

# Texas Education Agency

## 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** OWENS EL

**Campus ID:** 212905109

**District Name:** TYLER ISD

### 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.

Not applicable

### 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*



		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with EL Disabilities	Students with Disabilities (Section 504)	
Students With Disabilities	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
In-School Suspensions												
	Male	3	2	0	1	0	0	0	0	0	1	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	3	2	0	1	0	0	0	0	0	1	
Out-of-School Suspensions												
	Male	10	6	0	4	0	0	0	0	0	1	
	Female	1	1	0	0	0	0	0	0	0	0	
	Total	11	7	0	4	0	0	0	0	0	1	
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	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	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	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	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	
<b>All Students</b>												
Chronic Absenteeism												
	Male	29	4	2	22	1	-8	-8	-8	-8	10	-8
	Female	19	3	2	12	-8	-8	-8	2	-8	5	-8
	Total	48	7	4	34	1	-8	-8	2	-8	15	-8
<b>Total</b>												
Incidents of Violence												
Incidents of rape or attempted rape												
Incidents of sexual assault (other than rape)												
Incidents of robbery with a weapon												
Incidents of robbery with a firearm or explosive device												
Incidents of robbery without a weapon												
Incidents of physical attack or fight with a weapon												
Incidents of physical attack or fight with a firearm or explosive device												
Incidents of physical attack or fight without a weapon												
Incidents of threats of physical attack with a weapon												
Incidents of threats of physical attack with a firearm or explosive device												
Incidents of threats of physical attack without a weapon												
Incidents of possession of a firearm or explosive device												
Allegations of Harassment or bullying												
On the basis of sex												
On the basis of race												
On the basis of disability												
On the basis of sexual orientation												
On the basis of religion												

**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	EL	Students with Disabilities
Preschool Programs											
	Male	1	0	0	1	0	0	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	1	0	0	0	0	0	1
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' 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	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	14.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.5%

- '-' 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.

*To be updated by June 30th, 2021.*

#### 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)

**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.

**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)

Not applicable