



Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate, comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support and improvement. Any Title I campus identified for targeted support and improvement for three consecutive years for the same domain will exit comprehensive support and improvement the following school year.

**DUFHFLU** the number and names of all public schools in the State identified by the State for comprehensive support and improvement (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 [5XXIhcbU HUF](#) have been identified for comprehensive support and improvement, targeted support and improvement and additional support and improvement in the Closing the Gaps domain (Excel file).

**DUFHFLU** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the criteria (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 not moved 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 maintain a 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 Achievement component in both reading and mathematics.

**DUFHFLU** Student Achievement by Proficiency Level

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

		Hk c																			
		5Z		5a Yf		DUWAcfY		9Vtb		9Vtb		7K8		7KC8		9@		AUY: Ya UYA			
		gHUY8	gHfj	VW7	Ua di	g 5a	Yf <	gdUb	WK \	JH	bX	5 g	Ub -j	FUWg8	gUXj	8	gUXj	7 K 8	7 K C 8	9 @	AUY : Ya UYA
<b>GH5 5 F DYfWbhUh5 ddfcUW Yg ; fUXY @j Y cf 5 Vcj Y</b>																					
<b>Grade 3</b>																					
Reading	All	75%	77%	, - %	85%	85%	100%	-	*	-	100%	83%	100%	43%	95%	100%	83%	94%	-		
	Students																				
	CWD	49%	48%	( ' %	*	*	-	-	-	-	-	-	43%	-	43%	-	-	*	*	-	
	CWOD	79%	82%	- ) %	100%	88%	100%	-	*	-	100%	91%	100%	-	95%	100%	89%	100%	-		
	EL	69%	68%	%\$ %	*	*	*	-	-	-	-	100%	*	-	100%	100%	*	*	-		
	Male	73%	75%	, ' %	89%	67%	100%	-	-	-	*	74%	100%	*	89%	*	83%	-	-		
	Female	78%	80%	- ( %	82%	100%	100%	-	*	-	*	91%	100%	*	100%	*	-	94%	-		
Mathematics	All	78%	79%	+++ %	55%	78%	100%	-	*	-	100%	67%	95%	29%	82%	50%	73%	79%	-	*	
	Students																				
	CWD	52%	53%	& - %	*	*	-	-	-	-	-	29%	-	29%	-	-	*	*	-	*	
	CWOD	81%	83%	, 8% %	69%	79%	100%	-	*	-	100%	74%	95%	-	82%	50%	78%	87%	-	*	
	EL	75%	72%	) \$ %	*	*	*	-	-	-	-	40%	*	-	50%	50%	*	*	-	-	
	Male	78%	79%	+ ' %	56%	67%	100%	-	-	-	*	63%	91%	*	78%	*	73%	-	-	-	
	Female	78%	78%	+ - %	55%	87%	100%	-	*	-	*	70%	100%	*	87%	*	-	79%	-	*	
<b>Grade 4</b>																					
Reading	All	74%	75%	, \$ %	71%	80%	100%	-	-	-	*	74%	100%	70%	84%	67%	75%	84%	-	*	
	Students																				
	CWD	44%	47%	+ \$ %	*	*	*	-	-	-	*	63%	*	70%	-	*	60%	80%	-	*	
	CWOD	78%	80%	, ( %	*	88%	*	-	-	-	*	79%	100%	6%	84%	67%	82%	86%	-	*	
	EL	64%	64%	+ %	*	75%	-	-	-	-	-	57%	*	*	67%	67%	*	80%	-	*	
	Male	71%	73%	+ ) %	*	64%	*	-	-	-	% %	71%	*	60%	82%	*	75%	-	-	-	
	Female	77%	78%	, ( %	60%	100%	*	-	-	-	*	77%	100%	80%	86%	80%	-	84%	-	*	
Mathematics	All	74%	75%	) + %	29%	65%	100%	-	-	-	*	48%	88%	40%	64%	78%	69%	47%	-	*	
	Students																				
	CWD	46%	47%	( \$ %	*	*	*	-	-	-	*	88%	A	40%	-	*	60%	20%	-	*	
	CWOD	78%	80%	6 ( %	*	69%	*	-	-	-	*	53%	100%	-	64%	83%	73%	57%	-	*	
	EL	69%	70%	+ , %	*	88%	-	-	-	-	-	71%	*	*	83%	78%	*	60%	-A	*	
	Male																				
	Female																				



	Female	23%	0%	0%	8%	0%	11%	*	-	-	-	*	0%	83%	20%	29%	20%	30%	26%	-	*	-	-	
Mathematics	All	27%	30%	8%	0%	10%	100%	-	-	-	-	*	7%	75%										
	Students																							

Hk c

cf

Bcb

5 z

5 a Yf

DUWAcfY

9 Wtb

9 Wtb

: cghYf

GHY8 jgh]V7 Ua di g 5 a Yf <]gdUb]VK \ ]hY bX 5 g]Ub g FUVWg8 jgUXj 8 jgUXj 7 K 8 7 K C 8 9 @ AU Y : Ya UYA][ fUb<ca Y Ygg 7 UY A] ]Ufm

Mathematics A





5 Z]WUb 5 @  
7 Ua di g 5 a Yf]WUb <]gdUb]WK \ ]H



		HcHJ	5 Z]WUb	<]gdUb]W	K \ ]HY	5`Ug_U	5 g]Ub	DUM]ZW	Hk c	9 @	Ghi XYbtg	k ]h
		gfi XYbtg	5 a Yf]VUb			BUnj Y		g UbXYf	AcfY		8 ]gUV]HYg	) \$( L
Total		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
Female		0	0	0	0	0	0	0	0	0	0	0
Total		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
Female		0	0	0	0	0	0	0	0	0	0	0
Total		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
Female		0	0	0	0	0	0	0	0	0	0	0
Total		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
Female		0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement												
Male		0	0	0	0	0	0	0	0	0	0	0
Female		0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0
<b>5`` Ghi XYbtg</b>												
Chronic Absenteeism												
Male		20	5	11	2	0	0	0	2	5	2	2
Female		15	2	11	2	0	0	0	0	5	2	2
Total		35	7	22	4	0	0	0	2	10	4	4

Incidents of Violence  
 Incidents of rape or attempted rape 0

**Hk c**  
**cf**  
**Ghi XYbHg**  
**k jH**  
**8 jgUV] jH Yg**

**5 Z]WUb**  
**5 a Yf]WUb**

**5`Ug\_U**  
**BUhj Y**

**5 g]Ub**

**DUMZ]W**  
**g`UbXYf**

**FUMWg**

**9 @**

- '\*' 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]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 (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.

	<b>5` GW cc`</b>	
	<b>Bi a VYf</b>	<b>DYfWbh</b>
Inexperienced Teachers, Principals, and Other School Leaders	4.0	14.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	3.7%

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

**DUfhf]l** Per-pupil Expenditure

This section provides information on the per-pupil expenditure (I) tM(penditur

	GHY Bi a VYf cZ5 @H&	GHY FUH cZ5 @H&	8 JgfJWh Bi a VYf cZ5 @H&	8 JgfJWh FUH cZ5 @H&	7 Ua di g Bi a VYf cZ5 @H&	7 Ua di g FUH cZ5 @H&
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.

**DUhfll JJK** 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.

**GHY @j Y. &\$% DyfWbHLj Yg UhB59D 5W JYj Ya Ybh@j Yg**

; fUXY	Gi VYWh	Gfi XYbh; fci d	% 6 Yck 6 UgJW		% 5 hcf 5 Vcj Y6 UgJW		% 5 hcf 5 Vcj Y DfczjYWh		% 5 h5 Xj UbWX			
			HL	I G	HL	I G	HL	I G	HL	I G		
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9		
		Black	52	52	48	48	16	18	2	3		
		Hispanic	48	45	52	55	21	23	3	4		
		White	22	23	78	77	48	45	12	12		
		American Indian	*	50	*	50	*	19	*	3		
		Asian	11	18	89	82	65	57	25	22		
		Pacific Islander	*	42	*	58	*	25	*	4		
		Two or More Races	26	28	74	72	38	40	6	11		
		Econ Disadv	50	47	50	53	19	21	3	3		
		Students with Disabilities	79	73	21	27	8	10	1	2		
		English Language Learners	61	65	39	35	12	10	2	1		
		Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
				Black	24	35	76	65	32	20	3	2
				Hispanic	19	27	81	73	35	28	4	3
				White	8	11	92	89	59	52	16	12
				American Indian	*	33	*	67	*	24	*	4
				Asian	4	7	96	93	82	69	45	28
				Pacific Islander	*	36	*	64	*	28	*	6
				Two or More Races	9	16	91	84	51	44	9	10
Econ Disadv	21			29	79	71	32	26	3	3		
Students with Disabilities	55			54	45	46	13	14	1	2		
English Language Learners	24			41	76	59	29	16	2	1		
Grade 8	Reading			Overall	33	27	67	73	25	34	2	4
				Black	53	46	47	54	41	15	n/a	1
				Hispanic	38	37	62	63	19	22	1	2
				White	20	18	80	82	35	42	3	5
				American Indian	*	41	*	59	*	19	*	1
				Asian	8	13	92	87	59	57	11	13
				Pacific Islander	*	37	*	63	*	25	*	2
				Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1		
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a		
		English Language Learners	66	72	34	28	4	4	n/a	n/a		
		Grade 8	Mathematics	Overall	32	31	68	69	30	34	7	10
				Black	48	53	52	47	16	14	2	2
				Hispanic	37	43	63	57	21	20	3	4
				White	20	20	80	80	44	44	13	13
				American Indian	*	49	*	51	*	15	*	3
				Asian	10	12	90	88	71	64	36	33
				Pacific Islander	*	45	*	55	*	21	*	4
				Two or More Races	25	27	75	73	41	38	11	12
Econ Disadv	41			46	59	54	19	18	2	3		
Students with Disabilities	73			73	27	27	5	6	1	2		

