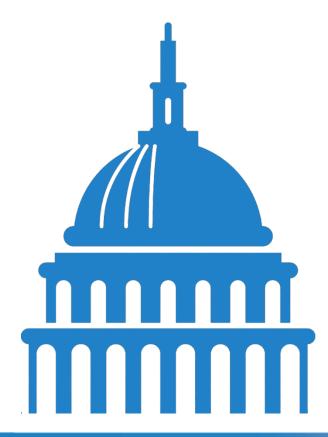






TEA A-F Accountability: New Labels/Grades

- A = Exemplary Performance
- = Recognized Performance
- **C** = Acceptable Performance
- = In Need of Improvement
- = Unacceptable Performance





2018 Rating Labels

Districts

- A, B, C, or D: Assigned for overall performance and for performance in each domain to districts that meet the performance target for the letter grade
- F: Assigned for overall performance and for performance in each domain to districts (including AEAs) that do not meet the performance target to earn at least a D
- Not Rated: Assigned to districts that—under certain, specific circumstances—do not receive a rating



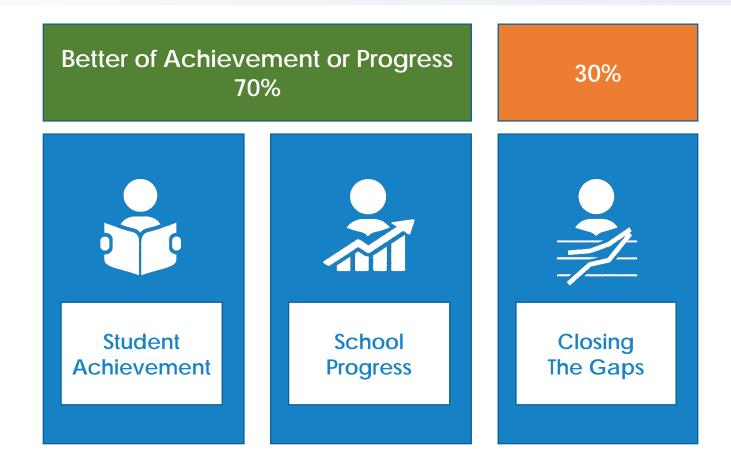
2018 Rating Labels

Campuses

- Met Standard: Assigned for overall performance and for performance in each domain to campuses that meet the performance targets
- Improvement Required: Assigned for overall performance and for performance in each domain to campuses (including AEAs) that do not meet the performance targets
- Met Alternative Standard: Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under alternative education accountability (AEA) provisions that meet the performance targets
- Not Rated: Assigned to campuses that—under certain, specific circumstances—do not receive a rating



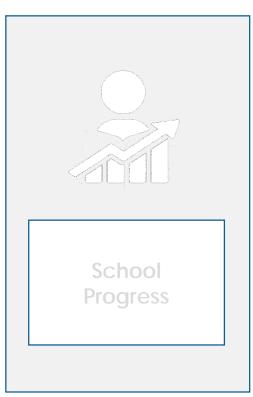
Three Domains: Combining to Calculate Overall Rating

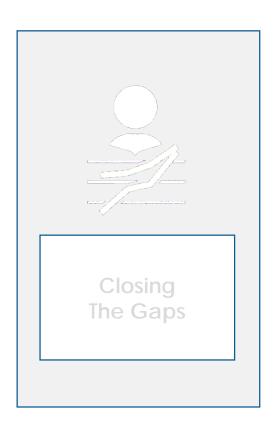




TEA Student Achievement Domain: Performance









Student Achievement Domain: Calculating Score













- College, Career, Military Ready (CCMR)
- Graduation Rates



Student Achievement Domain: Weighting

Elementary/Middle Schools	Weight
STAAR	100%
High Schools, K-12, and Districts	
STAAR	40%
 College, Career, and Military Readiness (CCMR) 	40%
Graduation Rate	20%



Student Achievement Domain: Calculating Score



Texas Higher Education Coordinating Board

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

> **Student Achievement** Score



	All Students	A
Total Tests	3,212	
# Approaches Grade Level or Above*	2,977	Average of 3
# Meets Grade Level or Above*	1,945	93 + 61 + 27 / 3 = 60
# Masters Grade Level	878	/ / /
% Approaches Grade Level or Above	93%	┦ / /
% Meets Grade Level or Above	61% ——	- / /
 % Masters Grade Level	27%	

^{*}Substitute assessments are included at the Meets Grade Level standard.



Student Achievement Domain: CCMR Indicators for HS, K-12, and Districts



College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- Complete an OnRamps course*
- Meet standards on a composite of indicators indicating college readiness*



Career Ready

- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Be admitted to postsecondary industry certification program*



Military Ready

Enlist in the United States Armed Forces

*Implementation in 2019 and beyond



Student Achievement Domain: CCMR Methodology

CCMR

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.
- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.*

Number of Graduates Who Accomplish Any One of the CCMR Indicators Number of 2017 Annual Graduates

^{*}This is for graduates who meet no other CCMR indicator.



Student Achievement Domain: CTE Coherent Sequence Transition Timeline

CTE Coherent Sequence to Industry-Based Certifications Transition Plan

- For 2018 and 2019, CTE coherent sequence graduates who complete and receive credit for at least one course aligned with CTE industry-based certification earn one-half point.
- For 2020 and 2021, CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification earn one-half point.
- For 2022 and beyond, only graduates who earn an industry-based certification earn one point.



Student Achievement Domain: Graduation Rate

Graduation Rate

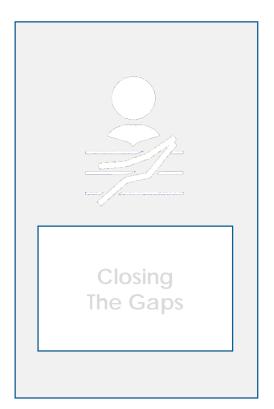
 High school graduation rates include the four-year, five-year, or sixyear longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.



Texas Education Agency School Progress Domain







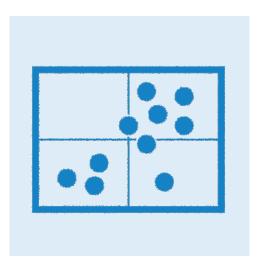


School Progress Domain: Two Aspects to Progress

Part A: Academic Growth



Part B: Relative Performance





TEA School Progress Domain: Domain Rating

Elementary, Middle, High Schools, K-12, and Districts

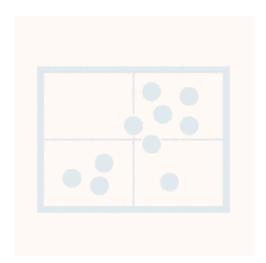
The higher scaled score of Part A: Academic Growth or Part B: Relative Performance is used for the School Progress domain rating.



School Progress Domain: Two Aspects to Progress



Part B: Relative Performance





School Progress Domain, Part A: Academic Growth

Part A: Academic Growth

School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.* Districts and campuses (including high schools) earn credit for results that maintain proficiency or meet growth expectations on STAAR.

^{*}Substitute assessments are not included.



Academic Growth: Percentage of Students Gaining

		Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
	Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
	Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
	Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Previous Year ...



Academic Growth: Percentage of Students Gaining

STAAR Alternate 2

Current Year

··· Previous Year

	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	1 pt	1 pt
Level II: Satisfactory	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Level III: Accomplished	0 pts	0 pts	1 pt

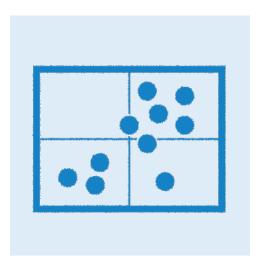


School Progress Domain, Part B: Relative Performance

Part A: Academic Growth



Part B: Relative Performance

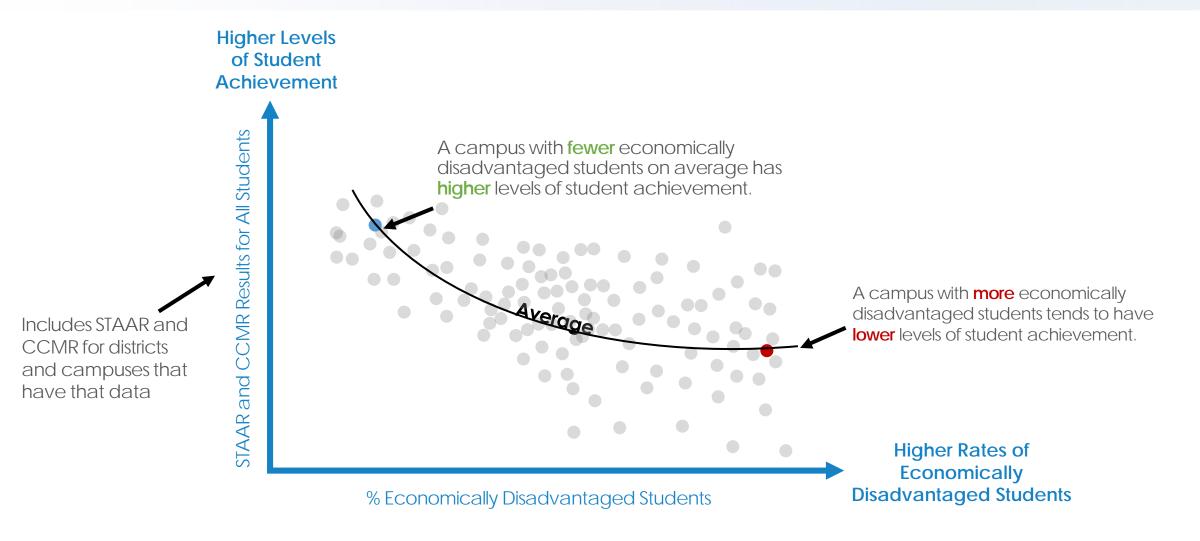




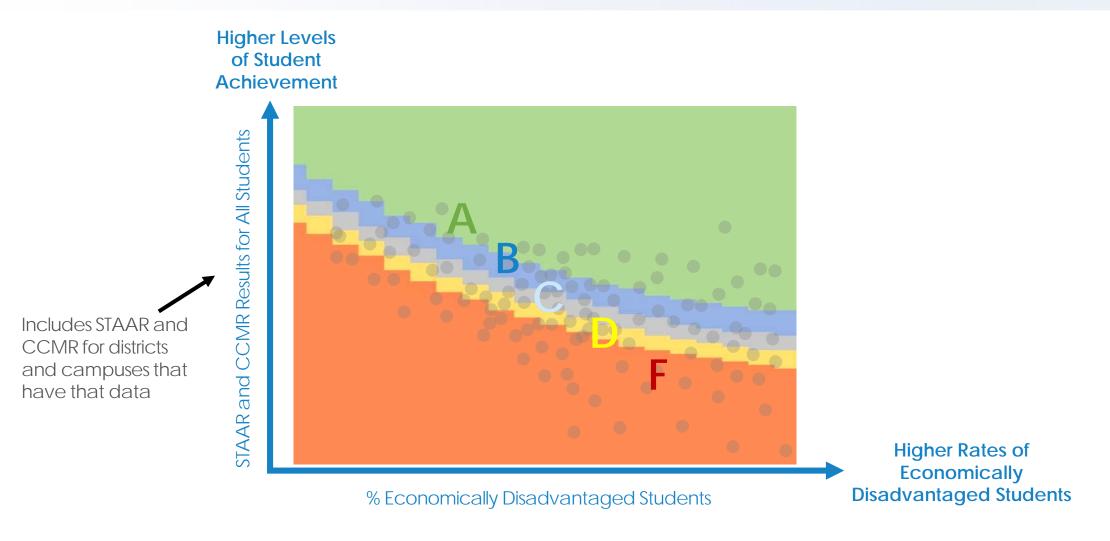
Part B: Relative Performance

School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.











Part B: Relative Performance—Elementary Schools

Student Achievement STAAR component results compared to elementary schools with similar percentages of economically disadvantaged students

Part B: Relative Performance—Middle Schools

Student Achievement STAAR component results* compared to middle schools with similar percentages of economically disadvantaged students

^{*}Substitute assessments are included at the Meets Grade Level standard.



Part B: Relative Performance—High Schools, K-12, and Districts with CCMR Component

Student Achievement STAAR component* and CCMR component results averaged compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—High Schools, K-12, and Districts without CCMR Component

Student Achievement STAAR component* results compared to districts or campuses with similar percentages of economically disadvantaged students

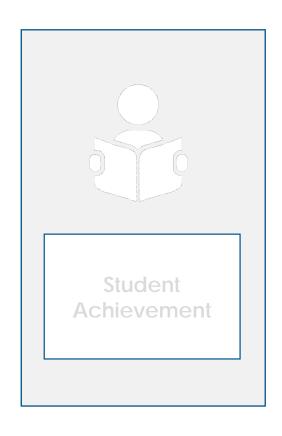
Part B: Relative Performance—AEA Charter Schools and Campuses

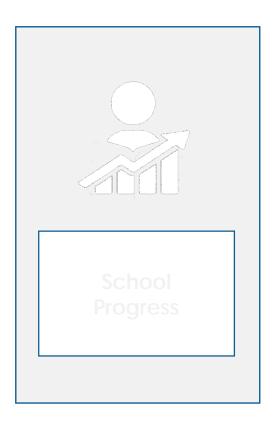
Alternative education accountability (AEA) charter schools and campuses are not evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.

^{*}Substitute assessments are included at the Meets Grade Level standard.



Closing the Gaps Domain: Ensuring Educational Equity

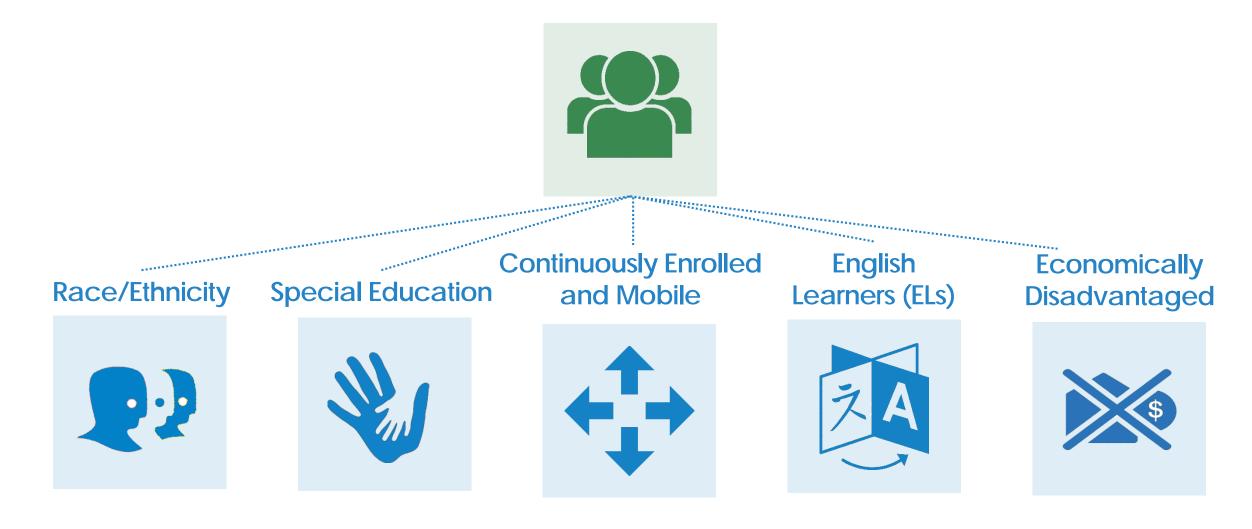








Closing the Gaps Domain: Student Groups





Closing the Gaps Domain: 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



Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate (High Schools, K-12, and Districts)
- College, Career, and Military Readiness (High Schools, K-12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- **English Language Proficiency Status** (Requested one-year waiver)



Closing the Gaps Domain: Components

Academic Achievement*

- STAAR performance (percentage at Meets Grade Level or above)
- ELA/Reading
- **Mathematics**

Targets

By student group and subject area

^{*}Substitute assessments are included at the Meets Grade Level standard.



Closing the Gaps Domain: Components

Growth

- Elementary and Middle Schools (School Progress domain)
 - ELA/Reading
 - Mathematics

Graduation Rate

- High Schools, K–12, Districts
 - 4-year Federal Graduation Rate (without exclusions)

Targets

- By student group
- For Growth, by subject area



Closing the Gaps Domain: Components

School Quality and Student Success

- High Schools, K-12, and Districts
 - College, Career, and Military Readiness*
- Elementary and Middle Schools
 - Student Achievement Domain Score: STAAR Only

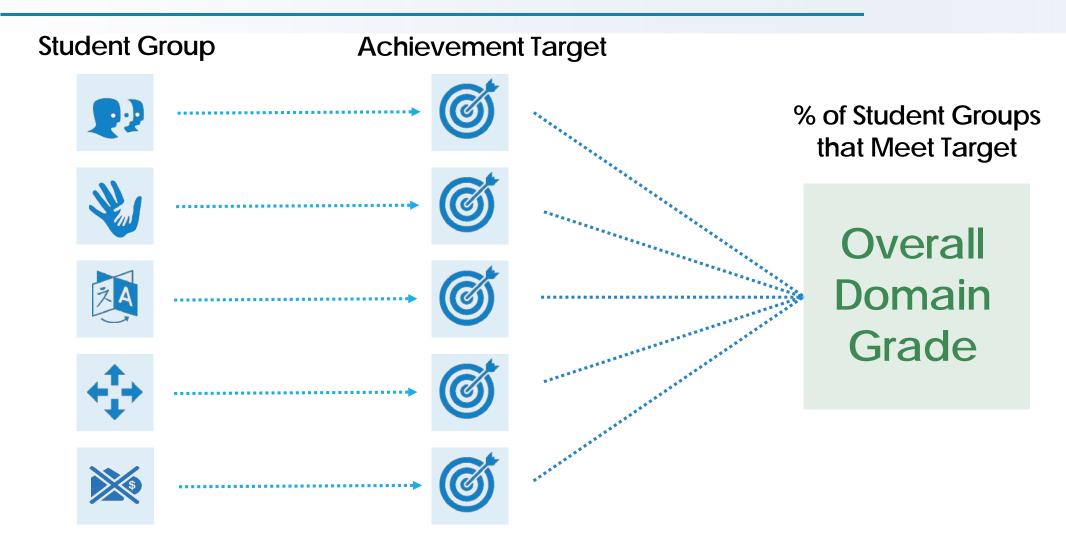
Targets

By student group

^{*}Evaluates annual graduates plus students in grade 12 during school year 2016–17 as reported in TSDS PEIMS who did not graduate.



Closing the Gaps Domain: Calculating a Rating





Closing the Gaps Domain: Weighting

Elementary/Middle Schools	
 Academic Achievement 	33.3%
STAAR Growth Status	55.6%
 English Language Proficiency¹ 	
Student Achievement Domain Score: STAAR Component Only	11.1%

¹ Due to changes to the TELPAS, Texas requested a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally as shown above.



Closing the Gaps Domain: Weighting

High Schools, K-12, AEAs, and Districts	
 Academic Achievement 	55.6%
 Federal Graduation Status (STAAR Growth Status if not available) 	11.1%
 English Language Proficiency¹ 	
 College, Career, and Military Readiness (Student Achievement Domain Score: STAAR Component Only if not available) 	33.3%

² Due to changes to the TELPAS, Texas requested a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally as shown above.



TEA Closing the Gaps Domain: Calculating a Rating

Example of Elementary School Closing the Gaps Domain Calculation

The sample elementary campus has met the minimum number of evaluated indicators in all four components.

Component	Percentage of Evaluated Indicators Met	Weight*	Total Points
Academic Achievement	69	33.3%	23.0
STAAR Growth Status	83	55.6%	46.1
Student Achievement Domain Score: STAAR Component Only	60	11.1%	6.7
	Closing the Gaps Domain Score		76

^{*}This example reflects the proportional distribution of the English Language Proficiency component if the USDE grants the waiver.



2018 Alternative Education Accountability

- Alternative education accountability (AEA) charter schools and campuses are evaluated in the domains, components, and indicators as explained in this presentation with the exception of School Progress, Part B.
- AEA charter schools and campuses are <u>not</u> evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.
- Alternative procedures applicable to the graduation rate and annual dropout rate calculations are provided for approved campuses and charter schools serving at-risk students in alternative education programs.
- Targets and cut points established by campus type have AEA-specific targets and cut points, as applicable.



Inclusion of English Learners in 2018 Accountability

- English learners (ELs) who are year one in U.S. schools are excluded from accountability performance calculations.
- Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond.
- STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.
- The STAAR progress measure is used for ELs and non-ELs in the School Progress, Part A domain.
- Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth year of enrollment in U.S. schools.



TEXAS Education Agency Calculating an Overall Rating







Student **Achievement**



School **Progress**



Closing The Gaps



Calculating an Overall Rating: Scaling

Districts

Scaled scores were created to align letter grades and scores used in the A-F academic accountability system to the common conception of letter grades.

Campuses

Scaled scores were established by campus type.



Calculating an Overall Rating: Weighting

- Step 1: Determine the better outcome of the Student Achievement and the School Progress domain scaled scores.
- Step 2: Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.
- Step 3: Weight the Closing the Gaps domain scaled score at 30 percent.
- Step 4: Total the weighted outcome of the two scaled scores to calculate the overall score.



TEXAS Education Agency Calculating an Overall Rating: Example

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points				
Student Achievement	89		89	70%	62.3				
School Progress, Part A	84	84							
School Progress, Part B	72								
Closing the Gaps	81			30%	24.3				
Overall Score									
2018 District Overall Rating									



Distinction Designations Updates



Texas Education Agency 2018 Distinction Designations Updates

Distinction Designation	Update(s)
All Subject Area Distinction Designations	Advanced/Dual-Credit Course Completion Rate indicator evaluates grades 9-12
Top 25 Percent: Comparative Academic Growth	Awarded if School Progress, Part A domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Top 25 Percent: Comparative Closing the Gaps	Awarded if Closing the Gaps domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
	 Percentage of STAAR Results at Meets Grade Level Standard or Above (All Subjects) indicator replaces Index 4-Percentage at STAAR Meets Grade Level Standard
Postsecondary Readiness	 Percentage of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics indicator added
	College, Career, and Military Ready Graduates indicator added
	 TSI Criteria Graduate indicator replaces College Ready Graduates indicator



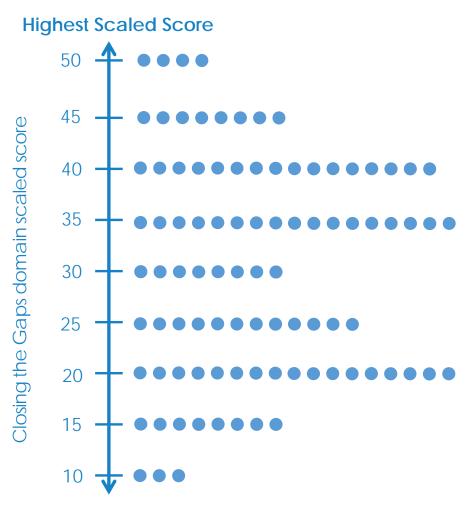
Comprehensive, Targeted, and Additional Targeted Support and Improvement



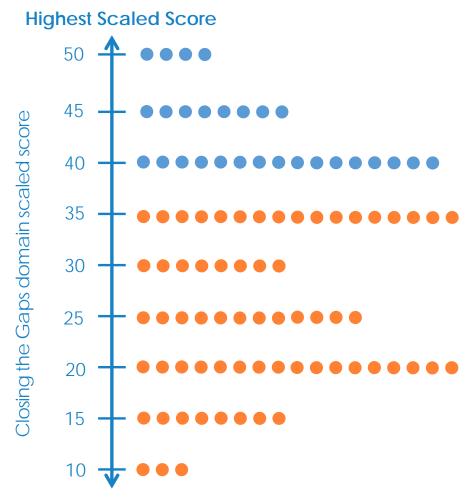
Comprehensive Support and Improvement Identification

- The Closing the Gaps domain scaled score is used to rank and identify schools for comprehensive support and improvement.
- The agency identifies at least the lowest five percent of Title I, Part A campuses, based on the scaled score, for comprehensive support and improvement.
- Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years <u>and</u> 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.









At least the bottom five percent of Title I, Part A campuses are identified for comprehensive support and improvement.

Lowest Scaled Score



Comprehensive Support and Improvement Identification (cont'd.)

- If a campus does not have at least a 67 percent four-year graduation rate for the all students group, the campus is automatically identified for comprehensive support and improvement.
- Any Title I campus identified for targeted support and improvement for three consecutive years will be 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.



Targeted Support and Improvement

Targeted Support and Improvement Identification*

- Student group achievement will be monitored annually through the Closing the Gaps domain.
- Any campus with one or more consistently underperforming student groups will be identified for targeted support and improvement.
- TEA defines "consistently underperforming" as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.
- Campuses will be identified annually for the first time in August 2019 based on 2017, 2018, and 2019 data.

^{*}beginning with 2018–19 ratings



Additional Targeted Support

Additional Targeted Support Identification

- Any campus that is not identified for comprehensive or targeted support and improvement will be identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for comprehensive support.
- For example if 25 percent of evaluated indicators met is the cut point for elementary schools to be identified for comprehensive support, then any elementary campus with a student group that has met 25 percent or fewer of its evaluated indicators will be identified for additional targeted support.
- To exit, any consistently underperforming student group must meet at least 50 percent of the indicators evaluated <u>and</u> meet the targets for Academic Achievement component in both reading and mathematics.
- Identification will begin with the August 2018 school ratings and will occur on an annual basis.



Additional Targeted Support Texas Education Agency

TEXAS EDUCATION AGENCY 2018 Closing the Gaps Domain Status Report High School Sample Report

											ELL	Special	Special		Non-			Percent			
		All	African			American		Paolifio	Two or More	Eoon	(Current	Ed	Ed	Continuously	Continuously	Total	Total	Eligib			
		Students	American	Hispanio	White	Indian	Aclan	Islander	Races	Disadv	& Former)	(Current)	(Former)	Enrolled	Enrolled	Met	Eligible	Indicator	s Met	Weight	Score
	STAAR Performance Status (Perc	cent at Mee	s Grade Level or																		
Ħ	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	38%	46%	42%						
i i	Target Met	Y	N	N	Y	Y	N	Y	Y	N	N	N	N	Y	N	6	1	4			
ē	% Met Grade Level	47.3%	24.5%	33.8%	77.2%	48.0%	68.6%	53.8%	69.0%	27.2%	22.2%	10.8%	16.3%	50.0%	31.7%						
<u>-</u> <u>é</u>	# Met Grade Level	22754	894	9473	10160	29	1254	14	930	7253	3170	625	517	16847	2134						
9	#Tests (Adjusted)	48135	3844	28058	13169	63	1827	28	1347	26705	14258	5768	3172	33894	6738						
0	Mathematics Target	48%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%						
Ē	Target Met	Y	N	N	Y	N	N		Y	N	N	N	N	N	N	3		13			
ğ	% Met Grade Level	46.6%	24.4%	35.6%	70.0%	33.3%	74.9%	50.0%	63.3%	30.4%	32.2%	12.6%	29.3%	44.8%	33.8%						
Ag.	# Met Grade Level	18183	703	8087	7589	19	1062	11	712	6696	3921	612	875	1459	1987						
	# Tests (Adjusted)	39038	2882	22893	10841	57	1417	22	1125	22028	12175	4860	2987	3259	5874						
	Total															9	2	7	33%	66.60%	18.3
	STAAR Academic Growth Status																				
	Reading Target	68%	62%	65%	69%	67%	77%	87%	68%	64%	84%	59%	65%	66%	87%						
	Target Met	N	N	N	Y	Y	N		N	N	N	N	N	N	N	2	1	3			
	Academic Progress Score	60.3%	52.5%	55.2%	70.5%	75.0%	70.1%	84.7%	65.9%	55.2%	53.1%	53.3%	53.3%	48.7%	33.6%						
€	Growth Points	19307	1144	10173	6448	30	878	11	623	10173	4991	1988	1988	13584	1919						
	Total Tests	32016	2178	18441	9141	40	1252	17	948	18441	9405	3892	3692	27891	5713						
5	Mathematics Target	71% N	67% N	es-%	74% N	71% N	86% N	74%	73% N	68% N	68% N	61%	70% N	71%	70% N						
	Target Met		N 56.6%	N 50.5%	N 68.7%	N 54.3%		71.4%	N 65.2%	N 59.5%	55.1%	60.8%	N 60.8%	N 64.8%	N 37.5%	1	,	3			
	Academic Progress Score	61.9%	1183	11233	5554	25	76.2% 821	71.4%	563	11233	2003	60.8%	6392	15847	37.5% 1875						
	Total Tests	19389 31313	1183	11233	8331	25 48	1078	10	563 863	11233	2003 3797	10505	10505	15647 24158	5003						
	Total	31313	2091	10009	8331	40	1078	14	863	10000	3/9/	10505	10505	24100	5003	3	2	•	19%		
	Total															3	2	•	12%		
60	Federal Graduation Status																				
<u>#</u>	Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	27	90%	nie	n/e	n/e						
€	Graduation Target Met	Y	Y	Y	Y		Y		Y	Y	Ÿ	N.				8		9			
5	% Graduated	94%	91%	92%	98%	93%	98%	100%	92%	93%	84%	87%									
- E	# Graduated	4228	337	2261	1345	13	165	5	108	3329	368	289									
듛	Total in Class	4517	389	2451	1300	14	171	5	115	3589	438	334									
8	Total															8		9	89%	11.1	10
<u>s</u>	English Learner Language Profice TELPAS Progress Rate Target TELPAS Progress Rate	iency Statu	s (Waived for Yea	ar One)							42% CDLEL17F										
											CDLEL17F										
	Total										CDLEL17F										
	Total	ore: STAAF	Component C-1								COLEL17F										
8	Total Student Achievement Domain So				5011	10%	TOM	491	EEN	***		298		1011	15%						
88	Total Student Achievement Domain So	ore: STAAF	Component Only	41%	58% Y	46%	73% N	48%	55% N	38%	37%	23%	43% N	48% N	45% N		4	4			
88	Total Student Achievement Domain So Target Target Met	47% Y	36% N	41% N	Y	Y	N	Y	N	Y	37% N	Y	N	N	N	6	1	4			
it Success	Total Student Achievement Domain So			41%	58% Y 70.3% 62						37%	23% Y 24.0% 43				6	1	4			
Jent Success	Total Student Achievement Domain So Target Target Met STAMR Score	47% Y 49.7%	36% N 32.3%	41% N 39.7%	Y 70.3%	Y 49.7%	N 70.0%	Y 70.3%	N 24.0%	49.7%	37% N 33.0%	Y 24.0%	N 24.0%	N 45.7%	N 31.3%	6	1	4			
tudent Success	Total Student Achievement Domain So Target Target Met STAMS Boore 8 of Agronaches GL Standard 9 of Meet GL Standard 9 of Meet GL Standard 9 of Meet GL Standard	47% Y 49.7% 78	36% N 32.3% 60	41% N 39.7% 88	70.9% 92	49.7% 78	N 70.0% 88	70.3% 92	N 24.0% 43	49.7% 78	37% N 33.0% 60	Y 24.0% 43	N 24.0% 43	N 45.7% 74	N 31.3% 80	6	1	4			
Student Success	Total Student Achievement Domain So Target Target Met STAAR Score % at Approaches OL Standard % at Meets OL Standard % at Meets OL Standard	47% Y 49.7% 78 49	36% N 32.3% 60	41% N 39.7% 68 37	70.3% 92 75	Y 49.7% 78 49	N 70.0% 88 73	Y 70.3% 92 75	N 24.0% 43	49.7% 76 49	37% N 33.0% 60 28	Y 24.0% 43	N 24.0% 43	N 45.7% 74 42	N 31.3% 80	6	1	4			
Student Success	Total Student Achievement Domain So Target Target Met STAMS Score 9 at Approaches GL Standard 9 at Neets GL Standard 9 at Neets GL Standard Total	47% Y 49.7% 76 49 24	38% N 32.3% 60 28 9	41% N 39.7% 68 37	70.3% 92 75	Y 49.7% 78 49	N 70.0% 88 73	Y 70.3% 92 75	N 24.0% 43	49.7% 76 49	37% N 33.0% 60 28	Y 24.0% 43	N 24.0% 43	N 45.7% 74 42	N 31.3% 80	6	1	4			
Student Success	Total Student Achievement Domain So Target Target Met STAMR Sore Not A Coproaches GL Standard No M Nosters GL Standard No M Nosters GL Standard Total College, Career, and Military Rea	47% Y 49.7% 76 49 24 diness Perf	38% N 32.3% 60 28 9	41% N 39.7% 68 37 14	Y 70.3% 42 75 44	Y 49.7% 76 49 24	N 70.0% 88 73 49	Y 70.3% 92 75 44	N 24.0% 43 22 7	Y 49.7% 76 49 24	37% N 33,0% 60 28 11	Y 24.0% 43 22 7	N 24.0% 43 22 7	N 45.7% 74 42 21	N 31.3% 60 27 7	6	1	4			
Ety Student Success	Total Student Achievement Domain So Target Target blet STAME SIGN SIGN SIGN SIGN SIGN SIGN SIGN SIGN	47% Y 49.7% 76 49 24	38% N 32.3% 60 28 9	41% N 39.7% 68 37 14	Y 70.3% 92 75 44	Y 49.7% 78 49	N 70.0% 88 73 49	Y 70.3% 92 75	N 24.0% 43	Y 49.7% 78 49 24	37% N 33.0% 60 28	Y 24.0% 43	N 24.0% 43 22 7	N 45.7% 74 42	N 31.3% 60 27 7						
Student Success	Total Student Achievement Domain So Target Target ble STAMR Score 16 at Approache G. Standard 16 at Nestero G. Standard 16 at Nestero G. Standard 17 otal College, Career, and Military Rear Target Target Met	47% Y 49.7% 78 49 24 diness Perf 47% Y	38% N 92.3% 60 28 9 ormance Status 31% Y	41% N 39.7% 68 37 14	Y 70.5% 52 75 44 56% Y	Y 40.7% 78 49 24	N 70.0% 88 73 49 76% Y	Y 70.3% 92 75 44	N 24.0% 43 22 7	Y 49.7% 78 49 24	37% N 33.0% 60 28 11	Y 24.0% 43 22 7	N 24.0% 43 22 7	N 45.7% 74 42 21 50% Y	N 31.3% 60 27 7	6	1				
M Quality Student Success	Total Student Achievement Domain So Target Target blate STAME Some Someone N at Approaches OL Standard N at Approaches OL Standard N at Mostlers OL Standard Total College, Career, and Military Real Target Target Standard blate Note Standard Target Standard Target Standard Standar	47% Y 49.7% 76 49 24 diness Perf 47% Y 71%	36% N 32.3% 60 28 9 Drmance Status 31% Y 52%	41% N 59,7% 68 37 14	Y 70.3% 922 75 44 58% Y 86%	Y 49.7% 78 40 24 42% 66%	N 70.0% 88 73 49 76% Y	Y 70.3% 92 75 44 39% 100%	N 24.0% 43 22 7	Y 49.7% 78 49 24 39% Y	37% N S3.00% 60 28 11	24.0% 43 22 7 22% 4 95%	N 24.0% 43 22 7	N 45.7% 74 42 21 50% Y	N 31.3% 60 27 7						
nool Quality Student Success	Total Student Achievement Domain So Target Target Met STAMR Source Six A Represent Six Standard Six A Represent Six Standard Six Masters Ol. Standard Total College, Career, and Military Rear Target Met Target Met Standard Total Standard Target Met Standard Target Me	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 58% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501						
School Quality Student Success	Total Student Achievement Domain So Target Target May Student Sold Sold Sold Sold Sold Sold Sold Sold	47% Y 49.7% 76 49 24 diness Perf 47% Y 71%	36% N 32.3% 60 28 9 Drmance Status 31% Y 52%	41% N 59,7% 68 37 14	Y 70.3% 922 75 44 58% Y 86%	Y 49.7% 78 40 24 42% 66%	N 70.0% 88 73 49 76% Y	Y 70.3% 92 75 44 39% 100%	N 24.0% 43 22 7	Y 49.7% 78 49 24 39% Y	37% N S3.00% 60 28 11	24.0% 43 22 7 22% 4 95%	N 24.0% 43 22 7	N 45.7% 74 42 21 50% Y	N 31.3% 60 27 7	12	,	2			
School Quality Student Success	Total Student Achievement Domain So Target Target Met STAMR Source Six A Represent Six Standard Six A Represent Six Standard Six Masters Ol. Standard Total College, Career, and Military Rear Target Met Target Met Standard Total Standard Target Met Standard Target Me	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 58% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501			2	100	33.3	99.3
School Quafity Student Success	Total Student Achievement Domain So Target Target May See See See See See See See See See Se	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 58% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501	12	,	2	100	33.3	
School Quafity Student Success	Total Student Achievement Domain So Target Target May Student Sold Sold Sold Sold Sold Sold Sold Sold	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 56% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501	12	,	2	100	33.3	33.3
School Quafity Student Success	Total Student Achievement Domain So Target Target May See See See See See See See See See Se	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 56% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501	12	,	2	100	33.3	
School Quafity Student Success	Total Student Achievement Domain So Target Target May See See See See See See See See See Se	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 56% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501	12	,	2	100	95.3	
School Quafity Student Success	Total Student Achievement Domain So Target Target bits STAMP Source STAMP S	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 50,7% 68 37 14 41% Y 65% 1613	Y 70.5% 922 75 44 56% Y 86% 1210	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% Y 55% 4101	N 31.3% 60 27 7 31% Y 86% 501	12	,	2	100	33.3	
School Quality Student Success	Total Student Achievement Domain So Target Item Student Achievement Domain So Target Item Student Stu	47% 48.7% 76 49 24 diness Per 47% Y 71% 3270 4600	26% N 22.3% 60 28 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	41% N 20 7% 68 37 14 41% Y 65% 1813 2499	70.5% 92 75 44 4 56% 1210 1412	Y 40.7% 78 40 24 42% 86% 12 14	N 70.0% 88 73 49 78% Y 85% 157 178	7 70.3% 62 75 44 44 44 45 50% 5 5	N 24.0% 43 22 7 55% Y 116 51% 116	Y 46.7% 76 49 24 30% Y 94% 3456 3656	37% N 1 330% E0 28 11 30% V 94% 413 440	24 0% 43 22 7 27% 4 55% 321 338	N 24.0% 43 22 7 43% Y 49% 890 1919	N 45.7% 74 42 21 50% 4101 4303	N 31.3% 60 27 7 31% V 96% 521 600	12	,	2	100	33.3	
Seriool Quality Seriool Charlety Participation	Total Student Achievement Domain So Target Target bits STAME Source St. Sandard N at Asproacher St. Sandard N at Asproacher St. Sandard N at Machieve St. Standard Total Total College, Career, and Military Reartaget Target Standard Target Target Met % Students meeting COMR # Students meeting COMR # Students meeting COMR # Students and Non-graduating Lited Annual Control Total Domain Summary Participation Status Target	47% Y 49.7% 78 49 24 diness Perf 47% Y 71% 3270	36% N 32.3% 60 28 9 Drmance Status 31% Y 52% 192	41% N 30.7% 68 37 144 41% Y 65% 3409 56%	Y 70.3% 92 75 44 44 56% 77 56% Y 66% 1210 1412 56%	Y 49.7% 78 40 24 42% 86% 12	N 70.0% 88 73 49 76% Y 88%	Y 70.3% 92 75 44 39% 100% 5	N 24.0% 43 22 7 53% Y 77% 80	Y 49.7% 76 49 24 30% Y 94% 3458	37% N 33.0% 60 28 11	Y 24.0% 43 22 7 7 27% Y 95% 301	N 24.0% 43 22 7 7 43% Y 46% 890	N 45.7% 74 42 21 50% 4101 4303	N 31.3% 60 27 7 31% Y 86% 501	12	,	2	100	32.3	
School Quality Student Success	Total Student Achievement Domain So Target Letter Target Letter Target Letter Target Letter	47% Y 49.7% A9 7% A9 7% A9 7% A9 24 A9 24 A1	26% N 22.3% 60 28 29 29 29 29 29 29 29 29 29 29 29 29 29	41% N 39.7% 688 37 14 41% Y 65% 1813 2499 95% CCH00AN0T0TeR	Y 70.3% 92 75 44 44 44 44 44 44 44 44 44 44 44 44 44	Y 40.7% 78 40 24 40 24 42% 89% 12 14	N 70.0% 88 73 49 76% Y 88% 177 178	7 70.3% 92 75 44 4 39% 100% 5 5	N 24.0% 43 22 7 9 55% Y Y 118 55% CD200AR0T018R	Y 48.7% 76 49 24 30% Y 94% 3456 3054 CDEGOSAROTOISE	37% N 33.0% S 11 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	V 24 0% 43 22 7 7 27% V 65% 321 338 9 9 9 % C CDS0AFUTO16R	N 24.0% 43 22 7 7 43% Y 46% 890 1919	N 43.7% 74 42 21 50% 401 4303 50% 4001 4303	N 31.3% 60 27 7 31% Y 86% 600	12	,	2	100	33.3	
Seriool Quality Seriool Charlety Participation	Total Student Achievement Domain So Target Target bits STAME Source St. Sandard N at Asproacher St. Sandard N at Asproacher St. Sandard N at Machieve St. Standard Total Total College, Career, and Military Reartaget Target Standard Target Target Met % Students meeting COMR # Students meeting COMR # Students meeting COMR # Students and Non-graduating Lited Annual Control Total Domain Summary Participation Status Target	47% 49.7% 78 40 24 24 diness Perf 47% 77% 3270 4600	26% N 22.3% 60 28 29 29 29 29 29 29 29 29 29 29 29 29 29	41% N 39.7% 688 37 14 41% Y 65% 1813 2499 95% CCH00AN0T0TeR	Y 70.3% 92 75 44 44 44 44 44 44 44 44 44 44 44 44 44	Y 40.7% 78 40 24 42% 68% 12 14	N 70.0% 88 73 49 76% Y 68% 157 178 59% CDSSSARGTOISE	77 70-3% 52 75 44 44 44 44 44 50% 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	N 24.0% 43 22 7 53% Y 77% 80 116	Y 48,7% 76 49 24 24 39% Y 94% 3456 3658	37% N 33.0% 80 90 90 91 11 1 440 99% CD000AR0TOTE	V 24 0% 43 22 7 7 27% V 95% 321 338	N 24.0% 43 22 7 43% Y 49% 890 1919	N 43.7% 74 42 21 50% 401 4303 50% 4001 4303	N 31.3% 60 27 7 7 31% 4 7 86% 521 609 50% CNMOARGTOISE	12	,	2	100	38.3	
Seriool Quality Seriool Charlety Participation	Total Student Achievement Domain So Target Target the Target Student	47% Y 49.7% A9 7% A9 7% A9 7% A9 24 A9 24 A1	26% N 22.3% 60 28 29 29 29 29 29 29 29 29 29 29 29 29 29	41% N 39.7% 688 37 14 41% Y 65% 1813 2499 95% CCH00AN0T0TeR	Y 70.3% 92 75 44 44 44 44 44 44 44 44 44 44 44 44 44	Y 40.7% 78 40 24 42% 68% 12 14	N 70.0% 88 73 49 76% Y 68% 157 178 59% CDSSSARGTOISE	77 70-3% 52 75 44 44 44 44 44 44 50% 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	N 24.0% 43 22 7 55% Y Y 116 55% 50% CD200AR0T018R	Y 48.7% 76 49 24 30% Y 94% 3456 3054 CDEGOSAROTOISE	37% N 33.0% 80 90 90 91 11 1 440 99% CD000AR0TOTE	V 24 0% 43 22 7 7 27% V 65% 321 338 9 9 9 % C CDS0AFUTO16R	N 24.0% 43 22 7 43% Y 49% 890 1919	N 43.7% 74 42 21 50% 401 4303 50% 4001 4303	N 31.3% 60 27 7 7 31% 4 7 86% 521 609 50% CNMOARGTOISE	12	,	2	100	33.3	
Seriool Quality Seriool Charlety Participation	Total Student Achievement Domain So Target Letter Target Letter Target Letter Target Letter	47% Y 49.7% A9 7% A9 7% A9 7% A9 24 A9 24 A1	26% N 22.3% 60 28 29 29 29 29 29 29 29 29 29 29 29 29 29	41% N 39.7% 688 37 14 41% Y 65% 1813 2499 95% CCH00AN0T0TeR	Y 70.3% 92 75 44 44 44 44 44 44 44 44 44 44 44 44 44	Y 40.7% 78 40 24 40% 86% 12 14	N 70.0% 88 73 49 76% Y 68% 157 178 59% CDSSSARGTOISE	77 70-3% 52 75 44 44 44 44 44 44 50% 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	N 24.0% 43 22 7 55% Y Y 116 55% 50% CD200AR0T018R	Y 48.7% 76 49 24 30% Y 94% 3456 3054 CDEGOSAROTOISE	37% N 33.0% 80 90 90 91 11 1 440 99% CD000AR0TOTE	V 24 0% 43 22 7 7 27% V 65% 321 338 9 9 9 % C CDS0AFUTO16R	N 24.0% 43 22 7 43% Y 49% 890 1919	N 43.7% 74 42 21 50% 401 4303 50% 4001 4303	N 31.3% 60 27 7 7 31% 4 7 86% 521 609 50% CNMOARGTOISE	12	,	2	100	33.5	
Assembly Declaration Status	Total Student Achievement Domain So Target Target blet STAME Some Someone Stands Someone Total Total College, Career, and Military Reartaget Target blet Significant Someone Someone Total College, Career, and Military Reartaget Target Staget blet Significant Someone	47% Y 49.7% 79 40 24 24 diness Perf 47% 5270 4609 CDA00AN0TO1 CDA00AN0TO1	26% N 32-3% 60 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	41% N 39.7% 98.7%	7 73 3% 50 75 80 75 84 80 75 84 80 80 80 80 80 80 80 80 80 80 80 80 80	Y 40.7% 78 40 24 40 24 40 12 14 40 12 14 40 12 14 40 12 14 40 12 14 40 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	N 70.0% 88 73 49 76% 77 178 77 178 59% CD300AR0TO18R CD300AR0TO18R	Y 70.3% 92 75 44 44 20% 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	N 24.594 43 22 7 55% Y 77% 89 116 55% CD200ANGTO18R CD200ANGTO18R CD200ANGTO18R	Y 49.7% 78 78 78 79 74 79 74 79 74 79 74 79 74 79 74 79 74 79 74 79 74 79 74 74 74 74 74 74 74 74 74 74 74 74 74	37% 33.0% 50 28 11 30% 440 440 440 440 440 440 440 440 440 4	V 24 0% 43 22 7 7 27% V 95% 321 338 8 CODBOGANOTO18R	N 24.0% 45 22 7 7 45% 45% 45% 45% 45% 45% 45% 45% 45% 45%	N 45.7% 74 42 21 50% 4101 4303 50% 4101 4303 56% CNCODARISTOTER CNCODARISTOTER	N 31.3% 60 27 7 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	12	,	2	100	33.3	
Participation Status	Total Student Achievement Domain So Target Target May Student Achievement Domain So Target Target May Student	47% Y 49.7% 79 40 24 24 diness Perf 47% 5270 4609 CDA00AN0TO1 CDA00AN0TO1	26% N 32-3% OF STATE	41% N 39.7% 88 37 14 41% Y 65% 1613 2499 95% CCH-00AM0T019R CCH-00AM0T019R CCH-00AM0T019R TBD	9 70.3% 90 75 44 90 75 95 95 95 95 95 95 95 95 95 95 95 95 95	V 437% 76 49 24 49 24 49 12 14 49 12 14 49 12 14 49 12 14 49 12 14 49 15 16 16 16 16 16 16 16 16 16 16 16 16 16	N 70.0% as a 2 3 49 49 49 49 49 49 49 49 49 49 49 49 49	Y 70.394 92 75 44 100% 5 5 5 00% CONSONROTORISK CHOOMAGTORISK CHOOMAGTORISK CHOOMAGTORISK TED	N 24.074 43 22 7 53% V 17% 89 116 CD000AM0T016R CD000AM0T016R TEID	974 78 49 24 49 24 24 25% 7 97 97 97 97 97 97 97 97 97 97 97 97 9	37% 33.0% 50 28 11 30% 440 440 440 440 440 440 440 440 440 4	V 24 0% 43 22 7 7 27% V 95% 321 338 8 CODBOGANOTO18R	N 24.0% 43 22 7 7 24.0% 45% Y 45% Y 45% 650 1919 9 95% CNRODARGTOIST	N 45.7% 74 42 21 21 50% 4101 4003 4003 4003 4000 4000 4000 4000	N 31.3% 60 27 7 9 80% 521 600 90% 600 90% 600 90% 600 90% 600 90% 600 600 90% 600 900 90% 600 900 90% 600 900 900 900 900 900 900 900 900 900	12	,	2	100	33.3	
Participation Status Additional Targeted	Total Student Achievement Domain So Target Target Met STAME Socre STAME	47% Y 49.7% 49 49 49 24 diness Perf 47% 77% 9270 46509 CDAQQAMOTO: CDAQQAMOTO: TO Y	25% N 22.3% 60 29 29 27 27 27 27 27 27 27 27 27 27 27 27 27	41% N 39.7% 68 39.7% 68 39.7% 68 39.7% 68 39.7% 68 39.7% 65% 65% 65% 65% 65% 65% 65% 65% 65% 65	97 73 3% 80 75 80 75 84 80 75 80 80 80 80 80 80 80 80 80 80 80 80 80	У 43.7% 78 49 24 42% 89% 12 14 42% 65% CDGGAMCTSIRE TED N	N 70.0% as 8 73 49 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	Y 70 3W 70 3W 92 75 44 44 44 44 44 50% 50% 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	N 24.9% 43 22 7 7 55% 57% 57% 89 118 60% CDOGGAMOTORS CDOGGAMOTORS TDD Y	Y 49.7% 78 49 24 49 24 24 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	37% 333% 333% 60 28 11 30% 413 440 00% CD000AM0T016 TED Y	Y 24 0% 43 22 7 27% 27% 29% 321 338 CDB00AN0T018R TBD Y	N 24.0% 45 22 7 7 45% 45% 45% 45% 45% 45% 45% 45% 45% 45%	N 45.7% 74 42 21 50% 4101 4303 50% 4101 4303 50% CNODOARDTOISIR CNODOARDTOISIR TROOLEY Y	N 31.3% 60 27 7 9 15% 60 60 60 60 60 60 60 60 60 60 60 60 60	12	,	2	100	23.2	
Participation Status Additional Targeted	Total Student Achievement Domain So Target Target May Source StAWA SO	47% 49.7% 49.7% 49.2% 49.24 diness Perf 47% 77% 3270 4600 CDA00ANOTO: CDA00ANOTO: TBD Y 100	25% N 22.3% 60 29 29 27 27 27 27 27 27 27 27 27 27 27 27 27	41% N 39.7% 88 37 14 41% 41% 41% 41% 41% 41% 41% 41% 41%	9 70.3% 80 75 84 80 75 84 80 80 80 80 80 80 80 80 80 80 80 80 80	9 48.7% 78 48 79 48 79 48 79 48 79 48 79 48 79 78 12 14 14 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	N 70.0% as 8 73 49 49 78% Y 88% 157 178 CD300A00T016R CD300A00T016R CD300A00T016R CD300A00T016R Y 50	Y 70.3% 52 75 44 39% 100% 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	N 24.9% 43 22 7 57% 49 57% 80 116 5000 MMPTON TO COCCOMMENTOR COCCOMMENTOR Y 100 Y 1	9 46 27% 76 46 27% 76 46 24 46 24 46 24 46 46 46 46 46 46 46 46 46 46 46 46 46	37% N 350% 95 N 11 N	Y 24 0% 43 22 7 27% 27% 29% 321 338 CDB00AN0T018R TBD Y	N 24.0% 45 22 7 7 8 65% 65% 65% 65% 65% 65% 65% 65% 65% 65%	N 45.7% 74 42 21 50% 4101 4303 50% 4101 4303 50% CNODOARDTOISIR CNODOARDTOISIR TROOLEY Y	N 31.3% 60 27 7 9 50% 501 600 600 600 600 600 600 600 600 600 6	12	,	2	100	98.9	



Additional Targeted Support Texas Education Agency

	Additional Targeted Support														
Additional	Target	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Targeted	Target Met	Υ	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Support	% Indicators Met	100	25	50	100	50	50	100	100	50	50	75	66	33	66
	# Indicators Met	4	1	2	4	1	2	1	4	2	2	3	2	1	2
	# Indicators Evaluated	4	4	4	4	2	4	1	4	4	4	4	3	3	3

*Campus is now identified for additional targeted support.



Public Education Grant (PEG)

- Each year, TEA produces a list of campuses identified under the Public Education Grant (PEG) criteria.
- HB 22 changed the criteria for identifying PEG campuses: those that receive an *Improvement Required* rating in both the Student Achievement domain and the School Progress domain in August 2018 will be on the 2019–20 PEG List.
- The list of 2019–20 PEG campuses will be released on August 15, 2018.
- For more information about the PEG program, please see the PEG webpage on the TEA website at https://tea.texas.gov/PEG.aspx.





Resources

- http://tea.texas.gov/A-F
- https://tea.texas.gov/perfreport/resources/index.html

Sign up for the Performance Reporting weekly bulletin:





Performance Reporting Resources and Contacts

- **Performance Reporting Home Page** http://tea.texas.gov/accountability/
- **TEA ESSA Page** https://tea.texas.gov/ESSA/
- **Local Accountability Systems Feedback Email** feedbackLAS@tea.texas.gov
- **Performance Reporting Email** performance.reporting@tea.texas.gov
- **Performance Reporting Telephone** (512) 463-9704