



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.

**DUFHfjL** 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 YGi ddcfhUbX`a dfcj Ya YbhGW cc`g`**, **HUf YhX`Gi ddcfhUbX`a dfcj Ya YbhGW cc`g`** and **5XXHcbU`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).

**DUFHfjL** 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 (i) (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.

**DUFHfjL** Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Grade	Subject	All Students	CWD	CWOD	EL	Male	Female	5a Yf		Hk c cf		Bcb		: cghYf									
								5a	Yf	DUW	AcfY	9Vtb	9Vtb	7K8	7K8	9@	AUY	Ya	UYA	fUb	ca	Y	Ygg
Grade 3	Reading	75%	77%	90%	*	88%	91%	-	73%	-	100%	62%	92%	86%	90%	63%	88%	93%	-	-	*	*	
	Students	49%	48%	81%	-	88%	90%	-	80%	-	100%	62%	93%	86%	90%	60%	88%	93%	-	-	*	*	
	CWD	49%	48%	81%	-	88%	90%	-	80%	-	100%	62%	93%	86%	90%	60%	88%	93%	-	-	*	*	
	CWOD	79%	82%	91%	*	88%	90%	-	80%	-	100%	62%	93%	86%	90%	60%	88%	93%	-	-	*	*	
	EL	69%	68%	88%	-	83%	50%	-	*	-	*	75%	7	60%	63%	55%	80%	-	-	-	-	-	
	Male	73%	75%	88%	-	88%	89%	3	67%	!	*	50%	91%	86%	88%	55%	88%	-	-	-	*	*	
	Female	78%	80%	81%	*	80%	94%	-	*	-	100%	80%	90%	3	!	93%	80%	#	-	93%	-	-	
Mathematics	All Students	78%	79%	89%	*	81%	92%	-	73%	-	100%	69%	91%	86%	89%	59%	89%	89%	-	-	*	*	
	CWD	52%	53%	80%	-	72%	100%																







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

	5 <sup>th</sup>	5 <sup>th</sup> Z <sup>W</sup> U <sup>b</sup>	5 <sup>a</sup> Y <sup>f</sup> J <sup>W</sup> U <sup>b</sup>	5 <sup>a</sup> Y <sup>f</sup> J <sup>W</sup> U <sup>b</sup>	D <sup>U</sup> W <sup>Z</sup> J <sup>W</sup>	A <sup>c</sup> f <sup>Y</sup>	9 <sup>W</sup> t <sup>b</sup>	7 <sup>K</sup> 8	9 <sup>@</sup>	<ca <sup>Y</sup> Y <sup>g</sup>	: c <sup>g</sup> h <sup>f</sup>		
: Y <sup>X</sup> Y <sup>f</sup> U <sup>;</sup> ; f <sup>U</sup> X <sup>i</sup> U <sup>h</sup> c <sup>b</sup> 'F <sup>U</sup> H <sup>Y</sup> g	G <sup>i</sup>	X <sup>Y</sup> b <sup>t</sup> g	<]g <sup>d</sup> U <sup>b</sup> ]W	K \ ]h <sup>Y</sup>	≠X <sup>]U<sup>b</sup></sup>	5 g]U <sup>b</sup>	≠g <sup>U</sup> bX <sup>Y</sup> f	F <sup>U</sup> W <sup>Y</sup> g	8 ]g <sup>U</sup> X <sup>j</sup>	7 <sup>K</sup> 8	9 <sup>@</sup>	<ca <sup>Y</sup> Y <sup>g</sup>	7 <sup>U</sup> F <sup>Y</sup>

	5 <sup>11</sup> Gh XYbhg	5 <sup>12</sup> ]VUb 5 a Yf]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb -bX]Ub	5 g]Ub	DUV]Z]W -g]UbXYf	Hk c'cf'AcfY FUWg	9V6b 8 ]gUXj	7 K 8	9 @Ž
Target Met	Y		N	Y				Y	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				Y	N	N	N

9b[ ]g\ '@UfbYf'@b[ i U] Y'Dfcz]WYbWmGHU g

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

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%
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		HcHJ	5 Z]WU	<]gdUb]W	K \ ]H	-bX]Ub'cf	5`Ug_U	5 g]Ub	DUM]Z	AcfY	9 @	Gh XYbfg	8 ]gUW] ]H	k ]h	fGYW]cb	) \$(L	
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expulsions																	
With Educational Services																	
Male		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
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	2
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		0	0														



	Bi a VYf'cZ5 @1&	FUñ'cZ5 @1&	8 ]gf]Wñ	FUñ'cZ5 @1&	7 Ua di g'	FUñ'cZ5 @1&
Mathematics	5,254	2%	73	1%	!	!
Science						
Language Arts						
Physical Education						
Art						
Music						
Foreign Languages						
Special Education						
Gifted/Talented						
Other						

