	26.4	7	36.8	-	-	-	-	-	-	-
English Learner	4,109	2,183	53.1	1,298	31.6	628	15.3	-	-	-	-	-	-	-
Eco. Dis.	4,012	2,147	53.5	1,263	31.5	602	15.0	-	-	-	-	-	-	-
SPED	225	152	67.5	58	25.8	15	6.7	-	-	-	-	-	-	-
Grade 4 English and Spanish Combined														
All	10,314	5,005	48.5	3,430	33.3	1,879	18.2	-	-	-	-	-	-	-
Af. Am.	2,200	1,112	50.5	661	30.1	427	19.4	-	-	-	-	-	-	-
Hispanic	7,314	3,600	49.2	2,465	33.7	1,249	17.1	-	-	-	-	-	-	-
White	532	169	31.8	217	40.8	146	27.4	-	-	-	-	-	-	-
English Learner	5,016	2,583	51.5	1,618	32.3	815	16.2	-	-	-	-	-	-	-
Eco. Dis.	9,068	4,559	50.3	2,942	32.4	1,567	17.3	-	-	-	-	-	-	-
SPED	925	517	55.9	287	31.0	121	13.1	-	-	-	-	-	-	-
Grade 5 English														
All	6,481	1,396	21.5	2,667	41.2	2,418	37.3	4,906	2,063	42.1	1,721	35.1	1,122	22.9
Af. Am.	2,247	514	22.9	854	38.0	879	39.1	1,643	810	49.3	511	31.1	322	19.6
Hispanic	3,499	757	21.6	1,557	44.5	1,185	33.9	2,615	1,101	42.1	970	37.1	544	20.8
White	487	80	16.4	169	34.7	238	48.9	406	73	18.0	147	36.2	186	45.8
English Learner	1,170	278	23.8	516	44.1	376	32.1	955	405	42.4	340	35.6	210	22.0
Eco. Dis.	5,427	1,212	22.3	2,260	41.7	1,955	36.0	3,943	1,796	45.5	1,349	34.2	798	20.2
SPED	741	216	29.1	263	35.5	262	35.4	625	307	49.1	207	33.1	111	17.8

table continues

Appendix F, Table 1 (continued)

	2018-19							2020-21						
	Limited			Expected		Accelerated		Limited			Expected		Accelerated	
	N	n	%	n	%	n	%	N	n	%	n	%	n	%
Grade 5 Spanish														
All	3,804	412	10.8	1,697	44.6	1,695	44.6	3,235	960	29.7	1,511	46.7	764	23.6
Af. Am.	*	*	*	*	*	*	*	-	-	-	-	-	-	-
Hispanic	3,777	410	10.8	1,687	44.7	1,680	44.5	3,220	957	29.7	1,501	46.6	762	23.7
White	17	1	5.9	7	41.2	9	52.9	6	2	33.3	3	50.0	1	16.7
English Learner	3,740	407	10.9	1,663	44.5	1,670	44.6	3,180	944	29.7	1,484	46.7	752	23.6
Eco. Dis.	3,644	392	10.8	1,630	44.7	1,622	44.5	3,069	916	29.8	1,427	46.5	726	23.7
SPED	212	29	13.7	87	41.0	96	45.3	250	105	42.0	96	38.4	49	19.6
Grade 5 English and Spanish Combined														
All	10,285	1,808	17.6	4,364	42.4	4,113	40.0	8,141	3,023	37.1	3,232	39.7	1,886	23.2
Af. Am.	2,249	514	22.8	854	38.0	881	39.2	1,643	810	49.3	511	31.1	322	19.6
Hispanic	7,276	1,167	16.0	3,244	44.6	2,865	39.4	5,835	2,058	35.3	2,471	42.3	1,306	22.4
White	504	81	16.1	176	34.9	247	49.0	412	75	18.2	150	36.4	187	45.4
English Learner	4,910	685	13.9	2,179	44.4	2,046	41.7	4,135	1,349	32.6	1,824	44.1	962	23.3
Eco. Dis.	9,071	1,604	17.7	3,890	42.9	3,577	39.4	7,012	2,712	38.7	2,776	39.6	1,524	21.7
SPED	953	245	25.7	350	36.7	358	37.6	875	412	47.1	303	34.6	160	18.3
Grade 6 English														
All	6,566	4,410	67.2	1,707	26.0	449	6.8	4,775	2,753	57.7	1,469	30.8	553	11.6
Af. Am.	1,901	1,299	68.3	493	25.9	109	5.8	1,387	816	58.8	418	30.1	153	11.0
Hispanic	3,990	2,752	69.0	994	24.9	244	6.1	2,788	1,652	59.3	837	30.0	299	10.7
White	433	224	51.7	143	33.0	66	15.3	358	174	48.6	120	33.5	64	17.9
English Learner	1,614	1,123	69.6	395	24.5	96	5.9	1,077	626	58.1	336	31.2	115	10.7
Eco. Dis.	5,529	3,813	69.0	1,399	25.3	317	5.7	3,746	2,220	59.3	1,134	30.3	392	10.5
SPED	717	547	76.3	141	19.7	29	4.0	607	345	56.8	183	30.1	79	13.0
Grade 7 English														
All	9,355	2,719	29.1	3,844	41.1	2,792	29.8	5,200	3,104	59.7	1,539	29.6	557	10.7
Af. Am.	1,880	626	33.3	725	38.6	529	28.1	1,286	872	67.8	298	23.2	116	9.0
Hispanic	6,844	1,941	28.4	2,874	42.0	2,029	29.6	3,354	1,986	59.2	1,024	30.5	344	10.3
White	403	94	23.3	160	39.7	149	37.0	347	145	41.8	140	40.3	62	17.9
English Learner	4,599	1,355	29.5	1,881	40.9	1,363	29.6	1,440	859	59.7	435	30.2	146	10.1
Eco. Dis.	8,197	2,448	29.9	3,350	40.9	2,399	29.2	4,171	2,609	62.6	1,158	27.8	404	9.7
SPED	733	290	39.6	262	35.7	181	24.7	553	404	73.1	110	19.9	39	7.1

table continues

Appendix F, Table 1 (continued)

	2018-19						2020-21							
	Limited			Expected		Accelerated		Limited			Expected		Accelerated	
	N	n	%	n	%	n	%	N	n	%	n	%	n	%
Grade 8 English														
All	9,376	2,726	29.1	4,267	45.5	2,383	25.4	8,315	2,649	31.9	3,364	40.5	2,302	27.7
Af. Am.	1,889	562	29.8	829	43.9	498	26.3	1,324	466	35.2	504	38.1	354	26.7
Hispanic	6,956	2,058	29.6	3,167	45.5	1,731	24.9	6,410	2,030	31.7	2,614	40.8	1,766	27.6
White	321	54	16.8	160	49.9	107	33.3	350	96	27.4	147	42.0	107	30.6
English Learner	4,403	1,295	29.4	1,960	44.5	1,148	26.1	4,111	1,281	31.2	1,653	40.2	1,177	28.6
Eco. Dis.	8,302	2,446	29.5	3,762	45.3	2,094	25.2	7,034	2,282	32.4	2,838	40.3	1,914	27.2
SPED	658	240	36.5	282	42.8	136	20.7	668	233	34.9	272	40.7	163	24.4
Grades 4 to 8 English														
All	37,902	14,028	37.0	14,594	38.5	9,280	24.5	23,196	10,569	45.6	8,093	34.9	4,534	19.5
Af. Am.	10,117	4,113	40.7	3,562	35.2	2,442	24.1	5,640	2,964	52.6	1,731	30.7	945	16.8
Hispanic	24,445	8,896	36.4	9,743	39.9	5,806	23.7	15,167	6,769	44.6	5,445	35.9	2,953	19.5
White	2,157	614	28.5	844	39.1	699	32.4	1,461	488	33.4	554	37.9	419	28.7
English Learner	12,693	4,451	35.1	5,072	39.9	3,170	25.0	7,583	3,171	41.8	2,764	36.4	1,648	21.7
Eco. Dis.	32,511	12,331	37.9	12,450	38.3	7,730	23.8	18,894	8,907	47.1	6,479	34.3	3,508	18.6
SPED	3,549	1,658	46.7	1,177	33.2	714	20.1	2,453	1,289	52.5	772	31.5	392	16.0
Grades 4 to 5 Spanish														
All	7,994	2,640	33.0	3,018	37.8	2,336	29.2	3,235	960	29.7	1,511	46.7	764	23.6
Af. Am.	*	*	*	*	*	*	*	-	-	-	-	-	-	-
Hispanic	7,935	2,622	33.0	3,001	37.8	2,312	29.2	3,220	957	29.7	1,501	46.6	762	23.7
White	36	8	22.2	12	33.3	16	44.5	6	2	33.3	3	50.0	1	16.7
English Learner	7,849	2,590	33.0	2,961	37.7	2,298	29.3	3,180	944	29.7	1,484	46.7	752	23.6
Eco. Dis.	7,656	2,539	33.2	2,893	37.8	2,224	29.0	3,069	916	29.8	1,427	46.5	726	23.7
SPED	437	181	41.4	145	33.2	111	25.4	250	105	42.0	96	38.4	49	19.6
Grades 4 to 8 English and Spanish Combined														
All	45,896	16,668	36.3	17,612	38.4	11,616	25.3	26,431	11,529	43.6	9,604	36.3	5,298	20.0
Af. Am.	10,119	4,113	40.6	3,562	35.2	2,444	24.2	5,640	2,964	52.6	1,731	30.7	945	16.8
Hispanic	32,380	11,518	35.6	12,744	39.3	8,118	25.1	18,387	7,726	42.0	6,946	37.8	3,715	20.2
White	2,193	622	28.4	856	39.0	715	32.6	1,467	490	33.4	557	38.0	420	28.6
English Learner	20,542	7,041	34.3	8,033	39.1	5,468	26.6	10,763	4,115	38.2	4,248	39.5	2,400	22.3
Eco. Dis.	40,167	14,870	37.0	15,343	38.2	9,954	24.8	21,963	9,823	44.7	7,906	36.0	4,234	19.3
SPED	3,986	1,839	46.1	1,322	33.2	825	20.7	2,703	1,394	51.6	868	32.1	441	16.3

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

Note: STAAR data did not include STAAR Alternate 2. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Percentages may not sum to 100 because of rounding. In 2020-21, progress measures were available for grades 5 to 8.

Appendix F, Table 2: 2018-19 STAAR Reading Results by Progress Measure, Grade, and Student Group (English and Spanish Combined)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 4															
All	5,005	45.5	54.5	19.2	0.0	3,430	21.1	78.9	51.1	28.9	1,879	9.5	90.5	69.9	50.5
Af. Am.	1,112	54.2	45.8	12.6	0.0	661	34.8	65.2	34.6	15.4	427	18.0	82.0	52.2	30.9
Hispanic	3,600	43.9	56.1	20.3	0.0	2,465	18.6	81.4	52.6	29.3	1,249	7.4	92.6	73.5	52.9
White	169	31.4	68.6	40.8	0.0	217	10.1	89.9	82.0	63.6	146	4.8	95.2	86.3	80.1
English Learner	2,583	46.3	53.7	19.0	0.0	1,618	18.0	82.0	52.4	29.5	815	6.5	93.5	74.4	53.7
Eco. Dis.	4,559	47.5	52.5	17.4	0.0	2,942	23.6	76.4	47.1	25.0	1,567	10.8	89.2	66.1	44.5
SPED	517	80.3	19.7	3.7	0.0	287	63.8	36.2	14.3	6.3	121	35.5	64.5	32.2	15.7
Grade 5															
All	1,808	25.5	74.5	33.6	0.0	4,364	16.1	83.9	53.6	27.8	4,113	8.9	91.1	63.1	39.1
Af. Am.	514	39.7	60.3	20.0	0.0	854	29.0	71.0	34.8	16.7	881	16.3	83.7	45.4	26.0
Hispanic	1,167	20.4	79.6	38.2	0.0	3,244	13.1	86.9	57.0	29.0	2,865	7.1	92.9	66.6	39.8
White	81	13.6	86.4	48.1	0.0	176	6.2	93.8	81.8	55.1	247	2.4	97.6	84.2	72.9
English Learner	685	21.3	78.7	41.9	0.0	2,179	13.0	87.0	58.0	28.2	2,046	7.2	92.8	66.8	36.5
Eco. Dis.	1,604	27.2	72.8	31.9	0.0	3,890	17.3	82.7	51.0	25.2	3,577	9.8	90.2	60.0	34.5
SPED	245	70.2	29.8	7.3	0.0	350	53.7	46.3	17.7	6.9	358	27.1	72.9	27.9	10.9
Grade 6															
All	4,410	49.2	50.8	16.8	0.0	1,707	18.3	81.7	54.1	35.6	449	7.1	92.9	78.4	64.6
Af. Am.	1,299	61.7	38.3	9.7	0.0	493	26.6	73.4	39.6	23.3	109	11.9	88.1	61.5	37.6
Hispanic	2,752	45.1	54.9	18.5	0.0	994	17.1	82.9	55.3	34.6	244	7.0	93.0	80.3	68.0
White	224	27.7	72.3	31.3	0.0	143	0.7	99.3	86.0	75.5	66	0.0	100.0	97.0	95.5
English Learner	1,123	51.2	48.8	13.2	0.0	395	24.8	75.2	42.3	20.0	96	13.5	86.5	66.7	50.0
Eco. Dis.	3,813	52.2	47.8	14.5	0.0	1,399	21.3	78.7	47.9	28.9	317	9.1	90.9	70.7	53.9
SPED	547	84.6	15.4	2.9	0.0	141	65.2	34.8	14.2	9.9	29	27.6	72.4	51.7	31.0
Grade 7															
All	2,719	55.5	44.5	16.2	0.0	3,844	31.0	69.0	41.9	25.1	2,792	16.2	83.8	56.4	38.2
Af. Am.	626	63.4	36.6	10.7	0.0	725	41.2	58.8	32.4	15.7	529	21.2	78.8	44.4	26.8
Hispanic	1,941	53.9	46.1	16.8	0.0	2,874	29.6	70.4	42.1	25.4	2,029	15.6	84.4	56.8	37.4
White	94	28.7	71.3	40.4	0.0	160	10.0	90.0	76.3	59.4	149	8.1	91.9	85.2	74.5
English Learner	1,355	60.7	39.3	12.8	0.0	1,881	37.0	63.0	31.5	16.5	1,363	20.0	80.0	47.8	28.6
Eco. Dis.	2,448	58.0	42.0	14.2	0.0	3,350	33.2	66.8	38.4	21.7	2,399	18.3	81.7	52.7	33.6
SPED	290	92.8	7.2	1.0	0.0	262	74.8	25.2	9.5	5.3	181	50.8	49.2	16.0	6.6

table continues

Appendix F, Table 2 (continued)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 8															
All	2,726	28.1	71.9	28.5	0.0	4,267	19.9	80.1	47.0	24.6	2,383	11.2	88.8	50.7	28.8
Af. Am.	562	36.7	63.3	19.8	0.0	829	27.5	72.5	36.2	17.9	498	13.5	86.5	45.6	23.9
Hispanic	2,058	25.9	74.1	30.5	0.0	3,167	18.8	81.2	47.9	24.1	1,731	10.9	89.1	50.1	27.8
White	54	18.5	81.5	48.1	0.0	160	6.2	93.8	76.3	56.3	107	5.6	94.4	76.6	61.7
English Learner	1,295	34.0	66.0	21.2	0.0	1,960	24.8	75.2	34.4	13.2	1,148	13.7	86.3	41.3	16.9
Eco. Dis.	2,446	29.5	70.5	27.0	0.0	3,762	21.1	78.9	44.5	21.6	2,094	12.1	87.9	47.7	25.0
SPED	240	82.5	17.5	3.3	0.0	282	65.6	34.4	8.9	2.1	136	31.6	68.4	19.9	5.9
Grades 4 to 8															
All	16,668	43.1	56.9	21.2	0.0	17,612	21.5	78.5	49.0	27.4	11,616	11.2	88.8	60.6	39.6
Af. Am.	4,113	53.8	46.2	13.3	0.0	3,562	31.9	68.1	35.3	17.5	2,444	16.9	83.1	47.1	27.1
Hispanic	11,518	40.3	59.7	22.9	0.0	12,744	19.6	80.4	50.4	27.5	8,118	10.1	89.9	62.1	39.5
White	622	26.2	73.8	38.9	0.0	856	7.0	93.0	80.5	61.7	715	4.3	95.7	84.9	75.1
English Learner	7,041	45.1	54.9	19.5	0.0	8,033	23.1	76.9	44.1	21.7	5,468	11.7	88.3	57.8	33.2
Eco. Dis.	14,870	45.3	54.7	19.3	0.0	15,343	23.3	76.7	45.6	23.8	9,954	12.4	87.6	56.9	34.5
SPED	1,839	82.5	17.5	3.5	0.0	1,322	63.8	36.2	13.1	5.7	825	34.3	65.7	25.5	10.5

Source: PEIMS demographic file, 10/28/19. District STAAR data file, 06/13/19.

Note: Results did not include STAAR Alternate 2.

Appendix F, Table 3: 2020-21 STAAR Reading Results by Progress Measure, Grade, and Student Group (English and Spanish Combined)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 5															
All	3,023	48.2	51.8	21.5	0.0	3,232	16.9	83.1	58.1	39.9	1,886	5.1	94.9	76.0	56.0
Af. Am.	810	63.2	36.8	11.0	0.0	511	33.9	66.1	37.0	23.7	322	11.8	88.2	60.6	39.4
Hispanic	2,058	42.7	57.3	25.0	0.0	2,471	14.0	86.0	60.8	41.1	1,306	4.3	95.7	76.6	54.5
White	75	32.0	68.0	42.7	0.0	150	8.0	92.0	79.3	68.0	187	0.0	100.0	96.3	87.7
English Learner	1,349	39.7	60.3	27.3	0.0	1,824	12.4	87.6	62.9	41.1	962	3.7	96.3	77.8	53.1
Eco. Dis.	2,712	50.5	49.5	20.0	0.0	2,776	18.3	81.7	55.4	36.7	1,524	6.1	93.9	72.5	50.2
SPED	412	82.3	17.7	4.4	0.0	303	52.5	47.5	16.2	5.0	160	18.1	81.9	38.8	19.4
Grade 6															
All	2,753	47.5	52.5	16.4	0.0	1,469	32.2	67.8	41.6	26.7	553	22.1	77.9	54.1	41.8
Af. Am.	816	59.4	40.6	8.7	0.0	418	44.5	55.5	26.3	13.4	153	32.7	67.3	34.6	18.3
Hispanic	1,652	44.7	55.3	17.4	0.0	837	30.0	70.0	42.9	27.4	299	22.1	77.9	53.5	39.5
White	174	22.4	77.6	40.2	0.0	120	13.3	86.7	79.2	65.0	64	3.1	96.9	90.6	90.6
English Learner	626	49.5	50.5	16.8	0.0	336	31.0	69.0	35.4	18.8	115	21.7	78.3	50.4	33.9
Eco. Dis.	2,220	51.8	48.2	13.4	0.0	1,134	37.8	62.2	33.0	18.3	392	28.1	71.9	41.3	26.5
SPED	345	86.4	13.6	2.6	0.0	183	71.6	28.4	10.9	6.6	79	53.2	46.8	15.2	12.7
Grade 7															
All	3,104	51.4	48.6	19.1	0.0	1,539	10.4	89.6	68.4	51.9	557	4.8	95.2	85.3	68.0
Af. Am.	872	62.6	37.4	11.6	0.0	298	17.4	82.6	55.0	39.6	116	11.2	88.8	68.1	47.4
Hispanic	1,986	48.4	51.6	20.4	0.0	1,024	9.3	90.7	68.9	50.6	344	4.1	95.9	88.1	68.6
White	145	25.5	74.5	46.9	0.0	140	2.1	97.9	90.7	84.3	62	0.0	100.0	98.4	93.5
English Learner	859	54.9	45.1	16.9	0.0	435	14.7	85.3	57.0	38.6	146	8.2	91.8	76.0	51.4
Eco. Dis.	2,609	54.4	45.6	16.4	0.0	1,158	12.3	87.7	62.6	44.6	404	5.7	94.3	81.7	60.1
SPED	404	85.4	14.6	2.5	0.0	110	56.4	43.6	20.0	10.9	39	38.5	61.5	28.2	17.9
Grade 8															
All	2,649	50.6	49.4	18.2	0.0	3,364	28.3	71.7	42.8	20.5	2,302	14.0	86.0	58.6	32.0
Af. Am.	466	56.0	44.0	13.1	0.0	504	35.7	64.3	32.1	14.5	354	16.7	83.3	50.8	25.7
Hispanic	2,030	50.9	49.1	17.9	0.0	2,614	28.2	71.8	42.5	19.1	1,766	14.2	85.8	57.9	29.7
White	96	27.1	72.9	38.5	0.0	147	5.4	94.6	77.6	59.9	107	3.7	96.3	83.2	68.2
English Learner	1,281	59.6	40.4	12.4	0.0	1,653	35.2	64.8	32.1	12.2	1,177	16.8	83.2	52.8	21.8
Eco. Dis.	2,282	52.8	47.2	16.8	0.0	2,838	30.8	69.2	38.9	16.9	1,914	15.2	84.8	55.1	27.2
SPED	233	87.6	12.4	2.6	0.0	272	71.0	29.0	9.9	5.5	163	41.1	58.9	23.3	9.2

table continues

Appendix F, Table 3 (continued)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grades 5 to 8															
All	11,529	49.4	50.6	18.9	0.0	9,604	22.2	77.8	51.9	33.0	5,298	10.7	89.3	67.1	45.3
Af. Am.	2,964	60.9	39.1	10.9	0.0	1,731	34.1	65.9	36.1	21.3	945	16.9	83.1	53.7	31.9
Hispanic	7,726	46.7	53.3	20.3	0.0	6,946	20.5	79.5	53.0	32.6	3,715	10.4	89.6	66.9	42.8
White	490	25.7	74.3	42.2	0.0	557	7.0	93.0	81.7	69.3	420	1.4	98.6	92.4	84.0
English Learner	4,115	50.6	49.4	18.9	0.0	4,248	23.0	77.0	48.1	27.8	2,400	11.3	88.7	64.1	36.7
Eco. Dis.	9,823	52.4	47.6	16.8	0.0	7,906	24.7	75.3	47.3	28.1	4,234	12.2	87.8	62.6	38.5
SPED	1,394	85.1	14.9	3.1	0.0	868	62.8	37.2	13.6	6.2	441	34.7	65.3	27.9	14.3

Source: PEIMS demographic file, 10/30/20. District STAAR data file, 07/12/21.

Note: Results did not include STAAR Alternate 2. In 2020-21, progress measures were available for grades 5 to 8.

Appendix F, Table 4: 2018-19 to 2020-21 STAAR Mathematics Progress Measure Results by Grade and Student Group

	2018-19							2020-21						
	N	Limited		Expected		Accelerated		N	Limited		Expected		Accelerated	
		n	%	n	%	n	%		n	%	n	%	n	%
Grade 4 English														
All	10,869	4,259	39.2	3,908	35.9	2,702	24.9	-	-	-	-	-	-	-
Af. Am.	2,197	980	44.6	781	35.6	436	19.8	-	-	-	-	-	-	-
Hispanic	7,868	3,062	38.9	2,833	36.0	1,973	25.1	-	-	-	-	-	-	-
White	534	130	24.4	195	36.5	209	39.1	-	-	-	-	-	-	-
English Learner	5,540	2,108	38.0	2,010	36.3	1,422	25.7	-	-	-	-	-	-	-
Eco. Dis.	9,595	3,875	40.4	3,441	35.9	2,279	23.7	-	-	-	-	-	-	-
SPED	967	439	45.4	328	33.9	200	20.7	-	-	-	-	-	-	-
Grade 4 Spanish														
All	59	22	37.3	23	39.0	14	23.7	-	-	-	-	-	-	-
Af. Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	56	21	37.5	23	41.1	12	21.4	-	-	-	-	-	-	-
White	*	*	*	*	*	*	*	-	-	-	-	-	-	-
English Learner	59	22	37.3	23	39.0	14	23.7	-	-	-	-	-	-	-
Eco. Dis.	55	21	38.2	21	38.2	13	23.6	-	-	-	-	-	-	-
SPED	*	*	*	*	*	*	*	-	-	-	-	-	-	-
Grade 4 English and Spanish Combined														
All	10,928	4,281	39.2	3,931	36.0	2,716	24.8	-	-	-	-	-	-	-
Af. Am.	2,197	980	44.6	781	35.6	436	19.8	-	-	-	-	-	-	-
Hispanic	7,924	3,083	38.9	2,856	36.0	1,985	25.1	-	-	-	-	-	-	-
White	536	131	24.4	195	36.4	210	39.2	-	-	-	-	-	-	-
English Learner	5,599	2,130	38.0	2,033	36.3	1,436	25.7	-	-	-	-	-	-	-
Eco. Dis.	9,650	3,896	40.4	3,462	35.9	2,292	23.7	-	-	-	-	-	-	-
SPED	972	441	45.4	331	34.0	200	20.6	-	-	-	-	-	-	-
Grade 5 English														
All	11,051	2,102	19.0	4,852	43.9	4,097	37.1	8,763	4,246	48.5	2,700	30.8	1,817	20.7
Af. Am.	2,251	436	19.4	1,021	45.3	794	35.3	1,653	999	60.4	437	26.4	217	13.1
Hispanic	8,038	1,565	19.5	3,507	43.6	2,966	36.9	6,446	3,009	46.7	2,064	32.0	1,373	21.3
White	504	73	14.5	218	43.3	213	42.3	413	133	32.2	129	31.2	151	36.6
English Learner	5,641	1,070	19.0	2,441	43.2	2,130	37.7	4,707	2,167	46.0	1,478	31.4	1,062	22.6
Eco. Dis.	9,790	1,910	19.5	4,314	44.1	3,566	36.4	7,594	3,800	50.0	2,301	30.3	1,493	19.7
SPED	1,008	202	20.0	412	40.9	394	39.1	946	427	45.1	318	33.6	201	21.2

table continues

Appendix F, Table 4 (continued)

	2018-19						2020-21							
	N	Limited		Expected		Accelerated		N	Limited		Expected		Accelerated	
		n	%	n	%	n	%		n	%	n	%	n	%
Grade 5 Spanish														
All	77	9	11.6	34	44.2	34	44.2	73	28	38.4	24	32.9	21	28.8
Af. Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	75	9	12.0	33	44.0	33	44.0	72	27	37.5	24	33.3	21	29.2
White	*	*	*	*	*	*	*	-	-	-	-	-	-	-
English Learner	77	9	11.6	34	44.2	34	44.2	73	28	38.4	24	32.9	21	28.8
Eco. Dis.	73	9	12.3	30	41.1	34	46.6	70	27	38.6	23	32.9	20	28.6
SPED	*	*	*	*	*	*	*	13	7	53.8	3	23.1	3	23.1
Grade 5 English and Spanish Combined														
All	11,128	2,111	19.0	4,886	43.9	4,131	37.1	8,836	4,274	48.4	2,724	30.8	1,838	20.8
Af. Am.	2,251	436	19.4	1,021	45.3	794	35.3	1,653	999	60.4	437	26.4	217	13.1
Hispanic	8,113	1,574	19.4	3,540	43.6	2,999	37.0	6,518	3,036	46.6	2,088	32.0	1,394	21.4
White	506	73	14.4	219	43.3	214	42.3	413	133	32.2	129	31.2	151	36.6
English Learner	5,718	1,079	18.9	2,475	43.3	2,164	37.8	4,780	2,195	45.9	1,502	31.4	1,083	22.7
Eco. Dis.	9,863	1,919	19.5	4,344	44.0	3,600	36.5	7,664	3,827	49.9	2,324	30.3	1,513	19.7
SPED	1,012	203	20.1	414	40.9	395	39.0	959	434	45.3	321	33.5	204	21.3
Grade 6 English														
All	10,006	6,077	60.7	3,309	33.1	620	6.2	8,266	5,475	66.2	2,378	28.8	413	5.0
Af. Am.	1,901	1,165	61.3	629	33.1	107	5.6	1,392	906	65.1	405	29.1	81	5.8
Hispanic	7,410	4,619	62.3	2,397	32.4	394	5.3	6,251	4,242	67.9	1,744	27.9	265	4.2
White	445	178	40.0	183	41.1	84	18.9	367	180	49.0	144	39.2	43	11.7
English Learner	4,995	3,242	64.9	1,515	30.3	238	4.8	4,484	3,057	68.2	1,247	27.8	180	4.0
Eco. Dis.	8,756	5,483	62.6	2,804	32.0	469	5.4	6,983	4,721	67.6	1,949	27.9	313	4.5
SPED	889	604	67.9	238	26.8	47	5.3	846	473	55.9	310	36.6	63	7.4
Grade 7 English														
All	6,591	3,083	46.8	2,883	43.7	625	9.5	3,284	2,856	87.0	385	11.7	43	1.3
Af. Am.	1,549	792	51.1	633	40.9	124	8.0	691	606	87.7	77	11.1	8	1.2
Hispanic	4,747	2,160	45.5	2,120	44.7	467	9.8	2,459	2,136	86.9	291	11.8	32	1.3
White	160	69	43.1	68	42.5	23	14.4	68	57	83.8	9	13.2	2	2.9
English Learner	3,456	1,576	45.6	1,549	44.8	331	9.6	1,738	1,520	87.5	196	11.3	22	1.3
Eco. Dis.	6,077	2,871	47.3	2,645	43.5	561	9.2	2,919	2,540	87.0	341	11.7	38	1.3
SPED	703	407	57.9	249	35.4	47	6.7	526	420	79.8	97	18.4	9	1.7

table continues

Appendix F, Table 4 (continued)

	2018-19						2020-21							
	N	Limited		Expected		Accelerated		N	Limited		Expected		Accelerated	
		n	%	n	%	n	%		n	%	n	%	n	%
Grade 8 English														
All	9,831	2,021	20.6	6,144	62.5	1,666	16.9	9,130	6,423	70.4	2,377	26.0	330	3.6
Af. Am.	1,884	376	19.9	1,173	62.3	335	17.8	1,483	964	65.0	472	31.8	47	3.2
Hispanic	7,324	1,520	20.8	4,596	62.7	1,208	16.5	7,025	5,106	72.7	1,701	24.2	218	3.1
White	402	83	20.6	250	62.2	69	17.2	378	214	56.6	128	33.9	36	9.5
English Learner	4,812	964	20.0	3,054	63.5	794	16.5	4,802	3,438	71.6	1,207	25.1	157	3.3
Eco. Dis.	8,584	1,744	20.3	5,392	62.8	1,448	16.9	7,762	5,526	71.2	1,990	25.6	246	3.2
SPED	663	169	25.5	424	63.9	70	10.6	772	455	58.9	288	37.3	29	3.8
Grades 4 to 8 English														
All	48,348	17,542	36.3	21,096	43.6	9,710	20.1	29,443	19,000	64.5	7,840	26.6	2,603	8.8
Af. Am.	9,782	3,749	38.3	4,237	43.3	1,796	18.4	5,219	3,475	66.6	1,391	26.7	353	6.8
Hispanic	35,387	12,926	36.5	15,453	43.7	7,008	19.8	22,181	14,493	65.3	5,800	26.1	1,888	8.5
White	2,045	533	26.1	914	44.7	598	29.2	1,226	584	47.6	410	33.4	232	18.9
English Learner	24,444	8,960	36.7	10,569	43.2	4,915	20.1	15,731	10,182	64.7	4,128	26.2	1,421	9.0
Eco. Dis.	42,802	15,883	37.1	18,596	43.5	8,323	19.4	25,258	16,587	65.7	6,581	26.1	2,090	8.3
SPED	4,230	1,821	43.1	1,651	39.0	758	17.9	3,090	1,775	57.4	1,013	32.8	302	9.8
Grades 4 to 5 Spanish														
All	136	31	22.8	57	41.9	48	35.3	73	28	38.4	24	32.9	21	28.8
Af. Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	131	30	22.9	56	42.7	45	34.4	72	27	37.5	24	33.3	21	29.2
White	*	*	*	*	*	*	*	-	-	-	-	-	-	-
English Learner	136	31	22.8	57	41.9	48	35.3	73	28	38.4	24	32.9	21	28.8
Eco. Dis.	128	30	23.4	51	39.9	47	36.7	70	27	38.6	23	32.9	20	28.6
SPED	9	3	33.3	5	55.6	1	11.1	13	7	53.8	3	23.1	3	23.1
Grades 4 to 8 English and Spanish Combined														
All	48,484	17,573	36.3	21,153	43.6	9,758	20.1	29,516	19,028	64.5	7,864	26.6	2,624	8.9
Af. Am.	9,782	3,749	38.3	4,237	43.3	1,796	18.4	5,219	3,475	66.6	1,391	26.7	353	6.8
Hispanic	35,518	12,956	36.5	15,509	43.7	7,053	19.8	22,253	14,520	65.2	5,824	26.2	1,909	8.6
White	2,049	534	26.1	915	44.6	600	29.3	1,226	584	47.6	410	33.4	232	18.9
English Learner	24,580	8,991	36.6	10,626	43.2	4,963	20.2	15,804	10,210	64.6	4,152	26.3	1,442	9.1
Eco. Dis.	42,930	15,913	37.1	18,647	43.4	8,370	19.5	25,328	16,614	65.6	6,604	26.1	2,110	8.3
SPED	4,239	1,824	43.0	1,656	39.1	759	17.9	3,103	1,782	57.4	1,016	32.7	305	9.8

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

Note: Results did not include STAAR Alternate 2. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. In 2020-21, progress measures were available for grades 5 to 8.

Appendix F, Table 5: 2018-19 STAAR Mathematics Results by Progress Measure, Grade, and Student Group (English and Spanish Combined)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 4 English and Spanish Combined															
All	4,281	37.8	62.2	21.3	0.0	3,931	19.3	80.7	54.4	33.7	2,716	8.2	91.8	72.3	55.7
Af. Am.	980	49.5	50.5	14.2	0.0	781	32.9	67.1	37.6	18.7	436	19.5	80.5	50.2	28.7
Hispanic	3,083	34.5	65.5	23.0	0.0	2,856	16.5	83.5	56.8	35.5	1,985	6.1	93.9	75.3	58.4
White	131	29.8	70.2	35.9	0.0	195	11.3	88.7	77.4	58.5	210	4.8	95.2	87.6	81.9
English Learner	2,130	34.3	65.7	22.7	0.0	2,033	16.5	83.5	56.3	34.6	1,436	6.5	93.5	73.7	56.8
Eco. Dis.	3,896	39.0	61.0	20.1	0.0	3,462	20.9	79.1	52.0	30.8	2,292	9.1	90.9	69.4	51.5
SPED	441	75.5	24.5	5.7	0.0	331	59.5	40.5	16.3	7.6	200	33.5	66.5	36.0	23.0
Grade 5 English and Spanish Combined															
All	2,111	21.6	78.4	27.9	0.0	4,886	12.0	88.0	54.1	31.1	4,131	4.1	95.9	75.2	57.9
Af. Am.	436	34.2	65.8	17.0	0.0	1,021	18.7	81.3	36.8	15.0	794	8.2	91.8	56.5	35.9
Hispanic	1,574	18.4	81.6	29.8	0.0	3,540	10.5	89.5	57.6	33.9	2,999	3.1	96.9	78.9	62.1
White	73	12.3	87.7	49.3	0.0	219	8.2	91.8	73.5	57.1	214	2.8	97.2	86.4	78.5
English Learner	1,079	20.0	80.0	29.9	0.0	2,475	10.3	89.7	56.9	33.1	2,164	3.4	96.6	77.0	60.0
Eco. Dis.	1,919	22.7	77.3	26.8	0.0	4,344	12.9	87.1	51.6	28.3	3,600	4.5	95.5	73.1	54.8
SPED	203	58.1	41.9	6.4	0.0	414	43.5	56.5	19.6	8.2	395	15.4	84.6	40.5	20.5
Grade 6															
All	6,077	35.1	64.9	22.7	0.0	3,309	9.4	90.6	60.3	35.9	620	2.1	97.9	88.5	68.1
Af. Am.	1,165	46.0	54.0	14.7	0.0	629	17.5	82.5	41.2	16.7	107	8.4	91.6	69.2	37.4
Hispanic	4,619	32.7	67.3	24.1	0.0	2,397	7.9	92.1	63.3	38.9	394	1.0	99.0	91.9	71.6
White	178	27.5	72.5	34.8	0.0	183	2.7	97.3	82.5	57.9	84	0.0	100.0	97.6	88.1
English Learner	3,242	34.9	65.1	23.0	0.0	1,515	9.2	90.8	61.3	37.0	238	0.8	99.2	90.8	66.4
Eco. Dis.	5,483	36.2	63.8	21.5	0.0	2,804	10.2	89.8	57.1	33.0	469	2.6	97.4	85.3	60.3
SPED	604	72.4	27.6	4.6	0.0	238	42.9	57.1	18.1	8.4	47	14.9	85.1	51.1	31.9
Grade 7															
All	3,083	63.1	36.9	7.8	0.0	2,883	24.5	75.5	28.0	5.0	625	5.1	94.9	58.6	19.5
Af. Am.	792	73.0	27.0	4.5	0.0	633	32.9	67.1	19.3	2.8	124	6.5	93.5	50.8	10.5
Hispanic	2,160	59.9	40.1	8.6	0.0	2,120	21.9	78.1	30.1	5.5	467	5.1	94.9	60.2	21.6
White	69	49.3	50.7	15.9	0.0	68	19.1	80.9	36.8	10.3	23	0.0	100.0	65.2	21.7
English Learner	1,576	61.6	38.4	7.3	0.0	1,549	24.7	75.3	27.3	4.6	331	5.4	94.6	56.8	19.9
Eco. Dis.	2,871	63.6	36.4	7.4	0.0	2,645	25.1	74.9	27.1	4.8	561	5.3	94.7	58.6	19.3
SPED	407	87.7	12.3	2.2	0.0	249	50.2	49.8	13.3	2.0	47	19.1	80.9	34.0	8.5

table continues

Appendix F, Table 5 (continued)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 8															
All	2,021	23.2	76.8	41.5	0.0	6,144	10.5	89.5	53.0	14.0	1,666	0.8	99.2	85.7	37.2
Af. Am.	376	34.0	66.0	29.3	0.0	1,173	16.4	83.6	42.1	7.0	335	1.8	98.2	79.4	15.5
Hispanic	1,520	21.1	78.9	42.4	0.0	4,596	9.5	90.5	54.2	14.1	1,208	0.7	99.3	86.7	40.4
White	83	10.8	89.2	77.1	0.0	250	5.2	94.8	76.4	39.6	69	0.0	100.0	92.8	68.1
English Learner	964	24.0	76.0	37.6	0.0	3,054	11.6	88.4	47.9	10.3	794	0.8	99.2	85.1	33.0
Eco. Dis.	1,744	24.8	75.2	37.9	0.0	5,392	11.3	88.7	50.7	11.8	1,448	1.0	99.0	84.8	33.7
SPED	169	81.1	18.9	5.3	0.0	424	39.2	60.8	20.3	4.2	70	5.7	94.3	71.4	20.0
Grades 4 to 8 English and Spanish Combined															
All	17,573	37.7	62.3	22.5	0.0	21,153	14.2	85.8	51.2	23.8	9,758	4.6	95.4	76.0	52.0
Af. Am.	3,749	50.0	50.0	14.1	0.0	4,237	22.6	77.4	36.5	11.9	1,796	9.6	90.4	59.6	28.7
Hispanic	12,956	34.6	65.4	24.1	0.0	15,509	12.5	87.5	53.6	25.2	7,053	3.5	96.5	78.7	55.2
White	534	26.2	73.8	41.2	0.0	915	7.8	92.2	74.2	49.3	600	2.7	97.3	88.3	77.7
English Learner	8,991	36.5	63.5	22.6	0.0	10,626	13.8	86.2	50.5	23.2	4,963	3.9	96.1	76.7	52.4
Eco. Dis.	15,913	38.9	61.1	21.0	0.0	18,647	15.2	84.8	48.8	21.4	8,370	5.1	94.9	73.8	48.2
SPED	1,824	75.8	24.2	4.6	0.0	1,656	46.5	53.5	17.9	6.2	759	19.5	80.5	42.4	21.1

Source: PEIMS demographic file, 10/26/18. District STAAR data file, 06/13/19.

Note: Results did not include STAAR Alternate 2.

Appendix F, Table 6: 2020-21 STAAR Mathematics Results by Progress Measure, Grade, and Student Group (English and Spanish Combined)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 5															
All	4,274	47.9	52.1	18.6	0.0	2,724	16.5	83.5	58.4	33.7	1,838	5.3	94.7	81.0	62.9
Af. Am.	999	65.6	34.4	9.2	0.0	437	29.7	70.3	36.6	17.2	217	13.4	86.6	61.3	38.2
Hispanic	3,036	43.3	56.7	20.7	0.0	2,088	14.4	85.6	61.4	35.1	1,394	4.8	95.2	81.8	63.1
White	133	24.1	75.9	37.6	0.0	129	5.4	94.6	80.6	60.5	151	0.7	99.3	96.7	88.7
English Learner	2,195	42.6	57.4	21.1	0.0	1,502	15.2	84.8	60.8	34.2	1,083	4.4	95.6	83.2	63.3
Eco. Dis.	3,827	49.9	50.1	17.2	0.0	2,324	18.1	81.9	55.9	31.0	1,513	6.3	93.7	78.5	58.8
SPED	434	76.5	23.5	4.6	0.0	321	42.7	57.3	20.9	7.5	204	23.5	76.5	38.2	15.7
Grade 6															
All	5,475	42.6	57.4	21.2	0.0	2,378	26.7	73.3	44.3	26.7	413	20.8	79.2	56.2	39.2
Af. Am.	906	54.4	45.6	12.8	0.0	405	41.0	59.0	26.4	9.4	81	39.5	60.5	21.0	8.6
Hispanic	4,242	41.1	58.9	22.0	0.0	1,744	25.3	74.7	45.0	26.9	265	19.2	80.8	58.9	37.7
White	180	23.3	76.7	38.3	0.0	144	9.7	90.3	76.4	62.5	43	4.7	95.3	93.0	86.0
English Learner	3,057	42.3	57.7	21.3	0.0	1,247	25.2	74.8	44.5	25.7	180	20.6	79.4	53.9	33.3
Eco. Dis.	4,721	44.9	55.1	19.2	0.0	1,949	30.1	69.9	39.2	21.8	313	25.6	74.4	47.3	29.1
SPED	473	72.5	27.5	6.1	0.0	310	65.2	34.8	9.4	4.5	63	39.7	60.3	15.9	3.2
Grade 7															
All	2,856	73.8	26.2	3.9	0.0	385	51.4	48.6	22.3	9.1	43	39.5	60.5	51.2	30.2
Af. Am.	606	82.7	17.3	2.6	0.0	77	70.1	29.9	7.8	1.3	8	62.5	37.5	25.0	0.0
Hispanic	2,136	71.3	28.7	4.4	0.0	291	47.1	52.9	25.1	11.0	32	37.5	62.5	53.1	34.4
White	57	71.9	28.1	3.5	0.0	9	66.7	33.3	11.1	0.0	2	0.0	100.0	100.0	50.0
English Learner	1,520	73.9	26.1	3.5	0.0	196	52.6	47.4	24.0	11.2	22	31.8	68.2	59.1	40.9
Eco. Dis.	2,540	74.3	25.7	3.9	0.0	341	52.8	47.2	20.5	8.5	38	42.1	57.9	50.0	28.9
SPED	420	84.8	15.2	1.9	0.0	97	77.3	22.7	7.2	1.0	9	100.0	0.0	0.0	0.0
Grade 8															
All	6,423	52.3	47.7	21.2	0.0	2,377	30.7	69.3	39.5	16.4	330	3.0	97.0	84.2	55.8
Af. Am.	964	66.0	34.0	13.4	0.0	472	37.7	62.3	26.5	5.1	47	6.4	93.6	72.3	25.5
Hispanic	5,106	51.0	49.0	21.3	0.0	1,701	31.1	68.9	39.7	15.8	218	3.2	96.8	83.9	52.3
White	214	29.0	71.0	46.3	0.0	128	6.2	93.8	77.3	57.0	36	0.0	100.0	97.2	97.2
English Learner	3,438	53.7	46.3	19.5	0.0	1,207	33.9	66.1	36.4	13.3	157	3.8	96.2	80.3	42.7
Eco. Dis.	5,526	55.1	44.9	18.8	0.0	1,990	32.6	67.4	36.0	12.5	246	4.1	95.9	79.3	43.9
SPED	455	82.6	17.4	5.1	0.0	288	67.7	32.3	10.4	1.7	29	17.2	82.8	62.1	13.8

table continues

Appendix F, Table 6 (continued)

	Limited					Expected					Accelerated				
	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %	<i>N</i>	Not Met %	Appr+ %	Meets+ %	Masters %
Grades 5 to 8															
All	19,028	51.7	48.3	18.0	0.0	7,864	25.6	74.4	46.7	25.1	2,624	8.0	92.0	77.0	57.8
Af. Am.	14,520	49.5	50.5	18.9	0.0	5,824	24.2	75.8	48.3	25.8	1,909	7.2	92.8	78.4	57.8
Hispanic	584	30.3	69.7	37.7	0.0	410	8.5	91.5	76.6	58.8	232	1.3	98.7	96.1	89.2
White	10,210	50.9	49.1	18.0	0.0	4,152	25.4	74.6	47.1	24.5	1,442	6.8	93.2	78.8	57.0
English Learner	16,614	53.9	46.1	16.3	0.0	6,604	27.8	72.2	43.1	21.5	2,110	9.6	90.4	73.5	52.1
Eco. Dis.	3,475	65.8	34.2	10.2	0.0	1,391	38.0	62.0	28.6	9.9	353	19.5	80.5	52.7	28.9
SPED	1,782	79.0	21.0	4.5	0.0	1,016	59.9	40.1	13.1	4.3	305	28.5	71.5	34.8	12.5

Source: PEIMS demographic file, 10/30/20. District STAAR data file, 07/12/21.

Note: Results did not include STAAR Alternate 2. In 2020-21, progress measures were available for grades 5 to 8.

Appendix F, Table 7: 2018-19 to 2020-21 STAAR EOC Algebra I Progress Measure Results by Student Group

	2018-19							2020-21						
	N	Limited		Expected		Accelerated		N	Limited		Expected		Accelerated	
		n	%	n	%	n	%		n	%	n	%	n	%
All	9,099	2,448	26.9	2,567	28.2	4,084	44.9	9,937	6,800	68.4	1,727	17.4	1,410	14.2
Af. Am.	1,821	727	39.9	559	30.7	535	29.4	1,794	1,408	78.5	244	13.6	142	7.9
Hispanic	6,690	1,632	24.4	1,881	28.1	3,177	47.5	7,483	5,046	67.4	1,356	18.1	1,081	14.5
White	374	54	14.4	76	20.3	244	65.3	396	202	51.0	79	20.0	115	29.0
English Learner	4,064	1,160	28.5	1,218	30.0	1,686	41.5	4,791	3,307	69.0	884	18.5	600	12.5
Eco. Dis.	7,566	2,108	27.9	2,201	29.1	3,257	43.0	8,314	5,813	69.9	1,431	17.2	1,070	12.9
SPED	646	376	58.2	161	24.9	109	16.9	695	572	82.3	77	11.1	46	6.6

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

Note: Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. For Algebra I, some eighth-grade students took the assessment [$n=2,326$ (21%) in 2018-19 and 4,173 (37%) in 2020-21].

Appendix F, Table 8: 2018-19 to 2020-21 STAAR EOC Algebra I Results by Progress Measure and Student Group

	Limited					Expected					Accelerated				
	N	Not Met	Appr+	Meets+	Masters	N	Not Met	Appr+	Meets+	Masters	N	Not Met	Appr+	Meets+	Masters
		%	%	%	%		%	%	%	%		%	%	%	%
2018-19															
All	2,448	32.6	67.4	7.4	0.0	2,567	0.0	100.0	89.2	16.4	4,084	0.0	100.0	100.0	96.3
Af. Am.	727	36.2	63.8	4.1	0.0	559	0.0	100.0	86.2	12.0	535	0.0	100.0	100.0	95.3
Hispanic	1,632	31.0	69.0	8.5	0.0	1,881	0.0	100.0	89.6	16.7	3,177	0.0	100.0	100.0	96.3
White	54	37.0	63.0	16.7	0.0	76	0.0	100.0	94.7	35.5	244	0.0	100.0	100.0	99.2
English Learner	1,160	33.4	66.6	6.2	0.0	1,218	0.0	100.0	87.7	13.5	1,686	0.0	100.0	100.0	94.5
Eco. Dis.	2,108	33.3	66.7	6.8	0.0	2,201	0.0	100.0	88.9	15.4	3,257	0.0	100.0	100.0	96.0
SPED	376	57.4	42.6	1.1	0.0	161	0.0	100.0	70.8	5.0	109	0.0	100.0	100.0	84.4
2020-21															
All	6,800	45.8	54.2	7.9	0.0	1,727	0.0	100.0	82.2	21.4	1,410	0.0	100.0	100.0	92.3
Af. Am.	1,408	59.2	40.8	3.4	0.0	244	0.0	100.0	76.2	16.4	142	0.0	100.0	100.0	88.0
Hispanic	5,046	43.0	57.0	8.4	0.0	1,356	0.0	100.0	82.7	20.9	1,081	0.0	100.0	100.0	92.0
White	202	28.7	71.3	21.8	0.0	79	0.0	100.0	89.9	48.1	115	0.0	100.0	100.0	99.1
English Learner	3,307	45.8	54.2	6.0	0.0	884	0.0	100.0	80.7	15.5	600	0.0	100.0	100.0	88.5
Eco. Dis.	5,813	47.2	52.8	6.8	0.0	1,431	0.0	100.0	80.6	18.5	1,070	0.0	100.0	100.0	90.9
SPED	572	69.8	30.2	2.3	0.0	77	0.0	100.0	68.8	6.5	46	0.0	100.0	100.0	73.9

Source: PEIMS demographic files, 10/26/18 and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21.

Note: Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. Some eighth-grade students took the assessment [$n=2,326$ (21%) in 2018-19 and 4,173 (37%) in 2020-21].