

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.

DUfhfjfu 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](#), [HJf YhX Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#) and [5XXIhcbU 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).

DUfhfjfu 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.

DUfhfjfu 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)

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Total	8	2	4	2	0	0	0	0	2	8	4

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'*' 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.

DUFhf]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 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.

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Inexperienced Teachers, Principals, and Other School Leaders	7.0	19.4%
Teachers Teaching with Emergency or Provisional Credentials	4.0	11.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.1	6.2%

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

DUFhf]i L 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.

DUFhf]i L 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 grade and subject for the 2018-19 school year..

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Grade 3						
Reading	5,881	1%	105	2%)	, %
Mathematics	5,880	1%	105	2%)	, %
Grade 4						
Reading	6,312	2%	112	2%	†	(%
Mathematics	6,311	2%	112	2%	†	(%
Grade 5						
Reading	6,133	1%	108	2%	+	%\$%
Mathematics	6,131	1%	108	2%	+	%\$%
Science	6,133	1%	108	2%	+	%\$%
Grade 6						
Reading	6,038	1%	91	2%	!	!
Mathematics	6,036	1%	91	2%	!	!
Grade 7						
Reading	5,616	1%	104	2%	!	!
Mathematics	5,616	2%	103	3%	!	!
Grade 8						
Reading	5,251	1%	73	1%	!	!

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			60	72	40	28	8	5	1	1

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; fUXY	Gi V^Vh	Gh XYbh; fci d	FUH
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

** Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

DUf]hfl]]]L Cohort Rate of Graduates Enrolled in Postsecondary Education