



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.

**DUFHFL** 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  
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- '^' 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 L 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)

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	Ghi XYbng	5 a Yf]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb	5 g]Ub	g' UbXYf	F UWg	8 ]gUXj	7 K 8	9 @
STAAR Component Score	72	33	67	74	-	78	*	66	54	31	61
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

**DUFhfj ]L 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]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb	5 g]Ub	DUWZ]W	Hk c cf AcfY	9 Wtb	7 K 8	9 @Z
	Ghi XYbng	5 a Yf]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb	5 g]Ub	g' UbXYf	F UWg	8 ]gUXj	7 K 8	9 @Z
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<b>F YUX]b[</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y
<b>AUH Ya U]Vg</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y
<b>9b[ ]g] @UfbYf @b[ i U] Y DfcZVYbWmGHU h g</b>											
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
Long-Term Goals											40%
Target Met											
<b>: YXYU ; fUXi U]cb GHU h g^</b>											
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 j]j]k** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Ghi XYbtg K ]h	]A	]	HcHJ gfi XYbtg ]]]]	5 z]WUb 5 a Yf]WUb	<]gdUb]W	K \ ]hY	-bX]Ub cf 5`Ug_U BU]j] Y	5 g]Ub	DUM]Z]W -g`UbXYf	Hk c cf AcfY	FUM]g	9 @	Ghi XYbtg k ]h 8 ]gUV] ]hYg fGYW]jcb	Ghi XYbtg k ]h 8 ]gUV] ]hYg ) \$(L





