

Texas Education Agency
2017-18 Federal Report Card for Texas Public Schools
Campus Name: NEEDVILLE H S
Campus ID: 079906001
District Name: NEEDVILLE ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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 assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for 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):

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and 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											
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
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%		

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 or above Meets Grade Level)
 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%
High Schools and K-12	Academic Achievement	50%
	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 (90-00), 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;
 Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.
 (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. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.
 TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) 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);

[Comprehensive Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) 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 (i)(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 will be considered as having successfully exited comprehensive support and improvement status. To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

				African	American	Pacific	Two	Non					Foster							
				State	District	Campus	or	Econ					Care							
				American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWDCWOD	EL	Male	Female	Migrant	Homeless	Military	
STAAR Percent at Approaches Grade Level or Above																				
End of Course																				
English I	All	64%	85%	85%	67%	81%	91%	-	*	-	*	78%	90%	48%	89%	43%	80%	93%	-	*
	Students																			
	CWD	25%	48%	48%	*	38%	67%	-	-	-	-	50%	45%	48%	-	*	41%	63%	-	*
	CWOD	68%	89%	89%	78%	85%	92%	-	*	-	*	82%	92%	-	89%	46%	84%	95%	-	*
	EL	30%	43%	43%	-	43%	-	-	-	-	-	45%	*	*	46%	43%	*	*	-	-
	Male	57%	80%	80%	*	73%	87%	-	-	-	*	69%	86%	41%	84%	*	80%	-	-	*
	Female	71%	93%	93%	*	89%	97%	-	*	-	*	91%	94%	63%	95%	*	-	93%	-	*
English II	All	66%	84%	84%	64%	76%	95%	*	*	-	*	77%	89%	48%	88%	*	82%	87%	-	*
	Students																			
	CWD	25%	48%	48%	*	50%	55%	-	-	-	-	55%	38%	48%	-	*	50%	*	-	*
	CWOD	71%	88%	88%	75%	80%	98%	*	*	-	*	81%	92%	-	88%	*	86%	90%	-	*
	EL	27%			*			-	-	-	-					*			-	*
	Male	61%	82%	82%	67%	75%	90%	-	*	-	*	75%	86%	50%	86%	*	82%	-	-	*
	Female	72%	87%	87%	*	78%	100%	*	-	-	-	79%	92%	*	90%	*	-	87%	-	*
Algebra I	All	82%	92%	89%	*	87%	93%	*	*	-	*	82%	95%	70%	92%	73%	88%	91%	-	*
	Students																			
	CWD	47%	70%	70%	*	62%	80%	*	-	-	*	59%	90%	70%	-	*	76%	60%	-	-
	CWOD	86%	94%	92%	*	90%	95%	-	-	-	*	87%	95%	-	92%	71%	89%	95%	-	*
	EL	67%	73%	73%	-	73%	-	-	-	-	-	75%	*	*	71%	73%	67%	*	-	-
	Male	78%	90%	88%	*	86%	92%	*	-	-	*	81%	92%	76%	89%	67%	88%	-	-	*
	Female	87%	94%	91%	*	89%	95%	-	*	-	-	83%	98%	60%	95%	*	-	91%	-	*
Biology	All	86%	94%	94%	*	89%	99%	-	*	-	*	91%	96%	72%	96%	70%	95%	93%	-	*
	Students																			
	CWD	56%	72%	72%	*	69%	*	-	-	-	-	73%	71%	72%	-	-	82%	*	-	-
	CWOD	89%	96%	96%	*	92%	99%	-	*	-	*	94%	97%	-	96%	70%	96%	95%	-	*
	EL	64%	70%	70%	-	70%	-	-	-	-	-	86%	*	*	70%	70%	86%	*	-	-
	Male	83%	95%	95%	*	89%	100%	-	-	-	*	93%	96%	82%	96%	86%	95%	-	-	*
	Female	88%	93%	93%	*	89%	98%	-	*	-	*	90%	95%	*	95%	*	-	93%	-	*
STAAR Percent at Meets Grade Level or Above																				
End of Course																				
English I	All	43%	60%	60%	25%	45%	76%	-	*	-	*	45%	69%	28%	63%	14%	52%	70%	-	*
	Students																			
	CWD	14%	28%	28%	*	31%	22%	-	-	-	-	36%	18%	28%	-	*	24%	38%	-	-
	CWOD	47%	63%	63%	22%	46%	79%	-	*	-	*	46%	72%	-	63%	15%	55%	72%	-	*
	EL	10%	14%	14%	-	14%	-	-	-	-	-	18%	*	*	15%	14%	*	*	-	-
	Male	37%	52%	52%	*	34%	70%	-	-	-	*	37%	61%	24%	55%	*	52%	-	-	*
	Female	51%	70%	70%	*	58%	85%	-	*	-	*	55%	80%	38%	72%	*	-	70%	-	*
English II	All	47%	62%	62%	29%	49%	79%	*	*	-	*	48%	70%	24%	66%	*	58%	67%	-	*
	Students																			
	CWD	14%	24%	24%	*	25%	27%	-	-	-	-	25%	23%	24%	-	*	33%	*	-	-
	CWOD	51%	66%	66%	33%	53%	83%	*	*	-	*	53%	73%	-	66%	*	61%	71%	-	*
	EL	9%			*			-	-	-	-					*			-	*
	Male	41%	58%	58%	33%	46%	73%	-	*	-	*	46%	65%	33%	61%	*	58%	-	-	*
	Female	54%	67%	67%	*	53%	86%	*	-	-	-	52%	76%	*	71%	*	-	67%	-	*
Algebra I	All	53%	67%	57%	*	56%	61%	*	*	-	*	48%	65%	33%	61%	33%	52%	66%	-	*
	Students																			
	CWD	19%	33%	33%	*	38%	20%	*	-	-	*	24%	50%	33%	-	*	41%	20%	-	-
	CWOD	58%	71%	61%	*	59%	66%	-	*	-	*	53%	67%	-	61%	36%	53%	71%	-	*
	EL	29%	33%	33%	-	33%	-	-	-	-	-	33%	*	*	36%	33%	25%	*	-	-
	Male	49%	61%	52%	*	48%	57%	-	*	-	*	46%	56%	41%	53%	25%	52%	-	-	*
	Female	58%	75%	66%	*	68%	65%	-	*	-	*	50%	79%	20%	71%	*	-	66%	-	*
Biology	All	57%	64%	64%	*	42%	83%	-	*	-	*	47%	73%	28%	66%	20%	68%	59%	-	*
	Students																			
	CWD	22%	28%	28%	*	15%	*	-	-	-	-	27%	29%	28%	-	-	36%	*	-	-
	CWOD	61%	66%	66%	*	45%	84%	-	*	-	*	50%	75%	-	66%	20%	71%	62%	-	*
	EL	20%	20%	20%	-	20%	-	-	-	-	-	14%	*	-	20%	20%	29%	*	-	-
	Male	55%	68%	68%	*	43%	88%	-	-	-	*	52%	76%	36%	71%	29%	68%	-	-	*
	Female	59%	59%	59%	*	42%	78%	-	*	-	*	43%	69%	*	62%	*	-	59%	-	*
STAAR Percent at Masters Grade Level																				
End of Course																				
English I	All	7%	8%	8%	0%	4%	12%	-	*	-	*	4%	10%	0%	9%	0%	7%	9%	-	*
	Students																			
	CWD	3%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-
CWOD	7%	9%	9%	0%	5%	12%	-	*	-	*	5%	11%	-	9%	0%	8%	9%	-	*	

