

HY Ug'9 Xi WUjcb'5 [YbWn
&\$%, !% ': YXYfU`F Ydcfh7 UfX`Zf`HY Ug'Di V`JWGw cc`g
7 Ua di g`BUa Y. ALTERNATIVE LEARNING CENTER
7 Ua di g`-8. 227901012
8 jghjWIBUa Y. AUSTIN ISD

DUffjL A clear and concise description of the State's accountability system under subsection (c), including—

DUffjL the minimum number of students that the State determines are necessary toioMnecessary to'

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.

DUFHfj]L 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).

DUFHfj]L 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.

DUFHfj]L Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of T

~~DUHHJ JJJFL~~ This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of

; fUXY	Gi V^YWh	Gi XYbh; fci d	HL	I G	HL	I G	i '5 hcf'5 Vcj Yf DfcZVYbh	HL	I G	
; fUXY	Gi V^YWh	Gi XYbh; fci d	i '6 Yck '6 Ug]W	I G	i '5 hcf'5 Vcj Y6 Ug]W	I G	HL	I G	HL	I G
Grade 4	ReuÄ		HL	I G	HL	I G	HL	I G	HL	I G