Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: CHILD DEVELOPMENT CENTER Campus ID: 225902105 District Name: MOUNT PLEASANT 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);

									Two			EL
		All	African			Americar	n	Pacific	or More	Econ	Specia	(Current and
		Students	sAmerican	Hispani	cWhite	Indian	Asian	Islande	Races	Disadv	Éduc	Former)
Academic Performanc	•											
(At Meets	e Baseline											
Grade Level												
or Above)	Reading/ELARates 2017-18	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	through 2021-22 2022-23	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	through 2026-27 2027-28	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	through											
	2031-32 2032-33 Baseline	62% 72%	54% 66%	58% 69%	73% 80%	62% 72%	82% 87%	63% 73%	70% 78%	55% 67%	45% 60%	52% 65%
	2016-17											
	Mathematics Rates 2017-18	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	through 2021-22 2022-23	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	through 2026-27 2027-28	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	through 2031-32 2032-33 Baseline	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress	2016-17 Rates 2017-18											41%
	through 2021-22 2022-23											42%
	through 2026-27 2027-28											44%
Graduation	through 2031-32											46%
Rate:4-Year Longitudina Rate	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%

	All Students	African American	lispani		America Indian		Pacific Islande			•	
2017-18	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
through 2021-22 2022-23 through											
2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
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); <u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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.

There is no data for this campus.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

There is no data for this campus.

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.

There is no data for this campus.

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.

								Two or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL +
STAAR Performance	Status										
Reading											
Interim Goals (2018-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022)											
Target Met											

	All	African			American		Pacific	Two or More	Econ		
		American	Hispanic	White	Indian	Asian	Islander		Disadv	CWD	EL +
Interim Goals (2023-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
2027)											
Target Met											
Interim Goals (2028-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2032)											
Target Met											
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met											
Mathematics											
Interim Goals (2018-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022)											
Target Met											
Interim Goals (2023-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
2027)											
Target Met	000/	E 40/	F00/	700/	000/	000/	000/	000/		400/	FO 0/
Interim Goals (2028-	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2032) Target Met											
Target Met	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Long-Term Goals Target Met	13%	00%	70%	80%	73%	91%	75%	11%	08%	02%	70%
raiget met											
English Learner Langu	age Profi	ciency Sta	tus								
0 0	U										
Interim Goals (2018-											42%
2022)											
Target Met											
Interim Goals (2023-											44%
2027)											
Target Met											4004
Interim Goals (2028-											46%
2032)											
Target Met											400/
Long-Term Goals											46%
Target Met											
Federal Graduation St	atus										
Interim Goals (2018-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022)			/-	/ -					/-		
Target Met											
Interim Goals (2023-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027)											
Target Met											
Interim Goals (2028-	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
2032)											
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
+' STAAR Performa	nce and C	raduction	so El								
Current & Monitored), E				oficiency		urrent)					
		LEANIELLA									

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

There is no data for this campus.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

			African American H	ispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	with	Students with Disabilities (Section 504)
Students Without I		i										
In-School Suspension		*	*	*	*					*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	^	Â	^	Ŷ	^	Ŷ	^	^	Ŷ		
Out-of-School Susp		*	*	*	*	+	+	*	+	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	^	Â	^	Ŷ	^	Ŷ	^	^	Ŷ		
Expulsions		*	*	*	*	*	*	*	*	*		
	Male	^	Â	^	^	^	^	^	^	Ŷ		
Educational												
Services		*	*	*	*	±	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	÷	*		
	Male	^	^	^	ĸ	*	×	*	ĸ	×		
Educational												
Services		*	*	*	*		-	4		*		
	Female	*	*	*	*	*	*	*	<u>,</u>	*		
	Total	*	*	*	*	^	*	*	^ +	*		
	Male	~	A	~	~	^	~	~	~	~		
Tolerance												
Policies		*	*	*	*			*		*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	^	Â	^	Ŷ	^	Ŷ	^	^	Ŷ		
School-Related Arre		*	*	*	*	*	*	*	+	*		
	Male	*	*	*	*	*	*	*	÷	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	~	*	<u>^</u>	~	^	^	~	~	~		
Referrals to Law En		*	*	*	*	*	*	*	+	*		
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	~	A	~	~	^	~	~	~	~		
Students With Disa												
In-School Suspension		*	<u>т</u>	*	*		-	4		<u>ـ</u>		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	~	~		^	^	^	^	^	~		^
Out-of-School Susp		*	*	*	*	*	*	*	*	*		*
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Expulsions	Total					~	~	~				~
Expulsions	Mala	*	*	*	*	*	*	*	*	*		*
	Male					~	~	~				~
Educational												
Services	Como!-	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	^	^	Ŷ	â	â	â	^	^	^		^
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
	าบเสเ											

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero	Male	*	*	*	*	*	*	*	*	*		*
Tolerance												
Policies												
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related A	rests											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law E	Enforcement											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absentee	ism											
	Male	95	26	59	8	*	*	*	*	17	8	*
	Female	74	11	50	11	*	*	*	*	11	*	*
	Total	169	37	109	19	*	*	*	*	28	10	*

	Total
ncidents 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	*
Ilegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African Americar	n Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	262	44	191	17	*	*	*	8	23	26
	Female	238	35	173	23	*	*	*	5	23	8
	Total	500	79	364	40	*	*	*	13	46	34
Accelerated Coursewor	<										
	Male	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native		Pacific Islander	Two or More Races	EL	Students with Disabilities
Advanced Placement											
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International	Male	-	-	-	-	-	-	-	-	-	-
Baccalaureate											
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
 Indicates results a When only one rad Indicates there are Blank cell indicate 	cial/ethnic g e no student	roup is mas is in the gro	ked, then t oup.	he second	l smalle			roup is ma	asked (reę	gardl	ess of size).

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

High Poverty

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	11.0%
Teachers Teaching with Emergency or Provisional Credentials	0.1	0.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	7.9%
-' Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.		

Source: TEA Division of Research and Analysis

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 preceding fiscal year.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

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.

There is no data for this campus.

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 National Assessment of Educational Progress, compared to the national average of such results.

			% Belo	w Basic		r Above Isic		r Above icient		· Above inced
Grade	Subject	Student Group	ТΧ	US	ΤХ	US	ΤХ	US	ΤХ	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	0	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	۲ ۲	52	*	28	*	17	*	3
							40			
		Asian	16 *	16	23 *	25	42 *	37	19 *	22
		Pacific Islander		42		31		23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with	70	68	20	20	9	10	1	2
		Disabilities								
		English Language	63	68	25	23	11	8	1	1
		Learners						-		-
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8 *	8	18 *	25	40 *	42	34 *	25
		Pacific Islander		29		42		25		4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	0	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	20 45	10	12
			0 *		29 *		55 *		*	
		Pacific Islander		35		42		22		2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	+0	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3

State Level: 2017 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			тх	US	ТХ	US	ТΧ	US	ТΧ	US
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	-	Limited English Proficient	94
	Mathematics	Students with Disabilities	79
		Limited English Proficient	94
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	82
		Limited English Proficient	96
	es reporting standard		
n/a' Indicat	es data reporting is r	ot applicable for this group.	

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

Texas Education Agency | Academics | Performance Reporting

December 2018