Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

State

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: **Comprehensive Support and Improvement Schools** *,* **Targeted Support and Improvement Schools** *and* **Additional Targeted Support Schools** *.*

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2019.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless^	Foster Care^
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019													
All Students	90.0%	86.2%	88.2%	93.7%	87.3%	96.4%	88.0%	91.4%	87.2%	77.9%	78.0%	79.8%	62.6%
CWD	77.9%	76.5%	78.0%	79.5%	75.5%	68.6%	79.2%	76.7%	77.7%	77.9%	80.6%	73.5%	57.6%
CWOD	91.0%	87.6%	89.1%	94.9%	88.7%	97.1%	88.9%	92.6%	88.2%	-	77.7%	80.6%	64.6%
EL^	78.0%	78.6%	77.4%	78.7%	67.3%	87.5%	80.8%	66.3%	79.4%	80.6%	78.0%	69.8%	61.6%
Male	87.8%	83.0%	85.7%	92.5%	86.2%	95.7%	86.2%	90.0%	84.6%	76.9%	75.1%	76.6%	58.9%
Female	92.1%	89.6%	90.8%	95.0%	88.4%	97.2%	89.9%	92.6%	89.7%	79.9%	81.6%	82.9%	65.7%

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.
'^' Ever in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	71%	58%	68%	78%	66%	88%	65%	73%	65%	62%	53%

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with EL	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	231,288	48,721	117,376	55,048	791	3,246	310	5,796	35,054	
	Female	116,330	28,381	62,168	21,453	372	975	173	2,808	15,281	
	Total	347,618	77,102	179,544	76,501	1,163	4,221	483	8,604	50,335	
Out-of-School Suspensions											
	Male	104,000	29,118	55,182	16,016	303	1,151	98	2,132	18,314	
	Female	54,387	18,424	28,192	6,140	135	328	71	1,097	7,530	
	Total	158,387	47,542	83,374	22,156	438	1,479	169	3,229	25,844	
Expulsions											
With Educational Services	Male	6,476	1,256	3,514	1,473	18	65	3	147	837	
	Female	2,964	627	1,658	546	13	22	1	97	296	
	Total	9,440	1,883	5,172	2,019	31	87	4	244	1,133	
Without Educational Services	Male	604	96	340	139	2	13	3	11	82	
	Female	326	60	173	77	1	2	0	13	39	

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Total	930	156	513	216	3	15	3	24	121		
Under Zero Tolerance Policies	Male	621	81	378	150	2	3	0	7	82		
	Female	208	24	143	37	1	0	0	3	27		
	Total	829	105	521	187	3	3	0	10	109		
School-Related Arrests												
	Male	5,415	1,105	3,419	730	12	49	6	94	1,101		
	Female	2,701	599	1,702	292	22	33	3	50	448		
	Total	8,116	1,704	5,121	1,022	34	82	9	144	1,549		
Referrals to Law Enforcement												
	Male	9,637	1,849	5,887	1,581	29	108	13	170	1,812		
	Female	4,991	1,079	3,150	639	8	22	6	87	744		
	Total	14,628	2,928	9,037	2,220	37	130	19	257	2,556		
Students With Disabilities												
In-School Suspensions												
	Male	57,160	13,481	25,139	16,520	168	294	48	1,510	9,724		31,411
	Female	16,977	4,508	7,775	4,230	49	61	9	345	2,716		9,851
	Total	74,137	17,989	32,914	20,750	217	355	57	1,855	12,440		41,262
Out-of-School Suspensions												
	Male	32,966	10,096	14,731	7,112	93	136	17	781	5,868		14,713
	Female	8,882	3,153	3,998	1,474	24	29	6	198	1,414		4,687
	Total	41,848	13,249	18,729	8,586	117	165	23	979	7,282		19,400
Expulsions												
With Educational Services	Male	2,080	496	1,006	494	9	11	0	64	341		924
	Female	574	121	305	130	2	2	0	14	76		299
	Total	2,654	617	1,311	624	11	13	0	78	417		1,223
Without Educational Services	Male	99	17	45	29	0	1	1	6	22		45
	Female	18	4	10	4	0	0	0	0	2		12
	Total	117	21	55	33	0	1	1	6	24		57
Under Zero Tolerance Policies	Male	165	36	94	31	0	0	0	4	167		298
	Female	45	4	29	12	0	0	0	0	42		99
	Total	210	40	123	43	0	0	0	4	209		397
School-Related Arrests												
	Male	1,776	451	1,058	238	5	4	1	19	386		701
	Female	516	141	300	61	1	1	0	12	84		232
	Total	2,292	592	1,358	299	6	5	1	31	470		933
Referrals to Law Enforcement												
	Male	3,283	810	1,872	519	8	19	3	52	503		1,372
	Female	977	264	546	143	5	1	0	18	134		461
	Total	4,260	1,074	2,418	662	13	20	3	70	637		1,833
All Students												
Chronic Absenteeism												
	Male	345,379	58,611	192,316	79,758	1,540	4,520	632	8,002	53,430	66,220	-
	Female	315,387	50,324	177,176	74,403	1,488	3,951	592	7,453	43,670	35,506	-
	Total	660,766	108,935	369,492	154,161	3,028	8,471	1,224	15,455	97,100	101,726	-

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with EL	Students with Disabilities	Students with Disabilities (Section 504)

	Total
Incidents of Violence	
Incidents of rape or attempted rape	22
Incidents of sexual assault (other than rape)	265
Incidents of robbery with a weapon	35
Incidents of robbery with a firearm or explosive device	8
Incidents of robbery without a weapon	776
Incidents of physical attack or fight with a weapon	388
Incidents of physical attack or fight with a firearm or explosive device	26
Incidents of physical attack or fight without a weapon	50,486
Incidents of threats of physical attack with a weapon	574
Incidents of threats of physical attack with a firearm or explosive device	531
Incidents of threats of physical attack without a weapon	7,168
Incidents of possession of a firearm or explosive device	220
Allegations of Harassment or bullying	
On the basis of sex	1,644
On the basis of race	839
On the basis of disability	344
On the basis of sexual orientation	827
On the basis of religion	483

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with EL	Students with Disabilities
Preschool Programs											
	Male	125,932	17,769	79,033	21,107	363	4,893	157	2,610	43,698	17,119
	Female	117,401	16,992	75,234	18,107	351	4,139	148	2,430	42,260	7,031
	Total	243,333	34,761	154,267	39,214	714	9,032	305	5,040	85,958	24,150
Accelerated Coursework											
Advanced Placement Courses	Male	170,260	13,477	77,198	56,303	490	18,686	204	3,902	6,841	2,179
	Female	211,508	20,679	100,060	65,184	599	19,718	264	5,004	7,668	1,225
	Total	381,768	34,156	177,258	121,487	1,089	38,404	468	8,906	14,509	3,404
International Baccalaureate Courses	Male	5,458	668	2,640	1,167	14	851	8	110	560	193
	Female	7,181	1,070	3,342	1,578	16	994	13	168	532	124
	Total	12,639	1,738	5,982	2,745	30	1,845	21	278	1,092	317
Dual Enrollment/Dual Credit Programs	Male	65,764	4,412	32,731	24,027	197	3,111	80	1,206	2,125	1,473
	Female	90,691	8,200	44,571	31,816	257	3,980	107	1,760	1,852	708

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Total	156,455	12,612	77,302	55,843	454	7,091	187	2,966	3,977	2,181

'-' Indicates there are no data available in the group.
'-3' Indicates skip logic failure.
'-8' Indicates EDFacts missing data.
'-9' Indicates not applicable / skipped.
'-11' Indicates suppressed data.
Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	54,839.0	14.3%	13,999.6	17.4%	12,227.4	10.8%
Teachers Teaching with Emergency or Provisional Credentials	16,988.6	4.7%	4,725.3	6.2%	3,473.5	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	34,313.6	9.4%	6,326.5	8.4%	9,498.9	8.8%

'-' Indicates there are no data available in the group.
Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total ($)	Site ($)	District Allocation ($)	Total ($)	Site ($)	District Allocation ($)	Total ($)
Business/central/other support services		524	12	506	517	0	6	6
Food services		466	34	41	75	224	166	390
Instruction		5,762	5,140	184	5,324	366	72	437
Support services, general administration		125	0	124	124		0	0

	Enrollment	State & Local and Federal Total ($)	State & Local Site ($)	State & Local District Allocation ($)	State & Local Total ($)	Federal Site ($)	Federal District Allocation ($)	Federal Total ($)
Support services, instructional staff		483	351	28	379	44	60	104
Support services, operation and maintenance of plant		1,056	343	696	1,039	5	12	17
Support services, pupils		516	420	25	445	28	44	71
Support services, school administration		585	566	8	574	9	2	11
Support services, student transportation		273	8	259	268	0	5	5
Total	**5,479,229**	**9,788**	**6,874**	**1,871**	**8,746**	**676**	**366**	**1,042**

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	01	Students with Disabilities	77%
Grade 4	01	English Learners	94%
Grade 4	02	Students with Disabilities	79%
Grade 4	02	English Learners	97%
Grade 8	01	Students with Disabilities	83%
Grade 8	01	English Learners	96%
Grade 8	02	Students with Disabilities	88%
Grade 8	02	English Learners	97%

Grade	Subject	Student Group	Rate

'*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	47%	45%	44%	51%	40%	63%	37%	48%	41%	24%	27%

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

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