# Texas Education Agency

Print this report

## 2019-20 Federal Report Card for Texas Public Schools

**Campus Name:** PIERCE EARLY CHILDHOOD

**Campus ID:** 057912162

**District Name:** IRVING 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:* **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.

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)

| | | Total students | African American | Hispanic | White | Indian or Alaska Native | Asian | Pacific Islander | Two or More Races | Students with EL | Students with Disabilities | Students with Disabilities (Section 504) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Students Without Disabilities** | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| Without Educational | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Services | | | | | | | | | | | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| Under Zero Tolerance Policies | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| School-Related Arrests | | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| Referrals to Law Enforcement | | | | | | | | | | | | |
| | Male | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Female | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| | Total | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | -9 | | |
| **Students With Disabilities** | | | | | | | | | | | | |
| In-School Suspensions | | | | | | | | | | | | |
| | 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 | |
| Out-of-School Suspensions | | | | | | | | | | | | |
| | 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 | |
| Expulsions | | | | | | | | | | | | |
| With Educational Services | 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 | |
| Without Educational Services | 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 | |
| Under Zero Tolerance Policies | 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 | |
| School-Related Arrests | | | | | | | | | | | | |
| | 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 | |
| Referrals to Law Enforcement | | | | | | | | | | | | |
| | 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 | |
| **All Students** | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | |
| | Male | - | - | - | - | - | - | - | - | - | - | - |
| | Female | - | - | - | - | - | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - | - | - | - | - | - |

| | **Total** |
|---|---|
| Incidents of Violence | |
| Incidents of rape or attempted rape | -11 |
| Incidents of sexual assault (other than rape) | -11 |
| Incidents of robbery with a weapon | -11 |
| Incidents of robbery with a firearm or explosive device | -11 |

| | |
|---|---|
| Incidents of robbery without a weapon | -11 |
| Incidents of physical attack or fight with a weapon | -11 |
| Incidents of physical attack or fight with a firearm or explosive device | -11 |
| Incidents of physical attack or fight without a weapon | -11 |
| Incidents of threats of physical attack with a weapon | -11 |
| Incidents of threats of physical attack with a firearm or explosive device | -11 |
| Incidents of threats of physical attack without a weapon | -11 |
| Incidents of possession of a firearm or explosive device | -11 |
| Allegations of Harassment or bullying | |
| On the basis of sex | -9 |
| On the basis of race | -9 |
| On the basis of disability | -9 |
| On the basis of sexual orientation | -9 |
| On the basis of religion | -9 |

**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 Programs | | | | | | | | | | | |
| | Male | 242 | 20 | 211 | 6 | 1 | 3 | 0 | 1 | 176 | 28 |
| | Female | 248 | 10 | 226 | 7 | 1 | 2 | 0 | 2 | 179 | 10 |
| | Total | 490 | 30 | 437 | 13 | 2 | 5 | 0 | 3 | 355 | 38 |
| Accelerated Coursework | | | | | | | | | | | |
| Advanced Placement Courses | 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 |
| International Baccalaureate Courses | 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 |
| 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.
'-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.

| | All School | |
|---|---|---|
| | Number | Percent |
| Inexperienced Teachers, Principals, and Other School Leaders | 4.0 | 18.2% |
| Teachers Teaching with Emergency or Provisional Credentials | 2.0 | 10.0% |
| Teacher Who Are Not Teaching in the Subject or Field for Which | 0.0 | - |

the Teacher is Certified or Licensed

'-' 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 | | % At or Above Proficient | | % 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 |
| | 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)

Not applicable