2019-20 School Profile TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (TEA 88)



4849 W ILLINOIS AV DALLAS, TX 75211

434 -

ALL

98.9%

www.dallasisd.org/garza

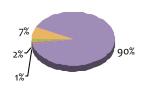
Phone: 214-860-3680

Principal: MACARIO HERNANDEZ (machernandez@dallasisd.org)

High school with grades 9–12. Choice school with an application process but not academic requirements.

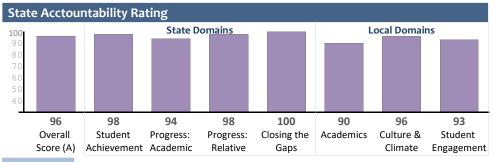
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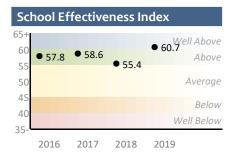
	Attendar	ıce	Enroll	ment		% of Grad	de Level	
Grd	Target: 9	5%	N	% Sch	Afr. Am.	Hispanic	White	Other
9	99.4%	✓	115	26%	3%	92%	1%	3%
10	98.7%	✓	104	24%	6%	92%	1%	1%
11	98.5%	✓	109	25%	13%	83%	1%	3%
12	99.2%	✓	106	24%	7%	92%	-	2%



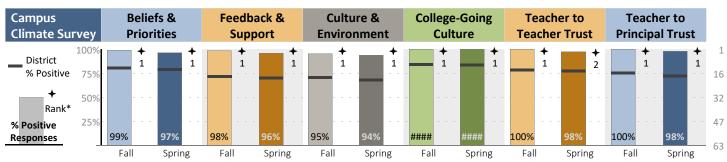
Student Group Enrollment						
% of Schoo						
At Risk	94	21.5%				
EL	31	7.1%				
Low SES	379	86.7%				
SPED	5	1.1%				
TAG	185	42.3%				

Graduati	2016-17	2017-18		2018-19		
Students	Percentage graduated in four years (one-year lag)	100.0%	→	100.0%	→	100.0%
	Percentage first-time Grade 9 on track to graduate	99.1%	$lack \Psi$	97.2%		NA
	Average student attendance rate	99.2%	Ψ	99.0%	$lack \Psi$	98.9%
	Percentage absent fewer than 10% of days enrolled	99.5%	→	99.5%	$lack \Psi$	99.3%
Teachers	Average number of absences	6.6	1	7.9	1	8.0
	Percentage returned to campus from prior year	87.5%	1	90.5%	1	90.9%

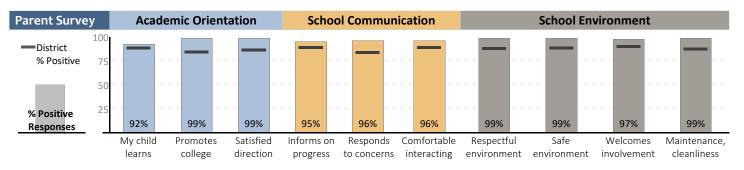




Distinctions Achievement in math, ELA/reading, science, social studies; Top 25% in academic growth; Top 25% in closing the gaps; Postsecondary readiness

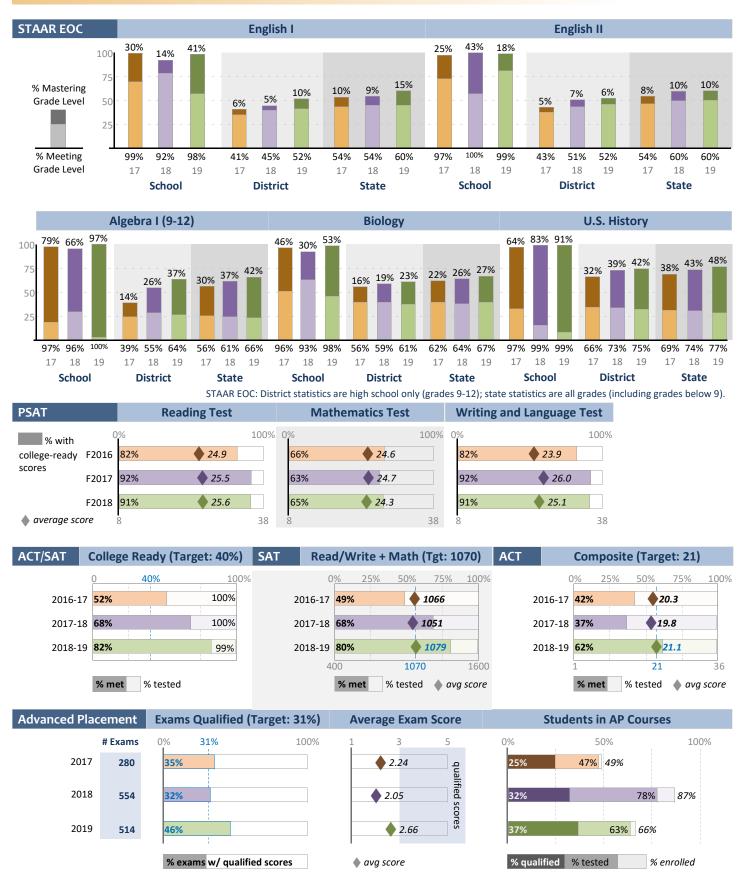


^{*}Rank out of 63 secondary, 148 elementary, or 17 magnet schools



2019-20 School Profile TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL (TEA 88)





2019-20 School Profile High School Metric and Term Definitions



Suddents absent fewer than 10% of days enrolled Indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excus unexcused) is based on a snapshot taken at the end of the fifth six-week grading period. Formal memorial of the provided by grade (N) Percentage enrolled by grade (N) Percentage enrolled by grade (N) Percentage in grade by race/ethnicity (% of Grade) Percentage in grade by provided by parents/guardians at registration. Students identified as African American, Hispanic, white, or other, Identification in a catego provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere. Percentage of students within grade level identified as African American, Hispanic, white, or other, Identification in a catego provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere. Porty-ear graduation Four-year graduation are of the provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere. Percentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relev data. Ninth-graders on track to graduate a core-content course. Percentage of first-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester graduates are absences. Pacachers Pacachers absences Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or least a category of disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, of school suspensions; 5, 25, alternative placement: 7, explusion: 2, 4. Accountability Rating System for Texas Public Schools State accountability Rating System for Texas Public Schools graders and pre		INDET EINDEN SONGE DISTRICT
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Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD op into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate sur and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extracurricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progres 25% in closing performance gaps; and postsecondary readiness. School Effectiveness Index SEI A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on soutcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteris and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression the mean." Campus Climate Survey Percentage positive responses Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.		Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out of-school suspensions: 5, 25; alternative placement: 7; explusion: 2, 4.
Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD op into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additiona domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate sur and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extracurricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progres 25% in closing performance gaps; and postsecondary readiness. School Effectiveness Index School Effectiveness Index A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on soutcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteric and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression the mean." Campus Climate Survey Percentage positive responses Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.	Accountability Rating Syst	em for Texas Public Schools
A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on so outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristic and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression the mean." Campus Climate Survey Percentage positive responses Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dissipation Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile. Parent Survey	State accountability rating	curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score across the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute the school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top
outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteris and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression the mean." Campus Climate Survey Percentage positive responses Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile. Parent Survey	School Effectiveness Index	
Percentage positive responses Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile. Parent Survey	SEI	A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean."
Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile. Parent Survey	Campus Climate Survey	
	Percentage positive responses	Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
Percentage nositive responses Survey conducted in spring Positive responses include Agree and Strongly Agree Other responses included Disagree Strongly	Parent Survey	
	Percentage positive responses	Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.

2019-20 School Profile High School Metric and Term Definitions



2	itate of	Texas I	Assessment of	f Academ	ic Read	iness (STAAR)	

Percentage earning a qualified score on any exam (among AP enrollees)

Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. District statistics are based on grade levels at the campus. State statistics are all students tested across grades. Students meeting grade level standard have a high likelihood of success in the next grade or course but may stil need some short-term, targeted acadmic intervention.				
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.				
PSAT					
Percentage with college- ready scores	Percentage of grade 10 students with a college-ready score, determined by The College Board. The PSAT is administered to all district students in grade 10. College-ready scores are set only for section-level, not test-level, scores. The sections are "Evidence-based Reading and Writing" and "Mathematics." Thus, in this report, the percentage of students meeting the "EBRW" benchmark is duplicated on the "Reading" and "Writing" graphs.				
Average score	Average score among grade 10 students. Range of scores is 8-38 on each subtest.				
ACT/SAT					
Percentage with college- ready score(s) In Dallas ISD, college-ready scores are ACT Composite = 21 or SAT Evidence-Based Reading and Writing + Mathematics Percentage taken from all grade 12 students, including those not tested. The district target is 40% of grade 12 student the college-ready criterion.					
Percentage tested Percentage of grade 12 students who have taken one or both of ACT or SAT at any time during high school.					
Average score (single test)	Average score among grade 12 students who have tested. Range for combined SAT Mathematics and SAT Evidence-Based Reading and Writing section scores is 400-1600. Range for ACT Composite is 1-36. Current district targets are 1070 and 21.				
Percentage with college- ready scores (single test)	Percentage of all grade 12 students (including those not tested) who have met the targets of 1070 (SAT Evidence-Based Reading and Writing + Mathematics) or 21 (ACT Composite).				
Percentage tested (single test)	Percentage of grade 12 students who have taken the test.				
Advanced Placement (AP)					
Number of exams	Number of exams taken by all students in any grade. Students may take more than one exam.				
Percentage of exams with qualified scores at the "qualified" level or higher (3-5 on 1-5 scale). Students may have more than one with a qualified score. The target is 31% of exams with a qualified score or higher.					
Average exam score Average score on exams taken by all students in any grade. Students may take more than one exam.					
Percentage enrolled in an AP course	Percentage of grade 11-12 students enrolled in at least one AP course.				
Percentage tested on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and taking the appropriate exam.				

Percentage of grade 11-12 students enrolled in any AP course and earning a qualifed score on the appropriate exam.