



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](#), [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)

There is no data for this campus.

**DUFHfjL** Academic Growth and Graduation Rate

**DUFHfjL** 5 WUXYa JW; fck H This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, 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)

There is no data for this campus.

**DUFHfjL**; fUXi Ujcb FUY

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

There is no data for this campus.

**DUFHfjL** English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

**HcHU`9 @Jb`7`Ugg**

**DfcZVYbWmicZ9 @**

**F UH`cZDfcZVYbWm**

75

-

-

- '^' Indicates data reporting does not meet for Minimum Size.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

**DUFHfjL** School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

There is no data for this campus.

**DUFHfjL** Goal Meeting Status





	HcHU
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**DUFHfj j]fHk** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		HcHU gri XYbtg	5 Z]WUb 5 a Yf]WUb	<]gdUb]W	K \ ]hY	5`Ug_U BUhj Y	5 g]Ub	DUW]W g]UbXYf	Hk c cf AcfY FUWg	9 @	Gri XYbtg k ]h 8 ]gUV] ]hYg
Preschool Programs	Male	99	5	83	2	0	5	2	2	53	20
	Female	84	5	77	2	0	0	0	0	53	11
	Total	183	10	160	4	0	5	2	2	106	31
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

'\*\*' 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.

**DUFHfj j]fHk** 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.

<] \ `Dcj YfIm

	5`GW cc` Bi a VYf	DYfWbh
Inexperienced Teachers, Principals, and Other School Leaders	3.8	13.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

**DUFHfj j]fHk** 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.

To be updated by June 30th, 2020.

**DUFHfj j]fHk** STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by gra

Progress, compared to the national average of such results.

Grade 4 Reading

Grade	Reading	Overall	2018		2019		2018		2019	
			HL	IG	HL	IG	HL	IG	HL	IG
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								

