

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 Y Gi 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 (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)

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GHY8]ghf]VW7 Ua di g 5 a Yf <]gdUb]WK \]hY -bX 5 g]Ub -j` FUVWg8]gUXj 8]gUXj 7 K 8 7 K C 8 9 @ AU Y : Ya UYA]fUb<ca Y Ygg 7 UY A]]Hf m							

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Mathematics	All	51%	52%	'**%	17%	34%	73%	-	-	-	35%	50%	12%	39%	41%	34%	38%	-	29%	-	-
	Students																				
	CWD	26%	27%	%&%	*	8%	*	-	-	-	7%	*	12%	-	*	9%	17%	-	*	-	-
	CWOD	54%	57%	'-%	20%	37%	77%	-	-	-	38%										

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

	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N								N		N

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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).

D U f h f j j 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)

		5 th Grade		5 th Grade		5 th Grade		5 th Grade		5 th Grade		5 th Grade		5 th Grade		5 th Grade	
		Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met
All Subjects	All Students	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	100%	-
	CWOD	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	*	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	100%	-
	CWOD	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Female	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students																

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		7 Ua di g	5 a Yf]WUb	<]gdUb]WK \]H	-bX]Ub	5 g]Ub	DUM]Z W A cf Y	9 W 6 b	8]gUXj	8]gUXj	7 K 8	7 K C 8	9 @	A U Y	: Ya U Y A]	fUbh	
Female		\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All	\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	\$%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	\$%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	\$%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	\$%	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	\$%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	\$%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	\$%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All	\$%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	\$%	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-
	CWOD	\$%	*	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%	0%	-
	EL	\$%	-	0%	-	-	-	-	0%	-	*	0%	0%	0%	0%	0%	-
	Male	\$%	*	0%	*	-	-	-	0%	*	*	0%	0%	0%	0%	-	-
	Female	\$%	*	0%	*	-	-	-	0%	0%	*	0%	0%	-	0%	-	-

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

DUFhfj]]]L Civil Rights Data

DUFhfj]]]L 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)

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		g]i XYbtg	5 a Yf]WUb	<]gdUb]W	K \]H	5`Ug_U	BU]j Y	5 g]Ub	DUM]Z W A cf Y	9 @	8]gUV]]H]Yg	8]gUV]]H]Yg)(L
In-school Suspensions	Female	0	0	0	0	0	0	0	0	0	0	0	0
	Male	0	0	0	0	0	0	0	0	0	0	0	0

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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 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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Inexperienced Teachers, Principals, and Other School Leaders	3.0	10.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.8	10.2%

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

DUFhf]i 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.

	Bi a VYf cZ5 @H&	FUHy cZ5 @H&	8 JgHf]Vh Bi a VYf cZ5 @H&	8 JgHf]Vh FUHy cZ5 @H&	7 Ua di g Bi a VYf cZ5 @H&	7 Ua di g 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]]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.

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	% 6 Yck 6 Ug]W	% 5 hcf 5 Vcj Y 6 Ug]W	% 5 hcf 5 Vcj Y Dfc ZWYbh	% 5 h5 Xj UbWX
; fLXY				

