

# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



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# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 1

#### Texas Academic Performance Report

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**District Number: 084906**

**2022 Accountability Rating: B**

***2022 Special Education Determination Status:***

***Needs Assistance***

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	76%	<b>69%</b>	57%	70%	81%	-	*	-	91%	45%	67%	70%	67%	67%	64%
	2021	67%	68%	<b>64%</b>	49%	65%	78%	*	*	-	70%	41%	63%	67%	54%	62%	64%
At Meets Grade Level or Above	2022	51%	52%	<b>42%</b>	28%	43%	53%	-	*	-	74%	21%	42%	43%	41%	39%	36%
	2021	39%	39%	<b>33%</b>	21%	32%	48%	*	*	-	41%	19%	25%	36%	26%	30%	29%
At Masters Grade Level	2022	30%	31%	<b>22%</b>	12%	23%	31%	-	*	-	43%	8%	17%	22%	23%	19%	18%
	2021	19%	20%	<b>13%</b>	5%	12%	21%	*	*	-	26%	2%	13%	14%	11%	10%	8%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	71%	<b>64%</b>	48%	67%	77%	-	*	-	83%	40%	50%	64%	63%	61%	63%
	2021	62%	62%	<b>62%</b>	36%	68%	78%	*	*	-	63%	42%	50%	66%	49%	59%	64%
At Meets Grade Level or Above	2022	43%	44%	<b>37%</b>	19%	38%	59%	-	*	-	52%	19%	33%	40%	30%	34%	37%
	2021	31%	31%	<b>29%</b>	15%	28%	41%	*	*	-	41%	18%	38%	32%	17%	26%	26%
At Masters Grade Level	2022	21%	22%	<b>20%</b>	9%	19%	32%	-	*	-	39%	8%	8%	22%	14%	16%	16%
	2021	14%	15%	<b>13%</b>	8%	12%	17%	*	*	-	22%	3%	38%	14%	8%	11%	8%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	77%	<b>71%</b>	57%	74%	82%	*	*	-	79%	45%	82%	74%	66%	69%	72%
	2021	63%	63%	<b>55%</b>	38%	59%	72%	*	*	-	58%	25%	*	57%	50%	54%	56%
At Meets Grade Level or Above	2022	54%	55%	<b>47%</b>	31%	50%	57%	*	*	-	61%	26%	36%	52%	37%	45%	52%
	2021	36%	37%	<b>30%</b>	21%	33%	37%	*	*	-	23%	13%	*	30%	29%	29%	38%
At Masters Grade Level	2022	28%	30%	<b>21%</b>	12%	22%	26%	*	*	-	32%	8%	18%	24%	15%	20%	22%
	2021	17%	18%	<b>12%</b>	7%	14%	13%	*	*	-	8%	2%	*	13%	9%	11%	16%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	70%	<b>63%</b>	43%	67%	77%	*	*	-	71%	38%	64%	69%	50%	59%	67%
	2021	59%	60%	<b>54%</b>	42%	58%	66%	*	*	-	58%	31%	*	56%	50%	53%	56%
At Meets Grade Level or Above	2022	43%	44%	<b>38%</b>	20%	41%	49%	*	*	-	46%	22%	27%	43%	26%	35%	44%
	2021	36%	37%	<b>31%</b>	19%	35%	39%	*	*	-	35%	17%	*	33%	25%	30%	33%
At Masters Grade Level	2022	23%	24%	<b>18%</b>	10%	19%	22%	*	*	-	25%	8%	18%	19%	15%	17%	17%
	2021	21%	22%	<b>17%</b>	5%	21%	26%	*	*	-	15%	5%	*	18%	12%	15%	14%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	69%	59%	72%	77%	*	*	-	69%	42%	80%	70%	66%	67%	76%
	2021	73%	73%	58%	45%	61%	73%	*	*	-	61%	36%	0%	62%	51%	56%	64%
At Meets Grade Level or Above	2022	58%	58%	41%	29%	44%	51%	*	*	-	38%	19%	80%	41%	39%	39%	45%
	2021	46%	47%	29%	22%	27%	44%	*	*	-	39%	23%	0%	29%	30%	27%	23%
At Masters Grade Level	2022	36%	38%	23%	15%	25%	28%	*	*	-	23%	3%	60%	24%	19%	22%	29%
	2021	30%	31%	16%	8%	15%	28%	*	*	-	39%	7%	0%	16%	15%	14%	12%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	76%	67%	57%	71%	72%	*	*	-	73%	44%	80%	69%	63%	66%	68%
	2021	70%	70%	61%	51%	65%	69%	*	*	-	47%	38%	33%	63%	54%	59%	66%
At Meets Grade Level or Above	2022	48%	49%	34%	25%	39%	34%	*	*	-	31%	19%	80%	36%	29%	34%	39%
	2021	44%	45%	32%	25%	32%	45%	*	*	-	32%	19%	17%	33%	30%	30%	36%
At Masters Grade Level	2022	25%	26%	13%	8%	14%	17%	*	*	-	8%	6%	40%	15%	6%	12%	15%
	2021	25%	26%	16%	11%	16%	24%	*	*	-	5%	7%	0%	18%	11%	14%	20%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	66%	51%	36%	54%	68%	*	*	-	46%	33%	80%	52%	49%	49%	49%
	2021	62%	62%	49%	35%	48%	74%	*	*	-	44%	33%	0%	50%	46%	45%	49%
At Meets Grade Level or Above	2022	38%	39%	21%	13%	22%	31%	*	*	-	15%	16%	40%	21%	19%	20%	19%
	2021	31%	32%	17%	15%	14%	28%	*	*	-	11%	19%	0%	16%	19%	16%	14%
At Masters Grade Level	2022	18%	19%	7%	5%	7%	12%	*	*	-	0%	6%	0%	7%	7%	7%	6%
	2021	13%	14%	5%	5%	2%	10%	*	*	-	0%	6%	0%	4%	5%	5%	4%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	70%	57%	44%	58%	72%	-	*	-	65%	35%	*	58%	53%	52%	55%
	2021	62%	64%	47%	39%	49%	52%	*	*	-	74%	28%	71%	48%	45%	44%	38%
At Meets Grade Level or Above	2022	43%	44%	28%	20%	26%	40%	-	*	-	41%	23%	*	29%	25%	23%	25%
	2021	32%	34%	18%	14%	19%	24%	*	*	-	26%	23%	29%	18%	19%	17%	14%
At Masters Grade Level	2022	23%	24%	13%	10%	11%	24%	-	*	-	12%	10%	*	15%	8%	11%	8%
	2021	15%	16%	6%	4%	8%	3%	*	*	-	11%	11%	14%	5%	7%	6%	6%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	73%	61%	48%	63%	75%	-	*	-	71%	39%	*	63%	55%	58%	62%
	2021	68%	68%	54%	44%	58%	60%	*	*	-	74%	37%	71%	55%	50%	51%	49%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	40%	24%	16%	21%	39%	-	*	-	29%	18%	*	24%	22%	19%	19%
	2021	36%	37%	22%	16%	23%	27%	*	*	-	37%	21%	29%	23%	18%	21%	15%
At Masters Grade Level	2022	16%	18%	9%	8%	7%	16%	-	*	-	12%	11%	*	9%	10%	8%	6%
	2021	15%	17%	5%	4%	5%	5%	*	*	-	5%	10%	0%	5%	4%	4%	3%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	81%	71%	63%	71%	81%	*	*	-	88%	44%	*	71%	71%	69%	67%
	2021	69%	71%	53%	38%	58%	69%	*	*	-	47%	37%	*	55%	47%	49%	52%
At Meets Grade Level or Above	2022	56%	58%	39%	30%	41%	46%	*	*	-	56%	28%	*	40%	34%	37%	32%
	2021	45%	47%	29%	21%	31%	39%	*	*	-	27%	28%	*	31%	24%	27%	24%
At Masters Grade Level	2022	37%	39%	24%	18%	25%	28%	*	*	-	48%	20%	*	25%	22%	23%	14%
	2021	25%	27%	16%	10%	17%	21%	*	*	-	27%	19%	*	17%	13%	15%	11%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	63%	43%	36%	43%	55%	*	*	-	53%	37%	*	43%	45%	43%	38%
	2021	55%	57%	42%	32%	47%	52%	*	*	-	31%	35%	*	45%	35%	39%	39%
At Meets Grade Level or Above	2022	31%	34%	14%	11%	13%	16%	*	*	-	32%	20%	*	15%	12%	14%	8%
	2021	27%	29%	22%	13%	24%	31%	*	*	-	15%	25%	*	23%	17%	19%	15%
At Masters Grade Level	2022	13%	15%	6%	4%	6%	6%	*	*	-	21%	13%	*	7%	3%	6%	3%
	2021	12%	13%	11%	6%	12%	20%	*	*	-	8%	21%	*	13%	5%	10%	7%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	84%	74%	59%	78%	85%	*	*	-	93%	53%	*	75%	70%	72%	66%
	2021	73%	74%	61%	40%	68%	73%	*	*	-	83%	44%	0%	64%	51%	58%	74%
At Meets Grade Level or Above	2022	58%	60%	45%	27%	49%	61%	*	*	-	47%	33%	*	47%	38%	41%	43%
	2021	46%	48%	34%	19%	38%	45%	*	*	-	52%	27%	0%	37%	25%	32%	30%
At Masters Grade Level	2022	37%	40%	27%	15%	31%	34%	*	*	-	33%	21%	*	29%	21%	24%	29%
	2021	21%	22%	15%	7%	17%	21%	*	*	-	17%	15%	0%	16%	11%	13%	3%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	72%	61%	47%	64%	74%	*	*	-	68%	42%	*	65%	50%	59%	50%
	2021	62%	62%	54%	40%	60%	65%	*	*	-	56%	38%	0%	57%	48%	51%	70%
At Meets Grade Level or Above	2022	40%	41%	35%	26%	36%	44%	*	*	-	63%	31%	*	37%	30%	32%	20%
	2021	36%	37%	27%	12%	32%	40%	*	*	-	31%	26%	0%	29%	22%	24%	44%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	13%	8%	15%	16%	*	*	-	26%	24%	*	15%	7%	12%	8%
	2021	11%	11%	6%	2%	8%	6%	*	*	-	13%	18%	0%	6%	6%	5%	5%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	76%	58%	45%	62%	70%	*	*	-	60%	40%	*	60%	55%	55%	49%
	2021	68%	68%	55%	33%	59%	72%	*	*	-	71%	42%	0%	58%	44%	51%	63%
At Meets Grade Level or Above	2022	45%	48%	28%	18%	30%	37%	*	*	-	33%	27%	*	29%	23%	24%	20%
	2021	43%	45%	33%	14%	37%	48%	*	*	-	52%	26%	0%	36%	23%	29%	31%
At Masters Grade Level	2022	24%	26%	14%	8%	17%	21%	*	*	-	7%	23%	*	16%	11%	12%	12%
	2021	24%	25%	18%	5%	20%	29%	*	*	-	38%	22%	0%	19%	14%	16%	11%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	61%	52%	36%	54%	71%	*	*	-	64%	38%	*	54%	45%	47%	37%
	2021	57%	58%	46%	29%	50%	59%	*	*	-	59%	38%	0%	49%	37%	43%	45%
At Meets Grade Level or Above	2022	31%	32%	20%	12%	23%	29%	*	*	-	14%	29%	*	23%	13%	17%	13%
	2021	28%	29%	17%	6%	21%	22%	*	*	-	36%	24%	0%	19%	11%	15%	6%
At Masters Grade Level	2022	18%	20%	11%	6%	12%	15%	*	*	-	14%	23%	*	13%	6%	9%	8%
	2021	14%	15%	7%	2%	8%	11%	*	*	-	9%	17%	0%	8%	4%	6%	0%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	65%	51%	38%	53%	63%	*	*	-	63%	32%	14%	52%	45%	47%	35%
	2021	67%	67%	49%	38%	51%	63%	*	*	-	61%	23%	33%	53%	37%	45%	26%
At Meets Grade Level or Above	2022	47%	48%	30%	13%	35%	45%	*	*	-	37%	20%	0%	32%	26%	26%	17%
	2021	50%	51%	31%	21%	32%	46%	*	*	-	43%	18%	17%	34%	21%	27%	12%
At Masters Grade Level	2022	11%	12%	4%	2%	4%	7%	*	*	-	14%	11%	0%	4%	5%	4%	0%
	2021	12%	14%	4%	2%	3%	9%	*	*	-	4%	8%	0%	5%	1%	2%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	72%	61%	45%	67%	73%	*	*	-	71%	25%	43%	63%	54%	56%	48%
	2021	71%	71%	58%	47%	60%	71%	*	*	-	65%	23%	*	58%	56%	54%	36%
At Meets Grade Level or Above	2022	55%	56%	44%	30%	46%	60%	*	*	-	58%	15%	43%	48%	33%	39%	15%
	2021	57%	58%	44%	31%	48%	55%	*	*	-	53%	17%	*	45%	44%	41%	22%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

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At Masters Grade Level	2022	9%	10%	5%	2%	6%	9%	*	*	-	13%	10%	0%	6%	1%	3%	0%
	2021	11%	12%	4%	3%	4%	3%	*	*	-	12%	15%	*	4%	3%	4%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	76%	68%	59%	71%	74%	*	80%	-	69%	49%	50%	70%	62%	65%	77%
	2021	73%	74%	65%	59%	64%	77%	-	*	-	78%	41%	67%	69%	56%	63%	58%
At Meets Grade Level or Above	2022	43%	45%	34%	22%	38%	46%	*	60%	-	31%	24%	17%	37%	28%	31%	36%
	2021	41%	44%	35%	26%	36%	48%	-	*	-	48%	19%	17%	40%	23%	32%	27%
At Masters Grade Level	2022	27%	30%	19%	10%	21%	27%	*	40%	-	23%	10%	17%	20%	16%	16%	21%
	2021	23%	26%	21%	15%	19%	34%	-	*	-	22%	7%	17%	23%	13%	18%	13%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	83%	74%	64%	76%	85%	*	*	-	89%	58%	57%	76%	69%	72%	65%
	2021	82%	82%	68%	56%	67%	85%	*	*	-	88%	48%	60%	72%	55%	64%	51%
At Meets Grade Level or Above	2022	55%	56%	39%	25%	42%	56%	*	*	-	50%	27%	0%	43%	30%	35%	24%
	2021	55%	57%	43%	31%	41%	64%	*	*	-	52%	25%	20%	48%	29%	37%	23%
At Masters Grade Level	2022	21%	24%	9%	6%	8%	15%	*	*	-	18%	12%	0%	10%	8%	8%	3%
	2021	22%	26%	14%	8%	13%	30%	*	*	-	8%	7%	20%	16%	9%	11%	4%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	89%	78%	69%	80%	85%	*	*	-	83%	49%	50%	81%	69%	75%	65%
	2021	88%	89%	76%	67%	77%	91%	*	*	-	92%	53%	*	77%	76%	74%	56%
At Meets Grade Level or Above	2022	68%	69%	51%	39%	50%	68%	*	*	-	71%	20%	50%	54%	41%	46%	24%
	2021	69%	70%	53%	43%	52%	72%	*	*	-	67%	38%	*	52%	57%	50%	28%
At Masters Grade Level	2022	42%	44%	24%	15%	23%	39%	*	*	-	29%	10%	17%	26%	17%	21%	5%
	2021	43%	45%	28%	16%	27%	49%	*	*	-	50%	22%	*	28%	28%	26%	4%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	94%	91%	86%	100%	83%	-	-	-	-	-	-	91%	*	89%	*
	2021	95%	96%	90%	82%	89%	100%	-	-	-	-	-	-	94%	67%	92%	*
At Meets Grade Level or Above	2022	64%	70%	49%	43%	48%	56%	-	-	-	-	-	-	49%	*	48%	*
	2021	69%	75%	57%	27%	56%	85%	-	-	-	-	-	-	61%	33%	52%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	17%	0%	0%	0%	0%	-	-	-	-	-	-	0%	*	0%	*
	2021	14%	18%	0%	0%	0%	0%	-	-	-	-	-	-	0%	0%	0%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	74%	63%	51%	66%	75%	48%	84%	-	73%	41%	61%	65%	58%	60%	59%
	2021	67%	68%	56%	43%	59%	70%	23%	79%	-	64%	35%	46%	59%	49%	53%	53%
At Meets Grade Level or Above	2022	48%	49%	35%	23%	37%	47%	21%	64%	-	45%	23%	36%	37%	29%	32%	28%
	2021	41%	43%	30%	20%	32%	42%	7%	69%	-	37%	21%	21%	32%	25%	28%	24%
At Masters Grade Level	2022	23%	25%	15%	9%	15%	21%	6%	39%	-	22%	12%	17%	16%	11%	13%	12%
	2021	18%	20%	12%	6%	12%	18%	2%	33%	-	15%	10%	10%	12%	9%	10%	8%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	75%	64%	51%	67%	76%	62%	81%	-	76%	40%	62%	66%	60%	61%	59%
	2021	68%	69%	55%	41%	59%	69%	18%	82%	-	65%	33%	46%	58%	49%	52%	50%
At Meets Grade Level or Above	2022	53%	54%	39%	25%	41%	52%	38%	69%	-	51%	23%	42%	41%	33%	35%	32%
	2021	45%	46%	31%	21%	33%	43%	12%	76%	-	38%	21%	20%	33%	27%	29%	24%
At Masters Grade Level	2022	25%	27%	16%	10%	17%	22%	15%	44%	-	27%	11%	23%	17%	13%	15%	14%
	2021	18%	20%	10%	5%	11%	14%	6%	24%	-	17%	9%	10%	11%	8%	9%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	73%	62%	49%	65%	72%	44%	92%	-	70%	41%	59%	64%	56%	59%	61%
	2021	66%	66%	57%	44%	60%	68%	23%	71%	-	61%	37%	56%	59%	49%	54%	57%
At Meets Grade Level or Above	2022	42%	44%	31%	20%	33%	42%	22%	85%	-	41%	22%	32%	34%	25%	29%	29%
	2021	37%	39%	29%	18%	31%	40%	0%	64%	-	36%	20%	26%	31%	22%	26%	28%
At Masters Grade Level	2022	20%	22%	14%	8%	15%	19%	0%	54%	-	22%	11%	16%	15%	10%	12%	12%
	2021	18%	19%	13%	7%	13%	19%	0%	50%	-	14%	9%	15%	14%	9%	11%	10%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	76%	63%	51%	65%	76%	29%	75%	-	67%	43%	63%	64%	59%	60%	55%
	2021	71%	71%	58%	42%	59%	78%	*	86%	-	70%	40%	19%	61%	49%	54%	54%
At Meets Grade Level or Above	2022	47%	49%	30%	20%	32%	43%	0%	50%	-	33%	23%	25%	33%	25%	27%	21%
	2021	44%	45%	32%	20%	32%	49%	*	86%	-	41%	23%	6%	35%	24%	28%	22%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	23%	10%	6%	10%	16%	0%	13%	-	9%	13%	6%	11%	8%	9%	7%
	2021	20%	22%	13%	6%	12%	24%	*	43%	-	16%	12%	6%	14%	9%	10%	6%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	75%	66%	55%	68%	79%	*	86%	-	76%	43%	60%	69%	58%	63%	51%
	2021	73%	74%	62%	49%	64%	75%	*	*	-	71%	45%	0%	63%	58%	58%	50%
At Meets Grade Level or Above	2022	50%	51%	37%	28%	37%	51%	*	29%	-	50%	25%	40%	40%	28%	33%	19%
	2021	49%	51%	36%	26%	36%	47%	*	*	-	47%	30%	0%	36%	36%	33%	17%
At Masters Grade Level	2022	30%	32%	18%	11%	18%	29%	*	29%	-	24%	17%	10%	20%	12%	16%	6%
	2021	29%	31%	18%	10%	18%	30%	*	*	-	24%	19%	0%	18%	17%	16%	2%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	37%	30%	15%	31%	45%	-	*	-	52%	13%	25%	33%	23%	27%	29%
	2021	24%	25%	20%	11%	19%	31%	*	*	-	30%	12%	13%	23%	12%	17%	18%
Reading and Mathematics Including EOC	2022	36%	37%	30%	15%	31%	45%	-	*	-	52%	13%	25%	33%	23%	27%	29%
	2021	24%	25%	20%	11%	19%	31%	*	*	-	30%	12%	13%	23%	12%	17%	18%
Reading Including EOC	2022	51%	52%	42%	28%	43%	53%	-	*	-	74%	21%	42%	43%	41%	39%	36%
	2021	38%	39%	33%	21%	31%	48%	*	*	-	41%	19%	25%	35%	26%	30%	27%
Math Including EOC	2022	43%	44%	37%	19%	38%	59%	-	*	-	52%	19%	33%	40%	30%	34%	37%
	2021	31%	31%	28%	15%	27%	41%	*	*	-	41%	18%	38%	32%	16%	25%	24%
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	37%	30%	15%	33%	40%	*	*	-	43%	16%	18%	34%	21%	28%	36%
	2021	26%	27%	20%	13%	22%	27%	*	*	-	19%	11%	*	21%	17%	19%	23%
Reading and Mathematics Including EOC	2022	36%	37%	30%	15%	33%	40%	*	*	-	43%	16%	18%	34%	21%	28%	36%
	2021	26%	27%	20%	13%	22%	27%	*	*	-	19%	11%	*	21%	17%	19%	23%
Reading Including EOC	2022	54%	55%	47%	31%	50%	57%	*	*	-	61%	26%	36%	52%	37%	45%	52%
	2021	36%	37%	30%	21%	33%	37%	*	*	-	23%	13%	*	30%	29%	29%	38%
Math Including EOC	2022	43%	44%	38%	20%	41%	49%	*	*	-	46%	22%	27%	43%	26%	35%	44%
	2021	36%	36%	31%	19%	35%	39%	*	*	-	35%	17%	*	33%	24%	30%	32%
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	42%	26%	17%	30%	29%	*	*	-	23%	13%	80%	28%	21%	26%	29%
	2021	34%	35%	21%	16%	18%	33%	*	*	-	28%	18%	0%	20%	23%	19%	20%



Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	42%	26%	17%	30%	29%	*	*	-	23%	13%	80%	28%	21%	26%	29%
	2021	34%	35%	21%	16%	18%	33%	*	*	-	28%	18%	0%	20%	23%	19%	20%
Reading Including EOC	2022	58%	58%	41%	29%	44%	51%	*	*	-	38%	19%	80%	41%	39%	39%	45%
	2021	46%	47%	29%	22%	27%	44%	*	*	-	39%	23%	0%	29%	30%	27%	23%
Math Including EOC	2022	48%	49%	34%	25%	39%	34%	*	*	-	31%	19%	80%	36%	29%	34%	39%
	2021	44%	45%	32%	25%	32%	45%	*	*	-	32%	19%	17%	33%	30%	30%	36%
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	32%	17%	13%	14%	25%	-	*	-	29%	17%	*	17%	17%	13%	13%
	2021	24%	26%	12%	9%	12%	16%	*	*	-	21%	19%	29%	13%	12%	12%	9%
Reading and Mathematics Including EOC	2022	31%	32%	17%	13%	14%	25%	-	*	-	29%	17%	*	17%	17%	13%	13%
	2021	24%	26%	12%	9%	12%	16%	*	*	-	21%	19%	29%	13%	12%	12%	9%
Reading Including EOC	2022	43%	44%	28%	20%	26%	40%	-	*	-	41%	23%	*	29%	25%	23%	25%
	2021	32%	34%	18%	14%	19%	24%	*	*	-	26%	23%	29%	18%	19%	17%	14%
Math Including EOC	2022	40%	41%	24%	16%	21%	39%	-	*	-	29%	18%	*	24%	22%	19%	19%
	2021	36%	38%	22%	16%	23%	27%	*	*	-	37%	21%	29%	23%	18%	21%	15%
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	34%	18%	12%	19%	22%	*	*	-	40%	20%	*	20%	13%	17%	9%
	2021	26%	28%	18%	11%	20%	26%	*	*	-	15%	24%	*	20%	13%	16%	14%
Reading and Mathematics Including EOC	2022	33%	35%	18%	12%	19%	22%	*	*	-	40%	20%	*	20%	13%	17%	9%
	2021	27%	29%	18%	11%	20%	26%	*	*	-	15%	24%	*	20%	13%	16%	14%
Reading Including EOC	2022	56%	58%	39%	30%	41%	46%	*	*	-	56%	28%	*	40%	34%	37%	32%
	2021	45%	47%	29%	21%	31%	39%	*	*	-	27%	28%	*	31%	24%	27%	24%
Math Including EOC	2022	37%	39%	21%	14%	21%	28%	*	*	-	48%	21%	*	23%	16%	20%	11%
	2021	32%	34%	22%	13%	24%	31%	*	*	-	15%	25%	*	23%	17%	19%	15%
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	29%	23%	16%	24%	28%	*	*	-	38%	28%	*	24%	18%	21%	15%
	2021	21%	21%	18%	8%	19%	31%	*	*	-	25%	25%	0%	20%	14%	16%	18%
Reading and Mathematics Including EOC	2022	41%	43%	30%	17%	33%	42%	*	*	-	38%	28%	*	32%	25%	26%	26%
	2021	33%	34%	26%	11%	27%	39%	*	*	-	38%	25%	0%	28%	19%	23%	21%
Reading Including EOC	2022	58%	60%	45%	27%	49%	61%	*	*	-	47%	33%	*	47%	38%	41%	43%
	2021	47%	48%	34%	19%	38%	45%	*	*	-	52%	27%	0%	37%	25%	32%	30%



Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	50%	<b>36%</b>	25%	39%	47%	*	*	-	46%	29%	*	38%	32%	32%	28%
	2021	43%	44%	<b>34%</b>	15%	39%	50%	*	*	-	48%	26%	0%	37%	27%	31%	46%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	35%	<b>24%</b>	15%	25%	32%	13%	75%	-	38%	17%	29%	26%	19%	22%	22%
	2021	26%	27%	<b>18%</b>	11%	19%	27%	0%	73%	-	24%	18%	12%	19%	15%	16%	17%
Reading and Mathematics Including EOC	2022	36%	38%	<b>25%</b>	15%	27%	34%	13%	80%	-	38%	17%	31%	27%	20%	23%	23%
	2021	28%	29%	<b>20%</b>	12%	20%	29%	0%	75%	-	26%	18%	12%	21%	16%	18%	17%
Reading Including EOC	2022	53%	55%	<b>40%</b>	27%	42%	51%	38%	80%	-	54%	25%	49%	42%	36%	37%	38%
	2021	41%	42%	<b>29%</b>	19%	30%	40%	8%	83%	-	35%	22%	21%	30%	26%	27%	26%
Math Including EOC	2022	43%	44%	<b>31%</b>	20%	33%	43%	25%	100%	-	42%	21%	36%	34%	25%	29%	29%
	2021	37%	38%	<b>28%</b>	17%	30%	39%	0%	75%	-	36%	20%	27%	30%	22%	26%	27%

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

- Indicates there are no students in the group.

Texas Education Agency  
2021-22 Progress (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	79	75	67	78	76	*	*	-	83	66	80	76	73	76	86
	2019	61	63	59	52	61	66	*	*	-	57	60	47	67	48	58	64
Grade 4 Mathematics	2022	74	76	69	67	69	70	*	*	-	70	61	59	68	72	69	77
	2019	65	66	61	52	66	66	*	*	-	59	61	61	64	56	61	55
Grade 5 ELA/Reading	2022	87	89	78	78	78	76	*	*	-	87	68	80	78	77	78	79
	2019	81	81	69	71	66	68	83	*	-	91	69	57	65	74	70	59
Grade 5 Mathematics	2022	79	81	67	71	66	62	*	*	-	66	61	80	69	61	68	72
	2019	83	82	73	76	72	70	42	*	-	79	68	77	71	76	73	70
Grade 6 ELA/Reading	2022	61	61	56	53	57	60	-	*	-	53	59	*	58	52	54	55
	2019	42	44	40	33	38	47	*	*	-	52	42	42	43	35	39	34
Grade 6 Mathematics	2022	61	62	56	53	55	63	-	*	-	56	62	*	55	58	55	52
	2019	54	55	49	44	51	50	*	*	-	63	58	29	55	42	50	50
Grade 7 ELA/Reading	2022	88	89	86	84	88	85	*	*	-	79	77	*	85	87	86	89
	2019	77	78	70	62	72	78	80	*	-	69	65	45	75	64	68	69
Grade 7 Mathematics	2022	60	62	51	52	49	50	*	*	-	53	51	*	52	48	52	48
	2019	62	63	47	34	51	55	80	*	-	60	46	36	51	41	44	49
Grade 8 ELA/Reading	2022	83	83	82	79	81	82	*	*	-	100	70	*	83	78	81	74
	2019	77	78	76	78	76	73	*	*	-	100	62	57	73	80	75	79
Grade 8 Mathematics	2022	74	76	71	69	71	69	*	*	-	86	54	*	72	65	70	64
	2019	82	84	83	82	86	80	*	*	-	75	75	58	85	81	84	85
End of Course English II	2022	71	71	77	74	77	82	*	*	-	89	65	100	79	70	76	67
	2019	69	70	65	67	64	61	*	*	-	72	68	58	63	66	63	55
End of Course Algebra I	2022	67	70	60	50	60	71	*	*	-	65	42	*	61	57	58	74
	2019	75	75	63	57	63	70	*	*	*	72	43	50	67	58	60	58
All Grades Both Subjects	2022	74	75	69	66	69	71	94	80	-	74	62	72	70	67	69	70
	2019	69	70	63	59	64	65	66	78	*	69	60	52	65	60	62	59
All Grades ELA/Reading	2022	78	79	76	73	77	77	100	80	-	82	68	83	77	73	75	75
	2019	68	69	63	61	63	65	74	75	-	71	61	51	64	61	62	59
All Grades Mathematics	2022	69	71	62	60	62	65	89	80	-	66	57	60	63	61	62	64
	2019	70	71	63	58	65	66	60	81	*	67	59	54	66	59	62	60

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	74%	<b>63%</b>	67%	63%	-	-	-	80%	49%	37%	53%	51%	62%	64%	55%	83%
	2021	67%	68%	<b>56%</b>	58%	58%	-	-	-	-	35%	29%	36%	33%	57%	56%	45%	81%
At Meets Grade Level or Above	2022	48%	49%	<b>35%</b>	40%	36%	-	-	-	50%	18%	18%	20%	17%	25%	35%	24%	56%
	2021	41%	43%	<b>30%</b>	28%	28%	-	-	-	-	11%	5%	11%	17%	27%	31%	18%	53%
At Masters Grade Level	2022	23%	25%	<b>15%</b>	17%	13%	-	-	-	31%	7%	9%	8%	6%	11%	15%	10%	20%
	2021	18%	20%	<b>12%</b>	10%	10%	-	-	-	-	2%	0%	2%	0%	6%	12%	5%	19%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	75%	<b>64%</b>	72%	67%	-	-	-	86%	46%	51%	56%	38%	68%	64%	55%	84%
	2021	68%	69%	<b>55%</b>	61%	61%	-	-	-	-	29%	29%	29%	*	54%	56%	42%	84%
At Meets Grade Level or Above	2022	53%	54%	<b>39%</b>	42%	40%	-	-	-	49%	19%	26%	25%	13%	37%	39%	27%	65%
	2021	45%	46%	<b>31%</b>	28%	28%	-	-	-	-	10%	7%	10%	*	23%	32%	17%	58%
At Masters Grade Level	2022	25%	27%	<b>16%</b>	19%	14%	-	-	-	35%	9%	14%	13%	5%	17%	16%	12%	21%
	2021	18%	20%	<b>10%</b>	11%	11%	-	-	-	-	1%	0%	1%	*	3%	10%	5%	16%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	73%	<b>62%</b>	67%	65%	-	-	-	74%	55%	40%	55%	63%	59%	61%	60%	75%
	2021	66%	66%	<b>57%</b>	60%	60%	-	-	-	-	41%	39%	41%	*	59%	56%	50%	79%
At Meets Grade Level or Above	2022	42%	44%	<b>31%</b>	42%	39%	-	-	-	51%	20%	19%	18%	24%	18%	31%	27%	44%
	2021	37%	39%	<b>29%</b>	30%	30%	-	-	-	-	12%	7%	12%	*	31%	28%	21%	52%
At Masters Grade Level	2022	20%	22%	<b>14%</b>	17%	13%	-	-	-	28%	8%	9%	5%	11%	7%	14%	11%	21%
	2021	18%	19%	<b>13%</b>	11%	11%	-	-	-	-	3%	0%	4%	*	9%	13%	7%	24%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	76%	<b>63%</b>	42%	42%	-	-	-	-	49%	26%	51%	59%	65%	63%	50%	91%
	2021	71%	71%	<b>58%</b>	42%	42%	-	-	-	-	41%	10%	44%	-	63%	58%	43%	84%
At Meets Grade Level or Above	2022	47%	49%	<b>30%</b>	17%	17%	-	-	-	-	15%	9%	15%	19%	25%	31%	16%	57%
	2021	44%	45%	<b>32%</b>	4%	4%	-	-	-	-	11%	0%	12%	-	25%	32%	11%	58%
At Masters Grade Level	2022	21%	23%	<b>10%</b>	8%	8%	-	-	-	-	4%	4%	6%	1%	10%	11%	5%	13%
	2021	20%	22%	<b>13%</b>	0%	0%	-	-	-	-	4%	0%	4%	-	6%	13%	3%	22%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	75%	<b>66%</b>	-	-	-	-	-	-	43%	14%	24%	58%	46%	67%	43%	85%
	2021	73%	74%	<b>62%</b>	-	-	-	-	-	-	42%	-	42%	-	56%	62%	43%	81%
At Meets Grade Level or Above	2022	50%	51%	<b>37%</b>	-	-	-	-	-	-	15%	9%	8%	18%	0%	39%	13%	54%
	2021	49%	51%	<b>36%</b>	-	-	-	-	-	-	15%	-	15%	-	22%	37%	16%	44%

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	32%	<b>18%</b>	-	-	-	-	-	-	5%	5%	4%	5%	0%	19%	5%	25%
	2021	29%	31%	<b>18%</b>	-	-	-	-	-	-	2%	-	2%	-	0%	19%	2%	17%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	75%	<b>69%</b>	78%	74%	-	-	-	90%	66%	69%	64%	66%	68%	69%	69%	74%
	2019	69%	70%	<b>63%</b>	64%	64%	-	-	-		54%	54%	54%		54%		56%	
All Grades ELA/Reading	2022	78%	79%	<b>76%</b>	84%	81%	-	-	-	91%	69%	72%	67%	73%	82%	76%	74%	82%
	2019	68%	69%	<b>63%</b>	66%	66%	-	-	-		54%	51%	59%		50%		56%	
All Grades Mathematics	2022	69%	71%	<b>62%</b>	73%	67%	-	-	-	90%	62%	67%	61%	60%	55%	62%	64%	66%
	2019	70%	71%	<b>63%</b>	63%	63%	-	-	-		54%	56%	49%		58%		56%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	99%	97%	97%	97%	98%	98%	100%	100%	98%	97%	96%	98%	96%	97%	99%
Included in Accountability	93%	93%	92%	92%	91%	93%	80%	96%	0%	92%	93%	95%	96%	83%	93%	90%
Not Included in Accountability: Mobile	5%	4%	5%	5%	4%	4%	17%	4%	100%	6%	3%	2%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	1%	0%	2%	0%	0%	0%	0%	0%	1%	0%	0%	2%	1%	5%
Not Tested	1%	1%	3%	3%	3%	2%	2%	0%	0%	2%	3%	4%	2%	4%	3%	1%
Absent	1%	1%	3%	3%	3%	2%	2%	0%	0%	2%	2%	4%	2%	4%	3%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	97%	97%	97%	98%	100%	100%	*	99%	98%	96%	98%	95%	97%	99%
Included in Accountability	92%	92%	92%	92%	91%	93%	87%	94%	*	93%	93%	95%	95%	82%	93%	87%
Not Included in Accountability: Mobile	5%	4%	5%	5%	4%	5%	13%	6%	*	5%	3%	2%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	1%	0%	3%	0%	0%	0%	*	0%	1%	0%	1%	2%	1%	8%
Not Tested	1%	1%	3%	3%	3%	2%	0%	0%	*	1%	2%	4%	2%	5%	3%	1%
Absent	1%	1%	3%	3%	3%	2%	0%	0%	*	1%	2%	4%	2%	4%	3%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	98%	98%	97%	98%	92%	100%	*	98%	98%	96%	98%	97%	98%	98%
Included in Accountability	93%	93%	92%	92%	92%	94%	69%	93%	*	92%	94%	94%	96%	84%	94%	91%
Not Included in Accountability: Mobile	5%	5%	5%	6%	5%	4%	23%	7%	*	6%	4%	2%	2%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	3%
Not Tested	1%	1%	2%	2%	3%	2%	8%	0%	*	2%	2%	4%	2%	3%	2%	2%
Absent	1%	1%	2%	2%	2%	1%	8%	0%	*	2%	2%	4%	2%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	97%	97%	96%	97%	100%	100%	*	99%	97%	94%	97%	95%	96%	98%
Included in Accountability	93%	93%	92%	91%	92%	92%	78%	100%	*	92%	93%	94%	96%	82%	93%	91%
Not Included in Accountability: Mobile	4%	4%	5%	5%	4%	5%	22%	0%	*	7%	4%	0%	2%	12%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	2%	2%	3%	3%	4%	3%	0%	0%	*	1%	3%	6%	3%	5%	4%	2%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	3%	3%	3%	3%	0%	0%	*	1%	3%	6%	3%	5%	4%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	95%	96%	95%	96%	*	100%	-	93%	94%	100%	96%	93%	95%	97%
Included in Accountability	94%	94%	91%	91%	92%	93%	*	100%	-	88%	91%	100%	94%	84%	92%	92%
Not Included in Accountability: Mobile	4%	3%	4%	5%	3%	4%	*	0%	-	5%	3%	0%	2%	9%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	2%
Not Tested	2%	2%	5%	4%	5%	4%	*	0%	-	7%	6%	0%	4%	7%	5%	3%
Absent	1%	2%	5%	4%	5%	4%	*	0%	-	7%	6%	0%	4%	7%	5%	3%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	90%	88%	93%	86%	86%	-	-	-	-	-	-	90%	67%	93%	*
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	88%	92%	92%	93%	91%	100%	94%	*	90%	90%	84%	93%	90%	92%	96%
Included in Accountability	83%	84%	87%	88%	88%	85%	96%	91%	*	85%	86%	82%	92%	77%	89%	88%
Not Included in Accountability: Mobile	3%	3%	4%	4%	3%	5%	0%	0%	*	5%	3%	2%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	4%	4%	*	0%	1%	0%	1%	2%	1%	7%
Not Tested	12%	12%	8%	8%	7%	9%	0%	6%	*	10%	10%	16%	7%	10%	8%	4%
Absent	2%	2%	3%	3%	3%	3%	0%	0%	*	4%	4%	1%	3%	4%	3%	2%
Other	10%	10%	5%	5%	4%	7%	0%	6%	*	7%	6%	15%	4%	6%	5%	2%
<b>Reading</b>																
Assessment Participant	89%	89%	92%	92%	93%	92%	100%	95%	-	92%	90%	84%	93%	90%	92%	98%
Included in Accountability	83%	83%	87%	88%	87%	86%	94%	89%	-	86%	85%	82%	91%	76%	88%	86%
Not Included in Accountability: Mobile	3%	3%	4%	4%	3%	5%	0%	0%	-	6%	4%	2%	1%	12%	2%	2%
Not Included in Accountability: Other Exclusions	3%	3%	1%	0%	3%	0%	6%	5%	-	0%	1%	0%	1%	3%	1%	10%
Not Tested	11%	11%	8%	8%	7%	8%	0%	5%	-	8%	10%	16%	7%	10%	8%	2%
Absent	2%	2%	3%	3%	3%	2%	0%	0%	-	1%	4%	2%	3%	4%	3%	1%
Other	10%	9%	5%	5%	4%	6%	0%	5%	-	7%	6%	14%	4%	6%	5%	1%
<b>Mathematics</b>																
Assessment Participant	88%	88%	92%	93%	93%	89%	100%	94%	*	90%	91%	87%	92%	91%	92%	96%
Included in Accountability	84%	84%	87%	89%	88%	83%	93%	88%	*	85%	87%	85%	91%	77%	89%	89%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	4%	4%	3%	6%	0%	0%	*	5%	3%	2%	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	7%	6%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	12%	12%	8%	7%	7%	11%	0%	6%	*	10%	9%	13%	8%	9%	8%	4%
Absent	2%	2%	2%	2%	2%	3%	0%	0%	*	3%	3%	2%	2%	3%	2%	1%
Other	10%	10%	6%	5%	5%	8%	0%	6%	*	6%	6%	11%	6%	6%	5%	3%
<b>Science</b>																
Assessment Participant	87%	88%	91%	92%	90%	89%	*	100%	-	89%	86%	84%	92%	87%	90%	94%
Included in Accountability	84%	84%	86%	88%	86%	84%	*	100%	-	84%	83%	84%	91%	75%	87%	86%
Not Included in Accountability: Mobile	3%	3%	4%	3%	3%	5%	*	0%	-	5%	3%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	2%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	6%
Not Tested	13%	12%	9%	8%	10%	11%	*	0%	-	11%	14%	16%	8%	13%	10%	6%
Absent	2%	2%	4%	3%	5%	5%	*	0%	-	5%	8%	0%	4%	6%	4%	2%
Other	10%	10%	5%	5%	5%	6%	*	0%	-	5%	6%	16%	4%	8%	6%	4%
<b>Social Studies</b>																
Assessment Participant	87%	88%	92%	91%	92%	93%	*	80%	-	84%	88%	90%	93%	88%	91%	94%
Included in Accountability	84%	85%	88%	89%	88%	91%	*	80%	-	79%	85%	80%	92%	79%	88%	87%
Not Included in Accountability: Mobile	3%	2%	3%	3%	3%	3%	*	0%	-	5%	3%	10%	1%	8%	2%	1%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	6%
Not Tested	13%	12%	8%	9%	8%	7%	*	20%	-	16%	12%	10%	7%	12%	9%	6%
Absent	3%	3%	5%	5%	5%	3%	*	0%	-	9%	7%	0%	4%	7%	5%	3%
Other	10%	10%	4%	4%	3%	3%	*	20%	-	7%	5%	10%	3%	5%	4%	3%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	87%	51%	58%	50%	52%	-	*	*	-	-	-	52%	46%	47%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	94.8%	<b>91.9%</b>	90.5%	92.1%	93.4%	92.0%	93.8%	*	92.5%	90.5%	91.4%	93.0%
2019-20	98.3%	98.5%	<b>96.8%</b>	96.4%	97.2%	96.9%	96.6%	98.6%	93.2%	96.8%	96.6%	96.7%	98.1%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	15.4%	<b>26.4%</b>	33.5%	24.4%	20.8%	27.8%	21.4%	*	25.8%	33.3%	28.2%	20.8%
2019-20	6.7%	6.4%	<b>13.3%</b>	15.5%	12.1%	12.5%	14.0%	7.9%	50.0%	11.4%	17.0%	14.2%	7.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	1.1%	<b>2.4%</b>	3.5%	1.3%	2.5%	0.0%	0.0%	-	7.1%	4.3%	2.6%	0.8%
2019-20	0.5%	0.7%	<b>1.1%</b>	1.4%	0.7%	1.1%	0.0%	0.0%	*	2.6%	1.2%	1.3%	1.6%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	2.4%	<b>5.7%</b>	5.6%	5.7%	6.0%	0.0%	0.0%	*	6.8%	6.6%	6.3%	5.3%
2019-20	1.6%	1.7%	<b>1.8%</b>	2.4%	1.3%	1.4%	3.1%	0.0%	0.0%	5.1%	3.0%	2.1%	2.9%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	90.0%	<b>84.5%</b>	79.1%	87.7%	86.2%	*	*	*	100.0%	86.6%	83.6%	73.3%
Received TxCHSE	0.3%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.8%	<b>2.0%</b>	1.8%	2.5%	1.2%	*	*	*	0.0%	3.0%	2.3%	6.7%
Dropped Out	5.8%	5.9%	<b>13.5%</b>	19.1%	9.9%	12.6%	*	*	*	0.0%	10.4%	14.1%	20.0%
Graduates and TxCHSE	90.3%	90.3%	<b>84.5%</b>	79.1%	87.7%	86.2%	*	*	*	100.0%	86.6%	83.6%	73.3%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	<b>86.5%</b>	80.9%	90.1%	87.4%	*	*	*	100.0%	89.6%	85.9%	80.0%
<b>Class of 2020</b>													
Graduated	90.3%	89.9%	<b>88.4%</b>	88.5%	89.5%	86.5%	*	*	*	75.0%	83.0%	86.9%	76.5%
Received TxCHSE	0.4%	0.3%	<b>0.8%</b>	0.4%	0.4%	2.0%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.9%	3.6%	<b>1.7%</b>	1.2%	1.7%	2.7%	*	*	*	0.0%	5.7%	2.1%	0.0%
Dropped Out	5.4%	6.1%	<b>9.1%</b>	9.8%	8.3%	8.8%	*	*	*	25.0%	11.3%	10.5%	23.5%
Graduates and TxCHSE	90.7%	90.3%	<b>89.2%</b>	88.9%	90.0%	88.5%	*	*	*	75.0%	83.0%	87.4%	76.5%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	<b>90.9%</b>	90.2%	91.7%	91.2%	*	*	*	75.0%	88.7%	89.5%	76.5%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	91.8%	<b>89.2%</b>	89.3%	90.0%	87.9%	*	*	*	75.0%	85.2%	88.3%	76.5%
Received TxCHSE	0.5%	0.4%	<b>0.8%</b>	0.4%	0.4%	2.0%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	1.0%	<b>0.3%</b>	0.0%	0.4%	0.7%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	6.7%	<b>9.7%</b>	10.3%	9.1%	9.4%	*	*	*	25.0%	14.8%	11.3%	23.5%
Graduates and TxCHSE	92.7%	92.3%	<b>90.0%</b>	89.7%	90.4%	89.9%	*	*	*	75.0%	85.2%	88.7%	76.5%



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	93.3%	<b>90.3%</b>	89.7%	90.9%	90.6%	*	*	*	75.0%	85.2%	88.7%	76.5%
<b>Class of 2019</b>													
Graduated	92.0%	91.4%	<b>89.1%</b>	88.4%	89.8%	89.9%	*	*	*	85.7%	85.1%	87.5%	92.3%
Received TxCHSE	0.5%	0.5%	<b>0.8%</b>	0.9%	0.5%	1.2%	*	*	*	0.0%	1.4%	1.2%	0.0%
Continued HS	1.3%	1.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	<b>10.2%</b>	10.7%	9.8%	8.9%	*	*	*	14.3%	13.5%	11.3%	7.7%
Graduates and TxCHSE	92.6%	91.9%	<b>89.8%</b>	89.3%	90.2%	91.1%	*	*	*	85.7%	86.5%	88.7%	92.3%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>89.8%</b>	89.3%	90.2%	91.1%	*	*	*	85.7%	86.5%	88.7%	92.3%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	91.8%	<b>88.8%</b>	88.5%	89.4%	89.4%	*	*	*	85.7%	85.3%	87.4%	92.3%
Received TxCHSE	0.6%	0.6%	<b>0.8%</b>	0.9%	0.5%	1.2%	*	*	*	0.0%	1.3%	1.2%	0.0%
Continued HS	0.6%	0.6%	<b>0.2%</b>	0.0%	0.0%	0.6%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.0%	<b>10.3%</b>	10.7%	10.2%	8.8%	*	*	*	14.3%	13.3%	11.5%	7.7%
Graduates and TxCHSE	93.2%	92.4%	<b>89.6%</b>	89.3%	89.8%	90.6%	*	*	*	85.7%	86.7%	88.5%	92.3%
Graduates, TxCHSE, and Continuers	93.8%	93.0%	<b>89.7%</b>	89.3%	89.8%	91.2%	*	*	*	85.7%	86.7%	88.5%	92.3%
<b>Class of 2018</b>													
Graduated	92.6%	91.8%	<b>92.1%</b>	91.1%	94.0%	90.9%	100.0%	*	*	87.5%	86.0%	89.6%	81.3%
Received TxCHSE	0.7%	0.7%	<b>0.5%</b>	0.0%	0.5%	1.1%	0.0%	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	0.6%	0.6%	<b>0.2%</b>	0.0%	0.0%	0.5%	0.0%	*	*	0.0%	0.0%	0.3%	0.0%
Dropped Out	6.1%	6.9%	<b>7.2%</b>	8.9%	5.6%	7.5%	0.0%	*	*	12.5%	14.0%	9.2%	18.8%
Graduates and TxCHSE	93.3%	92.5%	<b>92.6%</b>	91.1%	94.4%	91.9%	100.0%	*	*	87.5%	86.0%	90.5%	81.3%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	<b>92.8%</b>	91.1%	94.4%	92.5%	100.0%	*	*	87.5%	86.0%	90.8%	81.3%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	90.0%	<b>82.1%</b>	77.2%	84.0%	84.7%	*	*	*	100.0%	78.7%	81.0%	71.9%
Class of 2020	90.3%	89.9%	<b>85.1%</b>	85.4%	85.8%	83.2%	*	*	*	75.0%	78.6%	83.2%	76.5%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	64.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	3.9%	<b>6.1%</b>	5.2%	6.6%	6.3%	*	*	*	14.3%	19.0%	6.5%	27.3%
Class of 2020	4.3%	3.7%	<b>11.5%</b>	11.6%	12.7%	10.9%	*	*	*	0.0%	20.5%	12.9%	15.4%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	81.9%	80.1%	<b>86.2%</b>	86.2%	85.9%	86.8%	*	*	*	71.4%	55.2%	84.8%	63.6%

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	83.0%	<b>80.3%</b>	79.6%	77.6%	85.2%	*	*	*	83.3%	31.8%	76.8%	69.2%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	84.1%	<b>92.3%</b>	91.4%	92.5%	93.1%	*	*	*	85.7%	74.1%	91.2%	90.9%
Class of 2020	87.8%	86.7%	<b>91.8%</b>	91.2%	90.2%	96.1%	*	*	*	83.3%	52.3%	89.8%	84.6%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	55.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	21.3%	*	-	-	*	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	3.9%	<b>5.9%</b>	5.5%	6.0%	6.0%	*	*	*	14.3%	18.2%	6.5%	22.7%
2019-20	4.4%	3.7%	<b>11.3%</b>	11.4%	12.7%	9.4%	*	*	*	14.3%	19.6%	12.7%	28.6%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	78.6%	<b>84.3%</b>	82.9%	85.6%	83.9%	*	*	*	71.4%	48.5%	82.6%	68.2%
2019-20	81.8%	81.2%	<b>79.1%</b>	78.6%	75.6%	85.8%	*	*	*	71.4%	30.4%	76.8%	64.3%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	82.4%	<b>90.2%</b>	88.4%	91.7%	89.9%	*	*	*	85.7%	66.7%	89.1%	90.9%
2019-20	85.8%	84.5%	<b>90.3%</b>	90.0%	88.3%	94.5%	*	*	*	85.7%	50.0%	89.4%	92.9%

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	560	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	181	32.3%	44,018	12.3%
Hispanic	216	38.6%	183,306	51.1%
White	149	26.6%	103,898	29.0%
American Indian	3	0.5%	1,195	0.3%
Asian	2	0.4%	18,030	5.0%
Pacific Islander	2	0.4%	553	0.2%
Two or More Races	7	1.3%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	55	9.8%	56,281	15.7%
Foundation H.S. Program (Endorsement)	33	5.9%	13,582	3.8%
Foundation H.S. Program (DLA)	472	84.3%	287,316	80.1%
Special Education Graduates	66	11.8%	31,028	8.6%
Economically Disadvantaged Graduates	448	80.0%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	22	3.9%	32,809	9.1%
At-Risk Graduates	309	55.2%	155,884	43.4%
CTE Completers	98	17.5%	99,076	27.6%

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	61.9%	<b>64.5%</b>	57.5%	63.0%	76.5%	*	*	*	42.9%	93.9%	60.7%	50.0%
2019-20	63.0%	61.1%	<b>57.6%</b>	42.3%	63.8%	75.0%	*	*	*	28.6%	69.6%	53.0%	14.3%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	50.2%	<b>40.7%</b>	30.4%	43.5%	49.7%	*	*	*	28.6%	4.5%	36.6%	22.7%
2019-20	53.4%	52.1%	<b>41.0%</b>	26.8%	43.7%	61.7%	*	*	*	14.3%	4.3%	34.6%	7.1%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	52.0%	<b>30.7%</b>	17.7%	35.6%	39.6%	*	*	*	28.6%	3.0%	27.9%	0.0%
2019-20	59.7%	57.8%	<b>42.7%</b>	30.5%	46.5%	58.6%	*	*	*	28.6%	10.9%	38.3%	21.4%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	43.0%	<b>50.7%</b>	39.8%	56.5%	55.0%	*	*	*	57.1%	21.2%	47.5%	31.8%
2019-20	47.9%	47.9%	<b>47.7%</b>	30.9%	53.5%	68.0%	*	*	*	42.9%	15.2%	40.9%	28.6%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	37.7%	<b>25.2%</b>	13.8%	29.6%	32.9%	*	*	*	28.6%	3.0%	22.5%	0.0%
2019-20	43.2%	42.3%	<b>31.4%</b>	20.0%	32.9%	49.2%	*	*	*	14.3%	4.3%	25.1%	7.1%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	24.9%	<b>6.4%</b>	1.7%	6.9%	10.7%	*	*	*	0.0%	0.0%	4.7%	0.0%
2019-20	21.1%	24.7%	<b>6.4%</b>	1.4%	8.0%	11.7%	*	*	*	14.3%	0.0%	5.3%	0.0%
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	2.4%	<b>7.1%</b>	2.8%	9.3%	8.7%	*	*	*	14.3%	1.5%	5.8%	0.0%
2019-20	2.1%	1.7%	<b>4.5%</b>	3.2%	5.2%	5.5%	*	*	*	0.0%	0.0%	2.9%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	22.2%	<b>25.9%</b>	21.0%	26.9%	30.9%	*	*	*	14.3%	3.0%	21.9%	22.7%
2019-20	24.6%	20.7%	<b>22.9%</b>	15.9%	24.4%	32.0%	*	*	*	0.0%	0.0%	16.6%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	2.0%	<b>0.2%</b>	0.0%	0.0%	0.7%	*	*	*	0.0%	0.0%	0.2%	0.0%
2019-20	4.0%	1.5%	<b>3.5%</b>	2.3%	2.3%	7.8%	*	*	*	0.0%	0.0%	2.9%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	22.1%	<b>33.9%</b>	32.6%	30.6%	41.6%	*	*	*	28.6%	93.9%	33.0%	31.8%
2019-20	18.7%	17.3%	<b>22.2%</b>	17.7%	26.3%	23.4%	*	*	*	28.6%	69.6%	23.2%	7.1%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.8%	<b>25.0%</b>	18.2%	25.0%	34.2%	*	*	*	14.3%	18.2%	23.2%	27.3%
2019-20	13.2%	12.8%	<b>18.1%</b>	13.6%	23.0%	17.2%	*	*	*	28.6%	17.4%	18.5%	7.1%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.7%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	2.3%	<b>4.1%</b>	5.5%	2.3%	5.4%	*	*	*	0.0%	34.8%	4.9%	0.0%
2019-20	2.4%	2.0%	<b>1.6%</b>	1.4%	1.4%	2.3%	*	*	*	0.0%	19.6%	1.6%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	4.0%	<b>7.9%</b>	12.2%	4.2%	8.1%	*	*	*	14.3%	66.7%	8.3%	4.5%
2019-20	3.7%	3.1%	<b>4.0%</b>	3.6%	3.8%	5.5%	*	*	*	0.0%	50.0%	4.2%	0.0%

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	17.6%	<b>17.7%</b>	8.8%	22.7%	21.5%	*	*	*	14.3%	3.0%	15.8%	0.0%
	2019-20	30.1%	21.0%	<b>25.0%</b>	16.4%	23.9%	41.4%	*	*	*	14.3%	6.5%	19.8%	7.1%
Mathematics	2020-21	19.4%	14.6%	<b>13.4%</b>	8.8%	15.7%	15.4%	*	*	*	14.3%	1.5%	12.3%	0.0%
	2019-20	21.2%	15.5%	<b>14.8%</b>	11.4%	12.7%	22.7%	*	*	*	14.3%	0.0%	9.8%	7.1%
Both Subjects	2020-21	14.4%	9.5%	<b>9.8%</b>	3.9%	12.5%	12.8%	*	*	*	14.3%	1.5%	8.7%	0.0%
	2019-20	16.4%	10.4%	<b>12.8%</b>	8.6%	10.8%	21.9%	*	*	*	14.3%	0.0%	7.9%	7.1%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	5.5%	<b>8.9%</b>	4.4%	11.1%	11.4%	*	*	*	14.3%	0.0%	8.5%	0.0%
	2019-20	7.3%	5.6%	<b>10.8%</b>	5.9%	16.9%	9.4%	*	*	*	14.3%	6.5%	11.3%	14.3%
Mathematics	2020-21	10.3%	6.7%	<b>35.9%</b>	30.9%	39.8%	35.6%	*	*	*	42.9%	19.7%	34.8%	27.3%
	2019-20	9.7%	9.2%	<b>32.1%</b>	20.5%	38.5%	43.0%	*	*	*	28.6%	15.2%	31.4%	21.4%
Both Subjects	2020-21	4.9%	2.8%	<b>8.4%</b>	4.4%	10.6%	10.1%	*	*	*	14.3%	0.0%	8.0%	0.0%
	2019-20	4.2%	3.1%	<b>7.1%</b>	4.1%	10.8%	7.0%	*	*	*	0.0%	2.2%	7.4%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	23.9%	<b>4.4%</b>	3.2%	4.8%	5.0%	12.5%	*	*	0.0%	0.0%	3.2%	6.3%
	2020	22.0%	24.6%	<b>2.9%</b>	1.4%	2.7%	5.2%	0.0%	0.0%	*	6.7%	0.0%	1.7%	0.0%
English Language Arts	2021	12.1%	13.7%	<b>2.2%</b>	2.0%	2.0%	3.0%	0.0%	*	*	0.0%	0.0%	1.9%	0.0%
	2020	12.7%	14.1%	<b>1.0%</b>	0.9%	0.7%	1.4%	0.0%	0.0%	*	6.7%	0.0%	0.5%	0.0%
Mathematics	2021	6.1%	7.5%	<b>0.8%</b>	0.0%	0.9%	1.3%	12.5%	*	*	0.0%	0.0%	0.5%	0.0%
	2020	6.4%	7.3%	<b>0.2%</b>	0.0%	0.0%	1.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Science	2021	8.7%	9.9%	<b>1.2%</b>	0.7%	1.3%	1.3%	0.0%	*	*	0.0%	0.0%	0.8%	0.0%
	2020	9.4%	10.7%	<b>0.7%</b>	0.2%	1.1%	0.7%	0.0%	0.0%	*	0.0%	0.0%	0.5%	0.0%
Social Studies	2021	11.6%	14.0%	<b>2.3%</b>	2.0%	2.6%	2.6%	0.0%	*	*	0.0%	0.0%	1.8%	4.2%
	2020	12.4%	14.6%	<b>1.2%</b>	0.5%	0.7%	2.8%	0.0%	0.0%	*	6.7%	0.0%	0.6%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	51.3%	<b>25.0%</b>	15.4%	31.8%	20.0%	*	-	*	-	-	25.8%	*
	2020	59.0%	61.3%	<b>40.0%</b>	16.7%	50.0%	33.3%	-	-	*	*	-	35.7%	-
English Language Arts	2021	42.7%	44.9%	<b>19.2%</b>	12.5%	33.3%	11.1%	-	-	-	-	-	16.7%	-
	2020	50.1%	51.1%	<b>41.7%</b>	*	*	*	-	-	-	*	-	*	-
Mathematics	2021	49.4%	51.4%	<b>30.0%</b>	-	*	*	*	-	*	-	-	20.0%	-
	2020	56.5%	58.8%	*	-	-	*	-	-	-	-	-	-	-
Science	2021	41.4%	44.4%	<b>7.1%</b>	*	16.7%	*	-	-	*	-	-	0.0%	-
	2020	47.6%	50.0%	<b>22.2%</b>	*	20.0%	*	-	-	*	-	-	*	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	45.3%	<b>17.9%</b>	12.5%	25.0%	12.5%	-	-	-	-	-	23.5%	*
	2020	52.3%	55.0%	<b>28.6%</b>	*	*	37.5%	-	-	-	*	-	40.0%	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	78.0%	<b>24.6%</b>	30.9%	20.4%	23.5%	*	*	*	14.3%	13.6%	23.0%	18.2%
	2019-20	76.7%	81.7%	<b>59.7%</b>	63.6%	54.9%	61.7%	*	*	*	42.9%	21.3%	57.4%	33.3%
At/Above Criterion for All Examinees	2020-21	32.9%	33.5%	<b>20.3%</b>	3.6%	27.3%	40.0%	*	-	-	*	0.0%	17.5%	*
	2019-20	35.7%	37.4%	<b>17.2%</b>	5.0%	18.8%	36.7%	*	*	-	*	0.0%	10.0%	0.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1000	<b>934</b>	845	955	1050	*	-	-	*	707	912	*
	2019-20	1019	1024	<b>917</b>	859	928	1000	770	1047	-	897	749	875	754
English Language Arts and Writing	2020-21	504	501	<b>476</b>	423	487	546	*	-	-	*	357	465	*
	2019-20	513	514	<b>468</b>	436	479	511	385	513	-	460	379	447	368
Mathematics	2020-21	498	499	<b>458</b>	423	468	504	*	-	-	*	350	448	*
	2019-20	506	510	<b>448</b>	423	450	490	385	533	-	437	370	428	386
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	20.4	<b>18.5</b>	16.5	19.3	*	*	-	-	-	-	17.5	-
	2019-20	20.2	21.0	<b>18.4</b>	17.6	18.1	20.5	-	18.0	-	15.0	22.0	16.9	-
English Language Arts	2020-21	19.6	19.9	<b>17.9</b>	16.1	18.8	*	*	-	-	-	-	16.5	-
	2019-20	19.9	20.7	<b>17.7</b>	17.1	16.6	19.7	-	19.5	-	13.5	25.0	16.1	-
Mathematics	2020-21	19.9	20.5	<b>18.3</b>	16.7	18.3	*	*	-	-	-	-	17.4	-
	2019-20	20.1	20.9	<b>18.3</b>	17.1	19.0	20.4	-	15.0	-	16.0	15.0	16.6	-
Science	2020-21	20.3	20.7	<b>19.5</b>	16.5	20.8	*	*	-	-	-	-	19.0	-
	2019-20	20.5	21.3	<b>19.7</b>	18.6	19.9	22.1	-	17.0	-	15.0	21.0	17.9	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	39.7%	<b>30.1%</b>	27.6%	26.5%	41.2%	21.1%	27.3%	*	20.8%	9.7%	26.9%	14.6%
	2019-20	46.3%	46.9%	<b>36.6%</b>	33.4%	35.6%	43.4%	16.7%	69.2%	*	20.0%	12.9%	31.8%	17.6%
English Language Arts	2020-21	16.3%	16.2%	<b>7.1%</b>	5.7%	6.2%	11.5%	0.0%	0.0%	*	5.7%	1.5%	5.8%	1.3%
	2019-20	18.2%	20.0%	<b>12.1%</b>	8.0%	13.0%	16.7%	3.4%	30.8%	*	3.0%	4.0%	9.1%	3.1%
Mathematics	2020-21	19.3%	17.8%	<b>8.4%</b>	9.1%	6.4%	11.0%	11.1%	0.0%	*	7.8%	1.1%	7.8%	3.8%
	2019-20	20.7%	20.8%	<b>10.3%</b>	12.1%	8.9%	10.4%	3.6%	25.0%	*	3.0%	1.6%	8.9%	3.8%
Science	2020-21	20.6%	17.2%	<b>16.6%</b>	17.2%	14.4%	20.4%	16.7%	0.0%	*	13.5%	6.3%	15.4%	9.7%
	2019-20	22.4%	20.7%	<b>21.0%</b>	22.6%	18.9%	22.9%	10.7%	30.0%	*	6.3%	7.0%	19.3%	8.7%
Social Studies	2020-21	22.8%	21.5%	<b>12.6%</b>	7.5%	11.5%	22.2%	6.3%	22.2%	*	8.0%	1.1%	9.6%	1.9%
	2019-20	24.6%	24.8%	<b>16.7%</b>	10.8%	17.1%	25.3%	0.0%	33.3%	*	9.4%	0.4%	11.0%	5.6%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	55.9%	<b>54.0%</b>	46.4%	62.9%	53.1%	*	*	*	42.9%	47.8%	55.7%	50.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	46.7%	<b>38.9%</b>	35.5%	33.8%	53.9%	*	*	*	28.6%	14.9%	31.3%	13.3%
	2018-19	52.6%	53.6%	<b>39.8%</b>	37.2%	41.8%	41.7%	*	*	*	45.5%	21.9%	35.4%	24.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Texas Education Agency  
2021-22 Student Information (TAPR)  
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	7,756	100.0%	5,402,928	100.0%	7,811	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	15	0.2%	14,290	0.3%	62	0.8%	21,375	0.4%
Pre-Kindergarten	228	2.9%	222,767	4.1%	228	2.9%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	228	2.9%	188,798	3.5%	228	2.9%	189,474	3.5%
Kindergarten	482	6.2%	370,054	6.8%	482	6.2%	371,502	6.8%
Grade 1	565	7.3%	384,494	7.1%	565	7.2%	386,232	7.1%
Grade 2	524	6.8%	382,008	7.1%	525	6.7%	383,838	7.1%
Grade 3	532	6.9%	383,078	7.1%	532	6.8%	384,872	7.1%
Grade 4	579	7.5%	383,959	7.1%	579	7.4%	386,011	7.1%
Grade 5	588	7.6%	387,945	7.2%	588	7.5%	389,971	7.2%
Grade 6	582	7.5%	398,640	7.4%	582	7.5%	400,447	7.4%
Grade 7	638	8.2%	418,486	7.7%	639	8.2%	418,788	7.7%
Grade 8	601	7.7%	424,287	7.9%	602	7.7%	424,544	7.8%
Grade 9	781	10.1%	475,437	8.8%	781	10.0%	475,746	8.8%
Grade 10	561	7.2%	408,393	7.6%	561	7.2%	408,700	7.5%
Grade 11	543	7.0%	389,034	7.2%	543	7.0%	389,454	7.2%
Grade 12	537	6.9%	360,056	6.7%	542	6.9%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	2,295	29.6%	690,999	12.8%	2,306	29.5%	694,302	12.8%
Hispanic	3,560	45.9%	2,850,147	52.8%	3,584	45.9%	2,860,754	52.7%
White	1,544	19.9%	1,420,166	26.3%	1,557	19.9%	1,427,241	26.3%
American Indian	16	0.2%	17,944	0.3%	16	0.2%	18,028	0.3%
Asian	28	0.4%	259,342	4.8%	28	0.4%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	313	4.0%	155,887	2.9%	320	4.1%	156,780	2.9%
<b>Sex:</b>								
Female	3,753	48.4%	2,640,313	48.9%	3,779	48.4%	2,650,563	48.8%
Male	4,003	51.6%	2,762,615	51.1%	4,032	51.6%	2,776,807	51.2%
Economically Disadvantaged	6,519	84.1%	3,278,452	60.7%	6,566	84.1%	3,289,420	60.6%
Non-Educationally Disadvantaged	1,237	15.9%	2,124,476	39.3%	1,245	15.9%	2,137,950	39.4%
Section 504 Students	441	5.7%	400,729	7.4%	441	5.6%	401,648	7.4%
EB Students/EL	917	11.8%	1,171,661	21.7%	920	11.8%	1,175,333	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
<b>Student Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Students w/ Disciplinary Placements (2020-21)	128	1.5%	34,054	0.6%				
Students w/ Dyslexia	310	4.0%	270,260	5.0%	310	4.0%	270,966	5.0%
Foster Care	20	0.3%	15,338	0.3%	20	0.3%	15,409	0.3%
Homeless	236	3.0%	61,433	1.1%	246	3.1%	61,687	1.1%
Immigrant	22	0.3%	108,510	2.0%	22	0.3%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	5,117	66.0%	3,473,996	64.3%	5,167	66.2%	3,487,333	64.3%
Military Connected	65	0.8%	176,253	3.3%	65	0.8%	176,554	3.3%
At-Risk	4,188	54.0%	2,892,191	53.5%	4,211	53.9%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	865	11.2%	1,182,035	21.9%	868	11.1%	1,185,511	21.8%
Gifted and Talented Education	315	4.1%	434,269	8.0%	316	4.0%	435,356	8.0%
Special Education	1,304	16.8%	624,256	11.6%	1,320	16.9%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	1,304		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	684	52.5%	268,673	43.0%				
Students with Physical Disabilities	188	14.4%	129,679	20.8%				
Students with Autism	172	13.2%	91,742	14.7%				
Students with Behavioral Disabilities	238	18.3%	125,096	20.0%				
Students with Non-Categorical Early Childhood	22	1.7%	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	1,534	18.8%	705,063	13.6%				
By Ethnicity:								
African American	546	6.7%	131,970	2.5%				
Hispanic	557	6.8%	342,504	6.6%				
White	339	4.1%	184,235	3.5%				
American Indian	4	0.0%	2,852	0.1%				
Asian	5	0.1%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	83	1.0%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	248	18.6%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	134	15.6%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	1,378	19.4%	467,226	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	1,286	23.0%	772,746	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	1.0%	1.9%	2.2%	5.2%
Grade 1	8.0%	2.9%	10.1%	4.2%
Grade 2	2.0%	1.7%	6.7%	2.2%
Grade 3	1.4%	1.0%	3.3%	1.0%
Grade 4	0.8%	0.7%	0.0%	0.7%
Grade 5	0.6%	0.5%	0.0%	0.7%
Grade 6	1.6%	0.6%	0.0%	0.6%
Grade 7	3.0%	0.7%	0.0%	0.7%
Grade 8	2.6%	0.6%	0.0%	0.8%
Grade 9	24.8%	10.5%	28.2%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	8	0.2%	8,781	0.3%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	19.9	18.7
Grade 1	20.3	18.7
Grade 2	19.4	18.6
Grade 3	20.6	18.7
Grade 4	19.0	18.8
Grade 5	23.0	20.2
Grade 6	19.4	19.2
<b>Secondary:</b>		
English/Language Arts	15.8	16.3
Foreign Languages	23.7	18.4
Mathematics	16.6	17.5
Science	16.5	18.5
Social Studies	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,189.8	100.0%	749,473.4	100.0%
Professional Staff:	696.7	58.6%	480,632.3	64.1%
Teachers	520.4	43.7%	369,695.8	49.3%
Professional Support	129.3	10.9%	80,190.4	10.7%
Campus Administration (School Leadership)	31.9	2.7%	22,091.4	2.9%
Central Administration	15.0	1.3%	8,654.8	1.2%
Educational Aides:	130.4	11.0%	82,972.4	11.1%
Auxiliary Staff:	362.6	30.5%	185,868.6	24.8%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	10.0	n/a	4,194.0	n/a
Part-time Librarians	1.0	n/a	607.0	n/a
Full-time Counselors	18.0	n/a	13,550.0	n/a
Part-time Counselors	1.0	n/a	1,176.0	n/a
Total Minority Staff:	637.8	53.6%	390,611.0	52.1%
<b>Teachers by Ethnicity:</b>				
African American	141.2	27.1%	41,286.1	11.2%
Hispanic	73.0	14.0%	106,866.5	28.9%
White	294.0	56.5%	208,485.4	56.4%
American Indian	2.0	0.4%	1,235.6	0.3%
Asian	6.0	1.2%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	4.3	0.8%	4,312.0	1.2%
<b>Teachers by Sex:</b>				
Males	134.2	25.8%	89,015.4	24.1%
Females	386.3	74.2%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	12.1	2.3%	5,187.9	1.4%
Bachelors	382.0	73.4%	268,560.2	72.6%
Masters	121.3	23.3%	93,139.5	25.2%
Doctorate	5.0	1.0%	2,808.1	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	26.9	5.2%	29,215.8	7.9%
1-5 Years Experience	163.9	31.5%	98,764.8	26.7%
6-10 Years Experience	119.5	23.0%	76,197.2	20.6%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	132.3	25.4%	105,811.4	28.6%
21-30 Years Experience	62.0	11.9%	48,804.6	13.2%
Over 30 Years Experience	15.8	3.0%	10,902.0	2.9%
Number of Students per Teacher	14.9	n/a	14.6	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	6.7	6.3
Average Years Experience of Principals with District	4.7	5.4
Average Years Experience of Assistant Principals	5.2	5.5
Average Years Experience of Assistant Principals with District	4.0	4.8
Average Years Experience of Teachers:	10.7	11.1
Average Years Experience of Teachers with District:	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$55,716	\$51,054
1-5 Years Experience	\$57,670	\$54,577
6-10 Years Experience	\$59,418	\$57,746
11-20 Years Experience	\$61,487	\$61,377
21-30 Years Experience	\$65,689	\$65,949
Over 30 Years Experience	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$60,095	\$58,887
Professional Support	\$71,362	\$69,505
Campus Administration (School Leadership)	\$89,967	\$84,990
Central Administration	\$123,380	\$112,797
Instructional Staff Percent:	58.4%	64.9%
Turnover Rate for Teachers:	24.4%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY ISD (084906) - GALVESTON COUNTY**

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	18.4	3.5%	22,926.8	6.2%
Career and Technical Education	32.0	6.2%	19,365.5	5.2%
Compensatory Education	17.0	3.3%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	393.8	75.7%	261,685.1	70.8%
Special Education	53.8	10.3%	35,441.0	9.6%
Other	5.4	1.0%	12,775.1	3.5%

- Indicates there are no students in the group.

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

\*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**

(To open link in a new window, press the "Ctrl" key and click on the link.)

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: TEXAS CITY H S**

**Campus Number: 084906001**

**2022 Accountability Rating: B**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	51%	<b>56%</b>	45%	56%	64%	*	*	-	62%	31%	*	58%	50%	52%	39%
	2021	67%	49%	<b>54%</b>	43%	53%	67%	*	*	-	67%	27%	*	58%	40%	49%	27%
At Meets Grade Level or Above	2022	47%	30%	<b>37%</b>	17%	39%	48%	*	*	-	45%	18%	*	39%	31%	32%	21%
	2021	50%	31%	<b>37%</b>	26%	34%	50%	*	*	-	46%	20%	*	40%	24%	32%	11%
At Masters Grade Level	2022	11%	4%	<b>5%</b>	1%	4%	7%	*	*	-	17%	9%	*	5%	6%	4%	0%
	2021	12%	4%	<b>5%</b>	3%	4%	10%	*	*	-	0%	7%	*	6%	0%	3%	1%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	61%	<b>68%</b>	52%	69%	77%	*	*	-	75%	31%	60%	70%	56%	62%	45%
	2021	71%	58%	<b>60%</b>	49%	61%	70%	*	*	-	62%	26%	*	61%	58%	56%	31%
At Meets Grade Level or Above	2022	55%	44%	<b>53%</b>	42%	51%	65%	*	*	-	65%	20%	60%	56%	38%	47%	17%
	2021	57%	44%	<b>47%</b>	33%	50%	53%	*	*	-	46%	18%	*	47%	45%	43%	15%
At Masters Grade Level	2022	9%	5%	<b>7%</b>	1%	7%	10%	*	*	-	15%	14%	0%	8%	1%	4%	0%
	2021	11%	4%	<b>4%</b>	1%	5%	4%	*	*	-	15%	18%	*	4%	2%	4%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	68%	<b>66%</b>	59%	67%	69%	*	*	-	71%	53%	*	67%	60%	63%	66%
	2021	73%	65%	<b>63%</b>	60%	60%	73%	-	*	-	72%	47%	*	66%	54%	61%	56%
At Meets Grade Level or Above	2022	43%	34%	<b>33%</b>	24%	34%	38%	*	*	-	38%	24%	*	35%	26%	32%	33%
	2021	41%	35%	<b>31%</b>	25%	31%	40%	-	*	-	28%	22%	*	35%	20%	29%	26%
At Masters Grade Level	2022	27%	19%	<b>15%</b>	8%	17%	15%	*	*	-	29%	6%	*	16%	13%	14%	19%
	2021	23%	21%	<b>15%</b>	11%	14%	26%	-	*	-	11%	7%	*	17%	10%	14%	15%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	74%	<b>79%</b>	67%	79%	87%	*	*	-	92%	63%	*	80%	75%	76%	69%
	2021	82%	68%	<b>75%</b>	63%	71%	88%	-	*	-	90%	52%	*	78%	62%	70%	53%
At Meets Grade Level or Above	2022	55%	39%	<b>47%</b>	28%	47%	60%	*	*	-	58%	28%	*	49%	39%	41%	33%
	2021	55%	43%	<b>51%</b>	43%	46%	69%	-	*	-	57%	30%	*	56%	36%	45%	28%
At Masters Grade Level	2022	21%	9%	<b>10%</b>	3%	8%	16%	*	*	-	21%	9%	*	10%	8%	8%	4%
	2021	22%	14%	<b>18%</b>	10%	15%	34%	-	*	-	10%	8%	*	20%	13%	14%	5%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	78%	<b>81%</b>	73%	82%	86%	*	*	-	80%	55%	*	85%	70%	78%	66%
	2021	88%	76%	<b>79%</b>	69%	78%	90%	*	*	-	90%	60%	*	80%	75%	76%	51%
At Meets Grade Level or Above	2022	68%	51%	<b>56%</b>	48%	53%	69%	*	*	-	65%	25%	*	59%	47%	51%	21%
	2021	69%	53%	<b>56%</b>	47%	52%	70%	*	*	-	60%	43%	*	54%	61%	52%	24%
At Masters Grade Level	2022	42%	24%	<b>26%</b>	14%	24%	41%	*	*	-	25%	14%	*	29%	17%	23%	2%
	2021	43%	28%	<b>29%</b>	15%	25%	47%	*	*	-	40%	28%	*	29%	28%	26%	0%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	91%	<b>91%</b>	88%	100%	83%	-	-	-	-	-	-	90%	*	83%	-
	2021	95%	90%	<b>93%</b>	100%	85%	100%	-	-	-	-	-	-	96%	*	100%	-
At Meets Grade Level or Above	2022	64%	49%	<b>54%</b>	50%	55%	56%	-	-	-	-	-	-	55%	*	56%	-
	2021	69%	57%	<b>60%</b>	20%	54%	83%	-	-	-	-	-	-	63%	*	53%	-
At Masters Grade Level	2022	13%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	-	-	0%	*	0%	-
	2021	14%	0%	<b>0%</b>	0%	0%	0%	-	-	-	-	-	-	0%	*	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	<b>70%</b>	59%	70%	77%	89%	60%	-	75%	46%	60%	72%	62%	65%	56%
	2021	67%	56%	<b>66%</b>	57%	64%	78%	*	58%	-	76%	43%	50%	69%	57%	62%	43%
At Meets Grade Level or Above	2022	48%	35%	<b>45%</b>	32%	45%	56%	22%	40%	-	54%	23%	40%	47%	36%	40%	25%
	2021	41%	30%	<b>44%</b>	34%	42%	58%	*	50%	-	47%	27%	50%	47%	36%	40%	21%
At Masters Grade Level	2022	23%	15%	<b>12%</b>	5%	12%	17%	0%	20%	-	21%	10%	7%	13%	9%	10%	5%
	2021	18%	12%	<b>14%</b>	8%	12%	23%	*	17%	-	12%	13%	33%	14%	10%	12%	5%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>61%</b>	48%	62%	70%	*	*	-	67%	31%	38%	64%	52%	56%	41%
	2021	68%	55%	<b>57%</b>	45%	56%	68%	*	60%	-	65%	27%	*	60%	48%	52%	28%
At Meets Grade Level or Above	2022	53%	39%	<b>44%</b>	29%	44%	56%	*	*	-	53%	19%	38%	47%	34%	39%	20%
	2021	45%	31%	<b>41%</b>	29%	41%	51%	*	60%	-	46%	19%	*	43%	33%	37%	13%
At Masters Grade Level	2022	25%	16%	<b>6%</b>	1%	6%	9%	*	*	-	16%	11%	0%	6%	4%	4%	0%
	2021	18%	10%	<b>4%</b>	2%	4%	7%	*	0%	-	5%	12%	*	5%	1%	3%	1%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	<b>68%</b>	61%	69%	71%	*	*	-	71%	53%	*	70%	61%	64%	66%
	2021	66%	57%	<b>65%</b>	63%	61%	76%	-	*	-	72%	47%	*	68%	54%	62%	56%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	31%	<b>35%</b>	26%	35%	41%	*	*	-	38%	24%	*	37%	28%	33%	33%
	2021	37%	29%	<b>33%</b>	25%	33%	46%	-	*	-	28%	22%	*	37%	20%	30%	26%
At Masters Grade Level	2022	20%	14%	<b>14%</b>	8%	16%	13%	*	*	-	29%	6%	*	14%	13%	13%	19%
	2021	18%	13%	<b>14%</b>	10%	13%	22%	-	*	-	11%	7%	*	16%	10%	14%	15%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	<b>79%</b>	67%	79%	87%	*	*	-	92%	63%	*	80%	75%	76%	69%
	2021	71%	58%	<b>75%</b>	63%	71%	88%	-	*	-	90%	52%	*	78%	63%	70%	53%
At Meets Grade Level or Above	2022	47%	30%	<b>47%</b>	28%	47%	60%	*	*	-	58%	28%	*	49%	38%	41%	33%
	2021	44%	32%	<b>51%</b>	43%	46%	69%	-	*	-	57%	30%	*	56%	35%	45%	28%
At Masters Grade Level	2022	21%	10%	<b>10%</b>	3%	8%	16%	*	*	-	21%	9%	*	10%	8%	8%	4%
	2021	20%	13%	<b>18%</b>	10%	15%	34%	-	*	-	10%	8%	*	20%	13%	14%	5%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	66%	<b>81%</b>	73%	82%	86%	*	*	-	80%	55%	*	85%	70%	78%	66%
	2021	73%	62%	<b>79%</b>	69%	78%	90%	*	*	-	90%	60%	*	80%	75%	76%	51%
At Meets Grade Level or Above	2022	50%	37%	<b>56%</b>	48%	53%	69%	*	*	-	65%	25%	*	59%	47%	51%	21%
	2021	49%	36%	<b>56%</b>	47%	52%	70%	*	*	-	60%	43%	*	54%	61%	52%	24%
At Masters Grade Level	2022	30%	18%	<b>26%</b>	14%	24%	41%	*	*	-	25%	14%	*	29%	17%	23%	2%
	2021	29%	18%	<b>29%</b>	15%	25%	47%	*	*	-	40%	28%	*	29%	28%	26%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2022	71	77	<b>81</b>	75	81	82	*	*	-	93	65	*	83	70	80	73
	2019	69	65	<b>62</b>	63	63	60	*	*	-	72	67	44	64	59	60	55
End of Course Algebra I	2022	67	60	<b>57</b>	48	55	67	*	-	-	67	39	*	58	53	55	70
	2019	75	63	<b>61</b>	57	59	66	*	*	-	68	46	*	62	58	60	55
All Grades Both Subjects	2022	74	69	<b>69</b>	61	68	76	*	*	-	80	52	*	71	61	68	71
	2019	69	63	<b>62</b>	60	61	63	*	*	-	70	55	39	63	58	60	55
All Grades ELA/Reading	2022	78	76	<b>81</b>	75	81	82	*	*	-	93	65	*	83	70	80	73
	2019	68	63	<b>62</b>	63	63	60	*	*	-	72	67	44	64	59	60	55
All Grades Mathematics	2022	69	62	<b>57</b>	48	55	67	*	-	-	67	39	*	58	53	55	70
	2019	70	63	<b>61</b>	57	59	66	*	*	-	68	46	*	62	58	60	55

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- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>70%</b>	-	-	-	-	-	-	47%	-	*	47%	64%	70%	48%	92%
	2021	67%	56%	<b>66%</b>	-	-	-	-	-	-	32%	-	32%	-	38%	68%	33%	82%
At Meets Grade Level or Above	2022	48%	35%	<b>45%</b>	-	-	-	-	-	-	17%	-	*	17%	14%	46%	16%	70%
	2021	41%	30%	<b>44%</b>	-	-	-	-	-	-	9%	-	9%	-	19%	46%	10%	67%
At Masters Grade Level	2022	23%	15%	<b>12%</b>	-	-	-	-	-	-	3%	-	*	3%	5%	12%	3%	17%
	2021	18%	12%	<b>14%</b>	-	-	-	-	-	-	1%	-	1%	-	0%	14%	1%	22%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>61%</b>	-	-	-	-	-	-	30%	-	*	30%	40%	62%	31%	89%
	2021	68%	55%	<b>57%</b>	-	-	-	-	-	-	19%	-	19%	-	18%	59%	19%	79%
At Meets Grade Level or Above	2022	53%	39%	<b>44%</b>	-	-	-	-	-	-	9%	-	*	9%	10%	45%	10%	73%
	2021	45%	31%	<b>41%</b>	-	-	-	-	-	-	5%	-	5%	-	9%	43%	6%	64%
At Masters Grade Level	2022	25%	16%	<b>6%</b>	-	-	-	-	-	-	0%	-	*	0%	0%	6%	0%	7%
	2021	18%	10%	<b>4%</b>	-	-	-	-	-	-	0%	-	0%	-	0%	5%	0%	8%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>68%</b>	-	-	-	-	-	-	61%	-	-	61%	*	67%	61%	86%
	2021	66%	57%	<b>65%</b>	-	-	-	-	-	-	42%	-	42%	-	*	66%	46%	78%
At Meets Grade Level or Above	2022	42%	31%	<b>35%</b>	-	-	-	-	-	-	32%	-	-	32%	*	34%	26%	53%
	2021	37%	29%	<b>33%</b>	-	-	-	-	-	-	9%	-	9%	-	*	33%	11%	60%
At Masters Grade Level	2022	20%	14%	<b>14%</b>	-	-	-	-	-	-	16%	-	-	16%	*	13%	13%	21%
	2021	18%	13%	<b>14%</b>	-	-	-	-	-	-	6%	-	6%	-	*	13%	5%	35%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>79%</b>	-	-	-	-	-	-	59%	-	-	59%	100%	79%	63%	100%
	2021	71%	58%	<b>75%</b>	-	-	-	-	-	-	42%	-	42%	-	*	77%	40%	84%
At Meets Grade Level or Above	2022	47%	30%	<b>47%</b>	-	-	-	-	-	-	28%	-	-	28%	20%	47%	25%	73%
	2021	44%	32%	<b>51%</b>	-	-	-	-	-	-	8%	-	8%	-	*	53%	8%	73%
At Masters Grade Level	2022	21%	10%	<b>10%</b>	-	-	-	-	-	-	3%	-	-	3%	0%	10%	2%	17%
	2021	20%	13%	<b>18%</b>	-	-	-	-	-	-	0%	-	0%	-	*	19%	0%	29%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	66%	<b>81%</b>	-	-	-	-	-	-	60%	-	*	60%	*	82%	58%	96%
	2021	73%	62%	<b>79%</b>	-	-	-	-	-	-	42%	-	42%	-	*	81%	45%	95%

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	37%	<b>56%</b>	-	-	-	-	-	-	11%	-	*	11%	*	58%	9%	76%
	2021	49%	36%	<b>56%</b>	-	-	-	-	-	-	16%	-	16%	-	*	58%	21%	79%
At Masters Grade Level	2022	30%	18%	<b>26%</b>	-	-	-	-	-	-	0%	-	*	0%	*	29%	0%	32%
	2021	29%	18%	<b>29%</b>	-	-	-	-	-	-	0%	-	0%	-	*	32%	0%	26%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>69%</b>	-	-	-	-	-	-	74%	-	-	74%	67%	68%	69%	79%
	2019	69%	63%	<b>62%</b>	-	-	-	-	-	-	42%	-	42%		*		40%	
All Grades ELA/Reading	2022	78%	76%	<b>81%</b>	-	-	-	-	-	-	71%	-	-	71%	*	81%	73%	83%
	2019	68%	63%	<b>62%</b>	-	-	-	-	-	-	45%	-	45%		*		38%	
All Grades Mathematics	2022	69%	62%	<b>57%</b>	-	-	-	-	-	-	78%	-	-	78%	*	54%	66%	72%
	2019	70%	63%	<b>61%</b>	-	-	-	-	-	-	41%	-	41%		-		41%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>94%</b>	96%	92%	95%	90%	100%	-	94%	93%	100%	95%	91%	93%	96%
Included in Accountability	93%	92%	<b>87%</b>	87%	85%	89%	90%	100%	-	93%	86%	100%	90%	76%	86%	81%
Not Included in Accountability: Mobile	5%	5%	<b>6%</b>	8%	5%	6%	0%	0%	-	2%	5%	0%	4%	12%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	3%	0%	0%	0%	-	0%	2%	0%	1%	3%	1%	11%
Not Tested	1%	3%	<b>6%</b>	4%	8%	5%	10%	0%	-	6%	7%	0%	5%	9%	7%	4%
Absent	1%	3%	<b>6%</b>	4%	7%	4%	10%	0%	-	6%	7%	0%	5%	9%	7%	4%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>94%</b>	95%	94%	95%	*	*	-	94%	93%	100%	95%	91%	93%	98%
Included in Accountability	92%	92%	<b>86%</b>	86%	84%	88%	*	*	-	92%	86%	100%	90%	74%	85%	75%
Not Included in Accountability: Mobile	5%	5%	<b>6%</b>	8%	5%	7%	*	*	-	2%	5%	0%	4%	13%	5%	6%
Not Included in Accountability: Other Exclusions	2%	1%	<b>2%</b>	0%	4%	0%	*	*	-	0%	3%	0%	2%	4%	2%	17%
Not Tested	1%	3%	<b>6%</b>	5%	6%	5%	*	*	-	6%	7%	0%	5%	9%	7%	2%
Absent	1%	3%	<b>6%</b>	5%	6%	5%	*	*	-	6%	7%	0%	5%	9%	7%	2%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>93%</b>	97%	91%	95%	*	*	-	96%	93%	*	93%	92%	93%	93%
Included in Accountability	93%	92%	<b>86%</b>	87%	83%	90%	*	*	-	91%	85%	*	89%	75%	85%	82%
Not Included in Accountability: Mobile	5%	5%	<b>7%</b>	10%	6%	5%	*	*	-	4%	7%	*	4%	14%	7%	6%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	1%	0%	*	*	-	0%	0%	*	0%	3%	1%	6%
Not Tested	1%	2%	<b>7%</b>	3%	9%	5%	*	*	-	4%	7%	*	7%	8%	7%	7%
Absent	1%	2%	<b>6%</b>	3%	8%	3%	*	*	-	4%	7%	*	6%	6%	7%	7%
Other	0%	0%	<b>1%</b>	1%	1%	2%	*	*	-	0%	0%	*	1%	1%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	<b>95%</b>	96%	93%	96%	*	*	-	96%	94%	*	96%	91%	93%	96%
Included in Accountability	93%	92%	<b>88%</b>	89%	87%	90%	*	*	-	96%	88%	*	93%	76%	87%	88%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	7%	5%	7%	*	*	-	0%	5%	*	3%	13%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	1%	0%	*	*	-	0%	0%	*	0%	3%	1%	5%
Not Tested	2%	3%	<b>5%</b>	4%	7%	4%	*	*	-	4%	6%	*	4%	9%	7%	4%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	5%	4%	7%	4%	*	*	-	4%	6%	*	4%	9%	7%	4%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	95%	93%	96%	91%	96%	*	*	-	91%	94%	*	95%	89%	92%	94%
Included in Accountability	94%	91%	89%	89%	87%	92%	*	*	-	91%	88%	*	91%	82%	88%	85%
Not Included in Accountability: Mobile	4%	4%	4%	8%	3%	4%	*	*	-	0%	5%	*	4%	5%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	*	*	-	0%	2%	*	0%	3%	1%	6%
Not Tested	2%	5%	7%	4%	9%	4%	*	*	-	9%	6%	*	5%	11%	8%	6%
Absent	1%	5%	7%	4%	9%	4%	*	*	-	9%	6%	*	5%	11%	8%	6%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	88%	85%	89%	83%	86%	-	-	-	-	-	-	88%	67%	90%	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	89%	93%	88%	89%	*	80%	*	88%	84%	100%	90%	87%	88%	94%
Included in Accountability	83%	87%	87%	91%	85%	87%	*	80%	*	86%	79%	100%	89%	78%	86%	84%
Not Included in Accountability: Mobile	3%	4%	2%	2%	1%	2%	*	0%	*	2%	4%	0%	0%	6%	2%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	0%	*	0%	1%	0%	0%	3%	1%	8%
Not Tested	12%	8%	11%	7%	12%	11%	*	20%	*	12%	16%	0%	10%	13%	12%	6%
Absent	2%	3%	5%	3%	7%	4%	*	0%	*	7%	8%	0%	5%	8%	6%	4%
Other	10%	5%	5%	3%	5%	7%	*	20%	*	5%	7%	0%	5%	5%	6%	2%
<b>Reading</b>																
Assessment Participant	89%	92%	91%	95%	89%	93%	*	83%	-	89%	83%	*	92%	89%	90%	95%
Included in Accountability	83%	87%	88%	92%	85%	91%	*	83%	-	84%	76%	*	91%	79%	87%	80%
Not Included in Accountability: Mobile	3%	4%	2%	2%	1%	2%	*	0%	-	5%	3%	*	0%	6%	2%	1%
Not Included in Accountability: Other Exclusions	3%	1%	2%	0%	3%	0%	*	0%	-	0%	3%	*	1%	4%	2%	14%
Not Tested	11%	8%	9%	5%	11%	7%	*	17%	-	11%	17%	*	8%	11%	10%	5%
Absent	2%	3%	5%	3%	7%	3%	*	0%	-	5%	7%	*	5%	7%	6%	5%
Other	10%	5%	4%	2%	4%	4%	*	17%	-	7%	10%	*	3%	5%	4%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	85%	89%	87%	78%	-	*	*	90%	85%	*	85%	87%	86%	95%
Included in Accountability	84%	87%	83%	87%	85%	74%	-	*	*	90%	81%	*	85%	78%	83%	89%



Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	2%	2%	2%	3%	-	*	*	0%	4%	*	0%	7%	2%	3%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	1%	0%	-	*	*	0%	0%	*	0%	2%	0%	3%
Not Tested	12%	8%	15%	11%	13%	23%	-	*	*	10%	15%	*	15%	13%	14%	5%
Absent	2%	2%	5%	4%	6%	5%	-	*	*	5%	9%	*	4%	8%	5%	3%
Other	10%	6%	10%	7%	7%	18%	-	*	*	5%	6%	*	11%	6%	9%	2%
<b>Science</b>																
Assessment Participant	87%	91%	89%	92%	88%	87%	-	*	-	91%	83%	*	91%	83%	87%	93%
Included in Accountability	84%	86%	86%	89%	85%	85%	-	*	-	91%	79%	*	90%	74%	85%	87%
Not Included in Accountability: Mobile	3%	4%	2%	3%	1%	2%	-	*	-	0%	3%	*	0%	6%	2%	1%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	2%	1%	4%
Not Tested	13%	9%	11%	8%	12%	13%	-	*	-	9%	17%	*	9%	17%	13%	7%
Absent	2%	4%	6%	3%	7%	7%	-	*	-	9%	10%	*	5%	10%	7%	3%
Other	10%	5%	5%	5%	5%	7%	-	*	-	0%	8%	*	4%	8%	6%	4%
<b>Social Studies</b>																
Assessment Participant	87%	92%	91%	96%	88%	94%	*	*	-	77%	88%	*	91%	90%	88%	89%
Included in Accountability	84%	88%	88%	93%	85%	93%	*	*	-	77%	84%	*	90%	83%	86%	84%
Not Included in Accountability: Mobile	3%	3%	2%	3%	2%	1%	*	*	-	0%	4%	*	1%	5%	2%	0%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	1%	0%	*	*	-	0%	0%	*	0%	2%	1%	5%
Not Tested	13%	8%	9%	4%	12%	6%	*	*	-	23%	13%	*	9%	10%	12%	11%
Absent	3%	5%	6%	3%	8%	3%	*	*	-	15%	9%	*	6%	8%	8%	5%
Other	10%	4%	3%	1%	4%	3%	*	*	-	8%	4%	*	4%	2%	4%	7%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	51%	54%	63%	59%	50%	-	*	*	-	-	-	51%	*	50%	-

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>90.8%</b>	90.1%	89.9%	92.9%	91.3%	88.3%	*	91.4%	88.8%	89.8%	87.7%
2019-20	98.3%	96.8%	<b>94.8%</b>	94.3%	95.1%	94.9%	93.6%	97.3%	*	90.5%	93.5%	93.9%	94.1%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>28.2%</b>	34.4%	29.7%	21.3%	25.0%	27.3%	*	30.2%	36.2%	31.6%	37.6%
2019-20	6.7%	13.3%	<b>21.2%</b>	23.6%	20.7%	19.2%	26.9%	15.4%	*	34.6%	31.5%	25.7%	27.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	<b>4.3%</b>	3.3%	4.4%	5.0%	0.0%	0.0%	*	6.8%	6.9%	5.0%	6.0%
2019-20	1.6%	1.8%	<b>1.6%</b>	2.1%	1.1%	1.6%	3.8%	0.0%	*	6.9%	3.0%	2.2%	2.2%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	<b>87.7%</b>	83.2%	88.8%	89.1%	*	*	*	100.0%	82.1%	86.3%	63.2%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	2.0%	<b>2.4%</b>	3.0%	3.1%	0.7%	*	*	*	0.0%	5.1%	3.1%	10.5%
Dropped Out	5.8%	13.5%	<b>9.9%</b>	13.9%	8.2%	10.2%	*	*	*	0.0%	12.8%	10.6%	26.3%
Graduates and TxCHSE	90.3%	84.5%	<b>87.7%</b>	83.2%	88.8%	89.1%	*	*	*	100.0%	82.1%	86.3%	63.2%
Graduates, TxCHSE, and Continuers	94.2%	86.5%	<b>90.1%</b>	86.1%	91.8%	89.8%	*	*	*	100.0%	87.2%	89.4%	73.7%
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	<b>90.3%</b>	91.5%	90.9%	88.4%	*	*	*	80.0%	85.3%	89.0%	72.7%
Received TxCHSE	0.4%	0.8%	<b>0.9%</b>	0.0%	0.5%	2.2%	*	*	*	0.0%	0.0%	0.7%	0.0%
Continued HS	3.9%	1.7%	<b>1.3%</b>	0.9%	1.0%	2.2%	*	*	*	0.0%	2.9%	1.4%	0.0%
Dropped Out	5.4%	9.1%	<b>7.5%</b>	7.5%	7.6%	7.2%	*	*	*	20.0%	11.8%	8.9%	27.3%
Graduates and TxCHSE	90.7%	89.2%	<b>91.2%</b>	91.5%	91.4%	90.6%	*	*	*	80.0%	85.3%	89.7%	72.7%
Graduates, TxCHSE, and Continuers	94.6%	90.9%	<b>92.5%</b>	92.5%	92.4%	92.8%	*	*	*	80.0%	88.2%	91.1%	72.7%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	<b>91.2%</b>	91.5%	91.5%	90.6%	*	*	*	80.0%	85.7%	90.4%	72.7%
Received TxCHSE	0.5%	0.8%	<b>0.9%</b>	0.0%	0.5%	2.2%	*	*	*	0.0%	0.0%	0.7%	0.0%
Continued HS	1.1%	0.3%	<b>0.2%</b>	0.0%	0.5%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	9.7%	<b>7.7%</b>	8.5%	7.5%	7.2%	*	*	*	20.0%	14.3%	8.9%	27.3%
Graduates and TxCHSE	92.7%	90.0%	<b>92.1%</b>	91.5%	92.0%	92.8%	*	*	*	80.0%	85.7%	91.1%	72.7%

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	<b>92.3%</b>	91.5%	92.5%	92.8%	*	*	*	80.0%	85.7%	91.1%	72.7%
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	<b>90.3%</b>	88.2%	91.4%	92.1%	*	*	*	81.8%	87.5%	87.9%	87.5%
Received TxCHSE	0.5%	0.8%	<b>0.8%</b>	0.8%	0.5%	1.3%	*	*	*	0.0%	2.1%	1.4%	0.0%
Continued HS	1.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	10.2%	<b>8.9%</b>	10.9%	8.1%	6.6%	*	*	*	18.2%	10.4%	10.7%	12.5%
Graduates and TxCHSE	92.6%	89.8%	<b>91.1%</b>	89.1%	91.9%	93.4%	*	*	*	81.8%	89.6%	89.3%	87.5%
Graduates, TxCHSE, and Continuers	93.9%	89.8%	<b>91.1%</b>	89.1%	91.9%	93.4%	*	*	*	81.8%	89.6%	89.3%	87.5%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	<b>90.3%</b>	88.2%	91.4%	92.1%	*	*	*	81.8%	87.5%	87.9%	87.5%
Received TxCHSE	0.6%	0.8%	<b>0.8%</b>	0.8%	0.5%	1.3%	*	*	*	0.0%	2.1%	1.4%	0.0%
Continued HS	0.6%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	10.3%	<b>8.9%</b>	10.9%	8.1%	6.6%	*	*	*	18.2%	10.4%	10.7%	12.5%
Graduates and TxCHSE	93.2%	89.6%	<b>91.1%</b>	89.1%	91.9%	93.4%	*	*	*	81.8%	89.6%	89.3%	87.5%
Graduates, TxCHSE, and Continuers	93.8%	89.7%	<b>91.1%</b>	89.1%	91.9%	93.4%	*	*	*	81.8%	89.6%	89.3%	87.5%
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	<b>93.8%</b>	92.5%	95.3%	92.4%	100.0%	*	*	100.0%	91.2%	91.4%	100.0%
Received TxCHSE	0.7%	0.5%	<b>0.4%</b>	0.0%	0.5%	0.6%	0.0%	*	*	0.0%	0.0%	0.8%	0.0%
Continued HS	0.6%	0.2%	<b>0.2%</b>	0.0%	0.0%	0.6%	0.0%	*	*	0.0%	0.0%	0.4%	0.0%
Dropped Out	6.1%	7.2%	<b>5.6%</b>	7.5%	4.2%	6.4%	0.0%	*	*	0.0%	8.8%	7.4%	0.0%
Graduates and TxCHSE	93.3%	92.6%	<b>94.2%</b>	92.5%	95.8%	93.0%	100.0%	*	*	100.0%	91.2%	92.2%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	<b>94.4%</b>	92.5%	95.8%	93.6%	100.0%	*	*	100.0%	91.2%	92.6%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	<b>86.4%</b>	83.2%	86.2%	88.5%	*	*	*	100.0%	82.1%	84.9%	60.0%
Class of 2020	90.3%	85.1%	<b>87.4%</b>	89.8%	87.4%	85.4%	*	*	*	80.0%	82.9%	85.7%	72.7%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	<b>7.5%</b>	10.7%	6.9%	6.1%	*	*	*	20.0%	31.3%	8.9%	41.7%
Class of 2020	4.3%	11.5%	<b>13.4%</b>	16.5%	13.9%	11.5%	*	*	*	*	31.0%	16.0%	12.5%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	81.9%	86.2%	<b>84.3%</b>	78.6%	85.6%	86.3%	*	*	*	60.0%	37.5%	81.1%	41.7%

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	80.3%	<b>78.0%</b>	72.2%	76.7%	84.4%	*	*	*	*	31.0%	72.0%	62.5%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	<b>91.8%</b>	89.3%	92.5%	92.4%	*	*	*	80.0%	68.8%	90.1%	83.3%
Class of 2020	87.8%	91.8%	<b>91.4%</b>	88.7%	90.6%	95.9%	*	*	*	*	62.1%	88.0%	75.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	*	-	-	*	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	<b>7.4%</b>	10.6%	6.8%	5.9%	*	*	*	20.0%	29.4%	8.8%	41.7%
2019-20	4.4%	11.3%	<b>12.9%</b>	16.0%	13.4%	9.9%	*	*	*	20.0%	30.0%	15.6%	25.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	<b>82.6%</b>	76.5%	84.7%	83.7%	*	*	*	60.0%	35.3%	79.5%	41.7%
2019-20	81.8%	79.1%	<b>76.8%</b>	71.0%	74.7%	85.1%	*	*	*	60.0%	30.0%	72.0%	62.5%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	<b>90.0%</b>	87.1%	91.5%	89.6%	*	*	*	80.0%	64.7%	88.3%	83.3%
2019-20	85.8%	90.3%	<b>89.5%</b>	87.0%	88.2%	94.3%	*	*	*	80.0%	60.0%	87.5%	87.5%

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	408	100.0%	560	358,842
<b>By Ethnicity:</b>				
African American	85	20.8%	181	44,018
Hispanic	177	43.4%	216	183,306
White	135	33.1%	149	103,898
American Indian	2	0.5%	3	1,195
Asian	2	0.5%	2	18,030
Pacific Islander	2	0.5%	2	553
Two or More Races	5	1.2%	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	41	10.0%	55	56,281
Foundation H.S. Program (Endorsement)	30	7.4%	33	13,582
Foundation H.S. Program (DLA)	337	82.6%	472	287,316
Special Education Graduates	34	8.3%	66	31,028
Economically Disadvantaged Graduates	308	75.5%	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	12	2.9%	22	32,809
At-Risk Graduates	215	52.7%	309	155,884
CTE Completers	74	18.1%	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	64.5%	<b>67.2%</b>	60.0%	65.0%	76.3%	*	*	*	40.0%	100.0%	62.7%	41.7%
2019-20	63.0%	57.6%	<b>68.5%</b>	61.0%	68.3%	76.2%	*	*	*	40.0%	83.3%	65.0%	12.5%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	40.7%	<b>42.9%</b>	32.9%	43.5%	49.6%	*	*	*	20.0%	5.9%	38.0%	0.0%
2019-20	53.4%	41.0%	<b>49.6%</b>	41.0%	46.8%	62.3%	*	*	*	20.0%	6.7%	44.4%	0.0%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	30.7%	<b>35.5%</b>	24.7%	38.4%	40.0%	*	*	*	20.0%	5.9%	33.4%	0.0%
2019-20	59.7%	42.7%	<b>50.8%</b>	46.0%	49.5%	58.2%	*	*	*	40.0%	16.7%	47.5%	25.0%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	50.7%	<b>58.6%</b>	56.5%	59.9%	57.8%	*	*	*	60.0%	35.3%	56.2%	25.0%
2019-20	47.9%	47.7%	<b>61.3%</b>	58.0%	58.6%	69.7%	*	*	*	60.0%	23.3%	57.2%	37.5%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	25.2%	<b>30.1%</b>	21.2%	32.2%	34.1%	*	*	*	20.0%	5.9%	28.2%	0.0%
2019-20	43.2%	31.4%	<b>39.4%</b>	36.0%	34.9%	50.0%	*	*	*	20.0%	6.7%	34.6%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	6.4%	<b>8.3%</b>	3.5%	7.9%	11.1%	*	*	*	0.0%	0.0%	6.2%	0.0%
2019-20	21.1%	6.4%	<b>8.8%</b>	3.0%	9.1%	12.3%	*	*	*	20.0%	0.0%	7.8%	0.0%
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	7.1%	<b>8.1%</b>	2.4%	10.2%	8.9%	*	*	*	0.0%	2.9%	6.5%	0.0%
2019-20	2.1%	4.5%	<b>4.1%</b>	4.0%	4.3%	4.1%	*	*	*	0.0%	0.0%	3.1%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	25.9%	<b>23.3%</b>	14.1%	24.3%	28.9%	*	*	*	0.0%	2.9%	17.5%	0.0%
2019-20	24.6%	22.9%	<b>25.3%</b>	18.0%	25.3%	31.1%	*	*	*	0.0%	0.0%	17.9%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	4.0%	3.5%	<b>4.3%</b>	4.0%	2.2%	8.2%	*	*	*	0.0%	0.0%	3.5%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	33.9%	<b>36.3%</b>	35.3%	33.9%	40.7%	*	*	*	40.0%	100.0%	35.1%	41.7%
2019-20	18.7%	22.2%	<b>26.3%</b>	24.0%	28.5%	24.6%	*	*	*	40.0%	83.3%	27.2%	12.5%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.0%	<b>30.1%</b>	28.2%	27.1%	36.3%	*	*	*	20.0%	26.5%	28.6%	33.3%
2019-20	13.2%	18.1%	<b>22.0%</b>	20.0%	25.3%	18.0%	*	*	*	40.0%	23.3%	22.6%	12.5%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	4.1%	<b>3.9%</b>	4.7%	2.8%	5.2%	*	*	*	0.0%	47.1%	4.9%	0.0%
2019-20	2.4%	1.6%	<b>1.9%</b>	2.0%	1.6%	2.5%	*	*	*	0.0%	26.7%	1.9%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	7.9%	<b>5.4%</b>	4.7%	5.1%	5.9%	*	*	*	20.0%	64.7%	5.2%	8.3%
2019-20	3.7%	4.0%	<b>4.3%</b>	4.0%	3.8%	5.7%	*	*	*	0.0%	60.0%	4.3%	0.0%

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	17.7%	<b>19.6%</b>	10.6%	23.7%	20.7%	*	*	*	0.0%	5.9%	17.9%	0.0%
	2019-20	30.1%	25.0%	<b>28.9%</b>	23.0%	24.7%	40.2%	*	*	*	20.0%	10.0%	23.7%	0.0%
Mathematics	2020-21	19.4%	13.4%	<b>15.0%</b>	11.8%	16.9%	14.8%	*	*	*	0.0%	2.9%	14.3%	0.0%
	2019-20	21.2%	14.8%	<b>16.5%</b>	16.0%	12.4%	22.1%	*	*	*	20.0%	0.0%	11.7%	0.0%
Both Subjects	2020-21	14.4%	9.8%	<b>10.5%</b>	3.5%	13.0%	11.9%	*	*	*	0.0%	2.9%	9.7%	0.0%
	2019-20	16.4%	12.8%	<b>14.6%</b>	13.0%	10.2%	21.3%	*	*	*	20.0%	0.0%	10.1%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	8.9%	<b>12.3%</b>	9.4%	13.6%	12.6%	*	*	*	20.0%	0.0%	12.3%	0.0%
	2019-20	7.3%	10.8%	<b>14.8%</b>	13.0%	19.4%	9.8%	*	*	*	20.0%	10.0%	16.7%	25.0%
Mathematics	2020-21	10.3%	35.9%	<b>41.7%</b>	43.5%	42.4%	38.5%	*	*	*	60.0%	32.4%	41.2%	25.0%
	2019-20	9.7%	32.1%	<b>44.2%</b>	45.0%	44.1%	45.1%	*	*	*	40.0%	23.3%	46.3%	37.5%
Both Subjects	2020-21	4.9%	8.4%	<b>11.5%</b>	9.4%	13.0%	11.1%	*	*	*	20.0%	0.0%	11.7%	0.0%
	2019-20	4.2%	7.1%	<b>9.8%</b>	9.0%	12.4%	7.4%	*	*	*	0.0%	3.3%	10.9%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	4.4%	<b>4.6%</b>	2.1%	5.2%	5.2%	14.3%	*	*	0.0%	0.0%	3.1%	6.7%
	2020	22.0%	2.9%	<b>4.0%</b>	3.0%	3.0%	5.7%	*	0.0%	*	8.3%	0.0%	2.4%	0.0%
English Language Arts	2021	12.1%	2.2%	<b>2.1%</b>	1.1%	2.2%	3.0%	0.0%	*	*	0.0%	0.0%	1.5%	0.0%
	2020	12.7%	1.0%	<b>1.4%</b>	2.0%	0.8%	1.5%	*	0.0%	*	8.3%	0.0%	0.7%	0.0%
Mathematics	2021	6.1%	0.8%	<b>1.2%</b>	0.0%	1.1%	1.5%	14.3%	*	*	0.0%	0.0%	0.8%	0.0%
	2020	6.4%	0.2%	<b>0.3%</b>	0.0%	0.0%	1.1%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Science	2021	8.7%	1.2%	<b>1.2%</b>	0.0%	1.6%	1.1%	0.0%	*	*	0.0%	0.0%	0.6%	0.0%
	2020	9.4%	0.7%	<b>0.9%</b>	0.5%	1.1%	0.8%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Social Studies	2021	11.6%	2.3%	<b>2.8%</b>	2.1%	3.3%	3.0%	0.0%	*	*	0.0%	0.0%	2.0%	6.7%
	2020	12.4%	1.2%	<b>1.5%</b>	1.0%	0.5%	3.0%	*	0.0%	*	8.3%	0.0%	0.7%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	25.0%	<b>23.1%</b>	*	26.3%	21.4%	*	-	*	-	-	25.0%	*
	2020	59.0%	40.0%	<b>38.2%</b>	16.7%	45.5%	33.3%	-	-	*	*	-	30.8%	-
English Language Arts	2021	42.7%	19.2%	<b>22.2%</b>	*	37.5%	12.5%	-	-	-	-	-	20.0%	-
	2020	50.1%	41.7%	<b>41.7%</b>	*	*	*	-	-	-	*	-	*	-
Mathematics	2021	49.4%	30.0%	<b>30.0%</b>	-	*	*	*	-	*	-	-	20.0%	-
	2020	56.5%	*	*	-	-	*	-	-	-	-	-	-	-
Science	2021	41.4%	7.1%	<b>10.0%</b>	-	16.7%	*	-	-	*	-	-	*	-
	2020	47.6%	22.2%	<b>25.0%</b>	*	*	*	-	-	*	-	-	*	-



Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	17.9%	<b>16.7%</b>	*	25.0%	12.5%	-	-	-	-	-	23.1%	*
	2020	52.3%	28.6%	<b>23.1%</b>	*	*	37.5%	-	-	-	*	-	*	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	24.6%	<b>17.6%</b>	17.6%	14.7%	22.2%	*	*	*	0.0%	2.9%	13.3%	0.0%
	2019-20	76.7%	59.7%	<b>60.1%</b>	63.0%	57.5%	61.5%	*	*	*	60.0%	22.6%	56.2%	37.5%
At/Above Criterion for All Examinees	2020-21	32.9%	20.3%	<b>33.3%</b>	6.7%	38.5%	43.3%	*	-	-	-	*	34.1%	-
	2019-20	35.7%	17.2%	<b>20.6%</b>	7.9%	17.8%	36.0%	*	*	-	*	0.0%	13.0%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	934	<b>1018</b>	932	1023	1054	-	-	-	-	*	1031	-
	2019-20	1019	917	<b>945</b>	902	928	1006	770	1095	-	897	742	902	717
English Language Arts and Writing	2020-21	504	476	<b>521</b>	464	521	547	-	-	-	-	*	530	-
	2019-20	513	468	<b>485</b>	461	479	515	385	545	-	460	380	463	367
Mathematics	2020-21	498	458	<b>497</b>	468	502	507	-	-	-	-	*	501	-
	2019-20	506	448	<b>460</b>	442	449	492	385	550	-	437	362	439	350
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	18.5	<b>18.7</b>	*	19.3	*	*	-	-	-	-	17.6	-
	2019-20	20.2	18.4	<b>19.1</b>	18.5	18.5	20.7	-	-	-	15.0	22.0	17.3	-
English Language Arts	2020-21	19.6	17.9	<b>18.1</b>	*	18.8	*	*	-	-	-	-	16.7	-
	2019-20	19.9	17.7	<b>18.4</b>	18.6	17.1	19.8	-	-	-	13.5	25.0	15.8	-
Mathematics	2020-21	19.9	18.3	<b>18.0</b>	*	18.3	*	*	-	-	-	-	16.8	-
	2019-20	20.1	18.3	<b>18.2</b>	16.5	18.3	20.2	-	-	-	16.0	15.0	15.7	-
Science	2020-21	20.3	19.5	<b>20.1</b>	*	20.8	*	*	-	-	-	-	19.6	-
	2019-20	20.5	19.7	<b>21.0</b>	20.0	20.8	23.2	-	-	-	15.0	21.0	21.3	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	30.1%	<b>28.5%</b>	21.3%	24.8%	41.3%	18.8%	27.3%	*	13.5%	4.6%	23.6%	3.7%
	2019-20	46.3%	36.6%	<b>35.2%</b>	28.0%	34.4%	42.5%	16.0%	66.7%	*	12.5%	10.4%	28.1%	9.4%
English Language Arts	2020-21	16.3%	7.1%	<b>7.4%</b>	5.3%	6.2%	11.8%	0.0%	0.0%	*	2.7%	2.1%	5.5%	0.0%
	2019-20	18.2%	12.1%	<b>14.2%</b>	11.1%	13.7%	17.5%	4.2%	25.0%	*	4.5%	5.7%	10.7%	1.2%
Mathematics	2020-21	19.3%	8.4%	<b>7.6%</b>	7.9%	6.1%	10.3%	6.7%	0.0%	*	2.9%	0.5%	6.6%	0.0%
	2019-20	20.7%	10.3%	<b>7.5%</b>	4.9%	7.5%	9.3%	4.2%	18.2%	*	0.0%	0.0%	5.2%	0.0%
Science	2020-21	20.6%	16.6%	<b>13.4%</b>	9.6%	12.4%	18.8%	13.3%	0.0%	*	2.8%	0.5%	11.4%	1.9%
	2019-20	22.4%	21.0%	<b>18.2%</b>	15.9%	17.1%	22.2%	8.7%	22.2%	*	0.0%	4.7%	15.0%	2.4%
Social Studies	2020-21	22.8%	12.6%	<b>14.7%</b>	8.8%	12.5%	23.4%	7.1%	22.2%	*	8.1%	1.6%	10.9%	1.9%
	2019-20	24.6%	16.7%	<b>19.1%</b>	13.2%	18.0%	25.9%	0.0%	27.3%	*	9.5%	0.6%	11.9%	3.8%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2019-20	58.5%	54.0%	<b>57.0%</b>	48.0%	63.4%	54.1%	*	*	*	60.0%	53.3%	59.9%	50.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	38.9%	<b>42.5%</b>	42.0%	36.0%	53.3%	*	*	*	40.0%	12.9%	32.7%	12.5%
	2018-19	52.6%	39.8%	<b>42.6%</b>	42.3%	42.0%	44.4%	*	*	*	37.5%	20.9%	36.8%	21.4%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	1,726	100.0%	7,756	5,402,928	1,729	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	555	32.2%	10.1%	8.8%	555	32.1%	10.0%	8.8%
Grade 10	388	22.5%	7.2%	7.6%	388	22.4%	7.2%	7.5%
Grade 11	397	23.0%	7.0%	7.2%	397	23.0%	7.0%	7.2%
Grade 12	386	22.4%	6.9%	6.7%	389	22.5%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	327	18.9%	29.6%	12.8%	327	18.9%	29.5%	12.8%
Hispanic	883	51.2%	45.9%	52.8%	885	51.2%	45.9%	52.7%
White	437	25.3%	19.9%	26.3%	437	25.3%	19.9%	26.3%
American Indian	3	0.2%	0.2%	0.3%	3	0.2%	0.2%	0.3%
Asian	8	0.5%	0.4%	4.8%	8	0.5%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	68	3.9%	4.0%	2.9%	69	4.0%	4.1%	2.9%
<b>Sex:</b>								
Female	828	48.0%	48.4%	48.9%	829	47.9%	48.4%	48.8%
Male	898	52.0%	51.6%	51.1%	900	52.1%	51.6%	51.2%
Economically Disadvantaged	1,256	72.8%	84.1%	60.7%	1,257	72.7%	84.1%	60.6%
Non-Educationally Disadvantaged	470	27.2%	15.9%	39.3%	472	27.3%	15.9%	39.4%
Section 504 Students	165	9.6%	5.7%	7.4%	165	9.5%	5.6%	7.4%
EB Students/EL	115	6.7%	11.8%	21.7%	115	6.7%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	48	2.5%	1.5%	0.6%				
Students w/ Dyslexia	61	3.5%	4.0%	5.0%	61	3.5%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	45	2.6%	3.0%	1.1%	45	2.6%	3.1%	1.1%
Immigrant	7	0.4%	0.3%	2.0%	7	0.4%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	27	1.6%	66.0%	64.3%	27	1.6%	66.2%	64.3%
Military Connected	9	0.5%	0.8%	3.3%	9	0.5%	0.8%	3.3%
At-Risk	925	53.6%	54.0%	53.5%	928	53.7%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	106	6.1%	11.2%	21.9%	106	6.1%	11.1%	21.8%
Gifted and Talented Education	67	3.9%	4.1%	8.0%	68	3.9%	4.0%	8.0%
Special Education	198	11.5%	16.8%	11.6%	199	11.5%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	198							
By Type of Primary Disability								
Students with Intellectual Disabilities	127	64.1%	52.5%	43.0%				
Students with Physical Disabilities	*	*	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	41	20.7%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	219	11.6%	18.8%	13.6%				
By Ethnicity:								
African American	53	2.8%	6.7%	2.5%				
Hispanic	86	4.5%	6.8%	6.6%				
White	63	3.3%	4.1%	3.5%				
American Indian	2	0.1%	0.0%	0.1%				
Asian	2	0.1%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	13	0.7%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	32	14.6%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	15	12.6%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	186	12.4%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	213	15.3%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.0%	1.9%	-	2.2%	5.2%
Grade 1	-	8.0%	2.9%	-	10.1%	4.2%
Grade 2	-	2.0%	1.7%	-	6.7%	2.2%
Grade 3	-	1.4%	1.0%	-	3.3%	1.0%
Grade 4	-	0.8%	0.7%	-	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	23.1%	24.8%	10.5%	25.5%	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	14.1	15.8	16.3
Foreign Languages	22.6	23.7	18.4
Mathematics	16.6	16.6	17.5
Science	16.4	16.5	18.5
Social Studies	18.6	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	148.6	100.0%	100.0%	100.0%
Professional Staff:	134.1	90.2%	58.6%	64.1%
Teachers	113.8	76.6%	43.7%	49.3%
Professional Support	15.5	10.4%	10.9%	10.7%
Campus Administration (School Leadership)	4.9	3.3%	2.7%	2.9%
Educational Aides:	14.5	9.8%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	3.0	n/a	18.0	13,550.0
Part-time Counselors	1.0	n/a	1.0	1,176.0
Total Minority Staff:	52.6	35.4%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	21.4	18.8%	27.1%	11.2%
Hispanic	14.0	12.3%	14.0%	28.9%
White	76.4	67.2%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	2.0	1.8%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	54.1	47.6%	25.8%	24.1%
Females	59.7	52.4%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	7.0	6.2%	2.3%	1.4%
Bachelors	70.7	62.1%	73.4%	72.6%
Masters	33.1	29.1%	23.3%	25.2%
Doctorate	3.0	2.6%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	6.5	5.7%	5.2%	7.9%
1-5 Years Experience	36.8	32.3%	31.5%	26.7%
6-10 Years Experience	23.7	20.8%	23.0%	20.6%
11-20 Years Experience	26.1	22.9%	25.4%	28.6%
21-30 Years Experience	14.7	12.9%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	6.2	5.4%	3.0%	2.9%
Number of Students per Teacher	15.2	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	3.0	6.7	6.3
Average Years Experience of Principals with District	3.0	4.7	5.4
Average Years Experience of Assistant Principals	7.5	5.2	5.5
Average Years Experience of Assistant Principals with District	6.5	4.0	4.8
Average Years Experience of Teachers:	10.7	10.7	11.1
Average Years Experience of Teachers with District:	6.6	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,940	\$55,716	\$51,054
1-5 Years Experience	\$58,155	\$57,670	\$54,577
6-10 Years Experience	\$61,527	\$59,418	\$57,746
11-20 Years Experience	\$62,823	\$61,487	\$61,377
21-30 Years Experience	\$68,051	\$65,689	\$65,949
Over 30 Years Experience	\$63,734	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$61,435	\$60,095	\$58,887
Professional Support	\$69,838	\$71,362	\$69,505
Campus Administration (School Leadership)	\$91,418	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.1	0.1%	3.5%	6.2%
Career and Technical Education	20.9	18.4%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	82.5	72.5%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	6.4	5.6%	10.3%	9.6%
Other	3.9	3.4%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)



## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: LA MARQUE H S**

**Campus Number: 084906002**

**2022 Accountability Rating: C**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	51%	41%	36%	43%	57%	-	*	-	80%	40%	*	41%	42%	42%	29%
	2021	67%	49%	37%	34%	45%	35%	-	-	-	*	10%	*	39%	32%	36%	25%
At Meets Grade Level or Above	2022	47%	30%	17%	13%	21%	30%	-	*	-	0%	30%	*	16%	19%	16%	9%
	2021	50%	31%	19%	16%	25%	18%	-	-	-	*	10%	*	20%	16%	18%	14%
At Masters Grade Level	2022	11%	4%	4%	3%	3%	9%	-	*	-	0%	20%	*	4%	3%	4%	0%
	2021	12%	4%	1%	1%	1%	0%	-	-	-	*	5%	*	2%	0%	0%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	61%	50%	43%	62%	47%	*	-	-	*	14%	*	48%	52%	49%	56%
	2021	71%	58%	52%	45%	58%	83%	*	-	-	*	13%	*	52%	54%	52%	50%
At Meets Grade Level or Above	2022	55%	44%	27%	23%	32%	29%	*	-	-	*	5%	*	27%	27%	26%	12%
	2021	57%	44%	38%	30%	44%	67%	*	-	-	*	13%	*	37%	41%	37%	39%
At Masters Grade Level	2022	9%	5%	2%	3%	0%	0%	*	-	-	*	0%	*	2%	1%	2%	0%
	2021	11%	4%	3%	4%	2%	0%	*	-	-	*	7%	*	3%	4%	3%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	68%	68%	61%	77%	79%	-	*	-	*	48%	*	73%	62%	68%	96%
	2021	73%	65%	58%	54%	61%	73%	-	-	-	*	19%	60%	61%	53%	58%	61%
At Meets Grade Level or Above	2022	43%	34%	23%	21%	27%	29%	-	*	-	*	28%	*	24%	22%	23%	17%
	2021	41%	35%	23%	22%	22%	27%	-	-	-	*	6%	0%	26%	18%	22%	22%
At Masters Grade Level	2022	27%	19%	11%	9%	10%	29%	-	*	-	*	21%	*	10%	12%	11%	9%
	2021	23%	21%	10%	14%	4%	7%	-	-	-	*	6%	0%	12%	7%	9%	0%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	74%	67%	63%	69%	79%	-	*	-	*	55%	40%	68%	65%	67%	60%
	2021	82%	68%	53%	50%	52%	68%	*	-	-	*	33%	*	58%	43%	53%	48%
At Meets Grade Level or Above	2022	55%	39%	25%	25%	22%	37%	-	*	-	*	31%	0%	28%	20%	25%	7%
	2021	55%	43%	23%	21%	24%	37%	*	-	-	*	7%	*	26%	16%	21%	10%
At Masters Grade Level	2022	21%	9%	9%	9%	7%	11%	-	*	-	*	21%	0%	9%	8%	9%	0%
	2021	22%	14%	5%	5%	3%	11%	*	-	-	*	7%	*	6%	2%	4%	0%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	78%	71%	67%	74%	83%	-	-	-	*	37%	*	74%	67%	71%	62%
	2021	88%	76%	71%	65%	76%	100%	*	-	-	*	35%	*	67%	79%	71%	65%
At Meets Grade Level or Above	2022	68%	51%	41%	34%	41%	67%	-	-	-	*	11%	*	44%	35%	40%	31%
	2021	69%	53%	48%	40%	54%	90%	*	-	-	*	24%	*	45%	53%	48%	35%
At Masters Grade Level	2022	42%	24%	19%	17%	18%	22%	-	-	-	*	0%	*	19%	17%	18%	12%
	2021	43%	28%	25%	16%	36%	60%	*	-	-	*	6%	*	24%	28%	25%	10%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	91%	91%	83%	100%	-	-	-	-	-	-	-	91%	-	100%	*
	2021	95%	90%	83%	67%	100%	*	-	-	-	-	-	-	89%	*	80%	*
At Meets Grade Level or Above	2022	64%	49%	27%	33%	20%	-	-	-	-	-	-	-	27%	-	33%	*
	2021	69%	57%	50%	33%	60%	*	-	-	-	-	-	-	56%	*	50%	*
At Masters Grade Level	2022	13%	0%	0%	0%	0%	-	-	-	-	-	-	-	0%	-	0%	*
	2021	14%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	*	0%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	59%	53%	65%	68%	*	67%	-	79%	40%	24%	60%	57%	59%	59%
	2021	67%	56%	54%	49%	58%	69%	80%	-	-	60%	22%	38%	54%	52%	53%	48%
At Meets Grade Level or Above	2022	48%	35%	26%	23%	28%	38%	*	50%	-	26%	22%	0%	27%	24%	26%	14%
	2021	41%	30%	30%	25%	33%	43%	40%	-	-	47%	12%	0%	30%	28%	29%	24%
At Masters Grade Level	2022	23%	15%	8%	8%	7%	13%	*	33%	-	11%	14%	0%	8%	8%	8%	4%
	2021	18%	12%	8%	7%	9%	12%	0%	-	-	13%	6%	0%	9%	8%	7%	2%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	45%	40%	51%	53%	*	*	-	75%	29%	17%	44%	46%	45%	41%
	2021	68%	55%	44%	39%	50%	55%	*	-	-	43%	11%	20%	44%	42%	43%	35%
At Meets Grade Level or Above	2022	53%	39%	21%	17%	26%	30%	*	*	-	13%	19%	0%	20%	22%	21%	10%
	2021	45%	31%	27%	22%	33%	38%	*	-	-	43%	11%	0%	27%	27%	26%	24%
At Masters Grade Level	2022	25%	16%	3%	3%	1%	5%	*	*	-	0%	12%	0%	3%	3%	3%	0%
	2021	18%	10%	2%	3%	2%	0%	*	-	-	0%	6%	0%	2%	2%	2%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	70%	62%	79%	79%	-	*	-	*	48%	*	75%	62%	69%	96%
	2021	66%	57%	60%	55%	65%	75%	-	-	-	*	19%	60%	63%	55%	60%	63%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	31%	<b>24%</b>	22%	27%	29%	-	*	-	*	28%	*	25%	22%	24%	16%
	2021	37%	29%	<b>25%</b>	23%	26%	31%	-	-	-	*	6%	0%	29%	19%	24%	26%
At Masters Grade Level	2022	20%	14%	<b>10%</b>	9%	9%	29%	-	*	-	*	21%	*	9%	12%	11%	8%
	2021	18%	13%	<b>9%</b>	13%	4%	6%	-	-	-	*	6%	0%	11%	6%	8%	0%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	<b>67%</b>	63%	69%	79%	-	*	-	*	55%	40%	68%	65%	67%	60%
	2021	71%	58%	<b>53%</b>	50%	52%	68%	*	-	-	*	33%	*	58%	42%	52%	48%
At Meets Grade Level or Above	2022	47%	30%	<b>25%</b>	25%	22%	37%	-	*	-	*	31%	0%	28%	20%	25%	7%
	2021	44%	32%	<b>23%</b>	21%	24%	37%	*	-	-	*	7%	*	26%	16%	21%	10%
At Masters Grade Level	2022	21%	10%	<b>9%</b>	9%	7%	11%	-	*	-	*	21%	0%	9%	8%	9%	0%
	2021	20%	13%	<b>5%</b>	5%	3%	11%	*	-	-	*	7%	*	6%	2%	3%	0%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	66%	<b>71%</b>	67%	74%	83%	-	-	-	*	37%	*	74%	67%	71%	62%
	2021	73%	62%	<b>71%</b>	65%	76%	100%	*	-	-	*	35%	*	67%	79%	71%	65%
At Meets Grade Level or Above	2022	50%	37%	<b>41%</b>	34%	41%	67%	-	-	-	*	11%	*	44%	35%	40%	31%
	2021	49%	36%	<b>48%</b>	40%	54%	90%	*	-	-	*	24%	*	45%	53%	48%	35%
At Masters Grade Level	2022	30%	18%	<b>19%</b>	17%	18%	22%	-	-	-	*	0%	*	19%	17%	18%	12%
	2021	29%	18%	<b>25%</b>	16%	36%	60%	*	-	-	*	6%	*	24%	28%	25%	10%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2022	71	77	<b>70</b>	73	61	83	-	-	-	*	50	*	69	72	70	60
	2019	69	65	<b>70</b>	72	66	67	-	*	-	*	68	80	42	72	69	53
End of Course Algebra I	2022	67	60	<b>53</b>	50	58	55	-	*	-	*	53	*	52	56	53	68
	2019	75	63	<b>53</b>	53	51	60	-	-	*	*	36	*	56	53	52	59
All Grades Both Subjects	2022	74	69	<b>62</b>	62	59	70	-	*	-	60	52	*	61	64	62	64
	2019	69	63	<b>62</b>	63	59	64	-	*	*	75	56	64	50	63	61	55
All Grades ELA/Reading	2022	78	76	<b>70</b>	73	61	83	-	-	-	*	50	*	69	72	70	60
	2019	68	63	<b>70</b>	72	66	67	-	*	-	*	68	80	42	72	69	53
All Grades Mathematics	2022	69	62	<b>53</b>	50	58	55	-	*	-	*	53	*	52	56	53	68
	2019	70	63	<b>53</b>	53	51	60	-	-	*	*	36	*	56	53	52	59

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- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>59%</b>	-	-	-	-	-	-	56%	-	*	56%	20%	58%	56%	88%
	2021	67%	56%	<b>54%</b>	-	-	-	-	-	-	46%	-	46%	-	*	53%	47%	88%
At Meets Grade Level or Above	2022	48%	35%	<b>26%</b>	-	-	-	-	-	-	11%	-	*	11%	0%	27%	11%	67%
	2021	41%	30%	<b>30%</b>	-	-	-	-	-	-	21%	-	21%	-	*	29%	20%	76%
At Masters Grade Level	2022	23%	15%	<b>8%</b>	-	-	-	-	-	-	3%	-	*	3%	0%	9%	3%	25%
	2021	18%	12%	<b>8%</b>	-	-	-	-	-	-	2%	-	2%	-	*	9%	2%	12%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>45%</b>	-	-	-	-	-	-	35%	-	*	35%	*	45%	39%	80%
	2021	68%	55%	<b>44%</b>	-	-	-	-	-	-	33%	-	33%	-	-	44%	33%	82%
At Meets Grade Level or Above	2022	53%	39%	<b>21%</b>	-	-	-	-	-	-	6%	-	*	6%	*	22%	7%	70%
	2021	45%	31%	<b>27%</b>	-	-	-	-	-	-	21%	-	21%	-	-	26%	21%	73%
At Masters Grade Level	2022	25%	16%	<b>3%</b>	-	-	-	-	-	-	0%	-	*	0%	*	3%	0%	0%
	2021	18%	10%	<b>2%</b>	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	0%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>70%</b>	-	-	-	-	-	-	95%	-	-	95%	-	65%	95%	86%
	2021	66%	57%	<b>60%</b>	-	-	-	-	-	-	61%	-	61%	-	-	59%	61%	*
At Meets Grade Level or Above	2022	42%	31%	<b>24%</b>	-	-	-	-	-	-	14%	-	-	14%	-	24%	14%	43%
	2021	37%	29%	<b>25%</b>	-	-	-	-	-	-	22%	-	22%	-	-	24%	22%	*
At Masters Grade Level	2022	20%	14%	<b>10%</b>	-	-	-	-	-	-	5%	-	-	5%	-	10%	5%	43%
	2021	18%	13%	<b>9%</b>	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>67%</b>	-	-	-	-	-	-	61%	-	-	61%	*	67%	59%	*
	2021	71%	58%	<b>53%</b>	-	-	-	-	-	-	45%	-	45%	-	-	53%	45%	*
At Meets Grade Level or Above	2022	47%	30%	<b>25%</b>	-	-	-	-	-	-	4%	-	-	4%	*	27%	3%	*
	2021	44%	32%	<b>23%</b>	-	-	-	-	-	-	5%	-	5%	-	-	24%	5%	*
At Masters Grade Level	2022	21%	10%	<b>9%</b>	-	-	-	-	-	-	0%	-	-	0%	*	10%	0%	*
	2021	20%	13%	<b>5%</b>	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	66%	<b>71%</b>	-	-	-	-	-	-	61%	-	-	61%	*	73%	60%	*
	2021	73%	62%	<b>71%</b>	-	-	-	-	-	-	65%	-	65%	-	*	71%	67%	86%

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	37%	<b>41%</b>	-	-	-	-	-	-	30%	-	-	30%	*	42%	28%	*
	2021	49%	36%	<b>48%</b>	-	-	-	-	-	-	35%	-	35%	-	*	49%	33%	71%
At Masters Grade Level	2022	30%	18%	<b>19%</b>	-	-	-	-	-	-	13%	-	-	13%	*	19%	12%	*
	2021	29%	18%	<b>25%</b>	-	-	-	-	-	-	12%	-	12%	-	*	26%	11%	43%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>62%</b>	-	-	-	-	-	-	61%	-	-	61%	-	61%	61%	79%
	2019	69%	63%	<b>62%</b>	-	-	-	-	-	-	50%	-	50%	-	-	-	50%	
All Grades ELA/Reading	2022	78%	76%	<b>70%</b>	-	-	-	-	-	-	57%	-	-	57%	-	71%	57%	*
	2019	68%	63%	<b>70%</b>	-	-	-	-	-	-	50%	-	50%	-	-	-	50%	
All Grades Mathematics	2022	69%	62%	<b>53%</b>	-	-	-	-	-	-	65%	-	-	65%	-	51%	65%	*
	2019	70%	63%	<b>53%</b>	-	-	-	-	-	-	50%	-	50%	-	-	-	50%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.



Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	97%	92%	92%	93%	91%	*	100%	-	100%	92%	100%	94%	90%	92%	98%
Included in Accountability	93%	92%	80%	79%	84%	82%	*	100%	-	66%	80%	100%	84%	75%	82%	83%
Not Included in Accountability: Mobile	5%	5%	11%	13%	5%	9%	*	0%	-	34%	12%	0%	9%	14%	9%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	4%	0%	*	0%	-	0%	0%	0%	1%	1%	1%	10%
Not Tested	1%	3%	8%	8%	7%	9%	*	0%	-	0%	8%	0%	6%	10%	8%	2%
Absent	1%	3%	8%	8%	7%	9%	*	0%	-	0%	7%	0%	6%	10%	8%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	92%	90%	94%	94%	*	*	-	100%	90%	100%	95%	87%	92%	100%
Included in Accountability	92%	92%	79%	78%	80%	85%	*	*	-	67%	76%	100%	83%	73%	80%	74%
Not Included in Accountability: Mobile	5%	5%	10%	12%	5%	9%	*	*	-	33%	13%	0%	9%	12%	9%	5%
Not Included in Accountability: Other Exclusions	2%	1%	3%	0%	10%	0%	*	*	-	0%	0%	0%	3%	3%	3%	21%
Not Tested	1%	3%	8%	10%	6%	6%	*	*	-	0%	10%	0%	5%	13%	8%	0%
Absent	1%	3%	8%	10%	6%	6%	*	*	-	0%	10%	0%	5%	13%	8%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	93%	94%	93%	89%	*	*	-	100%	97%	*	95%	91%	93%	93%
Included in Accountability	93%	92%	81%	80%	84%	78%	*	*	-	67%	85%	*	85%	76%	83%	86%
Not Included in Accountability: Mobile	5%	5%	12%	13%	9%	11%	*	*	-	33%	12%	*	10%	15%	10%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	7%	6%	8%	11%	*	*	-	0%	3%	*	5%	9%	7%	7%
Absent	1%	2%	6%	6%	6%	11%	*	*	-	0%	0%	*	5%	8%	7%	7%
Other	0%	0%	0%	0%	1%	0%	*	*	-	0%	3%	*	0%	1%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	93%	93%	93%	91%	*	*	-	100%	97%	100%	93%	94%	93%	97%
Included in Accountability	93%	92%	81%	80%	86%	83%	*	*	-	50%	85%	100%	84%	77%	83%	91%
Not Included in Accountability: Mobile	4%	5%	12%	13%	7%	9%	*	*	-	50%	12%	0%	9%	16%	9%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	3%	7%	7%	7%	9%	*	*	-	0%	3%	0%	7%	6%	7%	3%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	7%	7%	7%	9%	*	*	-	0%	3%	0%	7%	6%	7%	3%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	95%	92%	92%	93%	87%	-	-	-	100%	84%	*	92%	91%	91%	96%
Included in Accountability	94%	91%	83%	79%	91%	78%	-	-	-	80%	76%	*	86%	78%	85%	96%
Not Included in Accountability: Mobile	4%	4%	9%	13%	1%	9%	-	-	-	20%	8%	*	6%	13%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	5%	8%	8%	7%	13%	-	-	-	0%	16%	*	8%	9%	9%	4%
Absent	1%	5%	8%	8%	7%	13%	-	-	-	0%	16%	*	8%	9%	9%	4%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	88%	100%	100%	100%	-	-	-	-	-	-	-	100%	-	100%	*
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	85%	84%	88%	86%	100%	-	-	90%	81%	76%	89%	79%	86%	94%
Included in Accountability	83%	87%	77%	79%	74%	80%	100%	-	-	75%	70%	64%	85%	63%	80%	83%
Not Included in Accountability: Mobile	3%	4%	8%	5%	11%	6%	0%	-	-	15%	11%	12%	3%	15%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	3%	0%	0%	-	-	0%	0%	0%	1%	1%	1%	8%
Not Tested	12%	8%	15%	16%	12%	14%	0%	-	-	10%	19%	24%	11%	21%	14%	6%
Absent	2%	3%	7%	9%	6%	3%	0%	-	-	10%	12%	0%	6%	9%	7%	3%
Other	10%	5%	8%	8%	6%	11%	0%	-	-	0%	7%	24%	5%	11%	7%	3%
<b>Reading</b>																
Assessment Participant	89%	92%	86%	85%	91%	82%	*	-	-	100%	82%	67%	90%	80%	88%	98%
Included in Accountability	83%	87%	77%	80%	75%	74%	*	-	-	88%	71%	56%	85%	64%	81%	79%
Not Included in Accountability: Mobile	3%	4%	7%	4%	9%	8%	*	-	-	13%	10%	11%	2%	15%	5%	2%
Not Included in Accountability: Other Exclusions	3%	1%	2%	0%	6%	0%	*	-	-	0%	0%	0%	2%	2%	2%	17%
Not Tested	11%	8%	14%	15%	9%	18%	*	-	-	0%	18%	33%	10%	20%	12%	2%
Absent	2%	3%	7%	8%	4%	5%	*	-	-	0%	14%	0%	6%	8%	6%	0%
Other	10%	5%	7%	7%	5%	13%	*	-	-	0%	4%	33%	5%	12%	6%	2%
<b>Mathematics</b>																
Assessment Participant	88%	92%	84%	84%	83%	89%	-	-	-	*	83%	86%	86%	82%	86%	91%
Included in Accountability	84%	87%	75%	79%	69%	84%	-	-	-	*	70%	71%	83%	64%	79%	86%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	9%	6%	14%	5%	-	-	-	*	13%	14%	2%	19%	7%	5%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	12%	8%	16%	16%	17%	11%	-	-	-	*	17%	14%	14%	18%	14%	9%
Absent	2%	2%	7%	8%	6%	0%	-	-	-	*	9%	0%	6%	7%	5%	5%
Other	10%	6%	9%	8%	10%	11%	-	-	-	*	9%	14%	8%	10%	9%	5%
<b>Science</b>																
Assessment Participant	87%	91%	85%	84%	85%	91%	*	-	-	*	82%	67%	91%	76%	85%	85%
Included in Accountability	84%	86%	77%	79%	73%	86%	*	-	-	*	68%	67%	89%	61%	80%	81%
Not Included in Accountability: Mobile	3%	4%	7%	4%	11%	5%	*	-	-	*	14%	0%	2%	15%	5%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	13%	9%	15%	16%	15%	9%	*	-	-	*	18%	33%	9%	24%	15%	15%
Absent	2%	4%	7%	8%	6%	0%	*	-	-	*	9%	0%	5%	9%	6%	8%
Other	10%	5%	9%	8%	9%	9%	*	-	-	*	9%	33%	4%	15%	9%	8%
<b>Social Studies</b>																
Assessment Participant	87%	92%	83%	81%	92%	85%	*	-	-	*	79%	*	88%	77%	85%	95%
Included in Accountability	84%	88%	75%	76%	79%	77%	*	-	-	*	71%	*	84%	63%	79%	95%
Not Included in Accountability: Mobile	3%	3%	8%	5%	13%	8%	*	-	-	*	8%	*	4%	14%	6%	0%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	17%	19%	8%	15%	*	-	-	*	21%	*	12%	23%	15%	5%
Absent	3%	5%	10%	11%	6%	8%	*	-	-	*	13%	*	8%	14%	9%	5%
Other	10%	4%	6%	8%	2%	8%	*	-	-	*	8%	*	5%	9%	6%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	51%	46%	55%	36%	*	-	-	-	-	-	-	56%	30%	43%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>88.1%</b>	88.2%	87.1%	90.1%	*	-	-	91.1%	85.9%	87.9%	90.9%
2019-20	98.3%	96.8%	<b>94.7%</b>	94.8%	94.6%	94.0%	*	*	*	97.1%	94.5%	94.7%	95.9%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>35.3%</b>	36.0%	38.2%	25.0%	*	-	-	25.0%	39.8%	35.9%	29.8%
2019-20	6.7%	13.3%	<b>31.2%</b>	29.1%	34.6%	43.7%	0.0%	*	*	0.0%	38.5%	31.5%	28.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	<b>8.7%</b>	7.4%	10.2%	12.8%	*	-	-	6.3%	5.6%	8.6%	3.6%
2019-20	1.6%	1.8%	<b>2.2%</b>	2.6%	2.2%	0.0%	0.0%	*	*	0.0%	3.1%	2.0%	3.9%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	<b>76.7%</b>	75.6%	83.0%	65.0%	*	-	-	*	92.9%	78.1%	90.9%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	2.0%	<b>1.1%</b>	0.8%	0.0%	5.0%	*	-	-	*	0.0%	0.6%	0.0%
Dropped Out	5.8%	13.5%	<b>22.2%</b>	23.5%	17.0%	30.0%	*	-	-	*	7.1%	21.3%	9.1%
Graduates and TxCHSE	90.3%	84.5%	<b>76.7%</b>	75.6%	83.0%	65.0%	*	-	-	*	92.9%	78.1%	90.9%
Graduates, TxCHSE, and Continuers	94.2%	86.5%	<b>77.8%</b>	76.5%	83.0%	70.0%	*	-	-	*	92.9%	78.7%	90.9%
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	<b>83.7%</b>	86.2%	80.6%	60.0%	*	*	-	*	78.9%	82.9%	83.3%
Received TxCHSE	0.4%	0.8%	<b>0.5%</b>	0.7%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	1.7%	<b>2.7%</b>	1.4%	6.5%	10.0%	*	*	-	*	10.5%	3.4%	0.0%
Dropped Out	5.4%	9.1%	<b>13.0%</b>	11.6%	12.9%	30.0%	*	*	-	*	10.5%	13.7%	16.7%
Graduates and TxCHSE	90.7%	89.2%	<b>84.2%</b>	87.0%	80.6%	60.0%	*	*	-	*	78.9%	82.9%	83.3%
Graduates, TxCHSE, and Continuers	94.6%	90.9%	<b>87.0%</b>	88.4%	87.1%	70.0%	*	*	-	*	89.5%	86.3%	83.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	<b>84.2%</b>	87.6%	80.6%	54.5%	*	*	-	*	84.2%	84.1%	83.3%
Received TxCHSE	0.5%	0.8%	<b>0.5%</b>	0.7%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.3%	<b>0.5%</b>	0.0%	0.0%	9.1%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	9.7%	<b>14.7%</b>	11.7%	19.4%	36.4%	*	*	-	*	15.8%	15.9%	16.7%
Graduates and TxCHSE	92.7%	90.0%	<b>84.8%</b>	88.3%	80.6%	54.5%	*	*	-	*	84.2%	84.1%	83.3%

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	<b>85.3%</b>	88.3%	80.6%	63.6%	*	*	-	*	84.2%	84.1%	83.3%
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	<b>72.3%</b>	72.4%	75.9%	59.1%	*	-	-	*	75.0%	73.5%	91.7%
Class of 2020	90.3%	85.1%	<b>79.4%</b>	82.1%	75.8%	54.5%	*	*	-	*	71.4%	78.6%	83.3%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	<b>2.1%</b>	0.0%	5.1%	7.7%	*	-	-	*	3.8%	0.8%	10.0%
Class of 2020	4.3%	11.5%	<b>6.5%</b>	7.6%	4.0%	0.0%	*	*	-	*	0.0%	6.6%	20.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	<b>91.7%</b>	93.3%	87.2%	92.3%	*	-	-	*	76.9%	93.2%	90.0%
Class of 2020	83.5%	80.3%	<b>86.4%</b>	85.7%	84.0%	100.0%	*	*	-	*	33.3%	86.8%	80.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	<b>93.8%</b>	93.3%	92.3%	100.0%	*	-	-	*	80.8%	93.9%	100.0%
Class of 2020	87.8%	91.8%	<b>92.9%</b>	93.3%	88.0%	100.0%	*	*	-	*	33.3%	93.4%	100.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	<b>2.0%</b>	1.0%	2.6%	7.1%	*	-	-	*	6.3%	1.4%	0.0%
2019-20	4.4%	11.3%	<b>7.0%</b>	7.5%	7.4%	0.0%	*	*	-	*	0.0%	6.6%	33.3%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	<b>88.8%</b>	88.5%	89.7%	85.7%	*	-	-	*	62.5%	89.3%	100.0%
2019-20	81.8%	79.1%	<b>85.4%</b>	85.0%	81.5%	100.0%	*	*	-	*	31.3%	86.9%	66.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	<b>90.8%</b>	89.6%	92.3%	92.9%	*	-	-	*	68.8%	90.7%	100.0%
2019-20	85.8%	90.3%	<b>92.4%</b>	92.5%	88.9%	100.0%	*	*	-	*	31.3%	93.4%	100.0%

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	152	100.0%	560	358,842
<b>By Ethnicity:</b>				
African American	96	63.2%	181	44,018
Hispanic	39	25.7%	216	183,306
White	14	9.2%	149	103,898
American Indian	1	0.7%	3	1,195
Asian	0	0.0%	2	18,030
Pacific Islander	0	0.0%	2	553
Two or More Races	2	1.3%	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	14	9.2%	55	56,281
Foundation H.S. Program (Endorsement)	3	2.0%	33	13,582
Foundation H.S. Program (DLA)	135	88.8%	472	287,316
Special Education Graduates	32	21.1%	66	31,028
Economically Disadvantaged Graduates	140	92.1%	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	10	6.6%	22	32,809
At-Risk Graduates	94	61.8%	309	155,884
CTE Completers	24	15.8%	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	64.5%	<b>57.2%</b>	55.2%	53.8%	78.6%	*	-	-	*	87.5%	56.4%	60.0%
2019-20	63.0%	57.6%	<b>28.7%</b>	26.7%	33.3%	50.0%	*	*	-	*	43.8%	27.9%	16.7%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	40.7%	<b>34.9%</b>	28.1%	43.6%	50.0%	*	-	-	*	3.1%	33.6%	50.0%
2019-20	53.4%	41.0%	<b>17.8%</b>	15.0%	22.2%	50.0%	*	*	-	*	0.0%	13.9%	16.7%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	30.7%	<b>17.8%</b>	11.5%	23.1%	35.7%	*	-	-	*	0.0%	15.7%	0.0%
2019-20	59.7%	42.7%	<b>21.0%</b>	17.5%	25.9%	66.7%	*	*	-	*	0.0%	18.9%	16.7%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	50.7%	<b>29.6%</b>	25.0%	41.0%	28.6%	*	-	-	*	6.3%	28.6%	40.0%
2019-20	47.9%	47.7%	<b>11.5%</b>	8.3%	18.5%	33.3%	*	*	-	*	0.0%	6.6%	16.7%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	25.2%	<b>11.8%</b>	7.3%	17.9%	21.4%	*	-	-	*	0.0%	10.0%	0.0%
2019-20	43.2%	31.4%	<b>10.2%</b>	6.7%	18.5%	33.3%	*	*	-	*	0.0%	4.9%	16.7%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	6.4%	<b>1.3%</b>	0.0%	2.6%	7.1%	*	-	-	*	0.0%	1.4%	0.0%
2019-20	21.1%	6.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	7.1%	<b>4.6%</b>	3.1%	5.1%	7.1%	*	-	-	*	0.0%	4.3%	0.0%
2019-20	2.1%	4.5%	<b>5.7%</b>	2.5%	11.1%	33.3%	*	*	-	*	0.0%	2.5%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	25.9%	<b>32.9%</b>	27.1%	38.5%	50.0%	*	-	-	*	3.1%	31.4%	50.0%
2019-20	24.6%	22.9%	<b>16.6%</b>	14.2%	18.5%	50.0%	*	*	-	*	0.0%	13.9%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.2%	<b>0.7%</b>	0.0%	0.0%	7.1%	*	-	-	*	0.0%	0.7%	0.0%
2019-20	4.0%	3.5%	<b>1.3%</b>	0.8%	3.7%	0.0%	*	*	-	*	0.0%	1.6%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	33.9%	<b>27.6%</b>	30.2%	15.4%	50.0%	*	-	-	*	87.5%	28.6%	20.0%
2019-20	18.7%	22.2%	<b>11.5%</b>	12.5%	11.1%	0.0%	*	*	-	*	43.8%	14.8%	0.0%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													



Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.0%	<b>11.2%</b>	9.4%	15.4%	14.3%	*	-	-	*	9.4%	11.4%	20.0%
2019-20	13.2%	18.1%	<b>7.6%</b>	8.3%	7.4%	0.0%	*	*	-	*	6.3%	9.8%	0.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	4.1%	<b>4.6%</b>	6.3%	0.0%	7.1%	*	-	-	*	21.9%	5.0%	0.0%
2019-20	2.4%	1.6%	<b>0.6%</b>	0.8%	0.0%	0.0%	*	*	-	*	6.3%	0.8%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	7.9%	<b>14.5%</b>	18.8%	0.0%	28.6%	*	-	-	*	68.8%	15.0%	0.0%
2019-20	3.7%	4.0%	<b>3.2%</b>	3.3%	3.7%	0.0%	*	*	-	*	31.3%	4.1%	0.0%

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	17.7%	<b>12.5%</b>	7.3%	17.9%	28.6%	*	-	-	*	0.0%	11.4%	0.0%
	2019-20	30.1%	25.0%	<b>14.6%</b>	10.8%	18.5%	66.7%	*	*	-	*	0.0%	11.5%	16.7%
Mathematics	2020-21	19.4%	13.4%	<b>9.2%</b>	6.3%	10.3%	21.4%	*	-	-	*	0.0%	7.9%	0.0%
	2019-20	21.2%	14.8%	<b>10.2%</b>	7.5%	14.8%	33.3%	*	*	-	*	0.0%	5.7%	16.7%
Both Subjects	2020-21	14.4%	9.8%	<b>7.9%</b>	4.2%	10.3%	21.4%	*	-	-	*	0.0%	6.4%	0.0%
	2019-20	16.4%	12.8%	<b>8.3%</b>	5.0%	14.8%	33.3%	*	*	-	*	0.0%	3.3%	16.7%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	8.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2019-20	7.3%	10.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	35.9%	<b>20.4%</b>	19.8%	28.2%	7.1%	*	-	-	*	6.3%	20.7%	30.0%
	2019-20	9.7%	32.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	8.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2019-20	4.2%	7.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	4.4%	<b>3.8%</b>	4.2%	3.4%	3.1%	*	-	-	0.0%	0.0%	3.6%	5.6%
	2020	22.0%	2.9%	<b>0.3%</b>	0.0%	1.3%	0.0%	*	*	*	*	0.0%	0.3%	0.0%
English Language Arts	2021	12.1%	2.2%	<b>2.3%</b>	2.8%	1.1%	3.1%	*	-	-	0.0%	0.0%	2.6%	0.0%
	2020	12.7%	1.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
	2020	6.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Science	2021	8.7%	1.2%	<b>1.2%</b>	1.4%	0.0%	3.1%	*	-	-	0.0%	0.0%	1.3%	0.0%
	2020	9.4%	0.7%	<b>0.3%</b>	0.0%	1.3%	0.0%	*	*	*	*	0.0%	0.3%	0.0%
Social Studies	2021	11.6%	2.3%	<b>1.2%</b>	1.9%	0.0%	0.0%	*	-	-	0.0%	0.0%	1.3%	0.0%
	2020	12.4%	1.2%	<b>0.3%</b>	0.0%	1.3%	0.0%	*	*	*	*	0.0%	0.3%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	25.0%	<b>30.8%</b>	22.2%	*	*	-	-	-	-	-	27.3%	*
	2020	59.0%	40.0%	*	-	*	-	-	-	-	-	-	*	-
English Language Arts	2021	42.7%	19.2%	<b>12.5%</b>	16.7%	*	*	-	-	-	-	-	12.5%	-
	2020	50.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	30.0%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	7.1%	*	*	-	*	-	-	-	-	-	*	-
	2020	47.6%	22.2%	*	-	*	-	-	-	-	-	-	*	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	17.9%	*	*	-	-	-	-	-	-	-	*	-
	2020	52.3%	28.6%	*	-	*	-	-	-	-	-	-	*	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	24.6%	<b>43.4%</b>	42.7%	46.2%	35.7%	*	-	-	*	25.0%	44.3%	40.0%
	2019-20	76.7%	59.7%	<b>59.2%</b>	64.2%	37.0%	83.3%	*	*	-	*	18.8%	60.2%	28.6%
At/Above Criterion for All Examinees	2020-21	32.9%	20.3%	<b>6.1%</b>	2.4%	11.1%	20.0%	*	-	-	*	0.0%	6.5%	*
	2019-20	35.7%	17.2%	<b>8.6%</b>	2.6%	30.0%	60.0%	-	*	-	-	*	4.1%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	934	<b>851</b>	815	876	1026	*	-	-	*	700	840	*
	2019-20	1019	917	<b>839</b>	824	932	893	-	950	-	-	763	822	810
English Language Arts and Writing	2020-21	504	476	<b>431</b>	408	447	542	*	-	-	*	350	425	*
	2019-20	513	468	<b>423</b>	415	476	440	-	450	-	-	377	417	370
Mathematics	2020-21	498	458	<b>420</b>	407	429	484	*	-	-	*	350	415	*
	2019-20	506	448	<b>416</b>	409	457	453	-	500	-	-	387	405	440
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	18.5	*	*	-	*	-	-	-	-	-	*	-
	2019-20	20.2	18.4	<b>17.9</b>	17.1	17.7	20.3	-	18.0	-	-	-	16.7	-
English Language Arts	2020-21	19.6	17.9	*	*	-	*	-	-	-	-	-	*	-
	2019-20	19.9	17.7	<b>17.0</b>	16.2	15.8	19.5	-	19.5	-	-	-	16.2	-
Mathematics	2020-21	19.9	18.3	*	*	-	*	-	-	-	-	-	*	-
	2019-20	20.1	18.3	<b>18.4</b>	17.4	20.0	20.8	-	15.0	-	-	-	16.8	-
Science	2020-21	20.3	19.5	*	*	-	*	-	-	-	-	-	*	-
	2019-20	20.5	19.7	<b>18.5</b>	17.8	18.7	20.5	-	17.0	-	-	-	16.9	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	30.1%	<b>34.6%</b>	34.1%	33.5%	39.4%	*	-	-	40.0%	23.4%	34.7%	38.0%
	2019-20	46.3%	36.6%	<b>41.9%</b>	40.0%	43.7%	54.4%	*	*	*	44.4%	20.0%	40.9%	33.3%
English Language Arts	2020-21	16.3%	7.1%	<b>6.7%</b>	6.3%	6.4%	8.9%	*	-	-	13.3%	0.0%	6.7%	4.1%
	2019-20	18.2%	12.1%	<b>7.0%</b>	5.6%	9.8%	10.7%	*	*	*	0.0%	0.0%	6.2%	6.7%
Mathematics	2020-21	19.3%	8.4%	<b>10.4%</b>	10.5%	7.3%	16.4%	*	-	-	20.0%	2.7%	10.3%	12.0%
	2019-20	20.7%	10.3%	<b>18.6%</b>	19.2%	16.2%	21.4%	*	*	*	11.1%	5.7%	17.5%	11.1%
Science	2020-21	20.6%	16.6%	<b>25.0%</b>	24.6%	22.6%	31.7%	*	-	-	40.0%	21.9%	24.7%	26.0%
	2019-20	22.4%	21.0%	<b>29.6%</b>	29.8%	28.9%	32.1%	*	*	*	25.0%	12.9%	29.4%	20.5%
Social Studies	2020-21	22.8%	12.6%	<b>7.4%</b>	6.4%	7.8%	12.5%	*	-	-	7.7%	0.0%	6.8%	2.1%
	2019-20	24.6%	16.7%	<b>11.1%</b>	9.0%	13.1%	20.4%	*	*	*	11.1%	0.0%	9.3%	8.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2019-20	58.5%	54.0%	<b>45.9%</b>	45.0%	59.3%	33.3%	*	*	-	*	37.5%	46.7%	50.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	38.9%	<b>29.3%</b>	30.0%	18.5%	66.7%	*	*	-	*	18.8%	28.5%	14.3%
	2018-19	52.6%	39.8%	<b>31.8%</b>	32.0%	40.7%	14.3%	*	*	-	*	23.8%	32.5%	27.3%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	646	100.0%	7,756	5,402,928	648	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	203	31.4%	10.1%	8.8%	203	31.3%	10.0%	8.8%
Grade 10	155	24.0%	7.2%	7.6%	155	23.9%	7.2%	7.5%
Grade 11	140	21.7%	7.0%	7.2%	140	21.6%	7.0%	7.2%
Grade 12	148	22.9%	6.9%	6.7%	150	23.1%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	374	57.9%	29.6%	12.8%	376	58.0%	29.5%	12.8%
Hispanic	195	30.2%	45.9%	52.8%	195	30.1%	45.9%	52.7%
White	59	9.1%	19.9%	26.3%	59	9.1%	19.9%	26.3%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	2	0.3%	0.4%	4.8%	2	0.3%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	15	2.3%	4.0%	2.9%	15	2.3%	4.1%	2.9%
<b>Sex:</b>								
Female	312	48.3%	48.4%	48.9%	314	48.5%	48.4%	48.8%
Male	334	51.7%	51.6%	51.1%	334	51.5%	51.6%	51.2%
Economically Disadvantaged	596	92.3%	84.1%	60.7%	598	92.3%	84.1%	60.6%
Non-Educationally Disadvantaged	50	7.7%	15.9%	39.3%	50	7.7%	15.9%	39.4%
Section 504 Students	41	6.3%	5.7%	7.4%	41	6.3%	5.6%	7.4%
EB Students/EL	54	8.4%	11.8%	21.7%	54	8.3%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	44	5.4%	1.5%	0.6%				
Students w/ Dyslexia	19	2.9%	4.0%	5.0%	19	2.9%	4.0%	5.0%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	17	2.6%	3.0%	1.1%	18	2.8%	3.1%	1.1%
Immigrant	1	0.2%	0.3%	2.0%	1	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	646	100.0%	66.0%	64.3%	648	100.0%	66.2%	64.3%
Military Connected	4	0.6%	0.8%	3.3%	4	0.6%	0.8%	3.3%
At-Risk	402	62.2%	54.0%	53.5%	403	62.2%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	54	8.4%	11.2%	21.9%	54	8.3%	11.1%	21.8%
Gifted and Talented Education	8	1.2%	4.1%	8.0%	8	1.2%	4.0%	8.0%
Special Education	73	11.3%	16.8%	11.6%	73	11.3%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	73							
By Type of Primary Disability								
Students with Intellectual Disabilities	44	60.3%	52.5%	43.0%				
Students with Physical Disabilities	*	*	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	18	24.7%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	188	23.4%	18.8%	13.6%				
By Ethnicity:								
African American	99	12.3%	6.7%	2.5%				
Hispanic	62	7.7%	6.8%	6.6%				
White	25	3.1%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.2%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	17.2%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	10	17.2%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	163	22.3%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	146	26.5%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.0%	1.9%	-	2.2%	5.2%
Grade 1	-	8.0%	2.9%	-	10.1%	4.2%
Grade 2	-	2.0%	1.7%	-	6.7%	2.2%
Grade 3	-	1.4%	1.0%	-	3.3%	1.0%
Grade 4	-	0.8%	0.7%	-	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	29.9%	24.8%	10.5%	45.5%	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	18.4	15.8	16.3
Foreign Languages	25.3	23.7	18.4
Mathematics	18.9	16.6	17.5
Science	20.6	16.5	18.5
Social Studies	21.6	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	68.3	100.0%	100.0%	100.0%
Professional Staff:	60.5	88.5%	58.6%	64.1%
Teachers	47.7	69.7%	43.7%	49.3%
Professional Support	10.6	15.5%	10.9%	10.7%
Campus Administration (School Leadership)	2.2	3.3%	2.7%	2.9%
Educational Aides:	7.9	11.5%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	52.0	76.1%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	25.3	53.0%	27.1%	11.2%
Hispanic	5.0	10.5%	14.0%	28.9%
White	15.4	32.3%	56.5%	56.4%
American Indian	1.0	2.1%	0.4%	0.3%
Asian	1.0	2.1%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	23.9	50.1%	25.8%	24.1%
Females	23.8	49.9%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	2.8	5.8%	2.3%	1.4%
Bachelors	24.5	51.3%	73.4%	72.6%
Masters	19.4	40.8%	23.3%	25.2%
Doctorate	1.0	2.1%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	4.5	9.4%	5.2%	7.9%
1-5 Years Experience	19.5	41.0%	31.5%	26.7%
6-10 Years Experience	8.5	17.8%	23.0%	20.6%
11-20 Years Experience	9.5	20.0%	25.4%	28.6%
21-30 Years Experience	5.2	11.0%	11.9%	13.2%



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.4	0.9%	3.0%	2.9%
Number of Students per Teacher	13.6	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	6.7	6.3
Average Years Experience of Principals with District	6.0	4.7	5.4
Average Years Experience of Assistant Principals	4.3	5.2	5.5
Average Years Experience of Assistant Principals with District	2.0	4.0	4.8
Average Years Experience of Teachers:	8.9	10.7	11.1
Average Years Experience of Teachers with District:	3.2	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$59,303	\$55,716	\$51,054
1-5 Years Experience	\$58,660	\$57,670	\$54,577
6-10 Years Experience	\$65,157	\$59,418	\$57,746
11-20 Years Experience	\$63,089	\$61,487	\$61,377
21-30 Years Experience	\$63,627	\$65,689	\$65,949
Over 30 Years Experience	\$56,650	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$61,288	\$60,095	\$58,887
Professional Support	\$75,221	\$71,362	\$69,505
Campus Administration (School Leadership)	\$97,537	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	3.5%	6.2%
Career and Technical Education	9.0	18.9%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	31.6	66.3%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.6	11.7%	10.3%	9.6%
Other	1.5	3.1%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: WOODROW WILSON DAEP**

**Campus Number: 084906006**

**2022 Accountability Rating: Not Rated**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	39%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	19%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	31%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	14%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	36%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	17%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	36%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	21%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 5 Reading</b>																	
At Approaches Grade Level or Above	2021	73%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	46%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	30%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2021	70%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	44%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	25%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	31%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	13%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2021	62%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	32%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	15%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2021	68%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	36%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	15%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2021	69%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	45%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	25%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2021	55%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	27%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	12%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2021	73%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	46%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	21%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	36%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	11%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2021	68%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	43%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	24%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grade 8 Social Studies</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	57%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	28%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	14%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2021	67%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	50%	31%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	12%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2021	71%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	57%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	11%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2021	73%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	41%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	23%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2021	82%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	55%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	22%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2021	88%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	69%	53%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	43%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2021	95%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	69%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	14%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Progress (TAPR).**



Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).**

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	100%	*	*	-	-	-	-	-	-	-	100%	-	100%	*
Included in Accountability	83%	87%	0%	*	*	-	-	-	-	-	-	-	0%	-	0%	*
Not Included in Accountability: Mobile	3%	4%	100%	*	*	-	-	-	-	-	-	-	100%	-	100%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	*	-	-	-	-	-	-	-	0%	-	0%	*
Not Tested	12%	8%	0%	*	*	-	-	-	-	-	-	-	0%	-	0%	*
Absent	2%	3%	0%	*	*	-	-	-	-	-	-	-	0%	-	0%	*
Other	10%	5%	0%	*	*	-	-	-	-	-	-	-	0%	-	0%	*
<b>Reading</b>																
Assessment Participant	89%	92%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Included in Accountability	83%	87%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Mobile	3%	4%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Other Exclusions	3%	1%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Tested	11%	8%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Absent	2%	3%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Other	10%	5%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
<b>Mathematics</b>																
Assessment Participant	88%	92%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Included in Accountability	84%	87%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Mobile	4%	4%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Other Exclusions	0%	1%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Tested	12%	8%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Absent	2%	2%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Other	10%	6%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
<b>Science</b>																
Assessment Participant	87%	91%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Included in Accountability	84%	86%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Mobile	3%	4%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Other Exclusions	0%	1%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Not Tested	13%	9%	*	*	*	-	-	-	-	-	-	-	*	-	*	*

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	2%	4%	*	*	*	-	-	-	-	-	-	-	*	-	*	*
Other	10%	5%	*	*	*	-	-	-	-	-	-	-	*	-	*	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>82.8%</b>	84.2%	78.2%	*	-	-	-	*	*	84.1%	*
2019-20	98.3%	96.8%	<b>88.4%</b>	88.6%	86.3%	90.4%	*	-	-	*	88.6%	88.4%	*
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>45.6%</b>	49.1%	41.7%	40.0%	-	-	-	*	46.7%	44.6%	*
2019-20	6.7%	13.3%	<b>44.9%</b>	44.6%	47.7%	41.7%	*	-	-	*	47.7%	45.8%	23.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	<b>0.0%</b>	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2019-20	0.5%	1.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	1.6%	1.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	30.1%	<b>9.1%</b>	0.0%	16.7%	*	-	-	-	*	0.0%	8.3%	*
	2019-20	46.3%	36.6%	<b>11.1%</b>	13.6%	0.0%	8.3%	*	-	-	*	0.0%	10.1%	*
English Language Arts	2020-21	16.3%	7.1%	<b>0.0%</b>	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%	*
	2019-20	18.2%	12.1%	<b>1.3%</b>	2.0%	0.0%	0.0%	*	-	-	*	0.0%	1.7%	*
Mathematics	2020-21	19.3%	8.4%	<b>3.4%</b>	0.0%	10.0%	*	-	-	-	*	0.0%	4.8%	*
	2019-20	20.7%	10.3%	<b>1.4%</b>	2.1%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Science	2020-21	20.6%	16.6%	<b>7.1%</b>	0.0%	10.0%	*	-	-	-	*	0.0%	5.0%	*
	2019-20	22.4%	21.0%	<b>9.2%</b>	12.5%	0.0%	0.0%	*	-	-	*	0.0%	7.0%	*
Social Studies	2020-21	22.8%	12.6%	<b>0.0%</b>	0.0%	0.0%	*	-	-	-	-	0.0%	0.0%	*
	2019-20	24.6%	16.7%	<b>2.4%</b>	1.8%	0.0%	8.3%	*	-	-	*	0.0%	3.1%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	58.5%	54.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	38.9%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	52.6%	39.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	68	100.0%	7,756	5,402,928	68	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	3	4.4%	7.6%	7.2%	3	4.4%	7.5%	7.2%
Grade 6	3	4.4%	7.5%	7.4%	3	4.4%	7.5%	7.4%
Grade 7	5	7.4%	8.2%	7.7%	5	7.4%	8.2%	7.7%
Grade 8	9	13.2%	7.7%	7.9%	9	13.2%	7.7%	7.8%
Grade 9	21	30.9%	10.1%	8.8%	21	30.9%	10.0%	8.8%
Grade 10	18	26.5%	7.2%	7.6%	18	26.5%	7.2%	7.5%
Grade 11	6	8.8%	7.0%	7.2%	6	8.8%	7.0%	7.2%
Grade 12	3	4.4%	6.9%	6.7%	3	4.4%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	42	61.8%	29.6%	12.8%	42	61.8%	29.5%	12.8%
Hispanic	19	27.9%	45.9%	52.8%	19	27.9%	45.9%	52.7%
White	5	7.4%	19.9%	26.3%	5	7.4%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	2.9%	4.0%	2.9%	2	2.9%	4.1%	2.9%
<b>Sex:</b>								
Female	20	29.4%	48.4%	48.9%	20	29.4%	48.4%	48.8%
Male	48	70.6%	51.6%	51.1%	48	70.6%	51.6%	51.2%
Economically Disadvantaged	62	91.2%	84.1%	60.7%	62	91.2%	84.1%	60.6%
Non-Educationally Disadvantaged	6	8.8%	15.9%	39.3%	6	8.8%	15.9%	39.4%
Section 504 Students	9	13.2%	5.7%	7.4%	9	13.2%	5.6%	7.4%
EB Students/EL	3	4.4%	11.8%	21.7%	3	4.4%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	5	4.5%	1.5%	0.6%				
Students w/ Dyslexia	2	2.9%	4.0%	5.0%	2	2.9%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	2	2.9%	3.0%	1.1%	2	2.9%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1	1.5%	66.0%	64.3%	1	1.5%	66.2%	64.3%
Military Connected	0	0.0%	0.8%	3.3%	0	0.0%	0.8%	3.3%
At-Risk	67	98.5%	54.0%	53.5%	67	98.5%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	2	2.9%	11.2%	21.9%	2	2.9%	11.1%	21.8%
Gifted and Talented Education	2	2.9%	4.1%	8.0%	2	2.9%	4.0%	8.0%
Special Education	13	19.1%	16.8%	11.6%	13	19.1%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	13							
By Type of Primary Disability								
Students with Intellectual Disabilities	7	53.8%	52.5%	43.0%				
Students with Physical Disabilities	0	0.0%	14.4%	20.8%				
Students with Autism	0	0.0%	13.2%	14.7%				
Students with Behavioral Disabilities	6	46.2%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	107	97.3%	18.8%	13.6%				
By Ethnicity:								
African American	56	50.9%	6.7%	2.5%				
Hispanic	35	31.8%	6.8%	6.6%				
White	13	11.8%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	2.7%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	100.0%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	100.0%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	98	97.0%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	0	0.0%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.0%	1.9%	-	2.2%	5.2%
Grade 1	-	8.0%	2.9%	-	10.1%	4.2%
Grade 2	-	2.0%	1.7%	-	6.7%	2.2%
Grade 3	-	1.4%	1.0%	-	3.3%	1.0%
Grade 4	-	0.8%	0.7%	-	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	0.0%	3.0%	0.7%	-	0.0%	0.7%
Grade 8	0.0%	2.6%	0.6%	0.0%	0.0%	0.8%
Grade 9	16.7%	24.8%	10.5%	20.0%	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	3.0	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	5.1	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	3.1	16.6	17.5
Science	2.7	16.5	18.5
Social Studies	4.4	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	18.1	100.0%	100.0%	100.0%
Professional Staff:	15.2	83.8%	58.6%	64.1%
Teachers	12.1	67.0%	43.7%	49.3%
Professional Support	1.0	5.8%	10.9%	10.7%
Campus Administration (School Leadership)	2.0	11.0%	2.7%	2.9%
Educational Aides:	2.9	16.2%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	2.1	11.5%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	27.1%	11.2%
Hispanic	1.0	8.2%	14.0%	28.9%
White	11.1	91.8%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	4.1	34.1%	25.8%	24.1%
Females	8.0	65.9%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	6.0	49.4%	73.4%	72.6%
Masters	5.1	42.4%	23.3%	25.2%
Doctorate	1.0	8.2%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	2.0	16.5%	5.2%	7.9%
1-5 Years Experience	5.0	41.2%	31.5%	26.7%
6-10 Years Experience	3.0	24.7%	23.0%	20.6%
11-20 Years Experience	1.1	9.4%	25.4%	28.6%
21-30 Years Experience	1.0	8.2%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	5.6	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	5.0	6.7	6.3
Average Years Experience of Principals with District	5.0	4.7	5.4
Average Years Experience of Assistant Principals	5.0	5.2	5.5
Average Years Experience of Assistant Principals with District	5.0	4.0	4.8
Average Years Experience of Teachers:	7.5	10.7	11.1
Average Years Experience of Teachers with District:	3.7	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,755	\$55,716	\$51,054
1-5 Years Experience	\$57,090	\$57,670	\$54,577
6-10 Years Experience	\$58,750	\$59,418	\$57,746
11-20 Years Experience	\$62,228	\$61,487	\$61,377
21-30 Years Experience	\$64,159	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,511	\$60,095	\$58,887
Professional Support	\$72,433	\$71,362	\$69,505
Campus Administration (School Leadership)	\$90,813	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	3.5%	6.2%
Career and Technical Education	0.0	0.4%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	12.0	99.0%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	0.1	0.6%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)



## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: TEXAS CITY J J A E P**

**Campus Number: 084906010**

**2022 Accountability Rating: Not Rated**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on STAAR Performance (TAPR).**

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Progress (TAPR).**

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).**

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on STAAR Participation (TAPR).**

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076



Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	1	100.0%	7,756	5,402,928	1	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	1	100.0%	10.1%	8.8%	1	100.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	0	0.0%	29.6%	12.8%	0	0.0%	29.5%	12.8%
Hispanic	1	100.0%	45.9%	52.8%	1	100.0%	45.9%	52.7%
White	0	0.0%	19.9%	26.3%	0	0.0%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	4.0%	2.9%	0	0.0%	4.1%	2.9%
<b>Sex:</b>								
Female	0	0.0%	48.4%	48.9%	0	0.0%	48.4%	48.8%
Male	1	100.0%	51.6%	51.1%	1	100.0%	51.6%	51.2%
Economically Disadvantaged	1	100.0%	84.1%	60.7%	1	100.0%	84.1%	60.6%
Non-Educationally Disadvantaged	0	0.0%	15.9%	39.3%	0	0.0%	15.9%	39.4%
Section 504 Students	1	100.0%	5.7%	7.4%	1	100.0%	5.6%	7.4%
EB Students/EL	0	0.0%	11.8%	21.7%	0	0.0%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	0	0.0%	4.0%	5.0%	0	0.0%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	3.0%	1.1%	0	0.0%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	66.0%	64.3%	0	0.0%	66.2%	64.3%
Military Connected	0	0.0%	0.8%	3.3%	0	0.0%	0.8%	3.3%
At-Risk	1	100.0%	54.0%	53.5%	1	100.0%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	0	0.0%	11.2%	21.9%	0	0.0%	11.1%	21.8%
Gifted and Talented Education	0	0.0%	4.1%	8.0%	0	0.0%	4.0%	8.0%
Special Education	0	0.0%	16.8%	11.6%	0	0.0%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	0							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	52.5%	43.0%				
Students with Physical Disabilities	0	0.0%	14.4%	20.8%				
Students with Autism	0	0.0%	13.2%	14.7%				
Students with Behavioral Disabilities	0	0.0%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	1	100.0%	18.8%	13.6%				
By Ethnicity:								
African American	1	100.0%	6.7%	2.5%				
Hispanic	0	0.0%	6.8%	6.6%				
White	0	0.0%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	1	100.0%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	-	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	1	100.0%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	0	0.0%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	58.6%	64.1%
Teachers	-	-	43.7%	49.3%
Professional Support	-	-	10.9%	10.7%
Campus Administration (School Leadership)	-	-	2.7%	2.9%
Educational Aides:	-	-	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	-	n/a	10.0	4,194.0
Part-time Librarians	-	n/a	1.0	607.0
Full-time Counselors	-	n/a	18.0	13,550.0
Part-time Counselors	-	n/a	1.0	1,176.0
Total Minority Staff:	-	-	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	-	-	27.1%	11.2%
Hispanic	-	-	14.0%	28.9%
White	-	-	56.5%	56.4%
American Indian	-	-	0.4%	0.3%
Asian	-	-	1.2%	1.9%
Pacific Islander	-	-	0.0%	0.1%
Two or More Races	-	-	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	-	-	25.8%	24.1%
Females	-	-	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	-	-	2.3%	1.4%
Bachelors	-	-	73.4%	72.6%
Masters	-	-	23.3%	25.2%
Doctorate	-	-	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	-	-	5.2%	7.9%
1-5 Years Experience	-	-	31.5%	26.7%
6-10 Years Experience	-	-	23.0%	20.6%
11-20 Years Experience	-	-	25.4%	28.6%
21-30 Years Experience	-	-	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	-	-	3.0%	2.9%
Number of Students per Teacher	-	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	-	6.7	6.3
Average Years Experience of Principals with District	-	4.7	5.4
Average Years Experience of Assistant Principals	-	5.2	5.5
Average Years Experience of Assistant Principals with District	-	4.0	4.8
Average Years Experience of Teachers:	-	10.7	11.1
Average Years Experience of Teachers with District:	-	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$55,716	\$51,054
1-5 Years Experience	-	\$57,670	\$54,577
6-10 Years Experience	-	\$59,418	\$57,746
11-20 Years Experience	-	\$61,487	\$61,377
21-30 Years Experience	-	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	-	\$60,095	\$58,887
Professional Support	-	\$71,362	\$69,505
Campus Administration (School Leadership)	-	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	-	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	-	-	3.5%	6.2%
Career and Technical Education	-	-	6.2%	5.2%
Compensatory Education	-	-	3.3%	3.0%
Gifted and Talented Education	-	-	0.0%	1.7%
Regular Education	-	-	75.7%	70.8%



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	-	-	10.3%	9.6%
Other	-	-	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)**

**Campus Number: 084906014**

**2022 Accountability Rating: Not Rated**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on STAAR Performance (TAPR).**

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Progress (TAPR).**

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).**

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on STAAR Participation (TAPR).**

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	1	100.0%	7,756	5,402,928	1	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	1	100.0%	10.1%	8.8%	1	100.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	1	100.0%	29.6%	12.8%	1	100.0%	29.5%	12.8%
Hispanic	0	0.0%	45.9%	52.8%	0	0.0%	45.9%	52.7%
White	0	0.0%	19.9%	26.3%	0	0.0%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	4.0%	2.9%	0	0.0%	4.1%	2.9%
<b>Sex:</b>								
Female	0	0.0%	48.4%	48.9%	0	0.0%	48.4%	48.8%
Male	1	100.0%	51.6%	51.1%	1	100.0%	51.6%	51.2%
Economically Disadvantaged	1	100.0%	84.1%	60.7%	1	100.0%	84.1%	60.6%
Non-Educationally Disadvantaged	0	0.0%	15.9%	39.3%	0	0.0%	15.9%	39.4%
Section 504 Students	0	0.0%	5.7%	7.4%	0	0.0%	5.6%	7.4%
EB Students/EL	0	0.0%	11.8%	21.7%	0	0.0%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	0	0.0%	4.0%	5.0%	0	0.0%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	3.0%	1.1%	0	0.0%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	66.0%	64.3%	0	0.0%	66.2%	64.3%
Military Connected	0	0.0%	0.8%	3.3%	0	0.0%	0.8%	3.3%
At-Risk	1	100.0%	54.0%	53.5%	1	100.0%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	0	0.0%	11.2%	21.9%	0	0.0%	11.1%	21.8%
Gifted and Talented Education	0	0.0%	4.1%	8.0%	0	0.0%	4.0%	8.0%
Special Education	1	100.0%	16.8%	11.6%	1	100.0%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	52.5%	43.0%				
Students with Physical Disabilities	**	**	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	**	**	18.3%	20.0%				
Students with Non-Categorical Early Childhood	**	**	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	1	50.0%	18.8%	13.6%				
By Ethnicity:								
African American	1	50.0%	6.7%	2.5%				
Hispanic	0	0.0%	6.8%	6.6%				
White	0	0.0%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	0	-	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	-	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	1	50.0%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	0	0.0%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	58.6%	64.1%
Teachers	-	-	43.7%	49.3%
Professional Support	-	-	10.9%	10.7%
Campus Administration (School Leadership)	-	-	2.7%	2.9%
Educational Aides:	-	-	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	-	n/a	10.0	4,194.0
Part-time Librarians	-	n/a	1.0	607.0
Full-time Counselors	-	n/a	18.0	13,550.0
Part-time Counselors	-	n/a	1.0	1,176.0
Total Minority Staff:	-	-	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	-	-	27.1%	11.2%
Hispanic	-	-	14.0%	28.9%
White	-	-	56.5%	56.4%
American Indian	-	-	0.4%	0.3%
Asian	-	-	1.2%	1.9%
Pacific Islander	-	-	0.0%	0.1%
Two or More Races	-	-	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	-	-	25.8%	24.1%
Females	-	-	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	-	-	2.3%	1.4%
Bachelors	-	-	73.4%	72.6%
Masters	-	-	23.3%	25.2%
Doctorate	-	-	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	-	-	5.2%	7.9%
1-5 Years Experience	-	-	31.5%	26.7%
6-10 Years Experience	-	-	23.0%	20.6%
11-20 Years Experience	-	-	25.4%	28.6%
21-30 Years Experience	-	-	11.9%	13.2%



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	-	-	3.0%	2.9%
Number of Students per Teacher	-	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	-	6.7	6.3
Average Years Experience of Principals with District	-	4.7	5.4
Average Years Experience of Assistant Principals	-	5.2	5.5
Average Years Experience of Assistant Principals with District	-	4.0	4.8
Average Years Experience of Teachers:	-	10.7	11.1
Average Years Experience of Teachers with District:	-	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$55,716	\$51,054
1-5 Years Experience	-	\$57,670	\$54,577
6-10 Years Experience	-	\$59,418	\$57,746
11-20 Years Experience	-	\$61,487	\$61,377
21-30 Years Experience	-	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	-	\$60,095	\$58,887
Professional Support	-	\$71,362	\$69,505
Campus Administration (School Leadership)	-	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	-	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	-	-	3.5%	6.2%
Career and Technical Education	-	-	6.2%	5.2%
Compensatory Education	-	-	3.3%	3.0%
Gifted and Talented Education	-	-	0.0%	1.7%
Regular Education	-	-	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	-	-	10.3%	9.6%
Other	-	-	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: BLOCKER MIDDLE**

**Campus Number: 084906041**

**2022 Accountability Rating: B**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Postsecondary Readiness**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	71%	72%	65%	69%	79%	-	*	-	86%	44%	*	74%	65%	70%	61%
	2021	69%	53%	60%	44%	63%	70%	*	*	-	60%	38%	*	62%	53%	56%	58%
At Meets Grade Level or Above	2022	56%	39%	40%	30%	42%	44%	-	*	-	57%	28%	*	43%	31%	38%	32%
	2021	45%	29%	33%	27%	33%	38%	*	*	-	30%	26%	*	34%	26%	30%	23%
At Masters Grade Level	2022	37%	24%	25%	19%	25%	27%	-	*	-	48%	18%	*	26%	22%	24%	13%
	2021	25%	16%	17%	11%	18%	20%	*	*	-	30%	18%	*	19%	11%	16%	10%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	43%	43%	35%	41%	56%	-	*	-	47%	35%	*	42%	46%	44%	36%
	2021	55%	42%	49%	36%	51%	55%	*	*	-	38%	35%	*	52%	36%	45%	44%
At Meets Grade Level or Above	2022	31%	14%	13%	9%	11%	17%	-	*	-	27%	18%	*	14%	9%	13%	6%
	2021	27%	22%	25%	16%	26%	32%	*	*	-	13%	23%	*	27%	16%	21%	15%
At Masters Grade Level	2022	13%	6%	5%	2%	5%	7%	-	*	-	13%	13%	*	6%	2%	5%	1%
	2021	12%	11%	13%	7%	13%	20%	*	*	-	13%	18%	*	15%	7%	12%	6%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	74%	80%	66%	81%	87%	-	*	-	93%	57%	*	81%	74%	78%	70%
	2021	73%	61%	70%	51%	72%	78%	*	*	-	85%	47%	*	73%	59%	68%	75%
At Meets Grade Level or Above	2022	58%	45%	51%	30%	54%	61%	-	*	-	50%	37%	*	52%	44%	47%	47%
	2021	46%	34%	40%	27%	39%	49%	*	*	-	55%	27%	*	43%	28%	37%	29%
At Masters Grade Level	2022	37%	27%	30%	18%	32%	33%	-	*	-	36%	22%	*	32%	23%	26%	30%
	2021	21%	15%	17%	10%	17%	24%	*	*	-	20%	16%	*	18%	15%	16%	2%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	61%	70%	56%	73%	78%	-	*	-	72%	49%	*	73%	62%	69%	60%
	2021	62%	54%	63%	54%	64%	67%	*	-	-	62%	40%	*	64%	56%	60%	73%
At Meets Grade Level or Above	2022	40%	35%	41%	33%	40%	46%	-	*	-	67%	35%	*	43%	37%	39%	23%
	2021	36%	27%	34%	21%	35%	43%	*	-	-	38%	24%	*	35%	30%	31%	48%
At Masters Grade Level	2022	14%	13%	16%	10%	17%	16%	-	*	-	28%	28%	*	18%	11%	15%	8%
	2021	11%	6%	7%	3%	8%	6%	*	-	-	15%	18%	*	7%	8%	7%	6%
<b>Grade 8 Science</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	58%	<b>65%</b>	54%	68%	70%	-	*	-	64%	46%	*	66%	62%	62%	51%
	2021	68%	55%	<b>66%</b>	48%	65%	79%	*	*	-	78%	47%	*	67%	58%	63%	69%
At Meets Grade Level or Above	2022	45%	28%	<b>32%</b>	20%	33%	38%	-	*	-	36%	29%	*	33%	27%	27%	21%
	2021	43%	33%	<b>40%</b>	19%	40%	54%	*	*	-	61%	27%	*	42%	34%	36%	35%
At Masters Grade Level	2022	24%	14%	<b>17%</b>	9%	18%	21%	-	*	-	7%	25%	*	18%	11%	13%	13%
	2021	24%	18%	<b>23%</b>	10%	22%	33%	*	*	-	44%	22%	*	23%	23%	21%	14%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	52%	<b>63%</b>	54%	61%	72%	-	*	-	69%	44%	*	63%	62%	60%	40%
	2021	57%	46%	<b>56%</b>	49%	55%	62%	*	*	-	63%	40%	*	58%	47%	53%	49%
At Meets Grade Level or Above	2022	31%	20%	<b>25%</b>	19%	27%	30%	-	*	-	15%	32%	*	27%	19%	22%	13%
	2021	28%	17%	<b>21%</b>	7%	23%	24%	*	*	-	37%	23%	*	22%	16%	18%	6%
At Masters Grade Level	2022	18%	11%	<b>14%</b>	9%	14%	17%	-	*	-	15%	26%	*	15%	9%	12%	9%
	2021	14%	7%	<b>8%</b>	3%	8%	12%	*	*	-	11%	15%	*	9%	5%	6%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	68%	<b>100%</b>	*	100%	100%	-	-	-	-	-	-	100%	100%	100%	*
	2021	73%	65%	<b>100%</b>	*	100%	100%	-	*	-	100%	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	43%	34%	<b>100%</b>	*	100%	100%	-	-	-	-	-	-	100%	100%	100%	*
	2021	41%	35%	<b>96%</b>	*	93%	100%	-	*	-	100%	-	-	96%	100%	95%	*
At Masters Grade Level	2022	27%	19%	<b>91%</b>	*	88%	94%	-	-	-	-	-	-	89%	100%	88%	*
	2021	23%	21%	<b>87%</b>	*	81%	94%	-	*	-	80%	-	-	87%	88%	86%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	<b>66%</b>	55%	67%	74%	-	100%	-	73%	45%	50%	68%	62%	64%	53%
	2021	67%	56%	<b>61%</b>	47%	62%	68%	14%	70%	-	68%	39%	27%	63%	52%	58%	60%
At Meets Grade Level or Above	2022	48%	35%	<b>35%</b>	23%	36%	41%	-	67%	-	44%	29%	30%	37%	29%	32%	24%
	2021	41%	30%	<b>33%</b>	20%	33%	42%	0%	60%	-	44%	25%	0%	34%	26%	29%	25%
At Masters Grade Level	2022	23%	15%	<b>19%</b>	11%	20%	22%	-	33%	-	26%	21%	20%	21%	14%	17%	12%
	2021	18%	12%	<b>15%</b>	8%	14%	20%	0%	10%	-	25%	17%	0%	16%	12%	13%	6%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>76%</b>	66%	75%	83%	-	*	-	89%	50%	*	77%	69%	74%	64%
	2021	68%	55%	<b>65%</b>	47%	68%	74%	*	*	-	77%	42%	*	68%	56%	62%	66%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	39%	45%	30%	48%	52%	-	*	-	54%	32%	*	47%	38%	42%	38%
	2021	45%	31%	37%	27%	36%	44%	*	*	-	47%	27%	*	39%	27%	34%	26%
At Masters Grade Level	2022	25%	16%	27%	19%	29%	30%	-	*	-	43%	20%	*	29%	23%	25%	19%
	2021	18%	10%	17%	10%	18%	22%	*	*	-	23%	17%	*	18%	13%	16%	6%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	59%	45%	60%	69%	-	*	-	61%	42%	*	61%	55%	57%	47%
	2021	66%	57%	58%	46%	60%	65%	*	*	-	62%	37%	*	61%	49%	55%	59%
At Meets Grade Level or Above	2022	42%	31%	31%	21%	31%	37%	-	*	-	48%	26%	*	33%	25%	28%	15%
	2021	37%	29%	34%	20%	34%	44%	*	*	-	42%	23%	*	36%	27%	30%	33%
At Masters Grade Level	2022	20%	14%	15%	7%	16%	18%	-	*	-	21%	19%	*	17%	9%	12%	7%
	2021	18%	13%	16%	8%	15%	22%	*	*	-	27%	18%	*	17%	12%	14%	8%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	65%	54%	68%	70%	-	*	-	64%	46%	*	66%	62%	62%	51%
	2021	71%	58%	66%	48%	65%	79%	*	*	-	78%	47%	*	67%	58%	63%	69%
At Meets Grade Level or Above	2022	47%	30%	32%	20%	33%	38%	-	*	-	36%	29%	*	33%	27%	27%	21%
	2021	44%	32%	40%	19%	40%	54%	*	*	-	61%	27%	*	42%	34%	36%	35%
At Masters Grade Level	2022	21%	10%	17%	9%	18%	21%	-	*	-	7%	25%	*	18%	11%	13%	13%
	2021	20%	13%	23%	10%	22%	33%	*	*	-	44%	22%	*	23%	23%	21%	14%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	66%	63%	54%	61%	72%	-	*	-	69%	44%	*	63%	62%	60%	40%
	2021	73%	62%	56%	49%	55%	62%	*	*	-	63%	40%	*	58%	47%	53%	49%
At Meets Grade Level or Above	2022	50%	37%	25%	19%	27%	30%	-	*	-	15%	32%	*	27%	19%	22%	13%
	2021	49%	36%	21%	7%	23%	24%	*	*	-	37%	23%	*	22%	16%	18%	6%
At Masters Grade Level	2022	30%	18%	14%	9%	14%	17%	-	*	-	15%	26%	*	15%	9%	12%	9%
	2021	29%	18%	8%	3%	8%	12%	*	*	-	11%	15%	*	9%	5%	6%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	18%	19%	12%	19%	23%	-	*	-	38%	18%	*	21%	12%	18%	7%
	2021	26%	18%	21%	14%	21%	27%	*	*	-	13%	21%	*	23%	12%	18%	14%
Reading and Mathematics Including EOC	2022	33%	18%	19%	12%	19%	23%	-	*	-	38%	18%	*	21%	12%	18%	7%
	2021	27%	18%	21%	14%	21%	27%	*	*	-	13%	21%	*	23%	12%	18%	14%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	39%	<b>40%</b>	30%	42%	44%	-	*	-	57%	28%	*	43%	31%	38%	32%
	2021	45%	29%	<b>33%</b>	27%	33%	38%	*	*	-	30%	26%	*	34%	26%	30%	23%
Math Including EOC	2022	37%	21%	<b>23%</b>	14%	21%	29%	-	*	-	48%	20%	*	25%	15%	21%	10%
	2021	32%	22%	<b>25%</b>	16%	26%	32%	*	*	-	13%	23%	*	27%	16%	21%	15%
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	23%	<b>27%</b>	21%	28%	29%	-	*	-	42%	31%	*	28%	24%	26%	16%
	2021	21%	18%	<b>23%</b>	15%	20%	36%	*	-	-	31%	24%	*	24%	18%	21%	19%
Reading and Mathematics Including EOC	2022	41%	30%	<b>34%</b>	22%	35%	43%	-	*	-	42%	31%	*	36%	28%	30%	21%
	2021	33%	26%	<b>32%</b>	19%	29%	45%	*	*	-	44%	24%	*	33%	27%	29%	24%
Reading Including EOC	2022	58%	45%	<b>51%</b>	30%	54%	61%	-	*	-	50%	37%	*	52%	44%	47%	47%
	2021	47%	34%	<b>40%</b>	27%	39%	49%	*	*	-	55%	27%	*	43%	28%	37%	29%
Math Including EOC	2022	48%	36%	<b>41%</b>	29%	41%	47%	-	*	-	50%	33%	*	42%	36%	36%	23%
	2021	43%	34%	<b>42%</b>	25%	42%	54%	*	*	-	56%	24%	*	44%	37%	38%	51%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	<b>23%</b>	16%	23%	26%	-	*	-	39%	24%	*	24%	17%	22%	10%
	2021	26%	18%	<b>22%</b>	14%	21%	31%	*	*	-	24%	23%	*	23%	15%	19%	16%
Reading and Mathematics Including EOC	2022	36%	25%	<b>26%</b>	16%	27%	32%	-	*	-	39%	24%	*	28%	20%	23%	13%
	2021	28%	20%	<b>27%</b>	16%	25%	37%	*	*	-	35%	23%	*	28%	20%	23%	19%
Reading Including EOC	2022	53%	40%	<b>45%</b>	30%	48%	52%	-	*	-	54%	32%	*	47%	38%	42%	38%
	2021	41%	29%	<b>37%</b>	27%	36%	44%	*	*	-	47%	27%	*	39%	27%	34%	26%
Math Including EOC	2022	43%	31%	<b>31%</b>	21%	31%	37%	-	*	-	48%	26%	*	33%	25%	28%	15%
	2021	37%	28%	<b>34%</b>	20%	34%	44%	*	*	-	42%	23%	*	36%	27%	30%	33%

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

- Indicates there are no students in the group.



Texas Education Agency  
**2021-22 Progress (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 7 ELA/Reading	2022	88	86	<b>86</b>	85	88	84	-	*	-	76	77	-	86	83	87	87
	2019	77	70	<b>77</b>	72	76	81	*	*	-	76	67	*	77	75	74	69
Grade 7 Mathematics	2022	60	51	<b>47</b>	45	46	53	-	*	-	46	51	-	48	45	49	44
	2019	62	47	<b>51</b>	35	52	58	*	*	-	67	52	*	52	46	48	51
Grade 8 ELA/Reading	2022	83	82	<b>83</b>	80	83	86	-	*	-	100	71	*	84	80	83	74
	2019	77	76	<b>74</b>	70	75	73	*	*	-	100	59	*	73	76	72	72
Grade 8 Mathematics	2022	74	71	<b>75</b>	74	76	72	-	*	-	85	60	*	75	77	75	68
	2019	82	83	<b>86</b>	89	89	80	*	*	-	77	79	*	86	86	87	88
End of Course Algebra I	2022	67	60	<b>95</b>	*	96	94	-	-	-	-	-	-	94	100	93	*
	2019	75	63	<b>92</b>	100	94	87	-	*	-	*	*	*	91	100	90	-
All Grades Both Subjects	2022	74	69	<b>74</b>	71	75	75	-	*	-	76	65	*	75	72	74	69
	2019	69	63	<b>73</b>	67	74	75	83	71	-	78	64	70	74	72	71	67
All Grades ELA/Reading	2022	78	76	<b>85</b>	83	85	85	-	*	-	86	74	*	85	82	85	82
	2019	68	63	<b>75</b>	71	76	77	83	57	-	84	63	71	75	76	73	70
All Grades Mathematics	2022	69	62	<b>64</b>	60	65	65	-	*	-	65	55	*	64	63	63	56
	2019	70	63	<b>71</b>	64	72	73	83	86	-	72	65	69	72	68	68	64

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>66%</b>	-	-	-	-	-	-	32%	34%	25%	28%	55%	68%	43%	71%
	2021	67%	56%	<b>61%</b>	-	-	-	-	-	-	42%	-	42%	-	54%	60%	44%	83%
At Meets Grade Level or Above	2022	48%	35%	<b>35%</b>	-	-	-	-	-	-	10%	14%	0%	5%	17%	36%	15%	40%
	2021	41%	30%	<b>33%</b>	-	-	-	-	-	-	13%	-	13%	-	21%	33%	14%	44%
At Masters Grade Level	2022	23%	15%	<b>19%</b>	-	-	-	-	-	-	5%	8%	0%	0%	11%	20%	9%	19%
	2021	18%	12%	<b>15%</b>	-	-	-	-	-	-	2%	-	2%	-	0%	16%	2%	16%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>76%</b>	-	-	-	-	-	-	41%	55%	*	30%	66%	77%	57%	78%
	2021	68%	55%	<b>65%</b>	-	-	-	-	-	-	43%	-	43%	-	64%	64%	47%	92%
At Meets Grade Level or Above	2022	53%	39%	<b>45%</b>	-	-	-	-	-	-	13%	23%	*	5%	31%	46%	25%	56%
	2021	45%	31%	<b>37%</b>	-	-	-	-	-	-	9%	-	9%	-	18%	37%	10%	54%
At Masters Grade Level	2022	25%	16%	<b>27%</b>	-	-	-	-	-	-	7%	14%	*	0%	19%	28%	15%	31%
	2021	18%	10%	<b>17%</b>	-	-	-	-	-	-	0%	-	0%	-	0%	19%	0%	17%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>59%</b>	-	-	-	-	-	-	33%	41%	*	25%	47%	60%	44%	62%
	2021	66%	57%	<b>58%</b>	-	-	-	-	-	-	44%	-	44%	-	55%	58%	46%	77%
At Meets Grade Level or Above	2022	42%	31%	<b>31%</b>	-	-	-	-	-	-	9%	14%	*	5%	6%	33%	10%	31%
	2021	37%	29%	<b>34%</b>	-	-	-	-	-	-	21%	-	21%	-	36%	34%	24%	47%
At Masters Grade Level	2022	20%	14%	<b>15%</b>	-	-	-	-	-	-	4%	9%	*	0%	3%	16%	5%	14%
	2021	18%	13%	<b>16%</b>	-	-	-	-	-	-	2%	-	2%	-	0%	17%	2%	19%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>65%</b>	-	-	-	-	-	-	27%	27%	-	-	56%	66%	35%	81%
	2021	71%	58%	<b>66%</b>	-	-	-	-	-	-	54%	-	54%	-	83%	64%	59%	87%
At Meets Grade Level or Above	2022	47%	30%	<b>32%</b>	-	-	-	-	-	-	9%	9%	-	-	22%	33%	13%	41%
	2021	44%	32%	<b>40%</b>	-	-	-	-	-	-	23%	-	23%	-	33%	41%	25%	52%
At Masters Grade Level	2022	21%	10%	<b>17%</b>	-	-	-	-	-	-	5%	5%	-	-	22%	18%	10%	9%
	2021	20%	13%	<b>23%</b>	-	-	-	-	-	-	12%	-	12%	-	0%	24%	9%	26%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	66%	<b>63%</b>	-	-	-	-	-	-	14%	14%	-	-	44%	66%	23%	69%
	2021	73%	62%	<b>56%</b>	-	-	-	-	-	-	35%	-	35%	-	33%	56%	34%	77%

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	37%	<b>25%</b>	-	-	-	-	-	-	9%	9%	-	-	0%	28%	6%	19%
	2021	49%	36%	<b>21%</b>	-	-	-	-	-	-	4%	-	4%	-	0%	22%	3%	23%
At Masters Grade Level	2022	30%	18%	<b>14%</b>	-	-	-	-	-	-	5%	5%	-	-	0%	15%	3%	13%
	2021	29%	18%	<b>8%</b>	-	-	-	-	-	-	0%	-	0%	-	0%	9%	0%	10%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>74%</b>	-	-	-	-	-	-	63%	63%	*	63%	72%	75%	67%	74%
	2019	69%	63%	<b>73%</b>	-	-	-	-	-	-	62%	62%	-	-	48%	-	59%	-
All Grades ELA/Reading	2022	78%	76%	<b>85%</b>	-	-	-	-	-	-	73%	60%	*	83%	89%	85%	75%	89%
	2019	68%	63%	<b>75%</b>	-	-	-	-	-	-	63%	63%	-	-	50%	-	60%	-
All Grades Mathematics	2022	69%	62%	<b>64%</b>	-	-	-	-	-	-	54%	65%	*	42%	55%	65%	59%	60%
	2019	70%	63%	<b>71%</b>	-	-	-	-	-	-	61%	61%	-	-	45%	-	58%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	97%	99%	99%	99%	98%	-	100%	-	97%	98%	100%	99%	98%	99%	99%
Included in Accountability	93%	92%	94%	93%	93%	96%	-	100%	-	93%	93%	100%	97%	86%	94%	95%
Not Included in Accountability: Mobile	5%	5%	5%	6%	6%	2%	-	0%	-	4%	4%	0%	3%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	1%
Not Tested	1%	3%	1%	1%	1%	2%	-	0%	-	3%	2%	0%	1%	2%	1%	1%
Absent	1%	3%	1%	1%	1%	2%	-	0%	-	3%	2%	0%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	99%	99%	99%	98%	-	*	-	100%	99%	*	99%	98%	99%	99%
Included in Accountability	92%	92%	94%	94%	92%	96%	-	*	-	97%	94%	*	97%	85%	95%	94%
Not Included in Accountability: Mobile	5%	5%	5%	5%	6%	2%	-	*	-	3%	3%	*	2%	12%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	*	-	0%	1%	*	0%	1%	0%	2%
Not Tested	1%	3%	1%	1%	1%	2%	-	*	-	0%	1%	*	1%	2%	1%	1%
Absent	1%	3%	1%	1%	1%	2%	-	*	-	0%	1%	*	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	99%	99%	99%	98%	-	*	-	94%	98%	*	99%	97%	98%	98%
Included in Accountability	93%	92%	94%	94%	93%	96%	-	*	-	92%	94%	*	97%	85%	94%	94%
Not Included in Accountability: Mobile	5%	5%	5%	5%	6%	2%	-	*	-	3%	3%	*	2%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	1%	*	0%	0%	0%	1%
Not Tested	1%	2%	1%	1%	1%	2%	-	*	-	6%	2%	*	1%	3%	2%	2%
Absent	1%	2%	1%	1%	1%	2%	-	*	-	6%	2%	*	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	99%	99%	100%	98%	-	*	-	100%	99%	*	100%	98%	99%	100%
Included in Accountability	93%	92%	94%	91%	95%	97%	-	*	-	93%	93%	*	97%	87%	94%	98%
Not Included in Accountability: Mobile	4%	5%	5%	8%	5%	1%	-	*	-	7%	5%	*	3%	11%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	1%	1%	0%	2%	-	*	-	0%	1%	*	0%	2%	1%	0%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	1%	1%	0%	2%	-	*	-	0%	1%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	95%	99%	99%	100%	98%	-	*	-	93%	97%	*	99%	99%	98%	100%
Included in Accountability	94%	91%	94%	90%	94%	97%	-	*	-	87%	90%	*	96%	87%	94%	98%
Not Included in Accountability: Mobile	4%	4%	5%	9%	5%	1%	-	*	-	7%	7%	*	3%	12%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	5%	1%	1%	0%	2%	-	*	-	7%	3%	*	1%	1%	2%	0%
Absent	1%	5%	1%	1%	0%	2%	-	*	-	7%	3%	*	1%	1%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	94%	94%	95%	91%	100%	100%	-	89%	87%	73%	95%	91%	94%	97%
Included in Accountability	83%	87%	90%	92%	92%	87%	100%	100%	-	77%	87%	73%	93%	79%	91%	92%
Not Included in Accountability: Mobile	3%	4%	3%	3%	3%	4%	0%	0%	-	11%	0%	0%	2%	10%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	12%	8%	6%	6%	5%	9%	0%	0%	-	11%	13%	27%	5%	9%	6%	3%
Absent	2%	3%	3%	2%	3%	3%	0%	0%	-	8%	5%	0%	3%	4%	3%	2%
Other	10%	5%	3%	4%	2%	6%	0%	0%	-	4%	8%	27%	3%	6%	3%	1%
<b>Reading</b>																
Assessment Participant	89%	92%	94%	95%	95%	91%	*	*	-	94%	88%	*	95%	90%	94%	97%
Included in Accountability	83%	87%	90%	92%	91%	87%	*	*	-	83%	88%	*	93%	79%	91%	90%
Not Included in Accountability: Mobile	3%	4%	3%	3%	3%	3%	*	*	-	11%	0%	*	1%	10%	2%	4%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	*	-	0%	0%	*	0%	1%	1%	4%
Not Tested	11%	8%	6%	5%	5%	9%	*	*	-	6%	12%	*	5%	10%	6%	3%
Absent	2%	3%	2%	1%	3%	2%	*	*	-	3%	3%	*	2%	3%	3%	2%
Other	10%	5%	4%	4%	2%	8%	*	*	-	3%	9%	*	3%	6%	4%	1%
<b>Mathematics</b>																
Assessment Participant	88%	92%	92%	93%	95%	88%	*	*	-	83%	86%	*	94%	87%	92%	96%
Included in Accountability	84%	87%	89%	91%	91%	85%	*	*	-	72%	86%	*	92%	76%	90%	91%
Not Included in Accountability: Mobile	4%	4%	3%	3%	3%	3%	*	*	-	11%	0%	*	1%	10%	2%	4%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	1%	0%	2%
Not Tested	12%	8%	8%	7%	5%	12%	*	*	-	17%	14%	*	6%	13%	8%	4%
Absent	2%	2%	4%	2%	4%	5%	*	*	-	14%	5%	*	3%	6%	4%	3%
Other	10%	6%	4%	4%	2%	7%	*	*	-	3%	9%	*	3%	6%	3%	1%
<b>Science</b>																
Assessment Participant	87%	91%	94%	99%	94%	91%	*	*	-	88%	88%	*	94%	94%	94%	98%
Included in Accountability	84%	86%	90%	97%	91%	86%	*	*	-	75%	88%	*	93%	82%	91%	94%
Not Included in Accountability: Mobile	3%	4%	4%	1%	3%	5%	*	*	-	13%	0%	*	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	9%	6%	1%	6%	9%	*	*	-	13%	13%	*	6%	6%	6%	2%
Absent	2%	4%	4%	0%	3%	5%	*	*	-	8%	9%	*	4%	2%	4%	2%
Other	10%	5%	2%	1%	2%	4%	*	*	-	4%	4%	*	2%	4%	2%	0%
<b>Social Studies</b>																
Assessment Participant	87%	92%	95%	99%	95%	94%	*	*	-	92%	93%	*	95%	94%	95%	98%
Included in Accountability	84%	88%	91%	97%	92%	89%	*	*	-	79%	93%	*	94%	82%	92%	94%
Not Included in Accountability: Mobile	3%	3%	4%	1%	3%	5%	*	*	-	13%	0%	*	1%	11%	3%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	8%	5%	1%	5%	6%	*	*	-	8%	7%	*	5%	6%	5%	2%
Absent	3%	5%	2%	0%	3%	3%	*	*	-	0%	4%	*	3%	2%	3%	2%
Other	10%	4%	2%	1%	2%	4%	*	*	-	8%	4%	*	2%	4%	2%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>94.0%</b>	93.1%	94.4%	94.2%	*	*	-	91.8%	92.2%	93.4%	92.9%
2019-20	98.3%	96.8%	<b>97.8%</b>	97.7%	98.3%	97.2%	95.2%	99.5%	*	98.7%	97.0%	97.6%	98.3%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>18.9%</b>	23.8%	16.6%	18.6%	*	*	-	22.2%	26.5%	20.9%	19.5%
2019-20	6.7%	13.3%	<b>11.1%</b>	12.6%	8.5%	14.2%	25.0%	0.0%	*	3.0%	16.0%	12.2%	11.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	<b>1.3%</b>	1.6%	1.0%	1.7%	*	*	-	2.8%	3.4%	1.6%	1.2%
2019-20	0.5%	1.1%	<b>0.6%</b>	1.0%	0.2%	0.9%	0.0%	0.0%	*	0.0%	0.0%	0.7%	1.1%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
2021-22 Other Postsecondary Indicators (TAPR)  
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	891	100.0%	7,756	5,402,928	893	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	466	52.3%	8.2%	7.7%	467	52.3%	8.2%	7.7%
Grade 8	425	47.7%	7.7%	7.9%	426	47.7%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	197	22.1%	29.6%	12.8%	198	22.2%	29.5%	12.8%
Hispanic	443	49.7%	45.9%	52.8%	443	49.6%	45.9%	52.7%
White	213	23.9%	19.9%	26.3%	214	24.0%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	0.3%	0.4%	4.8%	3	0.3%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	35	3.9%	4.0%	2.9%	35	3.9%	4.1%	2.9%
<b>Sex:</b>								
Female	421	47.3%	48.4%	48.9%	422	47.3%	48.4%	48.8%
Male	470	52.7%	51.6%	51.1%	471	52.7%	51.6%	51.2%
Economically Disadvantaged	710	79.7%	84.1%	60.7%	712	79.7%	84.1%	60.6%
Non-Educationally Disadvantaged	181	20.3%	15.9%	39.3%	181	20.3%	15.9%	39.4%
Section 504 Students	88	9.9%	5.7%	7.4%	88	9.9%	5.6%	7.4%
EB Students/EL	85	9.5%	11.8%	21.7%	85	9.5%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	17	1.8%	1.5%	0.6%				
Students w/ Dyslexia	40	4.5%	4.0%	5.0%	40	4.5%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	25	2.8%	3.0%	1.1%	25	2.8%	3.1%	1.1%
Immigrant	4	0.4%	0.3%	2.0%	4	0.4%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	20	2.2%	66.0%	64.3%	20	2.2%	66.2%	64.3%
Military Connected	8	0.9%	0.8%	3.3%	8	0.9%	0.8%	3.3%
At-Risk	506	56.8%	54.0%	53.5%	506	56.7%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	72	8.1%	11.2%	21.9%	72	8.1%	11.1%	21.8%
Gifted and Talented Education	60	6.7%	4.1%	8.0%	60	6.7%	4.0%	8.0%
Special Education	164	18.4%	16.8%	11.6%	166	18.6%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	164							
By Type of Primary Disability								
Students with Intellectual Disabilities	106	64.6%	52.5%	43.0%				
Students with Physical Disabilities	6	3.7%	14.4%	20.8%				
Students with Autism	20	12.2%	13.2%	14.7%				
Students with Behavioral Disabilities	32	19.5%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	133	13.8%	18.8%	13.6%				
By Ethnicity:								
African American	33	3.4%	6.7%	2.5%				
Hispanic	52	5.4%	6.8%	6.6%				
White	42	4.4%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.5%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	17	11.6%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	9	11.0%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	120	14.8%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	79	17.2%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.0%	1.9%	-	2.2%	5.2%
Grade 1	-	8.0%	2.9%	-	10.1%	4.2%
Grade 2	-	2.0%	1.7%	-	6.7%	2.2%
Grade 3	-	1.4%	1.0%	-	3.3%	1.0%
Grade 4	-	0.8%	0.7%	-	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	3.6%	3.0%	0.7%	0.0%	0.0%	0.7%
Grade 8	3.1%	2.6%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	21.4	15.8	16.3
Foreign Languages	27.7	23.7	18.4
Mathematics	24.1	16.6	17.5
Science	24.1	16.5	18.5
Social Studies	24.7	18.9	19.1



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	72.1	100.0%	100.0%	100.0%
Professional Staff:	60.5	83.9%	58.6%	64.1%
Teachers	49.6	68.8%	43.7%	49.3%
Professional Support	8.1	11.2%	10.9%	10.7%
Campus Administration (School Leadership)	2.8	3.9%	2.7%	2.9%
Educational Aides:	11.6	16.1%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	29.5	41.0%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	9.7	19.5%	27.1%	11.2%
Hispanic	7.0	14.1%	14.0%	28.9%
White	32.0	64.4%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	12.4	25.1%	25.8%	24.1%
Females	37.2	74.9%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	40.3	81.2%	73.4%	72.6%
Masters	9.3	18.8%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.8	1.6%	5.2%	7.9%
1-5 Years Experience	8.0	16.1%	31.5%	26.7%
6-10 Years Experience	13.7	27.5%	23.0%	20.6%
11-20 Years Experience	15.7	31.7%	25.4%	28.6%
21-30 Years Experience	8.4	16.8%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	3.1	6.2%	3.0%	2.9%
Number of Students per Teacher	18.0	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	12.0	6.7	6.3
Average Years Experience of Principals with District	1.0	4.7	5.4
Average Years Experience of Assistant Principals	3.5	5.2	5.5
Average Years Experience of Assistant Principals with District	3.5	4.0	4.8
Average Years Experience of Teachers:	15.1	10.7	11.1
Average Years Experience of Teachers with District:	8.9	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,648	\$55,716	\$51,054
1-5 Years Experience	\$57,450	\$57,670	\$54,577
6-10 Years Experience	\$58,340	\$59,418	\$57,746
11-20 Years Experience	\$59,047	\$61,487	\$61,377
21-30 Years Experience	\$65,480	\$65,689	\$65,949
Over 30 Years Experience	\$69,862	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$60,312	\$60,095	\$58,887
Professional Support	\$69,453	\$71,362	\$69,505
Campus Administration (School Leadership)	\$91,537	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	3.5%	6.2%
Career and Technical Education	1.8	3.7%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	44.2	89.0%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.6	7.3%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: LA MARQUE MIDDLE**

**Campus Number: 084906043**

**2022 Accountability Rating: C**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	57%	<b>43%</b>	38%	47%	64%	-	-	-	43%	31%	*	39%	48%	41%	50%
	2021	62%	47%	<b>39%</b>	36%	42%	60%	*	-	-	60%	32%	*	36%	44%	37%	31%
At Meets Grade Level or Above	2022	43%	28%	<b>18%</b>	20%	13%	27%	-	-	-	14%	17%	*	15%	21%	16%	14%
	2021	32%	18%	<b>15%</b>	13%	17%	20%	*	-	-	20%	32%	*	12%	20%	14%	13%
At Masters Grade Level	2022	23%	13%	<b>5%</b>	5%	2%	18%	-	-	-	14%	11%	*	6%	5%	4%	5%
	2021	15%	6%	<b>8%</b>	6%	8%	20%	*	-	-	20%	27%	*	6%	11%	8%	6%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	61%	<b>44%</b>	41%	43%	64%	-	-	-	57%	31%	*	37%	54%	43%	50%
	2021	68%	54%	<b>36%</b>	32%	46%	60%	*	-	-	40%	36%	*	36%	38%	36%	44%
At Meets Grade Level or Above	2022	39%	24%	<b>15%</b>	15%	11%	36%	-	-	-	14%	17%	*	10%	23%	14%	14%
	2021	36%	22%	<b>15%</b>	14%	16%	20%	*	-	-	40%	27%	*	13%	20%	16%	13%
At Masters Grade Level	2022	16%	9%	<b>6%</b>	7%	2%	9%	-	-	-	14%	14%	*	4%	10%	6%	0%
	2021	15%	5%	<b>6%</b>	5%	5%	0%	*	-	-	20%	23%	*	5%	7%	6%	6%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	71%	<b>70%</b>	62%	82%	100%	*	-	-	*	46%	*	64%	80%	69%	89%
	2021	69%	53%	<b>37%</b>	33%	42%	57%	*	*	-	*	35%	*	35%	41%	36%	41%
At Meets Grade Level or Above	2022	56%	39%	<b>34%</b>	30%	34%	57%	*	-	-	*	31%	*	34%	35%	32%	28%
	2021	45%	29%	<b>21%</b>	16%	27%	43%	*	*	-	*	31%	*	21%	22%	21%	27%
At Masters Grade Level	2022	37%	24%	<b>21%</b>	17%	26%	29%	*	-	-	*	27%	*	23%	18%	20%	22%
	2021	25%	16%	<b>13%</b>	10%	16%	29%	*	*	-	*	23%	*	12%	16%	13%	14%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	43%	<b>44%</b>	38%	53%	43%	*	-	-	*	46%	*	44%	44%	42%	50%
	2021	55%	42%	<b>29%</b>	29%	35%	14%	*	*	-	*	35%	*	28%	33%	29%	27%
At Meets Grade Level or Above	2022	31%	14%	<b>17%</b>	14%	21%	14%	*	-	-	*	27%	*	17%	18%	17%	17%
	2021	27%	22%	<b>14%</b>	11%	20%	14%	*	*	-	*	31%	*	13%	18%	15%	14%
At Masters Grade Level	2022	13%	6%	<b>8%</b>	6%	11%	0%	*	-	-	*	15%	*	11%	4%	8%	11%
	2021	12%	11%	<b>7%</b>	6%	9%	14%	*	*	-	*	27%	*	9%	2%	7%	9%
<b>Grade 8 Reading</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	74%	60%	50%	70%	73%	*	*	-	*	48%	*	59%	63%	59%	61%
	2021	73%	61%	38%	32%	48%	44%	-	*	-	*	36%	*	38%	38%	39%	70%
At Meets Grade Level or Above	2022	58%	45%	32%	24%	36%	64%	*	*	-	*	28%	*	33%	29%	30%	39%
	2021	46%	34%	19%	13%	33%	19%	-	*	-	*	27%	*	18%	21%	19%	30%
At Masters Grade Level	2022	37%	27%	22%	13%	27%	45%	*	*	-	*	20%	*	23%	18%	20%	29%
	2021	21%	15%	7%	4%	15%	6%	-	*	-	*	14%	*	8%	6%	7%	10%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	61%	33%	37%	27%	29%	*	-	-	*	28%	*	37%	26%	33%	22%
	2021	62%	54%	34%	29%	39%	53%	-	*	-	*	32%	*	33%	36%	35%	56%
At Meets Grade Level or Above	2022	40%	35%	16%	18%	14%	14%	*	-	-	*	24%	*	16%	15%	14%	11%
	2021	36%	27%	11%	6%	17%	27%	-	*	-	*	32%	*	11%	11%	12%	22%
At Masters Grade Level	2022	14%	13%	4%	4%	2%	14%	*	-	-	*	16%	*	6%	0%	4%	6%
	2021	11%	6%	3%	1%	6%	7%	-	*	-	*	18%	*	3%	2%	3%	0%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	58%	43%	39%	44%	73%	*	*	-	*	28%	*	42%	45%	42%	46%
	2021	68%	55%	26%	22%	31%	31%	-	*	-	*	30%	*	28%	21%	26%	36%
At Meets Grade Level or Above	2022	45%	28%	18%	17%	18%	27%	*	*	-	*	24%	*	18%	17%	18%	18%
	2021	43%	33%	14%	10%	23%	13%	-	*	-	*	26%	*	17%	8%	14%	9%
At Masters Grade Level	2022	24%	14%	9%	8%	9%	18%	*	*	-	*	20%	*	8%	11%	9%	11%
	2021	24%	18%	4%	1%	10%	6%	-	*	-	*	22%	*	5%	2%	4%	0%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	52%	25%	18%	29%	64%	*	*	-	*	29%	*	30%	17%	23%	32%
	2021	57%	46%	21%	14%	26%	47%	-	*	-	*	33%	*	21%	20%	21%	27%
At Meets Grade Level or Above	2022	31%	20%	8%	5%	9%	18%	*	*	-	*	25%	*	10%	2%	8%	14%
	2021	28%	17%	8%	6%	13%	6%	-	*	-	*	25%	*	11%	4%	9%	9%
At Masters Grade Level	2022	18%	11%	3%	4%	4%	0%	*	*	-	*	21%	*	5%	0%	4%	7%
	2021	14%	7%	4%	2%	8%	6%	-	*	-	*	21%	*	5%	2%	4%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	68%	96%	89%	100%	*	-	*	-	-	-	*	94%	100%	96%	100%
	2021	73%	65%	100%	100%	*	*	-	-	-	-	-	-	100%	-	100%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	34%	77%	44%	91%	*	-	*	-	-	-	*	76%	78%	77%	89%
	2021	41%	35%	60%	60%	*	*	-	-	-	-	-	-	60%	-	60%	*
At Masters Grade Level	2022	27%	19%	50%	33%	55%	*	-	*	-	-	-	*	41%	67%	50%	44%
	2021	23%	21%	50%	40%	*	*	-	-	-	-	-	-	50%	-	50%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	47%	42%	50%	66%	40%	88%	-	58%	36%	75%	45%	49%	45%	52%
	2021	67%	56%	33%	29%	38%	44%	0%	80%	-	35%	34%	42%	33%	33%	33%	39%
At Meets Grade Level or Above	2022	48%	35%	21%	19%	21%	36%	20%	50%	-	23%	23%	50%	21%	22%	20%	23%
	2021	41%	30%	15%	11%	21%	19%	0%	50%	-	19%	29%	21%	15%	15%	15%	16%
At Masters Grade Level	2022	23%	15%	11%	9%	12%	20%	10%	38%	-	23%	18%	31%	12%	10%	10%	13%
	2021	18%	12%	7%	5%	10%	8%	0%	0%	-	13%	22%	13%	7%	5%	7%	6%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	58%	51%	65%	76%	*	*	-	67%	40%	83%	55%	63%	56%	65%
	2021	68%	55%	38%	33%	44%	50%	*	*	-	45%	34%	50%	36%	41%	37%	44%
At Meets Grade Level or Above	2022	53%	39%	28%	25%	28%	48%	*	*	-	25%	24%	50%	28%	28%	26%	28%
	2021	45%	31%	18%	14%	26%	25%	*	*	-	18%	30%	25%	17%	21%	18%	23%
At Masters Grade Level	2022	25%	16%	16%	12%	18%	31%	*	*	-	25%	18%	50%	18%	13%	15%	19%
	2021	18%	10%	9%	7%	14%	14%	*	*	-	18%	21%	25%	9%	11%	9%	10%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	44%	40%	45%	55%	*	*	-	58%	35%	50%	43%	46%	43%	49%
	2021	66%	57%	35%	31%	41%	46%	*	*	-	27%	34%	50%	34%	36%	34%	40%
At Meets Grade Level or Above	2022	42%	31%	20%	16%	21%	34%	*	*	-	25%	22%	33%	18%	23%	19%	24%
	2021	37%	29%	15%	11%	20%	21%	*	*	-	27%	30%	25%	14%	16%	15%	15%
At Masters Grade Level	2022	20%	14%	9%	7%	9%	17%	*	*	-	25%	15%	17%	9%	9%	9%	10%
	2021	18%	13%	6%	5%	9%	7%	*	*	-	9%	23%	13%	7%	3%	6%	6%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	43%	39%	44%	73%	*	*	-	*	28%	*	42%	45%	42%	46%
	2021	71%	58%	26%	22%	31%	31%	-	*	-	*	30%	*	28%	21%	26%	36%
At Meets Grade Level or Above	2022	47%	30%	18%	17%	18%	27%	*	*	-	*	24%	*	18%	17%	18%	18%
	2021	44%	32%	14%	10%	23%	13%	-	*	-	*	26%	*	17%	8%	14%	9%



Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	10%	9%	8%	9%	18%	*	*	-	*	20%	*	8%	11%	9%	11%
	2021	20%	13%	4%	1%	10%	6%	-	*	-	*	22%	*	5%	2%	4%	0%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	66%	25%	18%	29%	64%	*	*	-	*	29%	*	30%	17%	23%	32%
	2021	73%	62%	21%	14%	26%	47%	-	*	-	*	33%	*	21%	20%	21%	27%
At Meets Grade Level or Above	2022	50%	37%	8%	5%	9%	18%	*	*	-	*	25%	*	10%	2%	8%	14%
	2021	49%	36%	8%	6%	13%	6%	-	*	-	*	25%	*	11%	4%	9%	9%
At Masters Grade Level	2022	30%	18%	3%	4%	4%	0%	*	*	-	*	21%	*	5%	0%	4%	7%
	2021	29%	18%	4%	2%	8%	6%	-	*	-	*	21%	*	5%	2%	4%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	17%	13%	14%	9%	18%	-	-	-	14%	17%	*	8%	18%	11%	9%
	2021	24%	12%	10%	8%	11%	20%	*	-	-	20%	27%	*	7%	16%	10%	13%
Reading and Mathematics Including EOC	2022	31%	17%	13%	14%	9%	18%	-	-	-	14%	17%	*	8%	18%	11%	9%
	2021	24%	12%	10%	8%	11%	20%	*	-	-	20%	27%	*	7%	16%	10%	13%
Reading Including EOC	2022	43%	28%	18%	20%	13%	27%	-	-	-	14%	17%	*	15%	21%	16%	14%
	2021	32%	18%	15%	13%	17%	20%	*	-	-	20%	32%	*	12%	20%	14%	13%
Math Including EOC	2022	40%	24%	15%	15%	11%	36%	-	-	-	14%	17%	*	10%	23%	14%	14%
	2021	36%	22%	15%	14%	16%	20%	*	-	-	40%	27%	*	13%	20%	16%	13%
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	18%	16%	12%	21%	14%	*	-	-	*	27%	*	16%	16%	15%	17%
	2021	26%	18%	13%	9%	18%	14%	*	*	-	*	31%	*	12%	14%	13%	14%
Reading and Mathematics Including EOC	2022	33%	18%	16%	12%	21%	14%	*	-	-	*	27%	*	16%	16%	15%	17%
	2021	27%	18%	13%	9%	18%	14%	*	*	-	*	31%	*	12%	14%	13%	14%
Reading Including EOC	2022	56%	39%	34%	30%	34%	57%	*	-	-	*	31%	*	34%	35%	32%	28%
	2021	45%	29%	21%	16%	27%	43%	*	*	-	*	31%	*	21%	22%	21%	27%
Math Including EOC	2022	37%	21%	17%	14%	21%	14%	*	-	-	*	27%	*	17%	18%	17%	17%
	2021	32%	22%	14%	11%	20%	14%	*	*	-	*	31%	*	13%	18%	15%	14%
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	23%	11%	12%	9%	14%	*	-	-	*	24%	*	12%	8%	9%	11%
	2021	21%	18%	7%	3%	14%	7%	-	*	-	*	27%	*	7%	8%	7%	11%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	30%	<b>20%</b>	13%	25%	36%	*	*	-	*	24%	*	20%	21%	19%	33%
	2021	33%	26%	<b>10%</b>	5%	20%	6%	-	*	-	*	27%	*	11%	8%	10%	10%
Reading Including EOC	2022	58%	45%	<b>32%</b>	24%	36%	64%	*	*	-	*	28%	*	33%	29%	30%	39%
	2021	47%	34%	<b>19%</b>	13%	33%	19%	-	*	-	*	27%	*	18%	21%	19%	30%
Math Including EOC	2022	48%	36%	<b>27%</b>	21%	29%	45%	*	*	-	*	24%	*	26%	27%	26%	37%
	2021	43%	34%	<b>14%</b>	9%	23%	25%	-	*	-	*	32%	*	16%	11%	15%	20%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	<b>13%</b>	13%	13%	16%	*	-	-	25%	22%	20%	12%	15%	12%	12%
	2021	26%	18%	<b>10%</b>	7%	15%	11%	*	*	-	18%	29%	25%	9%	12%	10%	13%
Reading and Mathematics Including EOC	2022	36%	25%	<b>16%</b>	13%	19%	24%	*	*	-	25%	22%	33%	15%	18%	15%	21%
	2021	28%	20%	<b>11%</b>	8%	17%	11%	*	*	-	18%	29%	25%	10%	12%	11%	13%
Reading Including EOC	2022	53%	40%	<b>28%</b>	25%	28%	48%	*	*	-	25%	24%	50%	28%	28%	26%	28%
	2021	41%	29%	<b>18%</b>	14%	26%	25%	*	*	-	18%	30%	25%	17%	21%	18%	23%
Math Including EOC	2022	43%	31%	<b>20%</b>	16%	21%	34%	*	*	-	25%	22%	33%	18%	23%	19%	24%
	2021	37%	28%	<b>15%</b>	11%	20%	21%	*	*	-	27%	30%	25%	14%	16%	15%	15%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 6 ELA/Reading	2022	61	56	<b>55</b>	49	64	50	-	-	-	57	68	*	61	45	54	48
	2019	42	40	<b>31</b>	31	27	46	-	*	-	*	65	*	36	31	30	23
Grade 6 Mathematics	2022	61	56	<b>49</b>	51	42	50	-	-	-	57	63	*	45	55	49	30
	2019	54	49	<b>34</b>	34	33	36	*	*	-	*	65	*	36	34	34	29
Grade 7 ELA/Reading	2022	88	86	<b>86</b>	83	91	92	*	-	-	*	77	*	83	92	86	94
	2019	77	70	<b>55</b>	55	54	59	*	-	-	*	55	38	44	56	54	68
Grade 7 Mathematics	2022	60	51	<b>60</b>	57	68	25	*	-	-	*	48	*	63	54	59	65
	2019	62	47	<b>38</b>	34	48	36	*	-	-	*	20	29	36	38	37	43
Grade 8 ELA/Reading	2022	83	82	<b>77</b>	78	79	44	*	*	-	*	68	*	79	73	77	77
	2019	77	76	<b>83</b>	85	82	68	*	-	-	*	70	*	88	83	83	88
Grade 8 Mathematics	2022	74	71	<b>57</b>	65	48	20	*	-	-	*	36	*	62	45	56	53
	2019	82	83	<b>77</b>	77	78	78	*	-	-	*	64	*	71	78	79	79
End of Course Algebra I	2022	67	60	<b>87</b>	61	100	*	-	*	-	-	-	*	88	83	87	100
	2019	75	63	<b>84</b>	71	89	*	-	-	-	-	-	-	*	83	87	*
All Grades Both Subjects	2022	74	69	<b>65</b>	64	66	52	100	*	-	70	61	75	67	61	64	63
	2019	69	63	<b>54</b>	53	55	57	80	*	-	47	56	39	50	54	54	60
All Grades ELA/Reading	2022	78	76	<b>73</b>	71	77	59	*	*	-	70	71	100	75	68	72	72
	2019	68	63	<b>56</b>	56	55	58	*	*	-	44	63	36	51	57	55	66
All Grades Mathematics	2022	69	62	<b>57</b>	57	56	46	*	*	-	70	51	50	58	54	56	55
	2019	70	63	<b>52</b>	49	55	56	*	*	-	50	50	43	49	52	52	55

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>47%</b>	-	-	-	-	-	-	49%	-	42%	68%	-	45%	49%	85%
	2021	67%	56%	<b>33%</b>	-	-	-	-	-	-	25%	-	25%	-	-	32%	25%	69%
At Meets Grade Level or Above	2022	48%	35%	<b>21%</b>	-	-	-	-	-	-	21%	-	16%	37%	-	20%	21%	42%
	2021	41%	30%	<b>15%</b>	-	-	-	-	-	-	7%	-	7%	-	-	14%	7%	39%
At Masters Grade Level	2022	23%	15%	<b>11%</b>	-	-	-	-	-	-	12%	-	9%	21%	-	11%	13%	12%
	2021	18%	12%	<b>7%</b>	-	-	-	-	-	-	2%	-	2%	-	-	7%	2%	12%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>58%</b>	-	-	-	-	-	-	63%	-	58%	79%	-	56%	63%	90%
	2021	68%	55%	<b>38%</b>	-	-	-	-	-	-	29%	-	29%	-	-	37%	29%	80%
At Meets Grade Level or Above	2022	53%	39%	<b>28%</b>	-	-	-	-	-	-	27%	-	21%	46%	-	27%	27%	40%
	2021	45%	31%	<b>18%</b>	-	-	-	-	-	-	11%	-	11%	-	-	17%	11%	55%
At Masters Grade Level	2022	25%	16%	<b>16%</b>	-	-	-	-	-	-	19%	-	13%	33%	-	16%	19%	20%
	2021	18%	10%	<b>9%</b>	-	-	-	-	-	-	3%	-	3%	-	-	9%	3%	25%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>44%</b>	-	-	-	-	-	-	46%	-	38%	67%	-	43%	44%	80%
	2021	66%	57%	<b>35%</b>	-	-	-	-	-	-	29%	-	29%	-	-	34%	29%	65%
At Meets Grade Level or Above	2022	42%	31%	<b>20%</b>	-	-	-	-	-	-	22%	-	17%	38%	-	19%	23%	40%
	2021	37%	29%	<b>15%</b>	-	-	-	-	-	-	6%	-	6%	-	-	14%	6%	35%
At Masters Grade Level	2022	20%	14%	<b>9%</b>	-	-	-	-	-	-	11%	-	6%	21%	-	9%	10%	10%
	2021	18%	13%	<b>6%</b>	-	-	-	-	-	-	3%	-	3%	-	-	6%	3%	10%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>43%</b>	-	-	-	-	-	-	44%	-	35%	57%	-	41%	44%	*
	2021	71%	58%	<b>26%</b>	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	83%
At Meets Grade Level or Above	2022	47%	30%	<b>18%</b>	-	-	-	-	-	-	15%	-	9%	29%	-	17%	15%	*
	2021	44%	32%	<b>14%</b>	-	-	-	-	-	-	0%	-	0%	-	-	14%	0%	33%
At Masters Grade Level	2022	21%	10%	<b>9%</b>	-	-	-	-	-	-	7%	-	9%	0%	-	9%	11%	*
	2021	20%	13%	<b>4%</b>	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	0%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	66%	<b>25%</b>	-	-	-	-	-	-	30%	-	22%	43%	-	23%	30%	*
	2021	73%	62%	<b>21%</b>	-	-	-	-	-	-	14%	-	14%	-	-	20%	14%	50%

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	37%	8%	-	-	-	-	-	-	11%	-	9%	14%	-	6%	11%	*
	2021	49%	36%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	17%
At Masters Grade Level	2022	30%	18%	3%	-	-	-	-	-	-	4%	-	4%	0%	-	3%	7%	*
	2021	29%	18%	4%	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	0%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	65%	-	-	-	-	-	-	65%	-	65%	67%	-	65%	66%	48%
	2019	69%	63%	54%	-	-	-	-	-	-	57%	43%	59%		-		57%	
All Grades ELA/Reading	2022	78%	76%	73%	-	-	-	-	-	-	73%	-	73%	75%	-	73%	76%	45%
	2019	68%	63%	56%	-	-	-	-	-	-	66%	*	66%		-		66%	
All Grades Mathematics	2022	69%	62%	57%	-	-	-	-	-	-	57%	-	56%	58%	-	57%	57%	50%
	2019	70%	63%	52%	-	-	-	-	-	-	49%	*	51%		-		49%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	97%	98%	98%	98%	100%	100%	100%	*	100%	98%	89%	99%	96%	98%	99%
Included in Accountability	93%	92%	87%	88%	87%	82%	100%	100%	*	93%	89%	89%	93%	79%	91%	93%
Not Included in Accountability: Mobile	5%	5%	11%	10%	10%	18%	0%	0%	*	7%	8%	0%	6%	17%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	3%	2%	2%	2%	0%	0%	0%	*	0%	2%	11%	1%	4%	2%	1%
Absent	1%	3%	2%	2%	2%	0%	0%	0%	*	0%	2%	11%	0%	3%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	99%	99%	99%	100%	*	*	*	100%	99%	86%	100%	98%	99%	100%
Included in Accountability	92%	92%	88%	88%	88%	81%	*	*	*	92%	91%	86%	93%	80%	92%	94%
Not Included in Accountability: Mobile	5%	5%	11%	11%	10%	19%	*	*	*	8%	8%	0%	7%	17%	7%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	3%	1%	1%	1%	0%	*	*	*	0%	1%	14%	0%	2%	1%	0%
Absent	1%	3%	1%	1%	1%	0%	*	*	*	0%	1%	14%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	98%	98%	97%	100%	*	*	*	100%	97%	86%	99%	97%	98%	97%
Included in Accountability	93%	92%	87%	88%	87%	81%	*	*	*	92%	90%	86%	93%	79%	91%	93%
Not Included in Accountability: Mobile	5%	5%	10%	10%	9%	19%	*	*	*	8%	7%	0%	6%	17%	7%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	2%	2%	3%	0%	*	*	*	0%	3%	14%	1%	3%	2%	3%
Absent	1%	2%	2%	2%	3%	0%	*	*	*	0%	2%	14%	1%	3%	2%	3%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	1%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	98%	96%	98%	100%	*	*	-	*	100%	*	100%	93%	98%	100%
Included in Accountability	93%	92%	87%	88%	86%	85%	*	*	-	*	89%	*	93%	77%	91%	90%
Not Included in Accountability: Mobile	4%	5%	10%	8%	13%	15%	*	*	-	*	11%	*	7%	16%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	2%	4%	2%	0%	*	*	-	*	0%	*	0%	7%	2%	0%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	2%	4%	0%	0%	*	*	-	*	0%	*	0%	5%	1%	0%
Other	0%	0%	1%	0%	2%	0%	*	*	-	*	0%	*	0%	2%	1%	0%
<b>Social Studies</b>																
Assessment Participant	98%	95%	98%	96%	98%	100%	*	*	-	*	93%	*	99%	95%	97%	100%
Included in Accountability	94%	91%	87%	87%	86%	85%	*	*	-	*	83%	*	92%	77%	90%	90%
Not Included in Accountability: Mobile	4%	4%	11%	9%	12%	15%	*	*	-	*	10%	*	7%	18%	7%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	5%	2%	4%	2%	0%	*	*	-	*	7%	*	1%	5%	3%	0%
Absent	1%	5%	2%	4%	2%	0%	*	*	-	*	7%	*	1%	5%	3%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	94%	94%	96%	86%	100%	100%	-	94%	89%	77%	95%	92%	95%	98%
Included in Accountability	83%	87%	87%	91%	85%	73%	100%	100%	-	94%	84%	77%	91%	79%	90%	83%
Not Included in Accountability: Mobile	3%	4%	5%	4%	6%	14%	0%	0%	-	0%	5%	0%	2%	11%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	5%	0%	0%	0%	-	0%	0%	0%	2%	1%	2%	14%
Not Tested	12%	8%	6%	6%	4%	14%	0%	0%	-	6%	11%	23%	5%	8%	5%	2%
Absent	2%	3%	1%	1%	0%	2%	0%	0%	-	0%	3%	0%	1%	1%	1%	0%
Other	10%	5%	5%	5%	4%	11%	0%	0%	-	6%	8%	23%	4%	7%	4%	2%
<b>Reading</b>																
Assessment Participant	89%	92%	94%	94%	95%	85%	*	*	-	92%	89%	80%	95%	92%	95%	98%
Included in Accountability	83%	87%	87%	91%	85%	68%	*	*	-	92%	83%	80%	92%	78%	90%	87%
Not Included in Accountability: Mobile	3%	4%	6%	4%	6%	17%	*	*	-	0%	6%	0%	2%	12%	3%	0%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	4%	0%	*	*	-	0%	0%	0%	1%	1%	1%	11%
Not Tested	11%	8%	6%	6%	5%	15%	*	*	-	8%	11%	20%	5%	8%	5%	2%
Absent	2%	3%	1%	1%	1%	2%	*	*	-	0%	2%	0%	1%	1%	1%	0%
Other	10%	5%	5%	5%	5%	12%	*	*	-	8%	8%	20%	4%	7%	4%	2%
<b>Mathematics</b>																
Assessment Participant	88%	92%	94%	94%	96%	85%	*	*	-	92%	88%	80%	95%	92%	95%	98%
Included in Accountability	84%	87%	87%	90%	86%	68%	*	*	-	92%	83%	80%	92%	78%	90%	87%
Not Included in Accountability: Mobile	4%	4%	6%	4%	6%	17%	*	*	-	0%	5%	0%	2%	12%	4%	0%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	4%	0%	*	*	-	0%	0%	0%	1%	1%	1%	11%
Not Tested	12%	8%	6%	6%	4%	15%	*	*	-	8%	12%	20%	5%	8%	5%	2%
Absent	2%	2%	1%	1%	0%	2%	*	*	-	0%	4%	0%	0%	2%	1%	0%
Other	10%	6%	6%	5%	4%	12%	*	*	-	8%	8%	20%	5%	7%	4%	2%
<b>Science</b>																
Assessment Participant	87%	91%	94%	93%	96%	89%	-	*	-	*	83%	*	95%	91%	95%	94%
Included in Accountability	84%	86%	86%	90%	80%	84%	-	*	-	*	79%	*	89%	80%	88%	61%
Not Included in Accountability: Mobile	3%	4%	5%	3%	4%	5%	-	*	-	*	3%	*	3%	8%	4%	0%
Not Included in Accountability: Other Exclusions	0%	1%	3%	0%	12%	0%	-	*	-	*	0%	*	4%	3%	4%	33%
Not Tested	13%	9%	6%	7%	4%	11%	-	*	-	*	17%	*	5%	9%	5%	6%
Absent	2%	4%	2%	2%	0%	5%	-	*	-	*	7%	*	2%	2%	2%	0%
Other	10%	5%	5%	5%	4%	5%	-	*	-	*	10%	*	3%	8%	4%	6%
<b>Social Studies</b>																
Assessment Participant	87%	92%	95%	95%	96%	95%	-	*	-	*	86%	*	97%	92%	96%	94%
Included in Accountability	84%	88%	87%	91%	80%	89%	-	*	-	*	83%	*	90%	82%	89%	61%
Not Included in Accountability: Mobile	3%	3%	5%	4%	4%	5%	-	*	-	*	3%	*	4%	8%	4%	0%
Not Included in Accountability: Other Exclusions	0%	1%	3%	0%	12%	0%	-	*	-	*	0%	*	4%	3%	4%	33%
Not Tested	13%	8%	5%	5%	4%	5%	-	*	-	*	14%	*	3%	8%	4%	6%
Absent	3%	5%	1%	1%	0%	0%	-	*	-	*	3%	*	1%	0%	1%	0%
Other	10%	4%	4%	4%	4%	5%	-	*	-	*	10%	*	2%	8%	3%	6%

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

- Indicates there are no students in the group.



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>89.7%</b>	90.1%	88.4%	90.0%	*	*	-	92.0%	87.4%	89.6%	89.9%
2019-20	98.3%	96.8%	<b>97.0%</b>	97.0%	97.4%	96.5%	99.0%	*	-	93.4%	96.5%	97.2%	98.4%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>37.2%</b>	35.1%	41.5%	41.7%	20.0%	*	-	30.8%	48.4%	37.1%	37.7%
2019-20	6.7%	13.3%	<b>18.2%</b>	16.8%	19.0%	22.2%	0.0%	*	-	50.0%	25.6%	17.9%	11.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	<b>4.7%</b>	4.8%	2.3%	8.3%	*	*	-	25.0%	6.2%	4.7%	0.0%
2019-20	0.5%	1.1%	<b>2.2%</b>	1.7%	2.8%	2.1%	0.0%	*	-	12.5%	4.1%	2.4%	2.6%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
2021-22 Other Postsecondary Indicators (TAPR)  
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	503	100.0%	7,756	5,402,928	503	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	169	33.6%	7.5%	7.4%	169	33.6%	7.5%	7.4%
Grade 7	167	33.2%	8.2%	7.7%	167	33.2%	8.2%	7.7%
Grade 8	167	33.2%	7.7%	7.9%	167	33.2%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	282	56.1%	29.6%	12.8%	282	56.1%	29.5%	12.8%
Hispanic	158	31.4%	45.9%	52.8%	158	31.4%	45.9%	52.7%
White	41	8.2%	19.9%	26.3%	41	8.2%	19.9%	26.3%
American Indian	3	0.6%	0.2%	0.3%	3	0.6%	0.2%	0.3%
Asian	2	0.4%	0.4%	4.8%	2	0.4%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	3.4%	4.0%	2.9%	17	3.4%	4.1%	2.9%
<b>Sex:</b>								
Female	258	51.3%	48.4%	48.9%	258	51.3%	48.4%	48.8%
Male	245	48.7%	51.6%	51.1%	245	48.7%	51.6%	51.2%
Economically Disadvantaged	481	95.6%	84.1%	60.7%	481	95.6%	84.1%	60.6%
Non-Educationally Disadvantaged	22	4.4%	15.9%	39.3%	22	4.4%	15.9%	39.4%
Section 504 Students	32	6.4%	5.7%	7.4%	32	6.4%	5.6%	7.4%
EB Students/EL	68	13.5%	11.8%	21.7%	68	13.5%	11.8%	21.7%



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	13	2.2%	1.5%	0.6%				
Students w/ Dyslexia	21	4.2%	4.0%	5.0%	21	4.2%	4.0%	5.0%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	6	1.2%	3.0%	1.1%	6	1.2%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	503	100.0%	66.0%	64.3%	503	100.0%	66.2%	64.3%
Military Connected	3	0.6%	0.8%	3.3%	3	0.6%	0.8%	3.3%
At-Risk	297	59.0%	54.0%	53.5%	297	59.0%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	68	13.5%	11.2%	21.9%	68	13.5%	11.1%	21.8%
Gifted and Talented Education	4	0.8%	4.1%	8.0%	4	0.8%	4.0%	8.0%
Special Education	96	19.1%	16.8%	11.6%	96	19.1%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	96							
By Type of Primary Disability								
Students with Intellectual Disabilities	62	64.6%	52.5%	43.0%				
Students with Physical Disabilities	*	*	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	22	22.9%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	117	19.6%	18.8%	13.6%				
By Ethnicity:								
African American	56	9.4%	6.7%	2.5%				
Hispanic	40	6.7%	6.8%	6.6%				
White	18	3.0%	4.1%	3.5%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.3%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	20	20.6%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	7.5%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	103	18.3%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	92	26.5%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.0%	1.9%	-	2.2%	5.2%
Grade 1	-	8.0%	2.9%	-	10.1%	4.2%
Grade 2	-	2.0%	1.7%	-	6.7%	2.2%
Grade 3	-	1.4%	1.0%	-	3.3%	1.0%
Grade 4	-	0.8%	0.7%	-	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	0.0%	1.6%	0.6%	0.0%	0.0%	0.6%
Grade 7	1.4%	3.0%	0.7%	0.0%	0.0%	0.7%
Grade 8	1.4%	2.6%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	13.8	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	15.7	15.8	16.3
Foreign Languages	19.5	23.7	18.4
Mathematics	14.3	16.6	17.5
Science	14.2	16.5	18.5
Social Studies	15.4	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	50.3	100.0%	100.0%	100.0%
Professional Staff:	44.9	89.3%	58.6%	64.1%
Teachers	33.8	67.1%	43.7%	49.3%
Professional Support	8.2	16.2%	10.9%	10.7%
Campus Administration (School Leadership)	3.0	6.0%	2.7%	2.9%
Educational Aides:	5.4	10.7%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	33.1	65.7%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	18.4	54.5%	27.1%	11.2%
Hispanic	2.0	5.9%	14.0%	28.9%
White	13.3	39.5%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	9.0	26.7%	25.8%	24.1%
Females	24.8	73.3%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.3	3.7%	2.3%	1.4%
Bachelors	26.2	77.6%	73.4%	72.6%
Masters	6.3	18.6%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.3	3.7%	5.2%	7.9%
1-5 Years Experience	13.0	38.5%	31.5%	26.7%
6-10 Years Experience	5.0	14.8%	23.0%	20.6%
11-20 Years Experience	8.3	24.6%	25.4%	28.6%
21-30 Years Experience	5.8	17.1%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.4	1.3%	3.0%	2.9%
Number of Students per Teacher	14.9	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	2.0	6.7	6.3
Average Years Experience of Principals with District	2.0	4.7	5.4
Average Years Experience of Assistant Principals	6.5	5.2	5.5
Average Years Experience of Assistant Principals with District	1.5	4.0	4.8
Average Years Experience of Teachers:	11.3	10.7	11.1
Average Years Experience of Teachers with District:	3.2	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,622	\$55,716	\$51,054
1-5 Years Experience	\$57,404	\$57,670	\$54,577
6-10 Years Experience	\$57,325	\$59,418	\$57,746
11-20 Years Experience	\$62,479	\$61,487	\$61,377
21-30 Years Experience	\$65,076	\$65,689	\$65,949
Over 30 Years Experience	\$56,650	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,911	\$60,095	\$58,887
Professional Support	\$68,869	\$71,362	\$69,505
Campus Administration (School Leadership)	\$91,287	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	3.5%	6.2%
Career and Technical Education	0.2	0.7%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	31.6	93.6%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	1.9	5.7%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: FRY INT**

**Campus Number: 084906101**

**2022 Accountability Rating: C**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 5 Reading</b>																	
At Approaches Grade Level or Above	2022	81%	69%	<b>74%</b>	65%	74%	78%	-	*	-	75%	48%	*	76%	68%	71%	79%
	2021	73%	58%	<b>67%</b>	56%	67%	75%	*	*	-	75%	42%	*	70%	58%	66%	69%
At Meets Grade Level or Above	2022	58%	41%	<b>46%</b>	36%	47%	51%	-	*	-	40%	21%	*	48%	39%	45%	50%
	2021	46%	29%	<b>33%</b>	25%	29%	44%	*	*	-	63%	22%	*	33%	33%	31%	22%
At Masters Grade Level	2022	36%	23%	<b>26%</b>	23%	26%	28%	-	*	-	25%	3%	*	27%	22%	26%	32%
	2021	30%	16%	<b>19%</b>	7%	18%	29%	*	*	-	63%	8%	*	20%	18%	18%	13%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	67%	<b>71%</b>	64%	73%	73%	-	*	-	70%	49%	*	74%	62%	70%	74%
	2021	70%	61%	<b>68%</b>	61%	67%	72%	*	*	-	75%	41%	*	69%	64%	65%	66%
At Meets Grade Level or Above	2022	48%	34%	<b>39%</b>	32%	43%	35%	-	*	-	30%	20%	*	41%	31%	39%	43%
	2021	44%	32%	<b>38%</b>	31%	36%	46%	*	*	-	63%	19%	*	39%	37%	35%	38%
At Masters Grade Level	2022	25%	13%	<b>14%</b>	9%	15%	17%	-	*	-	10%	7%	*	17%	6%	14%	15%
	2021	25%	16%	<b>19%</b>	15%	19%	24%	*	*	-	0%	6%	*	21%	14%	17%	23%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	51%	<b>58%</b>	46%	59%	68%	-	*	-	45%	37%	*	59%	56%	56%	54%
	2021	62%	49%	<b>57%</b>	38%	54%	76%	*	*	-	86%	40%	*	57%	56%	54%	54%
At Meets Grade Level or Above	2022	38%	21%	<b>25%</b>	17%	25%	30%	-	*	-	20%	17%	*	26%	22%	24%	21%
	2021	31%	17%	<b>19%</b>	16%	16%	27%	*	*	-	14%	19%	*	18%	22%	19%	14%
At Masters Grade Level	2022	18%	7%	<b>9%</b>	9%	8%	13%	-	*	-	0%	7%	*	9%	9%	9%	7%
	2021	13%	5%	<b>5%</b>	5%	2%	10%	*	*	-	0%	6%	*	4%	7%	5%	3%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	57%	<b>63%</b>	51%	61%	72%	-	*	-	80%	37%	*	64%	58%	58%	56%
	2021	62%	47%	<b>51%</b>	43%	51%	53%	*	*	-	79%	27%	*	52%	46%	48%	39%
At Meets Grade Level or Above	2022	43%	28%	<b>32%</b>	21%	29%	41%	-	*	-	60%	25%	*	33%	27%	27%	28%
	2021	32%	18%	<b>20%</b>	14%	19%	25%	*	*	-	29%	21%	*	20%	19%	18%	14%
At Masters Grade Level	2022	23%	13%	<b>16%</b>	15%	13%	23%	-	*	-	10%	9%	*	18%	10%	14%	9%
	2021	15%	6%	<b>5%</b>	2%	7%	2%	*	*	-	7%	7%	*	5%	5%	5%	6%
<b>Grade 6 Mathematics</b>																	



Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	73%	61%	<b>67%</b>	55%	67%	76%	-	*	-	80%	43%	*	70%	57%	65%	65%
	2021	68%	54%	<b>61%</b>	58%	61%	61%	*	*	-	86%	38%	*	62%	57%	58%	50%
At Meets Grade Level or Above	2022	39%	24%	<b>27%</b>	19%	24%	39%	-	*	-	40%	18%	*	29%	21%	22%	21%
	2021	36%	22%	<b>24%</b>	18%	25%	27%	*	*	-	36%	20%	*	26%	17%	23%	15%
At Masters Grade Level	2022	16%	9%	<b>11%</b>	9%	8%	17%	-	*	-	10%	10%	*	11%	10%	9%	8%
	2021	15%	5%	<b>5%</b>	2%	5%	5%	*	*	-	0%	6%	*	5%	2%	4%	3%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	<b>67%</b>	56%	67%	74%	-	100%	-	68%	43%	92%	69%	60%	64%	65%
	2021	67%	56%	<b>60%</b>	51%	60%	66%	43%	100%	-	80%	37%	35%	62%	56%	58%	55%
At Meets Grade Level or Above	2022	48%	35%	<b>34%</b>	25%	34%	39%	-	100%	-	35%	20%	62%	35%	28%	31%	32%
	2021	41%	30%	<b>27%</b>	21%	25%	33%	0%	100%	-	39%	20%	10%	27%	26%	25%	21%
At Masters Grade Level	2022	23%	15%	<b>15%</b>	13%	14%	20%	-	50%	-	11%	7%	31%	16%	11%	15%	14%
	2021	18%	12%	<b>11%</b>	6%	10%	13%	0%	88%	-	12%	7%	0%	11%	9%	10%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>68%</b>	58%	68%	75%	-	*	-	77%	43%	80%	70%	63%	65%	67%
	2021	68%	55%	<b>59%</b>	49%	59%	63%	*	*	-	77%	33%	38%	60%	52%	57%	54%
At Meets Grade Level or Above	2022	53%	39%	<b>39%</b>	28%	38%	46%	-	*	-	47%	23%	80%	40%	33%	36%	39%
	2021	45%	31%	<b>26%</b>	19%	24%	34%	*	*	-	41%	21%	13%	26%	26%	24%	18%
At Masters Grade Level	2022	25%	16%	<b>21%</b>	19%	19%	25%	-	*	-	20%	6%	60%	22%	16%	20%	20%
	2021	18%	10%	<b>12%</b>	5%	13%	14%	*	*	-	27%	8%	0%	12%	11%	11%	9%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	<b>69%</b>	59%	70%	75%	-	*	-	73%	46%	100%	72%	59%	68%	69%
	2021	66%	57%	<b>64%</b>	59%	64%	66%	*	*	-	82%	40%	50%	65%	61%	62%	58%
At Meets Grade Level or Above	2022	42%	31%	<b>33%</b>	25%	33%	37%	-	*	-	33%	19%	60%	35%	26%	31%	31%
	2021	37%	29%	<b>31%</b>	24%	30%	36%	*	*	-	45%	19%	13%	32%	27%	29%	27%
At Masters Grade Level	2022	20%	14%	<b>12%</b>	9%	12%	17%	-	*	-	10%	8%	20%	14%	8%	12%	11%
	2021	18%	13%	<b>12%</b>	8%	12%	14%	*	*	-	0%	6%	0%	13%	8%	10%	13%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	<b>58%</b>	46%	59%	68%	-	*	-	45%	37%	*	59%	56%	56%	54%
	2021	71%	58%	<b>57%</b>	38%	54%	76%	*	*	-	86%	40%	*	57%	56%	54%	54%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	30%	25%	17%	25%	30%	-	*	-	20%	17%	*	26%	22%	24%	21%
	2021	44%	32%	19%	16%	16%	27%	*	*	-	14%	19%	*	18%	22%	19%	14%
At Masters Grade Level	2022	21%	10%	9%	9%	8%	13%	-	*	-	0%	7%	*	9%	9%	9%	7%
	2021	20%	13%	5%	5%	2%	10%	*	*	-	0%	6%	*	4%	7%	5%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
5th Graders																	
Reading and Mathematics	2022	41%	26%	30%	23%	32%	30%	-	*	-	25%	13%	*	33%	21%	30%	32%
	2021	34%	21%	24%	17%	20%	32%	*	*	-	50%	17%	*	23%	27%	21%	20%
Reading and Mathematics Including EOC	2022	41%	26%	30%	23%	32%	30%	-	*	-	25%	13%	*	33%	21%	30%	32%
	2021	34%	21%	24%	17%	20%	32%	*	*	-	50%	17%	*	23%	27%	21%	20%
Reading Including EOC	2022	58%	41%	46%	36%	47%	51%	-	*	-	40%	21%	*	48%	39%	45%	50%
	2021	46%	29%	33%	25%	29%	44%	*	*	-	63%	22%	*	33%	33%	31%	22%
Math Including EOC	2022	48%	34%	39%	32%	43%	35%	-	*	-	30%	20%	*	41%	31%	39%	43%
	2021	44%	32%	38%	31%	36%	46%	*	*	-	63%	19%	*	39%	37%	35%	38%
6th Graders																	
Reading and Mathematics	2022	31%	17%	18%	14%	16%	24%	-	*	-	40%	16%	*	19%	16%	15%	14%
	2021	24%	12%	13%	10%	13%	16%	*	*	-	21%	17%	*	14%	10%	12%	8%
Reading and Mathematics Including EOC	2022	31%	17%	18%	14%	16%	24%	-	*	-	40%	16%	*	19%	16%	15%	14%
	2021	24%	12%	13%	10%	13%	16%	*	*	-	21%	17%	*	14%	10%	12%	8%
Reading Including EOC	2022	43%	28%	32%	21%	29%	41%	-	*	-	60%	25%	*	33%	27%	27%	28%
	2021	32%	18%	20%	14%	19%	25%	*	*	-	29%	21%	*	20%	19%	18%	14%
Math Including EOC	2022	40%	24%	27%	19%	24%	39%	-	*	-	40%	18%	*	29%	21%	22%	21%
	2021	36%	22%	24%	18%	25%	27%	*	*	-	36%	20%	*	26%	17%	23%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	24%	24%	18%	24%	27%	-	*	-	30%	15%	60%	26%	18%	23%	23%
	2021	26%	18%	18%	13%	16%	23%	*	*	-	32%	17%	13%	18%	18%	17%	14%
Reading and Mathematics Including EOC	2022	36%	25%	24%	18%	24%	27%	-	*	-	30%	15%	60%	26%	18%	23%	23%
	2021	28%	20%	18%	13%	16%	23%	*	*	-	32%	17%	13%	18%	18%	17%	14%
Reading Including EOC	2022	53%	40%	39%	28%	38%	46%	-	*	-	47%	23%	80%	40%	33%	36%	39%
	2021	41%	29%	26%	19%	24%	34%	*	*	-	41%	21%	13%	26%	26%	24%	18%
Math Including EOC	2022	43%	31%	33%	25%	33%	37%	-	*	-	33%	19%	60%	35%	26%	31%	31%
	2021	37%	28%	31%	24%	30%	36%	*	*	-	45%	19%	13%	32%	27%	29%	27%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 5 ELA/Reading	2022	87	78	<b>76</b>	78	74	77	-	*	-	89	65	*	77	73	76	76
	2019	81	69	<b>66</b>	71	64	65	*	*	-	86	71	38	64	71	68	55
Grade 5 Mathematics	2022	79	67	<b>62</b>	63	63	60	-	*	-	58	56	*	65	52	62	74
	2019	83	73	<b>71</b>	72	70	71	*	*	-	73	73	75	71	69	71	65
Grade 6 ELA/Reading	2022	61	56	<b>57</b>	57	56	61	-	*	-	50	56	*	57	57	54	57
	2019	42	40	<b>43</b>	34	41	47	*	*	-	60	36	44	43	40	42	36
Grade 6 Mathematics	2022	61	56	<b>58</b>	53	57	65	-	*	-	56	62	*	57	61	57	58
	2019	54	49	<b>54</b>	56	55	51	*	*	-	65	57	17	55	51	56	54
All Grades Both Subjects	2022	74	69	<b>63</b>	62	63	65	-	63	-	67	60	85	64	61	62	67
	2019	69	63	<b>58</b>	59	57	58	58	69	-	69	60	43	59	58	59	53
All Grades ELA/Reading	2022	78	76	<b>67</b>	67	65	69	-	*	-	77	61	80	67	66	65	67
	2019	68	63	<b>54</b>	54	52	56	*	*	-	69	55	41	54	55	55	45
All Grades Mathematics	2022	69	62	<b>60</b>	58	60	62	-	*	-	57	58	90	61	56	60	66
	2019	70	63	<b>63</b>	64	62	61	*	*	-	68	66	44	63	60	63	60

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>67%</b>	59%	59%	-	-	-	-	61%	17%	62%	-	81%	67%	62%	93%
	2021	67%	56%	<b>60%</b>	54%	54%	-	-	-	-	38%	-	38%	-	59%	62%	48%	81%
At Meets Grade Level or Above	2022	48%	35%	<b>34%</b>	30%	30%	-	-	-	-	24%	17%	24%	-	47%	34%	28%	68%
	2021	41%	30%	<b>27%</b>	13%	13%	-	-	-	-	10%	-	10%	-	33%	28%	13%	47%
At Masters Grade Level	2022	23%	15%	<b>15%</b>	12%	12%	-	-	-	-	9%	17%	9%	-	13%	15%	10%	41%
	2021	18%	12%	<b>11%</b>	5%	5%	-	-	-	-	5%	-	5%	-	11%	11%	6%	22%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>68%</b>	71%	71%	-	-	-	-	56%	*	56%	-	93%	68%	64%	94%
	2021	68%	55%	<b>59%</b>	62%	62%	-	-	-	-	29%	-	29%	-	60%	60%	46%	78%
At Meets Grade Level or Above	2022	53%	39%	<b>39%</b>	37%	37%	-	-	-	-	29%	*	28%	-	64%	38%	35%	72%
	2021	45%	31%	<b>26%</b>	9%	9%	-	-	-	-	8%	-	8%	-	30%	28%	10%	44%
At Masters Grade Level	2022	25%	16%	<b>21%</b>	20%	20%	-	-	-	-	14%	*	13%	-	14%	21%	15%	50%
	2021	18%	10%	<b>12%</b>	7%	7%	-	-	-	-	4%	-	4%	-	0%	12%	5%	25%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>69%</b>	66%	66%	-	-	-	-	64%	*	66%	-	79%	69%	66%	94%
	2021	66%	57%	<b>64%</b>	57%	57%	-	-	-	-	43%	-	43%	-	55%	66%	50%	84%
At Meets Grade Level or Above	2022	42%	31%	<b>33%</b>	37%	37%	-	-	-	-	20%	*	20%	-	36%	33%	26%	78%
	2021	37%	29%	<b>31%</b>	24%	24%	-	-	-	-	9%	-	9%	-	36%	32%	18%	54%
At Masters Grade Level	2022	20%	14%	<b>12%</b>	9%	9%	-	-	-	-	6%	*	6%	-	14%	13%	7%	44%
	2021	18%	13%	<b>12%</b>	9%	9%	-	-	-	-	6%	-	6%	-	18%	11%	8%	27%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>58%</b>	40%	40%	-	-	-	-	64%	*	70%	-	*	59%	50%	88%
	2021	71%	58%	<b>57%</b>	42%	42%	-	-	-	-	63%	-	63%	-	67%	57%	47%	83%
At Meets Grade Level or Above	2022	47%	30%	<b>25%</b>	17%	17%	-	-	-	-	20%	*	22%	-	*	26%	19%	38%
	2021	44%	32%	<b>19%</b>	4%	4%	-	-	-	-	25%	-	25%	-	33%	20%	10%	33%
At Masters Grade Level	2022	21%	10%	<b>9%</b>	9%	9%	-	-	-	-	4%	*	4%	-	*	9%	6%	13%
	2021	20%	13%	<b>5%</b>	0%	0%	-	-	-	-	13%	-	13%	-	17%	5%	3%	0%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>63%</b>	76%	76%	-	-	-	-	63%	*	63%	-	52%	63%	65%	75%
	2019	69%	63%	<b>58%</b>	74%	74%	-	-	-	-	42%	40%	*	-	58%	-	50%	-

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	76%	<b>67%</b>	80%	80%	-	-	-	-	61%	*	61%	-	63%	67%	66%	69%
	2019	68%	63%	<b>54%</b>	54%	54%	-	-	-	-	32%	31%	*	-	50%	-	39%	-
All Grades Mathematics	2022	69%	62%	<b>60%</b>	72%	72%	-	-	-	-	64%	*	65%	-	42%	58%	64%	81%
	2019	70%	63%	<b>63%</b>	90%	90%	-	-	-	-	51%	50%	*	-	65%	-	61%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	97%	99%	99%	99%	99%	-	100%	-	100%	99%	81%	99%	98%	99%	99%
Included in Accountability	93%	92%	93%	93%	94%	93%	-	83%	-	96%	94%	81%	98%	82%	95%	91%
Not Included in Accountability: Mobile	5%	5%	5%	6%	4%	6%	-	17%	-	4%	4%	0%	2%	14%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	3%	1%	1%	1%	1%	-	0%	-	0%	1%	19%	1%	2%	1%	1%
Absent	1%	3%	1%	1%	1%	1%	-	0%	-	0%	1%	19%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	99%	99%	99%	99%	-	100%	-	100%	99%	83%	100%	98%	99%	99%
Included in Accountability	92%	92%	94%	94%	94%	93%	-	80%	-	97%	95%	83%	98%	82%	95%	91%
Not Included in Accountability: Mobile	5%	5%	5%	6%	4%	6%	-	20%	-	3%	5%	0%	2%	14%	4%	6%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	3%	1%	1%	1%	1%	-	0%	-	0%	1%	17%	0%	2%	1%	1%
Absent	1%	3%	1%	1%	1%	1%	-	0%	-	0%	1%	17%	0%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	99%	99%	99%	99%	-	100%	-	100%	99%	83%	100%	98%	99%	99%
Included in Accountability	93%	92%	94%	94%	94%	93%	-	80%	-	97%	95%	83%	98%	82%	95%	91%
Not Included in Accountability: Mobile	5%	5%	5%	6%	4%	6%	-	20%	-	3%	5%	0%	2%	14%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	1%	1%	1%	1%	-	0%	-	0%	1%	17%	0%	2%	1%	1%
Absent	1%	2%	1%	1%	1%	1%	-	0%	-	0%	1%	17%	0%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	98%	99%	98%	98%	-	*	-	100%	97%	*	98%	97%	98%	99%
Included in Accountability	93%	92%	92%	91%	92%	92%	-	*	-	95%	94%	*	96%	80%	94%	89%
Not Included in Accountability: Mobile	4%	5%	6%	8%	5%	6%	-	*	-	5%	3%	*	2%	15%	4%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	*	-	0%	0%	*	0%	2%	1%	3%
Not Tested	2%	3%	2%	1%	2%	2%	-	*	-	0%	3%	*	2%	3%	2%	1%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	2%	1%	2%	2%	-	*	-	0%	3%	*	2%	3%	2%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	88%	92%	89%	88%	90%	88%	100%	100%	-	79%	88%	100%	89%	88%	89%	94%
Included in Accountability	83%	87%	83%	83%	84%	81%	100%	80%	-	72%	83%	100%	87%	71%	84%	85%
Not Included in Accountability: Mobile	3%	4%	5%	6%	3%	6%	0%	0%	-	7%	4%	0%	1%	14%	4%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	20%	-	0%	1%	0%	1%	3%	1%	7%
Not Tested	12%	8%	11%	12%	10%	13%	0%	0%	-	21%	12%	0%	11%	12%	11%	6%
Absent	2%	3%	2%	2%	2%	3%	0%	0%	-	0%	4%	0%	2%	2%	2%	1%
Other	10%	5%	9%	10%	8%	10%	0%	0%	-	21%	7%	0%	9%	9%	9%	5%
<b>Reading</b>																
Assessment Participant	89%	92%	89%	88%	90%	88%	*	*	-	80%	88%	100%	89%	89%	90%	97%
Included in Accountability	83%	87%	82%	82%	83%	82%	*	*	-	73%	83%	100%	86%	71%	83%	84%
Not Included in Accountability: Mobile	3%	4%	4%	5%	3%	6%	*	*	-	7%	4%	0%	1%	14%	4%	1%
Not Included in Accountability: Other Exclusions	3%	1%	2%	0%	4%	0%	*	*	-	0%	1%	0%	2%	4%	3%	12%
Not Tested	11%	8%	11%	12%	10%	12%	*	*	-	20%	12%	0%	11%	11%	10%	3%
Absent	2%	3%	2%	1%	2%	2%	*	*	-	0%	5%	0%	2%	2%	2%	1%
Other	10%	5%	9%	11%	7%	10%	*	*	-	20%	7%	0%	9%	9%	9%	2%
<b>Mathematics</b>																
Assessment Participant	88%	92%	88%	88%	89%	87%	*	*	-	80%	89%	100%	88%	88%	89%	92%
Included in Accountability	84%	87%	83%	82%	84%	81%	*	*	-	73%	85%	100%	87%	72%	84%	87%
Not Included in Accountability: Mobile	4%	4%	5%	5%	4%	6%	*	*	-	7%	4%	0%	1%	14%	4%	1%
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	1%	0%	*	*	-	0%	1%	0%	0%	3%	1%	4%
Not Tested	12%	8%	12%	12%	11%	13%	*	*	-	20%	11%	0%	12%	12%	11%	8%
Absent	2%	2%	2%	2%	2%	3%	*	*	-	0%	3%	0%	2%	2%	2%	1%
Other	10%	6%	10%	11%	9%	10%	*	*	-	20%	8%	0%	10%	10%	10%	7%
<b>Science</b>																
Assessment Participant	87%	91%	89%	90%	90%	87%	*	*	-	73%	86%	*	89%	86%	88%	94%
Included in Accountability	84%	86%	83%	83%	85%	80%	*	*	-	64%	82%	*	88%	70%	85%	86%
Not Included in Accountability: Mobile	3%	4%	5%	7%	2%	7%	*	*	-	9%	4%	*	1%	13%	3%	3%



Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	1%	0%	2%	0%	*	*	-	0%	0%	*	0%	3%	1%	5%
Not Tested	13%	9%	11%	10%	10%	13%	*	*	-	27%	14%	*	11%	14%	12%	6%
Absent	2%	4%	3%	2%	3%	4%	*	*	-	0%	6%	*	2%	5%	3%	1%
Other	10%	5%	8%	8%	7%	9%	*	*	-	27%	8%	*	8%	9%	9%	5%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>93.4%</b>	92.1%	93.7%	93.7%	*	*	-	93.3%	92.2%	93.0%	95.2%
2019-20	98.3%	96.8%	<b>98.5%</b>	98.2%	98.6%	98.6%	98.1%	*	-	98.3%	98.2%	98.4%	98.8%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>21.5%</b>	27.3%	19.2%	20.7%	*	*	-	25.8%	28.7%	23.1%	12.6%
2019-20	6.7%	13.3%	<b>6.4%</b>	9.3%	5.1%	4.9%	15.8%	0.0%	-	12.5%	9.8%	7.0%	1.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	812	100.0%	7,756	5,402,928	812	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	402	49.5%	7.6%	7.2%	402	49.5%	7.5%	7.2%
Grade 6	410	50.5%	7.5%	7.4%	410	50.5%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	163	20.1%	29.6%	12.8%	163	20.1%	29.5%	12.8%
Hispanic	434	53.4%	45.9%	52.8%	434	53.4%	45.9%	52.7%
White	180	22.2%	19.9%	26.3%	180	22.2%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	4	0.5%	0.4%	4.8%	4	0.5%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	31	3.8%	4.0%	2.9%	31	3.8%	4.1%	2.9%
<b>Sex:</b>								
Female	405	49.9%	48.4%	48.9%	405	49.9%	48.4%	48.8%
Male	407	50.1%	51.6%	51.1%	407	50.1%	51.6%	51.2%
Economically Disadvantaged	667	82.1%	84.1%	60.7%	667	82.1%	84.1%	60.6%
Non-Educationally Disadvantaged	145	17.9%	15.9%	39.3%	145	17.9%	15.9%	39.4%
Section 504 Students	51	6.3%	5.7%	7.4%	51	6.3%	5.6%	7.4%
EB Students/EL	140	17.2%	11.8%	21.7%	140	17.2%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	59	7.3%	4.0%	5.0%	59	7.3%	4.0%	5.0%
Foster Care	4	0.5%	0.3%	0.3%	4	0.5%	0.3%	0.3%
Homeless	20	2.5%	3.0%	1.1%	20	2.5%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	812	100.0%	66.0%	64.3%	812	100.0%	66.2%	64.3%
Military Connected	6	0.7%	0.8%	3.3%	6	0.7%	0.8%	3.3%
At-Risk	523	64.4%	54.0%	53.5%	523	64.4%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	127	15.6%	11.2%	21.9%	127	15.6%	11.1%	21.8%
Gifted and Talented Education	62	7.6%	4.1%	8.0%	62	7.6%	4.0%	8.0%
Special Education	165	20.3%	16.8%	11.6%	165	20.3%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	165							
By Type of Primary Disability								
Students with Intellectual Disabilities	117	70.9%	52.5%	43.0%				
Students with Physical Disabilities	8	4.8%	14.4%	20.8%				
Students with Autism	12	7.3%	13.2%	14.7%				
Students with Behavioral Disabilities	28	17.0%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	112	11.8%	18.8%	13.6%				
By Ethnicity:								
African American	25	2.6%	6.7%	2.5%				
Hispanic	45	4.7%	6.8%	6.6%				
White	37	3.9%	4.1%	3.5%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.4%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	21	11.5%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	8	5.9%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	104	12.6%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	75	17.5%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	1.0%	1.9%	-	2.2%	5.2%
Grade 1	-	8.0%	2.9%	-	10.1%	4.2%
Grade 2	-	2.0%	1.7%	-	6.7%	2.2%
Grade 3	-	1.4%	1.0%	-	3.3%	1.0%
Grade 4	-	0.8%	0.7%	-	0.0%	0.7%
Grade 5	0.9%	0.6%	0.5%	0.0%	0.0%	0.7%
Grade 6	2.1%	1.6%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	24.4	23.0	20.2
Grade 6	23.1	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	75.5	100.0%	100.0%	100.0%
Professional Staff:	62.9	83.3%	58.6%	64.1%
Teachers	51.2	67.8%	43.7%	49.3%
Professional Support	8.7	11.5%	10.9%	10.7%
Campus Administration (School Leadership)	3.0	4.0%	2.7%	2.9%
Educational Aides:	12.6	16.7%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	37.4	49.6%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	16.2	31.6%	27.1%	11.2%
Hispanic	8.0	15.6%	14.0%	28.9%
White	25.0	48.8%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	13.0	25.4%	25.8%	24.1%
Females	38.2	74.6%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	40.2	78.5%	73.4%	72.6%
Masters	11.0	21.5%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	3.0	5.9%	5.2%	7.9%
1-5 Years Experience	16.0	31.3%	31.5%	26.7%
6-10 Years Experience	7.7	15.0%	23.0%	20.6%
11-20 Years Experience	18.5	36.2%	25.4%	28.6%
21-30 Years Experience	6.0	11.7%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	15.9	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	14.0	6.7	6.3
Average Years Experience of Principals with District	5.0	4.7	5.4
Average Years Experience of Assistant Principals	4.0	5.2	5.5
Average Years Experience of Assistant Principals with District	4.0	4.0	4.8
Average Years Experience of Teachers:	10.5	10.7	11.1
Average Years Experience of Teachers with District:	6.4	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,650	\$55,716	\$51,054
1-5 Years Experience	\$57,250	\$57,670	\$54,577
6-10 Years Experience	\$58,216	\$59,418	\$57,746
11-20 Years Experience	\$61,802	\$61,487	\$61,377
21-30 Years Experience	\$64,717	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,881	\$60,095	\$58,887
Professional Support	\$60,692	\$71,362	\$69,505
Campus Administration (School Leadership)	\$85,738	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	2.1	4.1%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	43.5	85.0%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.6	10.9%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: HEIGHTS EL**

**Campus Number: 084906102**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	69%	<b>75%</b>	100%	63%	81%	-	-	-	*	64%	*	75%	75%	74%	60%
	2021	67%	64%	<b>71%</b>	50%	68%	87%	-	-	-	*	33%	*	73%	64%	70%	100%
At Meets Grade Level or Above	2022	51%	42%	<b>46%</b>	64%	37%	50%	-	-	-	*	32%	*	47%	42%	42%	30%
	2021	39%	33%	<b>31%</b>	17%	28%	47%	-	-	-	*	25%	*	32%	27%	30%	40%
At Masters Grade Level	2022	30%	22%	<b>23%</b>	27%	14%	31%	-	-	-	*	23%	*	23%	25%	19%	10%
	2021	19%	13%	<b>2%</b>	0%	4%	0%	-	-	-	*	0%	*	3%	0%	2%	0%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	64%	<b>74%</b>	100%	60%	88%	-	-	-	*	55%	*	75%	67%	70%	60%
	2021	62%	62%	<b>79%</b>	50%	79%	93%	-	-	-	*	58%	*	83%	64%	79%	80%
At Meets Grade Level or Above	2022	43%	37%	<b>52%</b>	64%	40%	69%	-	-	-	*	32%	*	51%	58%	49%	40%
	2021	31%	29%	<b>38%</b>	33%	38%	40%	-	-	-	*	33%	*	42%	27%	35%	40%
At Masters Grade Level	2022	21%	20%	<b>28%</b>	45%	14%	38%	-	-	-	*	23%	*	28%	25%	21%	10%
	2021	14%	13%	<b>15%</b>	17%	13%	20%	-	-	-	*	8%	*	19%	0%	14%	20%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	71%	<b>88%</b>	50%	94%	94%	-	-	-	*	64%	*	88%	88%	89%	92%
	2021	63%	55%	<b>59%</b>	50%	63%	56%	-	-	-	60%	36%	*	64%	36%	56%	50%
At Meets Grade Level or Above	2022	54%	47%	<b>73%</b>	17%	81%	78%	-	-	-	*	57%	*	77%	63%	72%	92%
	2021	36%	30%	<b>30%</b>	20%	40%	25%	-	-	-	0%	21%	*	35%	9%	31%	30%
At Masters Grade Level	2022	28%	21%	<b>29%</b>	0%	32%	33%	-	-	-	*	7%	*	33%	19%	32%	62%
	2021	17%	12%	<b>14%</b>	10%	17%	13%	-	-	-	0%	0%	*	16%	0%	13%	15%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>88%</b>	50%	97%	89%	-	-	-	*	71%	*	88%	88%	89%	100%
	2021	59%	54%	<b>51%</b>	50%	56%	44%	-	-	-	40%	29%	*	53%	40%	52%	58%
At Meets Grade Level or Above	2022	43%	38%	<b>61%</b>	17%	68%	72%	-	-	-	*	50%	*	65%	50%	58%	85%
	2021	36%	31%	<b>27%</b>	10%	33%	25%	-	-	-	20%	21%	*	30%	10%	26%	32%
At Masters Grade Level	2022	23%	18%	<b>24%</b>	0%	23%	33%	-	-	-	*	7%	*	28%	13%	23%	31%
	2021	21%	17%	<b>13%</b>	0%	17%	19%	-	-	-	0%	7%	*	14%	10%	13%	11%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	63%	81%	82%	77%	88%	-	-	-	79%	63%	63%	81%	80%	80%	74%
	2021	67%	56%	61%	49%	62%	66%	-	-	-	53%	36%	100%	64%	46%	61%	57%
At Meets Grade Level or Above	2022	48%	35%	58%	47%	55%	68%	-	-	-	57%	40%	50%	59%	54%	55%	56%
	2021	41%	30%	30%	21%	35%	30%	-	-	-	11%	24%	63%	33%	17%	30%	32%
At Masters Grade Level	2022	23%	15%	26%	24%	20%	34%	-	-	-	43%	17%	38%	28%	20%	24%	24%
	2021	18%	12%	10%	5%	13%	12%	-	-	-	0%	5%	25%	12%	2%	10%	12%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	81%	82%	77%	88%	-	-	-	86%	64%	*	81%	82%	81%	73%
	2021	68%	55%	64%	50%	65%	71%	-	-	-	57%	35%	*	67%	50%	62%	60%
At Meets Grade Level or Above	2022	53%	39%	59%	47%	58%	65%	-	-	-	71%	42%	*	60%	54%	56%	55%
	2021	45%	31%	31%	19%	35%	35%	-	-	-	0%	23%	*	34%	18%	30%	32%
At Masters Grade Level	2022	25%	16%	26%	18%	23%	32%	-	-	-	43%	17%	*	27%	21%	25%	30%
	2021	18%	10%	9%	6%	12%	6%	-	-	-	0%	0%	*	11%	0%	8%	12%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	81%	82%	77%	88%	-	-	-	71%	61%	*	81%	79%	79%	76%
	2021	66%	57%	62%	50%	65%	68%	-	-	-	43%	42%	*	65%	52%	63%	63%
At Meets Grade Level or Above	2022	42%	31%	56%	47%	53%	71%	-	-	-	43%	39%	*	57%	54%	54%	58%
	2021	37%	29%	32%	19%	35%	32%	-	-	-	29%	27%	*	34%	19%	30%	33%
At Masters Grade Level	2022	20%	14%	26%	29%	18%	35%	-	-	-	43%	17%	*	28%	18%	22%	18%
	2021	18%	13%	14%	6%	15%	19%	-	-	-	0%	8%	*	16%	5%	13%	13%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	30%	38%	55%	26%	50%	-	-	-	*	27%	*	38%	42%	33%	20%
	2021	24%	20%	19%	17%	21%	20%	-	-	-	*	25%	*	19%	18%	16%	20%
Reading and Mathematics Including EOC	2022	36%	30%	38%	55%	26%	50%	-	-	-	*	27%	*	38%	42%	33%	20%
	2021	24%	20%	19%	17%	21%	20%	-	-	-	*	25%	*	19%	18%	16%	20%
Reading Including EOC	2022	51%	42%	46%	64%	37%	50%	-	-	-	*	32%	*	47%	42%	42%	30%
	2021	38%	33%	29%	17%	24%	47%	-	-	-	*	25%	*	30%	27%	27%	20%
Math Including EOC	2022	43%	37%	52%	64%	40%	69%	-	-	-	*	32%	*	51%	58%	49%	40%
	2021	31%	28%	36%	33%	33%	40%	-	-	-	*	33%	*	39%	27%	33%	20%
<b>4th Graders</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	30%	<b>56%</b>	0%	68%	61%	-	-	-	*	50%	*	60%	44%	53%	85%
	2021	26%	20%	<b>17%</b>	10%	24%	13%	-	-	-	0%	21%	*	20%	0%	16%	21%
Reading and Mathematics Including EOC	2022	36%	30%	<b>56%</b>	0%	68%	61%	-	-	-	*	50%	*	60%	44%	53%	85%
	2021	26%	20%	<b>17%</b>	10%	24%	13%	-	-	-	0%	21%	*	20%	0%	16%	21%
Reading Including EOC	2022	54%	47%	<b>73%</b>	17%	81%	78%	-	-	-	*	57%	*	77%	63%	72%	92%
	2021	36%	30%	<b>30%</b>	20%	40%	25%	-	-	-	0%	21%	*	35%	9%	31%	30%
Math Including EOC	2022	43%	38%	<b>61%</b>	17%	68%	72%	-	-	-	*	50%	*	65%	50%	58%	85%
	2021	36%	31%	<b>27%</b>	10%	33%	25%	-	-	-	20%	21%	*	30%	10%	26%	32%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	<b>47%</b>	35%	45%	56%	-	-	-	43%	36%	*	48%	43%	43%	45%
	2021	26%	18%	<b>18%</b>	13%	22%	16%	-	-	-	0%	23%	*	20%	10%	16%	21%
Reading and Mathematics Including EOC	2022	36%	25%	<b>47%</b>	35%	45%	56%	-	-	-	43%	36%	*	48%	43%	43%	45%
	2021	28%	20%	<b>18%</b>	13%	22%	16%	-	-	-	0%	23%	*	20%	10%	16%	21%
Reading Including EOC	2022	53%	40%	<b>59%</b>	47%	58%	65%	-	-	-	71%	42%	*	60%	54%	56%	55%
	2021	41%	29%	<b>30%</b>	19%	33%	35%	-	-	-	0%	23%	*	33%	18%	29%	28%
Math Including EOC	2022	43%	31%	<b>56%</b>	47%	53%	71%	-	-	-	43%	39%	*	57%	54%	54%	58%
	2021	37%	28%	<b>31%</b>	19%	33%	32%	-	-	-	29%	27%	*	33%	19%	29%	29%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	75	<b>92</b>	50	100	88	-	-	-	*	92	*	92	92	91	100
	2019	61	59	<b>65</b>	55	70	62	-	-	-	*	67	*	73	30	66	69
Grade 4 Mathematics	2022	74	69	<b>83</b>	50	89	85	-	-	-	*	92	*	79	100	81	100
	2019	65	61	<b>57</b>	45	61	59	-	-	-	*	50	*	56	63	57	50
All Grades Both Subjects	2022	74	69	<b>88</b>	50	95	87	-	-	-	88	92	70	85	96	86	100
	2019	69	63	<b>61</b>	50	65	60	-	-	-	*	58	58	64	47	61	59
All Grades ELA/Reading	2022	78	76	<b>92</b>	50	100	88	-	-	-	*	92	*	92	92	91	100
	2019	68	63	<b>65</b>	55	70	62	-	-	-	*	67	*	73	30	66	69
All Grades Mathematics	2022	69	62	<b>83</b>	50	89	85	-	-	-	*	92	*	79	100	81	100
	2019	70	63	<b>57</b>	45	61	59	-	-	-	*	50	*	56	63	57	50

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>81%</b>	75%	65%	-	-	-	100%	50%	50%	-	-	*	84%	72%	100%
	2021	67%	56%	<b>61%</b>	48%	48%	-	-	-	-	*	*	-	-	100%	62%	51%	91%
At Meets Grade Level or Above	2022	48%	35%	<b>58%</b>	54%	35%	-	-	-	100%	33%	33%	-	-	*	58%	53%	83%
	2021	41%	30%	<b>30%</b>	22%	22%	-	-	-	-	*	*	-	-	60%	29%	25%	73%
At Masters Grade Level	2022	23%	15%	<b>26%</b>	23%	9%	-	-	-	57%	0%	0%	-	-	*	26%	22%	50%
	2021	18%	12%	<b>10%</b>	6%	6%	-	-	-	-	*	*	-	-	40%	10%	9%	27%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>81%</b>	75%	65%	-	-	-	100%	*	*	-	-	*	85%	70%	*
	2021	68%	55%	<b>64%</b>	50%	50%	-	-	-	-	*	*	-	-	*	65%	52%	*
At Meets Grade Level or Above	2022	53%	39%	<b>59%</b>	50%	29%	-	-	-	100%	*	*	-	-	*	60%	50%	*
	2021	45%	31%	<b>31%</b>	22%	22%	-	-	-	-	*	*	-	-	*	30%	24%	*
At Masters Grade Level	2022	25%	16%	<b>26%</b>	25%	6%	-	-	-	71%	*	*	-	-	*	24%	27%	*
	2021	18%	10%	<b>9%</b>	11%	11%	-	-	-	-	*	*	-	-	*	8%	10%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>81%</b>	75%	65%	-	-	-	100%	*	*	-	-	*	82%	73%	*
	2021	66%	57%	<b>62%</b>	50%	50%	-	-	-	-	-	-	-	-	*	62%	55%	*
At Meets Grade Level or Above	2022	42%	31%	<b>56%</b>	58%	41%	-	-	-	100%	*	*	-	-	*	56%	57%	*
	2021	37%	29%	<b>32%</b>	22%	22%	-	-	-	-	-	-	-	-	*	31%	25%	*
At Masters Grade Level	2022	20%	14%	<b>26%</b>	21%	12%	-	-	-	43%	*	*	-	-	*	29%	17%	*
	2021	18%	13%	<b>14%</b>	6%	6%	-	-	-	-	-	-	-	-	*	14%	10%	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>88%</b>	100%	-	-	-	-	100%	*	*	-	-	*	84%	100%	*
	2019	69%	63%	<b>61%</b>	53%	53%	-	-	-	-	*	*	-	-	*	-	56%	-
All Grades ELA/Reading	2022	78%	76%	<b>92%</b>	100%	-	-	-	-	100%	*	*	-	-	*	89%	100%	*
	2019	68%	63%	<b>65%</b>	59%	59%	-	-	-	-	*	*	-	-	*	-	66%	-
All Grades Mathematics	2022	69%	62%	<b>83%</b>	100%	-	-	-	-	100%	*	*	-	-	*	78%	100%	*
	2019	70%	63%	<b>57%</b>	47%	47%	-	-	-	-	*	*	-	-	*	-	48%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>95%</b>	100%	90%	100%	-	-	-	100%	95%	100%	99%	82%	97%	85%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	0%	7%	0%	-	-	-	0%	3%	0%	0%	15%	1%	13%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	0%	3%	0%	-	-	-	0%	3%	0%	1%	3%	2%	3%
Not Tested	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	92%	<b>95%</b>	100%	90%	100%	-	-	-	100%	95%	*	99%	82%	97%	85%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	0%	7%	0%	-	-	-	0%	3%	*	0%	15%	1%	13%
Not Included in Accountability: Other Exclusions	2%	1%	<b>2%</b>	0%	3%	0%	-	-	-	0%	3%	*	1%	3%	2%	3%
Not Tested	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>95%</b>	100%	90%	100%	-	-	-	100%	95%	*	99%	82%	97%	85%
Not Included in Accountability: Mobile	5%	5%	<b>4%</b>	0%	7%	0%	-	-	-	0%	3%	*	0%	15%	1%	13%
Not Included in Accountability: Other Exclusions	1%	0%	<b>2%</b>	0%	3%	0%	-	-	-	0%	3%	*	1%	3%	2%	3%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	<b>93%</b>	93%	92%	95%	-	-	-	100%	96%	100%	93%	96%	93%	98%
Included in Accountability	83%	87%	<b>84%</b>	72%	85%	95%	-	-	-	73%	86%	100%	87%	75%	84%	81%
Not Included in Accountability: Mobile	3%	4%	<b>6%</b>	12%	3%	0%	-	-	-	27%	3%	0%	4%	13%	6%	7%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	3%	10%	3%	0%	-	-	-	0%	8%	0%	2%	8%	4%	10%
Not Tested	12%	8%	7%	7%	8%	5%	-	-	-	0%	4%	0%	7%	4%	7%	2%
Absent	2%	3%	1%	0%	2%	1%	-	-	-	0%	0%	0%	1%	0%	1%	1%
Other	10%	5%	5%	7%	7%	4%	-	-	-	0%	4%	0%	6%	4%	5%	1%
<b>Reading</b>																
Assessment Participant	89%	92%	93%	92%	92%	97%	-	-	-	100%	97%	*	93%	97%	94%	100%
Included in Accountability	83%	87%	83%	67%	85%	97%	-	-	-	70%	84%	*	85%	76%	83%	81%
Not Included in Accountability: Mobile	3%	4%	6%	13%	3%	0%	-	-	-	30%	3%	*	5%	10%	6%	6%
Not Included in Accountability: Other Exclusions	3%	1%	4%	13%	4%	0%	-	-	-	0%	10%	*	3%	10%	5%	13%
Not Tested	11%	8%	7%	8%	8%	3%	-	-	-	0%	3%	*	7%	3%	6%	0%
Absent	2%	3%	1%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%	0%
Other	10%	5%	6%	8%	7%	3%	-	-	-	0%	3%	*	6%	3%	5%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	93%	92%	92%	97%	-	-	-	100%	97%	*	94%	93%	93%	97%
Included in Accountability	84%	87%	83%	67%	85%	97%	-	-	-	70%	84%	*	86%	72%	82%	77%
Not Included in Accountability: Mobile	4%	4%	7%	13%	4%	0%	-	-	-	30%	3%	*	5%	14%	7%	10%
Not Included in Accountability: Other Exclusions	0%	1%	4%	13%	3%	0%	-	-	-	0%	10%	*	3%	7%	4%	10%
Not Tested	12%	8%	7%	8%	8%	3%	-	-	-	0%	3%	*	6%	7%	7%	3%
Absent	2%	2%	1%	0%	1%	0%	-	-	-	0%	0%	*	1%	0%	1%	0%
Other	10%	6%	6%	8%	7%	3%	-	-	-	0%	3%	*	6%	7%	6%	3%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>92.8%</b>	90.8%	93.3%	93.3%	-	-	-	91.5%	90.3%	92.6%	93.9%
2019-20	98.3%	96.8%	<b>98.6%</b>	98.6%	98.6%	98.5%	*	-	-	97.9%	97.7%	98.5%	99.2%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>26.8%</b>	31.8%	24.7%	26.7%	-	-	-	30.0%	33.8%	27.5%	20.8%
2019-20	6.7%	13.3%	<b>5.3%</b>	2.5%	7.6%	4.3%	*	-	-	0.0%	13.4%	5.8%	3.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	342	100.0%	7,756	5,402,928	342	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	66	19.3%	6.2%	6.8%	66	19.3%	6.2%	6.8%
Grade 1	68	19.9%	7.3%	7.1%	68	19.9%	7.2%	7.1%
Grade 2	74	21.6%	6.8%	7.1%	74	21.6%	6.7%	7.1%
Grade 3	69	20.2%	6.9%	7.1%	69	20.2%	6.8%	7.1%
Grade 4	65	19.0%	7.5%	7.1%	65	19.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	61	17.8%	29.6%	12.8%	61	17.8%	29.5%	12.8%
Hispanic	183	53.5%	45.9%	52.8%	183	53.5%	45.9%	52.7%
White	77	22.5%	19.9%	26.3%	77	22.5%	19.9%	26.3%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	1	0.3%	0.4%	4.8%	1	0.3%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	19	5.6%	4.0%	2.9%	19	5.6%	4.1%	2.9%
<b>Sex:</b>								
Female	170	49.7%	48.4%	48.9%	170	49.7%	48.4%	48.8%
Male	172	50.3%	51.6%	51.1%	172	50.3%	51.6%	51.2%
Economically Disadvantaged	312	91.2%	84.1%	60.7%	312	91.2%	84.1%	60.6%
Non-Educationally Disadvantaged	30	8.8%	15.9%	39.3%	30	8.8%	15.9%	39.4%
Section 504 Students	6	1.8%	5.7%	7.4%	6	1.8%	5.6%	7.4%
EB Students/EL	87	25.4%	11.8%	21.7%	87	25.4%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	13	3.8%	4.0%	5.0%	13	3.8%	4.0%	5.0%
Foster Care	1	0.3%	0.3%	0.3%	1	0.3%	0.3%	0.3%
Homeless	7	2.0%	3.0%	1.1%	7	2.0%	3.1%	1.1%
Immigrant	2	0.6%	0.3%	2.0%	2	0.6%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	342	100.0%	66.0%	64.3%	342	100.0%	66.2%	64.3%
Military Connected	1	0.3%	0.8%	3.3%	1	0.3%	0.8%	3.3%
At-Risk	173	50.6%	54.0%	53.5%	173	50.6%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	79	23.1%	11.2%	21.9%	79	23.1%	11.1%	21.8%
Gifted and Talented Education	7	2.0%	4.1%	8.0%	7	2.0%	4.0%	8.0%
Special Education	66	19.3%	16.8%	11.6%	66	19.3%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	66							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	39.4%	52.5%	43.0%				
Students with Physical Disabilities	22	33.3%	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	*	*	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	70	19.7%	18.8%	13.6%				
By Ethnicity:								
African American	19	5.4%	6.7%	2.5%				
Hispanic	33	9.3%	6.8%	6.6%				
White	10	2.8%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	8	2.3%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	14	17.9%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	17	17.7%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	67	20.4%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	95	32.0%	23.0%	18.9%				



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	2.0%	1.0%	1.9%	9.1%	2.2%	5.2%
Grade 1	1.3%	8.0%	2.9%	8.3%	10.1%	4.2%
Grade 2	4.9%	2.0%	1.7%	4.3%	6.7%	2.2%
Grade 3	2.4%	1.4%	1.0%	5.6%	3.3%	1.0%
Grade 4	0.0%	0.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	17.3	19.9	18.7
Grade 1	17.0	20.3	18.7
Grade 2	21.0	19.4	18.6
Grade 3	23.0	20.6	18.7
Grade 4	17.3	19.0	18.8
Grade 5	11.0	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	44.7	100.0%	100.0%	100.0%
Professional Staff:	32.0	71.6%	58.6%	64.1%
Teachers	24.7	55.1%	43.7%	49.3%
Professional Support	5.3	12.0%	10.9%	10.7%
Campus Administration (School Leadership)	2.0	4.5%	2.7%	2.9%
Educational Aides:	12.7	28.4%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,194.0
Part-time Librarians	1.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	19.4	43.3%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	3.0	12.2%	27.1%	11.2%
Hispanic	6.3	25.4%	14.0%	28.9%
White	14.4	58.4%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	4.1%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	3.3	13.4%	25.8%	24.1%
Females	21.3	86.6%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.5	2.1%	2.3%	1.4%
Bachelors	21.1	85.7%	73.4%	72.6%
Masters	3.0	12.2%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.5	2.1%	5.2%	7.9%
1-5 Years Experience	7.0	28.4%	31.5%	26.7%
6-10 Years Experience	6.0	24.3%	23.0%	20.6%
11-20 Years Experience	6.4	25.9%	25.4%	28.6%
21-30 Years Experience	3.0	12.2%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.7	7.0%	3.0%	2.9%
Number of Students per Teacher	13.9	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	6.7	6.3
Average Years Experience of Principals with District	1.0	4.7	5.4
Average Years Experience of Assistant Principals	6.0	5.2	5.5
Average Years Experience of Assistant Principals with District	6.0	4.0	4.8
Average Years Experience of Teachers:	11.5	10.7	11.1
Average Years Experience of Teachers with District:	7.1	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$58,261	\$55,716	\$51,054
1-5 Years Experience	\$57,050	\$57,670	\$54,577
6-10 Years Experience	\$58,450	\$59,418	\$57,746
11-20 Years Experience	\$60,956	\$61,487	\$61,377
21-30 Years Experience	\$64,217	\$65,689	\$65,949
Over 30 Years Experience	\$52,531	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,984	\$60,095	\$58,887
Professional Support	\$64,374	\$71,362	\$69,505
Campus Administration (School Leadership)	\$88,123	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	3.3	13.2%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	1.0	4.1%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	17.5	71.0%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	2.9	11.7%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: KOHFELDT EL**

**Campus Number: 084906103**

**2022 Accountability Rating: C**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Postsecondary Readiness**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	69%	<b>70%</b>	50%	76%	54%	-	-	-	100%	47%	*	69%	74%	70%	75%
	2021	67%	64%	<b>66%</b>	53%	74%	53%	-	-	-	*	47%	*	68%	57%	65%	83%
At Meets Grade Level or Above	2022	51%	42%	<b>46%</b>	19%	54%	38%	-	-	-	67%	12%	*	49%	39%	46%	56%
	2021	39%	33%	<b>35%</b>	13%	42%	33%	-	-	-	*	12%	*	36%	29%	33%	52%
At Masters Grade Level	2022	30%	22%	<b>25%</b>	13%	30%	15%	-	-	-	33%	0%	*	30%	13%	24%	19%
	2021	19%	13%	<b>12%</b>	7%	12%	13%	-	-	-	*	0%	*	12%	14%	12%	13%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	64%	<b>71%</b>	56%	78%	54%	-	-	-	89%	41%	*	69%	78%	72%	88%
	2021	62%	62%	<b>67%</b>	38%	78%	60%	-	-	-	*	56%	*	71%	47%	66%	83%
At Meets Grade Level or Above	2022	43%	37%	<b>49%</b>	25%	59%	46%	-	-	-	44%	24%	*	52%	39%	49%	63%
	2021	31%	29%	<b>31%</b>	6%	38%	33%	-	-	-	*	17%	*	33%	20%	32%	48%
At Masters Grade Level	2022	21%	20%	<b>23%</b>	6%	26%	23%	-	-	-	33%	0%	*	26%	13%	22%	31%
	2021	14%	13%	<b>13%</b>	6%	12%	20%	-	-	-	*	6%	*	14%	7%	14%	13%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	71%	<b>73%</b>	69%	76%	74%	-	-	-	*	45%	*	72%	73%	72%	88%
	2021	63%	55%	<b>63%</b>	39%	69%	67%	-	-	-	*	29%	-	65%	53%	64%	90%
At Meets Grade Level or Above	2022	54%	47%	<b>39%</b>	25%	43%	42%	-	-	-	*	15%	*	47%	23%	37%	71%
	2021	36%	30%	<b>39%</b>	33%	44%	22%	-	-	-	*	18%	-	39%	35%	41%	69%
At Masters Grade Level	2022	28%	21%	<b>17%</b>	13%	15%	21%	-	-	-	*	0%	*	22%	4%	13%	24%
	2021	17%	12%	<b>14%</b>	22%	15%	0%	-	-	-	*	6%	-	15%	12%	14%	24%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>67%</b>	50%	76%	63%	-	-	-	*	30%	*	79%	38%	66%	94%
	2021	59%	54%	<b>65%</b>	63%	69%	44%	-	-	-	*	29%	-	66%	65%	64%	72%
At Meets Grade Level or Above	2022	43%	38%	<b>32%</b>	6%	41%	32%	-	-	-	*	15%	*	38%	19%	33%	65%
	2021	36%	31%	<b>35%</b>	26%	40%	11%	-	-	-	*	6%	-	37%	24%	32%	52%
At Masters Grade Level	2022	23%	18%	<b>17%</b>	6%	20%	16%	-	-	-	*	5%	*	19%	12%	16%	24%
	2021	21%	17%	<b>15%</b>	5%	19%	0%	-	-	-	*	0%	-	16%	12%	16%	24%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	63%	<b>70%</b>	56%	77%	63%	-	-	-	79%	41%	50%	72%	65%	70%	86%
	2021	67%	56%	<b>64%</b>	50%	70%	55%	-	-	-	72%	38%	*	66%	55%	64%	81%
At Meets Grade Level or Above	2022	48%	35%	<b>42%</b>	19%	49%	39%	-	-	-	50%	16%	17%	47%	30%	41%	64%
	2021	41%	30%	<b>34%</b>	20%	41%	24%	-	-	-	39%	12%	*	37%	26%	35%	58%
At Masters Grade Level	2022	23%	15%	<b>20%</b>	9%	23%	19%	-	-	-	33%	1%	0%	24%	10%	19%	24%
	2021	18%	12%	<b>12%</b>	8%	14%	9%	-	-	-	22%	2%	*	13%	10%	12%	19%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>71%</b>	59%	76%	66%	-	-	-	83%	46%	*	71%	73%	71%	82%
	2021	68%	55%	<b>64%</b>	45%	72%	58%	-	-	-	71%	38%	*	67%	55%	65%	87%
At Meets Grade Level or Above	2022	53%	39%	<b>43%</b>	22%	49%	41%	-	-	-	58%	14%	*	48%	31%	41%	64%
	2021	45%	31%	<b>37%</b>	24%	43%	29%	-	-	-	29%	15%	*	38%	32%	37%	62%
At Masters Grade Level	2022	25%	16%	<b>21%</b>	13%	23%	19%	-	-	-	33%	0%	*	26%	8%	18%	21%
	2021	18%	10%	<b>13%</b>	15%	14%	8%	-	-	-	14%	3%	*	13%	13%	13%	19%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	<b>69%</b>	53%	77%	59%	-	-	-	75%	35%	*	74%	57%	69%	91%
	2021	66%	57%	<b>66%</b>	51%	74%	54%	-	-	-	71%	43%	*	68%	56%	65%	77%
At Meets Grade Level or Above	2022	42%	31%	<b>40%</b>	16%	50%	38%	-	-	-	42%	19%	*	45%	29%	41%	64%
	2021	37%	29%	<b>33%</b>	17%	39%	25%	-	-	-	43%	11%	*	35%	22%	32%	50%
At Masters Grade Level	2022	20%	14%	<b>20%</b>	6%	23%	19%	-	-	-	33%	3%	*	23%	12%	19%	27%
	2021	18%	13%	<b>14%</b>	6%	16%	13%	-	-	-	43%	3%	*	15%	9%	15%	19%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	30%	<b>39%</b>	13%	50%	31%	-	-	-	44%	6%	*	44%	26%	39%	56%
	2021	24%	20%	<b>20%</b>	0%	24%	27%	-	-	-	*	6%	*	23%	7%	21%	39%
Reading and Mathematics Including EOC	2022	36%	30%	<b>39%</b>	13%	50%	31%	-	-	-	44%	6%	*	44%	26%	39%	56%
	2021	24%	20%	<b>20%</b>	0%	24%	27%	-	-	-	*	6%	*	23%	7%	21%	39%
Reading Including EOC	2022	51%	42%	<b>46%</b>	19%	54%	38%	-	-	-	67%	12%	*	49%	39%	46%	56%
	2021	38%	33%	<b>35%</b>	13%	42%	33%	-	-	-	*	12%	*	36%	29%	33%	52%
Math Including EOC	2022	43%	37%	<b>49%</b>	25%	59%	46%	-	-	-	44%	24%	*	52%	39%	49%	63%
	2021	31%	28%	<b>31%</b>	6%	38%	33%	-	-	-	*	17%	*	33%	20%	32%	48%
<b>4th Graders</b>																	



Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	30%	<b>24%</b>	0%	28%	32%	-	-	-	*	10%	*	28%	15%	24%	53%
	2021	26%	20%	<b>22%</b>	22%	25%	0%	-	-	-	*	6%	-	23%	18%	22%	41%
Reading and Mathematics Including EOC	2022	36%	30%	<b>24%</b>	0%	28%	32%	-	-	-	*	10%	*	28%	15%	24%	53%
	2021	26%	20%	<b>22%</b>	22%	25%	0%	-	-	-	*	6%	-	23%	18%	22%	41%
Reading Including EOC	2022	54%	47%	<b>39%</b>	25%	43%	42%	-	-	-	*	15%	*	47%	23%	37%	71%
	2021	36%	30%	<b>39%</b>	33%	44%	22%	-	-	-	*	18%	-	39%	35%	41%	69%
Math Including EOC	2022	43%	38%	<b>32%</b>	6%	41%	32%	-	-	-	*	15%	*	38%	19%	33%	65%
	2021	36%	31%	<b>33%</b>	26%	38%	11%	-	-	-	*	6%	-	37%	18%	31%	48%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	<b>32%</b>	6%	39%	31%	-	-	-	42%	8%	*	36%	20%	32%	55%
	2021	26%	18%	<b>21%</b>	12%	25%	17%	-	-	-	29%	6%	*	23%	13%	21%	40%
Reading and Mathematics Including EOC	2022	36%	25%	<b>32%</b>	6%	39%	31%	-	-	-	42%	8%	*	36%	20%	32%	55%
	2021	28%	20%	<b>21%</b>	12%	25%	17%	-	-	-	29%	6%	*	23%	13%	21%	40%
Reading Including EOC	2022	53%	40%	<b>43%</b>	22%	49%	41%	-	-	-	58%	14%	*	48%	31%	41%	64%
	2021	41%	29%	<b>37%</b>	24%	43%	29%	-	-	-	29%	15%	*	38%	32%	37%	62%
Math Including EOC	2022	43%	31%	<b>40%</b>	16%	50%	38%	-	-	-	42%	19%	*	45%	29%	41%	64%
	2021	37%	28%	<b>32%</b>	17%	38%	25%	-	-	-	43%	11%	*	35%	19%	31%	48%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	75	<b>70</b>	66	74	71	-	-	-	*	66	*	72	66	69	84
	2019	61	59	<b>60</b>	45	61	85	-	-	-	20	63	-	59	62	62	68
Grade 4 Mathematics	2022	74	69	<b>69</b>	78	71	58	-	-	-	*	48	*	72	62	69	82
	2019	65	61	<b>68</b>	67	71	68	-	-	-	40	73	-	61	90	68	65
All Grades Both Subjects	2022	74	69	<b>70</b>	72	72	64	-	-	-	50	56	*	72	64	69	83
	2019	69	63	<b>64</b>	56	66	76	-	-	-	30	68	-	60	76	65	67
All Grades ELA/Reading	2022	78	76	<b>70</b>	66	74	71	-	-	-	*	66	*	72	66	69	84
	2019	68	63	<b>60</b>	45	61	85	-	-	-	20	63	-	59	62	62	68
All Grades Mathematics	2022	69	62	<b>69</b>	78	71	58	-	-	-	*	48	*	72	62	69	82
	2019	70	63	<b>68</b>	67	71	68	-	-	-	40	73	-	61	90	68	65

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>70%</b>	93%	93%	-	-	-	-	-	-	-	-	-	66%	86%	*
	2021	67%	56%	<b>64%</b>	85%	85%	-	-	-	-	33%	-	33%	-	-	56%	81%	80%
At Meets Grade Level or Above	2022	48%	35%	<b>42%</b>	71%	71%	-	-	-	-	-	-	-	-	-	36%	64%	*
	2021	41%	30%	<b>34%</b>	64%	64%	-	-	-	-	0%	-	0%	-	-	24%	59%	20%
At Masters Grade Level	2022	23%	15%	<b>20%</b>	28%	28%	-	-	-	-	-	-	-	-	-	19%	25%	*
	2021	18%	12%	<b>12%</b>	21%	21%	-	-	-	-	0%	-	0%	-	-	9%	20%	0%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>71%</b>	90%	90%	-	-	-	-	-	-	-	-	-	69%	81%	*
	2021	68%	55%	<b>64%</b>	87%	87%	-	-	-	-	*	-	*	-	-	54%	86%	*
At Meets Grade Level or Above	2022	53%	39%	<b>43%</b>	69%	69%	-	-	-	-	-	-	-	-	-	38%	63%	*
	2021	45%	31%	<b>37%</b>	66%	66%	-	-	-	-	*	-	*	-	-	25%	62%	*
At Masters Grade Level	2022	25%	16%	<b>21%</b>	24%	24%	-	-	-	-	-	-	-	-	-	21%	22%	*
	2021	18%	10%	<b>13%</b>	21%	21%	-	-	-	-	*	-	*	-	-	11%	20%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>69%</b>	97%	97%	-	-	-	-	-	-	-	-	-	64%	91%	*
	2021	66%	57%	<b>66%</b>	81%	81%	-	-	-	-	*	-	*	-	-	61%	76%	*
At Meets Grade Level or Above	2022	42%	31%	<b>40%</b>	72%	72%	-	-	-	-	-	-	-	-	-	35%	66%	*
	2021	37%	29%	<b>33%</b>	55%	55%	-	-	-	-	*	-	*	-	-	25%	52%	*
At Masters Grade Level	2022	20%	14%	<b>20%</b>	31%	31%	-	-	-	-	-	-	-	-	-	18%	28%	*
	2021	18%	13%	<b>14%</b>	21%	21%	-	-	-	-	*	-	*	-	-	12%	20%	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>70%</b>	82%	82%	-	-	-	-	-	-	-	-	-	66%	82%	*
	2019	69%	63%	<b>64%</b>	63%	63%	-	-	-	-	83%	83%	-	-	*	-	65%	-
All Grades ELA/Reading	2022	78%	76%	<b>70%</b>	83%	83%	-	-	-	-	-	-	-	-	-	67%	83%	*
	2019	68%	63%	<b>60%</b>	71%	71%	-	-	-	-	*	*	-	-	*	-	67%	-
All Grades Mathematics	2022	69%	62%	<b>69%</b>	81%	81%	-	-	-	-	-	-	-	-	-	66%	81%	*
	2019	70%	63%	<b>68%</b>	57%	57%	-	-	-	-	*	*	-	-	*	-	64%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>91%</b>	97%	88%	97%	-	-	-	92%	93%	100%	94%	84%	96%	92%
Not Included in Accountability: Mobile	5%	5%	<b>7%</b>	3%	10%	3%	-	-	-	8%	5%	0%	5%	12%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>2%</b>	0%	3%	0%	-	-	-	0%	3%	0%	1%	3%	2%	8%
Not Tested	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	92%	<b>91%</b>	97%	88%	97%	-	-	-	92%	93%	*	94%	84%	96%	92%
Not Included in Accountability: Mobile	5%	5%	<b>7%</b>	3%	10%	3%	-	-	-	8%	5%	*	5%	12%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	<b>2%</b>	0%	3%	0%	-	-	-	0%	3%	*	1%	3%	2%	8%
Not Tested	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	3%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>91%</b>	97%	88%	97%	-	-	-	92%	93%	*	94%	84%	96%	92%
Not Included in Accountability: Mobile	5%	5%	<b>7%</b>	3%	10%	3%	-	-	-	8%	5%	*	5%	12%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>2%</b>	0%	3%	0%	-	-	-	0%	3%	*	1%	3%	2%	8%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	2%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	<b>98%</b>	96%	99%	99%	-	-	-	100%	97%	*	98%	97%	98%	100%
Included in Accountability	83%	87%	<b>88%</b>	86%	91%	78%	-	-	-	86%	87%	*	90%	80%	88%	95%
Not Included in Accountability: Mobile	3%	4%	<b>10%</b>	10%	7%	20%	-	-	-	14%	10%	*	8%	17%	10%	5%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	8%	2%	4%	1%	1%	-	-	-	0%	3%	*	2%	3%	2%	0%
Absent	2%	3%	1%	3%	0%	0%	-	-	-	0%	1%	*	1%	1%	1%	0%
Other	10%	5%	1%	1%	1%	1%	-	-	-	0%	2%	*	1%	2%	1%	0%
<b>Reading</b>																
Assessment Participant	89%	92%	97%	93%	98%	100%	-	-	-	100%	95%	*	98%	95%	97%	100%
Included in Accountability	83%	87%	86%	83%	90%	80%	-	-	-	78%	85%	*	90%	74%	87%	95%
Not Included in Accountability: Mobile	3%	4%	11%	10%	8%	20%	-	-	-	22%	10%	*	8%	21%	10%	5%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	11%	8%	3%	8%	2%	0%	-	-	-	0%	5%	*	2%	5%	3%	0%
Absent	2%	3%	2%	8%	0%	0%	-	-	-	0%	3%	*	1%	2%	2%	0%
Other	10%	5%	1%	0%	2%	0%	-	-	-	0%	3%	*	1%	2%	1%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	98%	98%	98%	100%	-	-	-	100%	98%	*	99%	98%	98%	100%
Included in Accountability	84%	87%	88%	88%	91%	80%	-	-	-	88%	88%	*	91%	80%	89%	95%
Not Included in Accountability: Mobile	4%	4%	10%	10%	7%	20%	-	-	-	13%	10%	*	8%	18%	10%	5%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	8%	2%	3%	2%	0%	-	-	-	0%	3%	*	1%	3%	2%	0%
Absent	2%	2%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	10%	6%	2%	3%	2%	0%	-	-	-	0%	3%	*	1%	3%	2%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>94.9%</b>	94.2%	95.5%	93.9%	-	-	-	94.2%	92.9%	94.7%	97.1%
2019-20	98.3%	96.8%	<b>98.3%</b>	98.1%	98.4%	98.5%	*	-	*	99.1%	98.0%	98.5%	99.2%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>16.1%</b>	21.4%	12.3%	18.3%	-	-	-	24.1%	23.8%	16.3%	7.8%
2019-20	6.7%	13.3%	<b>6.2%</b>	6.7%	6.0%	6.5%	*	-	*	0.0%	8.9%	5.2%	0.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	431	100.0%	7,756	5,402,928	431	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	65	15.1%	6.2%	6.8%	65	15.1%	6.2%	6.8%
Grade 1	83	19.3%	7.3%	7.1%	83	19.3%	7.2%	7.1%
Grade 2	106	24.6%	6.8%	7.1%	106	24.6%	6.7%	7.1%
Grade 3	86	20.0%	6.9%	7.1%	86	20.0%	6.8%	7.1%
Grade 4	91	21.1%	7.5%	7.1%	91	21.1%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	79	18.3%	29.6%	12.8%	79	18.3%	29.5%	12.8%
Hispanic	247	57.3%	45.9%	52.8%	247	57.3%	45.9%	52.7%
White	85	19.7%	19.9%	26.3%	85	19.7%	19.9%	26.3%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	1	0.2%	0.4%	4.8%	1	0.2%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	18	4.2%	4.0%	2.9%	18	4.2%	4.1%	2.9%
<b>Sex:</b>								
Female	218	50.6%	48.4%	48.9%	218	50.6%	48.4%	48.8%
Male	213	49.4%	51.6%	51.1%	213	49.4%	51.6%	51.2%
Economically Disadvantaged	394	91.4%	84.1%	60.7%	394	91.4%	84.1%	60.6%
Non-Educationally Disadvantaged	37	8.6%	15.9%	39.3%	37	8.6%	15.9%	39.4%
Section 504 Students	9	2.1%	5.7%	7.4%	9	2.1%	5.6%	7.4%
EB Students/EL	86	20.0%	11.8%	21.7%	86	20.0%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	19	4.4%	4.0%	5.0%	19	4.4%	4.0%	5.0%
Foster Care	3	0.7%	0.3%	0.3%	3	0.7%	0.3%	0.3%
Homeless	15	3.5%	3.0%	1.1%	15	3.5%	3.1%	1.1%
Immigrant	1	0.2%	0.3%	2.0%	1	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	431	100.0%	66.0%	64.3%	431	100.0%	66.2%	64.3%
Military Connected	1	0.2%	0.8%	3.3%	1	0.2%	0.8%	3.3%
At-Risk	236	54.8%	54.0%	53.5%	236	54.8%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	85	19.7%	11.2%	21.9%	85	19.7%	11.1%	21.8%
Gifted and Talented Education	15	3.5%	4.1%	8.0%	15	3.5%	4.0%	8.0%
Special Education	86	20.0%	16.8%	11.6%	86	20.0%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	86							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	29.1%	52.5%	43.0%				
Students with Physical Disabilities	26	30.2%	14.4%	20.8%				
Students with Autism	21	24.4%	13.2%	14.7%				
Students with Behavioral Disabilities	**	**	18.3%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	98	23.0%	18.8%	13.6%				
By Ethnicity:								
African American	16	3.8%	6.7%	2.5%				
Hispanic	41	9.6%	6.8%	6.6%				
White	29	6.8%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	12	2.8%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	16	19.8%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	22	24.4%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	91	23.1%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	74	21.6%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	1.0%	1.9%	0.0%	2.2%	5.2%
Grade 1	5.5%	8.0%	2.9%	0.0%	10.1%	4.2%
Grade 2	1.7%	2.0%	1.7%	16.7%	6.7%	2.2%
Grade 3	0.0%	1.4%	1.0%	0.0%	3.3%	1.0%
Grade 4	0.0%	0.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	16.7	19.9	18.7
Grade 1	22.0	20.3	18.7
Grade 2	23.0	19.4	18.6
Grade 3	18.1	20.6	18.7
Grade 4	18.3	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	51.4	100.0%	100.0%	100.0%
Professional Staff:	40.7	79.2%	58.6%	64.1%
Teachers	31.8	61.9%	43.7%	49.3%
Professional Support	6.9	13.5%	10.9%	10.7%
Campus Administration (School Leadership)	2.0	3.9%	2.7%	2.9%
Educational Aides:	10.7	20.8%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	17.7	34.5%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	5.3	16.6%	27.1%	11.2%
Hispanic	5.0	15.7%	14.0%	28.9%
White	20.6	64.6%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.1%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	3.1%	25.8%	24.1%
Females	30.8	96.9%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.3	0.8%	2.3%	1.4%
Bachelors	26.6	83.5%	73.4%	72.6%
Masters	5.0	15.7%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.3	4.0%	5.2%	7.9%
1-5 Years Experience	10.0	31.4%	31.5%	26.7%
6-10 Years Experience	9.0	28.3%	23.0%	20.6%
11-20 Years Experience	5.0	15.7%	25.4%	28.6%
21-30 Years Experience	3.6	11.2%	11.9%	13.2%



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	3.0	9.4%	3.0%	2.9%
Number of Students per Teacher	13.5	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	6.7	6.3
Average Years Experience of Principals with District	6.0	4.7	5.4
Average Years Experience of Assistant Principals	1.0	5.2	5.5
Average Years Experience of Assistant Principals with District	1.0	4.0	4.8
Average Years Experience of Teachers:	11.7	10.7	11.1
Average Years Experience of Teachers with District:	8.5	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,618	\$55,716	\$51,054
1-5 Years Experience	\$57,410	\$57,670	\$54,577
6-10 Years Experience	\$58,239	\$59,418	\$57,746
11-20 Years Experience	\$61,230	\$61,487	\$61,377
21-30 Years Experience	\$65,008	\$65,689	\$65,949
Over 30 Years Experience	\$67,650	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$60,027	\$60,095	\$58,887
Professional Support	\$68,090	\$71,362	\$69,505
Campus Administration (School Leadership)	\$83,950	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	5.2	16.3%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	1.0	3.1%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	20.6	64.8%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.0	15.7%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: MANUAL GUAJARDO JR EL**

**Campus Number: 084906104**

**2022 Accountability Rating: B**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Postsecondary Readiness**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	69%	<b>90%</b>	73%	94%	94%	-	*	-	*	83%	*	90%	92%	87%	*
	2021	67%	64%	<b>82%</b>	78%	78%	85%	-	*	-	100%	63%	*	86%	67%	79%	*
At Meets Grade Level or Above	2022	51%	42%	<b>63%</b>	45%	66%	65%	-	*	-	*	50%	*	64%	58%	60%	*
	2021	39%	33%	<b>51%</b>	39%	47%	56%	-	*	-	80%	29%	*	51%	54%	46%	*
At Masters Grade Level	2022	30%	22%	<b>32%</b>	9%	31%	35%	-	*	-	*	6%	*	31%	33%	26%	*
	2021	19%	13%	<b>24%</b>	6%	20%	31%	-	*	-	40%	4%	*	24%	21%	19%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	64%	<b>90%</b>	82%	94%	90%	-	*	-	*	72%	*	89%	100%	87%	*
	2021	62%	62%	<b>80%</b>	67%	81%	83%	-	*	-	80%	67%	*	80%	80%	78%	*
At Meets Grade Level or Above	2022	43%	37%	<b>59%</b>	45%	49%	71%	-	*	-	*	33%	*	59%	58%	55%	*
	2021	31%	29%	<b>41%</b>	22%	38%	48%	-	*	-	60%	25%	*	44%	28%	38%	*
At Masters Grade Level	2022	21%	20%	<b>34%</b>	36%	23%	39%	-	*	-	*	17%	*	36%	25%	27%	*
	2021	14%	13%	<b>20%</b>	17%	19%	19%	-	*	-	40%	0%	*	22%	12%	18%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	71%	<b>84%</b>	88%	83%	81%	-	*	-	100%	64%	*	88%	74%	81%	*
	2021	63%	55%	<b>79%</b>	57%	85%	84%	-	-	-	67%	64%	*	81%	73%	75%	*
At Meets Grade Level or Above	2022	54%	47%	<b>63%</b>	59%	58%	67%	-	*	-	83%	39%	*	66%	52%	59%	*
	2021	36%	30%	<b>41%</b>	29%	44%	47%	-	-	-	33%	18%	*	43%	38%	42%	*
At Masters Grade Level	2022	28%	21%	<b>32%</b>	29%	31%	33%	-	*	-	50%	15%	*	34%	26%	32%	*
	2021	17%	12%	<b>20%</b>	7%	27%	21%	-	-	-	0%	9%	*	22%	15%	18%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>77%</b>	71%	75%	79%	-	*	-	100%	48%	*	82%	63%	73%	*
	2021	59%	54%	<b>74%</b>	50%	78%	84%	-	-	-	67%	45%	*	76%	69%	74%	*
At Meets Grade Level or Above	2022	43%	38%	<b>52%</b>	41%	48%	58%	-	*	-	67%	21%	*	56%	41%	47%	*
	2021	36%	31%	<b>49%</b>	21%	56%	47%	-	-	-	67%	27%	*	54%	38%	51%	*
At Masters Grade Level	2022	23%	18%	<b>26%</b>	12%	25%	30%	-	*	-	33%	12%	*	27%	22%	22%	*
	2021	21%	17%	<b>33%</b>	7%	39%	37%	-	-	-	33%	18%	*	41%	15%	32%	*
<b>All Grades All Subjects</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	63%	85%	79%	86%	85%	-	*	-	90%	64%	83%	87%	77%	81%	83%
	2021	67%	56%	79%	68%	80%	82%	-	*	-	74%	57%	78%	81%	73%	77%	100%
At Meets Grade Level or Above	2022	48%	35%	59%	48%	55%	65%	-	*	-	75%	34%	50%	61%	50%	55%	50%
	2021	41%	30%	45%	30%	48%	49%	-	*	-	48%	25%	56%	48%	38%	43%	20%
At Masters Grade Level	2022	23%	15%	31%	21%	28%	34%	-	*	-	50%	13%	17%	32%	26%	27%	17%
	2021	18%	12%	22%	9%	24%	24%	-	*	-	22%	6%	33%	25%	14%	19%	0%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	87%	82%	88%	86%	-	*	-	90%	71%	*	89%	79%	84%	*
	2021	68%	55%	81%	69%	82%	85%	-	*	-	82%	63%	*	84%	70%	78%	*
At Meets Grade Level or Above	2022	53%	39%	63%	54%	61%	66%	-	*	-	80%	43%	*	65%	54%	59%	*
	2021	45%	31%	47%	34%	46%	54%	-	*	-	55%	26%	*	48%	46%	44%	*
At Masters Grade Level	2022	25%	16%	32%	21%	31%	34%	-	*	-	50%	12%	*	33%	28%	29%	*
	2021	18%	10%	22%	6%	23%	28%	-	*	-	18%	6%	*	24%	18%	19%	*
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	83%	75%	83%	84%	-	*	-	90%	57%	*	85%	74%	79%	*
	2021	66%	57%	77%	59%	80%	84%	-	*	-	73%	60%	*	78%	75%	77%	*
At Meets Grade Level or Above	2022	42%	31%	55%	43%	48%	64%	-	*	-	70%	25%	*	57%	46%	50%	*
	2021	37%	29%	44%	22%	46%	48%	-	*	-	64%	26%	*	48%	33%	43%	*
At Masters Grade Level	2022	20%	14%	29%	21%	24%	34%	-	*	-	50%	14%	*	31%	23%	24%	*
	2021	18%	13%	25%	13%	28%	24%	-	*	-	36%	6%	*	29%	14%	23%	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	30%	46%	36%	37%	55%	-	*	-	*	22%	*	47%	42%	45%	*
	2021	24%	20%	34%	22%	31%	40%	-	*	-	40%	21%	*	36%	25%	29%	*
Reading and Mathematics Including EOC	2022	36%	30%	46%	36%	37%	55%	-	*	-	*	22%	*	47%	42%	45%	*
	2021	24%	20%	34%	22%	31%	40%	-	*	-	40%	21%	*	36%	25%	29%	*
Reading Including EOC	2022	51%	42%	63%	45%	66%	65%	-	*	-	*	50%	*	64%	58%	60%	*
	2021	38%	33%	51%	39%	47%	56%	-	*	-	80%	29%	*	51%	54%	46%	*
Math Including EOC	2022	43%	37%	59%	45%	49%	71%	-	*	-	*	33%	*	59%	58%	55%	*
	2021	31%	28%	41%	22%	38%	48%	-	*	-	60%	25%	*	44%	28%	38%	*
<b>4th Graders</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	30%	<b>44%</b>	35%	40%	51%	-	*	-	67%	18%	*	47%	37%	40%	*
	2021	26%	20%	<b>31%</b>	14%	32%	42%	-	-	-	33%	18%	*	35%	23%	31%	*
Reading and Mathematics Including EOC	2022	36%	30%	<b>44%</b>	35%	40%	51%	-	*	-	67%	18%	*	47%	37%	40%	*
	2021	26%	20%	<b>31%</b>	14%	32%	42%	-	-	-	33%	18%	*	35%	23%	31%	*
Reading Including EOC	2022	54%	47%	<b>63%</b>	59%	58%	67%	-	*	-	83%	39%	*	66%	52%	59%	*
	2021	36%	30%	<b>41%</b>	29%	44%	47%	-	-	-	33%	18%	*	43%	38%	42%	*
Math Including EOC	2022	43%	38%	<b>52%</b>	41%	48%	58%	-	*	-	67%	21%	*	56%	41%	47%	*
	2021	36%	31%	<b>49%</b>	21%	56%	47%	-	-	-	67%	27%	*	54%	38%	51%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	<b>45%</b>	36%	39%	53%	-	*	-	70%	20%	*	47%	38%	42%	*
	2021	26%	18%	<b>33%</b>	19%	32%	40%	-	*	-	36%	20%	*	36%	24%	30%	*
Reading and Mathematics Including EOC	2022	36%	25%	<b>45%</b>	36%	39%	53%	-	*	-	70%	20%	*	47%	38%	42%	*
	2021	28%	20%	<b>33%</b>	19%	32%	40%	-	*	-	36%	20%	*	36%	24%	30%	*
Reading Including EOC	2022	53%	40%	<b>63%</b>	54%	61%	66%	-	*	-	80%	43%	*	65%	54%	59%	*
	2021	41%	29%	<b>47%</b>	34%	46%	54%	-	*	-	55%	26%	*	48%	46%	44%	*
Math Including EOC	2022	43%	31%	<b>55%</b>	43%	48%	64%	-	*	-	70%	25%	*	57%	46%	50%	*
	2021	37%	28%	<b>44%</b>	22%	46%	48%	-	*	-	64%	26%	*	48%	33%	43%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	75	<b>75</b>	68	79	76	-	*	-	75	79	*	76	72	75	*
	2019	61	59	<b>70</b>	76	69	64	-	*	-	*	72	40	71	67	68	*
Grade 4 Mathematics	2022	74	69	<b>70</b>	65	69	71	-	*	-	83	59	*	71	66	67	*
	2019	65	61	<b>79</b>	82	79	76	-	*	-	*	63	60	79	78	79	*
All Grades Both Subjects	2022	74	69	<b>73</b>	66	74	73	-	*	-	79	69	*	74	69	71	*
	2019	69	63	<b>75</b>	79	74	70	-	*	-	94	67	50	75	73	74	*
All Grades ELA/Reading	2022	78	76	<b>75</b>	68	79	76	-	*	-	75	79	*	76	72	75	*
	2019	68	63	<b>70</b>	76	69	64	-	*	-	*	72	40	71	67	68	*
All Grades Mathematics	2022	69	62	<b>70</b>	65	69	71	-	*	-	83	59	*	71	66	67	*
	2019	70	63	<b>79</b>	82	79	76	-	*	-	*	63	60	79	78	79	*

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

- Indicates there are no students in the group.



Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>85%</b>	-	-	-	-	-	-	-	-	-	-	83%	85%	83%	-
	2021	67%	56%	<b>79%</b>	-	-	-	-	-	-	-	-	-	-	*	78%	*	*
At Meets Grade Level or Above	2022	48%	35%	<b>59%</b>	-	-	-	-	-	-	-	-	-	-	50%	59%	50%	-
	2021	41%	30%	<b>45%</b>	-	-	-	-	-	-	-	-	-	-	*	46%	*	*
At Masters Grade Level	2022	23%	15%	<b>31%</b>	-	-	-	-	-	-	-	-	-	-	17%	31%	17%	-
	2021	18%	12%	<b>22%</b>	-	-	-	-	-	-	-	-	-	-	*	22%	*	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>87%</b>	-	-	-	-	-	-	-	-	-	-	*	87%	*	-
	2021	68%	55%	<b>81%</b>	-	-	-	-	-	-	-	-	-	-	*	81%	*	*
At Meets Grade Level or Above	2022	53%	39%	<b>63%</b>	-	-	-	-	-	-	-	-	-	-	*	63%	*	-
	2021	45%	31%	<b>47%</b>	-	-	-	-	-	-	-	-	-	-	*	47%	*	*
At Masters Grade Level	2022	25%	16%	<b>32%</b>	-	-	-	-	-	-	-	-	-	-	*	32%	*	-
	2021	18%	10%	<b>22%</b>	-	-	-	-	-	-	-	-	-	-	*	22%	*	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>83%</b>	-	-	-	-	-	-	-	-	-	-	*	83%	*	-
	2021	66%	57%	<b>77%</b>	-	-	-	-	-	-	-	-	-	-	*	77%	*	*
At Meets Grade Level or Above	2022	42%	31%	<b>55%</b>	-	-	-	-	-	-	-	-	-	-	*	55%	*	-
	2021	37%	29%	<b>44%</b>	-	-	-	-	-	-	-	-	-	-	*	45%	*	*
At Masters Grade Level	2022	20%	14%	<b>29%</b>	-	-	-	-	-	-	-	-	-	-	*	30%	*	-
	2021	18%	13%	<b>25%</b>	-	-	-	-	-	-	-	-	-	-	*	25%	*	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>73%</b>	-	-	-	-	-	-	-	-	-	-	*	72%	*	-
	2019	69%	63%	<b>75%</b>	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades ELA/Reading	2022	78%	76%	<b>75%</b>	-	-	-	-	-	-	-	-	-	-	*	75%	*	-
	2019	68%	63%	<b>70%</b>	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Mathematics	2022	69%	62%	<b>70%</b>	-	-	-	-	-	-	-	-	-	-	*	70%	*	-
	2019	70%	63%	<b>79%</b>	-	-	-	-	-	-	*	-	*	-	-	-	*	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	97%	99%	100%	98%	100%	-	*	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	96%	93%	95%	96%	-	*	-	100%	98%	100%	96%	93%	96%	100%
Not Included in Accountability: Mobile	5%	5%	3%	7%	2%	4%	-	*	-	0%	2%	0%	2%	7%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	3%	1%	0%	2%	0%	-	*	-	0%	0%	0%	1%	0%	1%	0%
Absent	1%	3%	1%	0%	2%	0%	-	*	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	97%	99%	100%	98%	100%	-	*	-	100%	100%	*	99%	100%	99%	*
Included in Accountability	92%	92%	96%	93%	95%	96%	-	*	-	100%	98%	*	96%	93%	96%	*
Not Included in Accountability: Mobile	5%	5%	3%	7%	2%	4%	-	*	-	0%	2%	*	2%	7%	3%	*
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	3%	1%	0%	2%	0%	-	*	-	0%	0%	*	1%	0%	1%	*
Absent	1%	3%	1%	0%	2%	0%	-	*	-	0%	0%	*	1%	0%	1%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	98%	99%	100%	98%	100%	-	*	-	100%	100%	*	99%	100%	99%	*
Included in Accountability	93%	92%	96%	93%	95%	96%	-	*	-	100%	98%	*	96%	93%	96%	*
Not Included in Accountability: Mobile	5%	5%	3%	7%	2%	4%	-	*	-	0%	2%	*	2%	7%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	2%	1%	0%	2%	0%	-	*	-	0%	0%	*	1%	0%	1%	*
Absent	1%	2%	1%	0%	2%	0%	-	*	-	0%	0%	*	1%	0%	1%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	98%	99%	98%	98%	-	*	-	97%	100%	75%	98%	99%	99%	100%
Included in Accountability	83%	87%	92%	91%	95%	89%	-	*	-	90%	92%	75%	95%	85%	96%	63%
Not Included in Accountability: Mobile	3%	4%	6%	8%	3%	9%	-	*	-	7%	8%	0%	3%	15%	3%	38%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	8%	2%	1%	2%	2%	-	*	-	3%	0%	25%	2%	1%	1%	0%
Absent	2%	3%	0%	1%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	2%	0%	2%	2%	-	*	-	3%	0%	25%	2%	1%	1%	0%
<b>Reading</b>																
Assessment Participant	89%	92%	99%	100%	98%	99%	-	*	-	100%	100%	80%	99%	98%	99%	*
Included in Accountability	83%	87%	93%	91%	95%	91%	-	*	-	92%	92%	80%	96%	83%	96%	*
Not Included in Accountability: Mobile	3%	4%	6%	9%	3%	8%	-	*	-	8%	8%	0%	3%	15%	3%	*
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	11%	8%	1%	0%	2%	1%	-	*	-	0%	0%	20%	1%	2%	1%	*
Absent	2%	3%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Other	10%	5%	1%	0%	2%	1%	-	*	-	0%	0%	20%	1%	2%	1%	*
<b>Mathematics</b>																
Assessment Participant	88%	92%	99%	100%	99%	99%	-	*	-	100%	100%	80%	99%	100%	99%	*
Included in Accountability	84%	87%	93%	91%	96%	91%	-	*	-	92%	92%	80%	96%	85%	96%	*
Not Included in Accountability: Mobile	4%	4%	6%	9%	3%	8%	-	*	-	8%	8%	0%	3%	15%	3%	*
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	12%	8%	1%	0%	1%	1%	-	*	-	0%	0%	20%	1%	0%	1%	*
Absent	2%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	*
Other	10%	6%	1%	0%	1%	1%	-	*	-	0%	0%	20%	1%	0%	1%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>95.3%</b>	94.6%	95.0%	96.0%	-	*	-	96.3%	94.2%	94.8%	95.9%
2019-20	98.3%	96.8%	<b>98.7%</b>	98.4%	98.6%	98.9%	*	*	-	98.2%	98.2%	98.4%	98.7%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>12.7%</b>	16.5%	15.7%	8.1%	-	*	-	5.6%	15.0%	15.3%	7.7%
2019-20	6.7%	13.3%	<b>5.1%</b>	6.5%	4.9%	4.8%	*	*	-	0.0%	9.3%	6.6%	13.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

**There is no data for this campus.**



Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
2021-22 Other Postsecondary Indicators (TAPR)  
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	502	100.0%	7,756	5,402,928	502	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	90	17.9%	6.2%	6.8%	90	17.9%	6.2%	6.8%
Grade 1	109	21.7%	7.3%	7.1%	109	21.7%	7.2%	7.1%
Grade 2	92	18.3%	6.8%	7.1%	92	18.3%	6.7%	7.1%
Grade 3	87	17.3%	6.9%	7.1%	87	17.3%	6.8%	7.1%
Grade 4	124	24.7%	7.5%	7.1%	124	24.7%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	90	17.9%	29.6%	12.8%	90	17.9%	29.5%	12.8%
Hispanic	218	43.4%	45.9%	52.8%	218	43.4%	45.9%	52.7%
White	170	33.9%	19.9%	26.3%	170	33.9%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	0.6%	0.4%	4.8%	3	0.6%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	4.2%	4.0%	2.9%	21	4.2%	4.1%	2.9%
<b>Sex:</b>								
Female	231	46.0%	48.4%	48.9%	231	46.0%	48.4%	48.8%
Male	271	54.0%	51.6%	51.1%	271	54.0%	51.6%	51.2%
Economically Disadvantaged	370	73.7%	84.1%	60.7%	370	73.7%	84.1%	60.6%
Non-Educationally Disadvantaged	132	26.3%	15.9%	39.3%	132	26.3%	15.9%	39.4%
Section 504 Students	11	2.2%	5.7%	7.4%	11	2.2%	5.6%	7.4%
EB Students/EL	10	2.0%	11.8%	21.7%	10	2.0%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	19	3.8%	4.0%	5.0%	19	3.8%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	17	3.4%	3.0%	1.1%	17	3.4%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	502	100.0%	66.0%	64.3%	502	100.0%	66.2%	64.3%
Military Connected	7	1.4%	0.8%	3.3%	7	1.4%	0.8%	3.3%
At-Risk	179	35.7%	54.0%	53.5%	179	35.7%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	5	1.0%	11.2%	21.9%	5	1.0%	11.1%	21.8%
Gifted and Talented Education	43	8.6%	4.1%	8.0%	43	8.6%	4.0%	8.0%
Special Education	107	21.3%	16.8%	11.6%	107	21.3%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	107							
By Type of Primary Disability								
Students with Intellectual Disabilities	35	32.7%	52.5%	43.0%				
Students with Physical Disabilities	38	35.5%	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	19	17.8%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	76	16.5%	18.8%	13.6%				
By Ethnicity:								
African American	11	2.4%	6.7%	2.5%				
Hispanic	28	6.1%	6.8%	6.6%				
White	34	7.4%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	17	21.0%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	7	53.8%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	69	18.4%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	88	21.1%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	1.0%	1.9%	0.0%	2.2%	5.2%
Grade 1	8.0%	8.0%	2.9%	50.0%	10.1%	4.2%
Grade 2	2.6%	2.0%	1.7%	18.8%	6.7%	2.2%
Grade 3	1.0%	1.4%	1.0%	0.0%	3.3%	1.0%
Grade 4	0.0%	0.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	22.3	19.9	18.7
Grade 1	20.7	20.3	18.7
Grade 2	17.8	19.4	18.6
Grade 3	21.5	20.6	18.7
Grade 4	20.4	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	47.7	100.0%	100.0%	100.0%
Professional Staff:	39.9	83.6%	58.6%	64.1%
Teachers	32.3	67.6%	43.7%	49.3%
Professional Support	5.6	11.8%	10.9%	10.7%
Campus Administration (School Leadership)	2.0	4.2%	2.7%	2.9%
Educational Aides:	7.8	16.4%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	11.0	23.1%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	1.0	3.1%	27.1%	11.2%
Hispanic	2.0	6.2%	14.0%	28.9%
White	27.3	84.5%	56.5%	56.4%
American Indian	1.0	3.1%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.1%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	3.1%	25.8%	24.1%
Females	31.3	96.9%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	27.3	84.5%	73.4%	72.6%
Masters	5.0	15.5%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	2.0	6.2%	5.2%	7.9%
1-5 Years Experience	7.8	24.2%	31.5%	26.7%
6-10 Years Experience	14.0	43.4%	23.0%	20.6%
11-20 Years Experience	7.0	21.7%	25.4%	28.6%
21-30 Years Experience	1.5	4.5%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	15.6	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	5.0	6.7	6.3
Average Years Experience of Principals with District	5.0	4.7	5.4
Average Years Experience of Assistant Principals	5.0	5.2	5.5
Average Years Experience of Assistant Principals with District	5.0	4.0	4.8
Average Years Experience of Teachers:	8.5	10.7	11.1
Average Years Experience of Teachers with District:	5.7	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$56,650	\$55,716	\$51,054
1-5 Years Experience	\$57,183	\$57,670	\$54,577
6-10 Years Experience	\$58,450	\$59,418	\$57,746
11-20 Years Experience	\$60,636	\$61,487	\$61,377
21-30 Years Experience	\$66,602	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,872	\$60,095	\$58,887
Professional Support	\$66,771	\$71,362	\$69,505
Campus Administration (School Leadership)	\$88,815	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	2.0	6.2%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	25.5	78.9%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	4.8	14.9%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)



## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: ROOSEVELT-WILSON EL**

**Campus Number: 084906105**

**2022 Accountability Rating: C**

**Distinction Designations:**

**Academic Achievement in Mathematics**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	69%	<b>64%</b>	35%	63%	79%	-	-	-	*	28%	*	66%	55%	60%	68%
	2021	67%	64%	<b>69%</b>	54%	62%	86%	*	-	-	89%	56%	*	70%	67%	70%	60%
At Meets Grade Level or Above	2022	51%	42%	<b>35%</b>	6%	32%	50%	-	-	-	*	9%	*	37%	27%	30%	36%
	2021	39%	33%	<b>34%</b>	46%	21%	52%	*	-	-	44%	20%	*	32%	47%	30%	15%
At Masters Grade Level	2022	30%	22%	<b>21%</b>	0%	20%	32%	-	-	-	*	3%	*	24%	9%	16%	32%
	2021	19%	13%	<b>16%</b>	15%	14%	17%	*	-	-	22%	4%	*	15%	27%	12%	10%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	64%	<b>63%</b>	41%	59%	76%	-	-	-	*	34%	*	66%	50%	57%	64%
	2021	62%	62%	<b>68%</b>	57%	62%	86%	*	-	-	67%	50%	*	68%	67%	63%	65%
At Meets Grade Level or Above	2022	43%	37%	<b>33%</b>	6%	27%	56%	-	-	-	*	9%	*	37%	18%	27%	32%
	2021	31%	29%	<b>29%</b>	29%	22%	41%	*	-	-	44%	15%	*	29%	33%	25%	20%
At Masters Grade Level	2022	21%	20%	<b>22%</b>	0%	20%	35%	-	-	-	*	0%	*	24%	14%	16%	18%
	2021	14%	13%	<b>13%</b>	14%	12%	10%	*	-	-	33%	0%	*	10%	33%	12%	10%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	71%	<b>77%</b>	56%	76%	90%	*	-	-	78%	43%	*	77%	79%	74%	90%
	2021	63%	55%	<b>59%</b>	50%	54%	72%	-	*	-	*	19%	-	60%	54%	57%	52%
At Meets Grade Level or Above	2022	54%	47%	<b>45%</b>	44%	40%	43%	*	-	-	78%	13%	*	42%	54%	44%	43%
	2021	36%	30%	<b>35%</b>	31%	31%	42%	-	*	-	*	6%	-	32%	43%	32%	35%
At Masters Grade Level	2022	28%	21%	<b>22%</b>	13%	19%	23%	*	-	-	44%	10%	*	20%	29%	25%	24%
	2021	17%	12%	<b>13%</b>	12%	13%	14%	-	*	-	*	0%	-	14%	11%	14%	17%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>68%</b>	50%	64%	83%	*	-	-	78%	47%	*	69%	67%	65%	71%
	2021	59%	54%	<b>66%</b>	52%	66%	75%	-	*	-	*	45%	-	66%	66%	63%	61%
At Meets Grade Level or Above	2022	43%	38%	<b>46%</b>	44%	41%	47%	*	-	-	78%	30%	*	46%	46%	44%	48%
	2021	36%	31%	<b>41%</b>	26%	41%	50%	-	*	-	*	23%	-	42%	38%	40%	39%
At Masters Grade Level	2022	23%	18%	<b>21%</b>	19%	22%	17%	*	-	-	33%	7%	*	17%	38%	23%	29%
	2021	21%	17%	<b>23%</b>	4%	24%	33%	-	*	-	*	3%	-	25%	17%	21%	13%
<b>All Grades All Subjects</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	63%	<b>68%</b>	45%	65%	82%	*	-	-	81%	38%	50%	70%	63%	64%	73%
	2021	67%	56%	<b>62%</b>	47%	58%	76%	*	100%	-	71%	35%	*	63%	56%	59%	57%
At Meets Grade Level or Above	2022	48%	35%	<b>40%</b>	24%	35%	49%	*	-	-	73%	15%	30%	41%	37%	36%	40%
	2021	41%	30%	<b>33%</b>	28%	29%	43%	*	100%	-	33%	14%	*	33%	37%	31%	28%
At Masters Grade Level	2022	23%	15%	<b>21%</b>	8%	20%	27%	*	-	-	35%	5%	10%	21%	23%	20%	26%
	2021	18%	12%	<b>14%</b>	9%	13%	16%	*	67%	-	21%	1%	*	14%	15%	13%	10%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>71%</b>	45%	69%	84%	*	-	-	77%	35%	60%	72%	67%	67%	79%
	2021	68%	55%	<b>64%</b>	51%	58%	78%	*	*	-	82%	36%	*	65%	58%	62%	56%
At Meets Grade Level or Above	2022	53%	39%	<b>40%</b>	24%	36%	47%	*	-	-	77%	11%	40%	40%	41%	37%	40%
	2021	45%	31%	<b>34%</b>	36%	27%	46%	*	*	-	36%	13%	*	32%	44%	31%	26%
At Masters Grade Level	2022	25%	16%	<b>21%</b>	6%	19%	28%	*	-	-	38%	6%	20%	22%	20%	20%	28%
	2021	18%	10%	<b>15%</b>	13%	13%	15%	*	*	-	18%	2%	*	14%	16%	13%	14%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	<b>66%</b>	45%	61%	80%	*	-	-	85%	40%	40%	68%	59%	61%	67%
	2021	66%	57%	<b>67%</b>	54%	64%	80%	*	*	-	64%	47%	*	67%	66%	63%	63%
At Meets Grade Level or Above	2022	42%	31%	<b>40%</b>	24%	34%	52%	*	-	-	69%	19%	20%	41%	33%	36%	40%
	2021	37%	29%	<b>36%</b>	27%	33%	46%	*	*	-	36%	19%	*	36%	36%	33%	30%
At Masters Grade Level	2022	20%	14%	<b>21%</b>	9%	21%	27%	*	-	-	31%	3%	0%	20%	26%	19%	23%
	2021	18%	13%	<b>19%</b>	7%	19%	23%	*	*	-	27%	2%	*	18%	23%	17%	12%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	30%	<b>27%</b>	0%	23%	44%	-	-	-	*	3%	*	30%	14%	21%	27%
	2021	24%	20%	<b>22%</b>	31%	16%	29%	*	-	-	33%	8%	*	20%	33%	16%	10%
Reading and Mathematics Including EOC	2022	36%	30%	<b>27%</b>	0%	23%	44%	-	-	-	*	3%	*	30%	14%	21%	27%
	2021	24%	20%	<b>22%</b>	31%	16%	29%	*	-	-	33%	8%	*	20%	33%	16%	10%
Reading Including EOC	2022	51%	42%	<b>35%</b>	6%	32%	50%	-	-	-	*	9%	*	37%	27%	30%	36%
	2021	38%	33%	<b>34%</b>	46%	21%	52%	*	-	-	44%	20%	*	32%	47%	30%	15%
Math Including EOC	2022	43%	37%	<b>33%</b>	6%	27%	56%	-	-	-	*	9%	*	37%	18%	27%	32%
	2021	31%	28%	<b>29%</b>	29%	22%	41%	*	-	-	44%	15%	*	29%	33%	25%	20%
<b>4th Graders</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	36%	30%	<b>31%</b>	38%	26%	27%	*	-	-	67%	7%	*	29%	38%	30%	29%
	2021	26%	20%	<b>26%</b>	15%	24%	33%	-	*	-	*	6%	-	25%	29%	24%	17%
Reading and Mathematics Including EOC	2022	36%	30%	<b>31%</b>	38%	26%	27%	*	-	-	67%	7%	*	29%	38%	30%	29%
	2021	26%	20%	<b>26%</b>	15%	24%	33%	-	*	-	*	6%	-	25%	29%	24%	17%
Reading Including EOC	2022	54%	47%	<b>45%</b>	44%	40%	43%	*	-	-	78%	13%	*	42%	54%	44%	43%
	2021	36%	30%	<b>35%</b>	31%	31%	42%	-	*	-	*	6%	-	32%	43%	32%	35%
Math Including EOC	2022	43%	38%	<b>46%</b>	44%	41%	47%	*	-	-	78%	30%	*	46%	46%	44%	48%
	2021	36%	31%	<b>41%</b>	26%	41%	50%	-	*	-	*	23%	-	42%	38%	40%	39%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	<b>29%</b>	18%	25%	36%	*	-	-	62%	5%	20%	30%	26%	25%	28%
	2021	26%	18%	<b>24%</b>	21%	20%	31%	*	*	-	27%	7%	*	23%	30%	21%	14%
Reading and Mathematics Including EOC	2022	36%	25%	<b>29%</b>	18%	25%	36%	*	-	-	62%	5%	20%	30%	26%	25%	28%
	2021	28%	20%	<b>24%</b>	21%	20%	31%	*	*	-	27%	7%	*	23%	30%	21%	14%
Reading Including EOC	2022	53%	40%	<b>40%</b>	24%	36%	47%	*	-	-	77%	11%	40%	40%	41%	37%	40%
	2021	41%	29%	<b>34%</b>	36%	27%	46%	*	*	-	36%	13%	*	32%	44%	31%	26%
Math Including EOC	2022	43%	31%	<b>40%</b>	24%	34%	52%	*	-	-	69%	19%	20%	41%	33%	36%	40%
	2021	37%	28%	<b>36%</b>	27%	33%	46%	*	*	-	36%	19%	*	36%	36%	33%	30%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	75	<b>73</b>	71	69	73	*	-	-	89	56	*	72	75	77	90
	2019	61	59	<b>66</b>	67	64	70	*	-	-	58	67	90	67	61	65	65
Grade 4 Mathematics	2022	74	69	<b>70</b>	77	69	73	*	-	-	56	63	*	67	86	74	83
	2019	65	61	<b>64</b>	53	66	65	*	-	-	92	50	90	62	73	67	60
All Grades Both Subjects	2022	74	69	<b>72</b>	74	69	73	*	-	-	72	59	*	70	81	75	86
	2019	69	63	<b>65</b>	60	65	67	*	-	-	75	58	90	65	67	66	63
All Grades ELA/Reading	2022	78	76	<b>73</b>	71	69	73	*	-	-	89	56	*	72	75	77	90
	2019	68	63	<b>66</b>	67	64	70	*	-	-	58	67	90	67	61	65	65
All Grades Mathematics	2022	69	62	<b>70</b>	77	69	73	*	-	-	56	63	*	67	86	74	83
	2019	70	63	<b>64</b>	53	66	65	*	-	-	92	50	90	62	73	67	60

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>68%</b>	76%	-	-	-	-	76%	75%	-	75%	-	-	67%	73%	*
	2021	67%	56%	<b>62%</b>	53%	53%	-	-	-	-	42%	*	*	33%	83%	63%	53%	100%
At Meets Grade Level or Above	2022	48%	35%	<b>40%</b>	40%	-	-	-	-	40%	38%	-	38%	-	-	40%	38%	*
	2021	41%	30%	<b>33%</b>	19%	19%	-	-	-	-	17%	*	*	17%	67%	34%	22%	100%
At Masters Grade Level	2022	23%	15%	<b>21%</b>	26%	-	-	-	-	26%	13%	-	13%	-	-	20%	24%	*
	2021	18%	12%	<b>14%</b>	5%	5%	-	-	-	-	0%	*	*	0%	17%	15%	5%	75%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>71%</b>	83%	-	-	-	-	83%	*	-	*	-	-	69%	79%	*
	2021	68%	55%	<b>64%</b>	52%	52%	-	-	-	-	40%	*	*	*	*	65%	53%	*
At Meets Grade Level or Above	2022	53%	39%	<b>40%</b>	39%	-	-	-	-	39%	*	-	*	-	-	40%	38%	*
	2021	45%	31%	<b>34%</b>	15%	15%	-	-	-	-	20%	*	*	*	*	36%	20%	*
At Masters Grade Level	2022	25%	16%	<b>21%</b>	28%	-	-	-	-	28%	*	-	*	-	-	20%	26%	*
	2021	18%	10%	<b>15%</b>	6%	6%	-	-	-	-	0%	*	*	*	*	15%	8%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>66%</b>	69%	-	-	-	-	69%	*	-	*	-	-	65%	67%	*
	2021	66%	57%	<b>67%</b>	64%	64%	-	-	-	-	40%	*	*	*	*	67%	60%	*
At Meets Grade Level or Above	2022	42%	31%	<b>40%</b>	42%	-	-	-	-	42%	*	-	*	-	-	40%	38%	*
	2021	37%	29%	<b>36%</b>	27%	27%	-	-	-	-	20%	*	*	*	*	37%	25%	*
At Masters Grade Level	2022	20%	14%	<b>21%</b>	25%	-	-	-	-	25%	*	-	*	-	-	21%	21%	*
	2021	18%	13%	<b>19%</b>	6%	6%	-	-	-	-	0%	*	*	*	*	20%	5%	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>72%</b>	87%	-	-	-	-	87%	*	-	*	-	-	68%	86%	*
	2019	69%	63%	<b>65%</b>	67%	67%	-	-	-	-	50%	50%	-	-	*	-	64%	
All Grades ELA/Reading	2022	78%	76%	<b>73%</b>	88%	-	-	-	-	88%	*	-	*	-	-	68%	89%	*
	2019	68%	63%	<b>66%</b>	75%	75%	-	-	-	-	*	*	-	-	*	-	67%	
All Grades Mathematics	2022	69%	62%	<b>70%</b>	85%	-	-	-	-	85%	*	-	*	-	-	68%	82%	*
	2019	70%	63%	<b>64%</b>	58%	58%	-	-	-	-	*	*	-	-	*	-	61%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	97%	<b>100%</b>	97%	100%	100%	*	-	-	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	93%	92%	<b>95%</b>	92%	94%	98%	*	-	-	93%	94%	100%	98%	85%	97%	100%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	6%	6%	2%	*	-	-	7%	5%	0%	2%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	3%	<b>0%</b>	3%	0%	0%	*	-	-	0%	2%	0%	0%	2%	1%	0%
Absent	1%	3%	<b>0%</b>	1%	0%	0%	*	-	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	1%	0%	0%	*	-	-	0%	1%	0%	0%	1%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	<b>100%</b>	97%	100%	100%	*	-	-	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	92%	92%	<b>95%</b>	92%	94%	98%	*	-	-	93%	94%	100%	98%	85%	97%	100%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	6%	6%	2%	*	-	-	7%	5%	0%	2%	13%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	3%	<b>0%</b>	3%	0%	0%	*	-	-	0%	2%	0%	0%	2%	1%	0%
Absent	1%	3%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	3%	0%	0%	*	-	-	0%	2%	0%	0%	2%	1%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>100%</b>	97%	100%	100%	*	-	-	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	93%	92%	<b>95%</b>	92%	94%	98%	*	-	-	93%	94%	100%	98%	85%	97%	100%
Not Included in Accountability: Mobile	5%	5%	<b>5%</b>	6%	6%	2%	*	-	-	7%	5%	0%	2%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	<b>0%</b>	3%	0%	0%	*	-	-	0%	2%	0%	0%	2%	1%	0%
Absent	1%	2%	<b>0%</b>	3%	0%	0%	*	-	-	0%	2%	0%	0%	2%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	<b>96%</b>	95%	97%	95%	*	100%	-	97%	97%	*	97%	93%	97%	100%
Included in Accountability	83%	87%	<b>89%</b>	85%	92%	88%	*	100%	-	73%	93%	*	94%	71%	92%	92%
Not Included in Accountability: Mobile	3%	4%	<b>7%</b>	10%	5%	7%	*	0%	-	24%	4%	*	3%	20%	4%	4%



Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	-	0%	1%	*	0%	2%	1%	3%
Not Tested	12%	8%	4%	5%	3%	5%	*	0%	-	3%	3%	*	3%	7%	3%	0%
Absent	2%	3%	2%	2%	1%	4%	*	0%	-	0%	2%	*	2%	2%	2%	0%
Other	10%	5%	2%	3%	2%	1%	*	0%	-	3%	1%	*	1%	4%	2%	0%
<b>Reading</b>																
Assessment Participant	89%	92%	96%	94%	98%	95%	*	*	-	100%	97%	*	97%	94%	97%	100%
Included in Accountability	83%	87%	88%	83%	91%	87%	*	*	-	79%	90%	*	94%	68%	92%	90%
Not Included in Accountability: Mobile	3%	4%	8%	11%	5%	8%	*	*	-	21%	5%	*	3%	22%	4%	6%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	1%	0%	*	*	-	0%	2%	*	0%	3%	0%	4%
Not Tested	11%	8%	4%	6%	2%	5%	*	*	-	0%	3%	*	3%	6%	3%	0%
Absent	2%	3%	2%	4%	1%	4%	*	*	-	0%	3%	*	2%	3%	2%	0%
Other	10%	5%	1%	2%	1%	1%	*	*	-	0%	0%	*	1%	3%	1%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	97%	98%	98%	95%	*	*	-	100%	98%	*	98%	95%	97%	100%
Included in Accountability	84%	87%	90%	87%	93%	87%	*	*	-	79%	93%	*	94%	72%	93%	93%
Not Included in Accountability: Mobile	4%	4%	7%	11%	4%	8%	*	*	-	21%	5%	*	3%	21%	4%	4%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	1%	0%	*	*	-	0%	0%	*	0%	2%	0%	2%
Not Tested	12%	8%	3%	2%	2%	5%	*	*	-	0%	2%	*	2%	5%	3%	0%
Absent	2%	2%	1%	0%	1%	4%	*	*	-	0%	2%	*	1%	2%	1%	0%
Other	10%	6%	1%	2%	1%	1%	*	*	-	0%	0%	*	1%	3%	1%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>93.9%</b>	91.9%	94.2%	94.5%	*	*	-	92.7%	92.8%	93.7%	95.2%
2019-20	98.3%	96.8%	<b>98.7%</b>	98.2%	98.8%	98.6%	*	*	-	99.0%	98.5%	98.6%	99.2%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>19.5%</b>	32.1%	16.0%	17.4%	*	*	-	28.6%	26.5%	20.0%	10.2%
2019-20	6.7%	13.3%	<b>3.8%</b>	6.3%	1.9%	5.5%	*	*	-	5.3%	2.4%	4.4%	0.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	535	100.0%	7,756	5,402,928	535	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	87	16.3%	6.2%	6.8%	87	16.3%	6.2%	6.8%
Grade 1	115	21.5%	7.3%	7.1%	115	21.5%	7.2%	7.1%
Grade 2	98	18.3%	6.8%	7.1%	98	18.3%	6.7%	7.1%
Grade 3	114	21.3%	6.9%	7.1%	114	21.3%	6.8%	7.1%
Grade 4	121	22.6%	7.5%	7.1%	121	22.6%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	82	15.3%	29.6%	12.8%	82	15.3%	29.5%	12.8%
Hispanic	291	54.4%	45.9%	52.8%	291	54.4%	45.9%	52.7%
White	134	25.0%	19.9%	26.3%	134	25.0%	19.9%	26.3%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	27	5.0%	4.0%	2.9%	27	5.0%	4.1%	2.9%
<b>Sex:</b>								
Female	254	47.5%	48.4%	48.9%	254	47.5%	48.4%	48.8%
Male	281	52.5%	51.6%	51.1%	281	52.5%	51.6%	51.2%
Economically Disadvantaged	426	79.6%	84.1%	60.7%	426	79.6%	84.1%	60.6%
Non-Educationally Disadvantaged	109	20.4%	15.9%	39.3%	109	20.4%	15.9%	39.4%
Section 504 Students	9	1.7%	5.7%	7.4%	9	1.7%	5.6%	7.4%
EB Students/EL	108	20.2%	11.8%	21.7%	108	20.2%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	25	4.7%	4.0%	5.0%	25	4.7%	4.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	27	5.0%	3.0%	1.1%	27	5.0%	3.1%	1.1%
Immigrant	3	0.6%	0.3%	2.0%	3	0.6%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	535	100.0%	66.0%	64.3%	535	100.0%	66.2%	64.3%
Military Connected	8	1.5%	0.8%	3.3%	8	1.5%	0.8%	3.3%
At-Risk	297	55.5%	54.0%	53.5%	297	55.5%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	107	20.0%	11.2%	21.9%	107	20.0%	11.1%	21.8%
Gifted and Talented Education	28	5.2%	4.1%	8.0%	28	5.2%	4.0%	8.0%
Special Education	93	17.4%	16.8%	11.6%	93	17.4%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	93							
By Type of Primary Disability								
Students with Intellectual Disabilities	44	47.3%	52.5%	43.0%				
Students with Physical Disabilities	30	32.3%	14.4%	20.8%				
Students with Autism	8	8.6%	13.2%	14.7%				
Students with Behavioral Disabilities	11	11.8%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	99	18.0%	18.8%	13.6%				
By Ethnicity:								
African American	19	3.5%	6.7%	2.5%				
Hispanic	42	7.7%	6.8%	6.6%				
White	28	5.1%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	10	1.8%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	19	16.5%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	16	16.0%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	87	18.5%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	106	23.0%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	1.1%	1.0%	1.9%	0.0%	2.2%	5.2%
Grade 1	12.1%	8.0%	2.9%	6.3%	10.1%	4.2%
Grade 2	1.2%	2.0%	1.7%	0.0%	6.7%	2.2%
Grade 3	2.2%	1.4%	1.0%	5.9%	3.3%	1.0%
Grade 4	2.4%	0.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	-	0.6%	0.5%	-	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	16.8	19.9	18.7
Grade 1	18.2	20.3	18.7
Grade 2	18.8	19.4	18.6
Grade 3	19.0	20.6	18.7
Grade 4	19.7	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	54.0	100.0%	100.0%	100.0%
Professional Staff:	44.3	81.9%	58.6%	64.1%
Teachers	35.5	65.7%	43.7%	49.3%
Professional Support	6.8	12.5%	10.9%	10.7%
Campus Administration (School Leadership)	2.0	3.7%	2.7%	2.9%
Educational Aides:	9.8	18.1%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	15.0	27.8%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	3.0	8.5%	27.1%	11.2%
Hispanic	6.0	16.9%	14.0%	28.9%
White	26.5	74.6%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	3.0	8.5%	25.8%	24.1%
Females	32.5	91.5%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	28.5	80.3%	73.4%	72.6%
Masters	7.0	19.7%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	2.8	8.0%	5.2%	7.9%
1-5 Years Experience	9.0	25.4%	31.5%	26.7%
6-10 Years Experience	6.0	16.9%	23.0%	20.6%
11-20 Years Experience	11.7	32.8%	25.4%	28.6%
21-30 Years Experience	6.0	16.9%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	15.1	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	6.7	6.3
Average Years Experience of Principals with District	6.0	4.7	5.4
Average Years Experience of Assistant Principals	9.0	5.2	5.5
Average Years Experience of Assistant Principals with District	6.0	4.0	4.8
Average Years Experience of Teachers:	11.4	10.7	11.1
Average Years Experience of Teachers with District:	7.7	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$42,297	\$55,716	\$51,054
1-5 Years Experience	\$57,342	\$57,670	\$54,577
6-10 Years Experience	\$58,267	\$59,418	\$57,746
11-20 Years Experience	\$61,321	\$61,487	\$61,377
21-30 Years Experience	\$65,200	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,930	\$60,095	\$58,887
Professional Support	\$64,684	\$71,362	\$69,505
Campus Administration (School Leadership)	\$91,462	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	3.0	8.5%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	28.8	81.1%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.7	10.4%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: CALVIN VINCENT PRE-K HEAD START**

**Campus Number: 084906109**

**2022 Accountability Rating: B**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on STAAR Performance (TAPR).**

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on Progress (TAPR).**

**This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).**

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

**This campus is not rated on STAAR Participation (TAPR).**

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
2021-22 Other Postsecondary Indicators (TAPR)  
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	243	100.0%	7,756	5,402,928	290	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	15	6.2%	0.2%	0.3%	62	21.4%	0.8%	0.4%
Pre-Kindergarten	228	93.8%	2.9%	4.1%	228	78.6%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	228	93.8%	2.9%	3.5%	228	78.6%	2.9%	3.5%
Kindergarten	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Grade 1	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 3	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	70	28.8%	29.6%	12.8%	78	26.9%	29.5%	12.8%
Hispanic	124	51.0%	45.9%	52.8%	146	50.3%	45.9%	52.7%
White	37	15.2%	19.9%	26.3%	48	16.6%	19.9%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	1.2%	0.4%	4.8%	3	1.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	9	3.7%	4.0%	2.9%	15	5.2%	4.1%	2.9%
<b>Sex:</b>								
Female	105	43.2%	48.4%	48.9%	127	43.8%	48.4%	48.8%
Male	138	56.8%	51.6%	51.1%	163	56.2%	51.6%	51.2%
Economically Disadvantaged	243	100.0%	84.1%	60.7%	285	98.3%	84.1%	60.6%
Non-Educationally Disadvantaged	0	0.0%	15.9%	39.3%	5	1.7%	15.9%	39.4%
Section 504 Students	0	0.0%	5.7%	7.4%	0	0.0%	5.6%	7.4%
EB Students/EL	44	18.1%	11.8%	21.7%	47	16.2%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	0	0.0%	4.0%	5.0%	0	0.0%	4.0%	5.0%
Foster Care	1	0.4%	0.3%	0.3%	1	0.3%	0.3%	0.3%
Homeless	16	6.6%	3.0%	1.1%	25	8.6%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	243	100.0%	66.0%	64.3%	290	100.0%	66.2%	64.3%
Military Connected	8	3.3%	0.8%	3.3%	8	2.8%	0.8%	3.3%
At-Risk	99	40.7%	54.0%	53.5%	118	40.7%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	44	18.1%	11.2%	21.9%	47	16.2%	11.1%	21.8%
Gifted and Talented Education	0	0.0%	4.1%	8.0%	0	0.0%	4.0%	8.0%
Special Education	39	16.0%	16.8%	11.6%	51	17.6%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	39							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	52.5%	43.0%				
Students with Physical Disabilities	9	23.1%	14.4%	20.8%				
Students with Autism	7	17.9%	13.2%	14.7%				
Students with Behavioral Disabilities	7	17.9%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	16	41.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	-	-	18.8%	13.6%				
By Ethnicity:								
African American	-	-	6.7%	2.5%				
Hispanic	-	-	6.8%	6.6%				
White	-	-	4.1%	3.5%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.1%	0.3%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	-	-	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	-	-	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	39	54.2%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	19.9	18.7
Grade 1	-	20.3	18.7
Grade 2	-	19.4	18.6
Grade 3	-	20.6	18.7
Grade 4	-	19.0	18.8
Grade 5	-	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	45.3	100.0%	100.0%	100.0%
Professional Staff:	26.6	58.6%	58.6%	64.1%
Teachers	21.0	46.3%	43.7%	49.3%
Professional Support	4.6	10.1%	10.9%	10.7%
Campus Administration (School Leadership)	1.0	2.2%	2.7%	2.9%
Educational Aides:	18.8	41.4%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	0.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	21.9	48.4%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	2.0	9.5%	27.1%	11.2%
Hispanic	5.0	23.8%	14.0%	28.9%
White	14.0	66.7%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	1.0	4.8%	25.8%	24.1%
Females	20.0	95.2%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	19.0	90.5%	73.4%	72.6%
Masters	2.0	9.5%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	5.2%	7.9%
1-5 Years Experience	5.0	23.8%	31.5%	26.7%
6-10 Years Experience	7.0	33.3%	23.0%	20.6%
11-20 Years Experience	8.0	38.1%	25.4%	28.6%
21-30 Years Experience	1.0	4.8%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	11.6	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	13.0	6.7	6.3
Average Years Experience of Principals with District	13.0	4.7	5.4
Average Years Experience of Assistant Principals	0.0	5.2	5.5
Average Years Experience of Assistant Principals with District	0.0	4.0	4.8
Average Years Experience of Teachers:	9.6	10.7	11.1
Average Years Experience of Teachers with District:	6.0	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$55,716	\$51,054
1-5 Years Experience	\$57,570	\$57,670	\$54,577
6-10 Years Experience	\$58,279	\$59,418	\$57,746
11-20 Years Experience	\$60,700	\$61,487	\$61,377
21-30 Years Experience	\$64,750	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,340	\$60,095	\$58,887
Professional Support	\$71,089	\$71,362	\$69,505
Campus Administration (School Leadership)	\$99,991	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	3.0	14.3%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	13.0	61.9%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	2.0	9.5%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	3.0	14.3%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: HAYLEY EL**

**Campus Number: 084906110**

**2022 Accountability Rating: C**



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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	69%	<b>59%</b>	50%	64%	83%	-	-	-	-	39%	*	55%	64%	56%	50%
	2021	67%	64%	<b>38%</b>	33%	42%	67%	-	-	-	20%	13%	-	31%	49%	37%	39%
At Meets Grade Level or Above	2022	51%	42%	<b>37%</b>	33%	39%	50%	-	-	-	-	22%	*	28%	54%	34%	17%
	2021	39%	33%	<b>12%</b>	10%	12%	33%	-	-	-	0%	4%	-	12%	11%	11%	6%
At Masters Grade Level	2022	30%	22%	<b>20%</b>	11%	27%	33%	-	-	-	-	17%	*	9%	39%	18%	0%
	2021	19%	13%	<b>1%</b>	0%	3%	0%	-	-	-	0%	0%	-	0%	3%	1%	6%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	64%	<b>38%</b>	25%	53%	33%	-	-	-	-	22%	*	30%	50%	36%	42%
	2021	62%	62%	<b>28%</b>	17%	36%	50%	-	-	-	40%	9%	-	25%	31%	27%	28%
At Meets Grade Level or Above	2022	43%	37%	<b>20%</b>	14%	28%	17%	-	-	-	-	22%	*	15%	29%	17%	17%
	2021	31%	29%	<b>6%</b>	2%	6%	33%	-	-	-	0%	4%	-	6%	6%	6%	6%
At Masters Grade Level	2022	21%	20%	<b>11%</b>	8%	16%	0%	-	-	-	-	6%	*	4%	21%	10%	8%
	2021	14%	13%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	71%	<b>49%</b>	48%	47%	67%	*	-	-	80%	30%	*	46%	53%	48%	39%
	2021	63%	55%	<b>30%</b>	25%	31%	*	*	-	-	*	0%	*	28%	35%	30%	19%
At Meets Grade Level or Above	2022	54%	47%	<b>30%</b>	21%	40%	33%	*	-	-	20%	15%	*	31%	28%	30%	29%
	2021	36%	30%	<b>9%</b>	8%	9%	*	*	-	-	*	0%	*	7%	13%	10%	6%
At Masters Grade Level	2022	28%	21%	<b>9%</b>	5%	16%	0%	*	-	-	0%	5%	*	9%	9%	9%	4%
	2021	17%	12%	<b>3%</b>	0%	4%	*	*	-	-	*	0%	*	2%	4%	3%	6%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>32%</b>	25%	37%	33%	*	-	-	40%	15%	*	33%	29%	29%	32%
	2021	59%	54%	<b>22%</b>	24%	22%	*	*	-	-	*	0%	*	19%	29%	23%	25%
At Meets Grade Level or Above	2022	43%	38%	<b>11%</b>	8%	14%	17%	*	-	-	0%	10%	*	13%	7%	10%	11%
	2021	36%	31%	<b>6%</b>	4%	9%	*	*	-	-	*	0%	*	7%	4%	7%	6%
At Masters Grade Level	2022	23%	18%	<b>5%</b>	8%	5%	0%	*	-	-	0%	10%	*	6%	5%	4%	0%
	2021	21%	17%	<b>5%</b>	0%	9%	*	*	-	-	*	0%	*	6%	4%	5%	6%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	69%	<b>53%</b>	30%	67%	71%	*	-	-	*	7%	*	53%	54%	54%	71%
	2021	73%	58%	<b>32%</b>	25%	34%	67%	-	-	-	*	8%	-	27%	41%	29%	40%
At Meets Grade Level or Above	2022	58%	41%	<b>27%</b>	19%	30%	43%	*	-	-	*	0%	*	24%	31%	26%	33%
	2021	46%	29%	<b>14%</b>	6%	19%	50%	-	-	-	*	8%	-	10%	21%	13%	30%
At Masters Grade Level	2022	36%	23%	<b>14%</b>	4%	20%	14%	*	-	-	*	0%	*	14%	14%	13%	24%
	2021	30%	16%	<b>4%</b>	3%	3%	17%	-	-	-	*	0%	-	2%	7%	3%	10%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	67%	<b>51%</b>	22%	63%	57%	*	-	-	*	21%	*	51%	51%	51%	57%
	2021	70%	61%	<b>34%</b>	24%	45%	43%	-	-	-	*	8%	-	37%	29%	32%	70%
At Meets Grade Level or Above	2022	48%	34%	<b>19%</b>	4%	26%	14%	*	-	-	*	0%	*	20%	17%	19%	29%
	2021	44%	32%	<b>10%</b>	3%	15%	29%	-	-	-	*	0%	-	10%	10%	9%	20%
At Masters Grade Level	2022	25%	13%	<b>6%</b>	0%	9%	14%	*	-	-	*	0%	*	8%	3%	6%	14%
	2021	25%	16%	<b>6%</b>	3%	6%	29%	-	-	-	*	0%	-	8%	3%	5%	10%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	51%	<b>35%</b>	19%	37%	71%	*	-	-	*	7%	*	29%	43%	35%	38%
	2021	62%	49%	<b>23%</b>	19%	19%	71%	-	-	-	*	0%	-	18%	30%	19%	30%
At Meets Grade Level or Above	2022	38%	21%	<b>10%</b>	0%	13%	43%	*	-	-	*	0%	*	8%	14%	10%	14%
	2021	31%	17%	<b>5%</b>	3%	3%	29%	-	-	-	*	0%	-	6%	3%	4%	10%
At Masters Grade Level	2022	18%	7%	<b>2%</b>	0%	4%	0%	*	-	-	*	0%	*	2%	3%	2%	5%
	2021	13%	5%	<b>4%</b>	3%	3%	14%	-	-	-	*	0%	-	4%	3%	3%	10%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	<b>45%</b>	32%	52%	60%	13%	-	-	68%	21%	71%	43%	49%	44%	46%
	2021	67%	56%	<b>29%</b>	24%	32%	61%	0%	-	-	21%	5%	*	26%	35%	28%	33%
At Meets Grade Level or Above	2022	48%	35%	<b>22%</b>	15%	27%	31%	13%	-	-	14%	11%	57%	20%	24%	21%	22%
	2021	41%	30%	<b>8%</b>	5%	10%	29%	0%	-	-	4%	2%	*	8%	9%	8%	10%
At Masters Grade Level	2022	23%	15%	<b>9%</b>	6%	13%	9%	0%	-	-	5%	6%	43%	7%	12%	9%	8%
	2021	18%	12%	<b>3%</b>	1%	4%	11%	0%	-	-	0%	0%	*	3%	3%	3%	6%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>53%</b>	44%	59%	74%	*	-	-	67%	27%	*	51%	57%	52%	52%
	2021	68%	55%	<b>34%</b>	28%	35%	71%	*	-	-	27%	8%	*	29%	43%	32%	32%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	39%	31%	25%	36%	42%	*	-	-	22%	13%	*	28%	36%	30%	28%
	2021	45%	31%	12%	8%	13%	36%	*	-	-	9%	4%	*	10%	15%	11%	11%
At Masters Grade Level	2022	25%	16%	14%	7%	20%	16%	*	-	-	11%	8%	*	11%	19%	13%	10%
	2021	18%	10%	3%	1%	4%	7%	*	-	-	0%	0%	*	1%	5%	2%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	40%	24%	51%	42%	*	-	-	67%	19%	*	38%	42%	39%	43%
	2021	66%	57%	28%	21%	33%	47%	*	-	-	18%	6%	*	27%	30%	27%	36%
At Meets Grade Level or Above	2022	42%	31%	16%	9%	22%	16%	*	-	-	11%	12%	*	16%	16%	15%	18%
	2021	37%	29%	7%	3%	10%	27%	*	-	-	0%	2%	*	8%	7%	7%	9%
At Masters Grade Level	2022	20%	14%	7%	6%	9%	5%	*	-	-	0%	6%	*	6%	9%	7%	7%
	2021	18%	13%	4%	1%	5%	13%	*	-	-	0%	0%	*	5%	2%	3%	5%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	35%	19%	37%	71%	*	-	-	*	7%	*	29%	43%	35%	38%
	2021	71%	58%	23%	19%	19%	71%	-	-	-	*	0%	-	18%	30%	19%	30%
At Meets Grade Level or Above	2022	47%	30%	10%	0%	13%	43%	*	-	-	*	0%	*	8%	14%	10%	14%
	2021	44%	32%	5%	3%	3%	29%	-	-	-	*	0%	-	6%	3%	4%	10%
At Masters Grade Level	2022	21%	10%	2%	0%	4%	0%	*	-	-	*	0%	*	2%	3%	2%	5%
	2021	20%	13%	4%	3%	3%	14%	-	-	-	*	0%	-	4%	3%	3%	10%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	30%	19%	11%	28%	17%	-	-	-	-	22%	*	13%	29%	16%	17%
	2021	24%	20%	2%	2%	0%	17%	-	-	-	0%	0%	-	4%	0%	2%	0%
Reading and Mathematics Including EOC	2022	36%	30%	19%	11%	28%	17%	-	-	-	-	22%	*	13%	29%	16%	17%
	2021	24%	20%	2%	2%	0%	17%	-	-	-	0%	0%	-	4%	0%	2%	0%
Reading Including EOC	2022	51%	42%	37%	33%	39%	50%	-	-	-	-	22%	*	28%	54%	34%	17%
	2021	38%	33%	12%	10%	12%	33%	-	-	-	0%	4%	-	12%	11%	11%	6%
Math Including EOC	2022	43%	37%	20%	14%	28%	17%	-	-	-	-	22%	*	15%	29%	17%	17%
	2021	31%	28%	5%	2%	3%	33%	-	-	-	0%	4%	-	6%	3%	5%	0%
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	30%	8%	5%	12%	17%	*	-	-	0%	10%	*	11%	5%	9%	7%
	2021	26%	20%	4%	0%	7%	*	*	-	-	*	0%	*	4%	4%	4%	6%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	30%	8%	5%	12%	17%	*	-	-	0%	10%	*	11%	5%	9%	7%
	2021	26%	20%	4%	0%	7%	*	*	-	-	*	0%	*	4%	4%	4%	6%
Reading Including EOC	2022	54%	47%	30%	21%	40%	33%	*	-	-	20%	15%	*	31%	28%	30%	29%
	2021	36%	30%	9%	8%	9%	*	*	-	-	*	0%	*	7%	13%	10%	6%
Math Including EOC	2022	43%	38%	11%	8%	14%	17%	*	-	-	0%	10%	*	13%	7%	10%	11%
	2021	36%	31%	6%	4%	9%	*	*	-	-	*	0%	*	7%	4%	7%	6%
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	26%	12%	4%	17%	14%	*	-	-	*	0%	*	12%	11%	12%	24%
	2021	34%	21%	8%	3%	9%	33%	-	-	-	*	0%	-	8%	7%	7%	20%
Reading and Mathematics Including EOC	2022	41%	26%	12%	4%	17%	14%	*	-	-	*	0%	*	12%	11%	12%	24%
	2021	34%	21%	8%	3%	9%	33%	-	-	-	*	0%	-	8%	7%	7%	20%
Reading Including EOC	2022	58%	41%	27%	19%	30%	43%	*	-	-	*	0%	*	24%	31%	26%	33%
	2021	46%	29%	14%	6%	19%	50%	-	-	-	*	8%	-	10%	21%	13%	30%
Math Including EOC	2022	48%	34%	19%	4%	26%	14%	*	-	-	*	0%	*	20%	17%	19%	29%
	2021	44%	32%	10%	3%	15%	29%	-	-	-	*	0%	-	10%	10%	9%	20%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	13%	7%	18%	16%	*	-	-	0%	12%	*	12%	13%	12%	15%
	2021	26%	18%	5%	2%	5%	21%	*	-	-	0%	0%	*	5%	3%	4%	7%
Reading and Mathematics Including EOC	2022	36%	25%	13%	7%	18%	16%	*	-	-	0%	12%	*	12%	13%	12%	15%
	2021	28%	20%	5%	2%	5%	21%	*	-	-	0%	0%	*	5%	3%	4%	7%
Reading Including EOC	2022	53%	40%	31%	25%	36%	42%	*	-	-	22%	13%	*	28%	36%	30%	28%
	2021	41%	29%	12%	8%	13%	36%	*	-	-	9%	4%	*	10%	15%	11%	11%
Math Including EOC	2022	43%	31%	16%	9%	22%	16%	*	-	-	11%	12%	*	16%	16%	15%	18%
	2021	37%	28%	7%	3%	9%	27%	*	-	-	0%	2%	*	8%	6%	7%	7%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	75	<b>74</b>	64	84	60	*	-	-	*	56	*	76	71	73	79
	2019	61	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2022	74	69	<b>55</b>	54	54	40	*	-	-	*	56	*	51	61	54	60
	2019	65	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2022	87	78	<b>82</b>	70	92	60	*	-	-	*	67	*	81	85	83	87
	2019	81	69	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2022	79	67	<b>75</b>	63	78	80	*	-	-	*	62	*	79	68	75	68
	2019	83	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	69	<b>71</b>	62	77	60	100	-	-	86	59	*	71	70	71	73
	2019	69	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78	76	<b>78</b>	66	88	60	*	-	-	86	60	*	78	77	78	83
	2019	68	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69	62	<b>64</b>	57	67	60	*	-	-	86	58	*	64	64	64	63
	2019	70	63	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>45%</b>	42%	42%	-	-	-	-	48%	48%	-	-	*	45%	46%	-
	2021	67%	56%	<b>29%</b>	27%	27%	-	-	-	-	31%	31%	-	-	-	29%	29%	78%
At Meets Grade Level or Above	2022	48%	35%	<b>22%</b>	17%	17%	-	-	-	-	25%	25%	-	-	*	22%	22%	-
	2021	41%	30%	<b>8%</b>	10%	10%	-	-	-	-	2%	2%	-	-	-	8%	6%	56%
At Masters Grade Level	2022	23%	15%	<b>9%</b>	3%	3%	-	-	-	-	12%	12%	-	-	*	10%	8%	-
	2021	18%	12%	<b>3%</b>	8%	8%	-	-	-	-	0%	0%	-	-	-	2%	4%	33%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>53%</b>	46%	46%	-	-	-	-	60%	60%	-	-	*	54%	52%	-
	2021	68%	55%	<b>34%</b>	30%	30%	-	-	-	-	28%	28%	-	-	-	34%	29%	*
At Meets Grade Level or Above	2022	53%	39%	<b>31%</b>	23%	23%	-	-	-	-	32%	32%	-	-	*	32%	28%	-
	2021	45%	31%	<b>12%</b>	9%	9%	-	-	-	-	6%	6%	-	-	-	12%	7%	*
At Masters Grade Level	2022	25%	16%	<b>14%</b>	3%	3%	-	-	-	-	16%	16%	-	-	*	15%	10%	-
	2021	18%	10%	<b>3%</b>	9%	9%	-	-	-	-	0%	0%	-	-	-	2%	5%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>40%</b>	37%	37%	-	-	-	-	48%	48%	-	-	*	39%	43%	-
	2021	66%	57%	<b>28%</b>	26%	26%	-	-	-	-	39%	39%	-	-	-	26%	32%	*
At Meets Grade Level or Above	2022	42%	31%	<b>16%</b>	11%	11%	-	-	-	-	28%	28%	-	-	*	15%	18%	-
	2021	37%	29%	<b>7%</b>	9%	9%	-	-	-	-	0%	0%	-	-	-	7%	5%	*
At Masters Grade Level	2022	20%	14%	<b>7%</b>	3%	3%	-	-	-	-	12%	12%	-	-	*	7%	7%	-
	2021	18%	13%	<b>4%</b>	4%	4%	-	-	-	-	0%	0%	-	-	-	4%	2%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>35%</b>	*	*	-	-	-	-	32%	32%	-	-	*	34%	38%	-
	2021	71%	58%	<b>23%</b>	-	-	-	-	-	-	14%	14%	-	-	-	22%	14%	*
At Meets Grade Level or Above	2022	47%	30%	<b>10%</b>	*	*	-	-	-	-	11%	11%	-	-	*	9%	14%	-
	2021	44%	32%	<b>5%</b>	-	-	-	-	-	-	0%	0%	-	-	-	4%	0%	*
At Masters Grade Level	2022	21%	10%	<b>2%</b>	*	*	-	-	-	-	5%	5%	-	-	*	2%	5%	-
	2021	20%	13%	<b>4%</b>	-	-	-	-	-	-	0%	0%	-	-	-	3%	0%	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>71%</b>	64%	64%	-	-	-	-	79%	79%	-	-	*	70%	73%	-
	2019	69%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	76%	<b>78%</b>	82%	82%	-	-	-	-	83%	83%	-	-	*	76%	83%	-
	2019	68%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69%	62%	<b>64%</b>	48%	48%	-	-	-	-	75%	75%	-	-	*	64%	63%	-
	2019	70%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.



Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	97%	100%	99%	100%	100%	100%	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	89%	88%	92%	85%	100%	-	-	81%	91%	100%	95%	82%	94%	92%
Not Included in Accountability: Mobile	5%	5%	9%	12%	6%	15%	0%	-	-	19%	8%	0%	4%	16%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	-	-	0%	2%	0%	1%	1%	1%	3%
Not Tested	1%	3%	0%	1%	0%	0%	0%	-	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	3%	0%	1%	0%	0%	0%	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	100%	100%	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	92%	90%	89%	92%	83%	*	-	-	82%	91%	*	95%	83%	94%	91%
Not Included in Accountability: Mobile	5%	5%	9%	11%	6%	17%	*	-	-	18%	7%	*	4%	16%	5%	6%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	*	-	-	0%	2%	*	1%	2%	1%	3%
Not Tested	1%	3%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	99%	98%	99%	100%	*	-	-	100%	100%	*	99%	98%	99%	100%
Included in Accountability	93%	92%	89%	87%	91%	83%	*	-	-	82%	91%	*	94%	81%	93%	91%
Not Included in Accountability: Mobile	5%	5%	9%	11%	6%	17%	*	-	-	18%	7%	*	4%	16%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	2%	0%	*	-	-	0%	2%	*	1%	2%	1%	3%
Not Tested	1%	2%	1%	2%	1%	0%	*	-	-	0%	0%	*	1%	2%	1%	0%
Absent	1%	2%	1%	2%	1%	0%	*	-	-	0%	0%	*	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	100%	100%	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	91%	84%	94%	100%	*	-	-	80%	88%	*	96%	83%	94%	95%
Not Included in Accountability: Mobile	4%	5%	9%	16%	6%	0%	*	-	-	20%	13%	*	4%	17%	6%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	3%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	88%	92%	95%	96%	97%	89%	100%	-	-	84%	99%	100%	97%	94%	95%	99%
Included in Accountability	83%	87%	84%	86%	89%	58%	82%	-	-	62%	90%	50%	93%	71%	86%	86%
Not Included in Accountability: Mobile	3%	4%	10%	10%	4%	32%	0%	-	-	22%	7%	50%	4%	18%	7%	2%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	4%	0%	18%	-	-	0%	1%	0%	0%	5%	2%	11%
Not Tested	12%	8%	5%	4%	3%	11%	0%	-	-	16%	1%	0%	3%	6%	5%	1%
Absent	2%	3%	2%	2%	2%	2%	0%	-	-	0%	0%	0%	2%	2%	2%	0%
Other	10%	5%	3%	2%	1%	9%	0%	-	-	16%	1%	0%	2%	4%	3%	1%
<b>Reading</b>																
Assessment Participant	89%	92%	94%	94%	97%	88%	*	-	-	82%	96%	*	96%	92%	94%	100%
Included in Accountability	83%	87%	83%	86%	89%	56%	*	-	-	65%	89%	*	93%	70%	86%	86%
Not Included in Accountability: Mobile	3%	4%	9%	8%	4%	32%	*	-	-	18%	5%	*	3%	17%	6%	2%
Not Included in Accountability: Other Exclusions	3%	1%	2%	0%	4%	0%	*	-	-	0%	2%	*	0%	5%	2%	12%
Not Tested	11%	8%	6%	6%	3%	12%	*	-	-	18%	4%	*	4%	8%	6%	0%
Absent	2%	3%	3%	3%	3%	4%	*	-	-	0%	0%	*	2%	4%	3%	0%
Other	10%	5%	3%	3%	0%	8%	*	-	-	18%	4%	*	2%	4%	3%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	98%	99%	98%	92%	*	-	-	88%	100%	*	98%	97%	97%	100%
Included in Accountability	84%	87%	86%	90%	90%	60%	*	-	-	65%	91%	*	94%	74%	89%	86%
Not Included in Accountability: Mobile	4%	4%	10%	9%	4%	32%	*	-	-	24%	7%	*	4%	18%	6%	2%
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	4%	0%	*	-	-	0%	2%	*	0%	5%	2%	12%
Not Tested	12%	8%	2%	1%	2%	8%	*	-	-	12%	0%	*	2%	3%	3%	0%
Absent	2%	2%	1%	0%	2%	0%	*	-	-	0%	0%	*	1%	1%	1%	0%
Other	10%	6%	2%	1%	0%	8%	*	-	-	12%	0%	*	1%	2%	2%	0%
<b>Science</b>																
Assessment Participant	87%	91%	95%	93%	95%	100%	-	-	-	100%	100%	*	96%	93%	94%	100%
Included in Accountability	84%	86%	81%	82%	86%	70%	-	-	-	50%	81%	*	91%	68%	84%	83%
Not Included in Accountability: Mobile	3%	4%	12%	11%	3%	30%	-	-	-	50%	19%	*	6%	20%	8%	0%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	2%	0%	5%	0%	-	-	-	0%	0%	*	0%	5%	2%	17%
Not Tested	13%	9%	5%	7%	5%	0%	-	-	-	0%	0%	*	4%	7%	6%	0%
Absent	2%	4%	3%	4%	3%	0%	-	-	-	0%	0%	*	4%	2%	3%	0%
Other	10%	5%	2%	2%	3%	0%	-	-	-	0%	0%	*	0%	5%	2%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>90.9%</b>	90.1%	91.6%	89.2%	*	*	-	94.1%	90.8%	90.8%	93.0%
2019-20	98.3%	96.8%	<b>97.6%</b>	97.9%	97.4%	97.2%	*	-	-	94.6%	97.6%	97.6%	98.5%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>34.5%</b>	38.9%	31.0%	37.7%	*	-	-	21.7%	36.5%	34.5%	21.6%
2019-20	6.7%	13.3%	<b>12.6%</b>	11.3%	15.3%	12.3%	0.0%	-	-	25.0%	12.9%	12.6%	4.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**



Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	561	100.0%	7,756	5,402,928	561	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	97	17.3%	6.2%	6.8%	97	17.3%	6.2%	6.8%
Grade 1	92	16.4%	7.3%	7.1%	92	16.4%	7.2%	7.1%
Grade 2	88	15.7%	6.8%	7.1%	88	15.7%	6.7%	7.1%
Grade 3	85	15.2%	6.9%	7.1%	85	15.2%	6.8%	7.1%
Grade 4	108	19.3%	7.5%	7.1%	108	19.3%	7.4%	7.1%
Grade 5	91	16.2%	7.6%	7.2%	91	16.2%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	210	37.4%	29.6%	12.8%	210	37.4%	29.5%	12.8%
Hispanic	256	45.6%	45.9%	52.8%	256	45.6%	45.9%	52.7%
White	63	11.2%	19.9%	26.3%	63	11.2%	19.9%	26.3%
American Indian	5	0.9%	0.2%	0.3%	5	0.9%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	27	4.8%	4.0%	2.9%	27	4.8%	4.1%	2.9%
<b>Sex:</b>								
Female	290	51.7%	48.4%	48.9%	290	51.7%	48.4%	48.8%
Male	271	48.3%	51.6%	51.1%	271	48.3%	51.6%	51.2%
Economically Disadvantaged	543	96.8%	84.1%	60.7%	543	96.8%	84.1%	60.6%
Non-Educationally Disadvantaged	18	3.2%	15.9%	39.3%	18	3.2%	15.9%	39.4%
Section 504 Students	10	1.8%	5.7%	7.4%	10	1.8%	5.6%	7.4%
EB Students/EL	109	19.4%	11.8%	21.7%	109	19.4%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.5%	0.6%				
Students w/ Dyslexia	23	4.1%	4.0%	5.0%	23	4.1%	4.0%	5.0%
Foster Care	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Homeless	23	4.1%	3.0%	1.1%	23	4.1%	3.1%	1.1%
Immigrant	4	0.7%	0.3%	2.0%	4	0.7%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	561	100.0%	66.0%	64.3%	561	100.0%	66.2%	64.3%
Military Connected	5	0.9%	0.8%	3.3%	5	0.9%	0.8%	3.3%
At-Risk	270	48.1%	54.0%	53.5%	270	48.1%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	108	19.3%	11.2%	21.9%	108	19.3%	11.1%	21.8%
Gifted and Talented Education	4	0.7%	4.1%	8.0%	4	0.7%	4.0%	8.0%
Special Education	101	18.0%	16.8%	11.6%	101	18.0%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	101							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	48.5%	52.5%	43.0%				
Students with Physical Disabilities	21	20.8%	14.4%	20.8%				
Students with Autism	18	17.8%	13.2%	14.7%				
Students with Behavioral Disabilities	13	12.9%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	163	29.2%	18.8%	13.6%				
By Ethnicity:								
African American	65	11.6%	6.7%	2.5%				
Hispanic	58	10.4%	6.8%	6.6%				
White	29	5.2%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	10	1.8%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	27	24.3%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	15	16.3%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	148	28.0%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	150	34.0%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	1.0%	1.9%	0.0%	2.2%	5.2%
Grade 1	2.8%	8.0%	2.9%	0.0%	10.1%	4.2%
Grade 2	0.0%	2.0%	1.7%	0.0%	6.7%	2.2%
Grade 3	2.9%	1.4%	1.0%	8.0%	3.3%	1.0%
Grade 4	0.0%	0.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.6%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	23.0	19.9	18.7
Grade 1	21.9	20.3	18.7
Grade 2	17.4	19.4	18.6
Grade 3	20.3	20.6	18.7
Grade 4	20.6	19.0	18.8
Grade 5	22.0	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	52.3	100.0%	100.0%	100.0%
Professional Staff:	44.5	85.0%	58.6%	64.1%
Teachers	35.7	68.1%	43.7%	49.3%
Professional Support	6.8	13.1%	10.9%	10.7%
Campus Administration (School Leadership)	2.0	3.8%	2.7%	2.9%
Educational Aides:	7.8	15.0%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	38.5	73.6%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	18.0	50.5%	27.1%	11.2%
Hispanic	7.8	21.8%	14.0%	28.9%
White	8.6	24.1%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	2.8%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.3	0.7%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	3.3	9.2%	25.8%	24.1%
Females	32.4	90.8%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.3	0.7%	2.3%	1.4%
Bachelors	31.4	88.0%	73.4%	72.6%
Masters	4.0	11.2%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	2.3	6.4%	5.2%	7.9%
1-5 Years Experience	13.8	38.7%	31.5%	26.7%
6-10 Years Experience	10.0	28.0%	23.0%	20.6%
11-20 Years Experience	6.0	16.8%	25.4%	28.6%
21-30 Years Experience	3.6	10.1%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	15.7	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	7.0	6.7	6.3
Average Years Experience of Principals with District	1.0	4.7	5.4
Average Years Experience of Assistant Principals	3.0	5.2	5.5
Average Years Experience of Assistant Principals with District	3.0	4.0	4.8
Average Years Experience of Teachers:	8.4	10.7	11.1
Average Years Experience of Teachers with District:	3.2	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$57,045	\$55,716	\$51,054
1-5 Years Experience	\$57,189	\$57,670	\$54,577
6-10 Years Experience	\$58,480	\$59,418	\$57,746
11-20 Years Experience	\$61,617	\$61,487	\$61,377
21-30 Years Experience	\$65,137	\$65,689	\$65,949
Over 30 Years Experience	-	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,091	\$60,095	\$58,887
Professional Support	\$66,973	\$71,362	\$69,505
Campus Administration (School Leadership)	\$87,399	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.0	2.8%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	29.1	81.6%	75.7%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.6	15.6%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)



## **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: TEXAS CITY ISD**

**Campus Name: SIMMS EL**

**Campus Number: 084906111**

**2022 Accountability Rating: B**

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Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	69%	<b>59%</b>	59%	47%	*	-	-	-	*	19%	*	56%	65%	59%	*
	2021	67%	64%	<b>49%</b>	48%	50%	63%	-	-	-	*	32%	*	53%	43%	48%	-
At Meets Grade Level or Above	2022	51%	42%	<b>29%</b>	25%	27%	*	-	-	-	*	10%	*	24%	35%	29%	*
	2021	39%	33%	<b>24%</b>	20%	40%	25%	-	-	-	*	21%	*	32%	10%	22%	-
At Masters Grade Level	2022	30%	22%	<b>15%</b>	14%	7%	*	-	-	-	*	0%	*	11%	21%	14%	*
	2021	19%	13%	<b>12%</b>	8%	20%	25%	-	-	-	*	5%	*	13%	10%	9%	-
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	64%	<b>49%</b>	47%	47%	*	-	-	-	*	24%	*	42%	59%	49%	*
	2021	62%	62%	<b>43%</b>	33%	70%	63%	-	-	-	*	16%	*	49%	33%	42%	-
At Meets Grade Level or Above	2022	43%	37%	<b>13%</b>	12%	7%	*	-	-	-	*	5%	*	13%	12%	12%	*
	2021	31%	29%	<b>21%</b>	23%	20%	13%	-	-	-	*	16%	*	30%	5%	21%	-
At Masters Grade Level	2022	21%	20%	<b>1%</b>	0%	7%	*	-	-	-	*	5%	*	2%	0%	1%	*
	2021	14%	13%	<b>10%</b>	10%	10%	13%	-	-	-	*	11%	*	14%	5%	9%	-
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	71%	<b>58%</b>	55%	67%	63%	-	-	-	*	29%	*	66%	52%	58%	*
	2021	63%	55%	<b>40%</b>	34%	59%	*	-	-	-	*	24%	-	36%	45%	40%	*
At Meets Grade Level or Above	2022	54%	47%	<b>40%</b>	32%	58%	63%	-	-	-	*	29%	*	56%	24%	38%	*
	2021	36%	30%	<b>22%</b>	18%	29%	*	-	-	-	*	24%	-	21%	24%	21%	*
At Masters Grade Level	2022	28%	21%	<b>17%</b>	14%	25%	25%	-	-	-	*	8%	*	25%	9%	17%	*
	2021	17%	12%	<b>6%</b>	3%	6%	*	-	-	-	*	0%	-	4%	7%	4%	*
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>54%</b>	45%	58%	88%	-	-	-	*	25%	*	59%	48%	52%	*
	2021	59%	54%	<b>39%</b>	36%	41%	*	-	-	-	*	35%	-	42%	36%	39%	*
At Meets Grade Level or Above	2022	43%	38%	<b>26%</b>	23%	42%	25%	-	-	-	*	17%	*	38%	15%	27%	*
	2021	36%	31%	<b>20%</b>	20%	18%	*	-	-	-	*	24%	-	17%	24%	19%	*
At Masters Grade Level	2022	23%	18%	<b>14%</b>	14%	25%	0%	-	-	-	*	8%	*	19%	9%	15%	*
	2021	21%	17%	<b>7%</b>	8%	6%	*	-	-	-	*	6%	-	2%	12%	5%	*
<b>Grade 5 Reading</b>																	

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	69%	<b>64%</b>	65%	63%	60%	*	-	-	*	42%	*	60%	72%	64%	*
	2021	73%	58%	<b>45%</b>	43%	33%	*	-	-	-	67%	43%	*	46%	44%	43%	*
At Meets Grade Level or Above	2022	58%	41%	<b>33%</b>	26%	42%	60%	*	-	-	*	21%	*	25%	47%	32%	*
	2021	46%	29%	<b>30%</b>	31%	17%	*	-	-	-	33%	43%	*	29%	31%	28%	*
At Masters Grade Level	2022	36%	23%	<b>15%</b>	11%	21%	60%	*	-	-	*	4%	*	17%	13%	14%	*
	2021	30%	16%	<b>13%</b>	12%	0%	*	-	-	-	33%	7%	*	9%	17%	13%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	67%	<b>64%</b>	66%	63%	60%	*	-	-	*	39%	*	57%	75%	65%	*
	2021	70%	61%	<b>62%</b>	58%	77%	*	-	-	-	50%	50%	*	68%	56%	61%	*
At Meets Grade Level or Above	2022	48%	34%	<b>30%</b>	29%	32%	40%	*	-	-	*	26%	*	25%	38%	29%	*
	2021	44%	32%	<b>32%</b>	32%	23%	*	-	-	-	17%	38%	*	30%	33%	31%	*
At Masters Grade Level	2022	25%	13%	<b>12%</b>	11%	16%	20%	*	-	-	*	9%	*	14%	9%	11%	*
	2021	25%	16%	<b>11%</b>	11%	0%	*	-	-	-	17%	19%	*	11%	10%	9%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	51%	<b>35%</b>	32%	42%	60%	*	-	-	*	33%	*	35%	34%	34%	*
	2021	62%	49%	<b>42%</b>	44%	25%	*	-	-	-	33%	40%	*	43%	41%	42%	*
At Meets Grade Level or Above	2022	38%	21%	<b>13%</b>	14%	11%	20%	*	-	-	*	21%	*	12%	16%	12%	*
	2021	31%	17%	<b>20%</b>	21%	8%	*	-	-	-	17%	40%	*	14%	27%	19%	*
At Masters Grade Level	2022	18%	7%	<b>2%</b>	4%	0%	0%	*	-	-	*	8%	*	2%	3%	3%	*
	2021	13%	5%	<b>4%</b>	6%	0%	*	-	-	-	0%	13%	*	5%	3%	4%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	63%	<b>55%</b>	53%	55%	71%	*	-	-	64%	30%	67%	52%	58%	55%	0%
	2021	67%	56%	<b>44%</b>	40%	50%	65%	-	-	-	45%	32%	14%	45%	42%	43%	35%
At Meets Grade Level or Above	2022	48%	35%	<b>26%</b>	23%	30%	43%	*	-	-	43%	19%	27%	26%	27%	25%	0%
	2021	41%	30%	<b>23%</b>	22%	21%	35%	-	-	-	24%	28%	14%	23%	23%	22%	20%
At Masters Grade Level	2022	23%	15%	<b>11%</b>	9%	14%	20%	*	-	-	14%	6%	7%	12%	9%	10%	0%
	2021	18%	12%	<b>7%</b>	7%	5%	15%	-	-	-	14%	8%	0%	7%	8%	6%	0%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	64%	<b>61%</b>	60%	59%	67%	*	-	-	83%	30%	71%	60%	63%	61%	*
	2021	68%	55%	<b>44%</b>	40%	49%	69%	-	-	-	50%	32%	*	44%	44%	43%	33%

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	39%	34%	28%	41%	60%	*	-	-	67%	20%	43%	33%	35%	33%	*
	2021	45%	31%	25%	23%	28%	38%	-	-	-	30%	28%	*	27%	23%	24%	17%
At Masters Grade Level	2022	25%	16%	16%	13%	17%	40%	*	-	-	33%	4%	14%	17%	14%	15%	*
	2021	18%	10%	10%	7%	8%	25%	-	-	-	30%	4%	*	8%	11%	8%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	62%	56%	53%	57%	80%	*	-	-	67%	29%	71%	52%	61%	56%	*
	2021	66%	57%	48%	43%	60%	63%	-	-	-	50%	33%	*	52%	43%	47%	57%
At Meets Grade Level or Above	2022	42%	31%	23%	21%	26%	33%	*	-	-	33%	16%	14%	24%	21%	23%	*
	2021	37%	29%	24%	25%	20%	31%	-	-	-	20%	25%	*	25%	24%	24%	29%
At Masters Grade Level	2022	20%	14%	9%	8%	15%	7%	*	-	-	0%	7%	0%	11%	6%	9%	*
	2021	18%	13%	9%	9%	5%	13%	-	-	-	10%	12%	*	8%	10%	8%	0%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	63%	35%	32%	42%	60%	*	-	-	*	33%	*	35%	34%	34%	*
	2021	71%	58%	42%	44%	25%	*	-	-	-	33%	40%	*	43%	41%	42%	*
At Meets Grade Level or Above	2022	47%	30%	13%	14%	11%	20%	*	-	-	*	21%	*	12%	16%	12%	*
	2021	44%	32%	20%	21%	8%	*	-	-	-	17%	40%	*	14%	27%	19%	*
At Masters Grade Level	2022	21%	10%	2%	4%	0%	0%	*	-	-	*	8%	*	2%	3%	3%	*
	2021	20%	13%	4%	6%	0%	*	-	-	-	0%	13%	*	5%	3%	4%	*
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	30%	13%	12%	7%	*	-	-	-	*	5%	*	13%	12%	12%	*
	2021	24%	20%	14%	13%	20%	13%	-	-	-	*	16%	*	19%	5%	13%	-
Reading and Mathematics Including EOC	2022	36%	30%	13%	12%	7%	*	-	-	-	*	5%	*	13%	12%	12%	*
	2021	24%	20%	14%	13%	20%	13%	-	-	-	*	16%	*	19%	5%	13%	-
Reading Including EOC	2022	51%	42%	29%	25%	27%	*	-	-	-	*	10%	*	24%	35%	29%	*
	2021	38%	33%	24%	20%	40%	25%	-	-	-	*	21%	*	32%	10%	22%	-
Math Including EOC	2022	43%	37%	13%	12%	7%	*	-	-	-	*	5%	*	13%	12%	12%	*
	2021	31%	28%	21%	23%	20%	13%	-	-	-	*	16%	*	30%	5%	21%	-
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	30%	23%	18%	42%	25%	-	-	-	*	17%	*	38%	9%	23%	*
	2021	26%	20%	15%	14%	12%	*	-	-	-	*	24%	-	13%	17%	13%	*

Texas Education Agency  
2021-22 STAAR Performance (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	30%	23%	18%	42%	25%	-	-	-	*	17%	*	38%	9%	23%	*
	2021	26%	20%	15%	14%	12%	*	-	-	-	*	24%	-	13%	17%	13%	*
Reading Including EOC	2022	54%	47%	40%	32%	58%	63%	-	-	-	*	29%	*	56%	24%	38%	*
	2021	36%	30%	22%	18%	29%	*	-	-	-	*	24%	-	21%	24%	21%	*
Math Including EOC	2022	43%	38%	26%	23%	42%	25%	-	-	-	*	17%	*	38%	15%	27%	*
	2021	36%	31%	20%	20%	18%	*	-	-	-	*	24%	-	17%	24%	19%	*
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	26%	23%	18%	32%	40%	*	-	-	*	22%	*	18%	31%	21%	*
	2021	34%	21%	23%	24%	8%	*	-	-	-	17%	43%	*	17%	28%	22%	*
Reading and Mathematics Including EOC	2022	41%	26%	23%	18%	32%	40%	*	-	-	*	22%	*	18%	31%	21%	*
	2021	34%	21%	23%	24%	8%	*	-	-	-	17%	43%	*	17%	28%	22%	*
Reading Including EOC	2022	58%	41%	33%	26%	42%	60%	*	-	-	*	21%	*	25%	47%	32%	*
	2021	46%	29%	30%	31%	17%	*	-	-	-	33%	43%	*	29%	31%	28%	*
Math Including EOC	2022	48%	34%	30%	29%	32%	40%	*	-	-	*	26%	*	25%	38%	29%	*
	2021	44%	32%	32%	32%	23%	*	-	-	-	17%	38%	*	30%	33%	31%	*
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	24%	19%	16%	26%	33%	*	-	-	33%	15%	14%	21%	17%	19%	*
	2021	26%	18%	17%	17%	13%	25%	-	-	-	20%	26%	*	16%	18%	16%	17%
Reading and Mathematics Including EOC	2022	36%	25%	19%	16%	26%	33%	*	-	-	33%	15%	14%	21%	17%	19%	*
	2021	28%	20%	17%	17%	13%	25%	-	-	-	20%	26%	*	16%	18%	16%	17%
Reading Including EOC	2022	53%	40%	34%	28%	41%	60%	*	-	-	67%	20%	43%	33%	35%	33%	*
	2021	41%	29%	25%	23%	28%	38%	-	-	-	30%	28%	*	27%	23%	24%	17%
Math Including EOC	2022	43%	31%	23%	21%	26%	33%	*	-	-	33%	16%	14%	24%	21%	23%	*
	2021	37%	28%	24%	25%	20%	31%	-	-	-	20%	25%	*	25%	24%	24%	29%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	75	<b>75</b>	74	70	88	-	-	-	*	58	*	79	72	79	*
	2019	61	59	<b>42</b>	44	38	33	*	-	-	50	34	20	45	42	43	53
Grade 4 Mathematics	2022	74	69	<b>75</b>	79	56	75	-	-	-	*	63	*	67	84	74	*
	2019	65	61	<b>45</b>	45	49	50	*	-	-	20	55	20	45	45	45	28
Grade 5 ELA/Reading	2022	87	78	<b>82</b>	80	84	80	*	-	-	*	77	*	83	80	82	*
	2019	81	69	<b>76</b>	71	78	88	80	*	-	100	66	79	73	76	75	71
Grade 5 Mathematics	2022	79	67	<b>80</b>	81	74	80	*	-	-	*	74	*	83	73	82	*
	2019	83	73	<b>79</b>	80	83	62	50	*	-	92	56	79	73	79	78	83
All Grades Both Subjects	2022	74	69	<b>79</b>	79	74	81	*	-	-	*	69	75	79	77	80	50
	2019	69	63	<b>61</b>	60	62	61	63	*	-	68	54	54	59	61	60	62
All Grades ELA/Reading	2022	78	76	<b>79</b>	78	79	85	*	-	-	*	69	*	81	76	81	*
	2019	68	63	<b>60</b>	57	59	66	83	*	-	77	52	54	59	60	59	64
All Grades Mathematics	2022	69	62	<b>78</b>	80	68	77	*	-	-	*	69	*	78	78	79	*
	2019	70	63	<b>63</b>	62	66	57	42	*	-	59	56	54	59	63	61	59

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	63%	<b>55%</b>	-	-	-	-	-	-	0%	0%	-	-	-	56%	0%	-
	2021	67%	56%	<b>44%</b>	-	-	-	-	-	-	24%	24%	-	-	-	44%	24%	*
At Meets Grade Level or Above	2022	48%	35%	<b>26%</b>	-	-	-	-	-	-	0%	0%	-	-	-	26%	0%	-
	2021	41%	30%	<b>23%</b>	-	-	-	-	-	-	6%	6%	-	-	-	23%	6%	*
At Masters Grade Level	2022	23%	15%	<b>11%</b>	-	-	-	-	-	-	0%	0%	-	-	-	11%	0%	-
	2021	18%	12%	<b>7%</b>	-	-	-	-	-	-	0%	0%	-	-	-	8%	0%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	64%	<b>61%</b>	-	-	-	-	-	-	*	*	-	-	-	62%	*	-
	2021	68%	55%	<b>44%</b>	-	-	-	-	-	-	20%	20%	-	-	-	45%	20%	*
At Meets Grade Level or Above	2022	53%	39%	<b>34%</b>	-	-	-	-	-	-	*	*	-	-	-	34%	*	-
	2021	45%	31%	<b>25%</b>	-	-	-	-	-	-	0%	0%	-	-	-	25%	0%	*
At Masters Grade Level	2022	25%	16%	<b>16%</b>	-	-	-	-	-	-	*	*	-	-	-	16%	*	-
	2021	18%	10%	<b>10%</b>	-	-	-	-	-	-	0%	0%	-	-	-	10%	0%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	62%	<b>56%</b>	-	-	-	-	-	-	*	*	-	-	-	57%	*	-
	2021	66%	57%	<b>48%</b>	-	-	-	-	-	-	50%	50%	-	-	-	47%	50%	*
At Meets Grade Level or Above	2022	42%	31%	<b>23%</b>	-	-	-	-	-	-	*	*	-	-	-	23%	*	-
	2021	37%	29%	<b>24%</b>	-	-	-	-	-	-	17%	17%	-	-	-	24%	17%	*
At Masters Grade Level	2022	20%	14%	<b>9%</b>	-	-	-	-	-	-	*	*	-	-	-	9%	*	-
	2021	18%	13%	<b>9%</b>	-	-	-	-	-	-	0%	0%	-	-	-	9%	0%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	63%	<b>35%</b>	-	-	-	-	-	-	*	*	-	-	-	35%	*	-
	2021	71%	58%	<b>42%</b>	-	-	-	-	-	-	*	*	-	-	-	43%	*	*
At Meets Grade Level or Above	2022	47%	30%	<b>13%</b>	-	-	-	-	-	-	*	*	-	-	-	13%	*	-
	2021	44%	32%	<b>20%</b>	-	-	-	-	-	-	*	*	-	-	-	20%	*	*
At Masters Grade Level	2022	21%	10%	<b>2%</b>	-	-	-	-	-	-	*	*	-	-	-	2%	*	-
	2021	20%	13%	<b>4%</b>	-	-	-	-	-	-	*	*	-	-	-	4%	*	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	69%	<b>79%</b>	-	-	-	-	-	-	50%	50%	-	-	-	79%	50%	-
	2019	69%	63%	<b>61%</b>	-	-	-	-	-	-	59%	59%	-	-	-		59%	



Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	76%	<b>79%</b>	-	-	-	-	-	-	*	*	-	-	-	80%	*	-
	2019	68%	63%	<b>60%</b>	-	-	-	-	-	-	61%	61%	-	-	-	-	61%	-
All Grades Mathematics	2022	69%	62%	<b>78%</b>	-	-	-	-	-	-	*	*	-	-	-	79%	*	-
	2019	70%	63%	<b>63%</b>	-	-	-	-	-	-	58%	58%	-	-	-	-	58%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
<b>All Tests</b>																
Assessment Participant	99%	97%	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	88%	92%	86%	83%	38%	-	0%	88%	88%	88%	94%	82%	90%	56%
Not Included in Accountability: Mobile	5%	5%	10%	8%	9%	17%	63%	-	100%	13%	10%	12%	5%	16%	8%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	5%	0%	0%	-	0%	0%	1%	0%	1%	2%	1%	44%
Not Tested	1%	3%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	97%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	88%	91%	87%	83%	*	-	*	86%	88%	88%	93%	83%	90%	57%
Not Included in Accountability: Mobile	5%	5%	10%	8%	9%	17%	*	-	*	14%	10%	13%	6%	16%	8%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	1%	4%	0%	*	-	*	0%	1%	0%	1%	2%	1%	43%
Not Tested	1%	3%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	3%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	100%	99%	100%	100%	*	-	*	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	92%	88%	91%	87%	83%	*	-	*	86%	87%	88%	93%	83%	90%	57%
Not Included in Accountability: Mobile	5%	5%	10%	8%	9%	17%	*	-	*	14%	10%	13%	6%	16%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	1%	4%	0%	*	-	*	0%	1%	0%	1%	2%	1%	43%
Not Tested	1%	2%	0%	1%	0%	0%	*	-	*	0%	1%	0%	1%	0%	0%	0%
Absent	1%	2%	0%	1%	0%	0%	*	-	*	0%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	97%	100%	100%	100%	100%	*	-	*	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	89%	95%	83%	83%	*	-	*	*	89%	*	96%	80%	92%	*
Not Included in Accountability: Mobile	4%	5%	9%	5%	9%	17%	*	-	*	*	11%	*	4%	15%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	9%	0%	*	-	*	*	0%	*	0%	5%	2%	*
Not Tested	2%	3%	0%	0%	0%	0%	*	-	*	*	0%	*	0%	0%	0%	*

Texas Education Agency  
2021-22 STAAR Participation (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	3%	0%	0%	0%	0%	*	-	*	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	*	-	*	*	0%	*	0%	0%	0%	*
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	92%	97%	98%	93%	98%	-	-	-	100%	94%	78%	96%	98%	97%	100%
Included in Accountability	83%	87%	89%	93%	77%	82%	-	-	-	100%	85%	78%	92%	86%	91%	63%
Not Included in Accountability: Mobile	3%	4%	7%	5%	15%	16%	-	-	-	0%	8%	0%	4%	11%	5%	34%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	-	-	0%	1%	0%	0%	0%	0%	3%
Not Tested	12%	8%	3%	2%	7%	2%	-	-	-	0%	6%	22%	4%	2%	3%	0%
Absent	2%	3%	1%	1%	4%	2%	-	-	-	0%	1%	22%	1%	2%	1%	0%
Other	10%	5%	2%	1%	4%	0%	-	-	-	0%	4%	0%	2%	1%	2%	0%
<b>Reading</b>																
Assessment Participant	89%	92%	95%	96%	92%	95%	-	-	-	100%	93%	*	94%	97%	95%	100%
Included in Accountability	83%	87%	87%	91%	74%	84%	-	-	-	100%	83%	*	90%	85%	89%	50%
Not Included in Accountability: Mobile	3%	4%	8%	5%	17%	11%	-	-	-	0%	8%	*	4%	12%	6%	42%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	2%	0%	-	-	-	0%	2%	*	1%	0%	0%	8%
Not Tested	11%	8%	5%	4%	8%	5%	-	-	-	0%	7%	*	6%	3%	5%	0%
Absent	2%	3%	3%	2%	4%	5%	-	-	-	0%	2%	*	3%	3%	3%	0%
Other	10%	5%	2%	2%	4%	0%	-	-	-	0%	5%	*	3%	1%	2%	0%
<b>Mathematics</b>																
Assessment Participant	88%	92%	97%	98%	92%	100%	-	-	-	100%	95%	*	96%	98%	97%	100%
Included in Accountability	84%	87%	89%	93%	75%	84%	-	-	-	100%	87%	*	92%	86%	91%	58%
Not Included in Accountability: Mobile	4%	4%	8%	5%	17%	16%	-	-	-	0%	8%	*	5%	13%	6%	42%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	8%	3%	2%	8%	0%	-	-	-	0%	5%	*	4%	2%	3%	0%
Absent	2%	2%	1%	0%	4%	0%	-	-	-	0%	0%	*	1%	1%	0%	0%
Other	10%	6%	2%	2%	4%	0%	-	-	-	0%	5%	*	3%	1%	2%	0%
<b>Science</b>																
Assessment Participant	87%	91%	99%	100%	93%	100%	-	-	-	100%	94%	*	100%	98%	99%	*
Included in Accountability	84%	86%	93%	95%	86%	80%	-	-	-	100%	88%	*	100%	86%	96%	*
Not Included in Accountability: Mobile	3%	4%	6%	5%	7%	20%	-	-	-	0%	6%	*	0%	12%	3%	*

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	13%	9%	1%	0%	7%	0%	-	-	-	0%	6%	*	0%	2%	1%	*
Absent	2%	4%	1%	0%	7%	0%	-	-	-	0%	6%	*	0%	2%	1%	*
Other	10%	5%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	91.9%	<b>90.2%</b>	90.2%	89.4%	93.8%	*	*	-	88.9%	88.5%	90.1%	88.0%
2019-20	98.3%	96.8%	<b>97.8%</b>	98.1%	97.8%	95.8%	*	-	*	97.4%	97.6%	97.7%	99.2%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	26.4%	<b>43.8%</b>	45.8%	39.8%	31.3%	*	*	-	45.5%	53.2%	44.4%	50.0%
2019-20	6.7%	13.3%	<b>9.4%</b>	7.7%	10.8%	15.3%	33.3%	-	*	0.0%	11.3%	9.6%	1.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	5.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	13.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	86.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	10.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	89.7%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	82.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	5.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	90.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	560	358,842
<b>By Ethnicity:</b>				
African American	-	-	181	44,018
Hispanic	-	-	216	183,306
White	-	-	149	103,898
American Indian	-	-	3	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	2	553
Two or More Races	-	-	7	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	55	56,281
Foundation H.S. Program (Endorsement)	-	-	33	13,582
Foundation H.S. Program (DLA)	-	-	472	287,316
Special Education Graduates	-	-	66	31,028
Economically Disadvantaged Graduates	-	-	448	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	22	32,809
At-Risk Graduates	-	-	309	155,884
CTE Completers	-	-	98	99,076



Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
2021-22 Student Information (TAPR)  
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	494	100.0%	7,756	5,402,928	495	100.0%	7,811	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.8%	0.4%
Pre-Kindergarten	0	0.0%	2.9%	4.1%	0	0.0%	2.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	77	15.6%	6.2%	6.8%	77	15.6%	6.2%	6.8%
Grade 1	98	19.8%	7.3%	7.1%	98	19.8%	7.2%	7.1%
Grade 2	66	13.4%	6.8%	7.1%	67	13.5%	6.7%	7.1%
Grade 3	91	18.4%	6.9%	7.1%	91	18.4%	6.8%	7.1%
Grade 4	70	14.2%	7.5%	7.1%	70	14.1%	7.4%	7.1%
Grade 5	92	18.6%	7.6%	7.2%	92	18.6%	7.5%	7.2%
Grade 6	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 7	0	0.0%	8.2%	7.7%	0	0.0%	8.2%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 9	0	0.0%	10.1%	8.8%	0	0.0%	10.0%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
<b>Ethnic Distribution:</b>								
African American	317	64.2%	29.6%	12.8%	317	64.0%	29.5%	12.8%
Hispanic	108	21.9%	45.9%	52.8%	108	21.8%	45.9%	52.7%
White	43	8.7%	19.9%	26.3%	44	8.9%	19.9%	26.3%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	1	0.2%	0.4%	4.8%	1	0.2%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	24	4.9%	4.0%	2.9%	24	4.8%	4.1%	2.9%
<b>Sex:</b>								
Female	241	48.8%	48.4%	48.9%	241	48.7%	48.4%	48.8%
Male	253	51.2%	51.6%	51.1%	254	51.3%	51.6%	51.2%
Economically Disadvantaged	457	92.5%	84.1%	60.7%	457	92.3%	84.1%	60.6%
Non-Educationally Disadvantaged	37	7.5%	15.9%	39.3%	38	7.7%	15.9%	39.4%
Section 504 Students	9	1.8%	5.7%	7.4%	9	1.8%	5.6%	7.4%
EB Students/EL	8	1.6%	11.8%	21.7%	8	1.6%	11.8%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	2	0.3%	1.5%	0.6%				
Students w/ Dyslexia	9	1.8%	4.0%	5.0%	9	1.8%	4.0%	5.0%
Foster Care	7	1.4%	0.3%	0.3%	7	1.4%	0.3%	0.3%
Homeless	16	3.2%	3.0%	1.1%	16	3.2%	3.1%	1.1%
Immigrant	0	0.0%	0.3%	2.0%	0	0.0%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	494	100.0%	66.0%	64.3%	495	100.0%	66.2%	64.3%
Military Connected	5	1.0%	0.8%	3.3%	5	1.0%	0.8%	3.3%
At-Risk	212	42.9%	54.0%	53.5%	212	42.8%	53.9%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	8	1.6%	11.2%	21.9%	8	1.6%	11.1%	21.8%
Gifted and Talented Education	15	3.0%	4.1%	8.0%	15	3.0%	4.0%	8.0%
Special Education	102	20.6%	16.8%	11.6%	103	20.8%	16.9%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	102							
By Type of Primary Disability								
Students with Intellectual Disabilities	41	40.2%	52.5%	43.0%				
Students with Physical Disabilities	20	19.6%	14.4%	20.8%				
Students with Autism	**	**	13.2%	14.7%				
Students with Behavioral Disabilities	26	25.5%	18.3%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.7%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	150	30.2%	18.8%	13.6%				
By Ethnicity:								
African American	92	18.5%	6.7%	2.5%				
Hispanic	35	7.0%	6.8%	6.6%				
White	11	2.2%	4.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	11	2.2%	1.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	32	28.1%	18.6%	15.7%				
Count and Percent of EB Students/EL who are Mobile	8	50.0%	15.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	140	29.6%	19.4%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	129	34.1%	23.0%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	3.5%	1.0%	1.9%	11.1%	2.2%	5.2%
Grade 1	20.0%	8.0%	2.9%	0.0%	10.1%	4.2%
Grade 2	1.6%	2.0%	1.7%	5.3%	6.7%	2.2%
Grade 3	0.0%	1.4%	1.0%	0.0%	3.3%	1.0%
Grade 4	1.4%	0.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.6%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	1.6%	0.6%	-	0.0%	0.6%
Grade 7	-	3.0%	0.7%	-	0.0%	0.7%
Grade 8	-	2.6%	0.6%	-	0.0%	0.8%
Grade 9	-	24.8%	10.5%	-	28.2%	14.1%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	24.7	19.9	18.7
Grade 1	24.3	20.3	18.7
Grade 2	21.0	19.4	18.6
Grade 3	23.0	20.6	18.7
Grade 4	16.1	19.0	18.8
Grade 5	20.6	23.0	20.2
Grade 6	-	19.4	19.2
<b>Secondary:</b>			
English/Language Arts	-	15.8	16.3
Foreign Languages	-	23.7	18.4
Mathematics	-	16.6	17.5
Science	-	16.5	18.5
Social Studies	-	18.9	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	52.1	100.0%	100.0%	100.0%
Professional Staff:	44.2	84.7%	58.6%	64.1%
Teachers	31.4	60.2%	43.7%	49.3%
Professional Support	9.8	18.7%	10.9%	10.7%
Campus Administration (School Leadership)	3.0	5.8%	2.7%	2.9%
Educational Aides:	8.0	15.3%	11.0%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	10.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	18.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	38.2	73.3%	53.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	18.0	57.3%	27.1%	11.2%
Hispanic	4.0	12.7%	14.0%	28.9%
White	9.4	29.9%	56.5%	56.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.2%
<b>Teachers by Sex:</b>				
Males	5.0	15.9%	25.8%	24.1%
Females	26.4	84.1%	74.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	2.3%	1.4%
Bachelors	20.4	65.0%	73.4%	72.6%
Masters	11.0	35.0%	23.3%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	5.2%	7.9%
1-5 Years Experience	13.0	41.4%	31.5%	26.7%
6-10 Years Experience	6.0	19.1%	23.0%	20.6%
11-20 Years Experience	9.0	28.7%	25.4%	28.6%
21-30 Years Experience	2.4	7.6%	11.9%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	3.2%	3.0%	2.9%
Number of Students per Teacher	15.7	n/a	14.9	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	7.0	6.7	6.3
Average Years Experience of Principals with District	7.0	4.7	5.4
Average Years Experience of Assistant Principals	4.5	5.2	5.5
Average Years Experience of Assistant Principals with District	4.5	4.0	4.8
Average Years Experience of Teachers:	10.3	10.7	11.1
Average Years Experience of Teachers with District:	4.1	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$55,716	\$51,054
1-5 Years Experience	\$57,550	\$57,670	\$54,577
6-10 Years Experience	\$58,117	\$59,418	\$57,746
11-20 Years Experience	\$60,539	\$61,487	\$61,377
21-30 Years Experience	\$65,755	\$65,689	\$65,949
Over 30 Years Experience	\$65,650	\$64,186	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,399	\$60,095	\$58,887
Professional Support	\$68,774	\$71,362	\$69,505
Campus Administration (School Leadership)	\$86,199	\$89,967	\$84,990
Instructional Staff Percent:	n/a	58.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.8	2.4%	3.5%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	0.0	0.0%	3.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	24.9	79.3%	75.7%	70.8%



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY**

	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	5.8	18.3%	10.3%	9.6%
Other	0.0	0.0%	1.0%	3.5%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)

# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 2

#### PEIMS Financial Standard Report (2020-2021 Financial Actual Report)

**2020 - 2021 Actual Financial Data**  
**Totals for TEXAS CITY ISD (084906)**  
**Total Enrolled Membership: 7,993**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$56,629,756	52.86%	\$7,085	\$56,629,756	45.36%	\$7,085	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$40,859,154	38.14%	\$5,112	\$41,729,700	33.43%	\$5,221	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$4,855,386	4.53%	\$607	\$20,920,345	16.76%	\$2,617	\$8,899,057,269	14.43%	\$1,661
Other Local	\$4,788,469	4.47%	\$599	\$5,552,635	4.45%	\$695	\$1,829,823,955	2.97%	\$341
<b>Total Operating Revenue</b>	\$107,132,765	100.00%	\$13,403	\$124,832,436	100.00%	\$15,618	\$61,653,495,537	100.00%	\$11,505
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$19,344,340	79.27%	\$2,420	\$8,341,065,357	80.13%	\$1,557
State Assistance for Debt Service	\$0	0.00%	\$0	\$3,775,246	15.47%	\$472	\$355,910,306	3.42%	\$66
Other Receipts (excluding debt service financing)	\$36,100	100.00%	\$5	\$1,193,200	4.89%	\$149	\$939,273,230	9.02%	\$175
<b>Total Other Revenue</b>	\$36,100	100.00%	\$5	\$24,401,722	100.00%	\$3,053	\$10,408,865,906	100.00%	\$1,942
<b>Subtotal: Operating and Other Revenue</b>	\$107,168,865	100.00%	\$13,408	\$149,234,158	100.00%	\$18,671	\$72,062,361,443	100.00%	\$13,447
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$631,414	100.00%	\$79	\$631,414	100.00%	\$79	\$2,970,608,744	100.00%	\$554
<b>Total Recaptured Revenue</b>	\$631,414	100.00%	\$79	\$631,414	100.00%	\$79	\$2,970,608,744	100.00%	\$554
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	\$107,800,279	100.00%	\$13,487	\$149,865,572	100.00%	\$18,750	\$75,032,970,187	100.00%	\$14,002
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$13,937,960	77.15%	\$1,744	\$11,937,813,333	82.63%	\$2,228
Estimated State TRS Contributions	\$4,030,432	100.00%	\$504	\$4,128,211	22.85%	\$516	\$2,509,216,302	17.37%	\$468
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	\$4,030,432	100.00%	\$504	\$18,066,171	100.00%	\$2,260	\$14,447,029,635	100.00%	\$2,696
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	\$111,199,297	100.00%	\$13,912	\$167,300,329	100.00%	\$20,931	\$86,509,391,078	100.00%	\$16,143
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									
Payroll Expenditures (Object 61xx)	\$68,312,049	77.61%	\$8,546	\$79,794,621	75.08%	\$9,983	\$47,346,128,779	79.55%	\$8,835

**2020 - 2021 Actual Financial Data**  
**Totals for TEXAS CITY ISD (084906)**  
**Total Enrolled Membership: 7,993**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$12,190,030	13.85%	\$1,525	\$13,615,566	12.81%	\$1,703	\$5,485,075,586	9.22%	\$1,024
Supplies & Materials (Object 63xx)	\$4,170,524	4.74%	\$522	\$9,406,874	8.85%	\$1,177	\$5,314,672,096	8.93%	\$992
Other Operating Expenditures (Object 64xx)	\$3,346,682	3.80%	\$419	\$3,468,666	3.26%	\$434	\$1,370,305,583	2.30%	\$256
<b>Total Operating Expenditures by Object</b>	<b>\$88,019,285</b>	<b>100.00%</b>	<b>\$11,012</b>	<b>\$106,285,727</b>	<b>100.00%</b>	<b>\$13,297</b>	<b>\$59,516,182,044</b>	<b>100.00%</b>	<b>\$11,106</b>
<b>Non-Operating Expenditures by Object</b>									
Capital Outlay (Object 61xx-64xx)	\$83,141	1.99%	\$10	\$83,141	0.11%	\$10	\$41,133,764	0.21%	\$8
Debt Services(Object 65xx)	\$837,338	20.08%	\$105	\$20,885,284	27.50%	\$2,613	\$9,364,911,548	47.35%	\$1,748
Capital Outlay(Object 66xx)	\$3,249,454	77.93%	\$407	\$54,986,196	72.39%	\$6,879	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Object</b>	<b>\$4,169,933</b>	<b>100.00%</b>	<b>\$522</b>	<b>\$75,954,621</b>	<b>100.00%</b>	<b>\$9,503</b>	<b>\$19,778,323,488</b>	<b>100.00%</b>	<b>\$3,691</b>
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	<b>\$92,189,218</b>	<b>100.00%</b>	<b>\$11,534</b>	<b>\$182,240,348</b>	<b>100.00%</b>	<b>\$22,800</b>	<b>\$79,294,505,532</b>	<b>100.00%</b>	<b>\$14,797</b>
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction(Function 11,95)	\$46,392,874	52.71%	\$5,804	\$56,590,482	53.24%	\$7,080	\$34,074,074,457	57.25%	\$6,358
Instructional Resources & Media Services (Function 12)	\$1,096,358	1.25%	\$137	\$1,107,166	1.04%	\$139	\$620,903,003	1.04%	\$116
Curriculum & Staff Development (Function 13)	\$843,938	0.96%	\$106	\$1,241,837	1.17%	\$155	\$1,355,190,192	2.28%	\$253
Instructional Leadership (Function 21)	\$836,707	0.95%	\$105	\$1,656,042	1.56%	\$207	\$994,704,027	1.67%	\$186
School Leadership (Function 23)	\$5,260,218	5.98%	\$658	\$5,623,733	5.29%	\$704	\$3,502,296,166	5.88%	\$654
Guidance Counseling Services (Function 31)	\$2,250,459	2.56%	\$282	\$2,902,672	2.73%	\$363	\$2,332,550,758	3.92%	\$435
Social Work Services (Function 32)	\$172,711	0.20%	\$22	\$270,670	0.25%	\$34	\$188,765,383	0.32%	\$35
Health Services (Function 33)	\$787,872	0.90%	\$99	\$888,388	0.84%	\$111	\$709,855,162	1.19%	\$132
Transportation (Function 34)	\$2,630,228	2.99%	\$329	\$2,707,773	2.55%	\$339	\$1,599,751,820	2.69%	\$299
Food Services (Function 35)	\$0	0.00%	\$0	\$4,826,341	4.54%	\$604	\$2,564,517,174	4.31%	\$479
Extracurricular (Function 36)	\$3,231,412	3.67%	\$404	\$3,394,165	3.19%	\$425	\$1,572,719,628	2.64%	\$293
General Administration (Function 41,92)	\$3,457,232	3.93%	\$433	\$3,468,751	3.26%	\$434	\$1,934,297,273	3.25%	\$361
Facilities Maintenance & Operations (Function 51)	\$15,311,256	17.40%	\$1,916	\$15,553,910	14.63%	\$1,946	\$5,884,055,590	9.89%	\$1,098
Security & Monitoring Services (Function 52)	\$2,659,944	3.02%	\$333	\$2,722,278	2.56%	\$341	\$638,286,567	1.07%	\$119
Data Processing Services (Function 53)	\$3,036,033	3.45%	\$380	\$3,037,872	2.86%	\$380	\$1,219,335,870	2.05%	\$228
Community Services (Function 61)	\$52,043	0.06%	\$7	\$293,647	0.28%	\$37	\$307,113,473	0.52%	\$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,765,501	0.03%	\$3

**2020 - 2021 Actual Financial Data**  
**Totals for TEXAS CITY ISD (084906)**  
**Total Enrolled Membership: 7,993**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Total Operating Expenditures by Function</b>	\$88,019,285	100.00%	\$11,012	\$106,285,727	100.00%	\$13,297	\$59,516,182,044	100.00%	\$11,106
<b>Non-Operating Expenditures by Function</b>									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$83,141	1.99%	\$10	\$83,141	0.11%	\$10	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$837,338	20.08%	\$105	\$20,885,284	27.50%	\$2,613	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$3,249,454	77.93%	\$407	\$54,986,196	72.39%	\$6,879	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Function</b>	\$4,169,933	100.00%	\$522	\$75,954,621	100.00%	\$9,503	\$19,778,323,488	100.00%	\$3,691
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$92,189,218	100.00%	\$11,534	\$182,240,348	100.00%	\$22,800	\$79,294,505,532	100.00%	\$14,797
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$33,281,136	37.81%	\$4,164	\$34,124,537	32.11%	\$4,269	\$25,274,728,911	42.47%	\$4,716
Gifted and Talented (PIC 21)	\$177,513	0.20%	\$22	\$177,513	0.17%	\$22	\$407,913,365	0.69%	\$76
Career and Technical (PIC 22)	\$3,229,143	3.67%	\$404	\$3,417,086	3.21%	\$428	\$1,964,869,701	3.30%	\$367
Students with Disabilities (PICs 23,33)	\$13,928,479	15.82%	\$1,743	\$15,910,846	14.97%	\$1,991	\$7,563,730,764	12.71%	\$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	\$3,422,627	3.89%	\$428	\$11,670,779	10.98%	\$1,460	\$5,468,145,158	9.19%	\$1,020
Bilingual (PICs 25,35)	\$324,269	0.37%	\$41	\$384,621	0.36%	\$48	\$702,535,245	1.18%	\$131
High School Allotment (PIC 31)	\$309,828	0.35%	\$39	\$309,828	0.29%	\$39	\$91,476,602	0.15%	\$17
PreKindergarten (PIC 32)	\$799,880	0.91%	\$100	\$2,202,510	2.07%	\$276	\$561,611,446	0.94%	\$105
Early Education Allotment (PIC 36)	\$2,243,323	2.55%	\$281	\$2,243,323	2.11%	\$281	\$1,125,006,152	1.89%	\$210
Dyslexia or Related Disorder Services (PIC 37)	\$642,063	0.73%	\$80	\$642,063	0.60%	\$80	\$299,949,455	0.50%	\$56
College, Career, and Military Readiness (CCMR) (PIC 38)	\$7,875	0.01%	\$1	\$7,875	0.01%	\$1	\$311,574,001	0.52%	\$58
Athletics/Related Activities (PIC 91)	\$2,670,670	3.03%	\$334	\$2,715,908	2.56%	\$340	\$1,119,281,429	1.88%	\$209
Un-Allocated (PIC 99)	\$26,982,479	30.66%	\$3,376	\$32,478,838	30.56%	\$4,063	\$14,625,359,815	24.57%	\$2,729
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$88,019,285	100.00%	\$11,012	\$106,285,727	100.00%	\$13,297	\$59,516,182,044	100.00%	\$11,106
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$83,141	1.99%	\$10	\$83,141	0.11%	\$10	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$837,338	20.08%	\$105	\$20,885,284	27.50%	\$2,613	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$3,249,454	77.93%	\$407	\$54,986,196	72.39%	\$6,879	\$10,372,278,176	52.44%	\$1,936

**2020 - 2021 Actual Financial Data**  
**Totals for TEXAS CITY ISD (084906)**  
**Total Enrolled Membership: 7,993**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$4,169,933	100.00%	\$522	\$75,954,621	100.00%	\$9,503	\$19,778,323,488	100.00%	\$3,691
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$92,189,218	100.00%	\$11,534	\$182,240,348	100.00%	\$22,800	\$79,294,505,532	100.00%	\$14,797
<b>Disbursements</b>									
<b>Total Disbursements</b>									
Operating Expenditures	\$88,019,285	92.67%	\$11,012	\$106,285,727	57.44%	\$13,297	\$59,516,182,044	70.68%	\$11,106
Recapture	\$631,414	0.70%	\$79	\$631,414	0.30%	\$79	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$1,157,100	1.22%	\$145	\$1,157,100	0.63%	\$145	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$1,005,314	1.06%	\$126	\$1,005,314	0.54%	\$126	\$653,080,535	0.78%	\$122
Debt Service (Object 6500)	\$837,338	0.88%	\$105	\$20,885,284	11.29%	\$2,613	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Object 6600)	\$3,249,454	3.42%	\$407	\$54,986,196	29.72%	\$6,879	\$10,372,278,176	12.32%	\$1,936
<b>Total Disbursements</b>	\$94,983,046	100.00%	\$11,883	\$185,034,176	100.00%	\$23,150	\$84,205,696,630	100.00%	\$15,713
<b>Tax Rates</b>									
<b>2020 - 2021 (current tax year) Tax Rates</b>									
Maintenance & Operations				1.0158			0.9843		
Interest & Sinking				0.3449			0.2235		
<b>Total Tax Rate</b>				1.3607			1.2078		
<b>Fund Balance**</b>									
<b>Fund Balance</b>									
Nonspendable Fund Balance	\$1,634,647		\$205	\$1,733,038		\$217	\$342,667,048		\$69
Restricted Fund Balance	\$0		\$0	\$78,873,607		\$9,868	\$20,204,526,878		\$4,047
Committed Fund Balance	\$0		\$0	\$986,724		\$123	\$4,009,536,094		\$803
Assigned Fund Balance	\$57,970,095		\$7,253	\$57,970,095		\$7,253	\$3,530,241,520		\$707
Unassigned Fund Balance	\$26,946,567		\$3,371	\$26,946,567		\$3,371	\$16,344,075,825		\$3,273
<b>Total Fund Balance**</b>	\$86,551,309		\$10,828	\$166,510,031		\$20,832	\$44,431,047,365		\$8,899

**2020 - 2021 Actual Financial Data**  
**Totals for TEXAS CITY ISD (084906)**  
**Total Enrolled Membership: 7,993**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Fund Balance Reconciliation</b>									
2019-2020 Total Fund Balance (Previous Year)	\$69,703,705		\$8,318	\$197,076,807		\$23,518	\$42,166,833,966		\$8,200
2020-2021 Excess (Deficiency) Operating Expenditures	\$17,968,604		\$2,248	\$-30,597,047		\$-3,828	\$-8,057,529,155		\$-1,614
2020-2021 Excess (Deficiency) Non-Operating Expenditures	\$-1,121,000		\$-140	\$-105,115		\$-13	\$10,242,175,517		\$2,051
2020-2021 Uncommon Items	\$0		\$0	\$135,386		\$17	\$79,567,037		\$16
<b>2020-2021 Total Fund Balance</b>	<b>\$86,551,309</b>		<b>\$10,828</b>	<b>\$166,510,031</b>		<b>\$20,832</b>	<b>\$44,431,047,365</b>		<b>\$8,899</b>

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR TEXAS CITY H S (084906001)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 1,778**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$14,428,190	100.00%	\$8,115	\$15,453,745	100.00%	\$8,692
Operating-Payroll	\$12,344,401	85.56%	\$6,943	\$13,137,985	85.01%	\$7,389
Other Operating	\$1,865,375	12.93%	\$1,049	\$2,097,346	13.57%	\$1,180
Non-Operating(Equipt/Supplies)	\$218,414	1.51%	\$123	\$218,414	1.41%	\$123
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$14,209,776	100.00%	\$7,992	\$15,235,331	100.00%	\$8,569
Instruction (11,95) *	\$9,861,415	69.40%	\$5,546	\$10,169,770	66.75%	\$5,720
Instructional Res/Media (12) *	\$128,651	0.91%	\$72	\$128,651	0.84%	\$72
Curriculum/Staff Develop (13) *	\$149,245	1.05%	\$84	\$149,245	0.98%	\$84
Instructional Leadership (21) *	\$202,889	1.43%	\$114	\$309,667	2.03%	\$174
School Leadership (23) *	\$1,194,028	8.40%	\$672	\$1,221,704	8.02%	\$687
Guidance/Counseling Svcs (31) *	\$450,870	3.17%	\$254	\$458,633	3.01%	\$258
Social Work Services (32) *	\$60,179	0.42%	\$34	\$60,179	0.39%	\$34
Health Services (33) *	\$121,260	0.85%	\$68	\$121,765	0.80%	\$68
Food (35) **	\$0	0.00%	\$0	\$446,210	2.93%	\$251
Extracurricular (36) * **	\$1,412,667	9.94%	\$795	\$1,540,485	10.11%	\$866
Plant Maint/Operation (51) ***	\$491,967	3.46%	\$277	\$491,967	3.23%	\$277
Security/Monitoring (52) ***	\$136,605	0.96%	\$77	\$136,605	0.90%	\$77
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$450	0.00%	\$0



**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR TEXAS CITY H S (084906001)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 1,778**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$12,168,537	100.00%	\$6,844	\$12,559,058	100.00%	\$7,064
Regular	\$6,537,124	53.72%	\$3,677	\$6,537,279	52.05%	\$3,677
Gifted & Talented	\$12,077	0.10%	\$7	\$12,077	0.10%	\$7
Career & Technical	\$2,546,878	20.93%	\$1,432	\$2,548,614	20.29%	\$1,433
Students with Disabilities	\$2,154,759	17.71%	\$1,212	\$2,352,829	18.73%	\$1,323
Accelerated Education	\$668,056	5.49%	\$376	\$858,616	6.84%	\$483
Bilingual	\$46,681	0.38%	\$26	\$46,681	0.37%	\$26
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$190,350	1.56%	\$107	\$190,350	1.52%	\$107
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$12,612	0.10%	\$7	\$12,612	0.10%	\$7
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR TEXAS CITY H S (084906001)  
TEXAS CITY ISD**

**Total Enrolled Membership: 1,778**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR LA MARQUE H S (084906002)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 711**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$6,411,140	100.00%	\$9,017	\$7,254,088	100.00%	\$10,203
Operating-Payroll	\$5,321,027	83.00%	\$7,484	\$6,080,253	83.82%	\$8,552
Other Operating	\$1,090,113	17.00%	\$1,533	\$1,173,835	16.18%	\$1,651
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$6,411,140	100.00%	\$9,017	\$7,254,088	100.00%	\$10,203
Instruction (11,95) *	\$3,773,456	58.86%	\$5,307	\$4,217,021	58.13%	\$5,931
Instructional Res/Media (12) *	\$79,069	1.23%	\$111	\$79,069	1.09%	\$111
Curriculum/Staff Develop (13) *	\$65,506	1.02%	\$92	\$65,506	0.90%	\$92
Instructional Leadership (21) *	\$75,970	1.18%	\$107	\$196,063	2.70%	\$276
School Leadership (23) *	\$602,740	9.40%	\$848	\$630,923	8.70%	\$887
Guidance/Counseling Svcs (31) *	\$236,908	3.70%	\$333	\$313,689	4.32%	\$441
Social Work Services (32) *	\$12,197	0.19%	\$17	\$12,197	0.17%	\$17
Health Services (33) *	\$82,852	1.29%	\$117	\$82,852	1.14%	\$117
Food (35) **	\$0	0.00%	\$0	\$162,639	2.24%	\$229
Extracurricular (36) * **	\$845,044	13.18%	\$1,189	\$856,731	11.81%	\$1,205
Plant Maint/Operation (51) ***	\$585,652	9.13%	\$824	\$585,652	8.07%	\$824
Security/Monitoring (52) * **	\$51,746	0.81%	\$73	\$51,746	0.71%	\$73
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR LA MARQUE H S (084906002)  
TEXAS CITY ISD**

**Total Enrolled Membership: 711**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,928,698	100.00%	\$6,932	\$5,584,549	100.00%	\$7,854
Regular	\$2,996,189	60.79%	\$4,214	\$2,996,189	53.65%	\$4,214
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$657,644	13.34%	\$925	\$660,677	11.83%	\$929
Students with Disabilities	\$1,033,327	20.97%	\$1,453	\$1,087,331	19.47%	\$1,529
Accelerated Education	\$3,513	0.07%	\$5	\$298,671	5.35%	\$420
Bilingual	\$0	0.00%	\$0	\$7,323	0.13%	\$10
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$169,224	3.43%	\$238	\$465,557	8.34%	\$655
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$35,100	0.71%	\$49	\$35,100	0.63%	\$49
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$33,701	0.68%	\$47	\$33,701	0.60%	\$47
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR LA MARQUE H S (084906002)  
TEXAS CITY ISD**

**Total Enrolled Membership: 711**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR WOODROW WILSON DAEP (084906006)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 20**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$1,400,814	100.00%	\$70,041	\$1,402,014	100.00%	\$70,101
Operating-Payroll	\$1,347,764	96.21%	\$67,388	\$1,347,764	96.13%	\$67,388
Other Operating	\$53,050	3.79%	\$2,653	\$54,250	3.87%	\$2,713
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$1,400,814	100.00%	\$70,041	\$1,402,014	100.00%	\$70,101
Instruction (11,95) *	\$940,036	67.11%	\$47,002	\$940,036	67.05%	\$47,002
Instructional Res/Media (12) *	\$485	0.03%	\$24	\$485	0.03%	\$24
Curriculum/Staff Develop (13) *	\$10,421	0.74%	\$521	\$10,421	0.74%	\$521
Instructional Leadership (21) *	\$15,904	1.14%	\$795	\$15,904	1.13%	\$795
School Leadership (23) *	\$265,553	18.96%	\$13,278	\$266,753	19.03%	\$13,338
Guidance/Counseling Svcs (31) *	\$82,627	5.90%	\$4,131	\$82,627	5.89%	\$4,131
Social Work Services (32) *	\$893	0.06%	\$45	\$893	0.06%	\$45
Health Services (33) *	\$224	0.02%	\$11	\$224	0.02%	\$11
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) ***	\$59,966	4.28%	\$2,998	\$59,966	4.28%	\$2,998
Security/Monitoring (52) * **	\$24,705	1.76%	\$1,235	\$24,705	1.76%	\$1,235
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR WOODROW WILSON DAEP (084906006)  
TEXAS CITY ISD**

**Total Enrolled Membership: 20**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$1,316,143	100.00%	\$65,807	\$1,317,343	100.00%	\$65,867
Regular	\$0	0.00%	\$0	\$0	0.00%	\$0
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$177,900	13.52%	\$8,895	\$177,900	13.50%	\$8,895
Accelerated Education	\$0	0.00%	\$0	\$0	0.00%	\$0
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$1,138,243	86.48%	\$56,912	\$1,139,443	86.50%	\$56,972
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR WOODROW WILSON DAEP (084906006)  
TEXAS CITY ISD**

**Total Enrolled Membership: 20**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR BLOCKER MIDDLE (084906041)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 896**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$6,458,059	100.00%	\$7,208	\$7,006,706	100.00%	\$7,820
Operating-Payroll	\$5,853,500	90.64%	\$6,533	\$6,364,295	90.83%	\$7,103
Other Operating	\$469,627	7.27%	\$524	\$507,479	7.24%	\$566
Non-Operating(Equipt/Supplies)	\$134,932	2.09%	\$151	\$134,932	1.93%	\$151
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$6,323,127	100.00%	\$7,057	\$6,871,774	100.00%	\$7,669
Instruction (11,95) *	\$4,834,160	76.45%	\$5,395	\$4,997,230	72.72%	\$5,577
Instructional Res/Media (12) *	\$113,820	1.80%	\$127	\$116,509	1.70%	\$130
Curriculum/Staff Develop (13) *	\$103,464	1.64%	\$115	\$103,464	1.51%	\$115
Instructional Leadership (21) *	\$76,487	1.21%	\$85	\$100,222	1.46%	\$112
School Leadership (23) *	\$482,854	7.64%	\$539	\$560,874	8.16%	\$626
Guidance/Counseling Svcs (31) *	\$259,958	4.11%	\$290	\$345,482	5.03%	\$386
Social Work Services (32) *	\$15,049	0.24%	\$17	\$15,049	0.22%	\$17
Health Services (33) *	\$72,864	1.15%	\$81	\$72,864	1.06%	\$81
Food (35) **	\$0	0.00%	\$0	\$186,826	2.72%	\$209
Extracurricular (36) * **	\$171,729	2.72%	\$192	\$180,512	2.63%	\$201
Plant Maint/Operation (51) ***	\$139,270	2.20%	\$155	\$139,270	2.03%	\$155
Security/Monitoring (52) * **	\$53,472	0.85%	\$60	\$53,472	0.78%	\$60
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BLOCKER MIDDLE (084906041)  
TEXAS CITY ISD**

**Total Enrolled Membership: 896**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$5,958,656	100.00%	\$6,650	\$6,298,703	100.00%	\$7,030
Regular	\$4,128,161	69.28%	\$4,607	\$4,128,161	65.54%	\$4,607
Gifted & Talented	\$107,809	1.81%	\$120	\$107,809	1.71%	\$120
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,448,035	24.30%	\$1,616	\$1,629,976	25.88%	\$1,819
Accelerated Education	\$166,430	2.79%	\$186	\$324,536	5.15%	\$362
Bilingual	\$47,898	0.80%	\$53	\$47,898	0.76%	\$53
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$3,301	0.06%	\$4	\$3,301	0.05%	\$4
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$57,022	0.96%	\$64	\$57,022	0.91%	\$64
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR BLOCKER MIDDLE (084906041)  
TEXAS CITY ISD**

**Total Enrolled Membership: 896**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR LA MARQUE MIDDLE (084906043)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 525**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,507,720	100.00%	\$8,586	\$5,427,919	100.00%	\$10,339
Operating-Payroll	\$4,032,266	89.45%	\$7,681	\$4,897,403	90.23%	\$9,328
Other Operating	\$475,454	10.55%	\$906	\$530,516	9.77%	\$1,011
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,507,720	100.00%	\$8,586	\$5,427,919	100.00%	\$10,339
Instruction (11,95) *	\$3,091,295	68.58%	\$5,888	\$3,635,427	66.98%	\$6,925
Instructional Res/Media (12) *	\$80,688	1.79%	\$154	\$80,688	1.49%	\$154
Curriculum/Staff Develop (13) *	\$45,088	1.00%	\$86	\$128,545	2.37%	\$245
Instructional Leadership (21) *	\$46,396	1.03%	\$88	\$169,865	3.13%	\$324
School Leadership (23) *	\$436,748	9.69%	\$832	\$452,328	8.33%	\$862
Guidance/Counseling Svcs (31) *	\$236,349	5.24%	\$450	\$236,349	4.35%	\$450
Social Work Services (32) *	\$9,170	0.20%	\$17	\$9,170	0.17%	\$17
Health Services (33) *	\$69,269	1.54%	\$132	\$69,269	1.28%	\$132
Food (35) **	\$0	0.00%	\$0	\$151,611	2.79%	\$289
Extracurricular (36) * **	\$130,615	2.90%	\$249	\$132,565	2.44%	\$253
Plant Maint/Operation (51) ***	\$300,959	6.68%	\$573	\$300,959	5.54%	\$573
Security/Monitoring (52) * **	\$61,143	1.36%	\$116	\$61,143	1.13%	\$116
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR LA MARQUE MIDDLE (084906043)  
TEXAS CITY ISD**

**Total Enrolled Membership: 525**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,015,003	100.00%	\$7,648	\$4,772,570	100.00%	\$9,091
Regular	\$2,567,981	63.96%	\$4,891	\$2,567,981	53.81%	\$4,891
Gifted & Talented	\$43,021	1.07%	\$82	\$43,021	0.90%	\$82
Career & Technical	\$17,328	0.43%	\$33	\$17,328	0.36%	\$33
Students with Disabilities	\$1,000,084	24.91%	\$1,905	\$1,138,710	23.86%	\$2,169
Accelerated Education	\$0	0.00%	\$0	\$345,014	7.23%	\$657
Bilingual	\$0	0.00%	\$0	\$7,323	0.15%	\$14
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$137,863	3.43%	\$263	\$404,467	8.47%	\$770
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$84,378	2.10%	\$161	\$84,378	1.77%	\$161
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$164,348	4.09%	\$313	\$164,348	3.44%	\$313
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR LA MARQUE MIDDLE (084906043)  
TEXAS CITY ISD**

**Total Enrolled Membership: 525**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR FRY INT (084906101)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 893**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$6,340,627	100.00%	\$7,100	\$7,166,661	100.00%	\$8,025
Operating-Payroll	\$5,927,478	93.48%	\$6,638	\$6,705,914	93.57%	\$7,509
Other Operating	\$413,149	6.52%	\$463	\$460,747	6.43%	\$516
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$6,340,627	100.00%	\$7,100	\$7,166,661	100.00%	\$8,025
Instruction (11,95) *	\$4,971,513	78.41%	\$5,567	\$5,370,967	74.94%	\$6,015
Instructional Res/Media (12) *	\$134,936	2.13%	\$151	\$140,660	1.96%	\$158
Curriculum/Staff Develop (13) *	\$65,845	1.04%	\$74	\$65,845	0.92%	\$74
Instructional Leadership (21) *	\$82,446	1.30%	\$92	\$189,119	2.64%	\$212
School Leadership (23) *	\$441,335	6.96%	\$494	\$455,710	6.36%	\$510
Guidance/Counseling Svcs (31) *	\$269,053	4.24%	\$301	\$361,666	5.05%	\$405
Social Work Services (32) *	\$13,159	0.21%	\$15	\$13,159	0.18%	\$15
Health Services (33) *	\$56,438	0.89%	\$63	\$56,438	0.79%	\$63
Food (35) **	\$0	0.00%	\$0	\$203,946	2.85%	\$228
Extracurricular (36) * **	\$22,217	0.35%	\$25	\$25,466	0.36%	\$29
Plant Maint/Operation (51) ***	\$217,263	3.43%	\$243	\$217,263	3.03%	\$243
Security/Monitoring (52) * **	\$65,368	1.03%	\$73	\$65,368	0.91%	\$73
Data Processing Svcs (53)* **	\$1,054	0.02%	\$1	\$1,054	0.01%	\$1

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR FRY INT (084906101)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 893**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$6,034,725	100.00%	\$6,758	\$6,626,684	100.00%	\$7,421
Regular	\$4,035,073	66.86%	\$4,519	\$4,035,073	60.89%	\$4,519
Gifted & Talented	\$1,697	0.03%	\$2	\$1,697	0.03%	\$2
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,680,300	27.84%	\$1,882	\$1,919,465	28.97%	\$2,149
Accelerated Education	\$0	0.00%	\$0	\$210,880	3.18%	\$236
Bilingual	\$8,947	0.15%	\$10	\$8,947	0.14%	\$10
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$252,203	4.18%	\$282	\$394,117	5.95%	\$441
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$56,505	0.94%	\$63	\$56,505	0.85%	\$63
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0



**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR FRY INT (084906101)  
TEXAS CITY ISD**

**Total Enrolled Membership: 893**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR HEIGHTS EL (084906102)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 375**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$3,446,717	100.00%	\$9,191	\$4,002,090	100.00%	\$10,672
Operating-Payroll	\$3,189,832	92.55%	\$8,506	\$3,725,767	93.10%	\$9,935
Other Operating	\$205,253	5.96%	\$547	\$224,691	5.61%	\$599
Non-Operating(Equipt/Supplies)	\$51,632	1.50%	\$138	\$51,632	1.29%	\$138
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$3,395,085	100.00%	\$9,054	\$3,950,458	100.00%	\$10,535
Instruction (11,95) *	\$2,515,689	74.10%	\$6,709	\$2,907,708	73.60%	\$7,754
Instructional Res/Media (12) *	\$108,516	3.20%	\$289	\$108,516	2.75%	\$289
Curriculum/Staff Develop (13) *	\$97,363	2.87%	\$260	\$97,363	2.46%	\$260
Instructional Leadership (21) *	\$40,004	1.18%	\$107	\$40,004	1.01%	\$107
School Leadership (23) *	\$272,175	8.02%	\$726	\$272,284	6.89%	\$726
Guidance/Counseling Svcs (31) *	\$110,593	3.26%	\$295	\$150,675	3.81%	\$402
Social Work Services (32) *	\$1,884	0.06%	\$5	\$1,884	0.05%	\$5
Health Services (33) *	\$74,026	2.18%	\$197	\$74,026	1.87%	\$197
Food (35) **	\$0	0.00%	\$0	\$122,665	3.11%	\$327
Extracurricular (36) * **	\$0	0.00%	\$0	\$498	0.01%	\$1
Plant Maint/Operation (51) ***	\$153,985	4.54%	\$411	\$153,985	3.90%	\$411
Security/Monitoring (52) * **	\$20,850	0.61%	\$56	\$20,850	0.53%	\$56
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR HEIGHTS EL (084906102)  
TEXAS CITY ISD**

**Total Enrolled Membership: 375**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$3,220,250	100.00%	\$8,587	\$3,652,351	100.00%	\$9,740
Regular	\$1,900,800	59.03%	\$5,069	\$1,900,800	52.04%	\$5,069
Gifted & Talented	\$4,219	0.13%	\$11	\$4,219	0.12%	\$11
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$896,084	27.83%	\$2,390	\$1,037,722	28.41%	\$2,767
Accelerated Education	\$0	0.00%	\$0	\$29,631	0.81%	\$79
Bilingual	\$22,458	0.70%	\$60	\$22,458	0.61%	\$60
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$39,828	1.24%	\$106	\$300,660	8.23%	\$802
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$293,202	9.10%	\$782	\$293,202	8.03%	\$782
Dyslexia or Related Disorder Serv	\$63,659	1.98%	\$170	\$63,659	1.74%	\$170
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR HEIGHTS EL (084906102)  
TEXAS CITY ISD**

**Total Enrolled Membership: 375**

Note: Some amounts may not total due to rounding.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KOHFELDT EL (084906103)  
TEXAS CITY ISD**

**Total Enrolled Membership: 437**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$3,845,060	100.00%	\$8,799	\$4,415,053	100.00%	\$10,103
Operating-Payroll	\$3,566,624	92.76%	\$8,162	\$4,102,196	92.91%	\$9,387
Other Operating	\$278,436	7.24%	\$637	\$312,857	7.09%	\$716
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$3,845,060	100.00%	\$8,799	\$4,415,053	100.00%	\$10,103
Instruction (11,95) *	\$2,994,010	77.87%	\$6,851	\$3,285,054	74.41%	\$7,517
Instructional Res/Media (12) *	\$82,723	2.15%	\$189	\$83,326	1.89%	\$191
Curriculum/Staff Develop (13) *	\$37,410	0.97%	\$86	\$37,410	0.85%	\$86
Instructional Leadership (21) *	\$50,468	1.31%	\$115	\$156,239	3.54%	\$358
School Leadership (23) *	\$289,035	7.52%	\$661	\$292,477	6.62%	\$669
Guidance/Counseling Svcs (31) *	\$131,217	3.41%	\$300	\$131,217	2.97%	\$300
Social Work Services (32) *	\$2,335	0.06%	\$5	\$2,335	0.05%	\$5
Health Services (33) *	\$70,027	1.82%	\$160	\$70,027	1.59%	\$160
Food (35) **	\$0	0.00%	\$0	\$169,113	3.83%	\$387
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) ***	\$176,732	4.60%	\$404	\$176,732	4.00%	\$404
Security/Monitoring (52) * **	\$11,103	0.29%	\$25	\$11,103	0.25%	\$25
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$20	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR KOHFELDT EL (084906103)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 437**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$3,657,225	100.00%	\$8,369	\$4,054,040	100.00%	\$9,277
Regular	\$2,116,787	57.88%	\$4,844	\$2,116,787	52.21%	\$4,844
Gifted & Talented	\$2,828	0.08%	\$6	\$2,828	0.07%	\$6
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,022,646	27.96%	\$2,340	\$1,022,646	25.23%	\$2,340
Accelerated Education	\$0	0.00%	\$0	\$144,650	3.57%	\$331
Bilingual	\$22,403	0.61%	\$51	\$55,219	1.36%	\$126
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$17,183	0.47%	\$39	\$236,532	5.83%	\$541
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$348,114	9.52%	\$797	\$348,114	8.59%	\$797
Dyslexia or Related Disorder Serv	\$127,264	3.48%	\$291	\$127,264	3.14%	\$291
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KOHFELDT EL (084906103)  
TEXAS CITY ISD**

**Total Enrolled Membership: 437**

Note: Some amounts may not total due to rounding.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR MANUAL GUAJARDO JR EL (084906104)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 507**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$3,464,380	100.00%	\$6,833	\$3,945,801	100.00%	\$7,783
Operating-Payroll	\$3,284,286	94.80%	\$6,478	\$3,644,887	92.37%	\$7,189
Other Operating	\$180,094	5.20%	\$355	\$300,914	7.63%	\$594
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$3,464,380	100.00%	\$6,833	\$3,945,801	100.00%	\$7,783
Instruction (11,95) *	\$2,651,328	76.53%	\$5,229	\$2,993,562	75.87%	\$5,904
Instructional Res/Media (12) *	\$95,023	2.74%	\$187	\$95,023	2.41%	\$187
Curriculum/Staff Develop (13) *	\$28,583	0.83%	\$56	\$28,583	0.72%	\$56
Instructional Leadership (21) *	\$45,258	1.31%	\$89	\$45,258	1.15%	\$89
School Leadership (23) *	\$282,306	8.15%	\$557	\$295,003	7.48%	\$582
Guidance/Counseling Svcs (31) *	\$97,863	2.82%	\$193	\$97,863	2.48%	\$193
Social Work Services (32) *	\$11,478	0.33%	\$23	\$11,478	0.29%	\$23
Health Services (33) *	\$77,050	2.22%	\$152	\$77,050	1.95%	\$152
Food (35) **	\$0	0.00%	\$0	\$126,490	3.21%	\$249
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) ***	\$161,160	4.65%	\$318	\$161,160	4.08%	\$318
Security/Monitoring (52) * **	\$14,331	0.41%	\$28	\$14,331	0.36%	\$28
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0



**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR MANUAL GUAJARDO JR EL (084906104)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 507**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$3,288,889	100.00%	\$6,487	\$3,621,724	100.00%	\$7,143
Regular	\$2,171,202	66.02%	\$4,282	\$2,171,202	59.95%	\$4,282
Gifted & Talented	\$2,828	0.09%	\$6	\$2,828	0.08%	\$6
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$739,173	22.47%	\$1,458	\$764,135	21.10%	\$1,507
Accelerated Education	\$0	0.00%	\$0	\$175,508	4.85%	\$346
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$111,623	3.39%	\$220	\$243,988	6.74%	\$481
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$264,063	8.03%	\$521	\$264,063	7.29%	\$521
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR MANUAL GUAJARDO JR EL (084906104)  
TEXAS CITY ISD**

**Total Enrolled Membership: 507**

Note: Some amounts may not total due to rounding.

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- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR ROOSEVELT-WILSON EL (084906105)  
TEXAS CITY ISD**

**Total Enrolled Membership: 612**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,038,571	100.00%	\$6,599	\$4,583,068	100.00%	\$7,489
Operating-Payroll	\$3,822,933	94.66%	\$6,247	\$4,310,565	94.05%	\$7,043
Other Operating	\$215,638	5.34%	\$352	\$272,503	5.95%	\$445
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,038,571	100.00%	\$6,599	\$4,583,068	100.00%	\$7,489
Instruction (11,95) *	\$3,180,087	78.74%	\$5,196	\$3,441,107	75.08%	\$5,623
Instructional Res/Media (12) *	\$109,553	2.71%	\$179	\$111,259	2.43%	\$182
Curriculum/Staff Develop (13) *	\$43,559	1.08%	\$71	\$90,673	1.98%	\$148
Instructional Leadership (21) *	\$48,972	1.21%	\$80	\$48,972	1.07%	\$80
School Leadership (23) *	\$290,732	7.20%	\$475	\$300,333	6.55%	\$491
Guidance/Counseling Svcs (31) *	\$125,955	3.12%	\$206	\$213,383	4.66%	\$349
Social Work Services (32) *	\$16,515	0.41%	\$27	\$16,515	0.36%	\$27
Health Services (33) *	\$50,911	1.26%	\$83	\$50,911	1.11%	\$83
Food (35) **	\$0	0.00%	\$0	\$137,628	3.00%	\$225
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) ***	\$167,133	4.14%	\$273	\$167,133	3.65%	\$273
Security/Monitoring (52) * **	\$5,154	0.13%	\$8	\$5,154	0.11%	\$8
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR ROOSEVELT-WILSON EL (084906105)  
TEXAS CITY ISD**

**Total Enrolled Membership: 612**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$3,866,284	100.00%	\$6,317	\$4,261,846	100.00%	\$6,964
Regular	\$2,514,435	65.03%	\$4,109	\$2,514,435	59.00%	\$4,109
Gifted & Talented	\$2,828	0.07%	\$5	\$2,828	0.07%	\$5
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$648,934	16.78%	\$1,060	\$737,573	17.31%	\$1,205
Accelerated Education	\$0	0.00%	\$0	\$141,644	3.32%	\$231
Bilingual	\$65,072	1.68%	\$106	\$65,072	1.53%	\$106
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$158,155	4.09%	\$258	\$323,434	7.59%	\$528
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$414,941	10.73%	\$678	\$414,941	9.74%	\$678
Dyslexia or Related Disorder Serv	\$61,919	1.60%	\$101	\$61,919	1.45%	\$101
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR ROOSEVELT-WILSON EL (084906105)  
TEXAS CITY ISD**

**Total Enrolled Membership: 612**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 228**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$1,616,639	100.00%	\$7,091	\$3,315,477	100.00%	\$14,542
Operating-Payroll	\$1,424,128	88.09%	\$6,246	\$2,851,719	86.01%	\$12,508
Other Operating	\$122,854	7.60%	\$539	\$394,101	11.89%	\$1,729
Non-Operating(Equipt/Supplies)	\$69,657	4.31%	\$306	\$69,657	2.10%	\$306
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$1,546,982	100.00%	\$6,785	\$3,245,820	100.00%	\$14,236
Instruction (11,95) *	\$1,170,862	75.69%	\$5,135	\$2,515,212	77.49%	\$11,032
Instructional Res/Media (12) *	\$558	0.04%	\$2	\$558	0.02%	\$2
Curriculum/Staff Develop (13) *	\$60,636	3.92%	\$266	\$135,209	4.17%	\$593
Instructional Leadership (21) *	\$23,164	1.50%	\$102	\$23,164	0.71%	\$102
School Leadership (23) *	\$121,878	7.88%	\$535	\$210,642	6.49%	\$924
Guidance/Counseling Svcs (31) *	\$13,868	0.90%	\$61	\$121,801	3.75%	\$534
Social Work Services (32) *	\$1,023	0.07%	\$4	\$1,023	0.03%	\$4
Health Services (33) *	\$33,710	2.18%	\$148	\$66,261	2.04%	\$291
Food (35) **	\$0	0.00%	\$0	\$40,288	1.24%	\$177
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) ***	\$101,607	6.57%	\$446	\$101,607	3.13%	\$446
Security/Monitoring (52) * **	\$19,676	1.27%	\$86	\$30,055	0.93%	\$132
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)  
TEXAS CITY ISD**

**Total Enrolled Membership: 228**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$1,425,699	100.00%	\$6,253	\$3,073,870	100.00%	\$13,482
Regular	\$0	0.00%	\$0	\$0	0.00%	\$0
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$475,420	33.35%	\$2,085	\$643,070	20.92%	\$2,820
Accelerated Education	\$0	0.00%	\$0	\$41,541	1.35%	\$182
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$1,522	0.11%	\$7	\$189,777	6.17%	\$832
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$638,911	44.81%	\$2,802	\$1,889,636	61.47%	\$8,288
Early Education Allotment	\$309,846	21.73%	\$1,359	\$309,846	10.08%	\$1,359
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)  
TEXAS CITY ISD**

**Total Enrolled Membership: 228**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR HAYLEY EL (084906110)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 535**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$5,016,303	100.00%	\$9,376	\$5,825,307	100.00%	\$10,888
Operating-Payroll	\$3,908,197	77.91%	\$7,305	\$4,669,229	80.15%	\$8,728
Other Operating	\$1,108,106	22.09%	\$2,071	\$1,156,078	19.85%	\$2,161
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$5,016,303	100.00%	\$9,376	\$5,825,307	100.00%	\$10,888
Instruction (11,95) *	\$3,474,966	69.27%	\$6,495	\$3,991,422	68.52%	\$7,461
Instructional Res/Media (12) *	\$78,976	1.57%	\$148	\$78,976	1.36%	\$148
Curriculum/Staff Develop (13) *	\$53,999	1.08%	\$101	\$53,999	0.93%	\$101
Instructional Leadership (21) *	\$63,435	1.26%	\$119	\$177,522	3.05%	\$332
School Leadership (23) *	\$289,812	5.78%	\$542	\$292,286	5.02%	\$546
Guidance/Counseling Svcs (31) *	\$105,567	2.10%	\$197	\$179,945	3.09%	\$336
Social Work Services (32) *	\$12,233	0.24%	\$23	\$12,233	0.21%	\$23
Health Services (33) *	\$2,642	0.05%	\$5	\$2,642	0.05%	\$5
Food (35) **	\$0	0.00%	\$0	\$95,259	1.64%	\$178
Extracurricular (36) * **	\$0	0.00%	\$0	\$200	0.00%	\$0
Plant Maint/Operation (51) ***	\$896,729	17.88%	\$1,676	\$902,879	15.50%	\$1,688
Security/Monitoring (52) * **	\$37,944	0.76%	\$71	\$37,944	0.65%	\$71
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR HAYLEY EL (084906110)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 535**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,081,630	100.00%	\$7,629	\$4,786,551	100.00%	\$8,947
Regular	\$2,407,259	58.98%	\$4,500	\$2,407,259	50.29%	\$4,500
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,118,391	27.40%	\$2,090	\$1,197,067	25.01%	\$2,238
Accelerated Education	\$8,367	0.20%	\$16	\$327,637	6.84%	\$612
Bilingual	\$103,821	2.54%	\$194	\$103,821	2.17%	\$194
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$100,909	2.47%	\$189	\$407,884	8.52%	\$762
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$311,958	7.64%	\$583	\$311,958	6.52%	\$583
Dyslexia or Related Disorder Serv	\$30,925	0.76%	\$58	\$30,925	0.65%	\$58
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR HAYLEY EL (084906110)  
TEXAS CITY ISD**

**Total Enrolled Membership: 535**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS**  
**TOTALS FOR SIMMS EL (084906111)**  
**TEXAS CITY ISD**

**Total Enrolled Membership: 471**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,342,463	100.00%	\$9,220	\$5,214,508	100.00%	\$11,071
Operating-Payroll	\$3,278,366	75.50%	\$6,960	\$4,081,601	78.27%	\$8,666
Other Operating	\$1,064,097	24.50%	\$2,259	\$1,132,907	21.73%	\$2,405
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,342,463	100.00%	\$9,220	\$5,214,508	100.00%	\$11,071
Instruction (11,95) *	\$2,706,198	62.32%	\$5,746	\$3,339,643	64.05%	\$7,091
Instructional Res/Media (12) *	\$83,104	1.91%	\$176	\$83,104	1.59%	\$176
Curriculum/Staff Develop (13) *	\$38,413	0.88%	\$82	\$38,413	0.74%	\$82
Instructional Leadership (21) *	\$48,633	1.12%	\$103	\$164,697	3.16%	\$350
School Leadership (23) *	\$290,050	6.68%	\$616	\$294,404	5.65%	\$625
Guidance/Counseling Svcs (31) *	\$115,557	2.66%	\$245	\$115,744	2.22%	\$246
Social Work Services (32) *	\$16,123	0.37%	\$34	\$16,123	0.31%	\$34
Health Services (33) *	\$76,481	1.76%	\$162	\$76,481	1.47%	\$162
Food (35) **	\$0	0.00%	\$0	\$117,995	2.26%	\$251
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) ***	\$920,695	21.20%	\$1,955	\$920,695	17.66%	\$1,955
Security/Monitoring (52) * **	\$46,051	1.06%	\$98	\$46,051	0.88%	\$98
Data Processing Svcs (53)* **	\$1,158	0.03%	\$2	\$1,158	0.02%	\$2

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR SIMMS EL (084906111)  
TEXAS CITY ISD**

**Total Enrolled Membership: 471**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$3,374,559	100.00%	\$7,165	\$4,118,680	100.00%	\$8,745
Regular	\$1,903,841	56.42%	\$4,042	\$1,903,841	46.22%	\$4,042
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,012,217	30.00%	\$2,149	\$1,038,214	25.21%	\$2,204
Accelerated Education	\$0	0.00%	\$0	\$334,938	8.13%	\$711
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$159,194	4.72%	\$338	\$542,380	13.17%	\$1,152
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$265,199	7.86%	\$563	\$265,199	6.44%	\$563
Dyslexia or Related Disorder Serv	\$34,108	1.01%	\$72	\$34,108	0.83%	\$72
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR SIMMS EL (084906111)  
TEXAS CITY ISD**

**Total Enrolled Membership: 471**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 3

#### 2021-2022 District Accreditation Status

## 2021-22 District Accreditation Status

Generally, each year TEA assigns one of four accreditation statuses to each district in the state:

1. *Accredited*
2. *Accredited – Warned*
3. *Accredited – Probation*
4. *Not Accredited – Revoked*

In assigning an accreditation status to a district, TEA considers

- Academic accountability ratings
- Financial accountability ratings
- Data integrity
- Program-area deficiencies identified through Results Driven Accountability (RDA)

**Because student performance is a key indicator in the state accreditation system, TEA has suspended the assignment of accreditation statuses until the 2022-23 school year.**

**Therefore, no district was assigned an accreditation status for 2021-22.**



# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 4

#### Campus Performance Objectives

# **Texas City Independent School District**

## **District Improvement Plan**

### **2021-2022**



# Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

## Core Beliefs

Every decision should be based upon what is best for students.

All stakeholders should be treated with respect.

Cultural diversity should be embraced.

High expectations should be maintained for all employees and students.

District employees should take time to know and understand students and colleagues.

High quality instruction should be delivered in an engaging manner.

All students should have opportunities to explore and develop their unique traits.

Each Texas City ISD graduate should be college and/or career ready.

All TCISD graduation pathways are worthy and deserving of respect.

Implementation of quality research-based professional development will improve student learning.

All district personnel have a moral obligation to create, maintain and support a learning environment that is academically, emotionally and physically safe.

Shared leadership and collaboration are essential for our success.

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# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%









English I & English II 36% to 48%

















**Performance Objective 1:** Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Reading by increasing the Meets performance by 4%.













## HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. <b>Strategy's Expected Result/Impact:</b> Improvement in instructional strategies and quality teaching <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training for special education staff to provide students instruction in the Reading by Design program. <b>Strategy's Expected Result/Impact:</b> Improved reading instruction for dyslexic students <b>Staff Responsible for Monitoring:</b> Director of Spec. Education & Coordinator of Spec. Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase reading performance for students identified with dyslexia and or related reading disorders by providing students instruction in the Reading by Design program. <b>Strategy's Expected Result/Impact:</b> Improved reading instruction for dyslexic students <b>Staff Responsible for Monitoring:</b> Director of Spec. Education & Coordinator of Spec. Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The district will develop a plan for the implementation of the Reading Academy for teachers and principals. <b>Strategy's Expected Result/Impact:</b> Completion of Reading Academy by all K-1 teachers and administrators by 2021-2022 <b>Staff Responsible for Monitoring:</b> C & I Department  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support and train staff on the PLC process and develop a plan to meet individual student needs based on data. <b>Strategy's Expected Result/Impact:</b> Train Core teams and develop common formative assessments <b>Staff Responsible for Monitoring:</b> Executive Director of C & I, Instructional Specialists & Campus Admin.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas. <b>Strategy's Expected Result/Impact:</b> Improved instruction equity and increased student achievement <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C & I, Executive Director of C&I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide instructional and curriculum support through content and pedagogy training for teachers. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Department of C & I, Instructional Specialists,  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child. <b>Strategy's Expected Result/Impact:</b> Improved data tracking, increase in scores, and progress in PLC process <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C & I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%









5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%

















**Performance Objective 2:** Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor.

**Evaluation Data Sources:** District Assessments, STAAR Reports, and TELPAS Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Kagan training for all teachers and administrators in grades 2-8 and Core subject teachers in grades 9-12 to support classroom instruction. <b>Strategy's Expected Result/Impact:</b> Improved student engagement and explicit feedback provided to teachers <b>Staff Responsible for Monitoring:</b> Assistant Superintendent- Curriculum and Instruction, Executive Director- Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing Professional Learning Communities training to support campus leaders and their leadership teams in their work to keep the focus on and a commitment to the learning of each student. <b>Strategy's Expected Result/Impact:</b> Improved PLC processes resulting in an increase in teacher capacity <b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>Funding Sources:</b> - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Visible Learning Training to create assessment ready students and build teacher efficacy. <b>Strategy's Expected Result/Impact:</b> Improved teacher efficacy along with an in-depth understanding of learning intentions and success criteria <b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - 255 - Title II, - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor campus walkthroughs and feedback provided by campus administrators to ensure support of best instructional practices. <b>Strategy's Expected Result/Impact:</b> Improve teacher instructional performance, increase student engagement and learning <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C & I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide training and campus support through monthly "Principal Learning Time" sessions. <b>Strategy's Expected Result/Impact:</b> Increase principal leadership capacity and student success <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent for C & I, Executive Director for C & I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%



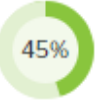






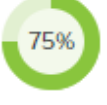

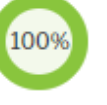
5th - 8th Grade Reading 34% to 46%





















English I & English II 36% to 48%

**Performance Objective 3:** Monitor student progress to measure academic growth and identify areas of academic need.

**Evaluation Data Sources:** District Assessments, STAAR Reports, TELPAS Reports, and other state accountability reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the data review process during PLCs to determine high need areas and students to focus on for needed interventions. <b>Strategy's Expected Result/Impact:</b> Increase state assessment scores and close achievement gaps <b>Staff Responsible for Monitoring:</b> Campus Administration, Curriculum Department, Instructional Specialists, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Unit Assessment reviews during curriculum content and pedagogy meetings to provide opportunities for teacher input for needed revisions and alignment purposes. <b>Strategy's Expected Result/Impact:</b> Assessments aligned to the curriculum and TEKS <b>Staff Responsible for Monitoring:</b> Instructional Specialists and Executive Director of C & I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Meet with principals at least 3 times per year to monitor their data and STAAR Action Plans. <b>Strategy's Expected Result/Impact:</b> Increase in student success and state accountability scores <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C & I, Directors of Elementary and Secondary Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize data analysis through district software and local assessments to identify and track students' strengths, weaknesses and progress toward mastery. <b>Strategy's Expected Result/Impact:</b> Improved monitoring of students performance <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administrators, Instructional Specialists and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize an accountability tracking system that provides individual student performance data to be used to project accountability rating for campuses. <b>Strategy's Expected Result/Impact:</b> Improved accountability ratings <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize reading screeners to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment. <b>Strategy's Expected Result/Impact:</b> Improved student performance on state assessment <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administrators, Instructional Specialists and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Monitor student growth and provide support to campus administration in developing intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments. <b>Strategy's Expected Result/Impact:</b> Improved student Meets and Masters performance on state assessments <b>Staff Responsible for Monitoring:</b> C & I Directors, Campus Administrators, Instructional Specialists and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%







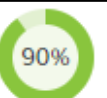

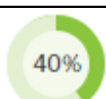
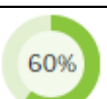
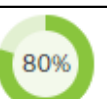

Algebra I 41% to 51%













**Performance Objective 1:** Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for improving the performance of all students in Math by increasing the Meets performance by 3% in June 2022.

### HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-8 and Algebra I EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. <b>Strategy's Expected Result/Impact:</b> Improvement in instructional strategies and quality teaching <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support and train staff on building common formative assessments and develop a plan to meet individual student needs based on data. (PLC Process) <b>Strategy's Expected Result/Impact:</b> Train Core teams and develop common formative assessments <b>Staff Responsible for Monitoring:</b> Executive Director of C & I, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a professional development plan to provide consistency among all TCISD staff utilizing research-based strategies to increase student achievement in all core content areas. <b>Strategy's Expected Result/Impact:</b> Improved instructional equity and increase student achievement <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C & I, Executive Director of C&I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>Funding Sources:</b> Coordination of local, State, and Federal funds - 255 - Title II, - 211 - Title I, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide instructional and curriculum support through content and pedagogy training for teachers. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Department of C & I, Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Meet with campus principals to monitor campus action plans put in place to meet accountability performance goals that address the whole child. <b>Strategy's Expected Result/Impact:</b> Action Plan Meetings conducted, data tracking, increase in scores, and progress in PLC process <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent of C 7 I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%









5th - 8th Grade Math 39% to 49%

















Algebra I 41% to 51%

**Performance Objective 2:** Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor.

**Evaluation Data Sources:** District Assessments and STAAR Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Kagan training for all teachers and administrators in grades 2-8 and Core subject teachers in grades 9-12 to support classroom instruction. <b>Strategy's Expected Result/Impact:</b> Improved student engagement and explicit feedback provided to teachers <b>Staff Responsible for Monitoring:</b> Assistant Superintendent- Curriculum and Instruction, Executive Director- Curriculum and Instruction, Director of Elementary Education, Director of Secondary Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing Professional Learning Communities training to support campus leaders and their leadership teams in their work to keep the focus on and a commitment to the learning of each student. <b>Strategy's Expected Result/Impact:</b> Improved PLC processes resulting in an increase in teacher capacity <b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>Funding Sources:</b> - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Visible Learning Training to create assessment ready students and build teacher efficacy. <b>Strategy's Expected Result/Impact:</b> Improved teacher efficacy along with an in-depth understanding of learning intentions and success criteria <b>Staff Responsible for Monitoring:</b> District and Campus Leadership Teams  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>Funding Sources:</b> - 255 - Title II, - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor campus walkthroughs and feedback provided by campus administrators to ensure support of best instructional practices. <b>Strategy's Expected Result/Impact:</b> Improve teacher instructional performance, increase student engagement and learning <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C & I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide training and campus support through monthly "Principal Learning Time" sessions. <b>Strategy's Expected Result/Impact:</b> Increase principal leadership capacity and student success <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent for C & I, Executive Director for C & I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%






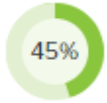
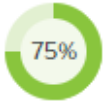

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%









**Performance Objective 3:** Monitor student progress to measure academic growth and identify areas of academic need.

**Evaluation Data Sources:** District Assessments and STAAR Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize data analysis through district software and local assessments to identify and track students' strengths, weaknesses and progress toward mastery. <b>Strategy's Expected Result/Impact:</b> Improved monitoring of students performance <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administrators, Instructional Specialists and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize screeners in Math to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment. <b>Strategy's Expected Result/Impact:</b> Improved student performance on state assessment <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administrators, Instructional Specialists and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments. <b>Strategy's Expected Result/Impact:</b> Improved student Meets and Masters performance on state assessments	Formative			Summative
	Nov	Jan	Mar	June



<p><b>Staff Responsible for Monitoring:</b> C &amp; I Directors, Campus Administrators, Instructional Specialist and Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



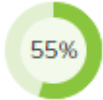



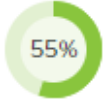









**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

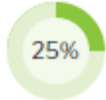







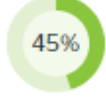







**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the total number of students who participate in CTE courses that offer an Industry Based Certifications by 10%. <b>Strategy's Expected Result/Impact:</b> Students will be career ready by earning an IBC <b>Staff Responsible for Monitoring:</b> Director & Coordinator of CTE  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase CTE dual credit opportunities and/or partnerships between community/junior colleges and TCISD. <b>Strategy's Expected Result/Impact:</b> Students will be able to earn dual credit along with a certification making them college and career ready. <b>Staff Responsible for Monitoring:</b> Director & Coordinator of CTE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the number of special education students graduating with an advanced degree and ensure students are graduating by completing IEP and are workforce ready. <b>Staff Responsible for Monitoring:</b> Director & Coordinator of Special Education, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor student enrollment and progress to ensure we meet House Bill 3 requirements regarding student completion of Programs of Study. <b>Strategy's Expected Result/Impact:</b> Improvement in Program of Study completion rate. <b>Staff Responsible for Monitoring:</b> Director & Coordinator of CTE, Director of Secondary Education, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize the OnData Suite CCMR Early Warning System to identify students who have not earned points under CCMR. <b>Strategy's Expected Result/Impact:</b> Increased CCMR score by providing students opportunities earlier in their high school careers to earn CCMR points, when available <b>Staff Responsible for Monitoring:</b> Director of Accountability, Assessment, and CCMR, Campus Administrators, and Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Monitor CCMR data collection and reporting using the OnData Suite CCMR Early Warning System and the CCMR 20-21 and 21-22 Data Collection, Data Coding, Data Quality, and Timeline. <b>Strategy's Expected Result/Impact:</b> Increased CCMR score by ensuring that PEIMS submissions are accurate <b>Staff Responsible for Monitoring:</b> Director of Accountability, Assessment, and CCMR, Director of Student Data, Director of Special Education, Director of CTE, Campus Administrators, and Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide seniors the opportunity to participate in the College Bridge English and Math program. <b>Strategy's Expected Result/Impact:</b> Increased CCMR score by students completing both the College Prep English and Math program. <b>Staff Responsible for Monitoring:</b> Director of Accountability, Assessment, and CCMR, Campus Administrators, and Campus Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				













**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional language acquisition support for ELL students through Summit Learning. <b>Strategy's Expected Result/Impact:</b> Improve student performance on state and local performance. <b>Staff Responsible for Monitoring:</b> Directors, Administrators and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - Results Driven Accountability <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop a module for training BE/ESL teachers in instructional strategies designed to address the specific needs of ELL students, including Sheltered Instruction and academic vocabulary. <b>Strategy's Expected Result/Impact:</b> Improved teacher capacity instructing ELL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition levels <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Bilingual Specialist, Elementary and Secondary Education Directors  <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assist campuses with Identifying low-performing economically disadvantaged students and targeted student groups for early and targeted interventions. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> C&I Directors, Campus Administrators, Instructional Specialists & Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continued use of the district developed guiding questions to steer the decision making process regarding testing decisions and instructional arrangements for special education students. Instructional specialists will also collect observational data to assist in the decision making process. <b>Strategy's Expected Result/Impact:</b> Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance. <b>Staff Responsible for Monitoring:</b> Director & Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Special education staff will receive on-going training regarding writing appropriate PLAAFP statements to drive the creation of standard based measurable goals and objectives. <b>Strategy's Expected Result/Impact:</b> Improved alignment of goals and objectives to the PLAAFP statements <b>Staff Responsible for Monitoring:</b> Director & Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



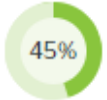













**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Installation and maintenance of security system to include access control, intrusion detection, and closed circuit TV at additional campuses <b>Strategy's Expected Result/Impact:</b> Installed Hardware <b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Chief Technology Officer, Campus Administrators <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to improve communication with students related to bullying, self-harm, suicide, and school threats. <b>Strategy's Expected Result/Impact:</b> Increased student communication related to safety and security. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Safety and Security, Director of Student Outreach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implementation of Navigate360 app which allows teachers and staff to quickly report emergencies from their cell phone or mobile device. <b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security <b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Chief Technology Officer, District and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide law enforcement officers or campus safety monitors so that every campus has safety staff available. <b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security <b>Staff Responsible for Monitoring:</b> Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue the development campus safety plans which will include: emergency drill instruction and practice, trained Threat Assessment Teams for each campus and a campus specific emergency response plan with designated triage, emergency landing zone, relocation site, incident command designation, and media response area with law enforcement controlled access. <b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security <b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Emergency Management Coordinator and Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement monthly safety tips on social media, the district website and electronic newsletters to help facilitate safe and secure campuses and facilities for community, parents, students and staff. <b>Strategy's Expected Result/Impact:</b> Improve student and staff safety and security <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Develop standard communication responses for a multitude of emergency situations. <b>Strategy's Expected Result/Impact:</b> Quicker communication response <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

















**Performance Objective 1:** Develop a MTSS that supports a campus-wide and classroom behavior management system which will allow our diverse student population to perform successfully.









**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide ongoing trainings to administrators and staff to improve classroom management, bully and violence prevention, and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, agendas, PowerPoint, observations, and improved student performance <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention  <b>Results Driven Accountability</b> <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue the implementation of the HERO program and identify other PBIS programs that provide positive behavior reinforcement, as well as, provides on-going communication with parents. <b>Strategy's Expected Result/Impact:</b> Improved student behavior and an increase in communication with parents. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Funding Sources:</b> HERO - 199 - General Fund, HERO - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue the implementation of the social emotional learning programs such as: Ripple Effects program at the elementary level and Suite 360 at the secondary level. <b>Strategy's Expected Result/Impact:</b> Improved student behavior and self-awareness <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> Ripples Effect - 211 - Title I, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> District-wide implementation of the Character Strong program. <b>Strategy's Expected Result/Impact:</b> Improved school safety and culture and student self regulation <b>Staff Responsible for Monitoring:</b> Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Conduct monthly discipline meetings with district assistant principals to discuss trends in discipline and to monitor data impacting district PBMAS/RDA report. <b>Strategy's Expected Result/Impact:</b> Agendas Sign-In Sheets Supporting Data <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Student Data, Director of Student Outreach and Intervention  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Decrease the recidivism of out of school placements by communicating between alternative disciplinary settings and home campuses to develop plans for students' re-entry which address academic and behavioral goals and expectations. <b>Strategy's Expected Result/Impact:</b> Decrease in students returning to out of school placements. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Support Services and Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				






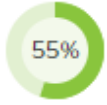
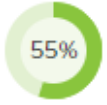





Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campuses implementation of student behavior management plans that include campus and classroom expectations, hierarchy or consequences for student behavior and positive behavioral supports. <b>Strategy's Expected Result/Impact:</b> Improved student behavior, reduced discipline incidents and discipline referrals <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Assistant Superintendent of C&I, Director of Student Outreach and Intervention, C & I Directors and Coordinators, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
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



**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills. self regulation and provide social emotional support for students as needed.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide on-going collaboration with campus behavior coordinators and develop alternatives to traditional discipline assignments (ISS and DAEP) that will decrease out of class assignments. <b>Strategy's Expected Result/Impact:</b> Decrease in out of school suspensions, in school suspensions and discretionary discipline placements at DAEP. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention  <b>Funding Sources:</b> Suite 360 - 199 - General Fund, Ripples Effect Program - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Integrate positive behavior supports through Crisis Prevention Institute (CPI) training. <b>Strategy's Expected Result/Impact:</b> Increase in the use of positive behavior supports resulting in improved student behavior <b>Staff Responsible for Monitoring:</b> Director and Coordinator of Special Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue the partnership with Resolve It Inc. to provide mental health support and counseling to district students. <b>Strategy's Expected Result/Impact:</b> Individualized student support and counseling services <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services and Director of Student Outreach and Intervention  <b>Funding Sources:</b> - 199 - General Fund - Title IV	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement MOU with UTMB for TCHAT which is a school based tele-medicine program that offers free behavioral services for students. <b>Strategy's Expected Result/Impact:</b> Improved behavior of students in need <b>Staff Responsible for Monitoring:</b> Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize "Be Safe" a social skills program with special education students to help them learn appropriate interactions in social settings and how to interact appropriately with law enforcement. <b>Strategy's Expected Result/Impact:</b> Improved interactions in social settings <b>Staff Responsible for Monitoring:</b> Director and Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide on-going support for counselors to build efficacy for social and emotional support. <b>Strategy's Expected Result/Impact:</b> Improved interactions with and support for students. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Director of Student Outreach and Intervention.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





















**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor list of high-risk attendance and drop-out issues and make recommendations to campuses for future action. <b>Strategy's Expected Result/Impact:</b> Attendance Reports <b>Staff Responsible for Monitoring:</b> Truancy Officer, Campus Administrators <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct warning meetings in conjunction with local Justice of the Peace for students approaching truancy levels that warrant court action. <b>Strategy's Expected Result/Impact:</b> Decrease in court filings and improved student attendance <b>Staff Responsible for Monitoring:</b> Truancy Officer, Campus Administrators, Deputy Superintendent of Support Services, and Director of Student Outreach and Intervention <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each campus will develop and implement a campus wide attendance plan aimed to improve overall attendance. Plan should include interventions, consequences, and incentives. <b>Strategy's Expected Result/Impact:</b> Improvement in student attendance <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, and Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Investigate Attendance Works and other resources to improve communication with parents regarding the importance of good school attendance and the attendance requirements for grade and course credits. <b>Strategy's Expected Result/Impact:</b> Improvement in student attendance <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Student Support Services and Director of Student Outreach and Intervention  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to monitor student attendance each 9 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate. <b>Strategy's Expected Result/Impact:</b> Improvement in student attendance <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Student Outreach and Intervention, Officer, Campus Administrators and Truancy Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Social worker and campus counselors will work with campuses to identify at-risk students and provide needed academic and emotional resources and support for and families. <b>Strategy's Expected Result/Impact:</b> Improved support, lower truancy, higher attendance and higher graduation rate for at-risk students <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Support Services, Director of Student Outreach and Intervention, Social Worker, and Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Each secondary campus will develop and implement a plan aimed to decrease drop-out rates. <b>Strategy's Expected Result/Impact:</b> Decrease in drop-out rate <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Support Services, Director of Secondary Education, Director of Student Data, and Campus Administration  <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

**Summative Evaluation:** Exceeded Objective













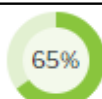
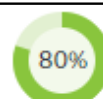
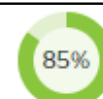
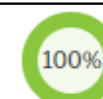
Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Produce videos that feature our students and teachers that highlight their unique skills and talents in a variety of district programs. The features will be monthly and will use our vision statement as a hashtag (#TogetherWeSucceed). <b>Strategy's Expected Result/Impact:</b> Increased positive promotion of programs and students <b>Staff Responsible for Monitoring:</b> Director of Communications		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.













**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement and maintain centralized internal policies and procedures for the purchase of district hardware and software and ensure forums for appropriate discussions regarding the selection and evaluation of technology. <b>Strategy's Expected Result/Impact:</b> More effectively utilize district technology funding and improve the quality of technology available on campuses. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement processes to evaluate the use and effectiveness of software programs. <b>Strategy's Expected Result/Impact:</b> Revised procedures <b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Director of Curriculum and Accountability, Coordinator of Assessment and Instructional Resources	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Annually distribute age and grade appropriate devices to all campuses, K-12. <b>Strategy's Expected Result/Impact:</b> Report documenting distribution <b>Staff Responsible for Monitoring:</b> Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Design and implement an infrastructure for each of the new campuses currently being built in TCISD. <b>Strategy's Expected Result/Impact:</b> Prepare new facilities for the implementation of state of the art technology. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Business and Operations, Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to update the district technology infrastructure and technology equipment in use to ensure that all components are current (within a 5 year lifecycle) and maintain an obsolescence plan to remove outdated technology. <b>Strategy's Expected Result/Impact:</b> Ensure that all equipment in use meets the needs of all campuses and facilities within the school district. <b>Staff Responsible for Monitoring:</b> Chief Technology Officer and Assistant Superintendent for Business and Operations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Develop and implement a plan to administer all state assessments electronically by the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Effective online assessments <b>Staff Responsible for Monitoring:</b> Chief Technology Officer, C & I Department	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Require all new teachers to the profession to attend "TCISD's New Teacher Academy" where essential professional development will be provided in the following areas: -classroom management -effective instructional strategies -lesson plan implementation -assessments -working with students from poverty Solution Tree will be contracting with the district during the 2021-2022 school year to provide a virtual new teacher academy during the fall semester. <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity <b>Staff Responsible for Monitoring:</b> C & I Department  <b>Funding Sources:</b> - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer staff development in the areas of: -Industry certification -Data Analysis Guide, monitoring performance through data and using data to drive instruction	Formative			Summative
	Nov	Jan	Mar	June

- Differentiated Instruction
- Classroom Management
- Small group instruction
- HMH ELAR Adoption K-8
- TEKS Analysis & Implementation of the new ELAR TEKS (K-8 - 2019-2020 & Grades 9-12 2020-2021
- T-TESS
- Sheltered Instruction
- Threat Assessment

**Strategy's Expected Result/Impact:** Improved student performance and teacher capacity

**Staff Responsible for Monitoring:** C&I Department & Campus Administrators

**Funding Sources:** - 199 - General Fund



No Progress



Accomplished



Continue/Modify











Discontinue

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** No progress made toward meeting Objective













Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Include teacher participation in the process of determining educational needs in the district requiring extra funding sources. <b>Strategy's Expected Result/Impact:</b> Increased participation in the External Grant Portfolio <b>Staff Responsible for Monitoring:</b> TCISD Foundation for the Future  <b>Funding Sources:</b> - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

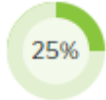



















**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate of teachers and staff.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor and maintain staffing guidelines. <b>Strategy's Expected Result/Impact:</b> Equity across campuses Balanced budget Efficient operation of district <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations, Coordinator of HR  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide salary increase to bring district staff at or above the market for each position. <b>Strategy's Expected Result/Impact:</b> Attract high quality staff to TCISD Fill high need areas Retain staff to keep them in district/TCISD <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Participate in recruitment fair and job fairs with a focus on recruiting ESL certified teachers at all levels and high demand teaching fields. <b>Strategy's Expected Result/Impact:</b> High quality new hires <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Coordinator of HR, Campus Administrators  <b>Funding Sources:</b> - 255 - Title II, - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Reward staff for their longtime service with an annual banquet that includes recognition and gifts <b>Strategy's Expected Result/Impact:</b> Retention of staff <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Honor staff for exceptional performance through the Annual Staff Stars recognition program. <b>Strategy's Expected Result/Impact:</b> Retention of Staff <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Direct and monitor employee performance appraisal system (T-TESS and T-PESS) and ensure that supervisors have proper training. <b>Strategy's Expected Result/Impact:</b> Determine due dates for employee counseling, implementation of improvement plans and non-renewal procedures. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Assistant Superintendent of Curriculum & Instruction, Principals, Supervisors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Direct and monitor the HR training needs throughout the school district and develop and plan training programs to meet the established needs. <b>Strategy's Expected Result/Impact:</b> Implementation of both on-going and special interest training programs that is needed in areas of concern.. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources, Coordinator of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











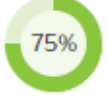






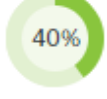


**Goal 9:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

















**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST



















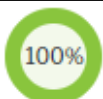
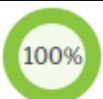




**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand parent trainings, communication, and involvement focusing on improving student performance. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> C&I Department, Campus Administrators, Counselors, and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide community resources that can assist teachers to engage and motivate students. <b>Strategy's Expected Result/Impact:</b> Increase in student engagement <b>Staff Responsible for Monitoring:</b> Directors of Community Relations and Communications  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recognize student and staff success monthly during regular School Board Meetings <b>Strategy's Expected Result/Impact:</b> Increased participation from the students being honored in monthly recognition in front of added community members. <b>Staff Responsible for Monitoring:</b> Director of Communications  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue and expand community partnerships and collaboration on district committees and boards. <b>Strategy's Expected Result/Impact:</b> Continued partnership <b>Staff Responsible for Monitoring:</b> Directors of Community Relations and Communications, Assistant Superintendent of Support Services.  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Promote Texas Public Schools Week <b>Strategy's Expected Result/Impact:</b> Parent participation <b>Staff Responsible for Monitoring:</b> Director of Communication, Campus Administrators  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize current communication tools we have, investigate new tools and continue to monitor for effectiveness of all communication tools <b>Strategy's Expected Result/Impact:</b> Increase in the use of communication tools <b>Staff Responsible for Monitoring:</b> Director of Communication  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Increase positive news stories in the local newspaper <b>Strategy's Expected Result/Impact:</b> Increase in number of positive stories in the paper <b>Staff Responsible for Monitoring:</b> Director of Communication  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Utilize social media to improve district communications with all stakeholders. <b>Strategy's Expected Result/Impact:</b> Increased use of social media <b>Staff Responsible for Monitoring:</b> Director of Communication  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



















Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Investigate ways to promote positive PR in the district including a # campaign or/and Instagram. <b>Strategy's Expected Result/Impact:</b> Participation <b>Staff Responsible for Monitoring:</b> Director of Communication,  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Improve district app for improved communication and inclusivity of new schools. <b>Strategy's Expected Result/Impact:</b> Increased use of district app by parents, students, and staff <b>Staff Responsible for Monitoring:</b> Director of Communication, Director of Technology, campus administration  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Increase communication with parents of special education and 504 students through the use of a parent newsletter, parent workshops including a dyslexia parent night, district transition fair, and school district web page. <b>Strategy's Expected Result/Impact:</b> Increase in parent feedback and participation in attendance at workshops and on committee <b>Staff Responsible for Monitoring:</b> Special Education Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - 199 - General Fund, - 224 - IDEA Special Ed	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Utilize the HERO program to track both positive and negative behaviors and communicate with parents on an ongoing basis. <b>Strategy's Expected Result/Impact:</b> Increase in communication with parents <b>Staff Responsible for Monitoring:</b> Deputy Superintendent and C & I Directors, Campus Administration and Classroom Teachers  <b>Funding Sources:</b> - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Coordinate opportunities in the community that recognize student achievement. <b>Strategy's Expected Result/Impact:</b> Improved community awareness <b>Staff Responsible for Monitoring:</b> Director of Communications, Director of Community Relations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Promote positive stories on social media with the use of video programming and feature stories. Implement Together We Succeed and First Fives for first year staff, as well as introduce blogs for the first time. <b>Strategy's Expected Result/Impact:</b> Increased views and engagement on social media <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Work with campus social media managers to train them as key communicators on their campus to increase positive publicity. <b>Strategy's Expected Result/Impact:</b> Increased positive publicity <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Continue to promote the new branding of Together We Succeed. <b>Strategy's Expected Result/Impact:</b> Increase marketing value with branding <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Revamp the district's website for updated look, better organization, and improved accessibility. <b>Strategy's Expected Result/Impact:</b> Stakeholders can find information easily on a pleasant looking website that is accessible for people with visual disabilities as well as those who speak a foreign language. <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.

**Summative Evaluation:** Significant progress made toward meeting Objective

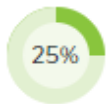







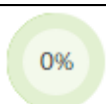
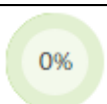


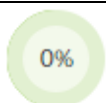


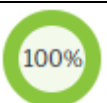
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Write blogs that help parents with tips for helping their children be successful. These blogs will be posted on the website and share through email and social media. <b>Strategy's Expected Result/Impact:</b> Improved engagement <b>Staff Responsible for Monitoring:</b> Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional learning to campus principals to increase Family Engagement. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for family engagement <b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&I  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop Parent Teacher Organizations (PTO's) to help increase family engagement <b>Strategy's Expected Result/Impact:</b> Improved family engagement <b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent for Support Services and Assistant Superintendent for C&I	Formative			Summative
	Nov	Jan	Mar	June
				
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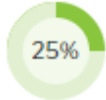















**Goal 11:** The district will provide a guaranteed and viable curriculum to meet the needs of all students.

**Performance Objective 1:** Address the individual needs and talents of students through Fine Arts and CTE opportunities.

**Evaluation Data Sources:** Increased performance and participation.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the number of students enrolled in private lesson programs to promote a well rounded education. <b>Strategy's Expected Result/Impact:</b> Increase number of students enrolled <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Fine Arts teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to collaborate with community partners that financially support TCISD Fine Arts programs. <b>Strategy's Expected Result/Impact:</b> Improved student performance. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts, TCISD Foundation ED, and Fine Arts teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the enrollment of students in all Fine Arts programs. <b>Strategy's Expected Result/Impact:</b> Increase number of students enrolled. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Fine Arts teachers.  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue and increase public performance and exhibition to promote community outreach. <b>Strategy's Expected Result/Impact:</b> Improved student performance. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Fine Arts teachers.  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				


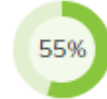


















Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase the participation in CTE competitions including leadership events. <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to showcase their skills and performance. <b>Staff Responsible for Monitoring:</b> Director & Coordinator of CTE & Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase industry partnerships for all CTE programs to create high demand , high skilled, high waged job opportunities for our students. <b>Strategy's Expected Result/Impact:</b> Students will begin to form relationships with industry and will be hireable upon graduation. <b>Staff Responsible for Monitoring:</b> Director and Coordinator of CTE, Counselors and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide CTE students opportunities to participate in job shadows, internships, apprenticeships and/or work based experiences. <b>Strategy's Expected Result/Impact:</b> Students will participate in hands on learning and learn industry expectations. <b>Staff Responsible for Monitoring:</b> Director and Coordinator of CTE, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 11:** The district will provide a guaranteed and viable curriculum to meet the needs of all students.

**Performance Objective 2:** Curriculum documents will reflect the level of rigor expected based on state curriculum standards.

**Evaluation Data Sources:** Curriculum documents, classroom observations, training documents, evaluation surveys













**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review, revise, and adjust all curriculum units as needed based on student performance. <b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum documents leading to improved student performance <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration, Instructional Specialists and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Content and Pedagogy meetings will be held every 9 weeks with a core group of teachers to review upcoming curriculum and best instructional practices. <b>Strategy's Expected Result/Impact:</b> Teachers will have a well developed knowledge of upcoming curriculum and best practices resulting in improved instruction in the classroom. <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration, Instructional Specialists, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct monthly meetings with instructional specialists to provide support in the implementation of district initiatives in the classroom and to provide curriculum guidance. <b>Strategy's Expected Result/Impact:</b> Improvement in curriculum documents Increased support in the implementation of district initiatives <b>Staff Responsible for Monitoring:</b> C & I Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review, revise and adjust all curriculum units as needed based on changes in student performance on both formative and summative assessments. <b>Strategy's Expected Result/Impact:</b> Improvement in the quality of curriculum documents leading to improved student performance <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration, Instructional Specialists and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
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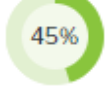
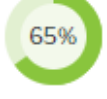

**Goal 11:** The district will provide a guaranteed and viable curriculum to meet the needs of all students.

**Performance Objective 3:** Increase academic achievement of special populations by meeting curricular needs.













**Evaluation Data Sources:** State and Federal accountability results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and plan the implementation of a two-way dual language program to begin during the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Promote long-term academic and language achievement in two languages with EL and Non-EL students <b>Staff Responsible for Monitoring:</b> Director of Special Programs, District Bilingual Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Training and marketing supplies - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the number of students who score a 3 or above on Advanced Placement exam scores and earn college credit by providing additional test prep materials for all AP students. <b>Strategy's Expected Result/Impact:</b> Increase in Advanced Placement exam scores <b>Staff Responsible for Monitoring:</b> Director of Secondary Education, Campus Administration, Counselors and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase student performance on PSAT, SAT, ACT and TSIA2 by offering opportunities for students to access preparation materials. <b>Strategy's Expected Result/Impact:</b> Increase student performance on exams <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase the number of students receiving college credit through the OnRamps program during the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Increase in student participation and successful completion in OnRamps Dual Credit Courses <b>Staff Responsible for Monitoring:</b> Director of Special Programs and Director of Secondary Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide planning and training opportunities for teachers to provide high quality projects through the Texas Performance Standards Project. <b>Strategy's Expected Result/Impact:</b> Increase teacher utilization of quality projects <b>Staff Responsible for Monitoring:</b> Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase enrichment programs and opportunities for students that are under-represented in the Gifted and Talented and advanced academic program. <b>Strategy's Expected Result/Impact:</b> Increased number of students identified and participating in GT and advanced academic programs <b>Staff Responsible for Monitoring:</b> Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> By the end of students' junior year, all students will participate in the TSIA2 assessment. <b>Strategy's Expected Result/Impact:</b> Increase in TSIA2 participation resulting in improved CCMR. Results will identify students who qualify for dual credit courses or College Prep Math and/or College Prep Reading during their senior year. <b>Staff Responsible for Monitoring:</b> C & I Department, Campus Administration and Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Increase the number of LEP students that advance through the performance levels on the TELPAS assessment and successfully exit. <b>Strategy's Expected Result/Impact:</b> Increased TELPAS scores and increased number of students that are able to exit the program. <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Bilingual Instructional Specialist, Bilingual and ESL Teachers	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Ensure all students meet HB5 requirements by choosing an Endorsement at the end of their 8th grade year. <b>Strategy's Expected Result/Impact:</b> All student will have a 4 year plan. <b>Staff Responsible for Monitoring:</b> Director of Secondary Education, Campus Administrators, and Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Explore opportunities to open an Early College High School (ECHS) at high school campuses. <b>Strategy's Expected Result/Impact:</b> Additional opportunities for students to receive college credits while in high school <b>Staff Responsible for Monitoring:</b> Superintendent and Assistant Superintendent of C&I	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Texas City Independent School District**  
**Texas City High School**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

TCHS will create an environment for EVERY student to grow and learn.

# **Vision**

Texas City High School wants EVERY child to graduate with college, career, or military readiness.

# **Value Statement**

All staff members at TCHS believe that all students can achieve at grade level or above.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Total Population = 1776**

Sub-populations	%	# Students
Hispanic	49.79%	930
White	26.12%	488
African American	19.59%	366
Native Hawaiian	0	0
Asian	.54%	10
Multiple Races	3.85%	72
American Indian	.11%	2
/Alaskan		
Limited English	6.32%	118
Proficient		
Special Education	11.46%	214
Gifted and Talented	4.28%	80
Mobility Rate		
Collegiate Students		60

### Demographics Strengths

The TCHS student body continues to be a diverse population that embraces cultural diversity and celebrates each student's unique abilities. The TCHS body of students participates in fine arts, athletics, CTE, and/or UIL competitions. Students have the opportunity to take Advanced Placement, Collegiate Classes, On-Ramps, and COM Dual Credit classes as well as earning TEA certificates through industry trades. The 21-22 School year should see another year of growth in our college, career, and military percentages.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** TCHS did not meet the EL Domain III component for a second consecutive year. **Root Cause:** TCHS struggles to work with a large EL population with one ESL aide and very few certified ESL teachers.

**Problem Statement 2:** TCHS struggles to communicate with families in our community. **Root Cause:** The growing population of Spanish-speaking families and limited Spanish speakers employed at TCHS proposes a challenge.

# Student Achievement

## Student Achievement Summary

Texas City High School	Component	Scaled Score	Rating
Overall		82	B
Student Achievement		81	B
STAAR Performance	42	70	D
College, Career and Military Readiness	68	92	A
Graduation Rate	94.4	80	B
School Progress		85	B
Academic Growth	49	56	F
Relative Performance (Eco Dis: 78%)	55	85	B
Closing the Gaps	48	75	D

## Student Achievement Strengths

TCHS moved 2pts from 79 to 81 in Domain I. While this increase is 9pts below our goal, it is the beginning of a positive trend for student achievement goals.

CCMR increased from a 54 raw score to a 68 raw score which correlates to a 92(A). Our campus Vision is that every student will graduate college, career, or military ready. TCHS will administer a junior class TSI test to increase the percentage of students with a CCMR point by meeting the reading and math criteria. This is possible with a trained counselor who can monitor this administration. TCHS will also offer OnRamps courses to increase the number of college-ready points. Lastly, TCHS will implement Texas Bridge to allow students an additional opportunity for college-ready courses.

The graduation rate increased from 93% to 94%. TCHS strives to recapture all students who fail to graduate in 4yrs.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** STAAR Component raw score decreased from 46 to 42. Root Cause: Lower engagement levels with virtual learning. **Root Cause:** 18monthsh for many students without direct instruction.

**Problem Statement 2:** The engagement level has decreased from march 2019 until Jan. 2021. **Root Cause:** Lack of resources needed for students to participate in virtual learning.

**Problem Statement 3:** The low percentage of students meeting the meets and masters in English and Alg. **Root Cause:** TCHS struggles with what to do when students actually meet

the approach's level of understanding.

**Problem Statement 4:** The engagement level does not meet district and campus expectations. **Root Cause:** The administration has not implemented engagement tools for teachers to use in the calssroom.



# School Culture and Climate

## School Culture and Climate Summary

At TCHS, we have provided staff development, *Visible Learning*, which focuses on providing students with learning intentions and criteria which allow for self-assessment. Our theme this year is we are all on the same TEAM where TEAM stands for Teach, Engage, Adapt to change to Make a difference. Our teachers have common planning times to collaborate with department colleagues. Our students develop a sense of belonging by committing to service organizations, clubs, activities, fine arts, MCJROTC, CTE programs, and athletic programs We will continue to develop strategies to improve our culture and climate on campus.

## School Culture and Climate Strengths

We have numerous clubs and activities for students on campus which require community service and 90% attendance in school. Our teachers actively participate in monthly focus groups to provide input on on-campus culture, policies, and procedures.

HSTW focus groups collaborate to create solutions to problems on campus in seven different areas.

TCHS Administration works closely with our campus hospitality group to recognize, encourage and reward staff employees.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** TCHS has seen an increase in students late to school. **Root Cause:** Parents are not aware that students are leaving home late.

**Problem Statement 2:** TCHS has seen an increase in tardies during instructional hours. **Root Cause:** Students do not attend after-school d-halls.

**Problem Statement 3:** The 2021 school year has seen a large number of student schedule changes. **Root Cause:** Many changes were made to the master schedule in late mid-July.

**Problem Statement 4:** The average class size has increased at TCHS. **Root Cause:** TCHS has decreased some staff while offering additional course selections.

**Problem Statement 5:** Students miss an entire day of instruction for no ID. **Root Cause:** Students are not responsible enough to comply with the district's ID policy.

**Problem Statement 6:** Teacher recognition is rare and uncreative. **Root Cause:** Campus administration did not create many opportunities in the 2020 school year for recognition.

**Problem Statement 7:** SAC is lacking the proper discipline. **Root Cause:** Campus administration did not monitor SAC on a regular basis in the 2020 school year.

**Problem Statement 8:** Not enough praise and recognition for academic achievement. **Root Cause:** A campus plan did not exist to recognize this target group.

**Problem Statement 9:** Paraprofessionals are often pulled for other duties on campus. **Root Cause:** The current substitute shortage has caused coverage issues on campus.

**Problem Statement 10:** Low expectations in SAC which allows cells phones and students to sleep. **Root Cause:** Expectations are not monitored by the administration on a daily basis.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

TCISD has gone above and beyond other districts to make teachers feel safe and supported by the administration team by adding technology improvements and extra security.

We have a high percentage of TCHS alumni on campus which fosters longevity, dedication, and commitment to preserving the traditions of Texas City High School.

Administrators actively recruit and attend college job fairs to attract high-quality graduates.

Teachers receive stipends for mathematics and science composite certifications.

Retention of staff members occurs through mentor programs, new teacher meetings, and shared leadership. Staff feedback for improving the work environment is gained through HSTW focus groups.

## Staff Quality, Recruitment, and Retention Strengths

TCHS offers a competitive salary plus \$4000 stipends for math and science teachers with \$2500 for high need special education settings. TCISD maintains updated facilities that are appealing to teachers including science and robotics labs, and quality CTE programs and resources.

TCISD is providing a safe and secure environment to prevent school threat situations from occurring on campuses such as door locks, Navigate360 communications., etc.

TCHS provides new teacher meetings accompanied by learning walks and coaching for new teachers to increase their instructional tools. TCHS has added monthly new teacher meetings to ensure teachers feel support and knowledgeable of campus expectations.

Our district provides grant opportunities for teachers.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teachers struggle to implement new initiatives such as visible learning which includes learning intentions and success criteria. **Root Cause:** This is the first year for TCHS to implement visible learning.

**Problem Statement 2:** TCHS has not filled all available teaching positions for the 21-22 school year. **Root Cause:** Qualified candidates for English and Math have not applied for current positions. Alternative certification programs are not producing many core secondary candidates as in previous years.

**Problem Statement 3:** Staff members are retiring at an increased rate at all levels. **Root Cause:** Covid protocols have caused a high level of fear for many staff members.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

In our instructional and scheduling plan, we focused on selecting strong teachers to address critical content subjects and the interventions offered for student success. We now offer more OnRamps courses which are free to all students at TCHS. Students are able to gain college credit in this new dual credit program.

TCHS sophomores who did not pass their EOCs freshmen year have remediation options for Algebra I, English I and Biology provided in their assigned classes.

Juniors and Seniors will receive curriculum designed to prepare them for TSIA in math and reading. TCHS will offer a Junior TSI day to increase the number of students who may have a chance to become college-ready.

Teachers meet in PLCs daily for English I, English II, US History, and Algebra I and Biology. Additionally, all other subject areas have a common planning period.

## Curriculum, Instruction, and Assessment Strengths

As the accountability game shifts from year to year, we must adjust our instructional techniques to increase our standing in the accountability game. During staff development we explored and explained the system so teachers would understand the importance of increasing the percentage of students to meet and masters. We will build on that understanding to create teacher ownership of student growth. The administration will strive to grow teachers in the areas of; planning, instructional strategies, acceleration, and enrichment for all students.

TCHS two full-time instructional specialists and two shared specialists with La Marques High School. Specialists plan and design curriculum with their teachers to increase student engagement, address academic deficiencies and improve the overall academic performance of our students.

We will have a high priority addressing the LEP and Special Education issues as a campus as these populations continue to struggle and increase in size.

In all of our classes, we are encouraging teachers to have students present knowledge through reading, writing, listening, and speaking in their assessments and projects. We are hoping this will improve vocabulary acquisition skills.

We equipped our teachers with engagement tools such as Kagan Structures and the idea of PIES to assist with student engagement in the classroom.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers struggle to plan instruction when students actually understand the material. **Root Cause:** For a long time approach was the goal and given the amount of curriculum, teachers strive to get the basic understanding.

**Problem Statement 2:** Students lack problem-solving and critical thinking skills in all curriculum areas. **Root Cause:** Students were not challenged with higher order thinking skills in the classroom in previous school years.

**Problem Statement 3:** Teachers struggle to teach LEP students. **Root Cause:** The campus has one ESL aide and limited strategies for students.

**Problem Statement 4:** The campus needs more hands-on activity vs computer-based assignments. **Root Cause:** The campus continues to rely heavily on the canvas platform for instruction.

**Problem Statement 5:** A high percentage of students score low on AP exams. **Root Cause:** Students do not possess the necessary skills to perform at the expected level.

**Problem Statement 6:** Teachers struggle to provide instruction for Limited-English speaking students. **Root Cause:** The increase EL students have increase and the campus has one ESL paraprofessional.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our counselors work with students and parents to assist them with House Bill 5 requirements, individual graduation plans, and personal academic planning. Counselors are required to meet individually with students yearly to address their concerns, adjust their graduation plan and create a college or career path for the student. Parents are invited to add these meetings at their convenience. Teachers continue to communicate with parents regarding student needs both academically and behaviorally. Assistant Principals and Counselors hold routine meetings with parents. This year we have will have a College Fair, Career Fair. We have also hired a College and Career counselor to work directly with students on their post-secondary needs.

## Parent and Community Engagement Strengths

Community members participate in the area of parades, fairs, fine arts events, athletic events, and festivals. Our Fine Arts programs routinely perform in community events, city meetings, and school functions. Most organizations have a booster club with active parents. Our CTE programs work with the community twice a year to establish the needs of future workers. Social media updates occur daily to improve communication with the community and parents. The community and citywide Homecoming pep rallies are provided to support athletics programs. TCHS campus will host several parent meetings during the 21-22 school calendar to address a variety of parent topics.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Spanish-speaking parents struggle with campus communication. **Root Cause:** TCHS campus has 3 Spanish-speaking professionals and 3 Spanish-speaking teachers.

**Problem Statement 2:** Most activities are student-centered and do not involve the parents. **Root Cause:** In the past, campus administration did not organize opportunities to invite parent participation and input.

# School Context and Organization

## School Context and Organization Summary

Staff members have routine procedures for policies. Staff members address issues to clarify procedures when needed. HSTW focus teams identified areas where the campus can improve on student behavioral consistency and communication effectively with staff. Department Heads communicate issues that need resolution quickly.

TCHS has added multiple security measures to create a safe and secure environment including additional front office measures, classroom door locks, and Navigate360 communication.

## School Context and Organization Strengths

Attendance is a focus for all students. TCHS will higher a campus attendance recovery aide

Systems are in place to analyze discipline, attendance, student outcries, and walkthroughs on a weekly basis.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** A large percentage of students are late to school each day. **Root Cause:** The district attendance policy does not create student accountability.

**Problem Statement 2:** The campus has experienced an increase in serious behavior issues. **Root Cause:** Students do not exercise high expectations for behavior and attendance.

**Problem Statement 3:** Substitutes are not readily available on a daily basis. **Root Cause:** The number of vacant positions on campus exceeds the pool of available substitutes.

**Problem Statement 4:** Substitutes are not aware of safety drill procedures. **Root Cause:** Substitutes are not trained on campus for all types of safety drills.

**Problem Statement 5:** Staff members have access to every classroom. **Root Cause:** Staff badges allow entry to each classroom on campus.

**Problem Statement 6:** the athletic building does not have red lock latches. **Root Cause:** The latches were not installed during the original installation.

**Problem Statement 7:** The library does not allow a secure lock from the inside during a crisis. **Root Cause:** Red door latches were not installed during the original installation.

# Technology

## Technology Summary

TCHS has implemented advanced technology for teacher and student use in the classroom. The administration uses TEAMS and Canvas to communicate with students, teachers, and families.

Weekly postings on Texas City High School Facebook page. Weekly announcements posted from the audio/video classes. AP Taylor updates the High School Website.

Instructional technology specialist has assisted teachers with establishing student accounts, access to programs, and basic troubleshooting of technology needs. TCHS has two technology technicians in the AM on campus.

## Technology Strengths

All teachers have a Clever touch and personal laptop in their classrooms. All students have a laptop device.

Teachers are trained in Office 365 and Canvass program Subject groups share the curriculum through One Drive.

Note Office support uses TEAMS app to collaborate on student issues. We are also rolling out OneNote for PLC documentation.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students are not able to check out laptops devices checked out last year. **Root Cause:** Receipts were not given for devices checked in.

**Problem Statement 2:** Some students are unable to use technology at home. **Root Cause:** Some students do not have internet service at home.

**Problem Statement 3:** TCHS has experienced service interruptions during EOC online testing. **Root Cause:** The number of students testing outweigh the capability of the district bandwidth on each router.

**Problem Statement 4:** TCHS has experienced small glitches with canvas and skyward syncing. **Root Cause:** Human error or software issues.

**Problem Statement 5:** Students do not have a calculator application installed on their laptops. **Root Cause:** Downloads are limited and protected by administration passwords.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- State-developed online interim assessments

## 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

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

- Discipline records
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%













English I & English II 36% to 48%

**Performance Objective 1:** Improve the performance of all students in English I & English II by increasing meets performance by 3%.

## HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Additional Targeted Support Strategy 1) Use planning periods to discuss the 4 PLC questions and plan instruction to increase growth for each student. <b>Strategy's Expected Result/Impact:</b> An increased engagement level leads to student growth. <b>Staff Responsible for Monitoring:</b> All specialists, EOC teachers, and campus administrators  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data analysis on all teacher/district-made assessments. <b>Strategy's Expected Result/Impact:</b> Provide student data to identify areas of potential growth. <b>Staff Responsible for Monitoring:</b> All specialists, EOC teachers, and campus administrators  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

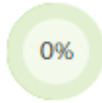











Algebra I 41% to 51%

**Performance Objective 1:** Improve the performance of all students in Algebra I by increasing meets performance by 3%.

**HB3 Goal**

**Evaluation Data Sources:** Student performance on Algebra I EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use planning periods to discuss the 4 PLC questions and create effective instruction to increase growth for each student. <b>Strategy's Expected Result/Impact:</b> Increase engagement levels to achieve growth. <b>Staff Responsible for Monitoring:</b> All specialists, EOC teachers, and administration.  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use EOC courses to close the gap for identified students. <b>Strategy's Expected Result/Impact:</b> Increase the number of successful re-testers. <b>Staff Responsible for Monitoring:</b> All specialists, EOC teachers, and administration.  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
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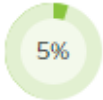













**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** TCHS will increase CCMR from 68% to 75% by 2024.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train appropriate staff on the importance of CCMR and how to identify students who need a CCMR credit. <b>Strategy's Expected Result/Impact:</b> Increase the number of graduates who are college, career, or military ready. <b>Staff Responsible for Monitoring:</b> Counselors, directors, and campus administration.  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the number of dual credit opportunities through OnRamps. <b>Strategy's Expected Result/Impact:</b> Increase the number of graduates who are college, career, or military ready. <b>Staff Responsible for Monitoring:</b> Counselors, directors, and campus administration.  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer additional online courses that satisfy the CCMR component. <b>Strategy's Expected Result/Impact:</b> Increase the number of graduates who are college, career, or military ready. <b>Staff Responsible for Monitoring:</b> Counselors, directors, and campus administration.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

















**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PLCs will focus on instructional strategies with effect sizes greater than .40 to improve academic growth in all levels of achievement. <b>Strategy's Expected Result/Impact:</b> The strategies will effectively close learning gaps for all groups and increase the student achievement score. <b>Staff Responsible for Monitoring:</b> Counselors, directors, and campus administration  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide staff development for teachers on high effect strategies throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased student achievement scores. <b>Staff Responsible for Monitoring:</b> Counselors, directors, and campus administration  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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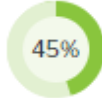

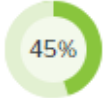





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Identify growth areas for each student based on summative assessments and explain where they are and where they need to move to. <b>Strategy's Expected Result/Impact:</b> Students will understand how far they are from the target. The target for all students will be meets or masters. <b>Staff Responsible for Monitoring:</b> Teachers, specialist,s and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Train teachers and monitor the use of high yield instructional strategies to increase classroom engagement. <b>Strategy's Expected Result/Impact:</b> Students will show large improvements to close learning gaps present from the last 18 months. <b>Staff Responsible for Monitoring:</b> Campus staff.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Create enrichment opportunities for students who are currently above grade level. <b>Strategy's Expected Result/Impact:</b> This will increase the number of students from meets to masters, thus increasing overall the STAAR component as well as growth in Domain II <b>Staff Responsible for Monitoring:</b> Teachers, specialists, and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 2:** Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Evaluation Data Sources:** Student performance

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze student data in aware and have individual conversations to explain what they need to achieve. <b>Strategy's Expected Result/Impact:</b> Increased student achievement scores. <b>Staff Responsible for Monitoring:</b> Teachers, specialists and campus administration.  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Unpack the curriculum to find the TEKS that are most important to student achievement for TCHS. <b>Strategy's Expected Result/Impact:</b> Teachers will have more time on the TEKS that students need to master, therefore improving STAAR performance. <b>Staff Responsible for Monitoring:</b> Teachers, specialist,s and administration.  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Empower students to create data charts for their own records. <b>Strategy's Expected Result/Impact:</b> Each student will understand how to monitor their own learning and achievement levels <b>Staff Responsible for Monitoring:</b> Teachers, specialists, and administration.	Formative			Summative
	Nov	Jan	Mar	June
				
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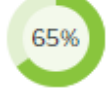

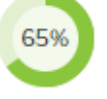







**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students without IDs are sent to AP's office for retrieval and parent phone calls b. TCHS strives to identify all students on campus during the instructional school day. <b>Strategy's Expected Result/Impact:</b> Increased level of safety by distinguishing students from possible intruders. <b>Staff Responsible for Monitoring:</b> All building staff.  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Stay away reports address conflicts among peers. <b>Strategy's Expected Result/Impact:</b> Reduce the number of fights and bullying incidents on campus <b>Staff Responsible for Monitoring:</b> All campus staff.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers will cover a routine area for fifteen minutes from 6:55 - 7:10 to monitor entrances, exits, truancy, and dress code. <b>Strategy's Expected Result/Impact:</b> Reduce the number of negative behaviors in the building before school starts. <b>Staff Responsible for Monitoring:</b> All building staff.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of SEL lessons in the MAPS curriculum. <b>Strategy's Expected Result/Impact:</b> Provide students with skills to adapt and manage behaviors. <b>Staff Responsible for Monitoring:</b> MAPS teachers and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%	 0%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize counselors and the 80% expectation. The counselors will utilize character strong training. <b>Strategy's Expected Result/Impact:</b> Students will increase their capacity to make positive decisions. <b>Staff Responsible for Monitoring:</b> Counselors and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use structured strategies to build classroom relationships. <b>Strategy's Expected Result/Impact:</b> Relationships will reduce negative behaviors towards peers. <b>Staff Responsible for Monitoring:</b> Campus staff.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** No progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCHS will hire an attendance recovery clerk to monitor attendance and file truancy paperwork. <b>Strategy's Expected Result/Impact:</b> Student attendance will increase. <b>Staff Responsible for Monitoring:</b> Administration and office clerk.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 5:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

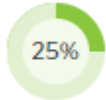
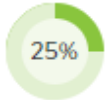
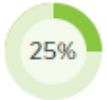





**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCHS will utilize training in the new Naviance program to assist students with their four-year graduation track. <b>Strategy's Expected Result/Impact:</b> TCHS will be able to build portfolios with incoming freshmen students. Students will understand their interest and be able to pick endorsements that will lead into post secondary choices. <b>Staff Responsible for Monitoring:</b> Counselors and administration.  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 6:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.









**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of SEL lessons in the MAPS curriculum. <b>Strategy's Expected Result/Impact:</b> Provide students with skills to adapt and manage behaviors. <b>Staff Responsible for Monitoring:</b> MAPS teachers and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 7:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.



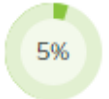





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCHS will hire an attendance recovery clerk to monitor attendance and file truancy paperwork. <b>Strategy's Expected Result/Impact:</b> Student attendance will increase. <b>Staff Responsible for Monitoring:</b> Administration and office clerk.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 8:** Assist students in the identification of individual interests and skills.









**Evaluation Data Sources:** Increased participation, course selection and interest surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCHS will utilize training in the new Naviance program to assist students with their four-year graduation track. <b>Strategy's Expected Result/Impact:</b> TCHS will be able to build portfolios with incoming freshmen students. Students will understand their interest and be able to pick endorsements that will lead into post secondary choices. <b>Staff Responsible for Monitoring:</b> Counselors and administration.  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%	 5%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 9:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of SEL lessons in the MAPS curriculum. <b>Strategy's Expected Result/Impact:</b> Provide students with skills to adapt and manage behaviors. <b>Staff Responsible for Monitoring:</b> MAPS teachers and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals.









**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students with persistent behaviors will be referred to a counselor for intervention. <b>Strategy's Expected Result/Impact:</b> The idea is to evaluate the root cause of these persistent behaviors. <b>Staff Responsible for Monitoring:</b> Counselors and administration.  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking and behavior plans













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Individual meetings with students, teachers, and administration to address behavior issues. <b>Strategy's Expected Result/Impact:</b> Decrease behavior incidents will lead to more direct instruction time. The increased instruction time will have a direct impact on student achievement. <b>Staff Responsible for Monitoring:</b> Teachers and administration.  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Exceeded Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCHS will train all staff on how to incorporate Office 365 applications into classroom structures. <b>Strategy's Expected Result/Impact:</b> Students and teachers will be able to increase engagement outside of the classroom using a variety of technology applications and platforms. <b>Staff Responsible for Monitoring:</b> Administration, district technology, and teachers.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> TCHS will seek new instructional strategies to use in every classroom. <b>Strategy's Expected Result/Impact:</b> To increase engagement levels of all students simultaneously with technological applications. <b>Staff Responsible for Monitoring:</b> Teachers and administration.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Some progress made toward meeting Objective

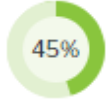
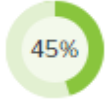
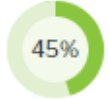





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide on-site training for engagement structures with trainers. <b>Strategy's Expected Result/Impact:</b> Increase student achievement goals for all students using engagement strategies. <b>Staff Responsible for Monitoring:</b> Teachers, specialists, and administration.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the involvement of a targeted leadership team on campus. <b>Strategy's Expected Result/Impact:</b> Empower strong leaders on campus to implement campus strategies to achieve campus goals. <b>Staff Responsible for Monitoring:</b> Leadership team administration.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend local job fairs. <b>Strategy's Expected Result/Impact:</b> Hire qualified educators who live locally in order to retain long-term. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create positive relationships and culture at TCHS. <b>Strategy's Expected Result/Impact:</b> Staff members will enjoy working with others and students. This will help to retain more staff each year. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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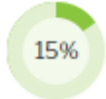





**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST

**Summative Evaluation:** Some progress made toward meeting Objective

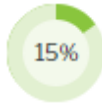











Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create opportunities for families to engage with the TCHS campus staff. <b>Strategy's Expected Result/Impact:</b> Parents are able to ask questions and receive feedback to help guide the academic success of their students. <b>Staff Responsible for Monitoring:</b> All campus staff.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Communicate with social media highlighting all staff and student activities. <b>Strategy's Expected Result/Impact:</b> Increase the positive image of the TCHS staff and students. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for our Spanish-speaking parents to engage with TCHS campus staff. The campus will provide a translator or Spanish-speaking presenter. <b>Strategy's Expected Result/Impact:</b> Increase involvement for Spanish-speaking families.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Campus administration and LOTE department.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<div><div></div><div>45%</div></div>	<div><div></div><div>45%</div></div>	<div><div></div><div>5%</div></div>	<div></div>
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a campus focus group to design ways to increase community engagement <b>Strategy's Expected Result/Impact:</b> Increase parent engagement for all students. <b>Staff Responsible for Monitoring:</b> Family engagement focus group.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> TCHS will offer parent meetings to inform and answer questions about student achievement and student opportunities. <b>Strategy's Expected Result/Impact:</b> Increase parent knowledge to help maintain students on their four-year graduation track. <b>Staff Responsible for Monitoring:</b> Campus staff.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Texas City Independent School District**

## **La Marque High School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

**“The mission of The La Marque High School is to foster an educational environment in which all students are challenged, excellence is expected, and individual differences are valued; so students maximize their full potential as responsible, productive, contributing members of society.”**

## Vision

***As a community of learners, we will provide a safe environment to foster excellence in citizenship, pride and preparedness for career, military or college success.***

# Core Values

**"Cougars always display **P.R.I.D.E!**"**

**P-** Punctuality **R-** Responsibility **I-** Integrity **D-** Determination **E-** Enthusiasm

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# Comprehensive Needs Assessment

Revised/Approved: October 4, 2021

## Demographics

### Demographics Summary

THE La Marque High School's demographics (693 students):

African American: 66.47%

Hispanic: 20.86%

White: 9.24%

Two or more races: 1.94%

Asian, Pacific Islander, Hawaiian/Alaskan Native: 1.49%

Gifted & Talented: 6.41%

Special Education: 15.5%

504: 6.83%

**At-Risk: 67.06%**

**LEP: 6.86%**

**CTE enrollment: 68.85%**

**Economically Disadvantaged: 78.69%**

### Demographics Strengths

As a small 4A high school; we have the perfect setting for all students to be on a first name basis with all staff. The student-to-teacher ration allows for the fostering of relationships' conducive to successful interventions and parent engagement.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** African-American and Hispanic LMHS students' graduation rates lag behind the district and state average on state assessments. **Root Cause:** African-American and Hispanic students have learning gaps and social and emotional needs that go unmet thus fostering disassociation between the students and staff.



# Student Learning

## Student Learning Summary

- The campus' accountability rating is currently "Not Rated"
- English STAAR/EOC performance is a major area of concern as it lags significantly (over 20% at the approaches level for English I & English II).
- Overall Meets and Masters performance lags district and state performance.
- African American students also were the lowest performing group in the Meets and Masters areas in all subject areas.
- U.S. History EOC performance increased dramatically
  - Approaches performance increased 9%
  - Meets performance increased 34%
  - Masters performance increased 18%
- English EOC performance increased in the following areas
  - Meets performance increased by 2%
  - Masters performance increased by 1%
- Algebra EOC Masters performance held at 9%
- Biology EOC Masters performance held at 5%

## Student Learning Strengths

Data comparisons indicate our students possess the ability to perform at higher levels across all EOC assessments.

Data projects a CCMR score of "59" for the 2022 accountability cycle; a 30 point from the previous year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** LMHS students perform significantly lower than the district and state average on state assessments. **Root Cause:** LMHS students arrive with

broad gaps in learning and LMHS teacher lack the collective instructional capacity to address the gaps to create adequate yearly progress.

**Problem Statement 2 (Prioritized):** Special education, 504 and LEP students at LMHS perform significantly lower than the state average on state assessments. **Root Cause:** The identification and implementation of effective accommodations and modifications for special education, 504, LEP students is not documented and followed with consistency at LMHS.

**Problem Statement 3 (Prioritized):** LMHS instructional staff lacks in-depth capacity for student/instructional engagement. **Root Cause:** Professional development has been limited and non-specific to student engagement.

# School Processes & Programs

## School Processes & Programs Summary

THE La Marque High School is a comprehensive 9-12 secondary campus. The instructional offerings address the following areas:

- Full-time special education students (Life Skills I, 18+)
- Special education students (Mainstream w/supports: AIM)
- Regular education students (Mainstream)
- Limited English Proficient students (Mainstream)
- Gifted and Talented students
- Advanced academics (Pre-AP, AP)
- Career and Technology Education students (Cosmetology, Health Science, Engineering/Robotics, Culinary Arts/Hospitality, Architecture)
- Fine Arts (Band, Theatre, Choir, Dance, Art)
- Academic Credit Recovery (REACH)

Off-campus instructional opportunities include:

- Welding/Pipe-fitting (College of the Mainland)
- Collegiate HS (College of the Mainland)
- Maritime/Carpentry (TCISD Industrial Trades Center)

LMHS staff composition:

- Principal
- Assistant Principal (2)
- Dean of Instruction (1)
- Counselors (2)
- Math teachers (5)
- Science teachers (5)
- English teachers (5)
- Social Studies teachers (5)
- Fine Arts teachers (4; A total of 6 staff members, however, Dance and Choir are shared w/LMMS)
- Special Education teachers (8)
- CTE teachers (5)
- Physical Education (2)
- Sports Medicine (1)
- LOTE (2.5; a total of 3, however, one teacher is shared w/LMMS)
- Support (3; ISS, REACH, MAPS)
- Instructional Paraprofessionals (6)

- Clerical Paraprofessionals (5.5, Receptionist shared w/LMMS)
- Support Paraprofessionals (2)
- Librarian (1)
- Nurse (1)
- MCJROTC (1)

#### Support Personnel:

- Galveston County Sheriff's SLOs (2)
- TCISD Nutrition staff (6)
- TCISD Custodial staff (5)
- TCISD Technology (1)
- TCISD Curriculum Specialists (English: 1, Math: 1, Social Studies: .5, Science: .5; the latter two positions are shared w/TCHS)
- Communities In Schools (1)
- 21st Century (3)
- Athletic Coordinator (1)
- Diagnostician (1, contracted)
- COM Collegiate Assistance (1)
- COM TRIO (1)
- Teen Health Clinic (2)

#### LMHS Processes:

- P.R.I.D.E. (New Teacher Support)
- SREB High Schools That Work
- Foundations (Behavior management)
- UIL Academics
- UIL Athletics
- UIL One Act Play
- Skills USA Competition
- Daily tutorials
- Clubs and organizations
  - National Honor Society
  - National Technical Honor Society
  - CAD Club
  - Yearbook
  - Newspaper
  - Student Council
  - Debate
  - Art Honor Society

- Special Olympics
- Key Club
- No Place For Hate Coalition
- Beta Club
- Spanish Honor Society
- Cheerleading
- Cougar Guard
- Cougarettes
- Superintendent's Advisory Council
- Principal's Advisory Council

### **School Processes & Programs Strengths**

- On-campus mental health support/referral support through Resolve-It
- Social and emotional support through Communities In Schools and 21st Century
- Academic enrichment through 21st Century
- UIL Academic Competition
  - UIL One Act Play advanced to Regionals
  - Choir won Sweepstakes in UIL Concert & Sight Reading
  - Band achieved Superior and Excellent ratings in UIL Concert & Sight Reading
  - 11 Art students received 1st Place ratings in VASE
- New teacher support (PRIDE)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Advanced academic enrollment/GT identified students lag behind the district and state averages. **Root Cause:** On campus recruitment for advanced academic programs and or GT identification is non-existent.

**Problem Statement 2 (Prioritized):** Overall instruction at LMHS is disjointed , planned in isolation and not data-driven. **Root Cause:** The campus has not fully embraced the PLC process.

**Problem Statement 3 (Prioritized):** Parents/guardians and community are disengaged from school activities. **Root Cause:** Parents/guardians and community members are only engaged on campus or at district facilities. The campus misses opportunities to create off-campus interactions/outreach.

# Perceptions

## Perceptions Summary

THE La Marque High School is in the 6th year of annexation. We are still working on building a culture of excellence at LMHS. In order to realize academic and holistic success we have adopted the following theme for the 2021-22 school year:

### "Follow Our Senses"

#### **Pride, Purpose, Belonging, Collaboration, Urgency, Ownership**

This overarching theme was selected to focus on the many dynamics required for complete student success.

- Student engagement
- Teacher capacity
- Tier I instruction
- School Pride
- Wrap-around services
- Parental Engagement/Involvement
- School Safety
- Classroom Instruction

LMHS attained a letter grade of "D" (MET STANDARD) for the 2018 - 2019 Accountability year. This rating carried over to the 2020 - 2021 because the 2019- 2020 ccountability year was lost due to COVID-19.

We operate as a high school, however, LMMS is also housed on our campus. We currently have to share the facilities with an additional 600+ students and 60+ staff members. Several operations must be joint and/or collaborative in order to protect the academic and extra-curricular integrity of both campuses.

- Safety drills
- School assemblies
- Use of auditorium (LMPS, LMES, LMMS and LMHS must use the LMHS auditorium)
- Athletic practice/contests
- Cafeteria
- Parent pickup/drop-off
- 21st Century before and after-school programs

LMHS is an older campus (built in 1970) in need of repair and upkeep. Several areas of on-going concern contribute to low morale (student, parent and staff complaints):

- Discolored, poor-tasting water

- Chipped paint throughout the building
- Stained or missing ceiling tiles
- Stained or ripped carpet
- Uneven/grassy parking lots
- Consistent ceiling leaks
- Lack of A/V equipment in the auditorium
- Faulty Marquee
- Broken doors
- Missing locks
- Lighting in need of replacement/repair
- Poor/non-performing HVAC in several areas of the building
- No emergency shut-off system

### Perceptions Strengths

- The current instructional staff as more classroom experience only has 2 teachers new to the profession.
- Collaborative planning w/LMMS to maximize facilities and campus plans.
- Support from district-level administration has been noticeable and timely.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Schools operations, events and activities are planned and led by staff; utilizing staff voice ONLY. **Root Cause:** Student and community voice are not solicited or incorporated in planning and implementation.

**Problem Statement 2 (Prioritized):** Student involvement in extracurricular/co-curricular activities is low. **Root Cause:** Active recruitment or scheduling of recruitment is non-existent.

**Problem Statement 3 (Prioritized):** All LMHS classroom hardware is now 6 years old. **Root Cause:** Equipment was not refreshed during the last replacement cycle.

**Problem Statement 4 (Prioritized):** The physical plant of LMHS is fragile and costly to repair. **Root Cause:** The physical plant is over 50 years old. Repairs cost more than replacement.

**Problem Statement 5 (Prioritized):** LMHS has a reputation of an unsafe and underperforming campus. **Root Cause:** Routine good news and safeguards are not shared and promoted to improve the reputation/perception of the campus.

# Priority Problem Statements

**Problem Statement 1:** LMHS instructional staff lacks in-depth capacity for student/instructional engagement.

**Root Cause 1:** Professional development has been limited and non-specific to student engagement.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Overall instruction at LMHS is disjointed , planned in isolation and not data-driven.

**Root Cause 2:** The campus has not fully embraced the PLC process.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** LMHS students perform significantly lower than the district and state average on state assessments.

**Root Cause 3:** LMHS students arrive with broad gaps in learning and LMHS teacher lack the collective instructional capacity to address the gaps to create adequate yearly progress.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Special education, 504 and LEP students at LMHS perform significantly lower than the state average on state assessments.

**Root Cause 4:** The identification and implementation of effective accommodations and modifications for special education, 504, LEP students is not documented and followed with consistency at LMHS.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** African-American and Hispanic LMHS students' graduation rates lag behind the district and state average on state assessments.

**Root Cause 5:** African-American and Hispanic students have learning gaps and social and emotional needs that go unmet thus fostering disassociation between the students and staff.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Advanced academic enrollment/GT identified students lag behind the district and state averages.

**Root Cause 6:** On campus recruitment for advanced academic programs and or GT identification is non-existent.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** LMHS has a reputation of an unsafe and underperforming campus.

**Root Cause 7:** Routine good news and safeguards are not shared and promoted to improve the reputation/perception of the campus.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Parents/guardians and community are disengaged from school activities.

**Root Cause 8:** Parents/guardians and community members are only engaged on campus or at district facilities. The campus misses opportunities to create off-campus interactions/ outreach.



**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Schools operations, events and activities are planned and led by staff, utilizing staff voice ONLY.

**Root Cause 9:** Student and community voice are not solicited or incorporated in planning and implementation.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Student involvement in extracurricular/co-curricular activities is low.

**Root Cause 10:** Active recruitment or scheduling of recruitment is non-existent.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** The physical plant of LMHS is fragile and costly to repair.

**Root Cause 11:** The physical plant is over 50 years old. Repairs cost more than replacement.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** All LMHS classroom hardware is now 6 years old.

**Root Cause 12:** Equipment was not refreshed during the last replacement cycle.

**Problem Statement 12 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Homeless data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 30, 2021

**Goal 1:** The percentage of LMHS students that score meets grade level or above on STAAR Reading will increase each year through June 2024.  
English I & English II 36% to 48%





**Performance Objective 1:** Improve the performance of all students in Reading by increasing meets performance by 5%.







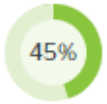





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** English I & English II EOC

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS English EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. <b>Strategy's Expected Result/Impact:</b> Students will receive frequent and timely, individualized interventions to allow for success on the STAAR/EOC exam. <b>Staff Responsible for Monitoring:</b> LMHS English Teachers, Dean of Instruction, LMHS English Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> EOC teachers will create a monitoring list to track student growth and intervention attendance. <b>Strategy's Expected Result/Impact:</b> To close the performance gap by tracking students and addressing their individual learning needs <b>Staff Responsible for Monitoring:</b> LMHS English Teachers, Dean of Instruction, LMHS English Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> English Teachers will commit to data/goal conferencing with each student required to take the STAAR/EOC exam. <b>Strategy's Expected Result/Impact:</b> Students and teachers will maintain on-going dialogue to promote student learning, data-driven instruction and intervention to improve student performance on STAAR/EOC. <b>Staff Responsible for Monitoring:</b> English Teachers, English Specialist. Dean of Instruction  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 1:** The percentage of LMHS students that score meets grade level or above on STAAR Reading will increase each year through June 2024.  
English I & English II 36% to 48%

**Performance Objective 2:** LMHS teachers will expose students to in-class reading and writing to build student skills reading and writing skills and stamina.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Lesson plans, writing samples, T-TESS walk-throughs.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Periodic reading and planned writing for all students in all classes; at least three times per nine-weeks. <b>Strategy's Expected Result/Impact:</b> Promote and improve student literacy and writing acumen. <b>Staff Responsible for Monitoring:</b> Dean of instruction, LMHS Instructional Specialists, LMHS Administrators, LMHS teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
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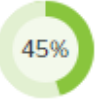









**Goal 2:** The percentage of LMHS students that score meets grade level or above on STAAR Math will increase each year through June 2024. Algebra I 41% to 51%.

**Performance Objective 1:** Improve the performance of all students in Math by increasing meets performance by 5%.

**HB3 Goal**

**Evaluation Data Sources:** Student performance Algebra I EOC

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS Algebra I teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. <b>Strategy's Expected Result/Impact:</b> Improving Meets overall performance for all EOC testers. <b>Staff Responsible for Monitoring:</b> Mr. Baptiste, Lilia Calixto, Ms. Reese & Mr. P. Jones  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> EOC Algebra I teachers will create a monitoring list to track student growth and intervention attendance. <b>Strategy's Expected Result/Impact:</b> To close the performance gap by tracking students and addressing their individual learning needs. <b>Staff Responsible for Monitoring:</b> Mr. Baptiste, Lilia Calixto, Ms. Reese, & Mr. P. Jones  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



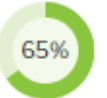





**Goal 3:** The percentage of La Marque High school graduates that meet the criteria for CCMR will increase from 57% to 65% by June 2022.

**Performance Objective 1:** Increase the CCMR indicator by 8% this school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators, TSIA examinations, Dual Credit grades, Data tables from external sources (UT/OnRamps, SAT, ACT, College of the Mainland), CTE certifications, Skyward

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus CCMR Tracking team will meet weekly to review data, identify students with or without CCMR points and designate CCMR points. <b>Strategy's Expected Result/Impact:</b> To improve the overall CCMR rating of LMHS. <b>Staff Responsible for Monitoring:</b> Campus Principal, R. Cooper, K. Butler, A. Kopp, T. Jones, R. Conova, S. Simmons  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
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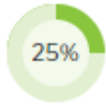



**Goal 4:** Compared to state standards; La Marque High School will close the learning gap for each student group on state assessments by increasing student achievement on all state assessments (7% increase on Approaches performance, 5% increase on Meets performance, 3% increase on Masters performance).









**Performance Objective 1:** Increase the performance of each student group to meet by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 5% and 3% respectively; through identification and interventions.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student performance on EOC assessments.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> EOC teachers will create a monitoring list to track student growth and intervention attendance. <b>Strategy's Expected Result/Impact:</b> To close the performance gap by tracking students and addressing their individual learning needs. <b>Staff Responsible for Monitoring:</b> EOC Teachers, Instructional Specialists, Campus Administrators, Director of Assessment, Accountability & CCMR  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> LMHS EOC teachers will receive professional development on the most commonly tested standards. <b>Strategy's Expected Result/Impact:</b> LMHS EOC teachers will be versed in the most tested standards and will plan instruction and interventions to prepare students for success on EOC exams.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> LMHS Administrators and Instructional Specialists.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>				
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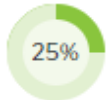

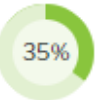

**Goal 4:** Compared to state standards; La Marque High School will close the learning gap for each student group on state assessments by increasing student achievement on all state assessments (7% increase on Approaches performance, 5% increase on Meets performance, 3% increase on Masters performance).









**Performance Objective 2:** Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student performance on benchmarks, common assessments and EOC exams

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish and implement an intervention schedule for identified students and provide targeted instruction based on identified areas of need. <b>Strategy's Expected Result/Impact:</b> Improve performance of all identified subgroups on all EOC exams and reduce the number of re-testers. <b>Staff Responsible for Monitoring:</b> LMHS administrators, LMHS Instructional specialists, LMHS EOC-subject teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> LMHS EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention <b>Strategy's Expected Result/Impact:</b> Improving Meets and Masters overall performance for all students; especially	Formative			Summative
	Nov	Jan	Mar	June









<p>identified subgroups.</p> <p><b>Staff Responsible for Monitoring:</b> EOC teachers, Instructional Specialists, LMHS Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
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**Goal 4:** Compared to state standards; La Marque High School will close the learning gap for each student group on state assessments by increasing student achievement on all state assessments (7% increase on Approaches performance, 5% increase on Meets performance, 3% increase on Masters performance).

**Performance Objective 3:** La Marque High School will improve the language proficiency of it's English Language Learners to meet or exceed the established targets of TELPAS, state and national accountability.

**Evaluation Data Sources:** Writing samples, classroom observations, TELPAS, Summit Learning

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus LPAC coordinator will create a monitoring list to track student growth and intervention; monthly. <b>Strategy's Expected Result/Impact:</b> To meet or exceed the established target of 36% for Domain III of school accountability. <b>Staff Responsible for Monitoring:</b> ELL Aide, Mr. Loftin, ESL certified teachers, MS. Alexander, LOTE teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
					
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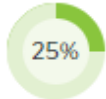

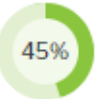





**Goal 4:** Compared to state standards; La Marque High School will close the learning gap for each student group on state assessments by increasing student achievement on all state assessments (7% increase on Approaches performance, 5% increase on Meets performance, 3% increase on Masters performance).

**Performance Objective 4:** English II & Algebra I teachers will create a monitoring list to track student growth and intervention attendance; focusing on growth across achievement categories.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** To close the performance gap by tracking students and addressing their individual learning needs.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identified teachers will track growth progress to help predict associated performance on EOC exams. <b>Strategy's Expected Result/Impact:</b> To close the performance gap by tracking students and addressing their individual learning needs. <b>Staff Responsible for Monitoring:</b> LMHS English II & Algebra I teachers, Ms. Davis, Mr. Baptiste, LMHS English/Math Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** La Marque High School and all necessary departments will implement a comprehensive plan to create and maintain a safe and secure school and associated facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS instructional staff will implement student engagement strategies to foster instructional engagement, team building, and class building. <b>Strategy's Expected Result/Impact:</b> Students will embrace learning as a result of being exposed to structured engagement and embedded team building and class building strategies. <b>Staff Responsible for Monitoring:</b> LMHS Administrators, LMHS Specialists, LMHS Department Chairs  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of its' students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS Administration and instructional staff will establish a behavior management team to establish, monitor and maintain a campus-wide behavior management system based on positive supports, persistent re-direction, and taught expectation  <b>Strategy's Expected Result/Impact:</b> Student compliance will increase and be repeated, therefor reducing disciplinary referrals/actions. <b>Staff Responsible for Monitoring:</b> LMHS staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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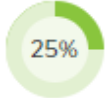
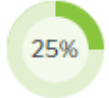







**Goal 6:** La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of its' students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** No progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> La Marque High School will promote character building through weekly curriculum; Character Strong. <b>Strategy's Expected Result/Impact:</b> Student conflict (physical/verbal) resolution will result in a reduction of mutual combat referrals/placements <b>Staff Responsible for Monitoring:</b> Dean of Student Support Services, Counselors, CIS Liaison  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 25%	 25%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of its' students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.

**Summative Evaluation:** Exceeded Objective

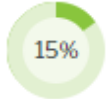







Strategy 1 Details		Reviews			
<b>Strategy 1:</b> LMHS students will be exposed to Fine Arts shows/concerts and recruitment at least once per semester. <b>Strategy's Expected Result/Impact:</b> All Fine Arts programs will increase by 3% from 2022 to 2023. <b>Staff Responsible for Monitoring:</b> LMHS Administrators, LMHS Fine Arts teachers, TCISD Director of Fine Arts  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Goal 6:** La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of its' students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** No progress made toward meeting Objective









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> The campus attendance committee will convene every three weeks to identify students in danger of loss credit, truancy proceedings and/or academic credit recovery. <b>Strategy's Expected Result/Impact:</b> To mitigate student failures through identification and intervention. <b>Staff Responsible for Monitoring:</b> LMHS administration, LMHS counselors, Attendance committee, RtI Team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of its' students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 5:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will identify interests and skills through Naviance. <b>Strategy's Expected Result/Impact:</b> All LMHS students will select courses/career paths based on career exploration data. <b>Staff Responsible for Monitoring:</b> LMHS Administrators, LMHS Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** La Marque High School will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** No progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS will establish a consistent and knowledgeable RtI Team. <b>Strategy's Expected Result/Impact:</b> Off-task student behavior will decrease as a result of the strong implementation of intervention strategies. <b>Staff Responsible for Monitoring:</b> LMHS Assistant Pals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 50%	 50%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** La Marque High School will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking and behavior plans

**Summative Evaluation:** No progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS will establish monthly RtI meeting to discuss and address off-task student behavior and establish behavior plans to increase student learning opportunities for at-risk students. <b>Strategy's Expected Result/Impact:</b> Students will exhibit improved behavior and engagement as a result of established and monitored interventions <b>Staff Responsible for Monitoring:</b> LMHS Assistant Principals and RtI Team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 50%	 50%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 8:** La Marque High School administration and leadership team will work with the district to provide all staff with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS administration will establish training through "Tech-Tacular" or "Train Me" Thursdays once per month. <b>Strategy's Expected Result/Impact:</b> To increase staff's technological capacity. <b>Staff Responsible for Monitoring:</b> LMHS administration, District Instructional Technologists  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** La Marque High School administration and leadership team will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all LMHS students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize extended Wednesdays to review, teach and monitor instructional best practices, expectations and goal setting. <b>Strategy's Expected Result/Impact:</b> Improved student achievement and campus accountability rating. <b>Staff Responsible for Monitoring:</b> LMHS administrators, LMHS Instruction Specialist, LMHS Instructional staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











**Goal 9:** La Marque High School administration and leadership team will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all LMHS students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration. Agendas, sign-in sheets.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule meetings and assign roles/responsibilities to staff for campus committees and campus planning. <b>Strategy's Expected Result/Impact:</b> All staff will participate in campus-wide decision making. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Dean of Student Support Services, Assistant Principals, Counselors & committee members  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 50%	 70%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 9:** La Marque High School administration and leadership team will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all LMHS students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate

**Summative Evaluation:** Met Objective

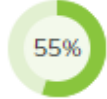







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Target/Recruit candidates that reflect the demographic composition of LMHS. <b>Strategy's Expected Result/Impact:</b> Create an environment conducive and inclusive of all cultural viewpoints, norms and cultures <b>Staff Responsible for Monitoring:</b> LMHS Administration, TCISD HR staff, LMHS Department Chairs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 20%	 55%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 10:** La Marque High School staff will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST



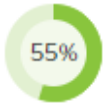









**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS will advertise/invite parents and community members to calendared events through calls, emails, invitations, newsletters and social media. <b>Strategy's Expected Result/Impact:</b> Families and community members will attend meetings/events. <b>Staff Responsible for Monitoring:</b> LMHS administrators, 21st Century/ACE Support Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** La Marque High School staff will provide support and encourage parental engagement for all parents, guardians, independent students throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.

**Evaluation Data Sources:** Parent meetings, contact logs, agendas, sign-in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMHS will conduct a minimum of three off campus meetings to offer convenience to parents and guardians. <b>Strategy's Expected Result/Impact:</b> Parent will engage school staff in vital topics ; student learning and wrap-around services at neutral locations. <b>Staff Responsible for Monitoring:</b> LMHS administration, 21st Century/ACE support staff, CIS Liaison  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> LMHS instructional staff will initiate a minimum of four (4) rounds of positive parental contact to promote family engagement (a minimum of one round per 9 weeks). <b>Strategy's Expected Result/Impact:</b> Parents and teachers will engage in open dialogue and collaboration to improve student learning. <b>Staff Responsible for Monitoring:</b> LMHS administration. LMHS Department Chairs  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Texas City Independent School District**  
**Woodrow Wilson**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

## Woodrow Wilson DAEP

The mission of the Woodrow Wilson DAEP is to provide an educational environment for all students that ensures academic growth, emotional well-being, and positive social behaviors.

—

# Vision

## Woodrow Wilson DAEP

Woodrow Wilson DAEP provides temporary schooling for a student who is separated from the regular campus for disciplinary reasons. The instructional goals are to help the student accept academic responsibility and to work to achieve at or above grade level expectations. The disciplinary goals are to assist the student in developing appropriate school behaviors, making beneficial choices, controlling anger, managing conflict and responding to authority.

—

# Staff Beliefs

## Woodrow Wilson DAEP

All staff members contribute to Woodrow Wilson DAEP's learning environment. We set the tone through our actions and attitudes towards other people and assigned tasks. We will demonstrate our continuous support and encouragement of students and each other in four important ways.

1. We will teach students the expectations for responsible behavior in all school environments by relating students' actions to our Classroom Management Action Plan.  
We will encourage students to be responsible, to always try to do their best, to cooperate with others and to treat every one with dignity and respect.
2. We will provide positive feedback to students when they are meeting expectations and following the Classroom Management Action Plan.
3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
4. We will work as a team to solve behavior problems that are chronic and/or severe in nature.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Nearly 100% of the students at Woodrow Wilson are at risk students, and we also have a very high percentage of low socioeconomic students. Our demographics are constantly changing, but we usually have a high percentage of African American students followed by caucasian and hispanic.

### Demographics Strengths

Our demographics have a diverse student enrollment, and are greatly supported by a strong administration. The staff has applied and been awarded multiple TCISD Foundations for the Future grants, which helps our low socioeconomic students. Furthermore, we have a very diverse staff that can better relate to our diverse population. Kagan strategies and the implementation of Visible Learning has also alleviated some of the engagement gaps we have had in the past.



# Student Learning

## Student Learning Summary

Given that a large number of students come to Woodrow Wilson are behind on their credits, our campus does a tremendous job getting students back on track. We heavily emphasize credit recovery programs with the use of Edgenuity. With our small class sizes, students are generally able to improve their grades during their placement. One of our main focuses is reducing recidivism, and last year our recidivism rate was below 10%. Kagan strategies and Visible learning has been implemented in every classroom.

## Student Learning Strengths

Credit Recovery has been a huge strength for our campus since 2017. Recidivism has continued to trend downward, and student engagement has vastly improved since the implementation of Kagan and Visible Learning.

# School Processes & Programs

## School Processes & Programs Summary

Systems, procedures, and routines are consistent and reviewed frequently. Our leveled behavior system is analyzed and monitored frequently. Duty rosters are well planned, and students are never by themselves on our campus. Students are escorted to their classrooms using the transitional rooms that was implemented this school year. Furthermore, we also escort all students to the restroom. Every student who is placed at WW is required to participate in our Woodrow Wilson Orientation class via Edgenuity. Master schedule is well thought out to provide students and teachers with the best opportunity to receive effective instruction, and allow students time for credit recovery when needed. Transition rooms are also a huge part of decreasing bullying, fighting, and truancy.

## School Processes & Programs Strengths

Scheduled meetings to share student concerns both academically and behaviorally. Duty rosters are well planned to assure that students are always with an escort. A diverse team has been built to better serve our diverse population. Students are required to bring a parent to orientation before they can enroll, which allows parents to be fully aware of our campus' expectations. Transitional rooms has significantly cut down bullying, truancy, and mutual combat. We also work closely with our SLO's to assure that every staff member and student arrives safely back to thier home on a daily basis.

# Perceptions

## Perceptions Summary

While Woodrow Wilson is an "alternative campus", our teachers strive to make sure that does not mean an "alternative education" for students who receive a placement. Our campus' focus on instruction is the same as any other campus, and our student's classroom grades tend to improve due to lower class sizes, and more one on one attention. Woodrow Wilson is an educational setting with punitive measures in place to encourage students to adjust and improve their behavior while in an academic setting. For many reasons, teachers have to work extra hard to establish relationships with students in order to keep them engaged. This year we have reimplemented Restorative Justice circles that we had in place prior to 2018-2019 school year due to us valuing positive teacher/student relationships. Woodrow Wilson believes that it is not the student's responsibility to adapt to the teacher's teaching style, it is ultimately the responsibility of the teacher to adapt their style to the student's learning capabilities.

## Perceptions Strengths

Our teachers also participated in Visible Learning training that will equip them with the tools needed to engage ALL students. When teachers have good classroom management skills then they can help the students develop their talents, potential, and dreams. We will be implementing weekly community circles to help students learn how to establish healthy boundaries, communicate effectively, make meaningful agreements, take responsibility, hold themselves and others accountable and resolve conflict. In addition to our weekly circles, we will have weekly re-entry/exit circles where home campus administrators are encouraged to attend in an effort to help with transition.

We have successfully implemented a leveled system where students are required to complete a specific number of successful days at each of the three levels. Each student's behavior is reviewed each period on adhering to the dress code, consistent exhibition of positive social skills, continuously earning successful days, and academic effort. Finally, implementing Family Engagement Nights and teachers sending out weekly parent emails have vastly improved our reputation of connecting more with parents.

# Priority Problem Statements

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%









English I & English II 36% to 48%













**Performance Objective 1:** Improve the performance of all students in Reading by increasing meets performance by 2%.

## HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement Kagan strategies into their lessons to improve on student engagement. <b>Strategy's Expected Result/Impact:</b> Student Engagement <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Visible Learning philosophies and thinking will be implemented campus wide to improve teacher and student clarity. <b>Strategy's Expected Result/Impact:</b> Student clarity <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Visible Learning style emails will be sent home weekly by teachers to parents updating them on their child's progress, as well as how parents can work with their child from home. <b>Strategy's Expected Result/Impact:</b> Family Engagement <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will regularly attend home campus PLC's to assure they are on pace with the home campuses, study data, and improve on teaching strategies. <b>Strategy's Expected Result/Impact:</b> Better STAAR/EOC scores <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%










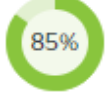


English I & English II 36% to 48%









**Performance Objective 2:** Students will increase their reading level by 1-3 grade levels (pending placement) while attending Woodrow Wilson.

### HB3 Goal

**Evaluation Data Sources:** IXL, Renaissance, and/or Edgenuity

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every student who enrolls into Woodrow Wilson will be given a pre-test to determine a baseline reading level. <b>Strategy's Expected Result/Impact:</b> Reading fluency and comprehension <b>Staff Responsible for Monitoring:</b> Computer lab teacher/administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During intervention period, students who are not in need of credit recovery, will work on reading programs in IXL, Renaissance, or Edgenuity. <b>Strategy's Expected Result/Impact:</b> Reading fluency and comprehension <b>Staff Responsible for Monitoring:</b> Computer lab teacher/administrators  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase reading fluency by having more "read aloud" time. All WW teachers will commit to incorporating reading across the curriculum, and they will offer a safe space for students to read aloud during all classes at least three times per week. These opportunities will be reflected in lesson plans. <b>Strategy's Expected Result/Impact:</b> Reading Fluency <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Utilize WW Library as students will be more likely to read if they are offered choices. Each class will rotate through the WW Library on a weekly basis. <b>Strategy's Expected Result/Impact:</b> More reading engagement <b>Staff Responsible for Monitoring:</b> Teachers, Aides, Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%









Algebra I 41% to 51%

















**Performance Objective 1:** Improve the performance of all students in Math by increasing meets performance by 2%.

### HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-8 and Algebra I EOC

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly calculator skill or basic math computation skill tutorials during homeroom for all students. <b>Strategy's Expected Result/Impact:</b> STAAR/EOC calculator questions, test taking strategies <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Math teachers will have monthly meetings with parents and students to notify them where they are in regards to meeting the state standard. <b>Strategy's Expected Result/Impact:</b> By notifying parents and students what kind of progress they are making and setting goals, it will give more motivation and confidence to the student. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement Kagan strategies into their lessons to improve on student engagement. <b>Strategy's Expected Result/Impact:</b> Student Engagement <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Visible Learning philosophies and thinking will be implemented campus wide to improve teacher and student clarity. <b>Strategy's Expected Result/Impact:</b> Student and teacher clarity <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Visible Learning style emails will be sent home weekly by teachers to parents updating them on their child's progress, as well as how parents can work with their child from home. <b>Strategy's Expected Result/Impact:</b> Family Engagement <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

**HB3 Goal**  
**Evaluation Data Sources:** CCMR Indicators  
**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify interests of students during their placement, and then work with directors to get students placed in appropriate classes upon their release <b>Strategy's Expected Result/Impact:</b> CCMR Indicators <b>Staff Responsible for Monitoring:</b> Administrator, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.









**Performance Objective 2:** In the 2019-2020 school year, Woodrow Wilson enrolled 253 students. Of those 253, 115 credits were earned by 52 students; therefore, 21% of Woodrow Wilson's total enrollment recovered missing credits. It is WW's goal to increase this percentage to 25% for the 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** Credits Earned

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize RTI collaboration strategies to determine and meet each student's academic needs and goals. <b>Strategy's Expected Result/Impact:</b> Improve STAAR Scores, Recover Credits <b>Staff Responsible for Monitoring:</b> Administrator, counselor, credit recovery teacher  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Every student's transcript enrolling into Woodrow Wilson will be evaluated by both the principal and counselor to determine credit recovery needs. <b>Strategy's Expected Result/Impact:</b> Credits will be recovered <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Credit Recovery Teacher  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students who recovery a credit will have their name announced over the intercom, receive a star on Woodrow Wilson's "Wall of Fame, and be able to pick a snack prize from Mr. Jones' office. <b>Strategy's Expected Result/Impact:</b> More credits regained <b>Staff Responsible for Monitoring:</b> Principal, counselor, credit recovery teacher  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 80%	 85%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				













**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Woodrow Wilson will focus on implementing lessons that appeal to a multi-cultural student population that will keep students engaged. <b>Strategy's Expected Result/Impact:</b> More engagement, better test scores <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will implement Kagan strategies to assure a high percentage of students are engaged at all times. <b>Strategy's Expected Result/Impact:</b> More engagement, Better test scores <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assure that Woodrow Wilson has an adequate number of SIOP trained teachers for ELL students. <b>Strategy's Expected Result/Impact:</b> Better test scores for ELL students <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use Visible Learning style weekly emails to keep parents engaged in their students' education. <b>Strategy's Expected Result/Impact:</b> Family Engagement, Better test scores <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.









**Performance Objective 2:** Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Evaluation Data Sources:** Student performance

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement Kagan strategies to assure a high percentage of students are engaged at all times. <b>Strategy's Expected Result/Impact:</b> More student engagement, Better test scores <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Visible Learning style weekly emails to keep parents engaged in their students' education. <b>Strategy's Expected Result/Impact:</b> Family Engagement, Better Test Scores <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				



















Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Assure that our campus has an adequate number of SIOP trained teachers for ELL students. <b>Strategy's Expected Result/Impact:</b> Better test scores for ELL students <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





















**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Transition rooms will be put in place where students will only be allowed to transition to their next class one class at a time while being escorted by an administrator. <b>Strategy's Expected Result/Impact:</b> Less bullying, truancy, and mutual combat <b>Staff Responsible for Monitoring:</b> Administrators, teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Training and implementation of the Navigation 360 app to lessen the time it takes to alert first responders of any type of emergency. <b>Strategy's Expected Result/Impact:</b> Improve safety of the campus, First Responder notification <b>Staff Responsible for Monitoring:</b> Administrators, teachers, security team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All students will go through metal detectors and be searched before entering the campus. <b>Strategy's Expected Result/Impact:</b> Improve Campus Safety <b>Staff Responsible for Monitoring:</b> All Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> With the assistance of TCISD's Emergency Management Specialist, Woodrow Wilson will conduct monthly safety drills. <b>Strategy's Expected Result/Impact:</b> Improve Campus Safety <b>Staff Responsible for Monitoring:</b> Security team, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize K9's to do campus spot checks. <b>Strategy's Expected Result/Impact:</b> Improve Campus Safety <b>Staff Responsible for Monitoring:</b> SLO's, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students will be individually escorted to the restroom, and everywhere else in the building by a staff member. <b>Strategy's Expected Result/Impact:</b> Improve Campus Safety <b>Staff Responsible for Monitoring:</b> All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Staff members will have access to all classrooms and offices with the use of their ID badges. <b>Strategy's Expected Result/Impact:</b> Improve Campus Safety <b>Staff Responsible for Monitoring:</b> TCISD Security team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Woodrow Wilson will structure a safe school environment through the use of analytic surveillance cameras. <b>Strategy's Expected Result/Impact:</b> Improve Campus Safety	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Woodrow Wilson will operate under a leveled system. Students must earn successful days to earn their way to Level 3. Only Level 3 students will be eligible for release. <b>Strategy's Expected Result/Impact:</b> Better classroom management <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> With the use of Class Dojo, students must earn a total of 45 points to earn a "successful day". <b>Strategy's Expected Result/Impact:</b> Better Classroom Management <b>Staff Responsible for Monitoring:</b> Administrators ,Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Restorative Justice "harm circles" and other RJ circles will be utilized for students who misbehave. <b>Strategy's Expected Result/Impact:</b> Better Classroom Management <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				







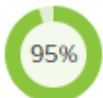

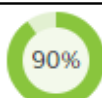
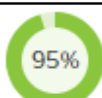
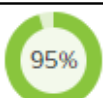





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Student of the week awards will be handed out every Friday, and also a student of the month. Students will be awarded either chips, snack cakes, or a full lunch. <b>Strategy's Expected Result/Impact:</b> Better Classroom Management <b>Staff Responsible for Monitoring:</b> Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 85%	 85%	 90%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** Exceeded Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Restorative Justice circles will be conducted 2-3 days per week. <b>Strategy's Expected Result/Impact:</b> Improve teacher/student connections, classroom management, decrease in number of office referrals, and CAP assignments <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bay Area Council of Drugs and Alcohol (BACODA) will counsel students in a large group once per month. <b>Strategy's Expected Result/Impact:</b> Decrease in drug, tobacco, and alcohol use, as well as appropriate decision making <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Restorative Justice "harm circles" and other RJ circles will be utilized for students who misbehave or have conflicts with other students. <b>Strategy's Expected Result/Impact:</b> Self Awareness, Decision Making <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.

**Summative Evaluation:** Exceeded Objective






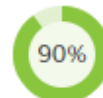


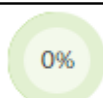
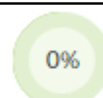
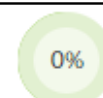

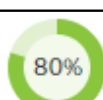
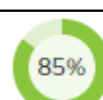
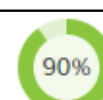
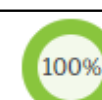
Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will have one on one meetings with our counselor to search for students with interest in Fine Arts. <b>Strategy's Expected Result/Impact:</b> Number of state and national performance opportunities.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Contact Fine Art directors for students who show interest in their program upon their release. <b>Strategy's Expected Result/Impact:</b> Number of state and national performance opportunities.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.





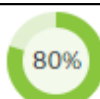
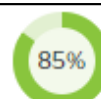
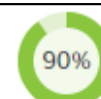
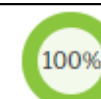








**Performance Objective 4:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy docketts.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily phone call when student is absent <b>Strategy's Expected Result/Impact:</b> Improve attendance <b>Staff Responsible for Monitoring:</b> Administrator, Secretary	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Home visits to students with very poor attendance <b>Strategy's Expected Result/Impact:</b> Improve Attendance <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Free shoe Fridays for students who have perfect attendance. <b>Strategy's Expected Result/Impact:</b> Improve Attendance <b>Staff Responsible for Monitoring:</b> Administrators, paraprofessionals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Innovative scheduling which will enable students to recover credits via Edgenuity <b>Strategy's Expected Result/Impact:</b> Graduation rates, credit recovery <b>Staff Responsible for Monitoring:</b> Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				











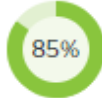







Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Credit Races for prizes (students compete to see who can earn credits the fastest) <b>Strategy's Expected Result/Impact:</b> Credit recovery, graduation rate <b>Staff Responsible for Monitoring:</b> Credit recovery teacher, Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Attendance BIPS for students exhibiting poor attendance <b>Strategy's Expected Result/Impact:</b> Improvement on Attendance <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Public acknowledgement and prizes for students who earn credits while attending Woodrow Wilson <b>Strategy's Expected Result/Impact:</b> Credit Recovery, Graduation Rate <b>Staff Responsible for Monitoring:</b> Credit Recovery Teacher, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 5:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

**Summative Evaluation:** Met Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Exit/Release meetings will occur weekly where coaches, sponsors, and other organization leaders will be invited to attend. <b>Strategy's Expected Result/Impact:</b> Graduation rates, attendance rates, increased participation <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Level 3 students will have an opportunity to visit the ITC building and meet with the ITC director. <b>Strategy's Expected Result/Impact:</b> Graduation rates, attendance rates, increased participation in extracurricular activities <b>Staff Responsible for Monitoring:</b> Administrators, counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Entry meeting with counselor, as well as exit meetings with counselors to discuss interests. <b>Strategy's Expected Result/Impact:</b> Graduation rates, attendance rates, increased participation in extracurricular activities <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** Met Objective


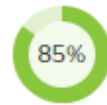




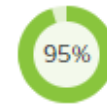













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Restorative Justice "harm circles" will be utilized for minor behavior offenses <b>Strategy's Expected Result/Impact:</b> Decrease number of discipline referrals. <b>Staff Responsible for Monitoring:</b> Administrators, counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Weekly Restorative Justice circles will be conducted 2-3 times per week <b>Strategy's Expected Result/Impact:</b> Teacher/Student positive relationships, decrease in discipline referrals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Cool down rooms <b>Strategy's Expected Result/Impact:</b> Decrease number of discipline referrals <b>Staff Responsible for Monitoring:</b> Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking and behavior plans

**Summative Evaluation:** Met Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cool Down Rooms <b>Strategy's Expected Result/Impact:</b> Less referrals for at-risk students <b>Staff Responsible for Monitoring:</b> SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counseling sessions for students who are trending in the negative direction <b>Strategy's Expected Result/Impact:</b> Less referrals for at-risk students <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, SpEd staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SpEd staff or Administrators will attend a large majority of MDR's on home campuses before student is placed at Woodrow Wilson <b>Strategy's Expected Result/Impact:</b> Less referrals for at-risk/SpEd students <b>Staff Responsible for Monitoring:</b> SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Revision ARD's will be conducted if a SpEd or 504 student is struggling to adjust to Woodrow Wilson rules and procedures <b>Strategy's Expected Result/Impact:</b> Less referrals for at-risk/SpEd students <b>Staff Responsible for Monitoring:</b> SpEd staff, Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






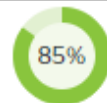
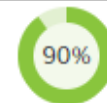
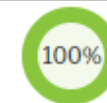




**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 3:** Woodrow Wilson will have a recidivism rate of 9% or less.

**Evaluation Data Sources:** Monthly Recidivism Reports, PEIMS Data

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly RJ Circles 2-3 times per week- Students are more successful when they can develop positive relationships with their teachers <b>Strategy's Expected Result/Impact:</b> Reduction in Recidivism, Teacher/Student Relationships <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> RJ Exit /Release Circles- <b>Strategy's Expected Result/Impact:</b> Reduction in Recidivism <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Family Engagement Nights with BACODA <b>Strategy's Expected Result/Impact:</b> Reduction in Recidivism, Family Engagement <b>Staff Responsible for Monitoring:</b> Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> An emphasis on credit recovery for students who are at-risk <b>Strategy's Expected Result/Impact:</b> Reduction in Recidivism <b>Staff Responsible for Monitoring:</b> Counselor, Administrator, Credit Recovery Teacher	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Help students find an extra curricular activity or after school program when they are released <b>Strategy's Expected Result/Impact:</b> Reduction in Recidivism <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Home Campus Visits <b>Strategy's Expected Result/Impact:</b> Reduction in Recidivism <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Keep in close contact with security team for campus security needs <b>Strategy's Expected Result/Impact:</b> Successful implementation of the use of technology. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide office space in order to house technology staff member on a daily basis. <b>Strategy's Expected Result/Impact:</b> Successful implementation of the use of technology. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Met Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Model Kagan strategies during Extended Wednesday Meetings <b>Strategy's Expected Result/Impact:</b> Improved instruction <b>Staff Responsible for Monitoring:</b> Administrators		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					











**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** Met Objective





















Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Develop committees over a variety of areas that will contribute in the decision making process. <b>Strategy's Expected Result/Impact:</b> Teacher buy in, campus climate <b>Staff Responsible for Monitoring:</b> Administrators		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate

**Summative Evaluation:** Exceeded Objective









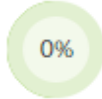







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will recruit through virtual and face to face job fairs. <b>Strategy's Expected Result/Impact:</b> Attract qualified teachers <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Throwdown Thursdays once per month where teachers will be treated to lunch and a jeans day. <b>Strategy's Expected Result/Impact:</b> Teacher retainment <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recognize and reward teachers with lunches, gift cards, and other prizes for exceeding expectations. <b>Strategy's Expected Result/Impact:</b> Retaining teachers <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide and strongly encourage adequate PD throughout the schoolyear <b>Strategy's Expected Result/Impact:</b> Retain Teachers, Improved instruction <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST





















**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Family Engagement Night once per month with Bay Area Council on Drugs and Alcohol (BACODA) where parents will be educated on the warning signs and dangers of substance abuse. <b>Strategy's Expected Result/Impact:</b> Family Engagement, Community Connections with students <b>Staff Responsible for Monitoring:</b> Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Canned food drive for the Galveston County Food Bank for Thanksgiving and Christmas. <b>Strategy's Expected Result/Impact:</b> Community Outreach <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Adopt a student program for Christmas <b>Strategy's Expected Result/Impact:</b> Community Outreach <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Family Engagement Night once per month with Bay Area Council on Drugs and Alcohol (BACODA) where parents will be educated on the warning signs and dangers of substance abuse. <b>Strategy's Expected Result/Impact:</b> More family engagement <b>Staff Responsible for Monitoring:</b> Counselor, Administrator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Visible Learning style weekly emails to keep parents engaged in their students' education, and allow parents to know... "What their student is learning" "How are they learning it" "How can parent help out with the learning at home" <b>Strategy's Expected Result/Impact:</b> Family engagement, improved grades, improved test scores <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Weekly callouts via School Messenger that will highlight Woodrow Wilson's weekly events, and show ways parents can be more involved in their students' education. <b>Strategy's Expected Result/Impact:</b> Family Engagement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent/teacher conferences through district calendar, and upon request <b>Strategy's Expected Result/Impact:</b> Family Engagement, Improved Grades, Improved Test Scores <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# **Texas City Independent School District**

## **Blocker Middle School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

## Vision

At Blocker, we will operate with a sense of urgency to ensure:

(1a) ALL students are provided a safe social emotional learning environment.

(1b) We will ensure that EVERY scholar is continuously progressing by at least a full academic year (at the minimum).

## Value Statement

### DISTRICT BELIEFS

- Every decision should be based upon what is best for students.
- High expectations should be maintained for all employees and students.
- High quality instruction should be delivered in an engaging manner.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Blocker Middle School has a total enrollment of approximately 900 students.

Ethnicity/Race breakdown: 45% African American, 30% Hispanic, 20% White, 3% Two or More Races, and 2% Other

Economically disadvantaged population is 83%

### Demographics Strengths

Diverse student population

Supportive parents and community



# Student Learning

## Student Learning Summary

### BLOCKER MIDDLE SCHOOL

#### 2021 - 2022 STAAR ACTION PLAN

2019 Letter Grade:   B   (83) \_\_\_\_\_

2021 Letter Grade (if we were rated):   D   (68) \_\_\_\_\_

			2019			2021		
			Approaches	Meets	Masters	Approaches	Meets	Masters
7th	Read	District	64%	34%	18%	52%	26%	13%
	Blocker		74%	42%	22%	58%	29%	14%

			2019			2021		
			Approaches	Meets	Masters	Approaches	Meets	Masters
7th	Math	District	56%	24%	18%	39%	17%	8%
	Blocker		65%	31%	4%	45%	21%	10%

			2019			2021		
			Approaches	Meets	Masters	Approaches	Meets	Masters
7th	Writi	District	57%	27%	9%	46%	19%	3%
	Blocker		64%	33%	12%	53%	24%	4%

			2019 (1st Administration)			2021		
			Approaches	Meets	Masters	Approaches	Meets	Masters
8th	Read	District	67%	42%	20%	59%	32%	13%
	Blocker		75%	47%	23%	69%	38%	16%

			2019 (1st Administration)			2021*		
			Approaches	Meets	Masters	Approaches	Meets	Masters
8th	Mat	District	78%	56%	15%	52%	24%	3%
	Blocker		85%	66%	20%	60%	31%	5%

			2019			2021		
			Approaches	Meets	Masters	Approaches	Meets	Masters
8th	Soc.	District	53%	22%	10%	43%	14%	5%
	Blocker		64%	27%	12%	54%	18%	6%

## Student Learning Strengths

			2019			2021		
			Approaches	Meets	Masters	Approaches	Meets	Masters
8th Scien	District		66%	35%	10%	52%	30%	15%
	Blocker		74%	44%	13%	63%	37%	21%

			2019						2021*					
			Approaches		Meets		Masters		Approaches		Meets		Masters	
			FFT	All	FFT	All	FFT	All	FFT	All	FFT	All	FFT	All
Algebra I	District		68%	79%	44%	24%	55%	66%	65%	69%	36%	38%	21%	23%
	Blocker		100%		98%		75%		100%		96%		87%	

# School Processes & Programs

## School Processes & Programs Summary

Blocker Middle School offers seven class periods a day, 50 minutes in length. The students have five core academics and two electives. Pre-AP students are taught by a team of specially trained and GT certified teachers.

## School Processes & Programs Strengths

Department planning time built into each week's schedule

Extracurricular activities offered during and after school

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Behavior and Other Indicators**

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

- Other additional data









# Goals













Revised/Approved: October 1, 2021

## Goal 1: Focus on Student Success

**Performance Objective 1:** By the end of June 2024, between 60%-75% of students will demonstrate MEETS performance on reading, math, science, and social studies standards based assessments.

**Evaluation Data Sources:** 7th & 8th STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> (1) Target Area: Reading (7th/8th grade) and Social Studies (8th grade) Based upon CBA assessments, students will be identified for additional targeted intervention support. While examining, current levels of achievement, students will receive acceleration or intervention support. TEKS will be spiraled for our at-risk learners based on cumulative data. Teachers will utilize the Lead4ward field guides as a resource when creating lessons plans of intervention and acceleration. (Subpop: All, LEP, AA, Hisp, AA, Econ Dis, SPED, At-Risk) <b>Strategy's Expected Result/Impact:</b> Campus formative assessments and district assessments will show an increase in the number of students who reach MEETS standards. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> (2) Target Area: Math (7th/8th grade) and Science (8th grade) Based upon CBA assessments, students will be identified for additional targeted intervention support. While examining, current levels of achievement, students will receive acceleration or intervention support. TEKS will be spiraled for our at-risk learners based on cumulative data. Teachers will utilize the Lead4ward field guides as a resource when creating lessons plans of intervention and acceleration. (Subpop: All, LEP, AA, Hisp, AA, Econ Dis, SPED, At-Risk). (Subpop group: All, LEP, Hisp, AA, Econ Dis, SPED, At-Risk) <b>Strategy's Expected Result/Impact:</b> Campus formative assessments and district assessments will show an increase in the number of students who reach MEETS standards. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				





















Strategy 3 Details	Reviews			
<b>Strategy 3:</b> (3) Target Area: Reading, Math, Science, and Social Studies teachers will create campus common assessments in order to monitor student progress in frequent intervals between the district nine week assessments. Data will be collected and analyzed in regards to instructional delivery, student level performance, and instructional strategies. (Subpop group: All, LEP, Hisp, AA, Econ Dis, SPED, At-Risk) <b>Strategy's Expected Result/Impact:</b> As a result of the continuous data analysis model, we expect to see student instructional growth every nine weeks. Evidence of student growth will be analyzed through the department data tracker forms and class performance data charts by SE.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide relevant guidance lessons that promotes academic advancement toward college and career readiness. Continue STEM robotics class and implement career connections through our careers elective course. For the 2022-2023 school year, we discussed the possibility of utilizing the Naviance career lessons. <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



## Goal 2: Focus on Student, Families, and Community

**Performance Objective 1:** By May of 2022, over 1,000 parents/guardians will have participated in school to home partnership activities regarding their child's education.

















**Evaluation Data Sources:** During the 2021-2022 school year, parent involvement will be encouraged. Sign-in sheets, remind messages, skyward messages.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> (2) Teachers will coordinate within the department to ensure that department content newsletters, parent notices, and basic campus information is distributed through our SMORE Blocker Parent Newsletter that is sent by Mrs. Towels out to our parents. <b>Strategy's Expected Result/Impact:</b> Increase in parent communication which results in a better school to home connection regarding instructional topics and upcoming parental involvement events. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> (3) Continue to provide parent access to grades, report cards, so they are able to check assignments, attendance and discipline records, receive e-mail alert notifications, and contact teachers via email through the internet. <b>Strategy's Expected Result/Impact:</b> Better communication and connections with parents. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Participate in campus wide service projects including food drive, reading buddy day with elementary school, and the backpack buddy program. <b>Strategy's Expected Result/Impact:</b> Increase student service and social awareness. <b>Staff Responsible for Monitoring:</b> Club Sponsors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Host Blocker Orientation Day prior to the start of school. We will hold parent teacher conferences--report card day pick up. This allows students to pick up their schedule and tour the campus. Parents also receive information of all behavior expectations and campus routines. <b>Strategy's Expected Result/Impact:</b> Increase of parent involvement and participation. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Goal 3: Focus on Operational Excellence

**Performance Objective 1:** By the end of the 2021-2022 school year, staff will have an increased understanding of the campus "Big Rocks" goals which are implementation of PLC's and Kagan Structures.
















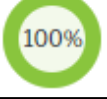
**Evaluation Data Sources:** PLC Sign In Sheets













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> (1) Increase student engagement and rigor of our instructional lessons by intentionally planning Kagan structures. <b>Strategy's Expected Result/Impact:</b> Improved District Assessment performance <b>Staff Responsible for Monitoring:</b> Administrators; Specialists; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> (2) Teachers will receive instructional technology training from our district instructional technology specialist, Justin Tucker. Technology instructional nuggets will be provided to assist the teachers with developing lesson plans that integrate technology. We will continue our 1 to 1 initiative where all students will receive a laptop/tablet. <b>Strategy's Expected Result/Impact:</b> Instructional technology integration in the content areas will show an increase of 10% as evident in lesson plans and walkthrough data. <b>Staff Responsible for Monitoring:</b> Specialists; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> (5) Provide instructional staff development to all teachers in TCISD. <b>Strategy's Expected Result/Impact:</b> Classroom evidence of use of instructional strategies/best practices obtained during the professional staff development.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Goal 4: Focus on Employees and Organizational Improvement

**Performance Objective 1:** By the end of the 2021-2022 school year, we will host recognition methods (students and teachers) throughout the year.

**Evaluation Data Sources:** List of teacher recognition methods.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> (1) Students and staff will be identified for recognition through individual emails, smore staff update kudos, and monthly climate activities such as bowling, bundt cakes, orange you glad it's Friday treats, gringo's lunches, nutrition catered lunches, teacher supply bags, pizza, etc. <b>Strategy's Expected Result/Impact:</b> Students and staff recognition <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> (2) Staff will participate in PLC's to identify instructional trends and analyze instructional effectiveness by department and as a campus. <b>Strategy's Expected Result/Impact:</b> Evidence of effective instructional delivery and alignment to the campus instructional focus as outlined in the T-TESS domain/dimension of focus. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> (3) We will recruit highly effective teachers through the district job fairs. <b>Strategy's Expected Result/Impact:</b> Administrators will recruit and local and district job fairs. <b>Staff Responsible for Monitoring:</b> Administrators;	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> (4) Weekly monitoring of attendance patterns to increase attendance percentage. Truancy letters, home visits, and truancy court documentation will be implemented. <b>Strategy's Expected Result/Impact:</b> Increase in attendance percentage from the previous years. <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> (5)The campus adopted the HERO program numerous years ago for campus discipline management and to provide Positive Behavior Intervention support. Discussion of discontinuing program for the 2022-2023 school year is in process. The district is adopting a new program to address character education and discipline management. <b>Strategy's Expected Result/Impact:</b> Increase opportunities for students to earn points. <b>Staff Responsible for Monitoring:</b> Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> (6) Continue the T-TESS appraisal system for all teacher evaluations. All teachers set goals for the year. Teachers also participate in Observations. <b>Strategy's Expected Result/Impact:</b> Increase in student engagement and aligned learning.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Goal 5: Focus on Financial Stewardship

**Performance Objective 1:** By the end of March 2022 85% of the operational budget will have been encumbered for student success.

**Evaluation Data Sources:** Monthly reports showing expenditure progress; requisition requests detailing needs and materials.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> (1) Secretary will be trained on the purchase order requisition process as it applies to ordering classroom materials and resources so that we can procure the necessary items throughout the year for their grade level or group. <b>Strategy's Expected Result/Impact:</b> Campus expenditures for student needs. <b>Staff Responsible for Monitoring:</b> Administrators; Secretary	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Texas City Independent School District**

**Giles Middle School**

**2021-2022 Campus Improvement Plan**



# Mission Statement

*La Marque Middle School is dedicated to creating opportunities for success for all students through maintaining high expectations of quality instruction and data-driven decisions in a culture of collaboration.*

## Vision

*La Marque Middle School staff, students, and parents work together to facilitate learning for all students in a culture of collaboration with a focus on results using schoolwide approaches to ensure student success.*

## ESF Targeted Improvement Plan

The LMMS Campus Improvement Plan also serves as the Effective Schools Framework Targeted Improvement Plan.

### ESF TIP COMPONENTS

#### Prioritized Focus Area 2

- Essential Action: 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

#### Prioritized Focus Area 5

- Essential Action: 5.3 Data-driven instruction.

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Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	13
Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	14
Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	22
Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.	24
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

After viewing campus data and surveys, we found that due to the percentage of economically disadvantage students the staff must consistently communicate with the students, staff, parents and community through different platforms (social media and traditional methods).

- Parent Survey – The number of parents that completed the survey is considerably low. Parents agree that there was communication from the school. The comments do not seem to reflect the survey. The comments reflect that there is a lack of communication from the school.
- Student Survey – Student’s responses reflect that they are academically supported, but when it comes to peer relationships they are not satisfied.
- Students are considerably low academically due to economic status.
- TAPR – Large number of students (93%) are economically disadvantaged in years 2019 – 2020

### Demographics Strengths

- Teachers are aware of the challenges that the students and families we serve face.
- The staff acknowledges that the delivery of lessons must be more engaging and purposeful.
  - Implementations of the Cadres: Communication, Standards, C & I, and Technology
  - Shared Leadership Opportunities
  - PLC Meetings held consistently
  - Focused on the growth of Individual students, teachers, and administrators

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students are performing two or more years below grade level. **Root Cause:** There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.

# Student Learning

## Student Learning Summary

2021 vs 2022 STAAR Data

6 <sup>th</sup> GRADE	Approaches - 2021	Approaches - 2022	Meets - 2021	Meets - 2022	Masters	Masters 2022
Math	33.78%	41.04%	11.49%	10.45%	2.03%	2.24%
Reading	35.81%	39.85%	10.81%	11.28%	4.05%	2.26%

7 <sup>th</sup> GRADE	Approaches - 2021	Approaches - 2022	Meets - 2021	Meets - 2022	Masters - 2021	Masters - 2022
Math	24.38%	43.85%	9.38%	13.08%	2.5%	6.15%
Reading	32.7%	67.91%	16.35%	31.34%	9.43%	20.9%
Writing	29.45%	----	8.59%	----	1.23%	----

8 <sup>th</sup> GRADE	Approaches - 2021	Approaches - 2022	Meets - 2021	Meets - 2022	Masters - 2021	Masters - 2022
Math	31.08%	35.45%	7.43%	14.55%	0%	0.91%
Reading	35.03%	60.74%	15.92%	31.85%	6.37%	20.74%
Science	22.78%	45.86%	10.13%	15.04%	0.63%	6.02%
Social Studies	16.77%	24.06%	4.35%	5.26%	0.62%	0%

- The majority are performing two or more grade levels below expectations.
- 75% of students read at 3<sup>rd</sup> grade level or lower

## Student Learning Strengths

- Exceeded campus goal for growth
- 6th - 8th grade growth evident in Reading
- 7th grade Math competitive with district average score
- Campus 2022 Rating: C
-

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The lack of foundational learning directly correlates to the lack of on grade-level learning. **Root Cause:** Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.

# School Processes & Programs

## School Processes & Programs Summary

- There has been little to no support for our sub-populations.
- Support staff receives little to no training.
- The PLC process has been implemented.
- Opportunities for shared decision-making have been created.
- After assessments teachers complete thinking stems to disaggregate the data. They later present their findings and conclusions to the Principal and the Dean of Instructional Improvement.

## School Processes & Programs Strengths

Teachers are able to desegregate data and apply the information to service students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** All staff members have not been provided an adequate amount of professional development to grow students academically. **Root Cause:** LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.

# Perceptions

## Perceptions Summary

After reviewing campus data, the following must be noted:

- 95% of the staff lack experiences in shared leadership and responsibilities.
- There are 213 students who read at 4th grade level or lower.
- There no actual reading intervention plan in place currently.
- Students learning gaps often lead to behavior concerns.

## Perceptions Strengths

- Cohesive working relationships between staff; students enjoy working in groups, therefore there are good peer relationships.
  - Weekly A Team Meetings
  - PLC Meetings held consistently
  - Only 12 students sent to DAEP this year
  - Admin conferences w/ students
  - HERO program
  - Teacher incentives
  - PBIS in early planning stages

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is not a schoolwide discipline plan that all staff know and utilize consistently. **Root Cause:** LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

# Priority Problem Statements

**Problem Statement 1:** Students are performing two or more years below grade level.

**Root Cause 1:** There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The lack of foundational learning directly correlates to the lack of on grade-level learning.

**Root Cause 2:** Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** All staff members have not been provided an adequate amount of professional development to grow students academically.

**Root Cause 3:** LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is not a schoolwide discipline plan that all staff know and utilize consistently.

**Root Cause 4:** LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

**Problem Statement 4 Areas:** Perceptions

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%





English I & English II 36% to 48%









**Performance Objective 1:** Improve the performance of all students in Reading by increasing meets performance by 2%.

## HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> English Language Arts teachers will attend PLC meetings twice a week to boost quality, targeted instruction through identifying Essential Standards. <b>Strategy's Expected Result/Impact:</b> Assist teachers in building their content capacity, which positively impact their ability to effectively teach students essential skills. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The LMMS intervention program, WWE (We Will Excel), will be provided during the instructional day two days a week. <b>Strategy's Expected Result/Impact:</b> Increased understanding and mastery of the on-grade level TEKS. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.



**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%





Algebra I 41% to 51%

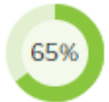

**Performance Objective 1:** Improve the performance of all students in Math by increasing meets performance by 2%.

### HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-8 and Algebra I EOC

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Math teachers will attend PLC meetings twice a week to boost quality, targeted instruction through identifying Essential Standards. <b>Strategy's Expected Result/Impact:</b> Assist teachers in building their content capacity, which positively impact their ability to effectively teach students essential skills <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The LMMS intervention program, WWE (We Will Excel), will be provided during the instructional day two days a week <b>Strategy's Expected Result/Impact:</b> Increased understanding and mastery of the on-grade level TEKS	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.</p>

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

- HB3 Goal**
- Evaluation Data Sources:** CCMR Indicators
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LMMS will begin year 1 of AVID (Advancement Via Individual Determination), which targets first generation college students and provides instructional support for core and elective teachers. <b>Strategy's Expected Result/Impact:</b> Expose 7th and 8th grade students to effective study skills, advanced level courses, as well as college, career, and military opportunities. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Student Support, AVID Elective Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> AVID Professional Development, AVID Implementation Materials, AVID Curriculum - 211 - Title I - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**









Student Learning
<b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.
School Processes & Programs
<b>Problem Statement 1:</b> All staff members have not been provided an adequate amount of professional development to grow students academically. <b>Root Cause:</b> LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.









**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide 2:1 Coaching Sessions with Math and ELA teachers. <b>Strategy's Expected Result/Impact:</b> Build instructional capacity and implement effective data tracking strategies. <b>Staff Responsible for Monitoring:</b> Principal and Dean of Student Support  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Building Essential Standards o 5 per content area per semester o With Learning Intentions and Success Criteria <b>Strategy's Expected Result/Impact:</b> Students will learn essential skills in the core content areas. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Student Support, and Core Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3: Create and Utilize Rules of the Week</b> <b>Strategy's Expected Result/Impact:</b> * Rules of the Week will support scaffolding TEKS * Provides opportunities for non-core teachers to support tested subject areas * Weekly lesson plan checks will evidence the implementation of the Rules of the Week. <b>Staff Responsible for Monitoring:</b> Campus Administrators, C&I Cadre Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:









Demographics
<b>Problem Statement 1:</b> Students are performing two or more years below grade level. <b>Root Cause:</b> There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.
School Processes & Programs
<b>Problem Statement 1:</b> All staff members have not been provided an adequate amount of professional development to grow students academically. <b>Root Cause:</b> LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.









**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 2:** Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Evaluation Data Sources:** Student performance

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for practice and repetition <b>Strategy's Expected Result/Impact:</b> * Increase proficiency of essential skills * Administrator walkthroughs that provide effective feedback <b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Consistent Teacher Clarity support and training <b>Strategy's Expected Result/Impact:</b> * Increase proficiency of essential skills * Administrator walkthroughs that provide effective feedback * Provide students with a visible ladder of success <b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide training and support to increase student engagement <b>Strategy's Expected Result/Impact:</b> Increase proficiency of essential skills * Administrator walkthroughs that provide effective feedback * Provide students with a visible ladder of success <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 2 Problem Statements:









Demographics
<b>Problem Statement 1:</b> Students are performing two or more years below grade level. <b>Root Cause:</b> There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.
Student Learning
<b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.









**Performance Objective 3:** By the end of the 2020-2021 school year, 68% of all tests taken will meet the STAAR growth measure.













**Evaluation Data Sources:** Student Performance

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continued development to build teacher and leadership capacity <b>Strategy's Expected Result/Impact:</b> * Learning Intentions and Success Criteria are built during PLC * LI and SC must be submitted to Principal and Dean for approval prior to use * Walkthroughs will provide feedback on the use of EL and SpEd support <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement effective RtI strategies <b>Strategy's Expected Result/Impact:</b> * RtI Committee will meet every three weeks to review attendance, academic, and discipline data * Committee will assist in planning targeted interventions * Monitor and ensure the completion of failure ARDs <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Essential Standards will be taught using specific instructional methods and strategies. We will prescribe the "how to" for each essential standard. <b>Strategy's Expected Result/Impact:</b> Increased student achievement --- * Classroom Observations - Campus administrators are to complete a minimum of three walkthroughs per week. * All Formal Observations will be completed before 12-15-21 * Review growth data by content in weekly ATeam and Instructional Meetings. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Projected STAAR measure per student <b>Strategy's Expected Result/Impact:</b> * Calculate growth measure for Reading and Math * After each unit test, CBA, and benchmark, growth measures will be calculated and recorded. <b>Staff Responsible for Monitoring:</b> Dean of Student Support, Specialists, and Interventionist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Built-In Intervention period, WWE (We Will Excel), will provide opportunities to build students on-grade level skills. <b>Strategy's Expected Result/Impact:</b> Students are drafted by teachers to attend interventions. Teachers select 12-15 per session. o Monday - Math Priority o Wednesday - ELA Priority o Students not drafted are allowed to attend their chosen club o Class lists are audited and maintained by the Dean of Student Support o Once students meet the exit criteria, they will be allowed to join the chosen club. o Draft is for a 6-week cycle <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize ACE 21st Century for intervention and enrichment opportunities. <b>Staff Responsible for Monitoring:</b> Principal and Dean of Student Support  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students are performing two or more years below grade level. <b>Root Cause:</b> There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.









<b>Student Learning</b>
<b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> All staff members have not been provided an adequate amount of professional development to grow students academically. <b>Root Cause:</b> LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.









**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a schoolwide discipline management plan. <b>Strategy's Expected Result/Impact:</b> Effective policies and procedures that positively impact student behavior. <b>Staff Responsible for Monitoring:</b> LMMS Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement effective RtI strategies <b>Strategy's Expected Result/Impact:</b> * RtI Committee will meet every three weeks to review attendance, academic, and discipline data * Committee will assist in planning targeted interventions * Monitor and ensure the completion of failure ARDs <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> RtI Professional Development - 199 - General Fund - \$1,300	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide training and support to increase student engagement through Kagan Coaching. <b>Strategy's Expected Result/Impact:</b> Engaging classrooms that positively impact student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Kagan Coaching PD - 199 - General Fund - 5000.00	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> Students are performing two or more years below grade level. <b>Root Cause:</b> There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.
Student Learning
<b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.
School Processes & Programs
<b>Problem Statement 1:</b> All staff members have not been provided an adequate amount of professional development to grow students academically. <b>Root Cause:</b> LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.
Perceptions
<b>Problem Statement 1:</b> There is not a schoolwide discipline plan that all staff know and utilize consistently. <b>Root Cause:</b> LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.









**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Behavior expectations will fall within PAWS. Plan for Success Accountability Winning Attitude Self-Ownership  <b>Strategy's Expected Result/Impact:</b> Staff will know where to anchor expectations. Students will have a clear understanding of behavior expectations. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilizing PAWS, the Standards Cadre will use the PBIS model to create schoolwide expectations for classrooms, restrooms, hallways, cafeteria, arrival, and dismissal.  <b>Strategy's Expected Result/Impact:</b>	Formative			Summative
	Nov	Jan	Mar	June

<p>All staff will be aware and held accountable for following and enforcing school-wide expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 1 Problem Statements:





Perceptions
<p><b>Problem Statement 1:</b> There is not a schoolwide discipline plan that all staff know and utilize consistently. <b>Root Cause:</b> LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.</p>

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.









**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> In the list of high-interest club and activity offerings, students will have the opportunity to select the Diamonds club or Kingsman club. <b>Strategy's Expected Result/Impact:</b> Diamonds will offer girls the opportunity to learn age-appropriate social skills, and the Kingsman club will off the same for boys. <b>Staff Responsible for Monitoring:</b> Counselors and Club Sponsors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Counselors will create a group lessons that highlight character traits, identify student concerns/needs, and support student's social development. <b>Strategy's Expected Result/Impact:</b> Targeted social skill building		Formative			Summative
		Nov	Jan	Mar	June



<b>Staff Responsible for Monitoring:</b> Principal and Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Character lessons, incentives, and supplies - 199 - General Fund - \$300				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 2 Problem Statements:









Perceptions
<b>Problem Statement 1:</b> There is not a schoolwide discipline plan that all staff know and utilize consistently. <b>Root Cause:</b> LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students exposure to Fine Arts courses. <b>Strategy's Expected Result/Impact:</b> Students will have the option to select Art, Band, Choir, or Theatre Arts during course selections. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Individual conferences with counselors for students with habitual attendance concerns. <b>Strategy's Expected Result/Impact:</b> Increased student attendance through key practices --- * Teachers review attendance biweekly and send list of concerns to administrators. * Review teacher attendance weekly. * Monitor social distancing practices. * RtI Committee will review attendance, grading, and discipline reports for each three-week period. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> An intervention plan will be created for students with habitual absences. <b>Strategy's Expected Result/Impact:</b> Increased student attendance will positively impact the opportunities for student learning. <b>Staff Responsible for Monitoring:</b> RtI Committee  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 9 Week Celebrations! Trophies will be given to the grade level with the lowest number of discipline referrals (Impact Trophy), the highest attendance rate (Determination Trophy), and the highest number of students on the honor roll (Excellence Trophy). This celebration will also give each grade level an opportunity to share their grade level chants to win the Spirit Stick. <b>Strategy's Expected Result/Impact:</b> Increase focus on success, decrease the number of referrals, increase student attendance, and increase school spirit and pride. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

#### Performance Objective 4 Problem Statements:









Perceptions
<b>Problem Statement 1:</b> There is not a schoolwide discipline plan that all staff know and utilize consistently. <b>Root Cause:</b> LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 5:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Built-In Intervention period, WWE (We Will Excel), will provide high-interest club and enrichment options.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to select from a list of high-interest clubs and activities.</p> <p>Students are drafted by teachers to attend interventions. Teachers select 12-15 per session. Sessions are held two days a week.</p> <ul style="list-style-type: none"> <li>o Students not drafted are allowed to attend their chosen club</li> <li>o Class lists are audited and maintained by the Dean of Student Support</li> <li>o Once students meet the intervention exit criteria, they will be allowed to join the chosen club.</li> <li>o Draft is for a 6-week cycle</li> </ul> <p>Students will be motivated to lean into and be successful in the learning, in order to attend their club or activity as often as possible.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> </ul>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of LMMS Behavior/Discipline Management Plan. The plan will include relationship building tips, identified targeted behavior responses, classroom management plan, and school-wide expectations. <b>Strategy's Expected Result/Impact:</b> Teachers will develop and practice behavior management skills through the use of interventions listed in the plan. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Weekly discipline, attendance, and grading data reviews. <b>Strategy's Expected Result/Impact:</b> Data will provide information on patterns of behavior and highlight management needs. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

## Perceptions













**Problem Statement 1:** There is not a schoolwide discipline plan that all staff know and utilize consistently. **Root Cause:** LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking and behavior plans

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize HERO tracking system to reward positive student behaviors, as well as track negative behaviors. <b>Strategy's Expected Result/Impact:</b> Decrease baseline behavior concerns <b>Staff Responsible for Monitoring:</b> Assistant Principals, HERO Committee  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the Standards Cadre to review discipline data and trends. The cadre will have an Assistant Principal as a member. Cadre meetings will produce monthly reports with trends and recommendations that will presented to the Administrative team. <b>Strategy's Expected Result/Impact:</b> Support the approach to effective schoolwide strategies <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**



## Perceptions

















**Problem Statement 1:** There is not a schoolwide discipline plan that all staff know and utilize consistently. **Root Cause:** LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Met Objective





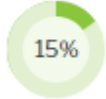

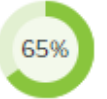

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly communication from the Principal, Sunday Shine, will contain tips and/or FAQ from the Secondary District Instructional Technologist. <b>Strategy's Expected Result/Impact:</b> Staff will have continuous technology support and information. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> District Instructional Technologist will have access to the PLC schedule and will attend meetings once a month. <b>Strategy's Expected Result/Impact:</b> Staff will have continuous technology support and information. <b>Staff Responsible for Monitoring:</b> Dean of Student Support  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner with the Chief Technology Officer to develop targeted areas of support based on current access and future availability to technology. <b>Strategy's Expected Result/Impact:</b> Reduce frustrations for students and staff regarding technology concerns and reoccurring issues. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide continuous PD through PLC meetings and coaching opportunities. <b>Strategy's Expected Result/Impact:</b> Building the instructional and leadership capacity of teachers <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the newly created Assistant Principal PLC to provide additional support to new and inexperienced Assistant Principals. <b>Strategy's Expected Result/Impact:</b> First-year AP will receive networking opportunities, as well as continuous learning and support. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus-wide book study to promote student engagement, positive interactions, and professional growth. <b>Strategy's Expected Result/Impact:</b> The LMMS staff will utilize newly developed skills to positively impact student achievement. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Professional development for campus administrators in the areas of documentation, coaching, leadership, and campus improvement. <b>Strategy's Expected Result/Impact:</b> Campus Administrators that are fully prepared to lead a campus through school improvement. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> The lack of foundational learning directly correlates to the lack of on grade-level learning. <b>Root Cause:</b> Multiple factors have effected students learning, including but not limited to: annexation, hurricane, lack of instructional professional development for teachers, relocation, and temporary facilities.
School Processes & Programs
<b>Problem Statement 1:</b> All staff members have not been provided an adequate amount of professional development to grow students academically. <b>Root Cause:</b> LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.

## Perceptions













**Problem Statement 1:** There is not a schoolwide discipline plan that all staff know and utilize consistently. **Root Cause:** LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher leaders will take on the roles of Department Chair and Cadre Leader. <b>Strategy's Expected Result/Impact:</b> Shared leadership will create shared ownership as expectations, policies, and procedures are enforced. <b>Staff Responsible for Monitoring:</b> Principal and Dean of Student Support  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify a Guiding Coalition of teachers and campus leaders for the following instructional initiatives: Visible Learning, PLC, and AVID. <b>Strategy's Expected Result/Impact:</b> Shared leadership will generate buy-in, support, and continuous improvement with each initiative. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

### School Processes & Programs









**Problem Statement 1:** All staff members have not been provided an adequate amount of professional development to grow students academically. **Root Cause:** LMMS experiences issues with consistent discipline, well-trained paraprofessionals, substitute teachers, and inclusion support concerns.

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Utilize all job fair and recruitment opportunities to bring in staff members. <b>Strategy's Expected Result/Impact:</b> A fully staffed campus of highly-effective teachers. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Students are performing two or more years below grade level. <b>Root Cause:</b> There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.
Perceptions
<b>Problem Statement 1:</b> There is not a schoolwide discipline plan that all staff know and utilize consistently. <b>Root Cause:</b> LMMS lacks a schoolwide discipline management plan and the implementation of systematic, scientific, and data driven interventions that are identified in the RtI process.











**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Shared Leadership and collaborative decision-making practices will occur through QUEST, Cadre, ATeam, and Instructional Leadership Team meetings <b>Strategy's Expected Result/Impact:</b> Stakeholders will be knowledgeable and apart of campus decision-making, which will assist in building collective efficacy. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Students are performing two or more years below grade level. <b>Root Cause:</b> There is a lack of foundational knowledge and a multitude of evidence of generational poverty which impacts student learning.

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Consistent communication through campus newsletter and social media. Parents will be made aware of instructional targets, campus celebrations and concerns, and events. <b>Strategy's Expected Result/Impact:</b> Parents will receive consistent information regarding their students success. <b>Staff Responsible for Monitoring:</b> Principal and Librarian  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide parent engagement opportunities at high-interest activities, such as tailgating, rallies, etc. <b>Strategy's Expected Result/Impact:</b> Build a stronger relationship between the community and the school. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Student Activity Sponsors.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Texas City Independent School District**

**Levi Fry Intermediate School**

**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Levi Fry Intermediate is a 5th/6th grade campus located in Texas City, TX that serves as the feeder school for 4 elementary schools located in East Texas City. It is the only 5th/6th grade campus in the district and implements both elementary and secondary processes and procedures. There has been a reduction in student enrollment due to a number of factors, but still remains one of the larger intermediate/middle schools in the Galveston County area. Fry has a diverse population of students and faculty that strives to be inclusive and value everyone's abilities and uniqueness. There are variety of programs to address students needs and opportunities for students to participate in extra curricular activities. Overall we have a staff that is proactive, student centered and focused on providing a positive learning environment for students. We have many supportive parents and community partnerships. Our priority focus for 21-22 school year are:

- Consistent, high quality instruction
- Increased student engagement
- Providing a safe, secure environment for all
- Re-establishing a positive community presence

### LEVI FRY VISION STATEMENT:

- At Levi Fry, we aim to inspire and empower all students to excel in a safe and inclusive community focused on equipping students with the tools needed to become lifelong learners and future leaders.

### LEVI FRY MISSION STATEMENT:

- Our mission is to provide an education focused on meaningful, high-quality, engaging lessons to help students reach their full potential through mutual trust and respect. Through collaboration amongst students, educators, parents, and community partners, we will develop a culture of confident and diverse learners.

### LEVI FRY CORE BELIEFS:

1. Safe Environment – kindness, cooperation, empathy, sympathy, communication, awareness
2. Respect – self-respect, authority, esteem, mutual respect, understanding, courtesy
3. Diversity – acceptance, inclusion, celebration of differences, culture, compassion, equality
4. Accountability – partnership, ownership, responsibility, goals, organization, initiative
5. Achievement – excellence, accomplishment, success, growth, performance, effort
6. Perseverance – endurance, determination, growth mindset, grit, dedication, patience

# Demographics

## Demographics Summary

Levi Fry currently serves 817 students. This is 78 students less than the previous year. Several families have moved citing a variety of reasons including COVID #s, mask protocols and lack of a virtual learning option.

5th Grade - 409 students

6th grade - 408 students

## *Demographic Breakdown*

Hispanic - 435 - 53.2%

White - 182 - 22%

Black - 166 - 20.2%

Two or More Races - 29 - .4%

Economically Disadvantaged - 88.69%

There are:

34 core academic teachers (English/Language Arts, Math, Science and Social Studies)

9 special education teachers who service students in lifeskills, inclusion, resource, dyslexia, behavior development and autism programs)

5 Elective Teachers (Band, Choir, General Music, Art and Technology)

3 Full Time PE teachers

2 counselors

1 principal

2 assistant principals

1 librarian

1 nurse

6 professional support staff (2 instructional specialists, 2 interventionists, 1 diagnostician, 1 special education program specialist)

18 paraprofessionals (clerical and instructional)

2 safety monitors

2 cafeteria monitors

1 full-time Sheriff Liasion Officer

## Demographics Strengths

Fry has a diverse population of students and faculty that strives to be inclusive and value everyone's abilities and uniqueness. There are variety of programs to address students needs and opportunities for students to participate in extra curricular activities. See below for examples.

- Bilingual
- ESL
- GT
- Special Education (resource, inclusion, lifeskills 1 and 2, social development and behavior development)
- Student Council
- Robotics
- 21st Century
- Communities in Schools

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our campus enrollment has dropped by 11% **Root Cause:** Several families have moved citing a variety of reasons including COVID #s, mask protocols and lack of a virtual learning option.

# School Processes & Programs

## School Processes & Programs Summary

- Goals are pre-determined and written into a performance evaluation system that both manager and direct report have access to at the beginning of the year.
- New agendas for weekly PLC/team/data meetings. Team meeting agendas are submitted to principal for review and follow-up.
- Substantial work has been done to develop AAA units that are reviewed in weekly PLC meetings and utilized to develop lesson plans.
- A district/campus assessment calendar is developed at the beginning of the year which includes curriculum-based assessments, benchmarks and an interim assessment developed by the state which is designed to predict performance on the STAAR test.
- Fry offers a comprehensive 5th and 6th Instructional Program.
- TCISD Foundation for the Future
- Bilingual (5th grade)
- ESL (5th & 6th Grade)
- G/T classes for identified students
- Student Council
- Robotics Club
- NEHS (National Elementary Honor Society)
- Community partnerships
- 21st Century Afterschool Programs
- Communities In Schools Program
- Resolve It Program
- Weekly Extended Professional Learning Community Focus meetings
- Daily scheduled intervention time focusing on closing gaps in core subjects
- TCISD has a strong, guaranteed and viable curriculum that is aligned to the State standards.
- Teachers are supported by a wide variety of ongoing professional development opportunities.
- Campus Professional Learning Communities form the basis for job-embedded learning and professional collaboration.
- Services provided by a Campus Instructional Specialist(s) and instructional interventionists
- Through Eduphoria, teachers have timely access to student learning data that informs instruction.
- The curriculum, instruction, and assessment program focuses on the needs of all students.
- We have a variety of extracurricular clubs and groups for students to engage positively with peers and community.
- Built in weekly time for instructional planning and collaboration among teachers
- Opportunities for staff to provide input into the campus decision making processes (QuEST, team leaders, department chairs, new teacher, attendance, discipline, safety)



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%





English I & English II 36% to 48%


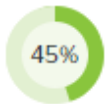










**Performance Objective 1:** Improve the performance of all students in Reading by increasing meets performance by 2%.









## HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct weekly instructional focus team meetings to determine instructional goals, monitor implementation and review progress. <b>Strategy's Expected Result/Impact:</b> Provide consistent high quality instruction <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Kagan Structures campuswide <b>Strategy's Expected Result/Impact:</b> Increase student engagement which will <b>Staff Responsible for Monitoring:</b> District/Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Revise master schedules to include daily intervention time. <b>Strategy's Expected Result/Impact:</b> Provide time outside of the core class to provide remediation and/or enrichment <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Visible Learning program campus wide. <b>Strategy's Expected Result/Impact:</b> Provide consistent high impact instruction. <b>Staff Responsible for Monitoring:</b> District/Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop, review and provide feedback on lesson plans. <b>Strategy's Expected Result/Impact:</b> Improve teacher and student clarity <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%









Algebra I 41% to 51%

















**Performance Objective 1:** Improve the performance of all students in Math by increasing meets performance by 2%.

### HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-8 and Algebra I EOC

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct weekly instructional focus team meetings to determine instructional goals, monitor implementation and review progress. <b>Strategy's Expected Result/Impact:</b> Provide consistent high quality instruction <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Kagan Structures campuswide <b>Strategy's Expected Result/Impact:</b> Increase student engagement which will <b>Staff Responsible for Monitoring:</b> District/Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Revise master schedules to include daily intervention time. <b>Strategy's Expected Result/Impact:</b> Provide time outside of the core class to provide remediation and/or enrichment <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Visible Learning program campus wide. <b>Strategy's Expected Result/Impact:</b> Provide consistent high impact instruction. <b>Staff Responsible for Monitoring:</b> District/Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop, review and provide feedback on lesson plans. <b>Strategy's Expected Result/Impact:</b> Improve teacher and student clarity <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators

**Summative Evaluation:** Met Objective







**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Kagan Structures campuswide <b>Strategy's Expected Result/Impact:</b> Increase engagement Increase student ownership Increase student to student relationship <b>Staff Responsible for Monitoring:</b> District and Campus Administration, Instructional Specialists, Interventionists, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Pull out for targeted instruction both in class and outside of school hours <b>Strategy's Expected Result/Impact:</b> Targeted instruction Individualized assistance	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> All homeroom / advisory teachers Classroom teachers Instructional specialist Interventionist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<div><div></div><div>75%</div></div>	<div><div></div><div>85%</div></div>	<div><div></div><div>95%</div></div>	<div><div></div><div>100%</div></div>

0%

No Progress

100%

Accomplished









Continue/Modify









Discontinue

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 2:** Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Evaluation Data Sources:** Student performance













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Differentiate instruction based on student needs <b>Strategy's Expected Result/Impact:</b> Improve performance of all students <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Character Education Strategies <b>Strategy's Expected Result/Impact:</b> Relationship building: student to student and teacher to student <b>Staff Responsible for Monitoring:</b> All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize 21st Century to provide additional intervention for targeted students M-F from 7:30-8:15/4:10-6:10 (RTI/EL Learners) <b>Strategy's Expected Result/Impact:</b> Improved performance for RTI/EL Learners on standardized tests	Formative			Summative
	Nov	Jan	Mar	June

<b>Staff Responsible for Monitoring:</b> Campus Administration 21st Century Coordinator LPAC Administrator District Bilingual Coordinator Campus Interventionists				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 3:** Increase the performance of 4 of the 16 (25%) of our sub pops.

**Evaluation Data Sources:** Student performance on the STAAR test.











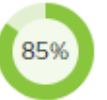





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Kagan Structures in all classrooms <b>Strategy's Expected Result/Impact:</b> Increase student engagement  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Have students track their own data and participate in frequent goal-setting meetings with their teachers <b>Strategy's Expected Result/Impact:</b> Student's take ownership of their learning <b>Staff Responsible for Monitoring:</b> Campus Admin, Instructional Specialists, Interventionists, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the Campus Threat Assessment Committee when student mental health concerns arise. <b>Strategy's Expected Result/Impact:</b> Provide support to students who exhibit signs of mental health concerns or violence Provide support to parents of students with mental health concerns Provide support to teachers of students with mental concerns <b>Staff Responsible for Monitoring:</b> Campus Administration, Director of Security and School Safety, Campus Counselor, Campus SLO  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Execute quick and efficient drills for lock down, lock out, shelter-in-place, fire, and evacuation. <b>Strategy's Expected Result/Impact:</b> Decreased time spent transitioning to the required place for each drill. <b>Staff Responsible for Monitoring:</b> Campus Administrators, District Safety Personnel, Campus Liaison Officers, Campus Hall monitors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize Navigate360 to report emergency situations, track students/students during emergencies and reunite students with their families at the conclusion of the emergency situation <b>Strategy's Expected Result/Impact:</b> Quick, efficient response to emergency situations <b>Staff Responsible for Monitoring:</b> Director of Safety and Security Campus Administration All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.













**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will implement a Character Education course for all students, which will include elements of social-emotional learning through the Suite360 program and Character Strong. <b>Strategy's Expected Result/Impact:</b> Decreased incidents of bullying, conflict, etc. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Paraprofessionals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will develop and maintain outside partnerships such as Resolve It and Communities in Schools <b>Strategy's Expected Result/Impact:</b> Provide additional services for At Risk students and their families. <b>Staff Responsible for Monitoring:</b> Counseling department, District SEL coordinator, and campus administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.









**Summative Evaluation:** Significant progress made toward meeting Objective









**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly attendance incentives such as Beat The Bell where random student #s are called on the morning announcements for a prize. To qualify students must be in their seats when the bell rings. <b>Strategy's Expected Result/Impact:</b> Decrease the number of tardies and absences <b>Staff Responsible for Monitoring:</b> Attendance clerk, Campus Administrators, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AttenDANCE every 3 weeks to be held during Advisory for students with no tardies or absences - Larger dance at the end of each semester <b>Strategy's Expected Result/Impact:</b> Increase student attendance <b>Staff Responsible for Monitoring:</b> Campus administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attendance Plans for students with a history of attendance issues <b>Strategy's Expected Result/Impact:</b> Provide support to students with low attendance <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers District Truancy Officer  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 5:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement STEAM (Science, Technology, Engineering, Art and Math) club. <b>Strategy's Expected Result/Impact:</b> Expose students to activities that encourage thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. <b>Staff Responsible for Monitoring:</b> Campus Administration STEAM Coordinator Robotics Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer an advanced technology class for 6th grade students with an emphasis on coding <b>Strategy's Expected Result/Impact:</b> Provide an introduction to coding <b>Staff Responsible for Monitoring:</b> Campus Administration STEAM Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				






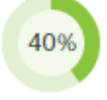






Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Visit TC Industrial Trade Center to learn about possible career opportunities <b>Strategy's Expected Result/Impact:</b> Expose students to opportunities that will be available to them when entering high school <b>Staff Responsible for Monitoring:</b> Campus Administration STEAM Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School counselors are developing and distributing Character education lessons to teachers for use during Homeroom <b>Strategy's Expected Result/Impact:</b> decrease in the number of ISS, OSS, DAEP placements <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Suite 360 to provide Character lessons for students who are sent to the office to provide an alternative to ISS/OSS Placement <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assign lunch detention and after school detention before prior to office referral <b>Strategy's Expected Result/Impact:</b> Decreased in the number of office referrals, ISS, OSS placements <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Administration will utilize roaming ISS to prevent repeat offenders being placed in ISS for low level offenses <b>Strategy's Expected Result/Impact:</b> decrease in ISS placement and increase instructional time <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking and behavior plans

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be assigned to suite 360 and/or roaming ISS list for monitoring. <b>Strategy's Expected Result/Impact:</b> Reduces overall behavioral issues in the classroom <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Office referrals will be sent home weekly to parents to ensure they are aware of any discipline issues. <b>Strategy's Expected Result/Impact:</b> Improved communication between the school and home Decrease in office referrals, repeat offenses, ISS, OSS <b>Staff Responsible for Monitoring:</b> Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				















**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology as indicated by walkthrough/evaluation data and teacher input.

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review sources of technology during weekly PLC meetings and discuss ways to implement them into the curriculum. <b>Strategy's Expected Result/Impact:</b> Increased efficacy in using technology to enhance instruction <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize our Campus Technology Liaison to assist with instructional technology needs and improve turnaround time for technology issues. <b>Strategy's Expected Result/Impact:</b> Enhance our technological capacity within the classroom to support effective instruction <b>Staff Responsible for Monitoring:</b> Administrators, Technology Department	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the Campus Leadership Team and Campus QuEST Committee to assist in developing effective campus-wide practices.  <b>Strategy's Expected Result/Impact:</b> Increase in shared leadership across the campus from a variety of staff representatives <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 85%	 90%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				








**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate, increased instructional performance as indicated by walkthrough/evaluation data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide planning time each week for staff members to collaborate as a PLC. <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy and collaboration. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Department Heads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Professional Development opportunities based on campus and staff needs <b>Strategy's Expected Result/Impact:</b> Increased instructional performance, retention of highly effective teachers <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop interview team to select highly qualified applicants <b>Strategy's Expected Result/Impact:</b> Select highly qualified candidates <b>Staff Responsible for Monitoring:</b> District Human resources dept.	Formative			Summative
	Nov	Jan	Mar	June













<p>Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Create and implement a shared vision, mission, and core beliefs amongst all staff and stakeholders.

**Evaluation Data Sources:** Frequent review of vision, mission, and core beliefs. Survey data and feedback from staff and stakeholders

**Summative Evaluation:** Met Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Vision, Mission, and Core Beliefs printed and posted in visible places around the school, as well as communicated to parents via social media and/or Skyward emails <b>Strategy's Expected Result/Impact:</b> Increased knowledge of our vision, mission, and core beliefs <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize campus leadership team, QuEST committee, principal's advisory committee and student leadership team to develop, communicate and implement vision, mission and core beliefs statement <b>Strategy's Expected Result/Impact:</b> Develop a shared commitment to student success <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST







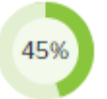





**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will keep track of weekly communication logs and submit them to administration upon request. <b>Strategy's Expected Result/Impact:</b> Increased communication and parental knowledge of behavioral and academic concerns <b>Staff Responsible for Monitoring:</b> Campus Administration, Team Leaders  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Frequently advertise opportunities for parents to get involved in parent advisory committee, PTO, or other volunteer events <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and ability to volunteer in a variety of ways <b>Staff Responsible for Monitoring:</b> Administration, PTO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Respond to parent phone calls and emails in a timely manner <b>Strategy's Expected Result/Impact:</b> Efficient feedback and resolution of parent concerns <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 2:** Improve campus representation during community events, such as parades and festivals.

**Evaluation Data Sources:** Participation in city-wide events and media sources such as pictures, videos, recordings, etc.


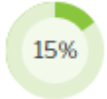
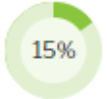









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Fine Arts and Organizations will participate in city-wide events (i.e. Choir and Band performances, Student Council representation during community fundraisers, etc.) <b>Strategy's Expected Result/Impact:</b> Increased visibility and connections to stakeholders throughout the community <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Send invitations to district leadership to attend campus activities <b>Strategy's Expected Result/Impact:</b> Increase awareness of campus activities Improve relationships between campus and district staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Increase parental engagement for all parents by offering a variety of opportunities that fit the needs of the campus.

**Evaluation Data Sources:** Parental involvement during volunteer events, such as school dances and FunFest.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and implement a principal's advisory committee that meets once a month. <b>Strategy's Expected Result/Impact:</b> To provide parents an opportunity to provide input on campus decisions and events. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase teacher/parent communication through weekly communication logs and a consistent communication platform for each team (i.e. Remind101 or Living Tree). <b>Strategy's Expected Result/Impact:</b> Increased communication and involvement from parents, decreased behavioral and academic concerns  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Texas City Independent School District**  
**Heights Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of Heights Elementary is to promote the emotional, social, and academic well-being of all students by fostering respectful, meaningful relationships which support life-long learning through student-centered, rigorous, engaging instruction.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Heights Elementary School is a Title 1 campus located at 300 North 25th Street and with an enrollment of 350 students in Kindergarten through the fourth grade. Heights Elementary is an ethnically diverse campus with approximately 54% of the student population being Hispanic, 22% being White, 18% being African American, and 5% being multi-racial. Data from September 2021, shows that the overall enrollment at Heights has decreased from the 2019 enrollment totals. The staff of Heights Elementary is culturally diverse but does not represent the current profile of our student body.

Of the 346 students enrolled, approximately 85% of the students are classified as Economically Disadvantaged, 21% are identified as English Language Learners. The At-Risk population is 140 students or 40% at this time but being updated throughout the year. There are currently 68 students receiving Special Education Services and 7 students have been identified as Gifted and Talented (GT).

We have several programs to address the diverse needs of our students. The Special Education department services students in the following areas: autism, resource, life-skills, social skills development, speech, occupational therapy, dyslexia, and inclusion services. 504 and RTI programs accommodate students with other academic concerns and other medical conditions that may require additional support to ensure that all students are successful. There is a large ESL/bilingual population that includes 74 students. Due to our campus demographics we are eligible for a grant that partnered our campus with the Contentment Foundation which provides Social Emotional Learning and Support to campus with high economically disadvantaged populations. Our students also all receive free breakfast and lunch due to a federal waiver.

Heights Elementary has a family atmosphere and a strong core values system in place where students receive value vouchers for exhibiting the campus core values which include respect, integrity, perseverance, kindness, compassion, and ambition.

Our attendance rate was 92% in 2020-2021 which is a 2 decrease from the previous school year. Incentives have been put into place to help increase attendance at the campus. The administrative team uses an attendance prize cart to award students on Mondays who present, on time and did not have an early dismissal. Students will also get to participate in AttenDANCE on Fridays during the announcements as additional attendance incentive. When students are absent teachers contact the students families regarding the absence. After three unexcused absences all students receive a computer generated letter informing them of the absence according to state attendance requirements. Behavior Intervention Plans or BIPS are utilized with families if students continue to have attendance concerns. Truancy warning meetings and truancy court are utilized once a student has 10 or more unexcused absences.

### Demographics Strengths

Heights Elementary is a small campus with a diverse population including students in the following subgroups: Hispanic, African American, White, and Two or More Races. With our very diverse population, Heights is a good example and very reflective of modern society. Our campus core values are the foundation of Heights. Our core values include Kindness, Integrity, Respect, Compassion, Perseverance, and Ambition. By explicitly teaching and modeling these values we are better helping students to interact and collaborate with all kinds of people in the real world. Heights Elementary has a close-knit faculty and a family friendly atmosphere where people want to support others at all times.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student achievement for our African American students is 11 points behind our Hispanic and White students. **Root Cause:** Some teachers struggled to build relationships with students who were online then in person and targeted interventions were harder to complete due to the complexities of online and face to face instruction.

**Problem Statement 2 (Prioritized):** Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 3 (Prioritized):** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. **Root Cause:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 4 (Prioritized):** Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. **Root Cause:** There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

**Problem Statement 5:** While we met the target for Special education in domain 3, Heights needs to increase the passing percentage of special education students in all categories **Root Cause:** Special education scheduling concerns, and over all staff capacity and collaboration. Target support was also a struggle for the SPED team as students did not show up for their planned online support during virtual school.

**Problem Statement 6:** There are not enough staff members trained in dyslexia. **Root Cause:** The district only trained specific sped staff from each campus.

**Problem Statement 7:** There is a lack of resources and support in the bilingual/ESL program. **Root Cause:** Most resources purchased by the district are in English only or the ones available are not equitable to the English resources. There is also not a designated support for bilingual/esl instruction like there is for English classrooms.

# Student Learning

## Student Learning Summary

In 2019 Heights Elementary received a Met Standard rating, with a letter grade of a "C" for overall school performance. If Heights Elementary would have been rated in 2020, the campus would have decreased its rating to a "D". Heights Elementary continues to be identified as a campus in of Targeted Support and Improvement for Academic Achievement. The areas needing improvement include reading and math for continuous and noncontinuous enrollment, reading and math for EL students including monitor students, reading for our economically disadvantaged students, all students in reading and math, reading for our Hispanic students, and reading and math for our white students.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Heights Elementary continues to be identified as a campus in need of Target Support and Improvement for Academic Achievement. Areas of concern: reading/math for continuous and noncontinuous enrollment, reading/math for EL students, reading for our economically disadvantaged students, all students for reading and math, reading for our Hispanic students, and reading and math for our white students. **Root Cause:** There has been a lack of targeted instruction and intervention due to Covid the last two years. There was an overall decrease in student achievement due to Covid (online vs in person instruction), intervention accessibility and fidelity, and attendance concerns due to quarantine which did not help the campus reach its goals.

**Problem Statement 2 (Prioritized):** In 2019 Heights Elementary received a C rating from TEA. If Heights had been rated in 2021 the campus would have received a rating of a D **Root Cause:** Lack of targeted support and planning. Monitoring of expectations was overshadowed by Covid and online vs. in person instruction.

**Problem Statement 3 (Prioritized):** Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 4:** Heights Elementary decreased in all levels (approaches, meets, and masters) in 3rd grade reading. In 2019 , Heights had a 87.37% approaches and in 2021 we were at a 75%. In the meets category in 2019 we were at a 48.42% and in 2021 we received a 30.77%. In the masters category Heights was at a 16.84% in 2019, and at a 13.46 in 2021. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 5 (Prioritized):** Heights had a decrease in 4th grade math in both the approaches and meets categories from the previous year. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 6 (Prioritized):** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. **Root Cause:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 7:** The campus is behind on small group instruction in the classroom, specifically guided reading. **Root Cause:** There were Covid grouping concerns and students did not attend small groups session with fidelity while they were virtual.

**Problem Statement 8:** Student achievement for our African American students is 11 points behind our Hispanic and White students. **Root Cause:** Some teachers struggled to build relationships with students who were online then in person and targeted interventions were harder to complete due to the complexities of online and face to face instruction.

**Problem Statement 9 (Prioritized):** Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. **Root Cause:** There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

**Problem Statement 10:** While we met the target for Special education in domain 3, Heights needs to increase the passing percentage of special education students in all categories

**Root Cause:** Special education scheduling concerns, and over all staff capacity and collaboration. Target support was also a struggle for the SPED team as students did not show up for their planned online support during virtual school.

**Problem Statement 11:** There are not enough staff members trained in dyslexia. **Root Cause:** The district only trained specific sped staff from each campus.

**Problem Statement 12:** There is a lack of resources and support in the bilingual/ESL program. **Root Cause:** Most resources purchased by the district are in English only or the ones available are not equitable to the English resources. There is also not a designated support for bilingual/esl instruction like there is for English classrooms.

**Problem Statement 13 (Prioritized):** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. **Root Cause:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 14 (Prioritized):** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

**Problem Statement 15 (Prioritized):** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. **Root Cause:** Lack of true PLC training and overall direction from the district.

# School Processes & Programs

## School Processes & Programs Summary

Heights Elementary School strives to employ highly qualified instructional staff members who are proud and enthusiastic about creating engaging lessons, motivating students, and who want to grow in their teaching journey. All teachers are highly qualified and teach within the required guidelines for their certifications. Campus administrators utilize TalentED, social media, and attend local job fairs to recruit highly qualified teachers. Teachers create yearly goals and meet with campus administration throughout the year to discuss classroom observations, growth opportunities, and goal attainment. Teachers are encouraged to seek staff development opportunities that meet their individual needs. Campus administrators provide continual professional development opportunities through campus news letters, during extended Wednesdays, and during PLC times.

Heights Elementary is a data-driven campus where teachers utilize various resources to make sound decisions regarding planning, adjusting, and delivering instruction. The weekly professional learning communities (PLCs) are an essential component of our curriculum and instruction. Each week, teachers meet with a member of our administrative team and the instructional specialist to utilize the four PLC questions to best develop instructional plans for our students. During the PLC meetings we walk through units, model delivery, plan for Tier 1 instruction which includes important strategies to include during the initial instruction. Additionally, assessments are planned and reviewed according to essential skills, and plans are made for remediation and extension once data shows which students have met, not met, or exceeded the learning expectations for each unit. This collaborative planning time is having a big impact on our teachers and students at this time. Teachers are more aware of the depth and complexity of their TEKS, additional strategies and resources to support learning, and how to help when students have not mastered skills. Teachers utilize unit tests, running records, STAAR data, daily observations, conferences, goal setting meetings, CBAs, Renaissance tests, Benchmarks, and in class assessments to track student progress. Data walls and data folders are in place to assist with tracking student progress. Additionally, this year we have added WIN time to each grade level schedule which stands for What I Need. This time was built in to allow students to have remediation or extensions in both reading and math to meet their needs, close gaps, or push to higher levels of achievement. The WIN time process is driven by our data and supported by our PLC process each week.

As of the 2021-2022 school year Heights Elementary began our journey in Visible Learning. We are currently working through the Visible Learning process and are focusing on teacher clarity and collective teacher efficacy. During PLC we have been working collaboratively to create learning intentions and success criteria for our core subject areas in all grade levels.

At Heights, we believe our mission is to "promote the emotional, social, and academic well-being of all students by fostering respectful, meaningful relationships which support life-long learning through student centered, rigorous, engaging instruction". In order to meet this mission our staff has been dedicated to building solid relationships with our students, parents, and each other. Teachers understand that we all play a vital role in the success for all students and that through our collective efficacy we can make a difference in student achievement. Our administrative team is working to build teacher capacity in the classroom, providing teachers more opportunities to have leadership roles on the campus, and helping teachers be okay with learning and growing through co-teaching models.

Each week students engage in character education with our counselor during their grade level character education time. The counselor provides planned guidance lessons and connects to our campus core values. Our Communities in School (CIS) staff support our weekly character education lessons as well. As of the 2021-2022 school year we have partnered with the Contentment Foundation to provide our counselor with additional resources to help grow the social emotional curriculum and plans for the campus.

At Heights the campus leadership team meets each week to discuss campus needs and plan for students and staff. The Hawk team which is our campus quest and visible learning team meets on a regular basis to discuss instructional needs, work on the Visible Learning plan for our campus, review and write the campus improvement plan, and discuss plans for improving campus needs.

The Heights staff utilizes technology on a daily basis and as of this school year, teachers and students have access to multiple programs to support student achievement in both reading and math. All classrooms have a Clevertouch, teacher computer, and student laptops. The computer lab is also used as needed for classes but daily for our WIN time intervention and extension groups. Technology is also utilized to maximize campus safety. This includes the campus Raptor systems, cameras, and Navigate 360.

## Problem Statements Identifying School Processes & Programs Needs



**Problem Statement 1:** There is a safety concern with dismissal for the front of the school building, especially relating to walkers who are getting into vehicles. **Root Cause:** Parents have been allowed to walk up to the porch for many years so the procedures have remained unchanged.

**Problem Statement 2 (Prioritized):** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. **Root Cause:** Lack of true PLC training and overall direction from the district.

**Problem Statement 3:** There are not enough staff members trained in dyslexia. **Root Cause:** The district only trained specific sped staff from each campus.

**Problem Statement 4:** There is a lack of resources and support in the bilingual/ESL program. **Root Cause:** Most resources purchased by the district are in English only or the ones available are not equitable to the English resources. There is also not a designated support for bilingual/esl instruction like there is for English classrooms.

**Problem Statement 5 (Prioritized):** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. **Root Cause:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 6 (Prioritized):** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

# Perceptions

## Perceptions Summary

Heights Elementary School is a positive, safe school with supportive and professional staff members, students, and parents. School-wide Core Values are taught and modeled daily. The Core Values include: Respect, Kindness, Integrity, Perseverance, Ambition, and Compassion. Students earn Value Vouchers for showing our core values and receive a prize from the administrative team on Friday if their Value Voucher is pulled from the voucher buckets. Each morning during student led announcements we also recite our Student Pledge to remind students of our Hawk expectations.

Each of our staff members are part of a committee on campus. These committees help us to meet our student, staff, and community needs. They help us plan engaging academic nights, cultural events, ways to increase staff morale, and help us to meet our academic and professional goals for Visible Learning.

At Heights Elementary at the end of the 2021 school year, the campus lost several bilingual staff members to other districts which has resulted in the use of two long term substitutes for the current school year. Due to an overall decrease in student enrollment, the overall staffing numbers at Heights was reduced, which has resulted in larger class sizes when compared to previous school years. All of our teachers are self contained and they participate in weekly PLC meetings. As of this school year, teachers participate in a 1.5 hour PLC one time a week with a campus administrator and the instructional specialist. This common planning time allows teachers to collaborate, work on lesson design, model instruction, and discuss best practices to increase student achievement. The PLC is guided by the 4 PLC questions that our district trained on this summer during the PLC Institute. Additionally, data is used to adjust core classroom instruction and plan for WIN time, our designated intervention block on campus. Any teachers needing support can have instruction modeled by the instructional specialist or the administrative team, as we believe working together helps us all grow.

Heights has always conducted a Veteran's Program to promote positive values, good citizenship and to build strong, and meaningful relationships with our community members, especially those who have served our country. Heights also works with Communities in Schools, the ACE 21st Century Program, The Contentment Foundation, Causeway Galveston and Resolve it to offer academic and social emotional support to our students and their families. Heights also participates in the Angel Tree each year, with help from our community, to support our families who need more help to provide a Christmas to their children.

The attendance rate for the 2020-2021 school year was 92%. A weekly attendance card rewards students for perfect attendance each week. Additionally, Heights will include AttenDANCE this school year where students will get to dance with their peers every Friday at the end of announcements if they have had zero absences and zero tardies. The importance of attendance is shared with parents throughout the year. When a student is absent 3 or more times in a four week period a letter is generated in Skyward and mailed home to the parents of the student. If students continue to have unexcused absences a behavior intervention plan is created and families are referred to truancy warning meetings and then to truancy court.

Heights Elementary uses multiple methods to communicate with families including Facebook, the call out system, newsletters, folder systems and Class Dojo. All of these systems work together to keep families informed of campus events.

Parent involvement is strongly encouraged at Heights Elementary School. Our PTO recruits parents each year to help sponsor school events. We have a family book fair night, open house, parent conference day, book character parade, award assemblies (pending covid policies), and grade level programs and performances. Heights also hosts a family reading and math night to allow parents and students to interact with each other while building a foundation and knowledge of our curriculum at school. These nights help parents to know how to help their students on STAAR and on homework. The Heights staff wants parents to know the progress of their students and they keep them updated about all progress, behavior, and attendance concerns.

Student behavior and social emotional health is a concern for the campus. More students have noticeably struggled since returning from online instruction during Covid.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent participation in school events and the PTO is lacking. **Root Cause:** Less access to the school due to Covid policies and communication among for our

bilingual families is behind that of our English speaking families.

**Problem Statement 2:** There is a safety concern with dismissal for the front of the school building, especially relating to walkers who are getting into vehicles. **Root Cause:** Parents have been allowed to walk up to the porch for many years so the procedures have remained unchanged.

**Problem Statement 3:** Parent communication does not reach all of our families equitably. **Root Cause:** There has been a lack of preplanning to get out both an English and Spanish form, or people have not been able to collaborate with others who can translate before items need to go out to families.

**Problem Statement 4:** There is a lack of resources and support in the bilingual/ESL program. **Root Cause:** Most resources purchased by the district are in English only or the ones available are not equitable to the English resources. There is also not a designated support for bilingual/esl instruction like there is for English classrooms.

**Problem Statement 5 (Prioritized):** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. **Root Cause:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 6 (Prioritized):** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

**Problem Statement 7 (Prioritized):** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. **Root Cause:** Lack of true PLC training and overall direction from the district.

# Priority Problem Statements

**Problem Statement 1:** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average.

**Root Cause 1:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability.

**Root Cause 2:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** In 2019 Heights Elementary received a C rating from TEA. If Heights had been rated in 2021 the campus would have received a rating of a D

**Root Cause 3:** Lack of targeted support and planning. Monitoring of expectations was overshadowed by Covid and online vs. in person instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Heights Elementary continues to be identified as a campus in need of Target Support and Improvement for Academic Achievement. Areas of concern: reading/math for continuous and noncontinuous enrollment, reading/math for EL students, reading for our economically disadvantaged students, all students for reading and math, reading for our Hispanic students, and reading and math for our white students.

**Root Cause 4:** There has been a lack of targeted instruction and intervention due to Covid the last two years. There was an overall decrease in student achievement due to Covid (online vs in person instruction), intervention accessibility and fidelity, and attendance concerns due to quarantine which did not help the campus reach its goals.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Heights had a decrease in 4th grade math in both the approaches and meets categories from the previous year.

**Root Cause 5:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average.

**Root Cause 6:** Lack of fidelity with attendance incentives and use of truancy measures.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years.

**Root Cause 7:** There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

**Problem Statement 7 Areas:** Demographics - Student Learning

**Problem Statement 8:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested.

**Root Cause 8:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

**Problem Statement 8 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 9:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals.

**Root Cause 9:** Lack of true PLC training and overall direction from the district.

**Problem Statement 9 Areas:** Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

## **Student Data: Assessments**

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## **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
- Special education/non-special education population including discipline, progress and participation 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, gender, etc.
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Other additional data

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%





English I & English II 36% to 48%

**Performance Objective 1:** At Heights Elementary, the percentage of students scoring at the Meets and Masters level will increase 11% overall from the 2021 percentages in Reading.









## HB3 Goal













**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3 and 4

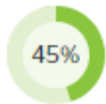











**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to increase collaboration, model strategies, show additional ways to teach concepts, and dig into the depth and complexities of our curriculum, teachers will meet together in PLC with at least one member of the leadership team for 1.5 hours per week. During PLC the 4 PLC questions will be used as an outline for conversations and how to improve student achievement especially for students who have already reached the approaches level of achievement and need to be pushed to higher levels of achievement. The master schedule will be updated to accommodate this important professional growth and planning time for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and content knowledge and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> principal and instructional specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 14, 15 - School Processes &amp; Programs 2, 6 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Education Galaxy based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and reduced student gaps</p> <p><b>Staff Responsible for Monitoring:</b> administrative teams, interventionists, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 3.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1, 2, 3, 5, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrative team, instructional specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 14, 15 - School Processes &amp; Programs 2, 6 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels. <b>Strategy's Expected Result/Impact:</b> increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement. <b>Staff Responsible for Monitoring:</b> teachers, instructional specialist, administrative team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1, 2, 3, 5, 9		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Teachers will meet with their students and set reading achievement goals for our major assessments and students will understand their current reading level and where they are striving to be. Parents will be informed of their students reading levels and growth/progress throughout the year. A reading prize cart will be utilized in the classrooms to offer prizes to students for reaching their reading goals. <b>Strategy's Expected Result/Impact:</b> Students will know where they are at in their current reading ability and begin to plan and work with their teacher on how to improve. By monitoring growth students will see that they can read and reach higher levels of achievement. <b>Staff Responsible for Monitoring:</b> teachers, specialists, administrative team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1, 2, 3, 9		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard. <b>Strategy's Expected Result/Impact:</b> Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will utilize the gradual release model in class to allow students to work with content in ways that allow them to reach higher levels of complexity. This will be done through the use of multiple resources including test prep resources to allow students to engage with content the way they will see when taking assessments. Having repeated practice in this area will allow students to know how to handle all types of questions including when they are formatted as new item types. Students are in need of direct work and practice with questions and passages that align to higher levels of rigor. <b>Strategy's Expected Result/Impact:</b> Students achievement scores will increase. <b>Staff Responsible for Monitoring:</b> teachers and administrators.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> All 2nd, 3rd, and 4th grade students will have wire mouse access with their laptops to be able to manipulate online programs including the new item types for STAAR on their student laptops easier. <b>Strategy's Expected Result/Impact:</b> We expect that students will be able to better navigate the online materials they have to show more success and achievement in class, on CBAs and on their STAAR assessments. <b>Staff Responsible for Monitoring:</b> classroom teachers, administrators, testing coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability. <b>Root Cause:</b> There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.
<b>Problem Statement 4:</b> Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. <b>Root Cause:</b> There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

### Student Learning

**Problem Statement 1:** Heights Elementary continues to be identified as a campus in need of Target Support and Improvement for Academic Achievement. Areas of concern: reading/math for continuous and noncontinuous enrollment, reading/math for EL students, reading for our economically disadvantaged students, all students for reading and math, reading for our Hispanic students, and reading and math for our white students. **Root Cause:** There has been a lack of targeted instruction and intervention due to Covid the last two years. There was an overall decrease in student achievement due to Covid (online vs in person instruction), intervention accessibility and fidelity, and attendance concerns due to quarantine which did not help the campus reach its goals.

**Problem Statement 2:** In 2019 Heights Elementary received a C rating from TEA. If Heights had been rated in 2021 the campus would have received a rating of a D **Root Cause:** Lack of targeted support and planning. Monitoring of expectations was overshadowed by Covid and online vs. in person instruction.

**Problem Statement 3:** Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 5:** Heights had a decrease in 4th grade math in both the approaches and meets categories from the previous year. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 9:** Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. **Root Cause:** There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

**Problem Statement 14:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

**Problem Statement 15:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. **Root Cause:** Lack of true PLC training and overall direction from the district.

### School Processes & Programs

**Problem Statement 2:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. **Root Cause:** Lack of true PLC training and overall direction from the district.

**Problem Statement 6:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

### Perceptions

**Problem Statement 6:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

**Problem Statement 7:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. **Root Cause:** Lack of true PLC training and overall direction from the district.

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%





**Performance Objective 1:** At Heights Elementary, the percentage of students scoring at the meets and masters level will increase 11% in math.









**Targeted or ESF High Priority**













**HB3 Goal**

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3 and 4









**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to increase collaboration, model strategies, show additional ways to teach concepts, and dig into the depth and complexities of our curriculum, teachers will meet together in PLC with at least one member of the leadership team for 1.5 hours per week. During PLC the 4 PLC questions will be used as an outline for conversations and how to improve student achievement especially for students who have already reached the approaches level of achievement and need to be pushed to higher levels of achievement. The master schedule will be updated to accommodate this important professional growth and planning time for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and content knowledge and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> principal and instructional specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 14, 15 - School Processes &amp; Programs 2, 6 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways including small group and computer based instruction using Happy Numbers and Education Galaxy, based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and reduced student gaps</p> <p><b>Staff Responsible for Monitoring:</b> administrative teams, interventionists, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 3.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 1, 2, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrative team, instructional specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 14, 15 - School Processes &amp; Programs 2, 6 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels. When students are more engaged they will achieve at higher levels and be more likely to retain content information over time.</p> <p><b>Strategy's Expected Result/Impact:</b> increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional specialist, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 1, 2, 5, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will utilize the gradual release model in class to allow students to work with content in ways that allow them to reach higher levels of complexity. This will be done through the use of multiple resources including test prep resources to allow students to engage with content the way they will see when taking assessments. Having repeated practice in this area will allow students to know how to handle all types of questions including when they are formatted as new item types. Students are in need of direct work and practice with questions and passages that align to higher levels of rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 7 Details		Reviews			
<b>Strategy 7:</b> All 2nd, 3rd, and 4th grade students will have wire mouse access with their laptops to be able to manipulate online programs including the new item types for STAAR on their student laptops easier. <b>Strategy's Expected Result/Impact:</b> We expect that students will be able to better navigate the online materials they have to show more success and achievement in class, on CBAs and on their STAAR assessments. <b>Staff Responsible for Monitoring:</b> classroom teachers, administrators, testing coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 4:</b> Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. <b>Root Cause:</b> There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.
Student Learning
<b>Problem Statement 1:</b> Heights Elementary continues to be identified as a campus in need of Target Support and Improvement for Academic Achievement. Areas of concern: reading/math for continuous and noncontinuous enrollment, reading/math for EL students, reading for our economically disadvantaged students, all students for reading and math, reading for our Hispanic students, and reading and math for our white students. <b>Root Cause:</b> There has been a lack of targeted instruction and intervention due to Covid the last two years. There was an overall decrease in student achievement due to Covid (online vs in person instruction), intervention accessibility and fidelity, and attendance concerns due to quarantine which did not help the campus reach its goals.
<b>Problem Statement 2:</b> In 2019 Heights Elementary received a C rating from TEA. If Heights had been rated in 2021 the campus would have received a rating of a D <b>Root Cause:</b> Lack of targeted support and planning. Monitoring of expectations was overshadowed by Covid and online vs. in person instruction.
<b>Problem Statement 5:</b> Heights had a decrease in 4th grade math in both the approaches and meets categories from the previous year. <b>Root Cause:</b> There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.
<b>Problem Statement 9:</b> Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. <b>Root Cause:</b> There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.
<b>Problem Statement 14:</b> Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. <b>Root Cause:</b> Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.
<b>Problem Statement 15:</b> Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals. <b>Root Cause:</b> Lack of true PLC training and overall direction from the district.



### School Processes & Programs

**Problem Statement 2:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals.  
**Root Cause:** Lack of true PLC training and overall direction from the district.

**Problem Statement 6:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

### Perceptions

**Problem Statement 6:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

**Problem Statement 7:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals.  
**Root Cause:** Lack of true PLC training and overall direction from the district.

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators









**Summative Evaluation:** Met Objective













**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 2:** Heights Elementary will support students in their future by providing opportunities to engage with options for their future.

**Evaluation Data Sources:** calendars, flyers, event pictures

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Heights Elementary will schedule at least 2 college days on campus for the 2021-2022 school year to promote multiple college options for students. <b>Strategy's Expected Result/Impact:</b> Students will learn there are many options for colleges if they choose that route for themselves. <b>Staff Responsible for Monitoring:</b> climate/community committee, administrative team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> On the morning announcements students will share what they plan to do in the future when they assist with the pledges each day. This will give students the opportunities to explore and think about options like college, careers, or the military. <b>Strategy's Expected Result/Impact:</b> Students will open up to the idea of options for themselves for the future and can think of how they can reach their individual goals. <b>Staff Responsible for Monitoring:</b> principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Heights will continue to show support for the military path by completing it's yearly Veteran's Day music program. <b>Strategy's Expected Result/Impact:</b> Students will meet and see Military Veteran's and will be able to consider if the military is a path for them. <b>Staff Responsible for Monitoring:</b> Music teacher, administrative team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Heights Elementary will participate in honoring first responders on October the 8th, so that students are aware of potential career opportunities they could have in serving others. <b>Strategy's Expected Result/Impact:</b> Students can add more possible career opportunities to their list of future opportunities. <b>Staff Responsible for Monitoring:</b> office staff, administrative team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					





**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.













**Performance Objective 1:** At Heights Elementary, 4 of the eligible student groups (All students, African American, Hispanic, White, Economically Disadvantaged, Special Education (current), English Learners (ELs), and continuously enrolled students) will meet or exceed their 2021-2022 performance target for Academic Achievement in reading and math on the 2022 STAAR Assessment.






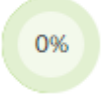
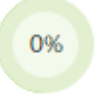





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student performance on STAAR 3 and 4

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways including small group and computer based instruction based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and reduced student gaps</p> <p><b>Staff Responsible for Monitoring:</b> administrative teams, interventionists, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 3.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1, 2, 3, 5, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> We will implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.  <b>Strategy's Expected Result/Impact:</b> The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting. <b>Staff Responsible for Monitoring:</b> teachers, administrative team, instructional specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 14 - School Processes & Programs 6 - Perceptions 6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.  <b>Strategy's Expected Result/Impact:</b> Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels. When students are more engaged in the classroom they have a better chance at retaining and utilizing their learning later as needed.  <b>Strategy's Expected Result/Impact:</b> increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement. <b>Staff Responsible for Monitoring:</b> teachers, instructional specialist, administrative team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All 2nd, 3rd, and 4th grade students will have wire mouse access with their laptops to be able to manipulate online programs including the new item types for STAAR on their student laptops easier. <b>Strategy's Expected Result/Impact:</b> We expect that students will be able to better navigate the online materials they have to show more success and achievement in class, on CBAs and on their STAAR assessments. <b>Staff Responsible for Monitoring:</b> classroom teachers, administrators, testing coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Level up students for all grades will work with hands on and real life learning experiences to grow as learners and close their gaps. They will also pre learn major material to help them be more prepared for their incoming grade level. <b>Strategy's Expected Result/Impact:</b> close student gaps and increase achievement. <b>Staff Responsible for Monitoring:</b> teachers and administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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## Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability. <b>Root Cause:</b> There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.
<b>Problem Statement 4:</b> Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. <b>Root Cause:</b> There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

### Student Learning

**Problem Statement 1:** Heights Elementary continues to be identified as a campus in need of Target Support and Improvement for Academic Achievement. Areas of concern: reading/math for continuous and noncontinuous enrollment, reading/math for EL students, reading for our economically disadvantaged students, all students for reading and math, reading for our Hispanic students, and reading and math for our white students. **Root Cause:** There has been a lack of targeted instruction and intervention due to Covid the last two years. There was an overall decrease in student achievement due to Covid (online vs in person instruction), intervention accessibility and fidelity, and attendance concerns due to quarantine which did not help the campus reach its goals.

**Problem Statement 2:** In 2019 Heights Elementary received a C rating from TEA. If Heights had been rated in 2021 the campus would have received a rating of a D **Root Cause:** Lack of targeted support and planning. Monitoring of expectations was overshadowed by Covid and online vs. in person instruction.

**Problem Statement 3:** Heights decreased 8 points on our STAAR score for relative performance and relative performance is the area where Heights has previously gotten more points in the calculation for overall accountability. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 5:** Heights had a decrease in 4th grade math in both the approaches and meets categories from the previous year. **Root Cause:** There was an overall decrease in all achievement due to Covid (online vs. in person instruction), intervention accessibility, and attendance concerns due to quarantine.

**Problem Statement 9:** Heights has failed to meet the target for our Hispanic student group in reading for 3 years in a row and for math 2 out of the last 3 years. **Root Cause:** There has been a lack of targeted support, planning and differentiation for student needs including the use of multiple strategies.

**Problem Statement 14:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

### School Processes & Programs

**Problem Statement 6:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.

### Perceptions

**Problem Statement 6:** Teachers are unclear on their specific TEKS and need more support in the what, why, and how of the instruction, including the depth and complexity at which material is tested. **Root Cause:** Lack of professional development opportunities in teacher clarity, unstructured PLC meetings, lack of time for true collaboration.















**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** At Heights there will be zero students injured by fire, weather related events, or from intruders during the 2021-2022 school year.

**Evaluation Data Sources:** accident reports

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff members are trained on TCISD's Emergency Preparedness Procedures. Students and staff will participate in drills for lockouts, evacuate, shelter and hold. Once per semester students and staff will participate in a Lock Down drill. All classrooms are equipped with a flip book with easy to read safety procedures to use in the event of an emergency. Staff members will use the district emergency app to practice drills and report events. <b>Strategy's Expected Result/Impact:</b> increase in the safety of our students and staff at Heights <b>Staff Responsible for Monitoring:</b> Assistant principal and principal, as well as the district level safety team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Heights staff will monitor who is in the building and stop visitors who do not have badges so that only allowed visitors are present on campus. Suspicious people inside and outside of the campus will be reported. <b>Strategy's Expected Result/Impact:</b> increase the safety of students and staff <b>Staff Responsible for Monitoring:</b> Assistant principal, principal, and district level safety team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** The campus will implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments as seen through PEIMS data.

**Summative Evaluation:** Met Objective





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Resolve it counseling service meets with students who have been effected by any of the following as well as other traumatic experiences: parents who are incarcerated, have domestic violence in the household, or are under CPS custody. The licensed psychologist meets with students on a weekly basis to help support their needs. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior. <b>Staff Responsible for Monitoring:</b> Counselor and Resolve it psychologist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.





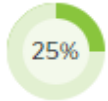
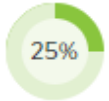
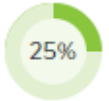





**Performance Objective 2:** Heights Elementary will implement Character Education and other counseling opportunities that follow our campus core values that include: respect, kindness, integrity, perseverance, ambition, and compassion and allow children to get support they need to become good citizens or care for their social emotional and academic well-being. Powerpoints, anchor charts, models, collaboration, and texts will be used to support student understanding.

**Evaluation Data Sources:** character ed. lesson plans, walkthroughs, meeting minutes

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Heights will integrate social &amp; emotional learning education and strategies/techniques by participating in the Contentment Foundation. The Contentment Foundation integrates 4 pillars which include mindfulness, community, self-curiosity and contentment &amp; balance. By educating our staff and students in these areas of well being, as a campus we are able to support areas which foster a safe and healthy school climate.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students regulate their emotions and help their overall mental health development as well as improve the climate in the school using the four pillars.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, wellness team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Heights is partnered through the district with Communities in Schools. Communities in schools provides support for our students and their families. This program allows for participants to receive tutoring, small group support, &amp; individual support during the school day. Through this program we are able to target our students with the highest needs and provide support services that aid in their overall success.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the students' academic success as well as an increase in their confidence and abilities through individual and group support.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in School Representative</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Heights is partnered with the Houston Food Bank to integrate the Backpack Buddies Program. Through this partnership, Heights is able to provide meals over the weekend for our students and their families. Backpack Buddies also provides access to food trucks and clothing for families. Backpack Buddies also helps support our teachers by providing the Teacher's Aid Program. Through Teacher's Aid, staff members are able to shop at a disclosed Backpack Buddy location for classroom supplies that is available.</p> <p><b>Strategy's Expected Result/Impact:</b> Support for our students and families based on their needs while also building meaningful relationships with the families in our community. Also, providing support for our teachers in the form of classroom supplies.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Heights continues to provide private individual counseling for our at risk students through Resolve It. Resolve It is accessible to our students and families who are considered victims of crime. Our students who experience trauma are able to have free access to a private counselor who services them once a week here on campus. Family counseling is also available free of charge, for families who qualify. This program supports our families who may not be able to pay for or participate in counseling services because of other circumstances.</p> <p><b>Strategy's Expected Result/Impact:</b> Emotional and mental support for students who have experienced high stress or who have been victimized. This support also extends to their immediate family who may have been effected as well.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Heights is working with Causeway Galveston in order to strengthen our knowledge and practices used for social and emotional learning. Through this effort, we are able to participate in trainings targeted in implementing best practices for mental health. This also provides Heights with access to more resources, which aid in relationship building for our staff, our students and our families.</p> <p><b>Strategy's Expected Result/Impact:</b> Gain greater knowledge of effective strategies to use within the school. This also allows us to network and collaborate with other social and emotional leaders within Galveston County, as well as broadening our resources to develop a comprehensive counseling program.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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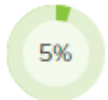







**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** As compared to the 2020-2021 school year, Heights will improve student attendance to an overall attendance of at least 95%.

**Evaluation Data Sources:** Attendance Data - Skyward and OnDataSuite

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Heights will produce attendance intervention plans for students receiving an attendance letter from Skyward (after reconciliation of dates).  <b>Strategy's Expected Result/Impact:</b> The immediate implementation of attendance behavior intervention plans involves the parent early on in the attendance/truancy process. Effective interventions will be put into place prior to the need for the implementation of the truancy process.  <b>Staff Responsible for Monitoring:</b> Assistant Principal Attendance Clerk/Registrar  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Heights will rewards 100% perfect attendance on a weekly basis through the famed "Attendance Prize Cart". In order to partake in the prize cart, students must have zero absences, zero tardies, and zero early dismissals from the week before. Excused absences do not apply to this incentive.</p> <p><b>Strategy's Expected Result/Impact:</b> Students begin to take ownership for their daily attendance to school because they want to participate in the prize cart. This helps drive a conversation between the student and the parent about the importance of being at school every day.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Attendance Clerk/Registrar</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3 - Student Learning 13 - School Processes &amp; Programs 5 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students who have no absences and no tardies for the week will have the opportunity to participate in Atten-Dance! This is an initiative that will allow students to get up and dance on Fridays during the morning announcements song. It is a simple and cost-effective way to reward their presence at school.</p> <p><b>Strategy's Expected Result/Impact:</b> It is a simple and cost-effective way to reward their presence at school.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3 - Student Learning 13 - School Processes &amp; Programs 5 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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### Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 3:</b> The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. <b>Root Cause:</b> Lack of fidelity with attendance incentives and use of truancy measures.
<b>Student Learning</b>
<b>Problem Statement 13:</b> The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. <b>Root Cause:</b> Lack of fidelity with attendance incentives and use of truancy measures.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 5:</b> The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. <b>Root Cause:</b> Lack of fidelity with attendance incentives and use of truancy measures.
<b>Perceptions</b>
<b>Problem Statement 5:</b> The campus attendance rate was 92% in 2020-2021 which is a 2% decrease from the previous school year and below the state average. <b>Root Cause:</b> Lack of fidelity with attendance incentives and use of truancy measures.












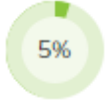






**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** The campus will decrease the number of discretionary ISS and OSS assignments for the 2021-2022 school year when compared to the 2019-2020 school year.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus Behavior Coordinator (Asst. Principal) and the ISS Paraprofessional will collaborate to implement a student check-in system where students with specific behavior needs or tendencies receive consistent and frequent check-ins throughout each school day for the purpose of proactively intercepting and preventing discipline issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive preemptive behavioral assistance with students who have a tendency to engage in negative behaviors that stall instruction and result in classroom removals. Therefore, ISS and OSS placements will decrease as compared to the number of placements in 2020-2021.</p> <p><b>Staff Responsible for Monitoring:</b> Jacqwelin Snyder, Assistant Principal Stephanie Drake, ISS Paraprofessional</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will engage in weekly character education lessons, focusing on the necessary social and emotional skills required of making positive choices in a school setting. Powerpoints, videos, anchor charts, story based texts, collaboration and other models will be used to support student learning and understanding of SEL topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn social and emotional skills and use them to assist in self-regulation.</p> <p><b>Staff Responsible for Monitoring:</b> Marlene Alaniz, Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> For individual circumstances where a student may have behaved in a manner which would receive discretionary ISS or OSS, parents will be asked to participate in a "Reverse Suspension" where they "sit in" with their students in the classroom/subject the behavior(s) occur(s).</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be required to be more active in the school's responsibility to provide specific consequences for specific behaviors, therefore increasing the parental awareness of the severity of the behaviors and the disruptions caused by the behavior. The parent(s) and the school become more inclined to work together to determine a productive, long-lasting solution to student behavioral needs.</p> <p><b>Staff Responsible for Monitoring:</b> Jacqwelin Snyder, Asst. Principal Sarah Furman, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Heights Elementary will provide classroom computers, Clevertouches, lap tops, document cameras and content specific software to teachers and students in all classrooms.

**Evaluation Data Sources:** training reports, walkthroughs, TTESS observations

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students and staff will have access to Headsprout, Reading A-Z, Summit Learning, Happy Numbers, and Education Galaxy in order to meet the varying needs of students in the classroom and during their small group or intervention periods as needed. <b>Strategy's Expected Result/Impact:</b> Students will have target support for their individual needs. <b>Staff Responsible for Monitoring:</b> Administrative team, instructional specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All 2nd, 3rd, and 4th grade students will have wire mouse access with their laptops to be able to manipulate online programs including the new item types for STAAR on their student laptops easier. <b>Strategy's Expected Result/Impact:</b> We expect that students will be able to better navigate the online materials they have to show more success and achievement in class, on CBAs and on their STAAR assessments. <b>Staff Responsible for Monitoring:</b> classroom teachers, administrators, testing coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize the campus poster printer to support tier 1 instruction to increase the use of our HMH reading resources including anchor charts, and modeling of instruction during the gradual release model of teaching. The teachers can also use this printer to design their learning intentions and success criteria area to support our campus visible learning goals. This poster maker will also allow equitable resources to be used for our bilingual/ESL and English classes to occur. During PLC we will also utilize anchor charts, or strategies to be modeled as we would do them in the classroom with students to enhance our teaching and learning at Heights.</p> <p><b>Strategy's Expected Result/Impact:</b> increased academic achievement in all student groups</p> <p><b>Staff Responsible for Monitoring:</b> administrators and instructional specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 2:** Heights Elementary will utilize the Scholastic Network/TV system and digital signage around campus to promote positive behavior, growth, academic achievement, SEL, and campus events.

**Evaluation Data Sources:** building walks

**Summative Evaluation:** Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Heights will post pictures of students and staff to celebrate growth, use of our core values, as well as important information and reminders for students, parents, and staff to help support a positive culture and climate in the building. <b>Strategy's Expected Result/Impact:</b> a positive climate and culture, a sense of unity, and increased student achievement <b>Staff Responsible for Monitoring:</b> office staff and administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

















**Performance Objective 1:** Heights Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students.

**Evaluation Data Sources:** Weekly walkthroughs, TTESS observations, Renaissance or other BOY/EOY Growth Reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leadership is a vital component in teacher retention, as most teachers leave do to lack of administrative support or due to poorly run campuses. Improved teacher retention requires increased training for administrators in research-based methods to create positive climate and culture, collaborative work environments, and to develop teacher leadership roles. Mrs. Furman will be attending 4 sessions of a new principal's academy through Region 4 as well as coaching training to increase her capacity as the leader of Heights Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the culture and systems of support at Heights Elementary and prevent teachers from leaving due to lack of administrative support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff members are encouraged to self-reflect on their practices and to see professional development opportunities to increase their capacity in the classroom or their individual role. Our campus has a budget to cover the expenses of professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity, improve delivery of instruction, bring new ideas, improved climate and culture and an increase in the strategies to grow our campus and students.</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principal, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> When teachers believe that together, they are capable of increasing all student's academic abilities, critical thinking skills, and achievement levels, then it happens. This is the idea behind collective teacher efficacy which is part of our campus' visual learning journey. Collective efficacy is the staff's shared belief that through their collective actions, they can positively influence student outcomes. Collective teacher efficacy has a large effect size on student learning and therefore has been a focus for our campus. Our campus will create a collective resume to learn more about what each of us brings to the table to support students, and we will plan together in PLC and WIN time to grow students and increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 15 - School Processes &amp; Programs 2 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Celebrating the positive contributions, accomplishments, and the dedication of our Heights staff is important. Positive staff shout outs are shared in our Heights Highlights (the campus newsletter) each week as well as on Facebook. Additionally, good news is shared in our staff meetings. The Woot Wagon also makes its way around the campus to provide snacks and prizes for teachers at various times throughout the year. <b>Strategy's Expected Result/Impact:</b> When the staff feels valued, even with small tokens of appreciation or positive praise they will want to stay on our campus and continue to work hard to meet our goals. <b>Staff Responsible for Monitoring:</b> administrative team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Growing teacher capacity and helping coach teachers to grow in ways that improve student achievement is crucial to school improvement. Mrs. Furman, principal, and Mrs. Sherwood, the instructional specialist will attend Coaching Training, to help teachers grow in their craft and impact student achievement. <b>Strategy's Expected Result/Impact:</b> Teachers will have an increased capacity and will make necessary changes to increase student achievement. <b>Staff Responsible for Monitoring:</b> district office, principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Our administrative team will participate in district and/or local job fairs to recruit highly qualified staff. <b>Strategy's Expected Result/Impact:</b> The campus will employ highly qualified teachers to maximize student learning. <b>Staff Responsible for Monitoring:</b> Administrative team, district human resources department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 1 Problem Statements:



### Student Learning

**Problem Statement 15:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals.

**Root Cause:** Lack of true PLC training and overall direction from the district.

### School Processes & Programs

**Problem Statement 2:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals.

**Root Cause:** Lack of true PLC training and overall direction from the district.

### Perceptions

**Problem Statement 7:** Team meetings/PLC time does not have a specific structure and does not allow for modeling and collaboration in a way that lends itself to all campus goals.









**Root Cause:** Lack of true PLC training and overall direction from the district.









**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** The campus administrative team, faculty and staff will maintain a positive image with all stakeholder groups throughout the community.

**Evaluation Data Sources:** PTO notes/documentation, campus event documentation, and community representation on QuEST, community event documentation/evidence, social media presence.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Heights Elementary will utilize our campus Facebook page to inform parents of campus events, shout outs, and other important information in both English and Spanish to help keep all families informed.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will increase family knowledge of our campus so they feel more connected to our school since we cannot bring visitors in for most activities.</p> <p><b>Staff Responsible for Monitoring:</b> Sarah Furman, Nici Snyder, Stephanie Drake and Rebecca Wright.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Heights Elementary will offer family friendly events for all stake holders where the admin team and teachers interact with students and their families including but not limited to: family book fair night, book character costume parade, family math and reading nights, and the book pumpkin contest.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family engagement on campus.</p> <p><b>Staff Responsible for Monitoring:</b> committees, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6, 3.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				





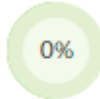
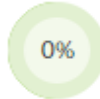






Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus admin team will support and interact positively with the community when events arise. <b>Strategy's Expected Result/Impact:</b> Increase positive interactions with the community. <b>Staff Responsible for Monitoring:</b> administrative team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Heights Elementary will offer opportunities for all parents to engage in their child's education.

**Evaluation Data Sources:** sign in sheets, conference data, flyers, event photographs and documentation

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Heights Elementary will utilize our campus Facebook page to inform parents of campus events, shout outs, and other important information in both English and Spanish to help keep all families informed. <b>Strategy's Expected Result/Impact:</b> This strategy will increase family knowledge of our campus so they feel more connected to our school since we cannot bring visitors in for most activities. <b>Staff Responsible for Monitoring:</b> Sarah Furman, Nici Snyder, Stephanie Drake and Rebecca Wright.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Heights Elementary will utilize The Parent Institute, in both English and Spanish, to give our parents and families more specific ways to be involved in their students' lives and how they can help their child academically and social-emotionally each month. <b>Strategy's Expected Result/Impact:</b> Increase student achievement by connecting more parents to specific ways they can support their students. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, front office staff.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 2:** Parents, teachers, and school administration will work together when appropriate to consistently improve student behavior(s).

**Evaluation Data Sources:** Parent communication logs  
Meeting minutes  
Behavior Referrals and Skyward "action" documentation

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School staff will frequently communicate and collaborate with parents to improve student behavior. Parents will be involved in decisions to implement behavior strategies to directly improve student behavior and indirectly improve achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be educated on the relation between behavior and achievement. Parent responsibility of student behavior will increase and positive student behaviors will increase. Therefore, student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Campus Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Texas City Independent School District**  
**Kohfeldt Elementary School**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

## **Kohfeldt's Mission**

We will create a collaborative learning environment built on trust so that all students will reach their fullest potential.

### **Belief Statements**

Every decision should be based on what's best for students.

Significant learning occurs when strong relationships are built.

A classroom environment that is emotionally and physically safe fosters academic achievement.

Cultural diversity should be embraced and everyone should be treated with fairness and respect.

High expectations should be maintained to meet or exceed state standards.

# **Vision**

## **Kohfeldt's Vision**

**Inspiration Breeds Success**

# **ESF TARGETED IMPROVEMENT PLAN**

be printed without the rest of the CIP, if desired.

## **ESF TIP COMPONENTS**

### **Prioritized Focus Area 1**

Essential Action 5.1

Goal 1, Performance Objective 3

CIP pages 19-20

### **Prioritized Focus Area 2**

Essential Action 5.3

Goal 1, Performance Objective 4

CIP pages 21-22

## **DISTRICT COMMITMENT THEORY OF ACTION**

CIP page



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# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments

## 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%





English I & English II 36% to 48%













**Performance Objective 1:** Increase the percentage of students at meets grade level or above on STAAR Reading from 37% to 40%.









**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2022 STAAR scores

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher will continue to use the balanced literacy model within the RLA block in order to monitor individual student reading levels, fluency, and progression towards individual student goals. <b>Strategy's Expected Result/Impact:</b> Students will show growth on their reading levels as evidence by renaissance testing, DRA, and running records. <b>Staff Responsible for Monitoring:</b> Principal Instructional Specialist Reading Interventionist Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities in the area of Balanced Literacy Models, particularly guided reading, for all reading teachers so they can effectively use running records to deliver individualized instruction based on Renaissance, TPRI, TX-KEA, and DRA levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be well versed in the implementation of guided reading through a balanced literacy approach. Students will show growth individually as a result of small group instruction monitored through data tracking.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Education Campus Principal Reading Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize staff during intervention block to pull targeted groups of students and work on improving their reading level by reading literature at their specific reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will progress to higher reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Reading Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize RLA block to pull small groups of students for guided reading and monitor student progress and growth so that students will show one years growth in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show one year's growth in their reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize computer lab each morning from 7:30-8:00 to close the learning gaps identified through Renaissance diagnostic assessments. <b>Strategy's Expected Result/Impact:</b> Students will have extra time to practice in targeted areas of improvement. <b>Staff Responsible for Monitoring:</b> Interventionists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%









5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%









**Performance Objective 1:** Increase the percentage of students at meets grade level or above on STAAR Math from 33% to 38%.

**Evaluation Data Sources:** Student performance on 2022 STAAR Math

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify essential standards in weekly PLCs and the academic vocabulary that is in the standards. <b>Strategy's Expected Result/Impact:</b> Teachers will identify the specific vocabulary that needs to be taught each week. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist Math Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize word walls and anchor charts to expose students to academic vocabulary needed to master essential standards outlined in PLCs. <b>Strategy's Expected Result/Impact:</b> Students will become familiar with and understand vocabulary needed to master skills in math. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist Math Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				





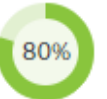













Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize staff during intervention block to pull targeted groups of students and work on improving their math performance using data analysis of recent assessments as well as scope and sequence to determine accelerated instruction needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will show growth in the area of math which will improve success of each student group as a whole.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Specialist Math Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** The academic learning gap will close for each student group on state assessments by meeting their needs to help achieve established target goals.

**Evaluation Data Sources:** Student performance on 2022 STAAR assessments.

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use assessment data to create small group instruction during class, intervention block, before and after school tutoring. <b>Strategy's Expected Result/Impact:</b> Struggling students will improve in their needed areas, to continue working on grade level. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist and Classroom teachers.  <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilizing all staff to work with students during small group and intervention block, to help meet the students needs and give students more small group instruction opportunities. <b>Strategy's Expected Result/Impact:</b> Learning gaps will start to be closed for each student group which will in turn show growth for all student groups on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, Interventionist, rotation staff, paraprofessionals, and classroom teachers.  <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Vertical alignment meetings during Professional Learning Community and Extended Wednesday meetings. <b>Strategy's Expected Result/Impact:</b> Grade levels become aware of the TEKS that support student growth in the other grade levels. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, and classroom teachers.  <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 2:** Teachers will be trained on the use of Kagan Structures and expected to implement them daily during instruction in efforts to increase student engagement.

**Evaluation Data Sources:** Lesson plans, walkthroughs, peer walkthroughs, PLCs

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Kagan structures will be modeled at campus led meetings and teacher will present at extended Wednesdays. <b>Strategy's Expected Result/Impact:</b> Teacher will master Kagan structures and implement them into daily lessons to increase student engagement. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher will document Kagan structures in lesson plans and invite campus leadership team to view the structure they are working towards mastering that month. <b>Strategy's Expected Result/Impact:</b> A-TEAM will observe increased student engagement as a direct result of the implementation of Kagan structures. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 3:** Core team will be trained on Visible Learning and that training will be pushed out during PLCs and extended Wednesdays.

**Evaluation Data Sources:** Walkthrough data, PLCs, Lesson Plans

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Core team will train all staff on Visible Learning. <b>Strategy's Expected Result/Impact:</b> Teachers will know and understand learning intentions and success criteria. They will be posted and lessons will align to what is posted. <b>Staff Responsible for Monitoring:</b> Team sent to VL training.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 60%	 70%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** The campus will establish and maintain a safe and secure campus.

**Evaluation Data Sources:** Safety reports

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Navigate 360 will be utilized to monitor teacher and students whereabouts through out each drill. <b>Strategy's Expected Result/Impact:</b> This will minimize unnecessary communication in a drill and real emergency. This will also help principals and law enforcement aware of where the needs are in drills and real emergency situations <b>Staff Responsible for Monitoring:</b> Principal and law enforcement	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Safety drills will be scheduled through out the school year, to practice routines and procedures and help resolve any threatening problems on the campus. <b>Strategy's Expected Result/Impact:</b> Decrease any negative safety impact on the campus. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













**Goal 5:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:**

Develop and implement a comprehensive school counseling program to assist students in developing socially appropriate problem-solving skills.

**Evaluation Data Sources:** Build and grow positive relationships amongst students, and between students and staff, while decreasing the number of disciplinary incidents, classroom disruptions, office referrals, ISS, and DAEP assignments.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Present guidance lessons to all students, and address students' social and emotional needs through group and individual counseling sessions. <b>Strategy's Expected Result/Impact:</b> Build confidence and resiliency in students; while decreasing bullying and classroom disruptions. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement School-Wide Character growth through our C.A.R.E.S. Program focusing on Compassion, Accountability, Respect, Empowerment, Safety. <b>Strategy's Expected Result/Impact:</b> Instill positive character traits and confidence in students to promote positive relationships and therefore increased learning. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.

**Summative Evaluation:** Met Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Music teacher will plan grade level performances and invite parents to attend. <b>Strategy's Expected Result/Impact:</b> Students will be able to utilize music as an outlet, and a way to express themselves and their talents. <b>Staff Responsible for Monitoring:</b> Music Teacher Grade Level Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 5:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Increase student attendance and decrease the number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recognize students who have perfect attendance each 9 weeks during an awards celebration. <b>Strategy's Expected Result/Impact:</b> Increase in attendance rate and decrease in student tardies <b>Staff Responsible for Monitoring:</b> Counselor, Attendance clerk, Teachers, and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Communicate with parents and guardians each day a student is absent. <b>Strategy's Expected Result/Impact:</b> Decrease in tardies and increase in attendance rates. <b>Staff Responsible for Monitoring:</b> Teachers and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attendance BIPS will be created for students who have 3 days of consecutive absences within a 4-week period. <b>Strategy's Expected Result/Impact:</b> Increased accountability and parents will be made aware of the impact of absences on student achievement. <b>Staff Responsible for Monitoring:</b> Assistant Principal Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				















**Goal 6:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement individualized positive behavior intervention plans and strategies to address targeted behaviors on campus.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** Exceeded Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with teachers and specialized staff to develop individualized behavior data tracking and behavior plans for at-risk students. <b>Strategy's Expected Result/Impact:</b> Build and grow positive relationships between students and staff, while decrease the number of disciplinary and classroom disruptions. <b>Staff Responsible for Monitoring:</b> Classroom teachers, specialized staff, and principal.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BESquad will have a correspondence mailbox where teachers can request support with specific problem behaviors or submit ideas for addressing behaviors on campus. <b>Strategy's Expected Result/Impact:</b> Teachers will become more knowledgeable in promoting a positive school culture among students. <b>Staff Responsible for Monitoring:</b> Assistant Principal BESquad  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Staff will use positive behavior strategies and student engagement techniques to promote community and decrease student discipline referrals and increase student achievement.

**Evaluation Data Sources:** Student achievement will be based off off STAAR and district assessments. Decrease number of discipline referrals.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement Kagan strategies within their lesson plans to promote active student engagement in their classroom. <b>Strategy's Expected Result/Impact:</b> Students grades, academic levels increase and disciplinary referrals decrease. <b>Staff Responsible for Monitoring:</b> Principal and classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Behavior Energy Squad, or PBIS committee, will present behavior strategies at staff meetings. <b>Strategy's Expected Result/Impact:</b> Teachers will become more aware of strategies for addressing behaviors and building relationships and utilize them in daily interactions with students. <b>Staff Responsible for Monitoring:</b> Assistant Principal BESquad Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 3:** Campus implementation of school wide behavior expectations.

**Evaluation Data Sources:** Signage, teacher use of common area expectations to redirect behavior

**Summative Evaluation:** Exceeded Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Behavior expectations will be posted in common areas and teachers will refer to them to remind students to meet the posted expectations. <b>Strategy's Expected Result/Impact:</b> Students will meet expectations resulting in decreased discipline referrals. <b>Staff Responsible for Monitoring:</b> All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to Kohfeldt staff to effectively implement.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize experienced staff or training coaches to provide classroom teachers with training, guidance, and regular training updates for campus utilized programs. <b>Strategy's Expected Result/Impact:</b> Teachers will show growth in how they utilize technology within their classrooms. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Technology committee to meet monthly and utilize staff survey results to determine needs and provide individual support as needed. <b>Strategy's Expected Result/Impact:</b> Teachers will receive the individualized support and their technology proficiency will improve. <b>Staff Responsible for Monitoring:</b> All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Utilize the staff retention committee to plan events/activities that promote staff unity.

**Evaluation Data Sources:** Retention rate, improved instruction, self care group

**Summative Evaluation:** Significant progress made toward meeting Objective



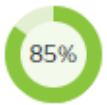









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a self care group for paraprofessionals and teachers that will promote strategies to keep oneself mentally and physically capable of performing their duties. <b>Strategy's Expected Result/Impact:</b> Through collaboration and campus community, Kohfeldt's culture will continue to shift resulting in less staff turnover. <b>Staff Responsible for Monitoring:</b> Counselor School Context and Organization Committee	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Kohfeldt will have monthly relationship-building challenges for the staff through the staff retention committee. <b>Strategy's Expected Result/Impact:</b> Staff will want to engage with each other and get to know one another. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Specialist, Teacher Recruitment and Retention Committee	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** A-TEAM will show appreciation to staff on a weekly and monthly basis through a variety of methods.

**Evaluation Data Sources:** Stingaree News, Appreciation Cart

**Summative Evaluation:** Exceeded Objective

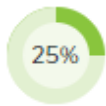

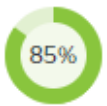









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A-TEAM will provide a monthly token of appreciation that will be themed and delivered to teachers' classrooms. <b>Strategy's Expected Result/Impact:</b> Teachers will feel appreciated and bond with the administrative team <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Stingaree News will recognize two staff members per week whose behavior reflective of Kohfeldt belief statements and extended Wednesdays will start with belief-based shout outs. <b>Strategy's Expected Result/Impact:</b> Staff will behave in a manner that aligns with Kohfeldt's belief statements. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Coaching for High Performance will be utilized as a tool to coach teachers and strive for growth.

**Evaluation Data Sources:** Training Dates & Sign In Sheets

**Summative Evaluation:** Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Level 1 Coaching will be provided for a select group of tacher leaders. <b>Strategy's Expected Result/Impact:</b> Teachers will have coaching skills to utilize in conversations and facilitate a growth mindset among staff. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Teachers Trained: Price, Morales, Marchman, Bodley, Fortune, Watson, Gomez, Morgan, Kelly  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Principal, Assistant Principal, and Instructional Specialist will receive 1 coaching session per month beginning in November. <b>Strategy's Expected Result/Impact:</b> Admin Team will be more coach-like in conversations with teachers which will result in creating problem solvers with a growth mindset. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in campus events, and community representation on QUEST

**Summative Evaluation:** Met Objective





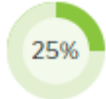







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 80% parent/community attendance at campus QUEST meetings. <b>Strategy's Expected Result/Impact:</b> Increased parent/community input on site based decisions. <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Flipgrid to introduce staff to the parents and community. <b>Strategy's Expected Result/Impact:</b> Parents/Community will become familiar with campus staff. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 10:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Offer opportunities for all parents to engage in their child's education.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase parent and guardian communications with a Monthly newsletter, Facebook posts, and a text messaging app. <b>Strategy's Expected Result/Impact:</b> Increased attendance rate and increased student achievement on STAAR and District assessments. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, and Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Plan and provide afterschool parent engagement activities each quarter of the school year. <b>Strategy's Expected Result/Impact:</b> Increased attendance rate and increased student achievement on STAAR and District assessments. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Assistant Principal, and Principal.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Texas City Independent School District**  
**Manuel Guajardo Jr. Elementary**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

**Cultivating Kindness & Creating Lifelong Learners**

## **Vision**

**The community of Guajardo Elementary is committed to be student-centered,  
where the uniqueness and whole development of each child is nurtured  
in a shared partnership with caring, creative staff, parents and community.**

## **Core Beliefs**

**Everyone must be treated with dignity and respect**

**Students should be taught the skills and behaviors necessary for success**

**Staff members should encourage motivation through positive interactions and building relationships with students**

**Student misbehavior provides a teaching opportunity**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The following demographics are from the 2019-2020 TAPRE report as the 2020-2021 TAPRE has not been published yet. Guajardo Elementary is a K-4th grade Title I campus with an enrollment of 520 students. The student population is ethnically diverse. The White student group has an enrollment of 201 students (38.7%) and the Hispanic student group has 199 students (38.3%). The African American student population consists of 97 students (18.7%), followed by Two or More Races which has 15 students (2.9%). There are 5 students (1.0%) classified as Asian, and 3 students (.6%) are enrolled as American Indian.

Out of the 520 students enrolled, 75.2% are listed as Economically Disadvantaged. The At-Risk population is 275 students (52.9%). 17 students are English Language Learners (ELL) at 3.3% of the student population. Sixty students (11.5%) are receiving Special Education Services and thirty four students (6.5%) have been identified as Gifted and Talented. The mobility rate is 17.7%.

We have several programs to address the diverse needs of our students. The Special Education population is currently at 11.98% or 61 students. The SPED department services students in the following: autism, resource, life-skills, speech, occupational therapy, dyslexia and inclusion services. 504 and RTI programs accommodate students with other academic concerns and other medical conditions that may require additional support to ensure that all students are successful. There is a very small ESL population of 1.9% equaling 10 students. We do not have a bilingual program on our campus. Our Gifted and Talented program has 34 students which is 6.5% of our student population. Due to a federal grant (waiver), all students receive free breakfast and lunch.

Our attendance rate was 95.17%. Incentives have been put in place to help increase attendance. Classrooms offer weekly incentives such as shoes off, passes for no homework, and treats. Each grade level has a perfect attendance race. The words, "PERFECT ATTENDANCE" are in the hallway. When a class has perfect attendance, the students move their classroom clip to the next letter. The classroom that reaches the last letter in Perfect Attendance wins a treat. To keep the excitement going, the class that is ahead is announced during the morning announcements. Our newest attendance incentive is our AttenDANCE. Students get to participate in our Friday AttenDANCE at the end of announcements if they have been present and on time all week. These students get to dance with their friends in the hallway and can really show off their dance moves! Perfect attendance certificates are issued each nine weeks, and students are also recognized during the End of the Semester Awards assembly. During Open House, families are informed of the importance of being at school each day and on time. When the marquee, in front of the school is working, it displays a variety of messages about the importance of attendance at school.

When a student is absent, their teacher calls or electronically messages the student's parent to inquire about the reason for the absence. If a child accumulates three unexcused absences, a computerized letter is generated informing the parent of the absences and the state attendance requirement. At that time, the teacher contacts the parents again and an Attendance Behavior Intervention Plan is agreed upon. Truancy warning meetings are scheduled at four or more unexcused absences, and at ten unexcused absences, the parent is ordered to Truancy Court.

### Demographics Strengths

Guajardo Elementary benefits from a steady enrollment with a diverse population with students in the following subgroups: African American, Hispanic, White, Asian, and Two or More Races. With the increasing diversity among our student population, Guajardo becomes more and more reflective of society as a whole. Kindness is the heartbeat of Guajardo Elementary, and we believe in "Cultivating Kindness and Creating Life Long Learners" by equipping young learners to collaborate with all kinds of people.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student Achievement: There were only 47% of All Students that were at the Meets level in Reading. **Root Cause:** Due to the COVID pandemic, two third grade teachers resigned before the end of the first semester. One of the teachers was our third grade virtual teacher. Therefore, her students were assigned to three different teachers at other campuses. Also, our top teacher in fourth grade was assigned to a virtual assignment and only tested eight of our fourth grade students.

**Problem Statement 2:** Student Achievement: African American and Hispanic students in 3rd Grade performed 15% below White students at the Approaches level on the Reading STAAR. **Root Cause:** COVID safety protocols such as mandatory quarantines, social distancing and little to no transitioning throughout the school day negatively impacted our teachers' ability to provide opportunities for collaboration via cooperative groups.

**Problem Statement 3 (Prioritized):** On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test. **Root Cause:** We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.

**Problem Statement 4 (Prioritized):** In Domain III, Academic Achievement, Guajardo Elementary did not meet four of the state targets which measures the percent of students at or above Meets Grade Level. **Root Cause:** We are focusing on getting students to the approaches level and not to the meets and masters level.

**Problem Statement 5 (Prioritized):** In Domain III, STAAR Performance score across All Subjects, Guajardo Elementary did not meet two state targets in the White and 2 or More Races. **Root Cause:** We are focusing on getting students to the approaches level.

# Student Learning

## Student Learning Summary

For the 2020-2021 school year, TEA did **not** rate schools due to the COVID pandemic but did send achievement scores. **TCISD computed the scores and came up with a Projected Accountability Report Card.** The rating is not official and is not a complete rating as there were not any scores to compute academic growth from 3rd to 4th Grade due to students not taking the STAAR test in 2019-2020.

In Domain One, Student Achievement, we Met Standard with a letter grade of C. In *All Subjects*, Reading/Math/Writing, we had 79% of all students at the Approaches or Above level which is 4% lower than the last time TEA rated our school. 45% of all students passed at the "Meets or Above" Grade Level which is 8% lower than the last time TEA rated schools in 2019-2020, and on all tests 30% of our students passed at the Masters grade level which is 2% higher than the last time TEA rated schools in 2019-2020.

Domain Two, School Progress, measures Academic Growth and Relative Performance and the overall score is the better of Part A Academic Growth or Part B Relative Performance. Since Academic Growth was not measured as students did not take the STAAR test in 2019-2020, there was no data to compare 4th Grade scores against to see academic growth. Therefore, the district used relative performance and gave our campus a score of scaled score of 85 and a letter grade of "B".

In Domain Three, Closing the Gaps, Guajardo received a scaled score of 68 with a letter grade of "D." Academic Achievement counts as 30% of the score in Domain Three and Guajardo made a raw score of 67. Academic Growth counts for 50% of the score, but there was not a score to compute, and the Student Success counts for 10% and we received a raw score of 71.

## Student Learning Strengths

- Guajardo Elementary's overall rating for the 2020-2021 school year is a "B". However, the rating does not reflect a true picture of the campus since there were no points awarded for Academic Growth due to students not participating in STAAR during the 2019-2020 school year. (Note: This is not an official rating by TEA.)
- 81% of all students passed Reading STAAR at the Approaches Level. There were three sub pops that also passed at a higher rate: 82% Hispanic, 85 % White and 78% Eco Dis.
- The EcoDis sub pop had 100% pass Math at the Approaches level and 56% at the Meets Level. When looking at All Subjects, the EcoDis sub pop had an 89% passing rate at the Approaches level and 50% passing at the Meets Level.
- Guajardo Elementary **exceeded** the state's passing rates on all 3rd & 4th 2021 STAAR test.

Grade	Subject	Approaches	Meets	Masters
3rd	Math State	61% State	30%	14%
	GES	79.51%	40.16%	32.91%
4th	Math State	58%	35%	21%
	GES	73.42%	48.1%	32.91%
3rd	Read State	68%	38%	19%
	GES	81.82%	50.41%	23.97%



Grade	Subject	Approaches	Meets	Masters
4th	Read State	63%	36%	18%
	GES	78.48%	40.51%	20.25%
4th	Writing St.	53%	26%	8%
	GES	76.32%	43.42%	20.25%

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student Achievement: African American and Hispanic students in 3rd Grade performed 15% below White students at the Approaches level on the Reading STAAR. **Root Cause:** COVID safety protocols such as mandatory quarantines, social distancing and little to no transitioning throughout the school day negatively impacted our teachers' ability to provide opportunities for collaboration via cooperative groups.

**Problem Statement 2:** Student Achievement: On the 3rd Grade Reading STAAR, 0 out of 15 African American students and only 1 out of 25 SpEd students performed at Masters level. **Root Cause:** A large focus was placed on providing interventions to these two student groups in order to increase their achievement at the approaches and meets levels but not at the masters level.

**Problem Statement 3:** On Third Grade STAAR Math, there were only 41% of students at Meets Grade Level and 20% at Masters Level. **Root Cause:** Teachers were focused on getting students to the Approaches level due to COVID regression.

**Problem Statement 4:** On Fourth Grade STAAR Reading, only 39% of All Students were at the Meets Grade Level and only 20% were at the Masters Level. **Root Cause:** COVID played a key role in the decline of meets and masters score for fourth grade. As a grade level, we saw a significant increase in absenteeism among students. Students participation declined due to virtual learning. We also had two teachers on maternity leave.

**Problem Statement 5:** In STAAR Writing, the SPED students had a 18% met the approaches level and 9% met the masters level. **Root Cause:** Neither SPED Inclusion teacher had experience in teaching Fourth Grade Writing. The Inclusion teacher who worked with the 4th grade SPED students was non-renewed due to his deficiency in following students' IEPs and meeting the needs of our SPED students.

**Problem Statement 6:** In fourth grade math, only 19% of African American students passed at the Meets Level and 6% at the Masters Level. These are numbers are 28% and 26% below the grade level. **Root Cause:** Monitoring groups were set up, but we did not use the data efficiently. Not enough attention was given to our sup populations.

**Problem Statement 7:** On 2021 first grade TPRI, 48% of students were below Benchmark. **Root Cause:** Due to COVID 19, students were not able to participate in highly effective instructional strategies that involve teacher to student interaction and student cooperative learning.

**Problem Statement 8:** On 2021 2nd grade BOY Renaissance Math assessment, 47% of students were below Benchmark. **Root Cause:** Due to COVID 19, students were not able to participate in highly effective instructional strategies that involve teacher to student and student to student interactions.

**Problem Statement 9:** On 2021 3rd grade BOY Renaissance Math assessment, 43% of students were below Benchmark. **Root Cause:** Due to COVID 19 safety protocols, students did not receive the quality of instruction or interventions as they would have without social distancing and mandatory quarantines.

**Problem Statement 10:** On the 3rd Grade Math STAAR, SpEd students scored approximately 20% lower than all students in the approaches, meets and masters categories. **Root Cause:** One of the SPED resource teachers was assigned to be a kindergarten teacher and the inclusion paras were pulled to cover lunches each day as students were eating in the classrooms due to social distance concerns due to COVID.

**Problem Statement 11 (Prioritized):** Student Achievement: There were only 47% of All Students that were at the Meets level in Reading. **Root Cause:** Due to the COVID

pandemic, two third grade teachers resigned before the end of the first semester. One of the teachers was our third grade virtual teacher. Therefore, her students were assigned to three different teachers at other campuses . Also, our top teacher in fourth grade was assigned to a virtual assignment and only tested eight of our fourth grade students.

**Problem Statement 12 (Prioritized):** On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test. **Root Cause:** We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.

**Problem Statement 13 (Prioritized):** In Domain III, Academic Achievement, Guajardo Elementary did not meet four of the state targets which measures the percent of students at or above Meets Grade Level. **Root Cause:** We are focusing on getting students to the approaches level and not to the meets and masters level.

**Problem Statement 14 (Prioritized):** In Domain III, STAAR Performance score across All Subjects, Guajardo Elementary did not meet two state targets in the White and 2 or More Races. **Root Cause:** We are focusing on getting students to the approaches level.

# School Processes & Programs

## School Processes & Programs Summary

Guajardo Elementary is a data-driven school where teachers utilize various resources to make sound decisions regarding planning, adjusting and delivering instruction. The weekly professional learning communities are an essential component of our curriculum and instruction. Each week, teachers meet with our Instructional Specialist and principal. During the common meeting times, the focus will be on the the four critical questions of an effective PLC: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then the team plans accordingly, discussing upcoming instruction, and they plan for assessments. This collaborative planning time has had a huge impact on instruction at Guajardo Elementary. Teachers are aware of the level of instruction needed to engage students and promote learning. This year, our teachers in Grades 2-4 were trained in Kagan Structures. These structures will be used throughout the school day to keep students engaged in their learning. Teachers utilize common formative assessments, running records, daily observations, mini conferences, CBAs and Benchmarks and Renaissance tests, which are given three times a year to adjust instruction so students are successful. Another key component of our progress has been the use of data walls/folders to drive instruction. Utilizing data walls/folders have allowed teachers to effectively plan small group and guided instruction which is critical in building students' skills. This year, data will be analyzed the next school day after a common formative assessment to adjust instruction. Data is required to be tracked and teachers are expected to know student strengths/weaknesses and progress at all times.

Teachers are expected to inform students of their reading levels, and set reading goals with the students. All students are expected to correct all mistakes on all graded work. Several online reading programs are utilized before school with all students who failed STAAR in 3rd and 4th grade. We have added another before school intervention class of K-2 students who are needing additional instruction with phonics. Our Reading and Math Interventionist assist students during this before school intervention.

At Guajardo, we believe, "Relationships Matter....they REALLY Do. This year, the staff decided to keep our vision statement exactly the same. "Cultivating Kindness and Creating Life Long Learners." Our staff understands the value of respect and family. Teachers understand that we are in this together. As the administration team works on building teacher's capacity in the classroom and in leadership rolls, teachers are working on growing stronger as a team. We are going to be involved with peer to peer observations along with administrative walk-throughs, so we are all learning from each other and improving delivery of the curriculum. Our interventionists, Instructional Specialist and Administrators will be modeling strategies and providing support for classroom management. Our instructional Specialist will also be coaching for new teachers or those teachers that need some fine tuning.

Improving staff quality through professional development is crucial to student success and the ability to retain staff. As teachers are exposed to high quality professional development and support in the implementation of strategies learned, student achievement increases as well as the teacher's capacity to deliver effective lessons. This also allows the staff to grow individually which in turn leads to the retention of quality staff. Our campus will continue our Visible Learning journey as Teacher Clarity has one of the highest effect sizes on learning: unpacking TEKS that are relevant to the student becoming successful in the next grade level and on state accountability testing. Teachers will continue to post those Learning Intentions and improve on writing success criteria. Our third grade teachers were trained in Reading Horizon Phonics program to assist with students who come to third grade below level. Extended Wednesdays are devoted to professional development in targeted areas and the proper use of Kagan Structures. These trainings are facilitated by teachers and administrators. Focus meetings occur on a weekly basis and this year, teachers are collaborating during lesson planning, so ownership of the lessons occur.

The grade level teams pull together and support one another. They spend lunch time or before and after school together and collaborate on a personal level. This, of course, strengthens the team as well. The entire school takes ownership in students' learning and well being.

There will be opportunities this year to have other teachers and administrators push into classrooms to model instruction. New teachers are assigned a mentor to help guide them during their first two years of teaching. The district also has a New Teacher academy that new teachers and their mentors will complete through out the year in order to increase teacher performance.

In an attempt to grow the leadership team, all teachers are invited to attend team leader meetings in hopes of creating more leadership opportunities.

We have required all of our para-professionals to attend Reading Horizon Phonics Training and our paras that work with our AU students have attended different trainings to help teach social skills and better understand how to help our AU students.

## School Processes & Programs Strengths

The District supplies teachers with the scope and sequence along with AAA units that are aligned to TEKS and detailed lesson plans and activities to engage students into deeper learning. The collaborative planning times with the instructional specialist are an asset as it is a learning time for all. Research based strategies are modeled and lesson plans are clarified. Teachers share tips with one another on how they teach low performing TEKS. The PLCs are also used to analyze data which drives instruction. This year the district has changed our reading curriculum to HMH. This resource will help us to teach the new/revised reading TEKS and help our student with higher order thinking as well as their ability to answer open ended higher level thinking questions.

The Reading and Math interventionists pull out students who are below level and work on prerequisite skills.

Utilization of web-based programs to strengthen learning are used in the computer lab before school and during rotation. Our web based interventions include Headsprout, iRead, and Compass.

Monthly K-4 vertical articulation meetings are held to ensure the written, taught and assessed curriculum are aligned.

The administrative staff has an open door policy where communication is valued. Teachers and administrators discuss concerns with delivery of instruction, student discipline, classroom management and everyday issues that may arise. Teachers feel comfortable asking for suggestions on how to improve their classroom management, delivery of instruction or knowledge about the curriculum.

Professional development during extended Wednesday meetings and opportunities for teachers to attend other professional development off of the campus are encouraged. We also trained our new paraprofessionals in our new Reading Horizon Phonics program, so that they could better support students in the classroom.

Collaborative planning time with our instructional specialist.

Peer to Peer observations and collaboration.

Professional Learning on specific needs (Guided Reading, Phonics training, Small Group Instruction, Writing, Classroom Management)

All teachers are invited to attend team leader meetings in hopes of creating more leadership opportunities.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** On Third Grade STAAR Math, there were only 41% of students at Meets Grade Level and 20% at Masters Level. **Root Cause:** Teachers were focused on getting students to the Approaches level due to COVID regression.

**Problem Statement 2:** On Fourth Grade STAAR Reading, only 39% of All Students were at the Meets Grade Level and only 20% were at the Masters Level. **Root Cause:** COVID played a key role in the decline of meets and masters score for fourth grade. As a grade level, we saw a significant increase in absenteeism among students. Students participation declined due to virtual learning. We also had two teachers on maternity leave.

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below the grade level. **Root Cause:** Monitoring groups were set up, but we did not use the data efficiently. Not enough attention was given to our sup populations.

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**Problem Statement 9 (Prioritized):** On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test. **Root Cause:** We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.

# Perceptions

## Perceptions Summary

Manuel Guajardo, Jr. Elementary is a K-4 campus. Our K-3 classrooms are all self-contained. All grade levels have a common planning time where they are able to collaborate over best practices in delivering instruction and address the four questions of effective PLC.s Teachers meet weekly with the instructional specialist, principal and their team members. During these PLCs, they work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. After students are assessed by TX Renaissance testing, CBAs and Benchmarks, the results are disaggregated and analyzed, and instruction is adjusted or modified to meet the needs of students. All new teachers are assigned a mentor and attend the district's New Teacher Academy.

The importance of being at school each and every day and on time is shared with parents during all school events. The importance of attendance is also relayed to parents through newsletters from Attendance Work. Students with perfect attendance are given weekly incentives in the classroom and in order to keep parents informed of attendance requirements, computer generated letters are produced when a student has three unexcused absences in any four week period or ten unexcused absences. In addition an Attendance Behavior Intervention Plan (BIP) is agreed upon between the teacher, parent and school in an attempt to improve behavior. Administrators do home visits to check on students who have attendance concerns. At last resort, parents are summoned to Truancy Court.

We have committees that serve to enhance learning by planning engaging activities in Reading, Math, and Science, school climate, and parental involvement.

A school call system along with DOJO and BLOOMZ are used to keep our students' families informed of important school events.

The faculty meets after school for Extended Wednesday Meetings in order to further our professional development and to relay pertinent information. Team Leaders meet once a month to discuss the "Heart Beat" of the campus and discuss areas of concerns and upcoming events. To increase opportunities for leadership, the entire faculty is invited to attend Team Leaders' meetings. The administrative team meets at least twice a week to reflect on instructional practices and the overall functioning of our campus. The campus utilizes the eleven district goals that have been established by the Board of Trustees and the Superintendent to guide us in meeting the needs of the campus. Teachers continue to receive on-going feedback after walkthroughs. A recent survey on Collective Teacher Efficacy

Our school's focus for 2021-2022 school year is to continue building strong relationships with students, parents, and among the faculty and staff. Research has proven that learning does not occur until students feel loved, nurtured, and safe. Our vision statement, Cultivating Kindness and Creating Life Long Learners, was adopted three years ago, and we all want to continue with the vision. We believe that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Faculty and staff know that in well behaved classrooms, time is allotted for students to learn how to do routines and rituals correctly. PBIS has been implemented on the campus and we are continuing to learn more about supports to help our students. The goal is to enrich our school climate and create a more safe, civil, and productive school by reducing barriers to learning and increase motivation to achieve. Teacher documentation of PBIS will be necessary before any student will be put on a Tier for behavior. We will continue to use Ripple Effects, the Character Strong curriculum, TCHATT and character education during our rotation time to teach social- emotional learning and further our culture of growing kindness and respect. Each morning, our students are greeted at all drop off areas by administrators, faculty, and our campus sheriff liaison officer. Our morning custodian does a great job of assisting our students and staff in the mornings and during all lunches. During morning announcements, students lead the pledges and a moment of silence. Our students hear character building messages during morning announcements and specific messages about bullying prevention and the dangers of drugs. Every morning, the counselor has a Breakfast Club and meets with difficult students to start their day on a positive note. Our counselor also works in the classrooms providing character education lessons to students to support behavior and build strong values within our students.

We are a school in which children's needs are put first consistently. We have a high standard for the best instructional practices as well as building social character in our students. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students are not learning, adjustments are made in instruction, flexible grouping, and the referral process. Teachers and staff are not pulled out of class for unnecessary reasons; ARDs and staffings are not held during the teachers' weekly PLC team planning sessions.

Although staff activities increased, there is still a need for activities that include the entire faculty. Therefore, our climate committee is planning monthly off campus events for faculty to attend and get to know each other better. They also sponsor special events to make sure our staff feel appreciated and valued. Events like "Boo!," Secret Santa, showers for

weddings and first babies, and Throw Down Thursdays (we all contribute to a festive lunch and wear jeans) all contribute to build staff appreciation and morale. Student and faculty birthdays are announced daily and students go to the office for a birthday surprise treat.

Students are involved in a variety of activities such as participating in Honor Choir, singing and acting in a variety of musical performances, march in the Book Character Parade, run in the Turkey Trot and Jelly Bean Fun Run, ride on the Homecoming Parade float, and participate in the Duck Derby. Our campus has a Third and Fourth Grade Dance Team that will participate in assemblies, parades, and special events throughout the campus and community.

During Teacher Appreciation Week, PTO showers the teachers and staff with a variety of treats and gifts.

Due to COVID concerns, PTO was meeting virtual, and currently there is not an active PTO. The campus is ready to get our PTO back up and running by having an election of officers. They have introduced Facebook Live for monthly meetings to help with getting more parents involved. Multiple family involvement activities have been planned as well as student programs. The campus has a variety of family involvement events such as grade level musical performances, instructional assemblies, Family Reading, and STEAM (Science, Technology, Engineering, Art, Math) night. We have a Book character pumpkin contest, Book Character Parade, Turkey Trot, Jelly Bean Run, Dance Team, Robotics Team, and Science Fair. Prior to COVID, as part of the wellness and safety of our students, the City of Texas City has partnered with TCISD and provided swimming lessons to all second graders, and a local dentist offers free dental exams on campus to students and another dentist supplies all Third and Fourth Graders with their very own dictionary. Moody Gardens provides plants for students to grow in the Nature Nook and observe and record their observations. Our campus is partners with the Houston Food Bank which supplies food that is sent home in backpacks each Friday. We also utilize Resolve It, which is a non-profit organization that has licensed psychologist that provide therapy to students who meet their criteria. In addition, UTMB offers a free mental health service called TCHAT to assist parents in their children's mental health at no cost. Our local fire department visits the school annually to teach students about fire safety. Life guards from Galveston Beach Patrol also holds assemblies to teach kids about water safety.

### **Perceptions Strengths**

Guajardo Elementary has a dedicated staff who want to continue improving the climate on our campus. At the beginning of each week, our students lead our Kindness Pledge during the morning announcements. Students participate in 28 Day Kindness Challenges where each day they perform a random act of kindness. Our school participates in the Character Strong program and during daily morning announcements, uplifting messages about trustworthiness, respect, responsibility, kindness, fairness, and citizenship. We celebrate Bully Prevention Month and Red Ribbon Week, and just as important, we model random acts of kindness and share them with our students daily. It is an expectation that all faculty and staff interact with our students with a smile and an uplifting greeting.

Our campus has several extracurricular activities that our students can attend. Our Third & Fourth grader girls can join an after school dance club. Our Music teacher has increased the capacity of our Fine Arts department. Our Honor Choir meets after school and participates in numerous performances throughout the year at the Doyle Center for the Cultural Arts Festival, Duck Derby and several of the local nursing homes during the holidays. Our Third and Fourth grade dance team will participate in parades and assemblies as well as pep rallies. Our campus also has an after-school program that assist with homework and offers different learning opportunities after-school.

We have paired musical performances with Family Reading night to increase family participation. Our younger students join musicals while showing their talent using hand bells. Our students participate in flag dances and numerous musicals celebrating Veterans Day, Thanksgiving, Black History Month, Christmas and Cinco De Mayo. During the 2019-2020 school year, we started a robotics club, but currently we do not have a teacher to lead the program. We are currently looking for a parent volunteer to assist with the program. All of these activities encourage students to maintain passing grades and good behavior since it is a requirement to continue participating.

Our students are excited to join before school on-line research-based computer interventions. The online programs, Head-Sprout, Happy Numbers, Reflex, Educational Galaxy, Moby Max and Imagine Learning are engaging and fun academic programs that support our students' learning in math and reading. Students are encouraged to come in early and join the Headsprout group in increase students reading fluency level and comprehension. At the end of the week, students are rewarded for attending each day of the week. We have added early morning interventions for selected students in grades K-4. We also celebrate students who correct their papers and learn from their mistakes. They get to take their corrected papers to the school wide basketball goal and dunk their mistakes and get their picture put up in the front entrance tv screen. Our campus wrote and received a grant for an eagle mascot costume as well as many Disney and holiday themed costumes. The eagle mascot and Disney costumes are used while students arrive to and dismiss from school and show up for classes who have perfect attendance and great behavior.

Our Climate Committee ensures team and relationship building activities are on going. Our Climate Committee sponsors special monthly events to make sure our staff feel appreciated and valued. Each month, teachers are allowed to wear jeans and participate in a themed luncheon the last Thursday of each month. Student and staff birthdays are celebrated during the morning announcements and this year will be our first Student Appreciation Week, where students will receive notes telling them how special and talented they are, along with tokens of appreciation and treats during the week.

As a way to encourage good behavior and making right choices, fun extravaganzas have been planned at the end of the nine weeks. (Pending COVID restrictions are lifted) Students who do not get over seven behavior marks in a nine week period are eligible to attend. This year, students will be participate in on campus or local attractions, like the park, and the Nessler pool. A Home/School Newsletter is sent home monthly that gives tips to parents on ways to improve their student's education.

The school hosts different activities to increase parent involvement and enrich our students' lives. Students and their families will participate in Open House, Book Character Parade, Family Reading and STEAM (Science, Technology, Engineering, Art & Math) nights, Pastries with Parents, Science Fair, Fist Bumps with First Responders, and faculty follies. There are numerous musical performances throughout the year and during the family night events to entice students and parent involvement.

Our students in Kindergarten and First grade are so excited to see administrators stop by their classrooms with the Prize Cart. Students who read 10 books every two weeks are awarded prizes. There are different prize choices depending on the amount of books read. With parent permission, students get their hair spray painted for reaching fifty books and a Bronze Medal when they get to one hundred Books.

We have several community partners that help support the students at Guajardo Elementary. Chick-fil-A visits the campus to thank students for being kind to one another. Dentists, from the community, come to our school and offer dental screenings to improve oral health. Another local dentist supplies all Third and Fourth Grade students their own dictionary. Moody Gardens supplies our 4th graders plants to put in the ground in the Nature Nook. The students tend to the plants and observe and document the needs of plants and follow the plant cycle. They also take home the vegetables to share with their families and the 4th grade teachers help students make pizza and pesto each year using the vegetables they grew! Also, during the school year, the City of Texas City teaches all of our Second Graders swimming lessons, free of charge. (Pending COVID restrictions are lifted) Whataburger, Subway, Pizza Hut and Bake Me a Dream all give out coupons for free food for making the A and A/B Honor Roll. Lastly, Houston Food Bank supplies packs of food for our needy students.

Our PTO will host different school activities such as Family Night, Smickers and Smencils sales, and other fund-raising activities. PTO meetings are now offered through Facebook Live. There will be an election to elect new officers and hopefully the PTO will become an active organization again. Prior to COVID, the PTO officers were very active in helping out in any area necessary to improve the school climate. They sponsored part of the students' extravaganzas and supported the school in organizing fund-raising events. They also had put together our school's annual year book.

When COVID restrictions are lifted, families will be invited to eat breakfast and lunch with their student(s) with the exception of state testing days. During Public School Week, parents participate in Pastries for Parents and Grandparents are invited to classrooms.

Bake Me A Dream is a local bakery that offers a free cake ball to students who are on the Honor Roll. Sub-way offers free food for the same accomplishments. Pizza Hut rewards students for reading books and Whataburger offers coupons for good grades.

Our other community partnerships are with the Houston Food Bank which provides free packs of food to needy students and Resolve It, who provides therapy by licensed psychologist to students who meet their criteria. One local dentist gives free dental exams at school, and another supplies all Third Grade students their own dictionaries. UTMB now partners with our school for free mental services through TCHAT, an online free service.

Our campus schedule is structured to maximize instructional time. During the day, students who have been identified as needing interventions are given instruction by our interventionist in small group settings. Other struggling students are assigned lessons on the web-based programs, Head Sprout, Happy Numbers, Reflex, Educational Galaxy, Moby Max and Imagine Learning for enrichment lessons. Before and after-school programs enrich students' learning. Before school, we have Early Morning Intervention Groups that target students who did not meet state accountability requirements. After school we have the 21st Century program that offers a variety of activities and homework assistance.

Our PLCs are mostly teacher led with the instructional specialist and principal facilitating. Our interventionist instruct our below level students. Teachers and students are building a "school family environment", where kindness is promoted among students, teachers, and the community.



### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is little parent involvement. **Root Cause:** School has been closed to parents due to COVID.

# Priority Problem Statements

**Problem Statement 1:** Student Achievement: There were only 47% of All Students that were at the Meets level in Reading.

**Root Cause 1:** Due to the COVID pandemic, two third grade teachers resigned before the end of the first semester. One of the teachers was our third grade virtual teacher. Therefore, her students were assigned to three different teachers at other campuses . Also, our top teacher in fourth grade was assigned to a virtual assignment and only tested eight of our fourth grade students.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test.

**Root Cause 2:** We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** In Domain III, Academic Achievement, Guajardo Elementary did not meet four of the state targets which measures the percent of students at or above Meets Grade Level.

**Root Cause 3:** We are focusing on getting students to the approaches level and not to the meets and masters level.

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 4:** In Domain III, STAAR Performance score across All Subjects, Guajardo Elementary did not meet two state targets in the White and 2 or More Races.

**Root Cause 4:** We are focusing on getting students to the approaches level.

**Problem Statement 4 Areas:** Demographics - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- State-developed online interim assessments

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation 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, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%





5th - 8th Grade Reading 34% to 46%









English I & English II 36% to 48%













**Performance Objective 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase to 50% measured by 2022 STAAR.



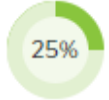









**Evaluation Data Sources:** 2022 STAAR Test

**Summative Evaluation:** Exceeded Objective



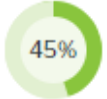









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During common planning times, teachers will focus on the four critical questions of an effective PLC. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then plan instruction accordingly.  <b>Strategy's Expected Result/Impact:</b> Increased reading fluency, comprehension and test scores. <b>Staff Responsible for Monitoring:</b> Debbie Fuller, Diana Smith, Brandi Peterson  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				






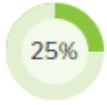


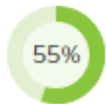



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria, then giving students intentional and deliberate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill which will increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Learning Pit will be taught and reviewed, so students will remember that the greatest learning occurs when we are in the bottom of the "pit" and don't give up! Students will be taught positive dispositions of a great learner.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessen the number of students who give up when learning is hard in turn increasing academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Teachers will review common formative assessments the next school day after students complete the test and plan accordingly. <b>Strategy's Expected Result/Impact:</b> Correct students misconceptions sooner than later and increase academic performance. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Students are encouraged and expected to correct their papers, so they can learn from their mistakes. Then, they can get satisfaction by "dunking" their mistakes in the school's basketball goal. <b>Strategy's Expected Result/Impact:</b> Students will learn from their mistakes which increases academic performance. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> The importance of being at school and on time is relayed to students during morning announcements by their peers and administrators. Students are rewarded on Friday by being allowed to enter the hallways and dance! <b>Strategy's Expected Result/Impact:</b> Increase attendance. <b>Staff Responsible for Monitoring:</b> Teachers/Fuller  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

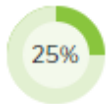











Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Before new skills are introduced to the entire class, teachers will accelerate the learning of students who struggle by introducing new concepts in small group prior to the whole group lesson. <b>Strategy's Expected Result/Impact:</b> Lower performing students will be more confident with new learning. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Teachers will model their meta-cognitive strategies while reading out loud high interest books/novels while noting how the story connects to another story, life event, or personal experience. While reading non-fiction books, students will correct or confirm their thinking or realize they are learning new things! <b>Strategy's Expected Result/Impact:</b> Increase students' comprehension. <b>Staff Responsible for Monitoring:</b> Teachers/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Teachers will implement the use of Kagan structures in their daily teaching to to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. <b>Strategy's Expected Result/Impact:</b> Increased student engagement which will in turn increase student performance.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Students in K-4 will access the online program, Headsprout weekly. <b>Strategy's Expected Result/Impact:</b> Increase students' reading fluency and reading comprehension <b>Staff Responsible for Monitoring:</b> Teachers/Instructional specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Third grade students will use the online platform, Educational Galaxy, to support their math, ELA and science instruction. <b>Strategy's Expected Result/Impact:</b> Increase academic performance in math, ELA and science <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students in Grade 4 will utilize MobyMax online program to support their learning in all subjects. Moby Max finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. <b>Strategy's Expected Result/Impact:</b> Increase academic performance for all 4th Grade students. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Students will access the online program, Imagine Learning, to support their learning in math and ELA. <b>Strategy's Expected Result/Impact:</b> Increase academic performance <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Students on urgent intervention will be invited to a before school morning intervention focusing on basic phonics. <b>Strategy's Expected Result/Impact:</b> Increase students' fluency. <b>Staff Responsible for Monitoring:</b> Interventionist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Third grade students will attend SOAR time where they will meet with different teachers on the 3rd grade team to go over skill based interventions that the individual student needs. This occurs M-Th for 30 minutes. <b>Strategy's Expected Result/Impact:</b> Increase students' academic performance in reading and math <b>Staff Responsible for Monitoring:</b> 3rd Grade Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> All students will have a reading goal setting meeting with their teachers. Students will know what level they are currently reading on and where they need to be by the end of the semester and by the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's reading</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> This year, our Third Grade team has decided to try student led parent teacher conferences. The teachers do very little talking and the student runs the conference. The student will inform their parents about how they're doing, what their goals are for the year, and what they do when learning becomes hard.</p> <p><b>Strategy's Expected Result/Impact:</b> Students become more aware of areas they need to improve in and areas that they have mastered.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd Grade Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Students will have access to whisper phones. Whisper phones can be especially useful for younger children who struggle with a skill called phonological awareness . For instance, the amplified sound can help kids hear the difference between similar sounds, like /f/ and /v/. Likewise, these phones can help children who have difficulty blending two sounds together, such as /s/ and /m/ to make /sm/.</p> <p>Whisper phones can also help kids become more fluent readers . That's because kids practice a sentence several times until it sounds natural. Practicing with a whisper phone can also help build confidence in kids who don't like reading aloud in class.  <a href="https://www.understood.org/articles/en/whisper-reading-what-it-is-and-how-it-works">https://www.understood.org/articles/en/whisper-reading-what-it-is-and-how-it-works</a></p> <p><b>Strategy's Expected Result/Impact:</b> Increase students reading fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1, 3, 4 - Student Learning 11, 12, 13 - School Processes &amp; Programs 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Students will be taught how to use a dictionary to assist with the meaning of unknown words.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student comprehension while reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Student Achievement: There were only 47% of All Students that were at the Meets level in Reading. <b>Root Cause:</b> Due to the COVID pandemic, two third grade teachers resigned before the end of the first semester. One of the teachers was our third grade virtual teacher. Therefore, her students were assigned to three different teachers at other campuses . Also, our top teacher in fourth grade was assigned to a virtual assignment and only tested eight of our fourth grade students.</p> <p><b>Problem Statement 3:</b> On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test. <b>Root Cause:</b> We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.</p> <p><b>Problem Statement 4:</b> In Domain III, Academic Achievement, Guajardo Elementary did not meet four of the state targets which measures the percent of students at or above Meets Grade Level. <b>Root Cause:</b> We are focusing on getting students to the approaches level and not to the meets and masters level.</p>

### Student Learning

**Problem Statement 11:** Student Achievement: There were only 47% of All Students that were at the Meets level in Reading. **Root Cause:** Due to the COVID pandemic, two third grade teachers resigned before the end of the first semester. One of the teachers was our third grade virtual teacher. Therefore, her students were assigned to three different teachers at other campuses . Also, our top teacher in fourth grade was assigned to a virtual assignment and only tested eight of our fourth grade students.

**Problem Statement 12:** On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test. **Root Cause:** We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.

**Problem Statement 13:** In Domain III, Academic Achievement, Guajardo Elementary did not meet four of the state targets which measures the percent of students at or above Meets Grade Level. **Root Cause:** We are focusing on getting students to the approaches level and not to the meets and masters level.

### School Processes & Programs

**Problem Statement 9:** On All Subjects, our African American and SPED students scored significantly below all other sub pops at the meets and masters levels on all test. **Root Cause:** We focused on our African American students getting to the Approaches level. We did get 68% of our African American students to the Approaches Level on All subjects.

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%





**Performance Objective 1:** Improve the performance of all students in Math by increasing meets performance from 44% to 47% on the 2022 STAAR Math test.









**Targeted or ESF High Priority**













**HB3 Goal**

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3 and 4













**Summative Evaluation:** Exceeded Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During common planning times, teachers will focus on the four critical questions of an effective PLC. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then plan instruction accordingly. <b>Strategy's Expected Result/Impact:</b> Increased reading fluency, comprehension and test scores. <b>Staff Responsible for Monitoring:</b> Debbie Fuller, Diana Smith, Brandi Peterson  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				







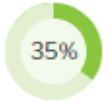









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria then giving students intentional and deliberate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will review common formative assessments the next school day after students complete the test and plan accordingly. <b>Strategy's Expected Result/Impact:</b> Correct students misconceptions sooner than later and increase academic performance. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
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	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> It's important that students are at school everyday and on time. Students are rewarded on Friday by being allowed to enter the hallways and dance! <b>Strategy's Expected Result/Impact:</b> Increase attendance. <b>Staff Responsible for Monitoring:</b> Teachers/Fuller  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Before new skills are introduced to the entire class, teachers will accelerate the learning of students who struggle by introducing new concepts in small group prior to the whole group lesson. <b>Strategy's Expected Result/Impact:</b> Lower performing students will be more confident with new learning. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Teachers will model their meta-cognitive strategies out loud while solving math problems in a variety of ways using math manipulatives. <b>Strategy's Expected Result/Impact:</b> Increase students' understanding of <b>Staff Responsible for Monitoring:</b> Teachers/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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<b>Strategy 9:</b> Teachers will implement the use of Kagan structures in their daily teaching to to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. <b>Strategy's Expected Result/Impact:</b> Increased student engagement which will in turn increase student performance.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Students in K-4 will access the online program, Headsprout weekly. <b>Strategy's Expected Result/Impact:</b> Increase students' reading fluency and reading comprehension <b>Staff Responsible for Monitoring:</b> Teachers/Instructional specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Third grade students will use the online platform, Educational Galaxy, to support their math, ELA and science instruction. <b>Strategy's Expected Result/Impact:</b> Increase academic performance in math, ELA and science <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students in Grade 4 will utilize MobyMax online program to support their learning in all subjects. Moby Max finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. <b>Strategy's Expected Result/Impact:</b> Increase academic performance for all 4th Grade students. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
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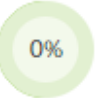





Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Students will access the online program, Imagine Learning, to support their learning in math and ELA. <b>Strategy's Expected Result/Impact:</b> Increase academic performance <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Use Lowman Consulting digital resources to target skills. <b>Strategy's Expected Result/Impact:</b> Increase the % of students at the Meets level on the Math STAAR test <b>Staff Responsible for Monitoring:</b> Fuller, Peterson, Smith  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Students in 3rd and 4th grade will maneuver easier and quicker while on their laptops by using a school provided mouse. <b>Strategy's Expected Result/Impact:</b> Students will be able to get through their online work quicker and more efficient. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase students awareness of colleges, careers and the military.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Once a month, during morning announcements, our counselor will share positive messages about college. <b>Strategy's Expected Result/Impact:</b> Increase students knowledge about college. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Community business workers, military recruiters and parents will be invited to campus classrooms to share information about their careers. <b>Strategy's Expected Result/Impact:</b> Increase students awareness of the different types of careers. <b>Staff Responsible for Monitoring:</b> Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				



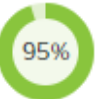





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Guajardo Elementary will celebrate Fist Bumps with First Responders. First responders will arrive and greet our students and have breakfast with our students. <b>Strategy's Expected Result/Impact:</b> Increase career awareness <b>Staff Responsible for Monitoring:</b> Social Studies and Climate Committee.  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Fourth Grade students will research different careers, then write about the amount of college is needed and the money the career pays. <b>Strategy's Expected Result/Impact:</b> Increase students' awareness about different careers and the need to go to college. <b>Staff Responsible for Monitoring:</b> 4th Grade Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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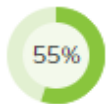



**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.



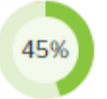



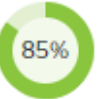





**Performance Objective 1:** Compared to state standards, Guajardo Elementary will close the learning gap and increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-4









**Summative Evaluation:** Some progress made toward meeting Objective

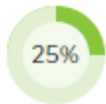



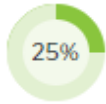







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During common planning times, teachers will focus on the four critical questions of an effective PLC. What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Then, plan instruction accordingly. <b>Strategy's Expected Result/Impact:</b> Increased reading fluency, comprehension and test scores. <b>Staff Responsible for Monitoring:</b> Debbie Fuller, Diana Smith, Brandi Peterson  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria and then giving students intentional and deliberate feedback. <b>Strategy's Expected Result/Impact:</b> Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill. <b>Staff Responsible for Monitoring:</b> Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				







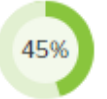









Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The Learning Pit will be taught and reviewed, so students will remember that the greatest learning occurs when we are in the bottom of the "pit" and don't give up! Students will be taught positive dispositions of a great learner. <b>Strategy's Expected Result/Impact:</b> Lessen the number of students who give up when learning is hard in turn increasing academic performance. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Students are encouraged and expected to correct their papers. Then, they can "dunk" their mistakes in the school's basketball goal. <b>Strategy's Expected Result/Impact:</b> Students will learn from their mistakes. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> It's important that students are at school everyday and on time. Students are rewarded on Friday by being allowed to enter the hallways and dance! <b>Strategy's Expected Result/Impact:</b> Increase attendance. <b>Staff Responsible for Monitoring:</b> Teachers/Fuller  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Before new skills are introduced to the entire class, teachers will accelerate the learning of students who struggle by introducing new concepts in small group prior to the whole group lesson. <b>Strategy's Expected Result/Impact:</b> Lower performing students will be more confident with new learning. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will model their meta-cognitive strategies out loud while noting how the story connects to another story, life event, or personal experience. <b>Strategy's Expected Result/Impact:</b> Increase students' comprehension. <b>Staff Responsible for Monitoring:</b> Teachers/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Teachers will implement the use of Kagan structures in their daily teaching to to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. <b>Strategy's Expected Result/Impact:</b> Increased student engagement which will in turn increase student performance.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teacher Clarity will be evident in the classrooms. Teachers will post student friendly Learning Intentions and Success Criteria and teach students the importance of knowing what they are going to learn. It's also about helping students gauge their own progress through the use of success criteria and then giving students intentional and deliberate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' understanding of what they will be learning and what they need to be able to do to be successful at the skill which will increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Teachers and students will be trained on Happy Number's curriculum. It's a strong choice for on-track learning as well as a remediation tool for math grades K-4. Students have an opportunity to build conceptual understanding and repair misconceptions using Happy Numbers' virtual manipulatives, charts, and models. Teachers can individualize curriculum by including or excluding individual standards or whole modules, ensuring students get help for the topics they need. The reports, which show both growth and progress, can easily be turned into RTI data for students at any level of intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students academic performance in math</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/Instructional Specialist/Administrators.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Teachers and students in Grades2-4 will access Reflex online program to become efficient in math fact fluency. <b>Strategy's Expected Result/Impact:</b> Increase automaticity in solving basic facts in the four operations which will improve word problem solving. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students in K-4 will access the online program, Headsprout weekly. <b>Strategy's Expected Result/Impact:</b> Increase students' reading fluency and reading comprehension <b>Staff Responsible for Monitoring:</b> Teachers/Instructional specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Third grade students will use the online platform, Educational Galaxy, to support their math, ELA and science instruction. <b>Strategy's Expected Result/Impact:</b> Increase academic performance in math, ELA and science <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Students in Grade 4 will utilize MobyMax online program to support their learning in all subjects. Moby Max finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. <b>Strategy's Expected Result/Impact:</b> Increase academic performance for all 4th Grade students. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Students will access the online program, Imagine Learning, to support their learning in math and ELA. <b>Strategy's Expected Result/Impact:</b> Increase academic performance <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Hands on manipulatives will be used to engage young learners during station time for reading and math. <b>Strategy's Expected Result/Impact:</b> Our students will be more engaged and eager to learn their letters, sounds, cvc words and numbers. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Guajardo Elementary will have no unauthorized visitors on campus during the 2021-2022 school year.

**Evaluation Data Sources:** Raptor records, security audit(s)

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All visitors will have to show a state issued ID and will be checked by our Raptor System in order to receive a visitor's badge. <b>Strategy's Expected Result/Impact:</b> Every staff member and visitor will wear a TCISD badge or visitor's badge at all times while in the building. No unauthorized visitors will be able to move about the campus without being immediately escorted to the front office. <b>Staff Responsible for Monitoring:</b> Front office registrar/secretary, deputy, and all staff members  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> While Covid19 safety protocols are in place, all visitors will have their temperature checked in the front foyer and will also be required to wear a face covering at all times. <b>Strategy's Expected Result/Impact:</b> Slow the spread of Covid19 <b>Staff Responsible for Monitoring:</b> Front office registrar/secretary, deputy, and all staff members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus SLO will check doors throughout the day. <b>Strategy's Expected Result/Impact:</b> Increase safety and security <b>Staff Responsible for Monitoring:</b> SLO  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details		Reviews			
<b>Strategy 4:</b> The staff at Guajardo Elementary will escort anyone in the building without an visitors tag or school ID to the front office or notify the front office. <b>Strategy's Expected Result/Impact:</b> Increase safety of our campus <b>Staff Responsible for Monitoring:</b> Entire staff  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 2:** The faculty and staff at Guajardo Elementary will reduce the number of accidents from the previous year.

**Evaluation Data Sources:** Accident reports

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All faculty and staff will have 100% participation in district training through Safe Schools. <b>Strategy's Expected Result/Impact:</b> Reduce the chance of an accident occurring; reduce staff absences that are due to accidents on campus <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 90%	 90%	 100%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 3:** There will be a 100% response rate in the Navigate Prepared app during all drills and crisis situations.

**Evaluation Data Sources:** Reports from the app will be provided by district safety and security staff

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff members will participate in safety drills and training to familiarize themselves with the TCISD Emergency Response Protocol and the Navigate Prepared 360 App. All classrooms are equipped with a flip book and class rosters to use in the event of an emergency. <b>Strategy's Expected Result/Impact:</b> All staff and students will be accounted for; injured staff or students will be provided assistance in a timely manner <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District Safety and Security Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers/Staff will practice using Teacher Lock system in the event of a lockdown to create an extra layer of safety. <b>Strategy's Expected Result/Impact:</b> Increased safety and security <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** When compared to the previous school year, Guajardo Elementary will decrease the number of ISS and OSS assignments for the 2021-2022 school.

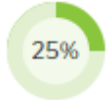







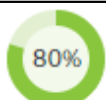



**Targeted or ESF High Priority**



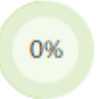









**Evaluation Data Sources:** Discipline records

















**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Twice a week, our counselor will meet with classes during rotation to discuss character development. Small group counseling and one on one counseling are provided as well by our counselor. Resolve It meets weekly with students who need counseling , and TCHATTT online mental health through UTMB No Cost is a resource that is provided to our families.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevent/decrease bullying incidents, decrease office referrals and OSS assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 3: Positive School Culture</li> </ul>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students are reminded daily of our campus vision statement, Cultivating Kindness and Creating Life Long Learners. Mini character lessons/reminders are given by the counselor each day on the morning announcements and the principal reminds the students to fill their day with Kindness, Lots and Lots of Learning and Respect to everyone they see. Students are taught songs about being kind and friendship while in music class. <b>Strategy's Expected Result/Impact:</b> Reduce the number of office referrals, see an increase in compliments and respect between students and teacher/staff-student relations. <b>Staff Responsible for Monitoring:</b> Administrators, all staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Students participate in Bullying Prevention Month activities. Each morning during the month of October, students hear a mini lesson on Bullying Prevention on the announcements. <b>Strategy's Expected Result/Impact:</b> Decrease the number of discipline issues/referrals with students by providing them the support they need. <b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Our campus based threat assessment team will meet when a need arises/a P3 is received or to just touch base regarding school safety especially in relation to students who may have behavioral, social, or psychological issues that are impacting the campus, staff, and students. The team will assess student issues and find a plan to assist the student as needed so that a larger incident does not occur. The district's Suicide Protocol packet is followed when students threaten to harm themselves.		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will have access to an on-line program called Ripple Effects. The program offers personalized social, emotional learning for our elementary students through 4th grade. The computer program has over 150 tutorial topics centered around five keys which are self-awareness, social awareness, self-management, relationship skills, and responsible decision making. The program addresses the needs for character education and safety training through interactive, age appropriate lessons. Students will have access to the lessons while in the computer lab, classroom, or in a disciplinary setting. <b>Strategy's Expected Result/Impact:</b> Decrease the number of discipline referrals and make a positive effect on the climate of the school. <b>Staff Responsible for Monitoring:</b> Counselor, Administrators, ISS para  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> We are partners with the Houston Food Bank who provides packs of food for students to take home on Fridays. <b>Strategy's Expected Result/Impact:</b> Help provide nutrition for students living in poverty so they are hungry over the weekends. Students will feel supported and loved when they pick up their pack. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will continue to use BLOOMZ or Class DOJO to recognize desirable behaviors. <b>Strategy's Expected Result/Impact:</b> Students will know and practice expected behaviors as a result of positive reinforcements/ <b>Staff Responsible for Monitoring:</b> Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



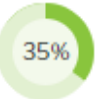



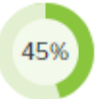

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students write about character traits and share during lunch using the microphone in the cafeteria. <b>Strategy's Expected Result/Impact:</b> Reduces bullying and increases kindness. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Our school has a variety of events to boost student morale and reduce bullying. We celebrate all cultures such as Hispanic Heritage, Black History Month and Cinco De Mayo. We play school wide Kindness Bingo and post messages of kindness throughout the school using heart shape papers. We also have a bulletin board where students can post why they or someone they know is a blessing to our school. <b>Strategy's Expected Result/Impact:</b> Decrease bullying and increase kindness on our campus. <b>Staff Responsible for Monitoring:</b> Counselor  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> During music classes, students will hear lessons on social emotional learning which is embedded in the Quaver program that is used . <b>Strategy's Expected Result/Impact:</b> Decrease bullying, increase kindness <b>Staff Responsible for Monitoring:</b> Music teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









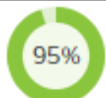

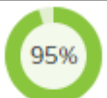

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.









**Performance Objective 1:** The campus will decrease the number of discretionary ISS and OSS assignments for the 2021-2022 school year when compared to the 2020-2021 school year.

**Evaluation Data Sources:** Discipline referrals.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PBIS will be implemented by all staff members on campus. Preventative measures are key. The goal is to create a safe, civil, and productive school which will reduce barriers to learning and increase motivation to achieve. Teachers will implement positive behavioral strategies recommended by PBIS World.com throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning time and opportunities for students who struggle with behavior by decreasing the number of classroom removals. Create a safe, civil, and productive school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> If a student is removed from the classroom for behavior concerns, they will interact with the counselor and discuss positive replacement behaviors for the disruptive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease disruptive classroom behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal, Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Students are reminded daily of our campus vision statement, Cultivating Kindness and Creating Life Long Learners. Mini character lessons/reminders are given by the counselor each day on the morning announcements and the principal reminds the students to fill their day with Kindness, Lots and Lots of Learning and Respect to everyone they see. Students are taught songs about being kind and friendship while in music class. <b>Strategy's Expected Result/Impact:</b> Reduce the number of office referrals, see an increase in compliments and respect between students and teacher/staff-student relations. <b>Staff Responsible for Monitoring:</b> All staff and admin  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Our campus counselor will push into classrooms during rotation to give character lessons each week. <b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals, especially those dealing with negative peer interactions or classroom disruptions. <b>Staff Responsible for Monitoring:</b> Counselor, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> The Character Strong curriculum and strategies will be used to promote character education and support positive character development in students. The Character Strong lessons will be in a newsletter that goes out to teachers so that it is easy to follow and goes along with our campus goals and morning announcements. The newsletter will include activities and videos, as well as questions to help dig deeper into building strong characters. <b>Strategy's Expected Result/Impact:</b> Help build strong character in students so they develop positive character traits and know how to deal with conflict appropriately when it arises thus decreasing classroom disruptions and office referrals. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

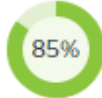







Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Teachers will continue to use BLOOMZ or Class DOJO to recognize desirable behaviors. <b>Strategy's Expected Result/Impact:</b> Students will know and practice expected behaviors as a result of positive reinforcements/ <b>Staff Responsible for Monitoring:</b> Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			













**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking, behavior plans, threat assessment documentation

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Resolve it counseling service meets with students who have been affected by any of the following: parents who are incarcerated, have domestic violence in the household, or are under CPS custody. The licensed psychologist meets with students on a weekly basis to help support their needs. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior. <b>Staff Responsible for Monitoring:</b> counselor  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our campus based threat assessment team will meet when a need arises/a P3 is received or to just touch base regarding school safety especially in relation to students who may have behavioral, social, or psychological issues that are impacting the campus, staff, and students. The team will assess student issues and find a plan to assist the student as needed so that a larger incident does not occur. The district's Suicide Protocol packet is followed when students threaten to harm themselves. <b>Strategy's Expected Result/Impact:</b> Decrease the number of discipline issues/referrals with students by providing them the support they need. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, All Staff, Assessment Team members.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Our SpEd department teaches their students and utilizes the Zones of Regulation to self monitor behavior. <b>Strategy's Expected Result/Impact:</b> Decrease bullying and office referrals. <b>Staff Responsible for Monitoring:</b> SpEd teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The Learning Pit will be taught to all students and referenced throughout the year. The Learning Pit reminds students that the best learning occurs when it feels hard IF we persevere, ask questions, ask for help, rework problems, and/or correct our mistakes. <b>Strategy's Expected Result/Impact:</b> Decrease students frustration and decrease negative thoughts. <b>Staff Responsible for Monitoring:</b> Teachers/Administrators  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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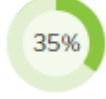

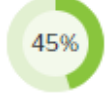





**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.






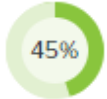






**Performance Objective 1:** All students will use their district issued lap-tops weekly to access an online grade specific program to enhance their education.









**Targeted or ESF High Priority**

**Evaluation Data Sources:** On-line program reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students will be trained on Happy Number's curriculum. It's a strong choice for on-track learning as well as a remediation tool for math grades K-4. Students have an opportunity to build conceptual understanding and repair misconceptions using Happy Numbers' virtual manipulatives, charts, and models. Teachers can individualize curriculum by including or excluding individual standards or whole modules, ensuring students get help for the topics they need. The reports, which show both growth and progress, can easily be turned into RTI data for students at any level of intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students academic performance in math</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/Instructional Specialist/Administrators.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will become familiar with Reflex online program and introduce students in Grades2-4 to Reflex online program. It will be used by students to become efficient in math fact fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase automaticity in solving basic facts in the four operations which will improve word problem solving.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students in K-4 will access the online program, Headsprout weekly. <b>Strategy's Expected Result/Impact:</b> Increase students' reading fluency and reading comprehension <b>Staff Responsible for Monitoring:</b> Teachers/Instructional specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Third grade students will use the online platform, Educational Galaxy, to support their math, ELA and science instruction. <b>Strategy's Expected Result/Impact:</b> Increase academic performance in math, ELA and science <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students in Grade 4 will utilize MobyMax online program to support their learning in all subjects. Moby Max finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. <b>Strategy's Expected Result/Impact:</b> Increase academic performance for all 4th Grade students. <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist/Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students will access the online program, Imagine Learning, to support their learning in math and ELA. <b>Strategy's Expected Result/Impact:</b> Increase academic performance <b>Staff Responsible for Monitoring:</b> Teachers/Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
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**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Kindergarten, First Grade, Instructional Specialist and Principal are participating in TEA's Science of Teaching Reading. <b>Strategy's Expected Result/Impact:</b> Increase teacher's capacity to teach students how to read in an explicit and systematic way which will raise students' fluency and comprehension, <b>Staff Responsible for Monitoring:</b> Kinder and First Grade Teachers, Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Second through Fourth grade teacher will continue to learn and practice the effective use of Kagan Structures. Kinder and First Grade teachers will be introduced to Kagan Structures through common planning meetings and Extended Wednesday meetings and use Kagan Structures weekly to fully engage students. <b>Strategy's Expected Result/Impact:</b> Increase engagement and learning in the classroom. Increase academic performance. <b>Staff Responsible for Monitoring:</b> Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



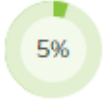









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct weekly walkthroughs to monitor staff performance and give constructive feedback to improve pedagogy. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, District Admin.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> During weekly planning meetings, effective delivery of curriculum will be modeled in an environment of collaboration. We will also focus on data analysis. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity, high yield strategies and the academic performance of students. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Specialist  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff is invited to team leadership meetings. <b>Strategy's Expected Result/Impact:</b> Increase leadership collaboration. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers are involved in shared decision making with the use of our Title One Funds. Admin. tries to meet the needs of all of our grade level teams. <b>Strategy's Expected Result/Impact:</b> Increase a culture of caring and support. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> If a teacher is needing off to attend to medical or personal matter and is able to go to the appointment and return to campus, we try to cover their classroom , so they don't have to take a sick or personal day. <b>Strategy's Expected Result/Impact:</b> Build a positive culture and a sense that our students and campus need our teachers. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers have a mentor and team leader to help guide them through their first year. <b>Strategy's Expected Result/Impact:</b> Increase new teacher's capacity. <b>Staff Responsible for Monitoring:</b> Mentor teachers/Team Leaders/  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> At the beginning of each school year, our campus buys each teacher \$150.00 of start up supplies. <b>Strategy's Expected Result/Impact:</b> Builds a positive culture <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Each grade level collaborates with one another and plans together during a common planning time. <b>Strategy's Expected Result/Impact:</b> Builds a positive school culture and improves instruction.  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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



**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** The leadership team at Guajardo Elementary will maintain a positive image with all stakeholder groups throughout the community.

**Evaluation Data Sources:** Parent/Community Survey

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Mrs. Fuller will participate in monthly Mainland Leadership training. <b>Strategy's Expected Result/Impact:</b> Increase leadership capacity. <b>Staff Responsible for Monitoring:</b> Mrs. Fuller  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guajardo's leadership team will participate in school related community events. <b>Strategy's Expected Result/Impact:</b> Maintain a positive image in the community. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Guajardo's leadership team will invite parents to participate in PTO meetings alongside administration. <b>Strategy's Expected Result/Impact:</b> Maintain positive images with all stakeholders. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Guajardo Elementary's leadership team will participate in School Board Appreciation Week activities. <b>Strategy's Expected Result/Impact:</b> Maintain a positive image with school board members. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Crossing Guards, nutrition services and custodial services are invited to join the campus for special celebrations and luncheons. <b>Strategy's Expected Result/Impact:</b> Maintain a positive image with all stakeholders. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.









**Performance Objective 1:** Guajardo will offer opportunities for all parents to engage in their child's education as allowed by COVID protocol.

**Evaluation Data Sources:** Parent sign in sheets and Skyward call out broadcast logs

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Guajardo will increase parent involvement by allowing them opportunities to attend Guajardo's Parent Teacher Organization meetings.  <b>Strategy's Expected Result/Impact:</b> Involvement in PTO will allow parents to demonstrate to their child the importance they place in education which will in turn help students to have a more positive attitude about school. The positive interaction between staff and parents helps to foster a stronger relationship, showing students that their parents and staff communicate. This will help with student behavior.  <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, and teachers involved in PTO  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Guajardo PTO will maintain a social media page.  <b>Strategy's Expected Result/Impact:</b> Notification of important dates and other school events will help parents to stay involved which in turn will make students feel more involved and part of the school culture.  <b>Staff Responsible for Monitoring:</b> Staff participating in PTO and principal.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Guajardo teachers will have face to face parent teacher conferences. This year, we are going to begin having some of the conferences student led. We are going to start in third grade, then expand the student led conferences to other grade levels. When unable to have a face to face conferences, teachers will have phone conferences with the student's family.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent teacher conferences allow teachers to share academic progress so parents or guardians can be better informed about students' strengths, needs, behaviors, and learning styles. This will allow parents to provide beneficial support to their student so that they can be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, principals and assistant principals</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Third grade teachers will send home study guides in math to assist their parents and guardians in helping their students.</p> <p><b>Strategy's Expected Result/Impact:</b> The study guides will provide parents with a guide to help assist students with misconceptions, strategies and examples about skills they are learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Guajardo Elementary will host family nights to include math and reading nights.</p> <p><b>Strategy's Expected Result/Impact:</b> By hosting family nights, students are able to bring siblings and parents to their school. This ensures a greater sense of confidence within the student and gives parents to see the day-to-day operation of their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, interventionists, instructional specialist, principal and assistant principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6, 3.1, 3.2  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Texas City Independent School District**  
**Roosevelt-Wilson Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

At Roosevelt-Wilson Elementary, we will grow our knowledge, our heart, and our strength for all to succeed.

## Vision

Roosevelt-Wilson Elementary School inspires students to believe in themselves to become life-long learners.

## Value Statement

At Roosevelt-Wilson Elementary, we CARE through...

**C**ooperation: Work together as a team by contributing and sharing

**A**chievement: Strive to attain goals through persistence and giving your best effort

**R**espect: Speak and interact with others in a courteous manner

**E**mpathy: Understand other people's views or feelings by being supportive and caring

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Roosevelt-Wilson Elementary School is located in a culturally diverse, suburban community on the Upper Texas Gulf Coast in Galveston County, Texas. Our campus serves Kindergarten through Fourth Grade within the Texas City Independent School District. Roosevelt-Wilson Elementary is a school wide Title I campus committed to providing a safe and positive learning environment for all students.

### Demographics Strengths

Roosevelt-Wilson Elementary School had an enrollment of 612 in 2020-2021 that includes a diverse student population of students from various socioeconomic backgrounds. There were 85% economically disadvantaged students compared to the 78% the previous school year with an attendance rate of 94%. An increase in special education referrals resulted in additional students qualifying for special education services. Limited English proficient percentage remained relatively the same.

Enrollment	
2018-2019	622
2019-2020	628
2020-2021	612
current 2021-2022	536

Race/Ethnicity	2018-2019	2019-2020	2020-2021
African American Students	16.2%	16.94%	15%
Hispanic Students	46.1%	51.26%	54.6%
White	33.4%	27.93%	25.3%
American Indian	0.6%	0.3%	0.2%
Asian	0.5%	0.45%	0.3%
Two or more races	3.1%	3.12%	4.6%

<b>Student Groups</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Economically Disadvantaged	85%	76.82%	85.1%
Limited English Proficient	17.44%	18.57%	18.6%
Migrant	0%	0%	0%
Special Education	9.6%	14.56%	16.2%
At-Risk	41.92%	52.5%	44.28%

<b>Absences</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
1 <sup>st</sup> Six Weeks	569	580	1,022
	96.68%	96.4%	92.98%
2 <sup>nd</sup> Six Weeks	784	818	939
	95.65%	94.51%	93.59%
3 <sup>rd</sup> Six Weeks	797	582	749
	94.68%	95.93%	94.67%
4 <sup>th</sup> Six Weeks	76	1,706	1,207
	95.51%	93.62%	93.84%
5 <sup>th</sup> Six Weeks	1,081	-----	1,551
	94.86%		92.53%
6 <sup>th</sup> Six Weeks	997	-----	1,119
	94.75%		94.22%
<b>Total</b>	<b>5,004</b>		<b>6,587</b>
	<b>95.32%</b>		<b>93.64%</b>

Discipline	2018-2019	2019-2020	2020-2021
1 <sup>st</sup> Six Weeks	4 0.63%	5 0.47%	1 0.16%
2 <sup>nd</sup> Six Weeks	22 3.47%	7 1.1%	9 0.97%
3 <sup>rd</sup> Six Weeks	27 4.28%	13 1.9%	7 1.13%
4 <sup>th</sup> Six Weeks	25 3.97%	53 5.04%	11 1.27%
5 <sup>th</sup> Six Weeks	25 3.99%	-----	9 1.43%
6 <sup>th</sup> Six Weeks	20 3.24%	-----	14 1.97%
<b>Total</b>	<b>123</b>	<b>78</b>	<b>51</b>

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Campus attendance rate of 93.64% in 2020-2021 was below previous years. **Root Cause:** Quarantine protocols and safety concerns due to COVID outweigh the importance of school attendance. Lack of parent education about benefits of regular school attendance and effectiveness of student attendance incentives.

**Problem Statement 2:** The ethnicity of the teaching staff does not reflect the diversity of the student population. **Root Cause:** The campus lacks the ability to attract quality teacher applicants that reflect the diversity of the student population.

**Problem Statement 3:** Enrollment numbers declining over the last three years. **Root Cause:** Families have decided to home school or attend private/charter schools with smaller class size due to safety concerns.

# Student Learning

## Student Learning Summary

In 2018-2019, Roosevelt-Wilson Elementary School met the standard on the state accountability report card with an overall 78 out of 100. However, academic growth in the school progress was 62 out of 100 and closing the gap domain was 69 out of 100. There were no distinction designations received. The RtI process was fully implemented by utilizing data to identify struggling students and using research-based interventions to meet individual learning needs. Due to the interventionists and instructional specialist being in classrooms to decrease class sizes during the 2020-2021 school year, students did not receive assistance from expert staff members to fill in their learning gaps. All campuses were not rated due to COVID-19 in 2019-2020 and 2020-2021. However, student progress in approaches level of performance declined dramatically.

Grade 3 STAAR Mathematics	Year	State	District	Campus
At Meets Grade Level or Above	2020	30%	27%	32%
	2019	49%	35%	45%
	2018	47%	37%	49%

Grade 4 STAAR Mathematics	Year	State	District	Campus
At Meets Grade Level or Above	2020	35%	29%	39%
	2019	48%	38%	45%
	2018	49%	40%	44%

Grade 3 STAAR Reading	Year	State	District	Campus
At Meets Grade Level or Above	2020	38%	33%	38%
	2019	45%	28%	32%
	2018	43%	33%	39%

Grade 4 STAAR Reading	Year	State	District	Campus
At Meets Grade Level or Above	2020	36%	28%	34%
	2019	44%	35%	41%
	2018	46%	38%	44%

## 2021 Student Survey

- 64% mostly believe that teachers make learning engaging
- 76% mostly feel that the teachers' classroom rules, expectations and ways of doing things are consistent
- 80% mostly believe that teachers care about them
- 48% mostly feel that students treat one another with respect and kindness
- 43% mostly feel safe from being picked on, teased, embarrassed or harassed by others
- 79% mostly believe that they are respected, important, and opinions are valued by their teacher

## 2021 Teacher Survey

- 93% have a clear understanding of their role and responsibilities in emergency situations
- 84% feel that our school is safe and secure for students, teachers, and staff
- 42% agree that the school has a consistent approach to address behavior management and discipline
- 39% agree that the school has adequate systems for identifying and helping students who are at risk of falling through the cracks (academically and/or behaviorally)
- 60% agree that there is a positive attitude of respect between students and staff
- 91% agree that students feel safe at school
- 81% recommend the campus as a great place to work

## 2021 Parent Survey

- 83% agree that they are satisfied with the amount and method of communication provided by the school
- 91% agree that their child feel safe at school
- 80% agree that their child's academic and behavioral issues are communicated in a timely manner
- 88% agree that their child feels a sense of belonging at school

## Student Learning Strengths

Based upon the 2018-2019 STAAR results:

- Exceeded the state and district averages in 4th grade writing at the met approaches performance standard Exceeded the state and district averages in 3rd grade reading at the met approaches performance standard 88% of all students in 3rd grade math met the approaches performance standard
- Hispanic, African American, and Economically Disadvantaged 3rd grade students met or exceeded the state and district averages at the approaches, meets, and masters performance standard in math
- 87% of all students in 4th grade reading met the approaches performance standard
- Economically Disadvantaged 4th grade students met or exceeded the state and district averages at the approaches, meets, and masters performance standard in reading
- 84% of all students in 4th grade math met the approaches performance standard

- Economically Disadvantaged 4th grade students met or exceeded the state and district averages at the approaches, meets, and masters performance standard in math

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The 2018-2019 target criteria in academic achievement of percentage at or above meets grade level for each student group was not met in reading (All students target: 44 R-W: 37) (African Americans target: 32 R-W: 29) (Hispanic target: 37 R-W: 34) White target: 60 R-W: 39). **Root Cause:** Strategic interventions and instructional techniques were focused on improving performance of struggling students.

**Problem Statement 2:**

The 2018-2019 target criteria in academic growth status for each student group was not met in math (All students target: 71 R-W: 64) (Hispanic target: 69 R-W: 66) (White target: 74 R-W: 65) (Economically disadvantage target: 68 R-W: 67). **Root Cause:** Strategic interventions and instructional techniques were focused on improving performance of struggling students instead of growth.

**Problem Statement 3:** The 2018-2019 target criteria in academic achievement of percentage at or above meets grade level for each student group was not met in math (All students target: 46 R-W: 45) (White target: 59 R-W: 49) (Current Special Education target: 23 R-W: 20). **Root Cause:** Strategic interventions and instructional techniques were focused on improving performance of struggling students.

**Problem Statement 4:** The campus performance of 3rd grade reading scoring at the meets (-11%) and masters level (-7%) was below the state averages. **Root Cause:** Lack of emphasis placed on advancing students' performance levels to the meets and masters levels.

**Problem Statement 5:** The campus performance of 4th grade writing scoring at the meets (-13%) and masters level (-4%) was below the state averages. **Root Cause:** Lack of emphasis placed on advancing students' performance levels to the meets and masters levels.

**Problem Statement 6:** According to the student survey, 43% mostly feel safe from being picked on, teased, embarrassed or harassed by others. **Root Cause:** Lack of implementation of character education.

**Problem Statement 7 (Prioritized):** According to the teacher survey, 39% agree that the school has adequate systems for identifying and helping students who are at risk of falling through the cracks. **Root Cause:** Lack of strategic interventions by expert staff members due to them having their own classroom. Lack of training about systematic interventions to address student academic and behavior concerns.

# School Processes & Programs

## School Processes & Programs Summary

**ESF Self-Assessment Implementation Level** (1 = Not Yet Started to 5 = Fully Implemented)

1.1 Develop campus instructional leaders with clear roles and responsibilities. Implementation Level: 4

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. Implementation Level: 2

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. Implementation Level: 3

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. Implementation Level: 4

5.1 Objective-driven daily lesson plans with formative assessments. Implementation Level: 2

5.3 Data-driven instruction. Implementation Level: 3

*See addendum.*

A clear selection criteria and protocols were established while following the district hiring guidelines. In the past, our campus tends to retain high-performing staff members. At the end of the 2020-2021 school year, five out of eleven staff members who resigned left the educational profession and one returned to campus upon completion of their certification. An area needing immediate attention for improvement is creating objective-driven lesson plans with formative assessments. Teachers turned in lesson plans weekly, but administrators did not provide specific feedback on objectives, opening/closing activities, pacing, instructional activities, or formative assessments. Another area of focus involves data-driven instruction. There is a need to place an importance of making instructional decisions based upon data and requiring teachers to write a plan for reteaching and/or reassessment. The second area of focus deals with aligning the vision, mission, goals, and values focused on a safe environment and high expectations. It is necessary to include all stakeholders on surveys throughout the school year. The campus mission and vision statements are not known by all stakeholders. Most of the barriers involve time. Teachers may have difficulty finding time to develop thorough lesson plans and administrators need time to review the lesson plans and provide timely feedback. Some teachers may not feel comfortable sharing instructional strategies with their peers and/or instructional leaders based upon their data. Another barrier involves teachers being unable to verbalize the campus mission and vision statements. The district created a standard lesson plan template to be utilized at all campuses and encouraged campuses to create formative common assessments for data analysis in K-4 grade students. The desired annual outcome is to receive an overall B rating on the accountability system and receive a C or better on each domain.

## School Processes & Programs Strengths

- Campus administrators have specific job descriptions and key duties. Appraisal schedule is determined before the start of the school year.
- Campus calendar includes campus activities, celebrations, assessment dates, PLC meetings, faculty meetings, campus team leader meetings and instructional leadership team meetings. Professional development will be embedded into the weekly campus newsletter to staff members, through PLC

and Extended Wednesday meetings.

- District scope and sequence is aligned to the TEKS which includes readiness standards for all tested grade levels and subject areas. Assessment and reteaching are built into the calendar.
- Curriculum Based Assessments (CBA) are embedded into the district assessment calendars for K-4 grade students. District wide professional development days included training on curriculum.
- Create and maintain a positive school culture and climate.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Improve the closing the gap domain score of 69 out of 100 to 70 out of 100 or better in academic achievement, academic growth, and student success. **Root Cause:** Lack of urgency and strong commitment to improve academic achievement and student growth for all students.

**Problem Statement 2:** Lesson plans lack objectives, opening/closing activities, pacing, instructional activities, or formative assessments. **Root Cause:** Time constraints limit administrators from providing specific feedback on weekly lesson plans.

**Problem Statement 3:** All stakeholders are unable to recite the campus mission and vision statements. **Root Cause:** Lack of visibility of the campus mission and vision statements.

**Problem Statement 4:** Limited selection criteria and protocol which is aligned to the campus vision, mission, values, and goals. **Root Cause:** Lack of time to establish criteria and have interviewers demonstrate a lesson.

**Problem Statement 5:** Lack of ongoing recruitment relationships and internship program with universities that include sources for high-quality candidates. **Root Cause:** Lack of time to form relationships with universities to effectively supervise teaching interns.



# Perceptions

## Perceptions Summary

On-line survey results of staff indicate high levels of satisfaction. During the 2018-2019 school year, there were several common area concerns (hallways 64.1%) (end of the day/dismissal 46.2%) (cafeteria 41%) (assemblies 25.6%) that were addressed by the B.O.B.C.A.T. Bunch. The survey taken in October of 2019 reveals the hallways and cafeteria concerns have been addressed. The B.O.B.C.A.T. Bunch is currently working to improve the end of the day and dismissal procedures. At the end of the 2018-2019 school year, the staff identified four common values (trustworthy, responsible, respectful, and caring) to be implemented campus wide. These beliefs have been incorporated into the staff school shirts, student brag tags, school pledge, character education lessons, and reflected in the main hallway (mirror display). Implementation of a character education program along with positive office referrals and pre- office referrals had positive effects on student misbehavior. There was a significant decrease in office discipline referrals that result in a decrease of ISS and OSS assignments from 211 in 2017-2018 to 123 in 2018-2019 to 51 in 2020-2021.

## Perceptions Strengths

Roosevelt-Wilson Elementary administration and team leaders meet regularly to evaluate campus climate and culture. Instructional leaders and team leaders have input on campus decisions. Parents and guardians have expressed appreciation regarding communication in the form of monthly newsletters and automated call out system. Campus safety is promoted by emergency drills as outlined by the district.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The 2018-2019 target criteria in academic achievement of percentage at or above meets grade level for each student group was not met in reading (All students target: 44 R-W: 37) (African Americans target: 32 R-W: 29) (Hispanic target: 37 R-W: 34) White target: 60 R-W: 39). **Root Cause:** Strategic interventions and instructional techniques were focused on improving performance of struggling students.

**Problem Statement 2 (Prioritized):** The 2018-2019 target criteria in academic growth status for each student group was not met in math (All students target: 71 R-W: 64) (Hispanic target: 69 R-W: 66) (White target: 74 R-W: 65) (Economically disadvantage target: 68 R-W: 67). **Root Cause:** Strategic interventions and instructional techniques were focused on improving performance of struggling students instead of growth.

**Problem Statement 3 (Prioritized):** The 2018-2019 target criteria in academic achievement of percentage at or above meets grade level for each student group was not met in math (All students target: 46 R-W: 45) (White target: 59 R-W: 49) (Current Special Education target: 23 R-W: 20). **Root Cause:** Strategic interventions and instructional techniques were focused on improving performance of struggling students.

# Priority Problem Statements

**Problem Statement 1:** Campus attendance rate of 93.64% in 2020-2021 was below previous years.

**Root Cause 1:** Quarantine protocols and safety concerns due to COVID outweigh the importance of school attendance. Lack of parent education about benefits of regular school attendance and effectiveness of student attendance incentives.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The 2018-2019 target criteria in academic achievement of percentage at or above meets grade level for each student group was not met in reading (All students target: 44 R-W: 37) (African Americans target: 32 R-W: 29) (Hispanic target: 37 R-W: 34) White target: 60 R-W: 39).

**Root Cause 2:** Strategic interventions and instructional techniques were focused on improving performance of struggling students.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:**

The 2018-2019 target criteria in academic growth status for each student group was not met in math (All students target: 71 R-W: 64) (Hispanic target: 69 R-W: 66) (White target: 74 R-W: 65) (Economically disadvantage target: 68 R-W: 67).

**Root Cause 3:** Strategic interventions and instructional techniques were focused on improving performance of struggling students instead of growth.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** The 2018-2019 target criteria in academic achievement of percentage at or above meets grade level for each student group was not met in math (All students target: 46 R-W: 45) (White target: 59 R-W: 49) (Current Special Education target: 23 R-W: 20).

**Root Cause 4:** Strategic interventions and instructional techniques were focused on improving performance of struggling students.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Improve the closing the gap domain score of 69 out of 100 to 70 out of 100 or better in academic achievement, academic growth, and student success.

**Root Cause 5:** Lack of urgency and strong commitment to improve academic achievement and student growth for all students.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** According to the teacher survey, 39% agree that the school has adequate systems for identifying and helping students who are at risk of falling through the cracks.

**Root Cause 6:** Lack of strategic interventions by expert staff members due to them having their own classroom. Lack of training about systematic interventions to address student academic and behavior concerns.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.









3rd Grade Reading 28% to 40%











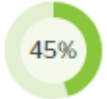

5th - 8th Grade Reading 34% to 46%










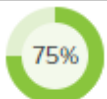
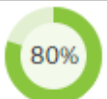

English I & English II 36% to 48%

















**Performance Objective 1:** Increase the percentage of 3rd and 4th grade students that score meets grade level or above on STAAR Reading. The percentage of 3rd grade students will increase from 32% to 35%. The percentage of 4th grade students will increase from 41% to 44%.

**Evaluation Data Sources:** Campus, District, and State Assessments













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development activities in the weekly staff newsletter, weekly PLC Meetings and Extended Wednesday Meetings that focus on high yield instructional strategies. Purposely design and implement high yield instructional strategies in the classroom utilizing Lead4ward Play List, Visible Learning, and/or Kagan Structures. <b>Strategy's Expected Result/Impact:</b> Enhance instructional strategies and improve student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Restructure PLC meetings to discuss the four critical questions (What do we want all students to know? How will we know if each student has learned it? How will we respond when some students have not learned it yet? How will we extend the learning for students who have demonstrated proficiency?) to improve Tier 1 and Tier 2 instruction. <b>Strategy's Expected Result/Impact:</b> Improve Tier 1 and Tier 2 instruction and student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement reading pre-assessments throughout a unit of study to guide decisions about reteaching concepts whole group and/or small group targeted instruction. Develop and post grade level and/or classroom S.M.A.R.T. Goal. <b>Strategy's Expected Result/Impact:</b> Engage students in their learning and improve student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize data tracking wall and electronic data tracking system to monitor student progress and growth using the following assessments: Renaissance Star Reading (BOY, MOY, EOY), TPRI, TX-KEA, running records, CBAs, Benchmarks, STAAR Interim, and/or grade level developed common formative assessments. Monitor student learning by analyzing data in PLC meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction. <b>Strategy's Expected Result/Impact:</b> Creates sense of urgency focused on targeted instruction for students at meets and masters level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Review specific student data with each 3-4 grade teacher to discuss strengths, weaknesses, progress towards classroom or grade level goal and create a plan to increase student learning. <b>Strategy's Expected Result/Impact:</b> Creates sense of urgency and accountability for effective instructional strategies. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Implement individual student goal setting conferences. After running records, unit assessments, Renaissance Reading, CBA, Benchmark, and/or grade level common formative assessments discuss level of mastery and/or growth by comparing results to reading goal and adjust goal as needed. <b>Strategy's Expected Result/Impact:</b> Enable students to take responsibility for their own learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Complete targeted learning walks throughout the school year during PLC meetings to observe a master teacher, complete observation form on effective teaching practices, reflect upon their own teaching, and share learning with their grade level team. <b>Strategy's Expected Result/Impact:</b> Improve effective instructional strategies that enhance student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Implement W.I.N. Time (What I Need) to provide students with specific skill supports and enrichments in reading using various staff members. <b>Strategy's Expected Result/Impact:</b> Improve student achievement for all students and create meaningful relationships between various staff members and students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Monitor implementation of all components of the reading framework by completing targeted walk-through observations. <b>Strategy's Expected Result/Impact:</b> Improve instruction to increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide professional development activities to improve student's reading levels using guided reading instruction and myON digital library. <b>Strategy's Expected Result/Impact:</b> Improve student's reading level and address student needs. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Share TCISD Student Reading Instructional Level expectations and child's current reading level at Parent Teacher Conferences. <b>Strategy's Expected Result/Impact:</b> Increase parental awareness of student progress in reading. <b>Staff Responsible for Monitoring:</b> Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Utilize iRead, Educational Galaxy, Headsprout, Reading Horizons, and/or Waterford to close learning gaps or provide extensions for K through 4th grade students. <b>Strategy's Expected Result/Impact:</b> Improve student learning based on student needs. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide leveled take home readers for K-2 students and provide biweekly incentive card to reward K-1 students for reading ten books indicated on their signed reading log. <b>Strategy's Expected Result/Impact:</b> Improve student reading level, fluency, and comprehension. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Implement a school-wide system to provide books to read at home. Each grade level hallway will contain a bookshelf with books for students to take home books based upon their interest and return when finished. <b>Strategy's Expected Result/Impact:</b> Develop the love for reading and increase reading skills. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.









3rd Grade Math 35% to 45%







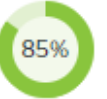



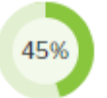

5th - 8th Grade Math 39% to 49%










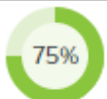
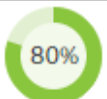

Algebra I 41% to 51%





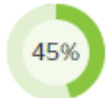







**Performance Objective 1:** Increase the percentage of 3rd and 4th grade students that meets grade level or above on STAAR Math. The percentage of 3rd grade students will increase from 45% to 48%. The percentage of 4th grade students will increase from 45% to 48%.









**Evaluation Data Sources:** Campus, District, and State Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development activities in the weekly staff newsletter, weekly PLC Meetings and Extended Wednesday Meetings that focus on high yield instructional strategies. Purposely design and implement high yield instructional strategies in the classroom utilizing Lead4ward Play List, Visible Learning, and/or Kagan Structures. <b>Strategy's Expected Result/Impact:</b> Enhance instructional strategies and improve student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Restructure PLC meetings to discuss the four critical questions (What do we want all students to know? How will we know if each student has learned it? How will we respond when some students have not learned it yet? How will we extend the learning for students who have demonstrated proficiency?) to improve Tier 1 and Tier 2 instruction. <b>Strategy's Expected Result/Impact:</b> Improve Tier 1 and Tier 2 instruction and student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement math pre-assessments throughout a unit of study to guide decisions about reteaching concepts whole group and/or small group targeted instruction. Develop and post grade level and/or classroom S.M.A.R.T. Goal. <b>Strategy's Expected Result/Impact:</b> Engage students in their learning and improve student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize data tracking wall and electronic data tracking system to monitor student progress and growth using the following assessments: Renaissance Star Math (BOY, MOY, EOY), CBAs, Benchmarks, STAAR Interim, and grade level developed common formative assessments. Monitor student learning by analyzing data in PLC meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction. <b>Strategy's Expected Result/Impact:</b> Creates sense of urgency focused on targeted instruction for students at meets and masters level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Review specific student data with each 3-4 grade teacher to discuss strengths, weaknesses, progress towards classroom or grade level goal, and create a plan to increase student learning. <b>Strategy's Expected Result/Impact:</b> Creates sense of urgency and accountability for effective instructional strategies. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Implement individual student goal setting conferences. After running records, unit assessments, Renaissance Math, CBA, Benchmark, and/or grade level common formative assessments discuss level of mastery and/or growth by comparing results to math goal and adjust goal as needed. <b>Strategy's Expected Result/Impact:</b> Enable students to take responsibility for their own learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Complete targeted learning walks throughout the school year during PLC meetings to observe a master teacher, complete observation form on effective teaching practices, reflect upon their own teaching, and share learning with their grade level team. <b>Strategy's Expected Result/Impact:</b> Improve effective instructional strategies that enhance student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Implement W.I.N. Time (What I Need) to provide students with specific skill supports and enrichments in reading using various staff members. <b>Strategy's Expected Result/Impact:</b> Improve student achievement for all students and create meaningful relationships between various staff members and students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					









Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Monitor implementation of all components of the math framework by completing targeted walk-through observations. <b>Strategy's Expected Result/Impact:</b> Improve instruction to increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Utilize DreamBox, Prodigy, Educational Galaxy, Imagine Learning, and/or Waterford to close learning gaps or provide extensions for K through 4th grade students. <b>Strategy's Expected Result/Impact:</b> Improve student learning based on student needs. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Increase math academic vocabulary and problem solving skills using school-wide word walls, flash cards, math journals, Flocabulary videos, "Math Word of the Day" and "Math Problem of the Week" on morning announcements. <b>Strategy's Expected Result/Impact:</b> Improve student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
















Strategy 12 Details		Reviews			
<b>Strategy 12:</b> Implement math fact practice activities to be completed at home and/or school (flash cards, timed tests, Reflex, and XtraMath). <b>Strategy's Expected Result/Impact:</b> Improve math computation skills. <b>Staff Responsible for Monitoring:</b> Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** In Domain III under Academic Achievement Status, increase meets or exceeds target from seven out of eighteen (African American Math, Hispanic Math, Economically Disadvantage ELA/Reading and Math, English Language ELA/Reading and Math, Special Education ELA/Reading) to thirteen out of eighteen.

**Evaluation Data Sources:** Campus, District, and State Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement math and reading electronic data tracking system and conduct data talks with staff members. <b>Strategy's Expected Result/Impact:</b> Create a sense of urgency for student achievement. Stimulate discussions about ways to improve student performance. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Include TEKS snapshot with past trends, multiple ways tested, and anticipated misconceptions in PLC meetings. <b>Strategy's Expected Result/Impact:</b> Increase understanding of TEKS to improve math and reading instructional strategies. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Specialist  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Strategically plan intentional interventions for specific subgroups based on student strengths and weaknesses using Educational Galaxy, DreamBox, Prodigy, Reading Horizons, Headsprout, Imagine Learning, and/or Waterford. <b>Strategy's Expected Result/Impact:</b> Increase number of students at meets and masters performance level . <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide rigorous programming that emphasizes the importance of building academic engagement for all targeted populations using Dispositions of a R-W Learner, Learning Pit, Visible Learning, Kagan structures, and Growth Mindset strategies. <b>Strategy's Expected Result/Impact:</b> Enable students to take responsibility in their own learning and improve student performance. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide opportunities for vertical alignment across the grade levels to identify commonly missed standards and address student learning gaps. <b>Strategy's Expected Result/Impact:</b> Improve student learning on commonly missed standards. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				















**Goal 3:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 2:**

In Domain III under Growth Status, increase meets or exceeds target from four out of ten (All Students ELA/Reading, White ELA/Reading, Economically Disadvantage ELA/Reading, Continuously Enrolled ELA/Reading) to eight out of ten.

















**Evaluation Data Sources:** Campus, District, and State Assessments













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify students who are not growing in math and/or reading to receive small group instruction focused on specific skills based upon data and implement a teacher accountability system on the lesson plans that address small group instruction.  <b>Strategy's Expected Result/Impact:</b> Increase number sense, computation skills, math problem-solving skills, reading comprehension and fluency. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instruction Specialist, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted small group accelerated instruction for students who did not pass STAAR 3rd and 4th grade Reading and Math assessments as outlined in HB 4545.  <b>Strategy's Expected Result/Impact:</b> Improve student learning and increase student growth on state assessment. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Interventionists, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Increase security and safety measures on campus in order to provide a safe and secure learning environment for all stakeholders.

**Evaluation Data Sources:** Decrease the number of accident reports and increase positive feedback from staff member/parent safety surveys.










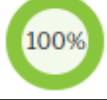
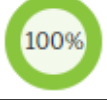
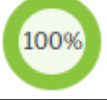
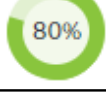
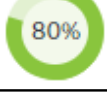
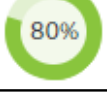





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Post the district emergency flip chart and fire evacuation maps in all classrooms. <b>Strategy's Expected Result/Impact:</b> Ensure campus safety procedures are followed to ensure student and staff safety. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enhance emergency communication system utilizing Tango Tango. <b>Strategy's Expected Result/Impact:</b> Improve emergency communication platform and decrease emergency response time. <b>Staff Responsible for Monitoring:</b> Campus Administrators, District Safety and Security Team, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct emergency drills throughout the school year. <b>Strategy's Expected Result/Impact:</b> Record of successful drills and document interventions taken to correct deficiencies. <b>Staff Responsible for Monitoring:</b> Campus Administrators and District Safety and Security Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement the following safety measures: verify early dismissal requests match up with student's emergency contact list, Raptor all visitors and implement one entrance and exit location for all visitors. <b>Strategy's Expected Result/Impact:</b> Increase safety and security for all stakeholders. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Office Staff, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement the following campus-wide safety procedures for various scenarios: Evacuation, SWEEP (missing student), Student Reunification, Paired Emergency Classrooms, and Special Education Evacuation Plan. <b>Strategy's Expected Result/Impact:</b> Increase staff and student safety. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement the Watch D.O.G.S. (Dads of Great Students) program pending COVID safety protocols. <b>Strategy's Expected Result/Impact:</b> Increase staff and student safety as well as parent participation. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Parent Liaison	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 2:** Establish and follow COVID 19 safety protocols on campus in order to ensure a safe learning environment for all stakeholders.



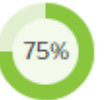









**Evaluation Data Sources:** COVID Data, Nurse's Log, Observations and Staff Surveys













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use three designated entrances for morning drop-off and after school pick-up. In the morning, campus administrators and the counselor will monitor students for mask compliance and use of the hand sanitizing stations. If a student does not have a mask, one will be provided. <b>Strategy's Expected Result/Impact:</b> Limit the spread of COVID. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and monitor arrival, classroom, breakfast, lunch and dismissal procedures to optimize safety protocols due to COVID-19. <b>Strategy's Expected Result/Impact:</b> Limit the spread of COVID. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Require students and staff to wear masks and/or face shields according to district guidelines to minimize exposure to COVID-19. <b>Strategy's Expected Result/Impact:</b> Limit the spread of COVID-19. <b>Staff Responsible for Monitoring:</b> Nurse, Campus Administrators, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain 3 feet social distancing protocols when possible. <b>Strategy's Expected Result/Impact:</b> Limit the spread of COVID-19. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
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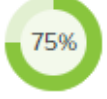





**Goal 5:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Increase the number of students utilizing socially appropriate problem solving skills.

**Evaluation Data Sources:** PEIMS Discipline Data and Bullying Incident Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus wide character education instruction for K-4 students using Purposeful People materials by Character Strong. The program focuses on the following character traits: Courage, Respect, Perseverance, Gratitude, Honesty, Kindness, Empathy, Responsibility, Cooperation, and Creativity. <b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals that result in ISS and OSS assignments. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement character education class in the rotation schedule to provide social skills training based upon the topic of the month. <b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals and student misbehavior. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Character Ed Staff Member  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review and identify staff in need of Crisis Prevention Intervention (CPI) full course and refresher training. <b>Strategy's Expected Result/Impact:</b> Improve student support to provide proper de-escalation strategies. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Implement Campus Threat Assessment Team as needed to address an individual student's emotional needs by creating a plan to prevent future incidents. <b>Strategy's Expected Result/Impact:</b> Decrease office referrals. that result in ISS and OSS assignments. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Threat Assessment Team, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Provide social skills instruction and develop behavior plans for students with extreme behavioral difficulties utilizing the counselor, classroom teachers, ISS staff member, and campus administrators. <b>Strategy's Expected Result/Impact:</b> Decrease number of office referrals for students with persistent misbehavior. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide intensive counseling to students with traumatic experiences with a licensed therapist through the Resolve It program. <b>Strategy's Expected Result/Impact:</b> Decrease bullying incident reports and student misbehavior. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Counselor, and Resolve It Therapist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement a school-wide, age appropriate Anti-Victimization and Anti-Bullying Plan. <b>Strategy's Expected Result/Impact:</b> Decrease bullying incident reports. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Use positive office referrals, daily morning announcements, monthly character education topic and celebration of "Bobcat of the Month" students to develop appropriate student behavior. <b>Strategy's Expected Result/Impact:</b> Improve school wide behavior and increase positive student behavior. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> "Bobcat of the Month" yard signs - 199 - General Fund - \$350, "Bobcat of the Month" certificates - 199 - General Fund - \$50, Positive Office Referral Slips - 199 - General Fund - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













**Goal 6:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in lower ISS, OSS and discretionary placements to DAEP.









**Performance Objective 1:** Decrease number of office referrals that result in ISS and OSS placements by 2%.

**Evaluation Data Sources:** PEIMS Discipline Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement campus wide expectations for common areas using CHAMPS. <b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing training to improve classroom management, student engagement, bullying, and violence prevention. <b>Strategy's Expected Result/Impact:</b> Decrease the number of ISS and OSS assignments <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselor, and Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review discipline data every six weeks and provide additional supports for higher number of referrals. <b>Strategy's Expected Result/Impact:</b> Decrease number of office referrals. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Implement pre-referrals to encourage positive student behavior and provide intervention before student receives an office referral for misbehavior. <b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals and teaching opportunity to change misbehavior. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Implement school-wide discipline system using Discipline Management Levels, PBIS and Student Discipline Flowchart that allows our diverse student population to perform successfully. <b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals, increase instructional time, and improve student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Students demonstrating the character trait of the month will receive a value voucher to be turned into the office. At the end of the month, a drawing will be held for a prize. <b>Strategy's Expected Result/Impact:</b> Increase positive student behavior. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide support to teachers and staff members in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, coaching, consultation, and reflecting upon practices. <b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals, increase instructional time, and improve student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Increase the number of staff members utilizing available technology to prepare and engage students in 21st Century learning.









**Evaluation Data Sources:** Staff Surveys, Sign-In Sheets, and Observations









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participate in district wide professional development offered by the technology department. <b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in technology. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Technology Department  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 2:** Increase student achievement and prepare students for a digital world through the use of technological applications.

**Evaluation Data Sources:** Reports from Software Programs, Walkthroughs, and Lesson Plans













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the use of virtual field trips to fill gaps in background knowledge and vocabulary deficits. <b>Strategy's Expected Result/Impact:</b> Increase student's background knowledge which improves student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use educational software to increase student engagement and provide individualized instruction. Software programs will include Educational Galaxy, Prodigy, Headsprout, Reading Horizons, iRead, myOn, DreamBox, Reflex, Imagine Learning, and/or Waterford. <b>Strategy's Expected Result/Impact:</b> Enable students to take responsibility for their own learning. Increase student engagement and student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Funding Sources:</b> Headsprout Subscription - 199 - General Fund - \$700	Formative			Summative
	Nov	Jan	Mar	June
				



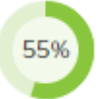









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide additional opportunities for students to access online assessments in order to transition to electronic state assessment by 2022-2023. Students will utilize Beginning of the Year Assessment, STAAR Interim (3-4), and campus/district created assessments in Aware (K-4). <b>Strategy's Expected Result/Impact:</b> Increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Staff surveys, professional development evaluations, sign-in sheets, and agendas



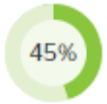



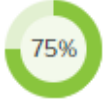

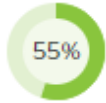



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with Campus QuEST Committee, Team Leaders, and Instructional Leadership Team, and staff members to identify specific training opportunities to meet the campus needs. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity through learning opportunities. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Interventionists  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development activities based upon campus needs during weekly PLC Meetings, Extended Wednesday Faculty Meetings and weekly campus staff newsletter. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity to improve student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for all teachers to complete learning walks which involve observing expert teachers and reflect upon instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and increase reflection of instructional practices. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Specialist  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide effective coaching strategies to staff members from the principal and instructional specialist in order to increase the effectiveness of observation and feedback. <b>Strategy's Expected Result/Impact:</b> Increase support for staff members and improve instruction. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure 100% of K and 1st grade teachers, one special education teacher, reading interventionist, instructional specialist, and principal complete the HB 3 Reading Academy. <b>Strategy's Expected Result/Impact:</b> Increase knowledge and skills in the science of reading instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 8:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Retention rate of staff members

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participate in recruitment at job fairs. <b>Strategy's Expected Result/Impact:</b> Increase quality of new hires. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop a clear selection criteria and protocols that are aligned with the school's vision, mission, values and goals which include standard interview questions and rubric. <b>Strategy's Expected Result/Impact:</b> Increase competence in selection and assigning of newly hired applicants. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist, and Team Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide teachers new to the profession or new to the district with experienced campus mentors who are trained and demonstrate a high level of professional competency. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and retain competent teachers. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Campus Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				









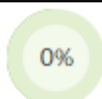



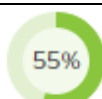
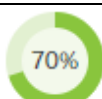
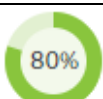



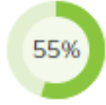

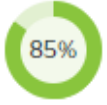





Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Enhance campus morale and explore a variety of ways to improve the sense of belonging throughout the campus by implementing monthly Throw Down Thursday and monthly staff booster events. <b>Strategy's Expected Result/Impact:</b> Increase school climate among staff. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Climate Committee  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 9:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Increase collaboration and communication with all stakeholders to facilitate the success of all students.

**Evaluation Data Sources:** Sign In Sheets, Written Communication, and Observations









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus leadership team will participate in community school events such as Mainland Leadership, City of Texas City Parades, TCISD Parades, Duck Derby, and other events as allowed by COVID-19 protocols. <b>Strategy's Expected Result/Impact:</b> Increase positive image with the community. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Encourage community service with students through food drives and charitable donations such as Jump Rope for Heart, Pennies for Patients, Food Drive, Coat Drive, etc. <b>Strategy's Expected Result/Impact:</b> Develops empathy and compassion by increasing awareness to focus on others and their needs. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide at-risk students with positive role models through the Big Brother Big Sister program as permitted by COVID guidelines. <b>Strategy's Expected Result/Impact:</b> Increase positive behavior of BBBS students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and BBBS Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Support and collaborate with ACE/21st Century staff to provide students with a positive learning experience after school. <b>Strategy's Expected Result/Impact:</b> Increase student participation in ACE/21st Century program and improve student learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Participate in the Backpack Buddy Club (BBBC) program through the Houston Food Bank to provide at-risk students with meals on the weekends. <b>Strategy's Expected Result/Impact:</b> Improve community and home school relationships. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 9:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 2:** Increase the number of students participating in before, during or after school activities by 5%.













**Evaluation Data Sources:** Parent Permission Slips and Logs






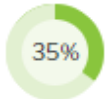
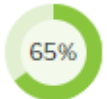



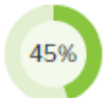





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for students to participate in leadership roles in school and co-curricular activities such as Principal Student Committee, Student Ambassadors, Robotics Club, Safety Patrol, Student Council, Recycling Club, and Spirit Squad as permitted by COVID guidelines. <b>Strategy's Expected Result/Impact:</b> Increase visibility of student clubs. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Snacks, Drinks, and Supplies - 199 - General Fund - \$700	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 35%	 50%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 10:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Increase opportunities for family engagement with staff members to encourage the growth of student's academic and social emotional development.

**Evaluation Data Sources:** Sign-in sheets, attendance data, and parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Before school starts, staff members will call families to thank them for choosing our campus and invite them to Meet the Teacher/Supply Drop Off. Implement five minute positive phone calls to parents throughout the school year. <b>Strategy's Expected Result/Impact:</b> Creates and maintains positive home school relationships. <b>Staff Responsible for Monitoring:</b> Campus Administrators, School Secretary, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Observe and adjust signage outside of the school building to provide welcoming atmosphere and procedures in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Help families feel welcomed and comfortable. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Signs - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Encourage families to join the Parent Teacher Organization (PTO) by distributing enrollment forms, publicizing meeting dates and activities. <b>Strategy's Expected Result/Impact:</b> Increase family participation in PTO. <b>Staff Responsible for Monitoring:</b> Campus Administrators and PTO Board Members	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create and distribute a Parent Family Engagement tri-fold brochure in English and Spanish with parents from various backgrounds. <b>Strategy's Expected Result/Impact:</b> Build positive home school relationships and increase parent involvement. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide multiple family engagement campus activities to encourage participation and support student learning to include Meet the Teacher, Parent Orientation Night, National Hispanic Heritage Month, Parent Teacher Conference Day, Family Reading Night, Family Movie Night, Family Math Night, Science Fair, Career Week, Coffee/Tea with the Principal while following safety protocols. <b>Strategy's Expected Result/Impact:</b> Increase family engagement activities. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Family Engagement Committee, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Create and communicate campus activities about family engagement opportunities using school messenger, TCISD website, Facebook, electronic monthly newsletters, and flyers. <b>Strategy's Expected Result/Impact:</b> Increase family engagement. <b>Staff Responsible for Monitoring:</b> Campus Administrators, School Secretary, and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide professional development to utilize effective communication strategies to share student behavior, academic strengths and concerns during Parent Conference Day. <b>Strategy's Expected Result/Impact:</b> Build positive home school relationships and increase parent involvement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Staff Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Offer families a choice to participate in meetings or activities using the Zoom platform or conference phone calls. <b>Strategy's Expected Result/Impact:</b> Increase family engagement to increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Special Education Teachers, and Classroom Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					









**Goal 10:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 2:** Increase family support to maintain attendance rate at or above 94%.

**Evaluation Data Sources:** On Data Suites and Skyward

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote on time attendance through morning announcements, parent newsletters, and teacher encouragement. Weekly on time attendance will be celebrated every Friday during the "ATTENDance" on the morning announcement. Monthly edible rewards for no tardies and perfect attendance for the month will be celebrated in the cafeteria. <b>Strategy's Expected Result/Impact:</b> Decrease in tardies and increase in student attendance rate. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Attendance Committee, and Classroom Teachers  <b>Funding Sources:</b> Disco balls for each grade level for the "ATTENDance" on Fridays - 199 - General Fund - \$125, Monthly treats - 199 - General Fund - \$900	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Recognize students for perfect attendance at the end of each nine weeks grading period, first semester, second semester, and end of the year. <b>Strategy's Expected Result/Impact:</b> Increase attendance rates. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers  <b>Funding Sources:</b> Brag Tags - 199 - General Fund - \$300, Certificates - 199 - General Fund - \$150	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Communicate with parents about the importance of attendance, compulsory attendance laws, and the effect of attendance on student performance. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate to improve student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Notify parents of excessive absences through email, phone calls, or computer generated letters. Create Behavior Intervention Plan (BIP) with parents to address chronic absences. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate.	Formative			Summative
	Nov	Jan	Mar	June



Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

# **Texas City Independent School District Calvin Vincent Head Start And Pre-K 2021-2022 Campus Improvement Plan**



# Mission Statement

To increase school readiness, in a cooperative effort with home and community, through the provision of services designed to enhance the development of the whole child.

## Vision

For the child, parent, teachers, and staff members to work together in a cooperative effort that will enhance each child's growth and development.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

TCISD is comprised of residents of Texas City, Tx and La Marque, Tx and is situated approximately 30 miles southeast of Houston, the largest city in Texas. TCISD is a Texas Education Agency School district occupying much of Galveston and is comprised of 78.31 square miles. TCISD had an enrollment count of 8,663 during the 2020-2021 school year. Student demographics are diverse: Hispanic (45.33%), White (20.48%), and African American (29.85%). A total of 8,044 of TCISD students from Pre-K through 12th grade are considered economically disadvantaged. A total of 803 of all district students are English language learners, and 3431 of all district students are considered to be at risk. The Census Bureau's 2019 report shows that 11.3% of Galveston County's total population lives in poverty. Total family households were counted at 342,139 with median income of \$73,330. A total of 17.4% of residents lacked health insurance. 15% of children living in Galveston County live below poverty. The educational background for Galveston county residents 25 years old and over include: 19,171 (Non- high school graduate), 60,883 (High school graduate or equivalent), 77,617 (some college or associate degree) and 70,822 (bachelor's degree or higher). Approximately 8,806 of preschool aged children living in Galveston County attend a preschool or other learning facility. Data obtained from the American Community Survey shows a great need for child-care for young children age birth to 4 years old. Approximately 460,000 children living in poverty lack child-care in Texas. In addition to the 154 Head start enrollment slots located at Calvin Vincent Childhood Center, there are a total of 154 state pre-kindergarten slots and the ECSE (Early Childhood Special Education) program located in the same facility. There are currently approximately 31 ECSE students enrolled. This puts our anticipated population for 2021-2022 at approximately 340 students.

### Demographics Strengths

We looked at our Skyward data, our Head Start grant, and our Head Start Program Information Report to come up with our strengths:

- We have been awarded a five-year Head start grant beginning December 1, 2018.
- We have a diversified, experienced staff matching demographics of our students.
- We have all La Marque and Texas City Pre-K and ECSE students under one roof

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The majority of our Pre-K students continue to come from Texas City, although our La Marque population has increased over the past school year. **Root Cause:** The perception is that La Marque students attend only La Marque campuses

**Problem Statement 2:** Only 64% of students achieved expected levels of mastery in Language and Literacy. **Root Cause:** Parents lack the knowledge and capacity to help their child build strong communication and vocabulary skills at home.

# Student Achievement

## Student Achievement Summary

We do not have a gender or ethnicity separation for our data. Data needs to be disaggregated to pinpoint specific learning needs and strategies. Our language scores are still the lowest compared to others. All our scores improved with no regression between the testing sessions.

## Student Achievement Strengths

- All average scores on CLI Engage increased throughout the year. Having a PE teacher helped improve gross motor skills and team work in a structured environment.
- Having smaller class sizes allowed more intervention opportunities and resulted in an increase of 30 points in all areas but one.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Our students need more time to recognize vocabulary and alphabet as they are being assessed with CLI Engage. At 3-5 years old, they often need more thinking time than CLI provides us. We theorize our scores would improve at least slightly. This would really benefit as our language scores are usually the lowest. **Root Cause:** Students lack of vocabulary and basics academic skills

**Problem Statement 2:** Our speech intervention is not consistent in regard to assessment and pull-out times. We found that our children in need weren't evaluated in a timely manner. When a child was approved for services, they were not pulled on a consistent basis in accordance with the schedule arranged. **Root Cause:** We are using contract companies and not our own employees.

# School Culture and Climate

## School Culture and Climate Summary

Students find our school a fun place to learn. New staff need more information about our school climate; current staff feels there is not consistent support. Calvin Vincent monitors school readiness goals, lesson plans, report cards, CLI Engage data, and staffs three family advocates. CLI data and report card data show consistent and significant growth on our campus. Our behavior and discipline referrals have declined. Some staff feel extremely safe on our campus; some staff feel moderately safe on our campus. Teachers expect students to meet expectations at their ability level. Students that need more love, structure and routine show interest in coming to school, so in turn their parents bring them to school. This leads to better attendance. Based on walk throughs and observations, teachers with strong classroom management skills tended to have fewer student disruptions. Our facility was not built for the pre-k program that we are operating today. We need things such as bigger classrooms, bathrooms and sinks in all classrooms, a self-sufficient kitchen for the cafeteria, and windows.

## School Culture and Climate Strengths

- Strong traditions
- Daily student chosen greetings by teachers of every child into every classroom

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Poor Attendance **Root Cause:** Parents don't realize this isn't daycare and their child is losing out on valuable learning time

**Problem Statement 2:** New staff does not feel informed. **Root Cause:** There isn't scheduled time during New Teacher Orientation for the new teachers to learn about their campus.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Our new teachers feel overwhelmed and under-supported. They want authentic mentoring that truly meets new teachers' needs. One idea is hiring a retired teacher to become a mentor for new hires (both teachers and assistants). This teacher would be able to teach and model exactly what each new teacher or assistant needs. For retention, we notice our Professional Development is often time-consuming and doesn't always meet staff needs. We need to poll and understand the goals of the staff to understand which developments and trainings best meet their needs. This would ensure no time was wasted on fruitless endeavors and better spent supporting the staff. In regard to staff quality, we feel everyone should be ESL certified. We also feel a SPED training for the entire campus would benefit in noticing signs in our students. This would also benefit inclusion possibilities and support for our ECSE staff.

## Staff Quality, Recruitment, and Retention Strengths

- Staff is incredibly supportive to anyone who needs help. If a teacher asks a question of a fellow staff member, the question is always answered to the best of their knowledge. Books and content and ideas pour forth.
- Small incentives in our boxes cheered up our Friday as well as attendance incentives.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 2:** Administrators must be more actively visible during the school day. If administrators walked around constantly, engaging in classrooms, they would see teachers needing extra assistance as well as those who were excelling. Administrators could take this knowledge and decide growth plans or professional development on an individual and at a campus level. **Root Cause:** Administrators have too many "hats".

**Problem Statement 3:** Create collaboration teams that meet bi-weekly. These teams could discuss strengths and weaknesses among their students. Each of these collaboration teams could elect a leader (or rotate a leader) to meet once a month with all other team leaders. These leaders could summarize their groups' findings and get a pH test of the school. It would also improve the feeling of support. **Root Cause:** We didn't have small teams.

**Problem Statement 4:** Assistants and teachers need a proper planning period together. They could discuss the next educational steps to best prepare their students. **Root Cause:** Assistants have to go to fine arts rotation with their students.

**Problem Statement 5:** New Hires be required to teach a lesson/submit a lesson during the interview process. We would gain a better understanding of a teacher's abilities and demeanor before officially hiring. **Root Cause:** Staff resign late or during the summer.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Pre-K/Head start curriculum provides evidence through the learning goals for each lesson that coordinate with state Pre-k guidelines and Head Start student outcomes. We use anecdotal notes, CLI Engage data, and weekly one-on-one formative assessments to monitor all student learning. All learners' needs are met through modifications/ higher order questioning throughout instruction. These techniques combined with individualized supplements maximize student learning.

## Curriculum, Instruction, and Assessment Strengths

- The curriculum provides differentiated learning strategies to meet the needs of each student.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 2:** The curriculum assessments were not utilized fully **Root Cause:** The curriculum didn't provide adequate assessment tools.

**Problem Statement 3:** The CLI Engage is not age appropriate for our three-year-old students. **Root Cause:** We are assessing too many components.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Pre-Covid we had much more parent involvement. Post-Covid we had no parent involvement. We have many opportunities for parents to participate and volunteer on campus (when it is running normally). Our community has a variety of support for families (ex: United Way, Texas City Food Bank, Four Cs Clinic, Community in Action, etc.). We have Bilingual Programs, ESL Programs, and translate notes for parents. We provide special programs for Speech, OT/PT, AI, AU, Vision/Mobility, and adaptive PE. Our community partners with United Way, Texas City Food Bank, Four Cs Clinic, Community in Actions, etc.

## Parent and Community Engagement Strengths

- Strong, present community service agencies.
- Consistent opportunities for parents to be involved during a normal school year.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Lack of participation. **Root Cause:** Little or no education on technology.

**Problem Statement 2:** Lack of communication. **Root Cause:** Parents tend to not read important documents placed in student folders on a regular basis.

## School Context and Organization

### School Context and Organization Summary

TCISD supports our organization by holding regular school board meetings and resources provided to our campus. Smaller classes allowed teachers to provide more individualized instruction to their students during the 2020-2021 school year. Teachers are providing before and after school instruction, and summer school to reach all students. Decision making and school policies are decided by the administration and the school board. The assessments used by the teachers to evaluate students are decided by the administration and the state. We hold our students at Calvin Vincent to high standards, and we expect them to be kindergarten ready when leaving our campus. We encourage parents to be actively involved in their child's education.

### School Context and Organization Strengths

- The smaller class sizes allowed teachers to reach each child individually on an escalated level.
- The standards of Calvin Vincent allow our students to exceed expectations when they reach kindergarten

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers have not input in decision making or school policies. **Root Cause:** All decisions are done at the administration levels

**Problem Statement 2:** Teachers have not input in assessment of students. **Root Cause:** State funding is based on assessment data and administration must select a proper assessment.

# Technology

## Technology Summary

Each classroom is equipped with a CleverTouch board, several iPads for student use, a class set of student laptops, printers, and teacher desktop and laptop computers. Teachers all have access to color printers. Technology is used throughout the day during instruction by using the Clever Touch in whole group, small group, and center activities, computer/laptops and iPads. These items are integrated consistently throughout all content areas. The access to technology affords us many learning opportunities to prepare our students for their next grade level.

## Technology Strengths

- We have access to many technology opportunities, including a district technology specialist willing to provide training upon request.
- Each child has a laptop available for use individually.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Consistent WIFI issues present obstacles for safety and instruction. **Root Cause:** It is an old building and the connection is poor.

**Problem Statement 2:** Our three-year-old classes, bilingual program and ECSE program have limited opportunities with software. **Root Cause:** Lack of knowledge of programs.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## **Student Data: Assessments**

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

## **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
- Evaluation(s) of professional development implementation and impact
- Equity data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

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



# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.





3rd Grade Reading 28% to 40%





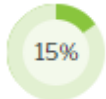

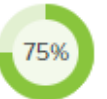

5th - 8th Grade Reading 34% to 46%









English I & English II 36% to 48%

**Performance Objective 1:** The percentage of pre-kindergarten students in pre-k 3 and pre-k 4 who master objectives in language and communication will increase from 64% to 72% by the end of the 2021-2022 school year.

**Evaluation Data Sources:** End of the year wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that 100% of classrooms are literacy rich by having teachers write labels on furniture, equipment, and center areas, actively utilize word walls, and match pictures to words when doing class writings to benefit the whole child; most importantly our special education students, African American students, and bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be immersed in text rich environments making them aware of the use of printed letters and words in our environment</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Coordinator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Require 100% of all classroom teachers to engage students in a minimum of two read alouds per day as evidenced through lesson plans and walk through data in order to increase the quality of learning for all students <b>Strategy's Expected Result/Impact:</b> Increased exposure to oral language and higher level questioning opportunities for all students. <b>Staff Responsible for Monitoring:</b> Principal and Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide training to 100% of teachers and teacher assistants on the proper use of an actively utilized word wall and its importance in the development of literacy and reading skills in all students. <b>Strategy's Expected Result/Impact:</b> Students are exposed to written everyday language in an organized, systematic way. <b>Staff Responsible for Monitoring:</b> Coordinator, teachers, and teacher assistants.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> A calendar of virtual and in person parent trainings modeling how to assist their child academically, physically, and emotionally (literacy night, take-home library, etc.) at home will be created in English and Spanish by the management team and will be made available to all parents upon completion <b>Strategy's Expected Result/Impact:</b> Parent capacity to assist with child's needs at home will increase <b>Staff Responsible for Monitoring:</b> Management team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.









3rd Grade Math 35% to 45%









5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%

**Performance Objective 1:** The percentage of Pre-k students achieving mastery level in mathematics will increase from 79%-85% by the end of the 2021-2022 school year.

**Evaluation Data Sources:** End of year wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of classrooms will display large numbers zero through ten with all the different ways to represent each number on them; dots, tally marks, Roman numerals, number, word, domino, etc. <b>Strategy's Expected Result/Impact:</b> Increase in fundamental mathematics understanding. <b>Staff Responsible for Monitoring:</b> Principal and coordinator.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of students will celebrate the 100th day of school by engaging in multiple hands-on activities <b>Strategy's Expected Result/Impact:</b> Increase in fundamental mathematics understanding <b>Staff Responsible for Monitoring:</b> Coordinator and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A calendar of virtual and in person parent trainings modeling how to assist their child academically, physically, and emotionally (math night, etc) at home will be created in English and Spanish by the management team and will be made available to all parents upon completion  <b>Strategy's Expected Result/Impact:</b> Parent capacity to assist with child's needs at home will increase <b>Staff Responsible for Monitoring:</b> Management team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** All students who leave Calvin Vincent will have an idea of what they would like to be when they grow up.

**HB3 Goal**

**Evaluation Data Sources:** Classroom charts









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will incorporate career choices, military decisions, and colleges into lessons throughout the school year to give students a well rounded view of the options they will face upon graduation. <b>Strategy's Expected Result/Impact:</b> Increased awareness of options after high school graduation <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase dress up clothing to represent a wide variety of careers, military, and colleges, and have in each classroom to aid in discussions related to career, military, and college readiness during lessons throughout the year. <b>Strategy's Expected Result/Impact:</b> Increased awareness of options after high school graduation <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> During Community Helpers Week, invite different members of the community, such as deputy, firefighter, dentist, doctor, chefs, engineers, etc. To talk to students about their job. <b>Strategy's Expected Result/Impact:</b> Expand the students' sense of what they believe is possible for their own future. <b>Staff Responsible for Monitoring:</b> Teachers, Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** All students will leave Calvin Vincent at the end of the school year with the skills necessary to be successful in kindergarten.

**Evaluation Data Sources:** End of year report cards and wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create campus school readiness goals based on assessment data and information gathered from biannual School Readiness Committee meetings for each enrolled student. <b>Strategy's Expected Result/Impact:</b> A focused list of goals to strive toward meeting to ensure kindergarten readiness <b>Staff Responsible for Monitoring:</b> Coordinator and teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure that 100% of teachers possess an adequate supply of appropriate, easy to see, relevant vocabulary cards. <b>Strategy's Expected Result/Impact:</b> Increased vocabulary in our at-risk students <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide 100% of all parents a unique CLI pin number at the first parent conference so they can access the parent portion of the assessment program at home with their child. <b>Strategy's Expected Result/Impact:</b> Maximize learning for all students and increase parent engagement in student learning <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Require 100% of teachers to maintain up-to-date, quality anecdotal notes on each student's progress throughout each day of the school year. <b>Strategy's Expected Result/Impact:</b> Justification of individualized, differentiated instruction and accurate report card assessments <b>Staff Responsible for Monitoring:</b> Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All students who meet mastery of basic skills will be challenged with extended and enriched learning opportunities. <b>Strategy's Expected Result/Impact:</b> Differentiated instruction	Formative			Summative
	Nov	Jan	Mar	June










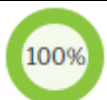
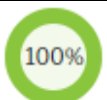
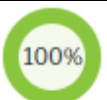




<p><b>Staff Responsible for Monitoring:</b> Principal and Coordinator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum</p>				
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**Goal 5:** The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to utilize a campus crisis management team to consist of a variety of staff positions. <b>Strategy's Expected Result/Impact:</b> Well rounded perspective of safety needs of the campus <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Require 100% of all students to possess a backpack tag listing up-to-date important dismissal and authorized contact information at all times <b>Strategy's Expected Result/Impact:</b> Safe, effective pick-up procedures for every student <b>Staff Responsible for Monitoring:</b> Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Require 100% of all students to utilize a clear, plastic back pack while on campus at all times. <b>Strategy's Expected Result/Impact:</b> Clear view for parents and staff members of what items are in the backpack <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Follow all district determined COVID-19 protocol. <b>Strategy's Expected Result/Impact:</b> Minimized risk of exposure and low infection rates in students and staff <b>Staff Responsible for Monitoring:</b> Principal, coordinator, and nurse  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide child friendly and seasonal mask and let students choose their favorite <b>Strategy's Expected Result/Impact:</b> The students are going to wear their mask all the time <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize a campus wide discipline management plan complete with campus wide expectations, mandatory consequences, and optional consequences to be utilized on a consistent, fair basis with all students in all classrooms. <b>Strategy's Expected Result/Impact:</b> Decrease number of discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Require 100% of all teachers to implement all Conscious Discipline components in order to teach all students skills of self-regulation and social-emotional wellbeing <b>Strategy's Expected Result/Impact:</b> Decrease in number of class disruptions leading to classroom removal. <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide bullying training to 100% of all staff members in order to reduce the number of incidents and increase appropriate reporting procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of incidents reported as bullying that do not meet the criteria.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and coordinator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.









**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will be taught to use conscious discipline strategies to developmentally appropriate social emotional problem solving skills. <b>Strategy's Expected Result/Impact:</b> Reduction in office referrals. <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

















**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 3:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Virtual parent training sessions regarding the importance and impact of consistent, daily attendance in Pre-K will be held monthly in English and Spanish and posted on the campus website for easy access. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the importance of attendance in Pre-K <b>Staff Responsible for Monitoring:</b> Management team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Regularly send home written information in color to parents explaining the importance of their child being at school every day possible. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the importance of daily attendance in Pre-K <b>Staff Responsible for Monitoring:</b> Principal and family advocates  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				















Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize social media to spread the importance of Pre-K attendance. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the importance of daily attendance in Pre-K <b>Staff Responsible for Monitoring:</b> Social media managers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Daily parent contact by 100% of all teachers of every student absent in their classroom and daily follow-up by the campus nurse <b>Strategy's Expected Result/Impact:</b> Understanding of why students are missing school and early intervention for students absent with COVID-19 symptoms <b>Staff Responsible for Monitoring:</b> Attendance clerk and nurse  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Widely spread data from each wave of CLI Engage assessment throughout the school year and in recruiting new families in the fall. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the academic focus and success of the campus <b>Staff Responsible for Monitoring:</b> Social media managers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

**Performance Objective 4:** Assist students in the identification of individual interests and skills.









**Evaluation Data Sources:** Increased participation, course selection and interest surveys









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will take a turn creating an all about me poster to be presented to the class and displayed in the hallway for one week. <b>Strategy's Expected Result/Impact:</b> Students will become aware of their likes and dislikes. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will be given opportunities to choose classroom activities based on individual preference and interests on a daily basis. <b>Strategy's Expected Result/Impact:</b> Students are able to sample a wide variety of activities to determine likes and dislikes. <b>Staff Responsible for Monitoring:</b> Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain two campus crisis teams who will be 100% fully trained in CPI and TBSI strategies <b>Strategy's Expected Result/Impact:</b> Teachers will have trained experts to consult when experiencing difficult behavior from students in the classroom <b>Staff Responsible for Monitoring:</b> Special education coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Require 100% of all staff members to utilize components of Conscious Discipline when dealing with difficult behaviors before seeking outside assistance. <b>Strategy's Expected Result/Impact:</b> Reduction in the number of office referrals and decreased time outside of classrooms <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a behavioral improvement team to include a variety of staff member positions voted on by their peers that will research and share innovative strategies to improve classroom behavior and seek out necessary professional development for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus staff will have ongoing monitoring of behavioral concerns on campus, strategies to address those concerns, and access to needed professional development in order to be able to effectively implement them</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator and behavioral improvement team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** The District will provide resources and all campuses will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.







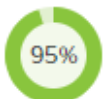





**Evaluation Data Sources:** Behavior data tracking and behavior plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with outside sources such as Depelchin to find resources to help parents with difficult children in their own home. <b>Strategy's Expected Result/Impact:</b> Parents better equipped to collaborate with school efforts to improve student behavior <b>Staff Responsible for Monitoring:</b> Advocates, teachers, coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Head Start grant and Quality Improvement funding to employ a professional mental health consultant to be present on campus for 20 hours each week to observe students, provide therapy to students and families, and be proactive in identifying students needing outside mental health consultations. <b>Strategy's Expected Result/Impact:</b> Improved classroom behavior and structured strategies in place to support Head Start students in need of these services <b>Staff Responsible for Monitoring:</b> Teachers, principal, coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.













**Evaluation Data Sources:** Successful implementation of the use of technology.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers training on the different programs that are available in the school district that are appropriate for pre-kindergarten students. <b>Strategy's Expected Result/Impact:</b> The teachers will learn about the different programs and will use them in their instruction each day <b>Staff Responsible for Monitoring:</b> Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Make sure all teachers are using all components of the new PreK curriculum portal and provide the support they need. <b>Strategy's Expected Result/Impact:</b> The more they use it, the more familiar they will become. <b>Staff Responsible for Monitoring:</b> Coordinator, Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Develop highly qualified and effective staff through on-going professional development.









**Evaluation Data Sources:** Retention rate, improved instruction

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Allow 100% of all new to campus teachers and teacher assistants to observe returning, experienced teachers in their classrooms in a variety of instructional settings <b>Strategy's Expected Result/Impact:</b> Improved capacity in new to campus staff reducing turnover needs <b>Staff Responsible for Monitoring:</b> Coordinator and teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Allow 100% of all staff members to seek out and attend training applicable to their individualized professional development plans. <b>Strategy's Expected Result/Impact:</b> Higher levels of capacity in an individualized manner of all staff <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Assign a mentor teacher or assistant teacher to 100% of all new to campus staff to be a role model and go-to person for information and guidance during their first year on campus. <b>Strategy's Expected Result/Impact:</b> Reduction in hidden rules and greater understanding of procedures and traditions <b>Staff Responsible for Monitoring:</b> District Level (hiring the mentor and coordinating), Campus level (selecting the mentors); the mentors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize an experienced, well rounded interview committee consisting of a minimum of four members to include teachers, paras, support staff, administrators, and/or community members when looking at possible candidates to fill vacant and new positions so that each candidate can be looked at from a variety of perspectives <b>Strategy's Expected Result/Impact:</b> Employment of the best suited candidates for each position <b>Staff Responsible for Monitoring:</b> Hiring committee, teacher feedback  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				



















Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure that teachers and teacher assistants meet BI-WEEKLY with the school coordinator and/or lead teacher to discuss instructional and other needs and concerns. <b>Strategy's Expected Result/Impact:</b> Greater collaboration and increased instructional capacity <b>Staff Responsible for Monitoring:</b> Administration, teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Assign a campus representative to the district risk management committee to attend meetings and ensure that appropriate safety information is disseminated to every staff member in a timely fashion <b>Strategy's Expected Result/Impact:</b> Decrease in unsafe work environment incidents <b>Staff Responsible for Monitoring:</b> Campus risk management committee representative  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 9:** The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Carefully check a minimum of three references for each candidate prior to offering them a position with the campus to ensure quality candidates are hired to work with our Pre-K students. <b>Strategy's Expected Result/Impact:</b> Decreased risk of hiring ineffective staff <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain a positive campus climate and high staff morale as documented by staff surveys and evaluations. <b>Strategy's Expected Result/Impact:</b> Retention of high quality staff <b>Staff Responsible for Monitoring:</b> Principal, coordinator, campus morale committee  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Check each candidate's credentials carefully through SBEC and the Human Resources department to ensure that they are highly qualified for the vacant position before hire. <b>Strategy's Expected Result/Impact:</b> Employment of highly qualified staff <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 10:** Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Distribute a parent involvement policy outlining the policies, procedures, and responsibilities of parents who have children in our program. <b>Strategy's Expected Result/Impact:</b> Greater awareness and increased knowledge of parent rights and responsibilities <b>Staff Responsible for Monitoring:</b> Principal and family advocates  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Send home a monthly campus newsletter with helpful parenting tips and educational information and resources as well as a variety of articles that are relevant to our population of parents and students. <b>Strategy's Expected Result/Impact:</b> Improved parenting skills in our parent population <b>Staff Responsible for Monitoring:</b> Family advocates  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of all teachers and administrators will utilize an appropriate app, such as Remind or Class DoJo, to effectively communicate timely information to parents. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement in campus and district offered opportunities <b>Staff Responsible for Monitoring:</b> Coordinator and teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent meetings and trainings will be offered virtually to all parents, will be recorded, and posted on the campus website for easier access to all parents. <b>Strategy's Expected Result/Impact:</b> Increased viewing of meeting and training information by parents <b>Staff Responsible for Monitoring:</b> Management team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrative staff will maintain an open door policy and welcome parent concerns and contact BY making appointment for 100% of the time they are on campus and available. <b>Strategy's Expected Result/Impact:</b> Increased parent access to administration when questions or concerns arise. <b>Staff Responsible for Monitoring:</b> Principal and coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 11:** The District will provide support and encourage parental engagement at all campuses throughout the year.

**Performance Objective 1:** Improve communication and involvement with parents and promote parent engagement.

**Evaluation Data Sources:** Forms, projects.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will participate in different volunteer projects to receive volunteer hours. <b>Strategy's Expected Result/Impact:</b> Parents are going to be more aware about what the students are learning and how to help them at home. <b>Staff Responsible for Monitoring:</b> Teachers, family advocates  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use different forms of communication with parents to ensure they receive the information. For example newsletters, remind, call outs, flyers, take home folders, face book page. <b>Strategy's Expected Result/Impact:</b> Parents will be knowledge about what is happening at the school. <b>Staff Responsible for Monitoring:</b> Teachers, Family Advocates and administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Have monthly parent meetings base on the parents current needs and inviting different community members <b>Strategy's Expected Result/Impact:</b> Parental Involvement <b>Staff Responsible for Monitoring:</b> Family advocates and administrators.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Holding academic nights so teachers can model for the parents different learning strategies <b>Strategy's Expected Result/Impact:</b> Parents will know how to help their students at home <b>Staff Responsible for Monitoring:</b> Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Texas City Independent School District**

## **Hayley Elementary**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**





# Mission Statement

Hayley Elementary creates and provides a safe and encouraging educational environment that allows all children to thrive and become productive members of a multicultural society.

## Vision

Endless Possibilities in our Learning. Every Minute, Every Student, Every Day!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Site-Based and CNA Committees analyzed student achievement data, instructional, curricular, personnel, organizational data, demographics, and survey results and reported the following findings: The RtI process needs to become more effective this year. Our students are struggling to score at the approaches, meets, and masters level on STAAR in all tested areas. There is a lack of phonics instruction occurring at every grade level. The committees reported our students have gaps due to their lack of experiences and due to COVID-19 absences. Our enrollment dropped over the last school year, but our overall demographics have stayed the same. The committees discovered, based on data, students in grades K-2 are not getting a strong reading foundation to help them become successful when the rigor is higher in the upper grades. Additionally, students in grades K-2 are not getting a strong number sense foundation to help them understand higher level math concepts in the upper grades. Finally, students in grades K-5 are not able to articulate their learning or identify when they have mastered or are successful with their learning targets. As a campus we need to build stronger relationships with staff members, students, and families and ensure there is a culture of mutual respect. The campus needs to focus on increasing attendance and the social/emotional needs of students. Overall, the campus needs to continue to focus on increasing the number of students reading on grade level as well as ensure rigorous Tier 1 instruction is occurring in all content areas.

# Demographics

## Demographics Summary

The Site Based and Demographics Committee analyzed our data and reported the following findings:

- Hayley Elementary serves 535 students in grades K - 5th. The 2020 - 2021 school year was the first year for Hayley to be K-5th grade. Before, it was K-2nd. In grades K - 2nd grade classes are self-contained while grades 3rd - 5th classes are departmentalized.
- Hayley Elementary serves predominately economically disadvantaged families. Hayley's economically disadvantaged rate is 95.3%.
- The overall mobility rate for the campus is: 22.7%
- The Average Daily Attendance Rate is 90.9%, which was a significant decrease from the previous attendance rate of 95.5%. The Pandemic and the need for students to be quarantined may have caused our attendance rate to decrease from the previous year.
- Hayley Elementary serves students in Special Education (16.8%), English Learners (15.7%), At-Risk Students (%), students identified as Gifted and Talented (0.7%), and students identified for 504 services (5%).

# Student Learning

## Student Learning Summary

The Student Learning/Achievement Committee analyzed our data and reported the following findings: There is needs to be an increase in highly effective Tier 1 instruction. There was a lack of RTI. The campus met the target for EL growth. Our students are struggling to score at the Approaches, Meets and Masters levels on STAAR in all tested areas. The committee also reported the following findings: (1) There is a lack of phonics instruction occurring at every grade level and this impacts the number of students reading on grade level; (2) Teachers reported there is a lack of professional development. (3) In addition, the committee reported that our students have gaps due to their lack of experiences and COVID-19 school closures.

Needs identified by the Student Learning Committee: Most of our students scored at the "Did Not Meet" level on STAAR in all areas. The campus needs to increase the number of students achieving, Approaches, Meet and Master on STAAR. 44. There was a Lack of procedures in place for student failures. All students are not meeting math standards. Students struggle with word problems and comprehension. Students struggle with multi-step problems. Students struggle to answer critical thinking and higher-order questions; students need to develop these skills. Our students have a lack of schema and exposure to experiences. This lack of exposure impacts their use of vocabulary as well. Need additional academic time in reading and math, especially in the primary grades. We interventions. All teachers need to have students speak in complete sentences and explain their thinking to increase the use of academic vocabulary. Vertically aligned essential standards across all grade levels for math and reading are needed. Students need to continue to take ownership of their learning and engagement needs to increase. Increase family training on the importance of oral language and how to support reading at home. Provide family training in a variety of ways.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Most students are attaining "Did Not Meet Grade Level" on all areas of the STAAR. **Root Cause:** The Tier 1 instruction students are receiving is not aligned to the rigor of STAAR in all grade levels. Teacher clarity of essential standards needs to increase.

# School Processes & Programs

## School Processes & Programs Summary

The Processes/Programs Committee analyzed our instructional, curricular, personnel, and organizational data. The committee discovered, based on data, students in grades K-2 are not getting a strong reading foundation to help them become successful when the rigor is higher in the upper grades. Additionally, students in grades K-2 are not getting a strong number sense foundation to help them understand higher level math concepts in the upper grades. Finally, students in grades K-5 are not able to articulate their learning or identify when they have mastered their learning targets.

Needs Identified by the School Processes & Programs Committee Students are struggling with literacy skills from an early age; on any given year, between 65% and 80% of all Students are reading below grade level. The school needs to build a stronger culture of literacy on our campus. Teachers in K-5 need additional vertical alignment meetings to discuss strategies and create non-negotiable/essential TEKS from grade to grade, content to content. Teachers struggle to address level 3 and 4 of DOK based on time, resources, lessons, ideas, etc. Teachers identified the need for additional resources in social studies and a math fact fluency program (Reflex Math). Students need to take an increased ownership in their learning and be come active participants in learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Currently 80% of all students are reading below grade level. **Root Cause:** Students have several at-risk factors. Students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in the upper grades.

# Perceptions

## Perceptions Summary

Based on survey data and staff input Hayley Elementary needs to develop positive behavioral supports and behaviorial RTI. We need develop and implement a stronger Tier 1 program for the entire campus to address the needs of behavior. The school needs to develop a PTO and involve the community and families more in the school.

# Priority Problem Statements

**Problem Statement 1:** Most students are attaining "Did Not Meet Grade Level" on all areas of the STAAR.

**Root Cause 1:** The Tier 1 instruction students are receiving is not aligned to the rigor of STAAR in all grade levels. Teacher clarity of essential standards needs to increase.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Currently 80% of all students are reading below grade level.

**Root Cause 2:** Students have several at-risk factors. Students in grades K-2 are not developing a strong foundation in basic reading skills in order to apply reading concepts in the upper grades.

**Problem Statement 2 Areas:** School Processes & Programs



# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%





5th Grade Reading 34% to 46%









**Performance Objective 1:** Hayley Elementary will improve the performance of all students in Reading by increasing meets performance by 2%.













## HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-5.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective reading instructional strategies . <b>Strategy's Expected Result/Impact:</b> The professional development will be done through monthly faculty meetings, PLCs, literacy academies, a reading consultant, and district training. We expect to increase the number of students reading on grade level. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> We will develop a culture of readers. This will be done through a variety of methods including: Individual, class and campus reading goals aligned to the TEKS, book talks, challenges, and increasing access to books for all students. <b>Strategy's Expected Result/Impact:</b> As the campus develops a culture of readers, we expect students to increase the amount of time and books they are reading. We also expect to increase the number of students reading on grade level. This will be monitored by the Reading Task Force monthly. <b>Staff Responsible for Monitoring:</b> Principal Librarian Reading Interventionist Campus Instructional Specialist Teachers Reading Task Force  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The campus will utilize paraprofessional support to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5. <b>Strategy's Expected Result/Impact:</b> Monolingual and Bilingual students will increase their reading levels by the end of the school year. <b>Staff Responsible for Monitoring:</b> Principal Teacher Reading Interventionist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus will utilize after school tutorials and the ACE (21st Century) program to improve the number of at-risk students achieving at the "meets" level on STAAR in Reading in grades 3-5 <b>Strategy's Expected Result/Impact:</b> We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets on STAAR. <b>Staff Responsible for Monitoring:</b> Principal ACE Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The campus will utilize the Reading Interventionist to implement deeper reading intervention. <b>Strategy's Expected Result/Impact:</b> With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In addition, we expect STAAR scores to increase for reading. Student reading levels are monitored weekly in PLCs and every six weeks through RTI meetings. <b>Staff Responsible for Monitoring:</b> Teachers Reading Interventionist Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%







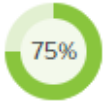

5th Grade Math 39% to 49%



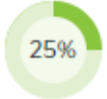









**Performance Objective 1:** Hayley Elementary will improve the performance of all students in Math by increasing meets performance by 2%.

### HB3 Goal

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-5.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective math instructional strategies. <b>Strategy's Expected Result/Impact:</b> The professional development will be done through monthly faculty meetings, PLCs, and district training. We expect to increase the number of students performing on grade level in math. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Campus Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will utilize the Math Interventionist to implement deeper math intervention. <b>Strategy's Expected Result/Impact:</b> With intensive math intervention for students performing below grade level, we expect students to increase their math skills. In addition, we expect STAAR scores to increase for math. Student performing below grade level are monitored weekly in PLCs and every six weeks through RTI meetings. <b>Staff Responsible for Monitoring:</b> Teachers Math Interventionist Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement math "Number Talks" two days per week with students <b>Strategy's Expected Result/Impact:</b> Increase in math achievement. This will be monitored through walk-throughs, PLCs and team planning weekly. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus will utilize after school tutorials and the ACE (21st Century) program to improve the number of at-risk students achieving at the "meets" level on STAAR Math in grades 3-5. <b>Strategy's Expected Result/Impact:</b> We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets on STAAR. <b>Staff Responsible for Monitoring:</b> Principal 21st Century Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

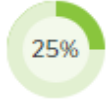





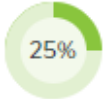









**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Hayley Elementary will increase college and career exploration and emphasis throughout the year to support the increase the CCMR indicator by 2% each school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators

**Summative Evaluation:** Met Objective






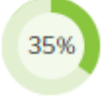
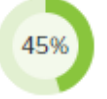

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every Tuesday both students and staff will wear college shirts. <b>Strategy's Expected Result/Impact:</b> We expect this to increase the students' awareness of different colleges. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hayley Elementary will host a career day. <b>Strategy's Expected Result/Impact:</b> We expect this to increase the students' awareness of different careers <b>Staff Responsible for Monitoring:</b> Counselor Teachers Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hayley Elementary will host community helpers at our campus throughout the year. <b>Strategy's Expected Result/Impact:</b> We expect this to increase the students' awareness of different careers and knowledge of our community. <b>Staff Responsible for Monitoring:</b> Counselor Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

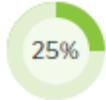





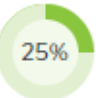









**Goal 4:** Compared to state standards, Hayley Elementary will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Hayley Elementary will increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-5.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will monitor student progress to ensure student needs are being addressed through remediation and interventions. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.  <b>Strategy's Expected Result/Impact:</b> Weekly RTI and PLC meetings will be used to measure students' progress using STAAR Results, Universal Screeners, RTI Minutes/Data, Data Wall, Common Formative Assessments, Curriculum Based Assessments, Benchmarks intervention notes and PLC minutes to ensure students are making progress. If not, remediation and interventions will be adjusted based on the data.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal RTI Committee Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR.  <b>Strategy's Expected Result/Impact:</b> We will increase the number of students performing on grade level and meeting the established targets.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Campus Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize rigor, relevance and depth of knowledge strategies and questioning in their lessons to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level. <b>Strategy's Expected Result/Impact:</b> Our STAAR results will increase the number of students obtaining "meets" and "masters" levels in all tested subject areas. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers in 2nd - 5th will implement Kagan Structures to increase student engagement and ensure students are participating in learning. <b>Strategy's Expected Result/Impact:</b> We expect student ownership and achievement to increase, which will be demonstrated by an increase of students obtaining "meets" on STAAR and meeting grade level standards. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists 2nd - 5th Teachers Special Education Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Hayley Elementary will increase teacher collective efficacy and strengthen our Tier 1 instruction by implementing PLCs on the campus. During the PLCs we will support teachers in unpacking the essential standards, identify learning targets, write SMART goals for learning targets, and assist in developing assessments aligned to the rigorous learning targets. <b>Strategy's Expected Result/Impact:</b> We are expecting an increase in student achievement by ensuring rigorous Tier 1 instruction is occurring. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Campus Instructional Specialists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
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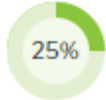











**Goal 4:** Compared to state standards, Hayley Elementary will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 2:** Hayley Elementary will strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Evaluation Data Sources:** Student performance

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will keep individual student data consisting of running records, student progress, CFA data, and individual goals on each student. Student data will be reviewed to measure progress and identify student needs, address achievement gaps and increase the number of students scoring "meets" and "masters" on STAAR in all subject areas and ensure EL students are making progress towards second language acquisition for TELPAS</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will present their data weekly PLCs and make adjustments to instruction based on the data to ensure students are making progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Dean of Student Services Campus Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bilingual and ESL teachers will engage in professional development on effective instructional strategies for EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> By focusing on effective instructional strategies with our EL students we expect our TELPAS scores to increase and STAAR scores for EL students to increase.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual and ESL Teachers Assistant Principal Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				











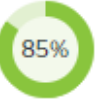





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administrators will meet bi-monthly with Counselor, Campus Instructional Specialist , Intervention Specialists, core teachers and special education teachers to monitor student progress in core subject areas. <b>Strategy's Expected Result/Impact:</b> Students' progress will improve in core subject areas. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Counselor Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Weekly EL students in grades 2nd -5th will use Summit K12 to close gaps. <b>Strategy's Expected Result/Impact:</b> We expect with use of this program to close the achievement gap for EL students in grades 2nd - 5th. <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Hayley Elementary will establish and implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

**Performance Objective 1:** Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

**Evaluation Data Sources:** Reduced referral and student accidents, increased participation in school functions

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Training will be provided to the staff of best strategies to use with students identified with ADHD, Autism, ODD and other emotional disabilities. <b>Strategy's Expected Result/Impact:</b> Decrease in office referrals Increase in student achievements Students in the classroom more <b>Staff Responsible for Monitoring:</b> Teachers Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide regular reward opportunities for all students to receive rewards for good behavior using PBIS strategies <b>Strategy's Expected Result/Impact:</b> Students will be rewarded daily for positive behavior using Tiger Bucks. Twice per month, students will be able to shop at the Tiger Market We expect this will decrease in negative student behaviors and increase in positive student behaviors, <b>Staff Responsible for Monitoring:</b> Counselor Principal Assistant Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct monthly PBIS meetings to review implementation of PBIS and discipline data. <b>Strategy's Expected Result/Impact:</b> Results expected are a decrease in negative student behaviors Increase in positive student behaviors <b>Staff Responsible for Monitoring:</b> Assistant Principal Principal Teachers Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Hayley Elementary will implement programs to appropriately address the psychological, social and behavioral needs of all students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals, and a decrease in student drop out rates.

**Performance Objective 1:** Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

**Evaluation Data Sources:** Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

**Summative Evaluation:** Met Objective


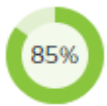



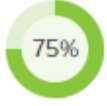






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide regular reward opportunities for all students using PBIS strategies. We will recognize and reward students for positive behavior using a variety of methods: Character shout outs, Tiger Bucks, daily announcements, etc.  <b>Strategy's Expected Result/Impact:</b> We will have a decrease in negative student behaviors and an increase in positive student behaviors. This will be monitored through the PBIS Committee at least every nine weeks. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Counselor Teachers PBIS Committee	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will post school-wide student behavior expectations in hallways and classrooms. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break.  <b>Strategy's Expected Result/Impact:</b> We will have a decrease in negative student behaviors, and an increase in positive student behaviors. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Counselor Teachers PBIS Committee	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Hayley Elementary will implement programs to appropriately address the psychological, social and behavioral needs of all students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals, and a decrease in student drop out rates.

**Performance Objective 2:** Assist students in developing socially appropriate problem solving skills.

**Evaluation Data Sources:** Decrease number of office referrals, ISS and DAEP assignments.

**Summative Evaluation:** Met Objective

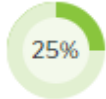
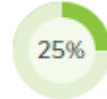


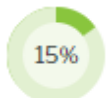







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs. <b>Strategy's Expected Result/Impact:</b> We will have a decrease in office referrals. We will have an increase in student achievements and students present more often in the classroom. Training will be provided throughout the year. <b>Staff Responsible for Monitoring:</b> Teachers Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Through our character education lessons, teachers will promote an anti-bullying environment, violence prevention and interventions on campus. Our school counselor will also provide guidance lessons for classrooms on anti-bullying and violence prevention. <b>Strategy's Expected Result/Impact:</b> We will have a decrease in negative student behaviors, and an increase in positive student behaviors. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Hayley Elementary will implement programs to appropriately address the psychological, social and behavioral needs of all students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals, and a decrease in student drop out rates.

**Performance Objective 3:** Address the individual needs and talents of students through Fine Arts.

**Evaluation Data Sources:** Number of state and national performance opportunities.

**Summative Evaluation:** Met Objective







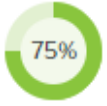

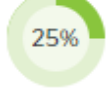



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hayley Elementary will implement a 5th grade band and Honors Choir. <b>Strategy's Expected Result/Impact:</b> Students have an increased interest in Fine Arts. <b>Staff Responsible for Monitoring:</b> Music Teacher Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hayley Elementary will have a schoolwide music performance which all students will participate. <b>Strategy's Expected Result/Impact:</b> Students have an increased interest in Fine Arts. <b>Staff Responsible for Monitoring:</b> Music Teacher Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


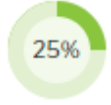
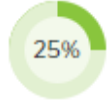





**Goal 6:** Hayley Elementary will implement programs to appropriately address the psychological, social and behavioral needs of all students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals, and a decrease in student drop out rates.

**Performance Objective 4:** Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

**Evaluation Data Sources:** Attendance rate, graduation rates, cohort and leaver information and truancy dockets.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student attendance will be monitored daily by teachers, students, attendance clerk, counselor, CIS, ACE, and administrators by calling every absent student. <b>Strategy's Expected Result/Impact:</b> We expect our annual attendance rate to increase to 93% <b>Staff Responsible for Monitoring:</b> Campus Administrators Attendance Clerk Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hayley Elementary will create a team to provide assistance to students with attendance concerns, as well as, behavior situations that impact their success at school. <b>Strategy's Expected Result/Impact:</b> We expect our annual attendance rate to increase and student success to increase from prior year. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Success Counselor CIS ACE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus will provide attendance incentives for students, staff, and families that have improved attendance; attendance rates will improve each nine weeks. This will be accomplished through attendance parties, homeroom competitions, individual conferences and other incentives <b>Strategy's Expected Result/Impact:</b> We expect our annual attendance rate to increase 93% <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Counselor	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will provide family trainings, throughout the year, on the importance of attendance, especially kindergarten, and its impact on student academic success. This will be done through outreach walks, home visits, parent educational sessions (virtual and in-person) and family-teacher conferences</p> <p><b>Strategy's Expected Result/Impact:</b> Through family training we expect our attendance rate to increase, especially in kindergarten. The campus attendance rate is monitored daily.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Student Success Specialist Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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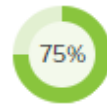








**Goal 6:** Hayley Elementary will implement programs to appropriately address the psychological, social and behavioral needs of all students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals, and a decrease in student drop out rates.

**Performance Objective 5:** Assist students in the identification of individual interests and skills.

**Evaluation Data Sources:** Increased participation, course selection and interest surveys

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hayley Elementary will have a talent show to allow students to showcase their individual skills. <b>Strategy's Expected Result/Impact:</b> An increase in student participation and ownership in the school. <b>Staff Responsible for Monitoring:</b> Music Teacher Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hayley Elementary will work with Communities in Schools and Afterschool Centers for Education to offer students different opportunities to identify and develop student's individual skills. <b>Strategy's Expected Result/Impact:</b> The expected result is an increase in student participation in school, an increase in student attendance, and an increase in meeting student's individual social and emotional needs. <b>Staff Responsible for Monitoring:</b> Counselor Campus Administrators CIS Coordinator ACE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Hayley Elementary will provide resources and will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 1:** Develop and implement intervention strategies to address student compliance.

**Evaluation Data Sources:** Decrease number of discipline referrals.

**Summative Evaluation:** Met Objective


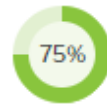
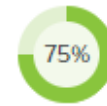













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As a campus we will develop school-wide behavior expectations. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break. Every month a committee will monitor the data to see if adjustments or additional supports are needed to ensure the strategies are increasing the number of students meeting behavioral expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of referrals.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee  Assistant Principal  Dean of Student Success  Counselor  Principal  Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 7:** Hayley Elementary will provide resources and will implement positive behavior strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

**Performance Objective 2:** Work with teachers and specialized staff to develop individualized behavior plans for at-risk students.

**Evaluation Data Sources:** Behavior data tracking and behavior plans

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Training will be provided to the staff in order to support and have an understanding of behavioral interventions. <b>Strategy's Expected Result/Impact:</b> We expect this to decrease the number of office referrals and increase student achievement by increasing the amount of time students are in class. Training will be provided through faculty meetings and campus professional development days <b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will develop a comprehensive Behavioral RTI Committee to develop individual plans for students. <b>Strategy's Expected Result/Impact:</b> The behavioral RTI committee will meet at least every six weeks to develop and monitor individual plans. We expect to have a decrease in office referrals. <b>Staff Responsible for Monitoring:</b> Counselor Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A committee will meet weekly to discuss the behavioral needs of individual students in which their behavior is having an impact on their success at school. The committee will develop a plan of action. <b>Strategy's Expected Result/Impact:</b> A decrease in office referrals and an increase in student achievement. <b>Staff Responsible for Monitoring:</b> Counselor Campus Administrators CIS ACE	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



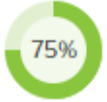





**Goal 8:** Hayley Elementary will provide the students and staff with innovative technology equipment, support, and training to facilitate success for all students.

**Performance Objective 1:** Provide technology equipment, support and training to district staff.

**Evaluation Data Sources:** Successful implementation of the use of technology.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students and Teachers will use appropriate intervention software to enhance and personalize learning. <b>Strategy's Expected Result/Impact:</b> We will show an increase in student achievement and an increase in the use of technology by students. This will be monitored through weekly walk-throughs, lesson plans, campus usage reports and RTI meetings. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Student Services Campus Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize technology weekly in their classrooms. Teachers will use different instructional technology application to enhance instruction, personalize learning and increase student learning. <b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement. The use of technology will be monitored weekly through walk-throughs, observations, campus usage reports and team planning. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will utilize educational applications as a tool in the classroom to increase student performance <b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement. This will be monitored through walk-throughs, observations, campus usage reports and student work samples. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details		Reviews			
<b>Strategy 4:</b> The campus will provide technology training throughout the year to increase the use of instructional technology on the campus. <b>Strategy's Expected Result/Impact:</b> The campus usage of educational technology will increase to meet the personalized needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 9:** Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 1:** Hayley Elementary will develop highly qualified and effective staff through on-going professional development.

**Evaluation Data Sources:** Retention rate, improved instruction

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Based on staff input, data, and observations Hayley Elementary will develop a comprehensive professional development plan to develop a highly qualified and effective staff. <b>Strategy's Expected Result/Impact:</b> The expected results are high quality instruction, which in turn will increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators Team Leaders Teachers Campus Instructional Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 9:** Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 2:** Promote shared leadership at all levels of the organization.

**Evaluation Data Sources:** Variety of personnel involved in collaboration.

**Summative Evaluation:** Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will create teacher led task forces to develop action plans to increase student success. <b>Strategy's Expected Result/Impact:</b> The expected result is an increase in shared ownership in campus decisions. <b>Staff Responsible for Monitoring:</b> Teachers Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> As a campus we will develop our campus goals, mission, and vision. <b>Strategy's Expected Result/Impact:</b> The expected result is an increase in shared ownership in campus decisions and an understanding of our what and why.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

**Performance Objective 3:** Recruit and retain high quality and highly effective staff.

**Evaluation Data Sources:** Increased retention rate

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas. <b>Strategy's Expected Result/Impact:</b> Expected results are high quality instruction, which in turn will increase student achievement. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will assure all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> The expected results are highly effective instruction, which in turn will increase student <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will evaluate the campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. <b>Strategy's Expected Result/Impact:</b> The expected result is to retain new teachers and decrease teacher turnover rate. This will be monitored monthly and at the end of the 2021 - 2022 school year <b>Staff Responsible for Monitoring:</b> Principal Mentor Teachers Mentee Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
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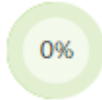










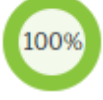






**Goal 10:** Hayley Elementary will maintain a positive image with all stakeholder groups throughout the community.

**Performance Objective 1:** Improve communication and collaboration throughout the school community.

**Evaluation Data Sources:** Number of parents involved in PTO, campus events, and community representation on QuEST













**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hayley Elementary will establish a PTO. <b>Strategy's Expected Result/Impact:</b> The expected impact is an increase in the number of families involved with the campus. <b>Staff Responsible for Monitoring:</b> Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will publish a bi-monthly newsletter to families informing them of important dates, family educational tips and campus information. The newsletter will be published using a variety of methods. All important dates will be on the campus website, campus social media accounts, and marquee. <b>Strategy's Expected Result/Impact:</b> The expected results are an increase in family involvement and families being more informed of events on the campus. <b>Staff Responsible for Monitoring:</b> Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hayley Elementary will establish a Special Events Committee to increase the number of events on campus to increase collaboration throughout the school community. <b>Strategy's Expected Result/Impact:</b> We expect to have an increase of family, community, and staff involvement on the campus. <b>Staff Responsible for Monitoring:</b> Special Events Committee Teachers Counselor Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** Hayley Elementary will provide support and encourage parental engagement throughout the year.

**Performance Objective 1:** Offer opportunities for all families to engage in their child's education.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will provide a series of family educational series virtually and/or in-person. The sessions will include, but not limited to: Early literacy, bilingual literacy, technology, attendance, STAAR, homework, and how to establish routines at home. Additionally, the campus will survey the families to see what additional training they might need. <b>Strategy's Expected Result/Impact:</b> The expected results are an increase in family involvement both at the school and in the home. We also expect to increase our student achievement and attendance. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Campus Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will host several special events in the evening and on weekends to increase positive relationships between home and school. <b>Strategy's Expected Result/Impact:</b> The expected impact is an increase in the number of families involved with the campus. <b>Staff Responsible for Monitoring:</b> Campus Administrators Special Events Committee Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Texas City Independent School District**  
**Simms Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Simms Elementary is committed to excellence in learning by engaging, educating, and encouraging students and staff to to become creative leaders, innovators, and thinkers in the world.

## Vision

Simms Elementary is committed to our "why" and holds PRIDE at the core of its values: Purpose, Respect, Integrity, Dedication, Empathy.

### **Through our PRIDE, we are committed to the following:**

1. Our staff purposefully develops engaging, rigorous, and focus-driven lessons for the whole child.
2. We will develop meaningful relationships that help promote a positive and productive future.
3. We will prepare our students for success now and in the future.
4. All stakeholders will feel that their opinions are heard, respected, and validated.
5. Everyone will collaborate to respect, support, and encourage one another.
6. We will be role models of respect for all students.

7. Everything we do will be in the best interest of our students.
8. We will do the right thing, even when things are difficult.
9. We will demonstrate integrity and high moral character.
10. We will be prepared to instruct students each and every day.
11. We will not let obstacles stop us from working toward our goals.
12. We will establish effective connections through effective communication and building relationships.
13. We will be kind and compassionate, regardless of others' differences and/or situations.
14. We will always seek first to understand.

## ESF Targeted Improvement Plan

This campus improvement plan also serves as the Effective Schools Framework TARGETED IMPROVEMENT PLAN. The ESF components are labeled throughout the plan and can be printed without the rest of the CIP, if desired.

### ESF TIP Components

- Prioritized Focus Area 3: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.
  - CIP Goal 9, Performance Objective #1
  - Page number in this CIP 25
- Prioritized Focus Area 2: Objective-driven daily lesson plans with formative assessments

- CIP Goal 6, Performance Objective #1
  - Page number in this CIP 21
- Prioritized Focus Area 5: Data-Driven Instruction
  - CIP Goal 5, Performance Objective #1
  - Page numbers in this CIP 19-20

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Simms Elementary currently services 478 students in grades K-5, including two Life Skills 1 classes and a PASS program. We are a Title I campus with approximately 88% socio--economically disadvantaged families. We have students represented in various special programs, including Gifted and Talented , Special Education , 504, and LEP. All of our teaching staff are certified in their teaching area. This year we have 3 teachers and one administrator who are new to our campus; however, all have previous experience in their roles. We have a brand new counselor this year, as well. We have been fortunate that the majority of our regular campus substitutes are retired teachers. That support helps greatly to keep our instruction going when teachers are out.

While there are many restrictions due to COVID-19, we are still managing to maintain community partnerships and create unique and authentic ways to engage our parents. We are currently using social media pages, Class DoJo, and the School Messenger call out system to communicate announcements, initiatives, and celebrations. We are also designing a forum to allow the parents to communicate periodically with Principal Williams via a live chat through social media and Zoom.

Communities in Schools continues to be a part of Simms Elementary this year. Through the efforts of our CIS Coordinator, Sharyl Allen, we are making sure family needs are met and parents are equipped with tools to help their children be successful. We also have the Resolve It! program to assist in meeting our students social/emotional needs. This is even more important with all of the uncertainties surrounding COVID. In addition, we have had several community sponsors for school supplies, family assistance and mentorship, including the Front Door Social and Charitable Club, Galveston County Senior Citizens recreational group, and New Life Church of Texas.

### Demographics Strengths

The following factors are considered demographic strengths for our campus:

- Increase in continued community involvement and school-community relationships
- Coordinated efforts of various campus-based programs (i.e. 21st Century After-School Program, Communities in Schools, Retired volunteers, etc.) to meet family and student needs
- Diversified campus with a solid representation of staff members for the varied ethnic groups
- Varied levels of staff experience to meet the needs of the different academic groups
- Focused effort for student social-emotional development



# Student Learning

## Student Learning Summary

While the Spring 2021 STAAR scores did not count for an accountability rating, we did see growth in our overall component scores on each assessment as indicated below:

Spring 2019 48

Spring 2020 52

Spring 2021 56

Data from the Spring 2021 administration shows performance growth in the following areas:

- 3rd Grade Reading (all performance categories)
- 3rd Grade Math (Meets and Masters)
- 5th Grade Reading (all performance categories)
- 5th Grade Math (all performance categories)
- 5th Grade Science (Approaches and Meets)

In each category where we showed a decline, we had declines that were lower than the district-level decline percentages.

## Student Learning Strengths

Our students are showing a small but steady incline in performance from year to year. It was not enough to move us from the F accountability rating, but we were 4 points away from that move. This is a move in the right direction.

Our 2020-2021 Campus Improvement Plan (CIP) had a strong focus on special education. We met our performance targets for Domain 3 in Special Education across all areas.

In Domain 3, while not all targets were met, all leading targets increased by a minimum of 7 percentage points.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our largest student subpopulation (African-American) continues to be one where we struggle in performance. **Root Cause:** Instruction has consisted of a large amount of teacher talk, particularly in grades 3-5. Also, our evaluation of resources indicated that many of our novels and stories were not culturally representative of this population.

**Problem Statement 2 (Prioritized):** We only met 2 of 14 targets in the Academic Achievement Status. **Root Cause:** We put a lot of emphasis on our Special Education program and subpopulation last year but did not consistently monitor all other subpopulations as closely throughout the year to maintain growth.

**Problem Statement 3 (Prioritized):** While our campus is seeing growth, we are not seeing growth manifest the way we are expecting. **Root Cause:** Our RTI practices need to be refined and resources evaluated.

# School Processes & Programs

## School Processes & Programs Summary

This campus continues to participate in process for targeted improvement using the Effective Schools Framework. The Essential Action Implementation Levels include:

- 1.1 Develop campus instructional leaders with clear roles and responsibilities. Campus Assessment: Level #4
- 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. Campus Assessment: Level #3
- 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. Campus Assessment: Level #4
- 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. Campus Assessment: Level #4
- 5.1 Objective-driven daily lesson plans with formative assessments. Campus Assessment: Level #2
- 5.3 Data-driven instruction. Campus Assessment: Level #3

The campus has selected the following as Prioritized Focus Areas for 2021-2022:

- 5.1 Effective classroom routines and instructional strategies.
  - Rationale: This is an area where we still need consistency in implementation. A focus needs to be on building teacher capacity in Tier 1 instruction. This includes making sure teachers are maximizing instructional time through intentional lesson planning and design that includes engaging and rigorous instruction and aligned activities.
  - Desired Annual Outcome: By May 2022, at least 90% of teachers will demonstrate proficient use of instructional strategies, including learning intentions, success criteria, and small group instruction. This will be evidenced by observation data as reflected on the Simms Engagement Tracking Form.
  - District Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then campus instructional leaders can provide continued support to teachers on the effective use of high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.
- 5.3 Data-Driven Instruction
  - Rationale: While the district provides formative assessments in the form of CBAs and benchmarks, we still common formative assessments within the unit that gives data to help guide our instruction. This data can inform teachers how much time to dedicate for acceleration, remediation, and enrichment of skills. It will also allow for a more accurate ability grouping of students for small group instruction or individualized instruction.
  - Desired Annual Outcome: By May 2022, 90% of teachers will effectively use data to design lessons that differentiate learning through small group instruction. This will be evidenced through weekly lesson plan monitoring for small group instruction and weekly observation data as shown in the walkthrough data collection form.
  - District Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then campus leaders can provide continued coaching on data-driven instruction through the use of common formative assessments.

## School Processes & Programs Strengths

The previous ESF Self-Assessment from revealed strengths in these areas:

- Essential Action 1.1: Campus Instructional Leaders (Level 4)
- Essential Action 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations (Level 4)
- Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence (Level 4)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Assessing ESF Essential Action 5.1 revealed a need to strengthen our Tier 1 daily instruction with objective-driven lesson planning. **Root Cause:** We need to build capacity in our teachers centered around teacher clarity. This will allow a firm grasp of the level of rigor and complexity of the standard being taught.

**Problem Statement 2:** Assessing ESF Essential Action 5.3 revealed a need to strengthen data-driven instruction. **Root Cause:** While weekly PLC meetings are taking place, teachers continue to need guidance on using data to drive instruction, particularly when it comes to planning and implementing small group instruction

# Perceptions

## Perceptions Summary

Simms Elementary is a school whose core values center around PRIDE: Purpose, Respect, Integrity, Dedication, and Empathy. We are committed to excellence in both academics and social practices. We are dedicated to helping students be their best selves by teaching social skills and core values (ex. conflict resolution, self-respect, integrity, etc.). We value parents as their children's first teachers and experts of their dispositions. Our campus works hard at creating a family environment where everyone feels safe, accepted, and valued. Our goal is that you feel the love as soon as you walk through our doors and are compelled to join us in our efforts to help our students be successful.

In addition to working with our parents and families, we have had the opportunity to form relationships with community organizations and businesses including the Space Center of Houston, The Front Door Charitable and Social Club, La Marque Alumnae Chapter of Delta Sigma Theta, Galveston County Recreational Center Seniors, and New Vision Church. These organizations not only help to meet the physical needs of our students, but many are offering support to meet the academic and social-emotional needs of our students, as well, by offering to volunteer as mentors once our protocols allow.

## Perceptions Strengths

We have worked hard to build strong relationships with our families and community and continue to make gains in that area. We have an active Community Outreach committee to help maintain our presence at community events and bring community mentors within our school.

We have also initiated a Panther PRIDE movement to teach students to take pride in themselves by displaying appropriate behavior as they move throughout the campus. Each day during announcements, we feature a mindful moment where we reflect on our Panther Core Values. These values target specific values including self-esteem, respect, honesty, self-discipline, etc. Our discipline committee continues this work by initiating campus-wide campaigns that highlight these core values and recognize students for their efforts. This year, we are implementing a monthly celebrations assembly to recognize those students who are displaying their Panther PRIDE across campus.

# Priority Problem Statements

**Problem Statement 1:** Our largest student subpopulation (African-American) continues to be one where we struggle in performance.

**Root Cause 1:** Instruction has consisted of a large amount of teacher talk, particularly in grades 3-5. Also, our evaluation of resources indicated that many of our novels and stories were not culturally representative of this population.

**Problem Statement 1 Areas:** Student Achievement - Student Learning

**Problem Statement 2:** We only met 2 of 14 targets in the Academic Achievement Status.

**Root Cause 2:** We put a lot of emphasis on our Special Education program and subpopulation last year but did not consistently monitor all other subpopulations as closely throughout the year to maintain growth.

**Problem Statement 2 Areas:** Demographics - Student Achievement - Student Learning

**Problem Statement 3:** While our campus is seeing growth, we are not seeing growth manifest the way we are expecting.

**Root Cause 3:** Our RTI practices need to be refined and resources evaluated.

**Problem Statement 3 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

## **Student Data: Assessments**

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

# Goals

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%

**Performance Objective 1:** Improve the performance of all students in Reading by increasing meets performance by 2%.

## **HB3 Goal**

**Evaluation Data Sources:** Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

**Goal 1:** The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%





**Performance Objective 2:** Simms ES will increase overall student reading scores across all performance categories each year through June 2023:

Approaches 44% to 55%









Meets 25 to 36%

Masters 10% to 18%

**Evaluation Data Sources:** Student performance on STAAR Reading Grade 3-8

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Secure calendar dates for consultant to model and coach reading teachers on guided reading planning and instruction.  <b>Strategy's Expected Result/Impact:</b> Improve teacher clarity of small group instruction and use of data in planning. <b>Staff Responsible for Monitoring:</b> Director of Elementary Education Principal Consultant Reading Specialist Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 2, 3 - Student Learning 2, 3 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 211 - Title I - 214		Formative			Summative
		Nov	Jan	Mar	June
					



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide ongoing professional development opportunities to share learning obtained from summer conferences as well as monthly district leadership training. <b>Strategy's Expected Result/Impact:</b> Increased Teacher Clarity <b>Staff Responsible for Monitoring:</b> Principal Instructional Leadership Team (ILT)  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>- Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 2, 3 - Student Learning 2, 3 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> We only met 2 of 14 targets in the Academic Achievement Status. <b>Root Cause:</b> We put a lot of emphasis on our Special Education program and subpopulation last year but did not consistently monitor all other subpopulations as closely throughout the year to maintain growth.
<b>Problem Statement 3:</b> While our campus is seeing growth, we are not seeing growth manifest the way we are expecting. <b>Root Cause:</b> Our RTI practices need to be refined and resources evaluated.

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%

**Performance Objective 1:** Improve the performance of all students in Math by increasing meets performance by 2%.

**HB3 Goal**

**Evaluation Data Sources:** Student performance on STAAR Math Grades 3-8 and Algebra I EOC

**Goal 2:** The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%





**Performance Objective 2:** Simms ES will increase overall student math scores across all performance categories each year through June 2023:









Approaches 48% to 61%

Meets 24% to 34%

Masters 9% to 18%

**Evaluation Data Sources:** Student performance on STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Secure consultant and calendar dates for professional development and targeted coaching for math small group instruction, including using data to design effective lessons for differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student academic growth and achievement through targeted data-driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Education Principal Consultant Math Specialist Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 3 - Student Learning 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Instructional specialists will provide focused instructional coaching to cohorts of teachers each nine weeks. Teachers will be selected by administrative team based on instructional observational data. <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in the use of effective instructional strategies <b>Staff Responsible for Monitoring:</b> Administrators Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1 - Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Our largest student subpopulation (African-American) continues to be one where we struggle in performance. <b>Root Cause:</b> Instruction has consisted of a large amount of teacher talk, particularly in grades 3-5. Also, our evaluation of resources indicated that many of our novels and stories were not culturally representative of this population.
<b>Problem Statement 3:</b> While our campus is seeing growth, we are not seeing growth manifest the way we are expecting. <b>Root Cause:</b> Our RTI practices need to be refined and resources evaluated.

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

**Performance Objective 1:** Increase the CCMR indicator by 2% each school year.

**HB3 Goal**

**Evaluation Data Sources:** CCMR Indicators

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 1:** Increase the performance of each student group to meet or exceed established targets.

**Evaluation Data Sources:** Student performance on STAAR 3-8, and EOC assessments.

**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.









**Performance Objective 2:** Strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

**Evaluation Data Sources:** Student performance













**Goal 4:** Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

**Performance Objective 3:** The Simms ES African-American population will meet Domain 3 Academic Achievement Status targets in both reading and math.

**Evaluation Data Sources:** African-American student performance on STAAR Reading and Math Grades 3-8

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct data meetings to review assessment data, identify students and subpopulations of concern, and collaborate on instructional ideas to meet the needs of students for remediation and enrichment. <b>Strategy's Expected Result/Impact:</b> An increase in performance for each student group and academic growth for individual students <b>Staff Responsible for Monitoring:</b> Administrators Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administrative team will conduct conferences with teachers and staff to facilitate academic goal-setting that aligns to our CIP and TIP performance goals. <b>Strategy's Expected Result/Impact:</b> Continued laser focus on teacher capacity building and effective instruction. <b>Staff Responsible for Monitoring:</b> Administrators Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 3 - Student Learning 3 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Kagan structures to promote equal engagement of all students <b>Strategy's Expected Result/Impact:</b> Improve student engagement <b>Staff Responsible for Monitoring:</b> Administrators Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct data meetings and monitor African-American performance on all tests in alignment with the targets for reading and math. <b>Strategy's Expected Result/Impact:</b> African-American population will meet Academic Achievement targets in both reading and math <b>Staff Responsible for Monitoring:</b> Administrators Instructional Specialists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Our largest student subpopulation (African-American) continues to be one where we struggle in performance. <b>Root Cause:</b> Instruction has consisted of a large amount of teacher talk, particularly in grades 3-5. Also, our evaluation of resources indicated that many of our novels and stories were not culturally representative of this population.

### Student Learning

**Problem Statement 2:** We only met 2 of 14 targets in the Academic Achievement Status. **Root Cause:** We put a lot of emphasis on our Special Education program and subpopulation last year but did not consistently monitor all other subpopulations as closely throughout the year to maintain growth.

**Problem Statement 3:** While our campus is seeing growth, we are not seeing growth manifest the way we are expecting. **Root Cause:** Our RTI practices need to be refined and resources evaluated.

# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 5

## Report on Violent or Criminal Incidents on Campuses



## Report on Violent or Criminal Incidents 2021-2022

Texas City ISD Violent and Criminal Statistics is derived from the number, rate and type of violent and criminal incidents that occur on each campus. The report describes criminal behavior that occurred on public school campuses and other properties associated with the TCISD, during school hours, including incidents at auxiliary facilities like Robinson Stadium.

Texas City ISD has numerous programs, policies, and procedures to promote a safe and supportive learning environment for every student. District and Campus Improvement Plans incorporate in their discipline management program and document in their Student and Teacher Handbooks those actions which include student and employee training of the consequences related to:

- sexual harassment and dating violence
- physical and verbal aggression
- suicide prevention
- conflict resolution
- violence prevention and intervention
- bullying in school, on school grounds and in school vehicles
- promoting any of the above activities through technology

Educational resources in the district which offer information or counseling concerning the prevention of violent or criminal incidents and drug abuse include:

- Students can anonymously report any suspected or known criminal act through the P3 Campus Reporting System
- Woodrow Wilson as the local DAEP
- Professional Development for staff
- Local Crime Stoppers on each campus in the district
- Transition meetings for students who are assigned to any alternative campus to counsel them in future preventative behaviors

## Texas City ISD

### 2021-22 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code

*(To comply with FERPA, data are masked if the number of students involved is less than 5)*

Reason Code	Description	084906001	084906002	084906006	084906041	084906043	084906101	084906102	084906103	084906104	084906105	084906110	084906111
		TEXAS CITY HS	LA MARQUE HS	WOODROW WILSON DAEP	BLOCKER MIDDLE	LA MARQUE MIDDLE	FRY INT	HEIGHTS EL	KOHFELDT EL	MANUAL GUAJARDO JR	ROOSEVELT-WILSON EL	HAYLEY EL	SIMMS EL
11	Used, exhibited, possessed firearm		*										
12	Used, exhibited possessed illegal knife												
13	Used, exhibited, possessed illegal club												
14	Used, exhibited, possessed prohibited weapon												
16	Arson												
17	Murder, capital murder, criminal attempt to commit murder/capital murder												
18	Indecency with a child												
19	Aggravated kidnapping												
29	Aggravated assault against school district employee/volunteer		*										
30	Aggravated assault against non-employee/volunteer												
31	Sexual assault/aggravated sexual assault against school district employee/volunteer												
32	Sexual assault/aggravated sexual assault against non-employee/volunteer												
36	Felony controlled substance violation												
37	Felony alcohol violation												
46	Aggravated robbery												
47	Manslaughter												
48	Criminally negligent homicide												
49	Engages in deadly conduct												
57	Continuous Sexual Abuse of Young Child or Children												
Total Incidents		0	0	0	0	0	0	0	0	0	0	0	0
Student Enrollment (Fall 2021 PEIMS Snapshot)		1,729	648	68	893	503	812	342	431	502	535	561	495
Incident Rate		0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

*For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).*

# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 6

## Student Performance in Postsecondary Institutions

## **Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2019**  
**Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
TEXAS CITY ISD								
	084906002 LA MARQUE H S							
	Four-Year Public University	15	3	2	4	4	2	0
	Two-Year Public Colleges	31	16	4	5	5	1	0
	Independent Colleges & Universities	2						
	Not Trackable	5						
	Not Found	98						
	Total High School Graduates	151						
	084906001 TEXAS CITY H S							
	Four-Year Public University	55	9	9	9	13	15	0
	Two-Year Public Colleges	125	46	22	14	25	13	5
	Independent Colleges & Universities	4						
	Not Trackable	12						
	Not Found	236						
	Total High School Graduates	432						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 7

#### District and Campus Board Goals (HB 3)



## Texas City ISD Early Childhood Literacy Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	30%	33%	36%	40%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	COVID	COVID	COVID	COVID
2021	17%	31%	44%	*	*	*	34%	12%	28%	16%	31%	30%	28%
2022	20%	34%	47%	*	*	*	36%	15%	31%	19%	34%	33%	31%
2023	23%	37%	50%	*	*	*	39%	18%	34%	22%	37%	36%	34%
2024	27%	41%	54%	*	*	*	43%	22%	39%	26%	41%	40%	38%

#### All Students

2021	33%	21%	32%	48%				41%	19%	30%	25%	29%	36%	26%
2022	42%	28%	43%	53%				74%	21%	39%	42%	36%	43%	41%



## Texas City ISD Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	71%	74%	77%	80%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	COVID	*	*
2021	63%	89%	91%	*	*	*	*	*	81%	*	65%	*	*
2022	66%	92%	94%	*	*	*	*	*	84%	*	68%	*	*
2023	69%	95%	97%	*	*	*	*	*	87%	*	71%	*	*
2024	72%	98%	99%	*	*	*	*	*	90%	*	74%	*	*

#### All Students

2021	69%	60%	68%	77%	*	*	*	*	*	69%	*	82%	*	*
2022	87%	79%	89%	*	*	*	*	*	*	87%	*	*	*	*

## Texas City ISD Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 69% to 81% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	72%	75%	78%	81%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	67%	76%	81%	*	*	*	78%	8%	38%	*	34%	*	*
2022	70%	79%	84%	*	*	*	81%	11%	41%	*	37%	*	*
2023	73%	82%	87%	*	*	*	84%	14%	44%	*	40%	*	*
2024	76%	85%	90%	*	*	*	87%	17%	47%	*	43%	*	*

#### All Students

2021	51%	37%	56%	58%	*	*	*	55%	27%	48%	*	64%	*	*
2022	50%	60%	66%	76%	*	*	*	67%	60%	63%	*	74%	*	*

## Texas City ISD Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 62% to 74% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	65%	68%	71%	74%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	52%	68%	72%	*	*	*	73%	42%	65%	*	67%	*	*
2022	55%	71%	75%	*	*	*	75%	45%	68%	*	70%	*	*
2023	59%	75%	79%	*	*	*	79%	49%	72%	*	74%	*	*
2024	62%	78%	82%	*	*	*	82%	52%	75%	*	77%	*	*

#### All Students

2021	54%	40%	57%	89%	*	*	*	59%	30%	50%	*	62%	*	*
2022	50%	44%	50%	59%	*	*	*	58%	32%	53%	*	50%	*	*

## Calvin Vincent PreK/Headstart Early Childhood Literacy Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Calvin Vincent PreK/Headstart does not service students in Kindergarten - Grade 3.

## Calvin Vincent PreK/Headstart Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	71%	74%	77%	80%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	COVID	*	*
2021	63%	89%	91%	*	*	*	*	*	81%	*	65%	*	*
2022	66%	92%	94%	*	*	*	*	*	84%	*	68%	*	*
2023	69%	95%	97%	*	*	*	*	*	87%	*	71%	*	*
2024	72%	98%	99%	*	*	*	*	*	90%	*	74%	*	*

#### All Students

2021	69%	60%	68%	77%	*	*	*	*	*	69%	*	82%	*	*
2022	87%	79%	89%	*	*	*	*	*	*	87%	*	*	*	*

## Calvin Vincent PreK/Headstart Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 69% to 81% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
*	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Calvin Vincent PreK/Headstart does not service students in Kindergarten.



### Calvin Vincent PreK/Headstart Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 62% to 74% by June 2024.**

#### Yearly Target Goals

2020	2021	2022	2023	2024
*	*	*	*	*

#### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Calvin Vincent PreK/Headstart does not service students in Grades 1 - 3.

## Heights Elementary Early Childhood Literacy Plan Campus Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 33% to 45% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	35%	38%	41%	45%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	COVID	COVID
2021	27%	36%	47%	*	*	*	*	22%	33%	*	24%	54%	32%
2022	30%	39%	50%	*	*	*	*	25%	36%	*	27%	57%	35%
2023	33%	42%	43%	*	*	*	*	28%	39%	*	30%	60%	38%
2024	37%	46%	47%	*	*	*	*	32%	43%	*	34%	64%	42%

#### All Students

2021	31%	17%	28%	47%	*	*	*	*	25%	30%	*	40%	32%	27%
2022	46%	64%	37%	50%	*	*	*	*	32%	42%	*	30%	47%	42%

## Heights Elementary Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not serve PreK students.

## Heights Elementary Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 75% to 87% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	77%	80%	83%	87%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	52%	86%	89%	*	*	*	*	60%	84%	*	45%	*	*
2022	55%	89%	92%	*	*	*	*	63%	87%	*	48%	*	*
2023	58%	92%	95%	*	*	*	*	66%	90%	*	51%	*	*
2024	62%	96%	99%	*	*	*	*	70%	94%	*	55%	*	*

#### All Students

2021	54%	41%	62%	54%	*	*	*	*	33%	53%	*	75%	*	*
2022	56%	62%	48%	71%	*	*	*	*	28%	55%	*	45%	*	*

## Heights Elementary Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 64% to 76% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	66%	69%	72%	76%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	*	*	*	*	xx%	xx%	*	xx%	*	*
2021	43%	64%	75%	*	*	*	*	45%	65%	*	63%	*	*
2022	46%	67%	78%	*	*	*	*	48%	68%	*	66%	*	*
2023	49%	70%	81%	*	*	*	*	51%	71%	*	69%	*	*
2024	53%	74%	85%	*	*	*	*	55%	75%	*	73%	*	*

#### All Students

2021	60%	44%	65%	67%	*	*	*	*	32%	59%	*	72%	*	*
2022	60%	69%	50%	74%	*	*	*	*	23%	59%	*	48%	*	*

## Kohfeldt Elementary Early Childhood Literacy Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 44% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	34%	37%	40%	44%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	28%	37%	27%	*	*	*	22%	9%	33%	*	37%	38%	21%
2022	31%	40%	30%	*	*	*	25%	12%	36%	*	40%	41%	24%
2023	34%	43%	33%	*	*	*	28%	15%	39%	*	43%	44%	27%
2024	38%	47%	37%	*	*	*	32%	19%	43%	*	47%	48%	31%

#### All Students

2021	35%	13%	42%	33%	*	*	*	*	12%	33%	*	52%	36%	29%
2022	46%	19%	54%	38%	*	*	*	67%	12%	46%	*	56%	49%	39%

## Kohfeldt Elementary Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not serve PreK students.

## Kohfeldt Elementary Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 74% to 86% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	77%	80%	83%	87%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	77%	75%	50%	*	*	*	*	59%	76%	*	92%	*	*
2022	80%	78%	53%	*	*	*	*	62%	79%	*	95%	*	*
2023	83%	81%	56%	*	*	*	*	65%	82%	*	98%	*	*
2024	87%	85%	60%	*	*	*	*	69%	86%	*	98%	*	*

#### All Students

2021	60%	43%	68%	56%	*	*	*	*	39%	60%	*	85%	*	*
2022	47%	39%	51%	46%	*	*	*	*	34%	44%	*	57%	*	*



## Kohfeldt Elementary Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 54% to 66% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	56%	59%	62%	66%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	68%	55%	42%	*	*	*	54%	26%	57%	*	62%	*	*
2022	70%	58%	45%	*	*	*	57%	29%	60%	*	65%	*	*
2023	73%	61%	48%	*	*	*	60%	32%	63%	*	68%	*	*
2024	77%	65%	52%	*	*	*	64%	36%	67%	*	72%	*	*

#### All Students

2021	60%	48%	62%	52%	*	*	*	*	32%	60%	*	78%	*	*
2022	53%	43%	57%	47%	*	*	*	*	33%	49%	*	60%	*	*

## Manual Guajardo Elementary Early Childhood Literacy Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% to 59% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	49%	52%	55%	59%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	21%	41%	62%	*	*	*	*	7%	42%	*	*	47%	60%
2022	24%	44%	65%	*	*	*	*	10%	45%	*	*	50%	63%
2023	27%	47%	68%	*	*	*	*	13%	48%	*	*	53%	66%
2024	31%	51%	72%	*	*	*	*	17%	52%	*	*	57%	70%

#### All Students

2021	51%	39%	47%	56%	*	*	*	80%	29%	46%	*	*	51%	54%
2022	63%	45%	66%	65%	*	*	*	*	50%	60%	*	*	64%	58%

## Manual Guajardo Elementary Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
*	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not serve PreK students.

## Manual Guajardo Elementary Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 74% to 86% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	76%	79%	82%	86%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	67%	77%	78%	*	*	*	*	34%	76%	*	*	*	*
2022	70%	80%	81%	*	*	*	*	37%	79%	*	*	*	*
2023	73%	83%	84%	*	*	*	*	40%	82%	*	*	*	*
2024	77%	87%	88%	*	*	*	*	44%	86%	*	*	*	*

#### All Students

2021	69%	62%	68%	75%	*	*	*	*	34%	64%	*	*	*	*
2022	65%	71%	63%	61%	*	*	*	*	38%	63%	*	*	*	*

## Manual Guajardo Elementary Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 60% to 72% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	62%	65%	68%	72%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	*	*	*
2021	42%	65%	68%	*	*	*	58%	36%	61%	*	*	*	*
2022	45%	68%	71%	*	*	*	61%	39%	64%	*	*	*	*
2023	48%	71%	74%	*	*	*	64%	42%	67%	*	*	*	*
2024	52%	75%	78%	*	*	*	68%	46%	71%	*	*	*	*

#### All Students

2021	72%	66%	60%	77%	*	*	*	*	44%	67%	*	*	*	*
2022	71%	71%	70%	69%	*	*	*	*	40%	69%	*	*	*	*

## Roosevelt-Wilson Elementary Early Childhood Literacy Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 45% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	35%	38%	41%	45%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	32%	30%	40%	*	*	*	52%	20%	28%	*	38%	33%	38%
2022	35%	33%	43%	*	*	*	55%	23%	31%	*	31%	36%	41%
2023	38%	36%	46%	*	*	*	58%	26%	34%	*	34%	39%	44%
2024	42%	40%	50%	*	*	*	62%	30%	38%	*	38%	43%	48%

#### All Students

2021	34%	46%	21%	52%	*	*	*	44%	20%	30%	*	15%	32%	47%
2022	35%	6%	32%	50%	*	*	*	*	9%	30%	*	36%	37%	27%

## Roosevelt-Wilson Elementary Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
*	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not serve PreK students.

## Roosevelt-Wilson Elementary Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 71% to 83% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	73%	76%	79%	83%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	70%	73%	77%	*	*	*	55%	42%	76%	*	78%	*	*
2022	73%	76%	80%	*	*	*	58%	45%	79%	*	81%	*	*
2023	76%	79%	83%	*	*	*	61%	48%	82%	*	84%	*	*
2024	80%	83%	84%	*	*	*	65%	52%	86%	*	88%	*	*

#### All Students

2021	54%	42%	55%	59%	*	*	*	63%	18%	51%	*	60%	*	*
2022	55%	47%	53%	64%	*	*	*	57%	24%	53%	*	42%	*	*



## Roosevelt-Wilson Elementary Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 52% to 64% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	54%	57%	60%	64%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	51%	54%	53%	*	*	*	69%	39%	50%	*	65%	*	*
2022	54%	57%	56%	*	*	*	72%	42%	53%	*	68%	*	*
2023	57%	60%	59%	*	*	*	75%	45%	56%	*	71%	*	*
2024	61%	64%	63%	*	*	*	79%	49%	60%	*	75%	*	*

#### All Students

2021	60%	50%	58%	65%	*	*	*	*	32%	55%	*	56%	*	*
2022	57%	41%	56%	70%	*	*	*	*	25%	55%	*	49%	*	*

## Hayley Elementary Early Childhood Literacy Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 11% to 23% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	13%	15%	18%	23%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	9%	20%	13%	*	*	*	32%	2%	13%	*	10%	12%	7%
2022	12%	23%	15%	*	*	*	35%	5%	15%	*	13%	15%	10%
2023	15%	23%	18%	*	*	*	38%	8%	18%	*	16%	18%	13%
2024	19%	27%	23%	*	*	*	42%	12%	23%	*	20%	22%	17%

#### All Students

2021	12%	10%	12%	33%	*	*	*	0%	4%	11%	*	6%	12%	11%
2022	37%	33%	39%	50%	*	*	*	*	22%	34%	*	17%	28%	54%

## Hayley Elementary Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
*	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not serve PreK students.

## Hayley Elementary Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 56% to 68% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	58%	61%	64%	68%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	53%	64%	61%	*	*	*	49%	44%	56%	*	63%	*	*
2022	56%	67%	64%	*	*	*	52%	47%	59%	*	66%	*	*
2023	59%	70%	67%	*	*	*	55%	50%	62%	*	69%	*	*
2024	63%	74%	71%	*	*	*	59%	54%	66%	*	73%	*	*

#### All Students

2021	24%	20%	28%	26%	*	*	*	*	22%	24%	*	38%	*	*
2022	47%	47%	50%	38%	*	*	*	*	20%	46%	*	48%	*	*

## Hayley Elementary Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 30% to 42% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	32%	35%	38%	42%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	25%	38%	45%	*	*	*	45%	23%	31%	*	43%	*	*
2022	28%	41%	48%	*	*	*	48%	26%	34%	*	46%	*	*
2023	31%	44%	51%	*	*	*	51%	29%	37%	*	49%	*	*
2024	34%	48%	55%	*	*	*	55%	33%	41%	*	53%	*	*

#### All Students

2021	27%	26%	29%	28%	*	*	*	*	16%	26%	*	36%	*	*
2022	50%	47%	54%	45%	*	*	*	*	17%	48%	*	49%	*	*

## Simms Elementary Early Childhood Literacy Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 11% to 23% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	13%	15%	18%	23%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	9%	20%	13%	*	*	*	32%	2%	13%	*	10%	12%	7%
2022	12%	23%	15%	*	*	*	35%	5%	15%	*	13%	15%	10%
2023	15%	23%	18%	*	*	*	38%	8%	18%	*	16%	18%	13%
2024	19%	27%	23%	*	*	*	42%	12%	23%	*	20%	22%	17%

#### All Students

2021	24%	20%	40%	25%	*	*	*	*	21%	22%	*	*	32%	10%
2022	29%	25%	27%	*	*	*	*	*	10%	29%	*	*	24%	35%

## Simms Elementary Early Childhood Literacy Progress Measure 1

**The percent of PreK students that score on grade level or above in Reading will increase from 68% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
*	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not serve PreK students.

## Simms Elementary Early Childhood Literacy Progress Measure 2

**The percent of K students that score on grade level or above in Reading will increase from 56% to 68% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	58%	61%	64%	68%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	53%	64%	61%	*	*	*	49%	44%	56%	*	63%	12%	7%
2022	56%	67%	64%	*	*	*	52%	47%	59%	*	66%	15%	10%
2023	59%	70%	67%	*	*	*	55%	50%	62%	*	69%	18%	13%
2024	63%	74%	71%	*	*	*	59%	54%	66%	*	73%	22%	17%

#### All Students

2021	36%	33%	36%	46%	*	*	*	*	11%	33%	*	*	*	*
2022	43%	40%	37%	67%	*	*	*	*	27%	38%	*	*	*	*



### Simms Elementary Early Childhood Literacy Progress Measure 3

**The percent of 1st through 3rd grade students that score on grade level or above in Reading will increase from 30% to 42% by June 2024.**

#### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	32%	35%	38%	42%

#### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	25%	38%	45%	*	*	*	45%	23%	31%	*	43%	*	*
2022	28%	41%	48%	*	*	*	48%	26%	34%	*	46%	*	*
2023	31%	44%	51%	*	*	*	51%	29%	37%	*	49%	*	*
2024	34%	48%	55%	*	*	*	55%	33%	41%	*	53%	*	*

#### All Students

2021	36%	34%	33%	56%	*	*	*	*	14%	33%	*	*	*	*
2022	47%	46%	38%	70%	*	*	*	*	21%	43%	*	*	*	*

## Texas City ISD Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
N/A	37%	39%	42%	45%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	N/A	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	22%	40%	55%	*	*	*	34%	20%	36%	23%	43%	38%	36%
2022	24%	42%	57%	*	*	*	36%	22%	38%	25%	45%	40%	38%
2023	37%	45%	60%	*	*	*	39%	25%	41%	28%	48%	43%	41%
2024	40%	48%	63%	*	*	*	42%	29%	44%	31%	51%	46%	44%

#### All Students

2021	29%	15%	28%	41%	*	*	*	41%	18%	26%	38%	26%	32%	17%
2022	37%	19%	39%	59%	*	*	*	52%	19%	34%	33%	37%	40%	30%



## Texas City ISD Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	85%	87%	90%	92%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	63%	89%	91%	*	*	*	*	*	81%	*	*	*	*
2022	65%	91%	93%	*	*	*	*	*	83%	*	*	*	*
2023	67%	94%	96%	*	*	*	*	*	86%	*	*	*	*
2024	70%	96%	98%	*	*	*	*	*	88%	*	*	*	*

#### All Students

2021	82%	70%	84%	*	*	*	*	*	59%	82%	*	*	*	*
2022	94%	91%	93%	100%	*	*	*	*	87%	94%	*	100%	*	*

## Texa City ISD Early Childhood Math Progress Measure 2

**The percent of K - 1 students that score on grade level or above in math will increase from 71% to 81% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	73%	76%	79%	81%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	74%	84%	83%	*	*	*	83%	55%	79%	*	84%	*	*
2022	76%	86%	85%	*	*	*	85%	57%	81%	*	86%	*	*
2023	79%	89%	88%	*	*	*	88%	60%	84%	*	89%	*	*
2024	82%	92%	91%	*	*	*	91%	63%	87%	*	92%	*	*

#### All Students

2021	81%	74%	84%	83%	*	*	*	67%	27%	55%	*	60%	*	*
2022	68%	54%	69%	81%	*	*	*	77%	57%	66%	*	80%	*	*

## Texas City ISD Early Childhood Math Progress Measure 3

The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 70% to 80% by June

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	72%	74%	77%	80%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	54%	78%	82%	*	*	*	76%	39%	70%	*	79%	*	*
2022	56%	80%	84%	*	*	*	78%	41%	72%	*	81%	*	*
2023	59%	83%	87%	*	*	*	81%	44%	75%	*	84%	*	*
2024	62%	86%	90%	*	*	*	84%	47%	78%	*	87%	*	*

#### All Students

2021	71%	47%	74%	83%	*	*	*	74%	50%	67%	*	67%	*	*
2022	57%	40%	61%	69%	*	*	*	73%	31%	54%	*	63%	*	*

## Calvin Vincent PreK/Headstart Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	*	*	*	*	*	*	*	*	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Calvin Vincent PreK/Headstart does not serve student in Kinder - Grade 3.

## Calvin Vincent PreK/Headstart Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	85%	87%	90%	92%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	63%	89%	91%	*	*	*	*	*	81%	*	*	*	*
2022	65%	91%	93%	*	*	*	*	*	83%	*	*	*	*
2023	67%	94%	96%	*	*	*	*	*	86%	*	*	*	*
2024	70%	96%	98%	*	*	*	*	*	88%	*	*	*	*

#### All Students

2021	82%	70%	84%	*	*	*	*	*	59%	82%	*	*	*	*
2022	94%	91%	93%	100%	*	*	*	*	87%	94%	*	100%	*	*

## Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 71% to 81% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Calvin Vincent does not service students in Kindergarten - Grade 1



## Calvin Vincent PreK/Headstart Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 70% to 80% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* Calvin Vincent does not service students in Grades 2 - 3.

## Heights Elementary Early Childhood Math Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 59% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	51%	53%	56%	59%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	COVID	COVID
2021	33%	51%	65%	*	*	*	*	20%	46%	*	43%	49%	71%
2022	35%	53%	67%	*	*	*	*	22%	48%	*	45%	51%	73%
2023	38%	56%	70%	*	*	*	*	25%	51%	*	48%	54%	76%
2024	41%	59%	73%	*	*	*	*	28%	54%	*	51%	57%	79%

#### All Students

2021	38%	33%	38%	47%	*	*	*	*	33%	35%	*	40%	42%	27%
2022	52%	64%	40%	50%	*	*	*	*	32%	49%	*	40%	51%	58%

## Heights Elementary Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not service PreK students.

## Heights Elementary Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 81% to 91% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	83%	85%	88%	91%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	85%	84%	78%	*	*	*	*	54%	82%	*	*	*	*
2022	87%	86%	80%	*	*	*	*	56%	84%	*	*	*	*
2023	90%	89%	83%	*	*	*	*	59%	87%	*	*	*	*
2024	93%	92%	86%	*	*	*	*	62%	90%	*	*	*	*

#### All Students

2021	83%	85%	84%	78%	*	*	*	*	54%	82%	*	100%	*	*
2022	80%	62%	90%	80%	*	*	*	*	36%	79%	*	83%	*	*

## Heights Elementary Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 84% to 94% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	86%	88%	91%	94%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	79%	85%	88%	*	*	*	84%	69%	84%	*	77%	*	*
2022	81%	87%	90%	*	*	*	86%	71%	86%	*	79%	*	*
2023	84%	90%	93%	*	*	*	89%	74%	89%	*	82%	*	*
2024	87%	93%	96%	*	*	*	92%	77%	92%	*	85%	*	*

#### All Students

2021	80%	71%	76%	97%	*	*	*	*	66%	79%	*	79%	*	*
2022	70%	71%	68%	75%	*	*	*	*	39%	70%	*	71%	*	*

## Kohfeldt Elementary Early Childhood Math Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 46% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	38%	40%	43%	46%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	34%	36%	52%	*	*	*	20%	15%	36%	*	52%	39%	35%
2022	36%	38%	54%	*	*	*	22%	17%	38%	*	54%	41%	37%
2023	39%	41%	57%	*	*	*	25%	20%	41%	*	57%	44%	40%
2024	42%	44%	60%	*	*	*	28%	23%	44%	*	60%	47%	43%

#### All Students

2021	31%	6%	38%	33%	*	*	*	*	17%	32%	*	48%	33%	20%
2022	49%	25%	59%	46%	*	*	*	44%	24%	49%	*	63%	52%	39%

## Kohfeldt Elementary Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not service PreK students.

## Kohfeldt Elementary Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 86% to 96% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	88%	90%	93%	96%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	90%	87%	87%	*	*	*	*	71%	88%	*	82%	*	*
2022	92%	89%	89%	*	*	*	*	73%	90%	*	84%	*	*
2023	95%	92%	92%	*	*	*	*	76%	93%	*	87%	*	*
2024	98%	95%	95%	*	*	*	*	79%	96%	*	90%	*	*

#### All Students

2021	88%	90%	87%	87%	*	*	*	*	71%	88%	*	81%	*	*
2022	73%	71%	71%	85%	*	*	*		75%	72%	*	83%	*	*



## Kohfeldt Elementary Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 69% to 79% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	71%	73%	76%	79%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	66%	72%	83%	*	*	*	73%	36%	70%	*	79%	*	*
2022	68%	74%	85%	*	*	*	75%	38%	72%	*	81%	*	*
2023	71%	77%	88%	*	*	*	78%	41%	75%	*	84%	*	*
2024	74%	80%	91%	*	*	*	81%	44%	78%	*	87%	*	*

#### All Students

2021	71%	58%	76%	65%	*	*	*	*	58%	69%	*	78%	*	*
2022	52%	34%	58%	47%	*	*	*	*	20%	51%	*	74%	*	*

## Manual Guajardo Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 59% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	51%	53%	56%	59%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	*	COVID	COVID
2021	31%	37%	62%	*	*	*	75%	15%	44%	*	*	51%	60%
2022	33%	39%	64%	*	*	*	77%	17%	46%	*	*	53%	62%
2023	36%	42%	67%	*	*	*	80%	20%	49%	*	*	56%	65%
2024	39%	45%	70%	*	*	*	83%	23%	52%	*	*	59%	68%

#### All Students

2021	41%	22%	38%	48%	*	*	*	60%	25%	38%	*	*	44%	28%
2022	59%	45%	49%	71%	*	*	*	*	33%	55%	*	*	59%	58%

## Manual Guajardo Elementary Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not service PreK students.

## Manual Guajardo Elementary Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 88% to 98% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	90%	92%	95%	98%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	89%	88%	94%	*	*	*	*	59%	88%	*	*	*	*
2022	91%	90%	96%	*	*	*	*	61%	90%	*	*	*	*
2023	94%	93%	98%	*	*	*	*	64%	93%	*	*	*	*
2024	97%	96%	98%	*	*	*	*	67%	96%	*	*	*	*

#### All Students

2021	90%	89%	88%	94%	*	*	*	*	58%	88%	*	*	*	*
2022	74%	69%	67%	88%	*	*	*	*	67%	70%	*	*	*	*

## Manual Guajardo Elementary Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 77% to 87% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	79%	81%	84%	87%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	52%	80%	85%	*	*	*	*	35%	75%	*	*	*	*
2022	54%	82%	87%	*	*	*	*	37%	77%	*	*	*	*
2023	57%	85%	90%	*	*	*	*	40%	80%	*	*	*	*
2024	60%	88%	93%	*	*	*	*	43%	83%	*	*	*	*

#### All Students

2021	86%	79%	87%	87%	*	*	*	*	68%	83%	*	*	*	*
2022	82%	76%	77%	90%	*	*	*	*	66%	80%	*	*	*	*

## Roosevelt-Wilson Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 54% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	46%	48%	51%	54%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	47%	42%	45%	*	*	*	50%	18%	39%	*	26%	47%	45%
2022	49%	44%	47%	*	*	*	52%	20%	41%	*	28%	49%	47%
2023	52%	47%	50%	*	*	*	55%	23%	44%	*	31%	52%	49%
2024	55%	50%	53%	*	*	*	58%	26%	47%	*	34%	55%	52%

#### All Students

2021	29%	29%	22%	41%	*	*	*	44%	15%	25%	*	20%	29%	33%
2022	33%	6%	27%	56%	*	*	*	*	9%	27%	*	32%	37%	18%

## Roosevelt-Wilson Elementary Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not service PreK students.

## Roosevelt-Wilson Elementary Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 81% to 91% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	83%	85%	88%	91%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	68%	85%	84%	*	*	*	*	58%	79%	*	84%	*	*
2022	70%	87%	86%	*	*	*	*	60%	81%	*	86%	*	*
2023	73%	90%	88%	*	*	*	*	63%	84%	*	89%	*	*
2024	76%	93%	92%	*	*	*	*	66%	87%	*	92%	*	*

#### All Students

2021	83%	68%	85%	84%	*	*	*	*	58%	79%	*	84%	*	*
2022	71%	55%	67%	79%	*	*	*	*	58%	68%	*	80%	*	*



## Roosevelt-Wilson Elementary Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 78% to 88% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	80%	82%	85%	88%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	78%	75%	83%	*	*	*	*	48%	75%	*	58%	*	*
2022	80%	77%	85%	*	*	*	*	50%	77%	*	60%	*	*
2023	83%	80%	88%	*	*	*	*	53%	80%	*	63%	*	*
2024	86%	83%	91%	*	*	*	*	56%	83%	*	66%	*	*

#### All Students

2021	77%	59%	73%	88%	*	*	*	*	57%	73%	*	62%	*	*
2022	60%	42%	59%	71%	*	*	*	*	41%	56%	*	55%	*	*

## Hayley Elementary Early Childhood Math Plan Campus Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 13% to 23% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	15%	17%	20%	23%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	6%	20%	33%	*	*	*	30%	3%	14%	*	8%	14%	16%
2022	8%	22%	35%	*	*	*	32%	5%	16%	*	10%	16%	18%
2023	11%	25%	38%	*	*	*	35%	8%	19%	*	13%	19%	21%
2024	14%	28%	41%	*	*	*	38%	11%	22%	*	16%	22%	24%

#### All Students

2021	6%	2%	6%	33%	*	*	*	0%	4%	6%	*	6%	6%	6%
2022	20%	14%	28%	17%	*	*	*	*	22%	17%	*	17%	15%	29%

## Hayley Elementary Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not service PreK students.

## Hayley Elementary Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 65% to 75% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	67%	69%	72%	75%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	63%	75%	63%	*	*	*	*	38%	66%	*	80%	*	*
2022	65%	77%	65%	*	*	*	*	40%	68%	*	82%	*	*
2023	68%	80%	68%	*	*	*	*	43%	71%	*	85%	*	*
2024	71%	83%	72%	*	*	*	*	46%	74%	*	88%	*	*

#### All Students

2021	72%	74%	75%	67%	*	*	*	*	52%	72%	*	79%	*	*
2022	64%	52%	67%	71%	*	*	*	*	53%	64%	*	88%	*	*

## Hayley Elementary Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 54% to 64% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	56%	58%	61%	64%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	46%	64%	73%	*	*	*	63%	24%	54%	*	73%	*	*
2022	48%	66%	75%	*	*	*	65%	26%	56%	*	75%	*	*
2023	71%	69%	78%	*	*	*	68%	29%	59%	*	78%	*	*
2024	74%	72%	81%	*	*	*	71%	32%	62%	*	81%	*	*

#### All Students

2021	28%	16%	33%	63%	*	*	*	*	7%	27%	*	27%	*	*
2022	34%	20%	51%	*	*	*	*	*	11%	33%	*	53%	*	*

## Simms Elementary Early Childhood Math Plan Campus Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 13% to 23% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	15%	17%	20%	23%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	COVID	COVID
2021	6%	20%	33%	*	*	*	30%	3%	14%	*	8%	14%	16%
2022	8%	22%	35%	*	*	*	32%	5%	16%	*	10%	16%	18%
2023	11%	25%	38%	*	*	*	35%	8%	19%	*	13%	19%	21%
2024	14%	28%	41%	*	*	*	38%	11%	22%	*	16%	22%	24%

#### All Students

2021	21%	23%	20%	13%	*	*	*	*	16%	21%	*	*	30%	5%
2022	13%	12%	7%	*	*	*	*	*	5%	12%	*	*	13%	12%

## Simms Elementary Early Childhood Math Progress Measure 1

**The percent of PreK students that score on grade level or above in math will increase from 82% to 92% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	*	*	*	*

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	*	COVID	*	*	*	*
2021	*	*	*	*	*	*	*	*	*	*	*	*	*
2022	*	*	*	*	*	*	*	*	*	*	*	*	*
2023	*	*	*	*	*	*	*	*	*	*	*	*	*
2024	*	*	*	*	*	*	*	*	*	*	*	*	*

\* This campus does not service PreK students.

## Simms Elementary Early Childhood Math Progress Measure 2

The percent of K - 1 students that score on grade level or above in math will increase from 65% to 75% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	67%	69%	72%	75%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	COVID	*	*
2021	63%	75%	63%	*	*	*	*	38%	66%	*	80%	*	*
2022	65%	77%	65%	*	*	*	*	40%	68%	*	82%	*	*
2023	68%	80%	68%	*	*	*	*	43%	71%	*	85%	*	*
2024	71%	83%	72%	*	*	*	*	46%	74%	*	88%	*	*

#### All Students

2021	56%	53%	79%	33%	*	*	*	*	24%	54%	*	*	*	*
2022	52%	45%	55%	75%	*	*	*	*	42%	48%	*	*	*	*



## Simms Elementary Early Childhood Math Progress Measure 3

**The percent of 2nd through 3rd grade students that score on grade level or above in math will increase from 54% to 64% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	56%	58%	61%	64%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	COVID	COVID	COVID	*	COVID	*	*
2021	46%	64%	73%	*	*	*	63%	24%	54%	*	73%	*	*
2022	48%	66%	75%	*	*	*	65%	26%	56%	*	75%	*	*
2023	71%	69%	78%	*	*	*	68%	29%	59%	*	78%	*	*
2024	74%	72%	81%	*	*	*	71%	32%	62%	*	81%	*	*

#### All Students

2021	38%	30%	50%	*	*	*	*	*	0%	35%	*	*	*	*
2022	41%	38%	40%	*	*	*	*	*	16%	40%	*	*	*	*



## Texas City ISD CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by August 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
52%	52%	55%	60%	65%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	45%	54%	57%	*	*	*	*	41%	45%	N/A	59%	N/A	N/A
2021	45%	54%	57%	*	*	*	*	41%	45%	N/A	59%	N/A	N/A
2022	48%	57%	60%	*	*	*	*	44%	48%	N/A	62%	N/A	N/A
2023	53%	62%	65%	*	*	*	*	49%	53%	N/A	67%	N/A	N/A
2024	58%	67%	70%	*	*	*	*	54%	58%	N/A	72%	N/A	N/A

#### All Students

19-20 (2021)	58%	42%	64%	76%	*	*	*	29%	70%	53%	N/A	14%	N/A	N/A
20-21 (2022)	65%	58%	63%	77%	*	*	*	43%	94%	61%	N/A	50%	N/A	N/A

## Texas City ISD CCMR Progress Measure 1

**The percent of CCMR students that meet the requirement to be considered "College Ready" (Both TSIA criteria in Math and Reading) will increase from 23% to 38% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	29%	32%	35%	38%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID
2021	25%	24%	37%	26%	*	*	35%	8%	21%	*	6%	*	*
2022	28%	37%	40%	29%	*	*	38%	11%	24%	*	9%	*	*
2023	31%	30%	43%	32%	*	*	41%	14%	27%	*	12%	*	*
2024	34%	33%	46%	35%	*	*	43%	17%	30%	*	15%	*	*

#### All Students

19-20 (2021)	31%	20%	33%	49%	*	*	*	14%	4%	25%	N/A	7%	N/A	N/A
20-21 (2022)	25%	14%	30%	33%	*	*	*	29%	3%	22%	N/A	1%	N/A	N/A

## Texas City ISD CCMR Progress Measure 2

**The percent of CCMR students that earn an industry-based certification from the approved TEA list will increase from 17% to 32% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	23%	26%	29%	32%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID
2021	20%	26%	23%	26%	*	*	20%	20%	23%	*	20%	*	*
2022	23%	29%	26%	29%	*	*	23%	23%	26%	*	23%	*	*
2023	26%	32%	29%	32%	*	*	26%	26%	29%	*	26%	*	*
2024	29%	35%	32%	35%	*	*	29%	29%	32%	*	29%	*	*

#### All Students

19-20 (2021)	18%	14%	23%	17%	*	*	*	29%	17%	19%	N/A	7%	N/A	N/A
20-21 (2022)	25%	18%	25%	34%	*	*	*	14%	18%	23%	N/A	27%	N/A	N/A

## Texas City HS CCMR Plan Campus Goal

**The percentage of graduates that meet the criteria for CCMR will increase from 54% to 69% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
56%	56%	59%	64%	69%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	53%	60%	64%	46%	*	*	46%	52%	53%	N/A	60%	N/A	N/A
2021	53%	60%	64%	46%	*	*	46%	52%	53%	N/A	60%	N/A	N/A
2022	56%	63%	67%	49%	*	*	49%	55%	56%	N/A	63%	N/A	N/A
2023	59%	66%	70%	52%	*	*	52%	58%	59%	N/A	66%	N/A	N/A
2024	62%	69%	73%	55%	*	*	55%	61%	62%	N/A	59%	N/A	N/A

#### All Students

19-20 (2021)	69%	61%	68%	76%	*	*	*	40%	83%	65%	N/A	13%	N/A	N/A
20-21 (2022)	67%	60%	65%	76%	*	*	*	40%	100%	63%	N/A	42%	N/A	N/A

## Texas City HS CCMR Progress Measure 1

**The percent of CCMR students that meet the requirement to be considered "College Ready" (Both TSIA criteria in Math and Reading) will increase from 24% to 39% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	30%	33%	36%	39%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID
2021	25%	25%	38%	26%	*	*	26%	9%	21%	*	6%	*	*
2022	28%	28%	41%	29%	*	*	29%	12%	24%	*	9%	*	*
2023	31%	31%	44%	32%	*	*	32%	15%	27%	*	12%	*	*
2024	34%	34%	47%	35%	*	*	35%	18%	30%	*	15%	*	*

#### All Students

19-20 (2021)	39%	36%	58%	57%	*	*	*	20%	7%	35%	N/A	0%	N/A	N/A
20-21 (2022)	30%	21%	57%	60%	*	*	*	20%	6%	28%	N/A	0%	N/A	N/A

## Texas City HS CCMR Progress Measure 2

**The percent of CCMR students that earn an industry-based certification from the approved TEA list will increase from 19% to 34% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	25%	28%	31%	34%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID	COVID
2021	25%	25%	26%	24%	*	*	26%	21%	25%	*	23%	*	*
2022	28%	28%	29%	27%	*	*	29%	24%	28%	*	26%	*	*
2023	31%	31%	32%	30%	*	*	32%	27%	31%	*	29%	*	*
2024	34%	34%	35%	33%	*	*	35%	30%	34%	*	32%	*	*

#### All Students

19-20 (2021)	22%	20%	25%	18%	*	*	*	40%	23%	23%	N/A	13%	N/A	N/A
20-21 (2022)	30%	28%	27%	36%	*	*	*	20%	27%	29%	N/A	33%	N/A	N/A

## La Marque HS CCMR Plan Campus Goal

The percentage of graduates that meet the criteria for CCMR will increase from 44% to 59% by August 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
46%	46%	49%	54%	59%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	48%	52%	56%	*	*	*	*	46%	44%	N/A	*	N/A	N/A
2021	48%	52%	56%	*	*	*	*	46%	44%	N/A	*	N/A	N/A
2022	51%	55%	59%	*	*	*	*	49%	47%	N/A	*	N/A	N/A
2023	54%	57%	62%	*	*	*	*	52%	50%	N/A	*	N/A	N/A
2024	57%	60%	65%	*	*	*	*	55%	53%	N/A	*	N/A	N/A

#### All Students

19-20 (2021)	29%	27%	33%	50%	*	*	*	*	44%	28%	N/A	17%	N/A	N/A
20-21 (2022)	57%	55%	54%	79%	*	*	*	*	88%	56%	N/A	60%	N/A	N/A



## La Marque HS CCMR Progress Measure 1

**The percent of CCMR students that meet the requirement to be considered "College Ready" (Both TSIA criteria in Math and Reading) will increase from 16% to 31% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	22%	25%	28%	31%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	24%	15%	16%	*	*	*	*	6%	18%	*	*	*	*
2022	27%	18%	19%	*	*	*	*	9%	21%	*	*	*	*
2023	30%	21%	22%	*	*	*	*	12%	24%	*	*	*	*
2024	33%	24%	25%	*	*	*	*	15%	27%	*	*	*	*

#### All Students

19-20 (2021)	10%	7%	19%	33%	*	*	*	*	0%	5%	N/A	17%	N/A	N/A
20-21 (2022)	12%	7%	18%	21%	*	*	*	*	0%	10%	N/A	0%	N/A	N/A

## La Marque HS CCMR Progress Measure 2

**The percent of CCMR students that earn an industry-based certification from the approved TEA list will increase from 10% to 25% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
COVID	16%	19%	22%	25%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	COVID	COVID	COVID	*	*	*	*	COVID	COVID	*	*	*	*
2021	13%	28%	16%	*	*	*	*	19%	18%	*	*	*	*
2022	16%	31%	19%	*	*	*	*	22%	21%	*	*	*	*
2023	19%	34%	22%	*	*	*	*	25%	24%	*	*	*	*
2024	22%	37%	35%	*	*	*	*	28%	27%	*	*	*	*

#### All Students

19-20 (2021)	8%	8%	7%	0%	*	*	*	*	6%	10%	N/A	0%	N/A	N/A
20-21 (2022)	11%	9%	15%	14%	*	*	*	*	9%	11%	N/A	20%	N/A	N/A

# TEXAS ACADEMIC PERFORMANCE REPORT

## *TEXAS CITY INDEPENDENT SCHOOL DISTRICT*



### SECTION 8

### 2021-22 TAPR Glossary

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2022 Accountability Rating:** The overall rating earned by the district or campus for 2022.

**2022 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

**2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Performance

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*STAAR (with and without accommodations) and STAAR Alternate 2.* The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html>.

## STAAR Performance (2021–22)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

### STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

### *End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

### *Accelerated Testers:*

SAT/ACT

*Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.* The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.* The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.* The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.* The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

## Progress (Academic Growth and STAAR Progress Measure)

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

*Percent of Students Maintaining or Improving Compared to Prior Year Performance Level.* The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

### Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c),

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual(EB) Students/English Learner (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term “emergent bilingual student” replaced the term of “limited English proficient (LEP) student” used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of “English learner (EL)” used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

## STAAR Participation (2021–22)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- *Included in Accountability:* scored answer documents
  - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

## Attendance, Graduation, and Dropout Rates (2021–22)

**Attendance Rate:** The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

**Chronic Absenteeism:** The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2020–21 school year**

*(Data source: PEIMS 42400)*

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

**number of dropouts in grades 7 and 8 during the 2020–21 school year**

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**number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year**

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

**number of dropouts in grades 9–12 during the 2020–21 school year**

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**number of students in grades 9–12 in attendance at any time during the 2020–21 school year**

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2020–21](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2022 Accountability Manual](#) (Data source: PEIMS 40203, 40110, 42400, and 42500)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

### *Additional Information on Cohorts:*

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## **4-Year Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2021**

---

**number of students in the 2021 cohort\***

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2021 cohort\***

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2021 cohort\***

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school  
year**

---

**number of students in the 2021 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

**number of students from the 2021 cohort who received a high school diploma by August 31,  
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

**number of students in the 2021 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{array}}{\text{number of students in the 2021 cohort*}}$$

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2020 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2020 cohort\***

## ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2021**

**plus**

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

### *Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2021 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2020 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\*\***

\*\* The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**Graduation Program:** The percentage of students who graduated under one of the following programs:

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2021 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

**FHSP-E Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in the Class of 2021 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2021 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2021 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2021 with reported graduation plans**

**RHSP/DAP Graduates (Annual Rate) (2020-21)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**FHSP-E Graduates (Annual Rate) (2020–21)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2020–21 who earn an FHSP-E**

---

**number of graduates in SY 2020–21 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Annual Rate) (2020–21)** The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in SY 2020–21 who earn an FHSP-DLA**

---

**number of graduates in SY 2020–21 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

---

**number of graduates in SY 2020–21 with reported graduation plans**

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2021–22)

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2020–21 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

*(Data source: PEIMS 40203)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**Special Education:** The population of students served by special education programs. (*Data source: PEIMS 41163*)

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. (*Data source: PEIMS 40100 and STAAR*)

**number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual”, “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (*Data source: PEIMS 40110*)

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). (*Data source: PEIMS 40100*)

**number of students in the 2020–21 school year considered as at risk**

---

**total number of students**

## College, Career, or Military\* Readiness (CCMR) (2021–22)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

### Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) **\*Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

*\*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

### College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

### College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA1 and/or TSIA2</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English <b>and</b> >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics <b>and</b> >=23 Composite	or	Complete and earn credit for mathematics college prep course

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

Subject	Assessment Version	Score Requirements for CCMR					
English Language Arts and Reading (ELAR)	TSIA1	Score $\geq$ 351 on Reading					
	TSIA2	Score $\geq$ 945 on the ELAR College Readiness Classification (CRC)		AND		Score $\geq$ 5 on the essay	
		OR					
		Score $<$ 945 on the ELAR CRC		AND	Score $\geq$ 5 on the diagnostic	AND	Score $\geq$ 5 on the essay
	Combination	Score $\geq$ 945 on the ELAR CRC on the TSIA2		AND		Score $\geq$ 5 on the TSIA1 essay	
		OR					
		Score $<$ 945 on the ELAR CRC on the TSIA2		AND	Score $\geq$ 5 on the diagnostic on the TSIA2	AND	Score $\geq$ 5 on the TSIA1 essay
	Mathematics	TSIA1	Score $\geq$ 350 on Mathematics				
TSIA2		Score $\geq$ 950 on the Mathematics CRC					
		OR					
		Score $<$ 950 on the Mathematics CRC		AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

*English Language Arts.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Any Subject.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2020-21 annual graduates

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2020-21 annual graduates

**Associate Degree:** The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. (*Data source: PEIMS 40100*)

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2020-21 annual graduates

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)

number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

number of 2020-21 annual graduates

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2020-21 annual graduates

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of 2020-21 annual graduates who earned an approved industry-based certification

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number of 2020-21 annual graduates

**Graduate with Level I or Level II Certificate:** The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

number of 2020-21 annual graduates who earned a level I or level II certificate

---

number of 2020-21 annual graduates

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2020-21 annual graduates

**Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced degree plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2020-21 annual graduates

## CCMR-related Indicators (2021–22)

**TSIA Results (Graduates  $\geq$  Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

*English Language Arts.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

---

number of 2020-21 annual graduates



# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

*English Language Arts.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2020-21 annual graduates

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

*All Subjects*

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

*Social Studies*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

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# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

**AP/IB Results (Examinees  $\geq$  Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

## All Subjects

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number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

---

number of 11th and 12th graders with at least one AP or IB examination

## English Language Arts

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number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
ELA

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number of 11th and 12th graders with at least one AP or IB examination in ELA

## Mathematics

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number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
mathematics

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number of 11th and 12th graders with at least one AP or IB examination in mathematics

## Science

---

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
science

---

number of 11th and 12th graders with at least one AP or IB examination in science

## Social Studies

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number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in  
social studies

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number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

**AP/IB Results (11<sup>th</sup> & 12<sup>th</sup> Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## *All Subjects*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2020-21 graduates who took either the SAT or the ACT

---

number of 2020-21 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2020-21 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2020-21 graduates reported

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

- (2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the  
SAT

---

number of 2020-21 graduates who took the SAT

- (3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

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**Average ACT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

- (2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

- (3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

- (4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

**Advanced/Dual-Credit Course Completion (Grades 9–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:  
(Data source: PEIMS 43415)

*Any Subject*

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

*English Language Arts*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2020-21 who received credit for at least  
one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2020-21

## Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least  
one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21

## Science

number of students in grades 9–12 in 2020-21 who received credit for at least  
one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2020-21

## Social Studies

number of students in grades 9–12 in 2020-21 who received credit for at least  
one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2020-21

*(Data source: PEIMS 43415)*

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

---

number of in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2019-20 school year who attended a public or independent  
college or university in Texas in the following academic year

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number of graduates during the 2019-20 school year

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## (TAPR) Glossary

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

### Student Information (2021–22)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–20, use the data displayed under Membership.

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 29, 2021).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. (Data source: PEIMS 40110)

**Students by Grade:** The count of students in each grade divided by the total number of students. (Data source: PEIMS 40110)

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (Data source: PEIMS 40100, 30040, 30050, 30090)

**Male/Female:** The number and percentage of students who are identified as male or female. (Data source: PEIMS 40100)

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

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**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

**Emergent bilingual students/English learner (EB/EL) :** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

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## (TAPR) Glossary

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

*(Data source: PEIMS 40100)*

**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

**Title I:** The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2021–22 school year considered as at risk**

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**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:** The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The



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## (TAPR) Glossary

percentages do not total to 100 because students may participate in more than one of these programs.  
(Data source: PEIMS 40110, 41163 and 41169)

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

**Mobility:** The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

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**number of mobile students in 2020–21**

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**number of students who were in membership at any time during the  
2020–21 school year**

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. (*Data source: PEIMS 42400*)

**Attrition Rates:** The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2020–21](#), available from TEA. (*Data source: PEIMS 40110*)

**Data Quality** (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of underreported students

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number of students in grades 7–12 who were served in the district in the 2020–21 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

## Staff Information (2021–22)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. (Data source: PEIMS 30040, 30050, and 30090)

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

**Auxiliary Staff** *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

**Librarians and Counselors (Headcount):** The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

**Total Minority Staff:** The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count.  
(Data source: PEIMS 30040, 30050, and 30090)

**Experience of Campus Leadership:** The average years of experience for principals and assistant principals.

*Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Data source: PEIMS 30040, 30050, and 30090)

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Data source: PEIMS 30050)

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (Data source: PEIMS 30060)

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

*Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

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**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

**Teachers by Program** *(population served)*: The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

### Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN



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12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

### Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

### Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

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03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

### Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HIGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

### Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

### Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH

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03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU

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03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN

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03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

### Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

### Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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## Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

### CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

### PROFESSIONAL SUPPORT STAFF

002 .....	Art Therapist
005 .....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011 .....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019 .....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant



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065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

## TEACHERS

087.....	Teacher
047.....	Substitute Teacher

## EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

## AUXILIARY STAFF

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.