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

Campus Name: MILLSAP H S Campus ID: 184904001 District Name: MILLSAP 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)(l) (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.

		Two												
								or						
	All	African			American		Pacific	More	Econ				Foster	
	Students	<b>American</b>	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless <sup>^</sup>	Care <sup>^</sup>	
Federal Graduation	n Rates													
4-year Longitudina	I Cohort Grad	duation Ra	ite (Gr 9-12	2): Class	of 2019									
All Students	96.1%	-	100.0%	95.3%	*	*	-	*	93.9%	60.0%	*	-	-	
CWD	60.0%	-	*	*	-	-	-	-	*	60.0%	-	-	-	
CWOD	98.6%	-	100.0%	98.3%	*	*	-	*	100.0%	-	*	-	-	
EL^	*	-	*	-	-	-	-	-	*	-	*	-	-	
Male	92.5%	-	100.0%	91.2%	-	*	-	-	90.0%	60.0%	*	-	-	

								1 44 0					
		or											
	All	African			American		<b>Pacific</b>	More	Econ				Foster
	Students	<b>American</b>	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless <sup>^</sup>	Care^
Female	100.0%	-	*	100.0%	*	-	-	*	100.0%	-	-	-	-

Two

- 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.

School Quality (College, Career	All Students , and Milita	African American ry Readines	•	White nce)	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	97%	-	100%	96%	*	*	-	*	94%	90%	*

- \*' 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)

							Students
		Indian or			Two or	Students	with
Total	African	Alaska		Pacific	More	with	Disabilities
students	American Hispanic White	Native	Asian	Islander	Races	EL Disabilities (	Section 504)
Studente Without Disabilities							-

											<b>2</b> 14.	Students
	s	Total tudents	African American H	ispanic W	/hite	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	ELC	Students with Disabilities (	with Disabilities Section 504)
In-School Sus	pensions			-							,	,
	Male	4	0	0	4	0	0	0	0	0		
	Female Total	0 4	0 0	0 0	0 4	0 0	0 0	0 0	0 0	0 0		
Out-of-School			•	-	•	•	-	-	•	-		
	Male	1	0	0	1	0	0	0	0	0		
ı	Female	0	0	0	0	0	0	0	0	0		
Expulsions	Total	1	0	0	1	0	0	0	0	0		
With Educational	Male	0	0	0	0	0	0	0	0	0		
Services	Female	0	0	0	0	0	0	0	0	0		
I	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
Under Zere	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies		0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
School-Relate	Total	0	0	0	0	0	0	0	0	0		
SUIDUI-REIALC	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to La			0	0	2	0	0	0	0	0		
I	Male Female	0 0	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		
Students Witl	h Disabiliti	-	-	-	-	-	-	-	-	-		
In-School Sus	pensions						_	_				_
	Male	1	0	0	1	0	0	0	0	0		5
	Female Total	0 1	0 0	0 0	0 1	0 0	0 0	0 0	0 0	0		1 6
Out-of-School		•	U	U	1	J	J	J	J	U		5
	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
Expulsions With	Male	0	0	0	0	0	0	0	0	0		0
Educational Services		U	U	U	U		U		U			U
	Female	0	0	0	0	0	0	0	0	0		0
Without	Total Male	0	0 0	0 0	0	0 0	0 0	0 0	0 0	0 0		0 0
Educational Services		_	-									
	Female	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Total 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-Relate		0	0	0	0	0	0	0	0	0		0
	Male Female	0 0	0 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
Referrals to La			•		·	•	•	•	•	·		· ·
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
All Students	Total	0	0	0	0	0	0	0	0	0		0
Chronic Abser	nteeism											
JJ.110710301	Male	16	-8	2	14	-8	-8	-8	-8	-8	3	-8
	Female	12	-8	3	8	-8	-8	-8	1	-8	1	-8
	Total	28	-8	5	22	-8	-8	-8	1	-8	4	-8

	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	1
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

Indian or

Alaska

**Native** 

**Students** 

**Disabilities** 

with

**Students** 

with

EL Disabilities (Section 504)

Two or

More

**Races** 

**Pacific** 

Islander

Asian

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	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Progr	ams			•							
•	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
Accelerated Cou	ırsework										
Advanced	Male	28	0	5	23	0	0	0	0	0	0
Placement											
Courses											
	Female	44	1	2	39	1	0	0	1	0	0
	Total	72	1	2 7	62	1	0	0	1	0	0
International	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Baccalaureate											
Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual	Male	12	0	1	11	0	0	0	0	0	0
Enrollment/Dual											
Credit											
Programs											
•	Female	30	1	3	26	0	0	0	0	0	0
	Total	42	1	4	37	0	0	0	0	0	0

<sup>&#</sup>x27;-' Indicates there are no data available in the group.

**Total** 

**African** 

students American Hispanic White

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.

<sup>&#</sup>x27;-3' Indicates skip logic failure.

<sup>&#</sup>x27;-8' Indicates EDFacts missing data.

<sup>&#</sup>x27;-9' Indicates not applicable / skipped.

<sup>&#</sup>x27;-11' Indicates suppressed data.

Inexperienced Teachers, Principals, and Other School Leaders	Number 4.3	Percent 12.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	7.7	24.1%

<sup>&#</sup>x27;-' 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)

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 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
	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

			% At or Above										
			% Belo	w Basic	% At or At	ove Basic	Prof	icient	% At Ac	dvanced			
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US			
	-	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%

<sup>&#</sup>x27;\*' Indicates reporting standards not met.

# 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)

								Two			
								or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	55%	*	*	53%	_	_	_	*	60%	*	_

<sup>\*&#</sup>x27; Indicates results are masked due to small numbers to protect student confidentiality.

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<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

<sup>&#</sup>x27;-' Indicates there are no students in the group.