



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.

**DUfhfjU** 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 Ybgji Y Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#), [HJfj YhX Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#) and [5XXHcbU HJfj 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 Campaign (Excel file).

**DUfhfjU** 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 (i) (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.

**DUfhfjU** 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 Academic Achievement Subtest (CWD1 @ Children with Disability, CWOD: children without disability; EL: English learner)

q **GHY8 Jg-[ YhXY**

**Hk c**  
**cf**      **Bcb**

**5z**      **5 a Yf**      **DUWAcfY 9Wtb 9Wtb**      **: cghYf**  
**GHY8 jghjVh7 Ua di g 5 a Yf < jgdUb]WK \ ]hY bX 5 g]Ub g FUMg8 jgUXj 8 jgUXj 7 K 8 7 K C 8 9 @ AU Y : Ya UYA][ fUb<ca Y Ygg 7 UY A] ]hUfm**

Female 73% 71% , +

Hk c  
cf Bcb  
5z 5a Yf DUWAcfY 9Wtb 9Wtb  
GHY8 jgffV7 Ua di g 5a Yf <jgdUb]VK \ ]HY bX 5g]Ub g FUVWg8 jgUXj 8 jgUXj 7K8 7KC8 9@ AUy : Ya UYA][ fUbh



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

	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	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\*\* indicates results are masked due to small numbers to protect student confidentiality.  
 ' ' indicates there are no students in the group.  
 'N' Ever EL in grades 9-12

**DUSS** English Language Proficiency

This section provides information on the number and percentage of English learners who are proficient based on the 2019 TELPAS (T

	5 <sup>~</sup> Gh XYbqg	5 Z]VUb 5 a Yf]VUb	<]gdUb]W <]gdUb]W	K \ ]hY K \ ]hY	5 a Yf]VUb 5 a Yf]VUb	5 g]Ub 5 g]Ub	DUV]Z]W g' UbXYf	Hk c cf AcfY FUWg	9 V6 b 8 ]gUXj	7 K 8 7 K 8	9 @Z 9 @Z
Target Met	Y		Y	Y		Y		Y		Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		N	Y		Y		Y		N	Y

9 b[ ]g @UfbYf @b[ i U Y Dfcz]YbWnGHU g

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

: YXYfU ; fUXi U]cb GHU g^

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).

DUhfj ]]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 Z]VUb 7 Ua di g 5 a Yf]VUb	<]gdUb]W <]gdUb]W	K \ ]hY K \ ]hY	5 a Yf]VUb 5 a Yf]VUb	5 g]Ub 5 g]Ub	DUV]Z]W g' UbXYf	Hk c cf
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		7 Ua di g	5 a Yf]VUb <	gdUb]WK \ ]HY	5 a Yf]VUb	5 g]Ub -g]UbXYf	DUM]ZW	A cfY	9 Vtb	Bcb	9 Wtb	7 K 8	7 K C 8	9 @	A UY : Ya UY A] fUbh		
	Female	\$%	-	0%	1%	-	0%	-	0%	0%	0%	6%	0%	0%	-	0%	-
Reading	All	\$%	*	0%	1%	-	0%	-	0%	0%	0%	5%	0%	0%	0%	0%	-
	Students	)%	*	*	7%	-	0%	-	*	*	5%	5%	-	*	3%	7%	-
	CWD	\$%	*	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	\$%	-	*	*	-	0%	-	-	-	0%	*	0%	0%	0%	0%	-
	Male	\$%	*	0%	1%	-	0%	-	0%	0%	0%	3%	0%	0%	0%	-	-
0%	Female	\$%	-	0%	1%	-	0%	-	0%	*	0%	7%	0%	0%	-	0%	-
Mathematics	All	\$%	*	0%	1%	-	0%	-	0%	0%	1%	5%	0%	6%	1%	0%	-
	Students	)%	*	*	7%	-	0%	-	*	*	5%	5%	-	*	3%	7%	-
	CWD	\$%	*	0%	0%	-	0%	-	0%	0%	0%	-	0%	7%	1%	0%	-
	EL	\$%	-	*	*	-	0%	-	-	-	6%	*	7%	6%	10%	0%	-
AuouMMI	MM	\$%	-	0%	1%	-	0%	-	0%	0%	0%	7%	0%	0%	-	0%	-





		HcHJ	5 Z]WU	<]gdUb]W	K \ ]H	-bX]Ub cf	5`Ug_U	5 g]Ub	DUM]Z	Hk c	9 @	Ghi XYbfg	8 ]gUW] ]HYg	Ghi XYbfg
		gfi XYbfg	5 a Yf]VU			BUR]j Y		g UbXYf	FUWg			k ]h	fGYW]cb	k ]h
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Expulsions														
With Educational Services		0	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	0
Female		0	0	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services		0	0	0	0	0	0	0	0	0	0	0	0	0





**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 teachers who are highly qualified.

	Bi a VYf cZ5 @1&	FUHy cZ5 @1&	8 ]gf]Vh Bi a VYf cZ5 @1&	8 ]gf]Vh FUHy cZ5 @1&	7 Ua di g Bi a VYf cZ5 @1&	7 Ua di g FUHy cZ5 @1&
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					

