Taking A Look at Grade Level Equity Gaps (Difference in Passing & Grade-Level Performance) Between At-Risk and Not At-Risk Students Statewide & in <u>Over 60 Schools Districts</u> with Different Mixes of Students & At-Risk Student Levels

The 10 Tables below the titles of which all start with "At-Risk Equity 2018-19", and then identify the grade level and subject are all condensed tables that are constructed in the same way analyzing one component of test results. Other tables and reports will be much broader OR focus on individual issues like this one.

That one primary component reported in these tables is the difference in performance between at-risk and not at-risk children separately in reading, math, writing, science, social studies, and end of course tests in English I, English II, Algebra I, U.S. History, and Biology.

All of these tables are published now and available for review. Importantly, over the course of the next weeks and months, all of the tables will be the focal point of stories published on this website which will help put additional analysis to the numbers.

For now, we just want to make sure you can get your eyes focused on what the tables report here. If you can read this one, then you can read every one of the tables.

It is important to note that this academic year was FULLY insulated from any impact of the COVID pandemic. Other tables and reports will focus primarily on academic years 2021-22 and 2022-23 skipping 2019-20 & 2020-21 for the purposes of these reports.

The test results shown for all tables focus on the primary Spring administration. At the elementary level, the data does NOT include testing for Spanish language administrations. (The list of school district covered here is one page two)

Group Summary: Performance Levels: STAAR 3-8, State, Spring 2019

READING - 2018-2019 Spring Administration	Grade	Numb. Tested	% Cohort	% Fail	% APP or Equity	% Meets Gr. Lev.	% Mstr. Gr. Lev.	% At Just APP	% Below Gr. Lev
State	3	356,901		24	76	44	28	32	56
At-Risk	3	158,355	44%	39	61	26	13	35	74
Not At-Risk	3	198,208	56%	13	87	58	39	29	42
AT-RISK EQUITY GAP	3				-26	-32	-26		

Here's what the table shows.

- 356,901 third graders took this STAAR test.
  - 24% FAILED the test.
  - 76% PASSED the test by achieving the APPROACH threshold of performance.
    - But students can PASS or ACHIEVE the approach standard BUT still perform below the State's own standard of Grade Level.
  - 32% of the 356,901 students performed AT JUST APPROACH LEVELS thus were below grade level.
  - 56% of the 356,901 third grade students who took the test performed BELOW GRADE LEVEL.
- 158,355 at-risk students took the test.
  - 39% FAILED the test.
  - 35% of those students scored at Just APPROACH thus were below grade level.
  - 74% of those students were BELOW GRADE LEVEL but 61% PASSED THE TEST according to TEA standards.
- The line in red at the bottom "At-Risk Equity Gap" calculates the difference in performance between at-risk and not at-risk students performing at grade level.
- Importantly note that 58% of non-at-risk students performed below grade level. Thus 58% - 26% = 32% equity gap for at-risk students.

An earlier PDF provides detailed information on the percent of content mastery (% right answers) needed to achieve each threshold.

Here are the school districts that are included in these "Equity" tables.

Aldine, Alief, Allen, Alvin, Amarillo, Arlington, Austin, Beaumont, Birdville, Brownsville, Carrollton Farmers Branch, Clear Creek, Comal, Conroe, Corpus Christi, Cypress-Fairbanks, Dallas, Denton, Ector County, Edinburg, El Paso, Fort Bend, Fort Worth, Frisco, Galena Park, Garland, Goose Creek, Grand Prairie, Houston, Humble, Hurst Euless Bedford, Irving, Judson, Katy, Keller, Killeen, Klein, La Joya, Lamar, Laredo, Leander, Lewisville, Lubbock, Mansfield, McAllen, Mesquite, Midland, North East, Northside, Northwest, Pasadena, Pearland, Pflugerville, Pharr San Juan Alamo, Plano, Richardson, Round Rock, San Antonio, Spring Branch, Spring, United, and Ysleta.