

Texas Education Agency
2021 Federal Report Card
INGRAM TOM MOORE H S (133904001) - INGRAM ISD - KERR COUNTY

Part (i): Description of State Accountability System

Part (i)(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;

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

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

Part (i)(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;

Part (i)(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;

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

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 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 State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 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)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	82%	82%	-	64%	95%	-	-	-	*	76%	94%	42%	87%	36%	73%	89%	*	*	-	*
	CWD	30%	42%	42%	-	17%	67%	-	-	-	-	40%	*	42%	-	17%	43%	40%	*	-	-	-
	CWOD	70%	87%	87%	-	72%	98%	-	-	-	*	82%	97%	-	87%	44%	79%	94%	*	*	-	*
	EL	34%	36%	36%	-	36%	-	-	-	-	-	35%	*	17%	44%	36%	29%	50%	*	-	-	-
	Male	61%	73%	73%	-	42%	93%	-	-	-	*	66%	93%	43%	79%	29%	73%	-	*	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English II	Female	72%	89%	89%	-	81%	97%	-	-	-	-	86%	95%	40%	94%	50%	-	89%	-	*	-	*	
	All Students	70%	81%	81%	*	76%	86%	*	-	-	*	77%	88%	57%	83%	40%	72%	94%	*	-	-	-	
	CWD	32%	57%	57%	-	*	*	*	-	-	-	*	*	57%	-	*	*	*	-	-	-	-	
	CWOD	74%	83%	83%	*	77%	90%	-	-	-	*	80%	91%	-	83%	*	75%	96%	*	-	-	-	
	EL	34%	40%	40%	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	*	-	-	-	
	Male	65%	72%	72%	*	68%	79%	-	-	-	-	71%	75%	*	75%	*	72%	-	*	-	-	-	
Algebra I	Female	76%	94%	94%	-	91%	95%	*	-	-	*	89%	100%	*	96%	*	-	94%	-	-	-	-	
	All Students	72%	95%	93%	-	91%	95%	-	-	-	94%	90%	70%	97%	89%	97%	90%	*	*	-	-		
	CWD	44%	70%	70%	-	60%	80%	-	-	-	78%	*	70%	-	60%	80%	60%	*	-	-	-		
	CWOD	75%	98%	97%	-	97%	97%	-	-	-	98%	95%	-	97%	100%	100%	94%	*	*	-	-		
	EL	54%	89%	89%	-	89%	-	-	-	-	89%	*	60%	100%	89%	92%	86%	*	-	-	-		
	Male	68%	98%	97%	-	93%	100%	-	-	-	96%	100%	80%	100%	92%	97%	-	*	-	-	-		
Biology	Female	76%	93%	90%	-	90%	90%	-	-	-	93%	83%	60%	94%	86%	-	90%	-	*	-	-		
	All Students	81%	90%	91%	-	83%	96%	-	-	-	88%	97%	64%	94%	67%	88%	93%	*	*	-	*		
	CWD	52%	67%	64%	-	60%	67%	-	-	-	67%	*	64%	-	60%	80%	50%	*	-	-	-		
	CWOD	84%	93%	94%	-	86%	100%	-	-	-	91%	100%	-	94%	69%	89%	98%	*	*	-	*		
	EL	56%	63%	67%	-	67%	-	-	-	-	63%	*	60%	69%	67%	62%	75%	*	-	-	-		
	Male	79%	86%	88%	-	69%	100%	-	-	-	83%	100%	80%	89%	62%	88%	-	*	-	-	-		
STAAR Percent at Meets Grade Level or Above	Female	83%	92%	93%	-	92%	93%	-	-	-	91%	95%	50%	98%	75%	-	93%	-	*	-	*		
	End of Course																						
	English I	All Students	49%	62%	62%	-	42%	76%	-	-	-	*	51%	83%	33%	66%	14%	53%	70%	*	*	-	*
		CWD	19%	33%	33%	-	17%	50%	-	-	-	-	30%	*	33%	-	17%	43%	20%	*	-	-	-
		CWOD	53%	66%	66%	-	46%	79%	-	-	-	*	55%	85%	-	66%	13%	55%	75%	*	*	-	*
		EL	16%	14%	14%	-	14%	-	-	-	-	-	10%	*	17%	13%	14%	7%	25%	*	-	-	-
		Male	44%	53%	53%	-	16%	76%	-	-	-	*	40%	86%	43%	55%	7%	53%	-	*	-	-	-
		Female	55%	70%	70%	-	62%	77%	-	-	-	-	63%	81%	20%	75%	25%	-	70%	-	*	-	*
	English II	All Students	57%	68%	68%	*	64%	72%	*	-	-	*	58%	88%	43%	71%	40%	60%	81%	*	-	-	-
		CWD	22%	43%	43%	-	*	*	*	-	-	-	*	*	43%	-	*	*	*	-	-	-	-
		CWOD	60%	71%	71%	*	67%	75%	-	-	-	*	61%	91%	-	71%	*	61%	86%	*	-	-	-
		EL	18%	40%	40%	-	40%	-	-	-	-	-	40%	-	*	*	40%	*	*	*	-	-	-
		Male	51%	60%	60%	*	55%	67%	-	-	-	-	54%	75%	*	61%	*	60%	-	*	-	-	-
		Female	63%	81%	81%	-	82%	79%	*	-	-	*	67%	100%	*	86%	*	-	81%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All Students	40%	74%	68%	-	60%	74%	-	-	-	-	67%	70%	50%	70%	47%	58%	76%	*	*	-	-	
	CWD	20%	50%	50%	-	20%	80%	-	-	-	-	56%	*	50%	-	20%	60%	40%	*	-	-	-	
	CWOD	42%	77%	70%	-	67%	74%	-	-	-	-	69%	74%	-	70%	57%	57%	81%	*	*	-	-	
	EL	20%	47%	47%	-	47%	-	-	-	-	-	50%	*	20%	57%	47%	50%	43%	*	-	-	-	
	Male	38%	67%	58%	-	47%	67%	-	-	-	-	56%	63%	60%	57%	50%	58%	-	*	-	-	-	
	Female	43%	80%	76%	-	70%	81%	-	-	-	-	76%	75%	40%	81%	43%	-	76%	-	*	-	-	-
Biology	All Students	54%	66%	70%	-	51%	84%	-	-	-	-	65%	81%	36%	74%	19%	69%	71%	*	*	-	*	
	CWD	25%	26%	36%	-	20%	50%	-	-	-	-	33%	*	36%	-	20%	60%	17%	*	-	-	-	
	CWOD	57%	73%	74%	-	56%	88%	-	-	-	-	70%	83%	-	74%	19%	70%	78%	*	*	-	*	
	EL	21%	18%	19%	-	19%	-	-	-	-	-	16%	*	20%	19%	19%	15%	25%	*	-	-	-	
	Male	52%	64%	69%	-	31%	92%	-	-	-	-	63%	83%	60%	70%	15%	69%	-	*	-	-	-	
	Female	55%	68%	71%	-	64%	77%	-	-	-	-	66%	80%	17%	78%	25%	-	71%	-	*	-	-	*
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	12%	10%	10%	-	0%	19%	-	-	-	*	6%	20%	17%	10%	0%	14%	7%	*	*	-	*	
	CWD	4%	17%	17%	-	0%	33%	-	-	-	-	10%	*	17%	-	0%	29%	0%	*	-	-	-	
	CWOD	13%	10%	10%	-	0%	17%	-	-	-	*	5%	18%	-	10%	0%	12%	8%	*	*	-	*	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	-	-	-	
	Male	9%	14%	14%	-	0%	24%	-	-	-	*	9%	29%	29%	12%	0%	14%	-	*	-	-	-	
	Female	15%	7%	7%	-	0%	13%	-	-	-	-	3%	14%	0%	8%	0%	-	7%	-	*	-	-	*
English II	All Students	11%	22%	22%	*	12%	28%	*	-	-	*	15%	35%	14%	22%	20%	17%	28%	*	-	-	-	
	CWD	5%	14%	14%	-	*	*	*	-	-	-	*	*	14%	-	*	*	*	-	-	-	-	
	CWOD	11%	22%	22%	*	10%	30%	-	-	-	*	14%	39%	-	22%	*	16%	32%	*	-	-	-	
	EL	1%	20%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	*	-	-	-	
	Male	8%	17%	17%	*	14%	21%	-	-	-	-	14%	25%	*	16%	*	17%	-	*	-	-	-	
	Female	14%	28%	28%	-	9%	37%	*	-	-	*	17%	43%	*	32%	*	-	28%	-	-	-	-	
Algebra I	All Students	23%	44%	32%	-	26%	38%	-	-	-	-	31%	35%	20%	34%	21%	36%	29%	*	*	-	-	
	CWD	8%	20%	20%	-	0%	40%	-	-	-	-	22%	*	20%	-	0%	40%	0%	*	-	-	-	
	CWOD	24%	47%	34%	-	30%	38%	-	-	-	-	33%	37%	-	34%	29%	36%	33%	*	*	-	-	
	EL	9%	21%	21%	-	21%	-	-	-	-	-	22%	*	0%	29%	21%	25%	14%	*	-	-	-	
	Male	21%	47%	36%	-	27%	44%	-	-	-	-	36%	38%	40%	36%	25%	36%	-	*	-	-	-	
	Female	25%	43%	29%	-	25%	33%	-	-	-	-	28%	33%	0%	33%	14%	-	29%	-	*	-	-	
Biology	All Students	21%	25%	28%	-	17%	36%	-	-	-	-	15%	53%	18%	29%	10%	31%	25%	*	*	-	*	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Male	18%	9%	9%	-	*	10%	-	-	-	-	*	13%	-	9%	-	9%	-	-	-	*	-	-
Female	11%	0%	0%	-	-	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-	-	-	-	-

- Indicates there are no students in the group.

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

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 2020-21 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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020													
All Students	98.8%	-	97.3%	100.0%	-	-	-	*	98.1%	100.0%	100.0%	*	-
CWD	100.0%	-	*	100.0%	-	-	-	-	100.0%	100.0%	*	-	-
CWOD	98.6%	-	97.1%	100.0%	-	-	-	*	97.9%	-	100.0%	*	-
EL	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	-	-
Male	97.4%	-	94.4%	100.0%	-	-	-	-	96.2%	*	*	*	-
Female	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*	*	-

- Indicates there are no students in the group.

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

◇ 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 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
36	6	17%

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Female	0	0	0	0	0	0	0	0	0		0
Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests											
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 Enforcement											
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
All Students											
Chronic Absenteeism											
Male	23	-8	11	11	-8	-8	-8	1	2	2	-8
Female	23	-8	7	16	-8	-8	-8	-8	-8	1	-8
Total	46	-8	18	27	-8	-8	-8	1	2	3	-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
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 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	-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 Coursework											
Advanced Placement Courses	Male	41	0	14	24	0	0	1	2	4	1
	Female	45	0	18	24	0	1	0	2	4	0
	Total	86	0	32	48	0	1	1	4	8	1
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	107	0	31	69	0	1	2	4	8	4
	Female	108	1	41	62	0	1	0	3	9	9
	Total	215	1	72	131	0	2	2	7	17	13

- 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	1.6	5.2%
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	5.0	17.5%

- Indicates there are no data available in the group.
- Blank cell indicates there are no data available in the group.

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 2020-21 fiscal year.

To be updated by June 30th, 2022.

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 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	-	-	-	-
Mathematics	4,961	1%	-	-	-	-
Grade 4						
Reading	5,046	1%	-	-	-	-
Mathematics	5,040	1%	-	-	-	-
Grade 5						
Reading	5,133	1%	-	-	-	-
Mathematics	5,138	1%	-	-	-	-
Science	5,130	1%	-	-	-	-
Grade 6						
Reading	4,925	1%	-	-	-	-
Mathematics	4,923	1%	-	-	-	-
Grade 7						
Reading	4,586	1%	-	-	-	-
Mathematics	4,581	1%	-	-	-	-
Grade 8						
Reading	4,513	1%	-	-	-	-
Mathematics	4,507	1%	-	-	-	-
Science	4,492	1%	-	-	-	-
End of Course						
English I	4,504	1%	*	2%	*	2%
English II	4,092	1%	*	1%	*	1%
Algebra I	4,514	1%	*	2%	*	3%
Biology	4,424	1%	*	1%	*	1%
All Grades						
All Subjects	85,481	1%	6	0%	6	2%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	37,771	1%	*	0%	*	2%
Mathematics	33,664	1%	*	0%	*	2%
Science	14,046	1%	*	0%	*	1%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.

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

		State Level: 2019 Percentages at NAEP Achievement Levels								
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		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

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
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%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private

postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	37%	-	31%	40%	-	*	-	-	24%	-	-
In-State Private Institutions	6%	-	*	*	-	-	-	-	*	-	*
Out-of-State Institutions	*	-	*	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7.9%	*	4.0%	9.7%	*	-	*	12.5%	8.3%	14.3%	0.0%

- Indicates there are no students in the group.

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