

**High School**  
**Statewide**  
**7th Grade**  
**7th Grade**  
**8th Grade**

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

the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

**Grade 7**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Reading/ELA</b>											
Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
<b>Mathematics</b>											
Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>Science</b>											
Baseline 2016-17 Rates											41%
2017-18 through 2021-22											36%
2022-23 through 2026-27											38%
2027-28 through 2031-32											40%
<b>Graduation Rates</b>											
Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

\* 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.

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.

**DUf hffU 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 [7 ca dfY Ybgji Y Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#), [HJf YhX Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#) and [5 XXHcbU HJf 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).

**DUf hffU 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 **Save** 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.

#### **DUf hffU L** 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. M

		5Z		5a Yf		DUWAcfY		9Wtb		Bcb		9@ AU Y : Ya UYA		: cghYf							
Female	73%	71%	-\$%	-	63%	97%	-	-	*	*	*	90%	*	92%	*	-	90%	-	-	-	-

GH55 F DYfWbhUhA YfYg ; fUXY @j Y cf 5 Vcj Y

Grade 3

Reading	All	44%	50%	*-%	*	75%	71%	-	*	-	*	4-
	Students											



		GUY8 jgfvW7 Ua di g		5 a Yf < jgdUb jWK \ jY		5 a Yf < jgdUb jWK \ jY		DUWAcfY 9Wtb		Bcb 9Wtb		7 K 8 7 K C 8		9 @ AUY : Ya UYA j fUbh-ca Y Ygg 7 UY A j]Ufm						
Mathematics	All	51%	52%	+*%	60%	70%	80%	-	*	33%	29%	80%	41%	82%	* 75%	76%	-	-	-	-
	Students																			
	CWD	26%	27%	(%*	*	25%	54%	-	-	*	20%	48%	41%	-	-	36%	50%	-	-	-
	CWOD	54%	57%	, 8%	75%	79%	84%	-	*	50%	36%	84%	-	82%	* 84%	79%	-	-	-	-
	EL	37%	35%	†	-	*	-	-	*	-	-	-	-	*	*	*	-	-	-	-
	Male	50%	52%	+*%	63%	52%	83%	-	*	-	29%	82%	36%	84%	* 75%	-	-	-	-	-
	Female	51%	52%	+*%	*	85%	77%	-	*	40%	29%	79%	50%	79%	* -	76%	-	-	-	-
Science	All	53%	55%	*-%	*	50%	76%	-	-	*	33%	72%	57%	70%	* 70%	68%	-	-	-	-
	Students																			
	CWD	25%	27%	) +%	-	*	60%	-	-	-	*	60%	57%	-	-	*	*	-	-	-
	CWOD	56%	59%	+ \$%	*	50%	77%	-	*	*	73%	-	70%	*	72%	68%	-	-	-	-
	EL	26%	25%	†	-	*	-	-	-	-	-	-	-	*	*	*	-	-	-	-
	Male	53%	54%	+ \$%	*	63%	72%	-	-	*	20%	76%	*	72%	-	70%	-	-	-	-
	Female	53%	55%	*, %	-	38%	80%	-	-	*	*	68%	*	68%	* -	68%	-	-	-	-

GF5 F DYfWbhUa Ughfg ; fUXY @j Y

All Grades

All Subjects	All	23%	26%	(, %	41%	39%	53%	-	33%	*	10%	17%	51%	18%	53%	0%	41%	56%	-	-	-	-
	Students																					
	CWD	8%	9%	% %	*	11%	23%	-	-	-	0%	9%	21%	18%	-	19%	17%	-	-	-	-	
	CWOD	25%	29%	) ' %	50%	45%	57%	-	33%	*	13%	22%	55%	-	53%	0%	46%	60%	-	-	-	
	EL	11%	11%	\$ %	-	0%	-	-	*	-	-	0%	0%	0%	*	0%	-	-	-	-	-	
	Male	22%	25%	8 %	44%	24%	46%	-	*	-	0%	13%	48%	46%	*	41%	-	-	-	-	-	
	Female	24%	27%	%	*	52%	60%	-	*	17%	17%	17%	60%	0%	-	56%	-	-	-	-	-	
Reading	All	20%	25%	(, %	30%	43%	52%	-	*	*	22%	51%	18%	53%	* 34%	62%	-	-	-	-		
	Students																					
	CWD	7%	8%	% %	*	13%	20%	-	*	*	18%	16%	16%	-	16%	14%	-	-	-	-		
	CWOD	22%	28%	%	38%	49%	57%	-	*	3%	55%	-	57%	*	39%	67%	-	-	-	-		
	EL	8%	9%	†	-	*	-	-	*	-	-	-	-	*	*	*	-	-	-	-		
	Male	17%	22%	%	38%	19%	39%	-	*	*	38%	16%	16%	*	34%	-	-	-	-	-		
	Female	23%	28%	%	*	62%	65%	-	*	40%	63%	63%	63%	*	-	62%	-	-	-	-		
Mathematics	All	26%	27%	) %%	50%	40%	56%	-	*	*	0%	18%	57%	57%	* 47%	56%	-	-	-	-		
	Students																					
	CWD	11%	10%	8 %%	*	13%	27%	-	*	*	1%	1%	1%	-	24%	14%	-	-	-	-		
	CWOD	28%	30%	) +%	63%	46%	61%	-	*	*	57%	57%	57%	*	52%	60%	-	-	-	-		
	EL	16%	15%	†	-	*	-	-	*	-	-	-	-	*	*	*	-	-	-	-		
	Male	25%	28%	(+ %	50%	24%	54%	-	*	*	18%	51%	52%	52%	-	56%	-	-	-	-		
	Female	26%	26%	) *%	*	54%	59%	-	*	*	14%	58%	58%	58%	-	56%	-	-	-	-		
Science	All	24%	27%	', %	*	25%	44%	-	-	*	0%	41%	14%	57%	* 34%	-	-	-	-	-		
	Students																					
	CWD	8%	10%	% %	-	*	20%	-	-	-	*	20%	14%	-	*	*	-	-	-	-		
	CWOD	26%	30%	( \$%	*	29%	46%	-	-	-	*	42%	-	42%	*	34%	-	-	-	-		
	EL	7%	8%	†	-	*	-	-	-	-	-	-	-	*	*	*	-	-	-	-		
	Male	25%	28%	( 8%	*	38%	44%	-	-	-	0%	47%	47%	47%	-	47%	-	-	-	-		
	Female	23%	26%	' ( %	-	13%	43%	-	-	*	25%	25%	25%	25%	-	25%	-	-	-	-		

\*\* Indicates results are masked due to small numbers to protect student cod0





	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade
	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met
Target Met	Y		Y	Y							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y	Y							

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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											

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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 [ ] 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<sup>th</sup> Grade  
7<sup>th</sup> Grade





		HcHJ	5 Z]VU	<]gdUb]W	K \ ]H	-bX]Ub cf	5`Ug_U	5 g]Ub	DUM]Z	Hk c	9 @	Ghi XYbtg	k ]h
		gfi XYbtg	5 a Yf]VU			BUH]j Y		g UbXYf	FUWg			8 ]gUV] ]H	fGYW]cb
		0	0	0	0	0	0	0	0	0	0	0	0
Expulsions	Total	0	0	0	0	0	0	0	0	0	0	0	0
With Educational Services	Male	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
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Total	0	0	0	0	0	0	0	0	0	0	0	0



	Bi a VYf cZ5 @H&	FUHy cZ5 @H&	8 JgffJWh Bi a VYf cZ5 @H&	8 JgffJWh 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 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.

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