ESSA Accountability Alignment
Computational Logic

- Denominator consists of yearly annual graduates and all non-annual graduate 12th graders in the same year.
- Student who accomplishes any one is in numerator.
- All CCMR indicators lag by one year. (CCMR data used in 2017–18 accountability will be from the 2016–17 school year.)
CCMR Indicators

College Ready

• Meet criteria on applicable AP/IB exams
  ▪ 3 on AP exam
  ▪ 4 on IB exam
• Meet TSI criteria
  ▪ Both reading and mathematics
  ▪ SAT, ACT, or TSIA
• Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5

• Successfully complete a course for dual credit
• Successfully complete an OnRamps course (collection of data begins in 2017-18 for use in 2019 accountability ratings)
• Earn an associate’s degree
• Meet standards on a composite of indicators indicating college readiness (beginning TBD)
CCMR Indicators

Career Ready

• Earn industry certification (list released August 21, 2017)
• Be admitted to post-secondary industry certification program (beginning TBD)

Military Ready

• Enlist in the United States Armed Forces
Career Ready

• Complete college prep course offered by a partnership between a district and higher education institution
Includes all tests
(STAAR with and without accommodations and STAAR Alternate 2)

Combines reading and mathematics

Uses STAAR Progress Measure

Includes ELs
(except in their first year in US schools)

Uses same STAAR Progress Measure for ELs and non-ELs
Student Growth: Measuring Advancement

STAAR Performance Level

<table>
<thead>
<tr>
<th>3rd Grade Example</th>
<th>4th Grade Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Approaches</td>
<td>Approaches</td>
</tr>
<tr>
<td>Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>Masters</td>
<td>Masters</td>
</tr>
</tbody>
</table>

Exceeds

+ 1 Point Awarded
For meeting or exceeding expected growth

Expected

+.5 Points Awarded
For maintaining proficiency but failing to meet expected growth

Maintains

Limited

+ 0 Points Awarded
For falling to a lower level
## Student Growth: Percentage of Students Gaining

### Current Year

<table>
<thead>
<tr>
<th>Does Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>Met/Exceeded Growth Measure = 1 pt</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = 0.5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches Grade Level</td>
<td>Approaches Grade Level</td>
<td>Meets Grade Level</td>
<td>Masters Grade Level</td>
</tr>
<tr>
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<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = 0.5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Grade Level</td>
<td>Meets Grade Level</td>
<td>Meets Grade Level</td>
<td>Masters Grade Level</td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td>Masters Grade Level</td>
<td>Meets Grade Level</td>
<td>Masters Grade Level</td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>
# Student Growth: Percentage of Students Gaining

<table>
<thead>
<tr>
<th>Does Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
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<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Met/Exceeded Growth Measure = 1 pt</td>
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<td>1 pt</td>
<td>1 pt</td>
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<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

## No Points

- Does Not Meet to Does Not Meet (without meeting growth expectations)
- Approaches to Does Not Meet (without meeting growth expectations)
- Meets to Does Not Meet
- Meets to Approaches
- Masters to Approaches
- Masters to Meets
## Student Growth: Percentage of Students Gaining

### Current Year

<table>
<thead>
<tr>
<th>Does Not Meet Grade Level</th>
<th>Approaches Grade Level</th>
<th>Meets Grade Level</th>
<th>Masters Grade Level</th>
</tr>
</thead>
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</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches Grade Level</td>
<td>Meets Grade Level</td>
<td>Masters Grade Level</td>
<td></td>
</tr>
<tr>
<td>Met/Exceeded Growth Measure = 1 pt</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Meets Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
<td>1 pt</td>
</tr>
<tr>
<td>Masters Grade Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 pts</td>
<td>0 pts</td>
<td>0 pts</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

### Half Point
- Does Not Meet to Approaches (without meeting growth expectations)
- Approaches to Approaches (without meeting growth expectations)

### One Point
- Does Not Meet to Does Not Meet (meeting/exceeding growth expectations)
- Approaches to Does Not Meet (meeting/exceeding growth expectations)
### Student Growth: Percentage of Students Gaining

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does Not Meet</strong></td>
<td><strong>Approaches</strong></td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade Level</td>
</tr>
<tr>
<td>Does Not Meet</td>
<td></td>
</tr>
<tr>
<td>Met/Exceeded</td>
<td>Met/Exceeded</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
</tr>
<tr>
<td>Approaches</td>
<td></td>
</tr>
<tr>
<td>Met/Exceeded</td>
<td>Met/Exceeded</td>
</tr>
<tr>
<td>Did not meet = 0 pts</td>
<td>Did not meet = .5 pts</td>
</tr>
<tr>
<td>Meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 pts</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 pts</td>
</tr>
</tbody>
</table>

**One Point**

- Does Not Meet to Approaches (meeting/exceeding growth expectations)
- Approaches to Approaches (meeting/exceeding growth expectations)
- Does Not Meet to Meets
- Does Not Meet to Masters
- Approaches to Meets
- Approaches to Masters
- Meets to Meets
- Meets to Masters
- Masters to Masters
Student Growth: Sample Calculation

One Hundred Students

• Each with reading and mathematics results for last year and this year
• Denominator = 200 STAAR Progress Measures

? 200
Student Growth: Sample Calculation

No Points

• **Does Not Meet** to **Does Not Meet**
  (without meeting growth expectations)

• **Approaches** to **Does Not Meet**
  (without meeting growth expectations)

• **Masters** to **Meets**
## Student Growth: Sample Calculation

### Half Point

- **Does Not Meet** to **Approaches** (without meeting growth expectations)

- **Approaches** to **Approaches** (without meeting growth expectations)

<table>
<thead>
<tr>
<th>Previous Year</th>
<th>Current Year</th>
<th>Count of Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Previous Year Icon]</td>
<td>![Current Year Icon]</td>
<td>7 + 10 = 17</td>
</tr>
</tbody>
</table>
Student Growth: Sample Calculation

One Point

- **Does Not Meet** to **Does Not Meet** (meeting/exceeding growth expectations)
  - Previous Year: 23
  - Current Year: +
  - Count of Tests: 23

- **Approaches** to **Does Not Meet** (meeting/exceeding growth expectations)
  - Previous Year: 7
  - Current Year: +
  - Count of Tests: 7

- **Approaches** to **Approaches** (meeting/exceeding growth expectations)
  - Previous Year: 22
  - Current Year: 52
  - Count of Tests: 52
Student Growth: Sample Calculation

One Point

• Meets to Meets

• Meets to Masters

• Masters to Masters

Previous Year | Current Year | Count of Tests
---|---|---
33 | + | 33 + 32 + 17 = 82
Student Growth: Sample Calculation

49 results that earned no points

17 results that earned half a point

134 results that earned one point

\[
(49 \times 0) + (17 \times 0.5) + (52 \times 1) + (82 \times 1)
\]

\[
= \frac{142.5}{200} = 71
\]
Closing the Gaps: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps
Closing the Gaps: Ensuring Educational Equity

All Students

- Race/Ethnicity
- Special Education
- Continuously Enrolled and Mobile
- English Learners (ELs)
- Economically Disadvantaged

19
## Closing the Gaps: Ensuring Educational Equity

### Student Groups
- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

### Indicators
- Academic Achievement in Reading, Mathematics
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates (Four-year)
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- Domain 1 Performance for Elementary and Middle Schools
Closing the Gaps: Indicators

**Academic Achievement**

- STAAR performance (percentage at or above Meets Grade Level)
- Targets by subject area
  - English Language Arts/Reading
  - Mathematics
- Targets stable for five years
Closing the Gaps: Indicators

Growth

- Elementary and Middle Schools
  - English Language Arts/Reading (School Progress domain)
  - Mathematics (School Progress domain)

Graduation Rates

- High Schools, K–12, Districts
  - Four-year Federal graduation rates (without state exclusions)

Targets

- Stable for five years
Closing the Gaps: Indicators

**English Language Proficiency Status**

- TELPAS Progress Rate
- Current ELs
Closing the Gaps: Indicators

School Quality or Student Success

• High Schools, K–12, and Districts
  College, Career, and Military Readiness (Student Achievement domain)
• Elementary and Middle Schools Domain 1 Performance
• Targets stable for five years
Closing the Gaps: Grade Methodology

• Indicators are weighted as described below:

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Indicator</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Middle Schools</td>
<td>Academic Achievement</td>
<td>40 percent</td>
</tr>
<tr>
<td></td>
<td>Growth</td>
<td>40 percent</td>
</tr>
<tr>
<td></td>
<td>English Learner Language Proficiency</td>
<td>10 percent</td>
</tr>
<tr>
<td></td>
<td>Student Achievement Domain Score</td>
<td>10 percent</td>
</tr>
<tr>
<td>High Schools and K12</td>
<td>Academic Achievement</td>
<td>50 percent</td>
</tr>
<tr>
<td></td>
<td>4-Year Graduation Rate</td>
<td>10 percent</td>
</tr>
<tr>
<td></td>
<td>English Learner Language Proficiency</td>
<td>10 percent</td>
</tr>
<tr>
<td></td>
<td>College, Career, and Military Readiness</td>
<td>30 percent</td>
</tr>
</tbody>
</table>

• Grade determined using the percentage of indicators meeting targets for each student group compared to the number of indicators evaluated.
• Indicators are only evaluated for student groups that meet minimum size requirements.
# Closing the Gaps: Ensuring Educational Equity

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Achievement Target</th>
<th>% of Student Groups that meet target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Overall Grade</strong></td>
</tr>
</tbody>
</table>

- [Image of student icon]  
- [Image of hand icon]
- [Image of timer icon]
- [Image of graph icon]
- [Image of digital device icon]
## Closing the Gaps: Sample Status Report

### STAAR Performance Status (Percent at or above Meets Grade Level)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>ELL (Current)</th>
<th>ELL (Former)</th>
<th>Non-Continuously Enrolled</th>
<th>Continuously Enrolled</th>
<th>Total Met</th>
<th>Total Eligible</th>
<th>Percent of Eligible Measures Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAAR Performance Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Target</td>
<td>Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
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<td></td>
<td></td>
<td></td>
<td>15</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

### STAAR Growth Status (Elementary and Middle Schools)

|                | All Students | African American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed (Current) | Special Ed (Former) | ELL (Current) | ELL (Former) | Non-Continuously Enrolled | Continuously Enrolled | Total Met | Total Eligible | Percent of Eligible Measures Met |
|----------------|--------------|------------------|----------|-------|--------|-------|------------------|-------------------|-------------|---------------------|---------------------|--------------|-------------|                          |                     |           |               |                                   |
| **STAAR Growth Status** |              |                  |          |       |        |       |                  |                   |             | Target              | Target              |             |             |                          |                     |           |               |                                   |
| **Target**     | %            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Reading**    | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 15        | 15            | 100                              |
| **Mathematics**| Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 15        | 15            | 100                              |
| **Total**      | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 30        | 30            | 100                              |

### Federal Graduation Status (Target: See Reason Codes) (High Schools and K-12)

|                | All Students | African American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed (Current) | Special Ed (Former) | ELL (Current) | ELL (Former) | Non-Continuously Enrolled | Continuously Enrolled | Total Met | Total Eligible | Percent of Eligible Measures Met |
|----------------|--------------|------------------|----------|-------|--------|-------|------------------|-------------------|-------------|---------------------|---------------------|--------------|-------------|                          |                     |           |               |                                   |
| **Federal Graduation Status** |              |                  |          |       |        |       |                  |                   |             | Target              | Target              |             |             |                          |                     |           |               |                                   |
| **Graduation Target** | %            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Target**     | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 11        | 11            | 100                              |
| **Reason Code*** | a            | a                | a        | a     | a      | a     | a                | a                 |             | a                   | a                   |             |             |                          |                     | n/a       | n/a           | n/a                              |
| **Total**      | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 11 or 30   | 11 or 30      | 100                              |

### English Learner Language Proficiency Status

|                | All Students | African American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed (Current) | Special Ed (Former) | ELL (Current) | ELL (Former) | Non-Continuously Enrolled | Continuously Enrolled | Total Met | Total Eligible | Percent of Eligible Measures Met |
|----------------|--------------|------------------|----------|-------|--------|-------|------------------|-------------------|-------------|---------------------|---------------------|--------------|-------------|                          |                     |           |               |                                   |
| **English Learner Language Proficiency Status** |              |                  |          |       |        |       |                  |                   |             | Target              | Target              |             |             |                          |                     |           |               |                                   |
| **TELPAS Progress Rate Target** | #            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Target**     | %            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Progress Rate** | Y            |                  |          |       |        |       |                  |                   |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Total**      | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 1          | 1              | 100                              |

### College, Career, and Military Readiness Performance Status (High Schools and K-12)

|                | All Students | African American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed (Current) | Special Ed (Former) | ELL (Current) | ELL (Former) | Non-Continuously Enrolled | Continuously Enrolled | Total Met | Total Eligible | Percent of Eligible Measures Met |
|----------------|--------------|------------------|----------|-------|--------|-------|------------------|-------------------|-------------|---------------------|---------------------|--------------|-------------|                          |                     |           |               |                                   |
| **College, Career, and Military Readiness Performance Status** |              |                  |          |       |        |       |                  |                   |             | Target              | Target              |             |             |                          |                     |           |               |                                   |
| **Target**     | %            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **College, Career, and Military Readiness** | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | n/a       | n/a           | 13 or 30                      |
| **Total**      | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 13         | 13            | 100                              |

### Student Achievement Domain Score: STAAR Component Only (Elementary Schools, Middle Schools, and High Schools/K-12 Without Annual Graduates)

|                | All Students | African American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed (Current) | Special Ed (Former) | ELL (Current) | ELL (Former) | Non-Continuously Enrolled | Continuously Enrolled | Total Met | Total Eligible | Percent of Eligible Measures Met |
|----------------|--------------|------------------|----------|-------|--------|-------|------------------|-------------------|-------------|---------------------|---------------------|--------------|-------------|                          |                     |           |               |                                   |
| **Student Achievement Domain Score: STAAR Component Only** |              |                  |          |       |        |       |                  |                   |             | Target              | Target              |             |             |                          |                     |           |               |                                   |
| **Target**     | %            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Student Achievement Domain** | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     |           |               |                                   |
| **Total**      | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 15         | 15            | 100                              |

### School Quality or Student Success

|                | All Students | African American | Hispanic | White | Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed (Current) | Special Ed (Former) | ELL (Current) | ELL (Former) | Non-Continuously Enrolled | Continuously Enrolled | Total Met | Total Eligible | Percent of Eligible Measures Met |
|----------------|--------------|------------------|----------|-------|--------|-------|------------------|-------------------|-------------|---------------------|---------------------|--------------|-------------|                          |                     |           |               |                                   |
| **School Quality or Student Success** |              |                  |          |       |        |       |                  |                   |             | Target              | Target              |             |             |                          |                     |           |               |                                   |
| **Target**     | %            | %                | %        | %     | %      | %     | %                | %                 |             | %                   | %                   |             |             |                          |                     |           |               |                                   |
| **Student Achievement Domain: STAAR Only** | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     |           |               |                                   |
| **Total**      | Y            | Y                | Y        | Y     | Y      | Y     | Y                | Y                 |             | Y                   | Y                   |             |             |                          |                     | 13         | 13            | 100                              |
## Closing the Gaps: Sample Status Report

### Overall Total

<table>
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<tr>
<th>OTHER INDICATORS</th>
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<th>95%</th>
<th>95%</th>
<th>95%</th>
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<tr>
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### Multi-Year Performance Status

<table>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
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### Multi-Year Growth Status

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### Multi-Year Graduation Status

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### Multi-Year English Learner Language Proficiency Status

<table>
<thead>
<tr>
<th>Consecutive Years Missing Target</th>
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### Multi-Year Student Success Status

<table>
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<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Reading</td>
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<tr>
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<tr>
<td>Mathematics</td>
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## Identification of Schools: Targeted Support and Improvement

- Three consecutive years of missing a target in the same student group on the same indicator
- Summer 2019 based on 2017, 2018, and 2019 data

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<th>Targeted Campus Determination</th>
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