

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools

Campus Name: BRADY EL

Campus ID: 160901101

District Name: BRADY ISD

Part (j): A clear and concise description of the State's accountability system under subsection (c), including---

Part (i)(I) 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.

Part (i)(II) 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);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
Baseline 2016-17 Rates												41%
2017-18 through 2021-22												36%
2022-23 through 2026-27												38%
2027-28 through 2031-32												40%
Graduation Rate: 4-Year Longitudinal Rate[^]												
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(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including---

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

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.

				Afr	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	26%	39%	33%	-	36%	28%	-	-	-	35%	22%	33%	-	*	37%	23%	-	-	-	-
	CWOD	54%	54%	42%	*	34%	50%	-	-	60%	36%	52%	-	42%	18%	44%	41%	-	-	-	-
	EL	37%	20%	15%	-	15%	-	-	-	-	15%	-	*	18%	15%	13%	20%	-	-	-	-
	Male	50%	52%	43%	*	34%	51%	-	-	*	33%	54%	37%	44%	13%	43%	-	-	-	-	-
	Female	51%	52%	39%	*	35%	41%	-	-	*	38%	39%	23%	41%	20%	-	39%	-	-	-	-
Science	All Students	53%	48%	35%	-	21%	46%	-	*	-	24%	48%	29%	36%	*	37%	33%	-	-	-	*
	CWD	25%	31%	29%	-	14%	43%	-	-	-	22%	40%	29%	-	*	25%	33%	-	-	-	-
	CWOD	56%	51%	36%	-	22%	47%	-	*	-	24%	49%	-	36%	*	39%	33%	-	-	-	-
	EL	26%	0%	*	-	-	-	-	-	-	-	-	*	*	*	*	-	-	-	-	-
	Male	53%	52%	37%	-	23%	48%	-	-	-	16%	50%	25%	39%	*	37%	-	-	-	-	-
	Female	53%	44%	33%	-	19%	44%	-	*	-	28%	44%	33%	33%	*	-	33%	-	-	-	-

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All Students	23%	19%	18%	*	13%	22%	-	100%	-	0%	13%	25%	11%	19%	0%	20%	16%	*	0%	-	*
	CWD	8%	14%	11%	-	16%	5%	-	-	-	7%	22%	11%	-	0%	10%	13%	-	*	-	-	-
	CWOD	25%	20%	19%	*	13%	26%	-	100%	-	0%	15%	26%	-	19%	0%	22%	16%	*	0%	-	*
	EL	11%	0%	0%	-	0%	-	-	-	-	0%	-	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	22%	20%	20%	*	14%	26%	-	-	0%	11%	29%	10%	22%	0%	20%	-	-	-	-	-	-
	Female	24%	19%	16%	*	12%	18%	-	*	-	15%	18%	13%	16%	0%	-	16%	-	*	0%	-	*
Reading	All Students	20%	17%	15%	*	13%	18%	-	*	-	0%	12%	21%	10%	17%	0%	16%	15%	*	*	-	*
	CWD	7%	10%	10%	-	14%	6%	-	-	-	6%	22%	10%	-	*	7%	15%	-	*	-	-	-
	CWOD	22%	18%	17%	*	13%	20%	-	*	-	0%	14%	21%	-	17%	0%	18%	15%	*	*	-	*
	EL	8%	0%	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	16%	16%	*	13%	19%	-	-	*	9%	25%	7%	18%	0%	16%	-	-	*	-	-	-
	Female	23%	18%	15%	*	13%	16%	-	*	-	15%	13%	15%	15%	0%	-	15%	-	*	*	-	*
Mathematics	All Students	26%	23%	23%	*	17%	31%	-	*	-	0%	17%	33%	10%	26%	0%	26%	20%	*	*	-	*
	CWD	11%	17%	10%	-	18%	0%	-	-	-	10%	11%	10%	-	*	11%	8%	-	*	-	-	-
	CWOD	28%	24%	26%	*	17%	36%	-	-	0%	19%	36%	-	26%	0%	29%	22%	-	*	*	-	*
	EL	16%	0%	0%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	24%	26%	*	17%	36%	-	*	-	15%	38%	11%	29%	0%	26%	-	-	*	-	-	-
	Female	26%	22%	20%	*	16%	24%	-	*	-	19%	23%	8%	22%	0%	-	20%	-	*	*	-	*
Science	All Students	24%	17%	10%	-	5%	14%	-	*	-	4%	17%	14%	10%	*	12%	8%	-	*	-	-	*
	CWD	8%	17%	14%	-	14%	14%	-	-	-	0%	40%	14%	-	*	13%	17%	-	*	-	-	-
	CWOD	26%	17%	10%	-	3%	14%	-	*	-	5%	15%	-	10%	*	12%	7%	-	*	-	-	-
	EL	7%	0%	*	-	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	25%	21%	12%	-	9%	16%	-	-	-	5%	17%	13%	12%	*	12%	-	-	*	-	-	-
	Female	23%	13%	8%	-	0%	12%	-	*	-	3%	19%	17%	7%	*	-	8%	-	*	-	-	-

*** Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates zero observations reported for this group.

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	69	*	70	68	-	*	-	*	65	73	72
CWD	73	-	69	77	-	-	-	-	72	73	*
CWOD	69	*	70	66	-	*	-	*	63	-	69
EL	72	-	72	-	-	-	-	-	72	*	72
Male	73	-	69	74	-	*	-	*	65	76	58
Female	66	*	71	60	-	*	-	*	65	67	*
Mathematics											
All Students	70	*	63	78	-	*	-	*	66	60	61
CWD	60	-	58	62	-	-	-	-	61	60	*
CWOD	73	*	64	81	-	*	-	*	67	-	56
EL	61	-	61	-	-	-	-	-	61	*	61
Male	75	-	66	83	-	*	-	*	68	71	58
Female	65	*	59	72	-	*	-	*	64	42	*

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36%
Interim Goals (2018-2022)											
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'^' 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(s).

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)

			African Campus	American Indian	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																		
All Subjects	All Students	100%	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%	-	
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	100%	100%	100%	100%	*	*	*	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	-	100%	-
Non-Participation Rate																		
All Subjects	All Students	0%	*	0%	0%	-	0%	-	0%	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%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	*	0%	0%	0%	*

		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)
Under Zero Tolerance Policies	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism	Total	0	0	0	0	0	0	0	0	0		0
	Male	44	2	23	17	0	0	0	2	0	8	2
	Female	44	2	23	17	0	0	0	2	0	2	2
	Total	88	4	46	34	0	0	0	4	0	10	4

	Total
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	0
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	0
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
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2015-16 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	EL	Students with Disabilities
Preschool Programs	Male	47	0	17	23	0	2	0	5	2	11
	Female	27	0	8	17	0	0	0	2	2	2
	Total	74	0	25	40	0	2	0	7	4	13
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

** 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.

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

State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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*** Indicates results are masked due to small numbers to protect student confidentiality.
 * Indicates zero observations reported for this group.

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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	
	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	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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