

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 Ybgj 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 (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.

DUFhfU 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)

Grade	Reading	All Students	CWD	CWOD	Proficiency Levels																
					5 a Yf	5 b Yf	5 c Yf	5 d Yf	5 e Yf	5 f Yf	5 g Yf	5 h Yf	5 i Yf	5 j Yf							
Grade 3	Reading	All	75%	82%	84%	85%	86%	87%	88%	89%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%
		CWD	49%	48%	47%	46%	45%	44%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%
		CWOD	79%	82%	85%	86%	87%	88%	89%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%	

		G5 F		D Yf		Wbh		U hA		Ughfg ;		fUXY		@j Y										
		All	Students	All	Students	All	Students	All	Students	All	Students	All	Students	All	Students	All	Students	All	Students	All	Students	All	Students	
Mathematics	All	51%	52%	23%	26%	8%	12%	21%	32%	*	-	-	-	21%	27%	12%	24%	21%	22%	21%	-	-	-	-
	Students																							
	CWD	26%	27%	8%	17%	13%	*	-	-	-	-	-	-	13%	*	12%	-	7%	9%	16%	-	-	-	-
	CWOD	54%	57%	25%	29%	11%	23%	40%	*	-	-	-	-	23%	30%	-	24%	24%	26%	22%	-	-	-	-
	EL	37%	35%	11%	11%	8%	0%	21%	*	-	-	-	-	21%	8%	7%	24%	21%	20%	21%	-	-	-	-
	Male	50%	52%	22%	25%	22%	27%	*	-	-	-	-	-	21%	33%	3%	26%	20%	22%	-	-	-	-	-
Female	51%	52%	24%	27%	8%	14%	21%	38%	-	-	-	-	21%	18%	16%	22%	21%	-	21%	-	-	-	-	
Science	All	53%	55%	20%	25%	9%	8%	14%	25%	*	-	-	-	14%	33%	5%	17%	15%	13%	16%	-	-	-	-
	Students																							
	CWD	25%	27%	8%	9%	6%	11%	13%	33%	*	-	-	-	5%	*	5%	-	6%	0%	10%	-	-	-	-
	CWOD	56%	59%	22%	28%	11%	33%	33%	*	-	-	-	-	16%	38%	-	17%	18%	16%	18%	-	-	-	-
	EL	26%	25%	11%	11%	8%	0%	21%	*	-	-	-	-	21%	8%	7%	24%	21%	20%	21%	-	-	-	-
	Male	53%	54%	22%	25%	22%	27%	*	-	-	-	-	-	21%	33%	3%	26%	20%	22%	-	-	-	-	-
Female	53%	55%	24%	27%	8%	14%	21%	38%	-	-	-	-	21%	18%	16%	22%	21%	-	21%	-	-	-	-	
Reading - a	All	20%	25%	9%	8%	14%	25%	*	-	-	-	-	14%	33%	5%	17%	15%	13%	16%	-	-	-	-	
	Students																							
	CWD	7%	8%	6%	11%	13%	33%	*	-	-	-	-	-	5%	*	5%	-	6%	0%	10%	-	-	-	-

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

HcHJ	5 Z]WUb			5`Ug_U	DUM]Z]W	Hk c	Ghi XYbHg
ghi XYbHg	5 a Yf]WUb	<]gdUb]W	K \]hY	BUhj Y	5 g]Ub	AcfY	k]h
						FUM]g	9 @
							8]gUV]]h]Yg

- '*' 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.

DUfh]i 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 per^litM^M

	Bi a VYf cZ5 @1&	FUHy cZ5 @1&	8]gf]Wb Bi a VYf cZ5 @1&	8]gf]Wb 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					

