

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`](#), [Hfj YhX`Gi ddcfhUbX`a dfcj Ya YbhGW cc`g`](#) and [5XXHcbU`Hfj 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)



Hk
5 Z 5 a Yf DUW
GHUY 8 jgjf jW7 Ua di g 5 a Yf < jgdUb jWK \ jH' bX 5 gjUb -g`

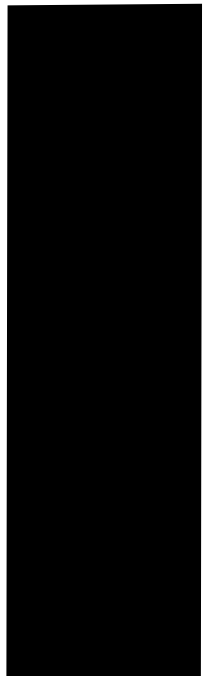
Students	73%	71%	60%	52%	16%	18%	15%	19%	20%	52%	67%	20%	58%	31%	54%				
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Grade 3

Subject	Group	Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Reading	All	44%	50%	16%	17%	9%	19%	14%	20%	15%								
	Students																	
	CWD	26%	26%	0%	0%	9%	-	0%	0%	20%								
	CWOD	46%	53%	18%	19%	-	19%	16%	23%	14%								
	EL	35%	36%	15%	15%	0%	16%	14%	17%	10%								
	Female	47%	53%	12%	14%	20%	14%	10%	-	15%								
Mathematics	All	48%	52%	24%	26%	9%	28%	23%	27%	25%								
	Students																	
	CWD	30%	29%	0%	0%	9%	-	0%	0%	20%								
	CWOD	50%	55%	26%	29%	-	28%	26%	31%	26%								
	EL	41%	40%	24%	24%	0%	26%	23%	23%	24%								
	Female	46%	50%	24%	24%	0%	31%	23%	27%	-								

Grade 4

Subject	Group	Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Reading	All	43%	48%	14%	16%	17%	16%	16%	17%	16%								
	Students																	
	CWD	24%	25%	0%	17%	17%	-	0%	10%	*								
	CWOD	48%	52%	16%	16%	-	16%	18%	18%	14%								
	EL	38%	31%	17%	15%	0%	18%	16%	15%	17%								
	Female	48%	50%	16%	17%	10%	18%	15%	17%	-								
Mathematics	All	46%	49%	27%	28%	17%	30%	27%	25%	32%								
	Students																	
	CWD	27%	27%	11%	17%	17%	-	0%	10%	*								
	CWOD	49%	53%	29%	30%	-	30%	29%	29%	31%								
	EL	39%	39%	27%	27%	0%	29%	27%	21%	33%								
	Female	48%	51%	24%	23%	10%	29%	23%	25%	-								



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

		7 Ua di g	5 a Yf]WUb	< jgdUb]WK \]HY	5 a Yf]WUb	5 g]Ub -g]UbXYf	DUM]ZW	A cfY	9 Wtb	Bcb	9 Wtb	7 K 8	7 K C 8	9 @	AUY : Ya UY A]] fUbh		
	Female	\$i	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All	\$i	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	\$i	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	\$i	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	\$i	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$i	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	\$i	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	\$i	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	\$i	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	\$i	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	\$i	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	\$i	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	\$i	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	\$i	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	\$i	*	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	\$i	0%	0%	*	-	-	-	*								-

		HcHJ	5 Z]WU	<]gdUb]W	K \]HY	5`Ug_U	5 g]Ub	DUM]Z]W	Hk c	Ghi XYbfg	8]gUW]]HYg	9 @ 8]gUW]]HYg	9 @ 8]gUW]]HYg	9 @ 8]gUW]]HYg
		gfi XYbfg	5 a Yf]WU	<]gdUb]W	K \]HY	5`Ug_U	5 g]Ub	DUM]Z]W	Hk c	Ghi XYbfg	8]gUW]]HYg	9 @ 8]gUW]]HYg	9 @ 8]gUW]]HYg	9 @ 8]gUW]]HYg
	Total	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
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	Total	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
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	Total	0	0	0	0	0	0	0	0	0	0	0	0	0



HcHJ	5 Z]WUb	5`Ug_U	Hk c	Ghi XYbHg
ghi XYbHg	5 a Yf]WUb	BUhj Y	AcfY	k]h

- '*' 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.

DUfif]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 (lAnfoqsrcey (ve

	Bi a VYf'cZ5 @H&	FUH'cZ5 @H&	8]gfr]Wf Bi a VYf'cZ5 @H&	8]gfr]Wf FUH'cZ5 @H&	7 Ua di g' Bi a VYf'cZ5 @H&	7 Ua di g' FUH'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.

DUfifl]]L 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 . &\$% 'DYfWbHJ Yg'UhB5 9D'5 W]Yj Ya Ybh @j Yg

; fUXY | '6 Yck '6 Ug]W | '5 hcf'5 Vcj Y6 Ug]W | '5 hcf'5 Vcj Y DfcZ]WYbh | '5 h5 Xj UbWwX

