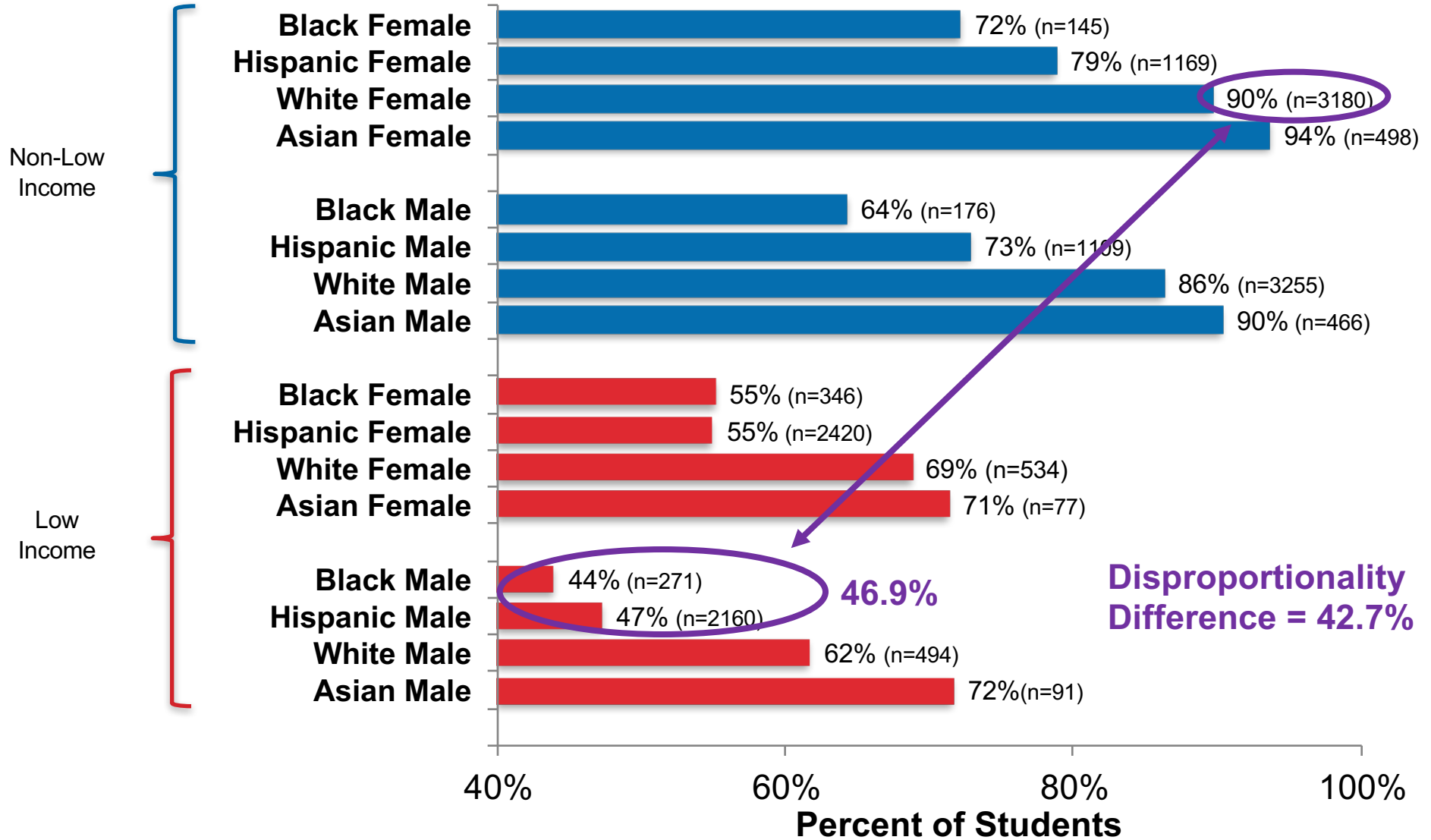


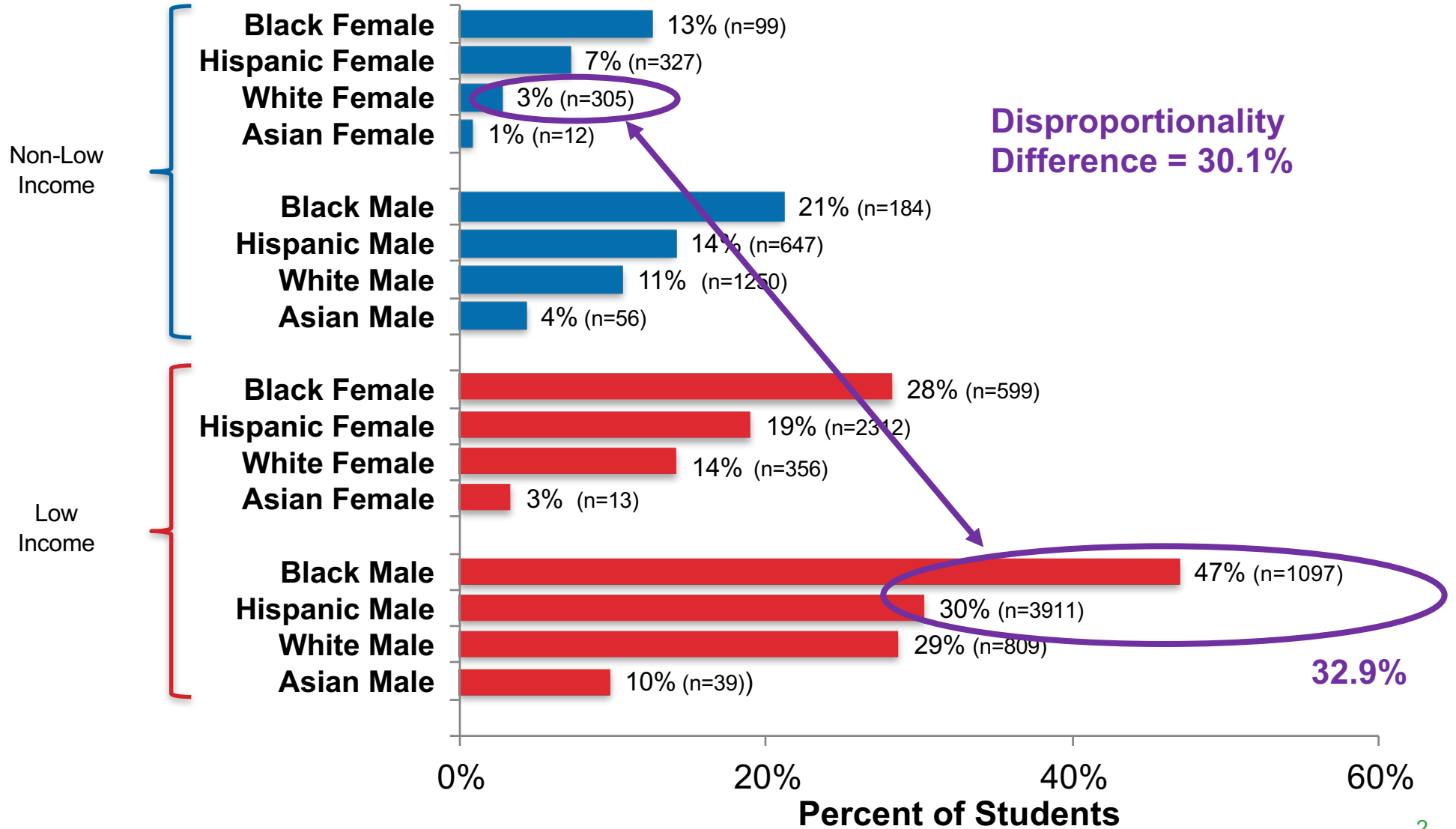
Reading STAAR Exam Passing Rate

Early Education, Grade 3



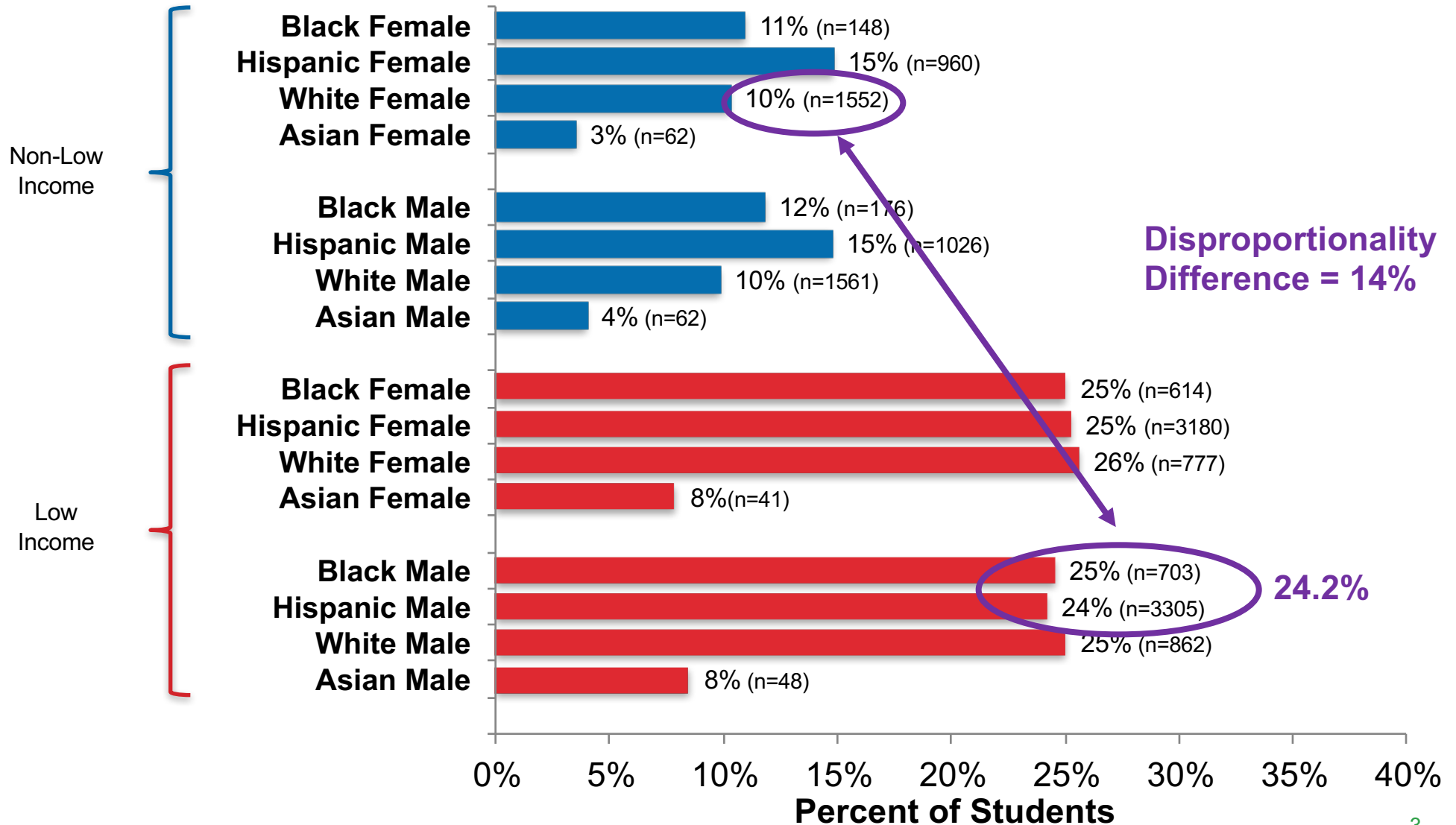
Disciplinary Referral Rates

Middle School, Grades 6-8

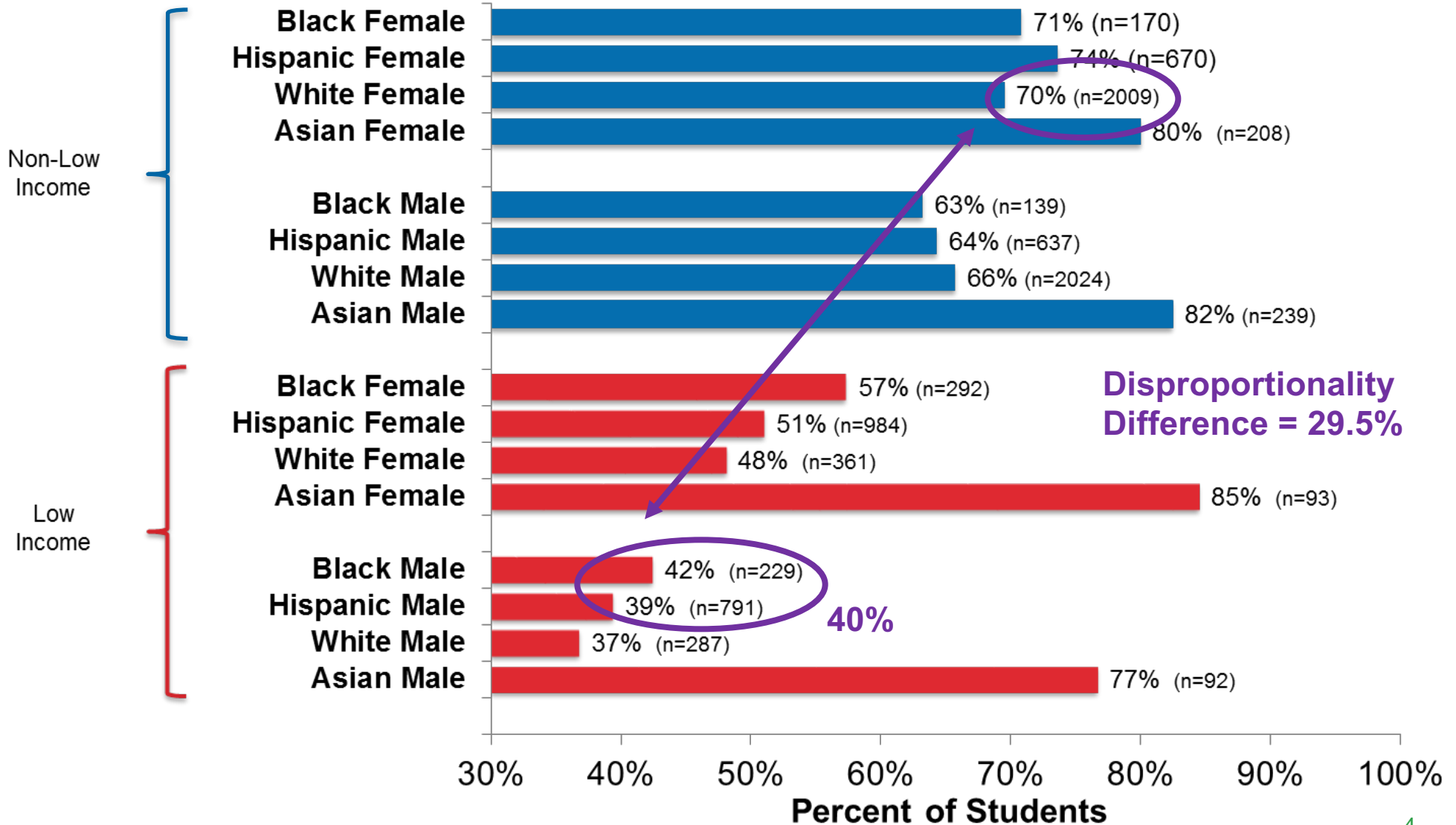


Chronic Absence Rates

High School, Grades 9-12



Higher Education Enrollment Rates 2014-2015



Disproportional Differences in Metrics: Early Education

Metric	Disproportionality Difference	# Impacted	Notes
% Passed 3rd grade reading test	42.7	2217	
School readiness at beginning of K – Academic skills	32.6	1893	Dropped this year for the first time in 5 years! Possible reasons: more free lunch kids, less early investment
School readiness at beginning of K – Social emotional skills	26.9	1562	Critical driver of later outcomes
% Chronically absent in Pre-K	-12.6	626	Number is relatively low but this is a strong predictor of absence and outcomes in high school
% of eligible students enrolled in Pre-K	-11.6	603	Pre-K enrollment, after taking into account other factors, increases readiness 4X
% Retained in Grade 1	2.5	880	

Disproportional Differences in Metrics: Middle School

Metric	Disproportionality Difference	# Impacted	Notes
Passing rate in 8 th grade English	37	1638	Females higher than males in general
Disciplinary Referrals - % > 0	30.1	4593	Blacks have far higher referral rates than Hispanics, all genders and income statuses
Placement in Algebra 1 in 8 th grade	25.2	1166	Strong predictor of high school and college success
% retained in 9 th grade	11.7	488	Has dropped from 15% to 7.3% for all males in last 7 years
Student Mobility	6.2	976	
% Chronically Absent	4.7	1082	
Disciplinary Referrals – days missed	6% (of the school year)	---	Black and Hispanic low income males are missing three times as many days as comparison group
Average Daily Attendance	2.1 days per student	15,239 days	
Academic growth at 6 th grade transition year	8.7 pts	---	

Disproportional Differences in Metrics: High School

Metric	Disproportionality Difference	# Impacted	Notes
Passing rate in English II EOC Exam	49.7	2319	
% of students completing Pre-Calc or higher	37.3	1438	Students who complete at least one course beyond Algebra 2 have a significantly better chance of post-secondary success (46%-63% success rates with Pre-Calc or AP versus 21% success rate with Alg 2)
Higher education enrollment	29.5	752	Difference is twice the graduation rate difference; white non-low income female enrollment rate almost twice that of target group
% of students taking at least 1 AP/IB Course	26.8	4069	
Disciplinary Referrals - % referred >=1	23.2	3822	Blacks have far higher referral rates than Hispanics, all genders and income statuses
Graduation Rate	15.9	616	Low income grad rates have increased 23 percentage points in last 7 years – 1.5X the rate of the state improvement
% Chronically Absent	14	2355	Almost no difference between males and females
% Retained in 9 th grade	11.7	488	Has dropped from 15% to 7.3% for all males in last 7 years
% of students taking at least 1 Dual Credit Course	6.6	979	Rates are relatively low for all groups
Disciplinary Referrals –days missed	6% (of the school year)	---	Black and Hispanic low income males are missing twice as many days as comparison group
Completion of CTE coursework	1.7	252	Almost no difference across all groups

Disproportional Differences in Metrics: Higher Education

Metric	Disproportionality Difference	# Impacted	Notes
% Completed a degree or certificate within 6 years of enrollment	33	277.3	
% Enrolled full time versus part time	31.6	317.2	Very strong indicator of persistence and success
Higher education enrollment	29.5	752	Enrollment gap is much larger than graduation gap
% Continuously enrolled (for 6 years following enrollment)	6.7	55.7	
% Completed a STEM degree or certificate within 6 years of enrollment	4.9	41.4	Very low for all students!
% Employed in the tech industry one year after degree completion	-2.1	-8.4	
% Employed one year after degree completion	-2.5	-10.3	

New Choice Persistence to second year