

High School
Statewide
7th Grade Y. PECAN SPRINGS EL
7th Grade 227901129
8th Grade Y. AUSTIN ISD

A clear and concise description of the State's accountability system under subsection (c), including—

the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

Grade 7 Mathematics

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Educ | EL (Current & Former) |
|------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|--------------|-----------------------|
| Reading/ELA | | | | | | | | | | | |
| Baseline 2016-17 Rates | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| 2017-18 through 2021-22 | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| 2022-23 through 2026-27 | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| 2027-28 through 2031-32 | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| 2032-33 | 72% | 66% | 69% | 80% | 72% | 87% | 73% | 78% | 67% | 60% | 65% |
| Mathematics | | | | | | | | | | | |
| Baseline 2016-17 Rates | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| 2017-18 through 2021-22 | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| 2022-23 through 2026-27 | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| 2027-28 through 2031-32 | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| 2032-33 | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| 9th Grade | | | | | | | | | | | |
| Baseline 2016-17 Rates | | | | | | | | | | | 41% |
| 2017-18 through 2021-22 | | | | | | | | | | | 36% |
| 2022-23 through 2026-27 | | | | | | | | | | | 38% |
| 2027-28 through 2031-32 | | | | | | | | | | | 40% |
| 9th Grade Mathematics | | | | | | | | | | | |
| Baseline 2016-17 Rates | 89% | 85% | 87% | 93% | 86% | 95% | 89% | 92% | 86% | 78% | 72% |
| 2017-18 through 2021-22 | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| 2022-23 through 2026-27 | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% | 92% |
| 2027-28 through 2031-32 | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% | 94% |

* Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding. Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

DUFhfjL the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and 7ca dfY Ybgj Y Gi ddcfhUbX a dfcj Ya YbhGW cc`g , HLF YhX Gi ddcfhUbX a dfcj Ya YbhGW cc`g and 5XXHcbU HLF YhX Gi ddcfhGW cc`g list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

DUFhfjL the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (ii) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status. To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

DUFhfjL 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 2018-19 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)

| Grade | Reading | Mathematics | Science | Proficiency Level | | |
|-------|---------|-------------|---------|-----------------------|------------------|---------------------------|
| | | | | Exceeded Expectations | Met Expectations | Did Not Meet Expectations |
| 3 | 7 | 7 | 7 | 7 | 7 | 7 |

Grade 3

Reading All 7 Students

| | Hk c | cf | Bcb | 9Wb | 9Wb | 7K 8 | 7K C8 | 9 @ | AUY | Ya | UYA | fUb | ca | Y Ygg | 7 UY | A J | H Ufm |
|--------|------|-----|-------|-----|-----|------|-------|-----|-----|----|-----|-----|----|-------|------|-----|-------|
| Female | 73% | 71% | (' % | 50% | 40% | - | - | - | - | - | - | - | - | - | - | - | - |

Grade 3

| Reading | All | 44% | 50% | (\$ % | 7% | 62% | * | - | - | - | * | 38% | * | 11% | 47% | 75% | 33% | 47% | - | - | - | - |
|----------|--------|-----|-----|--------|-----|-----|---|---|---|---|---|-----|---|-----|-----|------|-----|------|---|---|---|---|
| Students | CWD | 26% | 26% | % % | 0% | * | - | - | - | - | - | 11% | - | 11% | - | * | 0% | * | - | - | - | - |
| | CWOD | 46% | 53% | (+ % | 13% | 65% | * | - | - | - | * | 45% | * | - | 47% | 86% | 44% | 50% | - | - | - | - |
| | EL | 35% | 36% | +) % | - | 86% | * | - | - | - | - | 73% | * | * | 86% | 75% | 60% | 100% | - | - | - | - |
| | Male | 41% | 47% | ' ' % | 13% | 54% | * | - | - | - | * | 30% | * | 0% | 44% | 60% | 33% | - | - | - | - | - |
| | Female | 47% | 53% | (+ % | 0% | 69% | - | - | - | - | - | 47% | - | * | 50% | 100% | - | 47% | - | - | - | - |

Grade 4

| Reading | All | 43% | 48% | & * % | 28% | 25% | * | - | - | - | * | 24% | 50% | 0% | 30% | 26% | 22% | 31% | - | *4 | - | - |
|----------|------|-----|-----|--------|-----|-----|---|---|---|---|---|-----|-----|----|-----|-----|-----|-----|---|----|---|---|
| Students | CWD | 24% | 25% | % % | * | * | - | - | - | - | * | 0% | - | 0% | - | * | 0% | * | - | - | - | - |
| | CWOD | 46% | 52% | (\$ % | 13% | 63% | * | - | - | - | * | 45% | * | - | 47% | 79% | 39% | 56% | - | - | - | - |
| | EL | 30% | 31% | +) % | - | 24% | * | - | - | - | - | 22% | * | * | 29% | 26% | 25% | 29% | - | - | - | - |
| | Male | 41% | 46% | ' ' % | 14% | 24% | * | - | - | - | * | 26% | * | 0% | 26% | 25% | 2/4 | - | - | - | - | - |



| | | 5Z | 5a Yf | 9Wb | Bcb | 9Wb | 7K8 | 7KC8 | 9@ | AUY | Ya | UYA | fUbh | ca | Ygg | 7UY | AJ | Hf | |
|-------------|--------------|-----|-------|-----|-----|-----|-----|------|-----|-----|-----|-----|------|----|-----|-----|----|----|---|
| Mathematics | All | 51% | 52% | 30% | 30% | 4% | 36% | 46% | 30% | 31% | - | * | - | - | - | - | - | - | |
| | Students | | | | | | | | | | | | | | | | | | |
| | CWD | 26% | 27% | 0% | 8% | - | - | 0% | 0% | 10% | - | - | - | - | - | - | - | - | - |
| | CWOD | 54% | 57% | 24% | 43% | 20% | - | 33% | - | 36% | 51% | 38% | 34% | - | * | - | - | - | - |
| | EL | 37% | 35% | 18% | 48% | - | - | 40% | 0% | 51% | 46% | 39% | 57% | - | - | - | - | - | - |
| | Male | 50% | 52% | - | - | - | - | 43% | 0% | 38% | 39% | 30% | - | - | - | - | - | - | - |
| Female | 51% | 52% | 32% | - | - | - | 32% | * | 10% | 34% | 57% | - | 31% | - | * | - | - | - | |
| Science | All | 53% | 55% | 34% | 11% | 40% | 38% | 43% | 26% | - | - | - | - | - | - | - | - | - | |
| | Students | | | | | | | | | | | | | | | | | | |
| | CWD | 25% | 27% | 13% | 11% | - | * | 20% | * | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 56% | 59% | 39% | * | 40% | 40% | 50% | 32% | - | - | - | - | - | - | - | - | - | - |
| | EL | 26% | 25% | 38% | - | 40% | 38% | 50% | 30% | - | - | - | - | - | - | - | - | - | - |
| | Male | 53% | 55% | 42% | 30% | 50% | 50% | 43% | - | - | - | - | - | - | - | - | - | - | - |
| Female | 53% | 55% | 27% | 0% | 2% | 30% | - | 26% | - | - | - | - | - | - | - | - | - | - | |
| All Grades | All Subjects | 23% | 16% | 18% | 22% | 2% | 22% | 2% | 16% | - | * | - | - | - | - | - | - | - | |
| | Students | | | | | | | | | | | | | | | | | | |
| | CWD | 8% | 9% | 2% | 3% | - | - | 0% | 4% | - | - | - | - | - | - | - | - | - | - |
| | CWOD | 25% | 29% | 8% | 14% | 27% | 9% | 0% | 22% | 8% | - | 22% | 33% | 2% | - | * | - | - | - |
| | EL | 11% | 11% | 6% | 32% | 9% | - | 6% | 29% | 4% | 0% | 33% | 30% | - | - | - | - | - | - |
| | Male | 22% | 25% | 19% | 21% | 23% | 0% | 0% | 19% | 31% | 0% | 26% | 27% | 2% | - | - | - | - | A |
| Female | 24% | 27% | 17% | 2% | 25% | * | - | 17% | 0% | 4% | 7% | 34% | - | * | - | - | - | - | |
| Reading | All | 20% | 25% | 17% | 30% | 0% | 21% | 29% | 18% | - | * | - | - | - | - | - | - | - | |
| | Students | | | | | | | | | | | | | | | | | | |
| | CWD | 7% | 8% | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | Hkc cf | Bcb | | | | | | | |
|-------------|----------|-----|--------|--------|--------|-----|------|----|-----|-----------|------|
| | | | W AcfY | 9Wtb | 9Wtb | 7K8 | 7KC8 | 9@ | AUY | : Ya UY A | fUbh |
| | | | f FUWg | 8]gUXj | 8]gUXj | | | | | | |
| 7 Ua di g | | | | | | | | | | | |
| | Female | \$% | * | 0% | 0% | 0% | 0% | 0% | - | 0% | - |
| Reading | All | \$% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Students | | | | | | | | | | |
| | CWD | \$% | * | 0% | * | 0% | - | 0% | 0% | 0% | - |
| | CWOD | \$% | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | \$% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Male | \$% | * | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | \$% | * | 0% | * | 0% | 0% | 0% | - | 0% | - |
| Mathematics | All | \$% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Students | | | | | | | | | | |
| | CWD | \$% | * | 0% | * | 0% | - | 0% | 0% | 0% | - |
| | CWOD | \$% | * | 0% | 0% | - | 0% | 0% | 0% | 0% | - |
| | EL | \$% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - |
| | Male | \$% | * | 0% | 0% | 0% | 0% | 0% | 0% | - | - |
| | Female | \$% | * | 0% | * | 0% | 0% | 0% | - | 0% | - |
| Science | All | \$% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | - |
| | Students | | | | | | | | | | |
| | CWD | \$% | - | 0% | * | 0% | - | * | 0% | * | - |
| | CWOD | \$% | * | 0% | * | - | 0% | 0% | 0% | 0% | - |
| | EL | \$% | - | 0% | - | * | 0% | 0% | 0% | 0% | - |
| | Male | \$% | * | 0% | * | 0% | 0% | 0% | 0% | - | - |
| | Female | \$% | - | 0% | * | * | 0% | 0% | - | 0% | - |

| | | HcHJ | 5 Z]WUb | <]gdUb]W | K \]H | -bX]Ub cf | 5`Ug_U | 5 g]Ub | DUM]ZW | Hk c | 9 @ | Ghi XYbfg | 8]gUW]]HYg | k]h | fGYW]cb |) \$(L | |
|-------------------------------|--------|------|---------|----------|--------|-----------|--------|--------|--------|------|-----|-----------|--------------|------|---------|---------|---|
| Total | | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Expulsions | | | | | | | | | | | | | | | | | |
| With Educational Services | | | | | | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | | | | | | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Under Zero Tolerance Policies | | | | | | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Referrals to Law Enforcement | | | | | | | | | | | | | | | | | |
| | Male | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5`` Ghi XYbfg | | | | | | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | | | | | | |
| | Male | 26 | 11 | 11 | 2 | 0 | 0 | 0 | 0 | 2 | 5 | 2 | 2 | 2 | 2 | 2 | 5 |
| | Female | 18 | 11 | 5 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Total | 44 | 22 | 16 | 2 | 0 | 0 | 0 | 0 | 4 | 7 | 4 | 4 | 4 | 4 | 4 | 7 |

| | | HcHJ |
|---------------------------------------|--|------|
| Incidents of Violence | | |
| | Incidents of rape or attempted rape | 0 |
| | Incidents of sexual assault (other than rape) | 0 |
| | Incidents of robbery with a weapon | 0 |
| | Incidents of robbery with a firearm or explosive device | 0 |
| | Incidents of robbery without a weapon | 0 |
| | Incidents of physical attack or fight with a weapon | 0 |
| | Incidents of physical attack or fight with a firearm or explosive device | 0 |
| | Incidents of physical attack or fight without a weapon | 25 |
| | Incidents of threats of physical attack with a weapon | 0 |
| | Incidents of threats of physical attack with a firearm or explosive device | 0 |
| | Incidents of threats of physical attack without a weapon | 3 |
| | Incidents of possession of a firearm or explosive device | 0 |
| Allegations of Harassment or bullying | | |
| | On the basis of sex | 0 |
| | On the basis of race | 0 |
| | On the basis of disability | 0 |

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HcHJ **5 Z]WUb**
ghi XYbHg **5 a Yf]WUb** **< jgdUb]W** **K \]hY**

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BUhj Y **5 g]Ub** **DUMZ]W**
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- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

DUfhf]i L 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.

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|---|------------------|---------------|
| | Bi a VYf | DYfWbh |
| Inexperienced Teachers, Principals, and Other School Leaders | 4.8 | 15.6% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.3 | 1.0% |

- '-' Blank cells indicate the data is not applicable to this report.

| | Bi a VYf cZ5 @H& | FUHy cZ5 @H& | Bi a VYf cZ5 @H& | FUHy cZ5 @H& | Bi a VYf cZ5 @H& | FUHy cZ5 @H& |
|-------------------------|------------------|--------------|------------------|--------------|------------------|--------------|
| Mathematics | 5,254 | 2% | 73 | 1% | ! | ! |
| Science | 5,250 | 1% | 73 | 1% | ! | ! |
| End of Course English I | 5,150 | 1% | 68 | 1% | ! | ! |
| English II | 4,680 | 1% | 69 | 1% | ! | ! |
| Algebra I | 5,122 | 1% | 70 | 1% | ! | ! |
| Biology | 4,954 | 1% | 72 | 1% | ! | ! |
| All Grades All Subjects | 101,751 | 1% | 1,645 | 2% | † | %8 |
| Reading | 45,064 | 1% | 730 | 1% | † | %8 |
| Mathematics | 40,350 | 1% | 662 | 2% | † | %8 |
| Science | 16,337 | 1% | 253 | 1% | ! | ! |

*' Indicates results are masked due to small numbers to protect student confidentiality.
 '· Indicates zero observations reported for this group.

DUfhfl j]k 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.

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| ; fUXY | Gi V^YWh | Gh XYbh; fci d | % 6 Yck 6 UgjW | | % 5 hcf 5 Vcj Y 6 UgjW | | % 5 hcf 5 Vcj Y DfcZjYbh | | % 5 h5 Xj UbWX | |
|------------------|----------|----------------------------|----------------|---------|------------------------|-----|--------------------------|-----|----------------|-----|
| | | | HL | I G | HL | I G | HL | I G | HL | I G |
| 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 |
| | | Ä | Mathematics | Overall | 16 | 19 | 84 | 81 | 44 | 41 |
| 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 | * | 24 | * | 4 |

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