



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.

**DUfhfU** 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**, **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).

**DUfhfU** 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.

**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)

		5Z		5a Yf		DUW AcfY		9Veb		Bcb		9Veb		: cghYf		
		GHUf 8]gfh]W7 Ua di g 5a Yf <]gdUb]WK\ JhY -bX	5 g]Ub	aj	FUWg 8]gUxj	8]gUxj	7 K 8	7 K C 8	9 @AU Y: Ya UYA]	[ fUb<ca Y Ygg	7 UY A]	HUfm				
<b>GH5 5 F DYfWbhUh5 ddfcUW Yg ; fUXY @j Y cf 5 Vcj Y</b>																
<b>Grade 3</b>																
Reading	All Students	75%	77%	†	-	*	*	-	-	-	*	*	*	-	*	
	CWD	49%	48%	†	-	*	*	-	-	-	*	*	*	-	*	
	CWOD	79%	82%	!	-	-	-	-	-	-	-	-	-	-	-	
	EL	69%	68%	!	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	75%	†	-	*	*	-	-	-	*	*	*	-	*	
	Female	78%	80%	!	-	-	-	-	-	-	-	-	-	-	-	
	Mathematics	All Students	78%	79%	†	-	*	*	-	-	-	*	*	*	-	*
CWD	52%	53%	†	-	*	*	-	-	-	*	*	*	-	*		
CWOD	81%	83%	!	-	-	-	-	-	-	-	-	-	-	-		
EL	75%	72%	!	-	-	-	-	-	-	-	-	-	-	-		
Male	78%	79%	†	-	*	*	-	-	-	*	*	*	-	*		
Female	78%	78%	!	-	-	-	-	-	-	-	-	-	-	-		
<b>Grade 4</b>																
Reading	All Students	74%	75%	†	-	*	-	-	-	-	*	*	-	-	*	
	CWD	44%	47%	†	-	*	-	-	-	-	*	*	-	-	*	
	CWOD	78%	80%	!	-	-	-	-	-	-	-	-	-	-	-	
	EL	64%	67%	!	-	!	-	-	-	-	-	-	-	-	!	
	Male	71%	73%	!	-	-	-	-	-	-	-	-	-	-	-	
	Female	77%	78%	†	-	†	*	*	-	-	*	†	*e	-	†	
	Mathematics	All Students														







GHY 8 JghJW7 La di g







	5 <sup>~</sup>	5 Z]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb	5 g]Ub	DUV]Z]W	Hk c cf AcfY	9Vtb	7 K 8	9 @
Male	38	*	-	43	-	-	-	-	33	43	-
Female	33	*	*	*	-	-	-	-	*	*	*

DUFhf]j]k]L ; fUXi U]jcb FUY

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

	5 <sup>~</sup>	5 Z]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb	5 g]Ub	DUV]Z]W	Hk c cf AcfY	9Vtb	7 K 8	9 @	<ca Y]Ygg	: cghYf
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.
- '^' Ever EL in grades 9-12

DUFhf]j]L 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)

Hc]U 9 @]b 7 ^Ugg	Dfc]Z]V]b]Wnc]Z9 @	FUY c]Z]Dfc]Z]V]b]Wnc]
*		*

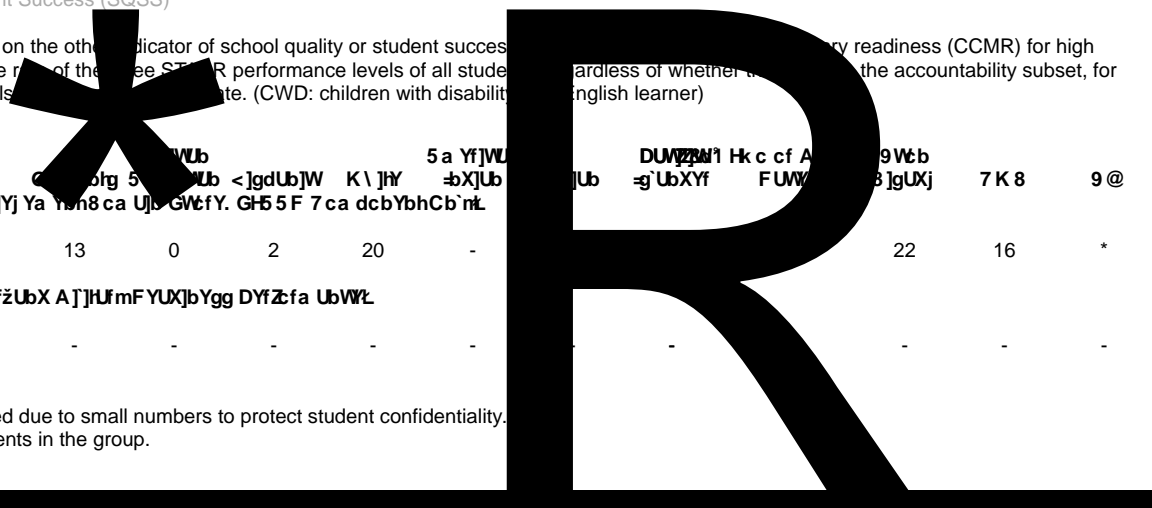
- '^' Indicates data reporting does not meet for Minimum Size.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

DUFhf]j]L School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success... readiness (CCMR) for high schools and average performance... STAAR performance levels of all students... the accountability subset, for elementary and secondary schools... (CWD: children with disability... English learner)

	5 <sup>~</sup>	5 Z]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb	5 g]Ub	DUV]Z]W	Hk c cf AcfY	9Vtb	7 K 8	9 @
STAAR Component Score	13	0	2	20	-	-	-	-	22	16	*
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.







Gri XYbfg K jh 8 ]gUM] ]HYg In-School Suspensions/2 msD	Total	HcHJ	5 Z]WUb	< ]gdUb]W	K \ ]HY	-bX]Ub cf	5`Ug_U	5 g]Ub	DUM]Z]W	Hk c	AcfY	9 @	Gri XYbfg	k ]h	8 ]gUM] ]HYg	fGYW]cb	) \$(L	
		gri XYbfg	5 a Yf]VUb			5`Ug_U	BUR]j Y		g UbXYf	FUW]g				8 ]gUM] ]HYg	k ]h			
Male	0	0	0	0	0	0	0	0	0	0	0	0	=					0
Females	0	0	0	0	0	0	0	0	0	0	0	0	=					0





