

2021-22

Title I: Comparative Measures of Student Achievement

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2021-22

Title I: Comparative Measures of Student Achievement

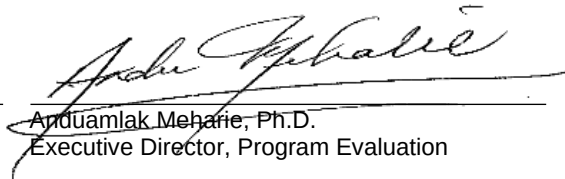
Approved Report of the Department of Evaluation and Assessment

EA22-163-2
August 2022

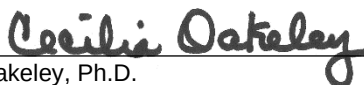
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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
PURPOSE AND SCOPE	7
EVALUATION QUESTIONS AND RESULTS	8
What was the amount of funding for the Title I Program in 2021-22?	8
Methodology	8
Results	8
What were the characteristics of the Title I teacher and student populations?	9
Methodology	9
Results	9
Did students achieve at or above grade level on reading and mathematics, as measured by MAP?	13
Methodology	13
Results	13
Did students achieve performance standards on the STAAR 3-8 subtests?	19
Methodology	19
Results	20
Did students achieve performance standards on the STAAR EOC subtests?	36
Methodology	36
Results	36
Did students improve in reading and mathematics, as measured by STAAR 3-8/STAAR EOC progress measures?	43
Methodology	43
Results	44
What were the attendance and graduation rates of the Title I students?	54
Methodology	54
Results	55
KEY FINDINGS	58

REFERENCES.....	59
APPENDICES	61

LIST OF TABLES

Table 1: 2019-20 to 2021-22 Title I, Part A Budgeted Amounts	8
Table 2: 2021-22 Title I, Part A Budgeted Amounts by Workslope	8
Table 3: 2019-20 to 2021-22 Teacher Characteristics	10
Table 4: 2021-22 Overall STAAR 3-8 Results for Large Urban School Districts and the State	23
Table 5: 2018-19 to 2021-22 STAAR Reading Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	25
Table 6: 2018-19 to 2021-22 STAAR Reading Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	26
Table 7: 2018-19 to 2021-22 STAAR Reading Results at Masters for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	27
Table 8: 2018-19 to 2021-22 STAAR Mathematics Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	29
Table 9: 2018-19 to 2021-22 STAAR Mathematics Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	30
Table 10: 2018-19 to 2021-22 STAAR Mathematics Results at Masters for Students in Grades 3 to 8 by Student Group	31
Table 11: 2018-19 to 2021-22 STAAR Science Results at Approaches+ by Grade and Student Group	32
Table 12: 2018-19 to 2021-22 STAAR Science Results at Meets+ by Grade and Student Group	33
Table 13: 2018-19 to 2021-22 STAAR Science Results at Masters by Grade and Student Group	34
Table 14: 2018-19 to 2021-22 STAAR Social Studies Results by Student Group	35
Table 15: 2018-19 to 2021-22 STAAR EOC Results at Approaches+ by Subject and Student Group	38
Table 16: 2018-19 to 2021-22 STAAR EOC Results at Meets+ by Subject and Student Group	39
Table 17: 2018-19 to 2021-22 STAAR EOC Results at Masters by Subject and Student Group	40
Table 18: 2021-22 Overall STAAR EOC Results for Large, Urban School Districts and the State	42
Table 19: 2018-19 to 2021-22 STAAR Reading Results by Progress Measure and Student Group	51
Table 20: 2018-19 to 2021-22 STAAR Mathematics Results by Progress Measure and Student Group	52
Table 21: 2018-19 to 2021-22 STAAR EOC English II Results by Progress Measure and Student Group	53
Table 22: 2018-19 to 2021-22 STAAR EOC Algebra I Results by Progress Measure and Student Group	54
Table 23: 2019-20 to 2021-22 Attendance Rates by Grade and Student Group	56
Table 24: 2018-19 to 2020-21 Four-Year Longitudinal Graduation Rates by Student Group	57

LIST OF FIGURES

Figure 1: Student Enrollment Changes by Grade	11
Figure 2: 2019-20 to 2021-22 Characteristics of Title I Students	12
Figure 3: 2019-20 to 2021-22 Overall <i>MAP</i> Reading/Mathematics Results At or Above Grade Level	14
Figure 4: 2019-20 to 2021-22 Overall <i>MAP</i> Reading Results At or Above Grade Level by Grade Group	16
Figure 5: 2019-20 to 2021-22 Overall <i>MAP</i> Mathematics Results At or Above Grade Level by Grade Group	18
Figure 6: 2018-19 to 2021-22 Overall <i>STAAR</i> 3-8 Results by Subject	21
Figure 7: 2018-19 to 2021-22 Overall <i>STAAR EOC</i> Results by Subject	37
Figure 8: 2018-19 to 2021-22 Overall <i>STAAR</i> 3-8/ <i>STAAR EOC</i> Progress Measure Results	44
Figure 9: 2018-19 to 2021-22 <i>STAAR</i> Reading Progress Measure Results by Student Group	46
Figure 10: 2018-19 to 2021-22 <i>STAAR</i> Mathematics Progress Measure Results by Student Group	47
Figure 11: 2018-19 to 2021-22 <i>STAAR EOC</i> English II Progress Measure Results by Student Group	48
Figure 12: 2018-19 to 2021-22 <i>STAAR EOC</i> Algebra I Progress Measure Results by Student Group	49

LIST OF APPENDICES

A	2018-19 to 2021-22 Demographic Characteristics of Title I Students	62
B	MAP Results At or Above Grade Level by Grade and Student Group	63
C	STAAR 3-8 Results by Grade and Student Group	73
D	STAAR 3-8/STAAR EOC Results for Large Urban School Districts and the State	95
E	STAAR 3-8/STAAR EOC Progress Measure Results	103

ACRONYMS AND ABBREVIATIONS

AC	Alternative Certification
Approaches+	Approaches Grade Level or Above
BOY	Beginning of year
EC	Early childhood
Eco Dis	Economically disadvantaged
EB	Emergent Bilingual
EOY	End of year
ES	Elementary school
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
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
SWP	Schoolwide Program
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>
TAP	Targeted Assistance Program
TEA	Texas Education Agency
US	United States

Title I: Comparative Measures of Student Achievement

EXECUTIVE SUMMARY

Title I, Part A of the Every Student Succeeds Act (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.

In 2021-22, all Dallas Independent School District (ISD) Title I schools had schoolwide programs, and all but five district schools ($N = 225$)¹ received supplemental Title I, Part A funding to support at-risk students.² In 2021-22, in addition to campus-based programs, there were 18 centrally administered Title I programs in the district.³

A total of \$82,130,814 was allocated to Title I, Part A for 2021-22, a decrease of \$3,275,066 from 2020-21.

- Of the total funds, \$69,240,239 was distributed directly to schools, and \$12,890,575 was allocated to centrally administered projects that supported schools.
- The largest amount of Title I funding was budgeted for Differentiated Instructional and Technology Support (\$8,741,431), followed by Resident Teachers (\$2,594,674) and Summer Learning (\$2,000,000).

In response to the COVID-19 pandemic, the district returned to in-person instruction for all students in 2021-22, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.⁴ Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

EVALUATION QUESTIONS/OUTCOMES

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

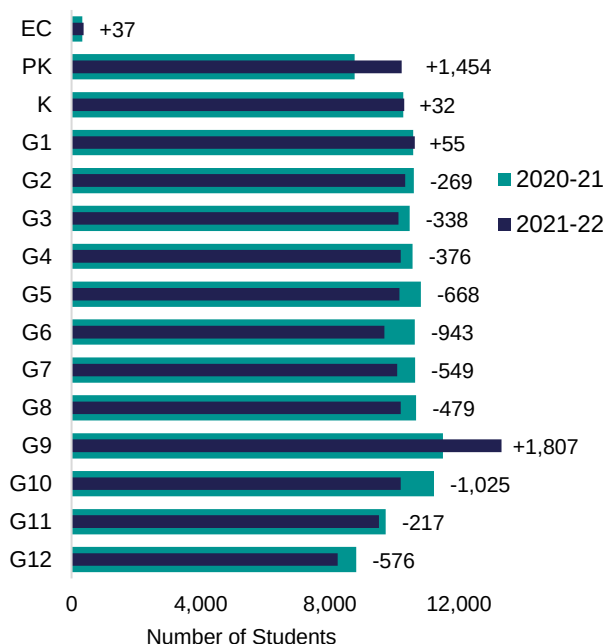
In 2021-22, there were 9,622 full-time teachers in the district.

- Sixty-nine percent were female, and 31 percent were male.
- Thirty-five percent were African American, 34 percent were Hispanic, and 27 percent were white.
- Ten percent of teachers were new to the district. Most teachers had bachelor's degrees (67%).

In 2021-22, Dallas ISD served 143,665 students in early childhood (EC) to grade 12.

- 2021-22 enrollment decreased by 2,055 students from 2020-21.
- Grade 10 enrollment had the largest decrease from 2020-21 to 2021-22 (-1,025), whereas grade nine enrollment had the largest increase (+1,807), followed by prekindergarten (PK; +1,454; Figure E1).

Figure E1: 2020-21 to 2021-22 Student Enrollment Changes by Grade



Source: PEIMS demographic files: 10/30/20 and 11/01/21.

Note: K = kindergarten. G = grade. $N = 145,720$ in 2020-21 and 143,665 in 2021-22.

¹ Source: Special Revenue Funds Management: 10/05/21 and Public Education Information Management System (PEIMS) file: 11/01/21.

² The five schools that were excluded from the Title I school list had a total of 3,620 students (i.e., 3% of district enrollment; $N = 143,665$). Therefore, data in this report includes the total district population.

³ Number counts were based on information from Special Revenue Funds Management: 02/28/22.

⁴ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Did students achieve at or above grade level on reading and mathematics, as measured by MAP?⁵

For grades K to 11 combined (Table E1):

- Forty-one percent of students in reading and 40 percent in mathematics performed at or above grade level at end of year (EOY).
- For reading, the percentage of students at or above grade level trended from 44 percent at beginning of year (BOY) to 41 percent at EOY.
- For mathematics, the percentage dipped slightly from BOY (40%) to middle of year (MOY; 38%) before rising back to EOY level (40%).

Table E1: 2021-22 MAP Results At or Above Grade Level

	BOY		MOY		EOY		BOY to EOY Δ %pts
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Reading							
G K-1	9,564	45	9,361	39	18,046	37	-8.1
G 2-5	36,020	47	34,303	46	33,783	48	0.9
G 6-9	38,536	40	35,695	35	34,685	36	-3.8
G 10-11	16,580	44	14,281	39	12,621	39	-4.2
G K-11	100,700	44	93,640	40	99,135	41	-2.9
Mathematics							
G K-1	9,845	41	9,596	36	18,695	38	-2.8
G 2-5	38,213	39	37,037	40	36,532	44	4.9
G 6-9	38,736	38	35,240	36	33,957	37	-1.8
G 10-11	16,345	42	13,455	41	11,457	43	0.6
G K-11	103,139	40	95,328	38	100,641	40	0.7

Source: Data files can be found in the full report (Kim, 2022).

Note: G = grade. Δ %pts = change in percentage points. Additional note information can be found in the full report (Kim, 2022).

For most MAP comparisons:

- African American students (19% to 36%) scored the lowest, and both African American and Hispanic students (31% to 55%) scored lower than white students (64% to 82%) in 2021-22.
- Special education (SPED) students (7% to 29%) scored the lowest among all student groups in 2021-22.
- Compared to 2020-21 and 2019-20, the percentage of students at or above grade level in reading and mathematics was generally lower in 2021-22.

Did students achieve performance standards on the STAAR 3-8 subtests?⁶

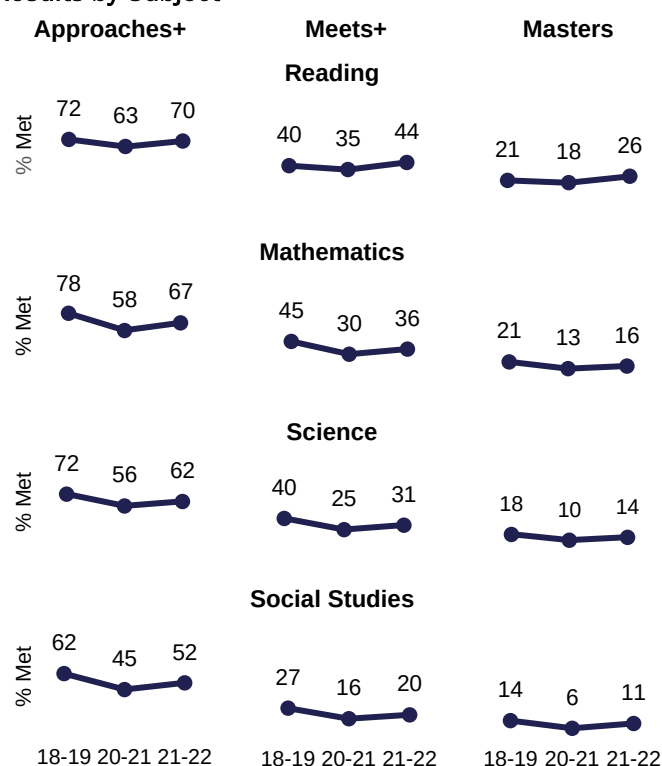
In 2021-22, the overall percentage of students who met the performance standards on STAAR 3-8 subtests ranged from 52 percent (social studies) to 70 percent (reading) at

Approaches+; from 20 percent (social studies) to 44 percent (reading) at Meets+; and from 11 percent (social studies) to 26 percent (reading) at Masters (Figure E2).⁷

Compared to prior years:

- Compared to 2020-21, a higher percentage of students in 2021-22 met the performance standards (Approaches+, Meets+, and Masters) across subjects.
- Compared to 2018-19, a lower percentage of students in 2021-22 met the performance standards across subjects except for reading at Meets+ and Masters.

Figure E2: 2018-19 to 2021-22 Overall STAAR 3-8 Results by Subject



Source: Data files can be found in the full report (Kim, 2022).

Note: % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2022).

For most STAAR 3-8 comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

- African American students (4% to 73%) scored the lowest, and both African American and Hispanic students (4% to 77%) scored lower than white students (11% to 92%) in 2021-22.

⁵ MAP = Measures of Academic Progress Growth.

⁶ STAAR = State of Texas Assessments of Academic Readiness. Standalone STAAR writing was eliminated beginning in 2021-22. Prior years' results are available in Kim (2021).

⁷ Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Masters = Masters Grade Level.

- The percentage of SPED students (2% to 53%) was the lowest among all student groups in 2021-22.

When examining grade six students by campus type, in general:

- For both reading and mathematics in 2021-22, the percentage of grade six ES students who met the performance standards was higher than grade six MS students at Approaches+ and Meets+ and similar at Masters.⁸
- This pattern was similar to 2020-21.⁹

When STAAR 3-8 results for Dallas ISD were compared with the state across subjects and grade levels:

- For the 2021-22 STAAR 3-8, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for 50 of 54 comparisons.¹⁰
- When 2021-22 STAAR 3-8 results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level was higher in 2021-22 for most comparisons.

Did students achieve performance standards on the STAAR EOC subtests?¹¹

In 2021-22, the overall percentage of students who met the performance standards on STAAR EOC subtests ranged from 53 percent (English I) to 83 percent (US History) at Approaches+; 35 percent (English I) to 58 percent (US History) at Meets+; and five percent (English II) to 32 percent (US History) at Masters (Figure E3).

For most STAAR EOC comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

- African American students (4% to 77%) scored the lowest, and both African American and Hispanic students (5% to 84%) scored lower than white students (24% to 96%) in 2021-22.
- The percentage of SPED students (6% to 59%) was the lowest among all student groups in 2021-22.
- Compared to 2020-21, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same¹² or higher in 2021-22 across subjects.

⁸ ES = Elementary school. MS = Middle school.

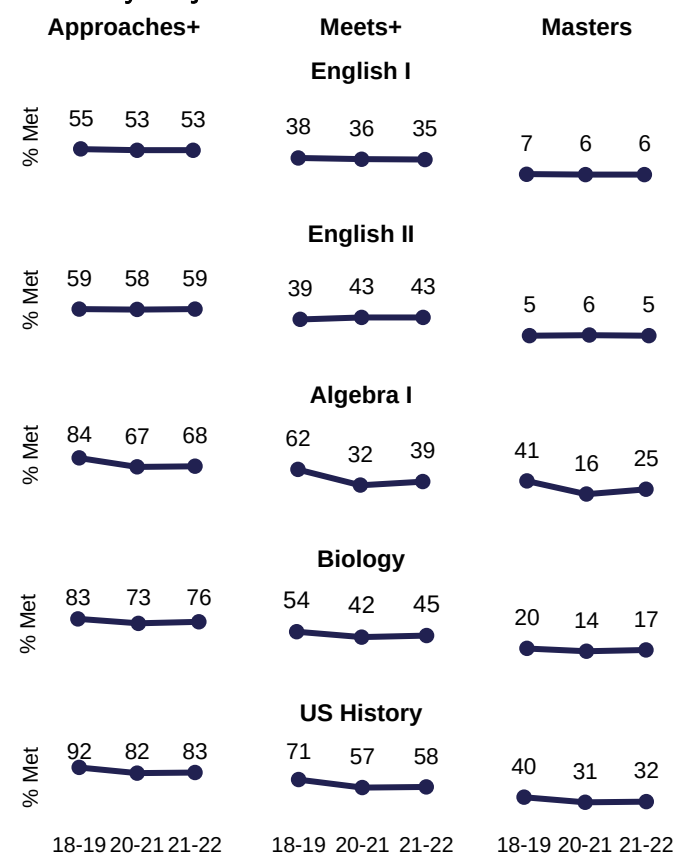
⁹ In 2020-21, the percentage of grade six ES students who met the performance standards was (a) higher than grade six MS students for reading at Meets+ and for mathematics at Approaches+ and Meets+ and (b) similar for reading at Approaches+ and Masters and for mathematics at Masters.

- Compared to 2018-19, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same or lower in 2021-22 across subjects, except for English II.

When STAAR EOC results for Dallas ISD were compared with the state across subjects:

- For the 2021-22 STAAR EOC, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.¹³
- When 2021-22 STAAR EOC results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level was similar or slightly higher in 2021-22 for most comparisons.

Figure E3: 2018-19 to 2021-22 Overall STAAR EOC Results by Subject



Source: Data files can be found in the full report (Kim, 2022).

Note: US = United States. % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2022).

¹⁰ There were 18 grade groups (grades 3-8 and overall for reading and mathematics, grades 5 and 8 and overall for science, and grade 8 for social studies) and three performance standards.

¹¹ STAAR EOC = STAAR End of Course.

¹² zero to one percentage point difference.

¹³ There were five subjects and three performance standards.

Did students improve in reading and mathematics, as measured by STAAR 3-8/STAAR EOC progress measures?

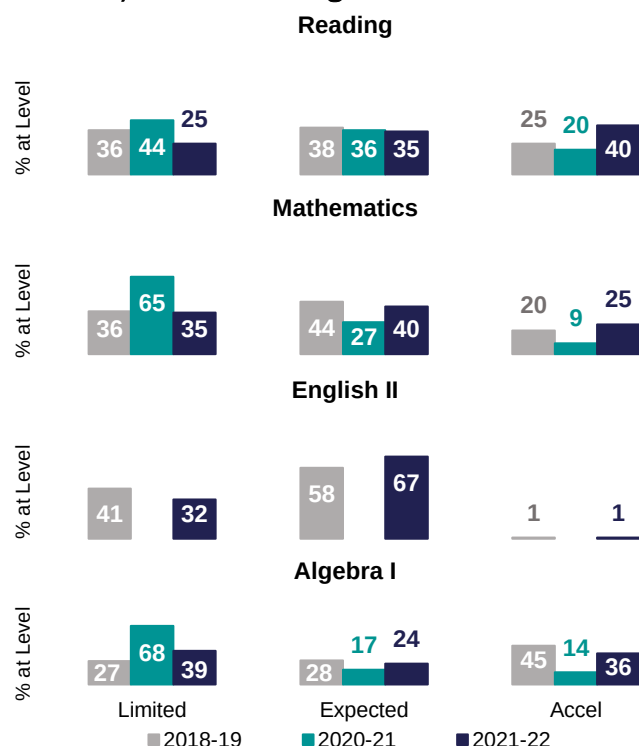
For STAAR 3-8 reading and mathematics (Figure E4):

- On reading, 75 percent of students attained Expected or Accelerated progress in 2021-22.
- On mathematics, 65 percent of students attained Expected or Accelerated progress in 2021-22.
- On both reading and mathematics, the overall percentage of students who attained Expected or Accelerated progress was higher for 2021-22 than 2020-21.

For STAAR EOC (Figure E4):

- On EOC English II, 68 percent of students attained Expected or Accelerated progress in 2021-22.
- On EOC Algebra I, 60 percent of students attained Expected or Accelerated progress in 2021-22.
- The overall percentage of students who attained Expected or Accelerated progress for Algebra I was higher for 2021-22 (60%) than 2020-21 (31%).

Figure E4: 2018-19 to 2021-22 Overall STAAR 3-8/STAAR EOC Progress Measure Results



Source: Data files can be found in the full report (Kim, 2022).

Note: % at Level = percentage at progress level. Accel = Accelerated. Additional note information can be found in the full report (Kim, 2022).

In 2021-22, less than half of students who attained Expected progress achieved Meets+ for reading and mathematics (48% and 41%, respectively), whereas more than 60 percent of students who attained Expected progress achieved Meets+ for English II (63%) and Algebra I (74%).

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

In 2021-22, the overall attendance rate for all students in EC to grade 12 combined was 91 percent, which was slightly lower than 2020-21 (92%) and 2019-20 (95%).

- Like 2020-21, 2021-22 attendance rates for high school students (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 2021 was 80 percent for all students combined, which was two percentage points lower than the class of 2020 (82%).

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>.

2021-22

Title I: Comparative Measures of Student Achievement

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. The act aimed to close achievement gaps between student groups by providing each child with a fair and equal opportunity to achieve an education and by requiring high standards and accountability. On December 10, 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), a reauthorization of ESEA of 1965. ESSA replaced its predecessor, 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. Title I, Part A funds support two types of programs: schoolwide program (SWP) and targeted assistance program (TAP). SWPs focus on improving the whole school so every student in the school achieves high levels of academic proficiency.¹⁴ 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 SWPs. TAPs provide Title I services to students who are failing, or most at risk of failing, to meet challenging state academic standards.¹⁵

Based on nationally representative surveys and interviews of school districts and schools, the US Department of Education (2018) reported several patterns of Title I spending in SWPs and TAPs. For example, although the majority of both SWP and TAP schools used Title I funds to hire teachers (76% and 67%, respectively), SWP schools were much more likely to use Title I funds for a broader array of staff position types and services than TAP schools [e.g., use for instructional coaches, paraprofessionals, parent and community liaisons, technology support staff, and emergent bilingual (EB) specialists]. In addition, while both SWP and TAP schools frequently used Title I-funded staff to provide supplemental instruction in reading and mathematics, SWPs were more than twice as likely as TAPs to use these staff for other types of instruction (e.g., subjects other than reading and mathematics) and instructional support [e.g., support for EB and special education (SPED), parent involvement, data and analytics support, and technology support]. SWPs were also more likely to use Title I funds in innovating ways.¹⁶

¹⁴ Source: United States (US) Department of Education: <https://www2.ed.gov/admins/lead/account/swp.html>.

¹⁵ Source: US Department of Education: <https://www2.ed.gov/programs/titleiparta/index.html?exp%3D0>.

¹⁶ Innovative uses for Title I funds included (a) counseling services to address students' social-emotional and nonacademic skills, (b) interventions to improve school climate, (c) use of education technology and digital learning tools, (d) summer bridge programs for incoming students, and (e) academic enrichment activities.

To support the Title I goal of closing achievement gaps between student groups, previous research has found evidence of the positive impact of Title I funds (Ballew, 2017; Kainz, 2019). For example, the following list includes several recommendations for closing the achievement gap with economically disadvantaged students (Kainz, 2019; Huettl, 2016):

- Developing a strong educational foundation with high-quality preschool programs and full-day kindergarten can be effective at closing achievement gaps (Hanover Research, 2014).
- Increasing parental involvement, which is associated with higher graduation rates, increased attendance, and fewer discipline problems (LaRocque et al., 2011), can help close achievement gaps (Ballew, 2017; Huettl, 2016). To foster parent involvement, previous research has found that schools can (a) provide more opportunities to participate; (b) provide support programs (e.g., childcare, transportation assistance), which are strongly associated with levels of parent involvement in all ethnic (African American, Hispanic, and white) groups; and (c) provide additional resources and programming (Marschall & Shah, 2020).
- Increasing opportunities for arts education has been found to be effective at closing the achievement gaps for economically disadvantaged students (Hanover research, 2014; O'Brien, 2013).
- Because of significant disparities in technology access and implementation across socioeconomic groups (Hammond et al., 2014), improving access to technology can help to close the income achievement gaps for at-risk students (Ballew, 2017; Neuman, 2013).
- Because economically disadvantaged students tend to experience more summer learning loss (Dietrichson et al, 2017; Leefat, 2015), extending summer learning opportunities¹⁷ has been found to close the achievement gaps for students from low-income families (Almus & Dogan, 2016; Leefat, 2015; O'Connell, 2020; Zvoch & Stevens, 2015).

The mission of the Dallas Independent School District (ISD) is educating all students for success. To achieve this mission, the district continues to align federal ESSA funding to various Title I programs. In 2021-22, all Dallas ISD Title I schools had SWPs, and all but five district schools ($N = 225$)¹⁸ received supplemental Title I, Part A funding to support at-risk students.¹⁹ The five schools that were excluded from the Title I school list in 2021-22 had a total of 3,620 students (i.e., three percent of district enrollment; $N = 143,665$). Therefore, data in this report includes the total district population. For the same reason, all teachers in the district are included in the analyses, regardless of the funding source for

¹⁷ Summer learning opportunities may include summer school, summer reading programs, and summer enrichment programs. Recommendations for best practice regarding summer learning opportunities may include (a) providing free transportation to and from school to eliminate barriers to access to summer learning opportunities, (b) supporting families by providing daily breakfast and lunch for students, and (c) providing other learning resources like books (Almus & Dogan, 2016; O'Connell, 2020).

¹⁸ Source: Special Revenue Funds Management: 10/05/21 and Public Education Information Management System (PEIMS) demographic file: 11/01/21.

¹⁹ The five excluded schools were Booker T. Washington High School (HS) 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 (ES), and Lakewood ES.

their positions. In 2021-22, in addition to campus-based programs, there were 18 centrally administered Title I programs in the district.²⁰

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.²¹ Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

PURPOSE AND SCOPE

The purpose of the Title I: Comparative Measures of Student Achievement report was to assess teacher and student characteristics and student outcome [i.e., *Measures of Academic Progress Growth (MAP)*, *State of Texas Assessments of Academic Readiness (STAAR) 3-8*, *STAAR End of Course (EOC)*, attendance, and graduation] trends in the Dallas ISD. This report also provides a summary of key findings. The report addressed the following questions:

1. What was the amount of funding for the Title I Program in 2021-22?
2. What were the characteristics of the Title I teacher and student populations?
3. Did students achieve at or above grade level on reading and mathematics, as measured by *MAP*?
4. Did students achieve performance standards on the *STAAR 3-8* subtests?
5. Did students achieve performance standards on the *STAAR EOC* subtests?
6. Did students improve in reading and mathematics, as measured by *STAAR 3-8/STAAR EOC* progress measures?
7. What were the attendance and graduation rates of the Title I students?

²⁰ Number counts were based on information from Special Revenue Funds Management on 02/28/22. Evaluations for many of these programs can be found at <https://www.dallasisd.org/Page/62222>.

²¹ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

EVALUATION QUESTIONS AND RESULTS

What was the amount of funding for the Title I Program in 2021-22?

Methodology

Budget information was provided by Special Revenue Funds Management on February 28, 2022, and April 13, 2022. The evaluator reviewed budget data for 2021-22 to determine total Title I, Part A funding. Results were compared to prior years (Kim, 2021). In addition, district Title I, Part A worksopes were reviewed for centrally administered programs.

Results

A total of \$82,130,814 was allocated to Title I, Part A for the 2021-22 school year (a decrease of \$3,275,066 from the 2020-21 school year; Table 1). Of the total funds, \$69,240,239 was distributed directly to schools, and \$12,890,575 was allocated to centrally administered projects that supported schools.

Table 1: 2019-20 to 2021-22 Title I, Part A Budgeted Amounts

School Year	Campus	Non-Campus	Total
2019-20	\$72,944,715	\$10,618,528	\$87,123,576*
2020-21	\$72,520,970	\$12,884,910	\$85,405,880
2021-22	\$69,240,239	\$12,890,575	\$82,130,814

Source: Special Revenue Funds Management: 04/23/20, 04/08/21, and 04/13/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: *Total included an unassigned allocation of \$3,560,333 for 2019-20.

Table 2 includes budgeted amounts for Title I worksopes. The largest amount was budgeted for Differentiated Instructional and Technology Support (\$8,741,431), followed by Resident Teachers (\$2,594,674) and Summer Learning (\$2,000,000).

Table 2: 2021-22 Title I, Part A Budgeted Amounts by Worksop

Title I Program	Budgeted Amount (\$)
Differentiated Instructional and Technology Support	8,741,431
Resident Teachers	2,594,674
Summer Learning	2,000,000
Supporting Student Success - Mental Health	1,996,434
Support for Dually Identified EB & SPED	1,927,104
K-12 Curriculum Enhancement	1,465,324
Dallas HIPPI	1,308,750
Early Learning Pre-K-2 Coaching	1,186,960
Family and Community Engagement	1,186,425
Librarian Peer Coaching and Curriculum Alignment	498,391
Translation Services	304,484
Instructional Field Experiences at EEC	283,361
OnRamps	229,848
STEM Computer Science	227,847
STEM Science and Wellness Integration Support	206,905
Homeless Education	181,894
Advanced Academic Services Student Initiative	115,000
Federal and State Accountability Guidance	112,525

Source: 2021-22 Title I worksopes and updated information from Special Revenue Funds Management: 02/28/22.

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

Methodology

Demographic characteristics were compiled from district files. For the 2021-22 school year, the Dallas ISD personnel data file (dated January 5, 2022) was used for teachers, and the Dallas ISD PEIMS snapshot demographic file (dated November 1, 2021) was used for students.

Frequency and crosstabs analyses were used to review teacher and student characteristics. Teacher characteristics were analyzed by school level, gender, ethnicity, years of teaching experience in the district, highest degree earned, and certification information. Student characteristics were analyzed by student group including gender, ethnicity, economically disadvantaged (Eco Dis) status, EB status, SPED status, and grade level. Results were compared to prior years.²²

Results

Characteristics of Teachers

In 2021-22, there were 9,622 full-time teachers in the Dallas ISD (Table 3). This included 4,616 ES teachers (48%), 1,697 middle school (MS) teachers (18%), 2,455 HS teachers (26%), and 854 teachers who taught at multi-level campuses (elementary/middle or middle/high) or who provided services across school levels (9%; i.e., alternative schools, dyslexia services, student services, SPED, multiple career center, etc.). There were more female teachers (69%) than male teachers (31%). Thirty-five percent of the teachers were African American, 34 percent were Hispanic, and 27 percent were white. The proportion of Hispanic teachers increased by one percentage point every year from 2019-20 (32%) to 2021-22 (34%).

In 2021-22, 10 percent of the teachers were new to the district, and the median number of years for teaching experience in the district was six years. Most teachers had bachelor's degrees (67%), and 22 percent of teachers had master's or doctoral degrees. About five percent of teachers were current or previous participants of the Dallas ISD Alternative Certification (AC) Program.

²² Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Table 3: 2019-20 to 2021-22 Teacher Characteristics

	2019-20		2020-21		2021-22	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
School Level						
Elementary	4,903	50.2	4,982	49.7	4,616	48.0
Middle	1,731	17.7	1,827	18.2	1,697	17.6
High	2,379	24.4	2,470	24.6	2,455	25.5
Other ^a	745	7.7	742	7.5	854	8.9
All	9,758	100.0	10,021	100.0	9,622	100.0
Gender						
Female	6,856	70.3	7,013	70.0	6,676	69.4
Male	2,902	29.7	3,008	30.0	2,946	30.6
Ethnicity						
Af Am	3,360	34.4	3,536	35.3	3,363	35.0
Hispanic	3,130	32.1	3,271	32.6	3,279	34.1
White	2,830	29.0	2,791	27.9	2,574	26.8
Other ^b	438	4.5	423	4.2	406	4.2
Dallas ISD Experience						
Newly Hired	1,104	11.3	1,094	10.9	942	9.8
1-5 years	4,192	43.0	4,151	41.4	3,789	39.4
6-10 years	1,516	15.5	1,919	19.1	2,117	22.0
11-15 years	1,239	12.7	1,147	11.4	1,058	11.0
16-20 years	847	8.7	847	8.5	818	8.5
20+ years	860	8.8	863	8.6	898	9.3
Median years	5		5		6	
Highest Degree						
Bachelor's Degree	6,652	68.2	6,724	67.1	6,453	67.1
Master's Degree	2,167	22.2	2,246	22.4	2,037	21.2
Doctoral Degree	104	1.1	119	1.2	110	1.1
Other ^c	66	0.7	83	0.8	84	0.9
Not available	769	7.9	849	8.5	938	9.7
AC Program						
In AC Program	517	5.3	390	3.9	458	4.8
Not in AC Program	9,241	94.7	9,631	96.1	9,164	95.2

Source: District personnel data files: 12/10/19, 01/05/21, and 01/05/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Af Am = African American. ^aOther school level included teachers from alternative schools, dyslexia services, student services, SPED, etc. Other school level included multi-level (elementary/middle or middle/high) campuses due to grade configuration changes.

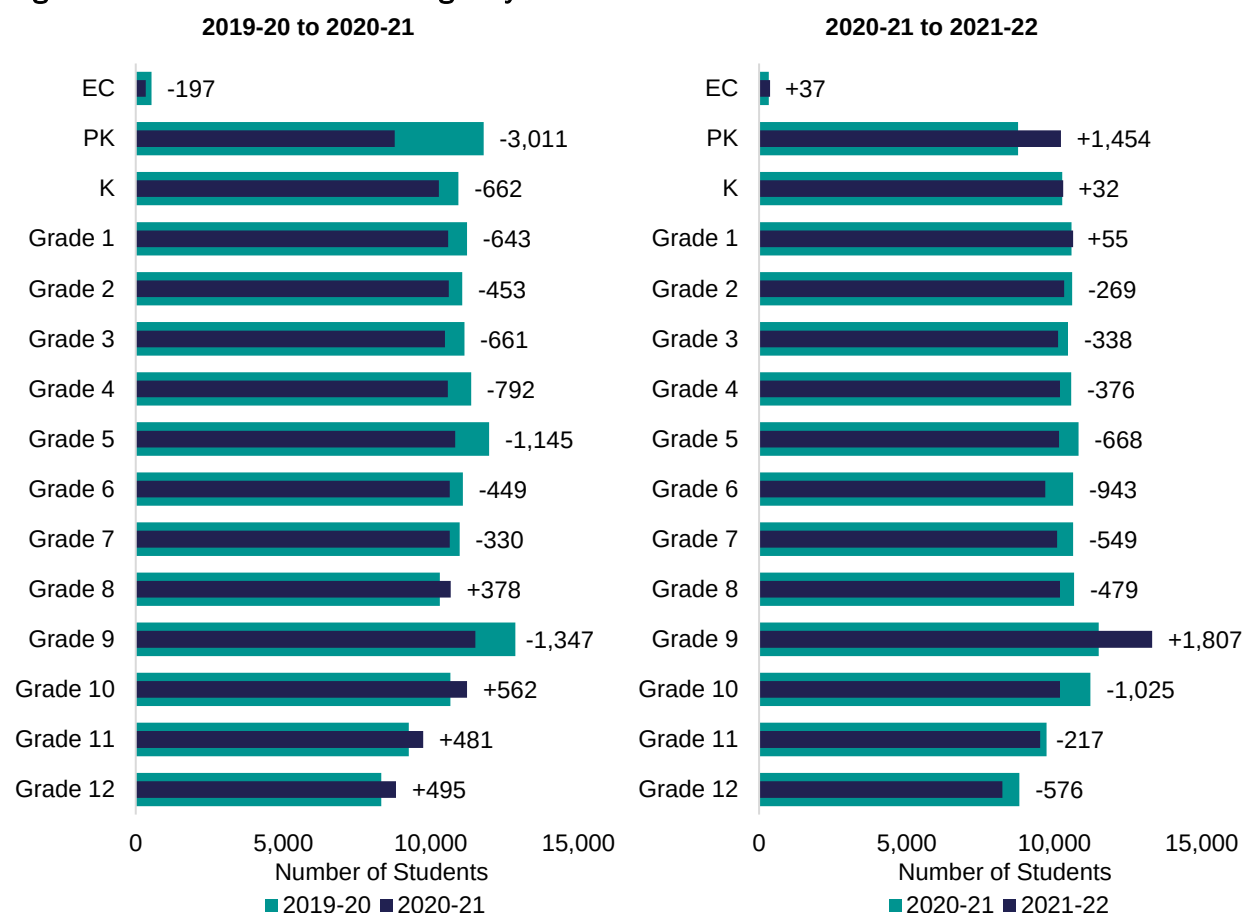
^bOther ethnicity included Asian, American Indian, Native Hawaiian or other Pacific Islander, two or more races, and not available.

^cOther degree included associate degree, certification, etc. Percentages may not sum to 100 because of rounding.

Characteristics of Students

In 2021-22, Dallas ISD served a total of 143,665 students in early childhood (EC) through grade 12 (Appendix A). This included 69,272 ES students (48%), 25,542 MS students (18%), 39,723 HS students (28%), and 9,128 students who attended a multi-level campus (6%; i.e., elementary/middle or middle/high).

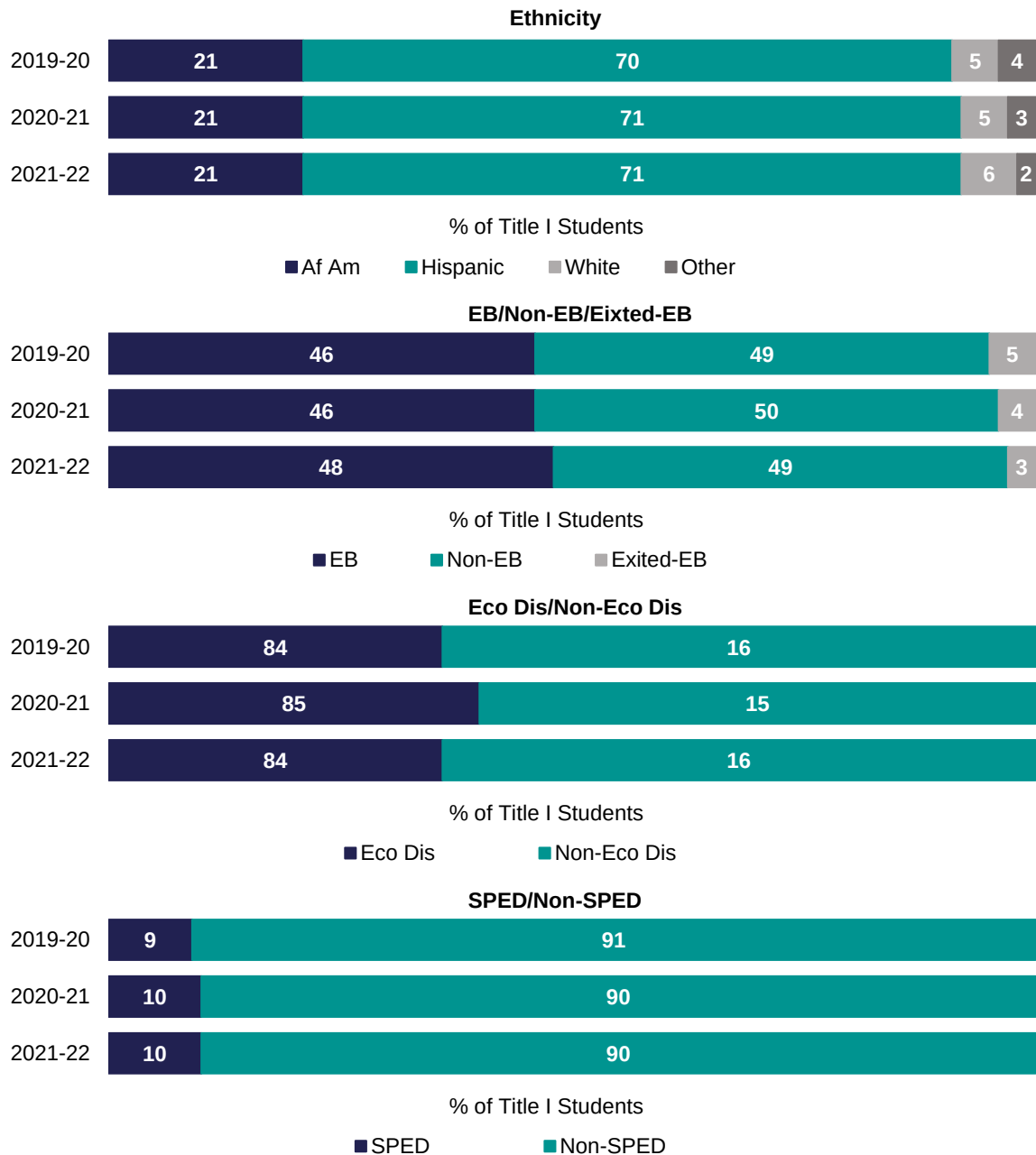
Overall student enrollment slightly decreased by 2,055 students from 2020-21 to 2021-22 (from 145,720 to 143,665; Appendix A). When reviewed by grade level (Figure 1), enrollment at five of fifteen grade levels increased [i.e., grades EC, Prekindergarten (PK), Kindergarten (K), 1, and 9], whereas enrollment at the remaining 10 grade levels decreased. Grade nine enrollment had the largest increase from 2020-21 to 2021-22 (+1,807 students), followed by PK (+1,454 students). Appendix A provides characteristics of Title I students from 2019-20 to 2021-22 by student group for each grade.

Figure 1: Student Enrollment Changes by Grade

Source: PEIMS demographic files: 10/28/19, 10/30/20, and 11/01/21. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: *N* = 153,494 in 2019-20, 145,720 in 2020-21, and 143,665 in 2021-22. See Appendix A for the number of students and percentage distribution by student group for each grade from 2019-20 to 2021-22.

Overall, the characteristics of Title I students remained relatively stable from 2019-20 to 2021-22 (Appendix A). In 2021-22, 51 percent of Title I students were males, and students were primarily either Hispanic (71%) or African American (21%), which was consistent with previous years (Figure 2). The proportion of EBs slightly increased from 46 percent in 2019-20 and 2020-21 to 48 percent in 2021-22. The percentage of Title I students identified as economically disadvantaged remained stable at 84 percent (2019-20 and 2021-22) and 85 percent (2020-21). Likewise, the percentage of SPED students remained stable at nine percent (2019-20) and 10 percent (2020-21 and 2021-22).

Figure 2: 2019-20 to 2021-22 Characteristics of Title I Students

Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Af Am = African American. *N* = 153,494 for 2019-20, 145,720 for 2020-21, and 143,665 for 2021-22.

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

Methodology

MAP, designed by NWEA, measures achievement and growth in K-12 mathematics, reading, language usage, and science. In 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, at the beginning (BOY), middle (MOY), and end of year (EOY); but the EOY test administration was cancelled because of the COVID-19 pandemic. In 2020-21 and 2021-22, the *MAP* Reading and Mathematics assessments were administered to students in grades one to 11 at BOY, MOY, and EOY, and K students at EOY.

To examine student outcomes for *MAP*, PEIMS demographic data and *MAP* data for BOY, MOY, and EOY were extracted from the district database for students in grades K to 11 and merged to prepare for analyses.²³ The English and Spanish administrations were combined into one file to allow for examination of overall performance. To allow for comparison over time, updated norms (2020 norms) were used for all analyses (2019-20, 2020-21, and 2021-22). Frequency and crosstabs analyses were used to review student performance in terms of the percentages of students at or above grade level (at or above the 50th percentile) overall, by grade, and by student group (gender, ethnicity, Eco Dis status, EB status, and SPED status). While English and Spanish norms differed, norming occurred prior to application of the cut score resulting in comparable cut points. Results were reported for students in grades two to nine for 2019-20 and K to 11 for 2020-21 and 2021-22.

In 2021-22, *MAP* data for 2019-20 and 2020-21 were reanalyzed to exclude students who did not take the district-designated version of the test. For example, students in grade two were excluded if they completed the *MAP Growth* K-2 assessment instead of the 2-5 version because the K-2 version was not the district-designated version of the assessment for grade two students. As a result, *MAP* data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report.

Results

Overall MAP Results At or Above Grade Level

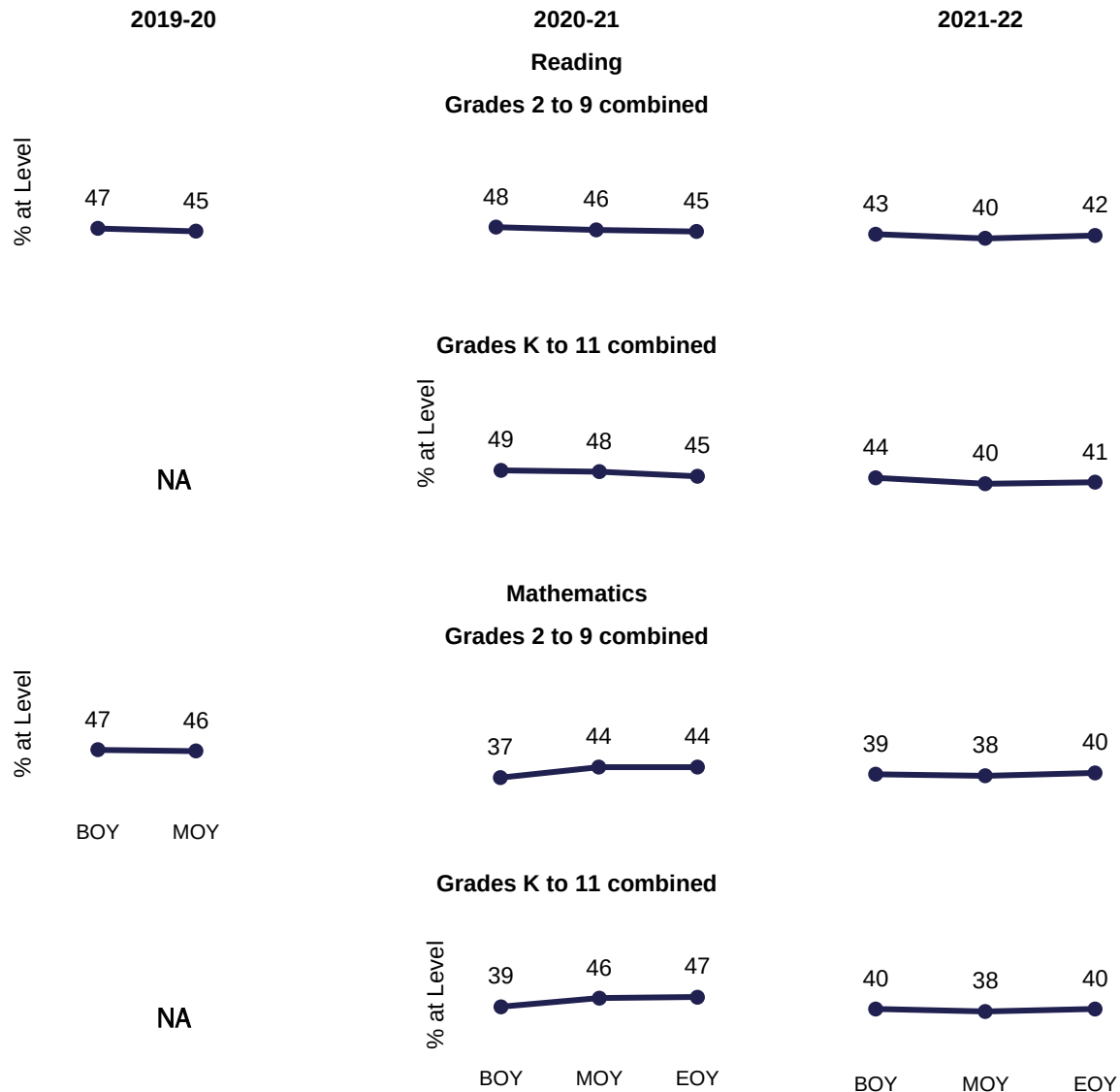
Figure 3 shows overall trends from 2019-20 to 2021-22 for reading and mathematics. For the English and Spanish administrations combined, the overall percentage of students in grades K to 11 combined at or above grade level in 2021-22 ranged from 40 percent to 44 percent for reading and from 38 percent to 40 percent for mathematics.

The percentage of students in grades K to 11 combined at or above grade level in 2021-22 trended from 44 percent at BOY to 41 percent at EOY for reading, whereas the percentage for mathematics dipped

²³ PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. 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, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

slightly from BOY (40%) to MOY (38%) before rising back to EOY level (40%). Thus, for grades K to 11 combined, 59 percent of students in reading and 60 percent of students in mathematics did not perform at or above grade level at the end of the 2021-22 school year. Compared to 2020-21, the percentage of students at or above grade level was lower in 2021-22 across grade groups and subjects, except for BOY mathematics. Likewise, compared to 2019-20, the percentage of students in grades 2 to 9 combined at or above grade level was lower in 2021-22 for reading and mathematics.

Figure 3: 2019-20 to 2021-22 Overall MAP Reading/Mathematics Results At or Above Grade Level



Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. 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, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

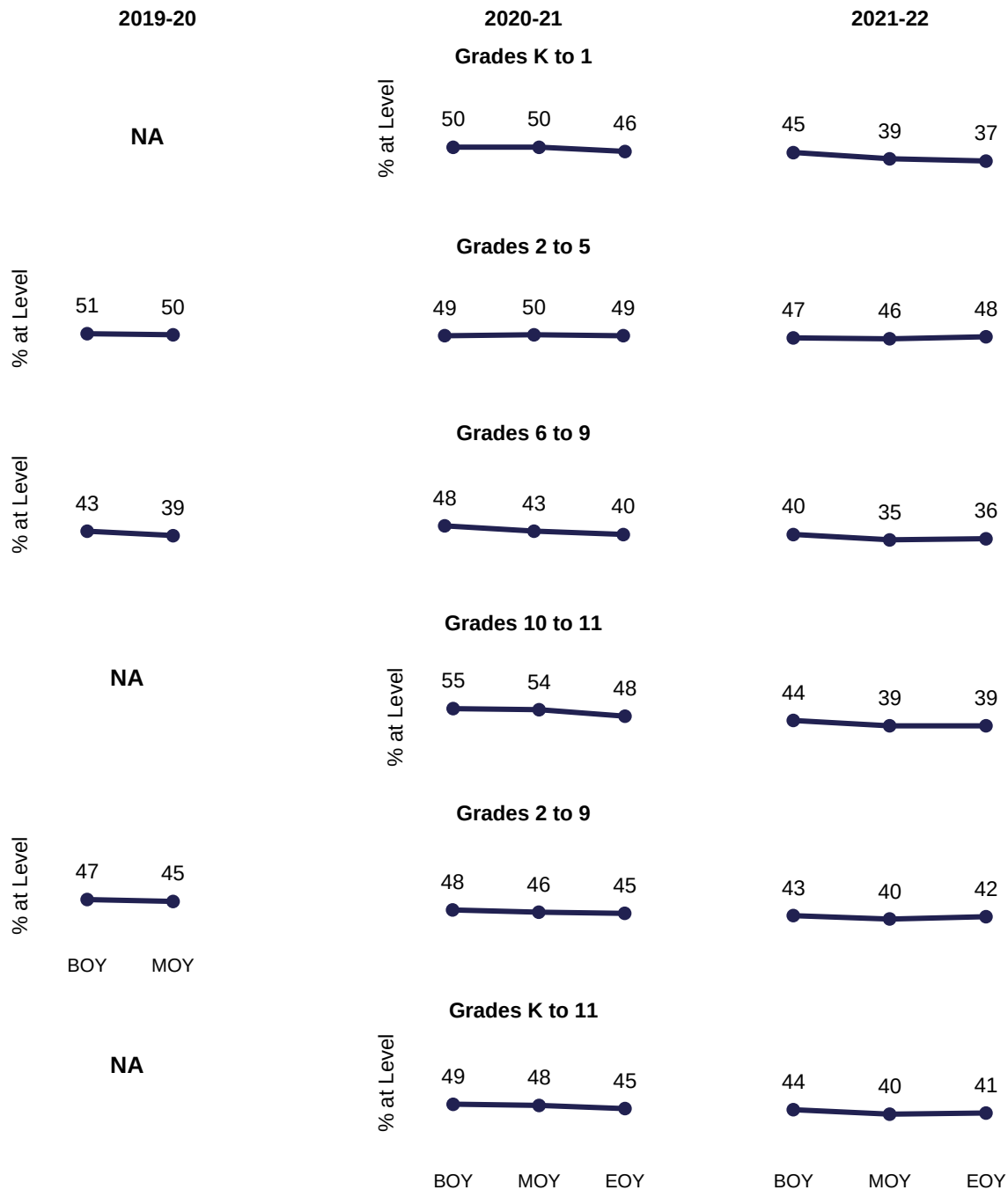
Note: % at Level = Percentage at or above grade level (50th percentile). NA = Not Applicable. During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. K students were tested at EOY only in 2020-21 and 2021-22. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21 and 2021-22. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. MAP data for 2019-20 and 2020-21 were reanalyzed to exclude students who took inappropriate versions of the test. As a result, MAP data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report. See Appendix B Tables 1 and 2 for the number of students tested for each category.

MAP Reading Results At or Above Grade Level by Grade and Student Group

Figure 4 shows overall trends for reading from 2019-20 to 2021-22 for students in grades K to 11 by grade. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2021-22 ranged from 35 percent to 48 percent for reading across all grade groups. Except for grades two to five combined, the percentage of students at or above grade level in 2021-22 was lower in EOY than BOY in reading for all grade groups.

Compared to 2020-21, the percentage of students at or above grade level was lower in 2021-22 for all grade groups at BOY, MOY, and EOY. Likewise, compared to 2019-20 at BOY and MOY, the percentage of students at or above grade level was lower in 2021-22 for all grade groups.

Figure 4: 2019-20 to 2021-22 Overall MAP Reading Results At or Above Grade Level by Grade Group



Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. 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, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

Note: % at Level = Percentage at or above grade level (50th percentile). NA = Not Applicable. During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. K students were tested at EOY only in 2020-21 and 2021-22. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21 and 2021-22. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. MAP data for 2019-20 and 2020-21 were reanalyzed to exclude students who took the inappropriate versions of the test. As a result, MAP data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report. See Appendix B Table 1 for the number of students tested for each category.

Appendix B Table 1 includes the percentage of students at or above grade level on the *MAP* reading assessment overall and by student group for each grade from 2019-20 to 2021-22. For the English and Spanish administrations combined, the overall percentage of students in grades K to 11 at or above grade level in 2021-22 ranged from 33 percent to 54 percent (38% to 50% for BOY, 33% to 48% for MOY, and 35% to 54% 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 SPED students at or above grade level was the lowest among student groups.

In 2021-22, the percentage of students at or above grade level from BOY to EOY by grade (Appendix B, Table 3)²⁴ was about the same (zero to one percentage point difference) or decreased (range of percentage point differences: -11 to -2) for most comparisons.²⁵ Likewise, from BOY to EOY in 2020-21 by grade (Appendix B, Table 3), the percentage of students at or above grade level was about the same (zero to one percentage point difference) or decreased (range of percentage point differences: -13 to -2) for most comparisons.²⁶

MAP Mathematics Results At or Above Grade Level by Grade and Student Group

Figure 5 shows overall trends for mathematics from 2019-20 to 2021-22 for students in grades K to 11 by grade group. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2021-22 ranged from 36 percent to 44 percent across all grade groups. Except for grades K to one combined and grades six to nine combined, the percentage of students at or above grade level in 2021-22 was about the same or slightly increased from BOY to EOY for all grade groups.

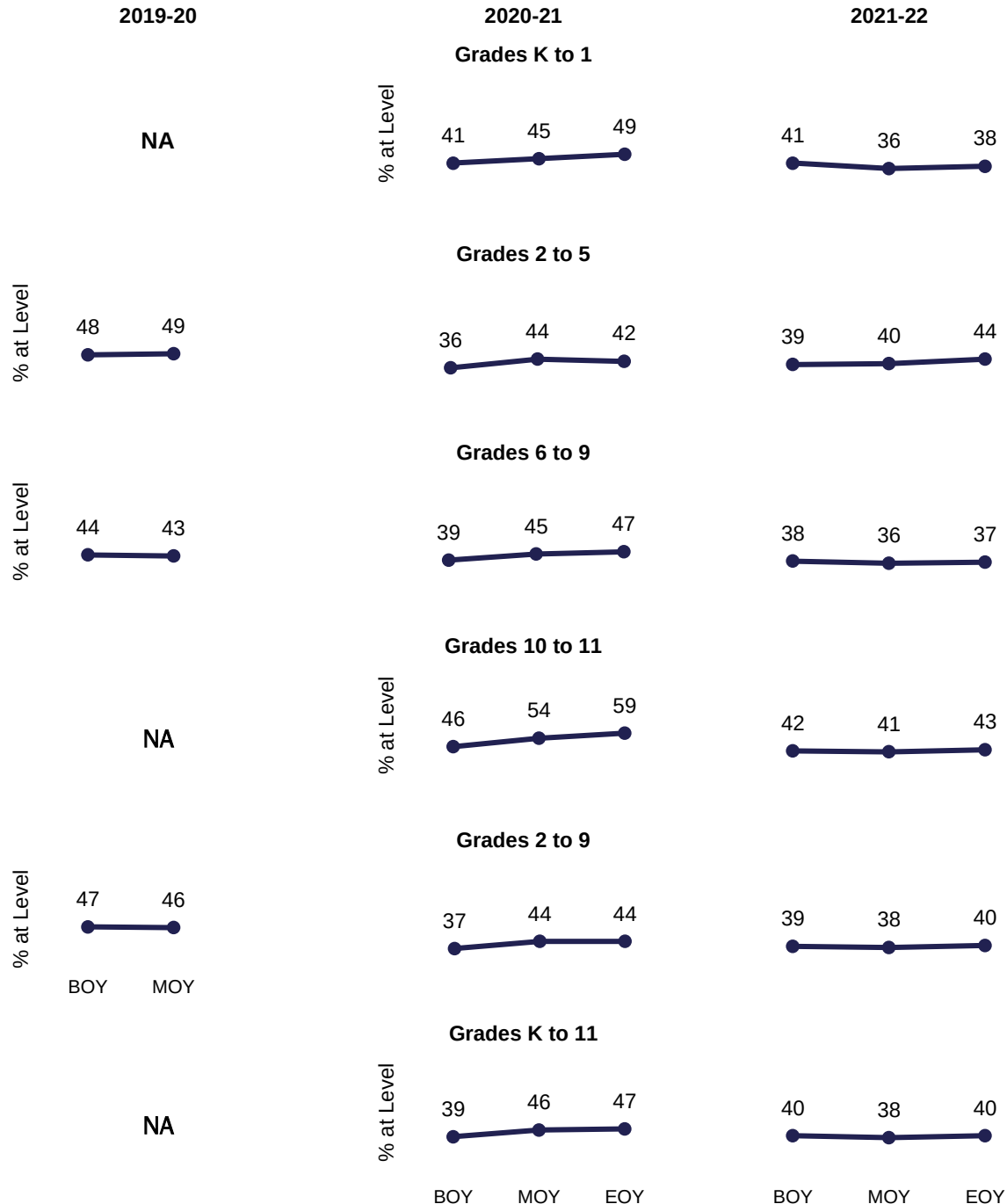
Compared to 2020-21 at BOY, MOY, and EOY, the percentage of students at or above grade level was generally lower in 2021-22 across grades with some exceptions. Likewise, compared to 2019-20 at BOY and MOY, the percentage of students at or above grade level was lower in 2021-22 for all grades.

²⁴ There were seven (overall and six student groups) comparisons for each grade from grade one to grade 11. Thus, a total of 77 comparisons were used.

²⁵ The percentage of students at or above grade level was about the same for 22 of 77 comparisons (zero to one percentage point difference), increased from BOY to EOY for seven of 77 comparisons (range of percentage point differences: +5 to +11), and decreased for 48 of 77 comparisons (range of percentage point differences: -11 to -2).

²⁶ The percentage of students at or above grade level was about the same for 10 of 77 comparisons (zero to one percentage point difference), increased from BOY to EOY for nine of 77 comparisons (range of percentage point differences: +2 to +15), and decreased for 58 of 77 comparisons (range of percentage point differences: -13 to -2).

Figure 5: 2019-20 to 2021-22 Overall MAP Mathematics Results At or Above Grade Level by Grade Group



Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. 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, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

Note: % at Level = Percentage at or above grade level (50th percentile). NA = Not Applicable. 2019-20 MAP EOY was canceled because of the COVID-19 pandemic. K students were tested at EOY only in 2020-21 and 2021-22. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21 and 2021-22. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. MAP data for 2019-20 and 2020-21 were reanalyzed to exclude students who took the inappropriate versions of the test. As a result, MAP data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report. See Appendix B Table 2 for the number of students tested for each category.

Appendix B Table 2 includes the percentage of students at or above grade level on the *MAP* mathematics assessment overall and by student group for each grade from 2019-20 to 2021-22. For the English and Spanish administrations combined, the overall percentage of students in grades K to 11 at or above grade level in 2021-22 ranged from 33 percent to 50 percent (36% to 44% for BOY, 33% to 45% for MOY, and 34% to 50% 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 SPED students at or above grade level was the lowest among student groups.

From BOY to EOY of 2021-22 by grade (Appendix B, Table 3),²⁷ the percentage of students at or above grade level was about the same for 28 of 77 comparisons (zero to one percentage point difference), increased from BOY to EOY for 23 of 77 comparisons (range of percentage point differences: +2 to +16), and decreased for 26 of 77 comparisons (range of percentage point differences: -8 to -2).

From BOY to EOY of 2020-21 by grade (Appendix B, Table 3), the percentage of students at or above grade level was about the same (zero to one percentage point difference) or increased from BOY to EOY (range of percentage point differences: +2 to +20) for most comparisons.²⁸ Thus, a greater proportion of students were at or above grade level in 2020-21 than 2021-22.

Did students achieve performance standards on the STAAR 3-8 subtests?

Methodology

Outcome analyses were conducted to determine how Title I students performed on the *STAAR* 3-8 subtests. *STAAR* 3-8, which was implemented in spring 2012 for the first time, is administered each spring and includes reading and mathematics for grades three through eight, science at grades five and eight, and social studies at grade eight.²⁹

Data from PEIMS files and *STAAR* 3-8 files were merged to prepare for analyses.³⁰ Frequency and crosstab analyses were used to determine the percentages of students in grades three through eight overall and by student group (gender, ethnicity, Eco Dis status, EB status, and SPED status) who achieved the Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), or Masters Grade Level (Masters) performance standards.³¹ For this Title I 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.

²⁷ There were seven (overall and six student groups) comparisons for each grade from grade one to grade 11. Thus, a total of 77 comparisons were used.

²⁸ The percentage of students at or above grade level was about the same for five of 77 comparisons (zero to one percentage point difference), increased from BOY to EOY for 66 of 77 comparisons (range of percentage point differences: +2 to +20), and decreased for six of 77 comparisons (range of percentage point differences: -6 to -2).

²⁹ Writing was also given in grades four and seven through 2020-21. Standalone *STAAR* writing was eliminated beginning in 2021-22; Prior years' results are available in Kim (2021).

³⁰ PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District *STAAR* 3-8 data files, 06/13/19, 06/28/21, and 06/26/22.

³¹ Because some students (e.g., grade-seven students enrolled in the mathematics or science grade seven honors courses) could take advanced grade level *STAAR* subtests, test grade was used when results were analyzed by grade. That is, results for grade-eight included grade-seven students enrolled in the mathematics or science grade seven honors courses.

Multi-year data from 2018-19 to 2021-22³² were used to examine student performance trends over time. It should be noted that 2018-19 STAAR 3-8 results included retest data for students in grades five and eight, whereas retest data were not available for 2020-21 and 2021-22.³³ Therefore, year-to-year comparisons should be reviewed with caution.

For each STAAR 3-8 subject, data for all test administrations through May (including STAAR *Alternate 2* results) were used to determine the overall percentage of students who achieved STAAR performance standards, as applicable. For grade six, STAAR reading and mathematics data were analyzed separately for students housed in elementary and middle schools to examine whether there were any differences in the percentages of students who met the STAAR performance standards by school type. Grade six students at a multi-level (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 3-8 performance among the three groups of grade six students overall and by student group (i.e., gender, ethnicity, Eco Dis status, EB status, and SPED status).

Finally, STAAR 3-8 results for Dallas ISD were compared to the state and other large, urban school districts in Texas.³⁴ STAAR 3-8 results were obtained from the Texas Assessment website (<https://www.texasassessment.gov/>). Results included spring data for each year. All information was based on the STAAR version and did not include STAAR *Alternate 2*. Frequency and crosstab analyses were used to compare Dallas ISD STAAR 3-8 performance to the performance of other large, urban school districts and the state between 2018-19 and 2021-22.

Results

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

Figure 6 shows overall trends on STAAR 3-8 subtests from 2018-19 to 2021-22. In 2021-22, the overall percentage of students who met the performance standards on STAAR 3-8 subtests ranged from 52 percent (social studies) to 70 percent (reading) at Approaches+; 20 percent (social studies) to 44 percent (reading) at Meets+; and 11 percent (social studies) to 26 percent (reading) at Masters (Figure 6).

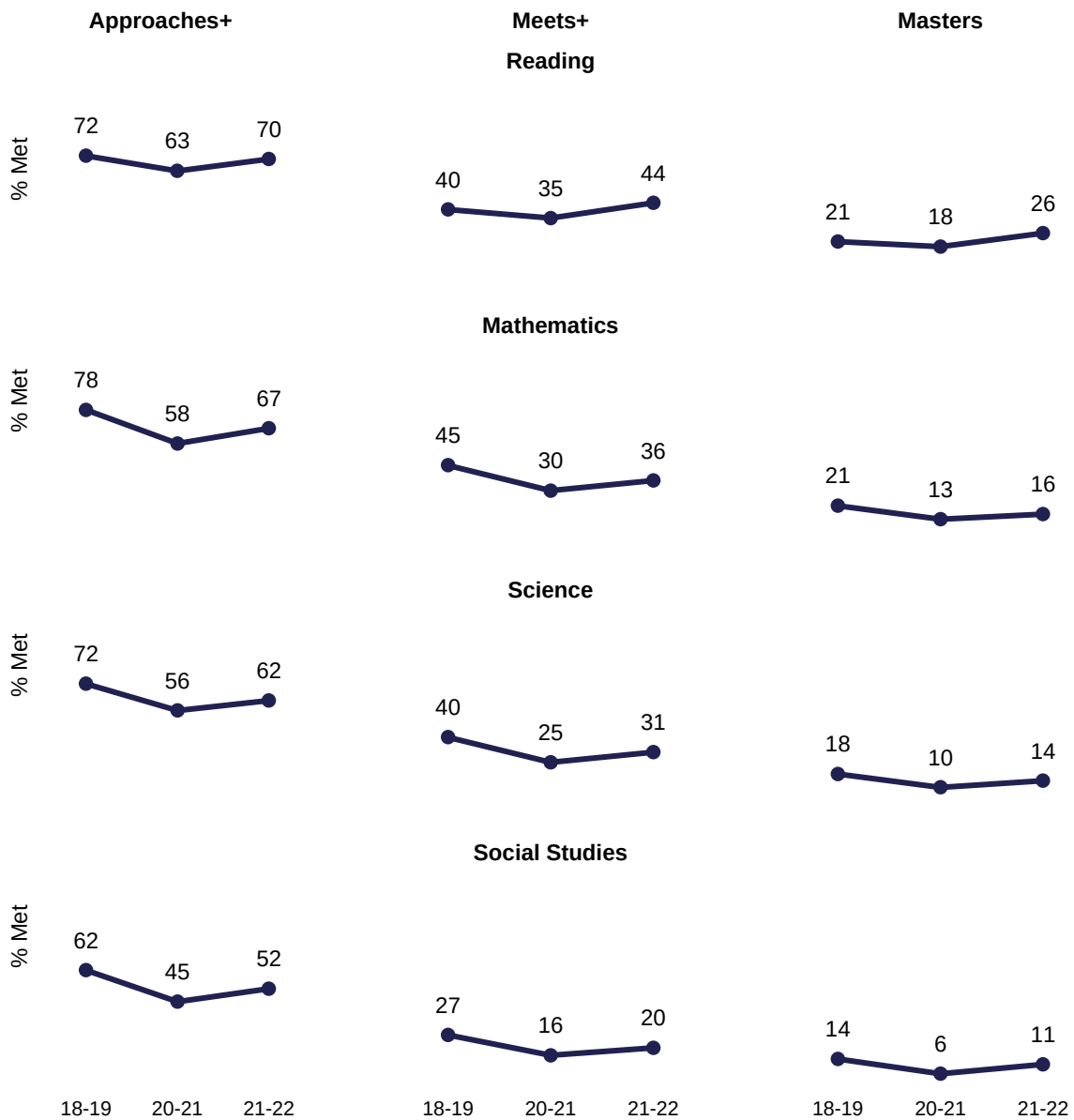
From 2019-20 to 2020-21, the district experienced a decline in the percentage of students who met the three performance standards for all subjects, which was due to lingering impacts of the COVID-19 pandemic. However, 2021-22 STAAR 3-8 results indicated that the district had begun to reverse the trend. In fact, 2021-22 reading scores surpassed performance levels prior to the pandemic in 2018-19 at Meets+ and Masters.

³² Spring 2020 STAAR was canceled because of the COVID-19 pandemic.

³³ In 2020-21, because of the lingering impacts of the COVID-19 pandemic, the commissioner of education waived the requirements of TEC, Section 28.0211 regarding grade promotion requirements for students in grades five and eight. That is, students enrolled in grades five and eight in 2020-21 were still required to take the appropriate STAAR tests once. However, regardless of their score, retest opportunities were not provided. Soon thereafter, House Bill 4545 was passed in the 87th Regular Legislative Session, which established new accelerated instruction requirements for students who did not pass the STAAR tests. The legislation included elimination of grade retention and retesting requirements in grades five and eight. HB 4545 was effective starting June 16, 2021 and applied for the 2021-22 school year.

³⁴ Other large, urban school districts include Austin ISD, El Paso ISD, Fort Worth ISD, Houston ISD, and San Antonio ISD.

Figure 6: 2018-19 to 2021-22 Overall STAAR 3-8 Results by Subject



Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Results included all administrations through May of each year, if applicable. STAAR Alternate 2 was included for Approaches+ and Masters but not for Meets+ because STAAR Alternate 2 does not have the Meets+ performance standard. For mathematics and science, results for grade eight included results from grade-seven students enrolled in the grade seven honors courses. See Appendix C for the number of students tested for each category.

For most STAAR 3-8 comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students (Appendix C). Compared to 2020-21, across subjects and grades (Appendix C),³⁵ the percentage of students who met grade level performance standards (Approaches+, Meets+, and Masters) in 2021-22 was generally the same (zero to one percentage point difference) or higher (range of percentage point differences: +2 to +13) for most comparisons.³⁶ Compared to 2018-19, the percentage of students who met grade level performance standards (Approaches+, Meets+, and Masters) in 2021-22 was generally the same (zero to one percentage point difference), or lower (range of percentage point differences: -22 to -2) for most comparisons.³⁷

Table 4 (below) and Appendix D Tables 1 to 4 include 2021-22 STAAR 3-8 results for Dallas ISD, other large urban districts, and the state by subject, grade, and performance standard and one-year change. 38

In 2021-22, across subjects and grade levels, the percentage of Dallas ISD students who met the performance standards was about the same for four of 54 comparisons (zero to one percentage point difference), whereas they were lower than students at the state level for 50 of 54 comparisons (range of percentage point differences: -25 to -2).³⁹ Compared to 2020-21, the percentage of both Dallas ISD students and students at the state level that met the performance standards was higher in 2021-22 for most comparisons. For Dallas ISD, the percentage of students was about the same for four of 54 comparisons (zero to one percentage point difference) and higher for 50 of 54 comparisons (range of percentage point differences: +2 to +13). For students at the state level, the percentage was about the same for six of 54 comparisons and higher for 48 of 54 comparisons (range of percentage point differences: +2 to +17).

³⁵ There were 22 grade groups (grades 3 to 8, grades 3 to 5 combined, grades 6 to 8 combined, and grades 3 to 8 combined for reading and mathematics, grades 5 and 8 and overall for science, and grade 8 for social studies) and three performance standards (Approaches+, Meets+, and Masters). Thus, a total of 66 comparisons were used.

³⁶ The percentage was about the same for five of 66 comparisons (zero to one percentage point difference) or higher in 2021-22 for 61 of 66 comparisons (range of percentage point differences: +2 to +13).

³⁷ The percentage was about the same for five of 66 comparisons (zero to one percentage point difference), higher in 2021-22 for 17 of 66 comparisons (range of percentage point differences: +3 to +12), and lower in 2021-22 for 44 of 66 comparisons (range of percentage point differences: -22 to -2).

³⁸ Prior year's data are available in Appendix D.

³⁹ There were 18 grade groups (grades 3 to 8 and overall for reading and mathematics, grades 5 and 8 and overall for science, and grade 8 for social studies) and three performance standards (Approaches+, Meets+, and Masters). Thus, a total of 54 comparisons were used.

Table 4: 2021-22 Overall STAAR 3-8 Results for Large Urban School Districts and the State

	2021-22				2020-21 to 2021-22		
	<i>N</i>	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
Reading							
Austin	29,067	76	56	38	13	16	13
El Paso	20,357	76	51	30	12	16	13
Fort Worth	30,259	64	36	20	10	9	7
Houston	81,909	71	48	30	13	15	12
San Antonio	17,026	59	33	16	14	13	8
Dallas	58,073	69	43	25	7	8	7
State	2,349,153	77	52	31	10	12	10
Mathematics							
Austin	27,313	65	39	20	14	11	6
El Paso	19,279	67	34	14	17	12	4
Fort Worth	30,040	51	22	9	12	6	3
Houston	79,148	63	35	17	15	11	5
San Antonio	16,406	47	19	7	16	9	4
Dallas	54,211	65	35	15	8	6	3
State	2,226,685	69	39	18	7	6	2
Science							
Austin	9,579	68	42	23	16	13	8
El Paso	6,963	65	35	15	14	12	6
Fort Worth	10,638	48	21	7	5	4	0
Houston	27,569	61	34	17	13	11	6
San Antonio	5,817	45	18	6	12	8	4
Dallas	20,116	60	30	12	6	6	2
State	790,651	69	40	20	5	5	3
Social Studies							
Austin	4,774	59	33	21	19	15	12
El Paso	3,609	49	21	12	14	6	6
Fort Worth	5,375	40	15	8	6	5	4
Houston	12,954	48	21	13	11	6	6
San Antonio	2,220	32	9	4	6	4	2
Dallas	9,781	49	19	10	6	4	5
State	413,508	59	29	17	3	2	4

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Appr+ = Approaches+. Δ %pts = change in percentage points. Results included spring 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 D Tables 1 to 4 for the number of students tested for each category.

STAAR Reading Results by Student Group and Grade

For STAAR reading in 2021-22, 70 percent of students in grades three to eight combined achieved Approaches+, 44 percent achieved Meets+, and 26 percent achieved Masters (Table 5, Table 6, and Table 7, respectively). When reviewed by ethnicity for grades three to eight combined on all performance standards, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.⁴⁰ A similar pattern was also observed across grades by ethnicity. The percentage of SPED students was the lowest among student groups for all performance standards.

⁴⁰ The percentage of students who met the standards was 65%, 70%, and 90%, respectively for African American, Hispanic, and white at Approaches+; 36%, 43%, and 78%, respectively at Meets+; and 20%, 24%, and 61%, respectively at Masters.

Tables 5 to 7 include percentage point changes from 2020-21 to 2021-22 (one-year change) and from 2018-19 to 2021-22 (three-year change) for grades three to five combined, grades six to eight combined, and grades three to eight combined by student group. For most comparisons, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was higher in 2021-22 compared to 2020-21.⁴¹ Similarly, compared to 2018-19, the percentage of students who met the performance standards in 2021-22 was higher for about half of comparisons at Approaches+ and for most of comparisons at Meets+ and Masters.⁴²

When 2021-22 results were reviewed by grade, the overall percentage of students in grades three to eight ranged from 63 percent (grade 6) to 77 percent (grade 8) at Approaches+, from 34 percent (grade six) to 50 percent (grade five) at Meets+, and from 17 percent (grade six) to 31 percent (grade seven) at Masters (Appendix C Tables 1, 3, and 5). Results varied by student group across grades.

In general, when examining grade six students by campus type (Appendix C: Tables 2, 4, and 6), the percentage of grade six ES students who met the performance standards (Approaches+, Meets+, and Masters) was similar or higher than grade six MS students in 2021-22.⁴³ The pattern was consistent across student groups except for white students at all performance standards and SPED students at Masters. Likewise, in 2020-21, the percentage of grade six ES students who met the performance standards was similar or higher than grade six MS students.⁴⁴ However, year to year comparisons should be viewed with caution because some schools were categorized differently due to grade configuration changes.

⁴¹ Range of percentage point increases was from +2 to +13 at Approaches+; +3 to +14 at Meets+; and +2 to +16 at Masters.

⁴² Range of percentage point increases was from +2 to +4 for Approaches+; +2 to +13 for Meets+; and +2 to +16 for Masters.

⁴³ In 2021-22, the overall percentage of grade six students who met the performance standards was 62% and 59% at Approaches+ (ES and MS, respectively); 31% and 29% at Meets+; and 14% and 13% at Masters.

⁴⁴ In 2020-21, the overall percentage of grade six students who met the performance standards was 53% and 52% (ES and MS, respectively) at Approaches+; 23% and 20% at Meets+; and 9% and 8% at Masters.

Table 5: 2018-19 to 2021-22 STAAR Reading Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grades 3 to 5					
All	75.2	64.2	70.0	5.8	-5.2
Af Am	64.5	52.3	65.5	13.2	1.0
Hispanic	77.3	65.1	69.2	4.1	-8.1
White	87.9	86.7	90.0	3.3	2.1
EB	76.3	65.1	66.9	1.8	-9.4
Eco Dis	73.3	61.2	67.2	6.0	-6.1
SPED	49.7	41.8	45.4	3.6	-4.3
Grades 6 to 8					
All	67.6	61.5	70.6	9.1	3.0
Af Am	60.9	55.2	65.0	9.8	4.1
Hispanic	68.4	61.1	70.6	9.5	2.2
White	86.2	86.1	89.2	3.1	3.0
EB	61.9	55.4	66.1	10.7	4.2
Eco Dis	65.6	58.7	68.4	9.7	2.8
SPED	40.2	35.6	41.9	6.3	1.7
Grades 3 to 8					
All	71.6	62.9	70.3	7.4	-1.3
Af Am	62.9	53.6	65.3	11.7	2.4
Hispanic	73.1	63.2	69.9	6.7	-3.2
White	87.2	86.4	89.6	3.2	2.4
EB	69.8	60.5	66.5	6.0	-3.3
Eco Dis	69.7	60.0	67.8	7.8	-1.9
SPED	45.4	39.0	43.7	4.7	-1.7

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May of each year, if applicable, and included STAAR Alternate 2. See Appendix C Table 1 for the number of students tested for each category.

Table 6: 2018-19 to 2021-22 STAAR Reading Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grades 3 to 5					
All	44.2	37.4	45.0	7.6	0.8
Af Am	29.6	24.1	37.9	13.8	8.3
Hispanic	46.4	37.6	43.3	5.7	-3.1
White	70.5	73.7	78.7	5.0	8.2
EB	46.0	38.2	40.9	2.7	-5.1
Eco Dis	41.1	33.6	40.7	7.1	-0.4
SPED	13.9	12.5	17.8	5.3	3.9
Grades 6 to 8					
All	35.4	32.8	43.3	10.5	7.9
Af Am	27.2	24.3	34.6	10.3	7.4
Hispanic	35.5	32.0	42.9	10.9	7.4
White	65.1	67.8	77.6	9.8	12.5
EB	27.2	26.4	37.9	11.5	10.7
Eco Dis	32.3	29.1	39.5	10.4	7.2
SPED	7.4	7.4	11.3	3.9	3.9
Grades 3 to 8					
All	40.1	35.2	44.2	9.0	4.1
Af Am	28.5	24.2	36.3	12.1	7.8
Hispanic	41.2	34.9	43.1	8.2	1.9
White	68.3	71.1	78.2	7.1	9.9
EB	37.5	32.6	39.4	6.8	1.9
Eco Dis	37.0	31.4	40.1	8.7	3.1
SPED	11.0	10.1	14.6	4.5	3.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May of each year, if applicable. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard. See Appendix C Table 3 for the number of students tested for each category.

Table 7: 2018-19 to 2021-22 STAAR Reading Results at Masters for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grades 3 to 5					
All	23.4	20.7	26.0	5.3	2.6
Af Am	14.4	11.5	19.9	8.4	5.5
Hispanic	23.8	20.3	23.9	3.6	0.1
White	50.6	53.1	62.1	9.0	11.5
EB	23.1	20.8	22.6	1.8	-0.5
Eco Dis	20.6	17.6	21.8	4.2	1.2
SPED	9.1	7.4	11.1	3.7	2.0
Grades 6 to 8					
All	17.4	15.8	26.0	10.2	8.6
Af Am	13.0	11.8	19.9	8.1	6.9
Hispanic	16.7	14.5	24.9	10.4	8.2
White	44.1	44.1	60.4	16.3	16.3
EB	11.1	10.6	20.6	10.0	9.5
Eco Dis	15.0	12.9	22.3	9.4	7.3
SPED	11.3	10.8	11.7	0.9	0.4
Grades 3 to 8					
All	20.6	18.3	26.0	7.7	5.4
Af Am	13.8	11.6	19.9	8.3	6.1
Hispanic	20.4	17.4	24.4	7.0	4.0
White	47.9	49.2	61.4	12.2	13.5
EB	17.6	16.0	21.6	5.6	4.0
Eco Dis	18.0	15.3	22.1	6.8	4.1
SPED	10.1	9.0	11.4	2.4	1.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May of each year, if applicable, and included STAAR Alternate 2. See Appendix C Table 5 for the number of students tested for each category.

STAAR Mathematics Results by Student Group and Grade

For STAAR mathematics in 2021-22, 67 percent of students in grades three to eight combined achieved Approaches+, 36 percent achieved Meets+, and 16 percent achieved Masters (Table 8, Table 9, and Table 10, respectively). Overall, the percentage of students who met the performance standards was lower for grades six to eight combined than for grades three to five combined across student groups except for SPED at Masters.

When reviewed by ethnicity for grades three to eight combined on all performance standards, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.⁴⁵ A similar pattern was also observed across grades by ethnicity. The percentage of SPED students was the lowest among student groups at Approaches+ and Meets+.

Tables 8 to 10 include percentage point changes from 2020-21 to 2021-22 (one-year change) and from 2018-19 to 2021-22 (three-year change) for grades three to five combined, grades six to eight combined, and grades three to eight combined by student group. For most comparisons, the percentage of

⁴⁵ The percentage of students who met the standards was 56%, 68%, and 86% at Approaches+; 23%, 37%, and 66% at Meets+; and 9%, 16%, and 42% at Masters for African American, Hispanic, and white, respectively.

students who met the performance standards (Approaches+, Meets+, and Masters) was higher in 2021-22 compared to 2020-21.⁴⁶ However, compared to 2018-19, the percentage of students who met the performance standards was lower in 2021-22 for most comparisons.⁴⁷

When 2021-22 results were reviewed by grade, the overall percentage of students in grades three to eight ranged from 38 percent (grade seven) to 76 percent (grade five) at Approaches+, eight percent (grade seven) to 47 percent (grade five) at Meets+, and four percent (grade seven) to 24 percent (grade five) at Masters (Appendix C Tables 7, 9, and 11). In general, the percentage of students who met the performance standards was lower for grade seven⁴⁸ than other grades overall and for all student groups except for SPED at Masters.

In general, when examining grade six students by campus type (Appendix C: Tables 8, 10, and 12), the percentage of grade six ES students who met the performance standards (Approaches+, Meets+, and Masters) was similar or higher than grade six MS students in 2021-22.⁴⁹ The pattern was consistent across student groups at Approaches+ and Meets+ except for white and SPED students at Approaches+ and white students at Meets+. Results were mixed at Masters for other student groups. Likewise, in 2020-21, the percentage of grade six ES students who met the performance standards was similar or higher than grade six MS students.⁵⁰ However, year to year comparisons should be viewed with caution because some schools were categorized differently due to grade configuration changes.

⁴⁶ Range of percentage point increases was from +2 to +12 at Approaches+; +2 to +8 at Meets+; and +2 to +5 at Masters.

⁴⁷ Range of percentage point decreases was from -14 to -2 for Approaches+; -11 to -3 for Meets+; and -8 to -2 for Masters.

⁴⁸ The percentage of grade seven students who met the performance standards may be lower than other grades because grade seven students enrolled in the honors mathematics courses were required to take the grade eight STAAR mathematics assessment instead.

⁴⁹ In 2021-22, the overall percentage of grade six students who met the performance standards was 70% and 65% (ES and MS, respectively) at Approaches+; 34% and 28% at Meets+; and 10% and 9% at Masters.

⁵⁰ In 2020-21, the overall percentage of grade six students who met the performance standards was 63% and 59% (ES and MS, respectively) at Approaches+; 28% and 25% at Meets+; and 8% and 8% at Masters.

Table 8: 2018-19 to 2021-22 STAAR Mathematics Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grades 3 to 5					
All	80.5	61.7	70.0	8.3	-10.5
Af Am	70.0	45.0	56.8	11.8	-13.2
Hispanic	82.8	63.9	71.7	7.8	-11.1
White	89.4	84.3	87.2	2.9	-2.2
EB	82.5	64.4	72.4	8.0	-10.1
Eco Dis	79.1	59.0	67.6	8.6	-11.5
SPED	58.1	46.4	48.7	2.3	-9.4
Grades 6 to 8					
All	75.9	54.3	63.2	8.9	-12.7
Af Am	67.1	43.7	53.9	10.2	-13.2
Hispanic	77.7	55.0	64.4	9.4	-13.3
White	87.2	78.2	83.1	4.9	-4.1
EB	74.8	52.8	62.3	9.5	-12.5
Eco Dis	74.7	51.6	61.2	9.6	-13.5
SPED	52.0	38.4	43.3	4.9	-8.7
Grades 3 to 8					
All	78.4	58.4	66.9	8.5	-11.5
Af Am	68.7	44.5	55.5	11.0	-13.2
Hispanic	80.5	59.9	68.4	8.5	-12.1
White	88.6	82.1	85.7	3.6	-2.9
EB	79.1	59.3	67.9	8.6	-11.2
Eco Dis	77.1	55.8	64.7	8.9	-12.4
SPED	55.4	42.8	46.1	3.3	-9.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May, if applicable, and STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses. See Appendix C Table 7 for the number of students tested for each category.

Table 9: 2018-19 to 2021-22 STAAR Mathematics Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grades 3 to 5					
All	48.4	33.2	40.9	7.7	-7.5
Af Am	32.3	18.0	25.3	7.3	-7.0
Hispanic	51.0	34.1	41.9	7.8	-9.1
White	71.7	64.4	70.6	6.2	-1.1
EB	50.3	34.7	43.0	8.3	-7.3
Eco Dis	45.7	29.9	37.5	7.6	-8.2
SPED	19.0	14.0	15.4	1.4	-3.6
Grades 6 to 8					
All	40.5	24.9	30.6	5.7	-9.9
Af Am	29.4	15.3	19.8	4.5	-9.6
Hispanic	41.9	24.9	31.4	6.5	-10.5
White	65.2	55.9	59.0	3.1	-6.2
EB	37.8	23.3	29.6	6.3	-8.2
Eco Dis	38.1	21.9	27.7	5.8	-10.4
SPED	13.1	7.0	8.6	1.6	-4.5
Grades 3 to 8					
All	44.8	29.5	36.3	6.8	-8.5
Af Am	31.0	16.9	22.7	5.8	-8.3
Hispanic	46.9	30.0	37.1	7.1	-9.8
White	69.2	61.3	66.4	5.1	-2.8
EB	44.8	29.7	37.1	7.4	-7.7
Eco Dis	42.3	26.4	33.0	6.6	-9.3
SPED	16.4	10.9	12.1	1.2	-4.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May, if applicable. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses. See Appendix C Table 9 for the number of students tested for each category.

Table 10: 2018-19 to 2021-22 STAAR Mathematics Results at Masters for Students in Grades 3 to 8 by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grades 3 to 5					
All	27.4	17.5	20.7	3.2	-6.7
Af Am	15.1	8.0	10.5	2.5	-4.6
Hispanic	28.8	17.4	20.5	3.1	-8.3
White	52.3	44.4	47.4	3.0	-4.9
EB	28.1	17.6	21.5	3.9	-6.6
Eco Dis	24.8	14.9	18.0	3.1	-6.8
SPED	14.6	10.0	11.9	1.9	-2.7
Grades 6 to 8					
All	13.5	7.8	11.2	3.4	-2.3
Af Am	7.7	4.5	6.9	2.4	-0.8
Hispanic	13.8	7.1	10.7	3.6	-3.1
White	32.8	28.9	33.5	4.6	0.7
EB	11.2	6.3	9.7	3.4	-1.5
Eco Dis	11.8	6.2	9.4	3.2	-2.4
SPED	14.5	11.3	11.2	-0.1	-3.3
Grades 3 to 8					
All	21.1	13.2	16.4	3.2	-4.7
Af Am	11.7	6.5	8.8	2.3	-2.9
Hispanic	22.0	12.8	16.0	3.2	-6.0
White	44.9	38.7	42.3	3.6	-2.6
EB	20.6	12.6	16.3	3.7	-4.3
Eco Dis	18.9	11.1	14.0	2.9	-4.9
SPED	14.6	10.6	11.5	0.9	-3.1

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May, if applicable, and STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses. See Appendix C Table 11 for the number of students tested for each category.

STAAR Science (Grades 5 and 8)

For STAAR science in 2021-22, 62 percent of students in grades five and eight combined achieved Approaches+, 31 percent achieved Meets+, and 14 percent achieved Masters (Table 11, Table 12, and Table 13, respectively).

When reviewed by ethnicity for grades five and eight combined on all performance standards, African American students scored the lowest, and both African American and Hispanic students scored lower than white students.⁵¹ A similar pattern was also observed across grades by ethnicity. The percentage of SPED students was the lowest among student groups at Approaches+ and Meets+.

Tables 11 to 13 include percentage point changes from 2020-21 to 2021-22 (one-year change) and from 2018-19 to 2021-22 (three-year change) for grade five, grade eight, and grades five and eight combined by student group. For most comparisons, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was higher in 2021-22 compared to 2020-21.⁵² However,

⁵¹ The percentage of students who met the standards was 53%, 62%, and 85% at Approaches+; 22%, 30%, and 64% at Meets+; and 8%, 13%, and 41% at Masters for African American, Hispanic, and white, respectively.

⁵² Range of percentage point increases was from +3 to +9 at Approaches+; +2 to +9 at Meets+; and +2 to +6 at Masters.

compared to 2018-19, the percentage of students who met the performance standards was lower in 2021- 22 for most comparisons.⁵³

Table 11: 2018-19 to 2021-22 STAAR Science Results at Approaches+ by Grade and Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grade 5					
All	69.7	55.5	60.5	5.0	-9.2
Af Am	57.8	42.6	48.6	6.0	-9.2
Hispanic	71.8	56.3	61.0	4.7	-10.8
White	87.8	86.5	86.4	-0.1	-1.4
EB	69.0	54.9	60.0	5.1	-9.0
Eco Dis	67.7	52.4	57.3	4.9	-10.4
SPED	47.9	36.3	39.3	3.0	-8.6
Grade 8					
All	74.7	56.0	62.5	6.5	-12.2
Af Am	68.6	47.7	57.0	9.3	-11.6
Hispanic	75.3	55.5	62.4	6.9	-12.9
White	90.6	84.8	82.2	-2.6	-8.4
EB	69.6	49.6	58.6	9.0	-11.0
Eco Dis	72.9	53.0	60.2	7.2	-12.7
SPED	50.8	38.1	41.8	3.7	-9.0
Grades 5 and 8					
All	72.0	55.8	61.6	5.8	-10.4
Af Am	62.8	44.8	52.9	8.1	-9.9
Hispanic	73.5	55.9	61.7	5.8	-11.8
White	89.0	85.7	84.5	-1.2	-4.5
EB	69.3	52.3	59.3	7.0	-10.0
Eco Dis	70.1	52.7	58.8	6.1	-11.3
SPED	49.1	37.1	40.5	3.4	-8.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the science grade seven honors courses. See Appendix C Table 13 for the number of students tested for each category.

⁵³ Range of percentage point decreases was from -13 to -5 for Approaches+; -12 to -3 for Meets+; and -7 to -2 for Masters.

Table 12: 2018-19 to 2021-22 STAAR Science Results at Meets+ by Grade and Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grade 5					
All	41.5	22.9	32.2	9.3	-9.3
Af Am	26.8	14.1	22.7	8.6	-4.1
Hispanic	43.5	22.0	31.3	9.3	-12.2
White	69.8	60.7	67.2	6.5	-2.6
EB	40.7	20.8	30.0	9.2	-10.7
Eco Dis	38.4	19.6	28.6	9.0	-9.8
SPED	15.7	6.2	10.8	4.6	-4.9
Grade 8					
All	37.4	26.4	29.7	3.3	-7.7
Af Am	27.8	18.8	20.4	1.6	-7.4
Hispanic	37.7	25.2	29.5	4.3	-8.2
White	68.2	60.7	60.0	-0.7	-8.2
EB	30.1	21.0	27.0	6.0	-3.1
Eco Dis	34.6	22.9	26.5	3.6	-8.1
SPED	10.8	8.5	8.2	-0.3	-2.6
Grades 5 and 8					
All	39.5	24.6	30.9	6.3	-8.6
Af Am	27.2	16.2	21.5	5.3	-5.7
Hispanic	40.8	23.6	30.4	6.8	-10.4
White	69.1	60.7	63.9	3.2	-5.2
EB	35.9	20.9	28.5	7.6	-7.4
Eco Dis	36.6	21.2	27.5	6.3	-9.1
SPED	13.8	7.2	9.6	2.4	-4.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. 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 students enrolled in the science grade seven honors courses. See Appendix C Table 14 for the number of students tested for each category.

Table 13: 2018-19 to 2021-22 STAAR Science Results at Masters by Grade and Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Grade 5					
All	19.8	9.2	14.3	5.1	-5.5
Af Am	10.1	6.0	9.4	3.4	-0.7
Hispanic	20.4	7.7	13.2	5.5	-7.2
White	47.7	36.3	41.0	4.7	-6.7
EB	18.6	6.7	12.3	5.6	-6.3
Eco Dis	17.4	7.1	11.8	4.7	-5.6
SPED	12.6	8.7	12.4	3.7	-0.2
Grade 8					
All	15.0	11.6	12.8	1.2	-2.2
Af Am	9.6	8.1	7.5	-0.6	-2.1
Hispanic	14.4	10.3	12.0	1.7	-2.4
White	42.5	35.9	40.6	4.7	-1.9
EB	10.0	8.1	10.4	2.3	0.4
Eco Dis	12.9	9.5	10.4	0.9	-2.5
SPED	14.1	12.6	11.6	-1.0	-2.5
Grades 5 and 8					
All	17.6	10.4	13.5	3.1	-4.1
Af Am	9.9	7.0	8.4	1.4	-1.5
Hispanic	17.5	9.0	12.5	3.5	-5.0
White	45.4	36.1	40.8	4.7	-4.6
EB	14.7	7.4	11.4	4.0	-3.3
Eco Dis	15.3	8.3	11.1	2.8	-4.2
SPED	13.2	10.4	12.0	1.6	-1.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the science grade seven honors courses. See Appendix C Table 15 for the number of students tested for each category.

STAAR Social Studies (Grade 8)

For STAAR social studies in 2021-22, 52 percent of grade eight students achieved Approaches+, 20 percent achieved Meets+, and 11 percent achieved Masters (Table 14). When reviewed by ethnicity for all performance standards, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of SPED students was the lowest among student groups. For most comparisons, the percentage of students at all performance standards (Approaches+, Meets+, and Masters) was higher in 2021-22 compared to 2020-21 but lower compared to 2018-19.

Table 14: 2018-19 to 2021-22 STAAR Social Studies Results by Student Group

	2018-19 %	2020-21 %	2021-22 %	2020-21 to 2021-22 Δ %pts	2018-19 to 2021-22 Δ %pts
Approaches+					
All	62.4	45.1	51.5	6.4	-10.9
Af Am	57.0	43.5	45.2	1.7	-11.8
Hispanic	62.3	42.8	50.9	8.1	-11.4
White	83.6	76.7	79.7	3.0	-3.9
EB	53.8	35.3	45.1	9.8	-8.7
Eco Dis	60.4	41.7	48.7	7.0	-11.7
SPED	41.4	34.4	33.2	-1.2	-8.2
Meets+					
All	26.5	15.5	20.0	4.5	-6.5
Af Am	20.4	12.4	12.5	0.1	-7.9
Hispanic	25.6	13.8	19.3	5.5	-6.3
White	61.8	45.7	52.2	6.5	-9.6
EB	17.6	9.7	15.9	6.2	-1.7
Eco Dis	23.9	12.6	17.2	4.6	-6.7
SPED	8.1	7.2	5.4	-1.8	-2.7
Masters					
All	14.0	6.4	11.0	4.6	-3.0
Af Am	10.2	5.8	7.2	1.4	-3.0
Hispanic	12.9	5.2	9.8	4.6	-3.1
White	44.6	22.3	36.4	14.1	-8.2
EB	7.7	3.2	7.6	4.4	-0.1
Eco Dis	12.1	5.1	8.9	3.8	-3.2
SPED	13.7	13.2	13.1	-0.1	-0.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2 for Approaches+ and Masters. STAAR Alternate 2 results were not included for Meets+ because it does not have the Meets+ performance standard. See Appendix C Tables 16 to 18 for the number of students tested for each category.

Did students achieve performance standards on the *STAAR EOC* subtests?

Methodology

Outcome analyses were conducted to determine how Dallas ISD students performed on the *STAAR EOC*. *STAAR EOC* subjects included English I, English II, Algebra I,⁵⁴ Biology, and US History. Data from PEIMS files and *STAAR EOC* files were merged to prepare for analyses.⁵⁵ Frequency and crosstab analyses were used to determine students who achieved the Approaches+, Meets+, or Masters performance standards overall and by student group (i.e., gender, ethnicity, Eco Dis status, EB status, and SPED status). For this Title I report, analyses were limited to students in the Dallas ISD as of the 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. Data from 2018-19 to 2021-22 were used to examine student performance trends over time.

Finally, *STAAR EOC* results for Dallas ISD were compared with those for the state and other large, urban school districts in Texas.⁵⁶ *STAAR EOC* results were obtained from the Texas Assessment website (<https://www.texasassessment.gov/>). Results included spring administration for each year. All information was based on the *STAAR* version and did not include *STAAR Alternate 2*. Frequency and crosstab analyses were used to compare Dallas ISD *STAAR EOC* performance to the performance of other large, urban school districts and the state.

Results

Figure 7 shows overall trends on *STAAR EOC* subtests from 2018-19 to 2021-22. In 2021-22, the overall percentage of students who met the performance standards on *STAAR EOC* subtests ranged from 53 percent (English I) to 83 percent (US History) at Approaches+; 35 percent (English I) to 58 percent (US History) at Meets+; and five percent (English II) to 32 percent (US History) at Masters.

Tables 15 to 17 include *STAAR EOC* results for each subject by student group and percentage point changes from 2020-21 to 2021-22 (one-year change) and from 2018-19 to 2021-22 (three-year change). Compared to 2020-21, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same (zero to one percentage point difference) or higher in 2021-22 across subjects for most comparisons.⁵⁷ However, compared to 2018-19, the percentage of students who met the performance standards was about the same or lower in 2021-22 across subjects, except for English II.⁵⁸ In most comparisons, African American students scored the lowest, and both African

⁵⁴ For Algebra I, grade-eight students enrolled in Algebra I are eligible to take the *STAAR EOC* Algebra I assessment. For this reason, this report included some grade-eight students who took Algebra I.

⁵⁵ PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District *STAAR EOC* data files, 06/04/19, 06/17/21, and 06/26/22.

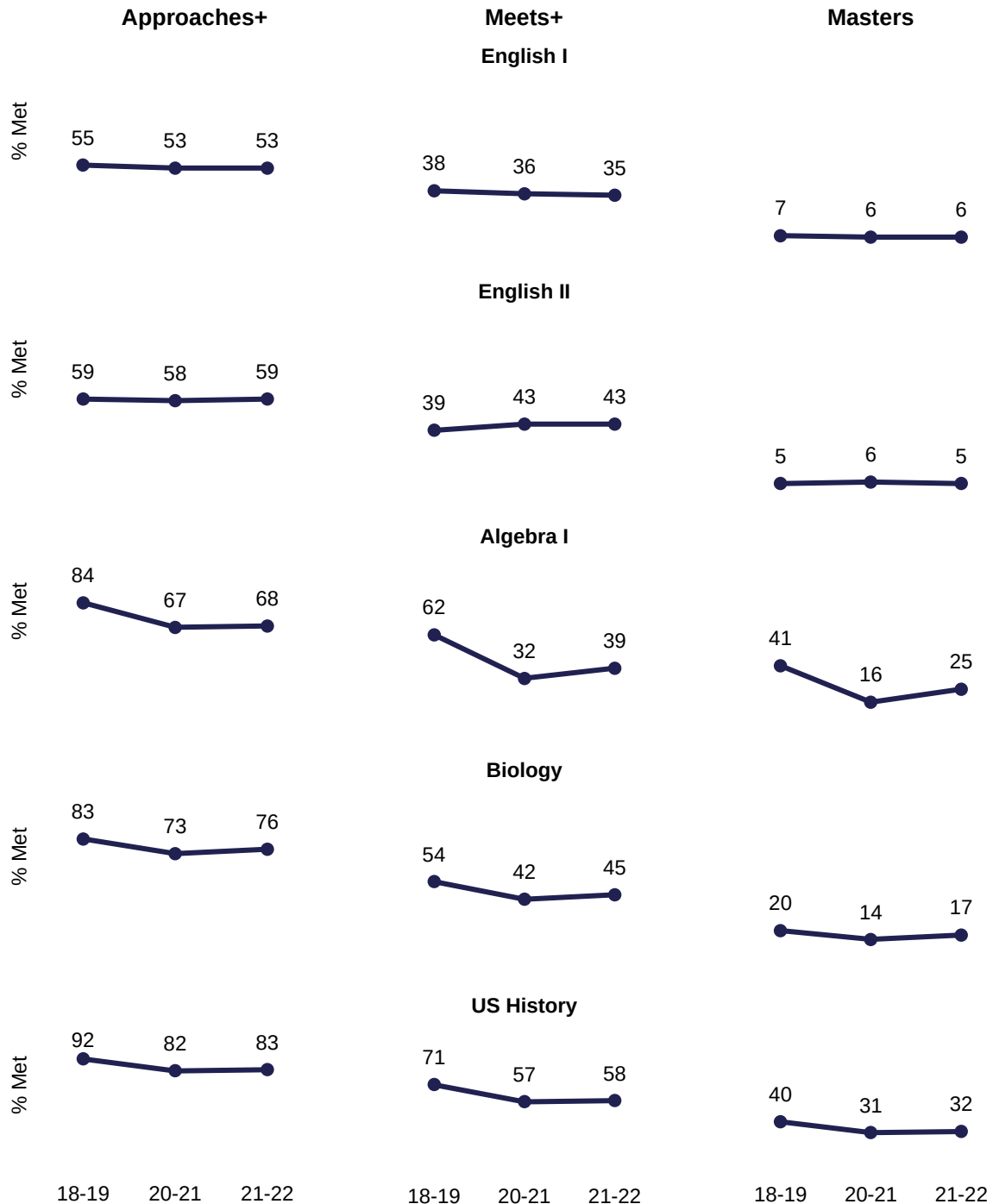
⁵⁶ Other large, urban school districts include Austin ISD, El Paso ISD, Fort Worth ISD, Houston ISD, and San Antonio ISD.

⁵⁷ Range of percentage point increases was from +2 to +5 at Approaches+; +3 to +11 at Meets+; and +2 to +15 at Masters.

⁵⁸ Range of percentage point decreases was from -20 to -2 at Approaches+; -24 to -2 at Meets+; and -17 to -2 at Masters.

American and Hispanic students scored lower than white students. The percentage of SPED students was the lowest among student groups at Approaches+ and Meets+.

Figure 7: 2018-19 to 2021-22 Overall STAAR EOC Results by Subject



Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC data files, 06/04/19, 06/17/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Results included December through May administrations for each year. STAAR Alternate 2 was included for Approaches+ and Masters but not for Meets+ because STAAR Alternate 2 does not have the Meets+ performance standard. For Algebra I, some grade-eight students took the assessment.

Table 15: 2018-19 to 2021-22 STAAR EOC Results at Approaches+ by Subject and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
English I								
All	15,256	55.1	11,348	52.6	15,352	52.7	0.1	-2.4
Af Am	3,365	46.5	2,374	43.0	3,068	44.1	1.1	-2.4
Hispanic	10,845	55.9	8,251	53.5	11,248	53.1	-0.4	-2.8
White	573	82.7	414	82.6	597	82.9	0.3	0.2
EB	7,300	44.0	5,500	42.7	7,845	44.6	1.9	0.6
Eco Dis	12,490	53.0	9,318	49.7	12,369	50.3	0.6	-2.7
SPED	1,747	20.9	1,271	26.8	1,726	27.1	0.3	6.2
English II								
All	13,343	58.5	10,649	58.0	12,497	59.3	1.3	0.8
Af Am	2,914	52.8	2,081	51.0	2,455	52.4	1.4	-0.4
Hispanic	9,512	58.8	7,895	58.0	9,260	59.7	1.7	0.9
White	508	81.5	387	82.9	469	83.6	0.7	2.1
EB	5,443	40.9	4,917	45.4	6,026	48.4	3.0	7.5
Eco Dis	10,640	56.3	8,553	55.2	9,985	57.2	2.0	0.9
SPED	1,356	24.2	907	32.1	1,225	30.0	-2.1	5.8
Algebra I								
All	11,362	83.7	11,236	66.7	13,652	67.6	0.9	-16.1
Af Am	2,434	75.5	2,149	53.0	2,686	55.1	2.1	-20.4
Hispanic	8,165	85.6	8,303	69.0	10,064	69.7	0.7	-15.9
White	447	90.2	476	83.2	543	84.5	1.3	-5.7
EB	5,197	82.5	5,404	65.7	7,023	67.4	1.7	-15.1
Eco Dis	9,353	83.4	9,330	65.1	11,164	66.6	1.5	-16.8
SPED	1,204	55.2	1,038	46.7	1,408	45.2	-1.5	-10.0
Biology								
All	10,594	83.1	10,145	72.9	11,977	75.8	2.9	-7.3
Af Am	2,154	76.9	2,093	62.6	2,285	65.8	3.2	-11.1
Hispanic	7,554	83.7	7,316	74.5	8,796	76.9	2.4	-6.8
White	488	94.5	438	92.0	554	93.3	1.3	-1.2
EB	4,634	77.2	4,587	66.6	5,891	71.7	5.1	-5.5
Eco Dis	8,568	81.9	8,108	70.7	9,445	74.1	3.4	-7.8
SPED	1,129	53.2	959	49.1	1,243	53.0	3.9	-0.2
US History								
All	9,737	92.0	8,875	82.1	9,735	83.4	1.3	-8.6
Af Am	2,017	88.6	1,744	74.7	1,853	76.6	1.9	-12.0
Hispanic	7,008	92.7	6,381	82.7	7,149	84.2	1.5	-8.5
White	455	96.5	440	96.4	459	95.6	-0.8	-0.9
EB	2,904	85.0	3,164	72.3	4,246	77.2	4.9	-7.8
Eco Dis	7,622	91.6	6,830	80.0	7,524	81.8	1.8	-9.8
SPED	780	65.5	721	58.0	807	59.4	1.4	-6.1

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC data files, 06/04/19, 06/17/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included December through May administrations for each year and STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment.

Table 16: 2018-19 to 2021-22 STAAR EOC Results at Meets+ by Subject and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
English I								
All	15,096	37.8	11,156	35.5	15,150	34.7	-0.8	-3.1
Af Am	3,306	28.8	2,308	26.1	2,998	25.2	-0.9	-3.6
Hispanic	10,747	37.8	8,136	35.9	11,126	34.5	-1.4	-3.3
White	571	75.0	407	70.5	593	73.9	3.4	-1.1
EB	7,262	24.6	5,446	24.8	7,794	25.8	1.0	1.2
Eco Dis	12,355	34.9	9,158	31.9	12,210	31.7	-0.2	-3.2
SPED	1,590	5.1	1,079	6.0	1,525	8.3	2.3	3.2
English II								
All	13,168	38.9	10,473	43.0	12,302	42.8	-0.2	3.9
Af Am	2,856	32.7	2,017	33.9	2,396	34.3	0.4	1.6
Hispanic	9,404	38.3	7,791	42.9	9,138	43.1	0.2	4.8
White	503	74.0	383	77.0	459	74.9	-2.1	0.9
EB	5,411	20.2	4,864	29.2	5,968	30.3	1.1	10.1
Eco Dis	10,505	35.6	8,403	39.1	9,836	39.9	0.8	4.3
SPED	1,182	5.3	731	9.0	1,030	9.9	0.9	4.6
Algebra I								
All	11,206	62.2	11,040	32.3	13,448	38.8	6.5	-23.4
Af Am	2,376	46.6	2,082	19.9	2,616	23.5	3.6	-23.1
Hispanic	8,070	65.3	8,185	33.5	9,939	40.9	7.4	-24.4
White	445	81.3	469	56.5	539	67.3	10.8	-14.0
EB	5,161	58.9	5,347	29.8	6,972	38.6	8.8	-20.3
Eco Dis	9,222	61.1	9,169	30.1	11,003	37.2	7.1	-23.9
SPED	1,050	22.8	843	13.9	1,205	13.4	-0.5	-9.4
Biology								
All	10,431	53.6	9,948	41.8	11,771	45.3	3.5	-8.3
Af Am	2,099	41.9	2,029	28.2	2,222	32.3	4.1	-9.6
Hispanic	7,450	54.1	7,194	42.9	8,664	45.8	2.9	-8.3
White	486	83.7	431	76.1	549	81.2	5.1	-2.5
EB	4,598	41.0	4,526	32.7	5,831	37.5	4.8	-3.5
Eco Dis	8,434	50.3	7,940	37.8	9,282	42.5	4.7	-7.8
SPED	968	12.0	763	11.8	1,038	16.5	4.7	4.5
US History								
All	9,611	71.4	8,714	56.8	9,561	58.1	1.3	-13.3
Af Am	1,971	63.5	1,685	44.7	1,801	47.7	3.0	-15.8
Hispanic	6,940	72.3	6,287	56.8	7,037	58.3	1.5	-14.0
White	446	88.6	436	89.2	455	88.1	-1.1	-0.5
EB	2,887	52.7	3,123	41.1	4,189	45.4	4.3	-7.3
Eco Dis	7,524	69.4	6,706	52.4	7,381	54.9	2.5	-14.5
SPED	654	26.8	560	24.1	633	24.5	0.4	-2.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC data files, 06/04/19, 06/17/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included December through May administrations for each year. STAAR EOC Alternate 2 results were not included because it does not have the Meets+ standard. For Algebra I, some grade-eight students took the assessment.

Table 17: 2018-19 to 2021-22 STAAR EOC Results at Masters by Subject and Student Group

	2018-19		2020-21		2021-22		20-21 to	18-19 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	21-22 Δ %pts	21-22 Δ %pts
English I								
All	15,256	7.3	11,348	6.0	15,352	6.3	0.3	-1.0
Af Am	3,365	4.7	2,374	3.8	3,068	4.8	1.0	0.1
Hispanic	10,845	5.8	8,251	5.2	11,248	5.1	-0.1	-0.7
White	573	36.6	414	27.1	597	29.8	2.7	-6.8
EB	7,300	1.7	5,500	2.4	7,845	2.3	-0.1	0.6
Eco Dis	12,490	5.2	9,318	4.3	12,369	4.7	0.4	-0.5
SPED	1,747	3.4	1,271	5.6	1,726	5.7	0.1	2.3
English II								
All	13,343	4.8	10,649	6.1	12,497	5.4	-0.7	0.6
Af Am	2,914	3.3	2,081	4.2	2,455	3.9	-0.3	0.6
Hispanic	9,512	3.7	7,895	4.9	9,260	4.5	-0.4	0.8
White	508	22.6	387	29.2	469	23.7	-5.5	1.1
EB	5,443	1.1	4,917	1.9	6,026	1.9	0.0	0.8
Eco Dis	10,640	3.3	8,553	4.3	9,985	4.0	-0.3	0.7
SPED	1,356	5.2	907	7.7	1,225	6.9	-0.8	1.7
Algebra I								
All	11,362	40.7	11,236	16.3	13,652	24.8	8.5	-15.9
Af Am	2,434	25.8	2,149	9.4	2,686	12.8	3.4	-13.0
Hispanic	8,165	43.3	8,303	16.5	10,064	26.2	9.7	-17.1
White	447	65.8	476	37.6	543	52.1	14.5	-13.7
EB	5,197	36.0	5,404	13.5	7,023	24.2	10.7	-11.8
Eco Dis	9,353	39.0	9,330	14.4	11,164	23.4	9.0	-15.6
SPED	1,204	13.3	1,038	10.7	1,408	10.2	-0.5	-3.1
Biology								
All	10,594	20.4	10,145	14.1	11,977	16.5	2.4	-3.9
Af Am	2,154	12.2	2,093	7.5	2,285	10.2	2.7	-2.0
Hispanic	7,554	19.3	7,316	13.7	8,796	15.4	1.7	-3.9
White	488	57.6	438	40.4	554	49.3	8.9	-8.3
EB	4,634	10.0	4,587	8.5	5,891	10.6	2.1	0.6
Eco Dis	8,568	17.1	8,108	11.4	9,445	14.0	2.6	-3.1
SPED	1,129	5.4	959	8.0	1,243	10.9	2.9	5.5
US History								
All	9,737	40.2	8,875	31.3	9,735	32.3	1.0	-7.9
Af Am	2,017	31.2	1,744	21.6	1,853	23.9	2.3	-7.3
Hispanic	7,008	40.3	6,381	29.9	7,149	31.4	1.5	-8.9
White	455	70.5	440	71.1	459	70.8	-0.3	0.3
EB	2,904	20.7	3,164	17.4	4,246	19.7	2.3	-1.0
Eco Dis	7,622	37.2	6,830	26.7	7,524	28.9	2.2	-8.3
SPED	780	12.7	721	17.6	807	19.7	2.1	7.0

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC data files, 06/04/19, 06/17/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included December through May administrations for each year and STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment.

Table 18 and Appendix D Table 5 include *STAAR EOC* 2021-22 results for Dallas ISD, other large urban districts, and the state by subject and performance standard, and one-year change.⁵⁹ In 2021-22, across subjects, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.⁶⁰ When 2021-22 results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level who met the performance standards was about the same or slightly higher in 2021-22 for most comparisons. For Dallas ISD in 2021-22, the percentage was about the same for seven of 15 comparisons (zero to one percentage point difference) or higher in 2021-22 for eight of 15 comparisons (range of percentage point differences: +2 to +10). The percentage of students at the state level was about the same for seven of 15 comparisons, higher for five of 15 comparisons (range of percentage point differences: +2 to +7), and lower for three of 15 comparisons (range of percentage point differences: -3 to -2).

⁵⁹ Prior year's data are available in Appendix D Table 5.

⁶⁰ There were 15 comparisons [five subjects and three performance standards (Approaches+, Meets+, and Masters)].

Table 18: 2021-22 Overall STAAR EOC Results for Large, Urban School Districts and the State

	2021-22				2020-21 to 2021-22		
	<i>N</i>	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
English I							
Austin	6,664	61	50	14	-7	-6	-4
El Paso	5,959	52	38	7	-10	-8	-3
Fort Worth	8,131	49	33	4	0	1	0
Houston	17,475	53	40	10	-3	-2	-1
San Antonio	4,617	46	30	4	3	3	0
Dallas	13,948	50	35	6	-1	-1	1
State	499,963	63	48	11	-3	-2	-1
English II							
Austin	5,807	71	59	14	0	-1	-1
El Paso	5,050	65	51	6	-2	-3	-3
Fort Worth	6,474	57	41	3	4	4	-1
Houston	15,122	64	50	9	2	0	-1
San Antonio	3,683	55	39	3	4	3	-1
Dallas	11,454	58	44	5	1	0	-1
State	441,910	71	57	9	1	0	-2
Algebra I							
Austin	6,118	68	41	27	0	6	9
El Paso	4,731	74	47	30	5	12	12
Fort Worth	7,229	54	23	12	7	6	5
Houston	16,270	61	33	21	1	5	6
San Antonio	4,101	61	28	15	15	15	11
Dallas	12,569	67	41	26	1	9	10
State	473,054	74	46	30	2	5	7
Biology							
Austin	5,478	82	60	26	2	3	3
El Paso	5,301	75	44	13	-2	-3	-3
Fort Worth	6,648	70	36	9	4	4	2
Houston	15,646	70	43	15	-1	0	-2
San Antonio	3,816	69	39	10	4	8	3
Dallas	11,085	76	47	17	4	5	3
State	445,755	82	57	23	1	3	1
US History							
Austin	4,484	88	71	51	0	0	1
El Paso	4,273	85	63	36	-1	1	1
Fort Worth	5,374	83	56	28	5	3	2
Houston	12,707	85	65	39	3	6	5
San Antonio	4,121	76	49	23	4	6	4
Dallas	8,890	84	61	34	2	4	2
State	380,203	89	71	44	1	2	1

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for 202-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Appr+ = Approaches+. Δ %pts = change in percentage points. 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 D Table 5 for the number of students tested for each category.

Did students improve in reading and mathematics, as measured by STAAR 3-8/STAAR EOC progress measures?

Methodology

Data from PEIMS files, STAAR 3-8 files, and STAAR EOC files were merged to prepare for analyses.⁶¹ Crosstab analyses were used to determine student progress in reading, mathematics, English II, and Algebra I overall and by student group (i.e., gender, ethnicity, Eco Dis status, EB status, and SPED status). For this Title I report, analyses were limited to students in the Dallas ISD as of the PEIMS snapshot date of each year and continually enrolled during each school year.

Individual student progress was categorized as Limited, Expected, or Accelerated progress. In 2018-19, the STAAR progress measures were available for reading and mathematics in grades four to eight, English II, and Algebra I. Since STAAR testing was canceled for spring 2020 because of the impacts 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 2020-21.⁶² In 2020-21, progress measures were available for reading and mathematics in grades five to eight, English II, and Algebra I. In 2021-22, like 2018-19, progress measures were available for reading and mathematics in grades four to eight, English II, and Algebra I. The English and Spanish administrations were combined into one file to allow for examination of overall performance.

Results for 2021-22 and year-to-year comparisons should be reviewed with caution for three reasons. First, instructional conditions of the 2020-21 and 2021-22 school years 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. Lastly, grades five to eight were combined for 2020-21 reading and mathematics for overall comparisons, and grades four to eight were combined for 2018-19 and 2021-22 for overall comparisons.

For STAAR 3-8, if applicable, data from all test administrations through May were used to determine the percentages 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. 2020-21 STAAR EOC English II progress measure results were not included in the report because students included in the progress measure calculation in 2020-21 were not comparable to the students included in 2018-19 or 2021-22.⁶³

⁶¹ PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. District STAAR EOC files, 06/04/19, 07/12/21, and 06/26/22.

⁶² Source: https://tea.texas.gov/sites/default/files/2020-21_STAAR_Calculating_Progress_Measure_tagged.pdf

⁶³ Due to the 2019-20 STAAR EOC cancellations, "English II progress measures for the 2020-2021 school year used 2018-2019 school year English I scale scores as the prior year data." [Texas Education Agency (TEA), 2020]. For this report, the English II progress measure was excluded because those receiving a progress measure represent a unique population of students who likely had to retake English II. Students who took English II in 2019-20 for the first time and passed the course had their English II STAAR assessment requirement waived because the assessment was cancelled. Thus, they did not receive a progress measure and are not eligible to be included in analyses.

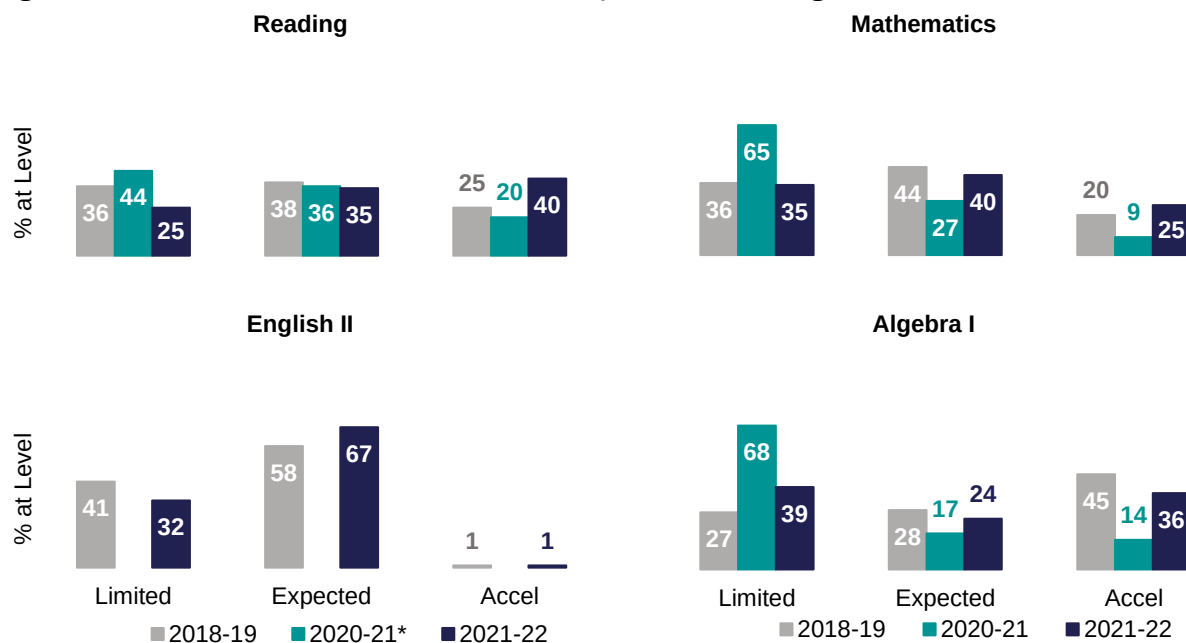
Results

Overall Progress Measure Results

In 2021-22 for *STAAR* reading, 35 percent of students in grades four to eight attained Expected progress, whereas 40 percent attained Accelerated progress (Figure 8). The overall percentage of students with Expected or Accelerated progress was higher for 2021-22 (75%) than 2020-21 (56%). For *STAAR* mathematics, 40 percent of students in grades four to eight attained Expected progress and 25 percent attained Accelerated progress. The overall percentage of students with Expected or Accelerated progress was higher for 2021-22 (65%) than 2020-21 (36%).

For *STAAR EOC* English II, 67 percent of students attained Expected progress and one percent attained Accelerated progress in 2021-22. For *STAAR EOC* Algebra I, 24 percent of students attained Expected progress and 36 percent attained Accelerated progress. The overall percentage of students with Expected or Accelerated progress was higher for 2021-22 (60%) than 2020-21 (31%).

Figure 8: 2018-19 to 2021-22 Overall *STAAR* 3-8/*STAAR EOC* Progress Measure Results



Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District *STAAR* 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. District *STAAR EOC* files, 06/04/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: % at Level = percentage at progress level. Results did not include *STAAR Alternate 2*. For reading and mathematics, the English and Spanish administrations were combined to assess the overall performance. For Algebra I, some grade-eight students took the assessment. *For English II, 2020-21 progress measure results were not included in this figure because students included in the progress measure calculation in 2020-21 were not comparable to the students included in 2018-19 or 2021-22. Percentages may not sum to 100 because of rounding. See Appendix E for the number of students tested for each category.

STAAR 3-8/STAAR EOC Progress Measure Results by Student Group

Figures 9 to 12 and Appendix E include STAAR 3-8/STAAR EOC progress measure results by subject, school year, and student group. In 2021-22, the percentage of students who achieved Expected or Accelerated progress ranged from 63 percent (SPED) to 83 percent (white) for reading, 57 percent (SPED) to 71 percent (white) for mathematics, 60 percent (SPED) to 69 percent (African American and Eco Dis) for English II, and 30 percent (SPED) to 77 percent (white) for Algebra I.

When reviewed by ethnicity, the percentage of students who achieved Expected or Accelerated progress was lower for African American and Hispanic students than for white students for reading, mathematics, and Algebra I, whereas the percentage was similar among African American, Hispanic, and white students for English II.⁶⁴ The percentage of SPED students who achieved Expected or Accelerated progress was the lowest among student groups.⁶⁵

Compared to 2020-21, the percentage of students who achieved Expected or Accelerated progress was higher in 2021-22 for all comparable subjects (reading, mathematics, and Algebra I).⁶⁶ Compared to 2018-19, the percentage of students in 2021-22 who achieved Expected or Accelerated progress was higher for reading; about the same (one percentage point difference) for mathematics, except for African American and white students; about the same or higher for English II; and lower for Algebra I.⁶⁷

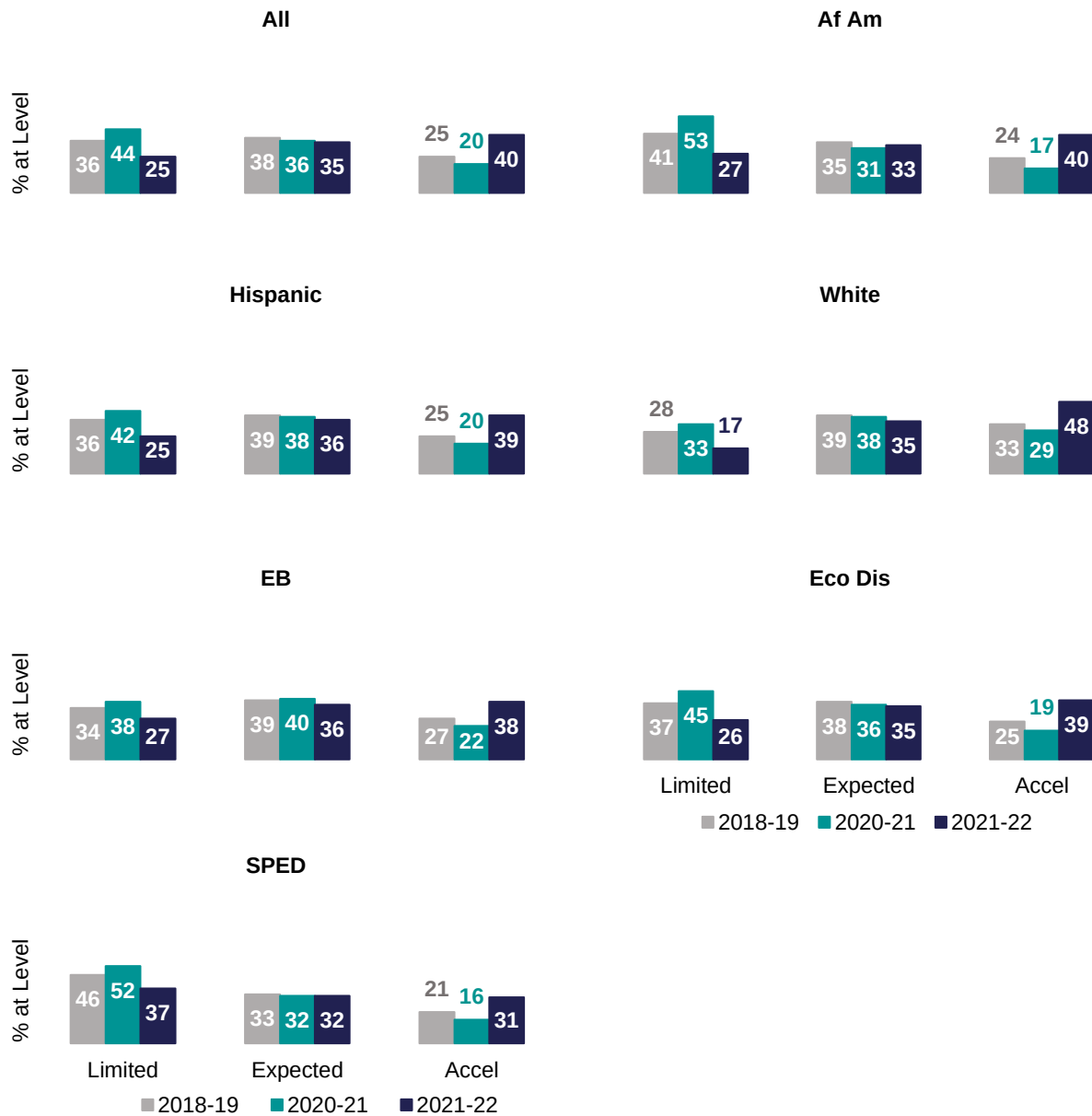
⁶⁴ The percentage of students who achieved Expected or Accelerated progress was 73%, 75%, and 83% for African American, Hispanic, and white, respectively for reading; 64%, 64%, and 71%, respectively for mathematics; 69%, 68%, and 66%, respectively for English II; and 46%, 62%, and 77%, respectively for Algebra I.

⁶⁵ The percentage of SPED students who achieved Expected or Accelerated progress was 63% for reading, 57% for mathematics, 60% for English II, and 30% for Algebra I.

⁶⁶ Range of percentage point increases was from +12 to +26 for reading; +14 to +31 for mathematics; and +12 to +30 for Algebra I.

⁶⁷ Range of percentage point increases was from +8 to +14 for reading and +6 to +10 for English II; range of percentage point decreases was from -15 to -8 for Algebra I.

Figure 9: 2018-19 to 2021-22 STAAR Reading Progress Measure Results by Student Group



Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

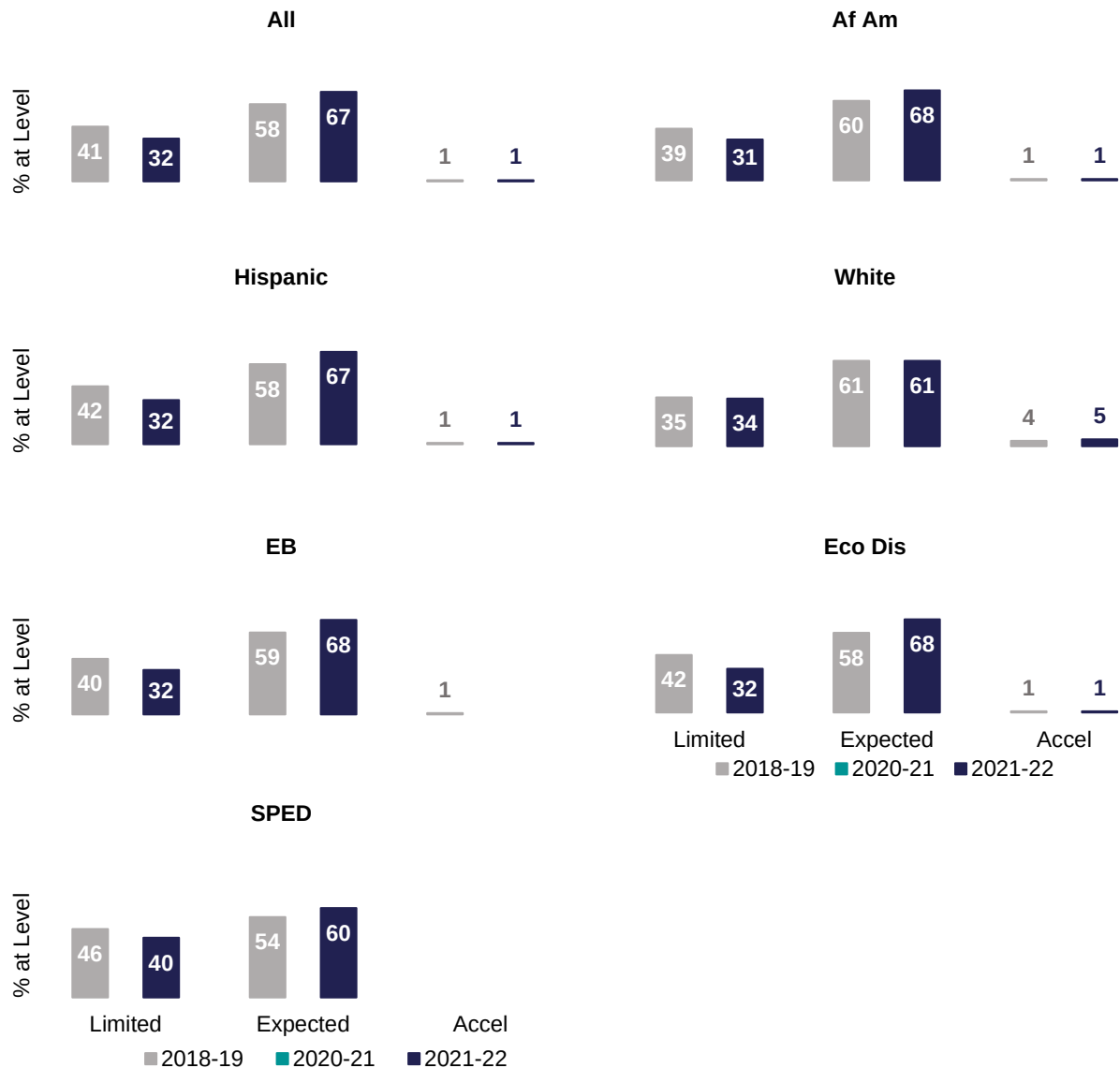
Note: % at Level = percentage at progress level. Accel = Accelerated. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance. Percentages may not sum to 100 because of rounding. See Appendix E Table 1 for the number of students tested for each category.

Figure 10: 2018-19 to 2021-22 STAAR Mathematics Progress Measure Results by Student Group



Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: % at Level = percentage at progress level. Accel = Accelerated. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance. Percentages may not sum to 100 because of rounding. See Appendix E Table 5 for the number of students tested for each category.

Figure 11: 2018-19 to 2021-22 STAAR EOC English II Progress Measure Results by Student Group

Source: PEIMS demographic files, 10/26/18 and 11/01/21. District STAAR EOC files, 06/04/19 and 06/26/22.

Note: % at Level = percentage at progress level. Af Am = African American. Accel = Accelerated. Results included December through May administrations. Results did not include STAAR EOC Alternate 2. 2020-21 STAAR EOC English II progress measure results were not included in this figure because students included in the progress measure calculation in 2020-21 were not comparable to the students included in 2018-19 or 2021-22. Percentages may not sum to 100 because of rounding. See Appendix E Table 9 for the number of students tested for each category.

Figure 12: 2018-19 to 2021-22 STAAR EOC Algebra I Progress Measure Results by Student Group

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC files, 06/04/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: % at Level = percentage at progress level. Af Am = African American. Accel = Accelerated. Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. Accel = Accelerated. For Algebra I, some grade-eight students took the assessment. Percentages may not sum to 100 because of rounding. See Appendix E Table 11 for the number of students tested for each category.

STAAR 3-8/STAAR EOC Results by Progress Measure

Tables 19 to 22 and Appendix E include the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) by progress measure. For 2021-22 *STAAR* reading, almost half of students (48%) with Expected progress achieved Meets+, whereas 65 percent of students with Accelerated progress achieved Meets+. Likewise, for mathematics, 41 percent of students with Expected progress achieved Meets+, whereas 63 percent of students with Accelerated progress achieved Meets+.

Compared to *STAAR* 3-8, higher percentage of students with Expected or Accelerated progress achieved Meets+ on *STAAR EOC* in 2021-22. For English II, 63 percent of students with Expected progress achieved Meets+, whereas 93 percent of students with Accelerated progress achieved Meets+. Likewise, for Algebra I, 74 percent of students with Expected progress achieved Meets+, whereas 100 percent of students with Accelerated progress achieved Meets+.

Compared to 2020-21, similar or lower percentage of students with Expected or Accelerated progress achieved Meets+ on *STAAR* 3-8 and *STAAR EOC* for all comparable subjects (reading, mathematics, and Algebra I) in 2021-22. Compared to 2018-19, similar or slightly higher percentage of students with Expected or Accelerated progress achieved Meets+ on reading and English II, whereas similar or lower percentage of students achieved Meets+ on mathematics and Algebra I. Because of the reasons mentioned earlier in this section, year-to-year comparisons should be reviewed with caution.⁶⁸

⁶⁸ Reasons are described in the methodology section on page 43.

Table 19: 2018-19 to 2021-22 STAAR Reading Results by Progress Measure and Student Group

	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
EB	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
EB	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
2021-22									
All	44.7	19.1	0.0	74.0	48.4	29.7	89.7	65.0	45.6
Af Am	38.0	13.3	0.0	63.3	35.3	20.2	86.2	56.3	35.1
Hispanic	44.8	18.9	0.0	74.8	48.1	28.1	89.8	64.4	44.4
White	70.0	47.1	0.0	92.1	84.1	71.4	97.0	89.0	80.1
EB	41.0	16.9	0.0	72.1	44.4	24.6	88.6	61.7	41.2
Eco Dis	42.2	17.1	0.0	71.2	43.6	24.8	88.4	61.2	40.3
SPED	12.6	3.1	0.0	33.7	13.9	6.8	64.1	32.5	17.8

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance. See Appendix E Tables 2 to 4 for the number of students tested for each category.

Table 20: 2018-19 to 2021-22 STAAR Mathematics Results by Progress Measure and Student Group

	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
EB	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
EB	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
2021-22									
All	48.9	18.0	0.2	73.1	40.5	18.9	89.4	62.7	35.6
Af Am	34.1	8.4	0.1	61.0	25.1	8.6	82.5	46.6	19.1
Hispanic	51.0	18.8	0.2	74.4	41.2	18.4	90.2	64.0	35.5
White	69.9	39.4	0.6	91.7	74.5	53.4	96.2	85.7	71.4
EB	50.6	18.5	0.2	73.8	40.5	18.4	90.1	64.7	36.3
Eco Dis	46.9	16.5	0.2	70.7	36.6	15.7	88.2	59.4	31.4
SPED	19.7	4.3	0.0	43.4	13.3	4.4	69.3	30.0	9.8

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance. See Appendix E Tables 6 to 8 for the number of students tested for each category.

Table 21: 2018-19 to 2021-22 STAAR EOC English II Results by Progress Measure and Student Group

	Limited			Expected			Accelerated		
	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %
2018-19									
All	60.7	39.3	0.0	75.9	59.2	7.6	95.8	90.1	60.6
Af Am	54.7	32.6	0.0	73.5	54.8	4.5	100.0	100.0	54.5
Hispanic	61.0	38.9	0.0	75.7	58.4	6.4	92.7	85.4	48.8
White	79.8	70.5	0.0	91.5	88.3	32.3	100.0	92.9	85.7
EB	39.3	19.8	0.0	58.9	37.2	2.1	87.5	68.8	12.5
Eco Dis	58.3	36.4	0.0	74.2	55.7	5.4	95.2	88.1	54.8
SPED	9.7	3.7	0.0	26.1	11.8	0.6	50.0	50.0	0.0
2021-22									
All	55.7	42.7	0.0	77.6	63.0	8.5	97.4	93.4	65.8
Af Am	46.8	34.4	0.0	71.0	52.3	5.4	92.3	92.3	46.2
Hispanic	56.0	42.5	0.0	78.3	64.3	7.5	97.6	90.5	61.9
White	80.4	72.3	0.0	94.5	87.6	35.3	100.0	100.0	93.8
EB	41.1	26.7	0.0	69.4	51.4	3.2	92.3	76.9	7.7
Eco Dis	53.0	39.4	0.0	75.9	60.2	6.3	97.8	91.3	69.6
SPED	11.7	4.9	0.0	35.4	19.0	1.6	100.0	100.0	0.0

Source: PEIMS demographic files, 10/26/18 and 11/01/21. District STAAR EOC files, 06/04/19 and 06/26/22.

Note: Appr+ = Approaches+. Af Am = African American. Results included December through May administrations. Results did not include STAAR EOC Alternate 2. 2020-21 STAAR EOC English II progress measure results were not included in this table because students included in the progress measure calculation in 2020-21 were not comparable to the students included in 2018-19 or 2021-22. See Appendix E Table 10 for the number of students tested for each category.

Table 22: 2018-19 to 2021-22 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
EB	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
EB	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
2021-22									
All	52.9	2.6	0.0	100.0	73.9	11.5	100.0	100.0	92.3
Af Am	44.4	1.8	0.0	100.0	68.8	8.8	100.0	100.0	89.2
Hispanic	54.5	2.6	0.0	100.0	73.7	11.0	100.0	100.0	91.9
White	68.6	9.3	0.0	100.0	91.1	31.6	100.0	100.0	98.2
EB	52.6	2.3	0.0	100.0	72.7	10.3	100.0	100.0	91.3
Eco Dis	52.3	2.3	0.0	100.0	73.0	10.0	100.0	100.0	91.8
SPED	34.1	0.7	0.0	100.0	58.3	4.6	100.0	100.0	83.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC files, 06/04/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Appr+ = Approaches+. Af Am = African American. Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment. See Appendix E Table 12 for the number of students tested for each category.

What were the attendance 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 EC through 12.⁶⁹ 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 only applies to students in grades K through 12 (Section 25.092, Texas Education Code),⁷⁰ attendance rates for EC and PK were reported for informational purposes only. 2021-22 attendance rates were compared to 2019-20 and 2020-21 (Kim, 2021). Because of impacts of the COVID-19 pandemic, waivers for students who did not meet the minimum attendance requirements of TEC §25.092 for class credit or final grade were automatically granted during the 2019-20 school year.⁷¹

⁶⁹ PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. District attendance files, 06/09/20, 08/24/21, and 06/29/22.

⁷⁰ Source: Student Attendance Accounting Handbook (TEA, October 2021).

⁷¹ https://tea.texas.gov/sites/default/files/covid/90_rule_guidance_march_26_2020.pdf

Graduation rate information was obtained from the TEA website. The rates were calculated for federal accountability purposes and indicate four-year longitudinal graduation and dropout rates. Four-year longitudinal rates showed the percentage of students from a class of beginning grade-nine students who graduated or dropped out of HS by the anticipated graduation date. For example, the four-year longitudinal graduation rate for the class of 2021 was the percentage of students who began grade nine in 2017-18 and graduated by August 31, 2021. Because graduation rate is a lag variable, 2020-21 (Class of 2021) was the latest year available because the information is a year behind.

Results

Attendance Rates

In 2021-22, the overall attendance rate for all students in EC to grade 12 combined was 91 percent, which was slightly lower than 2020-21 and 2019-20 (92% and 95%, respectively; Table 23). Similar to 2020-21, the 2021-22 attendance rates for all students in each grade from K to grade eight met or exceeded the state's 90 percent standard for course credit or final grade, whereas HS students in grades nine through 12 did not meet the standard. The pattern was consistent across student groups except for African American and white students. Attendance rates for African American students in grades K to 2 as well as HS students in grades nine to 12 did not meet the state's standard. Attendance rates for white students in each grade met or exceeded the state's 90 percent standard.

In 2019-20 and 2020-21, attendance rates for students in grades K to eight met or exceeded the state's 90 percent standard overall and for all student groups. For HS students in grades nine to 12, attendance rates in 2019-20 met the standard with two exceptions (African American and SPED students in grade nine), whereas attendance rates in 2020-21 did not meet the standard with few exceptions (white students and SPED students in grade 12). Year-to-year comparisons should be reviewed with caution because instructional conditions have been changed year to year due to the impact of COVID-19.

Table 23: 2019-20 to 2021-22 Attendance Rates by Grade and Student Group

		Grade															
	Total N	EC %	PK %	K %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	All %
All Students																	
2019-20	149,101	92.5	94.6	95.4	95.9	96.4	96.5	96.7	96.7	96.6	96.1	95.7	91.9	92.7	93.1	93.7	95.2
2020-21	145,261	92.1	95.2	95.9	96.2	96.4	96.1	96.0	96.1	92.5	91.2	90.9	84.1	84.7	86.1	88.9	92.1
2021-22	143,564	87.9	89.9	91.7	92.4	93.0	93.4	93.6	93.6	93.1	92.5	92.0	85.2	86.1	87.2	89.3	90.8
Af Am																	
2019-20	31,045	92.4	93.4	94.1	94.5	95.1	95.0	95.4	95.7	95.4	95.0	94.6	89.6	90.9	91.4	93.1	93.8
2020-21	30,284	90.4	92.6	92.5	93.1	93.2	92.7	92.5	93.2	91.1	90.3	90.4	81.1	82.9	84.5	88.5	89.9
2021-22	29,512	87.1	86.4	88.9	89.2	89.8	90.6	90.9	91.0	90.6	90.5	90.3	81.5	82.8	84.9	88.0	88.1
Hispanic																	
2019-20	105,649	92.6	95.0	95.7	96.3	96.7	96.9	97.0	97.1	96.9	96.4	96.0	92.4	93.0	93.5	93.8	95.5
2020-21	102,572	92.9	96.1	96.7	96.9	97.2	97.0	96.8	96.8	92.7	91.3	90.8	84.5	84.6	85.9	88.6	92.4
2021-22	101,335	87.5	91.2	92.2	93.1	93.7	94.0	94.3	94.2	93.7	93.0	92.4	85.6	86.6	87.4	89.3	91.3
White																	
2019-20	7,621	92.6	94.9	96.3	96.2	96.8	97.0	96.9	96.5	96.5	96.5	95.9	94.7	95.0	94.3	93.9	95.9
2020-21	7,210	88.7	96.9	98.2	98.1	98.0	98.2	97.7	97.3	95.1	94.2	94.2	90.9	91.9	93.2	93.7	95.8
2021-22	7,839	91.5	92.1	94.3	94.8	95.0	95.0	94.7	94.7	94.7	93.6	93.3	91.2	91.5	93.2	91.5	93.7
EB																	
2019-20	68,602	92.7	95.5	96.2	96.8	97.2	97.2	97.4	97.4	97.2	96.7	96.1	92.0	92.1	92.7	93.3	95.9
2020-21	67,486	94.4	97.0	97.4	97.6	97.8	97.6	97.4	97.4	93.2	91.4	90.8	83.9	83.1	84.2	87.2	93.0
2021-22	68,507	89.1	92.4	93.0	94.0	94.3	94.9	95.1	94.8	94.3	93.5	92.7	85.4	85.6	86.8	88.9	92.0
Eco Dis																	
2019-20	125,529	92.6	94.6	95.2	95.7	96.3	96.4	96.5	96.6	96.4	96.0	95.5	91.7	92.4	93.0	93.5	95.1
2020-21	122,901	92.0	95.2	95.4	95.8	96.1	95.8	95.7	95.8	92.1	90.8	90.4	83.1	83.9	85.3	88.6	91.8
2021-22	119,943	87.6	89.6	91.2	92.1	92.6	93.1	93.3	93.3	92.7	92.1	91.7	84.4	85.5	86.6	88.8	90.5
SPED																	
2019-20	14,122	92.5	94.3	94.7	95.0	95.7	95.5	95.7	95.5	94.9	94.6	94.4	89.7	91.4	92.9	94.0	94.2
2020-21	14,061	92.1	96.8	95.6	96.0	95.6	95.0	94.8	95.2	92.0	90.7	91.1	84.1	84.6	85.8	91.6	91.9
2021-22	14,368	87.9	90.2	91.0	92.3	92.5	92.4	92.4	92.3	91.6	90.8	90.8	84.5	84.8	86.8	89.8	90.2

Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. District attendance files, 06/09/20, 08/24/21, and 06/29/22.

Note: Af Am = African American. **Red** bold indicates attendance rates below 90.0 percent.

Graduation Rates

As shown in Table 24, the four-year longitudinal graduation rate for the 2020-21 school year (class of 2021) was 80 percent for all students combined, two percentage points lower than the class of 2020 (82%). The graduation rate for African American students (80%) and Hispanic students (80%) was lower than white (86%) students. The graduation rate for SPED students (69%) was the lowest among student groups.

Table 24: 2018-19 to 2020-21 Four-Year Longitudinal Graduation Rates by Student Group

		Student Group						
		Total	Af Am	Hispanic	White	EB*	Eco Dis	SPED
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
2020-21								
	<i>n</i>	9,682	2,039	6,871	521	3,796	7,643	794
Graduated	%	80.1	80.0	79.7	86.4	74.3	79.9	68.8
Continued	%	6.9	6.1	7.4	3.6	9.0	7.4	16.2
Received TxCHSE	%	0.1	0.1	0.1	0.2	<0.1	0.1	0.1
Grad. Plus	%	87.1	86.2	87.1	90.2	83.3	87.3	85.1
Dropped Out	%	12.9	13.8	12.9	9.8	16.7	12.7	14.9

Source: TEA, 12/21/20 for 2018-19, 07/13/21 for 2019-20, and 07/11/22 for 2020-21. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: TxCHSE = Texas Certificate of High School Equivalency. Af Am = African American. The rates displayed in this table were calculated for federal accountability purposes and indicated grade nine four-year longitudinal graduation and dropout rates. The denominator represented the total number of students within the class or within a student group. The 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 = graduated, continued, or received TxCHSE. *EB group indicates EBs 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 2021-22 school year, the district received \$82,130,814 in Title I, Part A funds, a decrease of \$3,275,066 from 2020-21. All but five Dallas ISD schools ($N = 225$) received supplemental Title I, Part A funding to support at-risk students. All 2021-22 Title I schools had schoolwide programs. The purpose of this report was to assess teacher and student characteristics and outcome trends in Dallas ISD. Key findings follow.

- In 2021-22, 143,665 students were enrolled in the Dallas ISD, a decrease of 2,055 students from 2020-21. Of the 9,622 full-time teachers, 10 percent were new to the district. The proportion of Hispanic teachers increased by one percentage point every year from 2019-20 (32%) to 2021-22 (34%).
- At EOY 2021-22, 59 percent of students who took *MAP* reading and 60 percent who took *MAP* mathematics did not score at grade level. Compared to prior years (2020-21 and 2019-20), the percentage of students at or above grade level in reading and mathematics was generally lower in 2021-22 across grade groups.
- For *STAAR* 3-8, a higher percentage of students in 2021-22 met the performance standards (Approaches+, Meets+, and Masters) across subjects than 2020-21. When 2021-22 results were compared with the state, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for 50 of 54 comparisons.
- For *STAAR EOC*, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same (zero to one percentage point difference) or slightly higher in 2021-22 than 2020-21 across subjects for most comparisons. When 2021-22 results were compared with the state across subjects, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.
- For both *STAAR* reading and mathematics progress measures, the overall percentage of students who achieved Expected or Accelerated progress was higher in 2021-22 (75% and 65%, respectively) than 2020-21 (56% and 36%, respectively). Likewise, the overall percentage of students who achieved Expected or Accelerated progress for *STAAR EOC* Algebra I was higher in 2021-22 (60%) than 2020-21 (31%). In 2021-22, less than half of students with Expected progress achieved Meets+ for reading and mathematics (48% and 41%, respectively), whereas more than 60 percent of students with Expected progress achieved Meets+ for English II (63%) and Algebra I (74%).
- The overall attendance rate for all students in EC to grade 12 combined was 91 percent in 2021-22, which was slightly lower than 2020-21 (92%) and 2019-20 (95%). Like 2020-21, attendance rates for HS students (grades nine to 12) did not meet or exceed the state's 90 percent standard for course credit or final grade except for white students. The four-year longitudinal graduation rate for the class of 2021 was 80 percent for all students combined, which was two percentage points lower than the class of 2020 (82%).

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APPENDICES

Appendix A

Appendix A: Characteristics of Title I Students from 2019-20 to 2021-22

Grade	Year	Total n	Gender		Ethnicity			Eco Dis %	EB %	SPED %
			Male %	Female %	Af Am %	Hispanic %	White %			
EC	2019-20	531	77.0	23.0	27.3	60.3	7.2	89.5	31.5	96.4
	2020-21	334	73.7	26.3	24.9	62.9	7.2	86.8	38.3	96.7
	2021-22	371	73.9	26.1	24.5	58.5	12.1	87.3	43.1	98.9
PK	2019-20	11,788	49.5	50.5	24.9	68.3	2.9	99.2	48.1	2.0
	2020-21	8,777	49.6	50.4	26.0	66.5	3.3	98.8	46.2	1.6
	2021-22	10,231	49.0	51.0	27.6	63.6	4.7	89.0	44.8	1.8
K	2019-20	10,938	51.4	48.6	20.7	66.9	7.5	85.0	47.6	5.8
	2020-21	10,276	51.3	48.7	20.3	68.3	6.6	85.3	46.8	5.9
	2021-22	10,308	51.7	48.3	20.4	68.1	7.5	84.8	48.3	5.9
Grade 1	2019-20	11,229	52.2	47.8	21.6	67.3	7.0	85.2	49.7	7.9
	2020-21	10,586	51.2	48.8	20.3	68.0	6.5	85.2	48.3	7.6
	2021-22	10,641	51.2	48.8	20.4	68.6	6.7	88.9	47.6	8.1
Grade 2	2019-20	11,063	51.8	48.2	21.7	68.1	6.5	86.0	50.7	10.0
	2020-21	10,610	51.6	48.4	20.9	68.4	6.1	85.8	50.1	9.2
	2021-22	10,341	51.1	48.9	20.3	68.7	6.5	84.6	49.3	9.6
Grade 3	2019-20	11,135	51.4	48.6	20.8	70.4	5.5	85.8	52.5	10.9
	2020-21	10,474	51.8	48.2	21.2	69.2	5.9	86.6	51.3	11.0
	2021-22	10,136	51.4	48.6	20.2	69.7	6.3	85.5	51.2	11.2
Grade 4	2019-20	11,364	51.1	48.9	21.7	70.2	5.3	86.3	51.5	12.2
	2020-21	10,572	51.2	48.8	20.2	71.2	5.2	86.1	52.5	12.2
	2021-22	10,196	51.2	48.8	21.0	70.2	5.9	86.0	52.0	12.6
Grade 5	2019-20	11,974	51.3	48.7	20.8	71.5	4.8	86.2	50.7	12.0
	2020-21	10,829	50.8	49.2	21.0	71.1	4.8	86.6	51.4	12.7
	2021-22	10,161	51.2	48.8	19.8	71.7	5.4	85.2	53.5	13.7
Grade 6	2019-20	11,089	51.8	48.2	20.9	71.8	4.6	86.3	49.4	11.7
	2020-21	10,640	51.1	48.9	20.9	71.7	4.3	85.2	50.4	12.6
	2021-22	9,697	51.1	48.9	20.5	71.7	4.9	85.6	49.5	13.6
Grade 7	2019-20	10,974	52.0	48.0	20.3	72.7	4.4	85.6	47.0	11.0
	2020-21	10,644	51.5	48.5	20.3	72.6	4.3	85.3	49.3	11.7
	2021-22	10,095	50.9	49.1	20.1	72.6	4.4	84.7	51.4	12.8
Grade 8	2019-20	10,300	51.4	48.6	20.8	72.1	4.4	85.6	46.2	10.2
	2020-21	10,678	52.1	47.9	20.1	73.1	4.1	85.5	46.9	10.9
	2021-22	10,199	51.2	48.8	19.1	73.7	4.5	85.1	50.2	11.3
Grade 9	2019-20	12,860	52.5	47.5	20.4	72.9	4.3	80.4	46.4	8.5
	2020-21	11,513	50.8	49.2	21.2	71.3	4.4	82.1	44.2	9.5
	2021-22	13,320	52.9	47.1	19.4	73.0	4.5	79.8	48.7	9.5
Grade10	2019-20	10,666	50.3	49.7	20.6	71.6	4.7	76.6	36.9	8.2
	2020-21	11,228	50.7	49.3	20.3	72.9	4.1	80.1	44.5	8.3
	2021-22	10,203	50.2	49.8	20.4	72.1	4.7	78.6	43.4	9.1
Grade11	2019-20	9,258	49.1	50.9	21.2	71.1	4.7	74.4	30.1	8.1
	2020-21	9,739	49.4	50.6	20.2	71.6	4.7	77.3	35.7	7.8
	2021-22	9,522	49.6	50.4	19.3	73.0	4.8	76.7	41.5	8.3
Grade12	2019-20	8,325	47.9	52.1	20.5	71.5	5.1	72.5	24.9	9.5
	2020-21	8,820	48.5	51.5	20.6	71.5	4.8	75.6	29.0	10.0
	2021-22	8,244	48.5	51.5	19.2	71.6	5.3	73.6	33.3	9.7
All	2019-20	153,494	51.2	48.8	21.3	70.4	5.1	84.3	45.7	9.4
	2020-21	145,720	50.9	49.1	20.9	70.6	5.0	84.6	46.4	9.7
	2021-22	143,665	50.9	49.1	20.6	70.6	5.5	83.5	47.7	10.0

Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21.

Note: Af Am = African American.

Appendix B

Appendix B, Table 1: 2019-20 to 2021-22 MAP Reading Results At or Above Grade Level by Grade and Student Group

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten																
All	-	-	-	-	-	-	-	-	8,378	48.3	-	-	-	-	8,644	38.3
Af Am	-	-	-	-	-	-	-	-	1,485	41.7	-	-	-	-	1,592	27.8
Hispanic	-	-	-	-	-	-	-	-	6,005	46.4	-	-	-	-	6,080	37.1
White	-	-	-	-	-	-	-	-	599	79.5	-	-	-	-	696	68.0
EB	-	-	-	-	-	-	-	-	4,021	46.0	-	-	-	-	4,180	40.5
Eco Dis	-	-	-	-	-	-	-	-	7,073	44.1	-	-	-	-	7,240	34.3
SPED	-	-	-	-	-	-	-	-	265	34.0	-	-	-	-	327	22.9
Grade 1																
All	-	-	-	-	9,031	49.6	9,428	50.1	9,232	43.1	9,564	45.0	9,361	38.8	9,402	35.7
Af Am	-	-	-	-	1,699	35.5	1,825	33.4	1,693	30.2	1,921	29.8	1,827	21.6	1,770	22.5
Hispanic	-	-	-	-	6,208	50.5	6,477	52.4	6,456	43.1	6,564	46.5	6,470	40.8	6,582	35.9
White	-	-	-	-	643	77.1	641	76.0	617	74.7	682	73.5	665	67.7	657	67.9
EB	-	-	-	-	4,495	51.7	4,682	55.7	4,667	45.6	4,527	49.2	4,522	44.9	4,608	38.7
Eco Dis	-	-	-	-	7,595	44.9	7,967	45.7	7,781	38.7	8,478	41.7	8,295	35.6	8,329	32.3
SPED	-	-	-	-	471	32.7	513	32.7	502	28.5	616	23.4	600	18.8	611	16.7
Grade 2																
All	8,314	45.5	8,943	46.0	9,017	48.1	9,260	49.7	9,217	44.6	9,377	43.9	9,092	41.8	9,091	39.9
Af Am	1,778	30.1	1,823	26.2	1,750	32.7	1,774	34.4	1,709	33.3	1,895	28.4	1,776	25.0	1,683	28.2
Hispanic	5,591	47.7	6,124	49.2	6,248	49.9	6,449	50.9	6,516	43.7	6,404	45.5	6,279	43.3	6,378	38.9
White	597	67.3	662	69.5	600	65.3	606	74.6	582	75.4	650	68.3	627	71.1	631	73.5
EB	4,138	51.1	4,461	52.2	4,605	52.8	4,734	53.8	4,787	43.7	4,572	49.2	4,491	46.8	4,561	39.5
Eco Dis	7,062	42.1	7,589	42.4	7,640	44.8	7,865	46.0	7,843	40.2	7,907	40.1	7,645	37.3	7,636	35.0
SPED	630	23.8	689	22.5	613	27.6	651	30.1	653	24.5	749	27.6	709	18.9	726	17.2
Grade 3																
All	9,413	49.0	9,350	49.3	8,923	44.5	8,919	49.2	8,501	52.8	9,108	45.9	8,567	46.9	8,428	53.6
Af Am	1,939	33.1	1,906	31.4	1,713	35.0	1,811	35.6	1,616	34.0	1,849	31.0	1,747	32.2	1,589	35.6
Hispanic	6,608	51.1	6,597	52.0	6,287	43.4	6,214	49.4	6,025	54.6	6,292	46.6	5,886	47.1	5,926	54.9
White	546	75.3	546	74.0	584	78.1	564	83.7	548	84.1	613	75.2	598	79.4	589	82.2
EB	4,841	52.4	4,850	53.8	4,677	42.8	4,597	49.4	4,458	57.5	4,575	47.7	4,203	48.1	4,243	58.8
Eco Dis	8,022	45.4	7,941	45.9	7,664	40.4	7,665	44.7	7,272	48.9	7,727	41.3	7,244	42.2	7,107	49.4
SPED	833	17.6	799	16.1	789	22.6	799	27.7	747	27.6	893	17.2	830	16.6	800	18.1

table continues

Appendix B, Table 1 (continued)

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Grade 4																
All	9,180	53.7	9,183	51.9	8,769	50.7	8,649	49.0	8,255	50.4	8,896	49.4	8,455	48.0	8,331	50.2
Af Am	2,053	33.5	1,921	31.5	1,716	36.1	1,684	33.7	1,524	34.4	1,908	33.2	1,862	30.6	1,692	32.4
Hispanic	6,307	57.7	6,452	55.6	6,223	51.8	6,151	50.2	5,951	51.6	6,134	51.0	5,779	49.9	5,842	52.0
White	539	78.1	531	78.3	515	79.4	506	77.7	492	79.3	580	81.2	550	80.7	547	79.9
EB	4,498	59.7	4,613	58.0	4,488	52.0	4,442	51.5	4,292	53.7	4,408	52.0	4,127	52.3	4,161	53.3
Eco Dis	7,836	50.0	7,827	48.2	7,464	46.6	7,351	44.7	6,983	46.3	7,594	45.4	7,191	44.2	7,074	46.5
SPED	926	18.1	910	16.7	884	18.2	877	19.4	829	18.1	1,000	18.5	916	17.2	895	18.0
Grade 5																
All	9,687	53.8	9,319	53.4	8,816	51.3	8,826	51.0	8,343	50.1	8,639	49.9	8,189	48.3	7,933	49.5
Af Am	2,080	33.6	1,944	31.5	1,815	35.1	1,816	34.6	1,642	33.7	1,777	32.6	1,718	31.7	1,576	33.2
Hispanic	6,782	58.0	6,591	57.6	6,222	53.5	6,255	52.6	5,967	51.6	6,052	52.1	5,692	50.2	5,620	51.1
White	512	79.1	489	81.2	494	78.5	472	82.8	463	81.6	533	79.4	511	78.9	498	79.3
EB	4,599	59.3	4,412	58.8	4,332	54.3	4,374	53.5	4,185	52.2	4,308	53.8	3,994	51.7	3,932	52.7
Eco Dis	8,246	50.6	7,916	50.2	7,511	47.6	7,545	46.8	7,094	45.9	7,297	45.9	6,882	44.2	6,653	45.5
SPED	940	14.1	907	16.4	932	16.2	934	19.3	887	16.2	1,063	15.8	996	15.9	922	16.1
Grade 6																
All	7,509	43.7	8,009	39.3	8,143	47.8	7,880	40.2	7,344	37.9	8,965	39.9	8,457	35.6	8,282	36.4
Af Am	1,297	33.9	1,380	29.1	1,488	42.5	1,398	32.8	1,206	30.9	1,746	32.6	1,639	29.0	1,511	31.7
Hispanic	5,634	43.0	5,994	38.7	5,998	46.1	5,834	38.7	5,519	36.0	6,511	38.3	6,165	33.6	6,131	33.8
White	358	78.8	414	74.6	396	81.3	377	79.0	377	75.3	456	79.2	424	77.8	414	79.7
EB	3,863	35.4	4,068	31.1	4,275	39.9	4,195	33.8	3,959	30.4	4,513	33.9	4,281	28.6	4,292	29.1
Eco Dis	6,420	39.3	6,788	34.7	6,782	43.2	6,569	35.4	6,070	32.7	7,646	35.1	7,190	30.9	7,021	31.4
SPED	680	10.6	731	8.3	802	14.1	795	11.2	750	10.4	1,075	10.5	963	10.2	941	10.6
Grade 7																
All	7,436	43.4	7,680	36.9	8,121	46.1	7,689	40.1	6,614	36.9	9,147	39.4	8,604	35.3	8,476	34.5
Af Am	1,222	38.0	1,296	29.2	1,432	36.6	1,278	32.2	1,045	27.8	1,751	30.8	1,642	26.4	1,507	28.5
Hispanic	5,607	41.4	5,748	35.3	6,069	45.2	5,810	38.5	5,026	35.3	6,710	38.9	6,314	34.4	6,338	32.9
White	389	77.9	415	74.5	390	85.6	381	77.2	353	73.4	417	75.8	389	75.3	383	73.6
EB	3,592	30.3	3,718	25.3	4,131	36.6	3,964	31.5	3,452	28.2	4,768	33.3	4,526	29.3	4,540	27.4
Eco Dis	6,176	38.6	6,404	32.1	6,778	41.8	6,397	35.5	5,432	31.8	7,688	35.0	7,218	30.5	7,089	29.8
SPED	555	16.6	605	12.6	726	12.5	704	10.2	592	10.6	1,042	9.4	946	8.0	899	7.9
Grade 8																
All	7,290	41.1	6,856	34.4	8,310	42.8	7,956	39.2	6,985	36.4	9,300	37.6	8,711	33.2	8,602	35.4
Af Am	1,309	33.3	1,226	25.6	1,421	38.7	1,379	31.8	1,111	30.9	1,731	27.6	1,605	22.2	1,534	25.9
Hispanic	5,437	40.4	5,155	34.1	6,249	41.1	5,959	37.8	5,305	34.9	6,892	37.2	6,462	32.9	6,423	34.5
White	342	75.1	286	67.5	398	75.9	377	75.1	350	67.4	426	74.2	409	71.4	410	74.4
EB	3,411	28.1	3,263	22.6	4,025	30.2	3,859	28.8	3,416	26.4	4,725	30.6	4,432	26.2	4,401	26.7
Eco Dis	6,089	37.0	5,762	30.1	6,964	38.9	6,665	35.1	5,788	32.3	7,876	33.9	7,342	29.2	7,230	31.3
SPED	539	9.8	512	8.4	669	14.3	664	11.0	548	11.5	926	9.4	825	7.5	813	9.7

table continues

Appendix B, Table 1 (continued)

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Grade 9																
All	6,922	43.5	6,124	45.5	7,535	53.9	7,491	51.2	6,718	46.8	11,124	40.8	9,923	35.3	9,325	36.5
Af Am	1,260	38.9	1,032	43.0	1,270	46.0	1,306	42.1	1,111	38.0	2,069	33.4	1,769	28.6	1,617	29.3
Hispanic	5,111	41.9	4,564	42.5	5,611	52.8	5,563	50.7	5,024	46.0	8,171	39.7	7,343	33.4	6,927	34.6
White	358	74.6	349	80.2	400	86.3	375	82.4	357	77.0	540	74.8	501	74.9	481	71.9
EB	3,086	27.5	2,728	27.8	3,362	40.2	3,365	38.7	3,023	35.3	5,407	30.2	4,890	24.1	4,533	25.9
Eco Dis	5,399	39.6	4,754	40.8	5,970	48.9	5,956	46.3	5,248	41.9	8,823	37.5	7,811	31.7	7,290	33.2
SPED	400	12.3	380	14.2	471	14.4	488	14.3	435	11.5	840	12.9	770	11.3	687	13.2
Grade 10																
All	-	-	-	-	7,729	52.0	7,421	51.7	6,324	47.6	8,758	43.2	7,748	39.0	7,045	38.7
Af Am	-	-	-	-	1,292	47.3	1,264	45.2	1,067	37.6	1,688	34.5	1,505	29.8	1,296	30.2
Hispanic	-	-	-	-	5,818	50.0	5,553	50.3	4,739	47.1	6,381	42.6	5,618	38.3	5,157	37.9
White	-	-	-	-	393	86.0	380	82.4	327	73.4	432	78.9	386	77.2	382	67.8
EB	-	-	-	-	3,393	35.9	3,248	37.3	2,740	34.1	3,780	28.8	3,334	24.6	3,016	24.3
Eco Dis	-	-	-	-	6,024	48.2	5,785	48.0	4,849	43.8	6,852	39.6	6,028	34.8	5,459	34.7
SPED	-	-	-	-	390	16.7	391	18.2	345	15.1	630	9.4	554	8.8	482	7.9
Grade 11																
All	-	-	-	-	6,435	57.6	5,718	57.1	4,352	49.3	7,822	44.0	6,533	39.4	5,576	40.2
Af Am	-	-	-	-	1,077	52.8	912	49.2	679	41.5	1,431	35.8	1,223	32.1	950	32.4
Hispanic	-	-	-	-	4,701	55.2	4,199	55.1	3,165	47.1	5,777	43.1	4,821	38.5	4,141	39.4
White	-	-	-	-	371	87.9	341	87.4	288	74.7	393	75.3	290	71.7	319	63.9
EB	-	-	-	-	2,225	36.0	1,962	38.0	1,423	28.5	3,261	27.5	2,698	23.8	2,249	23.9
Eco Dis	-	-	-	-	4,824	53.2	4,265	53.1	3,128	44.8	6,005	40.7	5,002	36.0	4,189	36.9
SPED	-	-	-	-	328	16.5	319	16.3	263	8.4	493	12.8	408	11.5	336	9.8
Grades K to 1																
All	-	-	-	-	9,031	49.6	9,428	50.1	17,610	45.6	9,564	45.0	9,361	38.8	18,046	36.9
Af Am	-	-	-	-	1,699	35.5	1,825	33.4	3,178	35.6	1,921	29.8	1,827	21.6	3,362	25.0
Hispanic	-	-	-	-	6,208	50.5	6,477	52.4	12,461	44.7	6,564	46.5	6,470	40.8	12,662	36.5
White	-	-	-	-	643	77.1	641	76.0	1,216	77.1	682	73.5	665	67.7	1,353	67.9
EB	-	-	-	-	4,495	51.7	4,682	55.7	8,688	45.8	4,527	49.2	4,522	44.9	8,788	39.6
Eco Dis	-	-	-	-	7,595	44.9	7,967	45.7	14,854	41.3	8,478	41.7	8,295	35.6	15,569	33.3
SPED	-	-	-	-	471	32.7	513	32.7	767	30.4	616	23.4	600	18.8	938	18.9
Grades 2 to 5																
All	36,594	50.6	36,795	50.2	35,525	48.6	35,654	49.7	34,316	49.3	36,020	47.2	34,303	46.2	33,783	48.1
Af Am	7,850	32.6	7,594	30.2	6,994	34.7	7,085	34.6	6,491	33.8	7,429	31.3	7,103	29.9	6,540	32.3
Hispanic	25,288	53.8	25,764	53.7	24,980	49.6	25,069	50.8	24,459	50.2	24,882	48.7	23,636	47.5	23,766	49.0
White	2,194	74.7	2,228	75.3	2,193	75.0	2,148	79.5	2,085	80.0	2,376	75.7	2,286	77.3	2,265	78.6
EB	18,076	55.7	18,336	55.6	18,102	50.4	18,147	52.0	17,722	51.6	17,863	50.6	16,815	49.6	16,897	50.8
Eco Dis	31,166	47.2	31,273	46.7	30,279	44.8	30,426	45.6	29,192	45.2	30,525	43.1	28,962	41.9	28,470	43.9
SPED	3,329	18.0	3,305	17.7	3,218	20.5	3,261	23.5	3,116	21.2	3,705	19.3	3,451	17.0	3,343	17.3

table continues

Appendix B, Table 1 (continued)

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Grades 6 to 9																
All	29,157	42.9	28,669	38.8	32,109	47.5	31,016	42.6	27,661	39.5	38,536	39.5	35,695	34.8	34,685	35.7
Af Am	5,088	36.0	4,934	31.2	5,611	40.8	5,361	34.7	4,473	31.9	7,297	31.2	6,655	26.6	6,169	28.8
Hispanic	21,789	41.7	21,461	37.5	23,927	46.1	23,166	41.3	20,874	38.0	28,284	38.6	26,284	33.6	25,819	34.0
White	1,447	76.6	1,464	74.5	1,584	82.3	1,510	78.4	1,437	73.3	1,839	76.0	1,723	74.9	1,688	74.8
EB	13,952	30.6	13,777	26.9	15,793	36.6	15,383	33.0	13,850	29.9	19,413	31.9	18,129	27.0	17,766	27.2
Eco Dis	24,084	38.6	23,708	34.1	26,494	43.0	25,587	37.8	22,538	34.5	32,033	35.4	29,561	30.6	28,630	31.4
SPED	2,174	12.2	2,228	10.5	2,668	13.8	2,651	11.5	2,325	10.9	3,883	10.5	3,504	9.2	3,340	10.2
Grades 10 to 11																
All	-	-	-	-	14,164	54.5	13,139	54.1	10,676	48.3	16,580	43.6	14,281	39.2	12,621	39.4
Af Am	-	-	-	-	2,369	49.8	2,176	46.9	1,746	39.1	3,119	35.1	2,728	30.8	2,246	31.1
Hispanic	-	-	-	-	10,519	52.3	9,752	52.3	7,904	47.1	12,158	42.8	10,439	38.4	9,298	38.6
White	-	-	-	-	764	86.9	721	84.7	615	74.0	825	77.2	676	74.9	701	66.0
EB	-	-	-	-	5,618	35.9	5,210	37.5	4,163	32.2	7,041	28.2	6,032	24.3	5,265	24.1
Eco Dis	-	-	-	-	10,848	50.4	10,050	50.2	7,977	44.2	12,857	40.1	11,030	35.4	9,648	35.7
SPED	-	-	-	-	718	16.6	710	17.3	608	12.2	1,123	10.9	962	10.0	818	8.7
Grades 2 to 9																
All	65,751	47.2	65,464	45.2	67,634	48.1	66,670	46.4	61,977	44.9	74,556	43.2	69,998	40.4	68,468	41.8
Af Am	12,938	34.0	12,528	30.6	12,605	37.4	12,446	34.6	10,964	33.1	14,726	31.3	13,758	28.3	12,709	30.6
Hispanic	47,077	48.2	47,225	46.3	48,907	47.9	48,235	46.2	45,333	44.6	53,166	43.3	49,920	40.2	49,585	41.2
White	3,641	75.5	3,692	75.0	3,777	78.1	3,658	79.1	3,522	77.3	4,215	75.8	4,009	76.3	3,953	77.0
EB	32,028	44.7	32,113	43.3	33,895	44.0	33,530	43.3	31,572	42.1	37,276	40.9	34,944	37.9	34,663	38.7
Eco Dis	55,250	43.4	54,981	41.3	56,773	43.9	56,013	42.0	51,730	40.5	62,558	39.2	58,523	36.2	57,100	37.7
SPED	5,503	15.7	5,533	14.8	5,886	17.4	5,912	18.1	5,441	16.8	7,588	14.8	6,955	13.1	6,683	13.8
Grades 1 to 11 (BOY & MOY) and Grades K to 11 (EOY)																
All	-	-	-	-	90,829	49.3	89,237	47.9	90,263	45.4	100,700	43.5	93,640	40.0	99,135	40.6
Af Am	-	-	-	-	16,673	39.0	16,447	36.1	15,888	34.2	19,766	31.7	18,313	28.0	18,317	29.7
Hispanic	-	-	-	-	65,634	48.9	64,464	47.8	65,698	44.9	71,888	43.5	66,829	39.9	71,545	40.0
White	-	-	-	-	5,184	79.2	5,020	79.5	5,353	76.9	5,722	75.7	5,350	75.0	6,007	73.7
EB	-	-	-	-	44,008	43.7	43,422	43.9	44,423	41.9	48,844	39.8	45,498	36.8	48,716	37.3
Eco Dis	-	-	-	-	75,216	45.0	74,030	43.5	74,561	41.1	83,893	39.6	77,848	36.0	82,317	36.6
SPED	-	-	-	-	7,075	18.4	7,135	19.1	6,816	17.9	9,327	14.9	8,517	13.2	8,439	13.8

Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. 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, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

Note: Af Am = African American. - = Not Applicable. 2019-20 MAP EOY was canceled because of the COVID-19 pandemic. K students were tested at EOY only in 2020-21 and 2021-22. To make equitable comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21 and 2021-22. 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. MAP data for 2019-20 and 2020-21 were reanalyzed to exclude students who took the inappropriate versions of the test. As a result, MAP data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report.

Appendix B, Table 2: 2019-20 to 2021-22 MAP Mathematics Results At or Above Grade Level by Grade and Student Group

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Kindergarten																
All	-	-	-	-	-	-	-	-	8,950	54.7	-	-	-	-	9,111	40.4
Af Am	-	-	-	-	-	-	-	-	1,580	48.9	-	-	-	-	1,661	32.6
Hispanic	-	-	-	-	-	-	-	-	6,344	52.6	-	-	-	-	6,386	37.7
White	-	-	-	-	-	-	-	-	624	87.5	-	-	-	-	715	73.4
EB	-	-	-	-	-	-	-	-	4,407	50.6	-	-	-	-	4,554	36.3
Eco Dis	-	-	-	-	-	-	-	-	7,556	50.1	-	-	-	-	7,656	35.5
SPED	-	-	-	-	-	-	-	-	293	45.1	-	-	-	-	347	28.8
Grade 1																
All	-	-	-	-	9,288	41.0	9,619	44.8	9,415	43.7	9,845	40.8	9,596	36.1	9,584	35.8
Af Am	-	-	-	-	1,716	34.8	1,829	36.2	1,699	33.1	1,914	31.3	1,842	27.1	1,772	25.8
Hispanic	-	-	-	-	6,448	38.1	6,658	43.2	6,608	42.1	6,825	38.7	6,663	33.9	6,740	33.8
White	-	-	-	-	645	78.1	643	79.6	634	80.6	686	81.6	678	76.0	669	76.2
EB	-	-	-	-	4,680	34.2	4,814	40.7	4,783	40.6	4,738	35.3	4,671	31.8	4,734	32.4
Eco Dis	-	-	-	-	7,815	35.3	8,135	39.7	7,934	38.5	8,734	36.6	8,507	32.0	8,484	31.6
SPED	-	-	-	-	519	30.1	528	34.7	526	33.3	645	24.3	607	23.1	621	21.1
Grade 2																
All	8,888	42.7	9,483	40.1	9,289	37.5	9,537	38.5	9,428	35.0	9,688	35.9	9,385	32.8	9,327	33.9
Af Am	1,829	32.0	1,925	28.2	1,720	27.9	1,808	27.4	1,708	22.1	1,894	22.9	1,780	20.3	1,692	19.3
Hispanic	6,103	41.8	6,544	39.5	6,527	35.7	6,688	37.4	6,714	33.9	6,711	35.1	6,553	31.4	6,599	33.2
White	623	74.0	658	73.7	612	68.6	603	69.2	590	68.3	651	74.0	636	73.6	632	73.1
EB	4,610	40.8	4,900	38.5	4,870	33.5	4,953	36.8	4,980	33.5	4,827	34.1	4,720	30.8	4,753	32.9
Eco Dis	7,577	38.2	8,077	35.8	7,871	32.5	8,119	33.8	8,026	30.4	8,176	30.5	7,895	27.0	7,834	28.4
SPED	686	24.3	731	21.3	647	24.6	668	27.1	674	23.6	774	22.0	745	16.8	749	17.1
Grade 3																
All	9,999	44.6	9,814	48.3	9,291	29.4	9,412	42.3	9,015	45.3	9,492	35.9	9,163	41.6	9,050	49.6
Af Am	1,930	30.9	1,859	32.1	1,705	20.5	1,834	27.6	1,640	28.1	1,843	21.0	1,764	25.1	1,602	33.4
Hispanic	7,171	45.2	7,074	49.9	6,664	27.7	6,658	42.6	6,503	46.0	6,676	35.6	6,453	42.2	6,527	50.2
White	567	74.8	570	76.1	588	67.2	577	78.5	558	79.9	614	72.3	599	75.0	591	78.7
EB	5,393	43.3	5,350	48.7	5,027	26.3	5,034	42.5	4,933	46.6	4,942	34.8	4,767	42.4	4,843	50.8
Eco Dis	8,546	40.6	8,350	44.6	7,967	24.7	8,102	38.1	7,732	41.1	8,084	30.9	7,785	36.9	7,679	45.3
SPED	887	15.0	848	18.0	832	14.1	845	25.6	798	23.8	923	14.7	868	16.4	846	20.2

table continues

Appendix B, Table 2 (continued)

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Grade 4																
All	9,986	51.1	9,786	54.5	9,475	35.1	9,381	46.3	9,010	45.4	9,533	40.9	9,260	45.0	9,128	48.4
Af Am	2,012	35.1	1,925	36.7	1,737	23.6	1,680	30.0	1,487	29.6	1,914	24.9	1,865	28.4	1,681	31.6
Hispanic	7,131	52.9	7,023	56.5	6,896	34.5	6,866	47.2	6,724	45.5	6,756	41.5	6,570	46.1	6,643	49.4
White	551	78.0	549	82.3	520	70.4	516	77.9	502	77.9	583	77.0	559	79.8	550	80.2
EB	5,307	51.0	5,182	55.1	5,178	32.9	5,155	46.7	5,055	45.7	5,023	41.4	4,901	46.4	4,966	49.3
Eco Dis	8,592	47.2	8,366	50.8	8,087	30.8	8,001	42.1	7,659	41.3	8,158	36.6	7,911	40.9	7,790	44.6
SPED	998	17.6	981	18.7	941	13.7	939	18.3	892	15.4	1,054	14.8	983	17.6	984	19.2
Grade 5																
All	10,507	54.1	10,271	50.8	9,657	40.1	9,679	48.8	9,227	43.8	9,500	44.0	9,229	42.0	9,027	44.2
Af Am	2,050	38.2	1,960	33.5	1,814	27.0	1,829	31.9	1,657	26.7	1,788	25.1	1,723	24.0	1,568	27.2
Hispanic	7,628	56.1	7,510	52.8	7,059	40.5	7,092	50.4	6,829	44.8	6,893	45.9	6,718	43.5	6,702	45.2
White	514	81.1	501	79.8	499	71.9	474	79.3	462	79.2	534	75.3	514	75.1	500	76.8
EB	5,464	54.7	5,381	51.6	5,166	38.3	5,207	49.6	5,039	44.1	5,154	45.4	5,041	43.3	5,042	44.7
Eco Dis	8,999	50.8	8,774	47.6	8,284	36.3	8,333	45.2	7,905	40.1	8,080	40.1	7,840	38.2	7,649	40.4
SPED	1,014	15.8	992	14.7	1,024	12.5	1,026	17.6	978	14.6	1,157	14.2	1,109	13.3	1,054	14.3
Grade 6																
All	7,864	45.9	7,584	42.8	8,056	37.2	8,044	42.3	7,490	46.4	8,978	38.6	8,438	36.7	8,327	39.1
Af Am	1,436	29.2	1,290	26.5	1,429	25.7	1,448	28.7	1,249	32.3	1,761	23.5	1,645	21.4	1,538	24.1
Hispanic	5,827	47.3	5,695	43.6	5,973	37.1	5,940	43.0	5,598	46.9	6,509	39.5	6,136	37.1	6,142	39.7
White	376	80.1	379	78.6	391	70.6	394	74.9	387	76.5	455	77.4	426	79.6	415	76.6
EB	4,013	42.7	3,870	39.2	4,259	34.6	4,249	40.2	4,019	44.5	4,522	38.0	4,282	35.3	4,307	37.5
Eco Dis	6,696	41.7	6,406	38.6	6,706	32.9	6,704	38.4	6,195	42.3	7,650	34.4	7,170	32.3	7,061	35.0
SPED	681	12.2	673	10.7	785	7.0	798	10.4	766	11.6	1,064	10.0	954	9.1	937	12.2
Grade 7																
All	7,382	46.0	6,963	43.4	8,048	37.3	7,715	41.7	6,956	43.1	9,220	41.0	8,598	36.5	8,413	35.2
Af Am	1,260	34.3	1,119	29.7	1,422	21.6	1,274	25.4	1,090	26.5	1,777	24.3	1,651	21.7	1,522	21.2
Hispanic	5,539	46.3	5,268	43.2	6,005	38.1	5,835	42.3	5,304	43.7	6,754	42.8	6,300	37.5	6,274	35.6
White	372	74.2	370	78.6	391	73.4	387	76.5	369	74.3	418	73.4	386	72.5	374	71.9
EB	3,558	38.7	3,393	34.7	4,093	32.7	3,949	37.3	3,662	38.7	4,792	40.1	4,530	34.8	4,510	32.1
Eco Dis	6,162	42.5	5,802	39.1	6,702	33.0	6,389	37.6	5,737	39.0	7,759	36.7	7,228	32.2	7,056	30.8
SPED	563	17.2	512	15.4	713	7.3	695	9.8	654	10.7	1,048	9.5	942	7.2	899	6.9
Grade 8																
All	6,870	45.4	6,668	44.5	8,279	36.9	8,038	43.6	7,209	43.0	9,297	36.9	8,625	34.5	8,548	34.7
Af Am	1,226	31.4	1,179	29.3	1,445	26.9	1,357	32.4	1,128	32.4	1,708	20.0	1,590	18.6	1,434	21.5
Hispanic	5,123	46.1	4,962	45.5	6,202	36.5	6,063	43.7	5,501	43.0	6,909	38.3	6,405	35.5	6,463	34.9
White	336	78.0	335	77.6	394	71.6	383	71.8	349	67.9	431	71.9	401	70.8	419	68.0
EB	3,208	36.1	3,163	36.4	4,021	27.9	3,903	36.3	3,539	35.5	4,751	33.9	4,403	31.0	4,454	30.0
Eco Dis	5,741	41.2	5,559	40.4	6,937	32.9	6,717	39.8	5,952	39.5	7,874	33.1	7,292	30.9	7,184	31.2
SPED	473	11.8	496	9.9	659	10.0	661	11.3	560	13.6	920	8.8	833	7.2	796	9.2

table continues

Appendix B, Table 2 (continued)

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Grade 9																
All	6,421	38.0	5,360	41.8	7,435	44.2	7,459	52.4	6,645	54.3	11,241	36.9	9,579	36.6	8,669	37.0
Af Am	1,073	32.6	830	36.3	1,211	32.0	1,303	40.7	1,122	41.7	2,111	25.9	1,768	24.5	1,534	24.8
Hispanic	4,778	35.4	4,075	40.1	5,555	43.9	5,521	52.9	4,928	54.8	8,240	36.9	7,017	36.4	6,392	36.7
White	377	75.3	309	71.2	412	73.8	380	79.5	363	79.6	545	68.1	481	71.9	466	69.1
EB	2,950	22.9	2,466	27.3	3,356	33.7	3,384	43.4	3,012	46.4	5,480	29.4	4,641	29.3	4,181	29.3
Eco Dis	4,964	33.0	4,141	37.5	5,903	39.5	5,931	48.2	5,236	50.1	8,940	34.0	7,552	33.4	6,794	33.2
SPED	403	9.4	341	12.6	480	10.6	525	12.8	435	15.9	879	10.1	745	10.1	648	10.5
Grade 10																
All	-	-	-	-	7,293	45.4	7,186	52.1	6,120	57.6	8,611	42.7	7,377	41.2	6,448	42.2
Af Am	-	-	-	-	1,222	34.8	1,197	40.5	999	44.7	1,675	31.0	1,464	26.6	1,208	31.0
Hispanic	-	-	-	-	5,465	44.7	5,390	52.2	4,614	57.8	6,262	43.2	5,299	42.1	4,702	42.1
White	-	-	-	-	387	75.2	377	78.5	325	81.5	427	74.7	389	74.3	348	74.1
EB	-	-	-	-	3,200	32.5	3,114	41.3	2,594	47.9	3,719	32.1	3,084	30.9	2,749	30.0
Eco Dis	-	-	-	-	5,687	41.4	5,615	48.1	4,679	54.3	6,757	39.3	5,761	37.6	5,018	38.6
SPED	-	-	-	-	376	12.5	398	14.6	344	16.6	616	7.3	532	8.3	439	10.7
Grade 11																
All	-	-	-	-	6,413	47.3	5,654	55.5	4,526	61.0	7,734	42.0	6,078	40.0	5,009	44.0
Af Am	-	-	-	-	1,052	32.8	944	39.4	742	45.8	1,448	31.8	1,198	29.0	899	34.5
Hispanic	-	-	-	-	4,712	46.7	4,108	56.1	3,275	61.5	5,662	41.6	4,356	39.8	3,646	43.2
White	-	-	-	-	374	77.8	339	81.7	292	81.8	406	72.7	340	69.4	322	69.6
EB	-	-	-	-	2,204	30.7	1,916	41.8	1,466	45.6	3,229	28.6	2,416	26.7	1,925	28.7
Eco Dis	-	-	-	-	4,813	43.2	4,214	51.6	3,294	57.3	5,918	38.7	4,607	36.2	3,747	40.2
SPED	-	-	-	-	336	8.3	325	14.2	255	14.9	504	10.5	388	8.2	317	9.1
Grades K to 1																
All	-	-	-	-	9,288	41.0	9,619	44.8	18,365	49.0	9,845	40.8	9,596	36.1	18,695	38.0
Af Am	-	-	-	-	1,716	34.8	1,829	36.2	3,279	40.7	1,914	31.3	1,842	27.1	3,433	29.1
Hispanic	-	-	-	-	6,448	38.1	6,658	43.2	12,952	47.3	6,825	38.7	6,663	33.9	13,126	35.7
White	-	-	-	-	645	78.1	643	79.6	1,258	84.0	686	81.6	678	76.0	1,384	74.8
EB	-	-	-	-	4,680	34.2	4,814	40.7	9,190	45.4	4,738	35.3	4,671	31.8	9,288	34.3
Eco Dis	-	-	-	-	7,815	35.3	8,135	39.7	15,490	44.2	8,734	36.6	8,507	32.0	16,140	33.4
SPED	-	-	-	-	519	30.1	528	34.7	819	37.5	645	24.3	607	23.1	968	23.9
Grades 2 to 5																
All	39,380	48.3	39,354	48.5	37,712	35.6	38,009	44.0	36,680	42.3	38,213	39.1	37,037	40.3	36,532	44.0
Af Am	7,821	34.2	7,669	32.6	6,976	24.8	7,151	29.2	6,492	26.5	7,439	23.5	7,132	24.5	6,543	27.8
Hispanic	28,033	49.4	28,151	49.9	27,146	34.7	27,304	44.5	26,770	42.6	27,036	39.6	26,294	40.8	26,471	44.5
White	2,255	76.8	2,278	77.7	2,219	69.4	2,170	75.9	2,112	76.0	2,382	74.6	2,308	75.8	2,273	77.1
EB	20,774	47.7	20,813	48.7	20,241	32.8	20,349	44.0	20,007	42.5	19,946	39.0	19,429	40.8	19,604	44.5
Eco Dis	33,714	44.5	33,567	44.8	32,209	31.1	32,555	39.8	31,322	38.1	32,498	34.5	31,431	35.8	30,952	39.6
SPED	3,585	17.7	3,552	18.0	3,444	15.5	3,478	21.6	3,342	18.8	3,908	16.0	3,705	15.8	3,633	17.6

table continues

Appendix B, Table 2 (continued)

	2019-20				2020-21						2021-22					
	BOY		MOY		BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Grades 6 to 9																
All	28,537	44.0	26,575	43.2	31,818	38.8	31,256	44.9	28,300	46.6	38,736	38.3	35,240	36.1	33,957	36.5
Af Am	4,995	31.8	4,418	29.9	5,507	26.3	5,382	31.7	4,589	33.3	7,357	23.6	6,654	21.6	6,028	22.9
Hispanic	21,267	44.1	20,000	43.2	23,735	38.8	23,359	45.3	21,331	46.9	28,412	39.2	25,858	36.6	25,271	36.7
White	1,461	76.9	1,393	76.7	1,588	72.4	1,544	75.6	1,468	74.7	1,849	72.5	1,694	73.7	1,674	71.3
EB	13,729	35.8	12,892	35.1	15,729	32.2	15,485	39.2	14,232	41.2	19,545	35.1	17,856	32.6	17,452	32.2
Eco Dis	23,563	40.0	21,908	39.0	26,248	34.4	25,741	40.8	23,120	42.5	32,223	34.5	29,242	32.2	28,095	32.5
SPED	2,120	12.9	2,022	12.0	2,637	8.5	2,679	10.9	2,415	12.6	3,911	9.6	3,474	8.3	3,280	9.7
Grades 10 to 11																
All	-	-	-	-	13,706	46.3	12,840	53.6	10,646	59.0	16,345	42.4	13,455	40.7	11,457	43.0
Af Am	-	-	-	-	2,274	33.9	2,141	40.0	1,741	45.2	3,123	31.4	2,662	27.7	2,107	32.5
Hispanic	-	-	-	-	10,177	45.6	9,498	53.8	7,889	59.4	11,924	42.5	9,655	41.1	8,348	42.5
White	-	-	-	-	761	76.5	716	80.0	617	81.7	833	73.7	729	72.0	670	71.9
EB	-	-	-	-	5,404	31.8	5,030	41.5	4,060	47.1	6,948	30.5	5,500	29.1	4,674	29.5
Eco Dis	-	-	-	-	10,500	42.2	9,829	49.6	7,973	55.6	12,675	39.0	10,368	37.0	8,765	39.3
SPED	-	-	-	-	712	10.5	723	14.4	599	15.9	1,120	8.8	920	8.3	756	10.1
Grades 2 to 9																
All	67,917	46.5	65,929	46.4	69,530	37.0	69,265	44.4	64,980	44.2	76,949	38.7	72,277	38.3	70,489	40.4
Af Am	12,816	33.2	12,087	31.6	12,483	25.5	12,533	30.3	11,081	29.3	14,796	23.5	13,786	23.1	12,571	25.5
Hispanic	49,300	47.1	48,151	47.1	50,881	36.6	50,663	44.9	48,101	44.5	55,448	39.4	52,152	38.7	51,742	40.7
White	3,716	76.8	3,671	77.4	3,807	70.6	3,714	75.8	3,580	75.5	4,231	73.7	4,002	74.9	3,947	74.6
EB	34,503	43.0	33,705	43.5	35,970	32.5	35,834	41.9	34,239	41.9	39,491	37.1	37,285	36.9	37,056	38.7
Eco Dis	57,277	42.6	55,475	42.5	58,457	32.6	58,296	40.3	54,442	40.0	64,721	34.5	60,673	34.1	59,047	36.3
SPED	5,705	16.0	5,574	15.8	6,081	12.4	6,157	16.9	5,757	16.2	7,819	12.8	7,179	12.2	6,913	13.8
Grades 1 to 11 (BOY & MOY) and Grades K to 11 (EOY)																
All	-	-	-	-	92,524	38.8	91,724	45.7	93,991	46.8	103,139	39.5	95,328	38.4	100,641	40.2
Af Am	-	-	-	-	16,473	27.6	16,503	32.2	16,101	33.4	19,833	25.5	18,290	24.2	18,111	27.0
Hispanic	-	-	-	-	67,506	38.1	66,819	46.0	68,942	46.7	74,197	39.8	68,470	38.6	73,216	40.0
White	-	-	-	-	5,213	72.4	5,073	76.9	5,455	78.1	5,750	74.6	5,409	74.7	6,001	74.4
EB	-	-	-	-	46,054	32.6	45,678	41.7	47,489	43.0	51,177	36.0	47,456	35.5	51,018	37.1
Eco Dis	-	-	-	-	76,772	34.2	76,260	41.4	77,905	42.4	86,130	35.4	79,548	34.2	83,952	36.0
SPED	-	-	-	-	7,312	13.5	7,408	18.0	7,175	18.6	9,584	13.1	8,706	12.6	8,637	14.6

Source: PEIMS demographic files, 10/28/19, 10/30/20, and 11/01/21. 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, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

Note: Af Am = African American. - = Not Applicable. 2019-20 MAP EOY was canceled because of the COVID-19 pandemic. K students were tested at EOY only in 2020-21 and 2021-22. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21 and 2021-22. 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. MAP data for 2019-20 and 2020-21 were reanalyzed to exclude students who took the inappropriate versions of the test. As a result, MAP data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report.

Appendix B, Table 3: 2020-21 to 2021-22 BOY to EOY MAP Trends At or Above Grade Level by Subject, Grade, and Student Group

	Reading		Mathematics	
	2020-21 BOY to EOY Δ %pts	2021-22 BOY to EOY Δ %pts	2020-21 BOY to EOY Δ %pts	2021-22 BOY to EOY Δ %pts
Grade 1				
All	-6.5	-9.3	2.7	-5.0
Af Am	-5.3	-7.3	-1.7	-5.5
Hispanic	-7.4	-10.6	4.0	-4.9
White	-2.4	-5.6	2.5	-5.4
EB	-6.1	-10.5	6.4	-2.9
Eco Dis	-6.2	-9.4	3.2	-5.0
SPED	-4.2	-6.7	3.2	-3.2
Grade 2				
All	-3.5	-4.0	-2.5	-2.0
Af Am	0.6	-0.2	-5.8	-3.6
Hispanic	-6.2	-6.6	-1.8	-1.9
White	10.1	5.2	-0.3	-0.9
EB	-9.1	-9.7	0.0	-1.2
Eco Dis	-4.6	-5.1	-2.1	-2.1
SPED	-3.1	-10.4	-1.0	-4.9
Grade 3				
All	8.3	7.7	15.9	13.7
Af Am	-1.0	4.6	7.6	12.4
Hispanic	11.2	8.3	18.3	14.6
White	6.0	7.0	12.7	6.4
EB	14.7	11.1	20.3	16.0
Eco Dis	8.5	8.1	16.4	14.4
SPED	5.0	0.9	9.7	5.5
Grade 4				
All	-0.3	0.8	10.3	7.5
Af Am	-1.7	-0.8	6.0	6.7
Hispanic	-0.2	1.0	11.0	7.9
White	-0.1	-1.3	7.5	3.2
EB	1.7	1.3	12.8	7.9
Eco Dis	-0.3	1.1	10.5	8.0
SPED	-0.1	-0.5	1.7	4.4
Grade 5				
All	-1.2	-0.4	3.7	0.2
Af Am	-1.4	0.6	-0.3	2.1
Hispanic	-1.9	-1.0	4.3	-0.7
White	3.1	-0.1	7.3	1.5
EB	-2.1	-1.1	5.8	-0.7
Eco Dis	-1.7	-0.4	3.8	0.3
SPED	0.0	0.3	2.1	0.1
Grade 6				
All	-9.9	-3.5	9.2	0.5
Af Am	-11.6	-0.9	6.6	0.6
Hispanic	-10.1	-4.5	9.8	0.2
White	-6.0	0.5	5.9	-0.8
EB	-9.5	-4.8	9.9	-0.5
Eco Dis	-10.5	-3.7	9.4	0.6
SPED	-3.7	0.1	4.6	2.2

table continues

Appendix B, Table 3 (continued)

	Reading		Mathematics	
	2020-21 BOY to EOY Δ %pts	2021-22 BOY to EOY Δ %pts	2020-21 BOY to EOY Δ %pts	2021-22 BOY to EOY Δ %pts
Grade 7				
All	-9.2	-4.9	5.8	-5.8
Af Am	-8.8	-2.3	4.9	-3.1
Hispanic	-9.9	-6.0	5.6	-7.2
White	-12.2	-2.2	0.9	-1.5
EB	-8.4	-5.9	6.0	-8.0
Eco Dis	-10.0	-5.2	6.0	-5.9
SPED	-1.9	-1.5	3.4	-2.6
Grade 8				
All	-6.4	-2.2	6.1	-2.2
Af Am	-7.8	-1.7	5.5	1.5
Hispanic	-6.2	-2.7	6.5	-3.4
White	-8.5	0.2	-3.7	-3.9
EB	-3.8	-3.9	7.6	-3.9
Eco Dis	-6.6	-2.6	6.6	-1.9
SPED	-2.8	0.3	3.6	0.4
Grade 9				
All	-7.1	-4.3	10.1	0.1
Af Am	-8.0	-4.1	9.7	-1.1
Hispanic	-6.8	-5.1	10.9	-0.2
White	-9.3	-2.9	5.8	1.0
EB	-4.9	-4.3	12.7	-0.1
Eco Dis	-7.0	-4.3	10.6	-0.8
SPED	-2.9	0.3	5.3	0.4
Grade 10				
All	-4.4	-4.5	12.2	-0.5
Af Am	-9.7	-4.3	9.9	0.0
Hispanic	-2.9	-4.7	13.1	-1.1
White	-12.6	-11.1	6.3	-0.6
EB	-1.8	-4.5	15.4	-2.1
Eco Dis	-4.4	-4.9	12.9	-0.7
SPED	-1.6	-1.5	4.1	3.4
Grade 11				
All	-8.3	-3.8	13.7	2.0
Af Am	-11.3	-3.4	13.0	2.7
Hispanic	-8.1	-3.7	14.8	1.6
White	-13.2	-11.4	4.0	-3.1
EB	-7.5	-3.6	14.9	0.1
Eco Dis	-8.4	-3.8	14.1	1.5
SPED	-8.1	-3.0	6.6	-1.4

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District MAP data files, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21, and 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22.

Note: Δ %pts = change in percentage points. Af Am = African American. MAP scores at or above grade level = at or above the 50th percentile. K students were tested at EOY only; thus, changes from BOY to EOY were not applicable and were not reported in this table. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. In 2021-22, MAP data for 2020-21 were reanalyzed to exclude students who took the inappropriate versions of the test. As a result, MAP data provided in the 2020-21 report (Kim, 2021) may differ from the data presented in this report.

Appendix C

Appendix C, Table 1: 2018-19 to 2021-22 STAAR Reading Results at Approaches+ by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grade 3								
All	10,974	71.8	9,391	60.6	9,584	67.0	6.4	-4.8
Af Am	2,289	60.4	1,794	52.4	1,816	62.1	9.7	1.7
Hispanic	7,734	74.0	6,707	60.1	6,811	65.7	5.6	-8.3
White	626	86.1	557	86.7	608	89.3	2.6	3.2
EB	5,708	73.7	5,046	59.3	5,028	63.7	4.4	-10.0
Eco Dis	9,658	69.7	8,114	57.3	8,167	63.7	6.4	-6.0
SPED	1,169	48.1	993	42.8	1,052	44.0	1.2	-4.1
Grade 4								
All	11,667	68.6	9,339	57.5	9,681	67.2	9.7	-1.4
Af Am	2,400	58.9	1,660	46.9	1,916	63.1	16.2	4.2
Hispanic	8,346	70.0	6,881	57.5	6,922	65.9	8.4	-4.1
White	604	84.1	499	82.4	569	90.3	7.9	6.2
EB	5,888	67.9	5,164	57.1	5,155	62.4	5.3	-5.5
Eco Dis	10,279	66.1	7,992	54.1	8,305	64.4	10.3	-1.7
SPED	1,259	42.3	1,113	35.5	1,202	44.0	8.5	1.7
Grade 5								
All	11,805	84.8	9,636	74.1	9,617	75.9	1.8	-8.9
Af Am	2,454	73.9	1,828	57.2	1,785	71.4	14.2	-2.5
Hispanic	8,503	87.4	7,062	77.3	7,033	75.7	-1.6	-11.7
White	553	94.0	468	91.2	521	90.4	-0.8	-3.6
EB	5,984	87.3	5,175	78.8	5,264	74.4	-4.4	-12.9
Eco Dis	10,475	83.7	8,339	71.9	8,178	73.6	1.7	-10.1
SPED	1,289	58.3	1,206	46.8	1,294	47.9	1.1	-10.4
Grade 6								
All	10,574	58.3	8,828	55.5	9,083	62.7	7.2	4.4
Af Am	2,058	51.3	1,529	49.6	1,737	56.4	6.8	5.1
Hispanic	7,743	58.3	6,635	54.7	6,655	62.1	7.4	3.8
White	484	83.3	396	82.8	441	88.0	5.2	4.7
EB	5,224	52.7	4,766	50.4	4,621	57.7	7.3	5.0
Eco Dis	9,262	55.7	7,449	52.0	7,748	59.5	7.5	3.8
SPED	1,134	34.2	1,032	30.5	1,199	37.1	6.6	2.9
Grade 7								
All	9,959	66.1	8,721	61.4	9,441	71.8	10.4	5.7
Af Am	2,053	57.7	1,419	53.0	1,795	65.5	12.5	7.8
Hispanic	7,216	67.3	6,672	61.3	6,966	72.1	10.8	4.8
White	434	85.9	394	86.3	411	87.8	1.5	1.9
EB	4,826	60.3	4,589	55.7	4,956	68.0	12.3	7.7
Eco Dis	8,741	63.6	7,337	58.6	7,960	69.5	10.9	5.9
SPED	995	40.0	932	34.8	1,160	41.3	6.5	1.3
Grade 8								
All	9,895	79.2	8,919	67.7	9,333	77.2	9.5	-2.0
Af Am	2,031	73.9	1,464	63.3	1,718	73.3	10.0	-0.6
Hispanic	7,277	80.3	6,821	67.2	6,951	77.1	9.9	-3.2
White	344	90.7	382	89.3	421	91.7	2.4	1.0
EB	4,623	74.0	4,412	60.5	4,777	72.4	11.9	-1.6
Eco Dis	8,754	78.1	7,538	65.4	7,929	75.8	10.4	-2.3
SPED	873	48.2	876	42.6	1,047	48.0	5.4	-0.2

table continues

Appendix C, Table 1 (continued)

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grades 3 to 5								
All	34,446	75.2	28,366	64.2	28,882	70.0	5.8	-5.2
Af Am	7,143	64.5	5,282	52.3	5,517	65.5	13.2	1.0
Hispanic	24,583	77.3	20,650	65.1	20,766	69.2	4.1	-8.1
White	1,783	87.9	1,524	86.7	1,698	90.0	3.3	2.1
EB	17,580	76.3	15,385	65.1	15,447	66.9	1.8	-9.4
Eco Dis	30,412	73.3	24,445	61.2	24,650	67.2	6.0	-6.1
SPED	3,717	49.7	3,312	41.8	3,548	45.4	3.6	-4.3
Grades 6 to 8								
All	30,428	67.6	26,468	61.5	27,857	70.6	9.1	3.0
Af Am	6,142	60.9	4,412	55.2	5,250	65.0	9.8	4.1
Hispanic	22,236	68.4	20,128	61.1	20,572	70.6	9.5	2.2
White	1,262	86.2	1,172	86.1	1,273	89.2	3.1	3.0
EB	14,673	61.9	13,767	55.4	14,354	66.1	10.7	4.2
Eco Dis	26,757	65.6	22,324	58.7	23,637	68.4	9.7	2.8
SPED	3,002	40.2	2,840	35.6	3,406	41.9	6.3	1.7
Grades 3 to 8								
All	64,874	71.6	54,834	62.9	56,739	70.3	7.4	-1.3
Af Am	13,285	62.9	9,694	53.6	10,767	65.3	11.7	2.4
Hispanic	46,819	73.1	40,778	63.2	41,338	69.9	6.7	-3.2
White	3,045	87.2	2,696	86.4	2,971	89.6	3.2	2.4
EB	32,253	69.8	29,152	60.5	29,801	66.5	6.0	-3.3
Eco Dis	57,169	69.7	46,769	60.0	48,287	67.8	7.8	-1.9
SPED	6,719	45.4	6,152	39.0	6,954	43.7	4.7	-1.7

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May of each year, if possible, and STAAR Alternate 2.

Appendix C, Table 2: 2020-21 to 2021-22 STAAR Reading Results at Approaches+ for Grade six 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>	%
2020-21								
All	1,060	52.7	6,849	52.0	919	84.9	8,828	55.5
Af Am	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
EB	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
2021-22								
All	1,015	62.1	7,040	58.7	1,028	91.1	9,083	62.7
Af Am	93	61.3	1,508	53.3	136	86.8	1,737	56.4
Hispanic	907	62.3	5,102	58.6	646	89.2	6,655	62.1
White	9	55.6	250	81.6	182	98.4	441	88.0
EB	688	58.6	3,567	54.5	366	87.4	4,621	57.7
Eco Dis	959	60.8	6,189	56.6	600	87.7	7,748	59.5
SPED	143	40.6	996	35.2	60	60.0	1,199	37.1

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District STAAR 3-8 data files, 06/28/21 and 06/26/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Multi-level = multi-level campuses (elementary/middle or middle/high). Af Am = African American. Results included STAAR Alternate 2.

Appendix C, Table 3: 2018-19 to 2021-22 STAAR Reading Results at Meets+ by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grade 3								
All	10,745	41.1	9,190	32.4	9,358	40.3	7.9	-0.8
Af Am	2,225	26.6	1,739	22.0	1,748	33.5	11.5	6.9
Hispanic	7,591	43.1	6,575	31.3	6,667	37.7	6.4	-5.4
White	613	65.1	551	73.0	600	76.7	3.7	11.6
EB	5,645	43.0	4,981	31.3	4,950	35.5	4.2	-7.5
Eco Dis	9,447	37.9	7,929	28.1	7,964	35.4	7.3	-2.5
SPED	944	12.1	797	13.2	835	15.2	2.0	3.1
Grade 4								
All	11,409	38.2	9,127	31.3	9,457	44.5	13.2	6.3
Af Am	2,323	26.7	1,608	21.0	1,844	37.3	16.3	10.6
Hispanic	8,185	39.0	6,738	30.4	6,788	42.7	12.3	3.7
White	588	69.9	492	68.7	558	79.4	10.7	9.5
EB	5,816	37.2	5,097	30.6	5,081	40.1	9.5	2.9
Eco Dis	10,044	34.6	7,807	27.3	8,099	40.5	13.2	5.9
SPED	1,004	10.6	903	9.7	985	17.3	7.6	6.7
Grade 5								
All	11,561	53.1	9,422	48.2	9,387	50.2	2.0	-2.9
Af Am	2,378	35.1	1,772	29.1	1,723	42.9	13.8	7.8
Hispanic	8,353	56.6	6,919	50.7	6,880	49.2	-1.5	-7.4
White	539	77.4	460	79.8	515	80.4	0.6	3.0
EB	5,912	57.7	5,108	52.6	5,184	46.7	-5.9	-11.0
Eco Dis	10,248	50.5	8,144	45.0	7,979	46.3	1.3	-4.2
SPED	1,048	18.6	996	14.5	1,068	20.3	5.8	1.7
Grade 6								
All	10,350	26.9	8,652	24.4	8,882	34.2	9.8	7.3
Af Am	1,989	20.1	1,483	17.3	1,676	26.5	9.2	6.4
Hispanic	7,608	26.2	6,518	23.2	6,527	32.7	9.5	6.5
White	472	57.2	386	62.2	433	75.5	13.3	18.3
EB	5,159	20.7	4,713	20.1	4,550	28.9	8.8	8.2
Eco Dis	9,056	23.5	7,295	20.4	7,567	29.9	9.5	6.4
SPED	912	6.1	857	5.1	1,000	9.3	4.2	3.2
Grade 7								
All	9,728	38.1	8,544	35.6	9,241	46.2	10.6	8.1
Af Am	1,980	28.2	1,365	26.3	1,743	36.8	10.5	8.6
Hispanic	7,070	38.7	6,560	34.8	6,830	46.3	11.5	7.6
White	426	69.5	386	72.3	401	77.3	5.0	7.8
EB	4,764	30.1	4,534	28.9	4,886	41.3	12.4	11.2
Eco Dis	8,528	34.7	7,185	31.6	7,781	42.2	10.6	7.5
SPED	765	7.6	756	7.0	961	11.9	4.9	4.3
Grade 8								
All	9,704	41.7	8,748	38.4	9,136	49.3	10.9	7.6
Af Am	1,963	33.2	1,413	29.9	1,662	40.4	10.5	7.2
Hispanic	7,160	42.4	6,715	37.9	6,821	49.2	11.3	6.8
White	340	70.6	376	68.9	415	80.0	11.1	9.4
EB	4,570	31.4	4,364	30.6	4,713	43.2	12.6	11.8
Eco Dis	8,584	39.3	7,387	35.1	7,749	46.1	11.0	6.8
SPED	683	8.8	708	10.5	851	12.9	2.4	4.1

table continues

Appendix C, Table 3 (continued)

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grades 3 to 5								
All	33,715	44.2	27,739	37.4	28,202	45.0	7.6	0.8
Af Am	6,926	29.6	5,119	24.1	5,315	37.9	13.8	8.3
Hispanic	24,129	46.4	20,232	37.6	20,335	43.3	5.7	-3.1
White	1,740	70.5	1,503	73.7	1,673	78.7	5.0	8.2
EB	17,373	46.0	15,186	38.2	15,215	40.9	2.7	-5.1
Eco Dis	29,739	41.1	23,880	33.6	24,042	40.7	7.1	-0.4
SPED	2,996	13.9	2,696	12.5	2,888	17.8	5.3	3.9
Grades 6 to 8								
All	29,782	35.4	25,944	32.8	27,259	43.3	10.5	7.9
Af Am	5,932	27.2	4,261	24.3	5,081	34.6	10.3	7.4
Hispanic	21,838	35.5	19,793	32.0	20,178	42.9	10.9	7.4
White	1,238	65.1	1,148	67.8	1,249	77.6	9.8	12.5
EB	14,493	27.2	13,611	26.4	14,149	37.9	11.5	10.7
Eco Dis	26,168	32.3	21,867	29.1	23,097	39.5	10.4	7.2
SPED	2,360	7.4	2,321	7.4	2,812	11.3	3.9	3.9
Grades 3 to 8								
All	63,497	40.1	53,683	35.2	55,461	44.2	9.0	4.1
Af Am	12,858	28.5	9,380	24.2	10,396	36.3	12.1	7.8
Hispanic	45,967	41.2	40,025	34.9	40,513	43.1	8.2	1.9
White	2,978	68.3	2,651	71.1	2,922	78.2	7.1	9.9
EB	31,866	37.5	28,797	32.6	29,364	39.4	6.8	1.9
Eco Dis	55,907	37.0	45,747	31.4	47,139	40.1	8.7	3.1
SPED	5,356	11.0	5,017	10.1	5,700	14.6	4.5	3.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May of each year, if possible. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Appendix C, Table 4: 2020-21 to 2021-22 STAAR Reading Results at Meets+ for Grade six 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>	%
2020-21								
All	1,058	22.5	6,675	19.9	919	58.7	8,652	24.4
Af Am	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
EB	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
2021-22								
All	1,001	31.2	6,853	29.0	1,028	71.9	8,882	34.2
Af Am	89	33.7	1,451	23.2	136	57.4	1,676	26.5
Hispanic	897	30.8	4,984	28.5	646	67.5	6,527	32.7
White	9	44.4	242	63.6	182	92.9	433	75.5
EB	681	28.9	3,503	25.3	366	63.7	4,550	28.9
Eco Dis	946	30.4	6,021	26.5	600	63.2	7,567	29.9
SPED	129	10.9	811	6.9	60	38.3	1,000	9.3

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District STAAR 3-8 data files, 06/28/21 and 06/26/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Multi-level = multi-level campuses (elementary/middle or middle/high). Af Am = African American. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Appendix C, Table 5: 2018-19 to 2021-22 STAAR Reading Results at Masters by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grade 3								
All	10,974	24.8	9,391	17.9	9,584	23.8	5.9	-1.0
Af Am	2,289	15.2	1,794	9.9	1,816	17.4	7.5	2.2
Hispanic	7,734	25.3	6,707	17.0	6,811	21.1	4.1	-4.2
White	626	50.8	557	51.5	608	61.8	10.3	11.0
EB	5,708	25.0	5,046	18.3	5,028	20.4	2.1	-4.6
Eco Dis	9,658	22.0	8,114	14.6	8,167	19.2	4.6	-2.8
SPED	1,169	9.7	993	8.5	1,052	9.7	1.2	0.0
Grade 4								
All	11,667	18.6	9,339	15.5	9,681	24.3	8.8	5.7
Af Am	2,400	11.3	1,660	8.4	1,916	16.6	8.2	5.3
Hispanic	8,346	18.4	6,881	14.6	6,922	23.2	8.6	4.8
White	604	47.4	499	44.3	569	57.5	13.2	10.1
EB	5,888	17.6	5,164	14.9	5,155	22.4	7.5	4.8
Eco Dis	10,279	15.7	7,992	12.6	8,305	20.7	8.1	5.0
SPED	1,259	7.3	1,113	6.0	1,202	10.6	4.6	3.3
Grade 5								
All	11,805	26.9	9,636	28.5	9,617	29.9	1.4	3.0
Af Am	2,454	16.9	1,828	15.8	1,785	26.1	10.3	9.2
Hispanic	8,503	27.8	7,062	28.9	7,033	27.4	-1.5	-0.4
White	553	54.1	468	64.5	521	67.6	3.1	13.5
EB	5,984	26.8	5,175	29.2	5,264	24.8	-4.4	-2.0
Eco Dis	10,475	24.2	8,339	25.2	8,178	25.7	0.5	1.5
SPED	1,289	10.5	1,206	7.7	1,294	12.7	5.0	2.2
Grade 6								
All	10,574	12.0	8,828	10.9	9,083	16.8	5.9	4.8
Af Am	2,058	9.2	1,529	7.2	1,737	12.6	5.4	3.4
Hispanic	7,743	10.7	6,635	9.7	6,655	15.0	5.3	4.3
White	484	37.6	396	37.4	441	53.3	15.9	15.7
EB	5,224	7.7	4,766	7.5	4,621	11.9	4.4	4.2
Eco Dis	9,262	9.8	7,449	8.1	7,748	13.2	5.1	3.4
SPED	1,134	9.4	1,032	8.5	1,199	8.8	0.3	-0.6
Grade 7								
All	9,959	21.9	8,721	19.3	9,441	30.5	11.2	8.6
Af Am	2,053	14.8	1,419	15.2	1,795	23.5	8.3	8.7
Hispanic	7,216	21.8	6,672	17.8	6,966	29.7	11.9	7.9
White	434	49.5	394	49.5	411	65.2	15.7	15.7
EB	4,826	15.4	4,589	13.5	4,956	25.0	11.5	9.6
Eco Dis	8,741	19.0	7,337	16.2	7,960	26.2	10.0	7.2
SPED	995	13.1	932	12.3	1,160	12.2	-0.1	-0.9
Grade 8								
All	9,895	18.7	8,919	17.2	9,333	30.4	13.2	11.7
Af Am	2,031	15.0	1,464	13.4	1,718	23.4	10.0	8.4
Hispanic	7,277	18.0	6,821	15.8	6,951	29.6	13.8	11.6
White	344	46.5	382	45.5	421	63.2	17.7	16.7
EB	4,623	10.5	4,412	11.0	4,777	24.6	13.6	14.1
Eco Dis	8,754	16.4	7,538	14.4	7,929	27.3	12.9	10.9
SPED	873	11.6	876	11.9	1,047	14.4	2.5	2.8

table continues

Appendix C, Table 5 (continued)

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grades 3 to 5								
All	34,446	23.4	28,366	20.7	28,882	26.0	5.3	2.6
Af Am	7,143	14.4	5,282	11.5	5,517	19.9	8.4	5.5
Hispanic	24,583	23.8	20,650	20.3	20,766	23.9	3.6	0.1
White	1,783	50.6	1,524	53.1	1,698	62.1	9.0	11.5
EB	17,580	23.1	15,385	20.8	15,447	22.6	1.8	-0.5
Eco Dis	30,412	20.6	24,445	17.6	24,650	21.8	4.2	1.2
SPED	3,717	9.1	3,312	7.4	3,548	11.1	3.7	2.0
Grades 6 to 8								
All	30,428	17.4	26,468	15.8	27,857	26.0	10.2	8.6
Af Am	6,142	13.0	4,412	11.8	5,250	19.9	8.1	6.9
Hispanic	22,236	16.7	20,128	14.5	20,572	24.9	10.4	8.2
White	1,262	44.1	1,172	44.1	1,273	60.4	16.3	16.3
EB	14,673	11.1	13,767	10.6	14,354	20.6	10.0	9.5
Eco Dis	26,757	15.0	22,324	12.9	23,637	22.3	9.4	7.3
SPED	3,002	11.3	2,840	10.8	3,406	11.7	0.9	0.4
Grades 3 to 8								
All	64,874	20.6	54,834	18.3	56,739	26.0	7.7	5.4
Af Am	13,285	13.8	9,694	11.6	10,767	19.9	8.3	6.1
Hispanic	46,819	20.4	40,778	17.4	41,338	24.4	7.0	4.0
White	3,045	47.9	2,696	49.2	2,971	61.4	12.2	13.5
EB	32,253	17.6	29,152	16.0	29,801	21.6	5.6	4.0
Eco Dis	57,169	18.0	46,769	15.3	48,287	22.1	6.8	4.1
SPED	6,719	10.1	6,152	9.0	6,954	11.4	2.4	1.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May of each year, if applicable, and included STAAR Alternate 2.

Appendix C, Table 6: 2020-21 to 2021-22 STAAR Reading Results at Masters for Grade six 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>	%
2020-21								
All	1,060	8.7	6,849	8.3	919	32.6	8,828	10.9
Af Am	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
EB	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
2021-22								
All	1,015	14.0	7,040	12.9	1,028	46.5	9,083	16.8
Af Am	93	17.2	1,508	10.3	136	35.3	1,737	12.6
Hispanic	907	13.5	5,102	12.4	646	37.5	6,655	15.0
White	9	33.3	250	36.0	182	78.0	441	53.3
EB	688	12.8	3,567	9.8	366	30.6	4,621	11.9
Eco Dis	959	13.5	6,189	11.1	600	34.0	7,748	13.2
SPED	143	5.6	996	8.4	60	21.7	1,199	8.8

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District STAAR 3-8 data files, 06/28/21 and 06/26/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Multi-level = multi-level campuses (elementary/middle or middle/high). Af Am = African American. Results included STAAR Alternate 2.

Appendix C, Table 7: 2018-19 to 2021-22 STAAR Mathematics Results at Approaches+ by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grade 3								
All	10,969	76.5	9,408	58.2	9,588	67.3	9.1	-9.2
Af Am	2,284	64.9	1,803	42.2	1,817	53.9	11.7	-11.0
Hispanic	7,734	78.8	6,717	59.9	6,812	68.6	8.7	-10.2
White	626	89.0	557	83.1	609	87.4	4.3	-1.6
EB	5,709	78.7	5,053	61.4	5,028	69.8	8.4	-8.9
Eco Dis	9,653	74.8	8,132	55.5	8,171	64.3	8.8	-10.5
SPED	1,166	53.7	1,001	46.0	1,054	45.6	-0.4	-8.1
Grade 4								
All	11,666	76.0	9,366	56.2	9,685	67.2	11.0	-8.8
Af Am	2,400	63.0	1,670	39.9	1,918	52.2	12.3	-10.8
Hispanic	8,346	78.8	6,893	57.9	6,925	69.5	11.6	-9.3
White	604	86.3	500	80.4	569	84.9	4.5	-1.4
EB	5,888	78.6	5,173	58.2	5,156	70.0	11.8	-8.6
Eco Dis	10,278	74.3	8,022	53.1	8,310	64.9	11.8	-9.4
SPED	1,259	50.2	1,113	38.5	1,201	46.3	7.8	-3.9
Grade 5								
All	11,805	88.6	9,641	70.4	9,618	75.6	5.2	-13.0
Af Am	2,455	81.6	1,840	52.5	1,782	64.8	12.3	-16.8
Hispanic	8,503	90.3	7,053	73.6	7,036	76.9	3.3	-13.4
White	552	93.3	469	90.0	522	89.5	-0.5	-3.8
EB	5,985	89.8	5,173	73.7	5,269	77.3	3.6	-12.5
Eco Dis	10,475	87.8	8,343	68.1	8,181	73.5	5.4	-14.3
SPED	1,288	69.8	1,210	53.9	1,296	53.3	-0.6	-16.5
Grade 6								
All	10,568	75.0	8,862	62.8	9,066	68.3	5.5	-6.7
Af Am	2,056	65.8	1,526	51.4	1,727	56.1	4.7	-9.7
Hispanic	7,740	76.5	6,672	63.8	6,651	69.8	6.0	-6.7
White	485	87.0	393	83.5	441	89.6	6.1	2.6
EB	5,224	73.7	4,801	62.4	4,619	68.0	5.6	-5.7
Eco Dis	9,255	73.5	7,483	59.9	7,733	65.5	5.6	-8.0
SPED	1,132	49.1	1,039	42.3	1,196	46.9	4.6	-2.2
Grade 7								
All	7,168	59.6	3,695	31.8	4,003	37.6	5.8	-22.0
Af Am	1,719	50.1	789	24.0	867	33.2	9.2	-16.9
Hispanic	5,107	62.5	2,747	33.8	2,960	38.6	4.8	-23.9
White	182	71.4	84	36.9	101	50.5	13.6	-20.9
EB	3,683	59.8	1,944	30.0	2,041	37.2	7.2	-22.6
Eco Dis	6,608	58.9	3,263	31.1	3,541	37.1	6.0	-21.8
SPED	967	45.8	723	34.9	821	36.9	2.0	-8.9
Grade 8								
All	10,454	88.0	9,853	55.0	10,926	68.4	13.4	-19.6
Af Am	2,054	82.5	1,637	46.0	2,228	60.1	14.1	-22.4
Hispanic	7,708	89.1	7,539	55.0	7,958	69.5	14.5	-19.6
White	436	94.0	410	81.7	438	84.0	2.3	-10.0
EB	5,071	86.9	5,190	52.4	5,707	66.7	14.3	-20.2
Eco Dis	9,123	87.2	8,382	52.3	9,318	66.7	14.4	-20.5
SPED	884	62.4	982	36.9	1,309	44.0	7.1	-18.4

table continues

Appendix C, Table 7 (continued)

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grades 3 to 5								
All	34,440	80.5	28,415	61.7	28,891	70.0	8.3	-10.5
Af Am	7,139	70.0	5,313	45.0	5,517	56.8	11.8	-13.2
Hispanic	24,583	82.8	20,663	63.9	20,773	71.7	7.8	-11.1
White	1,782	89.4	1,526	84.3	1,700	87.2	2.9	-2.2
EB	17,582	82.5	15,399	64.4	15,453	72.4	8.0	-10.1
Eco Dis	30,406	79.1	24,497	59.0	24,662	67.6	8.6	-11.5
SPED	3,713	58.1	3,324	46.4	3,551	48.7	2.3	-9.4
Grades 6 to 8								
All	28,190	75.9	22,410	54.3	23,995	63.2	8.9	-12.7
Af Am	5,829	67.1	3,952	43.7	4,822	53.9	10.2	-13.2
Hispanic	20,555	77.7	16,958	55.0	17,569	64.4	9.4	-13.3
White	1,103	87.2	887	78.2	980	83.1	4.9	-4.1
EB	13,978	74.8	11,935	52.8	12,367	62.3	9.5	-12.5
Eco Dis	24,986	74.7	19,128	51.6	20,592	61.2	9.6	-13.5
SPED	2,983	52.0	2,744	38.4	3,326	43.3	4.9	-8.7
Grades 3 to 8								
All	62,630	78.4	50,825	58.4	52,886	66.9	8.5	-11.5
Af Am	12,968	68.7	9,265	44.5	10,339	55.5	11.0	-13.2
Hispanic	45,138	80.5	37,621	59.9	38,342	68.4	8.5	-12.1
White	2,885	88.6	2,413	82.1	2,680	85.7	3.6	-2.9
EB	31,560	79.1	27,334	59.3	27,820	67.9	8.6	-11.2
Eco Dis	55,392	77.1	43,625	55.8	45,254	64.7	8.9	-12.4
SPED	6,696	55.4	6,068	42.8	6,877	46.1	3.3	-9.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May, if applicable, and STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix C, Table 8: 2020-21 to 2021-22 STAAR Mathematics Results at Approaches+ for Grade six 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>	%
2020-21								
All	1,057	63.0	6,887	59.4	918	88.5	8,862	62.8
Af Am	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
EB	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
2021-22								
All	1,015	70.3	7,023	64.8	1,028	90.1	9,066	68.3
Af Am	93	67.7	1,498	53.3	136	79.4	1,727	56.1
Hispanic	907	70.9	5,098	67.2	646	88.9	6,651	69.8
White	9	55.6	250	83.2	182	100.0	441	89.6
EB	688	69.3	3,565	65.4	366	90.2	4,619	68.0
Eco Dis	959	69.7	6,174	62.8	600	86.5	7,733	65.5
SPED	143	45.5	993	46.2	60	61.7	1,196	46.9

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District STAAR 3-8 data files, 06/28/21 and 06/26/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Multi-level = multi-level campuses (elementary/middle or middle/high). Af Am = African American. Results included STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix C, Table 9: 2018-19 to 2021-22 STAAR Mathematics Results at Meets+ by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to	18-19 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	21-22 Δ %pts	21-22 Δ %pts
Grade 3								
All	10,740	43.6	9,207	25.8	9,362	38.1	12.3	-5.5
Af Am	2,220	28.1	1,748	14.4	1,749	22.6	8.2	-5.5
Hispanic	7,591	45.7	6,585	25.4	6,668	38.7	13.3	-7.0
White	613	69.3	551	59.0	601	69.1	10.1	-0.2
EB	5,646	45.1	4,988	26.7	4,950	40.2	13.5	-4.9
Eco Dis	9,442	40.6	7,947	22.2	7,968	34.2	12.0	-6.4
SPED	941	16.7	805	12.7	837	15.8	3.1	-0.9
Grade 4								
All	11,408	45.3	9,154	30.4	9,462	37.4	7.0	-7.9
Af Am	2,323	29.4	1,618	15.9	1,846	20.9	5.0	-8.5
Hispanic	8,185	47.6	6,750	30.7	6,791	38.6	7.9	-9.0
White	588	71.1	493	63.1	558	70.3	7.2	-0.8
EB	5,816	47.1	5,106	30.9	5,082	39.5	8.6	-7.6
Eco Dis	10,043	42.5	7,837	27.0	8,105	33.9	6.9	-8.6
SPED	1,004	15.6	903	11.8	985	14.3	2.5	-1.3
Grade 5								
All	11,561	56.0	9,427	43.2	9,387	47.2	4.0	-8.8
Af Am	2,379	39.0	1,784	23.5	1,720	32.7	9.2	-6.3
Hispanic	8,353	59.2	6,910	45.8	6,883	48.3	2.5	-10.9
White	538	75.1	461	72.2	515	72.8	0.6	-2.3
EB	5,913	58.4	5,106	46.3	5,189	49.3	3.0	-9.1
Eco Dis	10,248	53.7	8,148	40.2	7,981	44.3	4.1	-9.4
SPED	1,047	24.3	1,000	17.0	1,069	16.1	-0.9	-8.2
Grade 6								
All	10,344	38.5	8,687	29.1	8,865	32.6	3.5	-5.9
Af Am	1,987	25.9	1,481	17.2	1,666	18.7	1.5	-7.2
Hispanic	7,605	39.8	6,555	29.4	6,523	33.2	3.8	-6.6
White	473	64.9	383	59.3	433	67.9	8.6	3.0
EB	5,159	36.9	4,748	28.2	4,548	31.4	3.2	-5.5
Eco Dis	9,049	35.6	7,330	25.5	7,552	28.6	3.1	-7.0
SPED	910	10.5	865	7.9	997	9.0	1.1	-1.5
Grade 7								
All	6,937	21.0	3,520	6.6	3,802	8.0	1.4	-13.0
Af Am	1,646	13.9	735	3.3	815	5.5	2.2	-8.4
Hispanic	4,961	22.9	2,637	7.4	2,823	8.6	1.2	-14.3
White	174	32.8	76	7.9	91	11.0	3.1	-21.8
EB	3,621	20.7	1,891	6.2	1,970	8.4	2.2	-12.3
Eco Dis	6,395	20.4	3,113	6.4	3,361	7.6	1.2	-12.8
SPED	737	8.0	549	2.7	621	2.4	-0.3	-5.6
Grade 8								
All	10,262	55.6	9,682	27.8	10,729	37.1	9.3	-18.5
Af Am	1,986	45.7	1,586	19.1	2,172	25.9	6.8	-19.8
Hispanic	7,590	56.5	7,433	27.2	7,828	38.1	10.9	-18.4
White	432	78.5	404	61.6	432	60.2	-1.4	-18.3
EB	5,018	51.1	5,142	25.1	5,643	35.6	10.5	-15.5
Eco Dis	8,952	53.2	8,231	24.7	9,138	34.4	9.7	-18.8
SPED	693	21.8	814	9.1	1,113	11.8	2.7	-10.0

table continues

Appendix C, Table 9 (continued)

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grades 3 to 5								
All	33,709	48.4	27,788	33.2	28,211	40.9	7.7	-7.5
Af Am	6,922	32.3	5,150	18.0	5,315	25.3	7.3	-7.0
Hispanic	24,129	51.0	20,245	34.1	20,342	41.9	7.8	-9.1
White	1,739	71.7	1,505	64.4	1,674	70.6	6.2	-1.1
EB	17,375	50.3	15,200	34.7	15,221	43.0	8.3	-7.3
Eco Dis	29,733	45.7	23,932	29.9	24,054	37.5	7.6	-8.2
SPED	2,992	19.0	2,708	14.0	2,891	15.4	1.4	-3.6
Grades 6 to 8								
All	27,543	40.5	21,889	24.9	23,396	30.6	5.7	-9.9
Af Am	5,619	29.4	3,802	15.3	4,653	19.8	4.5	-9.6
Hispanic	20,156	41.9	16,625	24.9	17,174	31.4	6.5	-10.5
White	1,079	65.2	863	55.9	956	59.0	3.1	-6.2
EB	13,798	37.8	11,781	23.3	12,161	29.6	6.3	-8.2
Eco Dis	24,396	38.1	18,674	21.9	20,051	27.7	5.8	-10.4
SPED	2,340	13.1	2,228	7.0	2,731	8.6	1.6	-4.5
Grades 3 to 8								
All	61,252	44.8	49,677	29.5	51,607	36.3	6.8	-8.5
Af Am	12,541	31.0	8,952	16.9	9,968	22.7	5.8	-8.3
Hispanic	44,285	46.9	36,870	30.0	37,516	37.1	7.1	-9.8
White	2,818	69.2	2,368	61.3	2,630	66.4	5.1	-2.8
EB	31,173	44.8	26,981	29.7	27,382	37.1	7.4	-7.7
Eco Dis	54,129	42.3	42,606	26.4	44,105	33.0	6.6	-9.3
SPED	5,332	16.4	4,936	10.9	5,622	12.1	1.2	-4.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May, if applicable. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix C, Table 10: 2020-21 to 2021-22 STAAR Mathematics Results at Meets+ for Grade six 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>	%
2020-21								
All	1,055	28.4	6,714	24.7	918	61.8	8,687	29.1
Af Am	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
EB	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
2021-22								
All	1,001	34.4	6,836	27.6	1,028	63.8	8,865	32.6
Af Am	89	24.7	1,441	15.8	136	46.3	1,666	18.7
Hispanic	897	35.1	4,980	29.4	646	59.8	6,523	33.2
White	9	44.4	242	54.5	182	86.8	433	67.9
EB	681	34.8	3,501	27.7	366	60.1	4,548	31.4
Eco Dis	946	33.1	6,006	25.2	600	55.8	7,552	28.6
SPED	129	10.1	808	7.3	60	30.0	997	9.0

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District STAAR 3-8 data files, 06/28/21 and 06/26/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Multi-level = multi-level campuses (elementary/middle or middle/high). Af Am = African American. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Appendix C, Table 11: 2018-19 to 2021-22 STAAR Mathematics Results at Masters by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grade 3								
All	10,969	21.2	9,408	12.1	9,588	18.7	6.6	-2.5
Af Am	2,284	11.9	1,803	5.5	1,817	9.5	4.0	-2.4
Hispanic	7,734	21.6	6,717	11.3	6,812	17.8	6.5	-3.8
White	626	46.8	557	38.8	609	45.5	6.7	-1.3
EB	5,709	20.8	5,053	12.1	5,028	18.9	6.8	-1.9
Eco Dis	9,653	18.7	8,132	9.5	8,171	15.7	6.2	-3.0
SPED	1,166	13.1	1,001	9.7	1,054	13.9	4.2	0.8
Grade 4								
All	11,666	25.8	9,366	16.8	9,685	19.1	2.3	-6.7
Af Am	2,400	13.0	1,670	7.8	1,918	8.5	0.7	-4.5
Hispanic	8,346	27.1	6,893	16.3	6,925	18.7	2.4	-8.4
White	604	53.5	500	45.2	569	50.4	5.2	-3.1
EB	5,888	26.6	5,173	16.1	5,156	19.4	3.3	-7.2
Eco Dis	10,278	23.1	8,022	14.0	8,310	15.9	1.9	-7.2
SPED	1,259	13.0	1,113	9.3	1,201	10.8	1.5	-2.2
Grade 5								
All	11,805	34.7	9,641	23.3	9,618	24.4	1.1	-10.3
Af Am	2,455	20.0	1,840	10.7	1,782	13.9	3.2	-6.1
Hispanic	8,503	37.1	7,053	24.3	7,036	25.0	0.7	-12.1
White	552	57.2	469	50.3	522	46.4	-3.9	-10.8
EB	5,985	36.4	5,173	24.4	5,269	26.1	1.7	-10.3
Eco Dis	10,475	32.1	8,343	20.9	8,181	22.4	1.5	-9.7
SPED	1,288	17.5	1,210	10.9	1,296	11.3	0.4	-6.2
Grade 6								
All	10,568	16.7	8,862	10.2	9,066	12.0	1.8	-4.7
Af Am	2,056	9.4	1,526	4.5	1,727	8.3	3.8	-1.1
Hispanic	7,740	16.8	6,672	9.7	6,651	10.7	1.0	-6.1
White	485	39.2	393	34.1	441	38.5	4.4	-0.7
EB	5,224	14.6	4,801	8.8	4,619	9.6	0.8	-5.0
Eco Dis	9,255	14.5	7,483	8.0	7,733	9.5	1.5	-5.0
SPED	1,132	13.9	1,039	9.2	1,196	10.5	1.3	-3.4
Grade 7								
All	7,168	5.6	3,695	4.1	4,003	3.9	-0.2	-1.7
Af Am	1,719	4.4	789	4.6	867	3.6	-1.0	-0.8
Hispanic	5,107	5.8	2,747	3.9	2,960	3.9	0.0	-1.9
White	182	8.8	84	6.0	101	10.9	4.9	2.1
EB	3,683	4.8	1,944	3.3	2,041	3.2	-0.1	-1.6
Eco Dis	6,608	5.4	3,263	4.0	3,541	4.0	0.0	-1.4
SPED	967	13.2	723	14.0	821	12.8	-1.2	-0.4
Grade 8								
All	10,454	15.6	9,853	7.1	10,926	13.3	6.2	-2.3
Af Am	2,054	8.7	1,637	4.5	2,228	7.0	2.5	-1.7
Hispanic	7,708	15.9	7,539	6.1	7,958	13.3	7.2	-2.6
White	436	35.8	410	28.5	438	33.6	5.1	-2.2
EB	5,071	12.4	5,190	5.0	5,707	12.2	7.2	-0.2
Eco Dis	9,123	13.8	8,382	5.5	9,318	11.3	5.8	-2.5
SPED	884	16.9	982	11.4	1,309	10.8	-0.6	-6.1

table continues

Appendix C, Table 11 (continued)

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grades 3 to 5								
All	34,440	27.4	28,415	17.5	28,891	20.7	3.2	-6.7
Af Am	7,139	15.1	5,313	8.0	5,517	10.5	2.5	-4.6
Hispanic	24,583	28.8	20,663	17.4	20,773	20.5	3.1	-8.3
White	1,782	52.3	1,526	44.4	1,700	47.4	3.0	-4.9
EB	17,582	28.1	15,399	17.6	15,453	21.5	3.9	-6.6
Eco Dis	30,406	24.8	24,497	14.9	24,662	18.0	3.1	-6.8
SPED	3,713	14.6	3,324	10.0	3,551	11.9	1.9	-2.7
Grades 6 to 8								
All	28,190	13.5	22,410	7.8	23,995	11.2	3.4	-2.3
Af Am	5,829	7.7	3,952	4.5	4,822	6.9	2.4	-0.8
Hispanic	20,555	13.8	16,958	7.1	17,569	10.7	3.6	-3.1
White	1,103	32.8	887	28.9	980	33.5	4.6	0.7
EB	13,978	11.2	11,935	6.3	12,367	9.7	3.4	-1.5
Eco Dis	24,986	11.8	19,128	6.2	20,592	9.4	3.2	-2.4
SPED	2,983	14.5	2,744	11.3	3,326	11.2	-0.1	-3.3
Grades 3 to 8								
All	62,630	21.1	50,825	13.2	52,886	16.4	3.2	-4.7
Af Am	12,968	11.7	9,265	6.5	10,339	8.8	2.3	-2.9
Hispanic	45,138	22.0	37,621	12.8	38,342	16.0	3.2	-6.0
White	2,885	44.9	2,413	38.7	2,680	42.3	3.6	-2.6
EB	31,560	20.6	27,334	12.6	27,820	16.3	3.7	-4.3
Eco Dis	55,392	18.9	43,625	11.1	45,254	14.0	2.9	-4.9
SPED	6,696	14.6	6,068	10.6	6,877	11.5	0.9	-3.1

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included all administrations through May, if applicable, and STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix C, Table 12: 2020-21 to 2021-22 STAAR Mathematics Results at Masters for Grade six 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>	%
2020-21								
All	1,057	8.2	6,887	8.2	918	27.9	8,862	10.2
Af Am	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
EB	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
2021-22								
All	1,015	9.6	7,023	9.4	1,028	32.4	9,066	12.0
Af Am	93	11.8	1,498	7.0	136	20.6	1,727	8.3
Hispanic	907	9.2	5,098	9.0	646	25.9	6,651	10.7
White	9	11.1	250	25.6	182	57.7	441	38.5
EB	688	9.6	3,565	8.1	366	24.0	4,619	9.6
Eco Dis	959	9.2	6,174	8.1	600	24.0	7,733	9.5
SPED	143	4.2	993	11.2	60	13.3	1,196	10.5

Source: PEIMS demographic files, 10/30/20 and 11/01/21. District STAAR 3-8 data files, 06/28/21 and 06/26/22. Information for 2020-21 was obtained from the 2020-21 report (Kim, 2021).

Note: Multi-level = multi-level campuses (elementary/middle or middle/high). Af Am = African American. Results included STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix C, Table 13: 2018-19 to 2021-22 STAAR Science Results at Approaches+ by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22 Δ %pts	18-19 to 21-22 Δ %pts
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade 5								
All	11,749	69.7	9,582	55.5	9,610	60.5	5.0	-9.2
Af Am	2,434	57.8	1,806	42.6	1,775	48.6	6.0	-9.2
Hispanic	8,475	71.8	7,031	56.3	7,034	61.0	4.7	-10.8
White	547	87.8	466	86.5	522	86.4	-0.1	-1.4
EB	5,970	69.0	5,156	54.9	5,266	60.0	5.1	-9.0
Eco Dis	10,424	67.7	8,291	52.4	8,171	57.3	4.9	-10.4
SPED	1,281	47.9	1,209	36.3	1,294	39.3	3.0	-8.6
Grade 8								
All	10,270	74.7	9,232	56.0	10,056	62.5	6.5	-12.2
Af Am	2,041	68.6	1,427	47.7	1,881	57.0	9.3	-11.6
Hispanic	7,544	75.3	7,132	55.5	7,460	62.4	6.9	-12.9
White	438	90.6	407	84.8	438	82.2	-2.6	-8.4
EB	4,932	69.6	4,842	49.6	5,295	58.6	9.0	-11.0
Eco Dis	8,936	72.9	7,791	53.0	8,490	60.2	7.2	-12.7
SPED	865	50.8	896	38.1	1,102	41.8	3.7	-9.0
Grades 5 and 8								
All	22,019	72.0	18,814	55.8	19,666	61.6	5.8	-10.4
Af Am	4,475	62.8	3,233	44.8	3,656	52.9	8.1	-9.9
Hispanic	16,019	73.5	14,163	55.9	14,494	61.7	5.8	-11.8
White	985	89.0	873	85.7	960	84.5	-1.2	-4.5
EB	10,902	69.3	9,998	52.3	10,561	59.3	7.0	-10.0
Eco Dis	19,360	70.1	16,082	52.7	16,661	58.8	6.1	-11.3
SPED	2,146	49.1	2,105	37.1	2,396	40.5	3.4	-8.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the science grade seven honors courses.

Appendix C, Table 14: 2018-19 to 2021-22 STAAR Science Results at Meets+ by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to	18-19 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	21-22 Δ %pts	21-22 Δ %pts
Grade 5								
All	11,505	41.5	9,368	22.9	9,379	32.2	9.3	-9.3
Af Am	2,358	26.8	1,750	14.1	1,713	22.7	8.6	-4.1
Hispanic	8,325	43.5	6,888	22.0	6,881	31.3	9.3	-12.2
White	533	69.8	458	60.7	515	67.2	6.5	-2.6
EB	5,898	40.7	5,089	20.8	5,186	30.0	9.2	-10.7
Eco Dis	10,197	38.4	8,096	19.6	7,971	28.6	9.0	-9.8
SPED	1,040	15.7	999	6.2	1,067	10.8	4.6	-4.9
Grade 8								
All	10,079	37.4	9,062	26.4	9,859	29.7	3.3	-7.7
Af Am	1,973	27.8	1,375	18.8	1,825	20.4	1.6	-7.4
Hispanic	7,427	37.7	7,027	25.2	7,330	29.5	4.3	-8.2
White	434	68.2	402	60.7	432	60.0	-0.7	-8.2
EB	4,879	30.1	4,794	21.0	5,231	27.0	6.0	-3.1
Eco Dis	8,766	34.6	7,641	22.9	8,310	26.5	3.6	-8.1
SPED	675	10.8	729	8.5	906	8.2	-0.3	-2.6
Grades 5 and 8								
All	21,584	39.5	18,430	24.6	19,238	30.9	6.3	-8.6
Af Am	4,331	27.2	3,125	16.2	3,538	21.5	5.3	-5.7
Hispanic	15,752	40.8	13,915	23.6	14,211	30.4	6.8	-10.4
White	967	69.1	860	60.7	947	63.9	3.2	-5.2
EB	10,777	35.9	9,883	20.9	10,417	28.5	7.6	-7.4
Eco Dis	18,963	36.6	15,737	21.2	16,281	27.5	6.3	-9.1
SPED	1,715	13.8	1,728	7.2	1,973	9.6	2.4	-4.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard. Results for grade eight included results from grade-seven students enrolled in the science grade seven honors courses.

Appendix C, Table 15: 2018-19 to 2021-22 STAAR Science Results at Masters by Grade and Student Group

	2018-19		2020-21		2021-22		20-21 to 21-22	18-19 to 21-22
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts	Δ %pts
Grade 5								
All	11,749	19.8	9,582	9.2	9,610	14.3	5.1	-5.5
Af Am	2,434	10.1	1,806	6.0	1,775	9.4	3.4	-0.7
Hispanic	8,475	20.4	7,031	7.7	7,034	13.2	5.5	-7.2
White	547	47.7	466	36.3	522	41.0	4.7	-6.7
EB	5,970	18.6	5,156	6.7	5,266	12.3	5.6	-6.3
Eco Dis	10,424	17.4	8,291	7.1	8,171	11.8	4.7	-5.6
SPED	1,281	12.6	1,209	8.7	1,294	12.4	3.7	-0.2
Grade 8								
All	10,270	15.0	9,232	11.6	10,056	12.8	1.2	-2.2
Af Am	2,041	9.6	1,427	8.1	1,881	7.5	-0.6	-2.1
Hispanic	7,544	14.4	7,132	10.3	7,460	12.0	1.7	-2.4
White	438	42.5	407	35.9	438	40.6	4.7	-1.9
EB	4,932	10.0	4,842	8.1	5,295	10.4	2.3	0.4
Eco Dis	8,936	12.9	7,791	9.5	8,490	10.4	0.9	-2.5
SPED	865	14.1	896	12.6	1,102	11.6	-1.0	-2.5
Grades 5 and 8								
All	22,019	17.6	18,814	10.4	19,666	13.5	3.1	-4.1
Af Am	4,475	9.9	3,233	7.0	3,656	8.4	1.4	-1.5
Hispanic	16,019	17.5	14,163	9.0	14,494	12.5	3.5	-5.0
White	985	45.4	873	36.1	960	40.8	4.7	-4.6
EB	10,902	14.7	9,998	7.4	10,561	11.4	4.0	-3.3
Eco Dis	19,360	15.3	16,082	8.3	16,661	11.1	2.8	-4.2
SPED	2,146	13.2	2,105	10.4	2,396	12.0	1.6	-1.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2. Results for grade eight included results from grade-seven students enrolled in the science grade seven honors courses.

Appendix C, Table 16: 2018-19 to 2021-22 STAAR Social Studies Results at Approaches+ by School Year and Student Group

	2018-19		2020-21		2021-22		20-21 to	18-19 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	21-22 Δ %pts	21-22 Δ %pts
All	9,862	62.4	8,715	45.1	9,525	51.5	6.4	-10.9
Af Am	1,987	57.0	1,369	43.5	1,725	45.2	1.7	-11.8
Hispanic	7,216	62.3	6,727	42.8	7,122	50.9	8.1	-11.4
White	415	83.6	377	76.7	429	79.7	3.0	-3.9
EB	4,565	53.8	4,335	35.3	4,876	45.1	9.8	-8.7
Eco Dis	8,631	60.4	7,352	41.7	8,082	48.7	7.0	-11.7
SPED	856	41.4	863	34.4	1,047	33.2	-1.2	-8.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2.

Appendix C, Table 17: 2018-19 to 2021-22 STAAR Social Studies Results at Meets+ by School Year and Student Group

	2018-19		2020-21		2021-22		20-21 to	18-19 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	21-22 Δ %pts	21-22 Δ %pts
All	9,670	26.5	8,544	15.5	9,328	20.0	4.5	-6.5
Af Am	1,919	20.4	1,317	12.4	1,669	12.5	0.1	-7.9
Hispanic	7,098	25.6	6,621	13.8	6,992	19.3	5.5	-6.3
White	411	61.8	372	45.7	423	52.2	6.5	-9.6
EB	4,512	17.6	4,287	9.7	4,812	15.9	6.2	-1.7
Eco Dis	8,460	23.9	7,201	12.6	7,902	17.2	4.6	-6.7
SPED	665	8.1	695	7.2	851	5.4	-1.8	-2.7

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Appendix C, Table 18: 2018-19 to 2021-22 STAAR Social Studies Results at Masters by School Year and Student Group

	2018-19		2020-21		2021-22		20-21 to	18-19 to
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	21-22 Δ %pts	21-22 Δ %pts
All	9,862	14.0	8,715	6.4	9,525	11.0	4.6	-3.0
Af Am	1,987	10.2	1,369	5.8	1,725	7.2	1.4	-3.0
Hispanic	7,216	12.9	6,727	5.2	7,122	9.8	4.6	-3.1
White	415	44.6	377	22.3	429	36.4	14.1	-8.2
EB	4,565	7.7	4,335	3.2	4,876	7.6	4.4	-0.1
Eco Dis	8,631	12.1	7,352	5.1	8,082	8.9	3.8	-3.2
SPED	856	13.7	863	13.2	1,047	13.1	-0.1	-0.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 6/13/19, 06/28/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Af Am = African American. Results included STAAR Alternate 2.

Appendix D

Appendix D, Table 1: 2018-19 to 2021-22 STAAR Reading Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
	<i>N</i>	Appr+ %	Meets+ %	Masters %	<i>N</i>	Appr+ %	Meets+ %	Masters %	<i>N</i>	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
Grade 3															
Austin	5,930	77	49	33	4,305	66	42	25	5,000	75	54	38	9	12	13
El Paso	3,809	78	45	27	2,258	64	33	16	3,329	77	51	30	13	18	14
Fort Worth	6,374	63	32	19	5,225	51	24	11	5,112	63	35	19	12	11	8
Houston	16,649	69	39	25	12,066	57	30	16	14,531	70	44	27	13	14	11
San Antonio	3,451	59	29	16	2,787	41	17	7	2,891	57	31	16	16	14	9
Dallas	11,334	71	40	24	9,567	60	32	18	9,784	66	40	23	6	8	5
State	389,976	75	43	27	338,029	66	37	19	378,233	75	50	30	9	13	11
Grade 4															
Austin	6,209	75	47	25	4,159	62	38	22	4,961	78	59	36	16	21	14
El Paso	3,787	78	46	22	2,137	60	33	16	3,381	78	54	28	18	21	12
Fort Worth	6,573	62	32	15	5,309	48	23	11	5,219	64	40	19	16	17	8
Houston	16,955	66	36	19	11,968	54	30	15	14,692	69	47	26	15	17	11
San Antonio	3,784	59	27	11	2,876	39	17	6	2,942	59	34	15	20	17	9
Dallas	11,931	67	38	18	9,486	56	31	15	9,883	66	44	24	10	13	9
State	405,728	73	43	21	338,685	62	35	17	379,449	76	52	28	14	17	11
Grade 5															
Austin	6,002	79	55	33	3,953	73	49	35	4,822	82	63	44	9	14	9
El Paso	3,977	81	53	29	2,162	74	45	27	3,343	83	59	36	9	14	9
Fort Worth	6,415	69	41	21	5,625	62	34	20	5,260	70	44	26	8	10	6
Houston	16,418	70	44	25	11,756	65	40	26	14,850	75	51	32	10	11	6
San Antonio	3,765	62	33	14	2,939	52	25	13	2,996	64	37	19	12	12	6
Dallas	12,011	77	51	26	9,752	73	48	28	9,795	75	50	29	2	2	1
State	410,729	77	51	28	346,549	72	45	30	383,546	80	56	36	8	11	6
Grade 6															
Austin	5,529	64	39	21	2,499	54	32	16	4,633	66	45	28	12	13	12
El Paso	3,907	62	30	13	1,838	55	24	10	3,264	63	35	17	8	11	7
Fort Worth	6,132	54	24	10	5,284	47	20	8	4,971	53	27	13	6	7	5
Houston	13,638	59	31	15	8,813	52	26	12	12,194	62	38	22	10	12	10
San Antonio	3,390	50	20	7	2,910	42	15	5	2,761	49	24	9	7	9	4
Dallas	10,816	57	26	11	8,916	54	24	10	9,335	61	33	16	7	9	6
State	410,026	66	35	17	349,453	61	31	14	391,712	69	42	22	8	11	8

table continues

Appendix D, Table 1 (continued)

State or District	2018-19				2020-21				2021-22				20-21 to 21-22		
	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
Grade 7															
Austin	5,444	70	48	32	2,099	55	39	25	4,852	75	55	41	20	16	16
El Paso	3,975	70	44	25	1,861	62	37	20	3,412	75	50	31	13	13	11
Fort Worth	6,020	63	35	20	5,133	58	32	17	5,287	65	38	23	7	6	6
Houston	13,009	68	44	27	8,258	60	37	21	12,696	75	52	35	15	15	14
San Antonio	3,041	57	28	14	2,734	48	24	11	2,887	63	36	21	15	12	10
Dallas	10,193	64	37	21	8,784	60	35	18	9,685	70	45	29	10	10	11
State	399,427	74	47	28	345,936	68	44	25	407,900	78	54	36	10	10	11
Grade 8															
Austin	5,043	75	56	34	1,628	54	35	18	4,799	79	58	41	25	23	23
El Paso	3,903	75	50	23	1,990	66	36	14	3,628	81	56	36	15	20	22
Fort Worth	4,738	60	27	7	4,613	57	26	8	4,410	66	34	17	9	8	9
Houston	13,306	71	47	24	7,953	62	36	17	12,946	77	55	37	15	19	20
San Antonio	2,975	57	30	12	2,403	49	21	7	2,549	63	34	18	14	13	11
Dallas	10,082	69	40	18	9,018	66	38	16	9,591	76	48	29	10	10	13
State	392,556	77	53	27	338,180	72	45	21	408,313	82	56	36	10	11	15
Grades 3 to 8															
Austin	34,157	73	49	30	18,643	63	40	25	29,067	76	56	38	13	16	13
El Paso	23,358	74	45	23	12,246	64	35	17	20,357	76	51	30	12	16	13
Fort Worth	36,252	62	32	16	31,189	54	27	13	30,259	64	36	20	10	9	7
Houston	89,975	67	40	22	60,814	58	33	18	81,909	71	48	30	13	15	12
San Antonio	20,406	57	28	12	16,649	45	20	8	17,026	59	33	16	14	13	8
Dallas	66,367	68	39	20	55,523	62	35	18	58,073	69	43	25	7	8	7
State	2,408,442	74	45	25	2,056,832	67	40	21	2,349,153	77	52	31	10	12	10

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Appr+ = Approaches+. Results included spring data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix D, Table 2: 2018-19 to 2021-22 STAAR Mathematics Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
Grade 3															
Austin	5,945	78	51	29	4,314	53	26	13	4,982	69	44	25	16	18	12
El Paso	3,812	80	46	23	2,271	51	19	7	3,330	70	40	18	19	21	11
Fort Worth	6,374	65	32	14	5,219	42	15	6	5,112	54	26	12	12	11	6
Houston	16,659	73	43	22	12,063	49	22	11	14,546	65	37	19	16	15	8
San Antonio	3,453	63	31	14	2,792	26	7	2	2,888	49	21	9	23	14	7
Dallas	11,329	75	42	20	9,587	57	25	11	9,783	65	37	18	8	12	7
State	390,035	78	47	24	338,399	61	29	14	378,109	70	41	20	9	12	6
Grade 4															
Austin	6,217	75	48	30	4,161	51	30	17	4,934	68	43	25	17	13	8
El Paso	3,785	74	44	24	2,147	48	23	12	3,377	69	37	18	21	14	6
Fort Worth	6,573	62	32	17	5,303	39	19	10	5,219	54	28	14	15	9	4
Houston	16,926	70	43	26	11,988	47	26	15	14,710	64	38	21	17	12	6
San Antonio	3,786	59	30	15	2,871	27	10	4	2,926	47	21	10	20	11	6
Dallas	11,932	74	44	25	9,515	54	30	16	9,892	65	36	18	11	6	2
State	405,322	74	46	27	338,909	58	34	21	378,927	68	41	22	10	7	1
Grade 5															
Austin	6,019	82	57	37	3,964	62	38	22	4,762	75	48	27	13	10	5
El Paso	3,982	86	59	38	2,173	61	32	16	3,349	77	45	20	16	13	4
Fort Worth	6,417	73	41	23	5,623	49	25	12	5,262	61	30	13	12	5	1
Houston	16,417	77	52	34	11,737	58	33	19	14,855	71	42	21	13	9	2
San Antonio	3,755	69	38	21	2,938	38	15	6	2,986	55	27	11	17	12	5
Dallas	12,034	81	54	33	9,763	69	42	22	9,804	74	46	23	5	4	1
State	410,142	83	55	35	345,451	69	42	24	381,906	75	45	23	6	3	-1
Grade 6															
Austin	5,234	74	40	18	2,394	52	25	9	4,427	63	34	14	11	9	5
El Paso	3,907	76	39	15	1,825	53	22	9	3,256	64	28	10	11	6	1
Fort Worth	5,656	63	20	5	5,033	40	12	2	4,730	49	15	4	9	3	2
Houston	13,544	72	39	18	8,785	52	24	10	12,187	63	31	13	11	7	3
San Antonio	3,397	65	26	8	2,899	41	11	2	2,752	47	14	4	6	3	2
Dallas	10,813	74	38	15	8,943	62	29	9	9,316	66	31	11	4	2	2
State	401,216	79	45	20	344,115	66	34	14	385,256	72	37	15	6	3	1

table continues

Appendix D, Table 2 (continued)

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
Grade 7															
Austin	3,420	56	26	9	1,351	28	9	4	3,320	43	19	7	15	10	3
El Paso	3,949	73	41	16	1,847	46	20	8	3,377	55	25	10	9	5	2
Fort Worth	4,147	43	10	1	3,505	18	3	0	3,965	26	5	1	8	2	1
Houston	12,417	69	39	16	7,760	41	16	6	12,146	54	27	12	13	11	6
San Antonio	3,028	58	25	8	2,732	31	9	2	2,880	40	16	5	9	7	3
Dallas	7,376	58	20	4	3,695	29	6	1	4,088	34	8	1	5	2	0
State	352,970	73	41	16	295,490	54	25	11	348,719	59	29	12	5	4	1
Grade 8															
Austin	5,384	78	55	19	1,797	40	21	5	4,888	67	40	16	27	19	11
El Paso	2,728	80	48	9	1,398	36	15	3	2,590	66	30	8	30	15	5
Fort Worth	6,755	70	39	9	5,877	39	16	4	5,752	55	23	6	16	7	2
Houston	10,593	72	45	12	6,193	34	15	4	10,704	61	31	11	27	16	7
San Antonio	2,153	57	25	3	1,904	18	5	0	1,974	40	10	2	22	5	2
Dallas	10,641	81	54	14	10,000	54	27	6	11,328	66	36	12	12	9	6
State	337,761	81	55	16	293,487	60	35	10	353,768	69	38	13	9	3	3
Grades 3 to 8															
Austin	32,219	75	48	25	17,981	51	28	14	27,313	65	39	20	14	11	6
El Paso	22,163	78	46	21	11,661	50	22	10	19,279	67	34	14	17	12	4
Fort Worth	35,922	64	30	12	30,560	39	16	6	30,040	51	22	9	12	6	3
Houston	86,556	72	44	22	58,526	48	24	12	79,148	63	35	17	15	11	5
San Antonio	19,572	62	30	12	16,136	31	10	3	16,406	47	19	7	16	9	4
Dallas	64,125	75	43	20	51,503	57	29	12	54,211	65	35	15	8	6	3
State	2,297,446	78	48	23	1,955,851	62	33	16	2,226,685	69	39	18	7	6	2

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Appr+ = Approaches+. Results included spring data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix D, Table 3: 2018-19 to 2021-22 STAAR Science Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
Grade 5															
Austin	6,027	72	47	23	3,892	55	29	14	4,795	66	40	21	11	11	7
El Paso	3,970	74	47	21	2,127	50	19	6	3,344	62	31	12	12	12	6
Fort Worth	6,407	61	33	13	5,613	40	14	5	5,256	43	20	8	3	6	3
Houston	16,438	66	39	18	11,656	48	21	9	14,854	58	31	14	10	10	5
San Antonio	3,746	53	25	8	2,913	28	6	1	2,998	41	16	5	13	10	4
Dallas	12,017	68	41	19	9,697	54	22	8	9,787	59	31	13	5	9	5
State	410,909	73	47	23	344,863	60	29	12	383,088	65	37	17	5	8	5
Grade 8															
Austin	5,064	75	51	28	1,527	45	28	16	4,784	70	44	25	25	16	9
El Paso	3,902	76	43	18	1,805	52	28	13	3,619	68	38	17	16	10	4
Fort Worth	6,269	65	30	11	5,702	45	19	8	5,382	52	21	7	7	2	-1
Houston	13,082	70	39	18	7,592	49	27	13	12,715	64	37	20	15	10	7
San Antonio	3,137	61	28	10	2,624	38	15	4	2,819	49	20	8	11	5	4
Dallas	10,543	73	36	14	9,346	54	26	11	10,329	61	29	12	7	3	1
State	393,904	79	49	24	338,224	67	42	23	407,563	73	43	22	6	1	-1
Grades 5 and 8															
Austin	11,091	73	49	25	5,419	52	29	15	9,579	68	42	23	16	13	8
El Paso	7,872	75	45	20	3,932	51	23	9	6,963	65	35	15	14	12	6
Fort Worth	12,676	63	32	12	11,315	43	17	7	10,638	48	21	7	5	4	0
Houston	29,520	68	39	18	19,248	48	23	11	27,569	61	34	17	13	11	6
San Antonio	6,883	57	26	9	5,537	33	10	2	5,817	45	18	6	12	8	4
Dallas	22,560	70	39	17	19,043	54	24	10	20,116	60	30	12	6	6	2
State	804,813	76	48	23	683,087	64	35	17	790,651	69	40	20	5	5	3

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Appr+ = Approaches+. Results included spring data of each year. English and Spanish versions were combined. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix D, Table 4: 2018-19 to 2021-22 STAAR Social Studies Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
		Appr+	Meets+	Masters		Appr+	Meets+	Masters		Appr+	Meets+	Masters	Appr+	Meets+	Masters
	<i>N</i>	%	%	%	<i>N</i>	%	%	%	<i>N</i>	%	%	%	Δ%pts	Δ%pts	Δ%pts
Austin	5,036	64	38	23	1,451	40	18	9	4,774	59	33	21	19	15	12
El Paso	3,903	60	27	13	1,756	35	15	6	3,609	49	21	12	14	6	6
Fort Worth	5,891	50	20	9	5,408	34	10	4	5,375	40	15	8	6	5	4
Houston	13,200	57	27	15	7,732	37	15	7	12,954	48	21	13	11	6	6
San Antonio	3,050	44	17	8	1,661	26	5	2	2,220	32	9	4	6	4	2
Dallas	10,121	60	26	13	8,807	43	15	5	9,781	49	19	10	6	4	5
State	395,567	67	35	20	338,473	56	27	13	413,508	59	29	17	3	2	4

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Appr+ = Approaches+. Results included spring data of each year. All information was based on the STAAR version and did not include STAAR Alternate 2.

Appendix D, Table 5: 2018-19 to 2021-22 STAAR EOC Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	N	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
English I															
Austin	5,740	64	53	20	4,521	68	56	18	6,664	61	50	14	-7	-6	-4
El Paso	6,422	56	43	9	3,867	62	46	10	5,959	52	38	7	-10	-8	-3
Fort Worth	8,400	52	37	5	6,707	49	32	4	8,131	49	33	4	0	1	0
Houston	17,055	53	39	10	13,171	56	42	11	17,475	53	40	10	-3	-2	-1
San Antonio	4,431	42	27	4	3,909	43	27	4	4,617	46	30	4	3	3	0
Dallas	13,873	54	39	7	10,555	51	36	5	13,948	50	35	6	-1	-1	1
State	467,850	63	49	12	415,929	66	50	12	499,963	63	48	11	-3	-2	-1
English II															
Austin	5,947	69	56	14	4,204	71	60	15	5,807	71	59	14	0	-1	-1
El Paso	5,805	59	44	6	3,645	67	54	9	5,050	65	51	6	-2	-3	-3
Fort Worth	7,179	56	37	4	6,074	53	37	4	6,474	57	41	3	4	4	-1
Houston	16,596	58	43	7	12,474	62	50	10	15,122	64	50	9	2	0	-1
San Antonio	4,222	52	32	2	3,378	51	36	4	3,683	55	39	3	4	3	-1
Dallas	12,289	59	41	5	10,088	57	44	6	11,454	58	44	5	1	0	-1
State	445,466	67	51	8	393,559	70	57	11	441,910	71	57	9	1	0	-2
Algebra I															
Austin	5,336	89	69	43	4,191	68	35	18	6,118	68	41	27	0	6	9
El Paso	4,563	90	75	53	3,265	69	35	18	4,731	74	47	30	5	12	12
Fort Worth	6,506	75	48	24	6,050	47	17	7	7,229	54	23	12	7	6	5
Houston	14,737	74	50	31	12,215	60	28	15	16,270	61	33	21	1	5	6
San Antonio	3,657	74	46	22	2,894	46	13	4	4,101	61	28	15	15	15	11
Dallas	11,027	85	64	42	11,035	66	32	16	12,569	67	41	26	1	9	10
State	416,354	84	62	39	396,272	72	41	23	473,054	74	46	30	2	5	7
Biology															
Austin	5,436	89	68	32	4,282	80	57	23	5,478	82	60	26	2	3	3
El Paso	5,290	81	53	17	3,655	77	47	16	5,301	75	44	13	-2	-3	-3
Fort Worth	5,993	81	50	15	6,265	66	32	7	6,648	70	36	9	4	4	2
Houston	14,724	79	51	20	12,462	71	43	17	15,646	70	43	15	-1	0	-2
San Antonio	3,154	78	42	10	3,017	65	31	7	3,816	69	39	10	4	8	3
Dallas	10,213	83	56	21	9,883	72	42	14	11,085	76	47	17	4	5	3
State	409,371	88	63	26	392,222	81	54	22	445,755	82	57	23	1	3	1

table continues

Appendix D, Table 5 (continued)

State or District	2018-19				2020-21				2021-22				2020-21 to 2021-22		
	<i>N</i>	Appr+ %	Meets+ %	Masters %	<i>N</i>	Appr+ %	Meets+ %	Masters %	<i>N</i>	Appr+ %	Meets+ %	Masters %	Appr+ Δ%pts	Meets+ Δ%pts	Masters Δ%pts
US History															
Austin	4,517	94	79	53	3,982	88	71	50	4,484	88	71	51	0	0	1
El Paso	4,492	90	68	39	3,729	86	62	35	4,273	85	63	36	-1	1	1
Fort Worth	5,104	91	66	33	4,827	78	53	26	5,374	83	56	28	5	3	2
Houston	12,136	89	68	40	10,982	82	59	34	12,707	85	65	39	3	6	5
San Antonio	2,732	88	60	27	3,494	72	43	19	4,121	76	49	23	4	6	4
Dallas	9,571	93	73	41	8,475	82	57	32	8,890	84	61	34	2	4	2
State	360,061	93	75	47	347,885	88	69	43	380,203	89	71	44	1	2	1

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 07/11/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Δ %pts = change in percentage points. Appr+ = Approaches+. Results included spring administration of each year. All information was based on the STAAR version and did not include STAAR EOC Alternate 2.

Appendix E

Appendix E, Table 1: 2018-19 to 2021-22 STAAR Reading Progress Measure Results by Grade and Student Group

	2018-19				2020-21				2021-22			
	N	Limited %	Expected %	Accel %	N	Limited %	Expected %	Accel %	N	Limited %	Expected %	Accel %
Grade 4												
All	10,314	48.5	33.3	18.2	-	-	-	-	7,778	34.5	33.2	32.3
Af Am	2,200	50.5	30.1	19.4	-	-	-	-	1,511	31.0	31.8	37.1
Hispanic	7,314	49.2	33.7	17.1	-	-	-	-	5,545	37.0	33.1	29.9
White	532	31.8	40.8	27.4	-	-	-	-	493	21.3	38.7	40.0
EB	5,016	51.5	32.3	16.2	-	-	-	-	4,030	42.1	32.6	25.4
Eco Dis	9,068	50.3	32.4	17.3	-	-	-	-	6,642	36.1	32.8	31.2
SPED	925	55.9	31.0	13.1	-	-	-	-	813	48.3	26.7	25.0
Grade 5												
All	10,285	17.6	42.4	40.0	8,141	37.1	39.7	23.2	7,801	18.5	34.2	47.3
Af Am	2,249	22.8	38.0	39.2	1,643	49.3	31.1	19.6	1,396	16.0	26.8	57.2
Hispanic	7,276	16.0	44.6	39.4	5,835	35.3	42.3	22.4	5,714	20.3	36.9	42.8
White	504	16.1	34.9	49.0	412	18.2	36.4	45.4	465	7.5	26.0	66.5
EB	4,910	13.9	44.4	41.7	4,135	32.6	44.1	23.3	4,207	23.2	39.7	37.1
Eco Dis	9,071	17.7	42.9	39.4	7,012	38.7	39.6	21.7	6,576	20.0	35.3	44.7
SPED	953	25.7	36.7	37.6	875	47.1	34.6	18.3	889	28.5	31.4	40.2
Grade 6												
All	6,566	67.2	26.0	6.8	4,775	57.7	30.8	11.6	4,873	45.6	36.3	18.1
Af Am	1,901	68.3	25.9	5.8	1,387	58.8	30.1	11.0	1,394	48.2	34.2	17.6
Hispanic	3,990	69.0	24.9	6.1	2,788	59.3	30.0	10.7	2,893	46.9	36.5	16.6
White	433	51.7	33.0	15.3	358	48.6	33.5	17.9	394	33.0	39.3	27.7
EB	1,614	69.6	24.5	5.9	1,077	58.1	31.2	10.7	1,330	48.5	35.6	15.9
Eco Dis	5,529	69.0	25.3	5.7	3,746	59.3	30.3	10.5	3,904	47.6	35.1	17.3
SPED	717	76.3	19.7	4.0	607	56.8	30.1	13.0	650	50.8	33.4	15.8
Grade 7												
All	9,355	29.1	41.1	29.8	5,200	59.7	29.6	10.7	7,844	14.9	33.9	51.1
Af Am	1,880	33.3	38.6	28.1	1,286	67.8	23.2	9.0	1,291	16.0	35.5	48.6
Hispanic	6,844	28.4	42.0	29.6	3,354	59.2	30.5	10.3	5,989	15.1	34.0	50.9
White	403	23.3	39.7	37.0	347	41.8	40.3	17.9	346	9.0	30.9	60.1
EB	4,599	29.5	40.9	29.6	1,440	59.7	30.2	10.1	4,328	15.9	34.1	50.0
Eco Dis	8,197	29.9	40.9	29.2	4,171	62.6	27.8	9.7	6,576	15.7	34.0	50.3
SPED	733	39.6	35.7	24.7	553	73.1	19.9	7.1	782	29.7	34.4	35.9

table continues

Appendix E, Table 1 (continued)

	2018-19				2020-21				2021-22			
	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %
Grade 8												
All	9,376	29.1	45.5	25.4	8,315	31.9	40.5	27.7	7,624	17.9	38.5	43.7
Af Am	1,889	29.8	43.9	26.3	1,324	35.2	38.1	26.7	1,163	18.7	38.7	42.6
Hispanic	6,956	29.6	45.5	24.9	6,410	31.7	40.8	27.6	5,909	18.0	38.3	43.7
White	321	16.8	49.9	33.3	350	27.4	42.0	30.6	359	13.6	41.5	44.8
EB	4,403	29.4	44.5	26.1	4,111	31.2	40.2	28.6	4,093	19.0	36.9	44.1
Eco Dis	8,302	29.5	45.3	25.2	7,034	32.4	40.3	27.2	6,399	18.1	38.0	43.8
SPED	658	36.5	42.8	20.7	668	34.9	40.7	24.4	678	29.2	35.4	35.4
Grades 4 to 8												
All	45,896	36.3	38.4	25.3	26,431	43.6	36.3	20.0	35,920	24.7	35.1	40.2
Af Am	10,119	40.6	35.2	24.2	5,640	52.6	30.7	16.8	6,755	26.5	33.2	40.4
Hispanic	32,380	35.6	39.3	25.1	18,387	42.0	37.8	20.2	26,050	25.1	35.7	39.2
White	2,193	28.4	39.0	32.6	1,467	33.4	38.0	28.6	2,057	17.0	35.1	47.8
EB	20,542	34.3	39.1	26.6	10,763	38.2	39.5	22.3	17,988	26.6	35.8	37.6
Eco Dis	40,167	37.0	38.2	24.8	21,963	44.7	36.0	19.3	30,097	25.8	35.0	39.2
SPED	3,986	46.1	33.2	20.7	2,703	51.6	32.1	16.3	3,812	36.9	32.1	31.1

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Accel = Accelerated. Af Am = African American. STAAR Alternate 2 results were not included. The English and Spanish administrations were combined to assess the overall performance. Cells marked with a dash (-) indicate no students were tested. Percentages may not sum to 100 because of rounding.

Appendix E, Table 2: 2021-22 STAAR Reading Results by Progress Measure, Grade, and Student Group

	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	2,682	63.1	36.9	17.3	0.0	2,581	24.4	75.6	51.5	31.2	2,515	9.7	90.3	67.7	45.0
Af Am	469	67.8	32.2	13.9	0.0	481	34.9	65.1	37.8	19.3	561	14.3	85.7	56.7	27.8
Hispanic	2,050	64.4	35.6	15.4	0.0	1,835	24.0	76.0	50.9	29.8	1,660	9.2	90.8	68.3	45.8
White	105	25.7	74.3	58.1	0.0	191	6.3	93.7	84.3	68.6	197	3.6	96.4	86.3	78.2
EB	1,695	67.1	32.9	13.3	0.0	1,313	24.8	75.2	50.1	30.8	1,022	8.0	92.0	71.6	50.5
Eco Dis	2,396	65.8	34.2	15.0	0.0	2,177	27.6	72.4	46.5	26.2	2,069	10.6	89.4	64.7	40.0
SPED	393	86.5	13.5	4.8		217	65.4	34.6	15.7	10.1	203	26.6	73.4	45.3	24.6
Grade 5															
All	1,444	52.7	47.3	19.6	0.0	2,670	27.2	72.8	46.6	25.2	3,687	9.4	90.6	67.5	47.0
Af Am	223	69.1	30.9	9.9	0.0	374	37.4	62.6	33.7	17.9	799	11.3	88.7	59.1	38.9
Hispanic	1,160	49.5	50.5	21.1	0.0	2,110	26.7	73.3	46.3	23.2	2,444	9.6	90.4	66.9	45.3
White	35	45.7	54.3	28.6	0.0	121	10.7	89.3	80.2	70.2	309	4.2	95.8	88.7	78.0
EB	976	47.7	52.3	22.0	0.0	1,669	26.4	73.6	46.0	23.2	1,562	10.4	89.6	65.3	42.5
Eco Dis	1,314	53.6	46.4	18.9	0.0	2,321	29.6	70.4	43.2	22.1	2,941	11.1	88.9	63.1	41.0
SPED	253	91.3	8.7	2.0	0.0	279	66.7	33.3	17.2	7.2	357	31.1	68.9	40.1	19.6
Grade 6															
All	2,224	45.6	54.4	22.4	0.0	1,769	24.8	75.2	53.0	36.1	880	18.1	81.9	54.9	41.8
Af Am	672	56.3	43.8	14.0	0.0	477	38.6	61.4	37.1	21.6	245	26.5	73.5	41.2	26.1
Hispanic	1,358	42.9	57.1	23.6	0.0	1,055	22.6	77.4	53.1	34.6	480	17.9	82.1	52.3	38.8
White	130	23.8	76.2	49.2	0.0	155	4.5	95.5	89.7	80.0	109	2.8	97.2	93.6	87.2
EB	645	46.2	53.8	22.5	0.0	474	24.7	75.3	48.7	28.9	211	22.3	77.7	45.5	30.8
Eco Dis	1,858	49.5	50.5	18.9	0.0	1,370	29.7	70.3	44.7	26.6	676	22.3	77.7	45.3	30.3
SPED	330	83.6	16.4	3.9	0.0	217	62.7	37.3	18.4	8.3	103	46.6	53.4	20.4	12.6
Grade 7															
All	1,171	68.7	31.3	11.4	0.0	2,662	33.1	66.9	37.8	23.0	4,011	9.9	90.1	66.6	47.6
Af Am	206	68.9	31.1	7.8	0.0	458	46.3	53.7	24.9	15.1	627	13.2	86.8	60.8	42.6
Hispanic	903	69.7	30.3	11.4	0.0	2,038	31.5	68.5	38.2	22.4	3,048	9.8	90.2	65.9	45.8
White	31	54.8	45.2	25.8	0.0	107	15.0	85.0	77.6	62.6	208	2.4	97.6	89.4	80.8
EB	687	72.9	27.1	10.3	0.0	1,477	35.9	64.1	33.2	18.1	2,164	12.1	87.9	61.2	40.3
Eco Dis	1,032	69.8	30.2	10.6	0.0	2,236	35.7	64.3	33.2	18.6	3,308	11.1	88.9	63.0	42.7
SPED	232	92.2	7.8	2.2	0.0	269	74.0	26.0	7.1	3.0	281	41.3	58.7	25.3	14.9

table continues

Appendix E, Table 2 (continued)

	Limited					Expected					Accelerated				
	N	Not Met %	Appr+ %	Meets+ %	Masters %	N	Not Met %	Appr+ %	Meets+ %	Masters %	N	Not Met %	Appr+ %	Meets+ %	Masters %
Grade 8															
All	1,361	47.3	52.7	23.5	0.0	2,934	20.4	79.6	54.2	34.8	3,329	10.2	89.8	60.9	42.9
Af Am	218	53.2	46.8	18.8	0.0	450	26.2	73.8	42.7	26.9	495	11.7	88.3	53.3	32.3
Hispanic	1,065	46.9	53.1	23.4	0.0	2,263	20.4	79.6	54.0	33.4	2,581	10.6	89.4	60.2	41.8
White	49	28.6	71.4	44.9	0.0	149	6.0	94.0	85.9	73.2	161	1.2	98.8	89.4	80.7
EB	776	53.9	46.1	19.3	0.0	1,510	25.4	74.6	47.2	25.8	1,807	12.2	87.8	55.3	37.2
Eco Dis	1,161	48.9	51.1	22.3	0.0	2,433	22.4	77.6	50.1	30.7	2,805	10.8	89.2	58.2	39.1
SPED	198	84.8	15.2	1.0	0.0	240	61.3	38.8	12.1	6.3	240	40.0	60.0	24.2	15.0
Grades 4 to 8															
All	8,882	55.3	44.7	19.1	0.0	12,616	26.0	74.0	48.4	29.7	14,422	10.3	89.7	65.0	45.6
Af Am	1,788	62.0	38.0	13.3	0.0	2,240	36.7	63.3	35.3	20.2	2,727	13.8	86.2	56.3	35.1
Hispanic	6,536	55.2	44.8	18.9	0.0	9,301	25.2	74.8	48.1	28.1	10,213	10.2	89.8	64.4	44.4
White	350	30.0	70.0	47.1	0.0	723	7.9	92.1	84.1	71.4	984	3.0	97.0	89.0	80.1
EB	4,779	59.0	41.0	16.9	0.0	6,443	27.9	72.1	44.4	24.6	6,766	11.4	88.6	61.7	41.2
Eco Dis	7,761	57.8	42.2	17.1	0.0	10,537	28.8	71.2	43.6	24.8	11,799	11.6	88.4	61.2	40.3
SPED	1,406	87.4	12.6	3.1	0.0	1,222	66.3	33.7	13.9	6.8	1,184	35.9	64.1	32.5	17.8

Source: PEIMS demographic file, 11/01/21. District STAAR 3-8 data file, 06/26/22.

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. Percentages may not sum to 100 because of rounding. The English and Spanish administrations were combined to assess the overall performance.

Appendix E, Table 3: 2020-21 STAAR Reading Results by Progress Measure, Grade, and Student Group

	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
EB	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
EB	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
EB	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
EB	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 E, 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
EB	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 3-8 data file, 07/12/21.

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance.

Appendix E, Table 4: 2018-19 STAAR Reading Results by Progress Measure, Grade, and Student Group

	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
EB	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
EB	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
EB	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
EB	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 E, Table 4 (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
EB	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
EB	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 3-8 data file, 06/13/19.

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance.

Appendix E, Table 5: 2018-19 to 2021-22 STAAR Mathematics Progress Measure Results by Grade and Student Group

	2018-19				2020-21				2021-22			
	N	Limited %	Expected %	Accel %	N	Limited %	Expected %	Accel %	N	Limited %	Expected %	Accel %
Grade 4												
All	10,928	39.2	36.0	24.8	-	-	-	-	8,500	30.6	33.8	35.6
Af Am	2,197	44.6	35.6	19.8	-	-	-	-	1,516	35.6	31.9	32.5
Hispanic	7,924	38.9	36.0	25.1	-	-	-	-	6,249	30.1	34.2	35.7
White	536	24.4	36.4	39.2	-	-	-	-	504	24.4	35.5	40.1
EB	5,599	38.0	36.3	25.7	-	-	-	-	4,700	30.0	34.4	35.6
Eco Dis	9,650	40.4	35.9	23.7	-	-	-	-	7,297	31.5	33.1	35.4
SPED	972	45.4	34.0	20.6	-	-	-	-	875	42.3	32.0	25.7
Grade 5												
All	11,128	19.0	43.9	37.1	8,836	48.4	30.8	20.8	8,416	20.2	37.5	42.3
Af Am	2,251	19.4	45.3	35.3	1,653	60.4	26.4	13.1	1,406	22.5	33.6	44.0
Hispanic	8,113	19.4	43.6	37.0	6,518	46.6	32.0	21.4	6,311	20.0	38.2	41.8
White	506	14.4	43.3	42.3	413	32.2	31.2	36.6	469	19.8	39.0	41.2
EB	5,718	18.9	43.3	37.8	4,780	45.9	31.4	22.7	4,780	19.4	38.1	42.5
Eco Dis	9,863	19.5	44.0	36.5	7,664	49.9	30.3	19.7	7,150	20.3	37.4	42.3
SPED	1,012	20.1	40.9	39.0	959	45.3	33.5	21.3	958	30.3	37.1	32.7
Grade 6												
All	10,006	60.7	33.1	6.2	8,266	66.2	28.8	5.0	7,921	53.0	37.3	9.7
Af Am	1,901	61.3	33.1	5.6	1,392	65.1	29.1	5.8	1,394	45.9	42.6	11.5
Hispanic	7,410	62.3	32.4	5.3	6,251	67.9	27.9	4.2	5,923	55.7	35.3	8.9
White	445	40.0	41.1	18.9	367	49.0	39.2	11.7	401	40.1	43.9	16.0
EB	4,995	64.9	30.3	4.8	4,484	68.2	27.8	4.0	4,145	58.2	33.7	8.1
Eco Dis	8,756	62.6	32.0	5.4	6,983	67.6	27.9	4.5	6,738	54.5	36.3	9.2
SPED	889	67.9	26.8	5.3	846	55.9	36.6	7.4	898	54.2	36.2	9.6
Grade 7												
All	6,591	46.8	43.7	9.5	3,284	87.0	11.7	1.3	3,111	52.5	40.0	7.5
Af Am	1,549	51.1	40.9	8.0	691	87.7	11.1	1.2	614	53.9	38.6	7.5
Hispanic	4,747	45.5	44.7	9.8	2,459	86.9	11.8	1.3	2,367	52.0	40.3	7.7
White	160	43.1	42.5	14.4	68	83.8	13.2	2.9	69	52.2	42.0	5.8
EB	3,456	45.6	44.8	9.6	1,738	87.5	11.3	1.3	1,672	50.8	40.6	8.6
Eco Dis	6,077	47.3	43.5	9.2	2,919	87.0	11.7	1.3	2,753	51.6	40.7	7.7
SPED	703	57.9	35.4	6.7	526	79.8	18.4	1.7	516	54.5	40.1	5.4

table continues

Appendix E, Table 5 (continued)

	2018-19				2020-21				2021-22			
	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %
Grade 8												
All	9,831	20.6	62.5	16.9	9,130	70.4	26.0	3.6	7,931	31.4	53.2	15.4
Af Am	1,884	19.9	62.3	17.8	1,483	65.0	31.8	3.2	1,312	30.7	55.3	14.0
Hispanic	7,324	20.8	62.7	16.5	7,025	72.7	24.2	3.1	6,059	31.6	53.0	15.4
White	402	20.6	62.2	17.2	378	56.6	33.9	9.5	341	30.8	49.0	20.2
EB	4,812	20.0	63.5	16.5	4,802	71.6	25.1	3.3	4,400	32.3	53.1	14.6
Eco Dis	8,584	20.3	62.8	16.9	7,762	71.2	25.6	3.2	6,665	31.4	53.5	15.1
SPED	663	25.5	63.9	10.6	772	58.9	37.3	3.8	760	42.1	50.8	7.1
Grades 4 to 8												
All	48,484	36.3	43.6	20.1	29,516	64.5	26.6	8.9	35,879	35.2	40.3	24.6
Af Am	9,782	38.3	43.3	18.4	5,219	66.6	26.7	6.8	6,242	35.7	40.2	24.0
Hispanic	35,518	36.5	43.7	19.8	22,253	65.2	26.2	8.6	26,909	35.6	40.2	24.2
White	2,049	26.1	44.6	29.3	1,226	47.6	33.4	18.9	1,784	29.0	41.1	29.8
EB	24,580	36.6	43.2	20.2	15,804	64.6	26.3	9.1	19,697	35.6	39.9	24.5
Eco Dis	42,930	37.1	43.4	19.5	25,328	65.6	26.1	8.3	30,603	35.7	39.9	24.3
SPED	4,239	43.0	39.1	17.9	3,103	57.4	32.7	9.8	4,007	43.6	38.8	17.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR 3-8 data files, 06/13/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Accel = Accelerated. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance. Cells marked with a dash (-) indicate no students were tested. Percentages may not sum to 100 because of rounding.

Appendix E, Table 6: 2021-22 STAAR Mathematics Results by Progress Measure, Grade, and Student Group

	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	2,602	53.5	46.5	16.8	1.0	2,871	28.8	71.2	42.5	24.3	3,027	16.0	84.0	54.4	30.6
Af Am	539	66.2	33.8	8.0	0.6	484	48.8	51.2	23.6	9.3	493	27.0	73.0	35.7	14.6
Hispanic	1,881	51.5	48.5	17.9	1.0	2,137	26.3	73.7	43.5	23.9	2,231	14.7	85.3	55.0	29.0
White	123	33.3	66.7	37.4	2.4	179	9.5	90.5	78.2	63.7	202	6.9	93.1	83.7	72.8
EB	1,408	49.7	50.3	17.9	1.1	1,617	25.4	74.6	44.8	25.2	1,675	14.3	85.7	56.6	30.0
Eco Dis	2,296	54.9	45.1	15.5	1.0	2,417	31.5	68.5	38.4	20.4	2,584	17.7	82.3	50.5	25.7
SPED	370	83.5	16.5	4.1	0.0	280	57.9	42.1	17.5	7.5	225	41.3	58.7	28.4	12.9
Grade 5															
All	1,702	49.5	50.5	21.6	0.0	3,154	25.9	74.1	44.3	23.6	3,560	7.8	92.2	66.0	38.6
Af Am	316	63.9	36.1	11.4	0.0	472	42.2	57.8	26.7	10.2	618	12.0	88.0	51.1	22.5
Hispanic	1,261	47.9	52.1	21.7	0.0	2,410	24.4	75.6	44.7	23.3	2,640	7.4	92.6	67.8	39.9
White	93	26.9	73.1	48.4	0.0	183	8.2	91.8	78.1	56.8	193	2.6	97.4	83.9	63.2
EB	928	48.3	51.7	22.1	0.0	1,822	23.5	76.5	45.2	23.8	2,030	7.4	92.6	69.1	41.8
Eco Dis	1,451	53.0	47.0	19.2	0.0	2,675	28.6	71.4	40.7	20.8	3,024	8.5	91.5	63.8	35.9
SPED	290	77.9	22.1	6.6	0.0	355	58.3	41.7	13.2	5.1	313	24.6	75.4	30.7	8.9
Grade 6															
All	4,195	37.3	62.7	24.1	0.0	2,955	24.0	76.0	43.7	23.5	771	16.0	84.0	51.8	28.5
Af Am	640	55.6	44.4	10.6	0.0	594	35.7	64.3	25.6	12.3	160	27.5	72.5	33.8	14.4
Hispanic	3,301	34.7	65.3	25.5	0.0	2,093	22.5	77.5	44.7	22.5	529	14.7	85.3	52.0	26.1
White	161	21.1	78.9	44.7	0.0	176	3.4	96.6	83.5	60.8	64	1.6	98.4	87.5	73.4
EB	2,411	35.4	64.6	24.6	0.0	1,398	23.6	76.4	43.5	22.4	336	19.0	81.0	48.5	22.9
Eco Dis	3,675	39.4	60.6	22.3	0.0	2,443	27.1	72.9	37.9	19.1	620	18.5	81.5	44.8	21.0
SPED	487	70.2	29.8	6.2	0.0	325	52.0	48.0	13.5	4.9	86	38.4	61.6	12.8	2.3
Grade 7															
All	1,633	83.6	16.4	1.2	0.0	1,244	50.2	49.8	9.1	1.6	234	16.2	83.8	43.6	11.1
Af Am	331	89.7	10.3	0.6	0.0	237	53.6	46.4	7.6	0.4	46	17.4	82.6	34.8	8.7
Hispanic	1,231	82.4	17.6	1.4	0.0	954	49.8	50.2	9.4	1.8	182	16.5	83.5	44.5	11.0
White	36	75.0	25.0	0.0	0.0	29	34.5	65.5	6.9	3.4	4	0.0	100.0	100.0	50.0
EB	850	82.7	17.3	1.4	0.0	678	52.1	47.9	8.7	1.2	144	14.6	85.4	44.4	11.8
Eco Dis	1,420	84.6	15.4	1.2	0.0	1,121	51.0	49.0	8.1	1.4	212	17.0	83.0	42.0	10.4
SPED	281	90.0	10.0	0.4	0.0	207	72.0	28.0	2.9	0.5	28	35.7	64.3	21.4	7.1

table continues

Appendix E, 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 %
Grade 8															
All	2,489	51.6	48.4	17.6	0.0	4,218	21.5	78.5	43.4	13.5	1,224	1.0	99.0	84.3	48.6
Af Am	403	63.5	36.5	9.7	0.0	725	28.3	71.7	30.3	6.6	184	2.2	97.8	74.5	26.1
Hispanic	1,917	50.7	49.3	17.6	0.0	3,211	20.9	79.1	44.3	13.2	931	0.9	99.1	85.3	48.9
White	105	27.6	72.4	39.0	0.0	167	7.8	92.2	68.9	39.5	69	0.0	100.0	94.2	89.9
EB	1,421	53.5	46.5	16.7	0.0	2,335	23.0	77.0	41.2	12.1	644	0.9	99.1	84.6	48.0
Eco Dis	2,094	54.0	46.0	16.1	0.0	3,565	22.9	77.1	40.4	11.0	1,006	1.0	99.0	82.2	43.0
SPED	320	85.6	14.4	3.4	0.0	386	49.7	50.3	15.5	3.4	54	7.4	92.6	64.8	14.8
Grades 4 to 8															
All	12,621	51.1	48.9	18.0	0.2	14,442	26.9	73.1	40.5	18.9	8,816	10.6	89.4	62.7	35.6
Af Am	2,229	65.9	34.1	8.4	0.1	2,512	39.0	61.0	25.1	8.6	1,501	17.5	82.5	46.6	19.1
Hispanic	9,591	49.0	51.0	18.8	0.2	10,805	25.6	74.4	41.2	18.4	6,513	9.8	90.2	64.0	35.5
White	518	30.1	69.9	39.4	0.6	734	8.3	91.7	74.5	53.4	532	3.8	96.2	85.7	71.4
EB	7,018	49.4	50.6	18.5	0.2	7,850	26.2	73.8	40.5	18.4	4,829	9.9	90.1	64.7	36.3
Eco Dis	10,936	53.1	46.9	16.5	0.2	12,221	29.3	70.7	36.6	15.7	7,446	11.8	88.2	59.4	31.4
SPED	1,748	80.3	19.7	4.3	0.0	1,553	56.6	43.4	13.3	4.4	706	30.7	69.3	30.0	9.8

Source: PEIMS demographic file, 11/01/21. District STAAR 3-8 data file, 06/26/22.

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance.

Appendix E, Table 7: 2020-21 STAAR Mathematics Results by Progress Measure, Grade, and Student Group

	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
EB	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
EB	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
EB	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
EB	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 E, Table 7 (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
EB	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 3-8 data file, 07/12/21.

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance.

Appendix E, Table 8: 2018-19 STAAR Mathematics Results by Progress Measure, Grade, and Student Group

	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	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
EB	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															
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
EB	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
EB	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
EB	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 E, Table 8 (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
EB	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															
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
EB	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 3-8 data file, 06/13/19.

Note: Appr+ = Approaches+. Af Am = African American. Results did not include STAAR Alternate 2. The English and Spanish administrations were combined to assess the overall performance.

Appendix E, Table 9: 2018-19 to 2021-22 STAAR EOC English II Progress Measure Results by Student Group

	2018-19				2020-21*				2021-22			
	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %
All	8,724	40.8	58.4	0.8	-	-	-	-	7,535	31.9	67.1	1.0
Af Am	1,742	39.3	60.1	0.6	-	-	-	-	1,367	30.8	68.3	1.0
Hispanic	6,357	41.6	57.8	0.6	-	-	-	-	5,640	32.0	67.3	0.7
White	366	35.2	60.9	3.8	-	-	-	-	329	34.0	61.1	4.9
EB	3,108	40.3	59.2	0.5	-	-	-	-	3,409	31.9	67.7	0.4
Eco Dis	6,922	41.5	57.9	0.6	-	-	-	-	5,938	31.6	67.6	0.8
SPED	583	45.8	53.9	0.3	-	-	-	-	517	39.7	60.2	0.2

Source: PEIMS demographic files, 10/26/18 and 11/01/21. District STAAR EOC files, 06/04/19 and 06/26/22.

Note: Accel = Accelerated. Af Am = African American. Results included December through May administrations. Results did not include STAAR EOC Alternate 2. *2020-21 STAAR EOC English II progress measure results were not included in this table because students included in the progress measure calculation in 2020-21 were not comparable to the students included in 2018-19 or 2021-22. For this reason, cells for 2021-22 were marked with a dash (-). Percentages may not sum to 100 because of rounding.

Appendix E, Table 10: 2018-19 to 2021-22 STAAR EOC English II Results by Progress Measure and Student Group

	Limited					Expected					Accelerated				
	Not Met		Appr+ %	Meets+ %	Masters %	N	Not Met %	Appr+ %	Meets+ %	Masters %	N	Not Met %	Appr+ %	Meets+ %	Masters %
	N	%													
2018-19															
All	3,561	39.3	60.7	39.3	0.0	5,092	24.1	75.9	59.2	7.6	71	4.2	95.8	90.1	60.6
Af Am	684	45.3	54.7	32.6	0.0	1,047	26.5	73.5	54.8	4.5	11	0.0	100.0	100.0	54.5
Hispanic	2,642	39.0	61.0	38.9	0.0	3,674	24.3	75.7	58.4	6.4	41	7.3	92.7	85.4	48.8
White	129	20.2	79.8	70.5	0.0	223	8.5	91.5	88.3	32.3	14	0.0	100.0	92.9	85.7
EB	1,253	60.7	39.3	19.8	0.0	1,839	41.1	58.9	37.2	2.1	16	12.5	87.5	68.8	12.5
Eco Dis	2,871	41.7	58.3	36.4	0.0	4,009	25.8	74.2	55.7	5.4	42	4.8	95.2	88.1	54.8
SPED	267	90.3	9.7	3.7	0.0	314	73.9	26.1	11.8	0.6	2	50.0	50.0	50.0	0.0
2020-21*															
All	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Af Am	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EB	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Eco Dis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021-22															
All	2,400	44.3	55.7	42.7	0.0	5,059	22.4	77.6	63.0	8.5	76	2.6	97.4	93.4	65.8
Af Am	421	53.2	46.8	34.4	0.0	933	29.0	71.0	52.3	5.4	13	7.7	92.3	92.3	46.2
Hispanic	1,802	44.0	56.0	42.5	0.0	3,796	21.7	78.3	64.3	7.5	42	2.4	97.6	90.5	61.9
White	112	19.6	80.4	72.3	0.0	201	5.5	94.5	87.6	35.3	16	0.0	100.0	100.0	93.8
EB	1,088	58.9	41.1	26.7	0.0	2,308	30.6	69.4	51.4	3.2	13	7.7	92.3	76.9	7.7
Eco Dis	1,877	47.0	53.0	39.4	0.0	4,015	24.1	75.9	60.2	6.3	46	2.2	97.8	91.3	69.6
SPED	205	88.3	11.7	4.9	0.0	311	64.6	35.4	19.0	1.6	1	0.0	100.0	100.0	0.0

Source: PEIMS demographic files, 10/26/18 and 11/01/21. District STAAR EOC files, 06/04/19 and 06/26/22.

Note: Appr+ = Approaches+. Af Am = African American. Results included December through May administrations. Results did not include STAAR EOC Alternate 2. *2020-21 STAAR EOC English II progress measure results were not included in this table because students included in the progress measure calculation in 2020-21 were not comparable to the students included in 2018-19 or 2021-22. For this reason, cells for 2021-22 were marked with a dash (-).

Appendix E, Table 11: 2018-19 to 2021-22 STAAR EOC Algebra I Progress Measure Results by Student Group

	2018-19				2020-21				2021-22			
	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %	<i>N</i>	Limited %	Expected %	Accel %
All	9,099	26.9	28.2	44.9	9,937	68.4	17.4	14.2	8,071	39.4	24.4	36.2
Af Am	1,821	39.9	30.7	29.4	1,794	78.5	13.6	7.9	1,207	54.8	23.6	21.5
Hispanic	6,690	24.4	28.1	47.5	7,483	67.4	18.1	14.5	6,270	37.8	25.0	37.3
White	374	14.4	20.3	65.3	396	51.0	20.0	29.0	387	22.2	20.4	57.4
EB	4,064	28.5	30.0	41.5	4,791	69.0	18.5	12.5	4,288	39.2	25.3	35.5
Eco Dis	7,566	27.9	29.1	43.0	8,314	69.9	17.2	12.9	6,567	40.9	24.5	34.6
SPED	646	58.2	24.9	16.9	695	82.3	11.1	6.6	608	70.4	17.8	11.8

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC files, 06/04/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Accel = Accelerated. Af Am = African American. Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment. Percentages may not sum to 100 because of rounding.

Appendix E, Table 12: 2018-19 to 2021-22 STAAR EOC Algebra I Results by Progress Measure and Student Group

	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 %
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
EB	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
EB	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
2021-22															
All	3,181	47.1	52.9	2.6	0.0	1,967	0.0	100.0	73.9	11.5	2,923	0.0	100.0	100.0	92.3
Af Am	662	55.6	44.4	1.8	0.0	285	0.0	100.0	68.8	8.8	260	0.0	100.0	100.0	89.2
Hispanic	2,368	45.5	54.5	2.6	0.0	1,565	0.0	100.0	73.7	11.0	2,337	0.0	100.0	100.0	91.9
White	86	31.4	68.6	9.3	0.0	79	0.0	100.0	91.1	31.6	222	0.0	100.0	100.0	98.2
EB	1,680	47.4	52.6	2.3	0.0	1,086	0.0	100.0	72.7	10.3	1,522	0.0	100.0	100.0	91.3
Eco Dis	2,688	47.7	52.3	2.3	0.0	1,606	0.0	100.0	73.0	10.0	2,273	0.0	100.0	100.0	91.8
SPED	428	65.9	34.1	0.7	0.0	108	0.0	100.0	58.3	4.6	72	0.0	100.0	100.0	83.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, and 11/01/21. District STAAR EOC files, 06/04/19, 07/12/21, and 06/26/22. Information for prior years was obtained from the 2020-21 report (Kim, 2021).

Note: Appr+ = Approaches+. Af Am = African American. Results included December through May administrations for each year. Results did not include STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment.