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January 27, 2021

Dear Parent,

Attached you will find a copy of the State of Texas 2019–20 School Report Card for Lowery Road Elementary. This report is required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in a Texas public school. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR[®]), as well as information on student enrollment, class size averages, and financial expenditures. Due to COVID-19, STAAR[®] assessments were cancelled for the 2019–20 school year. Therefore, several data points have not been updated, including STAAR[®] and academic growth data.

The information contained in the School Report Card is required by state law and is briefly described in the enclosed “2019–20 School Report Card Definitions.” The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the School Report Card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The School Report Cards can be found online at https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards

A more complete report about Lowery Road Elementary, the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of Lowery Road Elementary.

Sincerely,

Debra Williamson, Principal

Enclosures

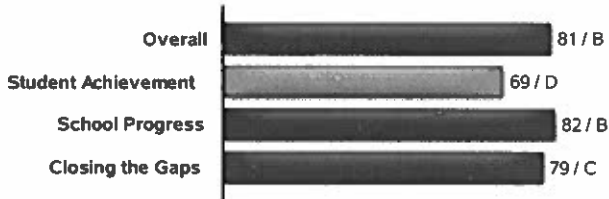
**Texas Education Agency
2018-19 School Report Card
LOWERY ROAD (220905219)**

Accountability Rating

B

LOWERY ROAD earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LOWERY ROAD. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: FORT WORTH ISD
Campus Type: Elementary
Total Students: 699
Grade Span: EE - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/apr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Comparative Closing the Gaps ✗ ELA/Reading
- ✗ Mathematics ✗ Science
- ✗ Comparative Academic Growth ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about LOWERY ROAD, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.5%	94.5%	95.4%
Enrollment by Race/Ethnicity			
African American	51.1%	22.1%	12.6%
Hispanic	34.5%	63.1%	52.6%
White	7.6%	11.2%	27.4%
American Indian	0.3%	0.1%	0.4%
Asian	2.9%	1.8%	4.5%
Pacific Islander	0.1%	0.1%	0.2%
Two or More Races	3.6%	1.6%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	86.6%	85.8%	60.6%
English Learners	25.5%	32.8%	19.5%
Special Education	10.4%	9.0%	9.6%
Mobility Rate (2017-18)	27.8%	21.3%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	14.7	17.2	18.9
Grade 1	16.5	16.1	18.8
Grade 2	19.6	16.0	18.7
Grade 3	18.0	15.6	18.9
Grade 4	15.1	16.5	19.2
Grade 5	17.3	18.2	21.2

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	67.0%	64.5%
Instructional Expenditure Ratio	n/a	65.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,262	\$10,353	\$9,844
Instruction	\$5,698	\$5,797	\$5,492
Instructional Leadership	\$153	\$160	\$155
School Leadership	\$399	\$581	\$576

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	67%	73%	71%	77%	83%	*	75%	*	76%	71%
	2018	77%	67%	75%	69%	81%	80%	-	100%	*	75%	73%
ELA/Reading	2019	75%	64%	78%	79%	76%	79%	*	*	*	78%	76%
	2018	74%	65%	78%	75%	83%	85%	*	100%	*	50%	76%
Mathematics	2019	82%	70%	76%	71%	85%	86%	*	*	*	78%	74%
	2018	81%	70%	80%	77%	81%	92%	-	100%	*	100%	77%
Writing	2019	68%	56%	54%	45%	69%	*	-	*	*	*	53%
	2018	66%	54%	51%	43%	59%	20%	-	*	-	*	48%
Science	2019	81%	71%	70%	69%	68%	83%	-	*	-	*	65%
	2018	80%	71%	76%	59%	97%	*	-	*	-	*	74%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	35%	35%	31%	38%	47%	*	42%	*	52%	32%
	2018	48%	36%	42%	31%	52%	57%	-	68%	*	50%	38%
ELA/Reading	2019	48%	35%	36%	34%	39%	43%	*	*	*	44%	34%
	2018	46%	35%	47%	38%	54%	77%	-	63%	*	50%	43%
Mathematics	2019	52%	35%	39%	33%	45%	50%	*	*	*	56%	35%
	2018	50%	35%	44%	31%	57%	62%	-	63%	*	50%	38%
Writing	2019	38%	27%	18%	14%	24%	*	-	*	*	*	14%
	2018	41%	29%	19%	12%	25%	0%	-	*	-	*	20%
Science	2019	54%	38%	38%	38%	29%	50%	-	*	-	*	32%
	2018	51%	37%	44%	26%	63%	*	-	*	-	*	41%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	14%	13%	11%	14%	31%	*	17%	*	16%	12%
	2018	22%	13%	17%	11%	22%	26%	-	36%	*	6%	17%
ELA/Reading	2019	21%	12%	15%	13%	15%	29%	*	*	*	11%	13%
	2018	19%	12%	21%	14%	28%	38%	-	25%	*	0%	20%
Mathematics	2019	26%	15%	17%	11%	20%	36%	*	*	*	33%	15%
	2018	24%	14%	20%	14%	24%	23%	-	63%	*	17%	20%
Writing	2019	14%	8%	4%	2%	3%	*	-	*	*	*	1%
	2018	13%	7%	1%	0%	3%	0%	-	*	-	*	2%
Science	2019	25%	13%	8%	10%	6%	17%	-	*	-	*	7%
	2018	23%	13%	11%	7%	16%	*	-	*	-	*	15%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	63	76	73	80	75	-	94	*	71	75
	2018	69	67	76	74	78	75	-	88	-	75	79
ELA/Reading	2019	68	64	75	72	80	83	-	*	*	67	74
	2018	69	68	76	75	79	78	-	83	-	*	78
Mathematics	2019	70	63	77	75	80	67	-	*	*	75	77
	2018	70	66	76	73	76	72	-	92	-	*	80

- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- n/a Indicates data reporting is not applicable for this group.

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	35%	58%	68%	36%	*	-	-	*	*	53%
2018	38%	35%	48%	49%	50%	*	-	*	-	*	48%
Mathematics											
2019	45%	36%	50%	47%	60%	*	-	-	*	*	49%
2018	47%	40%	49%	51%	38%	*	-	-	-	*	48%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	70%	73%	72%	74%	83%	-	*	-	*	68%
Students Requiring Accelerated Instruction											
2019	22%	30%	27%	28%	26%	17%	-	*	-	*	32%
STAAR Cumulative Met Standard											
2019	86%	79%	85%	85%	84%	83%	-	*	-	*	82%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	74%	85%	77%	90%	100%	-	*	-	*	82%
Students Requiring Accelerated Instruction											
2019	17%	26%	15%	23%	10%	0%	-	*	-	*	18%
STAAR Cumulative Met Standard											
2019	90%	83%	89%	82%	94%	100%	-	*	-	*	86%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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2019–20 School Report Card (SRC) Definitions

* Due to COVID-19, all campuses and districts received a label of *Not Rated: Declared State of Disaster* for the 2019–20 school year. Therefore, several data points have not been updated.

Academic Growth Score: Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year. Due to COVID-19, 2020 growth scores are not provided.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2018–19 school year.

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military (CCMR) readiness by meeting at least one of the eleven criteria provided in Chapter 2 of the [2020 Accountability Manual](#).

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2020, distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

English Learners: English Learners (ELs) are students identified as having limited English proficiency (LEP), or as ELs, by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This is calculated as total expenditures for 2018–19 divided by the total membership for 2018–19. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2018–19 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2018-19](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2018–19 divided by total expenditures for 2018–19. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2018-2019 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

2019–20 School Report Card (SRC) Definitions

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2018–19 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2015–16, showing their final status with the Class of 2019. The five-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2019. The six-year rate includes students who first attended ninth grade in 2013–14, showing their final status at the end of 2019. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR in the prior year but passed the corresponding assessment in the current year. Due to COVID-19, this data is not updated for the 2019–20 year.

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2018–19 and 2017–18 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 graduates, and (3) Average ACT Score for 2018–19 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is a comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Due to COVID-19, this data is not updated for the 2019–20 year.

2019–20 School Report Card (SRC) Definitions

Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level. These performance levels are used to determine the Student Achievement domain score, School Progress, Part B: Relative Performance result, and are used within the Closing the Gaps domain components. Due to COVID-19, this data is not updated for the 2019–20 year.

Student Success Initiative: The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who were not proficient in the past year and re-tested on the assessments. Due to COVID-19, this data is not updated for the 2019–20 year.

Total Students: This is the total number of public school students who were reported in membership on October 26, 2019, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2019-20 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students are in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

