Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two or			EL (Current
			All	African			American		Pacific		Econ	Special	and
			Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through											41%
		2021-22 2022-23 through											42%
		2026-27 2027-28 through											44%
Graduation Rate:4-Year Longitudinal		2031-32 Baseline 2016-17											46%
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
-	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%

30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) 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);

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) 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 will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): 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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

		State	District	Campus	African American I	lispani		Americar Indian		Pacific nIslander				wc	OCWODE	L Male	Female	Migrant	Homeless	Foster s Care	
STAAR Percent	at Appro	ache	s Grade	e Level o	r Above																
Grade 3																					
Reading	All Students	77%	100%	100%	-	-	100%	-	-	-	-	*	100%	*	100% -	100%	100%	-	-	-	-
	CWD	51%	*	*	-	-	*	-	-	-	-	-	*	*		*	*	-	-	-	-
	CWOD	79%	100%	100%	-	-	100%	-	-	-	-	*	100%	-	100% -	100%	100%	-	-	-	-
	EL	70%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	Male	74%	100%	100%	-	-	100%	-	-	-	-	*	100%	*	100% -	100%	-	-	-	-	-
	Female	79%	100%	100%	-	-	100%	-	-	-	-	-	100%	*	100% -	-	100%	-	-	-	-
Mathematics		77%	100%	100%	-	-	100%	-	-	-	-	*	100%	*	100% -	100%	100%	-	-	-	-
	Students												*								
	CWD	52%	*	*	-	-	*	-	-	-	-	-		*		*	*	-	-	-	-
	CWOD		100%	100%	-	-	100%	-	-	-	-	Ŷ	100%	-	100% -	100%	100%	-	-	-	-
	EL	74%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	Male	77%	100%	100%	-	-	100%		-	-	-	*	100%	*	100% -			-	-	-	-
	Female	78%	100%	100%	-	-	100%	-	-	-	-	-	100%	Ŷ	100% -	-	100%	-	-	-	-
Grade 4																					
Reading	All	72%	94%	94%	-	*	93%	-	-	-	-	*	93%	-	94% -	100%	89%	-	-	-	-
	Students																				
	CWD	46%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	CWOD	75%	94%	94%	-	*	93%	-	-	-	-	*	93%	-	94% -	100%	89%	-	-	-	-
	EL	60%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	Male	70%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100% -	100%	-	-	-	-	-
	Female	75%	89%	89%	-	*	88%	-	-	-	-	*	86%	-	89% -	-	89%	-	-	-	-
Mathematics	All Students	77%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100% -	100%	100%	-	-	-	-
	CWD	49%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	CWOD	81%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100% -	100%	100%	-	-	-	-
	EL	72%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-
	Male	77%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100% -	100%	-	-	-	-	-
	Female	78%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100% -	-	100%	-	-	-	-
Grade 5																					
Reading	All Students	83%	100%	100%	-	*	100%	-	-	-	-	*	100%	*	100% -	100%	100%	-	-	-	-

	CWD	54%	*	*	_	_	*	_	_	_	_	_	*	*	_	*	_	_	_	_	_
			4000/	4000/	-	-	4000/	-	-	-	-	-	4000/		-	-	-	-	-	-	-
	CWOD		100%	100%	-		100%	-	-	-	-		100%	-	100%	- 100%	100%	-	-	-	-
	EL	73%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	81%	100%	100%	-	*	100%	-	-	-	-	*	100%	*	100%	- 100%	-	-	-	-	-
	Female	86%	100%	100%	-	-	100%	-	-	-	-	-	100%	-	100%		100%	-	-	-	-
Mathematics	All	90%	100%	100%	-	*	100%	-	-	-	-	*	100%	*	100%	- 100%	100%	-	-	-	-
	Students																				
	CWD	70%	*	*	-	-	*	-	-	-	-	-	*	*	-	- *	-	-	-	-	-
	CWOD	92%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	- 100%	100%	-	-	-	-
	EL	86%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	89%	100%	100%	-	*	100%	-	-	-	-	*	100%	*	100%	- 100%	-	-	-	-	-
	Female	91%	100%	100%	-	-	100%	-	-	-	-	-	100%	-	100%		100%	-	-	-	-
	i omaio	0170	10070	10070			10070						10070		10070		10070				
Science	All	75%	87%	87%	-	*	82%	-	-	-	-	*	85%	*	86%	- 90%	*	-	-	-	-
	Students																				
		400/	*	*			*						*	*		*					
	CWD	48%			-	-		-	-	-	-	-			-	-	-	-	-	-	-
	CWOD	78%	86%	86%	-	*	80%	-	-	-	-	*	83%	-	86%	- 89%	*	-	-	-	-
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
						*	0.00/					*	000/	*	000/	000/					
	Male	76%	90%	90%	-		83%	-	-	-	-		88%		89%	- 90%	-	-	-	-	-
	Female	: 75%	*	*	-	-	*	-	-	-	-	-	*	-	*		*	-	-	-	-
Grade 6																					
	A.''	000	0007	000		-	0.507	±				-	000		000	+ =000	070/				
Reading	All	68%	80%	80%	-	*	85%	*	-	-	-	*	86%	*	83%	* 70%	87%	-	-	-	-
	Students																				
	CWD	35%	*	*	-	*	-	_	_	_	_	_	*	*	_	- *	_		_	_	_
					-			-	-	-	-	-			-	-	-	-	-	-	-
	CWOD		83%	83%	-	*	85%	*	-	-	-	*	90%	-	83%	* 78%	87%	-	-	-	-
	EL	42%	*	*	-	*	-	-	-	-	-	*	-	-	*	* -	*	-	-	-	-
	Male	63%	70%	70%		*	75%	*				*	67%	*	78%	- 70%	-				
					-				-	-	-							-	-	-	-
	Female	12%	87%	87%	-	^	92%	^	-	-	-	^	100%	-	87%	* -	87%	-	-	-	-
Mathematics	ΔII	76%	92%	92%	-	*	100%	*	-		-	*	95%	*	96%	* 90%	93%		-	-	-
		10/0	0270	02/0			10070						0070		0070	0070	0070				
	Students																				
	CWD	50%	*	*	-	*	-	-	-	-	-	-	*	*	-	- *	-	-	-	-	-
	CWOD	79%	96%	96%	-	*	100%	*	-	-	-	*	100%	-	96%	* 100%	93%	-	-	-	-
			*	*		*						*	10070		*	*	*				
	EL	61%			-		-	-	-	-	-		-	-		-		-	-	-	-
	Male	76%	90%	90%	-	*	100%	*	-	-	-	*	89%	*	100%	- 90%	-	-	-	-	-
	Female	77%	93%	93%	-	*	100%	*	-	-	-	*	100%	-	93%	* -	93%	-	-	-	-
	i cinaic		0070	0070			10070						100 /0		0070		0070				
Grade 7																					
Reading	All	73%	94%	94%	_	*	94%	_	_	_	_	*	93%	_	94%	- 89%	100%	_	_	_	_
-			94 /0	34 /0	-		94 /0	-	-	-	-		9070	-	94 /0	- 09/0	100 /0	-	-	-	-
	Students																				
	CWD	37%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	CWOD		94%	94%		*	94%					*	93%		94%	- 89%	100%				
			94 /0	34 /0	-		94 /0	-	-	-	-		9070	-	94 /0	- 09/0	100 /0	-	-	-	-
	EL	44%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	69%	89%	89%	-	-	89%	-	-	-	-	-	89%	-	89%	- 89%	-	-	-	-	-
						*						*					1000/				
			100 /0	100%	-		100%	-	-	-	-		100%	-	100%		100%	-	-	-	-
	Female	10/0																			
	remale	1070																			
Mathematics		71%	95%	95%	-	*	94%	-	-	-	-	*	93%	*	100%	- 100%	90%	-	-	-	-
	All	71%	95%	95%	-	*	94%	-	-	-	-	*	93%	*	100%	- 100%	90%	-	-	-	-
	All Students	71%			-	*		-	-	-	-	*		*			90%	-	-	-	-
	All Students	71%	95% *	95% *	-	*	94% *	-	-	-	-	*	93% *	*	-		*	-	-	-	-
	All Students	71% 42%	*		-	* - *		-	-		-	* - *		* * -	-		*	-	- -	-	-
	All Students CWD CWOD	71% 42% 75%	* 100%	* 100%	-	* - *	* 100%		-	-	-	* - *	* 100%	*	-		*	-	-	-	-
	All Students CWD CWOD EL	71% 42% 75% 52%	* 100% -	* 100% -	-	* - * -	* 100% -	- - -	- - -	- - -	- - -	* - * -	* 100% -	* - -	- 100% -	 - 100% 	* 100% -	- - -	- - -	- - -	- - -
	All Students CWD CWOD EL Male	71% 42% 75% 52% 69%	* 100% - 100%	* 100% - 100%	- - - -	* - - -	* 100% - 100%	- - - -				* - * -	* 100% - 100%	* - -	- 100% - 100%	 - 100% - 100%	* 100% - -	- - - -	- - - -		- - -
	All Students CWD CWOD EL	71% 42% 75% 52% 69%	* 100% - 100%	* 100% -	-	* - - - *	* 100% -		- - - -			* - - - *	* 100% -	* - -	- 100% -	 - 100% - 100%	* 100% -		- - - -	- - - -	- - - -
	All Students CWD CWOD EL Male	71% 42% 75% 52% 69%	* 100% - 100%	* 100% - 100%	-	* - * - *	* 100% - 100%		- - - -	-		* - - - *	* 100% - 100%	* - -	- 100% - 100%	 - 100% - 100%	* 100% - -		- - - -	- - - -	- - - -
	All Students CWD CWOD EL Male	71% 42% 75% 52% 69%	* 100% - 100%	* 100% - 100%	-	* - * - *	* 100% - 100%	- - - -	- - - -			* - * - *	* 100% - 100%	* - -	- 100% - 100%	 - 100% - 100%	* 100% - -		- - - -	- - - -	- - - -
Grade 8	All Students CWD CWOD EL Male Female	71% 42% 75% 52% 69% 73%	* 100% - 100% 90%	* 100% - 100% 90%	-	* - - *	* 100% - 100% 89%		- - - -			* - * - *	* 100% - 100% 83%	* - - *	- 100% - 100% 100%	 - 100% - 100% 	* 100% - - 90%	- - - -	- - - -	- - - -	- - - -
	All Students CWD CWOD EL Male	71% 42% 75% 52% 69% 73%	* 100% - 100%	* 100% - 100%	-	* - * - *	* 100% - 100%					* - * - * *	* 100% - 100% 83%	* - -	- 100% - 100%	 - 100% - 100% 	* 100% - - 90%	- - - -	- - - -	- - - -	-
Grade 8 Reading	All Students CWD CWOD EL Male Female	71% 42% 75% 52% 69% 73% 85%	* 100% - 100% 90%	* 100% - 100% 90%	-	* - - *	* 100% - 100% 89%	- - - -		-	-	* - * - *	* 100% - 100% 83%	* - - *	- 100% - 100% 100%	 - 100% - 100% 	* 100% - - 90%		- - - -		-
Grade 8 Reading	All Students CWD CWOD EL Male Female All Students	71% 42% 75% 52% 69% 73% 85%	* 100% - 100% 90%	* 100% - 90% 100%	-	* - * - *	* 100% - 100% 89%	· · ·	-	-	-	* - * - *	* 100% - 100% 83%	* - - *	- 100% - 100% 100%	 - 100% - 100% 	* 100% - - 90%	-	-	-	-
Grade 8 Reading	All Students CWD EL Male Female All Students CWD	71% 42% 75% 52% 69% 73% 85% 49%	* 100% 90% 100%	* - 100% 90% 100%	-	* - * - *	* 100% - 100% 89% 100% -	· · ·		- - - -	-	* - * - *	* 100% - 100% 83% 100%	* - - *	- 100% - 100% 100%	- 100% - 100% - 100% 	* 100% - 90% 100% -		-		-
Grade 8 Reading	All Students CWD CWOD EL Male Female All Students	71% 42% 75% 52% 69% 73% 85% 49%	* 100% - 100% 90%	* 100% - 90% 100%	-	* - * - * *	* 100% - 100% 89%	· · · ·		· · ·	- - - - -	* - * - * - *	* 100% - 100% 83%	* - - *	- 100% - 100% 100%	 - 100% - 100% 	* 100% - 90% 100% -	- - - - -			-
Grade 8 Reading	All Students CWD EL Male Female All Students CWD	71% 42% 75% 52% 69% 73% 85% 49%	* 100% 90% 100%	* - 100% 90% 100%	-	* - * - * *	* 100% - 100% 89% 100% -	-	-	· · ·	-	* - * - * - * - * -	* 100% - 100% 83% 100%	* - - *	- 100% - 100% 100%	- 100% - 100% - 100% 	* 100% - 90% 100% -	-	-	-	-
Grade 8 Reading	All Students CWD EL Male Female All Students CWD CWOD EL	71% 42% 75% 52% 69% 73% 85% 49% 88% 58%	* 100% 90% 100% - 100% -	* 100% - 100% 90% 100% - 100% -	-	* - * - * - *	* 100% - 100% 89% 100% - 100% -	-	-	· · ·	•	* - * - * - *	* 100% - 83% 100% - 100% -	* *	- 100% 100% 100% - 100% -	- 100% - 100% - 100% - 100% - 100% - 100% 	* 100% - 90% 100% - 100% -	-	-	-	-
Grade 8 Reading	All Students CWD EL Male Female All Students CWD CWOD EL Male	71% 42% 75% 52% 69% 73% 85% 49% 88% 58% 82%	* 100% 90% 100% - 100% -	* 100% 90% 100% - 100% - 100%	-	* - * - * - * .	* 100% - 100% 89% 100% - 100%	- - - - -		· · · ·	-	* - * - * - * - * - *	* 100% - 100% 83% 100% - 100% - 100%	* *	- 100% - 100% 100% - 100% - 100%	- 100% - 100% - 100% - 100% - 100%	* 100% - 90% 100% - 100% - -	-			-
Grade 8 Reading	All Students CWD EL Male Female All Students CWD CWOD EL	71% 42% 75% 52% 69% 73% 85% 49% 88% 58% 82%	* 100% 90% 100% - 100% -	* 100% - 100% 90% 100% - 100% -	-	* - * * - * *	* 100% - 100% 89% 100% - 100% -	-	-	-	-	* - * - * - * - * *	* 100% - 83% 100% - 100% -	* *	- 100% 100% 100% - 100% -	- 100% - 100% - 100% - 100% - 100%	* 100% - 90% 100% - 100% -	-		-	-
Grade 8 Reading	All Students CWD EL Male Female All Students CWD CWOD EL Male	71% 42% 75% 52% 69% 73% 85% 49% 88% 58% 82%	* 100% 90% 100% - 100% -	* 100% 90% 100% - 100% - 100%	-	* -* - * -* *	* 100% - 100% 89% 100% - 100%	-	-	-	-	* - * - * - * *	* 100% - 100% 83% 100% - 100% - 100%	* *	- 100% - 100% 100% - 100% - 100%	- 100% - 100% - 100% - 100% - 100%	* 100% - 90% 100% - 100% - -	-	-	-	-
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Grade 5

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	CWOD		50%	50%	-	*	60%	-	-	-	_	*	58%	-	50%	- 44%	60%	-	-	_	_
		12%	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
		24%	40%	40%	-	*	50%	-	-	-	-	*	50%	*	44%	- 40%	-	-	-	-	-
	Female		60%	60%	-	-	60%	-	-	-	-	-	60%	-	60%		60%	-	-	-	-
Mathematic	s All	30%	53%	53%	-	*	64%	-	-	-	-	*	54%	*	57%	- 40%	80%	-	-	-	-
	Students																				
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	CWOD	31%	57%	57%	-	*	70%	-	-	-	-	*	58%	-	57%	- 44%	80%	-	-	-	-
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	Male	29%	40%	40%	-	*	50%	-	-	-	-	*	38%	*	44%	- 40%	-	-	-	-	-
	Female	30%	80%	80%	-	-	80%	-	-	-	-	-	80%	-	80%		80%	-	-	-	-
Science	All	16%	53%	53%	-	*	55%	-	-	-	-	*	54%	*	57%	- 50%	*	-	-	-	-
	Students																				
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	CWOD	17%	57%	57%	-	*	60%	-	-	-	-	*	58%	-	57%	- 56%	*	-	-	-	-
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	Male	18%	50%	50%	-	*	50%	-	-	-	-	*	50%	*	56%	- 50%	-	-	-	-	-
	Female	15%	*	*	-	-	*	-	-	-	-	-	*	-	*		*	-	-	-	-
Grade 6																					
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	Female	22%	40%	40%	-	*	50%	*	-	-	-	*	50%	-	40%	* -	40%	-	-	-	-
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	Male	18%	30%	30%	-	*	38%	*	-	-	-	*	33%	*	33%	- 30%	-	-	-	-	-
	Female	17%	27%	27%	-	*	33%	*	-	-	-	*	33%	-	27%	* -	27%	-	-	-	-
Grade 7																					
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	Female		56%	56%	-	*	63%	-	-	-	-	*	80%	-	56%		56%	-	-	-	-
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Mathematics All 23% 42% 42% - 15% 46% * - - - 24% 46% * 47% 38% Students CWD 10% * * - * * - - 24% 46% * 47% 38% CWD 10% * * - * * - - * * * * * * - - * * * * * * * - - * * * * * * * - - * </td <td>88% - * - 99% - * -</td> <td></td> <td></td> <td></td>	88% - * - 99% - * -			
Students CWD 10% * * - * * - - - * * - * * * - - * * - - * * - - * * - - * * - - * * - - * * * - - * * - * * * * * * * - - * <t< td=""><td>* - 19% - * -</td><td></td><td>-</td><td></td></t<>	* - 19% - * -		-	
Students CWD 10% * * - * * - - - * * - * * * - - * * - - * * - - * * - - * * - - * * - - * * * - - * * - * * * * * * * - - * <t< td=""><td>* - 19% - * -</td><td>· · ·</td><td>-</td><td></td></t<>	* - 19% - * -	· · ·	-	
CWD 10% * * - * * - - * * - - * * - - * * - - * * - - * * - - * * - - * * * * * - - 24% 48% - 44% 49% 39% EL 13% * * - - * - * * * * * - - *	- 39% - * -	 	-	
CWOD 25% 44% 44% - 17% 48% * - - 24% 48% - 44% 49% 39% EL 13% * * - - - 24% 48% - 44% 49% 39% EL 13% * * - - - - * - * * * * * * * * - - 24% 48% - 44% 49% 39% EL 13% * * * - - - * * - *	- 39% - * -		-	
EL 13% * * - * * * * - * Male 23% 47% 47% - 14% 51% * 43% 47% * 49% - 47% -	* -		-	
Male 23% 47% 47% - 14% 51% * 43% 47% * 49% - 47% -			-	
			-	
Female 24% 38% 38% - 17% 41% * 10% 44% * 39% * - 38%			-	
	- %8			
Science All 22% 67% 67% - 43% 70% * 40% 70% * 68% - 62% 74%	4% -			
Students				
CWD 7% * * * * * * -				
CWOD 24% 68% 68% - 43% 72% * 40% 71% - 68% - 64% 74%				
EL 5%				
Male 23% 62% 62% - 40% 65% * * 64% * 64% - 62% -				
Female 21% 74% 74% - * 76% * 78% - 74% 74%				

** Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	*	80	71	*	-	-	-	79	*	*
CWD	*	*	*	*	-	-	-	-	-	*	-
CWOD	73	-	86	71	*	-	-	-	79	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	66	*	81	64	*	-	-	-	81	*	-
Female	78	-	79	77	*	-	-	-	77	-	*
Mathematics											
All Students	72	-	69	74	*	-	-	-	66	*	*
CWD	*	-	*	*	-	-	-	-	-	*	-
CWOD	73	-	67	75	*	-	-	-	66	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	80	-	93	79	*	-	-	-	100	*	-
Female	64	-	*	69	*	-	-	-	*	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Grad	duation Rate	e (Gr 9-12):	Class of 20	017									
All Students	100.0%	-	*	100.0%	-	-	-	-	*	*	*	-	-
CWD	*	-	-	*	-	-	-	-	-	*	-	-	-
CWOD	100.0%	-	*	100.0%	-	-	-	-	*	-	*	-	-
EL	*	-	-	*	-	-	-	-	-	-	*	-	-
Male	100.0%	-	*	*	-	-	-	-	*	*	*	-	-
Female	100.0%	-	-	100.0%	-	-	-	-	-	*	-	-	-

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

2 Indicates there are no students in the group.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

1*1 Indicates results are masked due to small numbers to protect student confidentiality. 2

Indicates zero observations reported for this group.

Part (v): 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.

Student Success (Student Achie		African American <mark>nain Score</mark>		White omponer	American Indian <mark>1t Only)</mark>	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	73	*	54	76	*	-	-	-	60	*	*
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	77%	-	*	82%	-	-	-	-	*	*	*

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

- '-' Indicates there are no students in the group.
- 'n/a' Indicates the student group is not applicable to this report.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y			Y							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y			Y							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y			Y							
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y			Y							
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y			Y							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y			Y							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y			Y							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y			Ν							

English Learner Language Proficiency Status

Interim Goals (2018-2022)											42%
Target Met											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y										
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y										
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y										

'+' 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.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Ra	ate	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	100%	*	100%	100%	100%	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	Students																
	CWD	100%	*	*	100%	-	-	-	-	-	100%	100%	-	-	100%	*	-
	CWOD	100%	-	100%	100%	100%	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	*	100%	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	-	-
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	*	-	100%	-

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Reading	All	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	*	100%	100%	-
Ū	Students																
	CWD	100%	*	*	*		_	_	_	-	100%	100%	-	-	100%	*	_
	CWOD	100%		100%	100%	*				100%	100%	-	100%	*	100%	100%	
		*	-	*			-	-	-	*	-	-	*	*		*	-
	EL		-		-	-	-	-	-						-		-
	Male	100%	*	100%	100%		-	-	-	100%	100%	100%	100%	-	100%	-	-
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	*	-	100%	-
Mathematics	All	100%	-	100%	100%	*	_	_	_	100%	100%	100%	100%	*	100%	100%	-
Mathematics	Students	10070		10070	10070					10070	100 /0	100 /0	10070		10070	10070	
		4000/		*	*						4000/	4000/			*	*	
	CWD	100%	-			-	-	-	-	-	100%	100%	-	- *			-
	CWOD	100%	-	100%	100%	•	-	-	-	100%	100%	-	100%		100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	-	100%	-	-
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	*	-	100%	-
Science	All	100%	-	100%	100%	*				100%	100%	*	100%	-	100%	100%	
Science		100 %	-	100%	100 %		-	-	-	100 %	100%		100 %	-	100%	100 %	-
	Students											*					
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	100%	-	100%	100%	*	-	-	-	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	100%	100%	*	-	-	-	*	100%	*	100%	-	100%	-	-
	Female	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-
Non-Participatio	on Rate																
All Subjects	A II	09/	*	0.0/	00/	00/				0%	00/	00/	00/	*	0.0/	00/	
All Subjects	All	0%		0%	0%	0%	-	-	-	0%	0%	0%	0%		0%	0%	-
	Students																
	CWD	0%	*	*	0%	-	-	-	-	-	0%	0%	-	-	0%	*	-
	CWOD	0%	-	0%	0%	0%	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	*	0%	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	-	-
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-
Deeding	A II	09/	*	00/	00/	*				00/	09/	00/	00/	*	00/	00/	
Reading	All	0%		0%	0%		-	-	-	0%	0%	0%	0%		0%	0%	-
	Students																
	CWD	0%	*	*	*	-	-	-	-	-	0%	0%	-	-	0%	*	-
	CWOD	0%	-	0%	0%	*	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	-	0%	-	-
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-
Mathematics		0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	*	0%	0%	-
	Students																
	CWD	0%	-	*	*	-	-	-	-	-	0%	0%	-	-	*	*	-
	CWOD	0%	-	0%	0%	*	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	-	0%	-	-
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-
Calanaa	A 11	00/		00/	00/	*				00/	00/	*	00/		00/	00/	
Science	All	0%	-	0%	0%		-	-	-	0%	0%		0%	-	0%	0%	-
	Students																
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	0%	-	0%	0%	*	-	-	-	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	-	-
	Female	0%	-	*	0%	-	-	-	-	*	0%	-	0%	-	-	0%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Di	Students with isabilities (Section 504)
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		

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	T .(.)		*	+	*	*	*	*		*		
Out-of-School Suspensions	Total	^	^	Ŷ	^	Ŷ	Ŷ	^	Ŷ	Ŷ		
Sur-or-School Suspensions	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
		*	*	*	*	*	*	*	*	*		
Turu daiana	Total											
Expulsions	M . I.		*	+	+	*	*	*		+		
With Educational Services	Male	î.			Î.							
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	TOTAL											
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
		+	*	*	*	*	*	+	*	*		
	Female	- -	*	*	*	*	*	*	÷.	*		
	Total	^	Ŷ	Ŷ	Ŷ	Ŷ	^	Ŷ	Ŷ	^		
Students With Disabilities n-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Dut-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions	TOTAL											
With Educational Services	Mala	*	*	*	*	*	*	*	*	*		*
with Educational Services	Male	*	*	*	*	*	*	*	*	*		+
	Female	-	*	- -	- -	*	*	*	- -			- -
	Total		*	*	Î	*		Î.	*			
Without Educational Services	Male	*			*		*	*		*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Ofwalanta	TOTAL											
All Students												
Chronic Absenteeism		_			-							
	Male	5	*	*	5	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*	*
	Total	7	*	*	7	*	*	*	*	*	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*

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Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific 1 Islander	wo or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

^{1**} Indicates results are masked due to small numbers to protect student confidentiality.

*** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

'- Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and 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.

Low Poverty

	All Se	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.7	31.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the	2.0	9.4%
Teacher is Certified or Licensed	2.0	3.470

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

Source: TEA Division of Research and Analysis

Part (x): 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.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): 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.

State	State	District	District	Campus	Campus
				•	

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Grade 3	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Reading	6,019	1%	-	-	-	-
Mathematics	6,020	1%	-	-	-	-
Grade 4 Reading	6,061	1%	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	-	-	-	-
Mathematics	6,160	1%	-	-	-	-
Science	6,164	1%	-	-	-	-
Grade 6 Reading	5,678	1%	-	-	-	-
Mathematics	5,677	1%	-	-	-	-
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-			