

KING MIDDLE SCHOOL ACCOUNTABILITY DATA

Texas Education Agency 2019 Accountability Ratings Overall Summary M L KING MIDDLE (123910043) - BEAUMONT ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		53	F
Student Achievement		52	F
STAAR Performance	24	52	
College, Career and Military Readiness			
Graduation Rate			
School Progress		58	F
Academic Growth	59	58	F
Relative Performance (Eco Dis: 94.9%)	24	57	F
Closing the Gaps	4	42	F

Identification of Schools for Improvement

This campus is a comprehensive support and improvement reidentified school.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

RELATIVE PERFORMANCE

Texas Education Agency
2019 Relative Performance
M L KING MIDDLE (123910043) - BEAUMONT ISD

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% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:			
				90	80	70	60
94.9	94.1 to 95	Middle School	24	46	37	31	27

Improvement Required Rating

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Texas Education Agency 2019 Identification of Schools for Improvement M L KING MIDDLE (123910043) - BEAUMONT ISD

This campus is a comprehensive support and improvement reidentified school.
The targeted support and improvement data table is provided for informational purposes.

Closing the Gaps scaled score for comprehensive support

	Bottom 5% CTG Score Cut Point	CTG Score	CTG Grade	Identification
2018	47	36	I*	CS
2019	42	42	F	CS

*CTG grade 'I' in 2018 is equivalent to grade 'F'.

To exit comprehensive support and improvement, a campus must not rank in the bottom five percent and improve the Closing the Gaps domain letter grade for two consecutive years.

Targeted Support and Improvement Information

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*											
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.											
	5	5	5	-	-	-	-	-	5	5	3
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
Target	18%/N	15%/N	23%/N	-	-	-	-	-	17%/N	13%/N	20%/Y
2017	15%/N	13%/N	19%/N	-	-	-	-	-	16%/N	13%/N	24%/Y
2018	18%/N	16%/N	21%/N	-	-	-	-	-	18%/N	16%/N	28%/Y
2019											
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
Target	15%/N	10%/N	22%/N	-	-	-	-	-	15%/N	17%/N	22%/N
2017	18%/N	15%/N	22%/N	-	-	-	-	-	18%/N	17%/N	21%/N
2018	23%/N	17%/N	32%/N	-	-	-	-	-	21%/N	27%/N	26%/Y
2019											
Growth (Academic Growth)											
Reading	66	62	65	69	67	77	67	68	64	64	59
Target	57/N	55/N	60/N	-	-	-	-	-	56/N	60/N	55/N
2017	50/N	49/N	54/N	-	-	-	-	-	51/N	50/N	53/N
2018	59/N	57/N	62/N	-	-	-	-	-	58/N	61/N	56/N
2019											
Mathematics	71	67	69	74	71	86	74	73	68	68	61
Target	54/N	53/N	53/N	-	-	-	-	-	53/N	49/N	45/N
2017	60/N	58/N	62/N	-	-	-	-	-	61/N	56/N	59/N
2018	60/N	57/N	66/N	-	-	-	-	-	59/N	67/N	48/N
2019											
Student Success (Student Achievement Domain Score (STAAR Component Only))											
Target	47	36	41	58	46	73	48	55	38	37	23
2017	23/N	19/N	30/N	29/N	-	28/N	-	-	23/N	23/N	19/N
2018	22/N	19/N	26/N	25/N	-	-	-	-	22/N	20/N	22/N
2019	24/N	21/N	29/N	-	-	-	-	-	23/N	26/N	20/N

+ Ever HS ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.