Texas Education Agency 2019-20 Federal Report Card for Texas Public Schools Campus Name: PFC MARIO YBARRA EL Campus ID: 108913117 District Name: WESLACO ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --

- (aa) the specific weight of the indicators in such differentiation;
- (bb) the methodology by which the State differentiates all such schools;
- (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: <u>Comprehensive Support and</u> <u>Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u>.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(l) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

Not applicable

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.

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)

Studente

								_	Students
	Tota	l African			Indian or Alaska		Pacific	Two or More	Students with with Disabilities
	students			White	Native	Asian	Islander		EL Disabilities (Section 504)
Students Wit	hout Disabilities	American	пізрапіс	winte	Native	Asiali	Islanuel	Races	EL DISADIILles (Section 504)
In-School Sus									
	Male 4	н о	4	0	0	0	0	0	1
	Female C			0	0	0	0	0	0
	Total 4	н O	4	0	0	0	0	0	1
Out-of-School	Suspensions								
	Male 2	2 0	2	0	0	0	0	0	2
	Female C			0	0	0	0	0	0
	Total 2	2 0	2	0	0	0	0	0	2
Expulsions									_
With	Male C) 0	0	0	0	0	0	0	0
Educational									
Services			0	0	0		0		<u>.</u>
	Female C			0	0	0	0	0	0
Without	Total C			0	0	0	0	0	0
Educational	Male C) 0	0	0	0	0	0	0	0
Services									
Services	Female 0) 0	0	0	0	0	0	0	0
	Total C			0	0	0	0	0	0
Under Zero				Ő	0	0	0	0	0
Tolerance		,	Ũ	Ũ	Ũ	Ũ	Ŭ	Ũ	0
Policies									
	Female C) 0	0	0	0	0	0	0	0
	Total C			0	0	0	0	0	
School-Relate	ed Arrests								
	Male C) 0	0	0	0	0	0	0	0
	Female C			0	0	0	0	0	0
	Total C) 0	0	0	0	0	0	0	0
Referrals to L	aw Enforcement								
	Male C			0	0	0	0	0	0
	Female 0			0	0	0	0	0	0
	Total C) 0	0	0	0	0	0	0	0
Students Wit	h Disabilities								

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Studer Students w with Disabiliti Disabilities (Section 50	ith ies
In-School Sus	spensions	••••••										,
	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
Out-of-Schoo	l Suspensi	ons										
	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
Expulsions												
Ŵith	Male	0	0	0	0	0	0	0	0	0		0
Educational												
Services												
	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
Educational												
Services												
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	Õ	0	Ő	Ő	0 0	0			Õ
Under Zero		Ő	0 0	Õ	0 0	Õ	Õ	0	0			Õ
Tolerance	maio	•	•	· ·	Ū	Ū.	•	Ū.	C C	Ũ		Ũ
Policies												
	Female	0	0	0	0	0	0	0	0	0		0
	Total	Õ	ů 0	Õ	ů 0	Ő	Õ	0 0	0			õ
School-Relate		0	0	Ũ	Ũ	0	Ũ	Ũ	U	Ŭ		Ũ
Concorrician	Male	0	0	0	0	0	0	0	0	0		0
	Female	Õ	0 0	Õ	0 0	0 0	0 0	0	0			Õ
	Total	Õ	0 0	Õ	ů 0	Ő	Õ	0 0	0			Õ
Referrals to L		-	0	Ũ	Ũ	0	Ũ	Ũ	U	Ŭ		Ũ
	Male	0	0	0	0	0	0	0	0	0		0
	Female	Õ	0 0	Õ	Ő	Ő	Ő	0 0	0			õ
	Total	0	0	0 0	0	0 0	0 0	0 0	0			Õ
All Students		•	•	Ū.	Ū.	· ·	Ū	Ū.	C C	Ũ		Ũ
Chronic Abse	nteeism											
	Male	14	-8	14	-8	-8	-8	-8	-8	6	2	-8
	Female	14	-8	13	1	-8	-8	-8	-8		2	-8
	Total	28	-8	27	1	-8	-8	-8	-8		4	-8
											To	tal
Incidents of V	/iolence										10	
Incidents of Incidents of Incidents of	rape or at sexual as robbery w	sault (other ith a weapo	than rape)	e device								0 0 0 0
Incidents of	robbery w	vithout a we	apon									0
			ht with a wea	pon								0
			ht with a firea		osive device							0
			ht without a v									0
Incidents of	threats of	physical at	tack with a w	eapon								0
Incidents of	threats of	physical at	tack with a fi	rearm or ex	plosive devi	ce						0
Incidents of	threats of	physical at	tack without	a weapon								0
Incidents of	possessio	on of a firea	rm or explosi	ve device								0
Allegations of												
On the basi		,	-									0
On the basi												Õ
On the basi		lity										Ō
On the basi			า									0
On the basi												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.

			ļ	Indian or			Two or		Students
Total	African			Alaska		Pacific	More		with
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	39	0	39	0	0	0	0	0	10	4
	Female	38	0	38	0	0	0	0	0	11	3
	Total	77	0	77	0	0	0	0	0	21	7
Accelerated Cou	rsework										
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 Baccalaureate	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
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.

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

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.

High Poverty

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.0	Percent -
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	1.8	4.7%

'-' 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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	Above		
			% Belo	w Basic	% At or Al	oove Basic		cient	% At Ar	dvanced
Grade	Subject	Student Group	TX	US		US	TX	US		US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
Orade 4	rteading	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	40 52	55	21	23	3	4
		White	22	23	78	55 77	48	23 45	12	12
		American Indian	*	23 50	*	50	*	43 19	*	3
		American Indian Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	62 58	*	25	25 *	4
		Two or More Races	26	42 28	74	50 72	38	25 40	6	4 11
		Econ Disadv	26 50	20 47	74 50	53	30 19	40 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 Disady	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
	mathomatioo	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	43 27	75	73	41	38	11	12
		Econ Disadv	23 41	46	59	73 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
		English Language Leathers	00	12	40	20	0	5	I	I

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.

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)

Not applicable

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December 2020