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&\$%, !% : YXYfU F Ydcfh7 UfX Zf HM Ug Di V]WGW cc`g
7 Ua di g BUa Y. LANGFORD EL
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8]ghf]VhBUa Y. AUSTIN ISD

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

DUfhf]k 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.

DUfhf]k 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);

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)	
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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%	65%	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%
	2022-28 through 2026-27	54%	42%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	60%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
9 @Dfc[fYgg												
g	Baseline 2016-18 Rates											41%
	2017-18 through 2021-22											41%

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.

DUHFRU 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 [7 ca df Y Yqji Y1](#) . _____

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This section provides information on high school graduation rates for the class of 2018.

	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Number of English Learners	Percentage of English Learners
246	8%

- ' Indicates data reporting does not meet for Minimum Size.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ' Indicates zero observations reported for this group.

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)

Elementary Schools	Secondary Schools
5	5

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Female		\$%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	
Reading	All	\$%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students	\$%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	-
	CWD	\$%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	CWOD	\$%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	\$%	*	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
Mathematics	All	\$%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students	\$%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	0%	-
	CWD	\$%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	CWOD	\$%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	\$%	*	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
Science	All	\$%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students	\$%	*	0%	-	-	-	-	0%	-	0%	-	*	0%	*	-	
	CWD	\$%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWOD	\$%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	EL	\$%	*	0%	*	-	-	-	0%	*	*	0%	0%	0%	0%	0%	-
	Male	\$%	-	0%	0%	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-
Female	\$%	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	0%	-	

*** Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations rep

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Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
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														

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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.

DUFhfi 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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Inexperienced Teachers, Principals, and Other School Leaders	9.6	23.4%
Teachers Teaching with Emergency or Provisional Credentials	3.0	7.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.5	6.4%

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

DUFhfi L 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 preceding fiscal year.

To be updated by June 30th, 2020.

DUFhfi L 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 2018-19 school year..

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Grade 3						
Reading	5,881	1%	105	2%	†	(%
Mathematics	5,880	1%	105	2%	†) %
Grade 4						
Reading	6,312	2%	112	2%	†	* %
Mathematics	6,311	2%	112	2%	†	* %
Grade 5						
Reading	6,133	1%	108	2%	†	&%
Mathematics	6,131	1%	108	2%	†	&%
Science	6,133	1%	108	2%	†	&%
Grade 6						
Reading	6,038	1%	91	2%	!	!
Mathematics	6,036	1%	91	2%	!	!
Grade 7						
Reading	5,616	1%	104	2%	!	!
Mathematics	5,616	2%	103	3%	!	!
Grade 8						
Reading	5,251	1%	73	1%	!	!

	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%	&\$	(%
Reading	45,064	1%	730	1%	-	(%
Mathematics	40,350	1%	662	2%	-	(%
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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			HL	I G	HL	I G	HL	I G
Grade 4	Reading	Overall	39	34	61	66	30	35
		Black	52	52	48	48	16	18
		Hispanic	48	45	52	55	21	23
		White	22	23	78	77	48	45
		American Indian	*	50	*	50	*	19
		Asian	11	18	89	82	65	57
		Pacific Islander	*	42	*			

