Campus Improvement Plan
2019-2020

Secondary Campus: Hauke

Rating: C

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT *- Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS *- Measures district and campus outcomes in two areas:*

Part A: Academic Progress *–the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance *– the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS *- Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned: N/A – Alternative Campus

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: Identify students in ELA and math performing at the Approaches passing standard or below, specifically those identified as Economically Disadvantaged and as English Learners, and provide targeted reading and math instruction with the goal of increasing all student groups by at least 5%

STRATEGY DESCRIPTION(S):
- Apply applicable Tier I best practices in reading, math, science and social studies to meet the instructional needs of all students.

READING/ELA

PERFORMANCE OBJECTIVE: Identify students reading on and below grade level to ensure that students are receiving differentiated instruction. Set appropriate goals for growth and create a monitoring system.

STRATEGY DESCRIPTION(S):
- Ensure greater emphasis on close reading and critical analysis of both literary and informational texts
- Maintain focus on higher levels of questioning and critical thinking.
- Support the organization and facilitation of small group instruction using shorter pieces of text to assist teaching reading to students reading below grade level.
- Continue support of Tier I Differentiated Instruction through modeling and training of these best practices
- Provide continued focus on academic vocabulary and higher levels of thinking to support College Readiness and Advanced Academics.
- Text-Selection – Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension.

WRITING

PERFORMANCE OBJECTIVE: Increase students' level of writing, 5% or greater, by establishing structures through the workshop approach to writing.

STRATEGY DESCRIPTION(S):
- Maintain the vertical alignment of a Writer's Workshop approach to the explicit teaching of writing
- Incorporate strategies to support teaching grammar in context, how to help students develop skill and craft in the revision process of writing, and how to move students from formulaic to authentic in all modes of writing
- Maintain use of rubrics, such as those utilized in workshop models and by TEA for STAAR essays and EOC short answer questions
- Focus on the daily practice of writing in every classroom as a means of synthesizing learning

MATH

PERFORMANCE OBJECTIVE: To close gaps in mathematics for Algebra that will result in at least 5% growth in Math for the following groups: All Students, American Indian, Hispanic, White Economically Disadvantaged, and Special Education

STRATEGY DESCRIPTION(S):
- Provide leadership, training, and follow-through on the implementation of the CISD Solves Math Structure
- Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify or accelerate for students and/or close learning gaps, such as vocabulary strategies using graphic organizers and use of technology to improve skills, fact fluency, and problem solving strategies.

- Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners
- Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models
- Provide strategies and staff development in the integration of the Mathematics Process Standards in daily math instruction for grades 9 – 12

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: To meet or exceed our 2019-2020 Goals on the U.S. History STAAR assessment at the Approaching scores level. The categories of focus will be for: All Students, Economically Disadvantaged, English Learners and Special Education. In addition, to meet or exceed our Maters scores on the U.S. History STAAR assessment.

STRATEGY DESCRIPTION(S):
- Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual.
- Implement the Interactive Student Notebook K-12.
- Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
- Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information.
- Design units based on enduring understandings that answer essential questions.
- Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.

SCIENCE

PERFORMANCE OBJECTIVE: To exceed our 2018-2019 performance in both Approaching and Mastering Grade Level Standards by 5% in Biology by focusing on English Learners and Special Education students

STRATEGY DESCRIPTION(S): Provide two full day professional developments for all science teachers and Biology teachers. During each of these days, teachers will learn and work with their campus collaborative teams. Instructional emphasis will be placed on the grade level priority standards within the framework of the 5E Instructional Model. Best practices for supporting English Learners and Special Education students will be an integral part of the 5E lessons.

HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):
- Provide instruction that allows students Moderate to Vigorous Physical Activity (MVPA) 70% of class time.
- Provide students with relevant curriculum on the dangers of vaping.
- Provide students with relevant curriculum on the risk factors of substance abuse and distracted driving.
- Assess students' Health-Related fitness biannually using the FitnessGram assessment.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :– (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

PERFORMANCE OBJECTIVE: 80% of all **English Learners** (ELs) served in a Bilingual or English as a Second Language (ESL) program will grow one language proficiency level in English as measured by the TELPAS assessment.

STRATEGY DESCRIPTION(S):
- Provide teachers with instructional strategies/accommodations to scaffold instruction according to the various language proficiencies.
- Provide professional development on TELPAS Proficiency Level Descriptors (PLDs) and how to create student language learning goals.
- District Instructional Coach support focused on targeted instructional planning, use of English Language Proficiency Standards (ELPS) and familiarity with PLDs to provide students increased opportunities to develop the skills they lack in each language domain.
- Interdisciplinary approach to teaching English language skills to ELs in the context of each area of study.

PERFORMANCE OBJECTIVES: 100% of special education teachers will participate in Literacy Instruction for Students with Disabilities Professional Development. 75% of special education teachers will participate in professional development on implementing and supporting the components of *Writers Workshop* in the general education and special education classroom.

STRATEGY DESCRIPTION(S):
- Develop Literacy Training for Students with Disabilities collaboratively with the C&I Department.
- Identify and train teachers who did not participate at Districtwide Professional Development.
- Incorporate components of Writer's Workshop in special education professional development.
- Special education teachers to participate in campus based professional development for Writer's Workshop.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 92.01% in 2018/19 to 94.0% in 2019/20.

STRATEGY DESCRIPTION(S):
- Campus staff will run attendance reports weekly, contact parents and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.

DROPOUT PREVENTION PROGRAM

PERFORMANCE OBJECTIVES: The best of the 4-year, 5-year or 6-year State Graduation rates is used for Domain I: All students, 7 race/ethnic groups, SpEd, and EL. The best of these graduation rates for the 2019 graduates was the 5-year rate at 100%. Goal for 2020 graduates: The best of the 3 rates will be to maintain 100%.

STRATEGY DESCRIPTION(S):
- Monitor EL, Special Education, and CTE 4-year graduation plans.
- Provide increased awareness of CTE Endorsements and Career Pathways for all students.

Meet eligible campus Academic Achievement Distinction Designations (AADD)
50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations
Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations
Top quartile of campus comparison group in performance for closing performance gaps

MEET ELIGIBLE POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

Meet eligible Postsecondary Readiness Distinction Designations
50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: Elementary, Intermediate, Jr. High and High School Campuses: 55% of indicators will be in top quartile

STRATEGY DESCRIPTION(S):

College, Career, and Military Ready Graduates:

- Satisfied the TSI requirement on TSIA, SAT or ACT in both ELA and Math or successfully completing and earning credit for a college prep course as defined.
- Earned dual course credits for at least 3 hours in ELA and Mathematics or 9 hours in any subject.
- Earned an industry-based certification from approved list.
- Graduated with completed IEP and Workforce Readiness (graduation type code 04, 05, 54, or 55).
- Enlisted in the U.S. Armed Forces.
- CTE coherent sequence graduates with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit).

COLLEGE READINESS/ADVANCED COURSES
- Promote and monitor progress in dual credit courses through a collaborative agreement with Lone Star College Montgomery.

College Admissions and Readiness

- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Expand SAT preparation courses for high school students.
- Increase college readiness awareness and CCR course enrollment in junior high schools.
- Build rapport with junior high schools to increase college readiness awareness.
- Increase the percentage of 11th graders scoring at or above the TSI College readiness standards (writing score of 340 with a minimum of 4 on essay, a minimum Reading score of 351, and minimum Math TSI standard score of 350).
- Offer College Prep Math and English 4 College Prep on each campus for graduating seniors to increase their college readiness which will satisfy the TSI college ready exam (student must score a "C" or better).
- Provide leadership, training, and follow-through on the implementation of certification and licensing opportunities for students.
- Provide leadership, training, and follow-through on the implementation of the certification and licensing reporting system for CTE teachers.
- Ensure the CTE TEKS are met and core content area TEKS are imbedded within CTE courses.
- Provide hands-on training in use of industry standard hardware and software and equipment.
- Provide staff development on certification testing across the curriculum.
- Ensure staff and students utilize industry standard equipment and software as resources within curriculum and assessment.
- Build teacher capacity to fully implement certification options within the instructional setting.
- Provide meaningful opportunities for students to access certification standards for learning.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches
Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language
Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services
Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common
Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos
Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY
Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY
TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.
- Utilize all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.
- Continue to enhance the use of technology, including Indeed, LinkedIn, Facebook, Twitter, and electronic job boards, to attract and source quality applicants an efficient and effective manner.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

PERFORMANCE OBJECTIVE: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

STRATEGY DESCRIPTION(S):

- Facilitate education sessions for parents at various community/campus locations in order to address mental health awareness, prevention, and connection to mental health services
- Facilitate education sessions for parents to promote safety, including: social media and digital responsibility and awareness of human trafficking trauma
- Utilize parent committees to develop bond priorities
- Provide opportunities for parents to participate in shared decision making at the campus level and district level

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Maintain the Safe Schools Committee and the Campus Emergency Operations Team to review and make recommendations for the Safe Schools Plan.
- Ensure that the Safe Schools Plan addresses the areas of mitigation/prevention, preparedness, response, and recovery, as well as safety control, crisis management, facilities management, environmental control, transportation services, and health services.
- Update students, parents, faculty, and staff annually on the CISD Student Code of Conduct as required.
- Implement the Standard Response Protocol. This includes use of the following vocabulary used with first responders: Lockout, Lockdown, Evacuate, and Shelter.
- Involve parents and community members to support a safe school environment.
- Involve students, at appropriate grade levels, in campus safety committee meetings.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

PERFORMANCE OBJECTIVE: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

STRATEGY DESCRIPTION(S):

- Increase student opportunities for utilizing technology across the curriculum areas.
- Ensure the Technology Applications TEKS are met across content areas.
- Provide hands-on training in use of new technology hardware and software.
- Provide staff development on integration of technology across the curriculum.
- Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.
- Build teacher capacity to fully implement technology in instruction.
- Provide meaningful opportunities for students to access technology for learning.
- Relate technology staff development to specific instructional objectives.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1 At-Risk Strategy 1-2	Academic Tutorials	$4,774.00	0.09
Technology Strategy 1, 3	Technology for At-Risk Students	$2,500.00	0.00
Reading Strategy 6 Math Strategy 2	Instructional Support for At-Risk Students	$1,577,891.00	24.60
All Students Strategy 1	Instructional Materials for At-Risk Students	$2,500.00	0.00
	TOTAL SCE	**$1,586,891.00**	**24.69**

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1 At-Risk Strategy 1-2	Academic Tutorials	$1,000.00	0.02
Technology Strategy 1, 3	Technology	$500.00	0.00
Reading Strategy 6	Books	$500.00	0.00
All Students Strategy 1 Math Strategy 2	Instructional Materials	$500.00	0.00
	TOTAL Title III EL	**$2,500.00**	**0.02**

Data Summary Report 2019-2020

Secondary Campus: Hauke

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:	2019-2020 Goals:
71% scored Approaches Grade Level Standards	76% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	39% will score Meets Grade Level Standards
8% scored Masters Grade Level Standards	13% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:	2019-2020 Goals:
86% Met Expected or Accelerated Growth Measure	90% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
67% scored Approaches Grade Level Standards	72% will score Approaches Grade Level Standards
22% scored Meets Grade Level Standards	27% will score Meets Grade Level Standards
4% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: Hispanic*
68% scored Approaches Grade Level Standards	73% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	39% will score Meets Grade Level Standards
6% scored Masters Grade Level Standards	10% will score Masters Grade Level Standards
Focus Student Group: White	*Focus Student Group: White*
73% scored Approaches Grade Level Standards	78% will score Approaches Grade Level Standards
38% scored Meets Grade Level Standards	43% will score Meets Grade Level Standards
12% scored Masters Grade Level Standards	17% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
47% scored Approaches Grade Level Standards	52% will score Approaches Grade Level Standards
14% scored Meets Grade Level Standards	20% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: Hispanic*
62% scored Approaches Grade Level Standards	67% will score Approaches Grade Level Standards
23% scored Meets Grade Level Standards	28% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: White	*Focus Student Group: White*
56% scored Approaches Grade Level Standards	61% will score Approaches Grade Level Standards
31% scored Meets Grade Level Standards	36% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
n/a% scored Approaches Grade Level Standards	n/a_% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: Type Group Here*
n/a% scored Approaches Grade Level Standards	n/a% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a% will score Masters Grade Level Standards
Focus Student Group: White	*Focus Student Group: Type Group Here*
n/a% scored Approaches Grade Level Standards	n/a% will score Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards	n/a% will score Meets Grade Level Standards
n/a% scored Masters Grade Level Standards	n/a% will score Masters Grade Level Standards

MATH

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
80% scored Approaches Grade Level Standards	85% will score Approaches Grade Level Standards
40% scored Meets Grade Level Standards	45% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: Hispanic*
50% scored Approaches Grade Level Standards	55% will score Approaches Grade Level Standards
50% scored Meets Grade Level Standards	55% will score Meets Grade Level Standards
0% scored Masters Grade Level Standards	5% will score Masters Grade Level Standards
Focus Student Group: White	*Focus Student Group: White*
88% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
38% scored Meets Grade Level Standards	40% will score Meets Grade Level Standards
25% scored Masters Grade Level Standards	30% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
Economically Disadvantaged Students	**Economically Disadvantaged Students**
86% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
34% scored Meets Grade Level Standards	40% will score Meets Grade Level Standards
14% scored Masters Grade Level Standards	17% will score Masters Grade Level Standards
Focus Student Group: Hispanic	*Focus Student Group: Hispanic*
88% scored Approaches Grade Level Standards	90% will score Approaches Grade Level Standards
56% scored Meets Grade Level Standards	60% will score Meets Grade Level Standards
19% scored Masters Grade Level Standards	25% will score Masters Grade Level Standards
Focus Student Group: White	*Focus Student Group: White*
89% scored Approaches Grade Level Standards	91% will score Approaches Grade Level Standards
42% scored Meets Grade Level Standards	45% will score Meets Grade Level Standards
26% scored Masters Grade Level Standards	30% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:	2019-2020 Goals:

Economically Disadvantaged Students

91% scored Approaches Grade Level Standards

9% scored Meets Grade Level Standards

0% scored Masters Grade Level Standards

Focus Student Group: Hispanic

50% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards
0% scored Masters Grade Level Standards

Focus Student Group: White

91% scored Approaches Grade Level Standards

55% scored Meets Grade Level Standards

18% scored Masters Grade Level Standards

Economically Disadvantaged Students

95% will score Approaches Grade Level Standards

14% will score Meets Grade Level Standards

5% will score Masters Grade Level Standards

Focus Student Group: Hispanic

55% will score Approaches Grade Level Standards

10% will score Meets Grade Level Standards
5% will score Masters Grade Level Standards

Focus Student Group: White

91% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

23% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled, Non-Continuously Enrolled
Achievement Math		All Students
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	All Students, Hispanic, White, Economically Disadvantaged
School Quality		All Students, Hispanic, White, Economically Disadvantaged, Continuously Enrolled
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	