

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding. Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

DUFhffU the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and [7ca dfY Ybgj Y Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#), [HUF YhX Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#) and [5XXIhcbU HUF YhX Gi ddcfhGW cc`g](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

DUFhffU the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (ii) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

DUFhffU Student Achievement by Proficiency Level



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This section provides information on high school graduation rates for the class of 2018.

	5`	5 Z]WUb		5 a Yf]WUb			Hk c cf						
	Ghi XYbrg	5 a Yf]WUb	<]gdUb]W	K \ jHY	bX]Ub	5 g]Ub	DUM]Z]W	AcfY	9 W6b	7 K 8	9 @	< ca Y Ygg	: cghYf
	Ghi XYbrg	5 a Yf]WUb	<]gdUb]W	K \ jHY	bX]Ub	5 g]Ub	g UbXYf	FUMWg	8]gUXj	7 K 8	9 @	< ca Y Ygg	7 UfY
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.
 ' ' Ever EL in grades 9-12

DUfhfj English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Hc]U 9 @]b 7`Ugg	Dfc Z]WYbWmcZ9 @	FUH cZDfc Z]WYbWm
34	7	21%

' ' Indicates data reporting does not meet for Minimum Size.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates zero observations reported for this group.

DUfhfj School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	5`	5 Z]WUb		5 a Yf]WUb			DUM]Z]W	Hk c cf	AcfY	9 W6b	7 K 8	9 @
	Ghi XYbrg	5 a Yf]WUb	<]gdUb]W	K \ jHY	bX]Ub	5 g]Ub	g UbXYf	FUMWg	8]gUXj	7 K 8	9 @	
STAAR Component Score	48	44	53	-	-	-	*	*	48	38	56	
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	

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

DUfhfj Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	5`	5 Z]WUb		5 a Yf]WUb			DUM]Z]W	Hk c cf	AcfY	9 W6b	7 K 8	9 @
	Ghi XYbrg	5 a Yf]WUb	<]gdUb]W	K \ jHY	bX]Ub	5 g]Ub	g UbXYf	FUMWg	8]gUXj	7 K 8	9 @	
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
Target Met	N	Y	Y						Y			
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%	
Target Met	N	N	Y						N			
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
Target Met	N	N	N						N			
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
Target Met	N	N	N						N			

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 I&MOP&C&P&C, r e oAC(Attos 1

	5 th GHI XYbng	5 th Yf]VUb 5 a Yf]VUb	<]gdUb]W Y	K \]hY 80%	5 a Yf]VUb -bX]Ub	5 g]Ub 91%	DUM]ZW -g]UbXYf	Hk c cf AcfY FUWg	9Wtb 8]g]UXj	7 K 8 62%	9 @Z 70%
Target Met	N	Y	Y						Y		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N		

9b[]g] @UfbYf @b[i U] Y DfcZ]W]bWnGHU g

Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

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Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

- '+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.
- '^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

DUfhfj]]k STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

DUfhfj]DUjcb FUH	7 Ua di g	5 Z]VUb		5 a Yf]VUb		DUM]ZW AcfY		Hk c cf		Bcb		7 K 8	7 K C8	9 @	AU Y : Ya UY A]] fUbh		
		g 5 a Yf]VUb	<]gdUb]W	K \]hY	-bX]Ub	5 g]Ub	-g]UbXYf	FUWg	8]g]UXj	9Wtb	9Wtb						
All Subjects	All	--%	100%	99%	-	-	-	*	*	99%	100%	96%	100%	100%	100%	99%	-
	Students																
	CWD	-*%	100%	93%	-	-	-	-	-	96%	-	96%	-	-	100%	90%	-
	CWOD	%%\$%	100%	100%	-	-	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	%%\$%	-	100%	-	-	-	*	*	100%	*	-	100%	100%	100%	100%	-
	Male	%%\$%	100%	100%	-	-	-	*	*	100%	*	100%	100%	100%	100%	-	-
Female	--%	100%	98%	-	-	-	-	-	99%	*	90%	100%	100%	-	99%	-	
Reading	All	%%\$%	100%	100%	-	-	-	*	*	100%	*	100%	100%	100%	100%	100%	-
	Students																
	CWD	%%\$%	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	*	-
	CWOD	%%\$%	100%	100%	-	-	-	*	*	100%	*	-	100%	100%	100%	100%	-
	EL	%%\$%	-	100%	-	-	-	*	*	100%	*	-	100%	100%	100%	100%	-
	Male	%%\$%	100%	100%	-	-	-	*	*	100%	*	100%	100%	100%	100%	-	-
Female	%%\$%	100%	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	-	
Mathematics	All	%%\$%	100%	100%	-	-	-	*	*	100%	*	100%	100%	100%	100%	100%	-
	Students																
	CWD	%%\$%	100%	100%	-	-	-	-	-	100%	-	100%	-	-	100%	*	-
	CWOD	%%\$%	100%	100%	-	-	-	*	*	100%	*	-	100%	100%	100%	100%	-
	EL	%%\$%	-	100%	-	-	-	*	*	100%	*	-	100%	100%	100%	100%	-
	Male	%%\$%	100%	100%	-	-	-	*	*	100%	*	100%	100%	100%	100%	-	-
Female	%%\$%	100%	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	-	
Science	All	-*%	100%	94%	-	-	-	-	-	96%	*	*	100%	100%	100%	95%	-
	Students																
	CWD	†	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	%%\$%	100%	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	%%\$%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	100%	-
	Male	%%\$%	*	100%	-	-	-	-	-	100%	-	*	100%	*	100%	-	-
Female	-)%	100%	91%	-	-	-	-	-	95%	*	*	100%	100%	-	95%	-	
BcbIDUfhfj]DUjcb FUH	All	%	0%	1%	-	-	-	*	*	1%	0%	4%	0%	0%	0%	1%	-
	Students																
	CWD	(%	0%	7%	-	-	-	-	-	4%	-	4%	-	-	0%	10%	-
	CWOD	\$%	0%	0%	-	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	\$%	-	0%	-	-	-	*	*	0%	*	-	0%	0%	0%	0%	-
	Male	\$%	0%	0%	-	-	-	*	*	0%	*	0%	0%	0%	0%	-	-

		HcHJ	5 Z]WUb	<]gdUb]W	K \]H	-bX]Ub cf	5`Ug_U	5 g]Ub	DUM]ZW	Hk c	9 @	Ghi XYbfg	8]gUW]]HYg	k]h	fGYW]cb) \$(L	
		gfi XYbfg	5 a Yf]VUb			BUnj Y			=g'UbXYf	FUWg		8]gUW]]HYg					
Total		6	2	4	0	0	0	0	0	0	0	0	0	0	0	0	4
Expulsions																	
With Educational Services																	
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services																	
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies																	
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School-Related Arrests																	
	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement																	
	Male	6	2	0	2	2	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	6	2	0	2	2	0	0	0	0	0	0	0	0	0	0	0
5`` Ghi XYbfg																	
Chronic Absenteeism																	
	Male	29	14	11	2	2	0	0	0	0	5	2	2	2	5	5	5
	Female	24	14	8	2	0	0	0	0	0	2	2	2	2	0	0	0
	Total	53	28	19	-	-	-	-	-	-	7	4	4	4	5	5	5

HcHJ gHi XYbHg	5 Z]WUb 5 a Yf]WUb	<]gdUb]W	K \]hY	5`Ug_U BUhj Y	5 g]Ub	DUM]ZW -g`UbXYf	Hk c cf AcfY FUMWg	9 @	GHi XYbHg k]h 8]gUV]]hYg
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- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- Blank cell indicates the student group is not applicable to this report.

DUfhf]i L 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.

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	Bi a VYf	DYfWbh
Inexperienced Teachers, Principals, and Other School Leaders	1.0	7.8%
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	0.4	3.7%

- '-' Indicates there are no data available in the group.
- Blank cell Indicates data are not applicable to this report.

DUfhf] L 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 preceding fiscal year.

To be updated by June 30th, 2020.

DUfhf] L 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 2018-19 school year..

Grade 3T`	GHUY Bi a VYf cZ5 @H&	GHUY FUHY cZ5 @H&	8]gfh]Wh Bi a VYf cZ5 @H&	8]gfh]Wh FUHY cZ5 @H&	7 Ua di g Bi a VYf cZ5 @H&	7 Ua di g FUHY cZ5 @H&
Reading	5,881	1%	105 P	2%	f) cR5 @S cZ5% d A`

	Grade 4	Grade 5	Grade 8	Grade 8	Grade 7	Grade 7
	Bi a VYf cZ5 @H&	FUHy cZ5 @H&	Bi a VYf cZ5 @H&	FUHy cZ5 @H&	Bi a VYf cZ5 @H&	FUHy cZ5 @H&
Mathematics	5,254	2%	73	1%	!	!
Science	5,250	1%	73	1%	!	!
End of Course English I	5,150	1%	68	1%	!	!
English II	4,680	1%	69	1%	!	!
Algebra I	5,122	1%	70	1%	!	!
Biology	4,954	1%	72	1%	!	!
All Grades All Subjects	101,751	1%	1,645	2%	*	' %
Reading	45,064	1%	730	1%	†	(%
Mathematics	40,350	1%	662	2%	†	(%
Science	16,337	1%	253	1%	!	!

*' Indicates results are masked due to small numbers to protect student confidentiality.
 '† Indicates zero observations reported for this group.

DUfhfl j]k 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.

GLUH @j Y . &\$% DYfWbHLj Yg UhB5 9 D 5 W]Yj Ya Ybh @j Yg

; fUXY	Gi V^YWh	Gh XYbh; fci d	% 6 Yck 6 UgjW		% 5 hcf 5 Vcj Y 6 UgjW		% 5 hcf 5 Vcj Y DfcZjYbH		% 5 h5 Xj UbWX			
			HL	I G	HL	I G	HL	I G	HL	I G		
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	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	34	3		

