

Katy Independent School District
Raines High School
2019-2020 Campus Improvement Plan

Mission Statement

Raines High School encourages all students to be inquiring and knowledgeable individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding, and mutual respect.

Vision

Raines High School, in partnership with students, staff and community, will be an innovative and dynamic place of learning that prepares and empowers students to think critically, encourages and nurtures continual growth, and instills respect for our core principles of unity, perseverance, honesty and compassion.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Raines High School is located at 1732 Katyland Dr. and situated in a working-class community that includes owner-occupied and rental homes near the intersection of Interstate 10 and the State Highway 99. The school's multi-ethnic student population provides strength to our comprehensive curriculum. Our students are zoned to comprehensive high schools throughout the district, and the majority are bused in from the surrounding area. Depending on a variety of factors, students take academic coursework in both regular and online courses. Raines High School is one of the ten high schools in the Katy Independent School District. Raines High School opened its doors for the 2008-2009 school year and serves a variety of students from low to high socioeconomic level.

The number of students served at Raines High School has fluctuated in recent school years. During the 2018 - 2019 school year Raines High School served 325 students in grades 9-12. During the 2017-2018 school year, Raines High School served 381 students in grades 9-12. During the 2016-17 school year, Raines High School served 355 students in grades 9-12. During the 2015-2016 school year, Raines High School served 345 students in grades 9th – 12th

The student population is 45.8% Hispanic/Latino, 30.0% White, 20.0% African American, and 4.2% Asian.

During the 2018 – 2019 school year the average daily attendance rate for students was 88.92% which was below the 96.47% district's attendance, but an improvement from the 87% attendance obtained in the 2017-2018 school year.

Students' misbehavior have been significantly reduced throughout the past 3 years. During the 2018-2019 school year there were a total of 183 PEIMS reportable discipline referrals in comparison to the 214 incidents reported in the 2017-2018 school yer, and the 290 incidents reported in the 2016-17 school year.

3.33% of the students at Raines High School during the 2018 -2019 school year were considered English Language Learners, and 5% received services through special education.

Raines High School received a B rating in Domain I – Student Achievement, a B rating in Domain II – School Progress, and the Domain III – Closing Gaps was not rated, which resulted in an overall score of B, based on the 2019 TEA Accountability Ratings Overall Summary.

Demographics Strengths

The diversity on our campus is a strength that contributes to a general camaraderie and willingness to accept others.

Our student population is 62.50% economically disadvantaged and 87.50% at-risk. While this presents some challenges, it allows students who might have been in the minority on their home campus to feel more of a sense of belonging, giving them and the staff a sense of purpose.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate is 88.92%, which is over 5% lower than the district's average. **Root Cause:** Keeping students engaged in class is difficult for some teachers at Raines High school.

Student Academic Achievement

Student Academic Achievement Summary

With regards to students' social/emotional learning, Raines High School students are doing well as a result of a very caring, student-centered staff.

With regards to students' behavior, teachers, counselors, and administrators hold students to a high standard that students rise to meet.

With regards to academics, there is areas of improvement as evidenced by the STAAR/EOC scores taken from the Spring 2019 EOC administration and listed below:

STAAR/EOC Analysis:

English Overall:

STAAR English I EOC: 55% Approaches, 23% Meets, and 0% Masters.

STAAR English II EOC: 43% Approaches, 9% Meets, and 0% Masters.

Math Overall:

STAAR Algebra I EOC: 71% Approaches, 43% Meets, and 0% Masters.

Science Overall:

STAAR Biology EOC: 100% Approaches, 50% Meets, and 0% Masters.

Social Studies Overall:

STAAR US History EOC: 77% Approaches, 61% Meets, and 45% Masters.

Student Academic Achievement Strengths

- Low teacher – student ratio.
- Teachers build positive relationships with students in a structured learning environment.
- Students find more academic success in this learning environment because teachers consistently address social/emotional learning.
Teachers began to use Small Group instruction as an intervention, enrichment strategy, in an effort to make learning more relevant and engaging for

students.

- Staff has begun to understand the process of being data driven and teaching using aligned resources, including small group instruction.
- Positive Behavioral Interventions keep all students engaged in learning within the classroom.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: RHS EOC passing rates are significantly lower than the district average for Algebra I, Biology, English I and II. **Root Cause:** Raines High School teachers are still learning to maximize the use of data to improve first time instruction. The campus is in the early stages of implementation of the new system of interventions for students who struggle and enrichment for students who excel. An instructional pattern has emerged in which teachers predominantly deliver whole group instruction, there is still misalignment between the TEKS, the formative assessments, the lessons delivered, and the interventions provided.

School Processes & Programs

School Processes & Programs Summary

Raines High School serves students from across Katy ISD who need or want an alternative learning environment. We offer significantly smaller class sizes and personal attention than most students are not able to receive on the larger comprehensive campuses.

We support our teachers by providing ample, shared planning time for PLCs, content-area instructional coaches, and access to professional development as needed.

Raines High School currently has 3 administrators (1 principal and 2 assistant principals), 2 counselors, 2 instructional coaches, 19 teachers, and five paraprofessionals.

School Processes & Programs Strengths

- Staff utilizes a variety of resources (both district and community) to meet the social, academic, and behavioral needs of our students.
- Teachers make daily personal phone calls when a student is absent.
- Administrators make home visits in order to promote excellent attendance.
- Staff has a focus on teaching and learning as opposed to earning credits.
- Teachers provide input analyzing not only the problem but finding viable solutions.
- More focused mission and vision that stresses being data driven and providing personalized interventions.
- Increased student enrollment.
- Career mentors have been secured for all interested students.
- Positive Behavioral Intervention System is in place and as a result, the discipline incidents have been reduced.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Raines High School often cannot offer the full range of courses that is found on a comprehensive campus (i.e. electives, CTE pre-requisites, PASS, resource, etc.), which affects the number of students the school can serve. **Root Cause:** Raines HS current enrollment does not support adding additional teaching units which limits the number of course offerings.

Perceptions

Perceptions Summary

Raines High School values are consistent with Katy ISD values, including the KISD Portrait of a Graduate and the instructional cornerstones.

Additionally, we strive to create a culture of inclusivity where all students feel valued, important, and free to make mistakes in their learning. Our culture is one that places a high value on student's worth and future potential rather than focusing on mistakes made in the past.

We believe that all students will learn given the correct support, encouragement, and attention.

Perceptions Strengths

Some students participate in community service projects as a result of our involvement with outside social agencies.

A minimum of two blood drives are organized and managed by students on an annual basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Katy community at-large frequently confuses RHS with OAC and assumes that the school is a disciplinary placement. **Root Cause:** The Katy community is misinformed of Raines HS practices, programs, and success stories.

Priority Problem Statements

Problem Statement 1: RHS EOC passing rates are significantly lower than the district average for Algebra I, Biology, English I and II.

Root Cause 1: Raines High School teachers are still learning to maximize the use of data to improve first time instruction. The campus is in the early stages of implementation of the new system of interventions for students who struggle and enrichment for students who excel. An instructional pattern has emerged in which teachers predominantly deliver whole group instruction, there is still misalignment between the TEKS, the formative assessments, the lessons delivered, and the interventions provided.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data

- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Student achievement levels will meet or exceed the State Standards for alternative high schools.

Performance Objective 1: By June 2020 the All students groups will increase from 23% to 30% in the meets indicator for English I EOC, and from 9% to 20% in the meets indicators for English II EOC, as measured by the STAAR/EOC English I and English II State assessment.

Evaluation Data Source(s) 1: Common Formative Assessments for each of the identified areas will be analyzed.

STAAR Results

District mandated tests





Mock STAAR tests

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Small Group Instruction	2.4, 2.5, 2.6	RHS Administration Team	Increase teacher quality Create a more efficient use of learning time Increase academic performance of all students Increase teacher capacity to use data to inform instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) PLC Time	2.5	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Providing job-embedded, ongoing professional development informed by the teacher's evaluation and support systems that are tied to teacher and student needs.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Purposeful and aligned lesson planning	2.4, 2.5, 2.6	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Ensure that the instructional program is research-based, rigorous, and aligned with the state academic content standards.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Learning Cycles	2.4, 2.5, 2.6	RHS Administration Team Classroom Teachers	Increase teacher quality Create a more efficient use of learning time Increase performance of all students Increase teacher capacity to use data to inform instruction				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Student achievement levels will meet or exceed the State Standards for alternative high schools.

Performance Objective 2: By June 2020 the All students groups will increase from 43% to 50% in the meets indicator for Algebra I EOC, as measured by the STAAR/EOC Algebra I State assessment.

Evaluation Data Source(s) 2: Common Formative Assessments for each of the identified areas will be analyzed.

STAAR Results

District mandated tests

Mock STAAR tests

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Small Group Instruction</p>	2.4, 2.5, 2.6	RHS Administration Team	Increase teacher quality Create a more efficient use of learning time Increase academic performance of all students Increase teacher capacity to use data to inform instruction				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) PLC Time</p>	2.5	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Providing job-embedded, ongoing professional development informed by the teacher's evaluation and support systems that are tied to teacher and student needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Purposeful and aligned lesson planning	2.4, 2.5, 2.6	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Ensure that the instructional program is research-based, rigorous, and aligned with the state academic content standards.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Learning Cycles	2.4, 2.5, 2.6	RHS Administration Team Classroom Teachers	Increase teacher quality Create a more efficient use of learning time Increase performance of all students Increase teacher capacity to use data to inform instruction				

100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 1: Student achievement levels will meet or exceed the State Standards for alternative high schools.

Performance Objective 3: By June 2020 the All students groups will increase from 50% to 60% in the meets indicator for Biology EOC, as measured by the STAAR/EOC Biology State assessment.

Evaluation Data Source(s) 3: Common Formative Assessments for each of the identified areas will be analyzed.

STAAR Results

District mandated tests


Mock STAAR tests

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Small Group Instruction</p>	2.4, 2.5, 2.6	RHS Administration Team	Increase teacher quality Create a more efficient use of learning time Increase academic performance of all students Increase teacher capacity to use data to inform instruction				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) PLC Time</p>	2.5	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Providing job-embedded, ongoing professional development informed by the teacher's evaluation and support systems that are tied to teacher and student needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Purposeful and aligned lesson planning	2.4, 2.5, 2.6	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Ensure that the instructional program is research-based, rigorous, and aligned with the state academic content standards.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Learning Cycles	2.4, 2.5, 2.6	RHS Administration Team Classroom Teachers	Increase teacher quality Create a more efficient use of learning time Increase performance of all students Increase teacher capacity to use data to inform instruction				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 1: Student achievement levels will meet or exceed the State Standards for alternative high schools.

Performance Objective 4: By June 2020 the All students groups will increase from 61% to 70% in the meets indicator for US History EOC, as measured by the STAAR/EOC US History State assessment.

Evaluation Data Source(s) 4: Common Formative Assessments for each of the identified areas will be analyzed.

STAAR Results

District mandated tests

Mock STAAR tests

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Small Group Instruction</p>	2.4, 2.5, 2.6	RHS Administration Team	Increase teacher quality Create a more efficient use of learning time Increase academic performance of all students Increase teacher capacity to use data to inform instruction				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) PLC Time</p>	2.5	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Providing job-embedded, ongoing professional development informed by the teacher's evaluation and support systems that are tied to teacher and student needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Purposeful and aligned lesson planning	2.4, 2.5, 2.6	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Ensure that the instructional program is research-based, rigorous, and aligned with the state academic content standards.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Learning Cycles	2.4, 2.5, 2.6	RHS Administration Team Classroom Teachers	Increase teacher quality Create a more efficient use of learning time Increase performance of all students Increase teacher capacity to use data to inform instruction				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 2: Student attendance will increase as a result of an increased level of engagement and improved instruction.

Performance Objective 1: By June 2020, student attendance will increase from 89% to 90%.

Evaluation Data Source(s) 1: Attendance reports

Failure Reports





Learning walks notes

Feedback summaries to teachers

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Small group instruction	2.4, 2.5, 2.6	RHS Administration Team	Increase teacher quality Create a more efficient use of learning time Increase academic performance of all students Increase teacher capacity to use data to inform instruction				
2) Purposeful lesson planning	2.4, 2.5, 2.6	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Ensure that the instructional program is research-based, rigorous, and aligned with the state academic content standards.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Teachers will use data-driven practices that include three-weeks (Learning Cycle) assessments and small group instruction, to increase engagement, improve interventions, and close the existing students' achievement gap.

Performance Objective 1: By June 2020, 60% of our teachers will create learning cycle assessments and utilize small group instruction throughout the school year.

Evaluation Data Source(s) 1: Formative assessments

Small group instruction logs

Learning cycle coaching sessions

PLCs

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Small group instruction	2.4, 2.5, 2.6	RHS Administration Team	Increase teacher quality Create a more efficient use of learning time Increase academic performance of all students Increase teacher capacity to use data to inform instruction				
2) PLC Time	2.5	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Providing job-embedded, ongoing professional development informed by the teacher's evaluation and support systems that are tied to teacher and student needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Purposeful lesson planning	2.4, 2.5, 2.6	RHS Administration Team Instructional Coaches	Increase teacher quality Increase teacher capacity to use data to inform instruction Ensure that the instructional program is research-based, rigorous, and aligned with the state academic content standards.				
4) Learning Cycles	2.4, 2.5, 2.6	RHS Administration Team Teachers	Increase teacher quality Create a more efficient use of learning time Increase performance of all students Increase teacher capacity to use data to inform instruction				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Small Group Instruction
1	1	2	PLC Time
1	1	3	Purposeful and aligned lesson planning
1	1	4	Learning Cycles
1	2	1	Small Group Instruction
1	2	2	PLC Time
1	2	3	Purposeful and aligned lesson planning
1	2	4	Learning Cycles
1	3	1	Small Group Instruction
1	3	2	PLC Time
1	3	3	Purposeful and aligned lesson planning
1	3	4	Learning Cycles
1	4	1	Small Group Instruction
1	4	2	PLC Time
1	4	3	Purposeful and aligned lesson planning
1	4	4	Learning Cycles
2	1	1	Small group instruction
2	1	2	Purposeful lesson planning
3	1	1	Small group instruction
3	1	2	PLC Time
3	1	3	Purposeful lesson planning
3	1	4	Learning Cycles

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Diego Linares	Principal
Classroom Teacher	Shannon Goldsmith	Special Education Classroom Teacher
Classroom Teacher	Jennifer Guardado	English Department Chair
Classroom Teacher	Kimberly Stacks	Electives Teacher
Classroom Teacher	Anne Lee	English Teacher
Classroom Teacher	Fatima Berrada	Science Department Chair
Classroom Teacher	Teresa Zimmerman	Mathematics Teacher
Non-classroom Professional	Rachel Zarosky	Math and Science Instructional Coach
Non-classroom Professional	Stephanie Parkerson	School Librarian
Administrator	Valerie Murawka	Associate Principal
District-level Professional	Catherine Harter	Curriculum & Instruction Department

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
RAINES H S (101914011) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		83	B
STAAR Performance	34	84	
College, Career and Military Readiness	18	83	
Graduation Rate	90.8	80	
School Progress		81	B
Academic Growth	64	81	B
Relative Performance (Eco Dis: 54.4%)			Not Rated
Closing the Gaps			Not Rated

* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

	Percent	Bonus Points Earned
AEA Bonus Points		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	41%	1
EOC Retest Assessments at Approaches Grade Level or Above	51%	3

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Distinction Designations

ELA/Reading	Not Eligible
Mathematics	Not Eligible
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Eligible
Comparative Closing the Gaps	Not Eligible