

2022-23

Title I: Comparative Measures of Student Achievement

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie S. Elizalde, Ed. D.
Superintendent of Schools



2022-23

Title I: Comparative Measures of Student Achievement

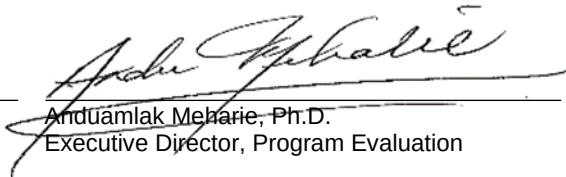
Approved Report of the Department of Evaluation and Assessment

EA23-163-2
September 2023

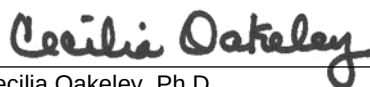
Myoungsook Kim, Ph.D., Evaluation Analyst II



Mitch Barton, Ph.D.
Manager, Program Evaluation



Anduamlak Meharie, Ph.D.
Executive Director, Program Evaluation



Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

© 2023 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment

H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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

TABLE OF CONTENTS

KEY FINDINGS	1
Key Findings	1
PROGRAM BACKGROUND	3
Budget	5
District’s Student Outcome Goals and GPMs	5
EVALUATION QUESTIONS AND RESULTS	7
EQ1: What were the characteristics of the Title I teacher and student populations?	7
Characteristics of Teachers	7
Characteristics of Students	8
EQ2: Did students achieve at or above grade level on reading and mathematics, as measured by	
MAP?	11
Overall MAP Results at or Above Grade Level	11
MAP Reading Results At or Above Grade Level by Grade and Student Group	12
MAP Mathematics Results at or Above Grade Level by Grade and Student Group	14
EQ3: How did students perform on the STAAR 3-8 subtests?	17
Overall STAAR 3-8 Combined Results at Approaches+, Meets+, and Masters	17
STAAR 3-8 Reading Results by Student Group and Grade	20
STAAR 3-8 Mathematics Results by Student Group and Grade	23
STAAR Science (Grades 5 and 8)	26
STAAR Social Studies (Grade 8)	29
EQ4: How did students perform on the STAAR EOC subtests?	30
Overall STAAR EOC Combined Results at Approaches+, Meets+, and Masters	31
EQ5: What were the attendance and graduation rates of the Title I students?	37
Attendance Rates	37
Graduation Rates	40
REFERENCES	41
APPENDICES	43

LIST OF TABLES

Table 1: 2020-21 to 2022-23 Title I, Part A Budgeted Amounts	5
Table 2: 2022-23 Title I, Part A Budgeted Amounts by Workslope	5
Table 3: 2020-21 to 2022-23 Teacher Characteristics	8
Table 4: 2022-23 Overall STAAR 3-8 Results for Large Urban School Districts and the State.....	19
Table 5: 2018-19 to 2022-23 STAAR Reading Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	21
Table 6: 2018-19 to 2022-23 STAAR Reading Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	22
Table 7: 2018-19 to 2022-23 STAAR Reading Results at Masters for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	23
Table 8: 2018-19 to 2022-23 STAAR Mathematics Results at Approaches+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	24
Table 9: 2018-19 to 2022-23 STAAR Mathematics Results at Meets+ for Students in Grades 3 to 5, 6 to 8, and 3 to 8 Combined by Student Group	25
Table 10: 2018-19 to 2022-23 STAAR Mathematics Results at Masters for Students in Grades 3 to 8 by Student Group	26
Table 11: 2018-19 to 2022-23 STAAR Science Results at Approaches+ by Grade and Student Group	27
Table 12: 2018-19 to 2022-23 STAAR Science Results at Meets+ by Grade and Student Group.....	28
Table 13: 2018-19 to 2022-23 STAAR Science Results at Masters by Grade and Student Group.....	29
Table 14: 2018-19 to 2022-23 STAAR Social Studies Results by Student Group.....	30
Table 15: 2018-19 to 2022-23 STAAR EOC Results at Approaches+ by Subject and Student Group	33
Table 16: 2018-19 to 2022-23 STAAR EOC Results at Meets+ by Subject and Student Group.....	34
Table 17: 2018-19 to 2022-23 STAAR EOC Results at Masters by Subject and Student Group.....	35
Table 18: 2022-23 Overall STAAR EOC Results for Large, Urban School Districts and the State	36
Table 19: 2018-19 to 2022-23 Attendance Rates by Grade and Student Group	38
Table 20: 2018-19 to 2021-22 Four-Year Longitudinal Graduation Rates by Student Group	40

LIST OF FIGURES

Figure 1: Student Enrollment Changes by Grade	9
Figure 2: 2020-21 to 2022-23 Characteristics of Title I Students	10
Figure 3: 2019-20 to 2022-23 Overall <i>MAP</i> Reading/Mathematics Results At or Above Grade Level	12
Figure 4: 2019-20 to 2022-23 Overall <i>MAP</i> Reading Results At or Above Grade Level by Grade Group	13
Figure 5: 2019-20 to 2022-23 Overall <i>MAP</i> Mathematics Results At or Above Grade Level by Grade Group	15
Figure 6: 2018-19 to 2022-23 Overall <i>STAAR</i> 3-8 Results by Subject	18
Figure 7: 2018-19 to 2022-23 Overall <i>STAAR</i> <i>EOC</i> Results by Subject	32

2022-23

Title I: Comparative Measures of Student Achievement

KEY FINDINGS

The purpose of this 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]¹ trends in the Dallas Independent School District (ISD). When applicable, this report examined the district's student outcome goals and goal progress measures (GPMs) approved by the board of trustees.

Key Findings

For the 2022-23 school year, the district received \$70,239,310 in Title I, Part A funds, a decrease of \$11,891,504 from 2021-22. All but six Dallas ISD schools ($N = 226$) received supplemental Title I, Part A funding to support at-risk students. All 2022-23 Title I schools had schoolwide programs (SWPs) except for one (Townview Talented and Gifted), which operated a targeted assistant program (TAP). Key findings include the following:



In 2022-23, 141,315 students were enrolled in the Dallas ISD, a decrease of 2,350 students from 2021-22. Of the 9,765 full-time teachers, 14 percent were new to the district. The proportion of Hispanic teachers increased by one percentage point every year from 2020-21 (33%) to 2022-23 (35%; page 7).

2022-23 end-of-year (EOY) MAP results (see pages 14 and 16) indicated that:



GPM 2.2 was met. The percentage of second-grade African American students at or above grade level on MAP reading was 34.4 percent, which was higher than the 2022-23 target (30.0%).



GPM 2.3 was met. The percentage of first-grade African American students at or above grade level on MAP reading was 29.4 percent, which was higher than the 2022-23 target (27.0%).



GPM 3.2 was met. The percentage of second-grade African American students at or above grade level on MAP mathematics was 27.8 percent, which was higher than the 2022-23 target (25.0%).



GPM 3.3 was met. The percentage of first-grade African American students at or above grade level on MAP mathematics was 35.1 percent, which was higher than the 2022-23 target (29.0%).



In 2022-23, the percentage of students at or above grade level in grades K to nine combined for mathematics trended upward [41% at beginning of year (BOY) to 45% at EOY], whereas reading trended slightly downward (44% at BOY to 42% at EOY).

¹ For a list of all acronyms and abbreviates used in this evaluation, see Appendix A.

2022-23 STAAR 3-8 results (pages 18 and 19) indicated that:



Student outcome goal 2 was met. The percentage of third-grade students in reading at Meets Grade Level or Above (Meets+) was 41.7 percent, which was higher than the 2022-23 target (41.0%).



Student outcome goal 3 was not met. The percentage of third-grade students in mathematics at Meets+ was 41.2 percent, which was lower than the 2022-23 target (42.0%).



The percentage of Dallas ISD students who met the performance standards in 2022-23 was lower than students at the state level for most comparisons.

2022-23 STAAR 3-8/EOC results (pages 31 and 36) indicated that:



Student outcome goal 1 was not met. The percentage of students at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 44 percent, which was lower than the 2022-23 target (46.0%).



Student outcome goal 4 was met. The percentage of middle-grade students (grades 6-8) at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 42 percent, which was the same as the 2022-23 target (42.0%).



The percentage of Dallas ISD students who met the performance standards in 2022-23 was lower than students at the state level for all 15 comparisons.

2022-23 attendance rate results (see page 37) indicated that:



The overall attendance rate for all students in early childhood (EC) to grade 12 combined was 92.0 percent, which was one percentage point higher than 2021-22 (90.8%).



Except for white students, attendance rates for HS students in grades nine to 11 did not meet or exceed the state's 90 percent standard for course credit or final grade, which was similar to 2021-22.

2021-22 graduation rate results for the class of 2022 (see page 40) indicated that:



The four-year longitudinal graduation rate for the class of 2022 was 80 percent for all students combined, which was the same as the graduation rate of the class of 2021 (80%).

2022-23

Title I: Comparative Measures of Student Achievement

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

The Elementary and Secondary Education Act (ESEA)² 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: targeted assistance program (TAP) and schoolwide program (SWP). TAP is a traditional approach targeting Title I funds specifically to serve students who are failing, or most at risk of failing, to meet challenging state academic standards.³ SWP was created in 1978 to expand the flexibility of ESEA (US Department of Education, 2018). SWPs focus on improving the whole school so every student in the school achieves high levels of academic proficiency.⁴ 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. According to the US Department of Education (2018), the percentage of SWP schools has grown, gradually rising from 10 percent of all Title I schools in 1994-95 to 77 percent in 2014-15. Unlike schools using TAP, SWP schools are allowed to consolidate Title I funds with those from other federal, state, and local sources. Title I funds have been used in various ways depending on the needs of the school districts such as (a) hiring teachers, (b) providing supplemental instruction in reading and mathematics, (c) supporting parent involvement, (d) providing counseling services, (e) improving technology and digital learning tools, and (f) providing summer bridge programs (US Department of Education, 2018).

Previous research has found evidence of the positive impact of Title I funds (Ballew, 2017; Kainz, 2019) on closing the achievement gaps between student groups. For example, the following list includes

² For a list of all acronyms and abbreviates used in this evaluation, see Appendix A.

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

⁴ Source: US Department of Education: <https://www2.ed.gov/admins/lead/account/swp.html>.

several recommendations for closing the achievement gap with economically disadvantaged students (Huettl, 2016; Kainz, 2019):

- Develop a strong educational foundation with high-quality preschool programs and full-day kindergarten (Hanover Research, 2014).
- Increase parental involvement by providing opportunities to participate, support programs (e.g., childcare, transportation assistance), and additional resources and programming (Marschall & Shah, 2020). These supports are associated with higher graduation rates, increased attendance, and fewer discipline problems (Ballew, 2017; Huettl, 2016; LaRocque et al., 2011).
- Increase opportunities in arts education for economically disadvantaged students (Hanover research, 2014; O'Brien, 2013).
- Improve access to technology because of disparities in technology access and implementation across socioeconomic groups (Ballew, 2017; Hammond et al., 2014; Neuman, 2013).
- Extend summer learning opportunities⁵ for students from low-income families (Almus & Dogan, 2016; Dietrichson et al, 2017; Leefact, 2015; O'Connell, 2020; Zvoch & Stevens, 2015).

The mission of the Dallas ISD is educating all students for success. To achieve this mission, the district continues to align federal ESSA funding to various Title I programs, including the recommendations that were previously mentioned. In 2022-23, all Dallas ISD Title I schools had SWPs except for one (Townview Talented and Gifted), which operated a TAP. In the district, all but six schools ($N = 226$)⁶ received supplemental Title I, Part A funding to support at-risk students.⁷ The six schools that were excluded from the Title I school list in 2022-23 had a total of 4,135 students (i.e., three percent of district enrollment; $N = 141,315$). 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 their positions. In 2022-23, in addition to campus-based programs, there were 14 centrally administered Title I programs in the district.⁸

Following the COVID-19 pandemic, the district returned to in-person instruction for all students in 2021-22, 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.⁹ In 2022-23, the district continued to offer three different school

⁵ 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).

⁶ Source: Special Revenue Funds Management: 10/11/22 and Public Education Information Management System (PEIMS) demographic file: 10/31/22.

⁷ The six excluded schools were Booker T. Washington HS for the Performing and Visual Arts, William B. Travis Academy/Vanguard for the Academically Talented and Gifted, Sudie L. Williams Talented and Gifted Academy, George Bannerman Dealey Montessori Academy, Mockingbird Elementary School (ES), and Lakewood ES.

⁸ Number counts were based on information from Special Revenue Funds Management on 04/14/23. Evaluations for many of these programs can be found at <https://www.dallasisd.org/Page/62222>.

⁹ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

calendars and other supports. Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

Budget

A total of \$70,239,310 was allocated to Title I, Part A for the 2022-23 school year (a decrease of \$11,891,504 from the 2021-22 school year; Table 1). Of the total funds, \$66,137,008 was distributed directly to schools, and \$4,102,302 was allocated to centrally administered projects that supported schools.

Table 1: 2020-21 to 2022-23 Title I, Part A Budgeted Amounts

School Year	Campus	Non-Campus	Total
2020-21	\$72,520,970	\$12,884,910	\$85,405,880
2021-22	\$69,240,239	\$12,890,575	\$82,130,814
2022-23	\$66,137,008	\$4,102,302	\$70,239,310

Source: Special Revenue Funds Management: 04/08/21, 04/13/22, and 04/14/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Table 2 includes budgeted amounts for Title I workscopes. The largest amount was budgeted for Resident Teachers (\$2,594,674), followed by Supporting Student Success - Mental Health (\$2,065,188) and Support for Dually Identified EB & special education (SPED; \$ 1,927,104).

Table 2: 2022-23 Title I, Part A Budgeted Amounts by Workscope

Title I Program	Budgeted Amount (\$)
Resident Teachers	2,594,674
Supporting Student Success - Mental Health	2,065,188
Support for Dually Identified EB & SPED	1,927,104
K-12 Curriculum Enhancement	1,465,324
Dallas HIPPY	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	293,361
STEM Science and Wellness Integration Support	216,975
Homeless Education	181,894
Federal and State Accountability Guidance	115,683
Advanced Academic Services Student Initiative	115,000

Source: 2022-23 Title I workscopes and updated information from Special Revenue Funds Management: 04/14/23.

District's Student Outcome Goals and GPMs¹⁰

To improve the quality of education for all students in the district, the district established a set of five student outcome goals and corresponding goal progress measures (GPMs). This report focused on the assessment of student outcome goals 1, 2, 3, and 4, which were measured using *State of Texas Assessments of Academic Readiness (STAAR) 3-8/End of Course (EOC)* results. In addition, GPMs¹¹ 2.2,

¹⁰ Source: Dallas ISD Board Policy AE (LOCAL) Educational Philosophy as of 03/02/23. Dallas ISD Board Update: 09/15/22 and 03/09/23. Superintendent's report at the Board Briefing: 11/03/22.

¹¹ GPMs 1.1 to 1.3, GPM 2.1, GPM 3.1, and GPMs 4.1 to 4.3 were not addressed in this report because they were determined based on the projected Domain 1 calculation or the projected Meets+ using MOY MAP or district assessment in non-MAP tested courses, which are not included in this report.

2.3, 3.2, and 3.3 were examined, using end-of-year (EOY) *Measures of Academic Progress Growth (MAP)* results.

- **Student Outcome Goal 1:** Student achievement on state assessments in all subjects in Domain 1 shall increase from 46.0 to 58.0 by June 2025 (2022-23 Target: 46.0%; No, Goal #1 was not met; see page 31 for more details).
- **Student Outcome Goal 2:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.2 percent to 56.0 percent by June 2025 (2022-23 Target: 41.0%; Yes, Goal #2 was met; see page 19 for more details).
 - **GPM 2.2:** Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a Texas Essential Knowledge and Skills (TEKS) aligned assessment in reading will increase from 32.8 percent to 40.0 percent by 2024-25 (EOY MAP; 2022-23 Target: 30.0%; Yes, GPM 2.2 was met; see page 14 for more details).
 - **GPM 2.3:** Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29.0 percent to 37.0 percent by 2024-25 (EOY MAP; 2022-23 Target: 27.0%; Yes, GPM 2.3 was met; see page 14 for more details).
- **Student Outcome Goal 3:** Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3 percent to 56.0 percent by June 2025 (2022-23 Target: 42.0%; No, Goal #3 was not met; see page 19 for more details).
 - **GPM 3.2:** Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics shall increase from 22.0 percent to 40.0 percent by 2024-25 (EOY MAP; 2022-23 Target: 25.0%; Yes, GPM 3.2 was met; see page 16 for more details).
 - **GPM 3.3:** Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics shall increase from 32.0 percent to 40.0 percent by 2024-25 (EOY MAP; 2022-23 Target: 29.0%; Yes, GPM 3.3 was met; see page 16 for more details).
- **Student Outcome Goal 4:** Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 shall increase from 40.0 to 50.0 by June 2025 (2022-23 Targets: 42.0%; Yes, Goal #4 was met; see page 31 for more details).

EVALUATION QUESTIONS AND RESULTS¹²

EQ1: What were the characteristics of the Title I teacher and student populations?

Key finding from this section:



In 2022-23, 141,315 students were enrolled in the Dallas ISD, a decrease of 2,350 students from 2021-22. Of the 9,765 full-time teachers, 14 percent were new to the district. The proportion of Hispanic teachers increased by one percentage point every year from 2020-21 (33%) to 2022-23 (35%).

Characteristics of Teachers

In 2022-23, there were 9,765 full-time teachers in the Dallas ISD (Table 3). This included 4,636 ES teachers (48%); 1,663 middle school (MS) teachers (17%); 2,602 HS teachers (27%); and 864 teachers who taught at multi-level campuses (elementary/middle or middle/high) or who provided services across school levels (8%; i.e., alternative schools, dyslexia services, student services, SPED, multiple career center, etc.). Furthermore, in 2022-23:

- There were more female teachers (69%) than male teachers (31%).
- Thirty-six percent of the teachers were African American, 35 percent were Hispanic, and 24 percent were white.
- The proportion of Hispanic teachers increased by one percentage point every year from 2020-21 (33%) to 2022-23 (35%).
- Fourteen percent of the teachers were new to the district, and the median number of years for teaching experience in the district was five years.
- Most teachers had bachelor's degrees (68%), and 21 percent of teachers had master's or doctoral degrees.
- Almost four percent of teachers were current or previous participants of the Dallas ISD Alternative Certification (AC) Program.

¹² Methodology information for all evaluation questions can be found in Appendix B on page 46.

Table 3: 2020-21 to 2022-23 Teacher Characteristics

	2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
School Level						
Elementary	4,982	49.7	4,616	48.0	4,636	47.5
Middle	1,827	18.2	1,697	17.6	1,663	17.0
High	2,470	24.6	2,455	25.5	2,602	26.6
Other ^a	742	7.5	854	8.9	864	8.9
All	10,021	100.0	9,622	100.0	9,765	100.0
Gender						
Female	7,013	70.0	6,676	69.4	6,720	68.8
Male	3,008	30.0	2,946	30.6	3,045	31.2
Ethnicity						
Af Am	3,536	35.3	3,363	35.0	3,557	36.4
Hispanic	3,271	32.6	3,279	34.1	3,436	35.2
White	2,791	27.9	2,574	26.8	2,369	24.3
Other ^b	423	4.2	406	4.2	403	4.1
Dallas ISD Experience						
Newly Hired	1,094	10.9	942	9.8	1,385	14.2
1-5 years	4,151	41.4	3,789	39.4	3,542	36.3
6-10 years	1,919	19.1	2,117	22.0	2,196	22.5
11-15 years	1,147	11.4	1,058	11.0	904	9.3
16-20 years	847	8.5	818	8.5	803	8.2
20+ years	863	8.6	898	9.3	935	9.6
Median years	5		6		5	
Highest Degree						
Bachelor's Degree	6,724	67.1	6,453	67.1	6,625	67.8
Master's Degree	2,246	22.4	2,037	21.2	1,971	20.2
Doctoral Degree	119	1.2	110	1.1	106	1.1
Other ^c	83	0.8	84	0.9	99	1.0
Not available	849	8.5	938	9.7	964	9.9
AC Program						
In AC Program	390	3.9	458	4.8	355	3.6
Not in AC Program	9,631	96.1	9,164	95.2	9,410	96.4

Source: District personnel data files: 01/05/21, 01/05/22, and 01/09/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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 Students¹³

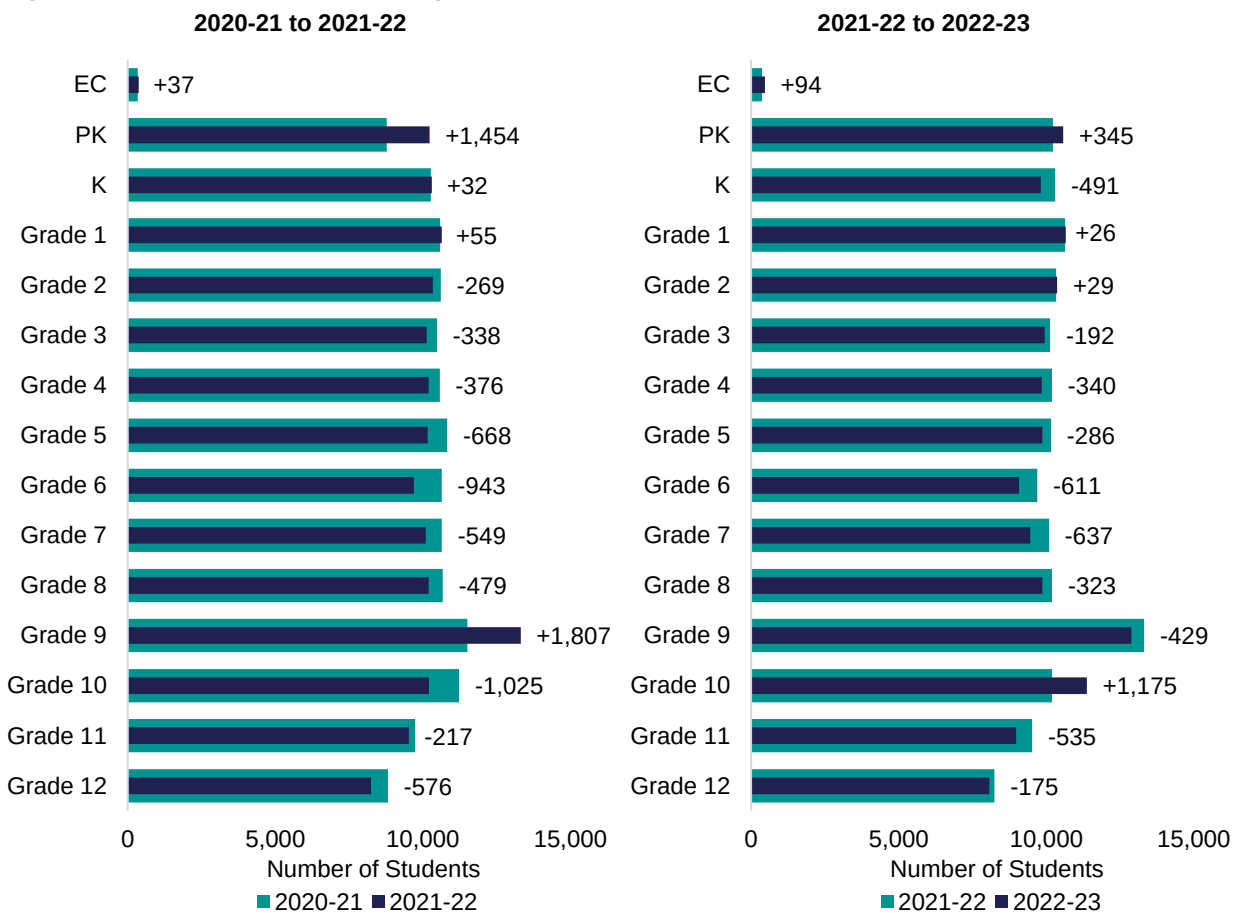
In 2022-23, the Dallas ISD served 141,315 students in early childhood (EC) through grade 12 (Appendix C). This included 67,447 ES students (48%), 23,724 MS students (17%), 40,771 HS students (29%), and 9,373 students who attended a multi-level campus (6%; i.e., elementary/middle or middle/high).

- Overall student enrollment slightly decreased by 2,350 students from 2021-22 to 2022-23 (from 143,665 to 141,315; Appendix C).

¹³ Appendix C provides characteristics of Title I students from 2020-21 to 2022-23 by student group for each grade.

- When reviewed by grade level (Figure 1), enrollment at five of fifteen grade levels increased [i.e., grades EC, Prekindergarten (PK), 1, 2, and 10], whereas enrollment at the remaining 10 grade levels decreased.
- Grade 10 enrollment had the largest increase from 2021-22 to 2022-23 (+1,175 students), followed by PK (+345 students).

Figure 1: Student Enrollment Changes by Grade

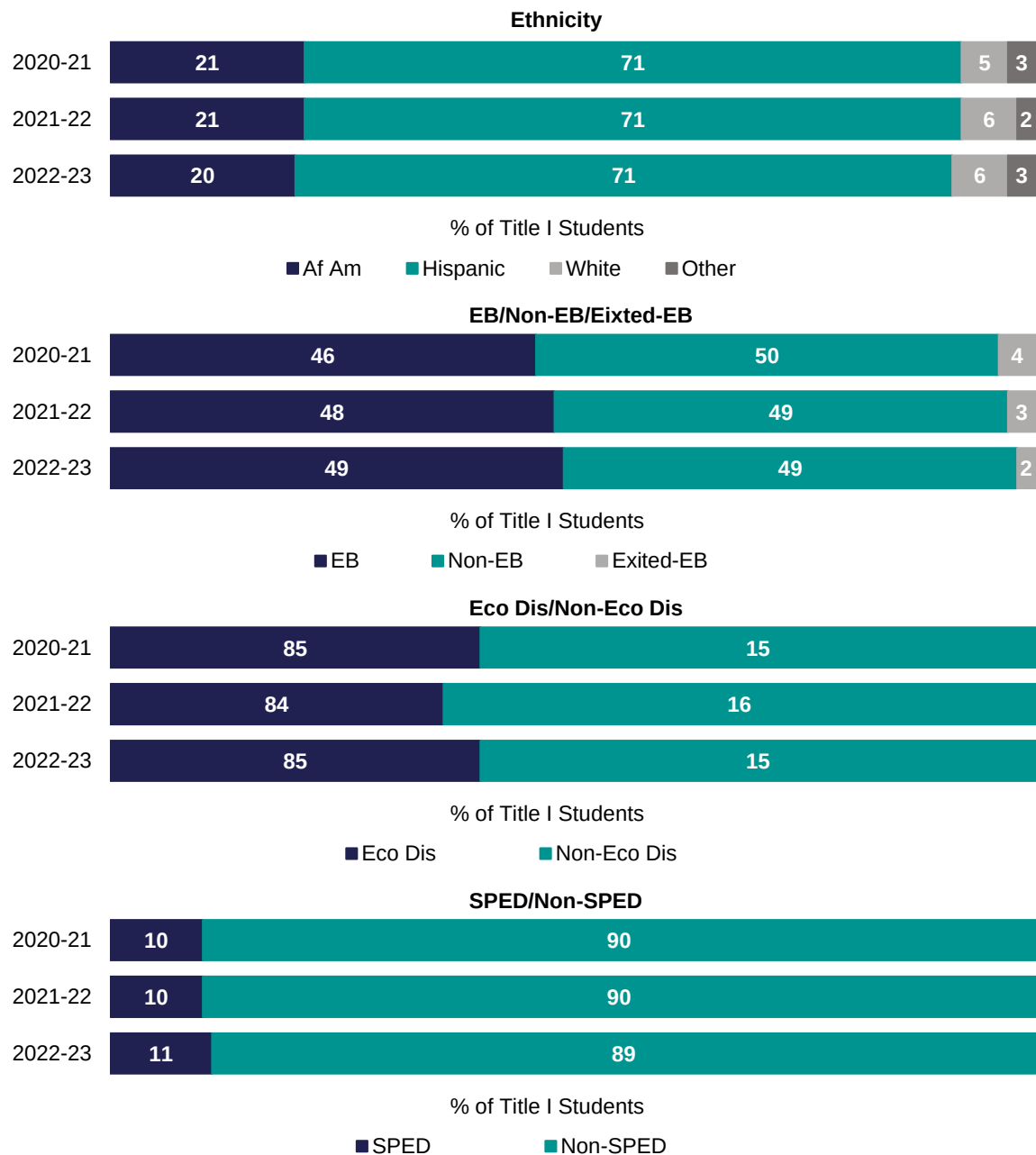


Source: PEIMS demographic files: 10/30/20, 11/01/21, and 10/31/22. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: *N* = 145,720 in 2020-21, 143,665 in 2021-22, and 141,315 in 2022-23. See Appendix C for the number of students and percentage distribution by student group for each grade from 2020-21 to 2022-23.

Overall, the characteristics of Title I students remained relatively stable from 2020-21 to 2022-23 (Appendix C).

- In 2022-23, 51 percent of Title I students were males, and students were primarily either Hispanic (71%) or African American (20%), which was consistent with previous years (Figure 2).
- Likewise, the percentage of Title I students identified as either economically disadvantaged (85%) or SPED (11%) was consistent with previous years.
- The proportion of EBs slightly increased from 46 percent in 2020-21 to 49 percent in 2022-23.

Figure 2: 2020-21 to 2022-23 Characteristics of Title I Students

Source: PEIMS demographic files, 10/30/20, 11/01/21, and 10/31/22. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. *N* = 145,720 for 2020-21, 143,665 for 2021-22, and 141,315 for 2022-23.

EQ2: Did students achieve at or above grade level on reading and mathematics, as measured by MAP?

Key findings from this section:

2022-23 EOY MAP results indicated that:



GPM 2.2 was met. The percentage of second-grade African American students at or above grade level on MAP reading was 34.4 percent, which was higher than the 2022-23 target (30.0%).



GPM 2.3 was met. The percentage of first-grade African American students at or above grade level on MAP reading was 29.4 percent, which was higher than the 2022-23 target (27.0%).



GPM 3.2 was met. The percentage of second-grade African American students at or above grade level on MAP mathematics was 27.8 percent, which was higher than the 2022-23 target (25.0%).



GPM 3.3 was met. The percentage of first-grade African American students at or above grade level on MAP mathematics was 35.1 percent, which was higher than the 2022-23 target (29.0%).



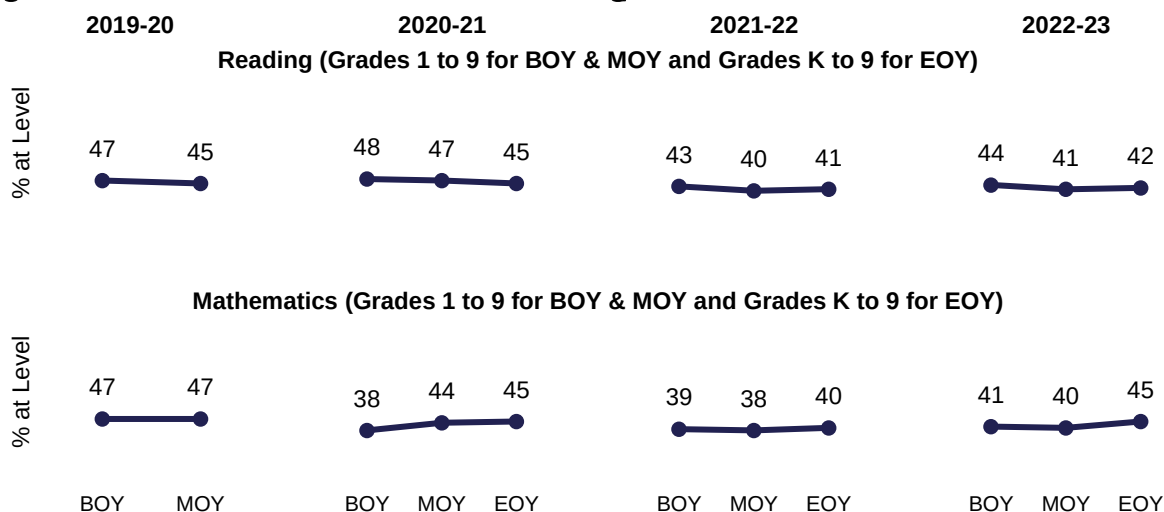
In 2022-23, the percentage of students at or above grade level in grades K to nine combined for mathematics trended upward [41% at beginning of year (BOY) to 45% at EOY], whereas reading trended slightly downward (44% at BOY to 42% at EOY).

Overall MAP Results at or Above Grade Level

Figure 3 shows the overall trends for reading and mathematics from 2019-20 to 2022-23. For the English and Spanish administrations combined for students in grades K to nine in 2022-23, the overall percentage of students at or above grade level for mathematics trended upward (41% at BOY to 45% at EOY), whereas reading trended slightly downward (44% at BOY to 42% at EOY). Overall, for grades K to nine combined, 58 percent of students did not perform at or above grade level in reading, while 55 percent of students did not perform at or above grade level in mathematics by the end of the 2022-23 school year.

For reading, the percentage of students at or above grade level in 2022-23 at BOY, MOY, and EOY was relatively consistent with 2021-22. However, there was a noticeable improvement in mathematics from 2020-21 to 2022-23 at BOY (+2 percentage points), MOY (+2 percentage points), and EOY (+5 percentage points). In addition, the percentage of students at or above grade level in 2022-23 was generally lower than 2019-20 and 2020-21 at BOY, MOY, and EOY across subjects, with two exceptions for mathematics.¹⁴

¹⁴ Specifically, for mathematics, the percentage of students at or above grade level at BOY was higher in 2022-23 than that of 2020-21. Additionally, the percentage at EOY was the same in 2022-23 and 2020-21.

Figure 3: 2019-20 to 2022-23 Overall MAP Reading/Mathematics Results At or Above Grade Level

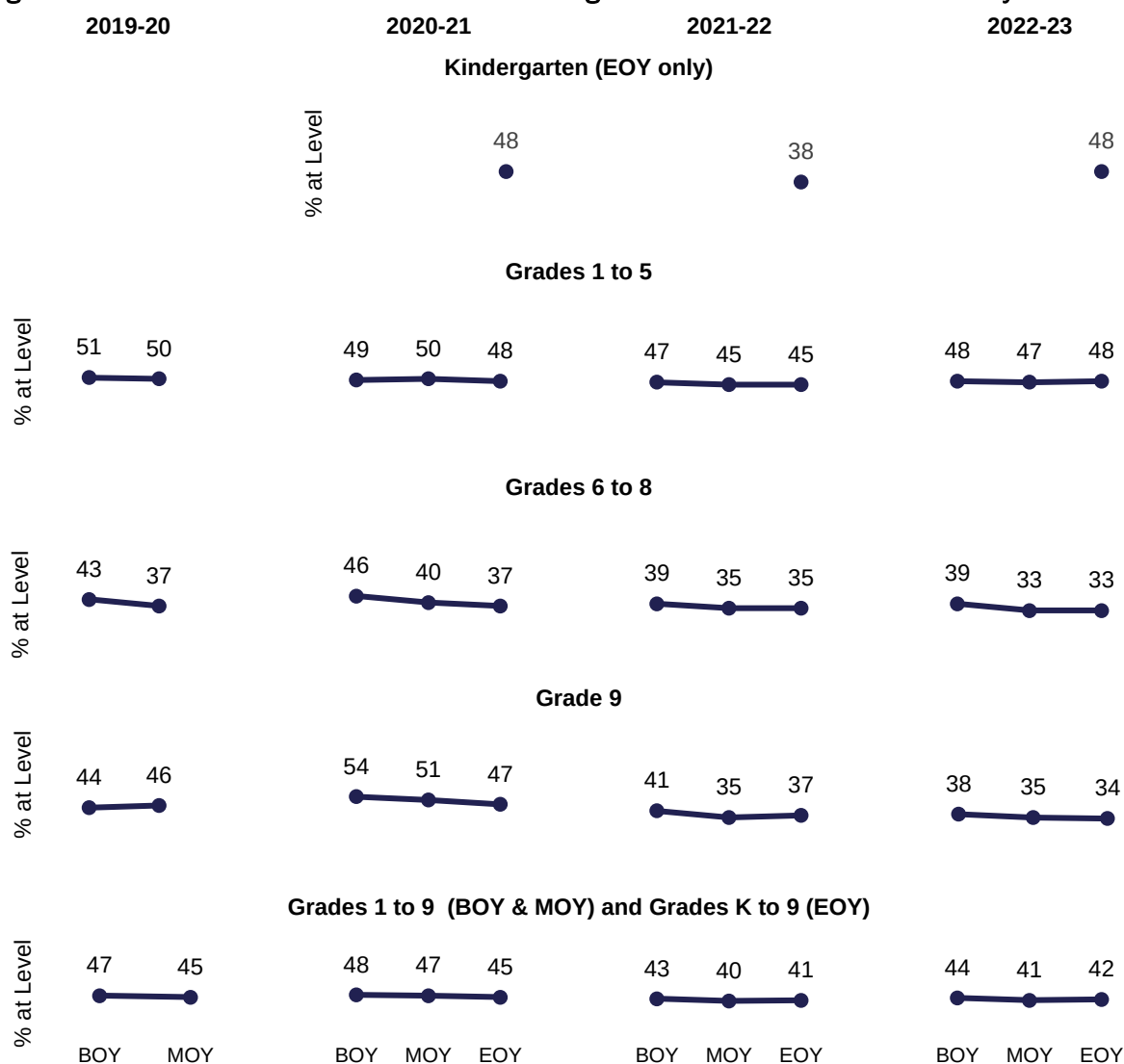
Source: PEIMS demographic files, 10/28/19, 10/30/20, 11/01/21, and 10/31/22. District MAP data files, 10/14/20 for BOY and MOY of 2019-20, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY of 2020-21, 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22, and 09/27/22 for BOY, 02/08/23 for MOY, and 06/25/23 for EOY of 2022-23.

Note: % at Level = Percentage at or above grade level (50th percentile). During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21, 2021-22, and 2022-23. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. See Appendix D 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 2022-23 for students in grades K to nine by grade group. For the English and Spanish administrations combined, the overall percentage of students at or above grade level for reading in 2022-23 ranged from 33 percent to 48 percent across all grade groups. Except for grades one to five combined, the percentage of students at or above grade level in 2022-23 was lower in EOY than BOY in reading for all grade groups.

Compared to 2021-22, the percentage of students at or above grade level for K and grades 1 to 5 combined was generally higher in 2022-23 at BOY, MOY, and EOY, whereas the percentage for grades 6 to 8 combined and grade 9 remained stable or slightly lower. Overall, for grades K to 9 combined, the percentage of students at or above grade level in 2022-23 at BOY, MOY and EOY was relatively consistent with 2021-22. Compared to 2019-20 and 2020-21, the percentage of students at or above grade level for reading in 2022-23 was generally lower at BOY, MOY, and EOY across grade groups.

Figure 4: 2019-20 to 2022-23 Overall MAP Reading Results At or Above Grade Level by Grade Group

Source: PEIMS demographic files, 10/28/19, 10/30/20, 11/01/21, and 10/31/22. 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, 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22, and 09/27/22 for BOY, 02/08/23 for MOY, and 06/25/23 for EOY of 2022-23.

Note: % at Level = Percentage at or above grade level (50th percentile). During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21, 2021-22, and 2022-23. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. See Appendix D Table 1 for the number of students tested for each category.

Appendix D 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 2022-23. For the English and Spanish administrations combined, the overall percentage of students in grades K to nine at or above grade level in 2022-23 for reading ranged from 32 percent to 54 percent.¹⁵

¹⁵ Rates ranged from 37 percent to 53 percent for BOY, 32 percent to 51 percent for MOY, and 32 percent to 54 percent for EOY.

In 2022-23, the percentage of students at or above grade level for reading from BOY to EOY by grade (Appendix D Table 3)¹⁶ was about the same (range: 0 to ± 1 percentage point) or decreased (range: -9 to -2 percentage points) for most comparisons,¹⁷ which was similar to 2020-21 and 2021-22.¹⁸

When reviewed by ethnicity and grade, both African American students (26% to 40%) and Hispanic students (29% to 54%) scored lower than white students (69% to 84%) at BOY, MOY, and EOY. The percentage of SPED students (7% to 31%) at or above grade level was the lowest among student groups.

GPMs 2.2 and 2.3

- GPM 2.2 was that student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading shall increase from 32.8 percent to 40.0 percent by 2024-25. The 2022-23 target was 30.0 percent, measured by EOY MAP reading at or above grade level.
 - Results indicated that GPM 2.2 was met. The percentage of second-grade African American students at or above grade level on MAP reading was 34.4 percent, which was higher than the 2022-23 target (30.0%).
- GPM 2.3 stated that student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading shall increase from 29.0 percent to 37.0 percent by 2024-25. The 2022-23 target was 27.0 percent, measured by EOY MAP reading at or above grade level.
 - Results indicated that GPM 2.3 was met. The percentage of first-grade African American students at or above grade level on MAP reading was 29.4 percent, which was higher than the 2022-23 target (27.0%).

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

Figure 5 shows overall trends for mathematics from 2019-20 to 2022-23 for students in grades K to nine by grade group. For the English and Spanish administrations combined, the overall percentage of students at or above grade level for mathematics in 2022-23 ranged from 35 percent to 53 percent across all grade groups. Except for grades 6 to 8 combined, the percentage of students at or above grade level for mathematics in 2022-23 increased from BOY to EOY for all grade groups. The percentage for grades 6 to 8 combined dipped slightly from BOY (41%) to MOY (38%) before rising back to EOY level (40%).

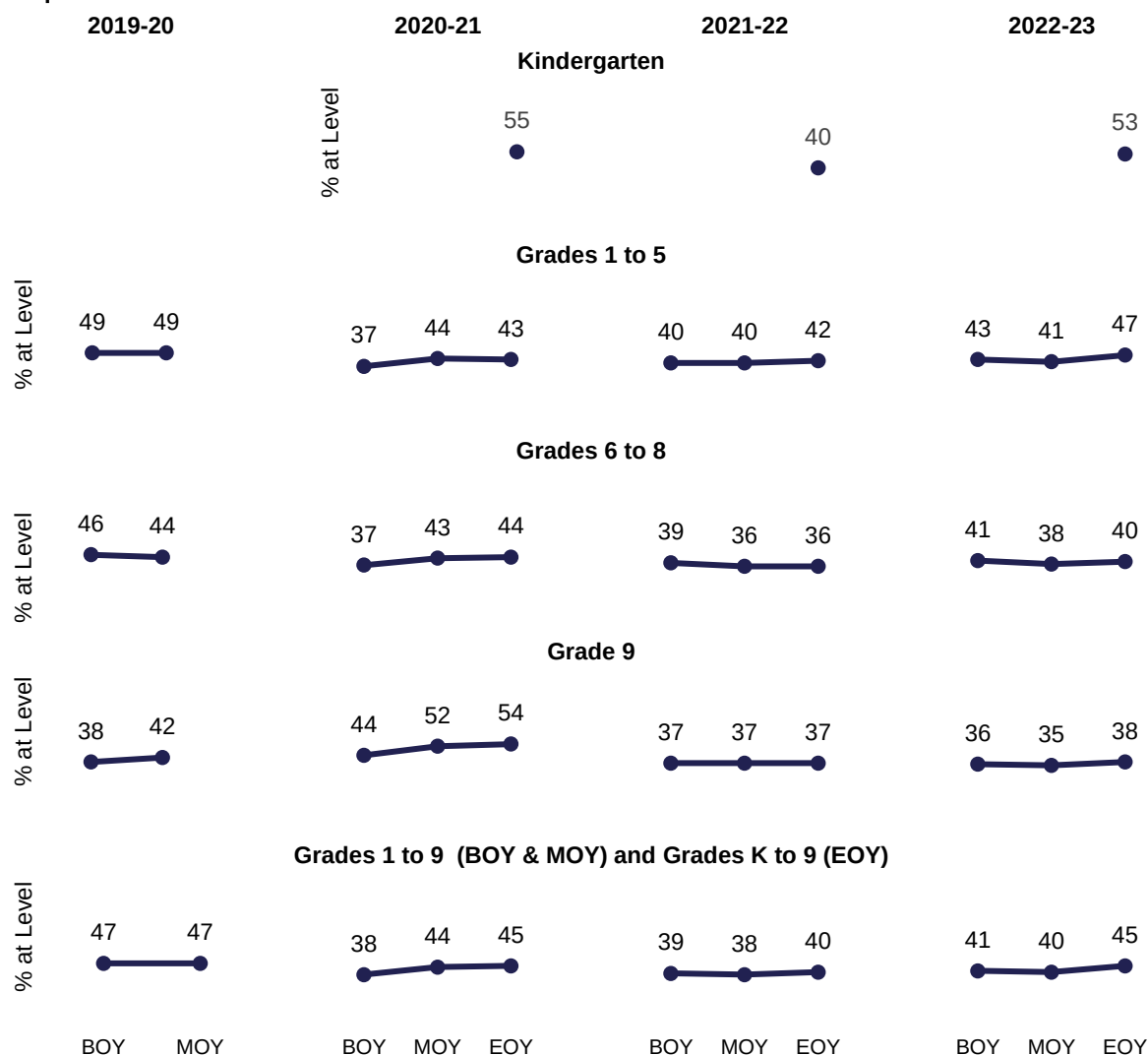
¹⁶ There were seven (overall and six student groups) comparisons for each grade from grade one to grade nine. Thus, a total of 63 comparisons were used.

¹⁷ In 2022-23, the percentage of students at or above grade level from BOY to EOY was about the same for 12 of 63 comparisons (range: 0 to ± 1 percentage point), increased for 12 of 63 comparisons (range: +2 to +8 percentage points), and decreased for 39 of 63 comparisons (range: -9 to -2 percentage points).

¹⁸ In 2021-22, the percentage of students at or above grade level from BOY to EOY was about the same for 22 of 63 comparisons (range: 0 to ± 1 percentage point), increased for 7 of 63 comparisons (range: +5 to +11 percentage points), and decreased for 34 of 63 comparisons (range: -11 to -2 percentage points). In 2020-21, the percentage of students at or above grade level from BOY to EOY was about the same for 10 of 63 comparisons (range: 0 to ± 1 percentage point), increased for 9 of 63 comparisons (range: +2 to +15 percentage points), and decreased for 44 of 63 comparisons (range: -12 to -2 percentage points).

Compared to 2019-20, the percentage of students at or above grade level was generally higher in 2022-23 at BOY, MOY, and EOY for all grade groups, except for grade 9.¹⁹ Overall, for grades K to 9 combined, the percentage of students at or above grade level trended upward from 41 percent (BOY) to 45 percent (EOY). Compared to 2019-20 and 2020-21, the percentage of students at or above grade level for mathematics in 2022-23 was generally lower across administrations and grade groups, with a few exceptions.

Figure 5: 2019-20 to 2022-23 Overall MAP Mathematics Results At or Above Grade Level by Grade Group



Source: PEIMS demographic files, 10/28/19, 10/30/20, 11/01/21, and 10/31/22. 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, 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22, and 09/27/22 for BOY, 02/08/23 for MOY, and 06/25/23 for EOY of 2022-23.

Note: % at Level = Percentage at or above grade level (50th percentile). During 2019-20, MAP EOY was canceled because of the COVID-19 pandemic. To make equivalent comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21, 2021-22, and 2022-23. The English and Spanish administrations were combined to assess the overall percentage of students at or above grade level. See Appendix D Table 2 for the number of students tested for each category.

¹⁹ The percentage for grade 9 remained stable at BOY and EOY (one percentage point difference) or slightly lower in 2022-23 at MOY (2 percentage points lower).

Appendix D 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 2022-23. For the English and Spanish administrations combined, the overall percentage of students in grades K to nine at or above grade level in 2022-23 for mathematics ranged from 35 percent to 55 percent.²⁰

In 2022-23, the percentage of students at or above grade level for mathematics from BOY to EOY by grade (Appendix D, Table 3)²¹ was about the same (range: 0 to ± 1 percentage point) or increased (range: +2 to +17 percentage points) for most comparisons,²² which was similar to 2020-21 and 2021-22.²³

When reviewed by ethnicity and grade, both African American students (22% to 47%) and Hispanic students (33% to 55%) scored lower than white students (70% to 85%) at BOY, MOY, and EOY. The percentage of SPED students (7% to 40%) at or above grade level was the lowest among student groups.

GPMs 3.2 and 3.3

- GPM 3.2 stated that student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics shall increase from 22.0 percent to 40.0 percent by 2024-25. The 2022-23 target was 25.0 percent, measured by EOY *MAP* mathematics at or above grade level.
 - Results indicated that GPM 3.2 was met. The percentage of second-grade African American students at or above grade level on *MAP* mathematics was 27.8 percent, which was higher than the 2022-23 target (25.0%).
- GPM 3.3 stated that student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics shall increase from 32.0 percent to 40.0 percent by 2024-25. The 2022-23 target was 29.0 percent, measured by EOY *MAP* mathematics at or above grade level.
 - Results indicated that GPM 3.3 was met. The percentage of first-grade African American students at or above grade level on *MAP* mathematics was 35.1 percent, which was higher than the 2022-23 target (29.0%).

²⁰ Rates ranged from 36 percent to 49 percent for BOY, 35 percent to 49 percent for MOY, and 35 percent to 55 percent for EOY.

²¹ There were seven (overall and six student groups) comparisons for each grade from grade one to grade nine. Thus, a total of 63 comparisons were used.

²² In 2022-23, the percentage of students at or above grade level from BOY to EOY was about the same for 19 of 63 comparisons (derange: 0 to ± 1 percentage point), increased for 33 of 63 comparisons (range: +2 to +17 percentage points), and decreased for 11 of 63 comparisons (range: -6 to -2 percentage points).

²³ In 2021-22, the percentage of students at or above grade level from BOY to EOY was about the same for 21 of 63 comparisons (range: 0 to ± 1 percentage point), increased for 18 of 63 comparisons (range: +2 to +16 percentage points), and decreased for 24 of 63 comparisons (range: -8 to -2 percentage points). In 2020-21, the percentage of students at or above grade level was about the same for 5 of 63 comparisons (range: 0 to ± 1 percentage point), increased from BOY to EOY for 52 of 63 comparisons (range: +2 to +20 percentage points), and decreased for 6 of 63 comparisons (range: -6 to -2 percentage points).

EQ3: How did students perform on the STAAR 3-8 subtests?²⁴

Key findings from this section:

2022-23 STAAR 3-8 results indicated that:



Student outcome goal 2 was met. The percentage of third-grade students in reading at Meets+ was 41.7 percent, which was higher than the 2022-23 target (41.0%).



Student outcome goal 3 was not met. The percentage of third-grade students in mathematics at Meets+ was 41.2 percent, which was lower than the 2022-23 target (42.0%).



The percentage of Dallas ISD students who met the performance standards in 2022-23 was lower than students at the state level for most comparisons.

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

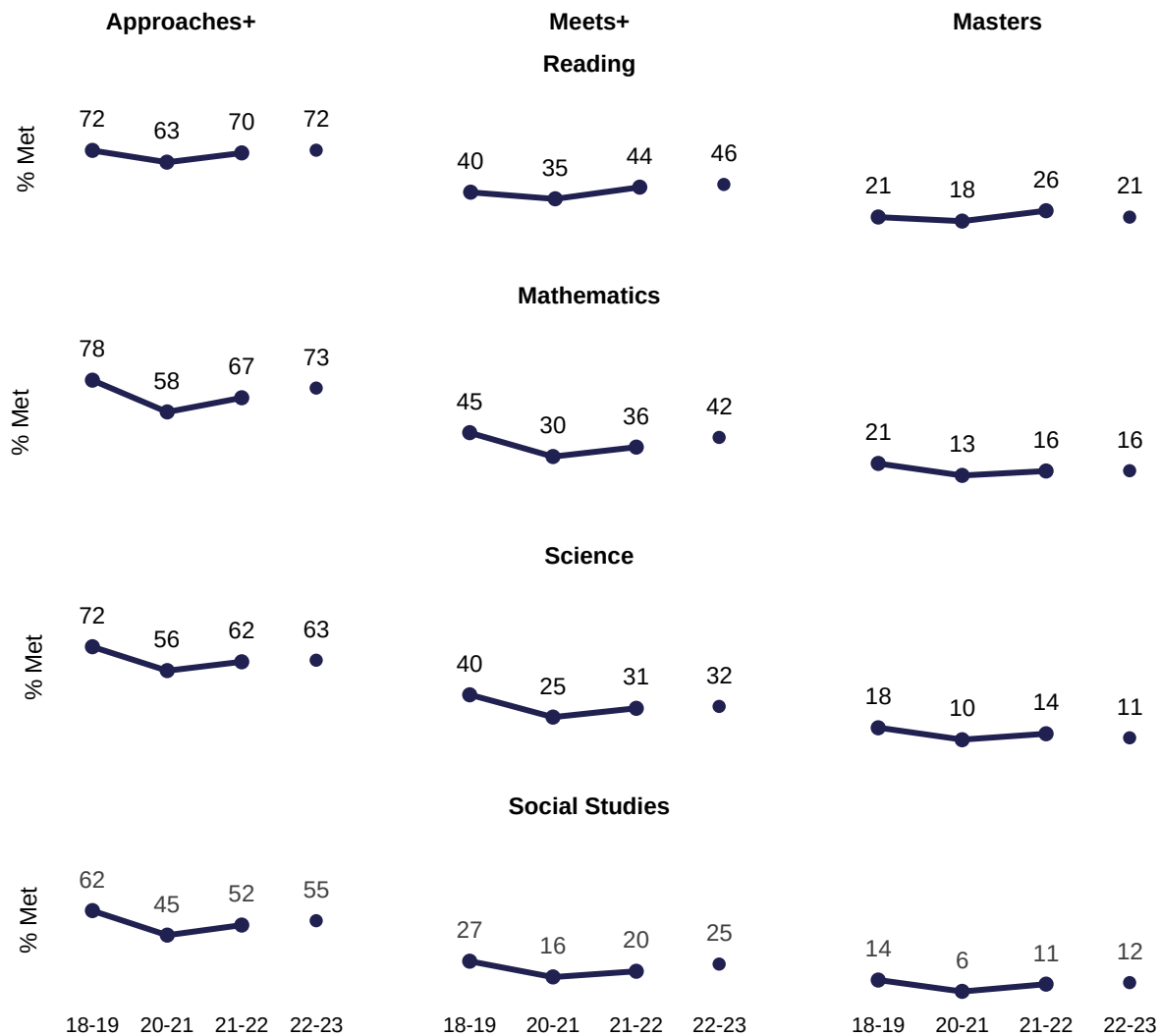
As indicated in Figure 6, the overall percentage of students who met the performance standards on STAAR 3-8 subtests in 2022-23 ranged from 55 percent (social studies) to 73 percent (mathematics) at Approaches+; 25 percent (social studies) to 46 percent (reading) at Meets+; and 11 percent (science) to 21 percent (reading) at Masters.

When reviewed by ethnicity, African American students scored the lowest (6% to 75% across performance levels), and both African American and Hispanic students (6% to 83%) scored lower than white students (12% to 93%) for most STAAR 3-8 comparisons in 2022-23 (Appendix E).

From 2018-19 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. While 2021-22 STAAR 3-8 results indicated that the district had begun to reverse the trend, 2022-23 STAAR results were not directly compared to prior years because of the STAAR redesign and the shift to a fully online assessment system.

²⁴ Because of the STAAR redesign and the shift to a fully online assessment system, 2022-23 STAAR results were not directly compared to those of the prior years. In addition, as the STAAR progress measures were not calculated for the 2022-23 school year, this report did not include the STAAR progress measures section for reading and mathematics. Progress measures information for prior school years can be obtained from the 2021-22 report (Kim, 2022).

Figure 6: 2018-19 to 2022-23 Overall STAAR 3-8 Results by Subject



Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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 E for the number of students tested for each category.

Table 4 (below) and Appendix F Tables 1 to 4 include 2022-23 STAAR 3-8 results for Dallas ISD, other large urban districts, and the state by subject and performance standard.²⁵ In 2022-23, across subjects and performance levels, the percentage of Dallas ISD students who met the performance standards was about the same for eight of 54 comparisons (range: 0 to ± 1 percentage point), whereas they were lower than students at the state level for 46 of 54 comparisons; range: -21 to -2 percentage points).²⁶

²⁵ Data for prior years are available in Appendix E.

²⁶ 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: 2022-23 Overall STAAR 3-8 Results for Large Urban School Districts and the State

	N	Appr+ %	Meets+ %	Masters %
Reading				
Austin	30,046	75	54	31
El Paso	19,903	76	49	21
Fort Worth	28,649	60	31	11
Houston	77,988	70	43	19
San Antonio	17,557	60	32	12
Dallas	55,959	71	45	20
State	2,364,432	78	51	24
Mathematics				
Austin	28,222	67	43	19
El Paso	18,811	69	37	12
Fort Worth	28,614	54	24	7
Houston	74,687	63	35	15
San Antonio	16,962	51	22	6
Dallas	51,843	71	41	15
State	2,239,665	72	43	17
Science				
Austin	10,065	65	41	18
El Paso	6,882	67	36	13
Fort Worth	10,476	46	19	5
Houston	26,785	57	30	12
San Antonio	6,098	46	19	5
Dallas	19,594	62	31	9
State	796,364	68	40	16
Social Studies				
Austin	4,899	57	33	18
El Paso	3,420	53	23	10
Fort Worth	5,231	39	15	5
Houston	12,879	48	23	11
San Antonio	2,373	33	10	3
Dallas	9,488	53	24	11
State	414,692	60	31	15

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/15/23.

Note: Appr+ = Approaches+. 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 F Tables 1 to 4 for information on prior years.

Student Outcome Goals 2 and 3

- Student outcome goal 2 was that third-grade state assessment in reading at the Meets performance level or above shall increase from 40 percent to 56 percent by June 2025. The 2022-23 target was 41.0 percent, measured by STAAR reading at Meets+.
 - Results indicated that student outcome goal 2 was met. The percentage of third-grade students in reading at Meets+ was 41.7 percent, which was higher than the 2022-23 target (41.0%).
- Student outcome goal 3 was that third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3 percent to 56.0 percent by June 2025. The 2022-23 target was 42.0 percent, measured by STAAR mathematics at Meets+.

- Results indicated that student outcome goal 3 was not met. The percentage of third-grade students in mathematics at Meets+ was 41.2 percent, which was lower than the 2022-23 target (42.0%).

STAAR 3-8 Reading Results by Student Group and Grade

For STAAR reading in 2022-23, 72 percent of students in grades three to eight combined achieved Approaches+, 46 percent achieved Meets+, and 21 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.²⁷ 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.²⁸

When 2022-23 results were reviewed by grade, the overall percentage of students in grades three to eight ranged from 68 percent (grade 3) to 78 percent (grade 8) at Approaches+; 42 percent (grades 3 and 4) to 50 percent (grade 5) at Meets+; and 19 percent (grades 3, 4, and 6) to 26 percent (grade 5) at Masters (Appendix E Tables 1, 3, and 5). Results varied by student group across grades.

In general, when examining grade six students by campus type (Appendix E Tables 2, 4, and 6), the percentage of grade six ES students who met the performance standards (Approaches+, Meets+, and Masters) was similar or slightly higher than grade six MS students at Approaches+ and Meets but slightly lower at Masters in 2022-23.²⁹ The pattern was consistent across student groups with a few exceptions for white and SPED students.

²⁷ The percentage of students who met the standards was 69%, 72%, and 91%, respectively for African American, Hispanic, and white at Approaches+; 38%, 44%, and 80%, respectively at Meets+; and 14%, 20%, and 57%, respectively at Masters.

²⁸ The overall percentage of SPED students who met the standards was 46%, 15%, and 10%, respectively for Approaches+, Meets+ and Masters.

²⁹ In 2022-23, the overall percentage of grade six students who met the performance standards was 68% and 67% at Approaches+ (ES and MS, respectively); 43% and 40% at Meets+; and 12% and 14% at Masters.

Table 5: 2018-19 to 2022-23 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 %	2022-23 %
Grades 3 to 5				
All	75.2	64.2	70.0	71.2
Af Am	64.5	52.3	65.5	67.5
Hispanic	77.3	65.1	69.2	70.1
White	87.9	86.7	90.0	91.4
EB	76.3	65.1	66.9	67.6
Eco Dis	73.3	61.2	67.2	68.4
SPED	49.7	41.8	45.4	46.3
Grades 6 to 8				
All	67.6	61.5	70.6	73.6
Af Am	60.9	55.2	65.0	70.4
Hispanic	68.4	61.1	70.6	73.0
White	86.2	86.1	89.2	90.6
EB	61.9	55.4	66.1	69.5
Eco Dis	65.6	58.7	68.4	71.4
SPED	40.2	35.6	41.9	46.6
Grades 3 to 8				
All	71.6	62.9	70.3	72.4
Af Am	62.9	53.6	65.3	68.9
Hispanic	73.1	63.2	69.9	71.5
White	87.2	86.4	89.6	91.0
EB	69.8	60.5	66.5	68.5
Eco Dis	69.7	60.0	67.8	69.8
SPED	45.4	39.0	43.7	46.4

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23.

Note: Af Am = African American. Results included all administrations through May of each year, if applicable, and included STAAR Alternate 2. See Appendix E Table 1 for the number of students tested for each category.

Table 6: 2018-19 to 2022-23 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 %	2022-23 %
Grades 3 to 5				
All	44.2	37.4	45.0	44.7
Af Am	29.6	24.1	37.9	36.7
Hispanic	46.4	37.6	43.3	43.0
White	70.5	73.7	78.7	80.6
EB	46.0	38.2	40.9	41.0
Eco Dis	41.1	33.6	40.7	40.0
SPED	13.9	12.5	17.8	15.5
Grades 6 to 8				
All	35.4	32.8	43.3	46.7
Af Am	27.2	24.3	34.6	39.0
Hispanic	35.5	32.0	42.9	45.9
White	65.1	67.8	77.6	78.8
EB	27.2	26.4	37.9	41.4
Eco Dis	32.3	29.1	39.5	42.6
SPED	7.4	7.4	11.3	13.6
Grades 3 to 8				
All	40.1	35.2	44.2	45.6
Af Am	28.5	24.2	36.3	37.8
Hispanic	41.2	34.9	43.1	44.4
White	68.3	71.1	78.2	79.8
EB	37.5	32.6	39.4	41.2
Eco Dis	37.0	31.4	40.1	41.3
SPED	11.0	10.1	14.6	14.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 3 for the number of students tested for each category.

Table 7: 2018-19 to 2022-23 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 %	2022-23 %
Grades 3 to 5				
All	23.4	20.7	26.0	21.2
Af Am	14.4	11.5	19.9	13.3
Hispanic	23.8	20.3	23.9	19.6
White	50.6	53.1	62.1	55.0
EB	23.1	20.8	22.6	19.3
Eco Dis	20.6	17.6	21.8	17.0
SPED	9.1	7.4	11.1	8.9
Grades 6 to 8				
All	17.4	15.8	26.0	21.3
Af Am	13.0	11.8	19.9	15.5
Hispanic	16.7	14.5	24.9	19.6
White	44.1	44.1	60.4	60.5
EB	11.1	10.6	20.6	16.2
Eco Dis	15.0	12.9	22.3	17.1
SPED	11.3	10.8	11.7	10.3
Grades 3 to 8				
All	20.6	18.3	26.0	21.3
Af Am	13.8	11.6	19.9	14.4
Hispanic	20.4	17.4	24.4	19.6
White	47.9	49.2	61.4	57.3
EB	17.6	16.0	21.6	17.8
Eco Dis	18.0	15.3	22.1	17.1
SPED	10.1	9.0	11.4	9.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included all administrations through May of each year, if applicable, and included STAAR Alternate 2. See Appendix E Table 5 for the number of students tested for each category.

STAAR 3-8 Mathematics Results by Student Group and Grade

For STAAR mathematics in 2022-23, 73 percent of students in grades three to eight combined achieved Approaches+, 42 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 African American students at Approaches+ and SPED students 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.³⁰ 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+.³¹

When 2022-23 results were reviewed by grade, the overall percentage of students in grades three to eight ranged from 46 percent (grade 7) to 81 percent (grade 5) at Approaches+; 14 percent (grade 7) to 51 percent (grade 5) at Meets+; and seven percent (grade 7) to 20 percent (grade 5) at Masters (Appendix

³⁰ The percentage of students who met the standards was 64%, 74%, and 90% at Approaches+; 30%, 43%, and 74% at Meets+; and 9%, 15%, and 46% at Masters for African American, Hispanic, and white, respectively.

³¹ The overall percentage of SPED students who met the standards was 54%, 17%, and 12%, respectively for Approaches+, Meets+ and Masters.

E Tables 7, 9, and 11). The percentage of students who met the performance standards was lower for grade seven³² than other grades overall and for all student groups except for African American and SPED at Masters.

In general, when examining grade six students by campus type (Appendix E 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 2022-23.³³ The pattern was consistent across student groups except for white and SPED students at all performance standards.

Table 8: 2018-19 to 2022-23 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 %	2022-23 %
Grades 3 to 5				
All	80.5	61.7	70.0	73.9
Af Am	70.0	45.0	56.8	62.3
Hispanic	82.8	63.9	71.7	75.2
White	89.4	84.3	87.2	90.4
EB	82.5	64.4	72.4	75.6
Eco Dis	79.1	59.0	67.6	71.6
SPED	58.1	46.4	48.7	54.8
Grades 6 to 8				
All	75.9	54.3	63.2	72.0
Af Am	67.1	43.7	53.9	65.0
Hispanic	77.7	55.0	64.4	72.7
White	87.2	78.2	83.1	87.9
EB	74.8	52.8	62.3	71.3
Eco Dis	74.7	51.6	61.2	70.1
SPED	52.0	38.4	43.3	52.7
Grades 3 to 8				
All	78.4	58.4	66.9	73.0
Af Am	68.7	44.5	55.5	63.5
Hispanic	80.5	59.9	68.4	74.1
White	88.6	82.1	85.7	89.5
EB	79.1	59.3	67.9	73.7
Eco Dis	77.1	55.8	64.7	70.9
SPED	55.4	42.8	46.1	53.8

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 7 for the number of students tested for each category.

³² 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.

³³ In 2022-23, the overall percentage of grade six students who met the performance standards was 73% and 72% (ES and MS, respectively) at Approaches+; 38% and 32% at Meets+; and 13% and 10% at Masters.

Table 9: 2018-19 to 2022-23 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 %	2022-23 %
Grades 3 to 5				
All	48.4	33.2	40.9	46.0
Af Am	32.3	18.0	25.3	31.6
Hispanic	51.0	34.1	41.9	46.4
White	71.7	64.4	70.6	77.5
EB	50.3	34.7	43.0	47.0
Eco Dis	45.7	29.9	37.5	42.3
SPED	19.0	14.0	15.4	20.6
Grades 6 to 8				
All	40.5	24.9	30.6	37.6
Af Am	29.4	15.3	19.8	26.9
Hispanic	41.9	24.9	31.4	38.0
White	65.2	55.9	59.0	68.8
EB	37.8	23.3	29.6	36.4
Eco Dis	38.1	21.9	27.7	34.6
SPED	13.1	7.0	8.6	13.6
Grades 3 to 8				
All	44.8	29.5	36.3	42.3
Af Am	31.0	16.9	22.7	29.5
Hispanic	46.9	30.0	37.1	42.6
White	69.2	61.3	66.4	74.4
EB	44.8	29.7	37.1	42.3
Eco Dis	42.3	26.4	33.0	38.9
SPED	16.4	10.9	12.1	17.4

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 9 for the number of students tested for each category.

Table 10: 2018-19 to 2022-23 STAAR Mathematics Results at Masters for Students in Grades 3 to 8 by Student Group

	2018-19 %	2020-21 %	2021-22 %	2022-23 %
Grades 3 to 5				
All	27.4	17.5	20.7	18.5
Af Am	15.1	8.0	10.5	9.4
Hispanic	28.8	17.4	20.5	17.5
White	52.3	44.4	47.4	49.2
EB	28.1	17.6	21.5	17.9
Eco Dis	24.8	14.9	18.0	15.1
SPED	14.6	10.0	11.9	10.9
Grades 6 to 8				
All	13.5	7.8	11.2	13.1
Af Am	7.7	4.5	6.9	7.9
Hispanic	13.8	7.1	10.7	12.3
White	32.8	28.9	33.5	41.1
EB	11.2	6.3	9.7	11.0
Eco Dis	11.8	6.2	9.4	10.7
SPED	14.5	11.3	11.2	12.4
Grades 3 to 8				
All	21.1	13.2	16.4	16.1
Af Am	11.7	6.5	8.8	8.7
Hispanic	22.0	12.8	16.0	15.2
White	44.9	38.7	42.3	46.2
EB	20.6	12.6	16.3	14.9
Eco Dis	18.9	11.1	14.0	13.1
SPED	14.6	10.6	11.5	11.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 11 for the number of students tested for each category.

STAAR Science (Grades 5 and 8)

For STAAR science in 2022-23, 63 percent of students in grades five and eight combined achieved Approaches+, 32 percent achieved Meets+, and 11 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.³⁴ 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+.³⁵

³⁴ The percentage of students who met the standards was 55%, 63%, and 88% at Approaches+; 22%, 31%, and 70% at Meets+; and 6%, 9%, and 41% at Masters for African American, Hispanic, and white, respectively.

³⁵ The overall percentage of SPED students who met the standards was 44%, 13%, and 9%, respectively for Approaches+, Meets+ and Masters.

Table 11: 2018-19 to 2022-23 STAAR Science Results at Approaches+ by Grade and Student Group

	2018-19 %	2020-21 %	2021-22 %	2022-23 %
Grade 5				
All	69.7	55.5	60.5	59.1
Af Am	57.8	42.6	48.6	48.9
Hispanic	71.8	56.3	61.0	59.1
White	87.8	86.5	86.4	86.9
EB	69.0	54.9	60.0	57.4
Eco Dis	67.7	52.4	57.3	56.0
SPED	47.9	36.3	39.3	41.1
Grade 8				
All	74.7	56.0	62.5	67.6
Af Am	68.6	47.7	57.0	61.3
Hispanic	75.3	55.5	62.4	67.6
White	90.6	84.8	82.2	88.7
EB	69.6	49.6	58.6	64.7
Eco Dis	72.9	53.0	60.2	65.4
SPED	50.8	38.1	41.8	47.9
Grades 5 and 8				
All	72.0	55.8	61.6	63.4
Af Am	62.8	44.8	52.9	55.1
Hispanic	73.5	55.9	61.7	63.4
White	89.0	85.7	84.5	87.7
EB	69.3	52.3	59.3	61.0
Eco Dis	70.1	52.7	58.8	60.8
SPED	49.1	37.1	40.5	44.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 13 for the number of students tested for each category.

Table 12: 2018-19 to 2022-23 STAAR Science Results at Meets+ by Grade and Student Group

	2018-19 %	2020-21 %	2021-22 %	2022-23 %
Grade 5				
All	41.5	22.9	32.2	28.5
Af Am	26.8	14.1	22.7	17.8
Hispanic	43.5	22.0	31.3	26.9
White	69.8	60.7	67.2	69.7
EB	40.7	20.8	30.0	25.7
Eco Dis	38.4	19.6	28.6	24.1
SPED	15.7	6.2	10.8	11.3
Grade 8				
All	37.4	26.4	29.7	34.9
Af Am	27.8	18.8	20.4	25.9
Hispanic	37.7	25.2	29.5	34.4
White	68.2	60.7	60.0	69.3
EB	30.1	21.0	27.0	31.2
Eco Dis	34.6	22.9	26.5	31.5
SPED	10.8	8.5	8.2	14.9
Grades 5 and 8				
All	39.5	24.6	30.9	31.7
Af Am	27.2	16.2	21.5	21.9
Hispanic	40.8	23.6	30.4	30.8
White	69.1	60.7	63.9	69.5
EB	35.9	20.9	28.5	28.4
Eco Dis	36.6	21.2	27.5	27.8
SPED	13.8	7.2	9.6	12.9

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 14 for the number of students tested for each category.

Table 13: 2018-19 to 2022-23 STAAR Science Results at Masters by Grade and Student Group

	2018-19 %	2020-21 %	2021-22 %	2022-23 %
Grade 5				
All	19.8	9.2	14.3	12.0
Af Am	10.1	6.0	9.4	6.7
Hispanic	20.4	7.7	13.2	9.8
White	47.7	36.3	41.0	46.9
EB	18.6	6.7	12.3	9.4
Eco Dis	17.4	7.1	11.8	8.7
SPED	12.6	8.7	12.4	9.0
Grade 8				
All	15.0	11.6	12.8	9.1
Af Am	9.6	8.1	7.5	6.0
Hispanic	14.4	10.3	12.0	8.1
White	42.5	35.9	40.6	32.7
EB	10.0	8.1	10.4	6.4
Eco Dis	12.9	9.5	10.4	6.9
SPED	14.1	12.6	11.6	8.2
Grades 5 and 8				
All	17.6	10.4	13.5	10.5
Af Am	9.9	7.0	8.4	6.3
Hispanic	17.5	9.0	12.5	9.0
White	45.4	36.1	40.8	40.5
EB	14.7	7.4	11.4	7.9
Eco Dis	15.3	8.3	11.1	7.8
SPED	13.2	10.4	12.0	8.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Table 15 for the number of students tested for each category.

STAAR Social Studies (Grade 8)

For STAAR social studies in 2022-23, 55 percent of grade eight students achieved Approaches+, 25 percent achieved Meets+, and 12 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.³⁶ The percentage of SPED students was the lowest among student groups.³⁷

³⁶ The percentage of students who met the standards was 49%, 55%, and 84% at Approaches+; 19%, 24%, and 62% at Meets+; and 9%, 11%, and 40% at Masters for African American, Hispanic, and white, respectively.

³⁷ The overall percentage of SPED students who met the standards was 36%, 8%, and 13%, respectively for Approaches+, Meets+ and Masters.

Table 14: 2018-19 to 2022-23 STAAR Social Studies Results by Student Group

	2018-19 %	2020-21 %	2021-22 %	2022-23 %
Approaches+				
All	62.4	45.1	51.5	55.1
Af Am	57.0	43.5	45.2	49.0
Hispanic	62.3	42.8	50.9	54.5
White	83.6	76.7	79.7	83.9
EB	53.8	35.3	45.1	49.3
Eco Dis	60.4	41.7	48.7	52.0
SPED	41.4	34.4	33.2	36.3
Meets+				
All	26.5	15.5	20.0	25.1
Af Am	20.4	12.4	12.5	19.2
Hispanic	25.6	13.8	19.3	23.9
White	61.8	45.7	52.2	62.1
EB	17.6	9.7	15.9	20.2
Eco Dis	23.9	12.6	17.2	21.5
SPED	8.1	7.2	5.4	8.1
Masters				
All	14.0	6.4	11.0	12.4
Af Am	10.2	5.8	7.2	9.3
Hispanic	12.9	5.2	9.8	11.1
White	44.6	22.3	36.4	40.4
EB	7.7	3.2	7.6	9.1
Eco Dis	12.1	5.1	8.9	9.9
SPED	13.7	13.2	13.1	12.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 6/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E Tables 16 to 18 for the number of students tested for each category.

EQ4: How did students perform on the STAAR EOC subtests?³⁸

Key findings from this section:

2022-23 STAAR 3-8/EOC results indicated that:



Student outcome goal 1 was not met. The percentage of students at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 44 percent, which was lower than the 2022-23 target (46.0%).



Student outcome goal 4 was met. The percentage of middle-grade students (grades 6-8) at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 42 percent, which was the same as the 2022-23 target (42.0%).



The percentage of Dallas ISD students who met the performance standards in 2022-23 was lower than students at the state level for all 15 comparisons.

³⁸ Because of the STAAR redesign and the shift to a fully online assessment system, 2022-23 STAAR EOC results were not directly compared to the prior years. In addition, as the STAAR progress measures were not calculated for the 2022-23 school year, this report did not include the STAAR progress measures section for STAAR EOC Algebra I and English II. Progress measures information for prior school years can be obtained from the 2021-22 report (Kim, 2022).

Overall STAAR EOC Combined Results at Approaches+, Meets+, and Masters

As indicated in Figure 7 and Tables 15 to 17, the overall percentage of students who met the performance standards on STAAR EOC subtests in 2022-23 ranged from 60 percent (English I) to 92 percent (US History) at Approaches+; 38 percent (Algebra I) to 60 percent (US History) at Meets+; and six percent (English II) to 30 percent (US History) at Masters.

When reviewed by ethnicity, African American students scored the lowest (4% to 89% across performance levels), and both African American and Hispanic students (5% to 92%) scored lower than white students (32% to 98%) in 2022-23. The percentage of SPED students (6% to 78%) was the lowest among student groups at Approaches+ and Meets+.

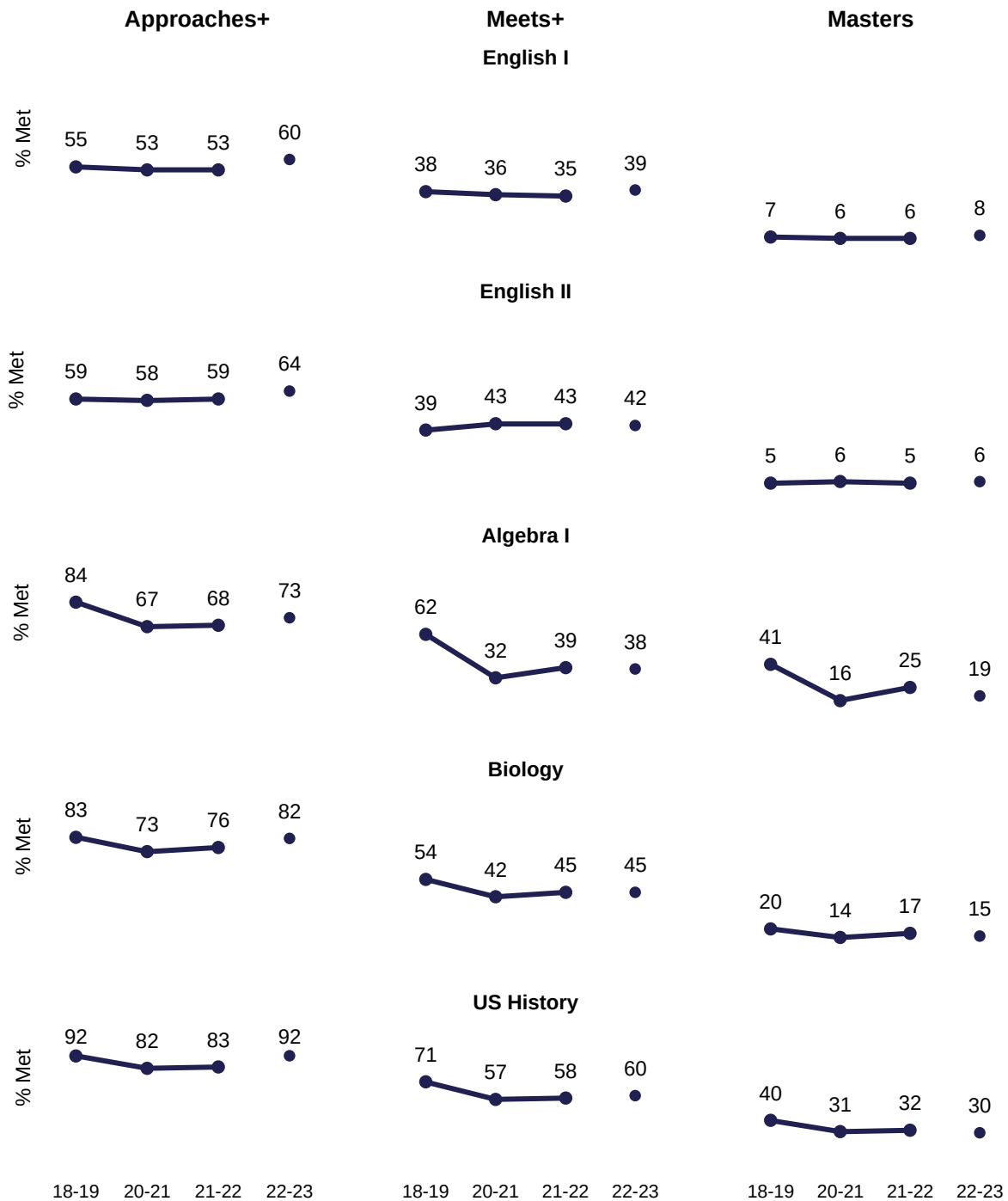
From 2018-19 to 2020-21, the district experienced a decline in the percentage of students who met the three performance standards for most subjects, which was due to lingering impacts of the COVID-19 pandemic. While 2021-22 STAAR EOC results indicated that the district had begun to stabilize or reverse the trend, 2022-23 STAAR EOC results were not directly compared to prior years because of the STAAR redesign and the shift to a fully online assessment system.

Student Outcome Goals 1 and 4

- Student outcome goal 1 was that student achievement on state assessments in all subjects in Domain 1 shall increase from 46.0 to 58.0 by June 2025. The 2022-23 target was 46.0 percent, measured by STAAR 3-8/EOC at all performance standards in all subjects in Domain 1.
 - Results indicated that student outcome goal 1 was not met. The percentage of students at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 44 percent,³⁹ which was lower than the 2022-23 target (46%).
- Student outcome goal 4 was that middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 shall increase from 40.0 to 50.0 by June 2025. The 2022-23 target was 42.0 percent for MS students, measured by STAAR 3-8/EOC at all performance standards in all subjects in Domain 1.
 - Results indicated that student outcome goal 4 was met. The percentage of MS students at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 42 percent,³⁷ which was the same as the 2022-23 target (42%).

³⁹ Source: Evaluation and Assessment internal calculations, August 2023.

Figure 7: 2018-19 to 2022-23 Overall STAAR EOC Results by Subject



Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR EOC data files, 06/04/19, 06/17/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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

Table 15: 2018-19 to 2022-23 STAAR EOC Results at Approaches+ by Subject and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I								
All	15,256	55.1	11,348	52.6	15,352	52.7	15,820	59.9
Af Am	3,365	46.5	2,374	43.0	3,068	44.1	3,191	54.0
Hispanic	10,845	55.9	8,251	53.5	11,248	53.1	11,693	60.2
White	573	82.7	414	82.6	597	82.9	538	85.9
EB	7,300	44.0	5,500	42.7	7,845	44.6	8,553	53.5
Eco Dis	12,490	53.0	9,318	49.7	12,369	50.3	13,285	57.8
SPED	1,747	20.9	1,271	26.8	1,726	27.1	1,926	33.2
English II								
All	13,343	58.5	10,649	58.0	12,497	59.3	14,190	63.8
Af Am	2,914	52.8	2,081	51.0	2,455	52.4	2,770	55.4
Hispanic	9,512	58.8	7,895	58.0	9,260	59.7	10,410	64.3
White	508	81.5	387	82.9	469	83.6	577	89.3
EB	5,443	40.9	4,917	45.4	6,026	48.4	7,262	56.2
Eco Dis	10,640	56.3	8,553	55.2	9,985	57.2	11,616	61.5
SPED	1,356	24.2	907	32.1	1,225	30.0	1,517	35.6
Algebra I								
All	11,362	83.7	11,236	66.7	13,652	67.6	14,047	73.3
Af Am	2,434	75.5	2,149	53.0	2,686	55.1	2,964	65.1
Hispanic	8,165	85.6	8,303	69.0	10,064	69.7	10,183	74.8
White	447	90.2	476	83.2	543	84.5	505	86.9
EB	5,197	82.5	5,404	65.7	7,023	67.4	7,342	72.7
Eco Dis	9,353	83.4	9,330	65.1	11,164	66.6	11,867	72.4
SPED	1,204	55.2	1,038	46.7	1,408	45.2	1,718	53.6
Biology								
All	10,594	83.1	10,145	72.9	11,977	75.8	12,422	82.3
Af Am	2,154	76.9	2,093	62.6	2,285	65.8	2,392	78.0
Hispanic	7,554	83.7	7,316	74.5	8,796	76.9	9,223	82.7
White	488	94.5	438	92.0	554	93.3	484	93.8
EB	4,634	77.2	4,587	66.6	5,891	71.7	6,460	79.2
Eco Dis	8,568	81.9	8,108	70.7	9,445	74.1	10,302	81.3
SPED	1,129	53.2	959	49.1	1,243	53.0	1,428	65.5
US History								
All	9,737	92.0	8,875	82.1	9,735	83.4	9,785	91.6
Af Am	2,017	88.6	1,744	74.7	1,853	76.6	1,925	88.5
Hispanic	7,008	92.7	6,381	82.7	7,149	84.2	7,140	92.0
White	455	96.5	440	96.4	459	95.6	430	98.1
EB	2,904	85.0	3,164	72.3	4,246	77.2	4,444	89.3
Eco Dis	7,622	91.6	6,830	80.0	7,524	81.8	7,840	90.8
SPED	780	65.5	721	58.0	807	59.4	897	77.9

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR EOC data files, 06/04/19, 06/17/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included December through May administrations of each year and STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment.

Table 16: 2018-19 to 2022-23 STAAR EOC Results at Meets+ by Subject and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I								
All	15,096	37.8	11,156	35.5	15,150	34.7	15,635	39.4
Af Am	3,306	28.8	2,308	26.1	2,998	25.2	3,137	31.1
Hispanic	10,747	37.8	8,136	35.9	11,126	34.5	11,573	39.6
White	571	75.0	407	70.5	593	73.9	531	76.8
EB	7,262	24.6	5,446	24.8	7,794	25.8	8,487	32.8
Eco Dis	12,355	34.9	9,158	31.9	12,210	31.7	13,122	36.4
SPED	1,590	5.1	1,079	6.0	1,525	8.3	1,743	10.6
English II								
All	13,168	38.9	10,473	43.0	12,302	42.8	13,987	42.1
Af Am	2,856	32.7	2,017	33.9	2,396	34.3	2,706	32.3
Hispanic	9,404	38.3	7,791	42.9	9,138	43.1	10,285	42.0
White	503	74.0	383	77.0	459	74.9	569	81.0
EB	5,411	20.2	4,864	29.2	5,968	30.3	7,203	32.1
Eco Dis	10,505	35.6	8,403	39.1	9,836	39.9	11,445	38.6
SPED	1,182	5.3	731	9.0	1,030	9.9	1,314	11.1
Algebra I								
All	11,206	62.2	11,040	32.3	13,448	38.8	13,857	38.0
Af Am	2,376	46.6	2,082	19.9	2,616	23.5	2,910	27.1
Hispanic	8,070	65.3	8,185	33.5	9,939	40.9	10,060	39.3
White	445	81.3	469	56.5	539	67.3	498	67.1
EB	5,161	58.9	5,347	29.8	6,972	38.6	7,271	36.7
Eco Dis	9,222	61.1	9,169	30.1	11,003	37.2	11,699	36.2
SPED	1,050	22.8	843	13.9	1,205	13.4	1,530	14.1
Biology								
All	10,431	53.6	9,948	41.8	11,771	45.3	12,233	45.3
Af Am	2,099	41.9	2,029	28.2	2,222	32.3	2,338	33.6
Hispanic	7,450	54.1	7,194	42.9	8,664	45.8	9,099	46.0
White	486	83.7	431	76.1	549	81.2	477	80.9
EB	4,598	41.0	4,526	32.7	5,831	37.5	6,389	39.3
Eco Dis	8,434	50.3	7,940	37.8	9,282	42.5	10,138	42.3
SPED	968	12.0	763	11.8	1,038	16.5	1,241	15.9
US History								
All	9,611	71.4	8,714	56.8	9,561	58.1	9,598	60.3
Af Am	1,971	63.5	1,685	44.7	1,801	47.7	1,863	50.9
Hispanic	6,940	72.3	6,287	56.8	7,037	58.3	7,027	60.8
White	446	88.6	436	89.2	455	88.1	422	88.9
EB	2,887	52.7	3,123	41.1	4,189	45.4	4,393	50.2
Eco Dis	7,524	69.4	6,706	52.4	7,381	54.9	7,693	57.2
SPED	654	26.8	560	24.1	633	24.5	710	27.7

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR EOC data files, 06/04/19, 06/17/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included December through May administrations of 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 2022-23 STAAR EOC Results at Masters by Subject and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English I								
All	15,256	7.3	11,348	6.0	15,352	6.3	15,820	8.3
Af Am	3,365	4.7	2,374	3.8	3,068	4.8	3,191	4.8
Hispanic	10,845	5.8	8,251	5.2	11,248	5.1	11,693	7.3
White	573	36.6	414	27.1	597	29.8	538	40.7
EB	7,300	1.7	5,500	2.4	7,845	2.3	8,553	4.7
Eco Dis	12,490	5.2	9,318	4.3	12,369	4.7	13,285	6.1
SPED	1,747	3.4	1,271	5.6	1,726	5.7	1,926	5.7
English II								
All	13,343	4.8	10,649	6.1	12,497	5.4	14,190	6.3
Af Am	2,914	3.3	2,081	4.2	2,455	3.9	2,770	4.3
Hispanic	9,512	3.7	7,895	4.9	9,260	4.5	10,410	4.9
White	508	22.6	387	29.2	469	23.7	577	32.2
EB	5,443	1.1	4,917	1.9	6,026	1.9	7,262	2.3
Eco Dis	10,640	3.3	8,553	4.3	9,985	4.0	11,616	4.3
SPED	1,356	5.2	907	7.7	1,225	6.9	1,517	6.8
Algebra I								
All	11,362	40.7	11,236	16.3	13,652	24.8	14,047	18.7
Af Am	2,434	25.8	2,149	9.4	2,686	12.8	2,964	10.6
Hispanic	8,165	43.3	8,303	16.5	10,064	26.2	10,183	19.1
White	447	65.8	476	37.6	543	52.1	505	49.7
EB	5,197	36.0	5,404	13.5	7,023	24.2	7,342	17.6
Eco Dis	9,353	39.0	9,330	14.4	11,164	23.4	11,867	16.8
SPED	1,204	13.3	1,038	10.7	1,408	10.2	1,718	8.6
Biology								
All	10,594	20.4	10,145	14.1	11,977	16.5	12,422	14.8
Af Am	2,154	12.2	2,093	7.5	2,285	10.2	2,392	8.0
Hispanic	7,554	19.3	7,316	13.7	8,796	15.4	9,223	14.1
White	488	57.6	438	40.4	554	49.3	484	49.8
EB	4,634	10.0	4,587	8.5	5,891	10.6	6,460	10.5
Eco Dis	8,568	17.1	8,108	11.4	9,445	14.0	10,302	12.2
SPED	1,129	5.4	959	8.0	1,243	10.9	1,428	7.4
US History								
All	9,737	40.2	8,875	31.3	9,735	32.3	9,785	29.6
Af Am	2,017	31.2	1,744	21.6	1,853	23.9	1,925	21.6
Hispanic	7,008	40.3	6,381	29.9	7,149	31.4	7,140	28.8
White	455	70.5	440	71.1	459	70.8	430	68.4
EB	2,904	20.7	3,164	17.4	4,246	19.7	4,444	19.3
Eco Dis	7,622	37.2	6,830	26.7	7,524	28.9	7,840	25.7
SPED	780	12.7	721	17.6	807	19.7	897	18.8

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR EOC data files, 06/04/19, 06/17/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included December through May administrations of each year and STAAR EOC Alternate 2. For Algebra I, some grade-eight students took the assessment.

Table 18 (below) and Appendix F Table 5 include *STAAR EOC* 2022-23 results for Dallas ISD, other large urban districts, and the state by subject and performance standard.⁴⁰ In 2022-23, 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 (range: -13 to -3 percentage points).⁴¹

Table 18: 2022-23 Overall *STAAR EOC* Results for Large, Urban School Districts and the State

	<i>N</i>	Appr+ %	Meets+ %	Masters %
English I				
Austin	6,608	67	55	22
El Paso	6,007	64	45	10
Fort Worth	8,587	54	34	5
Houston	17,882	57	41	10
San Antonio	4,901	55	35	6
Dallas	14,109	59	41	8
State	517,385	71	54	14
English II				
Austin	6,152	70	56	14
El Paso	5,351	68	49	6
Fort Worth	7,504	60	39	3
Houston	16,429	62	44	7
San Antonio	4,321	59	37	4
Dallas	12,784	63	44	6
State	469,426	74	56	9
Algebra I				
Austin	6,185	70	40	24
El Paso	4,392	81	46	21
Fort Worth	7,460	57	20	8
Houston	16,886	67	34	18
San Antonio	3,889	67	26	9
Dallas	13,118	73	40	20
State	476,740	78	45	24
Biology				
Austin	6,268	85	55	25
El Paso	5,099	84	46	14
Fort Worth	6,864	78	32	7
Houston	15,738	77	40	13
San Antonio	3,784	80	40	10
Dallas	11,839	83	46	15
State	461,494	89	57	22
US History				
Austin	4,568	95	75	50
El Paso	4,237	94	64	32
Fort Worth	5,235	92	60	26
Houston	12,528	92	63	34
San Antonio	3,814	88	49	21
Dallas	9,232	92	62	30
State	380,319	95	71	39

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/10/23.

Note: 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*. See Appendix F Table 5 for information on prior school years.

⁴⁰ Data for prior years are available in Appendix F Table 5.

⁴¹ There were 15 comparisons [five subjects and three performance standards (Approaches+, Meets+, and Masters)].

EQ5: What were the attendance and graduation rates of the Title I students?

Key findings from this section:

2022-23 attendance rate results indicated that:



The overall attendance rate for all students in EC to grade 12 combined was 92.0 percent in 2022-23, which was one percentage point higher than 2021-22 (90.8%).



Similar to 2021-22, attendance rates for HS students in grades nine to 11 did not meet or exceed the state's 90 percent standard for course credit or final grade except for white students.

2021-22 graduation rate results for the class of 2022 indicated that:



The four-year longitudinal graduation rate for the class of 2022 was 80 percent for all students combined, which was the same as the graduation rate of the class of 2021 (80%).

Attendance Rates

In 2022-23, the overall attendance rate for all students in EC to grade 12 combined was 92.0 percent, which was one percentage point higher than 2021-22 (90.8%; Table 19). Similar to 2021-22, the 2022-23 attendance rates for all students in each grade from K to grade eight and grade 12 met or exceeded the state's 90 percent standard for course credit or final grade, whereas HS students in grades nine through 11 did not meet the standard.⁴² The pattern was consistent across student groups, except for white students. Attendance rates for white students in each grade met or exceeded the state's 90 percent standard.

From 2018-19 and 2021-22, attendance rates for students in grades K to eight met or exceeded the state's 90 percent standard overall and for all student groups, except for African American students in grades K to 2 in 2021-22. For HS students in grades nine to 12, attendance rates in 2018-19 and 2019-20 met the standard with two exceptions (African American and SPED students in grade nine), whereas attendance rates in 2020-21 and 2021-22 did not meet the standard with few exceptions (white students and SPED students in grade 12). However, 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.

⁴² 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), attendance rates for EC and prekindergarten are reported for informational purposes only.

Table 19: 2018-19 to 2022-23 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																	
2018-19	151,700	91.9	94.2	95.7	96.3	96.6	96.8	96.9	97.0	96.3	95.5	95.5	91.7	92.4	93.0	93.8	95.2
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
2022-23	141,200	88.2	90.5	92.7	93.1	93.9	94.5	94.8	94.9	94.6	93.8	93.2	86.1	87.9	88.8	90.7	92.0
Af Am																	
2018-19	32,313	92.1	92.6	94.7	95.2	95.3	95.6	95.9	95.9	94.6	93.8	93.9	89.4	90.6	91.5	92.9	93.7
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
2022-23	28,735	87.8	87.7	90.4	90.6	91.4	92.0	92.3	92.6	92.0	91.8	91.8	83.1	85.4	86.9	89.9	89.6
Hispanic																	
2018-19	106,627	92.1	94.9	95.9	96.6	96.9	97.1	97.2	97.3	96.7	95.9	95.9	92.1	92.8	93.3	94.0	95.5
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
2022-23	99,930	88.6	91.5	93.1	93.6	94.5	95.0	95.3	95.5	95.2	94.3	93.6	86.6	88.2	89.0	90.6	92.4
White																	
2018-19	7,740	88.8	94.0	96.0	96.6	96.8	96.5	96.6	97.2	96.2	96.3	95.3	94.4	94.8	94.0	93.7	95.8
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
2022-23	7,739	87.5	92.4	95.0	95.4	95.6	95.9	96.0	96.1	95.7	95.0	93.7	91.4	93.0	93.0	93.2	94.5
EB																	
2018-19	68,355	94.5	95.5	96.5	97.1	97.3	97.5	97.6	97.7	97.2	96.3	96.3	91.5	91.8	92.2	93.8	96.0
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
2022-23	68,919	89.6	92.4	93.8	94.3	95.2	95.7	96.0	96.1	95.6	94.7	94.0	86.6	88.0	88.6	90.3	92.9

table continues

Table 19 (continued)

		Grade															
	Total N	EC %	PK %	K %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	All %
Eco Dis																	
2018-19	130,918	91.7	94.3	95.5	96.1	96.5	96.7	96.8	96.9	96.1	95.3	95.3	91.2	92.2	92.8	93.7	95.1
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
2022-23	119,625	88.4	90.1	92.3	92.7	93.6	94.1	94.5	94.7	94.4	93.6	93.0	85.5	87.4	88.3	90.3	91.6
SPED																	
2018-19	13,556	92.0	93.2	94.5	95.6	95.6	95.6	95.5	95.9	94.4	93.9	93.6	89.2	91.3	91.7	93.2	94.0
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
2022-23	15,621	88.2	91.3	92.4	92.8	93.4	93.4	93.8	94.1	93.3	92.7	92.0	84.2	87.0	88.3	91.9	91.5

Source: PEIMS demographic files, 10/26/18, 10/28/19, 10/30/20, 11/01/21, and 10/31/22. District attendance files, 06/04/19, 06/09/20, 08/24/21, 06/29/22, and 06/28/23.

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

Graduation Rates

As shown in Table 20, the four-year longitudinal graduation rate for the 2021-22 school year (class of 2022) was 80 percent for all students combined, which was the same as the graduation rate of the class of 2021 (80%). The graduation rate for African American students (79%) and Hispanic students (80%) was lower than white (86%) students. The graduation rate for SPED students (70%) was the lowest among student groups.

Table 20: 2018-19 to 2021-22 Four-Year Longitudinal Graduation Rates by Student Group

Student Group	N	Graduated %	Continued %	Received TxCHSE ^a %	Grad Plus ^b %	Dropped Out %
2018-19						
All	9,541	84.8	4.5	0.1	89.4	10.6
Af Am	<2,100 ^d	83.2	4.9	0.1	88.2	11.8
Hispanic	6,734	85.1	4.4	0.1	89.6	10.4
White	<500 ^d	89.2	3.6	0.6	93.4	6.6
EB ^c	<3,250 ^d	78.0	6.7	<0.1	84.7	15.3
Eco Dis	7,251	85.1	4.7	0.1	89.9	10.1
SPED	742	69.9	14.7	0.0	84.6	15.4
2019-20						
All	9,679	82.0	6.1	0.2	88.3	11.7
Af Am	2,023	80.9	6.3	0.2	87.4	12.6
Hispanic	6,912	82.1	6.3	0.1	88.5	11.5
White	505	85.9	3.2	1.0	90.1	9.9
EB ^c	3,792	76.9	7.3	0.0	84.2	15.8
Eco Dis	7,325	82.4	6.5	0.1	89.0	11.0
SPED	751	67.0	17.4	0.1	84.6	15.4
2020-21						
All	9,682	80.1	6.9	0.1	87.1	12.9
Af Am	2,039	80.0	6.1	0.1	86.2	13.8
Hispanic	6,871	79.7	7.4	0.1	87.1	12.9
White	521	86.4	3.6	0.2	90.2	9.8
EB ^c	3,796	74.3	9.0	<0.1	83.3	16.7
Eco Dis	7,643	79.9	7.4	0.1	87.3	12.7
SPED	794	68.8	16.2	0.1	85.1	14.9
2021-22						
All	9,934	79.8	5.0	0.1	84.9	15.1
Af Am	1,995	78.8	5.7	0.2	84.7	15.3
Hispanic	7,072	79.6	5.1	0.1	84.8	15.2
White	543	85.5	2.4	0.0	87.9	12.2
EB ^c	4,323	73.9	5.9	<0.1	79.8	20.2
Eco Dis	7,749	79.4	5.5	0.1	85.0	15.0
SPED	776	70.0	13.8	0.1	83.9	16.1

Source: TEA, 12/21/20 for 2018-19, 07/13/21 for 2019-20, 07/11/22 for 2020-21, and 06/12/23 for 2021-22. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. ^aTxCHSE = Texas Certificate of High School Equivalency. ^bGrad Plus = graduated, continued, or received TxCHSE. 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. ^cEB 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. ^dDue to impacts of the COVID-19 pandemic on the accountability calculation, accurate number of students for those subgroups were not available from the TEA website. Additional information can be found at <https://rptsvr1.tea.texas.gov/acctres/completion/2019/district.html>.

REFERENCES

- Almus, K., & Dogan, B. (2016). A study of summer school enrichment program in high-poverty urban public charter school. *Reading Improvement*, 53(1), 1-16.
- Ballew, H. C. (2017). The Efficacy of Title I Funding on a Mid-sized Rural School District. Dissertation, Carson-Newman University.
- Dietrichson, J., Bog, M., Filges, T., & Klint Jorgensen, A. (2017). Academic interventions for elementary and middle school students with low socioeconomic status: A systematic review and meta-analysis. *Review of Educational Research*, 87(2), 243–282.
- Hammond, L., Zielesinski, M. B., & Goldman, S. (2014). Using technology to support at-risk students' learning. USA: SCOPE (Stanford Center for Opportunity Policy in Education).
- Hanover Research. (2014). *Improving student achievement and closing the achievement gap*. Hanover Research.
- Huettl, K. J. (2016). The relationship between poverty and student achievement. *Culminating Projects in Teacher Development*. 16.
- Kainz, K. (2019). Early academic gaps and Title I programming in high poverty, high minority schools, *Early Childhood Research Quarterly*, 47, 159-168.
- Kim, M. (2021). 2020-21 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.
- Kim, M. (2022). 2021-22 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115-122.
- Leefat, S. (2015). The Key to Equality: Why we must prioritize summer learning to narrow the socioeconomic achievement gap. *Bringham Young University Education & Law Journal*, 2, 549-584.
- Marschall, M. J., & Shah, P. R. (2020). Linking the process and outcomes of parent involvement policy to the parent involvement gap. *Urban Education*, 55(5), 699-729.
- Neuman, S. B. (2013). The American dream: Slipping away? *Educational Leadership*, 70(8), 18-22.
- O'Brien, A. (2013). How to close the achievement gap: Arts education. *Edutopia*, Retrieved July 5, 2022, from <https://www.edutopia.org/blog/art-education-closing-achievement-gap-anne-obrien>.
- O'Connell, K. M. (2020). Making summer learning equitable for students in a rural, Title I school district: Turning on the faucet of resources. *The Interactive Journal of Global Leadership and Learning*, 1(1), 1-30.
- Texas Education Agency (2020). *Progress measures*. Retrieved October 27, 2020, from <https://tea.texas.gov/student-assessment/testing/staar/progress-measures>.

US Department of Education, Office of Planning, Evaluation, and Policy Development, & Policy and Programs Study Service. (2018). *Study of Title I Schoolwide and Targeted Assistance Programs: Final Report*.

Zvoch, K., & Stevens, J. (2015). Identification of summer school effects by comparing the in- and out-of school rates of struggling early readers. *Elementary School Journal*, 115(3), 433–456.

APPENDICES



List of Appendices

A	Acronym and Abbreviation List	45
B	2022-23 Methodology for Evaluation Questions	46
C	2020-21 to 2022-23 Demographic Characteristics of Title I Students	48
D	<i>MAP</i> Results At or Above Grade Level by Grade and Student Group	49
E	<i>STAAR</i> 3-8 Results by Grade and Student Group	57
F	<i>STAAR</i> 3-8/ <i>STAAR</i> EOC Results for Large Urban School Districts and the State	79

Appendix A

Appendix A: Acronym and Abbreviation List

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
EQ	Evaluation Question
G	Grade
GPM	Goal Progress Measure
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
TEKS	Texas Essential Knowledge and Skills
US	United States

Appendix B: Methodology

Appendix B: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Budget	Special Revenue Funds Management	04/14/23	None	None
1	Teacher Demographics	District Personnel Database	01/05/21 (2020-21) 01/05/22 (2021-22) 01/09/23 (2022-23)	Rate of teachers in the following categories: school level, gender, ethnicity, years in the district, highest degree earned, and AC participation status.	School year
1	Student Enrollment and Demographics	District Student Information System (PEIMS)	10/30/20 (2020-21) 11/01/21 (2021-22) 10/31/22 (2022-23)	Rate of students in the following categories: grade, gender, ethnicity, EB, Eco Dis, and SPED.	School year
2	MAP	NWEA	10/14/20 (BOY & MOY of 2019-20), 11/05/20, 03/09/21, & 06/23/21 (BOY, MOY, & EOY of 2020-21), 10/07/21, 01/24/22, & 06/22/22 (BOY, MOY, & EOY of 2021-22), and 09/27/22, 02/08/23, & 06/25/23 (BOY, MOY, & EOY of 2022-23).	Rate of students at or above grade level (50 th percentile); Rate of students who met student outcome goals 2 & 3	School year, subject, grade group, grade, and student group
3	STAAR 3-8	TEA	06/13/19 (2018-19) 06/28/21 (2020-21) 06/26/22 (2021-22) 08/12/23 (2022-23)	Rate of students achieving each performance standard (Approaches+, Meets+, and Masters); Rate of students who met student outcome goals 1, 2, 3 & 4; Comparisons with the state and other large, urban districts	School year, subject, grade group, grade, and student group
4	STAAR EOC	TEA	06/04/19 (2018-19) 06/17/21 (2020-21) 06/26/22 (2021-22) 08/12/23 (2022-23)	Rate of students achieving each performance standard (Approaches+, Meets+, and Masters); Rate of students who met student outcome goal 1; Comparisons with the state and other large, urban districts	School year, subject, and student group

table continues

Appendix B (continued)

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
5	<i>Attendance/Graduation Rates</i>	District Database; TEA	Attendance: 06/04/19 (2018-19), 06/09/20 (2019-20), 08/24/21 (2020-21), 06/29/22 (2021-22), & 06/28/23 (2022-23); Graduation: 12/21/20 (class of 2019), 07/13/21 (class of 2020), 07/11/22 (class of 2021), & 06/12/23 (class of 2022)	Attendance rates; four-year longitudinal graduation rates	Attendance: school year, grade, and student group; Graduation: school year and student group

Note: NWEA = Northwest Evaluation Association.

Appendix C

Appendix C: Characteristics of Title I Students from 2020-21 to 2022-23

Grade	Year	Total <i>n</i>	Gender		Ethnicity			Eco Dis %	EB %	SPED %
			Male %	Female %	Af Am %	Hispanic %	White %			
EC	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
	2022-23	465	73.1	26.9	25.8	62.4	7.3	85.4	42.6	98.9
PK	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
	2022-23	10,576	48.4	51.6	27.6	64.9	3.8	90.9	45.3	2.0
K	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
	2022-23	9,817	51.6	48.4	20.3	68.0	7.8	85.3	48.4	7.9
Grade 1	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
	2022-23	10,667	51.2	48.8	19.7	69.2	7.2	85.4	49.4	9.6
Grade 2	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
	2022-23	10,370	51.4	48.6	20.1	69.2	6.6	85.8	48.2	11.2
Grade 3	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
	2022-23	9,944	51.1	48.9	19.5	69.9	6.3	85.4	50.6	13.0
Grade 4	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
	2022-23	9,856	51.4	48.6	19.8	70.4	6.1	85.8	52.1	14.0
Grade 5	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
	2022-23	9,875	51.8	48.2	20.3	70.9	5.8	86.6	53.3	15.2
Grade 6	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
	2022-23	9,086	51.0	49.0	19.1	72.7	5.2	86.1	53.8	14.7
Grade 7	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
	2022-23	9,458	51.0	49.0	20.4	71.9	4.9	87.1	50.2	13.4
Grade 8	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
	2022-23	9,876	50.7	49.3	19.7	72.9	4.3	86.2	51.4	12.4
Grade 9	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
	2022-23	12,891	51.7	48.3	19.5	73.7	4.1	83.7	51.1	10.2
Grade10	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
	2022-23	11,378	52.3	47.7	19.5	72.5	4.7	80.8	46.1	9.4
Grade11	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
	2022-23	8,987	49.0	51.0	19.9	72.1	4.9	79.0	42.4	9.0
Grade12	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
	2022-23	8,069	48.6	51.4	19.0	72.9	5.2	76.7	39.4	10.0
All	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
	2022-23	141,315	51.0	49.0	20.4	70.8	5.5	84.7	48.8	11.1

Source: PEIMS demographic files, 10/30/20, 11/01/21, and 10/31/22.

Note: Af Am = African American.

Appendix D

Appendix D, Table 1: 2019-20 to 2022-23 MAP Reading Results At or Above Grade Level by Grade and Student Group

	2019-20 ^a				2020-21						2021-22						2022-23					
	BOY		MOY		BOY		MOY		EOY		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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kindergarten																						
All	-	-	-	-	-	-	-	-	8,378	48.3	-	-	-	-	8,644	38.3	-	-	-	-	8,239	48.1
Af Am	-	-	-	-	-	-	-	-	1,485	41.7	-	-	-	-	1,592	27.8	-	-	-	-	1,533	40.1
Hispanic	-	-	-	-	-	-	-	-	6,005	46.4	-	-	-	-	6,080	37.1	-	-	-	-	5,777	46.5
White	-	-	-	-	-	-	-	-	599	79.5	-	-	-	-	696	68.0	-	-	-	-	677	73.9
EB	-	-	-	-	-	-	-	-	4,021	46.0	-	-	-	-	4,180	40.5	-	-	-	-	3,982	46.6
Eco Dis	-	-	-	-	-	-	-	-	7,073	44.1	-	-	-	-	7,240	34.3	-	-	-	-	6,927	44.1
SPED	-	-	-	-	-	-	-	-	265	34.0	-	-	-	-	327	22.9	-	-	-	-	438	30.6
Grade 1																						
All	582	60.1	591	59.2	9,031	49.6	9,428	50.1	9,232	43.1	9,564	45.0	9,361	38.8	9,402	35.7	9,695	48.5	9,723	43.5	9,397	43.0
Af Am	67	61.2	66	57.6	1,699	35.5	1,825	33.4	1,693	30.2	1,921	29.8	1,827	21.6	1,770	22.5	1,876	32.5	1,867	26.1	1,710	29.4
Hispanic	429	57.1	426	54.5	6,208	50.5	6,477	52.4	6,456	43.1	6,564	46.5	6,470	40.8	6,582	35.9	6,720	49.9	6,784	45.3	6,641	43.2
White	48	72.9	56	83.9	643	77.1	641	76.0	617	74.7	682	73.5	665	67.7	657	67.9	728	73.5	714	69.0	704	68.5
EB	303	54.1	289	57.8	4,495	51.7	4,682	55.7	4,667	45.6	4,527	49.2	4,522	44.9	4,608	38.7	4,793	54.0	4,833	52.1	4,757	47.9
Eco Dis	457	55.1	449	52.6	7,595	44.9	7,967	45.7	7,781	38.7	8,478	41.7	8,295	35.6	8,329	32.3	8,232	44.6	8,270	40.0	7,962	39.3
SPED	31	35.5	24	33.3	471	32.7	513	32.7	502	28.5	616	23.4	600	18.8	611	16.7	735	24.9	732	19.7	700	20.7
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	9,393	43.4	9,422	44.1	9,122	44.1
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	1,849	28.3	1,860	28.0	1,690	34.4
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	6,504	45.0	6,533	45.8	6,440	42.9
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	659	69.0	659	72.2	645	77.2
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	4,472	48.2	4,471	49.5	4,432	42.6
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	8,016	39.9	8,056	40.3	7,766	39.8
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	880	22.6	875	21.6	821	20.3
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	8,980	46.3	8,586	49.3	8,189	53.5
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	1,779	31.1	1,698	35.5	1,536	37.8
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	6,215	46.9	5,922	49.4	5,731	54.1
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	604	78.6	596	81.4	583	84.4
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	4,391	47.9	4,133	51.1	3,951	55.9
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	7,612	41.7	7,278	44.5	6,918	49.2
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	1,044	20.3	982	21.3	921	26.1

table continues

Appendix D, Table 1 (continued)

	2019-20 ^a				2020-21				2021-22				2022-23			
	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 D, Table 1 (continued)

	2019-20 ^a				2020-21				2021-22				2022-23			
	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>	%
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
Grades 1 to 5																
All	37,176	50.8	37,386	50.4	44,556	48.8	45,082	49.8	43,548	48.0	45,584	46.7	43,664	44.6	43,185	45.4
Af Am	7,917	32.9	7,660	30.4	8,693	34.9	8,910	34.4	8,184	33.1	9,350	31.0	8,930	28.2	8,310	30.2
Hispanic	25,717	53.9	26,190	53.7	31,188	49.8	31,546	51.1	30,915	48.7	31,446	48.3	30,106	46.1	30,348	46.1
White	2,242	74.7	2,284	75.5	2,836	75.5	2,789	78.7	2,702	78.8	3,058	75.2	2,951	75.2	2,922	76.2
EB	18,379	55.6	18,625	55.7	22,597	50.6	22,829	52.8	22,389	50.4	22,390	50.3	21,337	48.6	21,505	48.2
Eco Dis	31,623	47.3	31,722	46.8	37,874	44.8	38,393	45.6	36,973	43.8	39,003	42.8	37,257	40.5	36,799	41.3
SPED	3,360	18.1	3,329	17.8	3,689	22.0	3,774	24.8	3,618	22.2	4,321	19.9	4,051	17.3	3,954	17.2
Grades 6 to 8																
All	22,235	42.7	22,545	37.0	24,574	45.6	23,525	39.8	20,943	37.1	27,412	39.0	25,772	34.7	25,360	35.4
Af Am	3,828	35.0	3,902	28.0	4,341	39.3	4,055	32.3	3,362	30.0	5,228	30.3	4,886	25.9	4,552	28.7
Hispanic	16,678	41.6	16,897	36.1	18,316	44.1	17,603	38.3	15,850	35.4	20,113	38.1	18,941	33.6	18,892	33.7
White	1,089	77.3	1,115	72.7	1,184	80.9	1,135	77.1	1,080	72.1	1,299	76.4	1,222	74.9	1,207	76.0
EB	10,866	31.4	11,049	26.6	12,431	35.7	12,018	31.4	10,827	28.4	14,006	32.6	13,239	28.0	13,233	27.7
Eco Dis	18,685	38.3	18,954	32.4	20,524	41.2	19,631	35.3	17,290	32.3	23,210	34.6	21,750	30.2	21,340	30.8
SPED	1,774	12.2	1,848	9.7	2,197	13.7	2,163	10.8	1,890	10.8	3,043	9.8	2,734	8.6	2,653	9.4
Grades 1 to 9 (BOY & MOY) and Grades K to 9 (EOY)																
All	66,333	47.3	66,055	45.4	76,665	48.3	76,098	46.9	79,587	45.1	84,120	43.4	79,359	40.2	86,514	40.8
Af Am	13,005	34.1	12,594	30.7	14,304	37.2	14,271	34.5	14,142	33.6	16,647	31.1	15,585	27.5	16,071	29.5
Hispanic	47,506	48.3	47,651	46.4	55,115	48.2	54,712	47.0	57,794	44.6	59,730	43.7	56,390	40.2	62,247	40.2
White	3,689	75.4	3,748	75.1	4,420	77.9	4,299	78.6	4,738	77.2	4,897	75.5	4,674	75.1	5,306	74.7
EB	32,331	44.8	32,402	43.4	38,390	44.9	38,212	44.8	40,260	42.9	41,803	41.8	39,466	38.7	43,451	38.9
Eco Dis	55,707	43.5	55,430	41.4	64,368	44.1	63,980	42.5	66,584	40.7	71,036	39.5	66,818	36.1	72,669	36.7
SPED	5,534	15.8	5,557	14.9	6,357	18.6	6,425	19.3	6,208	18.5	8,204	15.4	7,555	13.6	7,621	14.4

Source: PEIMS demographic files, 10/28/19, 10/30/20, 11/01/21, and 10/31/22. 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, 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22, and 09/27/22 for BOY, 02/08/23 for MOY, and 06/25/23 for EOY of 2022-23.

Note: Af Am = African American. - = Not Applicable. 2019-20 MAP EOY was canceled because of the COVID-19 pandemic. To make equitable comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21, 2021-22, and 2022-23. 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. ^aIn 2019-20, MAP was administered districtwide for the first time to students in grades two to nine. However, some teachers used MAP as an optional assessment for grade one students, and the results for those students were included in this report. Because of the small number of grade-one students in 2019-20 compared to other years, results should be reviewed with caution.

Appendix D, Table 2: 2019-20 to 2022-23 MAP Mathematics Results At or Above Grade Level by Grade and Student Group

	2019-20 ^a				2020-21				2021-22				2022-23			
	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	-	-	-	-	-	-	-	-	8,950	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	763	55.4	805	58.1	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	75	54.7	73	63.0	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	591	51.4	621	53.3	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	53	83.0	63	81.0	645	78.1	643	79.6	634	80.6	686	81.6	678	76.0	669	76.2
EB	425	48.7	426	53.3	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	602	49.7	628	52.2	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	37	27.0	35	42.9	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
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

table continues

Appendix D, Table 2 (continued)

	2019-20 ^a				2020-21				2021-22				2022-23			
	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>	%
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 D, Table 2 (continued)

	2019-20 ^a				2020-21						2021-22						2022-23					
	BOY		MOY		BOY		MOY		EOY		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>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
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	9,858	35.7	9,516	34.8	7,700	38.0
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	1,800	23.2	1,691	22.1	1,372	26.7
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	7,341	35.9	7,113	35.0	5,791	38.2
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	455	71.2	440	70.7	330	70.0
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	4,988	29.9	4,894	29.3	3,944	32.9
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	8,211	32.1	7,870	31.1	6,370	34.6
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	827	6.9	794	7.8	659	10.5
Grades 1 to 5																						
All	40,143	48.5	40,159	48.7	47,000	36.6	47,628	44.2	46,095	42.6	48,058	39.5	46,633	39.5	46,116	42.3	47,623	42.6	47,310	41.2	45,631	46.7
Af Am	7,896	34.3	7,742	32.9	8,692	26.8	8,980	30.7	8,191	27.9	9,353	25.1	8,974	25.1	8,315	27.4	9,122	29.8	8,962	27.6	8,112	33.3
Hispanic	28,624	49.4	28,772	50.0	33,594	35.3	33,962	44.2	33,378	42.5	33,861	39.4	32,957	39.4	33,211	42.3	33,574	42.2	33,492	40.9	32,827	46.2
White	2,308	76.9	2,341	77.8	2,864	71.4	2,813	76.8	2,746	77.1	3,068	76.2	2,986	75.8	2,942	76.9	3,145	77.3	3,130	77.0	3,060	80.7
EB	21,199	47.7	21,239	48.7	24,921	33.0	25,163	43.4	24,790	42.1	24,684	38.3	24,100	39.1	24,338	42.2	24,368	40.7	24,307	39.9	23,877	45.7
Eco Dis	34,316	44.6	34,195	44.9	40,024	31.9	40,690	39.8	39,256	38.2	41,232	35.0	39,938	35.0	39,436	37.9	40,691	37.9	40,402	36.5	38,839	42.2
SPED	3,622	17.8	3,587	18.2	3,963	17.4	4,006	23.3	3,868	20.8	4,553	17.2	4,312	16.9	4,254	18.1	5,165	19.1	5,050	17.7	4,843	22.0
Grades 6 to 8																						
All	22,116	45.8	21,215	43.6	24,383	37.1	23,797	42.5	21,655	44.2	27,495	38.9	25,661	35.9	25,288	36.3	26,076	41.0	25,748	38.0	23,938	39.8
Af Am	3,922	31.5	3,588	28.4	4,296	24.7	4,079	28.9	3,467	30.5	5,246	22.6	4,886	20.6	4,494	22.3	4,941	26.0	4,808	25.0	4,198	26.8
Hispanic	16,489	46.6	15,925	44.1	18,180	37.2	17,838	43.0	16,403	44.6	20,172	40.2	18,841	36.7	18,879	36.7	19,078	41.9	18,936	38.2	17,855	39.8
White	1,084	77.4	1,084	78.3	1,176	71.9	1,164	74.4	1,105	73.0	1,304	74.3	1,213	74.4	1,208	72.2	1,278	75.7	1,249	74.1	1,189	74.1
EB	10,779	39.4	10,426	36.9	12,373	31.8	12,101	38.0	11,220	39.8	14,065	37.3	13,215	33.7	13,271	33.2	13,685	39.4	13,639	35.4	12,917	36.8
Eco Dis	18,599	41.8	17,767	39.3	20,345	32.9	19,810	38.6	17,884	40.3	23,283	34.7	21,690	31.8	21,301	32.3	22,450	36.9	22,141	33.9	20,476	35.7
SPED	1,717	13.7	1,681	11.9	2,157	8.0	2,154	10.5	1,980	11.9	3,032	9.5	2,729	7.9	2,632	9.5	2,991	11.3	2,929	10.8	2,663	12.6
Grades 1 to 9 (BOY & MOY) and Grades K to 9 (EOY)																						
All	68,680	46.6	66,734	46.5	78,818	37.5	78,884	44.4	83,345	45.2	86,794	38.9	81,873	38.0	89,184	39.9	83,557	41.3	82,574	39.5	85,956	44.6
Af Am	12,891	33.3	12,160	31.8	14,199	26.6	14,362	31.1	14,360	31.9	16,710	24.4	15,628	23.6	16,004	26.2	15,863	27.9	15,461	26.2	15,263	32.3
Hispanic	49,891	47.1	48,772	47.2	57,329	36.8	57,321	44.7	61,053	45.1	62,273	39.3	58,815	38.2	64,868	39.7	59,993	41.3	59,541	39.3	62,534	44.0
White	3,769	76.9	3,734	77.4	4,452	71.7	4,357	76.4	4,838	77.7	4,917	74.8	4,680	75.1	5,331	74.7	4,878	76.3	4,819	75.7	5,291	78.6
EB	34,928	43.1	34,131	43.6	40,650	32.7	40,648	41.8	43,429	42.7	44,229	36.9	41,956	36.3	46,344	37.9	43,041	39.0	42,840	37.2	45,064	42.1
Eco Dis	57,879	42.7	56,103	42.6	66,272	32.9	66,431	40.2	69,932	40.9	73,455	34.8	69,180	33.8	75,187	35.6	71,352	36.9	70,413	35.1	73,012	40.3
SPED	5,742	16.0	5,609	16.0	6,600	13.8	6,685	18.3	6,576	18.9	8,464	13.7	7,786	13.1	7,881	15.1	8,983	15.4	8,773	14.5	8,624	19.2

Source: PEIMS demographic files, 10/28/19, 10/30/20, 11/01/21, and 10/31/22. 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, 10/07/21 for BOY, 01/24/22 for MOY, and 06/22/22 for EOY of 2021-22, and 09/27/22 for BOY, 02/08/23 for MOY, and 06/25/23 for EOY of 2022-23.

Note: Af Am = African American. - = Not Applicable. 2019-20 MAP EOY was canceled because of the COVID-19 pandemic. To make equitable comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21, 2021-22, and 2022-23. 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. ^aIn 2019-20, MAP was administered districtwide for the first time to students in grades two to nine. However, some teachers used MAP as an optional assessment for grade one students, and the results for those students were included in this report. Because of the small number of students in grade one in 2019-20 compared to other years, results should be reviewed with caution.

Appendix D Table 3: 2020-21 to 2022-23 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	2022-23 BOY to EOY Δ %pts	2020-21 BOY to EOY Δ %pts	2021-22 BOY to EOY Δ %pts	2022-23 BOY to EOY Δ %pts
Grade 1						
All	-6.5	-9.3	-5.5	2.7	-5.0	1.0
Af Am	-5.3	-7.3	-3.1	-1.7	-5.5	0.0
Hispanic	-7.4	-10.6	-6.7	4.0	-4.9	1.1
White	-2.4	-5.6	-5.0	2.5	-5.4	2.7
EB	-6.1	-10.5	-6.1	6.4	-2.9	3.5
Eco Dis	-6.2	-9.4	-5.3	3.2	-5.0	1.3
SPED	-4.2	-6.7	-4.2	3.2	-3.2	-1.0
Grade 2						
All	-3.5	-4.0	0.7	-2.5	-2.0	2.4
Af Am	0.6	-0.2	6.1	-5.8	-3.6	1.3
Hispanic	-6.2	-6.6	-2.1	-1.8	-1.9	2.2
White	10.1	5.2	8.2	-0.3	-0.9	4.9
EB	-9.1	-9.7	-5.6	0.0	-1.2	3.2
Eco Dis	-4.6	-5.1	-0.1	-2.1	-2.1	2.1
SPED	-3.1	-10.4	-2.3	-1.0	-4.9	-0.4
Grade 3						
All	8.3	7.7	7.2	15.9	13.7	14.9
Af Am	-1.0	4.6	6.7	7.6	12.4	14.6
Hispanic	11.2	8.3	7.2	18.3	14.6	16.0
White	6.0	7.0	5.8	12.7	6.4	5.5
EB	14.7	11.1	8.0	20.3	16.0	17.0
Eco Dis	8.5	8.1	7.5	16.4	14.4	16.1
SPED	5.0	0.9	5.8	9.7	5.5	11.8
Grade 4						
All	-0.3	0.8	-0.6	10.3	7.5	3.5
Af Am	-1.7	-0.8	-2.6	6.0	6.7	3.1
Hispanic	-0.2	1.0	-0.4	11.0	7.9	3.0
White	-0.1	-1.3	-1.1	7.5	3.2	2.7
EB	1.7	1.3	0.0	12.8	7.9	3.9
Eco Dis	-0.3	1.1	-0.7	10.5	8.0	3.8
SPED	-0.1	-0.5	-2.6	1.7	4.4	2.1
Grade 5						
All	-1.2	-0.4	-1.0	3.7	0.2	-1.4
Af Am	-1.4	0.6	0.2	-0.3	2.1	-0.9
Hispanic	-1.9	-1.0	-2.2	4.3	-0.7	-2.0
White	3.1	-0.1	3.1	7.3	1.5	1.2
EB	-2.1	-1.1	-1.8	5.8	-0.7	-2.0
Eco Dis	-1.7	-0.4	-1.8	3.8	0.3	-1.3
SPED	0.0	0.3	2.6	2.1	0.1	0.6
Grade 6						
All	-9.9	-3.5	-8.5	9.2	0.5	3.2
Af Am	-11.6	-0.9	-8.9	6.6	0.6	2.8
Hispanic	-10.1	-4.5	-8.9	9.8	0.2	3.0
White	-6.0	0.5	-4.2	5.9	-0.8	-0.8
EB	-9.5	-4.8	-8.0	9.9	-0.5	2.7
Eco Dis	-10.5	-3.7	-9.0	9.4	0.6	3.4
SPED	-3.7	0.1	-5.6	4.6	2.2	1.6

table continues

Appendix D, Table 3 (continued)

	Reading			Mathematics		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
	BOY to EOY Δ %pts	BOY to EOY Δ %pts	BOY to EOY Δ %pts	BOY to EOY Δ %pts	BOY to EOY Δ %pts	BOY to EOY Δ %pts
Grade 7						
All	-9.2	-4.9	-6.5	5.8	-5.8	-4.0
Af Am	-8.8	-2.3	-6.3	4.9	-3.1	0.2
Hispanic	-9.9	-6.0	-7.2	5.6	-7.2	-5.4
White	-12.2	-2.2	-4.7	0.9	-1.5	-5.0
EB	-8.4	-5.9	-6.5	6.0	-8.0	-6.3
Eco Dis	-10.0	-5.2	-7.1	6.0	-5.9	-3.9
SPED	-1.9	-1.5	-1.3	3.4	-2.6	1.4
Grade 8						
All	-6.4	-2.2	-4.6	6.1	-2.2	-2.8
Af Am	-7.8	-1.7	-4.7	5.5	1.5	-0.4
Hispanic	-6.2	-2.7	-5.1	6.5	-3.4	-3.9
White	-8.5	0.2	2.0	-3.7	-3.9	1.1
EB	-3.8	-3.9	-5.4	7.6	-3.9	-4.4
Eco Dis	-6.6	-2.6	-5.0	6.6	-1.9	-3.0
SPED	-2.8	0.3	-1.2	3.6	0.4	0.6
Grade 9						
All	-7.1	-4.3	-4.4	10.1	0.1	2.3
Af Am	-8.0	-4.1	-5.2	9.7	-1.1	3.5
Hispanic	-6.8	-5.1	-4.8	10.9	-0.2	2.3
White	-9.3	-2.9	-3.0	5.8	1.0	-1.2
EB	-4.9	-4.3	-4.0	12.7	-0.1	3.0
Eco Dis	-7.0	-4.3	-4.2	10.6	-0.8	2.5
SPED	-2.9	0.3	-0.7	5.3	0.4	3.6

Source: PEIMS demographic files, 10/30/20, 11/01/21, and 10/31/22. 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, and 09/27/22 for BOY, 02/08/23 for MOY, and 06/25/23 for EOY of 2022-23.

Note: Δ %pts = change in percentage points. Af Am = African American. 2019-20 MAP EOY was canceled because of the COVID-19 pandemic. To make equitable comparisons over time, 2019-20 data were analyzed using the same norms (2020 norms) as 2020-21, 2021-22, and 2022-23. 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.

Appendix E

Appendix E, Table 1: 2018-19 to 2022-23 STAAR Reading Results at Approaches+ by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	10,974	71.8	9,391	60.6	9,584	67.0	9,415	67.9
Af Am	2,289	60.4	1,794	52.4	1,816	62.1	1,737	63.9
Hispanic	7,734	74.0	6,707	60.1	6,811	65.7	6,712	66.2
White	626	86.1	557	86.7	608	89.3	597	92.8
EB	5,708	73.7	5,046	59.3	5,028	63.7	4,862	63.6
Eco Dis	9,658	69.7	8,114	57.3	8,167	63.7	8,027	64.4
SPED	1,169	48.1	993	42.8	1,052	44.0	1,216	47.5
Grade 4								
All	11,667	68.6	9,339	57.5	9,681	67.2	9,363	69.7
Af Am	2,400	58.9	1,660	46.9	1,916	63.1	1,751	67.7
Hispanic	8,346	70.0	6,881	57.5	6,922	65.9	6,706	68.1
White	604	84.1	499	82.4	569	90.3	578	90.3
EB	5,888	67.9	5,164	57.1	5,155	62.4	4,959	64.8
Eco Dis	10,279	66.1	7,992	54.1	8,305	64.4	8,003	66.9
SPED	1,259	42.3	1,113	35.5	1,202	44.0	1,296	44.4
Grade 5								
All	11,805	84.8	9,636	74.1	9,617	75.9	9,428	76.1
Af Am	2,454	73.9	1,828	57.2	1,785	71.4	1,812	70.6
Hispanic	8,503	87.4	7,062	77.3	7,033	75.7	6,799	76.1
White	553	94.0	468	91.2	521	90.4	549	90.9
EB	5,984	87.3	5,175	78.8	5,264	74.4	5,131	74.1
Eco Dis	10,475	83.7	8,339	71.9	8,178	73.6	8,137	73.7
SPED	1,289	58.3	1,206	46.8	1,294	47.9	1,410	47.0
Grade 6								
All	10,574	58.3	8,828	55.5	9,083	62.7	8,576	70.7
Af Am	2,058	51.3	1,529	49.6	1,737	56.4	1,542	66.5
Hispanic	7,743	58.3	6,635	54.7	6,655	62.1	6,340	70.0
White	484	83.3	396	82.8	441	88.0	441	89.6
EB	5,224	52.7	4,766	50.4	4,621	57.7	4,713	67.0
Eco Dis	9,262	55.7	7,449	52.0	7,748	59.5	7,356	67.9
SPED	1,134	34.2	1,032	30.5	1,199	37.1	1,254	44.7
Grade 7								
All	9,959	66.1	8,721	61.4	9,441	71.8	8,884	71.8
Af Am	2,053	57.7	1,419	53.0	1,795	65.5	1,707	69.8
Hispanic	7,216	67.3	6,672	61.3	6,966	72.1	6,503	70.6
White	434	85.9	394	86.3	411	87.8	438	90.9
EB	4,826	60.3	4,589	55.7	4,956	68.0	4,571	66.9
Eco Dis	8,741	63.6	7,337	58.6	7,960	69.5	7,708	69.6
SPED	995	40.0	932	34.8	1,160	41.3	1,172	43.5
Grade 8								
All	9,895	79.2	8,919	67.7	9,333	77.2	8,985	78.2
Af Am	2,031	73.9	1,464	63.3	1,718	73.3	1,716	74.6
Hispanic	7,277	80.3	6,821	67.2	6,951	77.1	6,617	78.2
White	344	90.7	382	89.3	421	91.7	391	91.6
EB	4,623	74.0	4,412	60.5	4,777	72.4	4,704	74.4
Eco Dis	8,754	78.1	7,538	65.4	7,929	75.8	7,758	76.4
SPED	873	48.2	876	42.6	1,047	48.0	1,127	51.8

table continues

Appendix E, Table 1 (continued)

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 to 5								
All	34,446	75.2	28,366	64.2	28,882	70.0	28,206	71.2
Af Am	7,143	64.5	5,282	52.3	5,517	65.5	5,300	67.5
Hispanic	24,583	77.3	20,650	65.1	20,766	69.2	20,217	70.1
White	1,783	87.9	1,524	86.7	1,698	90.0	1,724	91.4
EB	17,580	76.3	15,385	65.1	15,447	66.9	14,952	67.6
Eco Dis	30,412	73.3	24,445	61.2	24,650	67.2	24,167	68.4
SPED	3,717	49.7	3,312	41.8	3,548	45.4	3,922	46.3
Grades 6 to 8								
All	30,428	67.6	26,468	61.5	27,857	70.6	26,445	73.6
Af Am	6,142	60.9	4,412	55.2	5,250	65.0	4,965	70.4
Hispanic	22,236	68.4	20,128	61.1	20,572	70.6	19,460	73.0
White	1,262	86.2	1,172	86.1	1,273	89.2	1,270	90.6
EB	14,673	61.9	13,767	55.4	14,354	66.1	13,988	69.5
Eco Dis	26,757	65.6	22,324	58.7	23,637	68.4	22,822	71.4
SPED	3,002	40.2	2,840	35.6	3,406	41.9	3,553	46.6
Grades 3 to 8								
All	64,874	71.6	54,834	62.9	56,739	70.3	54,651	72.4
Af Am	13,285	62.9	9,694	53.6	10,767	65.3	10,265	68.9
Hispanic	46,819	73.1	40,778	63.2	41,338	69.9	39,677	71.5
White	3,045	87.2	2,696	86.4	2,971	89.6	2,994	91.0
EB	32,253	69.8	29,152	60.5	29,801	66.5	28,940	68.5
Eco Dis	57,169	69.7	46,769	60.0	48,287	67.8	46,989	69.8
SPED	6,719	45.4	6,152	39.0	6,954	43.7	7,475	46.4

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included all administrations through May of each year, if possible, and STAAR Alternate 2.

Appendix E, Table 2: 2021-22 to 2022-23 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>	%
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
2022-23								
All	921	68.0	6,471	67.3	1,184	91.2	8,576	70.7
Af Am	74	68.9	1,301	63.6	167	88.0	1,542	66.5
Hispanic	822	67.6	4,751	67.2	767	89.7	6,340	70.0
White	16	75.0	246	84.6	179	97.8	441	89.6
EB	664	66.1	3,535	64.0	514	88.5	4,713	67.0
Eco Dis	858	66.8	5,750	65.5	748	87.6	7,356	67.9
SPED	126	34.9	1,026	44.0	102	64.7	1,254	44.7

Source: PEIMS demographic files, 11/01/21 and 10/31/22. District STAAR 3-8 data files, 06/26/22 and 08/12/23. Information for 2021-22 was obtained from the 2021-22 report (Kim, 2022).

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

Appendix E, Table 3: 2018-19 to 2022-23 STAAR Reading Results at Meets+ by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	10,745	41.1	9,190	32.4	9,358	40.3	9,185	41.7
Af Am	2,225	26.6	1,739	22.0	1,748	33.5	1,672	35.9
Hispanic	7,591	43.1	6,575	31.3	6,667	37.7	6,560	38.8
White	613	65.1	551	73.0	600	76.7	588	81.5
EB	5,645	43.0	4,981	31.3	4,950	35.5	4,770	36.2
Eco Dis	9,447	37.9	7,929	28.1	7,964	35.4	7,816	36.2
SPED	944	12.1	797	13.2	835	15.2	991	17.2
Grade 4								
All	11,409	38.2	9,127	31.3	9,457	44.5	9,137	42.0
Af Am	2,323	26.7	1,608	21.0	1,844	37.3	1,687	31.7
Hispanic	8,185	39.0	6,738	30.4	6,788	42.7	6,557	40.8
White	588	69.9	492	68.7	558	79.4	571	77.4
EB	5,816	37.2	5,097	30.6	5,081	40.1	4,876	39.7
Eco Dis	10,044	34.6	7,807	27.3	8,099	40.5	7,796	37.4
SPED	1,004	10.6	903	9.7	985	17.3	1,074	12.7
Grade 5								
All	11,561	53.1	9,422	48.2	9,387	50.2	9,194	50.3
Af Am	2,378	35.1	1,772	29.1	1,723	42.9	1,733	42.3
Hispanic	8,353	56.6	6,919	50.7	6,880	49.2	6,659	49.2
White	539	77.4	460	79.8	515	80.4	541	83.0
EB	5,912	57.7	5,108	52.6	5,184	46.7	5,045	46.9
Eco Dis	10,248	50.5	8,144	45.0	7,979	46.3	7,921	46.2
SPED	1,048	18.6	996	14.5	1,068	20.3	1,182	16.7
Grade 6								
All	10,350	26.9	8,652	24.4	8,882	34.2	8,365	45.5
Af Am	1,989	20.1	1,483	17.3	1,676	26.5	1,485	37.8
Hispanic	7,608	26.2	6,518	23.2	6,527	32.7	6,198	44.3
White	472	57.2	386	62.2	433	75.5	436	77.3
EB	5,159	20.7	4,713	20.1	4,550	28.9	4,638	41.0
Eco Dis	9,056	23.5	7,295	20.4	7,567	29.9	7,166	41.1
SPED	912	6.1	857	5.1	1,000	9.3	1,048	13.4
Grade 7								
All	9,728	38.1	8,544	35.6	9,241	46.2	8,689	45.0
Af Am	1,980	28.2	1,365	26.3	1,743	36.8	1,650	39.0
Hispanic	7,070	38.7	6,560	34.8	6,830	46.3	6,381	43.5
White	426	69.5	386	72.3	401	77.3	429	80.2
EB	4,764	30.1	4,534	28.9	4,886	41.3	4,504	39.2
Eco Dis	8,528	34.7	7,185	31.6	7,781	42.2	7,529	41.0
SPED	765	7.6	756	7.0	961	11.9	979	13.3
Grade 8								
All	9,704	41.7	8,748	38.4	9,136	49.3	8,790	49.4
Af Am	1,963	33.2	1,413	29.9	1,662	40.4	1,667	40.2
Hispanic	7,160	42.4	6,715	37.9	6,821	49.2	6,481	49.7
White	340	70.6	376	68.9	415	80.0	384	78.9
EB	4,570	31.4	4,364	30.6	4,713	43.2	4,637	44.0
Eco Dis	8,584	39.3	7,387	35.1	7,749	46.1	7,583	45.6
SPED	683	8.8	708	10.5	851	12.9	933	14.3

table continues

Appendix E, Table 3 (continued)

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 to 5								
All	33,715	44.2	27,739	37.4	28,202	45.0	27,516	44.7
Af Am	6,926	29.6	5,119	24.1	5,315	37.9	5,092	36.7
Hispanic	24,129	46.4	20,232	37.6	20,335	43.3	19,776	43.0
White	1,740	70.5	1,503	73.7	1,673	78.7	1,700	80.6
EB	17,373	46.0	15,186	38.2	15,215	40.9	14,691	41.0
Eco Dis	29,739	41.1	23,880	33.6	24,042	40.7	23,533	40.0
SPED	2,996	13.9	2,696	12.5	2,888	17.8	3,247	15.5
Grades 6 to 8								
All	29,782	35.4	25,944	32.8	27,259	43.3	25,844	46.7
Af Am	5,932	27.2	4,261	24.3	5,081	34.6	4,802	39.0
Hispanic	21,838	35.5	19,793	32.0	20,178	42.9	19,060	45.9
White	1,238	65.1	1,148	67.8	1,249	77.6	1,249	78.8
EB	14,493	27.2	13,611	26.4	14,149	37.9	13,779	41.4
Eco Dis	26,168	32.3	21,867	29.1	23,097	39.5	22,278	42.6
SPED	2,360	7.4	2,321	7.4	2,812	11.3	2,960	13.6
Grades 3 to 8								
All	63,497	40.1	53,683	35.2	55,461	44.2	53,360	45.6
Af Am	12,858	28.5	9,380	24.2	10,396	36.3	9,894	37.8
Hispanic	45,967	41.2	40,025	34.9	40,513	43.1	38,836	44.4
White	2,978	68.3	2,651	71.1	2,922	78.2	2,949	79.8
EB	31,866	37.5	28,797	32.6	29,364	39.4	28,470	41.2
Eco Dis	55,907	37.0	45,747	31.4	47,139	40.1	45,811	41.3
SPED	5,356	11.0	5,017	10.1	5,700	14.6	6,207	14.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E, Table 4: 2021-22 to 2022-23 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>	%
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
2022-23								
All	908	42.5	6,276	39.8	1,181	78.1	8,365	45.5
Af Am	72	34.7	1,248	33.4	165	72.1	1,485	37.8
Hispanic	813	42.6	4,619	39.7	766	73.6	6,198	44.3
White	14	71.4	243	63.8	179	96.1	436	77.3
EB	659	41.1	3,466	36.6	513	70.8	4,638	41.0
Eco Dis	846	41.3	5,574	37.2	746	70.5	7,166	41.1
SPED	113	8.8	836	11.2	99	36.4	1,048	13.4

Source: PEIMS demographic files, 11/01/21 and 10/31/22. District STAAR 3-8 data files, 06/26/22 and 08/12/23. Information for 2021-22 was obtained from the 2021-22 report (Kim, 2022).

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 E, Table 5: 2018-19 to 2022-23 STAAR Reading Results at Masters by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	10,974	24.8	9,391	17.9	9,584	23.8	9,415	18.6
Af Am	2,289	15.2	1,794	9.9	1,816	17.4	1,737	11.7
Hispanic	7,734	25.3	6,707	17.0	6,811	21.1	6,712	17.1
White	626	50.8	557	51.5	608	61.8	597	49.1
EB	5,708	25.0	5,046	18.3	5,028	20.4	4,862	17.2
Eco Dis	9,658	22.0	8,114	14.6	8,167	19.2	8,027	14.7
SPED	1,169	9.7	993	8.5	1,052	9.7	1,216	8.2
Grade 4								
All	11,667	18.6	9,339	15.5	9,681	24.3	9,363	19.4
Af Am	2,400	11.3	1,660	8.4	1,916	16.6	1,751	10.6
Hispanic	8,346	18.4	6,881	14.6	6,922	23.2	6,706	17.9
White	604	47.4	499	44.3	569	57.5	578	53.3
EB	5,888	17.6	5,164	14.9	5,155	22.4	4,959	18.0
Eco Dis	10,279	15.7	7,992	12.6	8,305	20.7	8,003	15.3
SPED	1,259	7.3	1,113	6.0	1,202	10.6	1,296	9.3
Grade 5								
All	11,805	26.9	9,636	28.5	9,617	29.9	9,428	25.5
Af Am	2,454	16.9	1,828	15.8	1,785	26.1	1,812	17.4
Hispanic	8,503	27.8	7,062	28.9	7,033	27.4	6,799	23.8
White	553	54.1	468	64.5	521	67.6	549	63.4
EB	5,984	26.8	5,175	29.2	5,264	24.8	5,131	22.4
Eco Dis	10,475	24.2	8,339	25.2	8,178	25.7	8,137	21.1
SPED	1,289	10.5	1,206	7.7	1,294	12.7	1,410	9.2
Grade 6								
All	10,574	12.0	8,828	10.9	9,083	16.8	8,576	18.9
Af Am	2,058	9.2	1,529	7.2	1,737	12.6	1,542	13.1
Hispanic	7,743	10.7	6,635	9.7	6,655	15.0	6,340	16.8
White	484	37.6	396	37.4	441	53.3	441	56.0
EB	5,224	7.7	4,766	7.5	4,621	11.9	4,713	14.7
Eco Dis	9,262	9.8	7,449	8.1	7,748	13.2	7,356	14.6
SPED	1,134	9.4	1,032	8.5	1,199	8.8	1,254	9.8
Grade 7								
All	9,959	21.9	8,721	19.3	9,441	30.5	8,884	21.3
Af Am	2,053	14.8	1,419	15.2	1,795	23.5	1,707	16.6
Hispanic	7,216	21.8	6,672	17.8	6,966	29.7	6,503	19.1
White	434	49.5	394	49.5	411	65.2	438	62.1
EB	4,826	15.4	4,589	13.5	4,956	25.0	4,571	15.4
Eco Dis	8,741	19.0	7,337	16.2	7,960	26.2	7,708	16.9
SPED	995	13.1	932	12.3	1,160	12.2	1,172	10.3
Grade 8								
All	9,895	18.7	8,919	17.2	9,333	30.4	8,985	23.8
Af Am	2,031	15.0	1,464	13.4	1,718	23.4	1,716	16.6
Hispanic	7,277	18.0	6,821	15.8	6,951	29.6	6,617	22.7
White	344	46.5	382	45.5	421	63.2	391	63.7
EB	4,623	10.5	4,412	11.0	4,777	24.6	4,704	18.3
Eco Dis	8,754	16.4	7,538	14.4	7,929	27.3	7,758	19.8
SPED	873	11.6	876	11.9	1,047	14.4	1,127	10.7

table continues

Appendix E, Table 5 (continued)

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 to 5								
All	34,446	23.4	28,366	20.7	28,882	26.0	28,206	21.2
Af Am	7,143	14.4	5,282	11.5	5,517	19.9	5,300	13.3
Hispanic	24,583	23.8	20,650	20.3	20,766	23.9	20,217	19.6
White	1,783	50.6	1,524	53.1	1,698	62.1	1,724	55.0
EB	17,580	23.1	15,385	20.8	15,447	22.6	14,952	19.3
Eco Dis	30,412	20.6	24,445	17.6	24,650	21.8	24,167	17.0
SPED	3,717	9.1	3,312	7.4	3,548	11.1	3,922	8.9
Grades 6 to 8								
All	30,428	17.4	26,468	15.8	27,857	26.0	26,445	21.3
Af Am	6,142	13.0	4,412	11.8	5,250	19.9	4,965	15.5
Hispanic	22,236	16.7	20,128	14.5	20,572	24.9	19,460	19.6
White	1,262	44.1	1,172	44.1	1,273	60.4	1,270	60.5
EB	14,673	11.1	13,767	10.6	14,354	20.6	13,988	16.2
Eco Dis	26,757	15.0	22,324	12.9	23,637	22.3	22,822	17.1
SPED	3,002	11.3	2,840	10.8	3,406	11.7	3,553	10.3
Grades 3 to 8								
All	64,874	20.6	54,834	18.3	56,739	26.0	54,651	21.3
Af Am	13,285	13.8	9,694	11.6	10,767	19.9	10,265	14.4
Hispanic	46,819	20.4	40,778	17.4	41,338	24.4	39,677	19.6
White	3,045	47.9	2,696	49.2	2,971	61.4	2,994	57.3
EB	32,253	17.6	29,152	16.0	29,801	21.6	28,940	17.8
Eco Dis	57,169	18.0	46,769	15.3	48,287	22.1	46,989	17.1
SPED	6,719	10.1	6,152	9.0	6,954	11.4	7,475	9.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included all administrations through May of each year, if possible, and STAAR Alternate 2.

Appendix E, Table 6: 2021-22 to 2022-23 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>	%
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
2022-23								
All	921	11.7	6,471	14.3	1,184	49.8	8,576	18.9
Af Am	74	8.1	1,301	10.1	167	38.9	1,542	13.1
Hispanic	822	11.8	4,751	13.9	767	40.4	6,340	16.8
White	16	18.8	246	35.8	179	87.2	441	56.0
EB	664	12.0	3,535	12.1	514	35.8	4,713	14.7
Eco Dis	858	11.4	5,750	12.2	748	36.1	7,356	14.6
SPED	126	4.0	1,026	9.9	102	15.7	1,254	9.8

Source: PEIMS demographic files, 11/01/21 and 10/31/22. District STAAR 3-8 data files, 06/26/22 and 08/12/23. Information for 2021-22 was obtained from the 2021-22 report (Kim, 2022).

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

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

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	10,969	76.5	9,408	58.2	9,588	67.3	9,409	69.9
Af Am	2,284	64.9	1,803	42.2	1,817	53.9	1,728	58.0
Hispanic	7,734	78.8	6,717	59.9	6,812	68.6	6,717	70.8
White	626	89.0	557	83.1	609	87.4	595	90.4
EB	5,709	78.7	5,053	61.4	5,028	69.8	4,867	70.6
Eco Dis	9,653	74.8	8,132	55.5	8,171	64.3	8,021	66.9
SPED	1,166	53.7	1,001	46.0	1,054	45.6	1,214	53.0
Grade 4								
All	11,666	76.0	9,366	56.2	9,685	67.2	9,349	70.9
Af Am	2,400	63.0	1,670	39.9	1,918	52.2	1,744	58.8
Hispanic	8,346	78.8	6,893	57.9	6,925	69.5	6,697	72.2
White	604	86.3	500	80.4	569	84.9	578	88.6
EB	5,888	78.6	5,173	58.2	5,156	70.0	4,950	73.1
Eco Dis	10,278	74.3	8,022	53.1	8,310	64.9	7,988	68.6
SPED	1,259	50.2	1,113	38.5	1,201	46.3	1,296	46.7
Grade 5								
All	11,805	88.6	9,641	70.4	9,618	75.6	9,429	80.8
Af Am	2,455	81.6	1,840	52.5	1,782	64.8	1,812	69.9
Hispanic	8,503	90.3	7,053	73.6	7,036	76.9	6,800	82.5
White	552	93.3	469	90.0	522	89.5	550	92.2
EB	5,985	89.8	5,173	73.7	5,269	77.3	5,135	82.7
Eco Dis	10,475	87.8	8,343	68.1	8,181	73.5	8,138	79.1
SPED	1,288	69.8	1,210	53.9	1,296	53.3	1,413	63.7
Grade 6								
All	10,568	75.0	8,862	62.8	9,066	68.3	8,571	74.3
Af Am	2,056	65.8	1,526	51.4	1,727	56.1	1,536	65.8
Hispanic	7,740	76.5	6,672	63.8	6,651	69.8	6,344	75.0
White	485	87.0	393	83.5	441	89.6	438	90.0
EB	5,224	73.7	4,801	62.4	4,619	68.0	4,711	73.7
Eco Dis	9,255	73.5	7,483	59.9	7,733	65.5	7,351	71.9
SPED	1,132	49.1	1,039	42.3	1,196	46.9	1,249	55.2
Grade 7								
All	7,168	59.6	3,695	31.8	4,003	37.6	2,056	45.6
Af Am	1,719	50.1	789	24.0	867	33.2	487	44.6
Hispanic	5,107	62.5	2,747	33.8	2,960	38.6	1,504	45.4
White	182	71.4	84	36.9	101	50.5	42	59.5
EB	3,683	59.8	1,944	30.0	2,041	37.2	1,085	43.3
Eco Dis	6,608	58.9	3,263	31.1	3,541	37.1	1,868	44.8
SPED	967	45.8	723	34.9	821	36.9	530	48.1
Grade 8								
All	10,454	88.0	9,853	55.0	10,926	68.4	11,733	74.9
Af Am	2,054	82.5	1,637	46.0	2,228	60.1	2,367	68.7
Hispanic	7,708	89.1	7,539	55.0	7,958	69.5	8,528	75.8
White	436	94.0	410	81.7	438	84.0	509	88.4
EB	5,071	86.9	5,190	52.4	5,707	66.7	5,989	74.4
Eco Dis	9,123	87.2	8,382	52.3	9,318	66.7	10,278	73.4
SPED	884	62.4	982	36.9	1,309	44.0	1,577	52.3

table continues

Appendix E, Table 7 (continued)

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 to 5								
All	34,440	80.5	28,415	61.7	28,891	70.0	28,187	73.9
Af Am	7,139	70.0	5,313	45.0	5,517	56.8	5,284	62.3
Hispanic	24,583	82.8	20,663	63.9	20,773	71.7	20,214	75.2
White	1,782	89.4	1,526	84.3	1,700	87.2	1,723	90.4
EB	17,582	82.5	15,399	64.4	15,453	72.4	14,952	75.6
Eco Dis	30,406	79.1	24,497	59.0	24,662	67.6	24,147	71.6
SPED	3,713	58.1	3,324	46.4	3,551	48.7	3,923	54.8
Grades 6 to 8								
All	28,190	75.9	22,410	54.3	23,995	63.2	22,360	72.0
Af Am	5,829	67.1	3,952	43.7	4,822	53.9	4,390	65.0
Hispanic	20,555	77.7	16,958	55.0	17,569	64.4	16,376	72.7
White	1,103	87.2	887	78.2	980	83.1	989	87.9
EB	13,978	74.8	11,935	52.8	12,367	62.3	11,785	71.3
Eco Dis	24,986	74.7	19,128	51.6	20,592	61.2	19,497	70.1
SPED	2,983	52.0	2,744	38.4	3,326	43.3	3,356	52.7
Grades 3 to 8								
All	62,630	78.4	50,825	58.4	52,886	66.9	50,547	73.0
Af Am	12,968	68.7	9,265	44.5	10,339	55.5	9,674	63.5
Hispanic	45,138	80.5	37,621	59.9	38,342	68.4	36,590	74.1
White	2,885	88.6	2,413	82.1	2,680	85.7	2,712	89.5
EB	31,560	79.1	27,334	59.3	27,820	67.9	26,737	73.7
Eco Dis	55,392	77.1	43,625	55.8	45,254	64.7	43,644	70.9
SPED	6,696	55.4	6,068	42.8	6,877	46.1	7,279	53.8

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included all administrations through May of each year, if possible, and *STAAR Alternate 2*. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix E, Table 8: 2021-22 to 2022-23 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>	%
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
2022-23								
All	920	73.0	6,466	72.0	1,185	87.8	8,571	74.3
Af Am	73	63.0	1,296	63.7	167	82.6	1,536	65.8
Hispanic	822	73.8	4,755	73.4	767	85.8	6,344	75.0
White	16	75.0	242	85.1	180	97.8	438	90.0
EB	664	72.1	3,533	72.2	514	85.8	4,711	73.7
Eco Dis	857	72.2	5,746	70.5	748	82.8	7,351	71.9
SPED	125	49.6	1,022	55.8	102	55.9	1,249	55.2

Source: PEIMS demographic files, 11/01/21 and 10/31/22. District STAAR 3-8 data files, 06/26/22 and 08/12/23. Information for 2021-22 was obtained from the 2021-22 report (Kim, 2022).

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 E, Table 9: 2018-19 to 2022-23 STAAR Mathematics Results at Meets+ by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	10,740	43.6	9,207	25.8	9,362	38.1	9,178	41.2
Af Am	2,220	28.1	1,748	14.4	1,749	22.6	1,663	28.8
Hispanic	7,591	45.7	6,585	25.4	6,668	38.7	6,565	40.5
White	613	69.3	551	59.0	601	69.1	586	75.8
EB	5,646	45.1	4,988	26.7	4,950	40.2	4,775	40.8
Eco Dis	9,442	40.6	7,947	22.2	7,968	34.2	7,809	36.7
SPED	941	16.7	805	12.7	837	15.8	988	20.5
Grade 4								
All	11,408	45.3	9,154	30.4	9,462	37.4	9,123	46.1
Af Am	2,323	29.4	1,618	15.9	1,846	20.9	1,680	32.0
Hispanic	8,185	47.6	6,750	30.7	6,791	38.6	6,548	46.4
White	588	71.1	493	63.1	558	70.3	571	77.2
EB	5,816	47.1	5,106	30.9	5,082	39.5	4,867	46.9
Eco Dis	10,043	42.5	7,837	27.0	8,105	33.9	7,781	42.6
SPED	1,004	15.6	903	11.8	985	14.3	1,074	18.3
Grade 5								
All	11,561	56.0	9,427	43.2	9,387	47.2	9,195	50.7
Af Am	2,379	39.0	1,784	23.5	1,720	32.7	1,733	33.8
Hispanic	8,353	59.2	6,910	45.8	6,883	48.3	6,660	52.1
White	538	75.1	461	72.2	515	72.8	542	79.7
EB	5,913	58.4	5,106	46.3	5,189	49.3	5,049	53.0
Eco Dis	10,248	53.7	8,148	40.2	7,981	44.3	7,922	47.6
SPED	1,047	24.3	1,000	17.0	1,069	16.1	1,185	22.7
Grade 6								
All	10,344	38.5	8,687	29.1	8,865	32.6	8,361	36.9
Af Am	1,987	25.9	1,481	17.2	1,666	18.7	1,479	23.3
Hispanic	7,605	39.8	6,555	29.4	6,523	33.2	6,203	36.8
White	473	64.9	383	59.3	433	67.9	433	72.1
EB	5,159	36.9	4,748	28.2	4,548	31.4	4,637	35.3
Eco Dis	9,049	35.6	7,330	25.5	7,552	28.6	7,162	32.8
SPED	910	10.5	865	7.9	997	9.0	1,044	12.5
Grade 7								
All	6,937	21.0	3,520	6.6	3,802	8.0	1,861	14.0
Af Am	1,646	13.9	735	3.3	815	5.5	430	12.1
Hispanic	4,961	22.9	2,637	7.4	2,823	8.6	1,382	14.2
White	174	32.8	76	7.9	91	11.0	33	27.3
EB	3,621	20.7	1,891	6.2	1,970	8.4	1,018	13.2
Eco Dis	6,395	20.4	3,113	6.4	3,361	7.6	1,689	13.4
SPED	737	8.0	549	2.7	621	2.4	337	5.3
Grade 8								
All	10,262	55.6	9,682	27.8	10,729	37.1	11,538	41.9
Af Am	1,986	45.7	1,586	19.1	2,172	25.9	2,318	32.1
Hispanic	7,590	56.5	7,433	27.2	7,828	38.1	8,392	42.8
White	432	78.5	404	61.6	432	60.2	502	68.7
EB	5,018	51.1	5,142	25.1	5,643	35.6	5,922	41.2
Eco Dis	8,952	53.2	8,231	24.7	9,138	34.4	10,103	39.5
SPED	693	21.8	814	9.1	1,113	11.8	1,383	16.5

table continues

Appendix E, Table 9 (continued)

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 to 5								
All	33,709	48.4	27,788	33.2	28,211	40.9	27,496	46.0
Af Am	6,922	32.3	5,150	18.0	5,315	25.3	5,076	31.6
Hispanic	24,129	51.0	20,245	34.1	20,342	41.9	19,773	46.4
White	1,739	71.7	1,505	64.4	1,674	70.6	1,699	77.5
EB	17,375	50.3	15,200	34.7	15,221	43.0	14,691	47.0
Eco Dis	29,733	45.7	23,932	29.9	24,054	37.5	23,512	42.3
SPED	2,992	19.0	2,708	14.0	2,891	15.4	3,247	20.6
Grades 6 to 8								
All	27,543	40.5	21,889	24.9	23,396	30.6	21,760	37.6
Af Am	5,619	29.4	3,802	15.3	4,653	19.8	4,227	26.9
Hispanic	20,156	41.9	16,625	24.9	17,174	31.4	15,977	38.0
White	1,079	65.2	863	55.9	956	59.0	968	68.8
EB	13,798	37.8	11,781	23.3	12,161	29.6	11,577	36.4
Eco Dis	24,396	38.1	18,674	21.9	20,051	27.7	18,954	34.6
SPED	2,340	13.1	2,228	7.0	2,731	8.6	2,764	13.6
Grades 3 to 8								
All	61,252	44.8	49,677	29.5	51,607	36.3	49,256	42.3
Af Am	12,541	31.0	8,952	16.9	9,968	22.7	9,303	29.5
Hispanic	44,285	46.9	36,870	30.0	37,516	37.1	35,750	42.6
White	2,818	69.2	2,368	61.3	2,630	66.4	2,667	74.4
EB	31,173	44.8	26,981	29.7	27,382	37.1	26,268	42.3
Eco Dis	54,129	42.3	42,606	26.4	44,105	33.0	42,466	38.9
SPED	5,332	16.4	4,936	10.9	5,622	12.1	6,011	17.4

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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. Results for grade eight included results from grade-seven students enrolled in the mathematics grade seven honors courses.

Appendix E, Table 10: 2021-22 to 2022-23 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>	%
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
2022-23								
All	907	37.5	6,272	32.4	1,182	60.0	8,361	36.9
Af Am	71	29.6	1,243	20.0	165	45.5	1,479	23.3
Hispanic	813	38.0	4,624	33.7	766	54.3	6,203	36.8
White	14	42.9	239	62.3	180	87.2	433	72.1
EB	659	37.5	3,465	32.2	513	53.4	4,637	35.3
Eco Dis	845	36.4	5,571	29.9	746	49.9	7,162	32.8
SPED	112	8.0	833	12.0	99	21.2	1,044	12.5

Source: PEIMS demographic files, 11/01/21 and 10/31/22. District STAAR 3-8 data files, 06/26/22 and 08/12/23. Information for 2021-22 was obtained from the 2021-22 report (Kim, 2022).

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 E, Table 11: 2018-19 to 2022-23 STAAR Mathematics Results at Masters by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 3								
All	10,969	21.2	9,408	12.1	9,588	18.7	9,409	16.1
Af Am	2,284	11.9	1,803	5.5	1,817	9.5	1,728	10.1
Hispanic	7,734	21.6	6,717	11.3	6,812	17.8	6,717	14.1
White	626	46.8	557	38.8	609	45.5	595	47.2
EB	5,709	20.8	5,053	12.1	5,028	18.9	4,867	14.0
Eco Dis	9,653	18.7	8,132	9.5	8,171	15.7	8,021	12.2
SPED	1,166	13.1	1,001	9.7	1,054	13.9	1,214	12.2
Grade 4								
All	11,666	25.8	9,366	16.8	9,685	19.1	9,349	19.6
Af Am	2,400	13.0	1,670	7.8	1,918	8.5	1,744	8.9
Hispanic	8,346	27.1	6,893	16.3	6,925	18.7	6,697	19.1
White	604	53.5	500	45.2	569	50.4	578	48.8
EB	5,888	26.6	5,173	16.1	5,156	19.4	4,950	19.8
Eco Dis	10,278	23.1	8,022	14.0	8,310	15.9	7,988	16.2
SPED	1,259	13.0	1,113	9.3	1,201	10.8	1,296	9.6
Grade 5								
All	11,805	34.7	9,641	23.3	9,618	24.4	9,429	19.7
Af Am	2,455	20.0	1,840	10.7	1,782	13.9	1,812	9.2
Hispanic	8,503	37.1	7,053	24.3	7,036	25.0	6,800	19.2
White	552	57.2	469	50.3	522	46.4	550	51.6
EB	5,985	36.4	5,173	24.4	5,269	26.1	5,135	19.6
Eco Dis	10,475	32.1	8,343	20.9	8,181	22.4	8,138	16.7
SPED	1,288	17.5	1,210	10.9	1,296	11.3	1,413	11.0
Grade 6								
All	10,568	16.7	8,862	10.2	9,066	12.0	8,571	13.5
Af Am	2,056	9.4	1,526	4.5	1,727	8.3	1,536	7.4
Hispanic	7,740	16.8	6,672	9.7	6,651	10.7	6,344	12.1
White	485	39.2	393	34.1	441	38.5	438	42.2
EB	5,224	14.6	4,801	8.8	4,619	9.6	4,711	11.1
Eco Dis	9,255	14.5	7,483	8.0	7,733	9.5	7,351	10.4
SPED	1,132	13.9	1,039	9.2	1,196	10.5	1,249	12.3
Grade 7								
All	7,168	5.6	3,695	4.1	4,003	3.9	2,056	6.7
Af Am	1,719	4.4	789	4.6	867	3.6	487	8.0
Hispanic	5,107	5.8	2,747	3.9	2,960	3.9	1,504	6.1
White	182	8.8	84	6.0	101	10.9	42	11.9
EB	3,683	4.8	1,944	3.3	2,041	3.2	1,085	4.7
Eco Dis	6,608	5.4	3,263	4.0	3,541	4.0	1,868	6.7
SPED	967	13.2	723	14.0	821	12.8	530	21.7
Grade 8								
All	10,454	15.6	9,853	7.1	10,926	13.3	11,733	14.0
Af Am	2,054	8.7	1,637	4.5	2,228	7.0	2,367	8.3
Hispanic	7,708	15.9	7,539	6.1	7,958	13.3	8,528	13.5
White	436	35.8	410	28.5	438	33.6	509	42.4
EB	5,071	12.4	5,190	5.0	5,707	12.2	5,989	12.1
Eco Dis	9,123	13.8	8,382	5.5	9,318	11.3	10,278	11.6
SPED	884	16.9	982	11.4	1,309	10.8	1,577	9.4

table continues

Appendix E, Table 11 (continued)

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades 3 to 5								
All	34,440	27.4	28,415	17.5	28,891	20.7	28,187	18.5
Af Am	7,139	15.1	5,313	8.0	5,517	10.5	5,284	9.4
Hispanic	24,583	28.8	20,663	17.4	20,773	20.5	20,214	17.5
White	1,782	52.3	1,526	44.4	1,700	47.4	1,723	49.2
EB	17,582	28.1	15,399	17.6	15,453	21.5	14,952	17.9
Eco Dis	30,406	24.8	24,497	14.9	24,662	18.0	24,147	15.1
SPED	3,713	14.6	3,324	10.0	3,551	11.9	3,923	10.9
Grades 6 to 8								
All	28,190	13.5	22,410	7.8	23,995	11.2	22,360	13.1
Af Am	5,829	7.7	3,952	4.5	4,822	6.9	4,390	7.9
Hispanic	20,555	13.8	16,958	7.1	17,569	10.7	16,376	12.3
White	1,103	32.8	887	28.9	980	33.5	989	41.1
EB	13,978	11.2	11,935	6.3	12,367	9.7	11,785	11.0
Eco Dis	24,986	11.8	19,128	6.2	20,592	9.4	19,497	10.7
SPED	2,983	14.5	2,744	11.3	3,326	11.2	3,356	12.4
Grades 3 to 8								
All	62,630	21.1	50,825	13.2	52,886	16.4	50,547	16.1
Af Am	12,968	11.7	9,265	6.5	10,339	8.8	9,674	8.7
Hispanic	45,138	22.0	37,621	12.8	38,342	16.0	36,590	15.2
White	2,885	44.9	2,413	38.7	2,680	42.3	2,712	46.2
EB	31,560	20.6	27,334	12.6	27,820	16.3	26,737	14.9
Eco Dis	55,392	18.9	43,625	11.1	45,254	14.0	43,644	13.1
SPED	6,696	14.6	6,068	10.6	6,877	11.5	7,279	11.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E, Table 12: 2021-22 to 2022-23 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>	%
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
2022-23								
All	920	13.0	6,466	10.4	1,185	30.5	8,571	13.5
Af Am	73	8.2	1,296	6.2	167	16.2	1,536	7.4
Hispanic	822	13.1	4,755	10.2	767	23.1	6,344	12.1
White	16	18.8	242	28.5	180	62.8	438	42.2
EB	664	13.4	3,533	9.3	514	21.2	4,711	11.1
Eco Dis	857	12.5	5,746	8.9	748	19.8	7,351	10.4
SPED	125	8.8	1,022	13.2	102	7.8	1,249	12.3

Source: PEIMS demographic files, 11/01/21 and 10/31/22. District STAAR 3-8 data files, 06/26/22 and 08/12/23. Information for 2021-22 was obtained from the 2021-22 report (Kim, 2022).

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 E, Table 13: 2018-19 to 2022-23 STAAR Science Results at Approaches+ by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5								
All	11,749	69.7	9,582	55.5	9,610	60.5	9,439	59.1
Af Am	2,434	57.8	1,806	42.6	1,775	48.6	1,817	48.9
Hispanic	8,475	71.8	7,031	56.3	7,034	61.0	6,805	59.1
White	547	87.8	466	86.5	522	86.4	550	86.9
EB	5,970	69.0	5,156	54.9	5,266	60.0	5,135	57.4
Eco Dis	10,424	67.7	8,291	52.4	8,171	57.3	8,146	56.0
SPED	1,281	47.9	1,209	36.3	1,294	39.3	1,416	41.1
Grade 8								
All	10,270	74.7	9,232	56.0	10,056	62.5	9,693	67.6
Af Am	2,041	68.6	1,427	47.7	1,881	57.0	1,821	61.3
Hispanic	7,544	75.3	7,132	55.5	7,460	62.4	7,146	67.6
White	438	90.6	407	84.8	438	82.2	450	88.7
EB	4,932	69.6	4,842	49.6	5,295	58.6	5,042	64.7
Eco Dis	8,936	72.9	7,791	53.0	8,490	60.2	8,383	65.4
SPED	865	50.8	896	38.1	1,102	41.8	1,210	47.9
Grades 5 and 8								
All	22,019	72.0	18,814	55.8	19,666	61.6	19,132	63.4
Af Am	4,475	62.8	3,233	44.8	3,656	52.9	3,638	55.1
Hispanic	16,019	73.5	14,163	55.9	14,494	61.7	13,951	63.4
White	985	89.0	873	85.7	960	84.5	1,000	87.7
EB	10,902	69.3	9,998	52.3	10,561	59.3	10,177	61.0
Eco Dis	19,360	70.1	16,082	52.7	16,661	58.8	16,529	60.8
SPED	2,146	49.1	2,105	37.1	2,396	40.5	2,626	44.2

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E, Table 14: 2018-19 to 2022-23 STAAR Science Results at Meets+ by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5								
All	11,505	41.5	9,368	22.9	9,379	32.2	9,204	28.5
Af Am	2,358	26.8	1,750	14.1	1,713	22.7	1,738	17.8
Hispanic	8,325	43.5	6,888	22.0	6,881	31.3	6,665	26.9
White	533	69.8	458	60.7	515	67.2	541	69.7
EB	5,898	40.7	5,089	20.8	5,186	30.0	5,049	25.7
Eco Dis	10,197	38.4	8,096	19.6	7,971	28.6	7,929	24.1
SPED	1,040	15.7	999	6.2	1,067	10.8	1,187	11.3
Grade 8								
All	10,079	37.4	9,062	26.4	9,859	29.7	9,498	34.9
Af Am	1,973	27.8	1,375	18.8	1,825	20.4	1,772	25.9
Hispanic	7,427	37.7	7,027	25.2	7,330	29.5	7,010	34.4
White	434	68.2	402	60.7	432	60.0	443	69.3
EB	4,879	30.1	4,794	21.0	5,231	27.0	4,975	31.2
Eco Dis	8,766	34.6	7,641	22.9	8,310	26.5	8,208	31.5
SPED	675	10.8	729	8.5	906	8.2	1,016	14.9
Grades 5 and 8								
All	21,584	39.5	18,430	24.6	19,238	30.9	18,702	31.7
Af Am	4,331	27.2	3,125	16.2	3,538	21.5	3,510	21.9
Hispanic	15,752	40.8	13,915	23.6	14,211	30.4	13,675	30.8
White	967	69.1	860	60.7	947	63.9	984	69.5
EB	10,777	35.9	9,883	20.9	10,417	28.5	10,024	28.4
Eco Dis	18,963	36.6	15,737	21.2	16,281	27.5	16,137	27.8
SPED	1,715	13.8	1,728	7.2	1,973	9.6	2,203	12.9

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E, Table 15: 2018-19 to 2022-23 STAAR Science Results at Masters by Grade and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 5								
All	11,749	19.8	9,582	9.2	9,610	14.3	9,439	12.0
Af Am	2,434	10.1	1,806	6.0	1,775	9.4	1,817	6.7
Hispanic	8,475	20.4	7,031	7.7	7,034	13.2	6,805	9.8
White	547	47.7	466	36.3	522	41.0	550	46.9
EB	5,970	18.6	5,156	6.7	5,266	12.3	5,135	9.4
Eco Dis	10,424	17.4	8,291	7.1	8,171	11.8	8,146	8.7
SPED	1,281	12.6	1,209	8.7	1,294	12.4	1,416	9.0
Grade 8								
All	10,270	15.0	9,232	11.6	10,056	12.8	9,693	9.1
Af Am	2,041	9.6	1,427	8.1	1,881	7.5	1,821	6.0
Hispanic	7,544	14.4	7,132	10.3	7,460	12.0	7,146	8.1
White	438	42.5	407	35.9	438	40.6	450	32.7
EB	4,932	10.0	4,842	8.1	5,295	10.4	5,042	6.4
Eco Dis	8,936	12.9	7,791	9.5	8,490	10.4	8,383	6.9
SPED	865	14.1	896	12.6	1,102	11.6	1,210	8.2
Grades 5 and 8								
All	22,019	17.6	18,814	10.4	19,666	13.5	19,132	10.5
Af Am	4,475	9.9	3,233	7.0	3,656	8.4	3,638	6.3
Hispanic	16,019	17.5	14,163	9.0	14,494	12.5	13,951	9.0
White	985	45.4	873	36.1	960	40.8	1,000	40.5
EB	10,902	14.7	9,998	7.4	10,561	11.4	10,177	7.9
Eco Dis	19,360	15.3	16,082	8.3	16,661	11.1	16,529	7.8
SPED	2,146	13.2	2,105	10.4	2,396	12.0	2,626	8.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: 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 E, Table 16: 2018-19 to 2022-23 STAAR Social Studies Results at Approaches+ by School Year and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,862	62.4	8,715	45.1	9,525	51.5	9,257	55.1
Af Am	1,987	57.0	1,369	43.5	1,725	45.2	1,753	49.0
Hispanic	7,216	62.3	6,727	42.8	7,122	50.9	6,830	54.5
White	415	83.6	377	76.7	429	79.7	403	83.9
EB	4,565	53.8	4,335	35.3	4,876	45.1	4,836	49.3
Eco Dis	8,631	60.4	7,352	41.7	8,082	48.7	7,963	52.0
SPED	856	41.4	863	34.4	1,047	33.2	1,128	36.3

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included STAAR Alternate 2.

Appendix E, Table 17: 2018-19 to 2022-23 STAAR Social Studies Results at Meets+ by School Year and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,670	26.5	8,544	15.5	9,328	20.0	9,063	25.1
Af Am	1,919	20.4	1,317	12.4	1,669	12.5	1,705	19.2
Hispanic	7,098	25.6	6,621	13.8	6,992	19.3	6,694	23.9
White	411	61.8	372	45.7	423	52.2	396	62.1
EB	4,512	17.6	4,287	9.7	4,812	15.9	4,769	20.2
Eco Dis	8,460	23.9	7,201	12.6	7,902	17.2	7,789	21.5
SPED	665	8.1	695	7.2	851	5.4	935	8.1

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. STAAR Alternate 2 results were not included because it does not have the Meets+ performance standard.

Appendix E, Table 18: 2018-19 to 2022-23 STAAR Social Studies Results at Masters by School Year and Student Group

	2018-19		2020-21		2021-22		2022-23	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All	9,862	14.0	8,715	6.4	9,525	11.0	9,257	12.4
Af Am	1,987	10.2	1,369	5.8	1,725	7.2	1,753	9.3
Hispanic	7,216	12.9	6,727	5.2	7,122	9.8	6,830	11.1
White	415	44.6	377	22.3	429	36.4	403	40.4
EB	4,565	7.7	4,335	3.2	4,876	7.6	4,836	9.1
Eco Dis	8,631	12.1	7,352	5.1	8,082	8.9	7,963	9.9
SPED	856	13.7	863	13.2	1,047	13.1	1,128	12.6

Source: PEIMS demographic files, 10/26/18, 10/30/20, 11/01/21, and 10/31/22. District STAAR 3-8 data files, 06/13/19, 06/28/21, 06/26/22, and 08/12/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Af Am = African American. Results included STAAR Alternate 2.

Appendix F

Appendix F, Table 1: 2018-19 to 2022-23 STAAR Reading Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2022-23			
	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %
Grade 3																
Austin	5,930	77	49	33	4,305	66	42	25	5,000	75	54	38	5,319	73	50	25
El Paso	3,809	78	45	27	2,258	64	33	16	3,329	77	51	30	3,232	77	49	21
Fort Worth	6,374	63	32	19	5,225	51	24	11	5,112	63	35	19	4,959	57	30	10
Houston	16,649	69	39	25	12,066	57	30	16	14,531	70	44	27	13,585	69	41	17
San Antonio	3,451	59	29	16	2,787	41	17	7	2,891	57	31	16	3,161	56	29	11
Dallas	11,334	71	40	24	9,567	60	32	18	9,784	66	40	23	9,633	67	41	18
State	389,976	75	43	27	338,029	66	37	19	378,233	75	50	30	386,771	75	48	19
Grade 4																
Austin	6,209	75	47	25	4,159	62	38	22	4,961	78	59	36	5,184	75	53	31
El Paso	3,787	78	46	22	2,137	60	33	16	3,381	78	54	28	3,262	77	47	21
Fort Worth	6,573	62	32	15	5,309	48	23	11	5,219	64	40	19	4,966	62	30	11
Houston	16,955	66	36	19	11,968	54	30	15	14,692	69	47	26	14,089	68	38	16
San Antonio	3,784	59	27	11	2,876	39	17	6	2,942	59	34	15	2,876	59	30	12
Dallas	11,931	67	38	18	9,486	56	31	15	9,883	66	44	24	9,602	68	41	19
State	405,728	73	43	21	338,685	62	35	17	379,449	76	52	28	386,729	76	46	21
Grade 5																
Austin	6,002	79	55	33	3,953	73	49	35	4,822	82	63	44	5,131	79	59	35
El Paso	3,977	81	53	29	2,162	74	45	27	3,343	83	59	36	3,444	82	56	28
Fort Worth	6,415	69	41	21	5,625	62	34	20	5,260	70	44	26	5,089	69	40	16
Houston	16,418	70	44	25	11,756	65	40	26	14,850	75	51	32	14,098	74	47	22
San Antonio	3,765	62	33	14	2,939	52	25	13	2,996	64	37	19	2,976	66	39	16
Dallas	12,011	77	51	26	9,752	73	48	28	9,795	75	50	29	9,628	75	50	25
State	410,729	77	51	28	346,549	72	45	30	383,546	80	56	36	388,668	80	55	28
Grade 6																
Austin	5,529	64	39	21	2,499	54	32	16	4,633	66	45	28	4,779	72	52	28
El Paso	3,907	62	30	13	1,838	55	24	10	3,264	63	35	17	3,167	72	46	16
Fort Worth	6,132	54	24	10	5,284	47	20	8	4,971	53	27	13	4,562	57	30	10
Houston	13,638	59	31	15	8,813	52	26	12	12,194	62	38	22	11,336	66	42	17
San Antonio	3,390	50	20	7	2,910	42	15	5	2,761	49	24	9	2,813	56	30	9
Dallas	10,816	57	26	11	8,916	54	24	10	9,335	61	33	16	8,760	69	44	18
State	410,026	66	35	17	349,453	61	31	14	391,712	69	42	22	391,376	75	50	21

table continues

Appendix F, Table 1 (continued)

State or District	2018-19				2020-21				2021-22				2022-23			
	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %
Grade 7																
Austin	5,444	70	48	32	2,099	55	39	25	4,852	75	55	41	4,718	72	53	32
El Paso	3,975	70	44	25	1,861	62	37	20	3,412	75	50	31	3,358	71	46	20
Fort Worth	6,020	63	35	20	5,133	58	32	17	5,287	65	38	23	4,933	58	32	12
Houston	13,009	68	44	27	8,258	60	37	21	12,696	75	52	35	11,959	68	45	22
San Antonio	3,041	57	28	14	2,734	48	24	11	2,887	63	36	21	2,907	57	32	13
Dallas	10,193	64	37	21	8,784	60	35	18	9,685	70	45	29	9,125	70	44	20
State	399,427	74	47	28	345,936	68	44	25	407,900	78	54	36	400,416	77	52	26
Grade 8																
Austin	5,043	75	56	34	1,628	54	35	18	4,799	79	58	41	4,915	77	56	33
El Paso	3,903	75	50	23	1,990	66	36	14	3,628	81	56	36	3,440	79	52	22
Fort Worth	4,738	60	27	7	4,613	57	26	8	4,410	66	34	17	4,140	59	22	5
Houston	13,306	71	47	24	7,953	62	36	17	12,946	77	55	37	12,921	73	47	22
San Antonio	2,975	57	30	12	2,403	49	21	7	2,549	63	34	18	2,824	65	33	11
Dallas	10,082	69	40	18	9,018	66	38	16	9,591	76	48	29	9,211	76	48	22
State	392,556	77	53	27	338,180	72	45	21	408,313	82	56	36	410,472	82	56	27
Grades 3 to 8																
Austin	34,157	73	49	30	18,643	63	40	25	29,067	76	56	38	30,046	75	54	31
El Paso	23,358	74	45	23	12,246	64	35	17	20,357	76	51	30	19,903	76	49	21
Fort Worth	36,252	62	32	16	31,189	54	27	13	30,259	64	36	20	28,649	60	31	11
Houston	89,975	67	40	22	60,814	58	33	18	81,909	71	48	30	77,988	70	43	19
San Antonio	20,406	57	28	12	16,649	45	20	8	17,026	59	33	16	17,557	60	32	12
Dallas	66,367	68	39	20	55,523	62	35	18	58,073	69	43	25	55,959	71	45	20
State	2,408,442	74	45	25	2,056,832	67	40	21	2,349,153	77	52	31	2,364,432	78	51	24

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/15/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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

Appendix F, Table 2: 2018-19 to 2022-23 STAAR Mathematics Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2022-23			
	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %
Grade 3																
Austin	5,945	78	51	29	4,314	53	26	13	4,982	69	44	25	5,326	68	43	21
El Paso	3,812	80	46	23	2,271	51	19	7	3,330	70	40	18	3,208	72	39	14
Fort Worth	6,374	65	32	14	5,219	42	15	6	5,112	54	26	12	4,959	56	26	9
Houston	16,659	73	43	22	12,063	49	22	11	14,546	65	37	19	13,580	67	38	17
San Antonio	3,453	63	31	14	2,792	26	7	2	2,888	49	21	9	3,160	53	24	7
Dallas	11,329	75	42	20	9,587	57	25	11	9,783	65	37	18	9,638	68	40	15
State	390,035	78	47	24	338,399	61	29	14	378,109	70	41	20	386,460	72	43	18
Grade 4																
Austin	6,217	75	48	30	4,161	51	30	17	4,934	68	43	25	5,185	68	48	25
El Paso	3,785	74	44	24	2,147	48	23	12	3,377	69	37	18	3,263	67	41	16
Fort Worth	6,573	62	32	17	5,303	39	19	10	5,219	54	28	14	4,960	50	30	12
Houston	16,926	70	43	26	11,988	47	26	15	14,710	64	38	21	14,093	63	41	19
San Antonio	3,786	59	30	15	2,871	27	10	4	2,926	47	21	10	2,880	50	29	10
Dallas	11,932	74	44	25	9,515	54	30	16	9,892	65	36	18	9,593	69	45	19
State	405,322	74	46	27	338,909	58	34	21	378,927	68	41	22	385,485	69	46	21
Grade 5																
Austin	6,019	82	57	37	3,964	62	38	22	4,762	75	48	27	5,130	76	51	25
El Paso	3,982	86	59	38	2,173	61	32	16	3,349	77	45	20	3,448	81	47	17
Fort Worth	6,417	73	41	23	5,623	49	25	12	5,262	61	30	13	5,086	65	33	11
Houston	16,417	77	52	34	11,737	58	33	19	14,855	71	42	21	14,113	72	43	19
San Antonio	3,755	69	38	21	2,938	38	15	6	2,986	55	27	11	2,974	64	31	10
Dallas	12,034	81	54	33	9,763	69	42	22	9,804	74	46	23	9,639	79	49	18
State	410,142	83	55	35	345,451	69	42	24	381,906	75	45	23	387,146	79	49	21
Grade 6																
Austin	5,234	74	40	18	2,394	52	25	9	4,427	63	34	14	4,484	67	36	14
El Paso	3,907	76	39	15	1,825	53	22	9	3,256	64	28	10	3,162	69	29	9
Fort Worth	5,656	63	20	5	5,033	40	12	2	4,730	49	15	4	4,301	54	14	3
Houston	13,544	72	39	18	8,785	52	24	10	12,187	63	31	13	11,292	64	29	11
San Antonio	3,397	65	26	8	2,899	41	11	2	2,752	47	14	4	2,798	53	17	4
Dallas	10,813	74	38	15	8,943	62	29	9	9,316	66	31	11	8,767	72	36	12
State	401,216	79	45	20	344,115	66	34	14	385,256	72	37	15	384,766	74	37	15

table continues

Appendix F, Table 2 (continued)

State or District	2018-19				2020-21				2021-22				2022-23			
	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %
Grade 7																
Austin	3,420	56	26	9	1,351	28	9	4	3,320	43	19	7	2,861	48	26	7
El Paso	3,949	73	41	16	1,847	46	20	8	3,377	55	25	10	3,335	56	32	9
Fort Worth	4,147	43	10	1	3,505	18	3	0	3,965	26	5	1	3,603	29	6	0
Houston	12,417	69	39	16	7,760	41	16	6	12,146	54	27	12	11,351	51	29	9
San Antonio	3,028	58	25	8	2,732	31	9	2	2,880	40	16	5	2,862	42	20	4
Dallas	7,376	58	20	4	3,695	29	6	1	4,088	34	8	1	2,001	40	14	2
State	352,970	73	41	16	295,490	54	25	11	348,719	59	29	12	331,698	61	35	10
Grade 8																
Austin	5,384	78	55	19	1,797	40	21	5	4,888	67	40	16	5,236	69	43	18
El Paso	2,728	80	48	9	1,398	36	15	3	2,590	66	30	8	2,395	66	29	5
Fort Worth	6,755	70	39	9	5,877	39	16	4	5,752	55	23	6	5,705	60	27	7
Houston	10,593	72	45	12	6,193	34	15	4	10,704	61	31	11	10,258	60	28	9
San Antonio	2,153	57	25	3	1,904	18	5	0	1,974	40	10	2	2,288	43	11	1
Dallas	10,641	81	54	14	10,000	54	27	6	11,328	66	36	12	12,205	73	40	13
State	337,761	81	55	16	293,487	60	35	10	353,768	69	38	13	364,110	74	44	16
Grades 3 to 8																
Austin	32,219	75	48	25	17,981	51	28	14	27,313	65	39	20	28,222	67	43	19
El Paso	22,163	78	46	21	11,661	50	22	10	19,279	67	34	14	18,811	69	37	12
Fort Worth	35,922	64	30	12	30,560	39	16	6	30,040	51	22	9	28,614	54	24	7
Houston	86,556	72	44	22	58,526	48	24	12	79,148	63	35	17	74,687	63	35	15
San Antonio	19,572	62	30	12	16,136	31	10	3	16,406	47	19	7	16,962	51	22	6
Dallas	64,125	75	43	20	51,503	57	29	12	54,211	65	35	15	51,843	71	41	15
State	2,297,446	78	48	23	1,955,851	62	33	16	2,226,685	69	39	18	2,239,665	72	43	17

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/15/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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

Appendix F, Table 3: 2018-19 to 2022-23 STAAR Science Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2022-23			
	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %
Grade 5																
Austin	6,027	72	47	23	3,892	55	29	14	4,795	66	40	21	5,132	62	37	18
El Paso	3,970	74	47	21	2,127	50	19	6	3,344	62	31	12	3,447	63	31	13
Fort Worth	6,407	61	33	13	5,613	40	14	5	5,256	43	20	8	5,086	44	17	6
Houston	16,438	66	39	18	11,656	48	21	9	14,854	58	31	14	14,104	54	26	12
San Antonio	3,746	53	25	8	2,913	28	6	1	2,998	41	16	5	2,995	41	15	5
Dallas	12,017	68	41	19	9,697	54	22	8	9,787	59	31	13	9,648	57	28	11
State	410,909	73	47	23	344,863	60	29	12	383,088	65	37	17	388,517	63	34	15
Grade 8																
Austin	5,064	75	51	28	1,527	45	28	16	4,784	70	44	25	4,933	68	45	18
El Paso	3,902	76	43	18	1,805	52	28	13	3,619	68	38	17	3,435	71	41	12
Fort Worth	6,269	65	30	11	5,702	45	19	8	5,382	52	21	7	5,390	48	20	4
Houston	13,082	70	39	18	7,592	49	27	13	12,715	64	37	20	12,681	61	34	11
San Antonio	3,137	61	28	10	2,624	38	15	4	2,819	49	20	8	3,103	50	23	5
Dallas	10,543	73	36	14	9,346	54	26	11	10,329	61	29	12	9,946	66	34	8
State	393,904	79	49	24	338,224	67	42	23	407,563	73	43	22	407,847	72	45	16
Grades 5 and 8																
Austin	11,091	73	49	25	5,419	52	29	15	9,579	68	42	23	10,065	65	41	18
El Paso	7,872	75	45	20	3,932	51	23	9	6,963	65	35	15	6,882	67	36	13
Fort Worth	12,676	63	32	12	11,315	43	17	7	10,638	48	21	7	10,476	46	19	5
Houston	29,520	68	39	18	19,248	48	23	11	27,569	61	34	17	26,785	57	30	12
San Antonio	6,883	57	26	9	5,537	33	10	2	5,817	45	18	6	6,098	46	19	5
Dallas	22,560	70	39	17	19,043	54	24	10	20,116	60	30	12	19,594	62	31	9
State	804,813	76	48	23	683,087	64	35	17	790,651	69	40	20	796,364	68	40	16

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/15/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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

Appendix F, Table 4: 2018-19 to 2022-23 STAAR Social Studies Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2022-23			
	<i>N</i>	Appr+ %	Meets+ %	Mast %	<i>N</i>	Appr+ %	Meets+ %	Mast %	<i>N</i>	Appr+ %	Meets+ %	Mast %	<i>N</i>	Appr+ %	Meets+ %	Mast %
Austin	5,036	64	38	23	1,451	40	18	9	4,774	59	33	21	4,899	57	33	18
El Paso	3,903	60	27	13	1,756	35	15	6	3,609	49	21	12	3,420	53	23	10
Fort Worth	5,891	50	20	9	5,408	34	10	4	5,375	40	15	8	5,231	39	15	5
Houston	13,200	57	27	15	7,732	37	15	7	12,954	48	21	13	12,879	48	23	11
San Antonio	3,050	44	17	8	1,661	26	5	2	2,220	32	9	4	2,373	33	10	3
Dallas	10,121	60	26	13	8,807	43	15	5	9,781	49	19	10	9,488	53	24	11
State	395,567	67	35	20	338,473	56	27	13	413,508	59	29	17	414,692	60	31	15

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/15/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

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

Appendix F, Table 5: 2018-19 to 2022-23 STAAR EOC Results for Large, Urban School Districts and the State

State or District	2018-19				2020-21				2021-22				2022-23			
	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %	N	Appr+ %	Meets+ %	Mast %
English I																
Austin	5,740	64	53	20	4,521	68	56	18	6,664	61	50	14	6,608	67	55	22
El Paso	6,422	56	43	9	3,867	62	46	10	5,959	52	38	7	6,007	64	45	10
Fort Worth	8,400	52	37	5	6,707	49	32	4	8,131	49	33	4	8,587	54	34	5
Houston	17,055	53	39	10	13,171	56	42	11	17,475	53	40	10	17,882	57	41	10
San Antonio	4,431	42	27	4	3,909	43	27	4	4,617	46	30	4	4,901	55	35	6
Dallas	13,873	54	39	7	10,555	51	36	5	13,948	50	35	6	14,109	59	41	8
State	467,850	63	49	12	415,929	66	50	12	499,963	63	48	11	517,385	71	54	14
English II																
Austin	5,947	69	56	14	4,204	71	60	15	5,807	71	59	14	6,152	70	56	14
El Paso	5,805	59	44	6	3,645	67	54	9	5,050	65	51	6	5,351	68	49	6
Fort Worth	7,179	56	37	4	6,074	53	37	4	6,474	57	41	3	7,504	60	39	3
Houston	16,596	58	43	7	12,474	62	50	10	15,122	64	50	9	16,429	62	44	7
San Antonio	4,222	52	32	2	3,378	51	36	4	3,683	55	39	3	4,321	59	37	4
Dallas	12,289	59	41	5	10,088	57	44	6	11,454	58	44	5	12,784	63	44	6
State	445,466	67	51	8	393,559	70	57	11	441,910	71	57	9	469,426	74	56	9
Algebra I																
Austin	5,336	89	69	43	4,191	68	35	18	6,118	68	41	27	6,185	70	40	24
El Paso	4,563	90	75	53	3,265	69	35	18	4,731	74	47	30	4,392	81	46	21
Fort Worth	6,506	75	48	24	6,050	47	17	7	7,229	54	23	12	7,460	57	20	8
Houston	14,737	74	50	31	12,215	60	28	15	16,270	61	33	21	16,886	67	34	18
San Antonio	3,657	74	46	22	2,894	46	13	4	4,101	61	28	15	3,889	67	26	9
Dallas	11,027	85	64	42	11,035	66	32	16	12,569	67	41	26	13,118	73	40	20
State	416,354	84	62	39	396,272	72	41	23	473,054	74	46	30	476,740	78	45	24
Biology																
Austin	5,436	89	68	32	4,282	80	57	23	5,478	82	60	26	6,268	85	55	25
El Paso	5,290	81	53	17	3,655	77	47	16	5,301	75	44	13	5,099	84	46	14
Fort Worth	5,993	81	50	15	6,265	66	32	7	6,648	70	36	9	6,864	78	32	7
Houston	14,724	79	51	20	12,462	71	43	17	15,646	70	43	15	15,738	77	40	13
San Antonio	3,154	78	42	10	3,017	65	31	7	3,816	69	39	10	3,784	80	40	10
Dallas	10,213	83	56	21	9,883	72	42	14	11,085	76	47	17	11,839	83	46	15
State	409,371	88	63	26	392,222	81	54	22	445,755	82	57	23	461,494	89	57	22

table continues

Appendix F, Table 5 (continued)

State or District	2018-19				2020-21				2021-22				2022-23			
	<i>N</i>	Appr+ %	Meets+ %	Mast %	<i>N</i>	Appr+ %	Meets+ %	Mast %	<i>N</i>	Appr+ %	Meets+ %	Mast %	<i>N</i>	Appr+ %	Meets+ %	Mast %
US History																
Austin	4,517	94	79	53	3,982	88	71	50	4,484	88	71	51	4,568	95	75	50
El Paso	4,492	90	68	39	3,729	86	62	35	4,273	85	63	36	4,237	94	64	32
Fort Worth	5,104	91	66	33	4,827	78	53	26	5,374	83	56	28	5,235	92	60	26
Houston	12,136	89	68	40	10,982	82	59	34	12,707	85	65	39	12,528	92	63	34
San Antonio	2,732	88	60	27	3,494	72	43	19	4,121	76	49	23	3,814	88	49	21
Dallas	9,571	93	73	41	8,475	82	57	32	8,890	84	61	34	9,232	92	62	30
State	360,061	93	75	47	347,885	88	69	43	380,203	89	71	44	380,319	95	71	39

Source: The Texas Assessment website (<https://www.texasassessment.gov/>), 08/10/23. Information for prior years was obtained from the 2021-22 report (Kim, 2022).

Note: Δ %pts = change in percentage points. Appr+ = Approaches+. Mast = Masters. 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.