Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL (IRVING)

Campus ID: 057828001

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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 vear.

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.

	Two or												
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless^	Foster Care^
Federal Graduation	Rates												
4-year Longitudinal	Cohort Gra	duation Ra	ate (Gr 9-1	2): Clas	s of 2019								
All Students	33.8%	20.0%	38.1%	37.5%	-	*	*	*	34.3%	28.6%	33.3%	16.7%	-
CWD	28.6%	*	*	*	-	-	-	-	33.3%	28.6%	*	-	-
CWOD	34.5%	22.2%	39.5%	33.3%	-	*	*	*	34.5%	-	31.3%	16.7%	-
EL^	33.3%	-	35.3%	-	-	-	-	*	33.3%	*	33.3%	*	-
Male	28.1%	14.3%	38.1%	*	-	*	-	*	31.3%	*	40.0%	*	-
Female	39.4%	*	38.1%	50.0%	-	-	*	*	36.8%	*	25.0%	*	-

Two or

ΑII African American Pacific More Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv **CWD** Homeless[^] Care^

- 1*1 Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 1/1 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, Caree	All Students r, and Milita		•	White ance)	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	37%	20%	38%	39%	-	-	*	*	43%	*	61%

- 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)

Cáudanta Without Disabilitia		African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities In-School Suspensions	5									
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	

12/17/2020					201	9-20 rederai i	Report Card				04
	Total	Total students	African American	Hispanic 0	White 0	Indian or Alaska Native	Asian 0	Pacific Islander	Races	EL 0	Students Students with with Disabilities Disabilities (Section 504)
Out-of-School Suspe		U	U	U	U	U	U	U	U	U	
	Male	17	4	10	2	0	0	0	1	7	
	Female	17	4	11	2	0	0	0	0	4	
	Total	34	8	21	4	0	0	0	1	11	
Expulsions With Educational	Male	0	0	0	0	0	0	0	0	0	
Services											
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0		0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
OCI VICES	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0		0	
Under Zero	Male	0	0	0	0	0	0	0		0	
Tolerance Policies	Female	0	0	0	0	0	0	0		0	
	Total	Ö	0	0	0	Ö	0	0		Ö	
School-Related Arre		_		_	-	_	_	_	-	_	
	Male	0	0	0	0	0	0	0	0	0	
	Female	1	0	1	0	0	0	0	0	0	
	Total	1	0	1	0	0	0	0	0	0	
Referrals to Law En	forcement										
	Male	0	0	0	0	0	0	0	0	0	
	Female	1	0	1	0	0	0	0		0	
	Total	1	0	1	0	0	0	0	0	0	
Students With Disa											
In-School Suspension		_	_	_	_	_	_	_	_	_	_
	Male	0	0	0	0	0	0	0		0	0
	Female	0	0	0	0	0	0	0		0	0
Out of Cobool Cuon	Total	0	0	0	0	0	0	0	0	0	0
Out-of-School Suspe	Male	0	0	0	0	0	0	0	0	0	0
	Female	2	2	0	0	0	0	0		0	0
	Total	2		0	0	0	0	0	0	0	0
Expulsions	iotai	_	_	Ū	U	O	Ū	U	U	U	9
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
00.1.000	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational	Male	0	0	0	0	0	0	0		0	0
Services											
	Female	0	0	0	0	0	0	0		0	0
	Total	0	0	0	0	0	0	0		0	0
Under Zero	Male	0	0	0	0	0	0	0	0	0	0
Tolerance Policies	Female	0	0	0	0	0	0	0	^	0	9
	Total	0	0	0	0	0	0	0		0	0
School-Related Arre		U	U	U	U	U	U	U	U	U	0
Ochool-Related Arre	Male	0	0	0	0	0	0	0	0	0	0
	Female	0		0	0	0	0			0	0
	Total	Ö	0	0	Ö	Ö	0	0		Ö	0
Referrals to Law En		·	·	ū	,	· ·	·	·	•	-	· ·
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0		0	0	0	0			0	0
	Total	0		0	0	0	0			0	0
All Students											
Chronic Absenteeisr											
	Male	141	29	90	14	1	2			43	11 -8
	Female	142	27	92	20	-8	-8			28	12 -8
	Total	283	56	182	34	1	2	3	5	71	23 -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

	Total
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	0
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

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

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Progr	ams	otaaonto	711110110411	mopumo	***************************************	Hatiro	7101411	ioiaiiaoi	114000		Dicasiiiioo
	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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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 Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
- 3	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.

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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.0	Percent 47.6%
Teachers Teaching with Emergency or Provisional Credentials	2.0	27.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.

^{&#}x27;-3' Indicates skip logic failure.

^{&#}x27;-8' Indicates EDFacts missing data.

^{&#}x27;-9' Indicates not applicable / skipped.

Indicates suppressed data.

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

							% At o	r Above			
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall .	39	34	61	66	30	35	7	9	
	ŭ	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	
		English Language Learners	01	00	33	33	12	10		'	
	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	Dooding	Overall	33	27	67	73	25	34	2	4	
Grade o	Reading	Black	53	46		73 54	41	15	n/a	1	
			38	37	47 62	63	19	22	11/a 1	2	
		Hispanic White	20			82	35	42	3		
		White	∠U *	18	80 *		აე *		3 *	5	
		American Indian		41		59 07		19 57		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	
1., // . 1.		# 1 9 · · · · · · · · · · · · · · · · · ·							1 10	c	

							% At o	r Above			
			% Belov	w Basic	% At or A	bove Basic	Proficient		% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	

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.

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	15%	40%	*	*	*	*	_	_	21%	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{...} Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE)

Campus ID: 057828002

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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).

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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)

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Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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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.

	Two or												
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	CWD	EL^	Homeless [^]	Foster Care^
Federal Graduation I	Rates		•										
4-year Longitudinal	Cohort Gra	duation Ra	ate (Gr 9-1	2): Class	s of 2019								
All Students	38.2%	50.0%	27.3%	50.0%	-	*	-	*	37.5%	60.0%	23.1%	37.5%	*
CWD	60.0%	*	50.0%	*	-	-	-	-	60.0%	60.0%	*	*	-
CWOD	34.8%	57.1%	22.2%	44.4%	-	*	-	*	33.3%	-	20.0%	28.6%	*
EL^	23.1%	*	16.7%	-	-	-	-	-	20.0%	*	23.1%	-	-
Male	33.3%	*	22.2%	41.2%	-	-	-	-	38.5%	60.0%	33.3%	*	-
Female	43.2%	*	33.3%	61.5%	-	*	-	*	36.8%	60.0%	14.3%	40.0%	*

Two or

Two

ΑII African American Pacific More Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv **CWD** Homeless[^] Care^

- 1*1 Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 1/1 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 r, and Milita	African American ry Readines	•	White ance)	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	
%Students meeting CCMR	50%	23%	48%	55%	*	*	*	*	54%	75%	50%	

- 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)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities In-School Suspensions Male Female	0 0	0	0	0	0	0	0	0	0	

		Total		Uisassis	18/1-14-	Indian or Alaska	A	Pacific	Two or More		Students with with Disabilities
	Total	students 0	American 0	Hispanic 0	White 0	Native 0	Asian 0	Islander 0	Races 0	0	Disabilities (Section 504)
Out-of-School Susp		·	Ū	ŭ	ŭ	Ŭ	ŭ	ŭ	ŭ	Ū	
·	Male	10	1	4	3	0	0	0	2	1	
	Female	2		0	2	0	0	0	0	0	
	Total	12	1	4	5	0	0	0	2	1	
Expulsions With Educational	Male	0	0	0	0	0	0	0	0	0	
Services	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational	Male	0	0	0	0	Ö	0	0	0	Ö	
Services	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero	Male	0	0	0	Ő	Ő	0	0	0	0	
Tolerance Policies											
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arre		0	0	0	0	0	0	0	0	0	
	Male Female	0	0	0	0	0 0	0 0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law En		U	U	U	U	U	O	U	U	U	
	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	
Students With Disa											
In-School Suspension		0	0	0	0	0	0	0	0	0	0
	Male Female	0	0	0	0	0 0	0 0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Out-of-School Susp		Ū	J	· ·	Ū	Ū	Ü	Ū	Ū	Ū	0
	Male	1	1	0	0	0	0	0	0	0	3
	Female	0	0	0	0	0	0	0	0	0	4
	Total	1	1	0	0	0	0	0	0	0	7
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
Services	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	Ő	Ő	0	0	0	0	0
Without	Male	0	0	0	0	Ō	0	0	0	Ō	0
Educational Services											
	Female	0	0	0	0	0	0	0	0	0	0
l la da a 7 a a a	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 Total	0		0	0	0 0	0 0	0	0	0	0
School-Related Arre		U	U	U	U	U	U	U	U	U	0
Concor related / tire	Male	0	0	0	0	0	0	0	0	0	0
	Female	0		0	0	Ō	0	0	0	Ō	1
	Total	0	0	0	0	0	0	0	0	0	1
Referrals to Law En					_	_	_		_	_	
	Male	0	0	0	0	0	0	0	0	0	1
	Female	0	0	0	0	0	0	0	0	0	1
All Students	Total	0	0	0	0	0	0	0	0	0	2
Chronic Absenteeisi	m										
	Male	116	14	46	45	3	3	-8	5	16	14 -8
	Female	118	10	45	53	1	-8	1	8	10	16 -8
	Total	234	24	91	98	4	3	1	13	26	30 -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

	Total
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	1
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

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

		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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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 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.

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 S	CHOOL
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.

All Cahaal

^{&#}x27;-3' Indicates skip logic failure.

^{&#}x27;-8' Indicates EDFacts missing data.

^{&#}x27;-9' Indicates not applicable / skipped.

Indicates suppressed data.

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

							% At o	r Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall .	39	34	61	66	30	35	7	9
	ŭ	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
		English Language Learners	01	00	33	33	12	10		'
	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	Dooding	Overall	33	27	67	73	25	34	2	4
Grade o	Reading	Black	53	46		73 54	41	15	n/a	1
			38	37	47 62	63	19	22	11/a 1	2
		Hispanic White	20			82	35	42	3	
		White	∠U *	18	80 *		აე *		3 *	5
		American Indian		41		59 07		19 57		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
1., // . 1.		# 1 9 · · · · · · · · · · · · · · · · · ·							1 10	c

							% At o	r Above			
			% Belov	% Below Basic % At or Above Basic		Profi	icient	% At Ac	% At Advanced		
Grade	Subject	Student Group	TX	TX US		US	TX	US	TX	US	

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.

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	16%	*	*	26%	*	*	_	*	*	*	*

Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{...} Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL (RICHARDSON)

Campus ID: 057828003

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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.

		African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	CWD	EL^	Homeless^	Foster Care^
Federal Graduation 4-year Longitudinal		duation Ra	ate (Gr 9-1	2): Clas	s of 2019								
All Students	39.0%	37.0%	28.9%	47.9%	-	*	-	*	30.0%	42.9%	11.8%	0.0%	-
CWD	42.9%	*	*	40.0%	-	-	-	-	*	42.9%	*	*	-
CWOD	38.8%	34.6%	29.5%	48.8%	-	*	-	*	31.3%	-	12.5%	0.0%	-
EL^	11.8%	-	7.1%	*	-	-	-	-	28.6%	*	11.8%	*	-
Male	31.0%	33.3%	11.1%	40.7%	-	*	-	-	25.0%	*	14.3%	*	-
Female	46.2%	40.0%	40.7%	57.1%	-	*	-	*	34.6%	*	*	0.0%	-

Two or

Two

ΑII African American Pacific More Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv **CWD** Homeless[^] Care[^]

- 1*1 Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 1/1 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, Caree	All Students r, and Milita	African American ry Readines	•	White ance)	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	
%Students meeting CCMR	43%	25%	39%	50%	-	*	-	*	43%	69%	33%	

- 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)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without In-School Suspens											,
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	

12/17/2020					2019	-20 Pederal K	cport Caru				04
		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students Students with with Disabilities Disabilities (Section 504)
0 1 10 1 10	Total	0	0	0	0	0	0	0	0	0	
Out-of-School Suspe		1.1	E	4	_	0	0	0	0	0	
	Male Female	14 6	5 1	4 3	5 2	0	0	0		0 1	
	Total	20	6	7	7	0	0	0		1	
Expulsions	iotai	20	J	,	,	O	O	O	U		
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
30171000	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational Services	Male	1	1	0	0	0	0	0	0	0	
Services	Female	0	0	0	0	0	0	0	0	0	
	Total	1	1	0	0	0	0	0		0	
Under Zero	Male	Ö	0	0	0	0	0	0		0	
Tolerance Policies		_	-	•	-	_			_	_	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arre	sts										
	Male	0	0	0	0	0	0	0		0	
	Female	0	0	0	0	0	0	0		0	
D (Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enf		0	0	0	•	0	0	0	0	^	
	Male	0	0	0	0	0	0	0		0	
	Female Total	0	0	0	0	0	0	0		0	
Students With Disa		U	U	U	U	U	U	U	U	U	
In-School Suspension											
iii concor cuoponoio	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	Ö	Ō		Ō	0
	Total	0	0	0	0	0	0	0		0	0
Out-of-School Suspe	ensions										
	Male	5	0	1	4	0	0	0		0	3
	Female	0	0	0	0	0	0	0		0	0
	Total	5	0	1	4	0	0	0	0	0	3
Expulsions				•		•	•			_	
With Educational Services	Male 	0	0	0	0	0	0	0		0	0
	Female	0	0	0	0	0	0	0		0	0
\\/;4b a 4	Total	0	0	0	0	0	0	0		0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
00.1.000	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	Ö	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 Arre											
	Male	0	0	0	0	0	0	0		0	0
	Female	0	0	0	0	0	0	0		0	0
Defermels () = 1	Total	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enf		•	•	•	•		•	•	•	_	
	Male	0	0	0	0	0	0	0		0	0
	Female	0	0	0	0	0	0 0	0		0	0
All Students	Total	0	U	0	U	U	U	Ü	U	U	Ü
Chronic Absenteeisn	n										
Chionio Absenteelsh	Male	180	33	68	65	-8	6	-8	8	11	20 -8
	Female	205		80	67	1	2	-8		15	13 -8
	Total	385		148	132	1	8	-8		26	33 -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

	Total
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	0
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

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	otaaonto	711110110411	mopumo	***************************************	Hatiro	7101411	ioiaiiaoi	Habbb		Dicasiiiioo
	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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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 Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
- 3	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.

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.

Low Poverty

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 24.6%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

^{&#}x27;-3'

Indicates skip logic failure.
Indicates EDFacts missing data. '-8'

Indicates not applicable / skipped. '-9'

Indicates suppressed data.

All School Number Percent

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 or Above Basic					r Above icient	% 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
		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

			% Belo	w Basic	% At or Al	oove Basic		r Above icient	% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	-	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)

								IWO			
								or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	39%	38%	32%	50%	-	*	*	*	33%	-	*

Indicates results are masked due to small numbers to protect student confidentiality. 1*1

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{...} Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY NORTH RICHLAND HILLS

Campus ID: 057828005

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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 vear.

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.

	All	African		180 **	American		Pacific		Econ	014/5	- 1.4		Foster
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless [^]	Care^
Federal Graduation I													
4-year Longitudinal			•	,	s of 2019								
All Students	45.1%	48.3%	36.4%	57.9%	40.0%	*	-	16.7%	39.8%	64.3%	21.4%	50.0%	-
CWD	64.3%	*	*	*	*	-	-	*	66.7%	64.3%	-	*	-
CWOD	43.3%	44.0%	33.9%	56.4%	*	*	-	20.0%	36.9%	-	21.4%	50.0%	-
EL^	21.4%	-	23.1%	*	-	-	-	-	37.5%	-	21.4%	*	-
Male	20.3%	18.2%	21.2%	27.8%	*	*	-	*	22.2%	50.0%	12.5%	11.1%	-
Female	63.2%	66.7%	51.5%	71.8%	*	-	-	*	50.9%	83.3%	33.3%	88.9%	-

Two or

Two

ΑII African American Pacific More Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv **CWD** Homeless[^] Care[^] 1*1

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 1/1 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 r, and Milita	African American ry Readines		White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	
%Students meeting CCMR	42%	39%	41%	43%	*	-	-	*	41%	69%	22%	

- 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)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without D In-School Suspension		0	0	0 0	0	0	0	0	0	0	, ,

12,1,,2020					_01, _		toport care	-			
		Total	African			Indian or Alaska		Pacific	Two or More		Students Students with with Disabilities
			American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities (Section 504)
Out of Cabaal Sugna	Total	0	0	0	0	0	0	0	0	0	
Out-of-School Suspen	Male	7	2	1	3	0	0	0	1	1	
	Female	3		0	2	0	0	1	0	Ó	
	Total	10		1	5	0	0	1	1	1	
Expulsions With Educational	Male	0	0	0	0	0	0	0	0	0	
Services											
	Female	0		0	0	0	0	0	0	0	
VA ('414	Total	0		0	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
OCIVIOCO	Female	0	0	0	0	0	0	0	0	0	
	Total	0		0	Ö	0	Ö	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0		0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arres		0	•	0	0	0	0	0	0	^	
	Male Female	0		0	0	0	0	0	0	0	
	Total	0		0	0	0	0	0	0	0	
Referrals to Law Enfo		Ü	Ū	· ·	Ū	Ū	Ū	Ū	Ū	Ū	
	Male	1	0	0	1	0	0	0	0	0	
	Female	1		0	0	0	0	0	0	0	
	Total	2	1	0	1	0	0	0	0	0	
Students With Disab											
In-School Suspension	Male	0	0	0	0	0	0	0	0	0	0
	Female	0		0	0	0	0	0	0	0	0
	Total	0		0	Ö	0	0	0	0	0	0
Out-of-School Suspen											
	Male	0		0	0	0	0	0	0	0	4
	Female	0		0	0	0	0	0	0	0	1
E	Total	0	0	0	0	0	0	0	0	0	5
Expulsions With Educational	Male	0	0	0	0	0	0	0	0	0	0
Services	IVIAIC	U	U	U	U	U	U	U	U	U	0
CCIVIOCO	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without	Male	0	0	0	0	0	0	0	0	0	0
Educational Services											
	Female	0		0	0	0	0	0	0	0	0
Under Zero	Total Male	0		0	0	0	0	0	0	0	0
Tolerance Policies											
	Female Total	0		0	0	0	0	0	0	0	0
School-Related Arres		U	U	U	U	U	U	U	U	U	0
	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 Enfo					•	•		•	•		
	Male	0		0	0	0	0	0	0	0	0
	Female Total	0		0	0	0	0	0	0	0	0
All Students	iolai	U	U	U	U	U	U	U	U	U	U
Chronic Absenteeism											
	Male	191		68	77	1	4	-8	10	21	17 -8
	Female	232		71	126	3	3	3	9	3	18 -8
	Total	423	48	139	203	4	7	3	19	24	35 -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

	Total
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	2
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

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

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Progr	ams	otaaonto	71110110411	mopumo	***************************************		7101411	ioiaiiaoi	114555		Dioabiiitioo
i roccincori rogi	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		· ·	ū	•	· ·	· ·	•	· ·	· ·	·	•
Advanced	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement		· ·	· ·	•	· ·	•	· ·	· ·	· ·	·	•
Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Enrollment/Dual											
Credit											
Programs											
	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.

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			
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.0	Percent 43.9%		
Teachers Teaching with Emergency or Provisional Credentials	1.7	16.3%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-		

Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.

^{&#}x27;-3' Indicates skip logic failure.

^{&#}x27;-8' Indicates EDFacts missing data.

^{&#}x27;-9' Indicates not applicable / skipped.

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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.

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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

							% At o	r Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall .	39	34	61	66	30	35	7	9
	ŭ	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
		English Language Learners	01	00	33	33	12	10		'
	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	Dooding	Overall	33	27	67	73	25	34	2	4
Grade o	Reading	Black	53	46		73 54	41	15	n/a	1
			38	37	47 62	63	19	22	11/a 1	2
		Hispanic White	20			82	35	42	3	
		White	∠U *	18	80 *		აე *		3 *	5
		American Indian		41		59 07		19 57		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
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							% At o	r Above			
			% Belo	w Basic	% At or A	% At or Above Basic		icient	% At Ac	% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	

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.

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	18%	*	*	20%	-	*	_	*	15%	*	*

^{1*1} Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

[.]_. Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE

Campus ID: 057828004

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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.

Federal Graduation		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless^	Foster Care^
4-year Longitudinal	Cohort Grad	duation Ra	ite (Gr 9-12	2): Class	s of 2019								
All Students	32.3%	37.5%	19.0%	44.4%	*	*	-	*	34.6%	*	20.0%	38.5%	-
CWD	*	-	-	*	-	-	-	-	-	*	-	-	-
CWOD	32.7%	37.5%	19.0%	47.1%	*	*	-	*	34.6%	-	20.0%	38.5%	-
EL^	20.0%	*	21.4%	-	-	-	-	-	37.5%	-	20.0%	*	-
Male	20.0%	20.0%	14.3%	33.3%	-	*	-	*	18.8%	*	0.0%	*	-
Female	40.7%	52.9%	21.4%	55.6%	*	*	-	*	41.7%	-	50.0%	36.4%	-

Two or

Two

ΑII African American Pacific More Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv CWD Homeless[^] Care^ 1*1

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 1/1 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, Caree	All Students r, and Milita	African American ry Readines		White ance)	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	
%Students meeting CCMR	29%	34%	22%	24%	*	42%	*	50%	30%	57%	25%	

- 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)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander			Students Students with with Disabilities Disabilities (Section 504)
Students Without D In-School Suspension	 0	0	0 0	0	0	0	0	0	0	

						Indian or	•		Two or		Students Students with
		Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with Disabilities Disabilities (Section 504)
0 / (0 / 10	Total	0	0	0	0	0	0	0	0	0	
Out-of-School Suspe	nsions Male	31	11	12	6	0	1	0	1	2	
	Female	22		5	2	0	1	0	2	1	
	Total	53		17	8	Ö	2	0	3	3	
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
Without	Total Male	0		0	0	0	0	0	0	0	
Educational Services	iviale	U	U	O	O	U	O	O	U	U	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0		0	0	0	0	0	0	0	
School-Related Arres	Total	0	0	0	0	0	0	0	0	0	
School-Related Arres	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 Law Enfo	orcement										
	Male	2		1	1	0	0	0	0	0	
	Female	0		0	0	0	0	0	0	0	
Students With Disal	Total	2	0	1	1	0	0	0	0	0	
In-School Suspension											
III-Octiool Odspetision	Male	0	0	0	0	0	0	0	0	0	0
	Female	Ö		Ö	Ö	Ö	Ö	0	Ö	Ö	0
	Total	0	0	0	0	0	0	0	0	0	0
Out-of-School Suspe											
	Male	3	2	1	0	0	0	0	0	0	2
	Female	5		3 4	0	0	0	0	1	4	1
Expulsions	Total	8	3	4	0	0	0	0	1	4	3
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
Services	Female	0	0	0	0	0	0	0	0	0	0
	Total	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 Arres		0	•	0	0	0	0	0	0	_	2
	Male Female	0	0	0	0	0	0 0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enfo		U	U	0	3	0	U	U	0	J	O
	Male	0	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	0
All Students Chronic Absenteeism							_		_		
	Male	149		65	27	1	2	-8	5	18	21 -8
	Female Total	184 333		82 147	38 65	1 2	6 8	-8 -8	7 12	27 45	19 -8 40 -8
	iotai	333	99	147	03	2	O	-0	14	70	7 ∪ -0

	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

	Total
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	2
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

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

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Progr	ams	otaaonto	711110110411	mopumo	***************************************	Hatiro	7101411	ioiaiiaoi	Habbb		Dicasiiiioo
	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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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 Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
- 3	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.

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 S	All School				
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.9	Percent 20.9%				
Teachers Teaching with Emergency or Provisional Credentials	0.0	-				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-				

Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.

^{&#}x27;-3' Indicates skip logic failure.

^{&#}x27;-8' Indicates EDFacts missing data.

^{&#}x27;-9' Indicates not applicable / skipped.

Indicates suppressed data.

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

							% At o	r Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall .	39	34	61	66	30	35	7	9
	ŭ	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 Disady	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
		English Language Learners	01	00	33	33	12	10		'
	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	Dooding	Overall	33	27	67	73	25	34	2	4
Grade o	Reading	Black	53	46		73 54	41	15	n/a	1
			38	37	47 62	63	19	22	11/a 1	2
		Hispanic White	20			82	35	42	3	
		White	∠U *	18	80 *		აე *		3 *	5
		American Indian		41		59 07		19 57		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
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							% At o	r Above				
			% Belov	w Basic	% At or Al	bove Basic	Proficient		% At Advanced			
Grade	Subject	Student Group	TX	TX US		US	TX	US	TX	US		

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.

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	20%	20%	*	*	-	*	-	*	25%	*	*

^{1*1} Indicates results are masked due to small numbers to protect student confidentiality.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

[.]_. Indicates there are no students in the group.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: WINFREE ACADEMY CHARTER SCHOOL DALLAS

Campus ID: 057828006

District Name: WINFREE ACADEMY CHARTER SCHOOLS

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.

								Two					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	CWD	EL^	Homeless^	Foster Care^
Federal Graduation I		=											
4-year Longitudinal	Cohort Gra	duation Ra	ate (Gr 9-12	2): Clas	s of 2019								
All Students	34.3%	36.6%	34.8%	*	-	-	-	*	34.1%	33.3%	41.7%	*	-
CWD	33.3%	33.3%	-	-	-	-	-	-	33.3%	33.3%	-	-	-
CWOD	34.4%	37.5%	34.8%	*	-	-	-	*	34.2%	-	41.7%	*	-
EL^	41.7%	-	45.5%	*	-	-	-	-	33.3%	-	41.7%	-	-
Male	26.7%	18.8%	40.0%	*	-	-	-	*	17.6%	16.7%	40.0%	*	-
Female	40.0%	48.0%	30.8%	-	-	-	-	*	44.4%	*	42.9%	*	-

Two or

Two

ΑII African American Pacific More Econ Foster Students American Hispanic White Indian Asian Islander Races Disadv **CWD** Homeless[^] Care^

- 1*1 Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 1/1 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, Caree	All Students r, and Milita	African American ry Readines	•	White ance)	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL	
%Students meeting CCMR	20%	22%	20%	*	-	-	-	*	18%	45%	32%	

- 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)

	Total students A	African American		White	Indian or Alaska Native	Asian	Pacific	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities In-School Suspensions Male Female	0 0	0	0	0	0	0	0	0	0	

12/17/2020					20	J19-20 Federal I	report Card				0444.
	Total	Total students	African American 0		White 0	Indian or Alaska Native	Asian 0	Pacific Islander	Two or More Races	EL 0	Students Students with with Disabilities Disabilities (Section 504)
Out-of-School Susp											
	Male	0	0	0	0	0	0	0	0	0	
	Female	3	3	0	0	0	0	0	0	0	
	Total	3	3	0	0	0	0	0	0	0	
Expulsions				•		•	•	•	•	_	
With Educational Services	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	
Without Educational Services	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	
Under Zero Tolerance Policies	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	
School-Related Arr		_	_	_	_	_			_	_	
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
D () () =	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law E		0	0	0	•	0	0	0	0	_	
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0		0	0	0	0	0	0	
Students With Dis	Total	0	0	U	0	0	0	0	0	0	
In-School Suspens	Male	0	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	0
Out-of-School Susp		Ū	Ü	Ū	J	Ü	ŭ	ŭ	Ū	Ū	ŭ
out 0. 0000. 0uo	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 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
Services	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0		0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0		0	Ö	Ö	0	0	0	0
TOICIAITOCT OIIOICO	Female	0	0	0	0	0	0	0	0	0	0
School-Related Arr	Total	0	0		0	0	0	0	0	0	0
2011201110101007111	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	Ö	Ö	Ö	Ö	Ö	Ö	0
	Total	0	0		0	0	0	0	0	0	0
Referrals to Law Er											
	Male	0	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	0
All Students											
Chronic Absenteeis			_		_	=	_		_	_	4-
	Male	104	69	27	3	-8	-8	-8	5	7	15 -8
	Female	92	52 121	32 59	4 7	-8 -8	-8 -8	-8 -8	4	7	4 -8 19 -8
	Total	196	121	59	1	-8	-8	-8	9	14	19 -8

Total Incidents of Violence Incidents of rape or attempted rape 0 Incidents of sexual assault (other than rape)

	Total
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	0
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

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 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	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Placement Courses											
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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 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.

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 S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.9	Percent 35.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

^{&#}x27;-3' Indicates skip logic failure.

Indicates EDFacts missing data.

^{&#}x27;-9' Indicates not applicable / skipped.

Indicates suppressed data.

All School Number Percent

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

			% Belov	w Basic	% At or Al	ove Basic		r Above cient	% 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
		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

% At or Above

			70.11.01.11.01.0										
			% Below Basic		% At or Above Basic		Proficient		% At Advanced				
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US			
	•	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.

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 Race	s Disadv	CWD	EL
In-State Public Institutions	*	*	*	*	_	_	_ *	*	*	*

^{1*1} Indicates results are masked due to small numbers to protect student confidentiality.

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

Indicates there are no students in the group.