



TEXAS ACADEMIC PERFORMANCE REPORT

TEXAS CITY INDEPENDENT SCHOOL DISTRICT

SECTION 1

Texas Academic Performance Report – District Level

SECTION 2

PEIMS Financial Standard Report
(2019-2020 Financial Actual Report)

SECTION 3

2020-2021 District Accreditation Status

SECTION 4

Campus Performance Objectives

SECTION 5

Report on Violent or Criminal Incidents on Campuses

SECTION 6

Student Performance in Postsecondary Institutions

SECTION 7

2020-2021 TAPR Glossary





TEXAS ACADEMIC PERFORMANCE REPORT

TEXAS CITY INDEPENDENT SCHOOL DISTRICT

SECTION 1

Texas Academic Performance Report – District Level



2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

District Number: 084906

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Intervention

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	68%	64%	49%	65%	78%	*	*	-	70%	41%	63%	67%	54%	62%	64%
	2019	76%	76%	62%	43%	69%	74%	*	*	-	58%	39%	43%	63%	60%	60%	76%
At Meets Grade Level or Above	2021	39%	39%	33%	21%	32%	48%	*	*	-	41%	19%	25%	36%	26%	30%	29%
	2019	45%	46%	28%	15%	29%	42%	*	*	-	32%	10%	14%	28%	26%	26%	29%
At Masters Grade Level	2021	19%	20%	13%	5%	12%	21%	*	*	-	26%	2%	13%	14%	11%	10%	8%
	2019	27%	28%	17%	7%	17%	26%	*	*	-	21%	5%	7%	18%	13%	15%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	62%	36%	68%	78%	*	*	-	63%	42%	50%	66%	49%	59%	64%
	2019	79%	79%	73%	56%	77%	87%	*	*	-	79%	39%	79%	74%	70%	71%	84%
At Meets Grade Level or Above	2021	31%	31%	29%	15%	28%	41%	*	*	-	41%	18%	38%	32%	17%	26%	26%
	2019	49%	49%	35%	20%	38%	53%	*	*	-	32%	18%	21%	36%	34%	34%	41%
At Masters Grade Level	2021	14%	15%	13%	8%	12%	17%	*	*	-	22%	3%	38%	14%	8%	11%	8%
	2019	25%	25%	16%	9%	15%	24%	*	*	-	21%	6%	14%	17%	12%	15%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	63%	55%	38%	59%	72%	*	*	-	58%	25%	*	57%	50%	54%	56%
	2019	75%	75%	67%	52%	72%	80%	*	*	-	71%	53%	67%	77%	54%	66%	70%
At Meets Grade Level or Above	2021	36%	37%	30%	21%	33%	37%	*	*	-	23%	13%	*	30%	29%	29%	38%
	2019	44%	45%	35%	24%	38%	46%	*	*	-	42%	29%	33%	43%	26%	34%	27%
At Masters Grade Level	2021	17%	18%	12%	7%	14%	13%	*	*	-	8%	2%	*	13%	9%	11%	16%
	2019	22%	23%	16%	7%	19%	20%	*	*	-	25%	13%	11%	19%	11%	16%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	54%	42%	58%	66%	*	*	-	58%	31%	*	56%	50%	53%	56%
	2019	75%	76%	67%	50%	74%	80%	*	*	-	71%	47%	61%	77%	54%	66%	67%
At Meets Grade Level or Above	2021	36%	37%	31%	19%	35%	39%	*	*	-	35%	17%	*	33%	25%	30%	33%
	2019	48%	49%	38%	25%	42%	50%	*	*	-	46%	30%	39%	44%	30%	37%	33%
At Masters Grade Level	2021	21%	22%	17%	5%	21%	26%	*	*	-	15%	5%	*	18%	12%	15%	14%
	2019	28%	30%	19%	9%	19%	32%	*	*	-	38%	18%	28%	24%	14%	19%	14%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

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At Approaches Grade Level or Above	2021	53%	54%	50%	37%	53%	62%	*	*	-	60%	19%	80%	52%	44%	49%	52%
	2019	67%	67%	56%	41%	59%	70%	*	*	-	63%	40%	33%	65%	43%	54%	53%
At Meets Grade Level or Above	2021	27%	28%	26%	18%	31%	26%	*	*	-	20%	11%	60%	28%	19%	25%	35%
	2019	35%	35%	24%	15%	26%	34%	*	*	-	29%	24%	22%	29%	19%	23%	22%
At Masters Grade Level	2021	8%	9%	5%	2%	7%	3%	*	*	-	0%	3%	0%	6%	3%	5%	9%
	2019	11%	11%	7%	4%	8%	10%	*	*	-	13%	15%	0%	9%	5%	7%	3%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	58%	45%	61%	73%	*	*	-	61%	36%	0%	62%	51%	56%	64%
	2019	86%	86%	68%	56%	74%	77%	29%	*	-	65%	46%	33%	79%	57%	67%	69%
At Meets Grade Level or Above	2021	46%	47%	29%	22%	27%	44%	*	*	-	39%	23%	0%	29%	30%	27%	23%
	2019	54%	54%	30%	21%	34%	38%	14%	*	-	24%	28%	13%	38%	22%	29%	30%
At Masters Grade Level	2021	30%	31%	16%	8%	15%	28%	*	*	-	39%	7%	0%	16%	15%	14%	12%
	2019	29%	30%	12%	5%	15%	18%	0%	*	-	18%	6%	7%	16%	8%	12%	10%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	61%	51%	65%	69%	*	*	-	47%	38%	33%	63%	54%	59%	66%
	2019	90%	89%	79%	66%	86%	84%	43%	*	-	88%	59%	80%	88%	68%	77%	79%
At Meets Grade Level or Above	2021	44%	45%	32%	25%	32%	45%	*	*	-	32%	19%	17%	33%	30%	30%	36%
	2019	58%	59%	37%	23%	45%	43%	0%	*	-	41%	33%	27%	49%	23%	36%	41%
At Masters Grade Level	2021	25%	26%	16%	11%	16%	24%	*	*	-	5%	7%	0%	18%	11%	14%	20%
	2019	36%	38%	18%	7%	22%	26%	0%	*	-	18%	11%	7%	27%	8%	18%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	62%	49%	35%	48%	74%	*	*	-	44%	33%	0%	50%	46%	45%	49%
	2019	75%	75%	54%	36%	62%	67%	29%	*	-	65%	41%	27%	67%	41%	52%	57%
At Meets Grade Level or Above	2021	31%	32%	17%	15%	14%	28%	*	*	-	11%	19%	0%	16%	19%	16%	14%
	2019	49%	50%	26%	13%	29%	42%	0%	*	-	29%	30%	13%	36%	16%	25%	23%
At Masters Grade Level	2021	13%	14%	5%	5%	2%	10%	*	*	-	0%	6%	0%	4%	5%	5%	4%
	2019	24%	25%	11%	4%	11%	20%	0%	*	-	24%	11%	0%	14%	7%	11%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	47%	39%	49%	52%	*	*	-	74%	28%	71%	48%	45%	44%	38%
	2019	68%	69%	57%	41%	58%	69%	*	*	-	78%	42%	33%	64%	47%	56%	53%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

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At Meets Grade Level or Above	2021	32%	34%	18%	14%	19%	24%	*	*	-	26%	23%	29%	18%	19%	17%	14%
	2019	37%	38%	26%	14%	28%	31%	*	*	-	43%	30%	8%	31%	19%	25%	21%
At Masters Grade Level	2021	15%	16%	6%	4%	8%	3%	*	*	-	11%	11%	14%	5%	7%	6%	6%
	2019	18%	19%	10%	4%	10%	14%	*	*	-	26%	8%	0%	13%	7%	10%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	68%	54%	44%	58%	60%	*	*	-	74%	37%	71%	55%	50%	51%	49%
	2019	81%	81%	71%	55%	74%	82%	*	*	-	91%	57%	58%	81%	59%	70%	79%
At Meets Grade Level or Above	2021	36%	37%	22%	16%	23%	27%	*	*	-	37%	21%	29%	23%	18%	21%	15%
	2019	47%	48%	32%	15%	36%	45%	*	*	-	35%	36%	17%	42%	20%	33%	29%
At Masters Grade Level	2021	15%	17%	5%	4%	5%	5%	*	*	-	5%	10%	0%	5%	4%	4%	3%
	2019	21%	22%	11%	4%	12%	18%	*	*	-	13%	13%	8%	16%	5%	12%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	71%	53%	38%	58%	69%	*	*	-	47%	37%	*	55%	47%	49%	52%
	2019	76%	77%	65%	51%	69%	80%	60%	*	-	64%	44%	42%	74%	53%	61%	61%
At Meets Grade Level or Above	2021	45%	47%	29%	21%	31%	39%	*	*	-	27%	28%	*	31%	24%	27%	24%
	2019	49%	51%	36%	24%	36%	53%	20%	*	-	40%	32%	8%	45%	23%	30%	26%
At Masters Grade Level	2021	25%	27%	16%	10%	17%	21%	*	*	-	27%	19%	*	17%	13%	15%	11%
	2019	29%	31%	20%	10%	20%	34%	20%	*	-	16%	22%	0%	27%	9%	15%	9%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	57%	42%	32%	47%	52%	*	*	-	31%	35%	*	45%	35%	39%	39%
	2019	75%	77%	58%	41%	64%	74%	40%	*	-	68%	48%	42%	69%	45%	55%	54%
At Meets Grade Level or Above	2021	27%	29%	22%	13%	24%	31%	*	*	-	15%	25%	*	23%	17%	19%	15%
	2019	43%	46%	27%	15%	29%	41%	40%	*	-	27%	36%	0%	38%	14%	24%	31%
At Masters Grade Level	2021	12%	13%	11%	6%	12%	20%	*	*	-	8%	21%	*	13%	5%	10%	7%
	2019	17%	18%	5%	4%	4%	8%	20%	*	-	0%	16%	0%	5%	5%	5%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	63%	49%	37%	55%	55%	*	*	-	47%	32%	*	52%	40%	47%	46%
	2019	70%	72%	59%	49%	60%	71%	40%	*	-	64%	36%	23%	68%	48%	55%	58%
At Meets Grade Level or Above	2021	33%	34%	23%	14%	23%	37%	*	*	-	20%	26%	*	24%	19%	20%	14%
	2019	42%	43%	30%	19%	29%	49%	40%	*	-	32%	34%	0%	37%	21%	25%	24%

Texas Education Agency
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TEXAS CITY ISD (084906) - GALVESTON COUNTY

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At Masters Grade Level	2021	10%	10%	6%	5%	5%	9%	*	*	-	13%	16%	*	7%	4%	5%	3%
	2019	18%	19%	11%	7%	11%	16%	0%	*	-	12%	19%	0%	15%	4%	9%	9%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	61%	40%	68%	73%	*	*	-	83%	44%	0%	64%	51%	58%	74%
	2019	86%	86%	78%	61%	87%	86%	*	*	-	71%	37%	71%	83%	73%	74%	76%
At Meets Grade Level or Above	2021	46%	48%	34%	19%	38%	45%	*	*	-	52%	27%	0%	37%	25%	32%	30%
	2019	55%	56%	45%	29%	50%	56%	*	*	-	57%	19%	43%	50%	39%	39%	32%
At Masters Grade Level	2021	21%	22%	15%	7%	17%	21%	*	*	-	17%	15%	0%	16%	11%	13%	3%
	2019	28%	30%	20%	9%	22%	30%	*	*	-	36%	11%	29%	25%	14%	16%	10%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	62%	54%	40%	60%	65%	*	*	-	56%	38%	0%	57%	48%	51%	70%
	2019	88%	88%	82%	70%	88%	86%	*	*	-	88%	50%	50%	90%	71%	78%	83%
At Meets Grade Level or Above	2021	36%	37%	27%	12%	32%	40%	*	*	-	31%	26%	0%	29%	22%	24%	44%
	2019	57%	58%	58%	39%	65%	74%	*	*	-	69%	22%	50%	68%	46%	53%	56%
At Masters Grade Level	2021	11%	11%	6%	2%	8%	6%	*	*	-	13%	18%	0%	6%	6%	5%	5%
	2019	17%	18%	17%	7%	21%	23%	*	*	-	19%	17%	0%	21%	12%	14%	15%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	68%	55%	33%	59%	72%	*	*	-	71%	42%	0%	58%	44%	51%	63%
	2019	81%	81%	68%	47%	75%	81%	*	*	-	71%	26%	67%	78%	56%	63%	63%
At Meets Grade Level or Above	2021	43%	45%	33%	14%	37%	48%	*	*	-	52%	26%	0%	36%	23%	29%	31%
	2019	51%	52%	37%	17%	44%	51%	*	*	-	50%	23%	50%	47%	26%	31%	25%
At Masters Grade Level	2021	24%	25%	18%	5%	20%	29%	*	*	-	38%	22%	0%	19%	14%	16%	11%
	2019	25%	27%	12%	4%	12%	22%	*	*	-	14%	19%	0%	18%	5%	10%	6%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	58%	46%	29%	50%	59%	*	*	-	59%	38%	0%	49%	37%	43%	45%
	2019	69%	70%	55%	32%	61%	73%	*	*	-	62%	30%	33%	67%	41%	48%	40%
At Meets Grade Level or Above	2021	28%	29%	17%	6%	21%	22%	*	*	-	36%	24%	0%	19%	11%	15%	6%
	2019	37%	38%	24%	11%	27%	32%	*	*	-	54%	21%	33%	30%	17%	20%	16%

Texas Education Agency
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At Masters Grade Level	2021	14%	15%	7%	2%	8%	11%	*	*	-	9%	17%	0%	8%	4%	6%	0%
	2019	21%	23%	11%	6%	13%	14%	*	*	-	15%	17%	33%	15%	7%	9%	10%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	67%	49%	38%	51%	63%	*	*	-	61%	23%	33%	53%	37%	45%	26%
	2019	68%	67%	56%	45%	57%	71%	*	*	*	71%	27%	37%	64%	48%	51%	35%
At Meets Grade Level or Above	2021	50%	51%	31%	21%	32%	46%	*	*	-	43%	18%	17%	34%	21%	27%	12%
	2019	50%	50%	35%	23%	35%	53%	*	*	*	46%	18%	11%	42%	27%	30%	16%
At Masters Grade Level	2021	12%	14%	4%	2%	3%	9%	*	*	-	4%	8%	0%	5%	1%	2%	1%
	2019	11%	11%	4%	2%	5%	7%	*	*	*	0%	9%	0%	5%	3%	3%	3%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	58%	47%	60%	71%	*	*	-	65%	23%	*	58%	56%	54%	36%
	2019	68%	69%	58%	48%	60%	70%	*	*	*	73%	37%	29%	65%	50%	55%	36%
At Meets Grade Level or Above	2021	57%	58%	44%	31%	48%	55%	*	*	-	53%	17%	*	45%	44%	41%	22%
	2019	49%	50%	36%	26%	39%	51%	*	*	*	50%	26%	12%	47%	25%	31%	13%
At Masters Grade Level	2021	11%	12%	4%	3%	4%	3%	*	*	-	12%	15%	*	4%	3%	4%	0%
	2019	8%	9%	4%	2%	3%	6%	*	*	*	9%	13%	0%	6%	1%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	74%	65%	59%	64%	77%	-	*	-	78%	41%	67%	69%	56%	63%	58%
	2019	85%	84%	71%	64%	73%	79%	*	*	*	81%	56%	33%	80%	63%	69%	65%
At Meets Grade Level or Above	2021	41%	44%	35%	26%	36%	48%	-	*	-	48%	19%	17%	40%	23%	32%	27%
	2019	61%	61%	41%	30%	44%	54%	*	*	*	38%	29%	17%	51%	31%	37%	29%
At Masters Grade Level	2021	23%	26%	21%	15%	19%	34%	-	*	-	22%	7%	17%	23%	13%	18%	13%
	2019	37%	38%	23%	12%	26%	33%	*	*	*	19%	17%	17%	30%	15%	18%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	68%	56%	67%	85%	*	*	-	88%	48%	60%	72%	55%	64%	51%
	2019	88%	88%	83%	75%	84%	93%	*	*	*	100%	66%	40%	90%	76%	80%	70%
At Meets Grade Level or Above	2021	55%	57%	43%	31%	41%	64%	*	*	-	52%	25%	20%	48%	29%	37%	23%
	2019	62%	63%	49%	29%	53%	76%	*	*	*	63%	28%	0%	66%	34%	44%	29%

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At Masters Grade Level	2021	22%	26%	14%	8%	13%	30%	*	*	-	8%	7%	20%	16%	9%	11%	4%
	2019	25%	28%	14%	6%	16%	26%	*	*	*	6%	8%	0%	19%	10%	11%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	89%	76%	67%	77%	91%	*	*	-	92%	53%	*	77%	76%	74%	56%
	2019	93%	93%	83%	73%	86%	91%	*	*	*	93%	54%	50%	89%	71%	79%	68%
At Meets Grade Level or Above	2021	69%	70%	53%	43%	52%	72%	*	*	-	67%	38%	*	52%	57%	50%	28%
	2019	73%	75%	53%	33%	58%	72%	*	*	*	57%	23%	43%	64%	33%	45%	23%
At Masters Grade Level	2021	43%	45%	28%	16%	27%	49%	*	*	-	50%	22%	*	28%	28%	26%	4%
	2019	45%	49%	25%	14%	26%	40%	*	*	*	14%	9%	14%	30%	15%	20%	7%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	90%	82%	89%	100%	-	-	-	-	-	-	94%	67%	92%	*
At Meets Grade Level or Above	2021	69%	75%	57%	27%	56%	85%	-	-	-	-	-	-	61%	33%	52%	*
At Masters Grade Level	2021	14%	18%	0%	0%	0%	0%	-	-	-	-	-	-	0%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	68%	56%	43%	59%	70%	23%	79%	-	64%	35%	46%	59%	49%	53%	53%
	2019	78%	78%	67%	53%	71%	79%	51%	87%	17%	74%	45%	46%	75%	57%	64%	63%
At Meets Grade Level or Above	2021	41%	43%	30%	20%	32%	42%	7%	69%	-	37%	21%	21%	32%	25%	28%	24%
	2019	50%	51%	36%	23%	39%	50%	20%	69%	17%	42%	26%	20%	44%	26%	33%	28%
At Masters Grade Level	2021	18%	20%	12%	6%	12%	18%	2%	33%	-	15%	10%	10%	12%	9%	10%	8%
	2019	24%	25%	14%	6%	15%	21%	4%	48%	0%	17%	13%	7%	18%	8%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	69%	55%	41%	59%	69%	18%	82%	-	65%	33%	46%	58%	49%	52%	50%
	2019	75%	75%	63%	49%	67%	75%	56%	86%	*	69%	40%	43%	70%	54%	60%	58%
At Meets Grade Level or Above	2021	45%	46%	31%	21%	33%	43%	12%	76%	-	38%	21%	20%	33%	27%	29%	24%
	2019	48%	49%	34%	22%	36%	47%	24%	73%	*	42%	24%	17%	41%	26%	30%	24%
At Masters Grade Level	2021	18%	20%	10%	5%	11%	14%	6%	24%	-	17%	9%	10%	11%	8%	9%	7%
	2019	21%	22%	11%	5%	13%	18%	4%	41%	*	18%	11%	5%	15%	7%	10%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	57%	44%	60%	68%	23%	71%	-	61%	37%	56%	59%	49%	54%	57%
	2019	82%	82%	72%	58%	77%	82%	52%	89%	*	80%	51%	60%	80%	61%	70%	73%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	2021	37%	39%	29%	18%	31%	40%	0%	64%	-	36%	20%	26%	31%	22%	26%	28%
	2019	52%	53%	39%	24%	43%	52%	22%	72%	*	40%	29%	24%	47%	28%	36%	36%
At Masters Grade Level	2021	18%	19%	13%	7%	13%	19%	0%	50%	-	14%	9%	15%	14%	9%	11%	10%
	2019	26%	28%	16%	8%	17%	25%	9%	61%	*	18%	14%	12%	21%	10%	15%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	49%	37%	54%	58%	0%	83%	-	55%	25%	88%	52%	42%	48%	49%
	2019	68%	69%	57%	45%	59%	70%	29%	*	-	63%	38%	29%	66%	45%	54%	56%
At Meets Grade Level or Above	2021	30%	31%	24%	16%	27%	32%	0%	50%	-	20%	18%	50%	26%	19%	23%	25%
	2019	38%	39%	27%	17%	27%	42%	29%	*	-	31%	28%	13%	33%	20%	24%	23%
At Masters Grade Level	2021	9%	9%	6%	4%	6%	6%	0%	17%	-	5%	9%	0%	6%	3%	5%	6%
	2019	14%	15%	9%	5%	9%	13%	0%	*	-	12%	16%	0%	12%	5%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	71%	58%	42%	59%	78%	*	86%	-	70%	40%	19%	61%	49%	54%	54%
	2019	81%	82%	69%	56%	74%	81%	54%	78%	*	79%	48%	39%	79%	60%	65%	63%
At Meets Grade Level or Above	2021	44%	45%	32%	20%	32%	49%	*	86%	-	41%	23%	6%	35%	24%	28%	22%
	2019	54%	55%	39%	21%	43%	58%	15%	56%	*	47%	27%	16%	50%	26%	34%	26%
At Masters Grade Level	2021	20%	22%	13%	6%	12%	24%	*	43%	-	16%	12%	6%	14%	9%	10%	6%
	2019	25%	27%	13%	5%	13%	23%	0%	33%	*	15%	12%	0%	17%	8%	11%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	74%	62%	49%	64%	75%	*	*	-	71%	45%	0%	63%	58%	58%	50%
	2019	81%	81%	73%	59%	77%	85%	50%	88%	*	83%	46%	45%	82%	58%	68%	57%
At Meets Grade Level or Above	2021	49%	51%	36%	26%	36%	47%	*	*	-	47%	30%	0%	36%	36%	33%	17%
	2019	55%	57%	42%	26%	47%	57%	0%	75%	*	56%	22%	40%	53%	26%	36%	21%
At Masters Grade Level	2021	29%	31%	18%	10%	18%	30%	*	*	-	24%	19%	0%	18%	17%	16%	2%
	2019	33%	36%	20%	11%	22%	30%	0%	50%	*	15%	12%	20%	25%	12%	16%	8%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	61	63	59	52	61	66	*	*	-	57	60	47	67	48	58	64
	2018	63	64	63	57	62	72	43	*	-	60	71	71	68	57	61	60
Grade 4 Mathematics	2019	65	66	61	52	66	66	*	*	-	59	61	61	64	56	61	55
	2018	65	67	63	57	62	71	43	*	-	60	68	41	65	59	60	52
Grade 5 ELA/Reading	2019	81	81	69	71	66	68	83	*	-	91	69	57	65	74	70	59
	2018	80	80	66	65	70	64	*	*	-	63	73	72	66	67	67	64
Grade 5 Mathematics	2019	83	82	73	76	72	70	42	*	-	79	68	77	71	76	73	70
	2018	81	79	72	76	69	69	*	*	-	85	79	84	67	77	72	57
Grade 6 ELA/Reading	2019	42	44	40	33	38	47	*	*	-	52	42	42	43	35	39	34
	2018	47	49	48	47	44	55	30	*	-	52	47	56	47	48	45	43
Grade 6 Mathematics	2019	54	55	49	44	51	50	*	*	-	63	58	29	55	42	50	50
	2018	56	57	62	62	62	63	25	*	-	62	57	63	60	64	61	60
Grade 7 ELA/Reading	2019	77	78	70	62	72	78	80	*	-	69	65	45	75	64	68	69
	2018	76	77	68	60	72	73	60	*	-	64	67	88	72	64	66	78
Grade 7 Mathematics	2019	62	63	47	34	51	55	80	*	-	60	46	36	51	41	44	49
	2018	67	67	60	49	67	65	30	-	-	54	55	79	58	61	59	65
Grade 8 ELA/Reading	2019	77	78	76	78	76	73	*	*	-	100	62	57	73	80	75	79
	2018	79	79	84	82	85	83	*	*	-	77	73	58	87	80	84	82
Grade 8 Mathematics	2019	82	84	83	82	86	80	*	*	-	75	75	58	85	81	84	85
	2018	81	81	87	87	86	88	*	*	-	93	73	83	88	87	87	89
End of Course English II	2019	69	70	65	67	64	61	*	*	-	72	68	58	63	66	63	55
	2018	67	67	67	62	69	75	*	50	-	69	53	50	71	61	63	75
End of Course Algebra I	2019	75	75	63	57	63	70	*	*	*	72	43	50	67	58	60	58
	2018	72	72	56	46	60	67	*	*	*	53	42	57	64	47	52	42
All Grades Both Subjects	2019	69	70	63	59	64	65	66	78	*	69	60	52	65	60	62	59
	2018	69	70	66	63	67	71	43	78	*	66	62	67	68	65	65	62
All Grades ELA/Reading	2019	68	69	63	61	63	65	74	75	-	71	61	51	64	61	62	59
	2018	69	69	66	63	67	70	40	74	-	63	63	68	68	63	64	64
All Grades Mathematics	2019	70	71	63	58	65	66	60	81	*	67	59	54	66	59	62	60
	2018	70	70	67	63	67	71	46	85	*	69	61	66	67	66	65	60

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	68%	56%	58%	58%	-	-	-	-	35%	29%	36%	33%	57%	56%	45%	81%
	2019	78%	78%	67%	73%	73%	-	-	-	-	44%	46%	41%		65%		53%	
At Meets Grade Level or Above	2021	41%	43%	30%	28%	28%	-	-	-	-	11%	5%	11%	17%	27%	31%	18%	53%
	2019	50%	51%	36%	32%	32%	-	-	-	-	13%	16%	10%		20%		19%	
At Masters Grade Level	2021	18%	20%	12%	10%	10%	-	-	-	-	2%	0%	2%	0%	6%	12%	5%	19%
	2019	24%	25%	14%	12%	12%	-	-	-	-	3%	3%	2%		7%		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	55%	61%	61%	-	-	-	-	29%	29%	29%	*	54%	56%	42%	84%
	2019	75%	75%	63%	75%	75%	-	-	-	-	37%	43%	30%		62%		49%	
At Meets Grade Level or Above	2021	45%	46%	31%	28%	28%	-	-	-	-	10%	7%	10%	*	23%	32%	17%	58%
	2019	48%	49%	34%	27%	27%	-	-	-	-	10%	12%	7%		19%		15%	
At Masters Grade Level	2021	18%	20%	10%	11%	11%	-	-	-	-	1%	0%	1%	*	3%	10%	5%	16%
	2019	21%	22%	11%	15%	15%	-	-	-	-	3%	4%	1%		12%		7%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	57%	60%	60%	-	-	-	-	41%	39%	41%	*	59%	56%	50%	79%
	2019	82%	82%	72%	81%	81%	-	-	-	-	54%	58%	49%		72%		64%	
At Meets Grade Level or Above	2021	37%	39%	29%	30%	30%	-	-	-	-	12%	7%	12%	*	31%	28%	21%	52%
	2019	52%	53%	39%	43%	43%	-	-	-	-	21%	23%	18%		28%		28%	
At Masters Grade Level	2021	18%	19%	13%	11%	11%	-	-	-	-	3%	0%	4%	*	9%	13%	7%	24%
	2019	26%	28%	16%	14%	14%	-	-	-	-	5%	4%	6%		8%		8%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	49%	56%	56%	-	-	-	-	26%	21%	27%	*	50%	49%	42%	73%
	2019	68%	69%	57%	58%	58%	-	-	-	-	30%	29%	33%		62%		44%	
At Meets Grade Level or Above	2021	30%	31%	24%	40%	40%	-	-	-	-	3%	0%	4%	*	38%	24%	23%	35%
	2019	38%	39%	27%	21%	21%	-	-	-	-	9%	10%	6%		8%		14%	
At Masters Grade Level	2021	9%	9%	6%	10%	10%	-	-	-	-	0%	0%	0%	*	13%	6%	5%	6%
	2019	14%	15%	9%	2%	2%	-	-	-	-	0%	0%	0%		0%		1%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	71%	58%	42%	42%	-	-	-	-	41%	10%	44%	-	63%	58%	43%	84%
	2019	81%	82%	69%	40%	40%	-	-	-	-	51%	43%	58%		62%		51%	
At Meets Grade Level or Above	2021	44%	45%	32%	4%	4%	-	-	-	-	11%	0%	12%	-	25%	32%	11%	58%
	2019	54%	55%	39%	20%	20%	-	-	-	-	13%	17%	10%		15%		14%	
At Masters Grade Level	2021	20%	22%	13%	0%	0%	-	-	-	-	4%	0%	4%	-	6%	13%	3%	22%
	2019	25%	27%	13%	0%	0%	-	-	-	-	2%	2%	2%		0%		1%	
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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 Approaches Grade Level or Above	2021	73%	74%	62%	-	-	-	-	-	-	42%	-	42%	-	56%	62%	43%	81%
	2019	81%	81%	73%	-	-	-	-	-	-	43%	41%	43%	-	63%		44%	
At Meets Grade Level or Above	2021	49%	51%	36%	-	-	-	-	-	-	15%	-	15%	-	22%	37%	16%	44%
	2019	55%	57%	42%	-	-	-	-	-	-	8%	11%	6%	-	13%		8%	
At Masters Grade Level	2021	29%	31%	18%	-	-	-	-	-	-	2%	-	2%	-	0%	19%	2%	17%
	2019	33%	36%	20%	-	-	-	-	-	-	1%	0%	2%	-	0%		1%	

* 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
2020-21 STAAR Participation (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	99%	99%	99%	99%	86%	99%	98%	96%	99%	98%	99%	99%
Included in Accountability	94%	94%	93%	92%	95%	93%	91%	91%	86%	95%	91%	89%	97%	89%	95%	94%
Not Included in Accountability: Mobile	4%	4%	5%	6%	4%	5%	6%	6%	0%	4%	6%	7%	2%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	1%	1%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	1%	2%	1%	1%	1%	1%	14%	1%	2%	4%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	1%	1%	1%	14%	1%	2%	4%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	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
2020-21 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
Attendance Rate													
2019-20	98.3%	98.5%	96.8%	96.4%	97.2%	96.9%	96.6%	98.6%	93.2%	96.8%	96.6%	96.7%	98.1%
2018-19	95.4%	95.5%	92.0%	91.3%	92.5%	92.2%	91.2%	95.3%	83.7%	92.6%	90.6%	92.0%	94.0%
Chronic Absenteeism													
2019-20	6.7%	6.4%	13.3%	15.5%	12.1%	12.5%	14.0%	7.9%	50.0%	11.4%	17.0%	14.2%	7.8%
2018-19	11.4%	11.1%	24.3%	27.2%	22.6%	23.1%	27.8%	15.8%	37.5%	22.9%	30.4%	24.4%	15.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	1.1%	1.4%	0.7%	1.1%	0.0%	0.0%	*	2.6%	1.2%	1.3%	1.6%
2018-19	0.4%	0.6%	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	1.8%	2.4%	1.3%	1.4%	3.1%	0.0%	0.0%	5.1%	3.0%	2.1%	2.9%
2018-19	1.9%	2.0%	3.1%	3.2%	2.8%	3.6%	0.0%	7.1%	20.0%	0.0%	2.8%	3.3%	5.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	89.9%	88.4%	88.5%	89.5%	86.5%	*	*	*	75.0%	83.0%	86.9%	76.5%
Received TxCHSE	0.4%	0.3%	0.8%	0.4%	0.4%	2.0%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	3.9%	3.6%	1.7%	1.2%	1.7%	2.7%	*	*	*	0.0%	5.7%	2.1%	0.0%
Dropped Out	5.4%	6.1%	9.1%	9.8%	8.3%	8.8%	*	*	*	25.0%	11.3%	10.5%	23.5%
Graduates and TxCHSE	90.7%	90.3%	89.2%	88.9%	90.0%	88.5%	*	*	*	75.0%	83.0%	87.4%	76.5%
Graduates, TxCHSE, and Continuers	94.6%	93.9%	90.9%	90.2%	91.7%	91.2%	*	*	*	75.0%	88.7%	89.5%	76.5%
Class of 2019													
Graduated	90.0%	89.0%	87.2%	86.7%	87.6%	88.8%	*	*	*	78.6%	82.7%	85.3%	88.5%
Received TxCHSE	0.5%	0.4%	0.5%	0.0%	0.5%	1.2%	*	*	*	0.0%	1.3%	0.7%	0.0%
Continued HS	3.7%	3.7%	1.7%	1.3%	2.3%	1.2%	*	*	*	7.1%	2.7%	2.1%	3.8%
Dropped Out	5.9%	6.9%	10.6%	12.0%	9.7%	8.8%	*	*	*	14.3%	13.3%	11.9%	7.7%
Graduates and TxCHSE	90.4%	89.5%	87.7%	86.7%	88.0%	90.0%	*	*	*	78.6%	84.0%	86.0%	88.5%
Graduates, TxCHSE, and Continuers	94.1%	93.1%	89.4%	88.0%	90.3%	91.2%	*	*	*	85.7%	86.7%	88.1%	92.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.4%	89.1%	88.4%	89.8%	89.9%	*	*	*	85.7%	85.1%	87.5%	92.3%
Received TxCHSE	0.5%	0.5%	0.8%	0.9%	0.5%	1.2%	*	*	*	0.0%	1.4%	1.2%	0.0%
Continued HS	1.3%	1.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	10.2%	10.7%	9.8%	8.9%	*	*	*	14.3%	13.5%	11.3%	7.7%
Graduates and TxCHSE	92.6%	91.9%	89.8%	89.3%	90.2%	91.1%	*	*	*	85.7%	86.5%	88.7%	92.3%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	89.8%	89.3%	90.2%	91.1%	*	*	*	85.7%	86.5%	88.7%	92.3%

Texas Education Agency
2020-21 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 2018													
Graduated	92.2%	91.3%	91.8%	90.6%	93.5%	90.9%	100.0%	*	*	87.5%	86.0%	89.6%	81.3%
Received TxCHSE	0.6%	0.6%	0.5%	0.0%	0.5%	1.1%	0.0%	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.1%	1.1%	0.5%	0.6%	0.5%	0.5%	0.0%	*	*	0.0%	0.0%	0.3%	6.3%
Dropped Out	6.1%	7.0%	7.2%	8.8%	5.6%	7.5%	0.0%	*	*	12.5%	14.0%	9.2%	12.5%
Graduates and TxCHSE	92.8%	91.9%	92.3%	90.6%	94.0%	91.9%	100.0%	*	*	87.5%	86.0%	90.5%	81.3%
Graduates, TxCHSE, and Continuers	93.9%	93.0%	92.8%	91.2%	94.4%	92.5%	100.0%	*	*	87.5%	86.0%	90.8%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.8%	92.1%	91.1%	94.0%	90.9%	100.0%	*	*	87.5%	86.0%	89.6%	81.3%
Received TxCHSE	0.7%	0.7%	0.5%	0.0%	0.5%	1.1%	0.0%	*	*	0.0%	0.0%	0.9%	0.0%
Continued HS	0.6%	0.6%	0.2%	0.0%	0.0%	0.5%	0.0%	*	*	0.0%	0.0%	0.3%	0.0%
Dropped Out	6.1%	6.9%	7.2%	8.9%	5.6%	7.5%	0.0%	*	*	12.5%	14.0%	9.2%	18.8%
Graduates and TxCHSE	93.3%	92.5%	92.6%	91.1%	94.4%	91.9%	100.0%	*	*	87.5%	86.0%	90.5%	81.3%
Graduates, TxCHSE, and Continuers	93.9%	93.1%	92.8%	91.1%	94.4%	92.5%	100.0%	*	*	87.5%	86.0%	90.8%	81.3%
Class of 2017													
Graduated	92.4%	91.5%	91.3%	90.7%	92.8%	89.3%	100.0%	100.0%	*	85.7%	88.9%	90.3%	83.3%
Received TxCHSE	0.7%	0.8%	1.1%	1.1%	0.0%	2.8%	0.0%	0.0%	*	0.0%	0.0%	1.3%	0.0%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.1%	7.6%	8.2%	7.2%	7.9%	0.0%	0.0%	*	14.3%	11.1%	8.4%	16.7%
Graduates and TxCHSE	93.2%	92.3%	92.4%	91.8%	92.8%	92.1%	100.0%	100.0%	*	85.7%	88.9%	91.6%	83.3%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	92.4%	91.8%	92.8%	92.1%	100.0%	100.0%	*	85.7%	88.9%	91.6%	83.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	89.9%	85.1%	85.4%	85.8%	83.2%	*	*	*	75.0%	78.6%	83.2%	76.5%
Class of 2019	90.0%	89.0%	85.2%	83.5%	85.6%	87.8%	*	*	*	78.6%	77.5%	82.9%	85.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	64.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	76.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	11.5%	11.6%	12.7%	10.9%	*	*	*	0.0%	20.5%	12.9%	15.4%
Class of 2019	4.2%	5.0%	9.1%	4.0%	12.3%	12.2%	*	*	*	10.0%	3.8%	8.0%	17.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.0%	80.3%	79.6%	77.6%	85.2%	*	*	*	83.3%	31.8%	76.8%	69.2%
Class of 2019	83.5%	81.1%	76.6%	78.5%	77.5%	72.1%	*	*	*	90.0%	25.0%	78.9%	60.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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	87.8%	86.7%	91.8%	91.2%	90.2%	96.1%	*	*	*	83.3%	52.3%	89.8%	84.6%
Class of 2019	87.6%	86.1%	85.7%	82.5%	89.8%	84.4%	*	*	*	100.0%	28.8%	86.9%	78.3%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	21.3%	*	-	-	*	-	-	-	-	-	-	-
2018-19	32.7%	27.5%	*	-	*	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.7%	11.3%	11.4%	12.7%	9.4%	*	*	*	14.3%	19.6%	12.7%	28.6%
2018-19	4.4%	5.0%	10.0%	4.9%	13.2%	13.2%	*	*	*	10.0%	3.8%	8.5%	16.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	81.2%	79.1%	78.6%	75.6%	85.8%	*	*	*	71.4%	30.4%	76.8%	64.3%
2018-19	82.1%	79.6%	74.4%	77.1%	74.6%	70.2%	*	*	*	90.0%	24.5%	78.6%	56.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.5%	90.3%	90.0%	88.3%	94.5%	*	*	*	85.7%	50.0%	89.4%	92.9%
2018-19	85.9%	84.1%	84.1%	82.0%	87.4%	82.9%	*	*	*	100.0%	28.3%	87.0%	72.0%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	576	100.0%	360,220	100.0%
By Ethnicity:				
African American	220	38.2%	44,729	12.4%
Hispanic	213	37.0%	184,060	51.1%
White	128	22.2%	105,215	29.2%
American Indian	3	0.5%	1,226	0.3%
Asian	4	0.7%	17,126	4.8%
Pacific Islander	1	0.2%	557	0.2%
Two or More Races	7	1.2%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	1	0.2%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	55	9.5%	49,535	13.8%
Foundation H.S. Program (Endorsement)	65	11.3%	15,689	4.4%
Foundation H.S. Program (DLA)	455	79.0%	292,532	81.2%
Special Education Graduates	46	8.0%	29,018	8.1%
Economically Disadvantaged Graduates	379	65.8%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	14	2.4%	29,639	8.2%
At-Risk Graduates	387	67.2%	148,836	41.3%

Texas Education Agency
2020-21 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
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	61.1%	57.6%	42.3%	63.8%	75.0%	*	*	*	28.6%	69.6%	53.0%	14.3%
2018-19	72.9%	72.0%	54.9%	38.9%	62.4%	68.3%	*	*	*	36.4%	46.0%	51.4%	38.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	52.1%	41.0%	26.8%	43.7%	61.7%	*	*	*	14.3%	4.3%	34.6%	7.1%
2018-19	53.0%	53.2%	26.6%	20.3%	25.9%	35.9%	*	*	*	27.3%	0.0%	22.6%	4.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.8%	42.7%	30.5%	46.5%	58.6%	*	*	*	28.6%	10.9%	38.3%	21.4%
2018-19	60.7%	60.9%	31.9%	24.2%	33.3%	41.0%	*	*	*	27.3%	1.6%	27.0%	12.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.9%	47.7%	30.9%	53.5%	68.0%	*	*	*	42.9%	15.2%	40.9%	28.6%
2018-19	48.6%	51.4%	16.8%	9.2%	16.9%	26.3%	*	*	*	18.2%	0.0%	14.3%	4.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	42.3%	31.4%	20.0%	32.9%	49.2%	*	*	*	14.3%	4.3%	25.1%	7.1%
2018-19	44.2%	45.3%	15.1%	7.7%	14.4%	25.6%	*	*	*	9.1%	0.0%	11.8%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	24.7%	6.4%	1.4%	8.0%	11.7%	*	*	*	14.3%	0.0%	5.3%	0.0%
2018-19	21.1%	24.3%	6.3%	1.4%	7.5%	10.9%	*	*	*	9.1%	0.0%	5.5%	4.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.7%	4.5%	3.2%	5.2%	5.5%	*	*	*	0.0%	0.0%	2.9%	0.0%
2018-19	1.9%	1.7%	2.4%	1.4%	0.5%	5.1%	*	*	*	0.0%	0.0%	0.6%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	20.7%	22.9%	15.9%	24.4%	32.0%	*	*	*	0.0%	0.0%	16.6%	0.0%
2018-19	23.1%	20.2%	19.2%	16.9%	15.9%	26.3%	*	*	*	18.2%	0.0%	15.4%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.5%	3.5%	2.3%	2.3%	7.8%	*	*	*	0.0%	0.0%	2.9%	0.0%
2018-19	2.3%	0.8%	3.8%	1.0%	5.0%	5.8%	*	*	*	9.1%	0.0%	3.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.3%	22.2%	17.7%	26.3%	23.4%	*	*	*	28.6%	69.6%	23.2%	7.1%
2018-19	40.4%	37.1%	38.9%	24.6%	48.3%	48.4%	*	*	*	18.2%	46.0%	38.2%	34.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.8%	18.1%	13.6%	23.0%	17.2%	*	*	*	28.6%	17.4%	18.5%	7.1%

Texas Education Agency
2020-21 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
2018-19	10.7%	9.9%	21.8%	7.2%	31.8%	30.1%	*	*	*	0.0%	19.0%	20.1%	28.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.4%	0.2%	0.0%	0.5%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	1.6%	1.4%	1.4%	2.3%	*	*	*	0.0%	19.6%	1.6%	0.0%
2018-19	2.3%	2.4%	0.9%	1.0%	1.0%	0.6%	*	*	*	0.0%	6.3%	0.6%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.1%	4.0%	3.6%	3.8%	5.5%	*	*	*	0.0%	50.0%	4.2%	0.0%
2018-19	2.7%	2.3%	2.6%	2.9%	2.0%	3.2%	*	*	*	0.0%	23.8%	3.0%	0.0%

Texas Education Agency
2020-21 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	21.0%	25.0%	16.4%	23.9%	41.4%	*	*	*	14.3%	6.5%	19.8%	7.1%
	2018-19	33.4%	25.3%	23.3%	18.4%	25.4%	28.8%	*	*	*	0.0%	1.6%	18.5%	12.0%
Mathematics	2019-20	21.2%	15.5%	14.8%	11.4%	12.7%	22.7%	*	*	*	14.3%	0.0%	9.8%	7.1%
	2018-19	24.7%	20.6%	12.3%	8.7%	11.4%	18.6%	*	*	*	0.0%	0.0%	10.7%	4.0%
Both Subjects	2019-20	16.4%	10.4%	12.8%	8.6%	10.8%	21.9%	*	*	*	14.3%	0.0%	7.9%	7.1%
	2018-19	18.8%	13.3%	9.9%	6.3%	8.5%	16.7%	*	*	*	0.0%	0.0%	7.7%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	5.6%	10.8%	5.9%	16.9%	9.4%	*	*	*	14.3%	6.5%	11.3%	14.3%
	2018-19	5.1%	4.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	9.2%	32.1%	20.5%	38.5%	43.0%	*	*	*	28.6%	15.2%	31.4%	21.4%
	2018-19	7.3%	8.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	3.1%	7.1%	4.1%	10.8%	7.0%	*	*	*	0.0%	2.2%	7.4%	0.0%
	2018-19	2.6%	1.7%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	24.6%	2.9%	1.4%	2.7%	5.2%	0.0%	0.0%	*	6.7%	0.0%	1.7%	0.0%
	2019	25.2%	27.4%	9.7%	2.4%	12.6%	15.7%	0.0%	12.5%	*	23.5%	0.0%	8.6%	1.9%
English Language Arts	2020	12.7%	14.1%	1.0%	0.9%	0.7%	1.4%	0.0%	0.0%	*	6.7%	0.0%	0.5%	0.0%
	2019	14.5%	15.1%	2.4%	0.4%	3.2%	4.2%	0.0%	0.0%	*	5.9%	0.0%	1.7%	0.0%
Mathematics	2020	6.4%	7.3%	0.2%	0.0%	0.0%	1.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2019	7.4%	8.1%	1.8%	0.2%	1.4%	4.2%	0.0%	12.5%	*	5.9%	0.0%	1.3%	0.0%
Science	2020	9.4%	10.7%	0.7%	0.2%	1.1%	0.7%	0.0%	0.0%	*	0.0%	0.0%	0.5%	0.0%
	2019	10.4%	11.4%	2.8%	0.2%	3.9%	4.6%	0.0%	0.0%	*	11.8%	0.0%	2.5%	0.0%
Social Studies	2020	12.4%	14.6%	1.2%	0.5%	0.7%	2.8%	0.0%	0.0%	*	6.7%	0.0%	0.6%	0.0%
	2019	13.9%	15.8%	6.3%	1.3%	7.8%	11.1%	0.0%	0.0%	*	17.6%	0.0%	4.7%	1.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	61.3%	40.0%	16.7%	50.0%	33.3%	-	-	*	*	-	35.7%	-
	2019	51.0%	53.9%	29.4%	27.3%	27.3%	31.3%	-	*	-	*	-	31.8%	*
English Language Arts	2020	50.1%	51.1%	41.7%	*	*	*	-	-	-	*	-	*	-
	2019	41.2%	43.1%	20.0%	*	14.3%	30.8%	-	-	-	*	-	15.4%	-
Mathematics	2020	56.5%	58.8%	*	-	-	*	-	-	-	-	-	-	-
	2019	52.2%	54.9%	36.4%	*	16.7%	38.5%	-	*	-	*	-	30.0%	-
Science	2020	47.6%	50.0%	22.2%	*	20.0%	*	-	-	*	-	-	*	-
	2019	40.6%	43.7%	8.8%	*	5.9%	14.3%	-	-	-	*	-	0.0%	-

Texas Education Agency
2020-21 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	2020	52.3%	55.0%	28.6%	*	*	37.5%	-	-	-	*	-	40.0%	-
	2019	46.3%	52.0%	10.4%	0.0%	8.8%	11.8%	-	-	-	*	-	11.1%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	81.7%	59.7%	63.6%	54.9%	61.7%	*	*	*	42.9%	21.3%	57.4%	33.3%
	2018-19	75.0%	82.1%	42.9%	47.8%	34.8%	44.9%	*	*	*	63.6%	10.9%	37.6%	16.0%
At/Above Criterion for All Examinees	2019-20	35.7%	37.4%	17.2%	5.0%	18.8%	36.7%	*	*	-	*	0.0%	10.0%	0.0%
	2018-19	36.1%	37.4%	16.8%	2.0%	18.6%	35.7%	*	*	-	14.3%	0.0%	10.1%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1024	917	859	928	1000	*	*	-	*	749	875	754
	2018-19	1027	1028	958	889	962	1036	*	*	-	961	*	927	*
English Language Arts and Writing	2019-20	513	514	468	436	479	511	*	*	-	*	379	447	368
	2018-19	517	515	486	456	486	522	*	*	-	483	*	472	*
Mathematics	2019-20	506	510	448	423	450	490	*	*	-	*	370	428	386
	2018-19	510	513	472	433	476	514	*	*	-	479	*	455	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	21.0	18.4	17.6	18.1	20.5	-	*	-	*	*	16.9	-
	2018-19	20.6	21.1	17.7	15.5	17.7	20.4	*	-	-	*	*	16.8	*
English Language Arts	2019-20	19.9	20.7	17.7	17.1	16.6	19.7	-	*	-	*	*	16.1	-
	2018-19	20.3	20.8	17.1	14.8	17.0	20.2	*	-	-	*	*	16.0	*
Mathematics	2019-20	20.1	20.9	18.3	17.1	19.0	20.4	-	*	-	*	*	16.6	-
	2018-19	20.4	21.0	17.4	15.5	17.6	19.8	*	-	-	*	*	16.8	*
Science	2019-20	20.5	21.3	19.7	18.6	19.9	22.1	-	*	-	*	*	17.9	-
	2018-19	20.8	21.2	18.5	16.3	19.0	20.8	*	-	-	*	*	17.6	*

Texas Education Agency
2020-21 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	46.9%	36.6%	33.4%	35.6%	43.4%	16.7%	69.2%	*	20.0%	12.9%	31.8%	17.6%
	2018-19	44.6%	44.2%	35.6%	31.8%	34.4%	41.9%	18.2%	71.4%	*	50.0%	14.7%	31.0%	20.1%
English Language Arts	2019-20	18.2%	20.0%	12.1%	8.0%	13.0%	16.7%	3.4%	30.8%	*	3.0%	4.0%	9.1%	3.1%
	2018-19	17.8%	18.5%	10.9%	8.1%	10.2%	15.4%	9.1%	21.4%	*	17.6%	4.5%	7.9%	2.2%
Mathematics	2019-20	20.7%	20.8%	10.3%	12.1%	8.9%	10.4%	3.6%	25.0%	*	3.0%	1.6%	8.9%	3.8%
	2018-19	20.4%	19.8%	13.3%	13.5%	12.8%	13.7%	4.5%	25.0%	*	21.9%	2.5%	11.9%	7.5%
Science	2019-20	22.4%	20.7%	21.0%	22.6%	18.9%	22.9%	10.7%	30.0%	*	6.3%	7.0%	19.3%	8.7%
	2018-19	21.7%	20.0%	19.2%	19.9%	17.1%	19.9%	9.5%	41.7%	*	36.7%	8.8%	18.1%	10.2%
Social Studies	2019-20	24.6%	24.8%	16.7%	10.8%	17.1%	25.3%	0.0%	33.3%	*	9.4%	0.4%	11.0%	5.6%
	2018-19	23.6%	22.7%	17.4%	10.6%	18.0%	25.6%	13.6%	41.7%	*	23.5%	0.8%	12.3%	4.6%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	55.9%	54.0%	46.4%	62.9%	53.1%	*	*	*	42.9%	47.8%	55.7%	50.0%
	2018-19	59.0%	53.8%	43.9%	31.9%	51.2%	52.6%	*	*	*	27.3%	28.6%	44.1%	32.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	53.6%	39.8%	37.2%	41.8%	41.7%	*	*	*	45.5%	21.9%	35.4%	24.0%
	2017-18	53.4%	54.7%	39.9%	36.6%	42.6%	40.6%	20.0%	*	*	28.6%	17.5%	29.1%	28.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	42.7%	44.4%	18.8%	25.0%	73.7%	*	-	-	*	-	31.6%	-
	2017-18	60.7%	63.3%	48.4%	43.9%	37.5%	65.2%	*	-	*	-	0.0%	36.0%	*

Texas Education Agency
2020-21 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	7,993	100.0%	5,359,040	100.0%	8,044	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	32	0.4%	13,855	0.3%	72	0.9%	20,991	0.4%
Pre-Kindergarten	196	2.5%	196,560	3.7%	196	2.4%	197,093	3.7%
Kindergarten	494	6.2%	360,865	6.7%	495	6.2%	361,349	6.7%
Grade 1	551	6.9%	380,973	7.1%	551	6.8%	381,403	7.1%
Grade 2	519	6.5%	379,725	7.1%	519	6.5%	380,122	7.1%
Grade 3	579	7.2%	380,802	7.1%	579	7.2%	381,135	7.1%
Grade 4	606	7.6%	385,090	7.2%	606	7.5%	385,364	7.2%
Grade 5	612	7.7%	395,436	7.4%	612	7.6%	395,649	7.4%
Grade 6	635	7.9%	414,197	7.7%	636	7.9%	414,357	7.7%
Grade 7	631	7.9%	421,222	7.9%	631	7.8%	421,347	7.8%
Grade 8	628	7.9%	422,386	7.9%	628	7.8%	422,505	7.9%
Grade 9	706	8.8%	436,396	8.1%	707	8.8%	436,523	8.1%
Grade 10	609	7.6%	420,502	7.8%	610	7.6%	420,705	7.8%
Grade 11	613	7.7%	388,143	7.2%	618	7.7%	388,443	7.2%
Grade 12	582	7.3%	362,888	6.8%	584	7.3%	364,600	6.8%
Ethnic Distribution:								
African American	2,455	30.7%	680,285	12.7%	2,469	30.7%	681,401	12.7%
Hispanic	3,430	42.9%	2,835,771	52.9%	3,454	42.9%	2,840,982	52.9%
White	1,767	22.1%	1,418,789	26.5%	1,777	22.1%	1,424,251	26.5%
American Indian	67	0.8%	18,712	0.3%	68	0.8%	18,755	0.3%
Asian	32	0.4%	253,856	4.7%	32	0.4%	254,163	4.7%
Pacific Islander	3	0.0%	8,259	0.2%	3	0.0%	8,271	0.2%
Two or More Races	239	3.0%	143,368	2.7%	241	3.0%	143,763	2.7%
Sex:								
Female	3,846	48.1%	2,620,239	48.9%	3,867	48.1%	2,624,722	48.9%
Male	4,147	51.9%	2,738,801	51.1%	4,177	51.9%	2,746,864	51.1%
Economically Disadvantaged	6,922	86.6%	3,229,178	60.3%	6,964	86.6%	3,233,417	60.2%
Non-Educationally Disadvantaged	1,071	13.4%	2,129,862	39.7%	1,080	13.4%	2,138,169	39.8%
Section 504 Students	500	6.3%	387,490	7.2%	501	6.2%	387,622	7.2%
EB Students/EL	835	10.4%	1,108,207	20.7%	837	10.4%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	384	4.2%	66,833	1.2%				
Students w/ Dyslexia	207	2.6%	241,070	4.5%	208	2.6%	241,197	4.5%
Foster Care	26	0.3%	17,033	0.3%	26	0.3%	17,090	0.3%

Texas Education Agency
2020-21 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
Homeless	149	1.9%	57,709	1.1%	151	1.9%	57,811	1.1%
Immigrant	30	0.4%	108,025	2.0%	30	0.4%	108,092	2.0%
Migrant	1	0.0%	16,657	0.3%	1	0.0%	16,733	0.3%
Title I	5,339	66.8%	3,457,855	64.5%	5,386	67.0%	3,464,887	64.5%
Military Connected	89	1.1%	144,596	2.7%	89	1.1%	144,683	2.7%
At-Risk	4,359	54.5%	2,634,284	49.2%	4,378	54.4%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	777	9.7%	1,123,936	21.0%	779	9.7%	1,124,413	20.9%
Gifted and Talented Education	292	3.7%	443,781	8.3%	292	3.6%	443,849	8.3%
Special Education	1,182	14.8%	595,885	11.1%	1,198	14.9%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,182		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	613	51.9%	253,352	42.5%				
Students with Physical Disabilities	172	14.6%	127,106	21.3%				
Students with Autism	155	13.1%	83,737	14.1%				
Students with Behavioral Disabilities	226	19.1%	122,624	20.6%				
Students with Non-Categorical Early Childhood	16	1.4%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	1,812	21.2%	726,083	13.8%				
By Ethnicity:								
African American	781	9.1%	148,832	2.8%				
Hispanic	527	6.2%	372,491	7.1%				
White	410	4.8%	160,748	3.1%				
American Indian	25	0.3%	2,944	0.1%				
Asian	3	0.0%	18,370	0.4%				
Pacific Islander	5	0.1%	1,484	0.0%				
Two or More Races	61	0.7%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	279	22.5%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	108	13.1%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	1,431	21.2%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	1,495	25.4%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.0%	1.4%	5.8%	4.8%
Grade 1	3.0%	1.9%	4.8%	3.2%
Grade 2	1.5%	1.0%	4.2%	1.4%
Grade 3	0.6%	0.5%	1.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.4%	0.2%	0.0%	0.3%
Grade 6	0.9%	0.2%	0.0%	0.3%
Grade 7	0.4%	0.3%	0.0%	0.3%
Grade 8	0.2%	0.2%	0.0%	0.4%
Grade 9	7.4%	4.7%	7.8%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	7	0.2%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	15.3	17.7
Grade 1	14.9	18.0
Grade 2	15.0	18.0
Grade 3	14.9	18.2
Grade 4	16.4	18.3
Grade 5	17.0	19.8
Grade 6	17.7	19.4
Secondary:		
English/Language Arts	14.0	15.7
Foreign Languages	20.7	17.8
Mathematics	16.2	16.9
Science	16.4	17.9
Social Studies	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,270.0	100.0%	745,316.3	100.0%
Professional Staff:	754.6	59.4%	479,219.1	64.3%
Teachers	570.6	44.9%	369,395.4	49.6%
Professional Support	136.3	10.7%	78,787.8	10.6%
Campus Administration (School Leadership)	33.0	2.6%	22,378.5	3.0%
Central Administration	14.6	1.2%	8,657.4	1.2%
Educational Aides:	142.2	11.2%	79,348.7	10.6%
Auxiliary Staff:	373.2	29.4%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	3.0	n/a	4,290.0	n/a
Part-time Librarians	8.0	n/a	582.0	n/a
Full-time Counselors	17.0	n/a	13,211.0	n/a
Part-time Counselors	2.0	n/a	1,126.0	n/a
Total Minority Staff:	673.0	53.0%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	158.1	27.7%	41,186.3	11.1%
Hispanic	84.9	14.9%	104,985.0	28.4%
White	312.6	54.8%	210,367.3	56.9%
American Indian	2.0	0.4%	1,261.0	0.3%
Asian	7.0	1.2%	6,656.1	1.8%
Pacific Islander	1.0	0.2%	618.8	0.2%
Two or More Races	5.0	0.9%	4,320.9	1.2%
Teachers by Sex:				
Males	148.8	26.1%	88,006.1	23.8%
Females	421.9	73.9%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	11.2	2.0%	4,422.7	1.2%
Bachelors	419.2	73.5%	269,818.0	73.0%
Masters	134.2	23.5%	92,432.5	25.0%
Doctorate	6.0	1.1%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	39.5	6.9%	24,880.4	6.7%
1-5 Years Experience	183.2	32.1%	102,753.7	27.8%
6-10 Years Experience	115.3	20.2%	74,854.8	20.3%
11-20 Years Experience	152.4	26.7%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	65.8	11.5%	47,975.4	13.0%
Over 30 Years Experience	14.4	2.5%	11,278.0	3.1%
Number of Students per Teacher	14.0	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.7	6.4
Average Years Experience of Principals with District	5.0	5.5
Average Years Experience of Assistant Principals	4.9	5.5
Average Years Experience of Assistant Principals with District	4.0	4.8
Average Years Experience of Teachers:	10.2	11.2
Average Years Experience of Teachers with District:	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$55,768	\$50,849
1-5 Years Experience	\$55,885	\$53,288
6-10 Years Experience	\$57,375	\$56,282
11-20 Years Experience	\$60,103	\$59,900
21-30 Years Experience	\$63,770	\$64,637
Over 30 Years Experience	\$69,538	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$58,558	\$57,641
Professional Support	\$70,438	\$68,030
Campus Administration (School Leadership)	\$88,330	\$83,424
Central Administration	\$123,365	\$109,662
Instructional Staff Percent:	56.4%	64.6%
Turnover Rate for Teachers:	17.2%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY ISD (084906) - GALVESTON COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	20.3	3.6%	22,870.6	6.2%
Career and Technical Education	29.1	5.1%	18,987.7	5.1%
Compensatory Education	21.0	3.7%	10,226.9	2.8%
Gifted and Talented Education	0.1	0.0%	6,558.4	1.8%
Regular Education	440.1	77.1%	262,447.1	71.0%
Special Education	52.3	9.2%	34,862.5	9.4%
Other	7.8	1.4%	13,442.2	3.6%

- 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: TEXAS CITY H S

Campus Number: 084906001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	49%	54%	43%	53%	67%	*	*	-	67%	27%	*	58%	40%	49%	27%
	2019	68%	56%	61%	49%	59%	72%	*	*	-	68%	34%	57%	65%	50%	56%	35%
At Meets Grade Level or Above	2021	50%	31%	37%	26%	34%	50%	*	*	-	46%	20%	*	40%	24%	32%	11%
	2019	50%	35%	40%	27%	38%	53%	*	*	-	53%	23%	29%	43%	33%	35%	20%
At Masters Grade Level	2021	12%	4%	5%	3%	4%	10%	*	*	-	0%	7%	*	6%	0%	3%	1%
	2019	11%	4%	5%	3%	4%	7%	*	*	-	0%	10%	0%	5%	4%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	58%	60%	49%	61%	70%	*	*	-	62%	26%	*	61%	58%	56%	31%
	2019	68%	58%	62%	49%	62%	71%	*	*	*	72%	48%	38%	66%	50%	58%	32%
At Meets Grade Level or Above	2021	57%	44%	47%	33%	50%	53%	*	*	-	46%	18%	*	47%	45%	43%	15%
	2019	49%	36%	42%	31%	41%	51%	*	*	*	56%	36%	13%	48%	23%	36%	9%
At Masters Grade Level	2021	11%	4%	4%	1%	5%	4%	*	*	-	15%	18%	*	4%	2%	4%	0%
	2019	8%	4%	5%	3%	4%	7%	*	*	*	11%	20%	0%	6%	1%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	65%	63%	60%	60%	73%	-	*	-	72%	47%	*	66%	54%	61%	56%
	2019	85%	71%	72%	65%	73%	74%	*	*	*	81%	57%	*	76%	62%	70%	63%
At Meets Grade Level or Above	2021	41%	35%	31%	25%	31%	40%	-	*	-	28%	22%	*	35%	20%	29%	26%
	2019	61%	41%	40%	34%	40%	47%	*	*	*	31%	38%	*	44%	32%	38%	24%
At Masters Grade Level	2021	23%	21%	15%	11%	14%	26%	-	*	-	11%	7%	*	17%	10%	14%	15%
	2019	37%	23%	21%	13%	21%	28%	*	*	*	6%	22%	*	23%	16%	17%	17%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	68%	75%	63%	71%	88%	-	*	-	90%	52%	*	78%	62%	70%	53%
	2019	88%	83%	89%	87%	87%	93%	*	*	-	100%	74%	*	91%	85%	88%	72%
At Meets Grade Level or Above	2021	55%	43%	51%	43%	46%	69%	-	*	-	57%	30%	*	56%	36%	45%	28%
	2019	62%	49%	63%	48%	60%	78%	*	*	-	58%	41%	*	68%	51%	58%	35%
At Masters Grade Level	2021	22%	14%	18%	10%	15%	34%	-	*	-	10%	8%	*	20%	13%	14%	5%
	2019	25%	14%	19%	10%	18%	27%	*	*	-	8%	12%	*	20%	17%	15%	7%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	88%	76%	79%	69%	78%	90%	*	*	-	90%	60%	*	80%	75%	76%	51%
	2019	93%	83%	88%	81%	89%	92%	*	*	-	96%	58%	67%	90%	82%	85%	74%
At Meets Grade Level or Above	2021	69%	53%	56%	47%	52%	70%	*	*	-	60%	43%	*	54%	61%	52%	24%
	2019	73%	53%	61%	48%	62%	73%	*	*	-	62%	26%	67%	64%	51%	55%	30%
At Masters Grade Level	2021	43%	28%	29%	15%	25%	47%	*	*	-	40%	28%	*	29%	28%	26%	0%
	2019	45%	25%	29%	20%	28%	40%	*	*	-	15%	9%	22%	31%	24%	24%	10%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	90%	93%	100%	85%	100%	-	-	-	-	-	-	96%	*	100%	-
At Meets Grade Level or Above	2021	69%	57%	60%	20%	54%	83%	-	-	-	-	-	-	63%	*	53%	-
At Masters Grade Level	2021	14%	0%	0%	0%	0%	0%	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	66%	57%	64%	78%	*	58%	-	76%	43%	50%	69%	57%	62%	43%
	2019	78%	67%	74%	65%	74%	81%	89%	100%	*	84%	53%	53%	78%	65%	71%	54%
At Meets Grade Level or Above	2021	41%	30%	44%	34%	42%	58%	*	50%	-	47%	27%	50%	47%	36%	40%	21%
	2019	50%	36%	49%	37%	48%	61%	56%	90%	*	53%	32%	30%	54%	38%	44%	23%
At Masters Grade Level	2021	18%	12%	14%	8%	12%	23%	*	17%	-	12%	13%	33%	14%	10%	12%	5%
	2019	24%	14%	16%	10%	15%	22%	11%	60%	*	9%	14%	7%	17%	12%	13%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	57%	45%	56%	68%	*	60%	-	65%	27%	*	60%	48%	52%	28%
	2019	75%	63%	61%	49%	61%	71%	*	*	*	70%	39%	47%	65%	50%	57%	34%
At Meets Grade Level or Above	2021	45%	31%	41%	29%	41%	51%	*	60%	-	46%	19%	*	43%	33%	37%	13%
	2019	48%	34%	41%	29%	39%	52%	*	*	*	54%	28%	20%	45%	28%	35%	15%
At Masters Grade Level	2021	18%	10%	4%	2%	4%	7%	*	0%	-	5%	12%	*	5%	1%	3%	1%
	2019	21%	11%	5%	3%	4%	7%	*	*	*	5%	14%	0%	6%	3%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	65%	63%	61%	76%	-	*	-	72%	47%	*	68%	54%	62%	56%
	2019	82%	72%	72%	65%	73%	74%	*	*	*	81%	57%	*	76%	62%	70%	63%
At Meets Grade Level or Above	2021	37%	29%	33%	25%	33%	46%	-	*	-	28%	22%	*	37%	20%	30%	26%
	2019	52%	39%	40%	34%	40%	47%	*	*	*	31%	38%	*	44%	32%	38%	24%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Masters Grade Level	2021	18%	13%	14%	10%	13%	22%	-	*	-	11%	7%	*	16%	10%	14%	15%
	2019	26%	16%	21%	13%	21%	28%	*	*	*	6%	22%	*	23%	16%	17%	17%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	75%	63%	71%	88%	-	*	-	90%	52%	*	78%	63%	70%	53%
	2019	81%	69%	89%	87%	87%	93%	*	*	-	100%	74%	*	91%	85%	88%	72%
At Meets Grade Level or Above	2021	44%	32%	51%	43%	46%	69%	-	*	-	57%	30%	*	56%	35%	45%	28%
	2019	54%	39%	63%	48%	60%	78%	*	*	-	58%	41%	*	68%	51%	58%	35%
At Masters Grade Level	2021	20%	13%	18%	10%	15%	34%	-	*	-	10%	8%	*	20%	13%	14%	5%
	2019	25%	13%	19%	10%	18%	27%	*	*	-	8%	12%	*	20%	17%	15%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	62%	79%	69%	78%	90%	*	*	-	90%	60%	*	80%	75%	76%	51%
	2019	81%	73%	88%	81%	89%	92%	*	*	-	96%	58%	67%	90%	82%	85%	74%
At Meets Grade Level or Above	2021	49%	36%	56%	47%	52%	70%	*	*	-	60%	43%	*	54%	61%	52%	24%
	2019	55%	42%	61%	48%	62%	73%	*	*	-	62%	26%	67%	64%	51%	55%	30%
At Masters Grade Level	2021	29%	18%	29%	15%	25%	47%	*	*	-	40%	28%	*	29%	28%	26%	0%
	2019	33%	20%	29%	20%	28%	40%	*	*	-	15%	9%	22%	31%	24%	24%	10%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	65	62	63	63	60	*	*	-	72	67	44	64	59	60	55
	2018	67	67	73	71	72	77	-	*	-	64	64	60	72	77	69	88
End of Course Algebra I	2019	75	63	61	57	59	66	*	*	-	68	46	*	62	58	60	55
	2018	72	56	58	53	58	62	-	*	*	60	56	*	61	51	55	38
All Grades Both Subjects	2019	69	63	62	60	61	63	*	*	-	70	55	39	63	58	60	55
	2018	69	66	66	62	65	70	-	*	*	62	59	57	67	61	62	59
All Grades ELA/Reading	2019	68	63	62	63	63	60	*	*	-	72	67	44	64	59	60	55
	2018	69	66	73	71	72	77	-	*	-	64	64	60	72	77	69	88
All Grades Mathematics	2019	70	63	61	57	59	66	*	*	-	68	46	*	62	58	60	55
	2018	70	67	58	53	58	62	-	*	*	60	56	*	61	51	55	38

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Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	66%	-	-	-	-	-	-	32%	-	32%	-	38%	68%	33%	82%
	2019	78%	67%	74%	-	-	-	-	-	-	39%	26%	41%	-	45%		40%	
At Meets Grade Level or Above	2021	41%	30%	44%	-	-	-	-	-	-	9%	-	9%	-	19%	46%	10%	67%
	2019	50%	36%	49%	-	-	-	-	-	-	10%	0%	12%	-	5%		10%	
At Masters Grade Level	2021	18%	12%	14%	-	-	-	-	-	-	1%	-	1%	-	0%	14%	1%	22%
	2019	24%	14%	16%	-	-	-	-	-	-	4%	0%	4%	-	0%		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	57%	-	-	-	-	-	-	19%	-	19%	-	18%	59%	19%	79%
	2019	75%	63%	61%	-	-	-	-	-	-	15%	9%	16%	-	22%		16%	
At Meets Grade Level or Above	2021	45%	31%	41%	-	-	-	-	-	-	5%	-	5%	-	9%	43%	6%	64%
	2019	48%	34%	41%	-	-	-	-	-	-	4%	0%	5%	-	0%		4%	
At Masters Grade Level	2021	18%	10%	4%	-	-	-	-	-	-	0%	-	0%	-	0%	5%	0%	8%
	2019	21%	11%	5%	-	-	-	-	-	-	0%	0%	0%	-	0%		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	65%	-	-	-	-	-	-	42%	-	42%	-	*	66%	46%	78%
	2019	82%	72%	72%	-	-	-	-	-	-	53%	*	55%	-	*		51%	
At Meets Grade Level or Above	2021	37%	29%	33%	-	-	-	-	-	-	9%	-	9%	-	*	33%	11%	60%
	2019	52%	39%	40%	-	-	-	-	-	-	17%	*	18%	-	*		15%	
At Masters Grade Level	2021	18%	13%	14%	-	-	-	-	-	-	6%	-	6%	-	*	13%	5%	35%
	2019	26%	16%	21%	-	-	-	-	-	-	11%	*	12%	-	*		10%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	75%	-	-	-	-	-	-	42%	-	42%	-	*	77%	40%	84%
	2019	81%	69%	89%	-	-	-	-	-	-	64%	*	67%	-	60%		64%	
At Meets Grade Level or Above	2021	44%	32%	51%	-	-	-	-	-	-	8%	-	8%	-	*	53%	8%	73%
	2019	54%	39%	63%	-	-	-	-	-	-	18%	*	19%	-	0%		15%	
At Masters Grade Level	2021	20%	13%	18%	-	-	-	-	-	-	0%	-	0%	-	*	19%	0%	29%
	2019	25%	13%	19%	-	-	-	-	-	-	4%	*	4%	-	0%		3%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	62%	79%	-	-	-	-	-	-	42%	-	42%	-	*	81%	45%	95%
	2019	81%	73%	88%	-	-	-	-	-	-	58%	*	55%	-	80%		61%	
At Meets Grade Level or Above	2021	49%	36%	56%	-	-	-	-	-	-	16%	-	16%	-	*	58%	21%	79%
	2019	55%	42%	61%	-	-	-	-	-	-	12%	*	14%	-	20%		13%	
At Masters Grade Level	2021	29%	18%	29%	-	-	-	-	-	-	0%	-	0%	-	*	32%	0%	26%
	2019	33%	20%	29%	-	-	-	-	-	-	4%	*	5%	-	0%		3%	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	97%	98%	98%	91%	100%	*	97%	98%	92%	98%	96%	98%	98%
Included in Accountability	94%	93%	93%	92%	94%	95%	82%	100%	*	93%	91%	79%	97%	85%	95%	91%
Not Included in Accountability: Mobile	4%	5%	4%	5%	3%	3%	0%	0%	*	4%	6%	13%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	9%	0%	*	0%	1%	0%	0%	1%	0%	4%
Not Tested	1%	1%	3%	3%	2%	2%	9%	0%	*	3%	2%	8%	2%	4%	2%	2%
Absent	1%	1%	3%	3%	2%	2%	9%	0%	*	3%	2%	8%	2%	4%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	94.8%	94.3%	95.1%	94.9%	93.6%	97.3%	*	90.5%	93.5%	93.9%	94.1%
2018-19	95.4%	92.0%	89.6%	89.7%	89.5%	89.8%	88.7%	92.3%	*	88.9%	87.9%	88.3%	88.5%
Chronic Absenteeism													
2019-20	6.7%	13.3%	21.2%	23.6%	20.7%	19.2%	26.9%	15.4%	*	34.6%	31.5%	25.7%	27.0%
2018-19	11.4%	24.3%	33.1%	37.7%	34.5%	28.0%	31.6%	37.5%	40.0%	29.0%	39.4%	38.8%	41.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	1.6%	2.1%	1.1%	1.6%	3.8%	0.0%	*	6.9%	3.0%	2.2%	2.2%
2018-19	1.9%	3.1%	2.5%	1.5%	2.8%	3.1%	0.0%	0.0%	20.0%	0.0%	3.2%	2.6%	6.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	88.4%	90.3%	91.5%	90.9%	88.4%	*	*	*	80.0%	85.3%	89.0%	72.7%
Received TxCHSE	0.4%	0.8%	0.9%	0.0%	0.5%	2.2%	*	*	*	0.0%	0.0%	0.7%	0.0%
Continued HS	3.9%	1.7%	1.3%	0.9%	1.0%	2.2%	*	*	*	0.0%	2.9%	1.4%	0.0%
Dropped Out	5.4%	9.1%	7.5%	7.5%	7.6%	7.2%	*	*	*	20.0%	11.8%	8.9%	27.3%
Graduates and TxCHSE	90.7%	89.2%	91.2%	91.5%	91.4%	90.6%	*	*	*	80.0%	85.3%	89.7%	72.7%
Graduates, TxCHSE, and Continuers	94.6%	90.9%	92.5%	92.5%	92.4%	92.8%	*	*	*	80.0%	88.2%	91.1%	72.7%
Class of 2019													
Graduated	90.0%	87.2%	88.0%	85.7%	88.8%	90.8%	*	*	*	72.7%	83.7%	84.9%	81.3%
Received TxCHSE	0.5%	0.5%	0.6%	0.0%	0.5%	1.3%	*	*	*	0.0%	2.0%	1.0%	0.0%
Continued HS	3.7%	1.7%	2.3%	2.5%	2.7%	1.3%	*	*	*	9.1%	4.1%	3.1%	6.3%
Dropped Out	5.9%	10.6%	9.0%	11.8%	8.0%	6.5%	*	*	*	18.2%	10.2%	11.0%	12.5%
Graduates and TxCHSE	90.4%	87.7%	88.7%	85.7%	89.3%	92.2%	*	*	*	72.7%	85.7%	86.0%	81.3%
Graduates, TxCHSE, and Continuers	94.1%	89.4%	91.0%	88.2%	92.0%	93.5%	*	*	*	81.8%	89.8%	89.0%	87.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	90.3%	88.2%	91.4%	92.1%	*	*	*	81.8%	87.5%	87.9%	87.5%
Received TxCHSE	0.5%	0.8%	0.8%	0.8%	0.5%	1.3%	*	*	*	0.0%	2.1%	1.4%	0.0%
Continued HS	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	10.2%	8.9%	10.9%	8.1%	6.6%	*	*	*	18.2%	10.4%	10.7%	12.5%
Graduates and TxCHSE	92.6%	89.8%	91.1%	89.1%	91.9%	93.4%	*	*	*	81.8%	89.6%	89.3%	87.5%
Graduates, TxCHSE, and Continuers	93.9%	89.8%	91.1%	89.1%	91.9%	93.4%	*	*	*	81.8%	89.6%	89.3%	87.5%

Texas Education Agency
2020-21 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 2018													
Graduated	92.2%	91.8%	93.4%	91.5%	94.8%	92.4%	100.0%	*	*	100.0%	91.2%	91.4%	100.0%
Received TxCHSE	0.6%	0.5%	0.4%	0.0%	0.5%	0.6%	0.0%	*	*	0.0%	0.0%	0.8%	0.0%
Continued HS	1.1%	0.5%	0.4%	1.1%	0.0%	0.6%	0.0%	*	*	0.0%	0.0%	0.4%	0.0%
Dropped Out	6.1%	7.2%	5.7%	7.4%	4.7%	6.4%	0.0%	*	*	0.0%	8.8%	7.4%	0.0%
Graduates and TxCHSE	92.8%	92.3%	93.8%	91.5%	95.3%	93.0%	100.0%	*	*	100.0%	91.2%	92.2%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	94.3%	92.6%	95.3%	93.6%	100.0%	*	*	100.0%	91.2%	92.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	92.1%	93.8%	92.5%	95.3%	92.4%	100.0%	*	*	100.0%	91.2%	91.4%	100.0%
Received TxCHSE	0.7%	0.5%	0.4%	0.0%	0.5%	0.6%	0.0%	*	*	0.0%	0.0%	0.8%	0.0%
Continued HS	0.6%	0.2%	0.2%	0.0%	0.0%	0.6%	0.0%	*	*	0.0%	0.0%	0.4%	0.0%
Dropped Out	6.1%	7.2%	5.6%	7.5%	4.2%	6.4%	0.0%	*	*	0.0%	8.8%	7.4%	0.0%
Graduates and TxCHSE	93.3%	92.6%	94.2%	92.5%	95.8%	93.0%	100.0%	*	*	100.0%	91.2%	92.2%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.8%	94.4%	92.5%	95.8%	93.6%	100.0%	*	*	100.0%	91.2%	92.6%	100.0%
Class of 2017													
Graduated	92.4%	91.3%	91.1%	90.2%	92.5%	89.4%	100.0%	100.0%	*	*	87.9%	90.2%	82.4%
Received TxCHSE	0.7%	1.1%	1.4%	2.0%	0.0%	2.9%	0.0%	0.0%	*	*	0.0%	1.6%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.6%	7.5%	7.8%	7.5%	7.6%	0.0%	0.0%	*	*	12.1%	8.2%	17.6%
Graduates and TxCHSE	93.2%	92.4%	92.5%	92.2%	92.5%	92.4%	100.0%	100.0%	*	*	87.9%	91.8%	82.4%
Graduates, TxCHSE, and Continuers	93.7%	92.4%	92.5%	92.2%	92.5%	92.4%	100.0%	100.0%	*	*	87.9%	91.8%	82.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	87.4%	89.8%	87.4%	85.4%	*	*	*	80.0%	82.9%	85.7%	72.7%
Class of 2019	90.0%	85.2%	86.7%	84.3%	86.9%	90.3%	*	*	*	72.7%	83.7%	83.5%	81.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	13.4%	16.5%	13.9%	11.5%	*	*	*	*	31.0%	16.0%	12.5%
Class of 2019	4.2%	9.1%	11.2%	6.0%	12.9%	13.3%	*	*	*	14.3%	6.5%	10.8%	15.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	80.3%	78.0%	72.2%	76.7%	84.4%	*	*	*	*	31.0%	72.0%	62.5%
Class of 2019	83.5%	76.6%	75.1%	78.0%	77.3%	70.4%	*	*	*	85.7%	25.8%	76.3%	53.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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	87.8%	91.8%	91.4%	88.7%	90.6%	95.9%	*	*	*	*	62.1%	88.0%	75.0%
Class of 2019	87.6%	85.7%	86.3%	84.0%	90.2%	83.7%	*	*	*	100.0%	32.3%	87.1%	69.2%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	*	-	-	*	-	-	-	-	-	-	-
2018-19	32.7%	*	*	-	*	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	12.9%	16.0%	13.4%	9.9%	*	*	*	20.0%	30.0%	15.6%	25.0%
2018-19	4.4%	10.0%	12.4%	6.9%	14.1%	14.6%	*	*	*	14.3%	6.3%	11.2%	14.3%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	76.8%	71.0%	74.7%	85.1%	*	*	*	60.0%	30.0%	72.0%	62.5%
2018-19	82.1%	74.4%	72.9%	75.5%	74.1%	69.3%	*	*	*	85.7%	25.0%	75.9%	50.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	89.5%	87.0%	88.2%	94.3%	*	*	*	80.0%	60.0%	87.5%	87.5%
2018-19	85.9%	84.1%	84.8%	82.4%	87.7%	83.3%	*	*	*	100.0%	31.3%	87.1%	64.3%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	419	100.0%	576	360,220
By Ethnicity:				
African American	100	23.9%	220	44,729
Hispanic	186	44.4%	213	184,060
White	122	29.1%	128	105,215
American Indian	2	0.5%	3	1,226
Asian	3	0.7%	4	17,126
Pacific Islander	1	0.2%	1	557
Two or More Races	5	1.2%	7	7,307
By Graduation Type:				
Minimum H.S. Program	1	0.2%	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	43	10.3%	55	49,535
Foundation H.S. Program (Endorsement)	54	12.9%	65	15,689
Foundation H.S. Program (DLA)	321	76.6%	455	292,532
Special Education Graduates	30	7.2%	46	29,018
Economically Disadvantaged Graduates	257	61.3%	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	1.9%	14	29,639
At-Risk Graduates	287	68.5%	387	148,836

Texas Education Agency
2020-21 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
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	57.6%	68.5%	61.0%	68.3%	76.2%	*	*	*	40.0%	83.3%	65.0%	12.5%
2018-19	72.9%	54.9%	64.0%	50.0%	67.8%	70.8%	*	*	*	50.0%	57.1%	62.4%	57.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	41.0%	49.6%	41.0%	46.8%	62.3%	*	*	*	20.0%	6.7%	44.4%	0.0%
2018-19	53.0%	26.6%	31.0%	26.0%	28.2%	37.3%	*	*	*	37.5%	0.0%	27.3%	7.1%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	42.7%	50.8%	46.0%	49.5%	58.2%	*	*	*	40.0%	16.7%	47.5%	25.0%
2018-19	60.7%	31.9%	35.9%	27.9%	35.1%	42.3%	*	*	*	37.5%	2.4%	30.9%	14.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.7%	61.3%	58.0%	58.6%	69.7%	*	*	*	60.0%	23.3%	57.2%	37.5%
2018-19	48.6%	16.8%	19.0%	9.6%	17.2%	26.8%	*	*	*	25.0%	0.0%	15.7%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	31.4%	39.4%	36.0%	34.9%	50.0%	*	*	*	20.0%	6.7%	34.6%	0.0%
2018-19	44.2%	15.1%	17.6%	9.6%	14.9%	26.1%	*	*	*	12.5%	0.0%	13.7%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	6.4%	8.8%	3.0%	9.1%	12.3%	*	*	*	20.0%	0.0%	7.8%	0.0%
2018-19	21.1%	6.3%	8.6%	2.9%	8.6%	12.0%	*	*	*	12.5%	0.0%	8.0%	7.1%
Associate Degree (Annual Graduates)													
2019-20	2.1%	4.5%	4.1%	4.0%	4.3%	4.1%	*	*	*	0.0%	0.0%	3.1%	0.0%
2018-19	1.9%	2.4%	2.5%	1.0%	0.6%	4.9%	*	*	*	0.0%	0.0%	0.4%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	22.9%	25.3%	18.0%	25.3%	31.1%	*	*	*	0.0%	0.0%	17.9%	0.0%
2018-19	23.1%	19.2%	22.0%	20.2%	17.8%	27.5%	*	*	*	25.0%	0.0%	18.5%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.5%	4.3%	4.0%	2.2%	8.2%	*	*	*	0.0%	0.0%	3.5%	0.0%
2018-19	2.3%	3.8%	5.1%	1.9%	5.7%	6.3%	*	*	*	12.5%	0.0%	4.4%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	22.2%	26.3%	24.0%	28.5%	24.6%	*	*	*	40.0%	83.3%	27.2%	12.5%
2018-19	40.4%	38.9%	46.2%	32.2%	52.6%	51.1%	*	*	*	25.0%	57.1%	47.4%	50.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	18.1%	22.0%	20.0%	25.3%	18.0%	*	*	*	40.0%	23.3%	22.6%	12.5%

Texas Education Agency
2020-21 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
2018-19	10.7%	21.8%	28.0%	11.5%	36.2%	32.4%	*	*	*	0.0%	23.8%	28.1%	42.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.2%	0.2%	0.0%	0.6%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	1.6%	1.9%	2.0%	1.6%	2.5%	*	*	*	0.0%	26.7%	1.9%	0.0%
2018-19	2.3%	0.9%	1.2%	1.9%	1.1%	0.7%	*	*	*	0.0%	9.5%	0.8%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.0%	4.3%	4.0%	3.8%	5.7%	*	*	*	0.0%	60.0%	4.3%	0.0%
2018-19	2.7%	2.6%	2.3%	2.9%	2.3%	2.1%	*	*	*	0.0%	23.8%	2.4%	0.0%

Texas Education Agency
2020-21 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.0%	28.9%	23.0%	24.7%	40.2%	*	*	*	20.0%	10.0%	23.7%	0.0%
	2018-19	33.4%	23.3%	25.9%	20.2%	27.0%	29.6%	*	*	*	0.0%	2.4%	20.9%	14.3%
Mathematics	2019-20	21.2%	14.8%	16.5%	16.0%	12.4%	22.1%	*	*	*	20.0%	0.0%	11.7%	0.0%
	2018-19	24.7%	12.3%	13.7%	8.7%	12.1%	19.0%	*	*	*	0.0%	0.0%	11.6%	0.0%
Both Subjects	2019-20	16.4%	12.8%	14.6%	13.0%	10.2%	21.3%	*	*	*	20.0%	0.0%	10.1%	0.0%
	2018-19	18.8%	9.9%	11.3%	6.7%	9.2%	16.9%	*	*	*	0.0%	0.0%	8.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	10.8%	14.8%	13.0%	19.4%	9.8%	*	*	*	20.0%	10.0%	16.7%	25.0%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	32.1%	44.2%	45.0%	44.1%	45.1%	*	*	*	40.0%	23.3%	46.3%	37.5%
	2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	7.1%	9.8%	9.0%	12.4%	7.4%	*	*	*	0.0%	3.3%	10.9%	0.0%
	2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	2.9%	4.0%	3.0%	3.0%	5.7%	*	0.0%	*	8.3%	0.0%	2.4%	0.0%
	2019	25.2%	9.7%	13.1%	4.7%	14.4%	17.1%	*	*	*	30.8%	0.0%	12.7%	3.4%
English Language Arts	2020	12.7%	1.0%	1.4%	2.0%	0.8%	1.5%	*	0.0%	*	8.3%	0.0%	0.7%	0.0%
	2019	14.5%	2.4%	3.3%	0.9%	3.5%	4.6%	*	*	*	7.7%	0.0%	2.5%	0.0%
Mathematics	2020	6.4%	0.2%	0.3%	0.0%	0.0%	1.1%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
	2019	7.4%	1.8%	2.5%	0.5%	1.6%	4.6%	*	*	*	7.7%	0.0%	2.0%	0.0%
Science	2020	9.4%	0.7%	0.9%	0.5%	1.1%	0.8%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
	2019	10.4%	2.8%	3.8%	0.5%	4.5%	5.0%	*	*	*	15.4%	0.0%	3.7%	0.0%
Social Studies	2020	12.4%	1.2%	1.5%	1.0%	0.5%	3.0%	*	0.0%	*	8.3%	0.0%	0.7%	0.0%
	2019	13.9%	6.3%	8.4%	2.3%	8.8%	12.1%	*	*	*	23.1%	0.0%	6.9%	3.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	40.0%	38.2%	16.7%	45.5%	33.3%	-	-	*	*	-	30.8%	-
	2019	51.0%	29.4%	29.9%	30.0%	27.8%	31.3%	-	*	-	*	-	32.3%	*
English Language Arts	2020	50.1%	41.7%	41.7%	*	*	*	-	-	-	*	-	*	-
	2019	41.2%	20.0%	20.7%	*	15.4%	30.8%	-	-	-	*	-	15.4%	-
Mathematics	2020	56.5%	*	*	-	-	*	-	-	-	-	-	-	-
	2019	52.2%	36.4%	36.4%	*	16.7%	38.5%	-	*	-	*	-	30.0%	-
Science	2020	47.6%	22.2%	25.0%	*	*	*	-	-	*	-	-	*	-
	2019	40.6%	8.8%	8.8%	*	5.9%	14.3%	-	-	-	*	-	0.0%	-

Texas Education Agency
2020-21 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	2020	52.3%	28.6%	23.1%	*	*	37.5%	-	-	-	*	-	*	-
	2019	46.3%	10.4%	10.7%	0.0%	9.1%	11.8%	-	-	-	*	-	11.4%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	59.7%	60.1%	63.0%	57.5%	61.5%	*	*	*	60.0%	22.6%	56.2%	37.5%
	2018-19	75.0%	42.9%	37.5%	48.1%	28.7%	38.7%	*	*	*	62.5%	11.6%	35.2%	14.3%
At/Above Criterion for All Examinees	2019-20	35.7%	17.2%	20.6%	7.9%	17.8%	36.0%	*	*	-	*	0.0%	13.0%	*
	2018-19	36.1%	16.8%	21.0%	2.0%	20.0%	38.2%	*	*	-	20.0%	0.0%	11.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	917	945	902	928	1006	*	*	-	*	742	902	*
	2018-19	1027	958	971	904	962	1032	*	*	-	1000	*	935	*
English Language Arts and Writing	2019-20	513	468	485	461	479	515	*	*	-	*	380	463	*
	2018-19	517	486	493	465	487	520	*	*	-	506	*	477	*
Mathematics	2019-20	506	448	460	442	449	492	*	*	-	*	362	439	*
	2018-19	510	472	478	439	474	512	*	*	-	494	*	458	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	18	19	19	*	21	-	-	-	*	*	*	-
	2018-19	21	18	17	15	*	19	-	-	-	*	*	16	-
English Language Arts	2019-20	20	18	18	19	*	20	-	-	-	*	*	*	-
	2018-19	20	17	17	15	*	19	-	-	-	*	*	16	-
Mathematics	2019-20	20	18	18	17	*	20	-	-	-	*	*	*	-
	2018-19	20	17	17	15	*	18	-	-	-	*	*	16	-
Science	2019-20	21	20	21	20	*	23	-	-	-	*	*	*	-
	2018-19	21	19	18	16	*	20	-	-	-	*	*	17	-

Texas Education Agency
2020-21 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	36.6%	35.2%	28.0%	34.4%	42.5%	16.0%	66.7%	*	12.5%	10.4%	28.1%	9.4%
	2018-19	44.6%	35.6%	36.3%	31.4%	34.4%	41.7%	11.1%	75.0%	*	50.0%	13.2%	29.7%	14.5%
English Language Arts	2019-20	18.2%	12.1%	14.2%	11.1%	13.7%	17.5%	4.2%	25.0%	*	4.5%	5.7%	10.7%	1.2%
	2018-19	17.8%	10.9%	13.4%	12.2%	11.4%	16.4%	11.1%	25.0%	*	22.2%	6.3%	10.1%	3.8%
Mathematics	2019-20	20.7%	10.3%	7.5%	4.9%	7.5%	9.3%	4.2%	18.2%	*	0.0%	0.0%	5.2%	0.0%
	2018-19	20.4%	13.3%	12.7%	12.1%	12.4%	13.5%	5.6%	14.3%	*	23.1%	2.5%	10.5%	3.7%
Science	2019-20	22.4%	21.0%	18.2%	15.9%	17.1%	22.2%	8.7%	22.2%	*	0.0%	4.7%	15.0%	2.4%
	2018-19	21.7%	19.2%	17.2%	16.6%	15.8%	18.8%	11.8%	25.0%	*	33.3%	5.0%	15.1%	5.2%
Social Studies	2019-20	24.6%	16.7%	19.1%	13.2%	18.0%	25.9%	0.0%	27.3%	*	9.5%	0.6%	11.9%	3.8%
	2018-19	23.6%	17.4%	19.9%	12.8%	18.9%	26.4%	11.1%	37.5%	*	17.9%	1.1%	13.3%	3.9%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	54.0%	57.0%	48.0%	63.4%	54.1%	*	*	*	60.0%	53.3%	59.9%	50.0%
	2018-19	59.0%	43.9%	50.9%	41.3%	54.6%	55.6%	*	*	*	37.5%	33.3%	52.6%	42.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	39.8%	42.6%	42.3%	42.0%	44.4%	*	*	*	37.5%	20.9%	36.8%	21.4%
	2017-18	53.4%	39.9%	40.9%	33.3%	44.6%	41.8%	20.0%	*	*	20.0%	9.1%	29.3%	30.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	44.4%	51.4%	20.0%	28.6%	73.7%	*	-	-	-	-	35.7%	-
	2017-18	60.7%	48.4%	50.5%	51.7%	37.8%	64.7%	*	-	*	-	*	36.4%	*

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Total Students	1,778	100.0%	7,993	5,359,040	1,782	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	509	28.6%	8.8%	8.1%	509	28.6%	8.8%	8.1%
Grade 10	434	24.4%	7.6%	7.8%	434	24.4%	7.6%	7.8%
Grade 11	433	24.4%	7.7%	7.2%	436	24.5%	7.7%	7.2%
Grade 12	402	22.6%	7.3%	6.8%	403	22.6%	7.3%	6.8%
Ethnic Distribution:								
African American	373	21.0%	30.7%	12.7%	374	21.0%	30.7%	12.7%
Hispanic	819	46.1%	42.9%	52.9%	822	46.1%	42.9%	52.9%
White	522	29.4%	22.1%	26.5%	522	29.3%	22.1%	26.5%
American Indian	17	1.0%	0.8%	0.3%	17	1.0%	0.8%	0.3%
Asian	10	0.6%	0.4%	4.7%	10	0.6%	0.4%	4.7%
Pacific Islander	2	0.1%	0.0%	0.2%	2	0.1%	0.0%	0.2%
Two or More Races	35	2.0%	3.0%	2.7%	35	2.0%	3.0%	2.7%
Sex:								
Female	856	48.1%	48.1%	48.9%	856	48.0%	48.1%	48.9%
Male	922	51.9%	51.9%	51.1%	926	52.0%	51.9%	51.1%
Economically Disadvantaged	1,387	78.0%	86.6%	60.3%	1,389	77.9%	86.6%	60.2%
Non-Educationally Disadvantaged	391	22.0%	13.4%	39.7%	393	22.1%	13.4%	39.8%
Section 504 Students	152	8.5%	6.3%	7.2%	152	8.5%	6.2%	7.2%
EB Students/EL	99	5.6%	10.4%	20.7%	99	5.6%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	109	5.7%	4.2%	1.2%				
Students w/ Dyslexia	56	3.1%	2.6%	4.5%	56	3.1%	2.6%	4.5%
Foster Care	2	0.1%	0.3%	0.3%	2	0.1%	0.3%	0.3%

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Homeless	28	1.6%	1.9%	1.1%	28	1.6%	1.9%	1.1%
Immigrant	11	0.6%	0.4%	2.0%	11	0.6%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	26	1.5%	66.8%	64.5%	26	1.5%	67.0%	64.5%
Military Connected	21	1.2%	1.1%	2.7%	21	1.2%	1.1%	2.7%
At-Risk	1,055	59.3%	54.5%	49.2%	1,059	59.4%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	89	5.0%	9.7%	21.0%	89	5.0%	9.7%	20.9%
Gifted and Talented Education	78	4.4%	3.7%	8.3%	78	4.4%	3.6%	8.3%
Special Education	196	11.0%	14.8%	11.1%	197	11.1%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	196							
By Type of Primary Disability								
Students with Intellectual Disabilities	126	64.3%	51.9%	42.5%				
Students with Physical Disabilities	*	*	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	39	19.9%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	327	17.2%	21.2%	13.8%				
By Ethnicity:								
African American	108	5.7%	9.1%	2.8%				
Hispanic	110	5.8%	6.2%	7.1%				
White	96	5.1%	4.8%	3.1%				
American Indian	2	0.1%	0.3%	0.1%				
Asian	1	0.1%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	10	0.5%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	58	28.3%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	21	23.6%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	244	19.3%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	181	12.9%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	5.9%	7.4%	4.7%	5.9%	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	13.3	14.0	15.7
Foreign Languages	23.0	20.7	17.8
Mathematics	15.0	16.2	16.9
Science	15.8	16.4	17.9
Social Studies	16.5	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	153.8	100.0%	100.0%	100.0%
Professional Staff:	136.6	88.8%	59.4%	64.3%
Teachers	113.8	74.0%	44.9%	49.6%
Professional Support	16.8	10.9%	10.7%	10.6%
Campus Administration (School Leadership)	6.0	3.9%	2.6%	3.0%
Educational Aides:	17.3	11.2%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	3.0	4,290.0
Part-time Librarians	0.0	n/a	8.0	582.0
Full-time Counselors	3.0	n/a	17.0	13,211.0
Part-time Counselors	1.0	n/a	2.0	1,126.0
Total Minority Staff:	56.1	36.5%	53.0%	51.5%
Teachers by Ethnicity:				
African American	22.3	19.6%	27.7%	11.1%
Hispanic	14.2	12.5%	14.9%	28.4%
White	76.5	67.2%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.8	0.7%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	55.9	49.2%	26.1%	23.8%
Females	57.8	50.8%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	7.1	6.3%	2.0%	1.2%
Bachelors	76.3	67.0%	73.5%	73.0%
Masters	28.4	24.9%	23.5%	25.0%
Doctorate	2.0	1.8%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.0	7.1%	6.9%	6.7%
1-5 Years Experience	37.1	32.6%	32.1%	27.8%
6-10 Years Experience	23.1	20.3%	20.2%	20.3%
11-20 Years Experience	25.7	22.6%	26.7%	29.1%
21-30 Years Experience	15.5	13.7%	11.5%	13.0%
Over 30 Years Experience	4.4	3.8%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.6	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	5.7	6.4
Average Years Experience of Principals with District	2.0	5.0	5.5
Average Years Experience of Assistant Principals	6.8	4.9	5.5
Average Years Experience of Assistant Principals with District	5.8	4.0	4.8
Average Years Experience of Teachers:	10.3	10.2	11.2
Average Years Experience of Teachers with District:	5.9	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,122	\$55,768	\$50,849
1-5 Years Experience	\$56,675	\$55,885	\$53,288
6-10 Years Experience	\$58,844	\$57,375	\$56,282
11-20 Years Experience	\$61,770	\$60,103	\$59,900
21-30 Years Experience	\$65,653	\$63,770	\$64,637
Over 30 Years Experience	\$70,395	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$59,910	\$58,558	\$57,641
Professional Support	\$69,853	\$70,438	\$68,030
Campus Administration (School Leadership)	\$92,924	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.2%	3.6%	6.2%
Career and Technical Education	19.8	17.4%	5.1%	5.1%
Compensatory Education	0.0	0.0%	3.7%	2.8%
Gifted and Talented Education	0.1	0.1%	0.0%	1.8%
Regular Education	84.9	74.6%	77.1%	71.0%
Special Education	4.1	3.6%	9.2%	9.4%
Other	4.6	4.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY H S (084906001) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: LA MARQUE H S

Campus Number: 084906002

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	49%	37%	34%	45%	35%	-	-	-	*	10%	*	39%	32%	36%	25%
	2019	68%	56%	46%	42%	47%	72%	-	-	*	80%	17%	25%	41%	46%	42%	33%
At Meets Grade Level or Above	2021	50%	31%	19%	16%	25%	18%	-	-	-	*	10%	*	20%	16%	18%	14%
	2019	50%	35%	24%	21%	22%	60%	-	-	*	20%	10%	0%	29%	24%	23%	9%
At Masters Grade Level	2021	12%	4%	1%	1%	1%	0%	-	-	-	*	5%	*	2%	0%	0%	0%
	2019	11%	4%	2%	1%	6%	4%	-	-	*	0%	7%	0%	0%	2%	1%	6%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	58%	52%	45%	58%	83%	*	-	-	*	13%	*	52%	54%	52%	50%
	2019	68%	58%	50%	48%	52%	57%	*	*	-	*	21%	22%	42%	50%	49%	42%
At Meets Grade Level or Above	2021	57%	44%	38%	30%	44%	67%	*	-	-	*	13%	*	37%	41%	37%	39%
	2019	49%	36%	25%	22%	26%	48%	*	*	-	*	12%	11%	8%	26%	24%	16%
At Masters Grade Level	2021	11%	4%	3%	4%	2%	0%	*	-	-	*	7%	*	3%	4%	3%	0%
	2019	8%	4%	0%	0%	0%	0%	*	*	-	*	3%	0%	0%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	65%	58%	54%	61%	73%	-	-	-	*	19%	60%	61%	53%	58%	61%
	2019	85%	71%	62%	61%	59%	84%	-	-	*	*	55%	14%	79%	62%	61%	67%
At Meets Grade Level or Above	2021	41%	35%	23%	22%	22%	27%	-	-	-	*	6%	0%	26%	18%	22%	22%
	2019	61%	41%	26%	23%	30%	32%	-	-	*	*	14%	0%	36%	25%	24%	33%
At Masters Grade Level	2021	23%	21%	10%	14%	4%	7%	-	-	-	*	6%	0%	12%	7%	9%	0%
	2019	37%	23%	9%	6%	13%	16%	-	-	*	*	7%	0%	7%	9%	9%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	68%	53%	50%	52%	68%	*	-	-	*	33%	*	58%	43%	53%	48%
	2019	88%	83%	72%	68%	76%	94%	*	-	*	*	54%	29%	79%	71%	70%	67%
At Meets Grade Level or Above	2021	55%	43%	23%	21%	24%	37%	*	-	-	*	7%	*	26%	16%	21%	10%
	2019	62%	49%	24%	19%	28%	61%	*	-	*	*	10%	0%	21%	24%	23%	17%
At Masters Grade Level	2021	22%	14%	5%	5%	3%	11%	*	-	-	*	7%	*	6%	2%	4%	0%
	2019	25%	14%	5%	3%	7%	22%	*	-	*	*	3%	0%	7%	5%	5%	0%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	88%	76%	71%	65%	76%	100%	*	-	-	*	35%	*	67%	79%	71%	65%
	2019	93%	83%	62%	63%	63%	57%	*	-	*	*	45%	20%	67%	61%	62%	47%
At Meets Grade Level or Above	2021	69%	53%	48%	40%	54%	90%	*	-	-	*	24%	*	45%	53%	48%	35%
	2019	73%	53%	14%	13%	17%	29%	*	-	*	*	17%	0%	11%	15%	14%	0%
At Masters Grade Level	2021	43%	28%	25%	16%	36%	60%	*	-	-	*	6%	*	24%	28%	25%	10%
	2019	45%	25%	7%	5%	11%	29%	*	-	*	*	7%	0%	0%	8%	7%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	90%	83%	67%	100%	*	-	-	-	-	-	-	89%	*	80%	*
At Meets Grade Level or Above	2021	69%	57%	50%	33%	60%	*	-	-	-	-	-	-	56%	*	50%	*
At Masters Grade Level	2021	14%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	54%	49%	58%	69%	80%	-	-	60%	22%	38%	54%	52%	53%	48%
	2019	78%	67%	57%	55%	58%	74%	*	*	*	79%	38%	23%	61%	57%	55%	49%
At Meets Grade Level or Above	2021	41%	30%	30%	25%	33%	43%	40%	-	-	47%	12%	0%	30%	28%	29%	24%
	2019	50%	36%	23%	20%	25%	49%	*	*	*	37%	12%	3%	23%	23%	22%	15%
At Masters Grade Level	2021	18%	12%	8%	7%	9%	12%	0%	-	-	13%	6%	0%	9%	8%	7%	2%
	2019	24%	14%	4%	3%	7%	11%	*	*	*	11%	5%	0%	3%	4%	4%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	44%	39%	50%	55%	*	-	-	43%	11%	20%	44%	42%	43%	35%
	2019	75%	63%	48%	44%	50%	65%	*	*	*	78%	18%	24%	41%	48%	45%	38%
At Meets Grade Level or Above	2021	45%	31%	27%	22%	33%	38%	*	-	-	43%	11%	0%	27%	27%	26%	24%
	2019	48%	34%	25%	22%	24%	54%	*	*	*	22%	11%	5%	21%	25%	23%	13%
At Masters Grade Level	2021	18%	10%	2%	3%	2%	0%	*	-	-	0%	6%	0%	2%	2%	2%	0%
	2019	21%	11%	1%	1%	3%	2%	*	*	*	0%	5%	0%	0%	1%	1%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	60%	55%	65%	75%	-	-	-	*	19%	60%	63%	55%	60%	63%
	2019	82%	72%	62%	61%	59%	84%	-	-	*	*	55%	14%	79%	62%	61%	67%
At Meets Grade Level or Above	2021	37%	29%	25%	23%	26%	31%	-	-	-	*	6%	0%	29%	19%	24%	26%
	2019	52%	39%	26%	23%	30%	32%	-	-	*	*	14%	0%	36%	25%	24%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Masters Grade Level	2021	18%	13%	9%	13%	4%	6%	-	-	-	*	6%	0%	11%	6%	8%	0%
	2019	26%	16%	9%	6%	13%	16%	-	-	*	*	7%	0%	7%	9%	9%	19%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	53%	50%	52%	68%	*	-	-	*	33%	*	58%	42%	52%	48%
	2019	81%	69%	72%	68%	76%	94%	*	-	*	*	54%	29%	79%	71%	70%	67%
At Meets Grade Level or Above	2021	44%	32%	23%	21%	24%	37%	*	-	-	*	7%	*	26%	16%	21%	10%
	2019	54%	39%	24%	19%	28%	61%	*	-	*	*	10%	0%	21%	24%	23%	17%
At Masters Grade Level	2021	20%	13%	5%	5%	3%	11%	*	-	-	*	7%	*	6%	2%	3%	0%
	2019	25%	13%	5%	3%	7%	22%	*	-	*	*	3%	0%	7%	5%	5%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	62%	71%	65%	76%	100%	*	-	-	*	35%	*	67%	79%	71%	65%
	2019	81%	73%	62%	63%	63%	57%	*	-	*	*	45%	20%	67%	61%	62%	47%
At Meets Grade Level or Above	2021	49%	36%	48%	40%	54%	90%	*	-	-	*	24%	*	45%	53%	48%	35%
	2019	55%	42%	14%	13%	17%	29%	*	-	*	*	17%	0%	11%	15%	14%	0%
At Masters Grade Level	2021	29%	18%	25%	16%	36%	60%	*	-	-	*	6%	*	24%	28%	25%	10%
	2019	33%	20%	7%	5%	11%	29%	*	-	*	*	7%	0%	0%	8%	7%	0%

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Texas Education Agency
2018-19 Progress (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	65	70	72	66	67	-	*	-	*	68	80	42	72	69	53
	2018	67	67	54	54	53	44	*	*	-	*	41	*	44	55	54	54
End of Course Algebra I	2019	75	63	53	53	51	60	-	-	*	*	36	*	56	53	52	59
	2018	72	56	35	32	37	50	-	*	-	*	20	*	20	35	34	39
All Grades Both Subjects	2019	69	63	62	63	59	64	-	*	*	75	56	64	50	63	61	55
	2018	69	66	45	44	45	48	*	*	-	*	30	*	35	45	44	46
All Grades ELA/Reading	2019	68	63	70	72	66	67	-	*	-	*	68	80	42	72	69	53
	2018	69	66	54	54	53	44	*	*	-	*	41	*	44	55	54	54
All Grades Mathematics	2019	70	63	53	53	51	60	-	-	*	*	36	*	56	53	52	59
	2018	70	67	35	32	37	50	-	*	-	*	20	*	20	35	34	39

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Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	54%	-	-	-	-	-	-	46%	-	46%	-	*	53%	47%	88%
	2019	78%	67%	57%	-	-	-	-	-	-	45%	39%	46%	-	-		45%	
At Meets Grade Level or Above	2021	41%	30%	30%	-	-	-	-	-	-	21%	-	21%	-	*	29%	20%	76%
	2019	50%	36%	23%	-	-	-	-	-	-	10%	17%	9%	-	-		10%	
At Masters Grade Level	2021	18%	12%	8%	-	-	-	-	-	-	2%	-	2%	-	*	9%	2%	12%
	2019	24%	14%	4%	-	-	-	-	-	-	3%	11%	1%	-	-		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	44%	-	-	-	-	-	-	33%	-	33%	-	-	44%	33%	82%
	2019	75%	63%	48%	-	-	-	-	-	-	35%	25%	36%	-	-		35%	
At Meets Grade Level or Above	2021	45%	31%	27%	-	-	-	-	-	-	21%	-	21%	-	-	26%	21%	73%
	2019	48%	34%	25%	-	-	-	-	-	-	7%	13%	6%	-	-		7%	
At Masters Grade Level	2021	18%	10%	2%	-	-	-	-	-	-	0%	-	0%	-	-	2%	0%	0%
	2019	21%	11%	1%	-	-	-	-	-	-	2%	13%	0%	-	-		2%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	60%	-	-	-	-	-	-	61%	-	61%	-	-	59%	61%	*
	2019	82%	72%	62%	-	-	-	-	-	-	59%	*	57%	-	-		59%	
At Meets Grade Level or Above	2021	37%	29%	25%	-	-	-	-	-	-	22%	-	22%	-	-	24%	22%	*
	2019	52%	39%	26%	-	-	-	-	-	-	29%	*	29%	-	-		29%	
At Masters Grade Level	2021	18%	13%	9%	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	*
	2019	26%	16%	9%	-	-	-	-	-	-	12%	*	7%	-	-		12%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	53%	-	-	-	-	-	-	45%	-	45%	-	-	53%	45%	*
	2019	81%	69%	72%	-	-	-	-	-	-	60%	*	59%	-	-		60%	
At Meets Grade Level or Above	2021	44%	32%	23%	-	-	-	-	-	-	5%	-	5%	-	-	24%	5%	*
	2019	54%	39%	24%	-	-	-	-	-	-	10%	*	6%	-	-		10%	
At Masters Grade Level	2021	20%	13%	5%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	*
	2019	25%	13%	5%	-	-	-	-	-	-	0%	*	0%	-	-		0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	62%	71%	-	-	-	-	-	-	65%	-	65%	-	*	71%	67%	86%
	2019	81%	73%	62%	-	-	-	-	-	-	47%	*	53%	-	-		47%	
At Meets Grade Level or Above	2021	49%	36%	48%	-	-	-	-	-	-	35%	-	35%	-	*	49%	33%	71%
	2019	55%	42%	14%	-	-	-	-	-	-	0%	*	0%	-	-		0%	
At Masters Grade Level	2021	29%	18%	25%	-	-	-	-	-	-	12%	-	12%	-	*	26%	11%	43%
	2019	33%	20%	7%	-	-	-	-	-	-	0%	*	0%	-	-		0%	

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	96%	98%	97%	*	80%	*	100%	94%	100%	99%	97%	96%	98%
Included in Accountability	94%	93%	89%	91%	85%	80%	*	20%	*	100%	82%	100%	70%	90%	91%	80%
Not Included in Accountability: Mobile	4%	5%	6%	5%	7%	17%	*	40%	*	0%	12%	0%	29%	5%	5%	7%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	5%	0%	*	20%	*	0%	0%	0%	0%	1%	1%	12%
Not Tested	1%	1%	3%	4%	2%	3%	*	20%	*	0%	6%	0%	1%	3%	4%	2%
Absent	1%	1%	3%	4%	2%	3%	*	20%	*	0%	6%	0%	1%	3%	4%	2%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	94.7%	94.8%	94.6%	94.0%	*	*	*	97.1%	94.5%	94.7%	95.9%
2018-19	95.4%	92.0%	86.7%	86.7%	86.5%	87.1%	*	*	-	89.2%	85.3%	86.8%	88.2%
Chronic Absenteeism													
2019-20	6.7%	13.3%	31.2%	29.1%	34.6%	43.7%	0.0%	*	*	0.0%	38.5%	31.5%	28.8%
2018-19	11.4%	24.3%	45.5%	45.1%	46.6%	45.9%	60.0%	16.7%	-	50.0%	47.7%	45.0%	44.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	2.2%	2.6%	2.2%	0.0%	0.0%	*	*	0.0%	3.1%	2.0%	3.9%
2018-19	1.9%	3.1%	4.5%	4.5%	2.8%	8.0%	0.0%	16.7%	-	0.0%	1.9%	4.6%	3.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	88.4%	83.7%	86.2%	80.6%	60.0%	*	*	-	*	78.9%	82.9%	83.3%
Received TxCHSE	0.4%	0.8%	0.5%	0.7%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	1.7%	2.7%	1.4%	6.5%	10.0%	*	*	-	*	10.5%	3.4%	0.0%
Dropped Out	5.4%	9.1%	13.0%	11.6%	12.9%	30.0%	*	*	-	*	10.5%	13.7%	16.7%
Graduates and TxCHSE	90.7%	89.2%	84.2%	87.0%	80.6%	60.0%	*	*	-	*	78.9%	82.9%	83.3%
Graduates, TxCHSE, and Continuers	94.6%	90.9%	87.0%	88.4%	87.1%	70.0%	*	*	-	*	89.5%	86.3%	83.3%
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	79.4%	82.1%	75.8%	54.5%	*	*	-	*	71.4%	78.6%	83.3%
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	6.5%	7.6%	4.0%	0.0%	*	*	-	*	0.0%	6.6%	20.0%
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	86.4%	85.7%	84.0%	100.0%	*	*	-	*	33.3%	86.8%	80.0%
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	92.9%	93.3%	88.0%	100.0%	*	*	-	*	33.3%	93.4%	100.0%
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	7.0%	7.5%	7.4%	0.0%	*	*	-	*	0.0%	6.6%	33.3%
2018-19	4.4%	10.0%	3.3%	2.9%	7.4%	0.0%	*	*	-	*	0.0%	2.6%	18.2%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	85.4%	85.0%	81.5%	100.0%	*	*	-	*	31.3%	86.9%	66.7%
2018-19	82.1%	74.4%	78.8%	78.6%	77.8%	78.6%	*	*	-	*	23.8%	84.2%	63.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	92.4%	92.5%	88.9%	100.0%	*	*	-	*	31.3%	93.4%	100.0%
2018-19	85.9%	84.1%	82.1%	81.6%	85.2%	78.6%	*	*	-	*	23.8%	86.8%	81.8%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	157	100.0%	576	360,220
By Ethnicity:				
African American	120	76.4%	220	44,729
Hispanic	27	17.2%	213	184,060
White	6	3.8%	128	105,215
American Indian	1	0.6%	3	1,226
Asian	1	0.6%	4	17,126
Pacific Islander	0	0.0%	1	557
Two or More Races	2	1.3%	7	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	12	7.6%	55	49,535
Foundation H.S. Program (Endorsement)	11	7.0%	65	15,689
Foundation H.S. Program (DLA)	134	85.4%	455	292,532
Special Education Graduates	16	10.2%	46	29,018
Economically Disadvantaged Graduates	122	77.7%	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	3.8%	14	29,639
At-Risk Graduates	100	63.7%	387	148,836

Texas Education Agency
2020-21 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
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	57.6%	28.7%	26.7%	33.3%	50.0%	*	*	-	*	43.8%	27.9%	16.7%
2018-19	72.9%	54.9%	28.8%	27.7%	27.8%	42.9%	*	*	-	*	23.8%	27.2%	13.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	41.0%	17.8%	15.0%	22.2%	50.0%	*	*	-	*	0.0%	13.9%	16.7%
2018-19	53.0%	26.6%	13.9%	14.6%	11.1%	21.4%	*	*	-	*	0.0%	12.3%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	42.7%	21.0%	17.5%	25.9%	66.7%	*	*	-	*	0.0%	18.9%	16.7%
2018-19	60.7%	31.9%	20.5%	20.4%	22.2%	28.6%	*	*	-	*	0.0%	18.4%	9.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	47.7%	11.5%	8.3%	18.5%	33.3%	*	*	-	*	0.0%	6.6%	16.7%
2018-19	48.6%	16.8%	10.6%	8.7%	14.8%	21.4%	*	*	-	*	0.0%	11.4%	9.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	31.4%	10.2%	6.7%	18.5%	33.3%	*	*	-	*	0.0%	4.9%	16.7%
2018-19	44.2%	15.1%	7.9%	5.8%	11.1%	21.4%	*	*	-	*	0.0%	7.9%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	6.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2018-19	21.1%	6.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	4.5%	5.7%	2.5%	11.1%	33.3%	*	*	-	*	0.0%	2.5%	0.0%
2018-19	1.9%	2.4%	2.0%	1.9%	0.0%	7.1%	*	*	-	*	0.0%	0.9%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	22.9%	16.6%	14.2%	18.5%	50.0%	*	*	-	*	0.0%	13.9%	0.0%
2018-19	23.1%	19.2%	11.3%	13.6%	3.7%	14.3%	*	*	-	*	0.0%	8.8%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	3.5%	1.3%	0.8%	3.7%	0.0%	*	*	-	*	0.0%	1.6%	0.0%
2018-19	2.3%	3.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	22.2%	11.5%	12.5%	11.1%	0.0%	*	*	-	*	43.8%	14.8%	0.0%
2018-19	40.4%	38.9%	18.2%	17.0%	20.4%	21.4%	*	*	-	*	23.8%	18.0%	13.6%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	18.1%	7.6%	8.3%	7.4%	0.0%	*	*	-	*	6.3%	9.8%	0.0%

Texas Education Agency
2020-21 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
2018-19	10.7%	21.8%	4.0%	2.9%	3.7%	7.1%	*	*	-	*	9.5%	2.6%	9.1%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2018-19	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	1.6%	0.6%	0.8%	0.0%	0.0%	*	*	-	*	6.3%	0.8%	0.0%
2018-19	2.3%	0.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.0%	3.2%	3.3%	3.7%	0.0%	*	*	-	*	31.3%	4.1%	0.0%
2018-19	2.7%	2.6%	3.3%	2.9%	0.0%	14.3%	*	*	-	*	23.8%	4.4%	0.0%

Texas Education Agency
2020-21 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.0%	14.6%	10.8%	18.5%	66.7%	*	*	-	*	0.0%	11.5%	16.7%
	2018-19	33.4%	23.3%	15.9%	16.5%	14.8%	21.4%	*	*	-	*	0.0%	13.2%	9.1%
Mathematics	2019-20	21.2%	14.8%	10.2%	7.5%	14.8%	33.3%	*	*	-	*	0.0%	5.7%	16.7%
	2018-19	24.7%	12.3%	8.6%	8.7%	7.4%	14.3%	*	*	-	*	0.0%	8.8%	9.1%
Both Subjects	2019-20	16.4%	12.8%	8.3%	5.0%	14.8%	33.3%	*	*	-	*	0.0%	3.3%	16.7%
	2018-19	18.8%	9.9%	6.0%	5.8%	3.7%	14.3%	*	*	-	*	0.0%	5.3%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	10.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	32.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	7.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	2.9%	0.3%	0.0%	1.3%	0.0%	*	*	*	*	0.0%	0.3%	0.0%
	2019	25.2%	9.7%	0.6%	0.4%	1.6%	0.0%	*	*	-	*	0.0%	0.4%	0.0%
English Language Arts	2020	12.7%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
	2019	14.5%	2.4%	0.3%	0.0%	1.6%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics	2020	6.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
	2019	7.4%	1.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Science	2020	9.4%	0.7%	0.3%	0.0%	1.3%	0.0%	*	*	*	*	0.0%	0.3%	0.0%
	2019	10.4%	2.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Social Studies	2020	12.4%	1.2%	0.3%	0.0%	1.3%	0.0%	*	*	*	*	0.0%	0.3%	0.0%
	2019	13.9%	6.3%	0.6%	0.4%	1.6%	0.0%	*	*	-	*	0.0%	0.4%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	40.0%	*	-	*	-	-	-	-	-	-	*	-
	2019	51.0%	29.4%	*	*	*	-	-	-	-	-	-	*	-
English Language Arts	2020	50.1%	41.7%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	20.0%	*	-	*	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	*	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	36.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	22.2%	*	-	*	-	-	-	-	-	-	*	-
	2019	40.6%	8.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	2020	52.3%	28.6%	*	-	*	-	-	-	-	-	-	*	-
	2019	46.3%	10.4%	*	*	*	-	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	59.7%	59.2%	64.2%	37.0%	83.3%	*	*	-	*	18.8%	60.2%	28.6%
	2018-19	75.0%	42.9%	98.7%	57.3%	100.0%	100.0%	*	*	-	*	9.5%	66.7%	27.3%
At/Above Criterion for All Examinees	2019-20	35.7%	17.2%	8.6%	2.6%	30.0%	60.0%	-	*	-	-	*	4.1%	*
	2018-19	36.1%	16.8%	20.1%	1.7%	22.2%	47.4%	*	*	-	20.0%	*	14.5%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	917	839	824	932	*	-	*	-	-	*	822	*
	2018-19	1027	958	896	858	963	*	-	*	-	*	-	898	-
English Language Arts and Writing	2019-20	513	468	423	415	476	*	-	*	-	-	*	417	*
	2018-19	517	486	452	438	473	*	-	*	-	*	-	452	-
Mathematics	2019-20	506	448	416	409	457	*	-	*	-	-	*	405	*
	2018-19	510	472	444	420	490	*	-	*	-	*	-	447	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	18	18	17	*	*	-	*	-	-	-	17	-
	2018-19	21	18	18	16	18	21	*	-	-	*	*	17	*
English Language Arts	2019-20	20	18	17	16	*	*	-	*	-	-	-	16	-
	2018-19	20	17	17	15	17	20	*	-	-	*	*	16	*
Mathematics	2019-20	20	18	18	17	*	*	-	*	-	-	-	17	-
	2018-19	20	17	18	16	18	20	*	-	-	*	*	17	*
Science	2019-20	21	20	19	18	*	*	-	*	-	-	-	17	-
	2018-19	21	19	19	16	19	21	*	-	-	*	*	18	*

Texas Education Agency
2020-21 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	36.6%	41.9%	40.0%	43.7%	54.4%	*	*	*	44.4%	20.0%	40.9%	33.3%
	2018-19	44.6%	35.6%	35.5%	33.3%	35.2%	46.3%	*	66.7%	-	50.0%	18.1%	34.9%	28.6%
English Language Arts	2019-20	18.2%	12.1%	7.0%	5.6%	9.8%	10.7%	*	*	*	0.0%	0.0%	6.2%	6.7%
	2018-19	17.8%	10.9%	4.9%	4.9%	4.1%	7.0%	*	16.7%	-	0.0%	1.2%	3.4%	0.0%
Mathematics	2019-20	20.7%	10.3%	18.6%	19.2%	16.2%	21.4%	*	*	*	11.1%	5.7%	17.5%	11.1%
	2018-19	20.4%	13.3%	15.4%	15.4%	14.9%	16.1%	*	40.0%	-	16.7%	2.5%	15.4%	13.5%
Science	2019-20	22.4%	21.0%	29.6%	29.8%	28.9%	32.1%	*	*	*	25.0%	12.9%	29.4%	20.5%
	2018-19	21.7%	19.2%	24.9%	23.6%	24.5%	32.1%	*	*	-	50.0%	17.1%	24.9%	17.6%
Social Studies	2019-20	24.6%	16.7%	11.1%	9.0%	13.1%	20.4%	*	*	*	11.1%	0.0%	9.3%	8.9%
	2018-19	23.6%	17.4%	12.0%	9.2%	14.2%	20.3%	*	*	-	50.0%	0.0%	10.7%	5.7%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	54.0%	45.9%	45.0%	59.3%	33.3%	*	*	-	*	37.5%	46.7%	50.0%
	2018-19	59.0%	43.9%	23.8%	22.3%	29.6%	21.4%	*	*	-	*	19.0%	25.4%	18.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	39.8%	31.8%	32.0%	40.7%	14.3%	*	*	-	*	23.8%	32.5%	27.3%
	2017-18	53.4%	39.9%	35.8%	40.8%	26.1%	20.0%	-	-	-	*	29.2%	28.8%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	44.4%	12.5%	16.7%	*	-	-	-	-	*	-	20.0%	-
	2017-18	60.7%	48.4%	37.1%	35.7%	33.3%	*	-	-	-	-	0.0%	35.0%	-

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Total Students	711	100.0%	7,993	5,359,040	716	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	192	27.0%	8.8%	8.1%	193	27.0%	8.8%	8.1%
Grade 10	172	24.2%	7.6%	7.8%	173	24.2%	7.6%	7.8%
Grade 11	172	24.2%	7.7%	7.2%	174	24.3%	7.7%	7.2%
Grade 12	175	24.6%	7.3%	6.8%	176	24.6%	7.3%	6.8%
Ethnic Distribution:								
African American	432	60.8%	30.7%	12.7%	437	61.0%	30.7%	12.7%
Hispanic	184	25.9%	42.9%	52.9%	184	25.7%	42.9%	52.9%
White	77	10.8%	22.1%	26.5%	77	10.8%	22.1%	26.5%
American Indian	8	1.1%	0.8%	0.3%	8	1.1%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	9	1.3%	3.0%	2.7%	9	1.3%	3.0%	2.7%
Sex:								
Female	339	47.7%	48.1%	48.9%	341	47.6%	48.1%	48.9%
Male	372	52.3%	51.9%	51.1%	375	52.4%	51.9%	51.1%
Economically Disadvantaged	655	92.1%	86.6%	60.3%	659	92.0%	86.6%	60.2%
Non-Educationally Disadvantaged	56	7.9%	13.4%	39.7%	57	8.0%	13.4%	39.8%
Section 504 Students	60	8.4%	6.3%	7.2%	61	8.5%	6.2%	7.2%
EB Students/EL	52	7.3%	10.4%	20.7%	52	7.3%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	98	12.5%	4.2%	1.2%				
Students w/ Dyslexia	21	3.0%	2.6%	4.5%	22	3.1%	2.6%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Homeless	13	1.8%	1.9%	1.1%	13	1.8%	1.9%	1.1%
Immigrant	3	0.4%	0.4%	2.0%	3	0.4%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	711	100.0%	66.8%	64.5%	716	100.0%	67.0%	64.5%
Military Connected	2	0.3%	1.1%	2.7%	2	0.3%	1.1%	2.7%
At-Risk	485	68.2%	54.5%	49.2%	490	68.4%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	51	7.2%	9.7%	21.0%	51	7.1%	9.7%	20.9%
Gifted and Talented Education	13	1.8%	3.7%	8.3%	13	1.8%	3.6%	8.3%
Special Education	83	11.7%	14.8%	11.1%	83	11.6%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	83							
By Type of Primary Disability								
Students with Intellectual Disabilities	51	61.4%	51.9%	42.5%				
Students with Physical Disabilities	*	*	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	25	30.1%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	194	24.9%	21.2%	13.8%				
By Ethnicity:								
African American	112	14.4%	9.1%	2.8%				
Hispanic	54	6.9%	6.2%	7.1%				
White	18	2.3%	4.8%	3.1%				
American Indian	3	0.4%	0.3%	0.1%				
Asian	1	0.1%	0.0%	0.4%				
Pacific Islander	2	0.3%	0.1%	0.0%				
Two or More Races	4	0.5%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	22	22.4%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	10	19.2%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	153	23.5%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	100	18.1%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	4.3%	7.4%	4.7%	4.8%	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	12.9	14.0	15.7
Foreign Languages	18.7	20.7	17.8
Mathematics	16.7	16.2	16.9
Science	16.5	16.4	17.9
Social Studies	14.8	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	72.6	100.0%	100.0%	100.0%
Professional Staff:	64.7	89.2%	59.4%	64.3%
Teachers	51.6	71.2%	44.9%	49.6%
Professional Support	10.0	13.8%	10.7%	10.6%
Campus Administration (School Leadership)	3.1	4.3%	2.6%	3.0%
Educational Aides:	7.8	10.8%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	3.0	4,290.0
Part-time Librarians	0.0	n/a	8.0	582.0
Full-time Counselors	2.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	49.5	68.2%	53.0%	51.5%
Teachers by Ethnicity:				
African American	23.1	44.8%	27.7%	11.1%
Hispanic	6.1	11.9%	14.9%	28.4%
White	18.1	35.2%	54.8%	56.9%
American Indian	1.0	1.9%	0.4%	0.3%
Asian	2.2	4.3%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	1.9%	0.9%	1.2%
Teachers by Sex:				
Males	23.4	45.3%	26.1%	23.8%
Females	28.2	54.7%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.0	7.7%	2.0%	1.2%
Bachelors	30.8	59.7%	73.5%	73.0%
Masters	14.9	28.8%	23.5%	25.0%
Doctorate	2.0	3.9%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.8%	6.9%	6.7%
1-5 Years Experience	22.3	43.2%	32.1%	27.8%
6-10 Years Experience	11.6	22.4%	20.2%	20.3%
11-20 Years Experience	10.7	20.8%	26.7%	29.1%
21-30 Years Experience	3.9	7.5%	11.5%	13.0%
Over 30 Years Experience	1.2	2.3%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.7	6.4
Average Years Experience of Principals with District	5.0	5.0	5.5
Average Years Experience of Assistant Principals	2.3	4.9	5.5
Average Years Experience of Assistant Principals with District	2.0	4.0	4.8
Average Years Experience of Teachers:	8.7	10.2	11.2
Average Years Experience of Teachers with District:	3.7	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,747	\$55,768	\$50,849
1-5 Years Experience	\$56,489	\$55,885	\$53,288
6-10 Years Experience	\$60,137	\$57,375	\$56,282
11-20 Years Experience	\$64,321	\$60,103	\$59,900
21-30 Years Experience	\$63,826	\$63,770	\$64,637
Over 30 Years Experience	\$65,270	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$59,693	\$58,558	\$57,641
Professional Support	\$67,576	\$70,438	\$68,030
Campus Administration (School Leadership)	\$89,725	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.6%	6.2%
Career and Technical Education	7.9	15.3%	5.1%	5.1%
Compensatory Education	1.6	3.1%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	36.3	70.3%	77.1%	71.0%
Special Education	2.6	5.1%	9.2%	9.4%
Other	3.2	6.2%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
LA MARQUE H S (084906002) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: WOODROW WILSON DAEP

Campus Number: 084906006

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 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
2020-21 STAAR Participation (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	88.4%	88.6%	86.3%	90.4%	*	-	-	*	88.6%	88.4%	*
2018-19	95.4%	92.0%	74.6%	74.1%	73.0%	80.6%	*	-	-	*	61.9%	74.8%	*
Chronic Absenteeism													
2019-20	6.7%	13.3%	44.9%	44.6%	47.7%	41.7%	*	-	-	*	47.7%	45.8%	23.5%
2018-19	11.4%	24.3%	61.4%	63.5%	60.6%	50.0%	*	-	-	60.0%	73.2%	62.3%	47.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2018-19	1.9%	3.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	36.6%	11.1%	13.6%	0.0%	8.3%	*	-	-	*	0.0%	10.1%	*
	2018-19	44.6%	35.6%	10.3%	13.4%	5.3%	0.0%	*	-	-	*	0.0%	7.9%	*
English Language Arts	2019-20	18.2%	12.1%	1.3%	2.0%	0.0%	0.0%	*	-	-	*	0.0%	1.7%	*
	2018-19	17.8%	10.9%	1.2%	1.7%	0.0%	0.0%	*	-	-	*	0.0%	1.5%	*
Mathematics	2019-20	20.7%	10.3%	1.4%	2.1%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2018-19	20.4%	13.3%	6.8%	7.4%	7.1%	0.0%	*	-	-	-	0.0%	3.3%	*
Science	2019-20	22.4%	21.0%	9.2%	12.5%	0.0%	0.0%	*	-	-	*	0.0%	7.0%	*
	2018-19	21.7%	19.2%	7.6%	8.8%	7.1%	0.0%	*	-	-	*	0.0%	6.5%	*
Social Studies	2019-20	24.6%	16.7%	2.4%	1.8%	0.0%	8.3%	*	-	-	*	0.0%	3.1%	*
	2018-19	23.6%	17.4%	4.3%	4.7%	5.9%	0.0%	*	-	-	*	0.0%	4.2%	*
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	54.0%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	59.0%	43.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	39.8%	-	-	-	-	-	-	-	-	-	-	-
	2017-18	53.4%	39.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	44.4%	-	-	-	-	-	-	-	-	-	-	-
	2017-18	60.7%	48.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Student Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	20	100.0%	7,993	5,359,040	20	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	1	5.0%	7.9%	7.9%	1	5.0%	7.8%	7.8%
Grade 8	1	5.0%	7.9%	7.9%	1	5.0%	7.8%	7.9%
Grade 9	4	20.0%	8.8%	8.1%	4	20.0%	8.8%	8.1%
Grade 10	2	10.0%	7.6%	7.8%	2	10.0%	7.6%	7.8%
Grade 11	7	35.0%	7.7%	7.2%	7	35.0%	7.7%	7.2%
Grade 12	5	25.0%	7.3%	6.8%	5	25.0%	7.3%	6.8%
Ethnic Distribution:								
African American	10	50.0%	30.7%	12.7%	10	50.0%	30.7%	12.7%
Hispanic	9	45.0%	42.9%	52.9%	9	45.0%	42.9%	52.9%
White	1	5.0%	22.1%	26.5%	1	5.0%	22.1%	26.5%
American Indian	0	0.0%	0.8%	0.3%	0	0.0%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	3.0%	2.7%	0	0.0%	3.0%	2.7%
Sex:								
Female	7	35.0%	48.1%	48.9%	7	35.0%	48.1%	48.9%
Male	13	65.0%	51.9%	51.1%	13	65.0%	51.9%	51.1%
Economically Disadvantaged	16	80.0%	86.6%	60.3%	16	80.0%	86.6%	60.2%
Non-Educationally Disadvantaged	4	20.0%	13.4%	39.7%	4	20.0%	13.4%	39.8%
Section 504 Students	1	5.0%	6.3%	7.2%	1	5.0%	6.2%	7.2%
EB Students/EL	1	5.0%	10.4%	20.7%	1	5.0%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	47	13.5%	4.2%	1.2%				
Students w/ Dyslexia	0	0.0%	2.6%	4.5%	0	0.0%	2.6%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	1.9%	1.1%	0	0.0%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	66.8%	64.5%	0	0.0%	67.0%	64.5%
Military Connected	0	0.0%	1.1%	2.7%	0	0.0%	1.1%	2.7%
At-Risk	20	100.0%	54.5%	49.2%	20	100.0%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	1	5.0%	9.7%	21.0%	1	5.0%	9.7%	20.9%
Gifted and Talented Education	0	0.0%	3.7%	8.3%	0	0.0%	3.6%	8.3%
Special Education	0	0.0%	14.8%	11.1%	0	0.0%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	51.9%	42.5%				
Students with Physical Disabilities	0	0.0%	14.6%	21.3%				
Students with Autism	0	0.0%	13.1%	14.1%				
Students with Behavioral Disabilities	0	0.0%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	347	99.4%	21.2%	13.8%				
By Ethnicity:								
African American	205	58.7%	9.1%	2.8%				
Hispanic	86	24.6%	6.2%	7.1%				
White	49	14.0%	4.8%	3.1%				
American Indian	2	0.6%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	1.4%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	45	100.0%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	17	100.0%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	296	99.7%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	25.4%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	0.0%	0.4%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.9%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.4%	0.3%	-	0.0%	0.3%
Grade 8	0.0%	0.2%	0.2%	0.0%	0.0%	0.4%
Grade 9	48.0%	7.4%	4.7%	40.0%	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	13.7	100.0%	100.0%	100.0%
Professional Staff:	10.8	78.8%	59.4%	64.3%
Teachers	7.6	55.6%	44.9%	49.6%
Professional Support	1.2	8.7%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	14.6%	2.6%	3.0%
Educational Aides:	2.9	21.2%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	0.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	4.3	31.4%	53.0%	51.5%
Teachers by Ethnicity:				
African American	1.1	14.5%	27.7%	11.1%
Hispanic	0.1	1.7%	14.9%	28.4%
White	5.4	70.6%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	13.1%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.3	42.9%	26.1%	23.8%
Females	4.4	57.1%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	1.4	17.9%	73.5%	73.0%
Masters	4.3	55.9%	23.5%	25.0%
Doctorate	2.0	26.2%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.9%	6.7%
1-5 Years Experience	3.3	43.2%	32.1%	27.8%
6-10 Years Experience	3.0	39.3%	20.2%	20.3%
11-20 Years Experience	0.2	2.5%	26.7%	29.1%
21-30 Years Experience	1.1	15.1%	11.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	2.6	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.7	6.4
Average Years Experience of Principals with District	4.0	5.0	5.5
Average Years Experience of Assistant Principals	4.0	4.9	5.5
Average Years Experience of Assistant Principals with District	4.0	4.0	4.8
Average Years Experience of Teachers:	9.5	10.2	11.2
Average Years Experience of Teachers with District:	4.5	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,768	\$50,849
1-5 Years Experience	\$55,230	\$55,885	\$53,288
6-10 Years Experience	\$56,319	\$57,375	\$56,282
11-20 Years Experience	\$59,000	\$60,103	\$59,900
21-30 Years Experience	\$61,930	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,761	\$58,558	\$57,641
Professional Support	\$67,925	\$70,438	\$68,030
Campus Administration (School Leadership)	\$87,986	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.6%	6.2%
Career and Technical Education	0.1	2.0%	5.1%	5.1%
Compensatory Education	0.0	0.0%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	7.5	98.0%	77.1%	71.0%
Special Education	0.0	0.0%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
WOODROW WILSON DAEP (084906006) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: TEXAS CITY J J A E P

Campus Number: 084906010

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 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
2020-21 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
2020-21 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
2020-21 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
2020-21 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
2020-21 Graduation Profile (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

There is no data for this campus.

Texas Education Agency
2020-21 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
2020-21 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
2020-21 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	District	State	Count	Percent	District	State
Total Students	1	100.0%	7,993	5,359,040	1	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	1	100.0%	7.6%	7.8%	1	100.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	0	0.0%	30.7%	12.7%	0	0.0%	30.7%	12.7%
Hispanic	1	100.0%	42.9%	52.9%	1	100.0%	42.9%	52.9%
White	0	0.0%	22.1%	26.5%	0	0.0%	22.1%	26.5%
American Indian	0	0.0%	0.8%	0.3%	0	0.0%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	3.0%	2.7%	0	0.0%	3.0%	2.7%
Sex:								
Female	0	0.0%	48.1%	48.9%	0	0.0%	48.1%	48.9%
Male	1	100.0%	51.9%	51.1%	1	100.0%	51.9%	51.1%
Economically Disadvantaged	1	100.0%	86.6%	60.3%	1	100.0%	86.6%	60.2%
Non-Educationally Disadvantaged	0	0.0%	13.4%	39.7%	0	0.0%	13.4%	39.8%
Section 504 Students	0	0.0%	6.3%	7.2%	0	0.0%	6.2%	7.2%
EB Students/EL	0	0.0%	10.4%	20.7%	0	0.0%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	50.0%	4.2%	1.2%				
Students w/ Dyslexia	0	0.0%	2.6%	4.5%	0	0.0%	2.6%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Homeless	0	0.0%	1.9%	1.1%	0	0.0%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	66.8%	64.5%	0	0.0%	67.0%	64.5%
Military Connected	0	0.0%	1.1%	2.7%	0	0.0%	1.1%	2.7%
At-Risk	1	100.0%	54.5%	49.2%	1	100.0%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	9.7%	21.0%	0	0.0%	9.7%	20.9%
Gifted and Talented Education	0	0.0%	3.7%	8.3%	0	0.0%	3.6%	8.3%
Special Education	0	0.0%	14.8%	11.1%	0	0.0%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	51.9%	42.5%				
Students with Physical Disabilities	0	0.0%	14.6%	21.3%				
Students with Autism	0	0.0%	13.1%	14.1%				
Students with Behavioral Disabilities	0	0.0%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	1	50.0%	21.2%	13.8%				
By Ethnicity:								
African American	0	0.0%	9.1%	2.8%				
Hispanic	1	50.0%	6.2%	7.1%				
White	0	0.0%	4.8%	3.1%				
American Indian	0	0.0%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	1	100.0%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	25.4%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	0.0%	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 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:	-	-	59.4%	64.3%
Teachers	-	-	44.9%	49.6%
Professional Support	-	-	10.7%	10.6%
Campus Administration (School Leadership)	-	-	2.6%	3.0%
Educational Aides:	-	-	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	-	n/a	3.0	4,290.0
Part-time Librarians	-	n/a	8.0	582.0
Full-time Counselors	-	n/a	17.0	13,211.0
Part-time Counselors	-	n/a	2.0	1,126.0
Total Minority Staff:	-	-	53.0%	51.5%
Teachers by Ethnicity:				
African American	-	-	27.7%	11.1%
Hispanic	-	-	14.9%	28.4%
White	-	-	54.8%	56.9%
American Indian	-	-	0.4%	0.3%
Asian	-	-	1.2%	1.8%
Pacific Islander	-	-	0.2%	0.2%
Two or More Races	-	-	0.9%	1.2%
Teachers by Sex:				
Males	-	-	26.1%	23.8%
Females	-	-	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	2.0%	1.2%
Bachelors	-	-	73.5%	73.0%
Masters	-	-	23.5%	25.0%
Doctorate	-	-	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	6.9%	6.7%
1-5 Years Experience	-	-	32.1%	27.8%
6-10 Years Experience	-	-	20.2%	20.3%
11-20 Years Experience	-	-	26.7%	29.1%
21-30 Years Experience	-	-	11.5%	13.0%
Over 30 Years Experience	-	-	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	-	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	5.7	6.4
Average Years Experience of Principals with District	-	5.0	5.5
Average Years Experience of Assistant Principals	-	4.9	5.5
Average Years Experience of Assistant Principals with District	-	4.0	4.8
Average Years Experience of Teachers:	-	10.2	11.2
Average Years Experience of Teachers with District:	-	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,768	\$50,849
1-5 Years Experience	-	\$55,885	\$53,288
6-10 Years Experience	-	\$57,375	\$56,282
11-20 Years Experience	-	\$60,103	\$59,900
21-30 Years Experience	-	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	-	\$58,558	\$57,641
Professional Support	-	\$70,438	\$68,030
Campus Administration (School Leadership)	-	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	3.6%	6.2%
Career and Technical Education	-	-	5.1%	5.1%
Compensatory Education	-	-	3.7%	2.8%
Gifted and Talented Education	-	-	0.0%	1.8%
Regular Education	-	-	77.1%	71.0%
Special Education	-	-	9.2%	9.4%
Other	-	-	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
TEXAS CITY J J A E P (084906010) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: COASTAL ALTERNATIVE PROGRAM (CAP)

Campus Number: 084906014

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 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
2020-21 Progress (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 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
2020-21 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
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - 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
Attendance Rate													
2019-20	98.3%	96.8%	*	*	*	*	-	-	-	*	-	*	*
2018-19	95.4%	92.0%	63.2%	67.9%	*	*	-	-	-	-	*	60.6%	*
Chronic Absenteeism													
2019-20	6.7%	13.3%	58.3%	57.1%	*	*	-	-	-	*	-	60.0%	*
2018-19	11.4%	24.3%	95.8%	94.1%	100.0%	*	-	-	-	-	*	95.0%	*
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	0.0%	*	-	*	-	-	-	-	-	*	-
2018-19	0.4%	0.1%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	0.0%	*	*	-	-	-	-	*	-	0.0%	*
2018-19	1.9%	3.1%	0.0%	0.0%	*	-	-	-	-	-	*	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - 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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Total Students	4	100.0%	7,993	5,359,040	4	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	2	50.0%	7.9%	7.9%	2	50.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	1	25.0%	8.8%	8.1%	1	25.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	1	25.0%	7.7%	7.2%	1	25.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	2	50.0%	30.7%	12.7%	2	50.0%	30.7%	12.7%
Hispanic	1	25.0%	42.9%	52.9%	1	25.0%	42.9%	52.9%
White	1	25.0%	22.1%	26.5%	1	25.0%	22.1%	26.5%
American Indian	0	0.0%	0.8%	0.3%	0	0.0%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	3.0%	2.7%	0	0.0%	3.0%	2.7%
Sex:								
Female	1	25.0%	48.1%	48.9%	1	25.0%	48.1%	48.9%
Male	3	75.0%	51.9%	51.1%	3	75.0%	51.9%	51.1%
Economically Disadvantaged	3	75.0%	86.6%	60.3%	3	75.0%	86.6%	60.2%
Non-Educationally Disadvantaged	1	25.0%	13.4%	39.7%	1	25.0%	13.4%	39.8%
Section 504 Students	0	0.0%	6.3%	7.2%	0	0.0%	6.2%	7.2%
EB Students/EL	0	0.0%	10.4%	20.7%	0	0.0%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	0	0.0%	2.6%	4.5%	0	0.0%	2.6%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Homeless	0	0.0%	1.9%	1.1%	0	0.0%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	66.8%	64.5%	0	0.0%	67.0%	64.5%
Military Connected	0	0.0%	1.1%	2.7%	0	0.0%	1.1%	2.7%
At-Risk	3	75.0%	54.5%	49.2%	3	75.0%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	9.7%	21.0%	0	0.0%	9.7%	20.9%
Gifted and Talented Education	0	0.0%	3.7%	8.3%	0	0.0%	3.6%	8.3%
Special Education	0	0.0%	14.8%	11.1%	0	0.0%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	51.9%	42.5%				
Students with Physical Disabilities	0	0.0%	14.6%	21.3%				
Students with Autism	0	0.0%	13.1%	14.1%				
Students with Behavioral Disabilities	0	0.0%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	12	100.0%	21.2%	13.8%				
By Ethnicity:								
African American	7	58.3%	9.1%	2.8%				
Hispanic	2	16.7%	6.2%	7.1%				
White	2	16.7%	4.8%	3.1%				
American Indian	0	0.0%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	1	8.3%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	100.0%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	10	100.0%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	25.4%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	0.0%	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 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:	-	-	59.4%	64.3%
Teachers	-	-	44.9%	49.6%
Professional Support	-	-	10.7%	10.6%
Campus Administration (School Leadership)	-	-	2.6%	3.0%
Educational Aides:	-	-	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	-	n/a	3.0	4,290.0
Part-time Librarians	-	n/a	8.0	582.0
Full-time Counselors	-	n/a	17.0	13,211.0
Part-time Counselors	-	n/a	2.0	1,126.0
Total Minority Staff:	-	-	53.0%	51.5%
Teachers by Ethnicity:				
African American	-	-	27.7%	11.1%
Hispanic	-	-	14.9%	28.4%
White	-	-	54.8%	56.9%
American Indian	-	-	0.4%	0.3%
Asian	-	-	1.2%	1.8%
Pacific Islander	-	-	0.2%	0.2%
Two or More Races	-	-	0.9%	1.2%
Teachers by Sex:				
Males	-	-	26.1%	23.8%
Females	-	-	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	2.0%	1.2%
Bachelors	-	-	73.5%	73.0%
Masters	-	-	23.5%	25.0%
Doctorate	-	-	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	6.9%	6.7%
1-5 Years Experience	-	-	32.1%	27.8%
6-10 Years Experience	-	-	20.2%	20.3%
11-20 Years Experience	-	-	26.7%	29.1%
21-30 Years Experience	-	-	11.5%	13.0%
Over 30 Years Experience	-	-	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	-	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	5.7	6.4
Average Years Experience of Principals with District	-	5.0	5.5
Average Years Experience of Assistant Principals	-	4.9	5.5
Average Years Experience of Assistant Principals with District	-	4.0	4.8
Average Years Experience of Teachers:	-	10.2	11.2
Average Years Experience of Teachers with District:	-	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$55,768	\$50,849
1-5 Years Experience	-	\$55,885	\$53,288
6-10 Years Experience	-	\$57,375	\$56,282
11-20 Years Experience	-	\$60,103	\$59,900
21-30 Years Experience	-	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	-	\$58,558	\$57,641
Professional Support	-	\$70,438	\$68,030
Campus Administration (School Leadership)	-	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	3.6%	6.2%
Career and Technical Education	-	-	5.1%	5.1%
Compensatory Education	-	-	3.7%	2.8%
Gifted and Talented Education	-	-	0.0%	1.8%
Regular Education	-	-	77.1%	71.0%
Special Education	-	-	9.2%	9.4%
Other	-	-	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
COASTAL ALTERNATIVE PROGRAM (CAP) (084906014) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: BLOCKER MIDDLE

Campus Number: 084906041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	53%	60%	44%	63%	70%	*	*	-	60%	38%	*	62%	53%	56%	58%
	2019	76%	65%	75%	63%	75%	83%	*	*	-	71%	47%	*	76%	69%	71%	70%
At Meets Grade Level or Above	2021	45%	29%	33%	27%	33%	38%	*	*	-	30%	26%	*	34%	26%	30%	23%
	2019	49%	36%	44%	38%	41%	55%	*	*	-	43%	34%	*	47%	36%	38%	33%
At Masters Grade Level	2021	25%	16%	17%	11%	18%	20%	*	*	-	30%	18%	*	19%	11%	16%	10%
	2019	29%	20%	24%	13%	23%	36%	*	*	-	19%	26%	*	28%	12%	19%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	42%	49%	36%	51%	55%	*	*	-	38%	35%	*	52%	36%	45%	44%
	2019	75%	58%	67%	49%	70%	76%	*	*	-	78%	51%	*	71%	58%	64%	65%
At Meets Grade Level or Above	2021	27%	22%	25%	16%	26%	32%	*	*	-	13%	23%	*	27%	16%	21%	15%
	2019	43%	27%	34%	21%	35%	42%	*	*	-	33%	38%	*	39%	20%	31%	40%
At Masters Grade Level	2021	12%	11%	13%	7%	13%	20%	*	*	-	13%	18%	*	15%	7%	12%	6%
	2019	17%	5%	6%	7%	4%	8%	*	*	-	0%	15%	*	6%	7%	6%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	49%	56%	43%	61%	57%	*	*	-	44%	30%	*	58%	46%	54%	53%
	2019	70%	59%	65%	57%	65%	72%	*	*	-	71%	37%	*	69%	55%	61%	65%
At Meets Grade Level or Above	2021	33%	23%	27%	19%	25%	38%	*	*	-	22%	24%	*	28%	22%	24%	16%
	2019	42%	30%	36%	21%	33%	50%	*	*	-	38%	35%	*	38%	30%	29%	29%
At Masters Grade Level	2021	10%	6%	7%	6%	6%	10%	*	*	-	11%	15%	*	7%	6%	6%	4%
	2019	18%	11%	13%	12%	12%	16%	*	*	-	14%	17%	*	16%	6%	12%	12%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	61%	70%	51%	72%	78%	*	*	-	85%	47%	*	73%	59%	68%	75%
	2019	86%	78%	83%	68%	88%	88%	*	*	-	73%	40%	*	84%	82%	80%	76%
At Meets Grade Level or Above	2021	46%	34%	40%	27%	39%	49%	*	*	-	55%	27%	*	43%	28%	37%	29%
	2019	55%	45%	50%	32%	52%	56%	*	*	-	64%	19%	*	50%	48%	41%	28%
At Masters Grade Level	2021	21%	15%	17%	10%	17%	24%	*	*	-	20%	16%	*	18%	15%	16%	2%
	2019	28%	20%	24%	14%	24%	31%	*	*	-	45%	14%	*	26%	20%	18%	7%
Grade 8 Mathematics+																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	62%	54%	63%	54%	64%	67%	*	-	-	62%	40%	*	64%	56%	60%	73%
	2019	88%	82%	89%	82%	92%	89%	*	*	-	92%	52%	*	92%	81%	86%	91%
At Meets Grade Level or Above	2021	36%	27%	34%	21%	35%	43%	*	-	-	38%	24%	*	35%	30%	31%	48%
	2019	57%	58%	68%	50%	70%	77%	*	*	-	77%	21%	*	69%	64%	63%	69%
At Masters Grade Level	2021	11%	6%	7%	3%	8%	6%	*	-	-	15%	18%	*	7%	8%	7%	6%
	2019	17%	17%	22%	12%	24%	26%	*	*	-	23%	19%	*	22%	21%	19%	23%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	55%	66%	48%	65%	79%	*	*	-	78%	47%	*	67%	58%	63%	69%
	2019	81%	68%	76%	59%	79%	83%	*	*	-	82%	29%	*	78%	70%	71%	69%
At Meets Grade Level or Above	2021	43%	33%	40%	19%	40%	54%	*	*	-	61%	27%	*	42%	34%	36%	35%
	2019	51%	37%	46%	27%	49%	54%	*	*	-	55%	24%	*	47%	43%	38%	31%
At Masters Grade Level	2021	24%	18%	23%	10%	22%	33%	*	*	-	44%	22%	*	23%	23%	21%	14%
	2019	25%	12%	15%	6%	14%	22%	*	*	-	18%	19%	*	18%	7%	13%	7%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	46%	56%	49%	55%	62%	*	*	-	63%	40%	*	58%	47%	53%	49%
	2019	69%	55%	66%	49%	66%	76%	*	*	-	64%	33%	*	67%	62%	59%	45%
At Meets Grade Level or Above	2021	28%	17%	21%	7%	23%	24%	*	*	-	37%	23%	*	22%	16%	18%	6%
	2019	37%	24%	30%	18%	30%	34%	*	*	-	55%	21%	*	31%	26%	24%	17%
At Masters Grade Level	2021	14%	7%	8%	3%	8%	12%	*	*	-	11%	15%	*	9%	5%	6%	0%
	2019	21%	11%	13%	9%	15%	14%	*	*	-	18%	17%	*	15%	9%	11%	7%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	65%	100%	*	100%	100%	-	*	-	100%	-	-	100%	100%	100%	*
	2019	85%	71%	100%	100%	100%	100%	-	*	-	*	*	*	100%	100%	100%	-
At Meets Grade Level or Above	2021	41%	35%	96%	*	93%	100%	-	*	-	100%	-	-	96%	100%	95%	*
	2019	61%	41%	98%	100%	100%	97%	-	*	-	*	*	*	98%	100%	96%	-
At Masters Grade Level	2021	23%	21%	87%	*	81%	94%	-	*	-	80%	-	-	87%	88%	86%	*
	2019	37%	23%	75%	88%	79%	67%	-	*	-	*	*	*	79%	43%	79%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	61%	47%	62%	68%	14%	70%	-	68%	39%	27%	63%	52%	58%	60%
	2019	78%	67%	75%	62%	77%	82%	75%	72%	-	76%	42%	81%	77%	69%	70%	68%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	41%	30%	33%	20%	33%	42%	0%	60%	-	44%	25%	0%	34%	26%	29%	25%
	2019	50%	36%	45%	31%	45%	55%	35%	56%	-	50%	28%	48%	47%	39%	38%	35%
At Masters Grade Level	2021	18%	12%	15%	8%	14%	20%	0%	10%	-	25%	17%	0%	16%	12%	13%	6%
	2019	24%	14%	18%	12%	18%	24%	10%	40%	-	19%	18%	22%	21%	12%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	65%	47%	68%	74%	*	*	-	77%	42%	*	68%	56%	62%	66%
	2019	75%	63%	79%	65%	81%	86%	83%	57%	-	72%	43%	100%	80%	75%	75%	71%
At Meets Grade Level or Above	2021	45%	31%	37%	27%	36%	44%	*	*	-	47%	27%	*	39%	27%	34%	26%
	2019	48%	34%	47%	35%	46%	56%	33%	57%	-	50%	27%	57%	48%	42%	39%	32%
At Masters Grade Level	2021	18%	10%	17%	10%	18%	22%	*	*	-	23%	17%	*	18%	13%	16%	6%
	2019	21%	11%	24%	14%	23%	33%	17%	29%	-	28%	20%	29%	27%	16%	19%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	58%	46%	60%	65%	*	*	-	62%	37%	*	61%	49%	55%	59%
	2019	82%	72%	80%	67%	83%	86%	67%	71%	-	84%	52%	100%	83%	71%	76%	74%
At Meets Grade Level or Above	2021	37%	29%	34%	20%	34%	44%	*	*	-	42%	23%	*	36%	27%	30%	33%
	2019	52%	39%	55%	39%	56%	67%	50%	57%	-	53%	31%	50%	59%	45%	49%	50%
At Masters Grade Level	2021	18%	13%	16%	8%	15%	22%	*	*	-	27%	18%	*	17%	12%	14%	8%
	2019	26%	16%	19%	13%	18%	25%	17%	57%	-	13%	18%	25%	20%	15%	15%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	56%	43%	61%	57%	*	*	-	44%	30%	*	58%	46%	54%	53%
	2019	68%	57%	65%	57%	65%	72%	*	*	-	71%	37%	*	69%	55%	61%	65%
At Meets Grade Level or Above	2021	30%	24%	27%	19%	25%	38%	*	*	-	22%	24%	*	28%	22%	24%	16%
	2019	38%	27%	36%	21%	33%	50%	*	*	-	38%	35%	*	38%	30%	29%	29%
At Masters Grade Level	2021	9%	6%	7%	6%	6%	10%	*	*	-	11%	15%	*	7%	6%	6%	4%
	2019	14%	9%	13%	12%	12%	16%	*	*	-	14%	17%	*	16%	6%	12%	12%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	66%	48%	65%	79%	*	*	-	78%	47%	*	67%	58%	63%	69%
	2019	81%	69%	76%	59%	79%	83%	*	*	-	82%	29%	*	78%	70%	71%	69%
At Meets Grade Level or Above	2021	44%	32%	40%	19%	40%	54%	*	*	-	61%	27%	*	42%	34%	36%	35%
	2019	54%	39%	46%	27%	49%	54%	*	*	-	55%	24%	*	47%	43%	38%	31%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	20%	13%	23%	10%	22%	33%	*	*	-	44%	22%	*	23%	23%	21%	14%
	2019	25%	13%	15%	6%	14%	22%	*	*	-	18%	19%	*	18%	7%	13%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	62%	56%	49%	55%	62%	*	*	-	63%	40%	*	58%	47%	53%	49%
	2019	81%	73%	66%	49%	66%	76%	*	*	-	64%	33%	*	67%	62%	59%	45%
At Meets Grade Level or Above	2021	49%	36%	21%	7%	23%	24%	*	*	-	37%	23%	*	22%	16%	18%	6%
	2019	55%	42%	30%	18%	30%	34%	*	*	-	55%	21%	*	31%	26%	24%	17%
At Masters Grade Level	2021	29%	18%	8%	3%	8%	12%	*	*	-	11%	15%	*	9%	5%	6%	0%
	2019	33%	20%	13%	9%	15%	14%	*	*	-	18%	17%	*	15%	9%	11%	7%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	70	77	72	76	81	*	*	-	76	67	*	77	75	74	69
	2018	76	68	71	65	71	74	*	*	-	60	64	100	72	68	68	81
Grade 7 Mathematics	2019	62	47	51	35	52	58	*	*	-	67	52	*	52	46	48	51
	2018	67	60	61	43	68	65	*	-	-	67	58	*	59	68	60	70
Grade 8 ELA/Reading	2019	77	76	74	70	75	73	*	*	-	100	59	*	73	76	72	72
	2018	79	84	85	88	86	83	*	*	-	73	76	*	87	81	87	87
Grade 8 Mathematics	2019	82	83	86	89	89	80	*	*	-	77	79	*	86	86	87	88
	2018	81	87	87	88	86	88	*	*	-	92	77	*	87	87	87	89
End of Course Algebra I	2019	75	63	92	100	94	87	-	*	-	*	*	*	91	100	90	-
	2018	72	56	90	90	95	87	*	-	-	*	-	*	88	100	91	*
All Grades Both Subjects	2019	69	63	73	67	74	75	83	71	-	78	64	70	74	72	71	67
	2018	69	66	78	74	79	79	79	100	-	74	69	85	78	78	77	83
All Grades ELA/Reading	2019	68	63	75	71	76	77	83	57	-	84	63	71	75	76	73	70
	2018	69	66	79	78	79	79	83	*	-	67	71	94	80	76	78	84
All Grades Mathematics	2019	70	63	71	64	72	73	83	86	-	72	65	69	72	68	68	64
	2018	70	67	77	70	79	80	75	*	-	80	68	78	76	80	76	82

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Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	61%	-	-	-	-	-	-	42%	-	42%	-	54%	60%	44%	83%
	2019	78%	67%	75%	-	-	-	-	-	-	52%	52%	-	-	47%		51%	
At Meets Grade Level or Above	2021	41%	30%	33%	-	-	-	-	-	-	13%	-	13%	-	21%	33%	14%	44%
	2019	50%	36%	45%	-	-	-	-	-	-	22%	22%	-	-	14%		21%	
At Masters Grade Level	2021	18%	12%	15%	-	-	-	-	-	-	2%	-	2%	-	0%	16%	2%	16%
	2019	24%	14%	18%	-	-	-	-	-	-	2%	2%	-	-	3%		2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	65%	-	-	-	-	-	-	43%	-	43%	-	64%	64%	47%	92%
	2019	75%	63%	79%	-	-	-	-	-	-	57%	57%	-	-	45%		55%	
At Meets Grade Level or Above	2021	45%	31%	37%	-	-	-	-	-	-	9%	-	9%	-	18%	37%	10%	54%
	2019	48%	34%	47%	-	-	-	-	-	-	12%	12%	-	-	9%		11%	
At Masters Grade Level	2021	18%	10%	17%	-	-	-	-	-	-	0%	-	0%	-	0%	19%	0%	17%
	2019	21%	11%	24%	-	-	-	-	-	-	0%	0%	-	-	0%		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	58%	-	-	-	-	-	-	44%	-	44%	-	55%	58%	46%	77%
	2019	82%	72%	80%	-	-	-	-	-	-	60%	60%	-	-	55%		58%	
At Meets Grade Level or Above	2021	37%	29%	34%	-	-	-	-	-	-	21%	-	21%	-	36%	34%	24%	47%
	2019	52%	39%	55%	-	-	-	-	-	-	40%	40%	-	-	27%		38%	
At Masters Grade Level	2021	18%	13%	16%	-	-	-	-	-	-	2%	-	2%	-	0%	17%	2%	19%
	2019	26%	16%	19%	-	-	-	-	-	-	5%	5%	-	-	9%		6%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	56%	-	-	-	-	-	-	29%	-	29%	-	20%	56%	28%	77%
	2019	68%	57%	65%	-	-	-	-	-	-	38%	38%	-	-	50%		41%	
At Meets Grade Level or Above	2021	30%	24%	27%	-	-	-	-	-	-	4%	-	4%	-	0%	28%	3%	31%
	2019	38%	27%	36%	-	-	-	-	-	-	13%	13%	-	-	0%		9%	
At Masters Grade Level	2021	9%	6%	7%	-	-	-	-	-	-	0%	-	0%	-	0%	8%	0%	6%
	2019	14%	9%	13%	-	-	-	-	-	-	0%	0%	-	-	0%		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	66%	-	-	-	-	-	-	54%	-	54%	-	83%	64%	59%	87%
	2019	81%	69%	76%	-	-	-	-	-	-	61%	61%	-	-	*		57%	
At Meets Grade Level or Above	2021	44%	32%	40%	-	-	-	-	-	-	23%	-	23%	-	33%	41%	25%	52%
	2019	54%	39%	46%	-	-	-	-	-	-	28%	28%	-	-	*		29%	
At Masters Grade Level	2021	20%	13%	23%	-	-	-	-	-	-	12%	-	12%	-	0%	24%	9%	26%
	2019	25%	13%	15%	-	-	-	-	-	-	6%	6%	-	-	*		5%	
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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 Approaches Grade Level or Above	2021	73%	62%	56%	-	-	-	-	-	-	35%	-	35%	-	33%	56%	34%	77%
	2019	81%	73%	66%	-	-	-	-	-	-	33%	33%	-	-	*		33%	
At Meets Grade Level or Above	2021	49%	36%	21%	-	-	-	-	-	-	4%	-	4%	-	0%	22%	3%	23%
	2019	55%	42%	30%	-	-	-	-	-	-	11%	11%	-	-	*		10%	
At Masters Grade Level	2021	29%	18%	8%	-	-	-	-	-	-	0%	-	0%	-	0%	9%	0%	10%
	2019	33%	20%	13%	-	-	-	-	-	-	0%	0%	-	-	*		0%	

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	98%	100%	100%	-	100%	97%	86%	99%	98%	98%	100%
Included in Accountability	94%	93%	94%	93%	96%	92%	100%	100%	-	95%	93%	73%	98%	85%	94%	97%
Not Included in Accountability: Mobile	4%	5%	4%	7%	2%	5%	0%	0%	-	5%	4%	14%	1%	11%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	1%	0%	1%	2%	0%	0%	-	0%	3%	14%	1%	2%	2%	0%
Absent	1%	1%	1%	0%	1%	2%	0%	0%	-	0%	3%	14%	1%	2%	2%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	97.8%	97.7%	98.3%	97.2%	95.2%	99.5%	*	98.7%	97.0%	97.6%	98.3%
2018-19	95.4%	92.0%	93.1%	92.9%	93.5%	92.7%	89.9%	96.6%	*	93.6%	91.2%	92.6%	93.9%
Chronic Absenteeism													
2019-20	6.7%	13.3%	11.1%	12.6%	8.5%	14.2%	25.0%	0.0%	*	3.0%	16.0%	12.2%	11.0%
2018-19	11.4%	24.3%	21.9%	26.1%	19.7%	22.0%	30.4%	12.5%	*	20.0%	32.5%	25.0%	16.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	0.6%	1.0%	0.2%	0.9%	0.0%	0.0%	*	0.0%	0.0%	0.7%	1.1%
2018-19	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	896	100.0%	7,993	5,359,040	896	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	448	50.0%	7.9%	7.9%	448	50.0%	7.8%	7.8%
Grade 8	448	50.0%	7.9%	7.9%	448	50.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	193	21.5%	30.7%	12.7%	193	21.5%	30.7%	12.7%
Hispanic	405	45.2%	42.9%	52.9%	405	45.2%	42.9%	52.9%
White	262	29.2%	22.1%	26.5%	262	29.2%	22.1%	26.5%
American Indian	12	1.3%	0.8%	0.3%	12	1.3%	0.8%	0.3%
Asian	6	0.7%	0.4%	4.7%	6	0.7%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	18	2.0%	3.0%	2.7%	18	2.0%	3.0%	2.7%
Sex:								
Female	421	47.0%	48.1%	48.9%	421	47.0%	48.1%	48.9%
Male	475	53.0%	51.9%	51.1%	475	53.0%	51.9%	51.1%
Economically Disadvantaged	747	83.4%	86.6%	60.3%	747	83.4%	86.6%	60.2%
Non-Educationally Disadvantaged	149	16.6%	13.4%	39.7%	149	16.6%	13.4%	39.8%
Section 504 Students	89	9.9%	6.3%	7.2%	89	9.9%	6.2%	7.2%
EB Students/EL	66	7.4%	10.4%	20.7%	66	7.4%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	57	5.6%	4.2%	1.2%				
Students w/ Dyslexia	34	3.8%	2.6%	4.5%	34	3.8%	2.6%	4.5%
Foster Care	3	0.3%	0.3%	0.3%	3	0.3%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	19	2.1%	1.9%	1.1%	19	2.1%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	19	2.1%	66.8%	64.5%	19	2.1%	67.0%	64.5%
Military Connected	9	1.0%	1.1%	2.7%	9	1.0%	1.1%	2.7%
At-Risk	567	63.3%	54.5%	49.2%	567	63.3%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	54	6.0%	9.7%	21.0%	54	6.0%	9.7%	20.9%
Gifted and Talented Education	43	4.8%	3.7%	8.3%	43	4.8%	3.6%	8.3%
Special Education	135	15.1%	14.8%	11.1%	135	15.1%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	135							
By Type of Primary Disability								
Students with Intellectual Disabilities	94	69.6%	51.9%	42.5%				
Students with Physical Disabilities	*	*	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	24	17.8%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	142	13.9%	21.2%	13.8%				
By Ethnicity:								
African American	37	3.6%	9.1%	2.8%				
Hispanic	40	3.9%	6.2%	7.1%				
White	55	5.4%	4.8%	3.1%				
American Indian	3	0.3%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	7	0.7%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	24	19.2%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	9	9.8%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	111	14.8%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	69	14.4%	25.4%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	0.3%	0.4%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.2%	0.2%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	16.6	14.0	15.7
Foreign Languages	18.4	20.7	17.8
Mathematics	19.0	16.2	16.9
Science	19.0	16.4	17.9
Social Studies	18.8	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	80.9	100.0%	100.0%	100.0%
Professional Staff:	68.1	84.3%	59.4%	64.3%
Teachers	57.1	70.6%	44.9%	49.6%
Professional Support	8.1	10.0%	10.7%	10.6%
Campus Administration (School Leadership)	2.9	3.6%	2.6%	3.0%
Educational Aides:	12.7	15.7%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	2.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	31.7	39.2%	53.0%	51.5%
Teachers by Ethnicity:				
African American	11.2	19.5%	27.7%	11.1%
Hispanic	7.7	13.6%	14.9%	28.4%
White	35.4	61.9%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.9	3.2%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	1.8%	0.9%	1.2%
Teachers by Sex:				
Males	14.5	25.4%	26.1%	23.8%
Females	42.6	74.6%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	44.8	78.5%	73.5%	73.0%
Masters	12.3	21.5%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.5%	6.9%	6.7%
1-5 Years Experience	14.0	24.4%	32.1%	27.8%
6-10 Years Experience	9.9	17.3%	20.2%	20.3%
11-20 Years Experience	18.7	32.8%	26.7%	29.1%
21-30 Years Experience	10.5	18.3%	11.5%	13.0%
Over 30 Years Experience	2.1	3.6%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.7	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	5.7	6.4
Average Years Experience of Principals with District	8.0	5.0	5.5
Average Years Experience of Assistant Principals	3.5	4.9	5.5
Average Years Experience of Assistant Principals with District	3.5	4.0	4.8
Average Years Experience of Teachers:	13.2	10.2	11.2
Average Years Experience of Teachers with District:	8.1	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,001	\$55,768	\$50,849
1-5 Years Experience	\$55,315	\$55,885	\$53,288
6-10 Years Experience	\$56,716	\$57,375	\$56,282
11-20 Years Experience	\$59,485	\$60,103	\$59,900
21-30 Years Experience	\$63,693	\$63,770	\$64,637
Over 30 Years Experience	\$69,252	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,957	\$58,558	\$57,641
Professional Support	\$67,060	\$70,438	\$68,030
Campus Administration (School Leadership)	\$88,797	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.6%	6.2%
Career and Technical Education	1.3	2.2%	5.1%	5.1%
Compensatory Education	0.4	0.8%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	48.5	85.0%	77.1%	71.0%
Special Education	6.9	12.1%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BLOCKER MIDDLE (084906041) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: LA MARQUE MIDDLE

Campus Number: 084906043

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	47%	39%	36%	42%	60%	*	-	-	60%	32%	*	36%	44%	37%	31%
	2019	68%	57%	39%	31%	44%	71%	*	*	-	*	50%	*	64%	37%	39%	42%
At Meets Grade Level or Above	2021	32%	18%	15%	13%	17%	20%	*	-	-	20%	32%	*	12%	20%	14%	13%
	2019	37%	26%	15%	10%	21%	29%	*	*	-	*	40%	*	18%	14%	12%	17%
At Masters Grade Level	2021	15%	6%	8%	6%	8%	20%	*	-	-	20%	27%	*	6%	11%	8%	6%
	2019	18%	10%	3%	1%	5%	7%	*	*	-	*	10%	*	0%	3%	2%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	54%	36%	32%	46%	60%	*	-	-	40%	36%	*	36%	38%	36%	44%
	2019	81%	71%	47%	42%	49%	79%	*	*	-	*	70%	*	73%	46%	47%	50%
At Meets Grade Level or Above	2021	36%	22%	15%	14%	16%	20%	*	-	-	40%	27%	*	13%	20%	16%	13%
	2019	47%	32%	13%	7%	26%	21%	*	*	-	*	40%	*	27%	12%	14%	25%
At Masters Grade Level	2021	15%	5%	6%	5%	5%	0%	*	-	-	20%	23%	*	5%	7%	6%	6%
	2019	21%	11%	3%	1%	8%	7%	*	*	-	*	30%	*	0%	3%	4%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	53%	37%	33%	42%	57%	*	*	-	*	35%	*	35%	41%	36%	41%
	2019	76%	65%	42%	40%	40%	59%	*	-	-	*	33%	22%	39%	42%	39%	30%
At Meets Grade Level or Above	2021	45%	29%	21%	16%	27%	43%	*	*	-	*	31%	*	21%	22%	21%	27%
	2019	49%	36%	16%	13%	13%	41%	*	-	-	*	25%	0%	22%	15%	13%	0%
At Masters Grade Level	2021	25%	16%	13%	10%	16%	29%	*	*	-	*	23%	*	12%	16%	13%	14%
	2019	29%	20%	8%	7%	4%	24%	*	-	-	*	8%	0%	11%	7%	5%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	42%	29%	29%	35%	14%	*	*	-	*	35%	*	28%	33%	29%	27%
	2019	75%	58%	38%	36%	40%	58%	*	-	-	*	36%	13%	50%	37%	35%	20%
At Meets Grade Level or Above	2021	27%	22%	14%	11%	20%	14%	*	*	-	*	31%	*	13%	18%	15%	14%
	2019	43%	27%	11%	10%	7%	33%	*	-	-	*	27%	0%	21%	10%	7%	5%
At Masters Grade Level	2021	12%	11%	7%	6%	9%	14%	*	*	-	*	27%	*	9%	2%	7%	9%
	2019	17%	5%	3%	2%	2%	8%	*	-	-	*	18%	0%	0%	3%	1%	0%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	63%	49%	35%	33%	35%	29%	*	*	-	60%	38%	*	35%	33%	34%	32%
	2019	70%	59%	43%	43%	38%	65%	*	-	-	*	33%	22%	50%	43%	42%	35%
At Meets Grade Level or Above	2021	33%	23%	14%	10%	18%	29%	*	*	-	20%	31%	*	13%	15%	14%	9%
	2019	42%	30%	17%	17%	10%	35%	*	-	-	*	33%	0%	22%	16%	16%	5%
At Masters Grade Level	2021	10%	6%	4%	4%	4%	0%	*	*	-	20%	19%	*	5%	2%	4%	0%
	2019	18%	11%	4%	3%	2%	12%	*	-	-	*	25%	0%	6%	3%	2%	0%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	61%	38%	32%	48%	44%	-	*	-	*	36%	*	38%	38%	39%	70%
	2019	86%	78%	65%	56%	81%	73%	*	-	-	*	20%	*	63%	65%	63%	76%
At Meets Grade Level or Above	2021	46%	34%	19%	13%	33%	19%	-	*	-	*	27%	*	18%	21%	19%	30%
	2019	55%	45%	34%	28%	43%	53%	*	-	-	*	20%	*	38%	34%	36%	38%
At Masters Grade Level	2021	21%	15%	7%	4%	15%	6%	-	*	-	*	14%	*	8%	6%	7%	10%
	2019	28%	20%	10%	5%	17%	27%	*	-	-	*	0%	*	13%	10%	12%	14%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	54%	34%	29%	39%	53%	-	*	-	*	32%	*	33%	36%	35%	56%
	2019	88%	82%	64%	63%	66%	71%	*	-	-	*	45%	*	64%	64%	63%	68%
At Meets Grade Level or Above	2021	36%	27%	11%	6%	17%	27%	-	*	-	*	32%	*	11%	11%	12%	22%
	2019	57%	58%	35%	30%	39%	53%	*	-	-	*	27%	*	45%	34%	33%	32%
At Masters Grade Level	2021	11%	6%	3%	1%	6%	7%	-	*	-	*	18%	*	3%	2%	3%	0%
	2019	17%	17%	4%	4%	5%	6%	*	-	-	*	9%	*	0%	5%	5%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	55%	26%	22%	31%	31%	-	*	-	*	30%	*	28%	21%	26%	36%
	2019	81%	68%	47%	39%	60%	64%	*	-	-	*	20%	*	57%	47%	48%	55%
At Meets Grade Level or Above	2021	43%	33%	14%	10%	23%	13%	-	*	-	*	26%	*	17%	8%	14%	9%
	2019	51%	37%	16%	9%	26%	29%	*	-	-	*	20%	*	29%	15%	16%	18%
At Masters Grade Level	2021	24%	18%	4%	1%	10%	6%	-	*	-	*	22%	*	5%	2%	4%	0%
	2019	25%	12%	5%	2%	5%	21%	*	-	-	*	20%	*	14%	4%	5%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	46%	21%	14%	26%	47%	-	*	-	*	33%	*	21%	20%	21%	27%
	2019	69%	55%	27%	18%	38%	50%	*	-	-	*	20%	*	57%	25%	27%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	28%	17%	8%	6%	13%	6%	-	*	-	*	25%	*	11%	4%	9%	9%
	2019	37%	24%	10%	6%	17%	14%	*	-	-	*	20%	*	14%	10%	11%	14%
At Masters Grade Level	2021	14%	7%	4%	2%	8%	6%	-	*	-	*	21%	*	5%	2%	4%	0%
	2019	21%	11%	6%	3%	10%	14%	*	-	-	*	20%	*	0%	6%	6%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	65%	100%	100%	*	*	-	-	-	-	-	-	100%	-	100%	*
	2019	85%	71%	100%	100%	100%	*	-	-	-	-	-	-	*	100%	100%	*
At Meets Grade Level or Above	2021	41%	35%	60%	60%	*	*	-	-	-	-	-	-	60%	-	60%	*
	2019	61%	41%	89%	71%	100%	*	-	-	-	-	-	-	*	89%	87%	*
At Masters Grade Level	2021	23%	21%	50%	40%	*	*	-	-	-	-	-	-	50%	-	50%	*
	2019	37%	23%	74%	57%	78%	*	-	-	-	-	-	-	*	72%	73%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	33%	29%	38%	44%	0%	80%	-	35%	34%	42%	33%	33%	33%	39%
	2019	78%	67%	47%	42%	51%	66%	22%	*	-	50%	36%	19%	56%	46%	45%	46%
At Meets Grade Level or Above	2021	41%	30%	15%	11%	21%	19%	0%	50%	-	19%	29%	21%	15%	15%	15%	16%
	2019	50%	36%	19%	15%	24%	36%	0%	*	-	19%	28%	2%	26%	19%	19%	18%
At Masters Grade Level	2021	18%	12%	7%	5%	10%	8%	0%	0%	-	13%	22%	13%	7%	5%	7%	6%
	2019	24%	14%	6%	4%	8%	16%	0%	*	-	0%	16%	0%	6%	6%	5%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	38%	33%	44%	50%	*	*	-	45%	34%	50%	36%	41%	37%	44%
	2019	75%	63%	48%	42%	54%	67%	*	*	-	56%	34%	20%	51%	48%	47%	51%
At Meets Grade Level or Above	2021	45%	31%	18%	14%	26%	25%	*	*	-	18%	30%	25%	17%	21%	18%	23%
	2019	48%	34%	21%	17%	25%	41%	*	*	-	22%	28%	0%	24%	21%	20%	19%
At Masters Grade Level	2021	18%	10%	9%	7%	14%	14%	*	*	-	18%	21%	25%	9%	11%	9%	10%
	2019	21%	11%	7%	4%	9%	20%	*	*	-	0%	6%	0%	8%	7%	6%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	35%	31%	41%	46%	*	*	-	27%	34%	50%	34%	36%	34%	40%
	2019	82%	72%	52%	48%	54%	72%	*	*	-	56%	50%	20%	62%	51%	51%	47%
At Meets Grade Level or Above	2021	37%	29%	15%	11%	20%	21%	*	*	-	27%	30%	25%	14%	16%	15%	15%
	2019	52%	39%	22%	17%	29%	41%	*	*	-	11%	31%	7%	32%	22%	21%	23%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Masters Grade Level	2021	18%	13%	6%	5%	9%	7%	*	*	-	9%	23%	13%	7%	3%	6%	6%
	2019	26%	16%	6%	4%	10%	13%	*	*	-	0%	19%	0%	3%	7%	6%	4%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	35%	33%	35%	29%	*	*	-	60%	38%	*	35%	33%	34%	32%
	2019	68%	57%	43%	43%	38%	65%	*	-	-	*	33%	22%	50%	43%	42%	35%
At Meets Grade Level or Above	2021	30%	24%	14%	10%	18%	29%	*	*	-	20%	31%	*	13%	15%	14%	9%
	2019	38%	27%	17%	17%	10%	35%	*	-	-	*	33%	0%	22%	16%	16%	5%
At Masters Grade Level	2021	9%	6%	4%	4%	4%	0%	*	*	-	20%	19%	*	5%	2%	4%	0%
	2019	14%	9%	4%	3%	2%	12%	*	-	-	*	25%	0%	6%	3%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	26%	22%	31%	31%	-	*	-	*	30%	*	28%	21%	26%	36%
	2019	81%	69%	47%	39%	60%	64%	*	-	-	*	20%	*	57%	47%	48%	55%
At Meets Grade Level or Above	2021	44%	32%	14%	10%	23%	13%	-	*	-	*	26%	*	17%	8%	14%	9%
	2019	54%	39%	16%	9%	26%	29%	*	-	-	*	20%	*	29%	15%	16%	18%
At Masters Grade Level	2021	20%	13%	4%	1%	10%	6%	-	*	-	*	22%	*	5%	2%	4%	0%
	2019	25%	13%	5%	2%	5%	21%	*	-	-	*	20%	*	14%	4%	5%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	62%	21%	14%	26%	47%	-	*	-	*	33%	*	21%	20%	21%	27%
	2019	81%	73%	27%	18%	38%	50%	*	-	-	*	20%	*	57%	25%	27%	33%
At Meets Grade Level or Above	2021	49%	36%	8%	6%	13%	6%	-	*	-	*	25%	*	11%	4%	9%	9%
	2019	55%	42%	10%	6%	17%	14%	*	-	-	*	20%	*	14%	10%	11%	14%
At Masters Grade Level	2021	29%	18%	4%	2%	8%	6%	-	*	-	*	21%	*	5%	2%	4%	0%
	2019	33%	20%	6%	3%	10%	14%	*	-	-	*	20%	*	0%	6%	6%	14%

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- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	69	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	80	66	66	62	81	53	*	*	-	*	75	*	65	66	65	82
Grade 5 Mathematics	2019	83	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	81	72	80	79	85	72	*	*	-	*	100	*	80	80	80	91
Grade 6 ELA/Reading	2019	42	40	31	31	27	46	-	*	-	*	65	*	36	31	30	23
	2018	47	48	47	48	40	53	-	-	-	70	50	*	55	46	47	37
Grade 6 Mathematics	2019	54	49	34	34	33	36	*	*	-	*	65	*	36	34	34	29
	2018	56	62	65	61	77	63	-	-	-	50	39	*	40	67	64	79
Grade 7 ELA/Reading	2019	77	70	55	55	54	59	*	-	-	*	55	38	44	56	54	68
	2018	76	68	62	56	76	62	*	-	-	*	*	*	*	62	62	74
Grade 7 Mathematics	2019	62	47	38	34	48	36	*	-	-	*	20	29	36	38	37	43
	2018	67	60	57	55	64	68	*	-	-	*	43	*	*	58	58	60
Grade 8 ELA/Reading	2019	77	76	83	85	82	68	*	-	-	*	70	*	88	83	83	88
	2018	79	84	80	78	81	96	-	-	-	*	64	*	100	79	79	69
Grade 8 Mathematics	2019	82	83	77	77	78	78	*	-	-	*	64	*	71	78	79	79
	2018	81	87	87	86	88	91	-	-	-	*	54	*	100	86	87	92
End of Course Algebra I	2019	75	63	84	71	89	*	-	-	-	-	-	-	*	83	87	*
	2018	72	56	100	100	*	*	-	-	-	-	-	-	-	100	100	-
All Grades Both Subjects	2019	69	63	54	53	55	57	80	*	-	47	56	39	50	54	54	60
	2018	69	66	68	66	74	69	17	*	-	70	60	67	69	68	68	70
All Grades ELA/Reading	2019	68	63	56	56	55	58	*	*	-	44	63	36	51	57	55	66
	2018	69	66	64	62	69	65	*	*	-	83	66	50	71	64	63	63
All Grades Mathematics	2019	70	63	52	49	55	56	*	*	-	50	50	43	49	52	52	55
	2018	70	67	73	71	79	73	*	*	-	57	56	85	67	73	72	77

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	33%	-	-	-	-	-	-	25%	-	25%	-	-	32%	25%	69%
	2019	78%	67%	47%	-	-	-	-	-	-	37%	30%	37%	-	-		37%	
At Meets Grade Level or Above	2021	41%	30%	15%	-	-	-	-	-	-	7%	-	7%	-	-	14%	7%	39%
	2019	50%	36%	19%	-	-	-	-	-	-	8%	20%	8%	-	-		8%	
At Masters Grade Level	2021	18%	12%	7%	-	-	-	-	-	-	2%	-	2%	-	-	7%	2%	12%
	2019	24%	14%	6%	-	-	-	-	-	-	1%	0%	2%	-	-		1%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	38%	-	-	-	-	-	-	29%	-	29%	-	-	37%	29%	80%
	2019	75%	63%	48%	-	-	-	-	-	-	42%	*	41%	-	-		42%	
At Meets Grade Level or Above	2021	45%	31%	18%	-	-	-	-	-	-	11%	-	11%	-	-	17%	11%	55%
	2019	48%	34%	21%	-	-	-	-	-	-	11%	*	10%	-	-		11%	
At Masters Grade Level	2021	18%	10%	9%	-	-	-	-	-	-	3%	-	3%	-	-	9%	3%	25%
	2019	21%	11%	7%	-	-	-	-	-	-	4%	*	5%	-	-		4%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	35%	-	-	-	-	-	-	29%	-	29%	-	-	34%	29%	65%
	2019	82%	72%	52%	-	-	-	-	-	-	38%	*	39%	-	-		38%	
At Meets Grade Level or Above	2021	37%	29%	15%	-	-	-	-	-	-	6%	-	6%	-	-	14%	6%	35%
	2019	52%	39%	22%	-	-	-	-	-	-	13%	*	12%	-	-		13%	
At Masters Grade Level	2021	18%	13%	6%	-	-	-	-	-	-	3%	-	3%	-	-	6%	3%	10%
	2019	26%	16%	6%	-	-	-	-	-	-	0%	*	0%	-	-		0%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	35%	-	-	-	-	-	-	24%	-	24%	-	-	35%	24%	57%
	2019	68%	57%	43%	-	-	-	-	-	-	32%	*	35%	-	-		32%	
At Meets Grade Level or Above	2021	30%	24%	14%	-	-	-	-	-	-	6%	-	6%	-	-	14%	6%	29%
	2019	38%	27%	17%	-	-	-	-	-	-	5%	*	6%	-	-		5%	
At Masters Grade Level	2021	9%	6%	4%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	0%
	2019	14%	9%	4%	-	-	-	-	-	-	0%	*	0%	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	26%	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	83%
	2019	81%	69%	47%	-	-	-	-	-	-	41%	-	41%	-	-		41%	
At Meets Grade Level or Above	2021	44%	32%	14%	-	-	-	-	-	-	0%	-	0%	-	-	14%	0%	33%
	2019	54%	39%	16%	-	-	-	-	-	-	0%	-	0%	-	-		0%	
At Masters Grade Level	2021	20%	13%	4%	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	0%
	2019	25%	13%	5%	-	-	-	-	-	-	0%	-	0%	-	-		0%	
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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 Approaches Grade Level or Above	2021	73%	62%	21%	-	-	-	-	-	-	14%	-	14%	-	-	20%	14%	50%
	2019	81%	73%	27%	-	-	-	-	-	-	19%	-	19%	-	-	-	19%	-
At Meets Grade Level or Above	2021	49%	36%	8%	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	17%
	2019	55%	42%	10%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
At Masters Grade Level	2021	29%	18%	4%	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	0%
	2019	33%	20%	6%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	100%	100%	*	-	97%	98%	96%	100%	99%	99%	100%
Included in Accountability	94%	93%	90%	92%	87%	88%	100%	*	-	84%	89%	78%	85%	90%	91%	97%
Not Included in Accountability: Mobile	4%	5%	9%	7%	12%	12%	0%	*	-	13%	9%	18%	15%	9%	8%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	1%	1%	1%	0%	0%	*	-	3%	2%	4%	0%	1%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	0%	*	-	3%	2%	4%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	97.0%	97.0%	97.4%	96.5%	99.0%	*	-	93.4%	96.5%	97.2%	98.4%
2018-19	95.4%	92.0%	92.3%	92.7%	92.7%	90.1%	94.0%	*	*	76.1%	89.2%	92.4%	93.8%
Chronic Absenteeism													
2019-20	6.7%	13.3%	18.2%	16.8%	19.0%	22.2%	0.0%	*	-	50.0%	25.6%	17.9%	11.7%
2018-19	11.4%	24.3%	29.3%	27.9%	26.0%	40.6%	28.6%	*	*	83.3%	43.6%	28.0%	16.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	2.2%	1.7%	2.8%	2.1%	0.0%	*	-	12.5%	4.1%	2.4%	2.6%
2018-19	0.4%	0.1%	0.2%	0.0%	0.9%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	525	100.0%	7,993	5,359,040	525	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	166	31.6%	7.9%	7.7%	166	31.6%	7.9%	7.7%
Grade 7	180	34.3%	7.9%	7.9%	180	34.3%	7.8%	7.8%
Grade 8	179	34.1%	7.9%	7.9%	179	34.1%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	316	60.2%	30.7%	12.7%	316	60.2%	30.7%	12.7%
Hispanic	132	25.1%	42.9%	52.9%	132	25.1%	42.9%	52.9%
White	54	10.3%	22.1%	26.5%	54	10.3%	22.1%	26.5%
American Indian	14	2.7%	0.8%	0.3%	14	2.7%	0.8%	0.3%
Asian	2	0.4%	0.4%	4.7%	2	0.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	7	1.3%	3.0%	2.7%	7	1.3%	3.0%	2.7%
Sex:								
Female	250	47.6%	48.1%	48.9%	250	47.6%	48.1%	48.9%
Male	275	52.4%	51.9%	51.1%	275	52.4%	51.9%	51.1%
Economically Disadvantaged	505	96.2%	86.6%	60.3%	505	96.2%	86.6%	60.2%
Non-Educationally Disadvantaged	20	3.8%	13.4%	39.7%	20	3.8%	13.4%	39.8%
Section 504 Students	36	6.9%	6.3%	7.2%	36	6.9%	6.2%	7.2%
EB Students/EL	44	8.4%	10.4%	20.7%	44	8.4%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	70	11.5%	4.2%	1.2%				
Students w/ Dyslexia	7	1.3%	2.6%	4.5%	7	1.3%	2.6%	4.5%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	3	0.6%	1.9%	1.1%	3	0.6%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	525	100.0%	66.8%	64.5%	525	100.0%	67.0%	64.5%
Military Connected	9	1.7%	1.1%	2.7%	9	1.7%	1.1%	2.7%
At-Risk	358	68.2%	54.5%	49.2%	358	68.2%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	44	8.4%	9.7%	21.0%	44	8.4%	9.7%	20.9%
Gifted and Talented Education	5	1.0%	3.7%	8.3%	5	1.0%	3.6%	8.3%
Special Education	82	15.6%	14.8%	11.1%	82	15.6%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	82							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	59.8%	51.9%	42.5%				
Students with Physical Disabilities	*	*	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	21	25.6%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	137	22.5%	21.2%	13.8%				
By Ethnicity:								
African American	77	12.6%	9.1%	2.8%				
Hispanic	33	5.4%	6.2%	7.1%				
White	20	3.3%	4.8%	3.1%				
American Indian	2	0.3%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	0.8%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	18	21.7%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	5	8.3%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	110	19.9%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	79	21.2%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.9%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.7%	0.4%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	16.0	17.7	19.4
Secondary:			
English/Language Arts	15.5	14.0	15.7
Foreign Languages	14.5	20.7	17.8
Mathematics	15.5	16.2	16.9
Science	12.0	16.4	17.9
Social Studies	15.9	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	57.9	100.0%	100.0%	100.0%
Professional Staff:	51.5	89.0%	59.4%	64.3%
Teachers	39.4	68.1%	44.9%	49.6%
Professional Support	9.1	15.7%	10.7%	10.6%
Campus Administration (School Leadership)	3.0	5.2%	2.6%	3.0%
Educational Aides:	6.4	11.0%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	1.0	n/a	2.0	1,126.0
Total Minority Staff:	37.4	64.5%	53.0%	51.5%
Teachers by Ethnicity:				
African American	18.8	47.8%	27.7%	11.1%
Hispanic	4.7	11.9%	14.9%	28.4%
White	14.8	37.4%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.1	0.4%	1.2%	1.8%
Pacific Islander	1.0	2.5%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	11.6	29.5%	26.1%	23.8%
Females	27.8	70.5%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.1	0.3%	2.0%	1.2%
Bachelors	25.5	64.8%	73.5%	73.0%
Masters	13.8	34.9%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.2	5.5%	6.9%	6.7%
1-5 Years Experience	15.8	40.0%	32.1%	27.8%
6-10 Years Experience	4.7	12.0%	20.2%	20.3%
11-20 Years Experience	12.8	32.3%	26.7%	29.1%
21-30 Years Experience	4.0	10.1%	11.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.3	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.7	6.4
Average Years Experience of Principals with District	1.0	5.0	5.5
Average Years Experience of Assistant Principals	8.0	4.9	5.5
Average Years Experience of Assistant Principals with District	3.0	4.0	4.8
Average Years Experience of Teachers:	9.2	10.2	11.2
Average Years Experience of Teachers with District:	3.3	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$65,228	\$55,768	\$50,849
1-5 Years Experience	\$55,386	\$55,885	\$53,288
6-10 Years Experience	\$57,591	\$57,375	\$56,282
11-20 Years Experience	\$59,772	\$60,103	\$59,900
21-30 Years Experience	\$61,475	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,229	\$58,558	\$57,641
Professional Support	\$66,475	\$70,438	\$68,030
Campus Administration (School Leadership)	\$86,976	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.0	0.0%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	38.1	96.7%	77.1%	71.0%
Special Education	1.3	3.3%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
LA MARQUE MIDDLE (084906043) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: FRY INT

Campus Number: 084906101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	58%	67%	56%	67%	75%	*	*	-	75%	42%	*	70%	58%	66%	69%
	2019	86%	68%	76%	67%	78%	79%	*	*	-	73%	50%	38%	80%	65%	75%	77%
At Meets Grade Level or Above	2021	46%	29%	33%	25%	29%	44%	*	*	-	63%	22%	*	33%	33%	31%	22%
	2019	54%	30%	36%	29%	37%	39%	*	*	-	36%	31%	25%	39%	28%	34%	34%
At Masters Grade Level	2021	30%	16%	19%	7%	18%	29%	*	*	-	63%	8%	*	20%	18%	18%	13%
	2019	29%	12%	15%	7%	17%	18%	*	*	-	27%	4%	13%	17%	12%	15%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	61%	68%	61%	67%	72%	*	*	-	75%	41%	*	69%	64%	65%	66%
	2019	90%	79%	86%	75%	90%	85%	*	*	-	91%	67%	100%	89%	77%	85%	89%
At Meets Grade Level or Above	2021	44%	32%	38%	31%	36%	46%	*	*	-	63%	19%	*	39%	37%	35%	38%
	2019	58%	37%	44%	32%	48%	45%	*	*	-	55%	33%	38%	50%	29%	43%	45%
At Masters Grade Level	2021	25%	16%	19%	15%	19%	24%	*	*	-	0%	6%	*	21%	14%	17%	23%
	2019	36%	18%	24%	14%	24%	28%	*	*	-	27%	13%	13%	28%	11%	24%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	49%	57%	38%	54%	76%	*	*	-	86%	40%	*	57%	56%	54%	54%
	2019	75%	54%	64%	45%	68%	68%	*	*	-	73%	47%	25%	68%	50%	62%	66%
At Meets Grade Level or Above	2021	31%	17%	19%	16%	16%	27%	*	*	-	14%	19%	*	18%	22%	19%	14%
	2019	49%	26%	34%	20%	32%	46%	*	*	-	45%	34%	25%	37%	25%	33%	28%
At Masters Grade Level	2021	13%	5%	5%	5%	2%	10%	*	*	-	0%	6%	*	4%	7%	5%	3%
	2019	24%	11%	14%	7%	11%	22%	*	*	-	36%	11%	0%	15%	11%	15%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	47%	51%	43%	51%	53%	*	*	-	79%	27%	*	52%	46%	48%	39%
	2019	68%	57%	63%	55%	61%	69%	*	*	-	80%	40%	44%	65%	59%	62%	56%
At Meets Grade Level or Above	2021	32%	18%	20%	14%	19%	25%	*	*	-	29%	21%	*	20%	19%	18%	14%
	2019	37%	26%	30%	19%	30%	32%	*	*	-	50%	28%	11%	32%	25%	30%	22%
At Masters Grade Level	2021	15%	6%	5%	2%	7%	2%	*	*	-	7%	7%	*	5%	5%	5%	6%
	2019	18%	10%	13%	8%	11%	15%	*	*	-	30%	7%	0%	14%	11%	13%	8%
Grade 6 Mathematics																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	68%	54%	61%	58%	61%	61%	*	*	-	86%	38%	*	62%	57%	58%	50%
	2019	81%	71%	80%	71%	79%	83%	*	*	-	95%	53%	67%	82%	75%	79%	84%
At Meets Grade Level or Above	2021	36%	22%	24%	18%	25%	27%	*	*	-	36%	20%	*	26%	17%	23%	15%
	2019	47%	32%	40%	27%	39%	48%	*	*	-	40%	35%	22%	43%	31%	40%	30%
At Masters Grade Level	2021	15%	5%	5%	2%	5%	5%	*	*	-	0%	6%	*	5%	2%	4%	3%
	2019	21%	11%	14%	8%	13%	19%	*	*	-	15%	9%	11%	16%	8%	15%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	60%	51%	60%	66%	43%	100%	-	80%	37%	35%	62%	56%	58%	55%
	2019	78%	67%	74%	63%	75%	77%	86%	100%	-	84%	52%	55%	77%	65%	73%	74%
At Meets Grade Level or Above	2021	41%	30%	27%	21%	25%	33%	0%	100%	-	39%	20%	10%	27%	26%	25%	21%
	2019	50%	36%	37%	26%	37%	42%	29%	80%	-	45%	32%	24%	40%	27%	36%	32%
At Masters Grade Level	2021	18%	12%	11%	6%	10%	13%	0%	88%	-	12%	7%	0%	11%	9%	10%	9%
	2019	24%	14%	16%	9%	15%	20%	0%	50%	-	26%	9%	7%	18%	10%	16%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	59%	49%	59%	63%	*	*	-	77%	33%	38%	60%	52%	57%	54%
	2019	75%	63%	70%	61%	70%	74%	*	*	-	77%	45%	41%	72%	62%	69%	66%
At Meets Grade Level or Above	2021	45%	31%	26%	19%	24%	34%	*	*	-	41%	21%	13%	26%	26%	24%	18%
	2019	48%	34%	33%	24%	33%	35%	*	*	-	45%	30%	18%	35%	26%	32%	28%
At Masters Grade Level	2021	18%	10%	12%	5%	13%	14%	*	*	-	27%	8%	0%	12%	11%	11%	9%
	2019	21%	11%	14%	8%	14%	17%	*	*	-	29%	5%	6%	15%	11%	14%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	64%	59%	64%	66%	*	*	-	82%	40%	50%	65%	61%	62%	58%
	2019	82%	72%	83%	73%	85%	84%	*	*	-	94%	61%	82%	85%	76%	82%	87%
At Meets Grade Level or Above	2021	37%	29%	31%	24%	30%	36%	*	*	-	45%	19%	13%	32%	27%	29%	27%
	2019	52%	39%	42%	30%	43%	47%	*	*	-	45%	34%	29%	46%	30%	41%	38%
At Masters Grade Level	2021	18%	13%	12%	8%	12%	14%	*	*	-	0%	6%	0%	13%	8%	10%	13%
	2019	26%	16%	19%	11%	18%	23%	*	*	-	19%	11%	12%	22%	9%	19%	11%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	57%	38%	54%	76%	*	*	-	86%	40%	*	57%	56%	54%	54%
	2019	81%	69%	64%	45%	68%	68%	*	*	-	73%	47%	25%	68%	50%	62%	66%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	44%	32%	19%	16%	16%	27%	*	*	-	14%	19%	*	18%	22%	19%	14%
	2019	54%	39%	34%	20%	32%	46%	*	*	-	45%	34%	25%	37%	25%	33%	28%
At Masters Grade Level	2021	20%	13%	5%	5%	2%	10%	*	*	-	0%	6%	*	4%	7%	5%	3%
	2019	25%	13%	14%	7%	11%	22%	*	*	-	36%	11%	0%	15%	11%	15%	5%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	69	66	71	64	65	*	*	-	86	71	38	64	71	68	55
	2018	80	66	67	69	69	65	*	*	-	55	72	77	66	69	67	61
Grade 5 Mathematics	2019	83	73	71	72	70	71	*	*	-	73	73	75	71	69	71	65
	2018	81	72	69	72	66	69	*	*	-	88	74	81	67	72	68	51
Grade 6 ELA/Reading	2019	42	40	43	34	41	47	*	*	-	60	36	44	43	40	42	36
	2018	47	48	48	45	45	56	30	*	-	47	47	*	47	50	44	45
Grade 6 Mathematics	2019	54	49	54	56	55	51	*	*	-	65	57	17	55	51	56	54
	2018	56	62	60	63	59	63	25	*	-	66	61	*	60	61	60	54
All Grades Both Subjects	2019	69	63	58	59	57	58	58	69	-	69	60	43	59	58	59	53
	2018	69	66	61	61	60	64	27	67	-	65	62	75	60	63	60	53
All Grades ELA/Reading	2019	68	63	54	54	52	56	*	*	-	69	55	41	54	55	55	45
	2018	69	66	57	56	57	61	21	*	-	51	57	74	56	60	56	52
All Grades Mathematics	2019	70	63	63	64	62	61	*	*	-	68	66	44	63	60	63	60
	2018	70	67	65	67	62	66	31	*	-	78	66	76	64	67	64	53

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	60%	54%	54%	-	-	-	-	38%	-	38%	-	59%	62%	48%	81%
	2019	78%	67%	74%	53%	53%	-	-	-	-	56%	55%	*	-	80%	-	59%	-
At Meets Grade Level or Above	2021	41%	30%	27%	13%	13%	-	-	-	-	10%	-	10%	-	33%	28%	13%	47%
	2019	50%	36%	37%	27%	27%	-	-	-	-	13%	12%	*	-	16%	-	17%	-
At Masters Grade Level	2021	18%	12%	11%	5%	5%	-	-	-	-	5%	-	5%	-	11%	11%	6%	22%
	2019	24%	14%	16%	0%	0%	-	-	-	-	3%	3%	*	-	0%	-	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	59%	62%	62%	-	-	-	-	29%	-	29%	-	60%	60%	46%	78%
	2019	75%	63%	70%	53%	53%	-	-	-	-	36%	34%	*	-	70%	-	44%	-
At Meets Grade Level or Above	2021	45%	31%	26%	9%	9%	-	-	-	-	8%	-	8%	-	30%	28%	10%	44%
	2019	48%	34%	33%	20%	20%	-	-	-	-	9%	9%	*	-	10%	-	11%	-
At Masters Grade Level	2021	18%	10%	12%	7%	7%	-	-	-	-	4%	-	4%	-	0%	12%	5%	25%
	2019	21%	11%	14%	0%	0%	-	-	-	-	4%	5%	*	-	0%	-	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	64%	57%	57%	-	-	-	-	43%	-	43%	-	55%	66%	50%	84%
	2019	82%	72%	83%	67%	67%	-	-	-	-	78%	77%	*	-	90%	-	77%	-
At Meets Grade Level or Above	2021	37%	29%	31%	24%	24%	-	-	-	-	9%	-	9%	-	36%	32%	18%	54%
	2019	52%	39%	42%	40%	40%	-	-	-	-	16%	14%	*	-	20%	-	21%	-
At Masters Grade Level	2021	18%	13%	12%	9%	9%	-	-	-	-	6%	-	6%	-	18%	11%	8%	27%
	2019	26%	16%	19%	0%	0%	-	-	-	-	2%	2%	*	-	0%	-	1%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	57%	42%	42%	-	-	-	-	63%	-	63%	-	67%	57%	47%	83%
	2019	81%	69%	64%	40%	40%	-	-	-	-	50%	45%	*	-	80%	-	50%	-
At Meets Grade Level or Above	2021	44%	32%	19%	4%	4%	-	-	-	-	25%	-	25%	-	33%	20%	10%	33%
	2019	54%	39%	34%	20%	20%	-	-	-	-	17%	18%	*	-	20%	-	19%	-
At Masters Grade Level	2021	20%	13%	5%	0%	0%	-	-	-	-	13%	-	13%	-	17%	5%	3%	0%
	2019	25%	13%	14%	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.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	100%	99%	100%	100%	-	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	93%	95%	91%	97%	94%	100%	100%	-	96%	91%	100%	98%	89%	97%	98%
Not Included in Accountability: Mobile	4%	5%	4%	7%	2%	5%	0%	0%	-	4%	8%	0%	2%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	2%	0%	1%	0%	0%	-	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	1%	2%	0%	1%	0%	0%	-	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	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
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	98.5%	98.2%	98.6%	98.6%	98.1%	*	-	98.3%	98.2%	98.4%	98.8%
2018-19	95.4%	92.0%	94.6%	94.4%	95.2%	94.0%	91.7%	95.8%	-	94.7%	93.0%	94.7%	95.6%
Chronic Absenteeism													
2019-20	6.7%	13.3%	6.4%	9.3%	5.1%	4.9%	15.8%	0.0%	-	12.5%	9.8%	7.0%	1.9%
2018-19	11.4%	24.3%	15.7%	19.5%	12.2%	17.5%	33.3%	16.7%	-	15.8%	27.6%	15.0%	8.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	893	100.0%	7,993	5,359,040	894	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	424	47.5%	7.7%	7.4%	424	47.4%	7.6%	7.4%
Grade 6	469	52.5%	7.9%	7.7%	470	52.6%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	188	21.1%	30.7%	12.7%	188	21.0%	30.7%	12.7%
Hispanic	434	48.6%	42.9%	52.9%	434	48.5%	42.9%	52.9%
White	234	26.2%	22.1%	26.5%	235	26.3%	22.1%	26.5%
American Indian	7	0.8%	0.8%	0.3%	7	0.8%	0.8%	0.3%
Asian	4	0.4%	0.4%	4.7%	4	0.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	26	2.9%	3.0%	2.7%	26	2.9%	3.0%	2.7%
Sex:								
Female	437	48.9%	48.1%	48.9%	438	49.0%	48.1%	48.9%
Male	456	51.1%	51.9%	51.1%	456	51.0%	51.9%	51.1%
Economically Disadvantaged	770	86.2%	86.6%	60.3%	771	86.2%	86.6%	60.2%
Non-Educationally Disadvantaged	123	13.8%	13.4%	39.7%	123	13.8%	13.4%	39.8%
Section 504 Students	80	9.0%	6.3%	7.2%	80	8.9%	6.2%	7.2%
EB Students/EL	130	14.6%	10.4%	20.7%	130	14.5%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	19	1.9%	4.2%	1.2%				
Students w/ Dyslexia	44	4.9%	2.6%	4.5%	44	4.9%	2.6%	4.5%
Foster Care	3	0.3%	0.3%	0.3%	3	0.3%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	19	2.1%	1.9%	1.1%	19	2.1%	1.9%	1.1%
Immigrant	4	0.4%	0.4%	2.0%	4	0.4%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	893	100.0%	66.8%	64.5%	894	100.0%	67.0%	64.5%
Military Connected	10	1.1%	1.1%	2.7%	10	1.1%	1.1%	2.7%
At-Risk	470	52.6%	54.5%	49.2%	470	52.6%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	118	13.2%	9.7%	21.0%	118	13.2%	9.7%	20.9%
Gifted and Talented Education	61	6.8%	3.7%	8.3%	61	6.8%	3.6%	8.3%
Special Education	162	18.1%	14.8%	11.1%	163	18.2%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	162							
By Type of Primary Disability								
Students with Intellectual Disabilities	103	63.6%	51.9%	42.5%				
Students with Physical Disabilities	8	4.9%	14.6%	21.3%				
Students with Autism	20	12.3%	13.1%	14.1%				
Students with Behavioral Disabilities	31	19.1%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	121	12.2%	21.2%	13.8%				
By Ethnicity:								
African American	37	3.7%	9.1%	2.8%				
Hispanic	34	3.4%	6.2%	7.1%				
White	39	3.9%	4.8%	3.1%				
American Indian	6	0.6%	0.3%	0.1%				
Asian	1	0.1%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	0.4%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	19	10.4%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	7	6.7%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	90	11.7%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	60	12.6%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	0.5%	0.4%	0.2%	0.0%	0.0%	0.3%
Grade 6	1.3%	0.9%	0.2%	0.0%	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	16.9	17.0	19.8
Grade 6	18.7	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	87.3	100.0%	100.0%	100.0%
Professional Staff:	73.7	84.4%	59.4%	64.3%
Teachers	61.1	70.0%	44.9%	49.6%
Professional Support	9.6	11.0%	10.7%	10.6%
Campus Administration (School Leadership)	3.0	3.4%	2.6%	3.0%
Educational Aides:	13.6	15.6%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	3.0	4,290.0
Part-time Librarians	0.0	n/a	8.0	582.0
Full-time Counselors	2.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	44.0	50.3%	53.0%	51.5%
Teachers by Ethnicity:				
African American	22.3	36.5%	27.7%	11.1%
Hispanic	8.5	13.8%	14.9%	28.4%
White	29.4	48.1%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	1.6%	0.9%	1.2%
Teachers by Sex:				
Males	13.6	22.2%	26.1%	23.8%
Females	47.5	77.8%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	50.2	82.1%	73.5%	73.0%
Masters	10.9	17.9%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.4	5.6%	6.9%	6.7%
1-5 Years Experience	20.4	33.4%	32.1%	27.8%
6-10 Years Experience	9.3	15.2%	20.2%	20.3%
11-20 Years Experience	19.8	32.3%	26.7%	29.1%
21-30 Years Experience	8.2	13.4%	11.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.6	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	5.7	6.4
Average Years Experience of Principals with District	4.0	5.0	5.5
Average Years Experience of Assistant Principals	3.0	4.9	5.5
Average Years Experience of Assistant Principals with District	3.0	4.0	4.8
Average Years Experience of Teachers:	10.2	10.2	11.2
Average Years Experience of Teachers with District:	5.7	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,996	\$55,768	\$50,849
1-5 Years Experience	\$55,271	\$55,885	\$53,288
6-10 Years Experience	\$56,480	\$57,375	\$56,282
11-20 Years Experience	\$59,172	\$60,103	\$59,900
21-30 Years Experience	\$63,053	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,740	\$58,558	\$57,641
Professional Support	\$67,434	\$70,438	\$68,030
Campus Administration (School Leadership)	\$83,057	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	2.5%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.6	0.9%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	51.4	84.2%	77.1%	71.0%
Special Education	7.6	12.4%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
FRY INT (084906101) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: HEIGHTS EL

Campus Number: 084906102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	71%	50%	68%	87%	-	-	-	*	33%	*	73%	64%	70%	100%
	2019	76%	62%	67%	62%	70%	72%	-	-	-	*	71%	*	65%	75%	65%	77%
At Meets Grade Level or Above	2021	39%	33%	31%	17%	28%	47%	-	-	-	*	25%	*	32%	27%	30%	40%
	2019	45%	28%	35%	31%	33%	50%	-	-	-	*	29%	*	32%	50%	32%	27%
At Masters Grade Level	2021	19%	13%	2%	0%	4%	0%	-	-	-	*	0%	*	3%	0%	2%	0%
	2019	27%	17%	23%	23%	24%	22%	-	-	-	*	14%	*	24%	19%	19%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	79%	50%	79%	93%	-	-	-	*	58%	*	83%	64%	79%	80%
	2019	79%	73%	87%	81%	89%	89%	-	-	-	*	57%	*	89%	75%	85%	91%
At Meets Grade Level or Above	2021	31%	29%	38%	33%	38%	40%	-	-	-	*	33%	*	42%	27%	35%	40%
	2019	49%	35%	51%	46%	50%	61%	-	-	-	*	29%	*	47%	69%	47%	45%
At Masters Grade Level	2021	14%	13%	15%	17%	13%	20%	-	-	-	*	8%	*	19%	0%	14%	20%
	2019	25%	16%	19%	19%	15%	28%	-	-	-	*	14%	*	17%	25%	18%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	59%	50%	63%	56%	-	-	-	60%	36%	*	64%	36%	56%	50%
	2019	75%	67%	66%	62%	61%	78%	-	-	-	*	44%	*	71%	44%	62%	52%
At Meets Grade Level or Above	2021	36%	30%	30%	20%	40%	25%	-	-	-	0%	21%	*	35%	9%	31%	30%
	2019	44%	35%	32%	43%	31%	28%	-	-	-	*	19%	*	38%	11%	32%	13%
At Masters Grade Level	2021	17%	12%	14%	10%	17%	13%	-	-	-	0%	0%	*	16%	0%	13%	15%
	2019	22%	16%	10%	14%	12%	0%	-	-	-	*	0%	*	11%	6%	10%	4%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	54%	51%	50%	56%	44%	-	-	-	40%	29%	*	53%	40%	52%	58%
	2019	75%	67%	64%	48%	73%	61%	-	-	-	*	38%	*	69%	44%	63%	52%
At Meets Grade Level or Above	2021	36%	31%	27%	10%	33%	25%	-	-	-	20%	21%	*	30%	10%	26%	32%
	2019	48%	38%	32%	38%	31%	28%	-	-	-	*	19%	*	35%	22%	32%	17%
At Masters Grade Level	2021	21%	17%	13%	0%	17%	19%	-	-	-	0%	7%	*	14%	10%	13%	11%
	2019	28%	19%	13%	10%	14%	17%	-	-	-	*	6%	*	15%	6%	15%	9%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	53%	50%	53%	45%	54%	53%	-	-	-	60%	29%	*	58%	27%	56%	47%
	2019	67%	56%	65%	67%	59%	76%	-	-	-	*	27%	*	68%	56%	64%	52%
At Meets Grade Level or Above	2021	27%	26%	26%	27%	35%	13%	-	-	-	0%	21%	*	30%	9%	29%	32%
	2019	35%	24%	29%	33%	24%	41%	-	-	-	*	20%	*	31%	22%	27%	17%
At Masters Grade Level	2021	8%	5%	7%	0%	11%	7%	-	-	-	0%	7%	*	9%	0%	8%	11%
	2019	11%	7%	10%	19%	6%	12%	-	-	-	*	20%	*	11%	6%	10%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	61%	49%	62%	66%	-	-	-	53%	36%	100%	64%	46%	61%	57%
	2019	78%	67%	70%	64%	70%	75%	-	-	-	75%	43%	45%	73%	58%	68%	65%
At Meets Grade Level or Above	2021	41%	30%	30%	21%	35%	30%	-	-	-	11%	24%	63%	33%	17%	30%	32%
	2019	50%	36%	36%	38%	33%	42%	-	-	-	13%	21%	27%	36%	34%	34%	24%
At Masters Grade Level	2021	18%	12%	10%	5%	13%	12%	-	-	-	0%	5%	25%	12%	2%	10%	12%
	2019	24%	14%	15%	17%	14%	16%	-	-	-	0%	10%	9%	16%	12%	14%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	64%	50%	65%	71%	-	-	-	57%	35%	*	67%	50%	62%	60%
	2019	75%	63%	66%	62%	65%	75%	-	-	-	*	52%	*	68%	59%	64%	64%
At Meets Grade Level or Above	2021	45%	31%	31%	19%	35%	35%	-	-	-	0%	23%	*	34%	18%	30%	32%
	2019	48%	34%	34%	36%	32%	39%	-	-	-	*	22%	*	35%	29%	32%	20%
At Masters Grade Level	2021	18%	10%	9%	6%	12%	6%	-	-	-	0%	0%	*	11%	0%	8%	12%
	2019	21%	11%	17%	19%	18%	11%	-	-	-	*	4%	*	18%	12%	14%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	62%	50%	65%	68%	-	-	-	43%	42%	*	65%	52%	63%	63%
	2019	82%	72%	76%	66%	81%	75%	-	-	-	*	43%	*	80%	59%	74%	71%
At Meets Grade Level or Above	2021	37%	29%	32%	19%	35%	32%	-	-	-	29%	27%	*	34%	19%	30%	33%
	2019	52%	39%	41%	43%	40%	44%	-	-	-	*	22%	*	41%	44%	39%	31%
At Masters Grade Level	2021	18%	13%	14%	6%	15%	19%	-	-	-	0%	8%	*	16%	5%	13%	13%
	2019	26%	16%	16%	15%	15%	22%	-	-	-	*	9%	*	16%	15%	16%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	53%	45%	54%	53%	-	-	-	60%	29%	*	58%	27%	56%	47%
	2019	68%	57%	65%	67%	59%	76%	-	-	-	*	27%	*	68%	56%	64%	52%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	30%	24%	26%	27%	35%	13%	-	-	-	0%	21%	*	30%	9%	29%	32%
	2019	38%	27%	29%	33%	24%	41%	-	-	-	*	20%	*	31%	22%	27%	17%
At Masters Grade Level	2021	9%	6%	7%	0%	11%	7%	-	-	-	0%	7%	*	9%	0%	8%	11%
	2019	14%	9%	10%	19%	6%	12%	-	-	-	*	20%	*	11%	6%	10%	0%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	65	55	70	62	-	-	-	*	67	*	73	30	66	69
	2018	63	63	63	68	56	75	-	-	-	*	80	-	67	54	61	43
Grade 4 Mathematics	2019	65	61	57	45	61	59	-	-	-	*	50	*	56	63	57	50
	2018	65	63	64	65	61	75	-	-	-	*	80	-	61	72	63	48
All Grades Both Subjects	2019	69	63	61	50	65	60	-	-	-	*	58	58	64	47	61	59
	2018	69	66	64	66	59	75	-	-	-	*	80	-	64	63	62	45
All Grades ELA/Reading	2019	68	63	65	55	70	62	-	-	-	*	67	*	73	30	66	69
	2018	69	66	63	68	56	75	-	-	-	*	80	-	67	54	61	43
All Grades Mathematics	2019	70	63	57	45	61	59	-	-	-	*	50	*	56	63	57	50
	2018	70	67	64	65	61	75	-	-	-	*	80	-	61	72	63	48

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	61%	48%	48%	-	-	-	-	*	*	-	-	100%	62%	51%	91%
	2019	78%	67%	70%	56%	56%	-	-	-	-	*	*	-	-	93%		62%	
At Meets Grade Level or Above	2021	41%	30%	30%	22%	22%	-	-	-	-	*	*	-	-	60%	29%	25%	73%
	2019	50%	36%	36%	17%	17%	-	-	-	-	*	*	-	-	43%		20%	
At Masters Grade Level	2021	18%	12%	10%	6%	6%	-	-	-	-	*	*	-	-	40%	10%	9%	27%
	2019	24%	14%	15%	3%	3%	-	-	-	-	*	*	-	-	29%		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	64%	50%	50%	-	-	-	-	*	*	-	-	*	65%	52%	*
	2019	75%	63%	66%	54%	54%	-	-	-	-	*	*	-	-	100%		62%	
At Meets Grade Level or Above	2021	45%	31%	31%	22%	22%	-	-	-	-	*	*	-	-	*	30%	24%	*
	2019	48%	34%	34%	11%	11%	-	-	-	-	*	*	-	-	50%		17%	
At Masters Grade Level	2021	18%	10%	9%	11%	11%	-	-	-	-	*	*	-	-	*	8%	10%	*
	2019	21%	11%	17%	6%	6%	-	-	-	-	*	*	-	-	50%		12%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	62%	50%	50%	-	-	-	-	-	-	-	-	*	62%	55%	*
	2019	82%	72%	76%	63%	63%	-	-	-	-	*	*	-	-	100%		69%	
At Meets Grade Level or Above	2021	37%	29%	32%	22%	22%	-	-	-	-	-	-	-	-	*	31%	25%	*
	2019	52%	39%	41%	26%	26%	-	-	-	-	*	*	-	-	50%		29%	
At Masters Grade Level	2021	18%	13%	14%	6%	6%	-	-	-	-	-	-	-	-	*	14%	10%	*
	2019	26%	16%	16%	3%	3%	-	-	-	-	*	*	-	-	17%		5%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	53%	43%	43%	-	-	-	-	*	*	-	-	*	55%	44%	*
	2019	68%	57%	65%	44%	44%	-	-	-	-	*	*	-	-	*		48%	
At Meets Grade Level or Above	2021	30%	24%	26%	21%	21%	-	-	-	-	*	*	-	-	*	24%	25%	*
	2019	38%	27%	29%	11%	11%	-	-	-	-	*	*	-	-	*		10%	
At Masters Grade Level	2021	9%	6%	7%	0%	0%	-	-	-	-	*	*	-	-	*	6%	6%	*
	2019	14%	9%	10%	0%	0%	-	-	-	-	*	*	-	-	*		0%	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	93%	93%	92%	95%	-	-	-	100%	96%	100%	93%	96%	93%	98%
Included in Accountability	83%	87%	84%	72%	85%	95%	-	-	-	73%	86%	100%	87%	75%	84%	81%
Not Included in Accountability: Mobile	3%	4%	6%	12%	3%	0%	-	-	-	27%	3%	0%	4%	13%	6%	7%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	99%	-	-	-	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	92%	92%	92%	94%	-	-	-	100%	94%	100%	98%	74%	95%	88%
Not Included in Accountability: Mobile	4%	5%	7%	8%	8%	2%	-	-	-	0%	0%	0%	2%	23%	4%	12%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	0%	3%	-	-	-	0%	5%	0%	0%	3%	1%	0%
Not Tested	1%	1%	0%	0%	0%	1%	-	-	-	0%	2%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	-	-	-	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	98.6%	98.6%	98.6%	98.5%	*	-	-	97.9%	97.7%	98.5%	99.2%
2018-19	95.4%	92.0%	94.0%	94.3%	94.4%	93.0%	*	-	-	93.2%	91.1%	94.1%	96.1%
Chronic Absenteeism													
2019-20	6.7%	13.3%	5.3%	2.5%	7.6%	4.3%	*	-	-	0.0%	13.4%	5.8%	3.3%
2018-19	11.4%	24.3%	18.1%	17.6%	15.7%	23.2%	*	-	-	25.0%	31.9%	16.7%	10.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	375	100.0%	7,993	5,359,040	375	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	62	16.5%	6.2%	6.7%	62	16.5%	6.2%	6.7%
Grade 1	89	23.7%	6.9%	7.1%	89	23.7%	6.8%	7.1%
Grade 2	81	21.6%	6.5%	7.1%	81	21.6%	6.5%	7.1%
Grade 3	65	17.3%	7.2%	7.1%	65	17.3%	7.2%	7.1%
Grade 4	78	20.8%	7.6%	7.2%	78	20.8%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	71	18.9%	30.7%	12.7%	71	18.9%	30.7%	12.7%
Hispanic	206	54.9%	42.9%	52.9%	206	54.9%	42.9%	52.9%
White	82	21.9%	22.1%	26.5%	82	21.9%	22.1%	26.5%
American Indian	0	0.0%	0.8%	0.3%	0	0.0%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	4.3%	3.0%	2.7%	16	4.3%	3.0%	2.7%
Sex:								
Female	182	48.5%	48.1%	48.9%	182	48.5%	48.1%	48.9%
Male	193	51.5%	51.9%	51.1%	193	51.5%	51.9%	51.1%
Economically Disadvantaged	346	92.3%	86.6%	60.3%	346	92.3%	86.6%	60.2%
Non-Educationally Disadvantaged	29	7.7%	13.4%	39.7%	29	7.7%	13.4%	39.8%
Section 504 Students	8	2.1%	6.3%	7.2%	8	2.1%	6.2%	7.2%
EB Students/EL	90	24.0%	10.4%	20.7%	90	24.0%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	2	0.5%	2.6%	4.5%	2	0.5%	2.6%	4.5%
Foster Care	1	0.3%	0.3%	0.3%	1	0.3%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	5	1.3%	1.9%	1.1%	5	1.3%	1.9%	1.1%
Immigrant	2	0.5%	0.4%	2.0%	2	0.5%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	375	100.0%	66.8%	64.5%	375	100.0%	67.0%	64.5%
Military Connected	3	0.8%	1.1%	2.7%	3	0.8%	1.1%	2.7%
At-Risk	174	46.4%	54.5%	49.2%	174	46.4%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	81	21.6%	9.7%	21.0%	81	21.6%	9.7%	20.9%
Gifted and Talented Education	10	2.7%	3.7%	8.3%	10	2.7%	3.6%	8.3%
Special Education	65	17.3%	14.8%	11.1%	65	17.3%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	65							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	21.5%	51.9%	42.5%				
Students with Physical Disabilities	31	47.7%	14.6%	21.3%				
Students with Autism	14	21.5%	13.1%	14.1%				
Students with Behavioral Disabilities	6	9.2%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	58	15.4%	21.2%	13.8%				
By Ethnicity:								
African American	19	5.1%	9.1%	2.8%				
Hispanic	21	5.6%	6.2%	7.1%				
White	15	4.0%	4.8%	3.1%				
American Indian	0	0.0%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.8%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	11	16.4%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	4	4.4%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	44	13.4%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	82	25.9%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	0.0%	1.0%	1.4%	18.2%	5.8%	4.8%
Grade 1	1.6%	3.0%	1.9%	15.8%	4.8%	3.2%
Grade 2	1.7%	1.5%	1.0%	7.1%	4.2%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	1.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	13.3	15.3	17.7
Grade 1	15.6	14.9	18.0
Grade 2	13.3	15.0	18.0
Grade 3	13.9	14.9	18.2
Grade 4	13.2	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HEIGHTS EL (084906102) - 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:	40.4	77.5%	59.4%	64.3%
Teachers	30.8	59.1%	44.9%	49.6%
Professional Support	7.5	14.5%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	3.8%	2.6%	3.0%
Educational Aides:	11.7	22.5%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	20.9	40.2%	53.0%	51.5%
Teachers by Ethnicity:				
African American	3.0	9.7%	27.7%	11.1%
Hispanic	8.5	27.5%	14.9%	28.4%
White	18.8	61.1%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.5	1.6%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	4.3	13.9%	26.1%	23.8%
Females	26.5	86.1%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	26.3	85.4%	73.5%	73.0%
Masters	4.5	14.6%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.6	11.7%	6.9%	6.7%
1-5 Years Experience	4.8	15.5%	32.1%	27.8%
6-10 Years Experience	7.0	22.7%	20.2%	20.3%
11-20 Years Experience	10.7	34.8%	26.7%	29.1%
21-30 Years Experience	3.0	9.7%	11.5%	13.0%
Over 30 Years Experience	1.7	5.6%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.2	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.7	6.4
Average Years Experience of Principals with District	4.0	5.0	5.5
Average Years Experience of Assistant Principals	5.0	4.9	5.5
Average Years Experience of Assistant Principals with District	5.0	4.0	4.8
Average Years Experience of Teachers:	11.0	10.2	11.2
Average Years Experience of Teachers with District:	5.9	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,003	\$55,768	\$50,849
1-5 Years Experience	\$55,409	\$55,885	\$53,288
6-10 Years Experience	\$56,200	\$57,375	\$56,282
11-20 Years Experience	\$59,250	\$60,103	\$59,900
21-30 Years Experience	\$62,333	\$63,770	\$64,637
Over 30 Years Experience	\$65,567	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,118	\$58,558	\$57,641
Professional Support	\$67,855	\$70,438	\$68,030
Campus Administration (School Leadership)	\$85,789	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.0	13.0%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.4	1.2%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	24.2	78.7%	77.1%	71.0%
Special Education	2.2	7.1%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HEIGHTS EL (084906102) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: KOHFELDT EL

Campus Number: 084906103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	66%	53%	74%	53%	-	-	-	*	47%	*	68%	57%	65%	83%
	2019	76%	62%	68%	84%	68%	56%	-	-	-	60%	27%	*	67%	74%	65%	83%
At Meets Grade Level or Above	2021	39%	33%	35%	13%	42%	33%	-	-	-	*	12%	*	36%	29%	33%	52%
	2019	45%	28%	32%	26%	35%	25%	-	-	-	20%	7%	*	36%	19%	31%	35%
At Masters Grade Level	2021	19%	13%	12%	7%	12%	13%	-	-	-	*	0%	*	12%	14%	12%	13%
	2019	27%	17%	16%	16%	14%	25%	-	-	-	20%	7%	*	19%	7%	17%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	67%	38%	78%	60%	-	-	-	*	56%	*	71%	47%	66%	83%
	2019	79%	73%	77%	74%	77%	81%	-	-	-	60%	40%	*	75%	81%	75%	96%
At Meets Grade Level or Above	2021	31%	29%	31%	6%	38%	33%	-	-	-	*	17%	*	33%	20%	32%	48%
	2019	49%	35%	36%	37%	37%	44%	-	-	-	0%	20%	*	37%	33%	35%	57%
At Masters Grade Level	2021	14%	13%	13%	6%	12%	20%	-	-	-	*	6%	*	14%	7%	14%	13%
	2019	25%	16%	19%	21%	18%	25%	-	-	-	0%	7%	*	20%	15%	17%	26%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	63%	39%	69%	67%	-	-	-	*	29%	-	65%	53%	64%	90%
	2019	75%	67%	64%	29%	78%	59%	-	-	-	60%	40%	-	63%	65%	64%	92%
At Meets Grade Level or Above	2021	36%	30%	39%	33%	44%	22%	-	-	-	*	18%	-	39%	35%	41%	69%
	2019	44%	35%	27%	0%	34%	41%	-	-	-	20%	16%	-	28%	27%	29%	38%
At Masters Grade Level	2021	17%	12%	14%	22%	15%	0%	-	-	-	*	6%	-	15%	12%	14%	24%
	2019	22%	16%	12%	0%	17%	12%	-	-	-	0%	4%	-	12%	12%	13%	27%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	54%	65%	63%	69%	44%	-	-	-	*	29%	-	66%	65%	64%	72%
	2019	75%	67%	70%	38%	81%	65%	-	-	-	80%	36%	-	66%	81%	69%	92%
At Meets Grade Level or Above	2021	36%	31%	35%	26%	40%	11%	-	-	-	*	6%	-	37%	24%	32%	52%
	2019	48%	38%	38%	14%	46%	41%	-	-	-	40%	24%	-	33%	54%	40%	54%
At Masters Grade Level	2021	21%	17%	15%	5%	19%	0%	-	-	-	*	0%	-	16%	12%	16%	24%
	2019	28%	19%	17%	5%	17%	29%	-	-	-	20%	12%	-	12%	31%	19%	23%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	53%	50%	57%	55%	58%	50%	-	-	-	*	29%	*	59%	53%	59%	79%
	2019	67%	56%	46%	25%	55%	41%	-	-	-	40%	33%	-	42%	58%	46%	69%
At Meets Grade Level or Above	2021	27%	26%	33%	20%	42%	10%	-	-	-	*	6%	*	37%	21%	35%	66%
	2019	35%	24%	19%	0%	25%	18%	-	-	-	20%	17%	-	17%	23%	19%	35%
At Masters Grade Level	2021	8%	5%	6%	0%	9%	0%	-	-	-	*	0%	*	6%	5%	6%	17%
	2019	11%	7%	4%	0%	3%	12%	-	-	-	0%	8%	-	1%	12%	4%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	64%	50%	70%	55%	-	-	-	72%	38%	*	66%	55%	64%	81%
	2019	78%	67%	65%	49%	72%	60%	-	-	-	60%	36%	*	63%	72%	64%	86%
At Meets Grade Level or Above	2021	41%	30%	34%	20%	41%	24%	-	-	-	39%	12%	*	37%	26%	35%	58%
	2019	50%	36%	30%	15%	35%	34%	-	-	-	20%	17%	*	30%	31%	31%	44%
At Masters Grade Level	2021	18%	12%	12%	8%	14%	9%	-	-	-	22%	2%	*	13%	10%	12%	19%
	2019	24%	14%	14%	8%	14%	20%	-	-	-	8%	8%	*	13%	15%	14%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	64%	45%	72%	58%	-	-	-	71%	38%	*	67%	55%	65%	87%
	2019	75%	63%	66%	55%	72%	58%	-	-	-	60%	35%	*	65%	70%	65%	88%
At Meets Grade Level or Above	2021	45%	31%	37%	24%	43%	29%	-	-	-	29%	15%	*	38%	32%	37%	62%
	2019	48%	34%	30%	13%	35%	33%	-	-	-	20%	13%	*	32%	23%	30%	37%
At Masters Grade Level	2021	18%	10%	13%	15%	14%	8%	-	-	-	14%	3%	*	13%	13%	13%	19%
	2019	21%	11%	14%	8%	15%	18%	-	-	-	10%	5%	*	16%	9%	15%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	66%	51%	74%	54%	-	-	-	71%	43%	*	68%	56%	65%	77%
	2019	82%	72%	73%	55%	79%	73%	-	-	-	70%	38%	*	71%	81%	72%	94%
At Meets Grade Level or Above	2021	37%	29%	33%	17%	39%	25%	-	-	-	43%	11%	*	35%	22%	32%	50%
	2019	52%	39%	37%	25%	41%	42%	-	-	-	20%	23%	*	35%	43%	38%	55%
At Masters Grade Level	2021	18%	13%	14%	6%	16%	13%	-	-	-	43%	3%	*	15%	9%	15%	19%
	2019	26%	16%	18%	13%	18%	27%	-	-	-	10%	10%	*	16%	23%	18%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	57%	55%	58%	50%	-	-	-	*	29%	*	59%	53%	59%	79%
	2019	68%	57%	46%	25%	55%	41%	-	-	-	40%	33%	-	42%	58%	46%	69%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	30%	24%	33%	20%	42%	10%	-	-	-	*	6%	*	37%	21%	35%	66%
	2019	38%	27%	19%	0%	25%	18%	-	-	-	20%	17%	-	17%	23%	19%	35%
At Masters Grade Level	2021	9%	6%	6%	0%	9%	0%	-	-	-	*	0%	*	6%	5%	6%	17%
	2019	14%	9%	4%	0%	3%	12%	-	-	-	0%	8%	-	1%	12%	4%	4%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	60	45	61	85	-	-	-	20	63	-	59	62	62	68
	2018	63	63	67	62	71	63	*	-	-	*	65	*	68	65	70	80
Grade 4 Mathematics	2019	65	61	68	67	71	68	-	-	-	40	73	-	61	90	68	65
	2018	65	63	65	60	69	75	*	-	-	*	60	*	66	62	65	70
All Grades Both Subjects	2019	69	63	64	56	66	76	-	-	-	30	68	-	60	76	65	67
	2018	69	66	66	61	70	69	*	-	-	38	63	38	67	64	68	75
All Grades ELA/Reading	2019	68	63	60	45	61	85	-	-	-	20	63	-	59	62	62	68
	2018	69	66	67	62	71	63	*	-	-	*	65	*	68	65	70	80
All Grades Mathematics	2019	70	63	68	67	71	68	-	-	-	40	73	-	61	90	68	65
	2018	70	67	65	60	69	75	*	-	-	*	60	*	66	62	65	70

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	64%	85%	85%	-	-	-	-	33%	-	33%	-	-	56%	81%	80%
	2019	78%	67%	65%	87%	87%	-	-	-	-	77%	77%	-	-	*		87%	
At Meets Grade Level or Above	2021	41%	30%	34%	64%	64%	-	-	-	-	0%	-	0%	-	-	24%	59%	20%
	2019	50%	36%	30%	45%	45%	-	-	-	-	15%	15%	-	-	*		43%	
At Masters Grade Level	2021	18%	12%	12%	21%	21%	-	-	-	-	0%	-	0%	-	-	9%	20%	0%
	2019	24%	14%	14%	20%	20%	-	-	-	-	8%	8%	-	-	*		18%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	64%	87%	87%	-	-	-	-	*	-	*	-	-	54%	86%	*
	2019	75%	63%	66%	88%	88%	-	-	-	-	100%	100%	-	-	*		89%	
At Meets Grade Level or Above	2021	45%	31%	37%	66%	66%	-	-	-	-	*	-	*	-	-	25%	62%	*
	2019	48%	34%	30%	39%	39%	-	-	-	-	0%	0%	-	-	*		36%	
At Masters Grade Level	2021	18%	10%	13%	21%	21%	-	-	-	-	*	-	*	-	-	11%	20%	*
	2019	21%	11%	14%	24%	24%	-	-	-	-	0%	0%	-	-	*		21%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	66%	81%	81%	-	-	-	-	*	-	*	-	-	61%	76%	*
	2019	82%	72%	73%	95%	95%	-	-	-	-	80%	80%	-	-	*		94%	
At Meets Grade Level or Above	2021	37%	29%	33%	55%	55%	-	-	-	-	*	-	*	-	-	25%	52%	*
	2019	52%	39%	37%	56%	56%	-	-	-	-	40%	40%	-	-	*		55%	
At Masters Grade Level	2021	18%	13%	14%	21%	21%	-	-	-	-	*	-	*	-	-	12%	20%	*
	2019	26%	16%	18%	24%	24%	-	-	-	-	20%	20%	-	-	*		23%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	57%	88%	88%	-	-	-	-	*	-	*	-	-	47%	82%	*
	2019	68%	57%	46%	71%	71%	-	-	-	-	*	*	-	-	*		68%	
At Meets Grade Level or Above	2021	30%	24%	33%	76%	76%	-	-	-	-	*	-	*	-	-	17%	68%	*
	2019	38%	27%	19%	33%	33%	-	-	-	-	*	*	-	-	*		32%	
At Masters Grade Level	2021	9%	6%	6%	20%	20%	-	-	-	-	*	-	*	-	-	0%	18%	*
	2019	14%	9%	4%	5%	5%	-	-	-	-	*	*	-	-	*		4%	

* 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
2020-21 STAAR Participation (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	98%	96%	99%	99%	-	-	-	100%	97%	*	98%	97%	98%	100%
Included in Accountability	83%	87%	88%	86%	91%	78%	-	-	-	86%	87%	*	90%	80%	88%	95%
Not Included in Accountability: Mobile	3%	4%	10%	10%	7%	20%	-	-	-	14%	10%	*	8%	17%	10%	5%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	100%	-	-	-	100%	99%	*	99%	100%	99%	100%
Included in Accountability	94%	93%	89%	79%	94%	86%	-	-	-	89%	89%	*	92%	83%	90%	93%
Not Included in Accountability: Mobile	4%	5%	10%	20%	5%	14%	-	-	-	11%	10%	*	7%	17%	9%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	1%	1%	0%	-	-	-	0%	1%	*	1%	0%	1%	0%
Absent	1%	1%	1%	1%	1%	0%	-	-	-	0%	1%	*	1%	0%	1%	0%
Other	0%	0%	0%	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
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	98.3%	98.1%	98.4%	98.5%	*	-	*	99.1%	98.0%	98.5%	99.2%
2018-19	95.4%	92.0%	94.9%	95.7%	94.3%	95.3%	*	-	-	95.7%	94.3%	94.8%	96.0%
Chronic Absenteeism													
2019-20	6.7%	13.3%	6.2%	6.7%	6.0%	6.5%	*	-	*	0.0%	8.9%	5.2%	0.0%
2018-19	11.4%	24.3%	11.9%	8.4%	13.6%	10.4%	*	-	-	10.5%	16.7%	12.0%	4.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	437	100.0%	7,993	5,359,040	437	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	82	18.8%	6.2%	6.7%	82	18.8%	6.2%	6.7%
Grade 1	97	22.2%	6.9%	7.1%	97	22.2%	6.8%	7.1%
Grade 2	70	16.0%	6.5%	7.1%	70	16.0%	6.5%	7.1%
Grade 3	93	21.3%	7.2%	7.1%	93	21.3%	7.2%	7.1%
Grade 4	95	21.7%	7.6%	7.2%	95	21.7%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	86	19.7%	30.7%	12.7%	86	19.7%	30.7%	12.7%
Hispanic	245	56.1%	42.9%	52.9%	245	56.1%	42.9%	52.9%
White	80	18.3%	22.1%	26.5%	80	18.3%	22.1%	26.5%
American Indian	0	0.0%	0.8%	0.3%	0	0.0%	0.8%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	25	5.7%	3.0%	2.7%	25	5.7%	3.0%	2.7%
Sex:								
Female	209	47.8%	48.1%	48.9%	209	47.8%	48.1%	48.9%
Male	228	52.2%	51.9%	51.1%	228	52.2%	51.9%	51.1%
Economically Disadvantaged	395	90.4%	86.6%	60.3%	395	90.4%	86.6%	60.2%
Non-Educationally Disadvantaged	42	9.6%	13.4%	39.7%	42	9.6%	13.4%	39.8%
Section 504 Students	10	2.3%	6.3%	7.2%	10	2.3%	6.2%	7.2%
EB Students/EL	88	20.1%	10.4%	20.7%	88	20.1%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	6	1.4%	2.6%	4.5%	6	1.4%	2.6%	4.5%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%

Texas Education Agency
2020-21 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
Homeless	10	2.3%	1.9%	1.1%	10	2.3%	1.9%	1.1%
Immigrant	1	0.2%	0.4%	2.0%	1	0.2%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	437	100.0%	66.8%	64.5%	437	100.0%	67.0%	64.5%
Military Connected	4	0.9%	1.1%	2.7%	4	0.9%	1.1%	2.7%
At-Risk	199	45.5%	54.5%	49.2%	199	45.5%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	86	19.7%	9.7%	21.0%	86	19.7%	9.7%	20.9%
Gifted and Talented Education	8	1.8%	3.7%	8.3%	8	1.8%	3.6%	8.3%
Special Education	75	17.2%	14.8%	11.1%	75	17.2%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	24.0%	51.9%	42.5%				
Students with Physical Disabilities	22	29.3%	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	19	25.3%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	89	19.5%	21.2%	13.8%				
By Ethnicity:								
African American	26	5.7%	9.1%	2.8%				
Hispanic	40	8.8%	6.2%	7.1%				
White	18	3.9%	4.8%	3.1%				
American Indian	1	0.2%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	2	0.4%	0.1%	0.0%				
Two or More Races	2	0.4%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	20	25.3%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	11	11.5%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	74	18.5%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	111	28.8%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	0.0%	1.0%	1.4%	0.0%	5.8%	4.8%
Grade 1	3.7%	3.0%	1.9%	0.0%	4.8%	3.2%
Grade 2	2.6%	1.5%	1.0%	0.0%	4.2%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	1.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.7	15.3	17.7
Grade 1	14.6	14.9	18.0
Grade 2	11.3	15.0	18.0
Grade 3	16.2	14.9	18.2
Grade 4	16.0	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	47.6	83.1%	59.4%	64.3%
Teachers	36.0	62.8%	44.9%	49.6%
Professional Support	9.6	16.8%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	3.5%	2.6%	3.0%
Educational Aides:	9.7	16.9%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	22.1	38.5%	53.0%	51.5%
Teachers by Ethnicity:				
African American	9.5	26.3%	27.7%	11.1%
Hispanic	6.6	18.4%	14.9%	28.4%
White	18.9	52.6%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	2.8%	0.9%	1.2%
Teachers by Sex:				
Males	3.3	9.1%	26.1%	23.8%
Females	32.7	90.9%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	28.3	78.5%	73.5%	73.0%
Masters	7.8	21.5%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.9	2.4%	6.9%	6.7%
1-5 Years Experience	12.3	34.1%	32.1%	27.8%
6-10 Years Experience	7.0	19.4%	20.2%	20.3%
11-20 Years Experience	8.5	23.6%	26.7%	29.1%
21-30 Years Experience	5.4	14.9%	11.5%	13.0%
Over 30 Years Experience	2.0	5.6%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.1	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.7	6.4
Average Years Experience of Principals with District	5.0	5.0	5.5
Average Years Experience of Assistant Principals	4.0	4.9	5.5
Average Years Experience of Assistant Principals with District	4.0	4.0	4.8
Average Years Experience of Teachers:	12.2	10.2	11.2
Average Years Experience of Teachers with District:	8.0	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,013	\$55,768	\$50,849
1-5 Years Experience	\$54,851	\$55,885	\$53,288
6-10 Years Experience	\$56,486	\$57,375	\$56,282
11-20 Years Experience	\$59,541	\$60,103	\$59,900
21-30 Years Experience	\$63,519	\$63,770	\$64,637
Over 30 Years Experience	\$66,000	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,189	\$58,558	\$57,641
Professional Support	\$65,359	\$70,438	\$68,030
Campus Administration (School Leadership)	\$85,417	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	3.4	9.5%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	1.0	2.8%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	26.6	73.8%	77.1%	71.0%
Special Education	5.0	13.9%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
KOHFELDT EL (084906103) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: MANUAL GUAJARDO JR EL

Campus Number: 084906104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	82%	78%	78%	85%	-	*	-	100%	63%	*	86%	67%	79%	*
	2019	76%	62%	80%	64%	76%	85%	-	*	-	*	45%	*	78%	83%	76%	*
At Meets Grade Level or Above	2021	39%	33%	51%	39%	47%	56%	-	*	-	80%	29%	*	51%	54%	46%	*
	2019	45%	28%	48%	29%	36%	60%	-	*	-	*	9%	*	45%	58%	44%	*
At Masters Grade Level	2021	19%	13%	24%	6%	20%	31%	-	*	-	40%	4%	*	24%	21%	19%	*
	2019	27%	17%	30%	7%	24%	38%	-	*	-	*	9%	*	30%	29%	25%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	80%	67%	81%	83%	-	*	-	80%	67%	*	80%	80%	78%	*
	2019	79%	73%	82%	57%	76%	92%	-	*	-	*	18%	*	81%	83%	79%	*
At Meets Grade Level or Above	2021	31%	29%	41%	22%	38%	48%	-	*	-	60%	25%	*	44%	28%	38%	*
	2019	49%	35%	51%	43%	36%	63%	-	*	-	*	18%	*	49%	58%	48%	*
At Masters Grade Level	2021	14%	13%	20%	17%	19%	19%	-	*	-	40%	0%	*	22%	12%	18%	*
	2019	25%	16%	24%	21%	15%	29%	-	*	-	*	18%	*	24%	25%	24%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	79%	57%	85%	84%	-	-	-	67%	64%	*	81%	73%	75%	*
	2019	75%	67%	89%	90%	90%	86%	-	*	-	*	79%	100%	88%	96%	89%	*
At Meets Grade Level or Above	2021	36%	30%	41%	29%	44%	47%	-	-	-	33%	18%	*	43%	38%	42%	*
	2019	44%	35%	60%	35%	65%	62%	-	*	-	*	50%	60%	60%	58%	59%	*
At Masters Grade Level	2021	17%	12%	20%	7%	27%	21%	-	-	-	0%	9%	*	22%	15%	18%	*
	2019	22%	16%	30%	15%	37%	27%	-	*	-	*	33%	20%	31%	27%	28%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	54%	74%	50%	78%	84%	-	-	-	67%	45%	*	76%	69%	74%	*
	2019	75%	67%	87%	80%	87%	89%	-	*	-	*	71%	60%	86%	88%	89%	*
At Meets Grade Level or Above	2021	36%	31%	49%	21%	56%	47%	-	-	-	67%	27%	*	54%	38%	51%	*
	2019	48%	38%	61%	45%	65%	59%	-	*	-	*	46%	60%	63%	54%	61%	*
At Masters Grade Level	2021	21%	17%	33%	7%	39%	37%	-	-	-	33%	18%	*	41%	15%	32%	*
	2019	28%	19%	40%	25%	38%	46%	-	*	-	*	38%	40%	43%	31%	39%	*
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	53%	50%	77%	85%	80%	68%	-	-	-	60%	27%	*	76%	77%	75%	*
	2019	67%	56%	79%	75%	79%	78%	-	*	-	*	58%	60%	81%	73%	78%	*
At Meets Grade Level or Above	2021	27%	26%	44%	38%	55%	37%	-	-	-	0%	18%	*	51%	31%	40%	*
	2019	35%	24%	43%	30%	46%	46%	-	*	-	*	33%	40%	44%	38%	42%	*
At Masters Grade Level	2021	8%	5%	13%	8%	20%	5%	-	-	-	0%	9%	*	16%	8%	11%	*
	2019	11%	7%	16%	15%	21%	5%	-	*	-	*	21%	0%	15%	19%	14%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	79%	68%	80%	82%	-	*	-	74%	57%	78%	81%	73%	77%	100%
	2019	78%	67%	83%	75%	82%	86%	-	100%	-	100%	61%	78%	83%	85%	82%	60%
At Meets Grade Level or Above	2021	41%	30%	45%	30%	48%	49%	-	*	-	48%	25%	56%	48%	38%	43%	20%
	2019	50%	36%	53%	36%	52%	58%	-	100%	-	56%	36%	48%	52%	53%	51%	50%
At Masters Grade Level	2021	18%	12%	22%	9%	24%	24%	-	*	-	22%	6%	33%	25%	14%	19%	0%
	2019	24%	14%	28%	17%	28%	29%	-	100%	-	44%	27%	17%	29%	26%	26%	40%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	81%	69%	82%	85%	-	*	-	82%	63%	*	84%	70%	78%	*
	2019	75%	63%	85%	79%	85%	86%	-	*	-	100%	69%	89%	83%	90%	83%	*
At Meets Grade Level or Above	2021	45%	31%	47%	34%	46%	54%	-	*	-	55%	26%	*	48%	46%	44%	*
	2019	48%	34%	54%	32%	54%	61%	-	*	-	67%	37%	44%	53%	58%	51%	*
At Masters Grade Level	2021	18%	10%	22%	6%	23%	28%	-	*	-	18%	6%	*	24%	18%	19%	*
	2019	21%	11%	30%	12%	32%	33%	-	*	-	33%	26%	11%	30%	28%	27%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	77%	59%	80%	84%	-	*	-	73%	60%	*	78%	75%	77%	*
	2019	82%	72%	84%	71%	82%	91%	-	*	-	100%	54%	78%	84%	86%	84%	*
At Meets Grade Level or Above	2021	37%	29%	44%	22%	46%	48%	-	*	-	64%	26%	*	48%	33%	43%	*
	2019	52%	39%	56%	44%	54%	61%	-	*	-	67%	37%	56%	56%	56%	55%	*
At Masters Grade Level	2021	18%	13%	25%	13%	28%	24%	-	*	-	36%	6%	*	29%	14%	23%	*
	2019	26%	16%	33%	24%	29%	36%	-	*	-	67%	31%	33%	35%	28%	31%	*
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	77%	85%	80%	68%	-	-	-	60%	27%	*	76%	77%	75%	*
	2019	68%	57%	79%	75%	79%	78%	-	*	-	*	58%	60%	81%	73%	78%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	30%	24%	44%	38%	55%	37%	-	-	-	0%	18%	*	51%	31%	40%	*
	2019	38%	27%	43%	30%	46%	46%	-	*	-	*	33%	40%	44%	38%	42%	*
At Masters Grade Level	2021	9%	6%	13%	8%	20%	5%	-	-	-	0%	9%	*	16%	8%	11%	*
	2019	14%	9%	16%	15%	21%	5%	-	*	-	*	21%	0%	15%	19%	14%	*

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	70	76	69	64	-	*	-	*	72	40	71	67	68	*
	2018	63	63	78	82	74	80	*	*	-	*	82	-	80	74	74	*
Grade 4 Mathematics	2019	65	61	79	82	79	76	-	*	-	*	63	60	79	78	79	*
	2018	65	63	86	79	85	89	*	*	-	*	92	-	83	97	83	*
All Grades Both Subjects	2019	69	63	75	79	74	70	-	*	-	94	67	50	75	73	74	*
	2018	69	66	82	80	80	84	*	*	-	*	87	-	81	85	78	81
All Grades ELA/Reading	2019	68	63	70	76	69	64	-	*	-	*	72	40	71	67	68	*
	2018	69	66	78	82	74	80	*	*	-	*	82	-	80	74	74	*
All Grades Mathematics	2019	70	63	79	82	79	76	-	*	-	*	63	60	79	78	79	*
	2018	70	67	86	79	85	89	*	*	-	*	92	-	83	97	83	*

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	79%	-	-	-	-	-	-	-	-	-	-	*	78%	*	*
	2019	78%	67%	83%	-	-	-	-	-	-	20%	*	*	-	*		43%	
At Meets Grade Level or Above	2021	41%	30%	45%	-	-	-	-	-	-	-	-	-	-	*	46%	*	*
	2019	50%	36%	53%	-	-	-	-	-	-	0%	*	*	-	*		29%	
At Masters Grade Level	2021	18%	12%	22%	-	-	-	-	-	-	-	-	-	-	*	22%	*	*
	2019	24%	14%	28%	-	-	-	-	-	-	0%	*	*	-	*		29%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	81%	-	-	-	-	-	-	-	-	-	-	*	81%	*	*
	2019	75%	63%	85%	-	-	-	-	-	-	*	*	*	-	*		*	
At Meets Grade Level or Above	2021	45%	31%	47%	-	-	-	-	-	-	-	-	-	-	*	47%	*	*
	2019	48%	34%	54%	-	-	-	-	-	-	*	*	*	-	*		*	
At Masters Grade Level	2021	18%	10%	22%	-	-	-	-	-	-	-	-	-	-	*	22%	*	*
	2019	21%	11%	30%	-	-	-	-	-	-	*	*	*	-	*		*	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	77%	-	-	-	-	-	-	-	-	-	-	*	77%	*	*
	2019	82%	72%	84%	-	-	-	-	-	-	*	*	*	-	*		*	
At Meets Grade Level or Above	2021	37%	29%	44%	-	-	-	-	-	-	-	-	-	-	*	45%	*	*
	2019	52%	39%	56%	-	-	-	-	-	-	*	*	*	-	*		*	
At Masters Grade Level	2021	18%	13%	25%	-	-	-	-	-	-	-	-	-	-	*	25%	*	*
	2019	26%	16%	33%	-	-	-	-	-	-	*	*	*	-	*		*	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	77%	-	-	-	-	-	-	-	-	-	-	-	76%	-	*
	2019	68%	57%	79%	-	-	-	-	-	-	*	-	*	-	-		*	
At Meets Grade Level or Above	2021	30%	24%	44%	-	-	-	-	-	-	-	-	-	-	-	45%	-	*
	2019	38%	27%	43%	-	-	-	-	-	-	*	-	*	-	-		*	
At Masters Grade Level	2021	9%	6%	13%	-	-	-	-	-	-	-	-	-	-	-	13%	-	*
	2019	14%	9%	16%	-	-	-	-	-	-	*	-	*	-	-		*	

* 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
2020-21 STAAR Participation (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
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%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	98%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	92%	85%	97%	93%	0%	71%	-	100%	96%	100%	97%	79%	96%	100%
Not Included in Accountability: Mobile	4%	5%	8%	13%	3%	7%	100%	29%	-	0%	4%	0%	3%	21%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	2%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	2%	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%	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
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	98.7%	98.4%	98.6%	98.9%	*	*	-	98.2%	98.2%	98.4%	98.7%
2018-19	95.4%	92.0%	95.1%	95.4%	94.9%	95.1%	*	*	-	95.3%	94.9%	95.2%	95.9%
Chronic Absenteeism													
2019-20	6.7%	13.3%	5.1%	6.5%	4.9%	4.8%	*	*	-	0.0%	9.3%	6.6%	13.3%
2018-19	11.4%	24.3%	11.4%	9.1%	13.8%	10.9%	0.0%	0.0%	-	8.3%	10.8%	10.5%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 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	507	100.0%	7,993	5,359,040	507	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	91	17.9%	6.2%	6.7%	91	17.9%	6.2%	6.7%
Grade 1	101	19.9%	6.9%	7.1%	101	19.9%	6.8%	7.1%
Grade 2	94	18.5%	6.5%	7.1%	94	18.5%	6.5%	7.1%
Grade 3	131	25.8%	7.2%	7.1%	131	25.8%	7.2%	7.1%
Grade 4	90	17.8%	7.6%	7.2%	90	17.8%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	86	17.0%	30.7%	12.7%	86	17.0%	30.7%	12.7%
Hispanic	223	44.0%	42.9%	52.9%	223	44.0%	42.9%	52.9%
White	173	34.1%	22.1%	26.5%	173	34.1%	22.1%	26.5%
American Indian	0	0.0%	0.8%	0.3%	0	0.0%	0.8%	0.3%
Asian	4	0.8%	0.4%	4.7%	4	0.8%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	4.1%	3.0%	2.7%	21	4.1%	3.0%	2.7%
Sex:								
Female	241	47.5%	48.1%	48.9%	241	47.5%	48.1%	48.9%
Male	266	52.5%	51.9%	51.1%	266	52.5%	51.9%	51.1%
Economically Disadvantaged	396	78.1%	86.6%	60.3%	396	78.1%	86.6%	60.2%
Non-Educationally Disadvantaged	111	21.9%	13.4%	39.7%	111	21.9%	13.4%	39.8%
Section 504 Students	22	4.3%	6.3%	7.2%	22	4.3%	6.2%	7.2%
EB Students/EL	12	2.4%	10.4%	20.7%	12	2.4%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	12	2.4%	2.6%	4.5%	12	2.4%	2.6%	4.5%
Foster Care	3	0.6%	0.3%	0.3%	3	0.6%	0.3%	0.3%

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Homeless	16	3.2%	1.9%	1.1%	16	3.2%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	507	100.0%	66.8%	64.5%	507	100.0%	67.0%	64.5%
Military Connected	6	1.2%	1.1%	2.7%	6	1.2%	1.1%	2.7%
At-Risk	190	37.5%	54.5%	49.2%	190	37.5%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	8	1.6%	9.7%	21.0%	8	1.6%	9.7%	20.9%
Gifted and Talented Education	39	7.7%	3.7%	8.3%	39	7.7%	3.6%	8.3%
Special Education	63	12.4%	14.8%	11.1%	63	12.4%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	39.7%	51.9%	42.5%				
Students with Physical Disabilities	18	28.6%	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	11	17.5%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	82	16.8%	21.2%	13.8%				
By Ethnicity:								
African American	22	4.5%	9.1%	2.8%				
Hispanic	18	3.7%	6.2%	7.1%				
White	34	7.0%	4.8%	3.1%				
American Indian	3	0.6%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	1.0%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	14	17.9%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	18.8%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	62	16.8%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	94	22.8%	25.4%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.0%	1.4%	0.0%	5.8%	4.8%
Grade 1	5.4%	3.0%	1.9%	0.0%	4.8%	3.2%
Grade 2	1.0%	1.5%	1.0%	9.5%	4.2%	1.4%
Grade 3	1.3%	0.6%	0.5%	0.0%	1.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.6	15.3	17.7
Grade 1	15.2	14.9	18.0
Grade 2	15.5	15.0	18.0
Grade 3	16.7	14.9	18.2
Grade 4	15.8	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	51.8	100.0%	100.0%	100.0%
Professional Staff:	43.0	83.0%	59.4%	64.3%
Teachers	35.9	69.4%	44.9%	49.6%
Professional Support	5.0	9.7%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	3.9%	2.6%	3.0%
Educational Aides:	8.8	17.0%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	9.9	19.1%	53.0%	51.5%
Teachers by Ethnicity:				
African American	2.0	5.5%	27.7%	11.1%
Hispanic	2.4	6.6%	14.9%	28.4%
White	29.1	80.9%	54.8%	56.9%
American Indian	1.0	2.8%	0.4%	0.3%
Asian	0.5	1.4%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	2.8%	0.9%	1.2%
Teachers by Sex:				
Males	0.8	2.3%	26.1%	23.8%
Females	35.1	97.7%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	28.4	79.1%	73.5%	73.0%
Masters	7.5	20.9%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.4%	6.9%	6.7%
1-5 Years Experience	8.9	24.7%	32.1%	27.8%
6-10 Years Experience	14.8	41.3%	20.2%	20.3%
11-20 Years Experience	7.8	21.7%	26.7%	29.1%
21-30 Years Experience	0.4	1.1%	11.5%	13.0%
Over 30 Years Experience	1.0	2.9%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.7	6.4
Average Years Experience of Principals with District	4.0	5.0	5.5
Average Years Experience of Assistant Principals	5.0	4.9	5.5
Average Years Experience of Assistant Principals with District	5.0	4.0	4.8
Average Years Experience of Teachers:	8.7	10.2	11.2
Average Years Experience of Teachers with District:	5.4	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,133	\$55,768	\$50,849
1-5 Years Experience	\$55,279	\$55,885	\$53,288
6-10 Years Experience	\$56,488	\$57,375	\$56,282
11-20 Years Experience	\$58,845	\$60,103	\$59,900
21-30 Years Experience	\$62,200	\$63,770	\$64,637
Over 30 Years Experience	\$93,908	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,725	\$58,558	\$57,641
Professional Support	\$66,962	\$70,438	\$68,030
Campus Administration (School Leadership)	\$86,389	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.1	0.3%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	31.5	87.8%	77.1%	71.0%
Special Education	4.3	12.0%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
MANUAL GUAJARDO JR EL (084906104) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: ROOSEVELT-WILSON EL

Campus Number: 084906105

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	69%	54%	62%	86%	*	-	-	89%	56%	*	70%	67%	70%	60%
	2019	76%	62%	80%	59%	89%	76%	*	*	-	80%	83%	*	82%	71%	78%	85%
At Meets Grade Level or Above	2021	39%	33%	34%	46%	21%	52%	*	-	-	44%	20%	*	32%	47%	30%	15%
	2019	45%	28%	32%	32%	28%	31%	*	*	-	60%	17%	*	31%	38%	29%	31%
At Masters Grade Level	2021	19%	13%	16%	15%	14%	17%	*	-	-	22%	4%	*	15%	27%	12%	10%
	2019	27%	17%	21%	18%	20%	21%	*	*	-	40%	0%	*	20%	24%	21%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	68%	57%	62%	86%	*	-	-	67%	50%	*	68%	67%	63%	65%
	2019	79%	73%	88%	82%	90%	86%	*	*	-	100%	67%	*	88%	90%	88%	88%
At Meets Grade Level or Above	2021	31%	29%	29%	29%	22%	41%	*	-	-	44%	15%	*	29%	33%	25%	20%
	2019	49%	35%	45%	41%	46%	41%	*	*	-	60%	17%	*	45%	43%	42%	38%
At Masters Grade Level	2021	14%	13%	13%	14%	12%	10%	*	-	-	33%	0%	*	10%	33%	12%	10%
	2019	25%	16%	22%	23%	20%	21%	*	*	-	40%	0%	*	23%	14%	21%	23%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	59%	50%	54%	72%	-	*	-	*	19%	-	60%	54%	57%	52%
	2019	75%	67%	87%	68%	89%	93%	*	-	-	86%	69%	100%	89%	82%	86%	90%
At Meets Grade Level or Above	2021	36%	30%	35%	31%	31%	42%	-	*	-	*	6%	-	32%	43%	32%	35%
	2019	44%	35%	41%	26%	41%	44%	*	-	-	71%	23%	40%	44%	32%	40%	29%
At Masters Grade Level	2021	17%	12%	13%	12%	13%	14%	-	*	-	*	0%	-	14%	11%	14%	17%
	2019	22%	16%	22%	5%	20%	28%	*	-	-	57%	15%	20%	21%	25%	24%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	54%	66%	52%	66%	75%	-	*	-	*	45%	-	66%	66%	63%	61%
	2019	75%	67%	86%	58%	91%	93%	*	-	-	86%	54%	100%	87%	82%	87%	86%
At Meets Grade Level or Above	2021	36%	31%	41%	26%	41%	50%	-	*	-	*	23%	-	42%	38%	40%	39%
	2019	48%	38%	45%	21%	46%	53%	*	-	-	57%	23%	60%	47%	39%	43%	43%
At Masters Grade Level	2021	21%	17%	23%	4%	24%	33%	-	*	-	*	3%	-	25%	17%	21%	13%
	2019	28%	19%	22%	16%	18%	26%	*	-	-	57%	23%	40%	24%	14%	23%	14%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	53%	50%	50%	31%	47%	65%	-	*	-	*	13%	-	53%	36%	48%	48%
	2019	67%	56%	68%	47%	71%	74%	*	-	-	71%	50%	40%	70%	61%	67%	57%
At Meets Grade Level or Above	2021	27%	26%	27%	19%	25%	32%	-	*	-	*	6%	-	27%	25%	26%	26%
	2019	35%	24%	23%	5%	18%	30%	*	-	-	71%	25%	20%	24%	21%	23%	10%
At Masters Grade Level	2021	8%	5%	4%	8%	1%	3%	-	*	-	*	0%	-	5%	0%	4%	0%
	2019	11%	7%	8%	0%	5%	12%	*	-	-	29%	17%	0%	9%	4%	8%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	62%	47%	58%	76%	*	100%	-	71%	35%	*	63%	56%	59%	57%
	2019	78%	67%	82%	63%	86%	85%	60%	*	-	84%	65%	81%	83%	77%	81%	82%
At Meets Grade Level or Above	2021	41%	30%	33%	28%	29%	43%	*	100%	-	33%	14%	*	33%	37%	31%	28%
	2019	50%	36%	37%	26%	36%	41%	20%	*	-	65%	21%	38%	38%	34%	35%	30%
At Masters Grade Level	2021	18%	12%	14%	9%	13%	16%	*	67%	-	21%	1%	*	14%	15%	13%	10%
	2019	24%	14%	19%	13%	17%	21%	0%	*	-	45%	11%	24%	20%	16%	19%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	64%	51%	58%	78%	*	*	-	82%	36%	*	65%	58%	62%	56%
	2019	75%	63%	84%	63%	89%	86%	*	*	-	83%	76%	88%	85%	78%	82%	87%
At Meets Grade Level or Above	2021	45%	31%	34%	36%	27%	46%	*	*	-	36%	13%	*	32%	44%	31%	26%
	2019	48%	34%	37%	29%	34%	39%	*	*	-	67%	20%	38%	37%	35%	35%	30%
At Masters Grade Level	2021	18%	10%	15%	13%	13%	15%	*	*	-	18%	2%	*	14%	16%	13%	14%
	2019	21%	11%	22%	12%	20%	25%	*	*	-	50%	8%	25%	21%	24%	22%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	67%	54%	64%	80%	*	*	-	64%	47%	*	67%	66%	63%	63%
	2019	82%	72%	87%	71%	91%	90%	*	*	-	92%	60%	100%	87%	86%	88%	87%
At Meets Grade Level or Above	2021	37%	29%	36%	27%	33%	46%	*	*	-	36%	19%	*	36%	36%	33%	30%
	2019	52%	39%	45%	32%	46%	49%	*	*	-	58%	20%	50%	46%	41%	43%	40%
At Masters Grade Level	2021	18%	13%	19%	7%	19%	23%	*	*	-	27%	2%	*	18%	23%	17%	12%
	2019	26%	16%	22%	20%	19%	24%	*	*	-	50%	12%	38%	24%	14%	22%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	50%	31%	47%	65%	-	*	-	*	13%	-	53%	36%	48%	48%
	2019	68%	57%	68%	47%	71%	74%	*	-	-	71%	50%	40%	70%	61%	67%	57%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	30%	24%	27%	19%	25%	32%	-	*	-	*	6%	-	27%	25%	26%	26%
	2019	38%	27%	23%	5%	18%	30%	*	-	-	71%	25%	20%	24%	21%	23%	10%
At Masters Grade Level	2021	9%	6%	4%	8%	1%	3%	-	*	-	*	0%	-	5%	0%	4%	0%
	2019	14%	9%	8%	0%	5%	12%	*	-	-	29%	17%	0%	9%	4%	8%	0%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	66	67	64	70	*	-	-	58	67	90	67	61	65	65
	2018	63	63	58	56	54	63	-	-	-	*	75	83	58	57	55	61
Grade 4 Mathematics	2019	65	61	64	53	66	65	*	-	-	92	50	90	62	73	67	60
	2018	65	63	51	55	46	53	-	-	-	*	38	50	51	53	46	39
All Grades Both Subjects	2019	69	63	65	60	65	67	*	-	-	75	58	90	65	67	66	63
	2018	69	66	54	55	50	58	-	-	-	*	56	67	54	55	51	50
All Grades ELA/Reading	2019	68	63	66	67	64	70	*	-	-	58	67	90	67	61	65	65
	2018	69	66	58	56	54	63	-	-	-	*	75	83	58	57	55	61
All Grades Mathematics	2019	70	63	64	53	66	65	*	-	-	92	50	90	62	73	67	60
	2018	70	67	51	55	46	53	-	-	-	*	38	50	51	53	46	39

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	62%	53%	53%	-	-	-	-	42%	*	*	33%	83%	63%	53%	100%
	2019	78%	67%	82%	85%	85%	-	-	-	-	61%	61%	-	-	88%	-	81%	-
At Meets Grade Level or Above	2021	41%	30%	33%	19%	19%	-	-	-	-	17%	*	*	17%	67%	34%	22%	100%
	2019	50%	36%	37%	36%	36%	-	-	-	-	17%	17%	-	-	13%	-	31%	-
At Masters Grade Level	2021	18%	12%	14%	5%	5%	-	-	-	-	0%	*	*	0%	17%	15%	5%	75%
	2019	24%	14%	19%	17%	17%	-	-	-	-	11%	11%	-	-	13%	-	16%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	64%	52%	52%	-	-	-	-	40%	*	*	*	*	65%	53%	*
	2019	75%	63%	84%	88%	88%	-	-	-	-	86%	86%	-	-	*	-	89%	-
At Meets Grade Level or Above	2021	45%	31%	34%	15%	15%	-	-	-	-	20%	*	*	*	*	36%	20%	*
	2019	48%	34%	37%	32%	32%	-	-	-	-	14%	14%	-	-	*	-	30%	-
At Masters Grade Level	2021	18%	10%	15%	6%	6%	-	-	-	-	0%	*	*	*	*	15%	8%	*
	2019	21%	11%	22%	21%	21%	-	-	-	-	14%	14%	-	-	*	-	20%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	67%	64%	64%	-	-	-	-	40%	*	*	*	*	67%	60%	*
	2019	82%	72%	87%	91%	91%	-	-	-	-	71%	71%	-	-	*	-	86%	-
At Meets Grade Level or Above	2021	37%	29%	36%	27%	27%	-	-	-	-	20%	*	*	*	*	37%	25%	*
	2019	52%	39%	45%	47%	47%	-	-	-	-	29%	29%	-	-	*	-	41%	-
At Masters Grade Level	2021	18%	13%	19%	6%	6%	-	-	-	-	0%	*	*	*	*	20%	5%	*
	2019	26%	16%	22%	21%	21%	-	-	-	-	14%	14%	-	-	*	-	18%	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	50%	35%	35%	-	-	-	-	*	-	-	*	*	50%	43%	*
	2019	68%	57%	68%	62%	62%	-	-	-	-	*	*	-	-	*	-	53%	-
At Meets Grade Level or Above	2021	30%	24%	27%	12%	12%	-	-	-	-	*	-	-	*	*	27%	19%	*
	2019	38%	27%	23%	15%	15%	-	-	-	-	*	*	-	-	*	-	11%	-
At Masters Grade Level	2021	9%	6%	4%	0%	0%	-	-	-	-	*	-	-	*	*	4%	0%	*
	2019	14%	9%	8%	0%	0%	-	-	-	-	*	*	-	-	*	-	0%	-

* 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
2020-21 STAAR Participation (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	92%	96%	95%	97%	95%	*	100%	-	97%	97%	*	97%	93%	97%	100%
Included in Accountability	83%	87%	89%	85%	92%	88%	*	100%	-	73%	93%	*	94%	71%	92%	92%
Not Included in Accountability: Mobile	3%	4%	7%	10%	5%	7%	*	0%	-	24%	4%	*	3%	20%	4%	4%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	*	-	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	85%	94%	99%	100%	*	-	100%	98%	100%	95%	93%	97%	91%
Not Included in Accountability: Mobile	4%	5%	6%	15%	5%	1%	0%	*	-	0%	0%	0%	5%	7%	3%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	*	-	0%	2%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	*	-	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	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
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	98.7%	98.2%	98.8%	98.6%	*	*	-	99.0%	98.5%	98.6%	99.2%
2018-19	95.4%	92.0%	95.3%	95.5%	95.5%	94.7%	*	*	-	95.7%	94.7%	95.4%	96.2%
Chronic Absenteeism													
2019-20	6.7%	13.3%	3.8%	6.3%	1.9%	5.5%	*	*	-	5.3%	2.4%	4.4%	0.9%
2018-19	11.4%	24.3%	11.9%	10.0%	10.6%	14.8%	*	*	-	10.0%	14.5%	11.4%	6.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	612	100.0%	7,993	5,359,040	612	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	120	19.6%	6.2%	6.7%	120	19.6%	6.2%	6.7%
Grade 1	110	18.0%	6.9%	7.1%	110	18.0%	6.8%	7.1%
Grade 2	108	17.6%	6.5%	7.1%	108	17.6%	6.5%	7.1%
Grade 3	121	19.8%	7.2%	7.1%	121	19.8%	7.2%	7.1%
Grade 4	153	25.0%	7.6%	7.2%	153	25.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	92	15.0%	30.7%	12.7%	92	15.0%	30.7%	12.7%
Hispanic	334	54.6%	42.9%	52.9%	334	54.6%	42.9%	52.9%
White	155	25.3%	22.1%	26.5%	155	25.3%	22.1%	26.5%
American Indian	1	0.2%	0.8%	0.3%	1	0.2%	0.8%	0.3%
Asian	2	0.3%	0.4%	4.7%	2	0.3%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	28	4.6%	3.0%	2.7%	28	4.6%	3.0%	2.7%
Sex:								
Female	295	48.2%	48.1%	48.9%	295	48.2%	48.1%	48.9%
Male	317	51.8%	51.9%	51.1%	317	51.8%	51.9%	51.1%
Economically Disadvantaged	521	85.1%	86.6%	60.3%	521	85.1%	86.6%	60.2%
Non-Educationally Disadvantaged	91	14.9%	13.4%	39.7%	91	14.9%	13.4%	39.8%
Section 504 Students	13	2.1%	6.3%	7.2%	13	2.1%	6.2%	7.2%
EB Students/EL	114	18.6%	10.4%	20.7%	114	18.6%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	7	1.1%	2.6%	4.5%	7	1.1%	2.6%	4.5%
Foster Care	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	10	1.6%	1.9%	1.1%	10	1.6%	1.9%	1.1%
Immigrant	3	0.5%	0.4%	2.0%	3	0.5%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	612	100.0%	66.8%	64.5%	612	100.0%	67.0%	64.5%
Military Connected	7	1.1%	1.1%	2.7%	7	1.1%	1.1%	2.7%
At-Risk	271	44.3%	54.5%	49.2%	271	44.3%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	109	17.8%	9.7%	21.0%	109	17.8%	9.7%	20.9%
Gifted and Talented Education	27	4.4%	3.7%	8.3%	27	4.4%	3.6%	8.3%
Special Education	99	16.2%	14.8%	11.1%	99	16.2%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	99							
By Type of Primary Disability								
Students with Intellectual Disabilities	44	44.4%	51.9%	42.5%				
Students with Physical Disabilities	40	40.4%	14.6%	21.3%				
Students with Autism	7	7.1%	13.1%	14.1%				
Students with Behavioral Disabilities	8	8.1%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	90	16.2%	21.2%	13.8%				
By Ethnicity:								
African American	19	3.4%	9.1%	2.8%				
Hispanic	42	7.6%	6.2%	7.1%				
White	24	4.3%	4.8%	3.1%				
American Indian	0	0.0%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	0.9%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	13	15.3%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	16	15.0%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	70	16.1%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	111	21.9%	25.4%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	1.0%	1.4%	6.7%	5.8%	4.8%
Grade 1	2.2%	3.0%	1.9%	0.0%	4.8%	3.2%
Grade 2	0.0%	1.5%	1.0%	0.0%	4.2%	1.4%
Grade 3	1.7%	0.6%	0.5%	4.3%	1.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.4	15.3	17.7
Grade 1	14.8	14.9	18.0
Grade 2	16.7	15.0	18.0
Grade 3	14.8	14.9	18.2
Grade 4	18.2	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	61.8	100.0%	100.0%	100.0%
Professional Staff:	50.0	81.0%	59.4%	64.3%
Teachers	42.5	68.8%	44.9%	49.6%
Professional Support	5.5	8.9%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	3.2%	2.6%	3.0%
Educational Aides:	11.7	19.0%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	21.0	34.0%	53.0%	51.5%
Teachers by Ethnicity:				
African American	3.5	8.3%	27.7%	11.1%
Hispanic	10.5	24.6%	14.9%	28.4%
White	28.5	67.1%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	4.3	10.1%	26.1%	23.8%
Females	38.2	89.9%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	33.5	78.9%	73.5%	73.0%
Masters	9.0	21.1%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.3	5.4%	6.9%	6.7%
1-5 Years Experience	11.7	27.6%	32.1%	27.8%
6-10 Years Experience	3.9	9.1%	20.2%	20.3%
11-20 Years Experience	18.1	42.5%	26.7%	29.1%
21-30 Years Experience	6.5	15.4%	11.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.4	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.7	6.4
Average Years Experience of Principals with District	5.0	5.0	5.5
Average Years Experience of Assistant Principals	8.0	4.9	5.5
Average Years Experience of Assistant Principals with District	5.0	4.0	4.8
Average Years Experience of Teachers:	11.8	10.2	11.2
Average Years Experience of Teachers with District:	7.9	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,000	\$55,768	\$50,849
1-5 Years Experience	\$55,195	\$55,885	\$53,288
6-10 Years Experience	\$56,266	\$57,375	\$56,282
11-20 Years Experience	\$59,440	\$60,103	\$59,900
21-30 Years Experience	\$63,328	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,337	\$58,558	\$57,641
Professional Support	\$66,035	\$70,438	\$68,030
Campus Administration (School Leadership)	\$88,664	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.9	11.5%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.5	1.2%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	33.8	79.6%	77.1%	71.0%
Special Education	3.3	7.7%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
ROOSEVELT-WILSON EL (084906105) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: CALVIN VINCENT PRE-K HEAD START

Campus Number: 084906109

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 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
2020-21 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
2020-21 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
2020-21 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
2020-21 Graduation Profile (TAPR)
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 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
2020-21 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
2020-21 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	228	100.0%	7,993	5,359,040	268	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	32	14.0%	0.4%	0.3%	72	26.9%	0.9%	0.4%
Pre-Kindergarten	196	86.0%	2.5%	3.7%	196	73.1%	2.4%	3.7%
Kindergarten	0	0.0%	6.2%	6.7%	0	0.0%	6.2%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.6%	7.2%	0	0.0%	7.5%	7.2%
Grade 5	0	0.0%	7.7%	7.4%	0	0.0%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	61	26.8%	30.7%	12.7%	69	25.7%	30.7%	12.7%
Hispanic	116	50.9%	42.9%	52.9%	136	50.7%	42.9%	52.9%
White	37	16.2%	22.1%	26.5%	46	17.2%	22.1%	26.5%
American Indian	1	0.4%	0.8%	0.3%	2	0.7%	0.8%	0.3%
Asian	1	0.4%	0.4%	4.7%	1	0.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	12	5.3%	3.0%	2.7%	14	5.2%	3.0%	2.7%
Sex:								
Female	109	47.8%	48.1%	48.9%	127	47.4%	48.1%	48.9%
Male	119	52.2%	51.9%	51.1%	141	52.6%	51.9%	51.1%
Economically Disadvantaged	219	96.1%	86.6%	60.3%	254	94.8%	86.6%	60.2%
Non-Educationally Disadvantaged	9	3.9%	13.4%	39.7%	14	5.2%	13.4%	39.8%
Section 504 Students	0	0.0%	6.3%	7.2%	0	0.0%	6.2%	7.2%
EB Students/EL	47	20.6%	10.4%	20.7%	49	18.3%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	0	0.0%	2.6%	4.5%	0	0.0%	2.6%	4.5%
Foster Care	3	1.3%	0.3%	0.3%	3	1.1%	0.3%	0.3%

Texas Education Agency
2020-21 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	District	State	Count	Percent	District	State
Homeless	8	3.5%	1.9%	1.1%	10	3.7%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	228	100.0%	66.8%	64.5%	268	100.0%	67.0%	64.5%
Military Connected	3	1.3%	1.1%	2.7%	3	1.1%	1.1%	2.7%
At-Risk	112	49.1%	54.5%	49.2%	122	45.5%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	47	20.6%	9.7%	21.0%	49	18.3%	9.7%	20.9%
Gifted and Talented Education	0	0.0%	3.7%	8.3%	0	0.0%	3.6%	8.3%
Special Education	43	18.9%	14.8%	11.1%	56	20.9%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	43							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	51.9%	42.5%				
Students with Physical Disabilities	12	27.9%	14.6%	21.3%				
Students with Autism	16	37.2%	13.1%	14.1%				
Students with Behavioral Disabilities	*	*	19.1%	20.6%				
Students with Non-Categorical Early Childhood	10	23.3%	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	0	0.0%	21.2%	13.8%				
By Ethnicity:								
African American	0	0.0%	9.1%	2.8%				
Hispanic	0	0.0%	6.2%	7.1%				
White	0	0.0%	4.8%	3.1%				
American Indian	0	0.0%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	29	35.8%	25.4%	16.6%				

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

Texas Education Agency
2020-21 Student Information (TAPR)
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	15.3	17.7
Grade 1	-	14.9	18.0
Grade 2	-	15.0	18.0
Grade 3	-	14.9	18.2
Grade 4	-	16.4	18.3
Grade 5	-	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 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	46.2	100.0%	100.0%	100.0%
Professional Staff:	27.6	59.7%	59.4%	64.3%
Teachers	22.0	47.6%	44.9%	49.6%
Professional Support	4.6	9.9%	10.7%	10.6%
Campus Administration (School Leadership)	1.0	2.2%	2.6%	3.0%
Educational Aides:	18.6	40.3%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	0.0	n/a	8.0	582.0
Full-time Counselors	0.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	18.5	40.1%	53.0%	51.5%
Teachers by Ethnicity:				
African American	2.0	9.1%	27.7%	11.1%
Hispanic	5.0	22.7%	14.9%	28.4%
White	15.0	68.2%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	1.0	4.5%	26.1%	23.8%
Females	21.0	95.5%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	20.0	90.9%	73.5%	73.0%
Masters	2.0	9.1%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	13.6%	6.9%	6.7%
1-5 Years Experience	4.0	18.2%	32.1%	27.8%
6-10 Years Experience	11.0	50.0%	20.2%	20.3%
11-20 Years Experience	3.0	13.6%	26.7%	29.1%
21-30 Years Experience	1.0	4.5%	11.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	10.4	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	5.7	6.4
Average Years Experience of Principals with District	12.0	5.0	5.5
Average Years Experience of Assistant Principals	0.0	4.9	5.5
Average Years Experience of Assistant Principals with District	0.0	4.0	4.8
Average Years Experience of Teachers:	7.9	10.2	11.2
Average Years Experience of Teachers with District:	5.2	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,067	\$55,768	\$50,849
1-5 Years Experience	\$55,475	\$55,885	\$53,288
6-10 Years Experience	\$56,400	\$57,375	\$56,282
11-20 Years Experience	\$60,333	\$60,103	\$59,900
21-30 Years Experience	\$62,600	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,005	\$58,558	\$57,641
Professional Support	\$69,629	\$70,438	\$68,030
Campus Administration (School Leadership)	\$96,841	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	9.1%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	16.0	72.7%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	1.0	4.5%	77.1%	71.0%
Special Education	3.0	13.6%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CALVIN VINCENT PRE-K HEAD START (084906109) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: HAYLEY EL

Campus Number: 084906110

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	38%	33%	42%	67%	-	-	-	20%	13%	-	31%	49%	37%	39%
At Meets Grade Level or Above	2021	39%	33%	12%	10%	12%	33%	-	-	-	0%	4%	-	12%	11%	11%	6%
At Masters Grade Level	2021	19%	13%	1%	0%	3%	0%	-	-	-	0%	0%	-	0%	3%	1%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	28%	17%	36%	50%	-	-	-	40%	9%	-	25%	31%	27%	28%
At Meets Grade Level or Above	2021	31%	29%	6%	2%	6%	33%	-	-	-	0%	4%	-	6%	6%	6%	6%
At Masters Grade Level	2021	14%	13%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	30%	25%	31%	*	*	-	-	*	0%	*	28%	35%	30%	19%
At Meets Grade Level or Above	2021	36%	30%	9%	8%	9%	*	*	-	-	*	0%	*	7%	13%	10%	6%
At Masters Grade Level	2021	17%	12%	3%	0%	4%	*	*	-	-	*	0%	*	2%	4%	3%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	54%	22%	24%	22%	*	*	-	-	*	0%	*	19%	29%	23%	25%
At Meets Grade Level or Above	2021	36%	31%	6%	4%	9%	*	*	-	-	*	0%	*	7%	4%	7%	6%
At Masters Grade Level	2021	21%	17%	5%	0%	9%	*	*	-	-	*	0%	*	6%	4%	5%	6%
Grade 4 Writing																	
At Approaches Grade Level or Above	2021	53%	50%	27%	20%	32%	*	*	-	-	*	0%	*	23%	38%	27%	27%
At Meets Grade Level or Above	2021	27%	26%	5%	4%	7%	*	*	-	-	*	0%	*	6%	4%	5%	7%
At Masters Grade Level	2021	8%	5%	1%	0%	2%	*	*	-	-	*	0%	*	2%	0%	1%	7%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	58%	32%	25%	34%	67%	-	-	-	*	8%	-	27%	41%	29%	40%
At Meets Grade Level or Above	2021	46%	29%	14%	6%	19%	50%	-	-	-	*	8%	-	10%	21%	13%	30%
At Masters Grade Level	2021	30%	16%	4%	3%	3%	17%	-	-	-	*	0%	-	2%	7%	3%	10%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	61%	34%	24%	45%	43%	-	-	-	*	8%	-	37%	29%	32%	70%
At Meets Grade Level or Above	2021	44%	32%	10%	3%	15%	29%	-	-	-	*	0%	-	10%	10%	9%	20%
At Masters Grade Level	2021	25%	16%	6%	3%	6%	29%	-	-	-	*	0%	-	8%	3%	5%	10%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	49%	23%	19%	19%	71%	-	-	-	*	0%	-	18%	30%	19%	30%
At Meets Grade Level or Above	2021	31%	17%	5%	3%	3%	29%	-	-	-	*	0%	-	6%	3%	4%	10%
At Masters Grade Level	2021	13%	5%	4%	3%	3%	14%	-	-	-	*	0%	-	4%	3%	3%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	29%	24%	32%	61%	0%	-	-	21%	5%	*	26%	35%	28%	33%
At Meets Grade Level or Above	2021	41%	30%	8%	5%	10%	29%	0%	-	-	4%	2%	*	8%	9%	8%	10%
At Masters Grade Level	2021	18%	12%	3%	1%	4%	11%	0%	-	-	0%	0%	*	3%	3%	3%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	34%	28%	35%	71%	*	-	-	27%	8%	*	29%	43%	32%	32%
At Meets Grade Level or Above	2021	45%	31%	12%	8%	13%	36%	*	-	-	9%	4%	*	10%	15%	11%	11%
At Masters Grade Level	2021	18%	10%	3%	1%	4%	7%	*	-	-	0%	0%	*	1%	5%	2%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	28%	21%	33%	47%	*	-	-	18%	6%	*	27%	30%	27%	36%
At Meets Grade Level or Above	2021	37%	29%	7%	3%	10%	27%	*	-	-	0%	2%	*	8%	7%	7%	9%
At Masters Grade Level	2021	18%	13%	4%	1%	5%	13%	*	-	-	0%	0%	*	5%	2%	3%	5%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	27%	20%	32%	*	*	-	-	*	0%	*	23%	38%	27%	27%
At Meets Grade Level or Above	2021	30%	24%	5%	4%	7%	*	*	-	-	*	0%	*	6%	4%	5%	7%
At Masters Grade Level	2021	9%	6%	1%	0%	2%	*	*	-	-	*	0%	*	2%	0%	1%	7%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	23%	19%	19%	71%	-	-	-	*	0%	-	18%	30%	19%	30%
At Meets Grade Level or Above	2021	44%	32%	5%	3%	3%	29%	-	-	-	*	0%	-	6%	3%	4%	10%
At Masters Grade Level	2021	20%	13%	4%	3%	3%	14%	-	-	-	*	0%	-	4%	3%	3%	10%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2020-21 Progress (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	29%	27%	27%	-	-	-	-	31%	31%	-	-	-	29%	29%	78%
	2019	78%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	41%	30%	8%	10%	10%	-	-	-	-	2%	2%	-	-	-	8%	6%	56%
	2019	50%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	12%	3%	8%	8%	-	-	-	-	0%	0%	-	-	-	2%	4%	33%
	2019	24%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	34%	30%	30%	-	-	-	-	28%	28%	-	-	-	34%	29%	*
	2019	75%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	45%	31%	12%	9%	9%	-	-	-	-	6%	6%	-	-	-	12%	7%	*
	2019	48%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	10%	3%	9%	9%	-	-	-	-	0%	0%	-	-	-	2%	5%	*
	2019	21%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	28%	26%	26%	-	-	-	-	39%	39%	-	-	-	26%	32%	*
	2019	82%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	37%	29%	7%	9%	9%	-	-	-	-	0%	0%	-	-	-	7%	5%	*
	2019	52%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	13%	4%	4%	4%	-	-	-	-	0%	0%	-	-	-	4%	2%	*
	2019	26%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	27%	17%	17%	-	-	-	-	33%	33%	-	-	-	27%	27%	-
	2019	68%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	30%	24%	5%	17%	17%	-	-	-	-	0%	0%	-	-	-	5%	7%	-
	2019	38%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	9%	6%	1%	17%	17%	-	-	-	-	0%	0%	-	-	-	0%	7%	-
	2019	14%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	23%	-	-	-	-	-	-	14%	14%	-	-	-	22%	14%	*
	2019	81%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	44%	32%	5%	-	-	-	-	-	-	0%	0%	-	-	-	4%	0%	*
	2019	54%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	20%	13%	4%	-	-	-	-	-	-	0%	0%	-	-	-	3%	0%	*
	2019	25%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR data are shown.

- * 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
2020-21 STAAR Participation (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	97.6%	97.9%	97.4%	97.2%	*	-	-	94.6%	97.6%	97.6%	98.5%
2018-19	95.4%	92.0%	93.7%	94.0%	94.0%	91.9%	93.2%	-	*	94.6%	93.9%	93.6%	95.0%
Chronic Absenteeism													
2019-20	6.7%	13.3%	12.6%	11.3%	15.3%	12.3%	0.0%	-	-	25.0%	12.9%	12.6%	4.7%
2018-19	11.4%	24.3%	21.6%	18.1%	17.3%	38.2%	33.3%	-	*	13.3%	22.4%	20.8%	6.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

Texas Education Agency
2020-21 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
2020-21 CCMR-Related Indicators (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	535	100.0%	7,993	5,359,040	535	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	77	14.4%	6.2%	6.7%	77	14.4%	6.2%	6.7%
Grade 1	89	16.6%	6.9%	7.1%	89	16.6%	6.8%	7.1%
Grade 2	82	15.3%	6.5%	7.1%	82	15.3%	6.5%	7.1%
Grade 3	97	18.1%	7.2%	7.1%	97	18.1%	7.2%	7.1%
Grade 4	96	17.9%	7.6%	7.2%	96	17.9%	7.5%	7.2%
Grade 5	94	17.6%	7.7%	7.4%	94	17.6%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	218	40.7%	30.7%	12.7%	218	40.7%	30.7%	12.7%
Hispanic	232	43.4%	42.9%	52.9%	232	43.4%	42.9%	52.9%
White	60	11.2%	22.1%	26.5%	60	11.2%	22.1%	26.5%
American Indian	6	1.1%	0.8%	0.3%	6	1.1%	0.8%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	19	3.6%	3.0%	2.7%	19	3.6%	3.0%	2.7%
Sex:								
Female	271	50.7%	48.1%	48.9%	271	50.7%	48.1%	48.9%
Male	264	49.3%	51.9%	51.1%	264	49.3%	51.9%	51.1%
Economically Disadvantaged	510	95.3%	86.6%	60.3%	510	95.3%	86.6%	60.2%
Non-Educationally Disadvantaged	25	4.7%	13.4%	39.7%	25	4.7%	13.4%	39.8%
Section 504 Students	18	3.4%	6.3%	7.2%	18	3.4%	6.2%	7.2%
EB Students/EL	84	15.7%	10.4%	20.7%	84	15.7%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	4.2%	1.2%				
Students w/ Dyslexia	11	2.1%	2.6%	4.5%	11	2.1%	2.6%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	6	1.1%	1.9%	1.1%	6	1.1%	1.9%	1.1%
Immigrant	6	1.1%	0.4%	2.0%	6	1.1%	0.4%	2.0%
Migrant	1	0.2%	0.0%	0.3%	1	0.2%	0.0%	0.3%
Title I	535	100.0%	66.8%	64.5%	535	100.0%	67.0%	64.5%
Military Connected	5	0.9%	1.1%	2.7%	5	0.9%	1.1%	2.7%
At-Risk	262	49.0%	54.5%	49.2%	262	49.0%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	81	15.1%	9.7%	21.0%	81	15.1%	9.7%	20.9%
Gifted and Talented Education	3	0.6%	3.7%	8.3%	3	0.6%	3.6%	8.3%
Special Education	90	16.8%	14.8%	11.1%	90	16.8%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	90							
By Type of Primary Disability								
Students with Intellectual Disabilities	38	42.2%	51.9%	42.5%				
Students with Physical Disabilities	18	20.0%	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	21	23.3%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	92	22.7%	21.2%	13.8%				
By Ethnicity:								
African American	45	11.1%	9.1%	2.8%				
Hispanic	14	3.5%	6.2%	7.1%				
White	26	6.4%	4.8%	3.1%				
American Indian	1	0.2%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	6	1.5%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	15	17.4%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	4.7%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	67	18.6%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	337	64.8%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	2.2%	1.0%	1.4%	4.8%	5.8%	4.8%
Grade 1	2.3%	3.0%	1.9%	3.2%	4.8%	3.2%
Grade 2	2.4%	1.5%	1.0%	4.7%	4.2%	1.4%
Grade 3	-	0.6%	0.5%	-	1.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.4%	0.2%	-	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.8	15.3	17.7
Grade 1	13.0	14.9	18.0
Grade 2	15.8	15.0	18.0
Grade 3	14.9	14.9	18.2
Grade 4	17.2	16.4	18.3
Grade 5	18.9	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	60.3	100.0%	100.0%	100.0%
Professional Staff:	49.5	82.2%	59.4%	64.3%
Teachers	39.8	65.9%	44.9%	49.6%
Professional Support	7.8	12.9%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	3.3%	2.6%	3.0%
Educational Aides:	10.8	17.8%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	44.8	74.3%	53.0%	51.5%
Teachers by Ethnicity:				
African American	22.9	57.6%	27.7%	11.1%
Hispanic	7.1	17.8%	14.9%	28.4%
White	9.7	24.5%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	3.7	9.4%	26.1%	23.8%
Females	36.0	90.6%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	32.1	80.7%	73.5%	73.0%
Masters	7.7	19.3%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.1	12.9%	6.9%	6.7%
1-5 Years Experience	15.1	37.9%	32.1%	27.8%
6-10 Years Experience	7.1	17.7%	20.2%	20.3%
11-20 Years Experience	8.5	21.4%	26.7%	29.1%
21-30 Years Experience	4.0	10.0%	11.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	13.5	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.7	6.4
Average Years Experience of Principals with District	5.0	5.0	5.5
Average Years Experience of Assistant Principals	2.0	4.9	5.5
Average Years Experience of Assistant Principals with District	2.0	4.0	4.8
Average Years Experience of Teachers:	8.2	10.2	11.2
Average Years Experience of Teachers with District:	2.3	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,019	\$55,768	\$50,849
1-5 Years Experience	\$55,458	\$55,885	\$53,288
6-10 Years Experience	\$56,714	\$57,375	\$56,282
11-20 Years Experience	\$58,961	\$60,103	\$59,900
21-30 Years Experience	\$63,006	\$63,770	\$64,637
Over 30 Years Experience	-	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,129	\$58,558	\$57,641
Professional Support	\$64,478	\$70,438	\$68,030
Campus Administration (School Leadership)	\$84,460	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	4.2	10.5%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.0	0.0%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.4	74.0%	77.1%	71.0%
Special Education	6.2	15.5%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
HAYLEY EL (084906110) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: TEXAS CITY ISD

Campus Name: SIMMS EL

Campus Number: 084906111

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	64%	49%	48%	50%	63%	-	-	-	*	32%	*	53%	43%	48%	-
	2019	76%	62%	33%	23%	43%	67%	-	-	-	33%	0%	*	33%	32%	33%	46%
At Meets Grade Level or Above	2021	39%	33%	24%	20%	40%	25%	-	-	-	*	21%	*	32%	10%	22%	-
	2019	45%	28%	8%	4%	15%	13%	-	-	-	17%	0%	*	10%	5%	8%	15%
At Masters Grade Level	2021	19%	13%	12%	8%	20%	25%	-	-	-	*	5%	*	13%	10%	9%	-
	2019	27%	17%	4%	0%	11%	7%	-	-	-	0%	0%	*	4%	4%	3%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	62%	43%	33%	70%	63%	-	-	-	*	16%	*	49%	33%	42%	-
	2019	79%	73%	46%	40%	47%	73%	-	-	-	67%	24%	*	46%	46%	46%	46%
At Meets Grade Level or Above	2021	31%	29%	21%	23%	20%	13%	-	-	-	*	16%	*	30%	5%	21%	-
	2019	49%	35%	13%	4%	21%	40%	-	-	-	33%	12%	*	12%	14%	13%	15%
At Masters Grade Level	2021	14%	13%	10%	10%	10%	13%	-	-	-	*	11%	*	14%	5%	9%	-
	2019	25%	16%	3%	0%	6%	7%	-	-	-	17%	0%	*	4%	2%	3%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	40%	34%	59%	*	-	-	-	*	24%	-	36%	45%	40%	*
	2019	75%	67%	43%	45%	38%	50%	*	-	-	40%	42%	20%	36%	44%	44%	39%
At Meets Grade Level or Above	2021	36%	30%	22%	18%	29%	*	-	-	-	*	24%	-	21%	24%	21%	*
	2019	44%	35%	23%	23%	21%	42%	*	-	-	20%	37%	0%	36%	22%	23%	28%
At Masters Grade Level	2021	17%	12%	6%	3%	6%	*	-	-	-	*	0%	-	4%	7%	4%	*
	2019	22%	16%	8%	7%	9%	8%	*	-	-	20%	11%	0%	18%	7%	9%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	54%	39%	36%	41%	*	-	-	-	*	35%	-	42%	36%	39%	*
	2019	75%	67%	43%	47%	32%	58%	*	-	-	20%	42%	0%	64%	41%	40%	28%
At Meets Grade Level or Above	2021	36%	31%	20%	20%	18%	*	-	-	-	*	24%	-	17%	24%	19%	*
	2019	48%	38%	24%	23%	19%	50%	*	-	-	20%	37%	0%	36%	23%	23%	11%
At Masters Grade Level	2021	21%	17%	7%	8%	6%	*	-	-	-	*	6%	-	2%	12%	5%	*
	2019	28%	19%	10%	6%	9%	42%	*	-	-	20%	11%	0%	9%	10%	10%	6%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	53%	50%	33%	29%	44%	*	-	-	-	*	25%	-	31%	34%	32%	*
	2019	67%	56%	34%	33%	32%	55%	*	-	-	40%	33%	0%	36%	34%	33%	28%
At Meets Grade Level or Above	2021	27%	26%	17%	17%	13%	*	-	-	-	*	25%	-	15%	20%	17%	*
	2019	35%	24%	15%	15%	15%	27%	*	-	-	0%	28%	0%	18%	15%	14%	22%
At Masters Grade Level	2021	8%	5%	1%	2%	0%	*	-	-	-	*	6%	-	0%	2%	1%	*
	2019	11%	7%	2%	1%	2%	9%	*	-	-	0%	11%	0%	0%	2%	2%	6%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	58%	45%	43%	33%	*	-	-	-	67%	43%	*	46%	44%	43%	*
	2019	86%	68%	52%	48%	54%	70%	17%	*	-	50%	42%	29%	36%	52%	48%	43%
At Meets Grade Level or Above	2021	46%	29%	30%	31%	17%	*	-	-	-	33%	43%	*	29%	31%	28%	*
	2019	54%	30%	19%	15%	23%	35%	0%	*	-	0%	23%	0%	18%	19%	17%	19%
At Masters Grade Level	2021	30%	16%	13%	12%	0%	*	-	-	-	33%	7%	*	9%	17%	13%	*
	2019	29%	12%	6%	4%	8%	15%	0%	*	-	0%	12%	0%	9%	5%	6%	5%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	61%	62%	58%	77%	*	-	-	-	50%	50%	*	68%	56%	61%	*
	2019	90%	79%	64%	60%	69%	80%	33%	*	-	83%	46%	57%	73%	64%	61%	48%
At Meets Grade Level or Above	2021	44%	32%	32%	32%	23%	*	-	-	-	17%	38%	*	30%	33%	31%	*
	2019	58%	37%	21%	16%	31%	30%	0%	*	-	17%	35%	14%	36%	20%	20%	29%
At Masters Grade Level	2021	25%	16%	11%	11%	0%	*	-	-	-	17%	19%	*	11%	10%	9%	*
	2019	36%	18%	6%	2%	13%	20%	0%	*	-	0%	8%	0%	9%	6%	6%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	49%	42%	44%	25%	*	-	-	-	33%	40%	*	43%	41%	42%	*
	2019	75%	54%	35%	29%	38%	63%	17%	*	-	50%	31%	29%	27%	36%	32%	29%
At Meets Grade Level or Above	2021	31%	17%	20%	21%	8%	*	-	-	-	17%	40%	*	14%	27%	19%	*
	2019	49%	26%	10%	8%	15%	21%	0%	*	-	0%	23%	0%	9%	10%	10%	10%
At Masters Grade Level	2021	13%	5%	4%	6%	0%	*	-	-	-	0%	13%	*	5%	3%	4%	*
	2019	24%	11%	5%	2%	13%	5%	0%	*	-	0%	12%	0%	0%	5%	5%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	56%	44%	40%	50%	65%	-	-	-	45%	32%	14%	45%	42%	43%	35%
	2019	78%	67%	44%	41%	44%	66%	19%	83%	-	49%	34%	30%	41%	45%	42%	38%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	41%	30%	23%	22%	21%	35%	-	-	-	24%	28%	14%	23%	23%	22%	20%
	2019	50%	36%	17%	14%	20%	31%	0%	33%	-	13%	25%	2%	14%	17%	16%	19%
At Masters Grade Level	2021	18%	12%	7%	7%	5%	15%	-	-	-	14%	8%	0%	7%	8%	6%	0%
	2019	24%	14%	5%	3%	9%	14%	0%	0%	-	7%	8%	0%	4%	6%	6%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	55%	44%	40%	49%	69%	-	-	-	50%	32%	*	44%	44%	43%	33%
	2019	75%	63%	43%	39%	45%	64%	14%	*	-	41%	31%	25%	34%	46%	42%	42%
At Meets Grade Level or Above	2021	45%	31%	25%	23%	28%	38%	-	-	-	30%	28%	*	27%	23%	24%	17%
	2019	48%	34%	17%	14%	20%	30%	0%	*	-	12%	21%	0%	13%	18%	16%	21%
At Masters Grade Level	2021	18%	10%	10%	7%	8%	25%	-	-	-	30%	4%	*	8%	11%	8%	0%
	2019	21%	11%	6%	4%	9%	11%	0%	*	-	6%	8%	0%	5%	6%	6%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	57%	48%	43%	60%	63%	-	-	-	50%	33%	*	52%	43%	47%	57%
	2019	82%	72%	51%	49%	49%	72%	29%	*	-	59%	39%	44%	49%	52%	49%	40%
At Meets Grade Level or Above	2021	37%	29%	24%	25%	20%	31%	-	-	-	20%	25%	*	25%	24%	24%	29%
	2019	52%	39%	19%	15%	24%	38%	0%	*	-	24%	29%	6%	16%	20%	19%	19%
At Masters Grade Level	2021	18%	13%	9%	9%	5%	13%	-	-	-	10%	12%	*	8%	10%	8%	0%
	2019	26%	16%	6%	3%	9%	21%	0%	*	-	12%	6%	0%	4%	7%	6%	6%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	49%	33%	29%	44%	*	-	-	-	*	25%	-	31%	34%	32%	*
	2019	68%	57%	34%	33%	32%	55%	*	-	-	40%	33%	0%	36%	34%	33%	28%
At Meets Grade Level or Above	2021	30%	24%	17%	17%	13%	*	-	-	-	*	25%	-	15%	20%	17%	*
	2019	38%	27%	15%	15%	15%	27%	*	-	-	0%	28%	0%	18%	15%	14%	22%
At Masters Grade Level	2021	9%	6%	1%	2%	0%	*	-	-	-	*	6%	-	0%	2%	1%	*
	2019	14%	9%	2%	1%	2%	9%	*	-	-	0%	11%	0%	0%	2%	2%	6%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	58%	42%	44%	25%	*	-	-	-	33%	40%	*	43%	41%	42%	*
	2019	81%	69%	35%	29%	38%	63%	17%	*	-	50%	31%	29%	27%	36%	32%	29%
At Meets Grade Level or Above	2021	44%	32%	20%	21%	8%	*	-	-	-	17%	40%	*	14%	27%	19%	*
	2019	54%	39%	10%	8%	15%	21%	0%	*	-	0%	23%	0%	9%	10%	10%	10%
At Masters Grade Level	2021	20%	13%	4%	6%	0%	*	-	-	-	0%	13%	*	5%	3%	4%	*
	2019	25%	13%	5%	2%	13%	5%	0%	*	-	0%	12%	0%	0%	5%	5%	5%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	42	44	38	33	*	-	-	50	34	20	45	42	43	53
	2018	63	63	53	50	56	71	40	*	-	*	54	71	50	53	53	50
Grade 4 Mathematics	2019	65	61	45	45	49	50	*	-	-	20	55	20	45	45	45	28
	2018	65	63	52	53	52	40	50	*	-	*	71	43	63	51	51	40
Grade 5 ELA/Reading	2019	81	69	76	71	78	88	80	*	-	100	66	79	73	76	75	71
	2018	80	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	73	79	80	83	62	50	*	-	92	56	79	73	79	78	83
	2018	81	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	63	61	60	62	61	63	*	-	68	54	54	59	61	60	62
	2018	69	66	52	51	54	55	45	*	-	50	63	57	56	52	52	45
All Grades ELA/Reading	2019	68	63	60	57	59	66	83	*	-	77	52	54	59	60	59	64
	2018	69	66	53	50	56	71	40	*	-	*	54	71	50	53	53	50
All Grades Mathematics	2019	70	63	63	62	66	57	42	*	-	59	56	54	59	63	61	59
	2018	70	67	52	53	52	40	50	*	-	*	71	43	63	51	51	40

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	56%	44%	-	-	-	-	-	-	24%	24%	-	-	-	44%	24%	*
	2019	78%	67%	44%	-	-	-	-	-	-	32%	32%	-	-	*		33%	
At Meets Grade Level or Above	2021	41%	30%	23%	-	-	-	-	-	-	6%	6%	-	-	-	23%	6%	*
	2019	50%	36%	17%	-	-	-	-	-	-	14%	14%	-	-	*		14%	
At Masters Grade Level	2021	18%	12%	7%	-	-	-	-	-	-	0%	0%	-	-	-	8%	0%	*
	2019	24%	14%	5%	-	-	-	-	-	-	3%	3%	-	-	*		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	55%	44%	-	-	-	-	-	-	20%	20%	-	-	-	45%	20%	*
	2019	75%	63%	43%	-	-	-	-	-	-	35%	35%	-	-	*		36%	
At Meets Grade Level or Above	2021	45%	31%	25%	-	-	-	-	-	-	0%	0%	-	-	-	25%	0%	*
	2019	48%	34%	17%	-	-	-	-	-	-	17%	17%	-	-	*		17%	
At Masters Grade Level	2021	18%	10%	10%	-	-	-	-	-	-	0%	0%	-	-	-	10%	0%	*
	2019	21%	11%	6%	-	-	-	-	-	-	7%	7%	-	-	*		6%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	57%	48%	-	-	-	-	-	-	50%	50%	-	-	-	47%	50%	*
	2019	82%	72%	51%	-	-	-	-	-	-	37%	37%	-	-	*		36%	
At Meets Grade Level or Above	2021	37%	29%	24%	-	-	-	-	-	-	17%	17%	-	-	-	24%	17%	*
	2019	52%	39%	19%	-	-	-	-	-	-	15%	15%	-	-	*		15%	
At Masters Grade Level	2021	18%	13%	9%	-	-	-	-	-	-	0%	0%	-	-	-	9%	0%	*
	2019	26%	16%	6%	-	-	-	-	-	-	2%	2%	-	-	*		2%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	49%	33%	-	-	-	-	-	-	*	*	-	-	-	34%	*	-
	2019	68%	57%	34%	-	-	-	-	-	-	20%	20%	-	-	-		20%	
At Meets Grade Level or Above	2021	30%	24%	17%	-	-	-	-	-	-	*	*	-	-	-	17%	*	-
	2019	38%	27%	15%	-	-	-	-	-	-	13%	13%	-	-	-		13%	
At Masters Grade Level	2021	9%	6%	1%	-	-	-	-	-	-	*	*	-	-	-	1%	*	-
	2019	14%	9%	2%	-	-	-	-	-	-	0%	0%	-	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	58%	42%	-	-	-	-	-	-	*	*	-	-	-	43%	*	*
	2019	81%	69%	35%	-	-	-	-	-	-	25%	25%	-	-	-		25%	
At Meets Grade Level or Above	2021	44%	32%	20%	-	-	-	-	-	-	*	*	-	-	-	20%	*	*
	2019	54%	39%	10%	-	-	-	-	-	-	5%	5%	-	-	-		5%	
At Masters Grade Level	2021	20%	13%	4%	-	-	-	-	-	-	*	*	-	-	-	4%	*	*
	2019	25%	13%	5%	-	-	-	-	-	-	0%	0%	-	-	-		0%	

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR data are shown.

- * 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
2020-21 STAAR Participation (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
2021 STAAR Participation (All Grades)																
All Tests																
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	100%	99%	100%	100%	-	100%	98%	96%	99%	99%	99%	100%
Included in Accountability	94%	93%	90%	88%	93%	87%	100%	100%	-	87%	86%	92%	90%	89%	94%	100%
Not Included in Accountability: Mobile	4%	5%	10%	10%	7%	12%	0%	0%	-	13%	13%	4%	9%	10%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	1%	0%	1%	0%	0%	-	0%	2%	4%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	1%	0%	0%	-	0%	2%	4%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	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
2020-21 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
Attendance Rate													
2019-20	98.3%	96.8%	97.8%	98.1%	97.8%	95.8%	*	-	*	97.4%	97.6%	97.7%	99.2%
2018-19	95.4%	92.0%	93.4%	93.6%	92.9%	92.4%	95.6%	*	-	93.2%	91.4%	93.3%	95.3%
Chronic Absenteeism													
2019-20	6.7%	13.3%	9.4%	7.7%	10.8%	15.3%	33.3%	-	*	0.0%	11.3%	9.6%	1.9%
2018-19	11.4%	24.3%	21.4%	18.0%	27.2%	28.6%	15.4%	*	-	23.8%	30.1%	21.7%	8.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	3.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	76.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	91.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	11.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	10.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	79.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	84.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	576	360,220
By Ethnicity:				
African American	-	-	220	44,729
Hispanic	-	-	213	184,060
White	-	-	128	105,215
American Indian	-	-	3	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	1	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	55	49,535
Foundation H.S. Program (Endorsement)	-	-	65	15,689
Foundation H.S. Program (DLA)	-	-	455	292,532
Special Education Graduates	-	-	46	29,018
Economically Disadvantaged Graduates	-	-	379	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	14	29,639
At-Risk Graduates	-	-	387	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	471	100.0%	7,993	5,359,040	472	100.0%	8,044	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.9%	0.4%
Pre-Kindergarten	0	0.0%	2.5%	3.7%	0	0.0%	2.4%	3.7%
Kindergarten	62	13.2%	6.2%	6.7%	63	13.3%	6.2%	6.7%
Grade 1	65	13.8%	6.9%	7.1%	65	13.8%	6.8%	7.1%
Grade 2	84	17.8%	6.5%	7.1%	84	17.8%	6.5%	7.1%
Grade 3	72	15.3%	7.2%	7.1%	72	15.3%	7.2%	7.1%
Grade 4	94	20.0%	7.6%	7.2%	94	19.9%	7.5%	7.2%
Grade 5	94	20.0%	7.7%	7.4%	94	19.9%	7.6%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.9%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.6%	7.8%	0	0.0%	7.6%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.7%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	327	69.4%	30.7%	12.7%	327	69.3%	30.7%	12.7%
Hispanic	89	18.9%	42.9%	52.9%	90	19.1%	42.9%	52.9%
White	29	6.2%	22.1%	26.5%	29	6.1%	22.1%	26.5%
American Indian	1	0.2%	0.8%	0.3%	1	0.2%	0.8%	0.3%
Asian	2	0.4%	0.4%	4.7%	2	0.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	23	4.9%	3.0%	2.7%	23	4.9%	3.0%	2.7%
Sex:								
Female	228	48.4%	48.1%	48.9%	228	48.3%	48.1%	48.9%
Male	243	51.6%	51.9%	51.1%	244	51.7%	51.9%	51.1%
Economically Disadvantaged	451	95.8%	86.6%	60.3%	451	95.6%	86.6%	60.2%
Non-Educationally Disadvantaged	20	4.2%	13.4%	39.7%	21	4.4%	13.4%	39.8%
Section 504 Students	11	2.3%	6.3%	7.2%	11	2.3%	6.2%	7.2%
EB Students/EL	8	1.7%	10.4%	20.7%	8	1.7%	10.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	4	0.6%	4.2%	1.2%				
Students w/ Dyslexia	7	1.5%	2.6%	4.5%	7	1.5%	2.6%	4.5%
Foster Care	6	1.3%	0.3%	0.3%	6	1.3%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	12	2.5%	1.9%	1.1%	12	2.5%	1.9%	1.1%
Immigrant	0	0.0%	0.4%	2.0%	0	0.0%	0.4%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	471	100.0%	66.8%	64.5%	472	100.0%	67.0%	64.5%
Military Connected	10	2.1%	1.1%	2.7%	10	2.1%	1.1%	2.7%
At-Risk	192	40.8%	54.5%	49.2%	192	40.7%	54.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	8	1.7%	9.7%	21.0%	8	1.7%	9.7%	20.9%
Gifted and Talented Education	5	1.1%	3.7%	8.3%	5	1.1%	3.6%	8.3%
Special Education	89	18.9%	14.8%	11.1%	90	19.1%	14.9%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability								
Students with Intellectual Disabilities	50	56.2%	51.9%	42.5%				
Students with Physical Disabilities	12	13.5%	14.6%	21.3%				
Students with Autism	**	**	13.1%	14.1%				
Students with Behavioral Disabilities	17	19.1%	19.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.4%	1.5%				
Mobility (2019-20):								
Total Mobile Students	120	19.4%	21.2%	13.8%				
By Ethnicity:								
African American	67	10.8%	9.1%	2.8%				
Hispanic	32	5.2%	6.2%	7.1%				
White	14	2.3%	4.8%	3.1%				
American Indian	2	0.3%	0.3%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	1	0.2%	0.1%	0.0%				
Two or More Races	4	0.6%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	20	18.7%	22.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	3.6%	13.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	99	17.6%	21.2%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	242	63.9%	25.4%	16.6%				

Texas Education Agency
2020-21 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
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.4%	-	5.8%	4.8%
Grade 1	-	3.0%	1.9%	-	4.8%	3.2%
Grade 2	-	1.5%	1.0%	-	4.2%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	1.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.9%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	7.4%	4.7%	-	7.8%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	14.8	15.3	17.7
Grade 1	16.0	14.9	18.0
Grade 2	18.4	15.0	18.0
Grade 3	12.0	14.9	18.2
Grade 4	16.7	16.4	18.3
Grade 5	14.7	17.0	19.8
Grade 6	-	17.7	19.4
Secondary:			
English/Language Arts	-	14.0	15.7
Foreign Languages	-	20.7	17.8
Mathematics	-	16.2	16.9
Science	-	16.4	17.9
Social Studies	-	16.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	54.4	100.0%	100.0%	100.0%
Professional Staff:	44.2	81.3%	59.4%	64.3%
Teachers	32.9	60.5%	44.9%	49.6%
Professional Support	9.3	17.1%	10.7%	10.6%
Campus Administration (School Leadership)	2.0	3.7%	2.6%	3.0%
Educational Aides:	10.2	18.7%	11.2%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,290.0
Part-time Librarians	1.0	n/a	8.0	582.0
Full-time Counselors	1.0	n/a	17.0	13,211.0
Part-time Counselors	0.0	n/a	2.0	1,126.0
Total Minority Staff:	35.3	64.8%	53.0%	51.5%
Teachers by Ethnicity:				
African American	16.4	49.8%	27.7%	11.1%
Hispanic	3.5	10.8%	14.9%	28.4%
White	13.0	39.5%	54.8%	56.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	1.2%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.2%
Teachers by Sex:				
Males	9.0	27.4%	26.1%	23.8%
Females	23.9	72.6%	73.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.0%	1.2%
Bachelors	21.6	65.5%	73.5%	73.0%
Masters	11.4	34.5%	23.5%	25.0%
Doctorate	0.0	0.0%	1.1%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	12.1%	6.9%	6.7%
1-5 Years Experience	13.6	41.4%	32.1%	27.8%
6-10 Years Experience	3.0	9.1%	20.2%	20.3%
11-20 Years Experience	7.9	24.0%	26.7%	29.1%
21-30 Years Experience	2.4	7.2%	11.5%	13.0%
Over 30 Years Experience	2.0	6.1%	2.5%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.3	n/a	14.0	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.7	6.4
Average Years Experience of Principals with District	6.0	5.0	5.5
Average Years Experience of Assistant Principals	7.0	4.9	5.5
Average Years Experience of Assistant Principals with District	7.0	4.0	4.8
Average Years Experience of Teachers:	9.5	10.2	11.2
Average Years Experience of Teachers with District:	3.5	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,000	\$55,768	\$50,849
1-5 Years Experience	\$57,675	\$55,885	\$53,288
6-10 Years Experience	\$56,863	\$57,375	\$56,282
11-20 Years Experience	\$58,957	\$60,103	\$59,900
21-30 Years Experience	\$64,528	\$63,770	\$64,637
Over 30 Years Experience	\$64,800	\$69,538	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$58,512	\$58,558	\$57,641
Professional Support	\$63,505	\$70,438	\$68,030
Campus Administration (School Leadership)	\$88,676	\$88,330	\$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	3.6%	6.2%
Career and Technical Education	0.0	0.0%	5.1%	5.1%
Compensatory Education	0.4	1.2%	3.7%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	26.7	81.2%	77.1%	71.0%
Special Education	5.8	17.6%	9.2%	9.4%
Other	0.0	0.0%	1.4%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
SIMMS EL (084906111) - TEXAS CITY ISD - GALVESTON COUNTY

- 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 2019-20 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
(2019-2020 Financial Actual Report)



2019 - 2020 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 8,380

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$55,851,701	53.94%	\$6,665	\$55,851,701	47.11%	\$6,665	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$39,999,636	38.63%	\$4,773	\$40,814,745	34.43%	\$4,870	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$1,945,925	1.88%	\$232	\$15,004,957	12.66%	\$1,791	\$7,015,215,596	11.84%	\$1,280
Other Local	\$5,742,403	5.55%	\$685	\$6,888,938	5.81%	\$822	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$103,539,665	100.00%	\$12,356	\$118,560,341	100.00%	\$14,148	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$18,245,371	82.93%	\$2,177	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$3,755,979	17.07%	\$448	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$909,418,245	9.76%	\$166
Total Other Revenue	\$0	0.00%	\$0	\$22,001,350	100.00%	\$2,625	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$103,539,665	100.00%	\$12,356	\$140,561,691	100.00%	\$16,773	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$183,450	100.00%	\$22	\$183,450	100.00%	\$22	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$183,450	100.00%	\$22	\$183,450	100.00%	\$22	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$103,723,115	100.00%	\$12,377	\$140,745,141	100.00%	\$16,795	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$16,484,905	79.49%	\$1,967	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$4,183,422	100.00%	\$499	\$4,253,016	20.51%	\$508	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$4,183,422	100.00%	\$499	\$20,737,921	100.00%	\$2,475	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$107,723,087	100.00%	\$12,855	\$161,299,612	100.00%	\$19,248	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$66,449,495	76.83%	\$7,930	\$76,074,154	74.52%	\$9,078	\$45,632,220,765	80.04%	\$8,329

2019 - 2020 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 8,380

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$12,050,099	13.93%	\$1,438	\$13,174,486	12.90%	\$1,572	\$5,127,350,907	8.99%	\$936
Supplies & Materials (Object 63xx)	\$4,702,224	5.44%	\$561	\$9,465,759	9.27%	\$1,130	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$3,289,325	3.80%	\$393	\$3,376,882	3.31%	\$403	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$86,491,143	100.00%	\$10,321	\$102,091,281	100.00%	\$12,183	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$835,910	57.62%	\$100	\$22,102,142	36.06%	\$2,637	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$614,862	42.38%	\$73	\$39,197,337	63.94%	\$4,677	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$1,450,772	100.00%	\$173	\$61,299,479	100.00%	\$7,315	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$87,941,915	100.00%	\$10,494	\$163,390,760	100.00%	\$19,498	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$45,489,059	52.59%	\$5,428	\$53,112,783	52.02%	\$6,338	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$1,064,354	1.23%	\$127	\$1,119,953	1.10%	\$134	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$823,546	0.95%	\$98	\$1,327,275	1.30%	\$158	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$798,153	0.92%	\$95	\$1,649,521	1.62%	\$197	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$5,225,369	6.04%	\$624	\$5,569,239	5.46%	\$665	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$2,188,636	2.53%	\$261	\$3,074,979	3.01%	\$367	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$158,351	0.18%	\$19	\$265,477	0.26%	\$32	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$897,456	1.04%	\$107	\$925,186	0.91%	\$110	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$2,135,023	2.47%	\$255	\$2,163,640	2.12%	\$258	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$0	0.00%	\$0	\$4,643,173	4.55%	\$554	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$3,123,317	3.61%	\$373	\$3,297,139	3.23%	\$393	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$3,551,816	4.11%	\$424	\$3,560,878	3.49%	\$425	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$15,355,767	17.75%	\$1,832	\$15,365,359	15.05%	\$1,834	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$3,110,380	3.60%	\$371	\$3,142,603	3.08%	\$375	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$2,554,200	2.95%	\$305	\$2,618,425	2.56%	\$312	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$15,716	0.02%	\$2	\$255,651	0.25%	\$31	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$86,491,143	100.00%	\$10,321	\$102,091,281	100.00%	\$12,183	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									

2019 - 2020 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 8,380

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$835,910	57.62%	\$100	\$22,102,142	36.06%	\$2,637	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$614,862	42.38%	\$73	\$39,197,337	63.94%	\$4,677	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$1,450,772	100.00%	\$173	\$61,299,479	100.00%	\$7,315	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$87,941,915	100.00%	\$10,494	\$163,390,760	100.00%	\$19,498	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$33,302,856	38.50%	\$3,974	\$33,892,801	33.20%	\$4,044	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$249,709	0.29%	\$30	\$249,709	0.24%	\$30	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$3,046,275	3.52%	\$364	\$3,258,823	3.19%	\$389	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$12,305,364	14.23%	\$1,468	\$14,500,986	14.20%	\$1,730	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$5,667,572	6.55%	\$676	\$11,801,934	11.56%	\$1,408	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$324,726	0.38%	\$39	\$405,975	0.40%	\$48	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$309,274	0.36%	\$37	\$309,274	0.30%	\$37	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$671,821	0.78%	\$80	\$1,753,661	1.72%	\$209	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$1,346,552	1.56%	\$161	\$1,346,552	1.32%	\$161	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$368,589	0.43%	\$44	\$368,589	0.36%	\$44	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$15,000	0.02%	\$2	\$15,000	0.01%	\$2	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$2,541,795	2.94%	\$303	\$2,599,060	2.55%	\$310	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$26,341,610	30.46%	\$3,143	\$31,588,917	30.94%	\$3,770	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$86,491,143	100.00%	\$10,321	\$102,091,281	100.00%	\$12,183	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$835,910	57.62%	\$100	\$22,102,142	36.06%	\$2,637	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$614,862	42.38%	\$73	\$39,197,337	63.94%	\$4,677	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,450,772	100.00%	\$173	\$61,299,479	100.00%	\$7,315	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$87,941,915	100.00%	\$10,494	\$163,390,760	100.00%	\$19,498	\$77,019,760,233	100.00%	\$14,058

2019 - 2020 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 8,380

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Disbursements									
Total Disbursements									
Operating Expenditures	\$86,491,143	75.82%	\$10,321	\$102,091,281	53.87%	\$12,183	\$57,013,820,289	70.09%	\$10,406
Recapture	\$183,450	0.20%	\$22	\$183,450	0.10%	\$22	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$25,000,000	21.92%	\$2,983	\$25,000,000	13.19%	\$2,983	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$945,787	0.83%	\$113	\$945,787	0.50%	\$113	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$835,910	0.73%	\$100	\$22,102,142	11.66%	\$2,637	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$614,862	0.54%	\$73	\$39,197,337	20.68%	\$4,677	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$114,071,152	100.00%	\$13,612	\$189,519,997	100.00%	\$22,616	\$81,343,414,583	100.00%	\$14,847
Tax Rates									
2019 - 2020 (current tax year) Tax Rates									
Maintenance & Operations				1.0684			1.0164		
Interest & Sinking				0.3449			0.2221		
Total Tax Rate				1.4133			1.2384		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$1,500,346		\$179	\$1,915,298		\$229	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$101,020,850		\$12,055	\$19,313,845,455		\$3,756
Committed Fund Balance	\$0		\$0	\$937,300		\$112	\$3,524,709,206		\$685
Assigned Fund Balance	\$38,140,433		\$4,551	\$63,140,433		\$7,535	\$3,414,948,929		\$664
Unassigned Fund Balance	\$30,062,926		\$3,587	\$30,062,926		\$3,587	\$15,296,929,974		\$2,975
Total Fund Balance**	\$69,703,705		\$8,318	\$197,076,807		\$23,518	\$42,166,833,966		\$8,200
Fund Balance Reconciliation									
2018-2019 Total Fund Balance (Previous Year)	\$75,942,955		\$8,896	\$214,391,601		\$25,113	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$18,760,750		\$2,239	\$-17,526,255		\$-2,091	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$-25,000,000		\$-2,983	\$211,461		\$25	\$11,239,274,781		\$2,186

2019 - 2020 Actual Financial Data
Totals for TEXAS CITY ISD (084906)
Total Enrolled Membership: 8,380

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$69,703,705		\$8,318	\$197,076,807		\$23,518	\$42,166,833,966		\$8,200

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR TEXAS CITY H S (084906001)
TEXAS CITY ISD

Total Enrolled Membership: 1,783

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$12,431,484	85.53%	\$6,972	\$13,216,150	84.02%	\$7,412
Other Operating	\$2,013,256	13.85%	\$1,129	\$2,422,465	15.40%	\$1,359
Non-Operating(Equipt/Supplies)	\$90,383	0.62%	\$51	\$90,383	0.57%	\$51
Total Expenditures	\$14,535,123	100.00%	\$8,152	\$15,728,998	100.00%	\$8,822
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$10,092,900	69.87%	\$5,661	\$10,573,516	67.61%	\$5,930
Instructional Res/Media (12) *	\$130,347	0.90%	\$73	\$134,840	0.86%	\$76
Curriculum/Staff Develop (13) *	\$172,334	1.19%	\$97	\$172,334	1.10%	\$97
Instructional Leadership (21) *	\$202,133	1.40%	\$113	\$306,093	1.96%	\$172
School Leadership (23) *	\$1,232,260	8.53%	\$691	\$1,264,841	8.09%	\$709
Guidance/Counseling Svcs (31) *	\$494,561	3.42%	\$277	\$502,003	3.21%	\$282
Social Work Services (32) *	\$57,372	0.40%	\$32	\$57,372	0.37%	\$32
Health Services (33) *	\$107,142	0.74%	\$60	\$109,031	0.70%	\$61
Food (35) **	\$0	0.00%	\$0	\$465,500	2.98%	\$261
Extracurricular (36) * **	\$1,394,362	9.65%	\$782	\$1,465,246	9.37%	\$822
Plant Maint/Operation (51) * **	\$435,344	3.01%	\$244	\$435,344	2.78%	\$244
Security/Monitoring (52) * **	\$125,985	0.87%	\$71	\$125,985	0.81%	\$71
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$26,510	0.17%	\$15
Total Operating Expenditures	\$14,444,740	100.00%	\$8,101	\$15,638,615	100.00%	\$8,771

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR TEXAS CITY H S (084906001)
TEXAS CITY ISD**

Total Enrolled Membership: 1,783

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$5,946,351	47.61%	\$3,335	\$5,946,351	45.59%	\$3,335
Gifted & Talented	\$88,336	0.71%	\$50	\$88,336	0.68%	\$50
Career & Technical	\$2,385,181	19.10%	\$1,338	\$2,564,877	19.66%	\$1,439
Students with Disabilities	\$2,140,534	17.14%	\$1,201	\$2,352,590	18.04%	\$1,319
Accelerated Education	\$1,675,608	13.42%	\$940	\$1,838,122	14.09%	\$1,031
Bilingual	\$68,620	0.55%	\$38	\$68,620	0.53%	\$38
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	\$170,100	1.36%	\$95	\$170,100	1.30%	\$95
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	\$6,819	0.05%	\$4	\$6,819	0.05%	\$4
CCMR	\$7,500	0.06%	\$4	\$7,500	0.06%	\$4
Total Operating Expenditures	\$12,489,049	100.00%	\$7,005	\$13,043,315	100.00%	\$7,315

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR TEXAS CITY H S (084906001)
TEXAS CITY ISD**

Total Enrolled Membership: 1,783

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.

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE H S (084906002)
TEXAS CITY ISD**

Total Enrolled Membership: 682

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$5,295,579	83.91%	\$7,765	\$6,016,230	84.07%	\$8,821
Other Operating	\$952,424	15.09%	\$1,397	\$1,067,151	14.91%	\$1,565
Non-Operating(Equipt/Supplies)	\$63,265	1.00%	\$93	\$72,873	1.02%	\$107
Total Expenditures	\$6,311,268	100.00%	\$9,254	\$7,156,254	100.00%	\$10,493
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$3,902,746	62.46%	\$5,723	\$4,402,580	62.15%	\$6,455
Instructional Res/Media (12) *	\$74,601	1.19%	\$109	\$74,601	1.05%	\$109
Curriculum/Staff Develop (13) *	\$66,485	1.06%	\$97	\$66,485	0.94%	\$97
Instructional Leadership (21) *	\$63,873	1.02%	\$94	\$185,446	2.62%	\$272
School Leadership (23) *	\$601,204	9.62%	\$882	\$606,619	8.56%	\$889
Guidance/Counseling Svcs (31) *	\$234,756	3.76%	\$344	\$234,756	3.31%	\$344
Social Work Services (32) *	\$7,793	0.12%	\$11	\$7,793	0.11%	\$11
Health Services (33) *	\$86,541	1.39%	\$127	\$86,750	1.22%	\$127
Food (35) **	\$0	0.00%	\$0	\$178,559	2.52%	\$262
Extracurricular (36) * **	\$777,600	12.45%	\$1,140	\$798,288	11.27%	\$1,171
Plant Maint/Operation (51) * **	\$333,647	5.34%	\$489	\$333,647	4.71%	\$489
Security/Monitoring (52) * **	\$98,757	1.58%	\$145	\$98,757	1.39%	\$145
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$9,100	0.13%	\$13
Total Operating Expenditures	\$6,248,003	100.00%	\$9,161	\$7,083,381	100.00%	\$10,386

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE H S (084906002)
TEXAS CITY ISD**

Total Enrolled Membership: 682

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$3,071,825	60.97%	\$4,504	\$3,071,825	54.46%	\$4,504
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$487,017	9.67%	\$714	\$514,855	9.13%	\$755
Students with Disabilities	\$1,186,775	23.56%	\$1,740	\$1,271,447	22.54%	\$1,864
Accelerated Education	\$0	0.00%	\$0	\$161,909	2.87%	\$237
Bilingual	\$7,611	0.15%	\$11	\$18,209	0.32%	\$27
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%	\$208,479	4.14%	\$306	\$525,747	9.32%	\$771
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$51,300	1.02%	\$75	\$51,300	0.91%	\$75
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	\$17,492	0.35%	\$26	\$17,492	0.31%	\$26
CCMR	\$7,500	0.15%	\$11	\$7,500	0.13%	\$11
Total Operating Expenditures	\$5,037,999	100.00%	\$7,387	\$5,640,284	100.00%	\$8,270

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE H S (084906002)
TEXAS CITY ISD**

Total Enrolled Membership: 682

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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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODROW WILSON DAEP (084906006)
TEXAS CITY ISD**

Total Enrolled Membership: 74

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$1,385,221	95.71%	\$18,719	\$1,385,221	95.34%	\$18,719
Other Operating	\$62,066	4.29%	\$839	\$62,066	4.27%	\$839
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$5,666	0.39%	\$77
Total Expenditures	\$1,447,287	100.00%	\$19,558	\$1,452,953	100.00%	\$19,635
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$998,870	69.02%	\$13,498	\$998,870	69.02%	\$13,498
Instructional Res/Media (12) *	\$788	0.05%	\$11	\$788	0.05%	\$11
Curriculum/Staff Develop (13) *	\$12,637	0.87%	\$171	\$12,637	0.87%	\$171
Instructional Leadership (21) *	\$12,759	0.88%	\$172	\$12,759	0.88%	\$172
School Leadership (23) *	\$267,993	18.52%	\$3,622	\$267,993	18.52%	\$3,622
Guidance/Counseling Svcs (31) *	\$80,308	5.55%	\$1,085	\$80,308	5.55%	\$1,085
Social Work Services (32) *	\$2,440	0.17%	\$33	\$2,440	0.17%	\$33
Health Services (33) *	\$3,225	0.22%	\$44	\$3,225	0.22%	\$44
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$45,240	3.13%	\$611	\$45,240	3.13%	\$611
Security/Monitoring (52) * **	\$23,027	1.59%	\$311	\$23,027	1.59%	\$311
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$1,447,287	100.00%	\$19,558	\$1,447,287	100.00%	\$19,558

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODROW WILSON DAEP (084906006)
TEXAS CITY ISD**

Total Enrolled Membership: 74

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
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	\$165,987	12.04%	\$2,243	\$165,987	12.04%	\$2,243
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	\$1,213,033	87.96%	\$16,392	\$1,213,033	87.96%	\$16,392
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
Total Operating Expenditures	\$1,379,020	100.00%	\$18,635	\$1,379,020	100.00%	\$18,635

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODROW WILSON DAEP (084906006)
TEXAS CITY ISD**

Total Enrolled Membership: 74

Note: Some amounts may not total due to rounding.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLOCKER MIDDLE (084906041)
TEXAS CITY ISD**

Total Enrolled Membership: 949

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$6,049,575	91.24%	\$6,375	\$6,548,568	89.48%	\$6,900
Other Operating	\$560,261	8.45%	\$590	\$660,030	9.02%	\$696
Non-Operating(Equipt/Supplies)	\$20,553	0.31%	\$22	\$109,669	1.50%	\$116
Total Expenditures	\$6,630,389	100.00%	\$6,987	\$7,318,267	100.00%	\$7,712
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$5,138,851	77.75%	\$5,415	\$5,300,629	73.53%	\$5,585
Instructional Res/Media (12) *	\$106,933	1.62%	\$113	\$109,998	1.53%	\$116
Curriculum/Staff Develop (13) *	\$106,232	1.61%	\$112	\$106,232	1.47%	\$112
Instructional Leadership (21) *	\$66,568	1.01%	\$70	\$115,440	1.60%	\$122
School Leadership (23) *	\$491,719	7.44%	\$518	\$530,377	7.36%	\$559
Guidance/Counseling Svcs (31) *	\$262,337	3.97%	\$276	\$348,114	4.83%	\$367
Social Work Services (32) *	\$34,264	0.52%	\$36	\$34,264	0.48%	\$36
Health Services (33) *	\$79,099	1.20%	\$83	\$79,099	1.10%	\$83
Food (35) **	\$0	0.00%	\$0	\$216,908	3.01%	\$229
Extracurricular (36) * **	\$172,603	2.61%	\$182	\$195,207	2.71%	\$206
Plant Maint/Operation (51) * **	\$102,283	1.55%	\$108	\$102,283	1.42%	\$108
Security/Monitoring (52) * **	\$48,947	0.74%	\$52	\$48,947	0.68%	\$52
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$21,100	0.29%	\$22
Total Operating Expenditures	\$6,609,836	100.00%	\$6,965	\$7,208,598	100.00%	\$7,596

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLOCKER MIDDLE (084906041)
TEXAS CITY ISD**

Total Enrolled Membership: 949

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$3,931,218	62.54%	\$4,142	\$3,931,218	59.56%	\$4,142
Gifted & Talented	\$100,320	1.60%	\$106	\$100,320	1.52%	\$106
Career & Technical	\$1,156	0.02%	\$1	\$1,156	0.02%	\$1
Students with Disabilities	\$1,332,841	21.20%	\$1,404	\$1,514,733	22.95%	\$1,596
Accelerated Education	\$745,365	11.86%	\$785	\$878,203	13.30%	\$925
Bilingual	\$45,212	0.72%	\$48	\$45,212	0.68%	\$48
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%	\$99,207	1.58%	\$105	\$99,207	1.50%	\$105
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	\$30,684	0.49%	\$32	\$30,684	0.46%	\$32
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$6,286,003	100.00%	\$6,624	\$6,600,733	100.00%	\$6,955

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BLOCKER MIDDLE (084906041)
TEXAS CITY ISD**

Total Enrolled Membership: 949

Note: Some amounts may not total due to rounding.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE MIDDLE (084906043)
TEXAS CITY ISD**

Total Enrolled Membership: 538

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,532,686	87.70%	\$6,566	\$4,413,732	88.46%	\$8,204
Other Operating	\$495,279	12.30%	\$921	\$575,642	11.54%	\$1,070
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$4,027,965	100.00%	\$7,487	\$4,989,374	100.00%	\$9,274
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,700,060	67.03%	\$5,019	\$3,282,421	65.79%	\$6,101
Instructional Res/Media (12) *	\$75,202	1.87%	\$140	\$75,467	1.51%	\$140
Curriculum/Staff Develop (13) *	\$43,240	1.07%	\$80	\$137,954	2.76%	\$256
Instructional Leadership (21) *	\$35,193	0.87%	\$65	\$160,238	3.21%	\$298
School Leadership (23) *	\$413,477	10.27%	\$769	\$428,296	8.58%	\$796
Guidance/Counseling Svcs (31) *	\$196,973	4.89%	\$366	\$196,973	3.95%	\$366
Social Work Services (32) *	\$5,555	0.14%	\$10	\$5,555	0.11%	\$10
Health Services (33) *	\$70,017	1.74%	\$130	\$70,017	1.40%	\$130
Food (35) **	\$0	0.00%	\$0	\$131,192	2.63%	\$244
Extracurricular (36) * **	\$138,033	3.43%	\$257	\$143,531	2.88%	\$267
Plant Maint/Operation (51) * **	\$300,475	7.46%	\$559	\$300,475	6.02%	\$559
Security/Monitoring (52) * **	\$49,740	1.23%	\$92	\$49,740	1.00%	\$92
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$7,515	0.15%	\$14
Total Operating Expenditures	\$4,027,965	100.00%	\$7,487	\$4,989,374	100.00%	\$9,274

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE MIDDLE (084906043)
TEXAS CITY ISD**

Total Enrolled Membership: 538

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,364,817	66.81%	\$4,396	\$2,364,817	54.51%	\$4,396
Gifted & Talented	\$44,875	1.27%	\$83	\$44,875	1.03%	\$83
Career & Technical	\$96,149	2.72%	\$179	\$96,149	2.22%	\$179
Students with Disabilities	\$669,772	18.92%	\$1,245	\$829,470	19.12%	\$1,542
Accelerated Education	\$0	0.00%	\$0	\$206,096	4.75%	\$383
Bilingual	\$30,443	0.86%	\$57	\$41,042	0.95%	\$76
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%	\$155,542	4.39%	\$289	\$577,698	13.32%	\$1,074
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$87,874	2.48%	\$163	\$87,874	2.03%	\$163
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	\$90,245	2.55%	\$168	\$90,245	2.08%	\$168
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,539,717	100.00%	\$6,579	\$4,338,266	100.00%	\$8,064

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR LA MARQUE MIDDLE (084906043)
TEXAS CITY ISD**

Total Enrolled Membership: 538

Note: Some amounts may not total due to rounding.

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2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR FRY INT (084906101)
TEXAS CITY ISD

Total Enrolled Membership: 920

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$5,547,485	90.79%	\$6,030	\$6,360,895	90.45%	\$6,914
Other Operating	\$473,840	7.75%	\$515	\$582,428	8.28%	\$633
Non-Operating(Equipt/Supplies)	\$88,998	1.46%	\$97	\$88,998	1.27%	\$97
Total Expenditures	\$6,110,323	100.00%	\$6,642	\$7,032,321	100.00%	\$7,644
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$4,655,518	77.32%	\$5,060	\$5,041,155	72.60%	\$5,480
Instructional Res/Media (12) *	\$118,699	1.97%	\$129	\$127,188	1.83%	\$138
Curriculum/Staff Develop (13) *	\$75,103	1.25%	\$82	\$75,103	1.08%	\$82
Instructional Leadership (21) *	\$150,002	2.49%	\$163	\$253,973	3.66%	\$276
School Leadership (23) *	\$429,227	7.13%	\$467	\$461,949	6.65%	\$502
Guidance/Counseling Svcs (31) *	\$249,997	4.15%	\$272	\$433,986	6.25%	\$472
Social Work Services (32) *	\$9,916	0.16%	\$11	\$9,916	0.14%	\$11
Health Services (33) *	\$76,949	1.28%	\$84	\$76,949	1.11%	\$84
Food (35) **	\$0	0.00%	\$0	\$191,027	2.75%	\$208
Extracurricular (36) * **	\$19,352	0.32%	\$21	\$35,515	0.51%	\$39
Plant Maint/Operation (51) * **	\$187,062	3.11%	\$203	\$187,062	2.69%	\$203
Security/Monitoring (52) * **	\$48,363	0.80%	\$53	\$48,363	0.70%	\$53
Data Processing Svcs (53)* **	\$1,137	0.02%	\$1	\$1,137	0.02%	\$1
Total Operating Expenditures	\$6,021,325	100.00%	\$6,545	\$6,943,323	100.00%	\$7,547

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR FRY INT (084906101)
TEXAS CITY ISD

Total Enrolled Membership: 920

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$3,983,233	69.09%	\$4,330	\$3,983,233	62.17%	\$4,330
Gifted & Talented	\$408	0.01%	\$0	\$408	0.01%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$1,323,497	22.96%	\$1,439	\$1,566,879	24.46%	\$1,703
Accelerated Education	\$89	0.00%	\$0	\$159,837	2.49%	\$174
Bilingual	\$49,693	0.86%	\$54	\$49,693	0.78%	\$54
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%	\$377,809	6.55%	\$411	\$615,900	9.61%	\$669
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	\$30,682	0.53%	\$33	\$30,682	0.48%	\$33
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$5,765,411	100.00%	\$6,267	\$6,406,632	100.00%	\$6,964

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR FRY INT (084906101)
TEXAS CITY ISD**

Total Enrolled Membership: 920

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.

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HEIGHTS EL (084906102)
TEXAS CITY ISD

Total Enrolled Membership: 416

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,087,344	92.46%	\$7,422	\$3,534,491	92.42%	\$8,496
Other Operating	\$251,942	7.54%	\$606	\$289,721	7.58%	\$696
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$3,339,286	100.00%	\$8,027	\$3,824,212	100.00%	\$9,193
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,567,345	76.88%	\$6,172	\$2,882,614	75.38%	\$6,929
Instructional Res/Media (12) *	\$103,046	3.09%	\$248	\$107,315	2.81%	\$258
Curriculum/Staff Develop (13) *	\$43,873	1.31%	\$105	\$43,873	1.15%	\$105
Instructional Leadership (21) *	\$33,089	0.99%	\$80	\$33,089	0.87%	\$80
School Leadership (23) *	\$271,514	8.13%	\$653	\$272,074	7.11%	\$654
Guidance/Counseling Svcs (31) *	\$93,666	2.80%	\$225	\$133,844	3.50%	\$322
Social Work Services (32) *	\$5,200	0.16%	\$13	\$5,200	0.14%	\$13
Health Services (33) *	\$75,095	2.25%	\$181	\$75,095	1.96%	\$181
Food (35) **	\$0	0.00%	\$0	\$124,650	3.26%	\$300
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$142,355	4.26%	\$342	\$142,355	3.72%	\$342
Security/Monitoring (52) * **	\$4,103	0.12%	\$10	\$4,103	0.11%	\$10
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,339,286	100.00%	\$8,027	\$3,824,212	100.00%	\$9,193

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HEIGHTS EL (084906102)
TEXAS CITY ISD**

Total Enrolled Membership: 416

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,180,309	68.29%	\$5,241	\$2,180,309	61.96%	\$5,241
Gifted & Talented	\$4,508	0.14%	\$11	\$4,508	0.13%	\$11
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$767,128	24.03%	\$1,844	\$856,619	24.34%	\$2,059
Accelerated Education	\$0	0.00%	\$0	\$0	0.00%	\$0
Bilingual	\$22,988	0.72%	\$55	\$22,988	0.65%	\$55
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%	\$37,471	1.17%	\$90	\$273,737	7.78%	\$658
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	\$360	0.01%	\$1
Early Education Allotment	\$147,000	4.60%	\$353	\$147,000	4.18%	\$353
Dyslexia or Related Disorder Serv	\$33,424	1.05%	\$80	\$33,424	0.95%	\$80
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,192,828	100.00%	\$7,675	\$3,518,945	100.00%	\$8,459

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HEIGHTS EL (084906102)
TEXAS CITY ISD**

Total Enrolled Membership: 416

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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2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KOHFELDT EL (084906103)
TEXAS CITY ISD

Total Enrolled Membership: 493

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,404,730	92.28%	\$6,906	\$3,881,935	92.43%	\$7,874
Other Operating	\$284,845	7.72%	\$578	\$318,066	7.57%	\$645
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$3,689,575	100.00%	\$7,484	\$4,200,001	100.00%	\$8,519
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,861,348	77.55%	\$5,804	\$3,127,517	74.46%	\$6,344
Instructional Res/Media (12) *	\$103,544	2.81%	\$210	\$109,130	2.60%	\$221
Curriculum/Staff Develop (13) *	\$42,362	1.15%	\$86	\$42,362	1.01%	\$86
Instructional Leadership (21) *	\$37,707	1.02%	\$76	\$91,813	2.19%	\$186
School Leadership (23) *	\$289,040	7.83%	\$586	\$310,777	7.40%	\$630
Guidance/Counseling Svcs (31) *	\$100,367	2.72%	\$204	\$100,367	2.39%	\$204
Social Work Services (32) *	\$5,964	0.16%	\$12	\$5,964	0.14%	\$12
Health Services (33) *	\$71,943	1.95%	\$146	\$71,943	1.71%	\$146
Food (35) **	\$0	0.00%	\$0	\$162,828	3.88%	\$330
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$166,871	4.52%	\$338	\$166,871	3.97%	\$338
Security/Monitoring (52) * **	\$10,429	0.28%	\$21	\$10,429	0.25%	\$21
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,689,575	100.00%	\$7,484	\$4,200,001	100.00%	\$8,519

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KOHFELDT EL (084906103)
TEXAS CITY ISD**

Total Enrolled Membership: 493

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,459,631	70.03%	\$4,989	\$2,459,631	64.23%	\$4,989
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	\$783,055	22.29%	\$1,588	\$783,055	20.45%	\$1,588
Accelerated Education	\$0	0.00%	\$0	\$58,829	1.54%	\$119
Bilingual	\$22,574	0.64%	\$46	\$52,975	1.38%	\$107
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%	\$27,649	0.79%	\$56	\$255,427	6.67%	\$518
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	\$147,000	4.19%	\$298	\$147,000	3.84%	\$298
Dyslexia or Related Disorder Serv	\$69,538	1.98%	\$141	\$69,538	1.82%	\$141
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,512,275	100.00%	\$7,124	\$3,829,283	100.00%	\$7,767

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KOHFELDT EL (084906103)
TEXAS CITY ISD**

Total Enrolled Membership: 493

Note: Some amounts may not total due to rounding.

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2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MANUAL GUAJARDO JR EL (084906104)
TEXAS CITY ISD

Total Enrolled Membership: 520

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,180,034	92.33%	\$6,115	\$3,605,839	91.34%	\$6,934
Other Operating	\$264,218	7.67%	\$508	\$342,070	8.66%	\$658
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$3,444,252	100.00%	\$6,624	\$3,947,909	100.00%	\$7,592
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,653,122	77.03%	\$5,102	\$2,970,967	75.25%	\$5,713
Instructional Res/Media (12) *	\$91,546	2.66%	\$176	\$102,050	2.58%	\$196
Curriculum/Staff Develop (13) *	\$38,107	1.11%	\$73	\$38,107	0.97%	\$73
Instructional Leadership (21) *	\$36,536	1.06%	\$70	\$81,736	2.07%	\$157
School Leadership (23) *	\$283,049	8.22%	\$544	\$294,371	7.46%	\$566
Guidance/Counseling Svcs (31) *	\$98,124	2.85%	\$189	\$98,124	2.49%	\$189
Social Work Services (32) *	\$6,336	0.18%	\$12	\$6,336	0.16%	\$12
Health Services (33) *	\$79,225	2.30%	\$152	\$79,225	2.01%	\$152
Food (35) **	\$0	0.00%	\$0	\$118,786	3.01%	\$228
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$146,855	4.26%	\$282	\$146,855	3.72%	\$282
Security/Monitoring (52) * **	\$11,352	0.33%	\$22	\$11,352	0.29%	\$22
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,444,252	100.00%	\$6,624	\$3,947,909	100.00%	\$7,592

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MANUAL GUAJARDO JR EL (084906104)
TEXAS CITY ISD

Total Enrolled Membership: 520

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,378,806	72.39%	\$4,575	\$2,378,806	65.54%	\$4,575
Gifted & Talented	\$4,475	0.14%	\$9	\$4,475	0.12%	\$9
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$629,552	19.16%	\$1,211	\$655,005	18.05%	\$1,260
Accelerated Education	\$175	0.01%	\$0	\$145,877	4.02%	\$281
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%	\$186,037	5.66%	\$358	\$358,483	9.88%	\$689
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	\$87,000	2.65%	\$167	\$87,000	2.40%	\$167
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,286,045	100.00%	\$6,319	\$3,629,646	100.00%	\$6,980

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MANUAL GUAJARDO JR EL (084906104)
TEXAS CITY ISD**

Total Enrolled Membership: 520

Note: Some amounts may not total due to rounding.

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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROOSEVELT-WILSON EL (084906105)
TEXAS CITY ISD**

Total Enrolled Membership: 627

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,577,010	91.58%	\$5,705	\$3,999,126	91.88%	\$6,378
Other Operating	\$329,003	8.42%	\$525	\$353,521	8.12%	\$564
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$3,906,013	100.00%	\$6,230	\$4,352,647	100.00%	\$6,942
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$3,111,287	79.65%	\$4,962	\$3,273,743	75.21%	\$5,221
Instructional Res/Media (12) *	\$104,603	2.68%	\$167	\$111,470	2.56%	\$178
Curriculum/Staff Develop (13) *	\$44,672	1.14%	\$71	\$90,919	2.09%	\$145
Instructional Leadership (21) *	\$39,255	1.00%	\$63	\$39,255	0.90%	\$63
School Leadership (23) *	\$285,002	7.30%	\$455	\$299,029	6.87%	\$477
Guidance/Counseling Svcs (31) *	\$104,655	2.68%	\$167	\$191,706	4.40%	\$306
Social Work Services (32) *	\$6,911	0.18%	\$11	\$6,911	0.16%	\$11
Health Services (33) *	\$71,884	1.84%	\$115	\$71,884	1.65%	\$115
Food (35) **	\$0	0.00%	\$0	\$129,485	2.97%	\$207
Extracurricular (36) * **	\$0	0.00%	\$0	\$501	0.01%	\$1
Plant Maint/Operation (51) * **	\$130,162	3.33%	\$208	\$130,162	2.99%	\$208
Security/Monitoring (52) * **	\$7,582	0.19%	\$12	\$7,582	0.17%	\$12
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,906,013	100.00%	\$6,230	\$4,352,647	100.00%	\$6,942

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROOSEVELT-WILSON EL (084906105)
TEXAS CITY ISD**

Total Enrolled Membership: 627

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,782,090	73.83%	\$4,437	\$2,782,090	68.50%	\$4,437
Gifted & Talented	\$2,828	0.08%	\$5	\$2,828	0.07%	\$5
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$563,004	14.94%	\$898	\$674,539	16.61%	\$1,076
Accelerated Education	\$0	0.00%	\$0	\$77,077	1.90%	\$123
Bilingual	\$62,138	1.65%	\$99	\$62,138	1.53%	\$99
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%	\$177,787	4.72%	\$284	\$282,415	6.95%	\$450
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	\$147,000	3.90%	\$234	\$147,000	3.62%	\$234
Dyslexia or Related Disorder Serv	\$33,422	0.89%	\$53	\$33,422	0.82%	\$53
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,768,269	100.00%	\$6,010	\$4,061,509	100.00%	\$6,478

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROOSEVELT-WILSON EL (084906105)
TEXAS CITY ISD**

Total Enrolled Membership: 627

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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**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)
TEXAS CITY ISD**

Total Enrolled Membership: 300

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$1,246,680	91.04%	\$4,156	\$2,435,525	91.02%	\$8,118
Other Operating	\$122,755	8.96%	\$409	\$240,303	8.98%	\$801
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$1,369,435	100.00%	\$4,565	\$2,675,828	100.00%	\$8,919
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$1,025,711	74.90%	\$3,419	\$1,943,408	72.63%	\$6,478
Instructional Res/Media (12) *	\$812	0.06%	\$3	\$812	0.03%	\$3
Curriculum/Staff Develop (13) *	\$59,263	4.33%	\$198	\$140,483	5.25%	\$468
Instructional Leadership (21) *	\$20,396	1.49%	\$68	\$20,396	0.76%	\$68
School Leadership (23) *	\$104,263	7.61%	\$348	\$206,964	7.73%	\$690
Guidance/Counseling Svcs (31) *	\$25,465	1.86%	\$85	\$139,597	5.22%	\$465
Social Work Services (32) *	\$2,506	0.18%	\$8	\$2,506	0.09%	\$8
Health Services (33) *	\$28,182	2.06%	\$94	\$53,814	2.01%	\$179
Food (35) **	\$0	0.00%	\$0	\$32,788	1.23%	\$109
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$99,413	7.26%	\$331	\$99,413	3.72%	\$331
Security/Monitoring (52) * **	\$3,424	0.25%	\$11	\$35,647	1.33%	\$119
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$1,369,435	100.00%	\$4,565	\$2,675,828	100.00%	\$8,919

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)
TEXAS CITY ISD**

Total Enrolled Membership: 300

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$7,658	0.60%	\$26	\$7,658	0.31%	\$26
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$506,231	39.97%	\$1,687	\$655,003	26.13%	\$2,183
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	\$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	\$203,592	8.12%	\$679
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$468,157	36.96%	\$1,561	\$1,356,029	54.09%	\$4,520
Early Education Allotment	\$284,552	22.47%	\$949	\$284,552	11.35%	\$949
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$1,266,598	100.00%	\$4,222	\$2,506,834	100.00%	\$8,356

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CALVIN VINCENT PRE-K HEAD START (084906109)
TEXAS CITY ISD**

Total Enrolled Membership: 300

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.

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HAYLEY EL (084906110)
TEXAS CITY ISD

Total Enrolled Membership: 520

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,144,618	69.12%	\$6,047	\$3,900,147	73.11%	\$7,500
Other Operating	\$1,405,109	30.88%	\$2,702	\$1,434,147	26.89%	\$2,758
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$4,549,727	100.00%	\$8,749	\$5,334,294	100.00%	\$10,258
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,651,964	58.29%	\$5,100	\$3,125,536	58.59%	\$6,011
Instructional Res/Media (12) *	\$74,125	1.63%	\$143	\$78,865	1.48%	\$152
Curriculum/Staff Develop (13) *	\$56,621	1.24%	\$109	\$56,621	1.06%	\$109
Instructional Leadership (21) *	\$43,865	0.96%	\$84	\$159,839	3.00%	\$307
School Leadership (23) *	\$267,669	5.88%	\$515	\$267,669	5.02%	\$515
Guidance/Counseling Svcs (31) *	\$109,341	2.40%	\$210	\$195,152	3.66%	\$375
Social Work Services (32) *	\$6,286	0.14%	\$12	\$6,286	0.12%	\$12
Health Services (33) *	\$67,580	1.49%	\$130	\$67,580	1.27%	\$130
Food (35) **	\$0	0.00%	\$0	\$104,470	1.96%	\$201
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$1,217,568	26.76%	\$2,341	\$1,217,568	22.83%	\$2,341
Security/Monitoring (52) * **	\$54,708	1.20%	\$105	\$54,708	1.03%	\$105
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$4,549,727	100.00%	\$8,749	\$5,334,294	100.00%	\$10,258

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HAYLEY EL (084906110)
TEXAS CITY ISD

Total Enrolled Membership: 520

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$1,767,316	53.92%	\$3,399	\$1,767,316	44.80%	\$3,399
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$982,887	29.99%	\$1,890	\$1,066,509	27.04%	\$2,051
Accelerated Education	\$0	0.00%	\$0	\$183,762	4.66%	\$353
Bilingual	\$8,327	0.25%	\$16	\$8,327	0.21%	\$16
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%	\$54,429	1.66%	\$105	\$454,382	11.52%	\$874
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	\$447,000	13.64%	\$860	\$447,000	11.33%	\$860
Dyslexia or Related Disorder Serv	\$17,492	0.53%	\$34	\$17,492	0.44%	\$34
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,277,451	100.00%	\$6,303	\$3,944,788	100.00%	\$7,586

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR HAYLEY EL (084906110)
TEXAS CITY ISD**

Total Enrolled Membership: 520

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.

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SIMMS EL (084906111)
TEXAS CITY ISD

Total Enrolled Membership: 549

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	\$3,433,770	70.97%	\$6,255	\$4,196,655	73.63%	\$7,644
Other Operating	\$1,404,686	29.03%	\$2,559	\$1,502,978	26.37%	\$2,738
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Expenditures	\$4,838,456	100.00%	\$8,813	\$5,699,633	100.00%	\$10,382
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	\$2,934,329	60.65%	\$5,345	\$3,556,770	62.40%	\$6,479
Instructional Res/Media (12) *	\$79,651	1.65%	\$145	\$86,972	1.53%	\$158
Curriculum/Staff Develop (13) *	\$50,640	1.05%	\$92	\$50,640	0.89%	\$92
Instructional Leadership (21) *	\$39,482	0.82%	\$72	\$155,560	2.73%	\$283
School Leadership (23) *	\$287,309	5.94%	\$523	\$288,019	5.05%	\$525
Guidance/Counseling Svcs (31) *	\$110,907	2.29%	\$202	\$113,147	1.99%	\$206
Social Work Services (32) *	\$6,398	0.13%	\$12	\$6,398	0.11%	\$12
Health Services (33) *	\$78,708	1.63%	\$143	\$78,708	1.38%	\$143
Food (35) **	\$0	0.00%	\$0	\$112,387	1.97%	\$205
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$1,204,714	24.90%	\$2,194	\$1,204,714	21.14%	\$2,194
Security/Monitoring (52) * **	\$45,178	0.93%	\$82	\$45,178	0.79%	\$82
Data Processing Svcs (53)* **	\$1,140	0.02%	\$2	\$1,140	0.02%	\$2
Total Operating Expenditures	\$4,838,456	100.00%	\$8,813	\$5,699,633	100.00%	\$10,382

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SIMMS EL (084906111)
TEXAS CITY ISD**

Total Enrolled Membership: 549

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	\$2,421,992	67.51%	\$4,412	\$2,421,992	56.06%	\$4,412
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$713,319	19.88%	\$1,299	\$740,843	17.15%	\$1,349
Accelerated Education	\$0	0.00%	\$0	\$252,754	5.85%	\$460
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%	\$347,507	9.69%	\$633	\$800,314	18.52%	\$1,458
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	\$87,000	2.43%	\$158	\$87,000	2.01%	\$158
Dyslexia or Related Disorder Serv	\$17,606	0.49%	\$32	\$17,606	0.41%	\$32
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures	\$3,587,424	100.00%	\$6,534	\$4,320,509	100.00%	\$7,870

**2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SIMMS EL (084906111)
TEXAS CITY ISD**

Total Enrolled Membership: 549

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.



TEXAS ACADEMIC PERFORMANCE REPORT

TEXAS CITY INDEPENDENT SCHOOL DISTRICT

SECTION 3

2020-2021 District Accreditation Status



DATE:	March 4, 2021
SUBJECT:	2020-2021 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with appropriate staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the [Texas Administrative Code](http://ritter.tea.state.tx.us/rules/tac/index.html) link available at <http://ritter.tea.state.tx.us/rules/tac/index.html>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

On [March 13, 2020](#), Governor Abbott issued a proclamation certifying that COVID-19 posed an imminent threat of disaster in the state and declaring a state of disaster for all counties in Texas. Subsequently, on [March 16, 2020](#), the Governor waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year and ordered all schools temporarily closed on [March 19, 2020](#). As a result, TEA labeled all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year. Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2020-2021 school year are consecutive. 19 TAC §97.1055(a)(9) (effective February 24, 2021). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(11) (effective February 24, 2021).

Districts, including charter schools, that would have been assigned a status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked for the 2020-2021 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,



Jeff Cottrill
Deputy Commissioner of Governance & Accountability



TEXAS ACADEMIC PERFORMANCE REPORT
TEXAS CITY INDEPENDENT SCHOOL DISTRICT

SECTION 4

Campus Performance Objectives



Texas City Independent School District

District Improvement Plan

2020-2021



Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
District Processes & Programs	6
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
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%	13
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%	16
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	19
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.	23
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.	26
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.	28
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.	37
Goal 8: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.	40
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.	42
Goal 10: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	47
District Funding Summary	51
Addendums	54

Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas City ISD serves a community of approximately 45,000 residents in 19.3 square miles. The district educates approximately 8,041 students at two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans and one early childhood center(PreK 3 and 4).

The student population is ethnically diverse, with 29.71%% African American, 45.33% Hispanics, 20.46 % Caucasion, .37% Asian/Pacific Islander, .0.0% Native American, and 3.82% two or more races. Students identified as at-risk account for more than 54.09% of the student population and 84.69% are economically disadvantaged which is 14 percent increase from 2019-2020.

The teachers currently serving TCISD had an average of 9.6 years of teaching experience and an average of 5.3 years in TCISD.

Demographics Strengths

- TCISD has a diverse student population

Student Learning

Student Learning Summary

All districts and schools were not rated in 2020 due to COVID-19. Texas City ISD received a label of "Not Rated: Declared State of Disaster".

However, as measured by the previous year, 2019-2020 accountability system, TCISD had an overall rating of "C", **Acceptable Performance**. The district ratings were as follows in the three individual domains: Domain 1, Student Achievement "C" rating, Domain 2, School Progress, "B" rating and Domain 3, Closing the Gaps, "C" rating. Individual campuses continued the planning process for the current school year utilizing the data sets and ratings from the 2019-2020 accountability system:

Guajardo Elementary - "A" Exemplary Performance

Blocker Middle School - "B" Recognized Performance

Texas City High School - "C" Acceptable Performance

Heights Elementary - "C" Acceptable Performance; Needs Improvement in Domain 1: Student Achievement and Domain 3: Closing the Gaps

Roosevelt-Wilson Elementary - "C" Acceptable Performance; Needs Improvement in Domain 3: Closing the Gaps

Levi Fry Intermediate - "C" Acceptable Performance; Needs Improvement in Domain 3: Closing the Gaps

Kohfeldt Elementary - "D" Needs Improvement Overall and in all 3 Domains

La Marque High School - "D" Needs Improvement Overall and in Domain 1: Student Achievement and Domain 3: Closing the Gaps

La Marque Middle School - "F" Unacceptable Performance Overall and in all 3 Domains

La Marque Elementary - "F" Unacceptable Performance Overall and in all 3 Domains

La Marque Primary - "F" Unacceptable Performance (paired with La Marque Elementary)

La Marque Middle School, Hayley Elementary and Simms Elementary will continue to engage in the state school improvement process through the Effective Schools Framework. Each school has written a Targeted Improvement Plan (TIP) which will be submitted to the Texas Education Agency for approval and will monitor the progress of the plan quarterly. Kohfeldt Elementary and La Marque High School have also participated in the Effective Schools Framework and created a TIP which will be monitored locally. Heights, Roosevelt-Wilson and Levi Fry had a "D" rating in at least one Domain and were required to conduct the Effective Schools Framework Self-Assessment to assess their areas of focus which are embedded within the Campus Improvement Plan.

Student Learning Strengths

A thorough analysis of Texas City ISD student achievement data reveals the following areas of strength:

- Guajardo Elementary earned an "A" and distinctions in all five areas: Top 25% Comparative Academic Growth, Post-Secondary Readiness, Top 25% Comparative Closing the Gaps, Academic Achievement in Mathematics and Academic Achievement in English Language Arts/Reading
- Blocker Middle School earned a "B" rating and distinctions in two areas: Top 25% Comparative Academic Growth and Post-Secondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established board goals by 2024. **Root Cause:** Lack of effective initial instruction, progress monitoring and accelerated instruction

Problem Statement 2 (Prioritized): Many TCISD students are underperforming in college and career readiness standards. **Root Cause:** Lack of rigor in core curriculum that leads to lack of successful performance on state and college readiness measures.

District Processes & Programs

District Processes & Programs Summary

TCISD students attend two high schools (grades 9 - 12), one middle school (grades 7 - 8), one middle school (grades 6-8), one intermediate school (grades 5 - 6), four elementary schools with K - 4 grade spans, two elementary schools with K-5 grade spans, one early childhood center (PreK 3 and 4) and one alternative school. Students are offered dual credit courses through College of the Mainland and dual enrollment courses through The University of Texas OnRamps program. Also offered at College of the Mainland is the Collegiate High School program where students can earn an associates degree while earning their high school diploma. The Industrial Trade Center serves students of both high schools.

TCISD maintains a district website as well as campus websites for all campuses. Parents can access their child(ren)'s grades and attendance records through Family Access in Skyward. TCISD campuses utilize School Messenger which affords the district the ability to reach parents and community in minutes—whether it is a time-sensitive situation, event outreach, or attendance notification--keeping our community more informed and involved.

Teachers participate in on-going staff development in an effort to improve student learning and performance. Teachers have opportunities to grow and learn through-out the school year, during the summer, and after school.

TCISD staff consists of 1239 full time employees: 43.9% Teachers, 10.8% - Paraprofessionals, 30.5% - Auxiliary Staff, 11.2% - Professional Support, 2.5% - Campus Administration and 1.1% - Central Administration.

The Board of Trustees consists of seven elected members who serve three year terms of office. TCISD Trustees represent 6 single member districts and one At-large representative.

Teachers currently serving TCISD had an average of 9.6 years of teaching experience and an average of 5.3 years in TCISD. 36.2% of TCISD teachers have more than 10 years teaching experience.

Campuses and district departments collaborate regularly to provide and support a variety of learning opportunities for all employee groups. Members of the district have the opportunity to learn through after-school learning opportunities, campus professional learning, summer professional learning, conferences, and district-sponsored instructional opportunities focused on building capacity and promoting student achievement.

Professional development is a cornerstone in developing and retaining effective teachers, and it is a high impact and cost effective approach to improving instructional effectiveness for student achievement. This has been especially true this school year with both face to face and virtual instruction taking place within the district. Texas City ISD in-district and out-of-district professional development is aligned to state standards and supports research-based teaching strategies and best practices. For the 2020-2021 school year the district has selected to focus on the PLC Process, Teacher Clarity and Efficacy as well as the improvement of literacy and social emotional learning. Specifically designed professional development is planned for virtual teachers to help meet their instructional needs as they instruct students remotely. Additionally teachers participate in professional learning grade-level/department focus meetings to further promote and enhance collaboration during the school day.

TCISD provides all professional employees who are new to the district with a comprehensive and differentiated induction, including a mentor for teachers who

are new to the profession. All teachers new to the profession are required to attend The New Teacher Academy which holds sessions throughout the school year.

The Texas City ISD written curriculum is based on state standards and it is taught daily. Eduphoria Forethought houses the curriculum for grades K-12 English Language Arts - Reading, Math Science and 7-12 Social Studies. Each content area includes: TEKS, readiness and supporting standards, scope and sequence documents, lessons and activities and lesson plan templates. The written curriculum is monitored periodically via curriculum-based assessments (CBA), and it is revised based on student performance data and changing state standards. Curriculum resources developed by the district or purchased from outside sources must be in complete alignment with state standards and district curriculum.

It is a district responsibility to help every student reach his or her fullest potential. The curriculum directors, coordinators and specialists monitor the written and taught curriculum and provide support to teachers in their quest to deliver instruction that makes connections, shows relevance, nurtures engagement, applies higher levels of thinking, and embeds understanding. In addition, they meet regularly with campus administration to review classroom instruction and campus needs.

TCISD uses assessments to ensure students are demonstrating proficiency of state standards. Formative assessment, curriculum-based assessments (CBA), and state assessment benchmarks are developed by district coordinators and campus instructional specialists. Data conferences are held with district and campus administrators following every CBA and state assessment benchmarks. Using curriculum teams, district assessments are evaluated for alignment to state standards and reliability.

District Processes & Programs Strengths

- District offers a comprehensive PreK-12 Instructional Program
- Industrial Trade Center
- TCISD Foundation for the Future
- Community partnerships
- 21st Century Afterschool Programs
- Induction program provided for teachers new to the profession.
- High Quality professional development sessions offered.
- Professional Learning Community meetings are available for all teachers regularly at the campus level.
- 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.
- All campuses are served by a Campus Instructional Specialist(s).
- 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers in the first three years in the profession and their first year in TCISD need support. **Root Cause:** Due to the increase number of teachers hired through alternative certification programs often lack some of the fundamental instructional and management experience needed to be effective in the classroom.

Perceptions

Perceptions Summary

The Texas City School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. TCISD partners with our local community and local law enforcement agencies to ensure safety on all campuses. A number of safety and security protocols are currently being implemented at all levels. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment within the guidelines of safety precautions and protocols in response to COVID-19.

Perceptions Strengths

- Increased opportunities for shared leadership throughout the district.
- Increased number of after school activities for students.
- District initiatives to address the psychological and social emotional needs of students.
- Numerous district initiatives to address safety and security at all levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The district needs to provide increased security and support for the safety of staff and students. **Root Cause:** Increased number of threats towards schools both locally and nation wide.

Problem Statement 2 (Prioritized): There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors. **Root Cause:** Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

Priority Problem Statements

Problem Statement 1: Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established board goals by 2024.

Root Cause 1: Lack of effective initial instruction, progress monitoring and accelerated instruction

Problem Statement 1 Areas: Student Learning

Problem Statement 4: New teachers in the first three years in the profession and their first year in TCISD need support.

Root Cause 4: Due to the increase number of teachers hired through alternative certification programs often lack some of the fundamental instructional and management experience needed to be effective in the classroom.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: The district needs to provide increased security and support for the safety of staff and students.

Root Cause 5: Increased number of threats towards schools both locally and nation wide.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: Many TCISD students are underperforming in college and career readiness standards.

Root Cause 2: Lack of rigor in core curriculum that leads to lack of successful performance on state and college readiness measures.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: There has been an increase in threats of violence, student outcries for help and aggression as well as an increased number of student code of conduct violations and off-task behaviors.

Root Cause 6: Many students lack self-regulating and coping skills which are needed to successfully function as productive citizens.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- STAAR End-of-Course 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
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Discipline records

Employee Data

- Campus leadership data
- Evaluation(s) of professional development implementation and impact

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%.










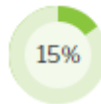






HB3 Goal



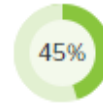













Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments. Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize data analysis through district software and interim assessments to identify and track students' strengths, weaknesses and progress toward mastery. Strategy's Expected Result/Impact: Improved monitoring of students performance Staff Responsible for Monitoring: C & I Department, Campus Administrations, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Training through Solution Tree in PLC's at Work will be provided for campus and district instructional leadership teams. Strategy's Expected Result/Impact: Improved PLC processes resulting in an increase in teacher capacity Staff Responsible for Monitoring: District and campus leadership teams Title I Schoolwide Elements: 2.5 Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement a TEKS tracking system that provides a continuous comparison of state to local assessment data by individual readiness standard to track progress towards approaches, meets and masters performance standards. Strategy's Expected Result/Impact: Improved standard percentages across CBA's, benchmarks and state assessment Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize an accountability tracking system that provides individual student performance data to be used to project accountability rating for campuses. Strategy's Expected Result/Impact: Improved accountability ratings Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Conduct student goal setting conferences to monitor progress towards meeting established growth targets based on student performance on local assessments. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Utilize Renaissance Learning in Reading to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment. Strategy's Expected Result/Impact: Improved student performance on state assessment Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Implement a Visible Learning pilot program with four district elementary campuses (Hayley, Guajardo, Simms, Roosevelt-Wilson) through consultation with Steve Ventura to create assessment ready students and build teacher efficacy. Strategy's Expected Result/Impact: Improved teacher efficacy along with an in-depth understanding of learning intentions and success criteria Staff Responsible for Monitoring: C & I Department, Pilot Campus Administration Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments. Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments Staff Responsible for Monitoring: C & I Directors, Campus Administration, Instructional Specialist and Teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Implement and monitor a comprehensive lesson planning template district wide. Strategy's Expected Result/Impact: Improved lesson planning, delivery of learning experiences and better alignment between objectives and learning activities Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Provide training for special education staff to provide students instruction in the Reading by Design program. Strategy's Expected Result/Impact: Improved reading instruction for dyslexic students Staff Responsible for Monitoring: Director of Spec. Education & Coordinator of Spec. Education Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Increase reading performance for students identified with dyslexia and or related reading disorders by providing students instruction in the Reading by Design program. Strategy's Expected Result/Impact: Improved reading instruction for dyslexic students Staff Responsible for Monitoring: Director of Spec. Education & Coordinator of Spec. Education Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: The district will develop a plan for the implementation of the Reading Academy for teachers and principals. Strategy's Expected Result/Impact: Completion of Reading Academy by all K-3 teachers and administrators by 2021-2022 Staff Responsible for Monitoring: C & I Department	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established board goals by 2024. Root Cause: Lack of effective initial instruction, progress monitoring and accelerated instruction

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%










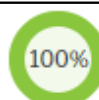
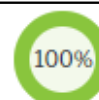

Algebra I 41% to 51%






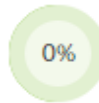










Performance Objective 1: Improve the performance of all students in Math by increasing meets performance by 2%.


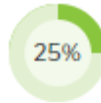



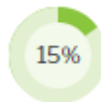










HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-8 and Algebra I EOC

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Review, revise and adjust all curriculum units as needed based on changes in student performance based on both formative and summative assessments. Strategy's Expected Result/Impact: Improvement in the quality of curriculum documents leading to improved student performance Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize data analysis through district software and interim assessments to identify and track students' strengths, weaknesses and progress toward mastery. Strategy's Expected Result/Impact: Improved monitoring of students performance Staff Responsible for Monitoring: C & I Department, Campus Administrations, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Training through Solution Tree in PLC's at Work will be provided for campus and district instructional leadership teams. Strategy's Expected Result/Impact: Improved PLC processes resulting in an increase in teacher capacity Staff Responsible for Monitoring: District and campus leadership teams Title I Schoolwide Elements: 2.5 Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Implement a TEKS tracking system that provides a continuous comparison of state to local assessment data by individual readiness standard to track progress towards approaches, meets and masters performance standards. Strategy's Expected Result/Impact: Improved standard percentages across CBA's, benchmarks and state assessment Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize an accountability tracking system that provides individual student performance data to be used to project accountability rating for campuses. Strategy's Expected Result/Impact: Improved accountability ratings Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Conduct targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies. Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Conduct student goal setting conferences to monitor progress towards meeting established growth targets based on student performance on local assessments. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Utilize Renaissance Learning in Math to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment. Strategy's Expected Result/Impact: Improved student performance on state assessment Staff Responsible for Monitoring: C & I Department, Campus Administration, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments. Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments Staff Responsible for Monitoring: C & I Directors, Campus Administration, Instructional Specialist and Teachers Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Implement and monitor a comprehensive lesson planning template district wide. Strategy's Expected Result/Impact: Improved lesson planning, delivery of learning experiences and better alignment between objectives and learning activities Staff Responsible for Monitoring: C & I Department, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Many TCISD students are in need of urgent interventions in reading and math in an effort to meet the established board goals by 2024. Root Cause: Lack of effective initial instruction, progress monitoring and accelerated instruction

















Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.


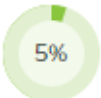

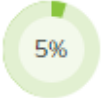







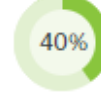

Performance Objective 1: Increase the CCMR indicator by 2% during the 2020-2021 school year.









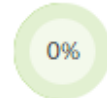

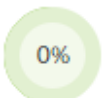

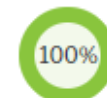

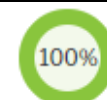
HB3 Goal























Evaluation Data Sources: CCMR Indicators

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase in Advanced Placement exam scores Staff Responsible for Monitoring: Director of Secondary Education, Campus Administration, Counselors and Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase student performance on PSAT, SAT, ACT and TSI by offering opportunities for students to access preparation materials. Strategy's Expected Result/Impact: Increase student performance on exams Staff Responsible for Monitoring: C & I Department, Campus Administration and Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: By the end of students' junior year, all students will participate in the TSIA2 assessment. Strategy's Expected Result/Impact: Increase in TSIA2 participation resulting in improved CCMR Staff Responsible for Monitoring: C & I Department, Campus Administration and Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Increase the number of OnRamps courses offered and student participation for the 2021-2022 school year. Strategy's Expected Result/Impact: Increase in student participation and successful completion in OnRamps Dual Credit Courses Staff Responsible for Monitoring: C & I Department and Campus Administration Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Increase industry certification for all CTE programs relevant to the TEA (CCMR) and Perkins list, as well as the industry workforce and community by 1%. Strategy's Expected Result/Impact: Increase the number of TEA, Perkins and industry workforce community certifications Staff Responsible for Monitoring: Director & Coordinator of CTE Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase dual credit opportunities and articulation agreements between Jr. Colleges and TCISD. Strategy's Expected Result/Impact: Number of articulations and dual agreements with 2 year colleges Staff Responsible for Monitoring: Director & Coordinator of CTE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Ensure CTE students meet HB5 endorsement requirements including the new Programs of Study to meet House Bill 3 requirements. Strategy's Expected Result/Impact: 4 year graduation/endorsement plan and CTE PEIMS data Staff Responsible for Monitoring: Director & Coordinator of CTE & Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Increase participation in CTE competitions including leadership events. Strategy's Expected Result/Impact: Numbers in district, state and national registration for student participation Staff Responsible for Monitoring: Director & Coordinator of CTE & Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Increase the number of special education students graduating with an advanced degree and ensure students are graduating by completing IEP and are workforce ready. Staff Responsible for Monitoring: Director & Coordinator of Special Education, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Increase industry collaboration with our CTE program to create high demand and high skilled, high waged job opportunities for our students. Strategy's Expected Result/Impact: On-going collaboration Staff Responsible for Monitoring: Director and Coordinator of CTE, Counselors and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide CTE students opportunities to participate in job shadows, internships, apprenticeships and/or work based experiences. Strategy's Expected Result/Impact: On-going collaboration with Business and Industry Partners and with our CTE advisory board Staff Responsible for Monitoring: Director and Coordinator of CTE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Monitor student enrollment and progress to ensure we meet the Standard of CTE completers to meet House Bill 3 requirements. Strategy's Expected Result/Impact: Monitor students 4 year plans to ensure the students meet the standard or CTE Completers, PEIMS Data Staff Responsible for Monitoring: Director & Coordinator of CTE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Continue to add and improve CTE programs by: -Adding the most up to date and innovative equipment, materials and supplies -Adding teacher and student licenses and certifications to meet curriculum standards Strategy's Expected Result/Impact: Purchase required necessities including curriculum to ensure increase in teacher and student certifications to meet House Bill 3 Staff Responsible for Monitoring: Director & Coordinator of CTE	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Ensure CTE teachers prepare and test students for certification to improve CCMR performance. Strategy's Expected Result/Impact: Improved CCMR performance Staff Responsible for Monitoring: Director & Coordinator of CTE	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 15 Details	Reviews			
Strategy 15: Utilize TEA CCMR tracker to identify students who have not earned points under CCMR. Strategy's Expected Result/Impact: Improvement in CCMR indicator Staff Responsible for Monitoring: C & I Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Develop a systematic process to identify a student military enlistment or imminent enlistment. Strategy's Expected Result/Impact: Trackable data for military enlistment Staff Responsible for Monitoring: C & I Department, Campus Administration, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Continue to educate 8th grade students regarding endorsement options in programs of study to meet House Bill 3 requirements as students are building their four year plan. Strategy's Expected Result/Impact: Student selection of endorsement in creation of four year plan utilizing interest and career inventory surveys Staff Responsible for Monitoring: Deputy Superintendent, CTE Director & Coordinator, Director of Secondary Education and Counselors Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Provide training opportunities for high school students in leadership and career interest. Strategy's Expected Result/Impact: Student evaluations, training notes and resumes for employment, and college. Staff Responsible for Monitoring: Director of Community Relations Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Utilize interest inventories for students enrolled in the Exploring Careers course. Strategy's Expected Result/Impact: Student understanding of interest in future careers Staff Responsible for Monitoring: Campus Administrators, Campus Counselors, Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








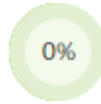










Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: 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			
Strategy 1: Provide additional language acquisition support for ELL students through Summit Learning. Strategy's Expected Result/Impact: Improved student performance on state and local performance. Staff Responsible for Monitoring: Directors, Administrators and Teachers Title I Schoolwide Elements: 2.6 - Results Driven Accountability Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Improved teacher capacity instructing ELL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition levels Staff Responsible for Monitoring: Elementary and Secondary Education Directors Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Identify low-performing economically disadvantaged students and targeted student groups for early and targeted interventions. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: C&I Directors, Campus Administration, Instructional Specialists & Teachers Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 199 - General Fund, - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				














Strategy 4 Details	Reviews			
Strategy 4: Strategically plan small group instructional opportunities for students K-8 that focus on differentiation based on students needs and data. Strategy's Expected Result/Impact: Improved student performance, increased number of students performing on or above grade level Staff Responsible for Monitoring: C&I Directors and Coordinators, Instructional Specialists, Campus Administrators, and Teachers Title I Schoolwide Elements: 2.6 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Design embedded remediation to address academic gaps spanning the campus. Strategy's Expected Result/Impact: Improved student performance and growth Staff Responsible for Monitoring: C&I Directors, Campus Administration, Instructional Specialists Funding Sources: - 211 - Title I, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide planning and training opportunities for teachers to provide high quality projects through the Texas Performance Standards Project. Strategy's Expected Result/Impact: Increase teacher utilization of quality projects Staff Responsible for Monitoring: C & I Elementary Director	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Increase enrichment programs and opportunities for students that are under-represented in the Gifted and Talented and advanced academic program. Strategy's Expected Result/Impact: Increased number of students identified and participating in GT and advanced academic programs Staff Responsible for Monitoring: C & I Elementary Director	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			
Strategy 1: Using district data tracking systems, the special education staff will create data monitoring folders and track student progress on district wide and campus assessments. Each 9 weeks the special education instructional specialist will collaborate with the special education staff on each campus to review the data, create targeted tutoring groups and develop intervention strategies for their students. Strategy's Expected Result/Impact: Improved student performance on state and local assessments. Student progression through Edgenuity and Renaissance. Staff Responsible for Monitoring: Director & Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance. Staff Responsible for Monitoring: Director & Coordinator of Special Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Special education staff will receive on-going training regarding writing appropriate PLAAFP statements to drive the creation of standard based measurable goals and objectives. Strategy's Expected Result/Impact: Improved alignment of goals and objectives to the PLAAFP statements Staff Responsible for Monitoring: Director & Coordinator of Special Education	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: 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			
Strategy 1: Installation of security system to include access control, intrusion detection, and closed circuit TV at additional campuses Strategy's Expected Result/Impact: Installed Hardware Staff Responsible for Monitoring: Assistant Superintendent of Support Services, Executive Director of Safety and Security, Director of Technology, Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create an avenue to improve direct student communication related to bullying, self-harm, suicide, and school threats. Strategy's Expected Result/Impact: Increased student communication related to safety and security. Staff Responsible for Monitoring: Executive Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implementation of the use of the Share911 app which allows teachers and staff to quickly report emergencies from their cell phone or mobile device. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Assistant Superintendent of Support Services, Executive Director of Safety and Security, Director of Technology, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Add additional law enforcement officers or campus safety monitors to current staff so that every campus has safety staff. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Executive Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue the development campus safety plans which will include: - New lock down procedures - Threat Assessment Teams for each campus - Developing 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. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Executive Director and Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Improve student and staff safety and security Staff Responsible for Monitoring: Director of Communications	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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Sign-in sheets, agendas, PowerPoint, observations, and improved student performance Staff Responsible for Monitoring: Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue the implementation of the HERO program and other PBIS programs that provide a positive behavior reinforcement as well as provides on-going communication with parents. Strategy's Expected Result/Impact: Improved student behavior and an increase in communication with parents. Staff Responsible for Monitoring: Student Support Services Title I Schoolwide Elements: 2.6 Funding Sources: HERO - 199 - General Fund - \$13,104, HERO - 211 - Title I - \$11,928	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue the implementation of the social emotional learning programs Ripple Effects program at the elementary level and Suite 360 at the secondary level. Strategy's Expected Result/Impact: Improved student behavior and self-awareness Staff Responsible for Monitoring: Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Ripples Effect - 211 - Title I - \$11,460, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				


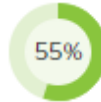



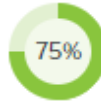
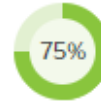

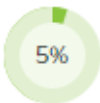
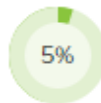
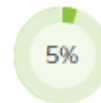

Strategy 4 Details	Reviews			
Strategy 4: Implement a transition plan for students returning to home campuses after completing a DAEP assignment. Strategy's Expected Result/Impact: Improved behavior of students returning after assignment and decreased recidivism rates. Staff Responsible for Monitoring: Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: District wide implementation of the Character Strong program. Staff Responsible for Monitoring: Director of Student Outreach and Intervention	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 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			
Strategy 1: Provide on-going collaboration with campus behavior coordinators and develop alternatives to traditional discipline assignments (ISS and DAEP) utilizing Ripple Effects and Suite 360. Strategy's Expected Result/Impact: Decrease in Out of school suspensions, in school suspensions and discretionary discipline placements at DAEP. Staff Responsible for Monitoring: Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Funding Sources: Suite 360 - 199 - General Fund, Ripples Effect Program - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Integrate positive behavior supports through Crisis Prevention Institute (CPI) training. Strategy's Expected Result/Impact: Increase in the use of positive behavior supports resulting in improved student behavior Staff Responsible for Monitoring: Director and Coordinator of Special Education Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement ways to enhance executive functioning skills of students from disadvantaged backgrounds. Strategy's Expected Result/Impact: Improved executive functioning of students Staff Responsible for Monitoring: Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				















Strategy 4 Details	Reviews			
Strategy 4: Continue the partnership with Resolve It Inc. to provide mental health support and counseling to district students. Strategy's Expected Result/Impact: Individualized student support and counseling services Staff Responsible for Monitoring: Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Funding Sources: - 199 - General Fund - Title IV	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement MOU with UTMB for TCHAT which is a school based tele-medicine program that offers free behavioral services for students. Strategy's Expected Result/Impact: Improved behavior of students in need Staff Responsible for Monitoring: Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize "Be Safe" a social skills program with special education students to help them learn appropriate interactions in social settings as well as how to interact appropriate with law enforcement. Staff Responsible for Monitoring: Director and Coordinator of Special Education	Formative			Summative
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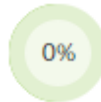






Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: 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			
Strategy 1: Increase the number of students enrolled in private lesson programs to promote a well rounded education. Strategy's Expected Result/Impact: Increase number of students enrolled Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. Title I Schoolwide Elements: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to collaborate with community partners that financially support TCISD Fine Arts programs. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Director of Fine Arts, TCISD Foundation ED, and Fine Arts teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase the enrollment of students in all Fine Arts programs. Strategy's Expected Result/Impact: Increase number of students enrolled. Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Increase the number of individuals and groups who receive superior ratings in UIL and TMEA events. Strategy's Expected Result/Impact: Increase number of placed students. Staff Responsible for Monitoring: Fine Arts teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 5 Details	Reviews			
Strategy 5: Continue and increase public performance and exhibition to promote community outreach. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Director of Fine Arts and Fine Arts teachers. Funding Sources: - 199 - General Fund	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: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Monitor list of high-risk attendance and drop-out issues and make recommendations to campuses for future action. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Truancy Officer, Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct warning meetings in conjunction with local Justice of the Peace for students approaching truancy levels that warrant court action. Strategy's Expected Result/Impact: Decrease in court filings and improved student attendance Staff Responsible for Monitoring: Truancy Officer, Campus Administrators, Assistant Superintendent of Support Services, and Director of Student Outreach and Intervention Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Each campus will develop and implement a campus wide attendance plan aimed to improve overall attendance. Plan should include interventions, consequences, and incentives. Strategy's Expected Result/Impact: Improvement in student attendance Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent of Support Services and Director of Student Outreach and Intervention, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Investigate methods to improve communication with parents regarding the importance of good school attendance in conjunction with the distribution of student report cards. Strategy's Expected Result/Impact: Improvement in student attendance Staff Responsible for Monitoring: Assistant Superintendent for Student Support Services and Director of Student Outreach and Intervention Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to monitor student attendance each 9 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate. Strategy's Expected Result/Impact: Improvement in student attendance Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent of Support Services, Principals, Assistant Principals, Truancy Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Social worker will work with Title I campuses to identify at-risk students and provided needed academic and emotional resources and support for and families. Strategy's Expected Result/Impact: Improved support, lower truancy, higher attendance and higher graduation rate for at-risk students Staff Responsible for Monitoring: Assistant Superintendent for Support Services, Director of Student Outreach and Intervention, Social Worker, Principals Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Each secondary campus will develop and implement a plan aimed to decrease drop-out rates. Strategy's Expected Result/Impact: Decrease in drop-out rate Staff Responsible for Monitoring: C & I Department, Assistant Superintendent of Support Services, Campus Administration Results Driven Accountability	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 5: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation, course selection and interest surveys












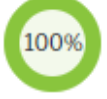




Strategy 1 Details	Reviews			
Strategy 1: Produce videos that feature our students and teachers that highlight their unique skills and talents in a variety of district programs. The features will be monthly and called "Together We Can." Strategy's Expected Result/Impact: Increased positive promotion of programs and students Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				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 1: Develop and implement intervention strategies to address student compliance.

Evaluation Data Sources: Decrease number of discipline referrals.

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly discipline meetings with district assistant principals to discuss trends in discipline and to monitor data impacting district PBMAS/RDA report. Strategy's Expected Result/Impact: Agendas Sign-In Sheets Supporting Data Staff Responsible for Monitoring: Assistant Superintendent of Support Services, Director of Student Data, Director of Student Outreach and Intervention, and Assistant Principals Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Decrease in students returning to out of school placements. DAEP Exit Meetings Transition Plan meeting minutes Staff Responsible for Monitoring: Assistant Superintendent for Support Services and Director of Student Outreach and Intervention	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campuses developed and are implementing student behavior management plans that include campus and classroom expectations, hierarchy or consequences for student behavior and positive behavioral supports. Strategy's Expected Result/Impact: Improved student behavior, reduced discipline incidents and discipline referrals Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent of Support Services, Director of Student Outreach and Intervention, C & I Directors and Coordinators, Campus Administrators	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			
Strategy 1: Utilize special education staff to assist teachers with how to properly implement and track the effectiveness of the behavior intervention plan. Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Special Education Director, Special Education Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide training to the assessment staff and 504 campus coordinators responsible for conducting functional behavioral assessments in order to develop effective behavior intervention plans to address student behavioral needs. Strategy's Expected Result/Impact: Improved student behavior and appropriate and individualized behavior intervention plans Staff Responsible for Monitoring: Special Education Director and Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
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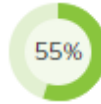










Goal 8: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: More effectively utilize district technology funding and improve the quality of technology available on campuses. Staff Responsible for Monitoring: Executive Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement processes to evaluate the use and effectiveness of software programs. Strategy's Expected Result/Impact: Revised procedures Staff Responsible for Monitoring: Executive Director of Technology, Director of Curriculum and Accountability, Coordinator of Assessment and Instructional Resources	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Annually distribute laptops to all students grades K-12. Strategy's Expected Result/Impact: Report documenting distribution Staff Responsible for Monitoring: Executive Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Design and implement an infrastructure for each of the new campuses currently being built in TCISD. Strategy's Expected Result/Impact: Prepare new facilities for the implementation of state of the art technology. Staff Responsible for Monitoring: Assistant Superintendent for Business and Operations, Executive Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5 Details	Reviews			
Strategy 5: Continue to update the district technology infrastructure and technology equipment in use to ensure at all components are current (within a 5 year lifecycle) and maintain an obsolescence plan to remove outdated technology. Strategy's Expected Result/Impact: Ensure that all equipment in use meets the needs of all campuses and facilities within the school district. Staff Responsible for Monitoring: Executive Director of Technology and Assistant Superintendent for Business and Operations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Develop a transition plan to administer all state assessments electronically by the 2022-2023 school year. Strategy's Expected Result/Impact: Effective online assessments Staff Responsible for Monitoring: Executive Director of Technology, C & I 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: 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			
Strategy 1: 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 2020-2021 school year to provide a virtual new teacher academy during the fall semester. Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: C & I Department Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Offer staff development in the areas of: -Industry certification -Data Analysis Guide, monitoring performance through data and using data to drive instruction -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	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: Provide multiple avenues of delivering staff development including online course work, with peer-based and trainer led instruction for all district staff. Strategy's Expected Result/Impact: Information and proposal Staff Responsible for Monitoring: C&I Department, Campus Administrators & Counselors Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				✗
Strategy 4 Details	Reviews			
Strategy 4: During the summer of 2021, principals will attend the Solution Tree Leadership PLC's at Work conference in San Antonio. Strategy's Expected Result/Impact: Improved campus PLC process Staff Responsible for Monitoring: Campus Administration Funding Sources: - 255 - Title II	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.





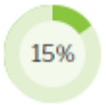





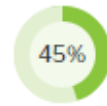



Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Reviews			
Strategy 1: Include teacher participation in the process of determining educational needs in the district requiring extra funding sources. Strategy's Expected Result/Impact: Increased participation in the External Grant Portfolio Staff Responsible for Monitoring: TCISD Foundation for the Future Funding Sources: - 199 - General Fund	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

Strategy 1 Details	Reviews			
Strategy 1: Monitor and remain in alignment with staffing guidelines. Strategy's Expected Result/Impact: Equity across campuses Balanced budget Efficient operation of district Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations, Coordinator of HR Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide salary increase to bring district staff at or above the market for each position. Strategy's Expected Result/Impact: Attract high quality staff to TCISD Fill high need areas Retain staff to keep them in district/TCISD Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Business and Operations Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Participate in recruitment fair and job fairs with a focus on recruiting ESL certified teachers at all levels. Strategy's Expected Result/Impact: High quality new hires Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Coordinator of HR, Campus Administrators Funding Sources: - 255 - Title II, - 263 - Title III	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Reward staff with for their longtime service with an annual banquet that includes recognition and gifts Strategy's Expected Result/Impact: Retention of staff Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				


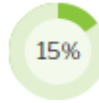
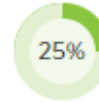










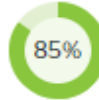


Strategy 5 Details	Reviews			
Strategy 5: Honor staff for exceptional performance through the Annual Staff Stars recognition program. Strategy's Expected Result/Impact: Retention of Staff Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
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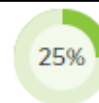









Goal 10: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.





















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			
Strategy 1: Expand parent trainings, communication, and involvement focusing on improving student performance. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: C&I Department, Campus Administrators, Counselors, and Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide community resources that can assist teachers to engage and motivate students. Strategy's Expected Result/Impact: Increase in student engagement Staff Responsible for Monitoring: Directors of Community Relations and Communications Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Recognize student success in a more timely manner monthly at School Board meetings instead of 3 times a year at designated School Board Recognition ceremonies. Strategy's Expected Result/Impact: Increased participation from the students being honored in monthly recognition in front of added community members. Staff Responsible for Monitoring: Director of Communications Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue and expand community partnerships and collaboration on district committees and boards. Strategy's Expected Result/Impact: Continued partnership Staff Responsible for Monitoring: Directors of Community Relations and Communications, Assistant Superintendent of Support Services. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Promote Texas Public Schools Week Strategy's Expected Result/Impact: Parent participation Staff Responsible for Monitoring: Director of Communication, Campus Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize the communication tools we have, investigate new tools and continue to monitor for effectiveness of all communication tools Strategy's Expected Result/Impact: Increase in the use of communication tools Staff Responsible for Monitoring: Director of Communication Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Increase positive news stories in the local newspaper Strategy's Expected Result/Impact: Increase in number of positive stories in the paper Staff Responsible for Monitoring: Director of Communication Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Utilize social media to improve district communications with all stakeholders. Strategy's Expected Result/Impact: Increased use of social media Staff Responsible for Monitoring: Director of Communication Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Investigate ways to promote positive PR in the district including a # campaign or/and Instagram. Strategy's Expected Result/Impact: Participation Staff Responsible for Monitoring: Director of Communication, Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Improve district app for improved communication and inclusivity of new schools. Strategy's Expected Result/Impact: Increased use of district app by parents, students, and staff Staff Responsible for Monitoring: Director of Communication, Director of Technology, campus administration Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: 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. Strategy's Expected Result/Impact: Increase in parent feedback and participation in attendance at workshops and on committee Staff Responsible for Monitoring: Special Education Director Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 199 - General Fund, - 224 - IDEA Special Ed	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Utilize the HERO program to track both positive and negative behaviors and communicate with parents on an ongoing basis. Strategy's Expected Result/Impact: Increase in communication with parents Staff Responsible for Monitoring: Deputy Superintendent and C & I Directors, Campus Administration and Classroom Teachers Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Coordinate opportunities in the community that recognize student achievement. Strategy's Expected Result/Impact: Improved community awareness Staff Responsible for Monitoring: Director of Communications, Director of Community Relations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Promote positive stories on social media with the use of video programming and feature stories. Implement the Together We Can and Home Grown Talent series. Strategy's Expected Result/Impact: Increased views and engagement on social media Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
Strategy 15: Work with campus social media managers to train them as key communicators on their campus to increase positive publicity. Strategy's Expected Result/Impact: Increased positive publicity Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Work on updating the TCISD logo and new vision logo which includes seeking board approval and developing a branding guide to roll out district wide with an updated logo. Strategy's Expected Result/Impact: Updated original seal logo plus addition of a secondary logo with new vision Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Update the District website so that it can be translated into multiple languages in our community. Strategy's Expected Result/Impact: Non-English speakers will be able to read, understand and navigate the District website. Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

Texas City High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Texas City High School is committed to providing all students with skills that will prepare pathways for college, career or military success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: The percentage of 9th & 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.	13
Goal 2: The percentage of 9th grade students that score meets grade level or above on STAAR Algebra I EOC will increase from 41% to 51% by June 2024.	14
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	15
Goal 4: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.	16
Goal 5: 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.	17
Goal 6: 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.	18
Goal 7: 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 and a decrease in student discipline referrals.	19
Goal 8: 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.	20
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.	21
Goal 10: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	22
Addendums	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Population = 1799

Sub-populations	%	# Students
Hispanic	50.08	901
White	26.13	470
African American	19.46	350
Native Hawaiian	0	0
Asian	.44	8
Multiple Races	3.78	68
American Indian /Alaskan	.11	2
Limited English Proficient	5.23	94
Special Education	10.84	195
Gifted and Talented	4.45	80
Mobility Rate		
Collegiate Students		71

Demographics Strengths

The TCHS student body is 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 Dual Credit classes and earn TEA certificates through industry trades. The 20-21 School year has seen an increase in collegiate participation across all demographic groups.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: TCHS did not meet EL standard in Domain III - Closing the Gaps **Root Cause:** The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs. TCHS did not have a concentration on training for teachers to work with EL students.

Problem Statement 2: Increase of special education students with specialized needs and one-to-one services **Root Cause:** New students transfer in with special needs. The district will have to evaluate the student needs and district resources based on the conclusion of the 8th grade ARD meeting.

Problem Statement 3: Teachers didn't feel as though they had a voice in campus decisions. **Root Cause:** Teachers were not provided the avenue of focus groups to voice concerns and make suggestions.

Student Learning

Student Learning Summary

Texas City High School	Component Score	Scaled Score	Rating
Overall		79	Met Standard
Student Achievement		79	Met Standard
STAAR Performance	46	74	
College, Career and Military Readiness	54	85	
Graduation Rate	93.2	75	
School Progress		81	Met Standard
Academic Growth	62	69	Met Standard
Relative Performance (Eco Dis: 61%)	50	81	Met Standard
Closing the Gaps	45	74	Met Standard

Student Learning Strengths

TCHS moved 4pts from 74 to 79 in Domain I. While this increase is 11pts below our goal, it is the beginning of a positive trend towards our student achievement goal.

CCMR increased from a 46 raw score to a 54 raw score which correlates to an 85(B). We have a goal increase of 28 kids to move this score to a 90 scale score. TCHS will administer an increased number of TSI tests 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 is able to monitor this administration.

Relative Performance which evaluates our campus based on STAAR and CCMR relative to our percent of economic disadvantage students is 81(B). We are confident this score will increase as STAAR scores improve and participation in CCMR categories increase.

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.

The teacher meets in PLCs daily for English I, English II, US History, and Algebra I and Biology. Additionally.

During staff development, we explored and explained the system so teachers would understand the importance of increasing the percentage of students to meets and masters. We will build on that understanding to create teacher ownership of student growth.

TCHS now has a full staff of instructional specialists. Specialist 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.

All teachers have a Clever touch in their classrooms.

All students have a laptop device.

Teachers are trained in Office 365, Canvass, and TEAMS program to enhance instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Performance on EOC fail to close the large gap between TCHS and state averages. **Root Cause:** Students do not understand where they need to move to. The success criteria needs to be set so students will strive to reach new goals.

Problem Statement 2: Students performing below the state average on English I, English II, US History, and Algebra I. **Root Cause:** This is due to a lack of focus on special populations including ESL

Problem Statement 3: The graduation rate was below the 90% target in all sub-populations. **Root Cause:** This is due to attendance issues, teen parents with no daycare, violence and the lack of attendance policies that promote student accountability for attendance.

Problem Statement 4: Across Texas City High School, there is a low percentage of students accomplishing the meets and masters level on all five EOCs. **Root Cause:** This is due to teachers not understanding the goal of meets and masters and how instruction must be driven by data.

Problem Statement 5: Teachers are at the developing level of expertise in regards to instruction and accountability. **Root Cause:** Many teachers retired or resigned due to Covid. TCHS hire many new to the profession teachers.

Problem Statement 6: Students lack problem solving and critical thinking skills in all curriculum. **Root Cause:** Students are not challenged with higher order thinking skills in the classroom.

Problem Statement 7: Students do not bring laptops to school each day. **Root Cause:** Teachers do not plan technology use on a daily basis. TCHS has not been consistent with laptop encourage and discipline.

School Processes & Programs

School Processes & Programs Summary

- 1.1 Develop campus instructional leaders with clear roles and responsibilities. Campus Assessment: Level 2
- 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 3
- 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. Campus Assessment: Level 3
- 5.1 Objective-driven daily lesson plans with formative assessments. Campus Assessment: Level 2
- 5.3 Data-driven instruction. Campus Assessment: Level 2

The campus has selected the following as Prioritized Focus Areas for 2020-21

- 1.1 Develop campus instructional leaders with clear roles and responsibilities. Campus Assessment: Level 2
 - The administrative team has specific job responsibilities in addition to common administrator requirements. These responsibilities are documented and accessible. Administrators will lead their respective departments to ensure counselors, specialist and teachers meet expectations for student achievement
 - Currently, the administration staff is incomplete. THCS employed two new administrators and two new counselors for the 19-20 school year. Administrators and counselors are often occupied with spontaneous issues that arise with discipline and mental health outcries
 - TCISD places its most effective school leaders in its highest-need schools. TCISD provides on-going training and support for campus leaders.
- 5.1 Objective-driven daily lesson plans with formative assessments. Campus Assessment: Level 2
 - The campus administration will monitor and review lesson plans weekly. This process will create an opportunity to align lesson plans with the curriculum. Administrators will seek higher-order activities and technology use in the classroom.
 - New teachers lack the experience needed to write effective lesson plans. Veteran teachers are reluctant to grow their individual planning process to include critical thinking activities/questions.
 - District policies and practices support effective instruction in schools
- 5.3 Data-driven instruction. Campus Assessment: Level 2
 - The administration will attend PLCs. The administration will work with the specialist to discuss data and focus on objectives and students in need of growth.
 - Teachers are evaluating data based on percentages instead of evaluating student mastery.
 - The district ensures access to high quality common formative assessment resources aligned to state standards for all tested areas.

School Processes & Programs Strengths

- 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 3

Perceptions

Perceptions Summary

At TCHS, we provided staff development; our focus for the 2020-21 school year is dealing with instructional strategies that have the highest effect size on student learning. We've begun to promote and explain the importance of success criteria in our classrooms. Our teachers will understand that success criteria is important to learning. It provides clarity and intrinsic motivation for students to acquire the skill needed to achieve the learning objectives. It gives students a way to measure themselves in the classroom on a daily basis.

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 plans, and create a college or career path for the student. Parents are invited to attend 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.

Perceptions Strengths

We have numerous clubs and activities for students on campus which require community service and 90% attendance in school their senior year.

HSTW focus groups research to provide solutions to problems on campus in seven different areas. In these focus groups, we have created teacher voice on campus with suggestions for the campus.

Community members participate in the area of parades, fairs, fine arts events, athletic events, and festivals. Our Fine Arts programs are routinely seen 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Poor Communication between staff and non-English speaking parents. **Root Cause:** TCHS has not provided a consistent method to communicate with Spanish speaking families.

Problem Statement 2: TCHS does not have enough parent involved activities on campus. **Root Cause:** Activities are student centered and most parents do not attend.

Problem Statement 3: New students and freshmen have the highest number of discipline issues. **Root Cause:** Vertical alignment for discipline and clear expectations during the freshmen orientation.

Problem Statement 4: Counselors and teachers report numerous outcries from students. **Root Cause:** Students are facing a silent epidemic of mental health issues especially suicidal tendencies.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Goal 1: The percentage of 9th & 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.

Performance Objective 1: TCHS will increase performance for 9th and 10th grade ELA MEETS by an average of 4% each year.









TCHS ELA MEETS GOALS FOR ALL STUDENTS

2021 2022 2023 2024

43% 45% 47% 49%

Evaluation Data Sources: Test data, Formative assessments, Summative assessments, and growth charts.


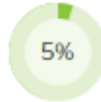






Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Specialists will facilitate pull-outs for targeted students. Strategy's Expected Result/Impact: To increase student's understanding in areas of deficiency. Staff Responsible for Monitoring: Teachers, instructional specialist, and Dean Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The percentage of 9th & 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.

Performance Objective 2: TCHS will focus on special populations, including ESL and Special Education students, and fidelity to curriculum expectations. Therefore, restructuring of PLC to identify instructional strategies and targets based on data analysis on all unit tests.

- Evaluation Data Sources:** AAA document, Lesson plans, test data in Aware.
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Data analysis on all unit tests and discussions with teachers, students, and administration. Strategy's Expected Result/Impact: Understand which students are struggling and where. Plan instructional strategies and timelines to address the targeted areas with identified students. Staff Responsible for Monitoring: Teachers, students, instructional specialist,s, and Admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: The percentage of 9th grade students that score meets grade level or above on STAAR Algebra I EOC will increase from 41% to 51% by June 2024.

Performance Objective 1: TCHS will increase performance for 9th-graders on Algebra I by an average of 4% each year. This will include intervention for students who have low performing 7th-grade scores and scheduling opportunities for remediation. Instructional Specialists will facilitate pull-outs for identified students based on unit assessments.

TCHS ALG I MEETS FOR ALL STUDENTS

2021 2022 2023 2024
42% 45% 48% 51%

Evaluation Data Sources: Test data, Formative assessments, and 7th grade scores
Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Intervention for students who have low performing 7th-grade scores and schedule opportunities for remediation. Instructional Specialists will facilitate pull-outs for identified students based on unit assessments. Strategy's Expected Result/Impact: Students will increase understanding in deficient learning objectives. Staff Responsible for Monitoring: Teacher, specialist, Dean, and admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



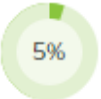

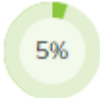

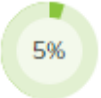



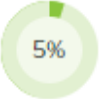





Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: TCHS will increase the percentage of all graduates by an average of 4% each year.

CCMR %
2021 2022 2023 2024
56% 58% 60% 62%

Evaluation Data Sources: Compiled CCMR data, CCMR verifier, and tracker. Campus records for each CCMR category.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: TCHS will train and provide opportunities for counselors to experience and understand the changes in CTE programs. Strategy's Expected Result/Impact: Counselors will understand pathways and guide students to completion. Staff Responsible for Monitoring: Counselors and admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: TCHS will provide the development of counselors and campus admin to understand the importance of CCMR points. Strategy's Expected Result/Impact: Everyone will identify and assist students who have not gained a CCMR point Staff Responsible for Monitoring: Counselors and campus admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: TCHS will provide more opportunities to participate in assessments, such as the SAT and TSI. Strategy's Expected Result/Impact: Assist students in not only gaining a CCMR point but also prepare them for college admissions. Staff Responsible for Monitoring: Counselors and campus admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: 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 improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: TCHS will show a 3%-4% increase in student growth each year.



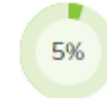

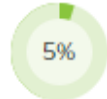







TCHS GROWTH GOALS

2021 2022 2023 2024

65% 68% 70% 72%

Evaluation Data Sources: Growth charts based on summative data, walkthroughs, and formative assessment.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Algebra I and English II PLCs will focus on high yield instructional strategies to improve academic growth in all levels of achievement. Strategy's Expected Result/Impact: Students will show growth from 2019 - 2021 Staff Responsible for Monitoring: Teachers, specialists, and admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: TCHS will provide staff development for teachers to improve instruction and accountability measures. Strategy's Expected Result/Impact: Teachers will implement strategies that have a significant learning effect on student achievement. Staff Responsible for Monitoring: Teachers, specialist, and campus admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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 5: 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: TCHS will increase performance each year in 3 areas: Student Achievement, EL performance, and FED graduation rate.

2021 Goals


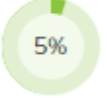
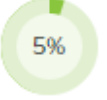



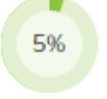





Student Achievement - 50%

EL - 100%

Graduation Rate - 100%

Evaluation Data Sources: Campus assessment data,
Transcript audits
Attendance reports
High-Frequency Discipline Reports







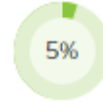





Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: ELL students will be enrolled in Read 180, ESOL, and NELD courses to assimilate them to the language and culture and support them in their academics. Strategy's Expected Result/Impact: Improved assimilation into school culture and support for their academics leading to closing the achievement gap. Staff Responsible for Monitoring: Counselors and Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students with heavy discipline history have strategic schedule placement to decrease discipline issues and conflicts between students and keep students in class receiving instruction. Strategy's Expected Result/Impact: Decreased discipline placements out of the classroom setting to close the achievement gap. Staff Responsible for Monitoring: Administrators and counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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 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: TCHS will strive to maintain a safe and secure campus for all students and staff.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will wear an ID 100% of the time spent on campus. Strategy's Expected Result/Impact: Campus personnel will be able to quickly identify intruders on campus. Staff Responsible for Monitoring: All of the campus staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: TCHS will screen all visitors that enter the building. Strategy's Expected Result/Impact: This provides an opportunity to deny individuals who have "Red Flags" access to our TCHS students. Staff Responsible for Monitoring: Front office, campus admin and deputies Title I Schoolwide Elements: 2.4, 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 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 and a decrease in student discipline referrals.

Performance Objective 1: TCHS will continue to utilize programs such as MAPS, Suite 360 to build both self-awareness and social-awareness in all students.


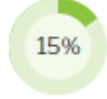




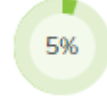





Evaluation Data Sources: Counselors

Campus admin

Teachers

District Personnel

Summative Evaluation: Some progress made toward meeting Objective

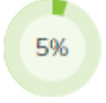

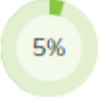





Strategy 1 Details	Reviews			
Strategy 1: Implementation of SEL lessons from suite 360 software in addition to the MAPS curriculum Strategy's Expected Result/Impact: The decrease in Stay Away Agreements and Students in Crisis. Staff Responsible for Monitoring: Counselors Campus admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide individual therapy from an outside organization, Resolvent Strategy's Expected Result/Impact: Decrease outcries and suicidal tendencies. Staff Responsible for Monitoring: Counselors Campus admin Resolvent Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: 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: TCHS will decrease discipline referrals by 10%

Evaluation Data Sources: Skyward discipline reports

Summative Evaluation: Some progress made toward meeting Objective



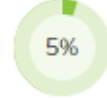





Strategy 1 Details	Reviews			
Strategy 1: TCHS will provide training for classroom management techniques. Strategy's Expected Result/Impact: Decrease the number of referrals in the classroom Staff Responsible for Monitoring: Teachers Campus admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	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: TCHS will provide professional development individualized per the TTESS goals per teacher which will produce longevity and willingness to stay in the district as TCHS teachers.

Evaluation Data Sources: HQ report and observations
Goals met during TTESS evaluation year.
Surveys

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Hire qualified alumni from TCHS who will be dedicated and committed to staying at TCHS for multiple years. Strategy's Expected Result/Impact: Gain individuals who are vested in the community. Staff Responsible for Monitoring: Campus admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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: TCHS will improve communication, connectedness, and commitment throughout the school community to maintain a positive image with all stakeholders.

Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on Quest

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: TCHS will strive to participate in more community activities to maintain a positive relationship with all stakeholders. Strategy's Expected Result/Impact: Build relationships and partnerships with community stakeholders. Staff Responsible for Monitoring: Campus admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: TCHS will utilize public relations with frequent social media posts highlighting all student activities. Strategy's Expected Result/Impact: Keep the community abreast of positive events associated with TCHS. Staff Responsible for Monitoring: Campus admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

La Marque High School

2020-2021 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

ESF Targeted Improvement Plan

ESF TIP COMPONENTS

Prioritized Focus Area I:

- 1.1 Develop campus instructional leaders with clear roles and responsibilities.
- CIP Performance Objective
- Page 6 of the CIP

Proiritized Focus Area II:

- 5.1 Objective-driven daily lesson plans with formative assessments
- Goal 1: Objective 1, 3, 4, 6; Goal 2: Objective1,3; Goal 3: Objective 1; Goal 4: Objective 1
- Page 6 of the CIP

Proritized Focus Area III:

- 5.3 Data-driven instruction
- Goal 1: Objective 1, 3, 4, 6; Goal 2: Objective1,3; Goal 3: Objective 1; Goal 4: Objective 1
- Page 6 of the CIP

Table of Contents

“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.”	2
Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: The percentage of La Marque High School 9th and 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.	14
Goal 2: The percentage of La Marque High School 9th grade students that score meets grade level or above on STAAR Algebra I EOC will increase from 41% to 51% by June 2024.	15
Goal 3: The percentage of La Marque High School graduates that met the criteria for CCMR will increase from 50% to 65% by June 2024.	16
Goal 4: Compared to state standards, La Marque High School will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 5% for Meets performance and 3% for Masters performance.	17
Goal 5: Compared to state standards, La Marque High School will close the learning gap for each student group on state assessments by meeting or exceeding established targets.	18
Goal 6: La Marque High School will implement a comprehensive plan to create and maintain a safe and secure school and facilities.	20
Goal 7: Using district-provided resources; La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of our students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.	21
Goal 8: La Marque High School will implement positive behavior strategies and strategic interventions to decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP by 5%.	24
Goal 9: La Marque High School will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all La Marque High School students and bring pride to the community.	25
Goal 10: ALL members of the La Marque High School staff will maintain a positive image with all stakeholder groups throughout the community.	26
Addendums	29

Comprehensive Needs Assessment

Needs Assessment Overview

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.

What accountability goals for each domain has your campus set for the year?

DOMAIN I

- Approaches passing percentage= 80%
- Meets Passing Percentage = 55%
- Masters Passing percentage = 30%

DOMAIN II

- Increase economically disadvantaged percentage to 85% (76.7 in 2019)

DOMAIN III

- Meet passing goals set for DOMAIN I
- Meet federal targets for ESL (TELPAS)

What changes in student group and subject performance are included in these goals?

- African-American Passing rate = State averages (Texas= 78%, LMHS =55% for 2019)
- Economically Disadvantaged Passing rate= State Averages (Texas = 78%, LMHS =55% for 2019)
- Special Education Passing rate increase by 15%
- EL passing rate increases by 15%

If applicable, what goals has your campus set for CCMR and Graduation Rate?

- LMHS has to use the dropout rate for 2020 & 2021
- Implement monitoring protocols for CCMR 2021 score

Demographics

Demographics Summary

THE La Marque High School has the following demographic composition (per the 2017-18 PEIMS Summer Collection, First Submission):

9th Grade: 259 **10th Grade:** 242 **11th Grade:** 164 **12th Grade:** 136 **Total:** 801 (797:Refined ADA)

Male students: 431 (54.65%) **Female students:** 366 (45.35%)

Student counts by ethnicity:

Hispanic/Latino: 170 (21.33%) **Amer. Indian/Alaska:** 4 (.05%) **Asian:** 5(.63%) **Black/African American:** 518 (64.99%)

Hawaiian.Other Pacific: 1 (.13%) **White:** 82 (10.29%) **Two or more races:** 17(2.13%)

Sub-groups/Special Populations:

GT: 44 (5.49%) **LEP:** 49 (6.12%) **ESL:** 43 (5.37%) **CTE:** 513 (64.04%) **Special Ed:** 128 (15.98%) **Homeless/Unaccompanied Youth:** 74 (9.24%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LMHS African-American students perform significantly below the state passing average on ALL EOC exams (State avg.: 78%, LMHS: 55%).

Root Cause: The instructional staff at LMHS has not successfully identified students requiring academic intervention or implemented a strong, tiered intervention approach to close learning gaps.

Problem Statement 2: LMHS economically disadvantaged students perform significantly below the state passing average on ALL EOC exams (State avg.: 78%, LMHS: 55%). **Root**

Cause: The instructional staff at LMHS has not successfully identified students requiring academic intervention or implemented a strong, tiered intervention approach to close learning gaps.

Problem Statement 3: LMHS English Learner students perform significantly below the state passing average on ALL EOC exams (State avg.: 78%, LMHS: 49%). **Root Cause:**

The instructional staff at LMHS has not successfully identified students requiring academic intervention or implemented a strong, tiered intervention approach to close learning gaps.

Problem Statement 4 (Prioritized): The academic language support and monitoring of ESL/LEP students at LMHS was minimal and resulted in LMHS not meeting state/federal targets for language acquisition. **Root Cause:** The instructional staff at LMHS is ill-equipped to provide academic interventions for this sub-group AND campus monitoring of this sub-group was poor or non-existent.

Student Learning

Student Learning Summary

The ESF TIP STUDENT DATA FORM for each Cycle is located on te addendum on page ____ of this CIP

CYCLE I:

CYCLE II:

CYCLE III:

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student learning at La Marque High School lacks higher order thing strategies and questioning. **Root Cause:** La Marque High School teachers rely on rote, low-level questioning to assess student knowledge and understanding.

Problem Statement 2: LMHS students miss opportunities to set academic goals and take ownership for their learning **Root Cause:** Academic feedback and goal setting is not practices with fidelity at LMHS; few teachers return assignments and/or communicate student performance and required measures for EOC performance.

School Processes & Programs

School Processes & Programs Summary

ESF SELF-ASSESSMENT OF ESF SELF-DIAGNOSTIC RESULTS IMPLEMENTATION LEVELS. The campus participated in the Effective Schools Framework Self-Assessment. Documentation is included in the addendums to this CIP. The Essential Action Implementation Levels include:

- 1.1 Develop campus instructional leaders with clear roles and responsibilities. Campus assessment: Level #2
- 2.1 Recruit, select, assign, induct and retain full staff of highly qualified educators. Campus assessment: Level #3
- 3.1 Compelling and aligned vision, mission, goals, values focused on safe environment and high expectations. Campus Assessment: Level #2
- 4.1 Curriculum and assessments aligned to the 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 #2

This campus has selected the following as Prioritized Focus Areas for 2019-20:

- 1.1 Develop campus instructional leaders with clear roles and responsibilities.
 - Rationale: We have clear job descriptions and performance goals, but we need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI and generally improve as a campus.
 - Barrier #1: As an inexperienced admin team; we focus primarily on "problem solving" instead of keeping instructional monitoring and support at the forefront.
- 5.1 Objective-driven daily lesson plans with formative assessments.
 - Rationale: The lesson plan template does not exist. We need to create a template and hold teacher leaders accountable for its implementation and consistent use. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems here as well.
 - Barrier #1: Teachers have not bought into bi-weekly planning and timely posting of lesson plans. They lack an in-depth understanding of the concept, necessity and components of quality lesson plans.

5.3 Data-driven instruction. Campus Assessment:

- **Rationale:** We experienced significant gains in English when we pushed data into the PLCs last year. We need to develop stronger campus-wide data practices across the board. We will utilize in-district curriculum support, instructional specialists, and professional development to improve our DDI practices. We will make student data a priority by making strong instructional decisions based on data; we will ultimately see improvement for the instructional quality on our campus.
- **Barrier#1:** Our teaching staff has not prioritized the use of data to create quality lessons. The admin team has not communicated and modeled the expectation/requirement to prioritize DDI.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data review and dissemination is not part of the communication culture at LMHS. **Root Cause:** Data regarding attendance rates, benchmark performance, EOC performance, and accountability requirements, is not communicated/explained to the staff. Staff members are not aware of their role in influencing campus performance.

Problem Statement 2: The attendance rate for LMHS students is 88.67%; 6.23% less than the state average. **Root Cause:** The lack of instructional, extra-curricular opportunities and positive student teacher relationships which maximize student interest.

Perceptions

Perceptions Summary

THE La Marque High School is in the 5th 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 2020-21 school year:

"ALL IN"

This overarching theme was selected to focus on the many dynamics required for complete student success.

- Student engagement/School Pride
- Parental 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 accountability 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 50+ 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student engagement/pride in regards to campus culture is low. **Root Cause:** Students do not have input in planning or implementing school traditions and /or spirit activities.

Problem Statement 2: LMHS students should feel safe in order to embrace a culture of learning. **Root Cause:** Students do not have input or discussions about their concerns on school safety.

Problem Statement 3: Student engagement/pride in regards to campus culture is low. **Root Cause:** Students do not have input in planning or implementing school traditions and /or spirit activities.

Problem Statement 4: LMHS students should feel safe in order to embrace a culture of learning. **Root Cause:** Students do not have input or discussions about their concerns on school safety.

Priority Problem Statements

Problem Statement 1: LMHS African-American students perform significantly below the state passing average on ALL EOC exams (State avg.: 78%, LMHS: 55%).

Root Cause 1: The instructional staff at LMHS has not successfully identified students requiring academic intervention or implemented a strong, tiered intervention approach to close learning gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The academic language support and monitoring of ESL/LEP students at LMHS was minimal and resulted in LMHS not meeting state/federal targets for language acquisition.

Root Cause 2: The instructional staff at LMHS is ill-equipped to provide academic interventions for this sub-group AND campus monitoring of this sub-group was poor or non-existent.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- SAT and/or ACT assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals





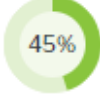







Goal 1: The percentage of La Marque High School 9th and 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.

Performance Objective 1: The percentage of 9th & 10th grade students that score meets grade level or above at La Marque High School on STAAR English I & II EOC will increase from 25% to 35% by the end of the 2020-21 school year.

Targeted or ESF High Priority

Evaluation Data Sources: CBAs, Interim Assessments, Benchmarks, EOC exams

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: LMHS English EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. Strategy's Expected Result/Impact: To close the performance gap by tracking students and addressing their individual learning needs. Staff Responsible for Monitoring: Ms. Godfrey, Christina White, Mr. Bell, Mrs. Campbell, Mrs. Roberson Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: EOC teachers will create a monitoring list to track student growth and intervention attendance. Strategy's Expected Result/Impact: To close the performance gap by tracking students and addressing their individual learning needs. Staff Responsible for Monitoring: Ms. Godfrey, Christina White, Mr. Bell, Mrs. Campbell, Mrs. Roberson Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
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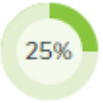





Goal 1: The percentage of La Marque High School 9th and 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.

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: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: LMHS teachers will plan and implement weekly reading and writing assignments to build student reading and writing fluency/stamina. Strategy's Expected Result/Impact: ALL 9th and 10th grade students will be prepared to to write at an acceptable level on the English I and II EOC exam. Staff Responsible for Monitoring: Director of Curriculum and Accountability and Dean of Instruction. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






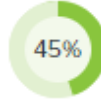
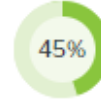





Goal 2: The percentage of La Marque High School 9th grade students that score meets grade level or above on STAAR Algebra I EOC will increase from 41% to 51% by June 2024.

Performance Objective 1: The percentage of La Marque High School 9th students that score meets grade level or above at La Marque High School on STAAR English I & II EOC will increase from 26% to 40% by the end of the 2020-21 school year.

Targeted or ESF High Priority

Evaluation Data Sources: CBAs, Interim Assessments, Benchmarks, EOC exams

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: LMHS Algebra I teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. Strategy's Expected Result/Impact: Improving Meets and Masters overall performance percentages. Staff Responsible for Monitoring: Mr. Baptiste, Lilia Calixto, Ms. Reese & Mr. P. Jones Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: EOC Algebra I teachers will create a monitoring list to track student growth and intervention attendance. Strategy's Expected Result/Impact: To close the performance gap by tracking students and addressing their individual learning needs. Staff Responsible for Monitoring: Mr. Baptiste, Lilia Calixto, Ms. Reese, & Mr. P. Jones Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
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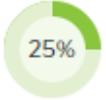







Goal 3: The percentage of La Marque High School graduates that met the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: The percentage graduates that met criteria for CCMR at La Marque High School will increase from 29% to 50% comparatively; from 2020 to 2021.

Targeted or ESF High Priority

Evaluation Data Sources: ACT data tables, SAT data tables, Military enlistment criteria, CTE certifications, AP examination, TSI data tables, SpEd students' graduation status.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: La Marque High School will establish and monitor a tracking mechanism to ensure CCMR targets are being met and reported in a timely fashion. Strategy's Expected Result/Impact: To establish a comprehensive plan to ensure CCMR qualification for every La Marque High School graduate. Staff Responsible for Monitoring: LMHS Counselors, CTE teachers, Dean of Instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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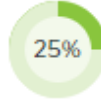
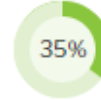









Goal 4: Compared to state standards, La Marque High School will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 5% for Meets performance and 3% for Masters performance.

Performance Objective 1: La Marque High School will improve student progress toward academic growth 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: CBAs, Benchmarks, Interim Assessments, EOC exams

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: EOC teachers will create a monitoring list to track student growth and intervention attendance. Strategy's Expected Result/Impact: To close the performance gap by tracking students and addressing their individual learning needs. Staff Responsible for Monitoring: EOC Teachers, Instructional Specialists, Campus Administrators, Director of Curriculum & Accountability Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: LMHS EOC teachers will receive professional development on the most commonly tested standards. Strategy's Expected Result/Impact: LMHS EOC teachers will be versed in the most commonly tested standards and will plan instruction and interventions to prepare students for success on EOC exams. Staff Responsible for Monitoring: LMHS Administrators and Instructional Specialists. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: LMHS EOC teachers will utilize collapsed PLCs to target students identified students in need of Meets and Masters intervention. Strategy's Expected Result/Impact: Improving Meets and Masters overall performance percentages. Staff Responsible for Monitoring: EOC teachers, Instructional Specialists, LMHS Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
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Goal 5: Compared to state standards, La Marque High School will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: La Marque High School will close the learning gaps in all student groups for Approaches, Meets and Masters for English II and Algebra I.

Targeted or ESF High Priority

Evaluation Data Sources: CBAs, Interim Assessments, Benchmarks, EOC Exams

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: English II & Algebra I teachers will create a monitoring list to track student growth and intervention attendance; focusing on growth across achievement categories. Strategy's Expected Result/Impact: To close the performance gap by tracking students and addressing their individual learning needs. Staff Responsible for Monitoring: Lilia Calixto, Christina White, Ms. Godfrey, Mr. Baptiste, Mr. Bell, Mrs. Roberson, Ms. Reese, Mr. P. Jones, Director of Curriculum & Accountability. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
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Goal 5: Compared to state standards, La Marque High School will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: La Marque High School will improve the language proficiency of its English Language Learners to meet or exceed the established targets of TELPAS, state and national accountability.

Targeted or ESF High Priority

Evaluation Data Sources: Writing samples, classroom observations, TELPAS

Summative Evaluation: No progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: The campus LPAC coordinator will create a monitoring list to track student growth and intervention. Strategy's Expected Result/Impact: To meet or exceed the established target of 36% for Domain III of school accountability. Staff Responsible for Monitoring: Ms. Aaron, Mr. Bell, Mrs. Campbell, Mrs. Hendrick, Ms. Price, Ms. Roberson, EL Aide, Ms. Alexander Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: La Marque High School will implement a comprehensive plan to create and maintain a safe and secure school and facilities.

Performance Objective 1: La Marque High School will collaborate with the TCISD Safety & Security Department and La Marque Middle School administration to create an Emergency Operations Plan for our campus and associated facilities.

Evaluation Data Sources: Completed EOP and district safety audit.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement and test the the established EOP to ensure a safe and secure campus through table-top exercises and drills. Strategy's Expected Result/Impact: Familiarize staff and students with protocols and measures to promote campus safety. Staff Responsible for Monitoring: LMHS administration, staff and TCISD Safety and Security department. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: La Marque High School will identify disrepair and unsafe conditions and report issues timely and as needed. Strategy's Expected Result/Impact: To mitigate the deterioration of the conditions of the facilities or potential hazards. Staff Responsible for Monitoring: LMHS staff, custodial staff, TCISD maintenance department, TCISD Safety & Security department. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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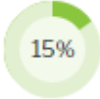
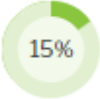






Goal 7: Using district-provided resources; La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of our students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Performance Objective 1: La Marque High School will promote character building through weekly curriculum; Character Strong.

Targeted or ESF High Priority

Evaluation Data Sources: Enrichment Signature Logs, Campus /Curriculum reports

Summative Evaluation: Some progress made toward meeting Objective

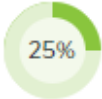
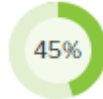






Strategy 1 Details	Reviews			
Strategy 1: Schedule and promote lesson on positive Character traits through weekly (Monday & Wednesday) lessons. Strategy's Expected Result/Impact: To improve student understanding of citizenship and socially accepted norms, causing students to display socially acceptable behaviors/traits 90% or more of the time. Staff Responsible for Monitoring: LMHS teachers, Mr. Loftin (D.S.M), Administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 7: Using district-provided resources; La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of our students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Performance Objective 2: La Marque High School staff will identify students who exhibit self-harming or destructive behaviors

Evaluation Data Sources: Counselor referrals, Bullying assessments, Threat Assessments,

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: La Marque High School staff will identify and assess students who have exhibited or carried out three or more threats/physical altercations for possible threat or imminent danger. Strategy's Expected Result/Impact: To mitigate escalated harmful acts/behavior, provide assistance to the student and promote school-wide safety. Staff Responsible for Monitoring: All LMHS staff, TCISD Safety & Security department, 3rd party professionals (ex. therapists); if necessary) Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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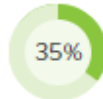






Goal 7: Using district-provided resources; La Marque High School will implement programs to appropriately address the psychological, social and behavioral needs of our students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Performance Objective 3: The La Marque High School counselors will recommend students to "Resolve It" as needed.

HB3 Goal

Evaluation Data Sources: Referral notice, Therapist visitation log,

Summative Evaluation: Some progress made toward meeting Objective


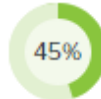



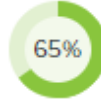






Strategy 1 Details		Reviews			
Strategy 1: La Marque High School staff members will recommend students who have experience traumatic events to our campus counselors for consultation with Resolve It. Strategy's Expected Result/Impact: Impacted students will receive professional therapy to cope with trauma and or underlying issues. Staff Responsible for Monitoring: Ms. Cooper, Ms. Butler, LMHS staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Goal 8: La Marque High School will implement positive behavior strategies and strategic interventions to decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP by 5%.

Performance Objective 1: La Marque High School teachers will implement teacher-based intervention strategies and parent contact to address Level-One and Level-Two disciplinary infractions before writing referrals.

Evaluation Data Sources: Skyward, Contact logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: La Marque High teachers will conference with student and parent regarding off-task behavior (Level One & Level Two) and assign Mandatory Tutorials to replace lost instructional time. Strategy's Expected Result/Impact: Referrals and placements will decrease by 7%. Staff Responsible for Monitoring: Dean of Student Management, Assistant Principals Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: LMHS staff members will promote positive behaviors through consistent recognition and reward; utilizing the HERO point system and positive reinforcement. Strategy's Expected Result/Impact: Students behaviors will reflect campus/district expectations; 90% or more of the time. Staff Responsible for Monitoring: LMHS instructional staff, administrators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 9: La Marque High School will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all La Marque High School students and bring pride to the community.

Performance Objective 1: La Marque High School administrators will evaluate all staff members honestly and based on evidence and make contract recommendations which mirror performance.

Targeted or ESF High Priority

Evaluation Data Sources: T-TESS goals, T-TESS observations, T-TESS Evaluations, daily sign-in/out logs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: La Marque High School administrators will collect evidence, recommend/monitor professional development and observations in timely manner; resulting in contract recommendations and anticipated job postings submitted no later than February 15, 2020. Strategy's Expected Result/Impact: To identify, train and/or remove staff members who perform below standard. Staff Responsible for Monitoring: Campus administrators, Human Resources TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: La Marque High School administrators will attend job fairs, recruitment sessions and contact preparation programs to attract and recruit highly-qualified staff. Strategy's Expected Result/Impact: To hire high-quality staff before the end of the school year. Staff Responsible for Monitoring: LMHS Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 10: ALL members of the La Marque High School staff will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Staff members will utilize electronic communication to promote school and district information and solidarity.

Targeted or ESF High Priority

Evaluation Data Sources: Campus/District Social media accounts

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: L a Marque High School staff members will disseminate information, advertise and encourage community involvement through social media. Strategy's Expected Result/Impact: To keep parents informed and build a positive image for the campus and district. Staff Responsible for Monitoring: ALL LMHS staff members; especially administrators, directors & coaches. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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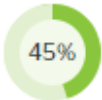







Goal 10: ALL members of the La Marque High School staff will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 2: Staff members will increase the use of Skyward, Canvas and Remind to keep parents abreast of classroom, club, organization information. and student progress.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward, Canvas, Remind contact logs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: LA Marque High School staff members will exchange information with parents through multiple platforms. Strategy's Expected Result/Impact: To keep parents, students and campus staff involved with the campus and their child's education. Staff Responsible for Monitoring: ALL LMHS staff members; especially administrators, directors & coaches. Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 10: ALL members of the La Marque High School staff will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 3: La Marque High School Staff will utilize virtual platforms to meet with parents as needed.

Targeted or ESF High Priority

Evaluation Data Sources: Schedule meetings, agendas, parent surveys.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: La Marque High School administrators will conduct monthly Zoom meetings to address parents concerns and to provide campus updates. Strategy's Expected Result/Impact: To eliminate ambiguity and establish a convenient method of communication to increase parental involvement. Staff Responsible for Monitoring: LMHS administrators Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: 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
Woodrow Wilson
2020-2021 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
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%	9
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%	14
Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	18
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.	19
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.	23
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.	25
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.	28
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.	31
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	33
Addendums	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

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 white 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: When reviewing the data, the performance of African American students who were served at Woodrow Wilson DAEP, only 23 % of those students reached approaches or above in Reading. **Root Cause:** TCISD students lack a good reading foundation in the lower grades, and teachers need to improve on finding reading material that interest our students. In addition, Woodrow Wilson is implementing a reading initiative to improve student's reading level during their placement.

Problem Statement 2: In reviewing the data, it was discovered that only 20% of African American met approaches or above in Math in the 2019 state assessment (Most recent test data) **Root Cause:** Teachers lacked the focus on connecting their lessons to real world applications in hopes of keeping students engaged. The main focus was placed on mastery of essential content and following the state and district aligned goals, as well as a lack of focus on student gaps in basic math skills and academic language. Teachers also were not required to create and implement lesson plans.

Problem Statement 3: In reviewing the data, only 8% of Special Education students reached meets or above in all testing areas. **Root Cause:** Lack of differentiated instruction.

Problem Statement 4: In reviewing data across the district, Woodrow Wilson students performed below state expectations on Texas English Language Proficiency Assessment System. **Root Cause:** Lack of utilization of Sheltered Instruction Observation Protocol (SIOP) strategies.

Problem Statement 5: In reviewing the data, it was discovered that 29% of economically disadvantaged students reached approaches or above in Reading. **Root Cause:** Lack of emphasis on silent sustained reading, not enough emphasis on utilizing new library, and no reading initiative that will be implemented in 2020-2021 school year.

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 we had only 12 percent of our students return that were released. State testing was not a strength in our school for the 2018-2019 school year, but our staff is putting a major emphasis this year in closing the gaps and improving growth. A reading initiative is also being put in place in hopes of improving student's reading levels in even the shortest of placements.

Student Learning Strengths

Last year, we were on pace to eclipse the 150 regained credits that was set back in 2018-2019. Recidivism rate was 12%, and this year our goal is 9%. With our small class sizes, students are generally able to improve their grades during their placement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In reviewing the data, all students served by Woodrow Wilson DAEP, only 29% of students met approached or above in Reading. **Root Cause:** WW lacks differentiated instruction, lacked student engagement, and STAAR tutorial programs. WW also did not emphasize purposeful reading time, and allowing students significant library time.

Problem Statement 2: In reviewing the data, the performance of all students who served at Woodrow Wilson DAEP only 22% of students met approaches or above in Math. **Root Cause:** Teachers lacked skills to engage students, not enough emphasis on STAAR tutorials, and we continue to lack grade level calculator skills.

Problem Statement 3: In reviewing data, the performance of all students served at Woodrow Wilson only scored a 41 for Academic Growth. **Root Cause:** Lack of differentiation, attendance issues, and student turnover

Problem Statement 4: In reviewing data, the economically disadvantaged student at Woodrow Wilson only 29% met approaches or above in Reading. **Root Cause:** Lack of emphasis on silent sustained reading, lack of emphasis to utilize library, poor attendance, and no reading initiative.

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 attend orientation with a parent where all of our rules and procedures are explained. Master schedule is well thought out to provide students and teachers with the best opportunity to receive effective instruction.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 12% of Woodrow Wilson students that are released from our program return back to WW. **Root Cause:** Students lack the self awareness, good decision making skills, and do not become involved in campus organizations or programs.

Problem Statement 2: Woodrow Wilson had a significantly high percentage of student suspensions in the 2019-2020 school year. **Root Cause:** Students lack self-awareness, have bad decision making skills, and do not realize how their decisions also effect their loved ones.

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 will slowly start putting back in place 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

Woodrow Wilson DAEP- Before school began, the entire staff received training on structuring, organizing, and managing their classrooms so that they can teach the required curriculum so the students stay "on track" to be successful on their "home campus". 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of engagement from students who are not attending face to face instruction. **Root Cause:** Teachers are powerless if virtual students don't follow simple norms like arriving to class on time, not enabling camera, and not following asynchronous protocols.

Problem Statement 2: Woodrow Wilson has a high number of student suspensions. **Root Cause:** Students lack self-awareness, have bad decision making skills, and do not realize how their decisions also effect their loved ones.

Problem Statement 3: Student attendance in 2019-2020 was only at 86%. **Root Cause:** Students have high difficulty arriving to bus stop during inclement weather, lack of motivation to attend school on a regular basis, and teachers lack skills to adapt their lessons to a multi-cultural population.

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: 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: Number of credits recovered

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Every face to face student that is enrolled at Woodrow Wilson will take a pre assessment reading test to determine what grade level they are reading on, and then a post reading assessment upon their release. Strategy's Expected Result/Impact: Reading fluency will improve. Staff Responsible for Monitoring: Administrators, Instructional Aide, Counselor TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in interactive reading programs on a weekly basis in homeroom classes. Strategy's Expected Result/Impact: Reading fluency and comprehension Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Reading Fluency Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: More reading engagement Staff Responsible for Monitoring: Teachers, Aides, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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: Woodrow Wilson students will increase from 29% of students meeting approaches or above in Reading to 50% of students meeting approaching or above in Reading giving our students a 31% increase in Reading scores.

HB3 Goal

Evaluation Data Sources: State Assessment, BOY, Benchmarks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Better Reading Fluency Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase student vocabulary through use of word walls, mind maps, vocabulary journals, KIM, and Frayer Model activities. All WW teachers will commit to incorporating a vocabulary activity once per week and will be reflected in lesson plans. Strategy's Expected Result/Impact: Vocabulary increase, reading fluency Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize homeroom for sustained silent reading, as well as interactive reading assignments. Strategy's Expected Result/Impact: Reading Comprehension Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize EOC remediation courses through Edgenuity. Enroll all EOC English I and English II obligated students into the Edgenuity remediation course. Strategy's Expected Result/Impact: Test taking strategies, remediation, reading comprehension Staff Responsible for Monitoring: Teachers, Aides, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize the CBA and BOY test data in Eduphoria to ascertain individual students' areas of need and use the data to drive differentiated instruction. Data driven lessons will be reflected in lesson planning. Strategy's Expected Result/Impact: Increased test scores Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase teacher use of "EOC Like" worded warm ups in all core classes, so students may become familiar and comfortable with EOC type questions. These warm ups will be reflected in lesson plans. Strategy's Expected Result/Impact: Increased test scores, better test taking strategies Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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: Every teacher at WW will follow the district scope and sequence and pacing guides in order to assure students will be "on track" academically when they return to their "home campus".

HB3 Goal

Evaluation Data Sources: Student Grades and Academic Progress

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have monthly meetings with parents and students to notify them where they are in regards to meeting the state standard. Strategy's Expected Result/Impact: No learning gaps Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in weekly/monthly meetings with home campuses to ensure Woodrow Wilson is on pace with the other home campuses. Strategy's Expected Result/Impact: No learning gaps Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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 4: Woodrow Wilson's overall academic growth score in reading will increase from 53% to 60%.

HB3 Goal

Evaluation Data Sources: Data Walls, CBA's, STAAR scores, BoY

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Data walls will be created for teachers and their students to better understand their academic levels. The progress of students scoring at all levels will be monitored. Strategy's Expected Result/Impact: Woodrow Wilson's academic growth score will improve if students can see the progress they are making, and make monthly goals. Staff Responsible for Monitoring: Teachers, Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 80%	 90%	
<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: Woodrow Wilson students will increase from 31% of students meeting approaches or above in Math to 50% of students reaching approaches or above in math giving our students a 19% increase in Math scores.

HB3 Goal

Evaluation Data Sources: CBA testing, BOY, Benchmarks, and data walls

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly calculator skill or basic math computation skill tutorials during homeroom for all students. Strategy's Expected Result/Impact: Test taking strategies, calculator skills Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have monthly meetings with parents and students to notify them where they are in regards to meeting the state standard. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: 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 2: Woodrow Wilson's academic growth score in Math will improve from 29% to at least 50%.

HB3 Goal

Evaluation Data Sources: CBA, STAAR testing, BoY, Benchmarks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have monthly meetings with parents and students to notify them where they are in regards to meeting the state standard. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will maintain data walls in the classroom for all students. Strategy's Expected Result/Impact: Increased test scores Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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: Every teacher at WW will follow the district scope and sequence and pacing guides in order to assure students will be "on track" academically when they return to their "home campus".

HB3 Goal

Evaluation Data Sources: Student grades, Academic Progress

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Align instruction with core teachers at the "home campus". Strategy's Expected Result/Impact: No gaps in learning Staff Responsible for Monitoring: Principal, AP TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in weekly/monthly meetings with home campuses to ensure Woodrow Wilson is on pace with the other home campuses. Strategy's Expected Result/Impact: No gaps in learning Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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 4: Utilize EOC remediation courses through Edgenuity. Enroll all EOC Algebra I obligated students into the Edgenuity remediation course.

HB3 Goal

Evaluation Data Sources: CBA, STAAR testing, BoY, Benchmarks






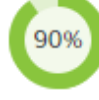
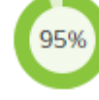

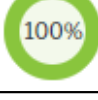
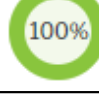

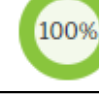




Summative Evaluation: Met Objective

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Administrators and Woodrow Wilson staff will put on an emphasis on getting students involved in one of the many programs that TCISD offers.

Evaluation Data Sources: CCMR Accountability Data, Campus visits

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly meetings will be held to build better relationships with students in hopes to better connect and find out what their interests are. Strategy's Expected Result/Impact: If students are more involved, they are more likely to be successful Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators will contact program directors if a student shows interest in a particular home campus program. Strategy's Expected Result/Impact: If students are more involved, they are more likely to be successful Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Program directors, as well as home campus staff members will be invited to all release circles at Woodrow Wilson. Strategy's Expected Result/Impact: Students will feel more supported Staff Responsible for Monitoring: Counselor, Administrators	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: African American students at Woodrow Wilson will improve from 20% of students reaching approaches or above on all tests to at least 50% reaching approaches or above in all test areas giving our African American population a 30% improvement.

HB3 Goal

Evaluation Data Sources: CBA, BOY, State Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Woodrow Wilson will focus on submitting lesson plans that appeal to a multi-cultural student population that will keep students engaged. Strategy's Expected Result/Impact: Scores will increase if students are more engaged in the learning Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will put an emphasis, and will be required to provide interactive reading time in homeroom. Strategy's Expected Result/Impact: Reading fluency, reading comprehension Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus will encourage library visits for students, and assure that there books that appeal to ALL students. Strategy's Expected Result/Impact: Students will gain an interest in reading Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


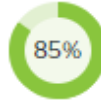



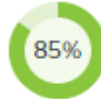



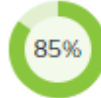






Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: Hispanic students at Woodrow Wilson will improve their scores on all tests from 47% reaching approaches or above to 60% of Hispanic students reaching approaches or above giving our Hispanic students at 13% improvement.

HB3 Goal

Evaluation Data Sources: Mini data walls, STAAR scores, CBA's

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Encourage teachers to create lessons that appeal to a multi-cultural population. Strategy's Expected Result/Impact: Improve test taking strategies, bridge gaps Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assure that our campus has an adequate number of SIOP trained teachers for ELL students. Strategy's Expected Result/Impact: Improve test scores for ELL students Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Assure that an adequate number of teachers are trained in ESL. Strategy's Expected Result/Impact: Woodrow Wilson ELL students will have access to mainstream, grade level content, and WW will contribute to the development of English language proficiency, as well as ensuring the performance rating for TCISD n the TELPAS reaching state expectations. Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools	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 3: African American students will improve their reading scores from 23% of students reaching approaches or above to 50% of students meeting approaches or above.

HB3 Goal

Evaluation Data Sources: Data Walls, CBA's, BoY, STAAR test scores

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: An emphasis will be to add additional books to our library that our multicultural and appeal to diverse populations. Strategy's Expected Result/Impact: Increase reading engagement for multi-cultural pops Staff Responsible for Monitoring: Teachers, Aides, Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: An emphasis will be put on our teachers to create lessons that appeal to a multi-cultural population. Strategy's Expected Result/Impact: Engagement for all cultures Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


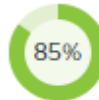










Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 4: All Woodrow Wilson SpEd. students will improve their meets or above percentage for all tests from 8% to 20%

HB3 Goal

Evaluation Data Sources: CBA's, BoY's, data walls, STAAR Scores

Summative Evaluation: Met Objective






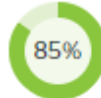










Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will coordinate an approach and pace of instruction that is suitable for the special needs learner. Strategy's Expected Result/Impact: SpEd. students will be able to stay on track, as well as fully engaged at all times Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators will put on an emphasis on differentiating instruction when conducting walkthroughs. Strategy's Expected Result/Impact: SpEd. students will be able to stay on track, as well as fully engaged at all times Staff Responsible for Monitoring: Admiministrators	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: Woodrow Wilson will structure a safe school environment through the use of analytic surveillance cameras, security team issued cell phones, transition rooms, facial recognition cameras, and the implementation of other safety measures.

Evaluation Data Sources: Review data where most discipline infractions occur via Skyward, and safety reports from the security team

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Less bullying, truancy, and mutual combat Staff Responsible for Monitoring: All staff members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through the use of Sonim phones and Share 911, communication between administrators and first responders will be much more efficient. Strategy's Expected Result/Impact: Improve safety of the campus Staff Responsible for Monitoring: Principal, Security Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All students will go through metal detectors and be searched before entering the campus. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: All Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Woodrow Wilson will conduct monthly safety drills. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
Strategy 5: Utilize K9's to do campus spot checks. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: SLO's	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Students will be individually escorted to the restroom. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Staff members will have access to all classrooms and offices with the use of their ID badges. Strategy's Expected Result/Impact: Improve Campus Safety Staff Responsible for Monitoring: TCISD Security team	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: WW staff will continue to build positive relationships with students

Evaluation Data Sources: Student surveys, discipline records via Skyward, graduation data

Summative Evaluation: Met Objective







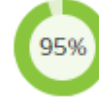
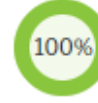




Strategy 1 Details	Reviews			
Strategy 1: Staff will participate weekly RJ circles with students Strategy's Expected Result/Impact: Strengthen the social and behavioral needs of students in order to build better self-awareness Staff Responsible for Monitoring: Counselors/Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff will continue to make positive phone calls to parents. Strategy's Expected Result/Impact: Build positive relationships with parents and students Staff Responsible for Monitoring: Teachers, Administrators	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 2: WW will continue to allot time for students to regain lost credits with innovative scheduling.

Evaluation Data Sources: Graduation data and failure reports

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Students will use the Edgenuity program to recover credits. Strategy's Expected Result/Impact: Improve graduation rates, as well as reducing recidivism rates Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will have access to a certified teacher for assistance in the credit recovery lab Strategy's Expected Result/Impact: Increase credit recovery numbers, reduce recidivism rates Staff Responsible for Monitoring: Teachers, Counselor, Administrators	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: WW staff will continue to follow the highly structured educational and behavioral environment.

Evaluation Data Sources: Discipline reports via Skyward

Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: Utilize transition rooms during class change Strategy's Expected Result/Impact: Reduce in discipline referrals Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student restroom breaks are one at a time escorted by a WW staff member Strategy's Expected Result/Impact: Reduce in discipline referrals Staff Responsible for Monitoring: Paras, Teachers, Administrators	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: Implement and train staff on Restorative Discipline

Evaluation Data Sources: Discipline records in Skyward

Summative Evaluation: Met Objective

















Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly circles that will enhance student/teacher positive relationships. Strategy's Expected Result/Impact: Decrease in student discipline Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct release circles. Strategy's Expected Result/Impact: Decrease in student discipline Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teach conflict resolution purposefully. Strategy's Expected Result/Impact: Decrease in student discipline Staff Responsible for Monitoring: Administrators	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: Continue to train staff and implement Character Strong

Evaluation Data Sources: Discipline records via Skyward

Summative Evaluation: Met Objective

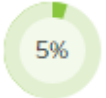







Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Positive Behavior Support and Interventions in their classrooms. Strategy's Expected Result/Impact: Decrease in student discipline Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Employ school-wide routines Strategy's Expected Result/Impact: Decrease in student discipline Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Hero to award student initiative points Strategy's Expected Result/Impact: Decrease in student discipline Staff Responsible for Monitoring: Teachers, Administrators	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 3: Recognize and reward positive behaviors.

Evaluation Data Sources: Discipline records via Skyward

Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: On a weekly basis, teachers will nominate a student who has gone above and beyond the behavioral expectations to a principal. This student will receive a prize, and then be nominated for a Throwdown Thursday lunch. Strategy's Expected Result/Impact: Reduce in discipline referrals Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 5%	 90%	 100%
 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: Woodrow Wilson will develop and recruit highly qualified staff through recruiting and professional development.

Evaluation Data Sources: Staff turnover, staff surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrators will recruit through virtual and face to face job fairs. Strategy's Expected Result/Impact: Attract qualified teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Recognize and reward teachers with lunches, gift cards, and other prizes for exceeding expectations. Strategy's Expected Result/Impact: Retaining teachers Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Encourage and offer opportunities for a plethora of professional development trainings. Strategy's Expected Result/Impact: Retain teachers, improve instruction Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide monthly staff appreciation beverages/treats Strategy's Expected Result/Impact: Teacher retention, positive campus climate Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				











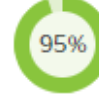









Strategy 5 Details	Reviews			
Strategy 5: Monthly "Throwdown Thursday" lunches wear lunch will be provided to teachers, and jeans will be allowed. Strategy's Expected Result/Impact: Teacher Retention, Positive Campus Climate Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Celebrate the achievements of students.

Evaluation Data Sources: Recidivism reports, parent feedback, stakeholder feedback

Summative Evaluation: Met Objective










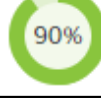
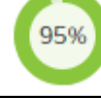





Strategy 1 Details	Reviews			
Strategy 1: Recognize all students that regain credits by announcing their name on the intercom, and allowing them to hang a star on our Wall of Fame. Strategy's Expected Result/Impact: Reduce Recidivism Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Turn in all "good news" stories to communications department for publication. Strategy's Expected Result/Impact: Create a positive student and campus climate on campus. Staff Responsible for Monitoring: Administrators, TCISD communications director	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Positive phone calls home for students exceeding Woodrow Wilson expectations. Strategy's Expected Result/Impact: Create a positive student and campus climate on campus. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Invite parents to release circles (virtually). Strategy's Expected Result/Impact: Create a positive student and campus climate on campus. Staff Responsible for Monitoring: Counselor, Administrators, TCISD director of student outreach and intervention	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: Implement "Parent University" to get parents more involved in their student's education.

Evaluation Data Sources: Recidivism reports, parent feedback, stakeholder feedback

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Virtual assistance for parents of Seniors in filling out FASFA Strategy's Expected Result/Impact: Increase in CCMR scores at home campuses Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Every Junior/Senior completes a college or technical school application as part of the Woodrow Wilson release requirements Strategy's Expected Result/Impact: Increase in CCMR scores at home campuses Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement College Day by having staff wear their favorite university or college shirt Strategy's Expected Result/Impact: Increase in CCMR scores at home campuses Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Texas City Independent School District

Blocker Middle School

2020-2021 Campus Improvement Plan



Mission Statement

We will prepare our students to reach their full potential and excel in their chosen paths.

Value Statement

At Blocker Middle School, we have set the following goals:

1. Blocker Middle School will work to develop a sense of school pride and healthy respect for all students and staff.
2. Blocker Middle School will be consistent in enforcing policies and procedures.
3. Blocker Middle School will empower every student to be a life-long learner.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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%	16
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%	17
Goal 3: Compared to state standards, Blocker Middle School will meet or exceed state averages for each exam, each grade level, and each demographic groups.	18
Goal 4: Compared to state standards, all TCISD campuses will improve student achievement on state assessments by meeting or exceeding established targets.	24
Goal 5: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.	27
Goal 6: 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.	30
Goal 7: 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.	35
Goal 8: 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.	37
Goal 9: 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.	44
Goal 10: Technology Goal	46
Goal 11: 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.	47
Goal 12: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	51
Campus Funding Summary	53
Addendums	54

Comprehensive Needs Assessment

Demographics

Demographics Summary

Blocker Middle School has a total enrollment of approximately 900 students.

- Ethnicity/Race breakdown: 45% Hispanic, 31% White, 20% African American, 3% Two or More Races, and <1% Other
- Economically disadvantaged population is 70%

Demographics Strengths

- Diverse student population
- Supportive parents and community
- Strong tax base from area industry

Student Learning

Student Learning Summary

We recieved an overall score of an 82 for our state accountability report card, which gives a letter grade of a B.

For Blocker's state accountability ratings, we achieved the following scores:

2019 Accountability Ratings Overall Summary

BLOCKER MIDDLE (084906041) - TEXAS CITY ISD

2019 Accountability Ratings Overall Summary

BLOCKER MIDDLE (084906041) - TEXAS CITY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		77	C
STAAR Performance	46	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		84	B
Academic Growth	73	81	B
Relative Performance (Eco Dis: 68.5%)	46	84	B
Closing the Gaps	68	80	B

Individually by grade level and subject area, we achieved the following scores in the areas of Approaches, Meets, and Masters. This charts also show how we did compared to last year and how scored compared to the state of Texas:

18-19 Comparison to 17-18 STAAR by Subject

7th Grade

Subject	State 18-19	Blocker 18-19	17-18
7th Math Approaches	73%	65%	63%
7th Math Meets	41%	31%	23%
7th Math Masters	16%	4%	5%

Subject	State 18-19	Blocker 18-19	17-18
7th Reading Approaches	74%	74%	68%
7th Reading Meets	47%	42%	42%
7th Reading Masters	28%	22%	24%

Subject	State 18-19	Blocker 18-19	17-18
7th Writing Approaches	69%	64%	65%
7th Writing Meets	40%	33%	36%
7th Writing Masters	17%	12%	8%

8th Grade

Subject	State 18-19	Blocker 18-19	17-18
8th Math Approaches	87%	88%	81%
8th Math Meets	55%	66%	56%
8th Math Masters	16%	20%	16%

Subject	State 18-19	Blocker 18-19	17-18
8th Reading Approaches	84%	83%	80%
8th Reading Meets	53%	47%	37%
8th Reading Masters	27%	23%	18%

Subject	State 18-19	Blocker 18-19	17-18
8th Science Approaches	79%	74%	68%
8th Science Meets	49%	44%	40%

18-19 Comparison to 17-18 STAAR by Subject

8th Science Masters	24%	13%	18%
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Subject	State 18-19	Blocker 18-19	17-18
8th Social Studies Approaches	67%	64%	62%
8th Social Studies Meets	35%	27%	29%
8th Social Studies Masters	20%	12%	13%

Subject	State 18-19	Blocker 18-19	17-18
Algebra I Approaches	84%	100%	100%
Algebra I Meets	62%	98%	95%
Algebra I Masters	39%	75%	67%

Student Learning Strengths

Met standard in all 3 Domains

We recieved Distinctions for Top 25% Comparative Academic Growth and Closing Gaps

Outperformed the state in 8th Grade Math and Algebra I

100% of Algebra I students passed EOC

We improved in almost every area from 16-17 to 17-18:

- 7th Math Approaches 55% to 63%
- 7th Math Meets 23% to 23%
- 7th Math Masters 4% to 5%

- 7th Reading Approaches 66% to 68%
- 7th Reading Meets 26% to 42%
- 7th Reading Masters 13% to 24%

- 7th Writing Approaches 64% to 65%
- 7th Writing Meets 25% to 36%

- 7th Writing Masters 5% to 8%
- 8th Math Approaches 77% to 81%
- 8th Math Meets 47% to 56%
- 8th Math Masters 12% to 16%
- 8th Reading Approaches 70% to 71%
- 8th Reading Masters 15% to 18%
- 8th Science Approaches 68% to 68%
- 8th Science Meets 37% to 40%
- 8th Science Masters 11% to 18%
- 8th Social Studies Approaches 54% to 62%
- 8th Social Studies Meets 24% to 29%
- 8th Social Studies Masters 13% to 13%
- Algebra I Approaches 100% to 100%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our average for approaches, meets, and masters did not reach an average of 60% across all tests and all students. **Root Cause:** 7th grade math students are not understanding how to problem solve through multi-step problems. 8th grade science aEU" students are not understanding the academic vocabulary. Teachers also need to spend more time reviewing 6th and 7th grade TEKS that are tested.

Problem Statement 2: African American performance on all STAAR tested subjects. **Root Cause:** Teachers are not forming meaningful relationships with all students to help them stay engaged and want to perform well. African American students are coming in without prior knowledge in the subject areas.

Problem Statement 3: Special Education students in all subjects. **Root Cause:** Teachers and inclusion aids have not been trained on how to run an inclusion class. They often don't communicate how to run the class between one another, so the Special Ed students do not receive the help they need.

Problem Statement 4: Ensure all students who fail year to year still grow **Root Cause:** Teachers were not aware of which students did not grow the prior year on STAAR.

Problem Statement 5: Hispanic performance on Social Studies STAAR **Root Cause:** Students do not have prior knowledge of US History or experiences to connect to US History.

Problem Statement 6: African American and Special Education student growth in Math **Root Cause:** Teachers are not differentiating instruction in order to help these students

grow.

School Processes & Programs

School Processes & Programs Summary

Each year, additional quality staff members are added to the Blocker faculty. We use a committee of teachers, counselors, instructional specialists, and administrators for all new hires. Quality hires were also found at two job fairs attended in the summer.

Blocker Middle School offers seven class periods a day, 50 minutes in length. The students have four core academics (including math, double block Language Arts (7th), science, and social studies in STAAR tested subjects) which utilizes 4-5 periods, and the remaining 2-3 classes are electives. Students are divided among three teams per grade level, with 4-5 teachers sharing approximately 140-150 students. Pre-AP students are taught by a team of specially trained and GT certified teachers. Team teachers are located close to each other in the learning pods for effective collaboration and communication. There are a number of leadership teams on the campus who meet to discuss concerns and strengths of the school. These teams include QuEST, department heads, team leaders, instructional specialists, counselors, and administration. Teachers rotate weekly for duty, for a total of four weeks of duty a school year. Duty team leaders are designated who assign locations in which to place teachers to supervise students in the mornings and afternoons.

School Processes & Programs Strengths

Very low staff/teacher turnover.

Quality candidates were hired for the 20-21 school year.

Committees including Quest, Discipline, department heads, team leaders, instructional specialists, counselors, and administrators

Department planning time built into each week's schedule

Teachers track student progress using Eduphoria and data walls

Extracurricular activities offered during and after school

Duty dates, teacher locations, and adult expectations are given at the beginning of the year

Perceptions

Perceptions Summary

The campus has 72 professional staff members and an additional 19 paraprofessional and clerical staff members. Our school has a great deal of support from the community. Some parents are highly involved and supportive, while others are disconnected. Our school culture is a family atmosphere. Staff members are very diligent in supervision and following the discipline management plan in order to create a safe and secure environment for our students.

At Blocker Middle School, our goal is to create an environment where the families and community feel actively involved in student achievement. Several opportunities have been put in place to allow parents the opportunity to be a part of the school community. Technologies such as the Blocker Facebook page, district website, mobile applications, and Parent Access have been offered to allow parents and the community access to academic resources, information on extracurricular activities, and opportunities for involvement. The school hosts days in which parents have opportunities to meet and conference with teachers, view student work, and receive information on yearly activities in which the students will be engaged. The Parent Involvement Committee recruits parents to volunteer at the school both for teacher appreciation and for student incentives such as school dances.

Perceptions Strengths

New teacher training with Principal and the District

Students are highly involved in student activities including Fine Arts, Student Council, Athletics, Garden Club, Book Club, etc.

New teachers paired with Mentor Teachers

Strong Academic Teaming

Teachers evaluated through T-TESS

Teachers comfortable with having other staff or administrators in their classrooms

Implementation of plans created during staff development week which provided a platform for shared decision making regarding structures and procedures for supervision of campus.

Parent Involvement Committee continues to grow each year and provides support for staff.

Excellent turn out of students/parents for school Open House and Orientation.

Orientation night before start of school

Parent Conference at the end of the first nine weeks

Skyward Parent Access- access to child's academic history attendance

Parental Involvement Committee

District website with links to state resources, extracurricular activities, special events

Classroom on-line textbook resources

HERO

Campus Facebook

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- 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: The percentage of 7th & 8th grade students that score meets grade level or above on STAAR Reading will increase from 47% to 55% by June 2024.

Evaluation Data Sources: 7th & 8th Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Specialist will help to identify low performing TEKS Strategy's Expected Result/Impact: Teachers can identify which TEKS to focus on. Staff Responsible for Monitoring: Administrators will join PLC's to ensure the data is being disaggregated. (Aug.- May) TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize our Data Walls to make more data-driven decisions. Teachers will track all of their students to monitor progress or decline throughout the year. Data Walls will remain in classroom to help with immediate feedback. Strategy's Expected Result/Impact: Scores will improve based on closer monitoring and prescriptive interventions. Staff Responsible for Monitoring: Principals, Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Incorporate small-group instruction to close individual student gaps and make each student accountable. Strategy's Expected Result/Impact: Individual student gaps will be closed. Staff Responsible for Monitoring: Principals, Specialists	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize our Reading Intervention class to incorporate foundational reading skills to targeted students that our reading below grade level. Strategy's Expected Result/Impact: Students will read at or above grade level. Staff Responsible for Monitoring: Birdsong, specialists	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: The percentage of 7th & 8th grade students that score meets grade level or above on STAAR Math will increase from 55% to 62% by June 2024.

Evaluation Data Sources: 7th & 8th Math STAAR

Summative Evaluation: Some progress made toward meeting Objective


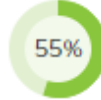














Strategy 1 Details	Reviews			
Strategy 1: Instructional Specialist will help to identify low performing TEKS Strategy's Expected Result/Impact: Teachers can identify which TEKS to focus on. Staff Responsible for Monitoring: Administrators will join PLC's to ensure the data is being disaggregated. (Aug.- May) TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize our Data Walls to make more data-driven decisions. Teachers will track all of their students to monitor progress or decline throughout the year. Data Walls will remain in classroom to help with immediate feedback. Strategy's Expected Result/Impact: Scores will improve based on closer monitoring and prescriptive interventions. Staff Responsible for Monitoring: Principals, Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Incorporate small-group instruction to close individual student gaps and make each student accountable. Strategy's Expected Result/Impact: Individual student gaps will be closed. Staff Responsible for Monitoring: Principals, Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Compared to state standards, Blocker Middle School will meet or exceed state averages for each exam, each grade level, and each demographic groups.

Performance Objective 1: Improve the performance of all students to meet or exceed state averages as measured on state assessments.

Evaluation Data Sources: Student performance on STAAR 7-8 and EOC assessments.









Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Incorporate strategic scheduling with our low performing African-American students to place them with specific teachers that can help improve their performance in Reading, Math, Writing, Science, & Social Studies Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Administrators Counselors Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate and implement content area curriculum with fidelity. Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase rigor within questioning strategies, lesson plans, and assessments. Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Compared to state standards, Blocker Middle School will meet or exceed state averages for each exam, each grade level, and each demographic groups.

Performance Objective 2: Strategically develop instruction for targeted populations including economic disadvantaged, special education, limited English proficient, and African American students.

- Evaluation Data Sources:** Improved performance on state and local assessments.
- Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Utilize our Reading Intervention class to incorporate foundational reading skills to targeted students that our reading below grade level. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Mrs. Birdsong Mrs. Oyakhire Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 3: Compared to state standards, Blocker Middle School will meet or exceed state averages for each exam, each grade level, and each demographic groups.

Performance Objective 3: Increase the number of students that meet or exceed growth as measured on state and local assessments.

Evaluation Data Sources: Improved growth performance on state and local assessments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize our Data Walls to make more data-driven decisions. Teachers will track all of their students to monitor progress or decline throughout the year. Data Walls will remain in classroom to help with immediate feedback. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate small-group instruction to close individual student gaps and make each student accountable. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide training to teachers on Domain 2: Student Growth and what is required to achieve growth from year to year. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Help teachers identify students that fail to achieve growth from the previous year and create target groups to help them grow during the current year. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Compared to state standards, Blocker Middle School will meet or exceed state averages for each exam, each grade level, and each demographic groups.

Performance Objective 4: Increase the number of students that score at the Master's Level on state assessments.

Evaluation Data Sources: Number of students scoring Master's Level on STAAR 3-8 and EOC assessments.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Incorporate targeted and differentiated instruction for our higher achieving students through our current Pre-AP program, as well as adding 8th grade "honors" math classes and reincorporate 7th grade Science and Social Studies Pre-AP classes. Strategy's Expected Result/Impact: Increased Masters level performance Staff Responsible for Monitoring: GT/Pre-AP Teachers All Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Compared to state standards, Blocker Middle School will meet or exceed state averages for each exam, each grade level, and each demographic groups.

Performance Objective 5: Continue to enhance instructional technology to support students, teachers, and staff

Evaluation Data Sources: Student improvement in STAAR, STAAR Accomodated and EOC Assessments.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: We will continue our 1 to 1 initiative in September where all students will receive a laptop/tablet. Strategy's Expected Result/Impact: Student improvement on STAAR and enhanced performance with technology applications. Staff Responsible for Monitoring: Technology Teachers Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Compared to state standards, all TCISD campuses will improve student achievement on state assessments by meeting or exceeding established targets.

Performance Objective 1: Improve the performance of all students to meet or exceed state averages as measured on state assessments.

Evaluation Data Sources: Student performance on STAAR 7-8 and EOC assessments.


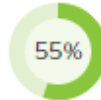
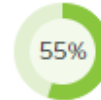









Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Incorporate and implement content area curriculum with fidelity. Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Compared to state standards, all TCISD campuses will improve student achievement on state assessments by meeting or exceeding established targets.

Performance Objective 2: Increase All Student performance on STAAR in Approaches, Meets, and Masters to achieve a STAAR component score of 60.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Incorporate strategic scheduling with our low performing African-American students to place them with specific teachers that can help improve their performance in Reading, Math, Writing, Science, & Social Studies Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Administrators Counselors Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate and implement content area curriculum with fidelity. Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase rigor within questioning strategies, lesson plans, and assessments. Strategy's Expected Result/Impact: Improved STAAR performance Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Incorporate an individualized focus on SPED students through our resource classes and modifying our inclusion approach to incorporate a mix of in-class and pull-out instruction. Strategy's Expected Result/Impact: Improved SPED performance on STAAR Staff Responsible for Monitoring: Sped. Teachers All Teachers Specialists Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Incorporate targeted and differentiated instruction for our higher achieving students through our current Pre-AP program, as well as adding 8th grade "honors" math classes and reincorporate 7th grade Science and Social Studies Pre-AP classes. Strategy's Expected Result/Impact: Increased Masters level performance Staff Responsible for Monitoring: GT/Pre-AP Teachers All Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









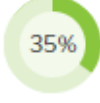











Goal 5: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: Increase focus on student growth with reading and math and earn a distinction for top 25% student progress.

Evaluation Data Sources: Student performance in Domain 2 of state accountability.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize our Data Walls to make more data-driven decisions. Teachers will track all of their students to monitor progress or decline throughout the year. Data Walls will remain in classroom to help with immediate feedback. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate small-group instruction to close individual student gaps and make each student accountable. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide training to teachers on Domain 2: Student Growth and what is required to achieve growth from year to year. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Help teachers identify students that fail to achieve growth from the previous year and create target groups to help them grow during the current year. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize our Reading Intervention class to incorporate foundational reading skills to targeted students that our reading below grade level. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Mrs. Birdsong Mrs. Oyakhire Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Teachers will pull targeted tutoring groups before and after school to remediate. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Incorporate the Moby Max assessment program to identify student academic levels and what is needed for growth. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 2: Provide a relevant and rigorous instructional program that promotes academic advancement toward college and career readiness.

Evaluation Data Sources: Improved participation and performance on college and career readiness exams.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Continue STEM program and implement Career Connections class which introduces and directly leads to HS endorsements. More effectively utilize the Naviance program in Career Connections. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principal, teachers, counselors Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: 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			
Strategy 1: Utilize Data Walls to assess which groups and individual students to focus on. Strategy's Expected Result/Impact: Close performance gaps between all groups. Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 6: 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			
Strategy 1: Utilize our Reading Intervention class to incorporate foundational reading skills to targeted students that our reading below grade level. Strategy's Expected Result/Impact: Increased student growth from previous year. Staff Responsible for Monitoring: Mrs. Birdsong Mrs. Oyakhire Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 6: 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 students scoring at the Meets and Masters levels in Reading and Math for All Students.

Evaluation Data Sources: Student performance in Domain 3 of state accountability.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Data Walls to assess which groups and individual students to focus on. Strategy's Expected Result/Impact: Close performance gaps between all groups. Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate our 21st Century program with our low Eco-Dis. Students and our African-American students. Strategy's Expected Result/Impact: Close performance gaps between all groups. Staff Responsible for Monitoring: Site Coordinator Club Sponsors Teachers Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase our focus on relationship building & engagement strategies. Strategy's Expected Result/Impact: Close performance gaps between all groups. Staff Responsible for Monitoring: All Faculty Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details		Reviews			
Strategy 4: We have created an 8th grade Math honors class to help those students that are not in Pre-AP classes, but are scoring at meets and masters levels to help challenge them more to move to the next level. Strategy's Expected Result/Impact: Increased student growth from Meets to Masters. Staff Responsible for Monitoring: Teachers Specialists Administrators Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: 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 4: Increase our EL Language Proficiency status to exceed the state target.

Evaluation Data Sources: TELPAS Test

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize our 21st Century ESL program as a support in helping ensure our ESL students are progressing in their TELPAS ratings from year to year. Strategy's Expected Result/Impact: Our ESL students progress from previous year. Staff Responsible for Monitoring: Mr. Cooke Mr. Robles Ms. Castillo Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Specialists and administrators will work with ESL teachers to ensure that they are implementing the proper strategies and effectively monitoring the progress of their ESL students. Strategy's Expected Result/Impact: Improved TELPAS scores Staff Responsible for Monitoring: Specialists Administrators Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: 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

Goal 7: 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: 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

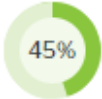











Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize our Discipline Management system. Provide training as needed. Create and maintain a staff focus on the benefits of relationship-building. Continue plans for common area supervision. Strategy's Expected Result/Impact: Decrease office referrals and student misbehavior. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize HERO program for consistency in discipline management and provide Positive Behavior Intervention support. Increase opportunities for students to earn points and receive rewards for good choices. Strategy's Expected Result/Impact: Increase positive behavior and a reduction in discipline incidents Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to fully utilize the on-line and in-person Bullying/Anti victimization reports as well as P3 system. Strategy's Expected Result/Impact: Direct reporting Increase awareness of bullying, Decrease future reports of bullying. Staff Responsible for Monitoring: Teachers, campus administrators, counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: 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: Met Objective


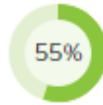










Strategy 1 Details	Reviews			
Strategy 1: Implement the 21st Century program to specifically target our diverse student populations and provide academic, social, and emotional support. Strategy's Expected Result/Impact: Increased academic success. Better social and emotional coping skills. Staff Responsible for Monitoring: Principal, 21st Century Site Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Seek under identified high performing students among a diverse population for Pre-AP classes. Strategy's Expected Result/Impact: Increase our STAAR scores among all of our ethnicity groups. Staff Responsible for Monitoring: Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: 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			
Strategy 1: Staff development is provided at the department, campus, and district level to meet the specific needs of our staff and students. Strategy's Expected Result/Impact: Greater knowledge and understanding of strategies for addressing psychological, social, and behavioral needs. Staff Responsible for Monitoring: Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the 21st Century program to specifically target our diverse student populations and provide academic, social, and emotional support. Strategy's Expected Result/Impact: Increased academic success. Better social and emotional coping skills. Staff Responsible for Monitoring: Principal, 21st Century Site Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: 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: 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			
Strategy 1: Provide multiple opportunities for at risk students to visit college campuses throughout the year. Strategy's Expected Result/Impact: Increased awareness of post secondary opportunities. Staff Responsible for Monitoring: Principal and Communities in School Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue STEM program and implement Career Connections class which introduces and directly leads to HS endorsements. More effectively utilize the Naviance program in Career Connections. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principal, teachers, counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

















Goal 8: 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: Develop student programs to meet the needs of our student population

Evaluation Data Sources: Increase in student participation in service events and social services provided.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Participate in campus wide service projects including food drive, Angel Tree project, Pennies for Patients, Heuman's Helpers, NJHS Strategy's Expected Result/Impact: Increased student service and social awareness. Staff Responsible for Monitoring: Principal, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize Communities in Schools representative to provide support and broaden the experiences of at risk students Strategy's Expected Result/Impact: Improvement in student performance and exposure to diverse experiences Staff Responsible for Monitoring: Principal, Counselors, Teachers, CIS Representative	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to promote Crimestoppers through Safe Stings to create a safe and secure school environment. Strategy's Expected Result/Impact: Reduction in criminal or safety incidents. Staff Responsible for Monitoring: Principal, AP, Counselors, SLO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue Backpack Buddy program which provides nutritious food during the weekend. Strategy's Expected Result/Impact: Meet basic needs for our low SES students Staff Responsible for Monitoring: Principal, assistant principals, counselors	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5 Details	Reviews			
Strategy 5: Continue supervision in common areas. Strategy's Expected Result/Impact: Decrease in safety incidents Staff Responsible for Monitoring: Principal, assistant principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize 21st Century before and after-school program as a source of support for our at risk students. Strategy's Expected Result/Impact: Increased participation and academic progress. Staff Responsible for Monitoring: 21st Century site coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Create a system for connecting students and families in need with services provided locally. Include teachers in the system so that more families can gain access. Strategy's Expected Result/Impact: Greater access to services. Staff Responsible for Monitoring: Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: 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: Continue the "team" concept for scheduling students.

Evaluation Data Sources: Reduction in numbers of office referrals, ISS, OSS, and DAEP Placements.

Summative Evaluation: Met Objective


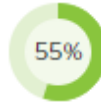



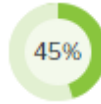










Strategy 1 Details	Reviews			
Strategy 1: Ensure consistency among teams/teachers in following the Behavior Management Plan to reduce discipline referrals, ISS, OSS, DAEP, and JJAEP placements, especially in AA and SPED population. Use school wide discipline reports as well as frequent communications between staff as to needed skills and/or character traits needed to address issues. Strategy's Expected Result/Impact: Reduction in disciplinary incidents. Increased communication with parents Staff Responsible for Monitoring: Principal, Assistant principals, Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%	 65%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: 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: Provide staff development to all TCISD staff

Evaluation Data Sources: Classroom evidence of use of instructional strategies/best practices learned in staff development.

Summative Evaluation: Met Objective

















Strategy 1 Details	Reviews			
Strategy 1: Staff development is provided at the department, campus, and district level to meet the specific needs of our staff and students. Strategy's Expected Result/Impact: Greater knowledge and understanding of strategies for addressing psychological, social, and behavioral needs. Staff Responsible for Monitoring: Principal, Secondary Curriculum Coordinator, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselors attend conferences specifically related to the needs of our students and associated counselor issues. Strategy's Expected Result/Impact: Greater knowledge and understanding of strategies for addressing psychological, social, and behavioral needs. Staff Responsible for Monitoring: Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Administrators attend conferences specifically related to the needs of our students and associated administrative and legal issues. Strategy's Expected Result/Impact: Greater knowledge and understanding of strategies for addressing psychological, social, and behavioral needs. Staff Responsible for Monitoring: Principals, Assistant Principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: 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			
Strategy 1: Continue to utilize our Discipline Management system. Provide training as needed. Create and maintain a staff focus on the benefits of relationship-building. Continue plans for common area supervision. Strategy's Expected Result/Impact: Decrease office referrals and student misbehavior. Staff Responsible for Monitoring: Principal, Assistant Principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to fully utilize the on-line Bullying/Anti victimization reports. Strategy's Expected Result/Impact: Direct reporting Increase awareness of bullying, Decrease future reports of bullying. Staff Responsible for Monitoring: Teachers, campus administrators, counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue use of HERO program for consistency in discipline management and provide Positive Behavior Intervention support. Increase opportunities for students to earn points and receive rewards for good choices. Strategy's Expected Result/Impact: Increase positive behavior and a reduction in discipline incidents Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: 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			
Strategy 1: Implement the 21st Century program to specifically target our diverse student populations and provide academic, social, and emotional support. Strategy's Expected Result/Impact: Increased academic success. Better social and emotional coping skills. Staff Responsible for Monitoring: Principal, 21st Century Site Coordinator Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Seek under identified high performing students among a diverse population for Pre-AP classes. Strategy's Expected Result/Impact: Increase our STAAR scores among all of our ethnicity groups. Staff Responsible for Monitoring: Counselors, Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 10: Technology Goal

Performance Objective 1: Collaborate with instructional staff to provide effective technology training for all users.

Evaluation Data Sources: Increased use of technology tools to promote student engagement and interest.

Summative Evaluation: Significant progress made toward meeting Objective









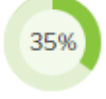







Strategy 1 Details	Reviews			
Strategy 1: Professional staff will continue to utilize all instructional technology resources in classroom. Provide appropriate training throughout the year. Strategy's Expected Result/Impact: Greater use of technology to meet students needs. Staff Responsible for Monitoring: Principal, AP's Instructional Specialist, Technology Staff, Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 11: 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			
Strategy 1: Continue implementation of New Teacher mentoring. Along with district training, new teachers will meet monthly with principal to reflect on experiences, discuss concerns and set goals for the following month Strategy's Expected Result/Impact: Greater growth and retention of new teachers. Staff Responsible for Monitoring: Principal, Instructional Specialists, Department Chair Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Core content teachers attend content specific training: Science teachers attend CAST Math teachers attend CAMT Social Studies teachers attend Region IV TEKS Academy Pre-AP teachers attend Rice Institute Strategy's Expected Result/Impact: Teachers grow professional and gain new teaching strategies and tools. Staff Responsible for Monitoring: Instructional specialist, department chair, science teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue the T-TESS Teacher Appraisal system for all teacher evaluations. All teachers self reflect and set goals for the upcoming year. At least 1/3 of campus teachers also participate in Pre-Conference, Observations, post-Observation conference including, but not limited to all new teachers and teachers on probationary certificate. Strategy's Expected Result/Impact: Better evaluations of our teachers and deeper meaning behind a teacher's evaluation. Staff Responsible for Monitoring: Principal, Assistant Principal Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 11: 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			
Strategy 1: Continue shared decision-making practices through use of Campus QuEST, Team Leaders, and Department Chair meetings. Strategy's Expected Result/Impact: Increased ownership in school success Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, Department Chairs, QuEST Members, Team Leaders, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create committees as needed, such as attendance committee. Strategy's Expected Result/Impact: Increased ownership Staff Responsible for Monitoring: Principal, AP's	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 11: 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: Significant progress made toward meeting Objective

Goal 11: 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 4: Collaborate with instructional staff to provide effective technology training for all users.

Evaluation Data Sources: Increased use of technology tools to promote student engagement and interest.

Summative Evaluation: Significant progress made toward meeting Objective






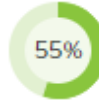










Strategy 1 Details	Reviews			
Strategy 1: Professional staff will continue to utilize all instructional technology resources in classroom. Provide appropriate training throughout the year. Strategy's Expected Result/Impact: Greater use of technology to meet students needs. Staff Responsible for Monitoring: Principal, AP's Instructional Specialist, Technology Staff, Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 12: 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			
Strategy 1: 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. Strategy's Expected Result/Impact: Better communication and connections with parents. Staff Responsible for Monitoring: Principal, assistant principals, teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold parent conferences--report card day pick up. Conduct parent conferences with team teachers to address behavior or academic concerns. Strategy's Expected Result/Impact: Increased parent involvement and participation. Staff Responsible for Monitoring: Principal, AP, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue the Parent Involvement Committee to increase parent involvement. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal, Parent Leader	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Make intentional effort to seek positive press for our campus. Strategy's Expected Result/Impact: Gain a more positive perception of the school. Staff Responsible for Monitoring: Principal, Communications Director	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Hold Blocker Orientation Day in the week prior to the start of school. Allow students to pick up their schedules and tour the campus. Parents also receive a briefing of all behavior expectations and campus routines with a focus on safety. Strategy's Expected Result/Impact: Increased parent/student attendance to Orientation. Increase in cooperation regarding campus expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

La Marque Middle School

2020-2021 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 1

- Essential Action: 1.1 Develop campus instructional leaders with clear roles and responsibilities. Campus Assessment: Level #3
- CIP Performance Objective #: 8

Prioritized Focus Area 2

- Essential Action: 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. Campus Assessment: Level #2
- CIP Performance Objective #: 8

Prioritized Focus Area 3

-
-

Essential Action: 5.3 Data-driven instruction. Campus Assessment: Level #2
CIP Performance Objective #: 2

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.	13
Goal 2: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.	13
Goal 3: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.	14
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.	16
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.	20
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 and a decrease in student discipline referrals.	21
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.	23
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.	25
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	28
Campus Leadership Team	30
Campus Instructional Leadership Team	31
Quest -Campus Improvement Plan Committee	32
Campus Funding Summary	33
Addendums	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2020-2021 student enrollment is 519. The student population of La Marque Middle School consists of the following:

Student Enrollment			
Grade	Total	Face to Face	Virtual
6 th Grade	165	116	49
7 th Grade	178	122	56
8 th Grade	176	106	70

Demographics Summary	
Economically Disadvantaged	92.9%
Hispanic	30.54%
African American	58.88%
White	6.19%
Two or More Races	3.19%
At Risk	69.26%
ESL	9.58%
SPED	15.17%

Demographics Strengths

The “Cougar Pride” comes from generations of families being served from their neighborhood schools. Our population is made of students who have family members who walked our halls and ran our fields. “Cougar Pride” has a deep-seated meaning and is rooted in our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2018-2019 LMMS's Economically Disadvantaged percentage was 92.9%. **Root Cause:** The process for collection and reporting of the SES data/forms is not systematic and timely.

Problem Statement 2: In 2018-2019 LMMS's At-Risk percentage was 69%. **Root Cause:** The process for At-Risk student intervention and follow up is not systematic and continuous.

Student Learning

Student Learning Summary

La Marque Middle School's overall performance for 2018-2019 was a 57.

Domain 1: Student Achievement – 52

Domain 2: School Progress – 56

Domain 3: Closing the Gaps – 59

Unfortunately, LMMS did not have official state reported testing data in the spring of 2020. Without summative data, we are unable to define student growth from 2019-2020. Throughout the duration of 2020-2021, LMMS will continue to focus on student growth based on formative assessments. These assessments will highlight student strengths and needs, drive instruction, and planning, while supporting interventions and enrichments.

Student Learning Strengths

Throughout the 2019-2020 school year, LMMS focused on individual student growth as outlined in Domain 2 of the State Accountability System. The Math and Reading department focused on tracking individual student growth toward their projected growth target. The campus set a goal of 68% of students meeting their individual growth measure by STAAR. At benchmark 48% of student had accomplished this task. We were not able to quantify this with state assessment data, but we will continue to strive for LMMS students to meet their growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2020-2021, 68% of students will meet their STAAR growth measure. **Root Cause:** The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.

School Processes & Programs

School Processes & Programs Summary

LMMS is focused on the individual growth of each student and staff members. For the school to grow, we each must grow. The emphasis of this school year is growing teacher efficacy through the PLC process and shared leadership. Throughout the year, the teachers will track each student's data with the purpose of providing specific and strategic interventions. The campus will utilize this process to build a healthy and functioning RTI system.

School Processes & Programs Strengths

- Implementation of Cadres: Standards, Technology, Communication, and C & I
- Weekly A-Team Meetings
- PLC Meetings – Two a week with each department Sunday Shine – Weekly communication from the Principal to spotlight good things happening and share need-to-know information for the week
 - Focused on the 4 Guiding Questions and the 3 Big Ideas
- Bi-Weekly Meetings with Virtual Teachers
- Shared Leadership Opportunities
- Focused on Growth of Individual Students, Teachers, and Administrators

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 95% of the staff lack experiences in shared leadership and responsibilities. **Root Cause:** Stake holders share a low collective efficacy when faced with the demands of the low student achievement scores.

Problem Statement 2: The beginning of the year universal screener data showed that 213 students read at 4th grade or lower reading level. **Root Cause:** LMMS needs to implement systematic, scientific, and data driven, interventions that are tracked through the RTI process.

Perceptions

Perceptions Summary

LMMS utilizes the ‘Three Big Ideas’ of the PLC as a guiding focus for the 2020-2021 school year. Throughout each action and step we will have a focus on learning, a culture of collaboration, and data oriented. La Marque Middle School is building a culture where ‘All Means All’. The communications cadre has facilitated the utilization of the Hero program. Hero will assist in building positive behavior supports and interventions.

Perceptions Strengths

The culture of LMMS has a foundation of love and concern for our student population. Teachers and staff have a strong sense of community and cougar pride – “Once A Cougar -Always a Cougar”.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): La Marque Middle School administration needs to increase community support and parent communication through a quarterly newsletter. **Root Cause:** Parents and community members desire to be a part of and be informed of school happenings.

Priority Problem Statements

Problem Statement 4: In 2018-2019 LMMS's Economically Disadvantaged percentage was 92.9%.

Root Cause 4: The process for collection and reporting of the SES data/forms is not systematic and timely.

Problem Statement 4 Areas: Demographics

Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure.

Root Cause 1: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 95% of the staff lack experiences in shared leadership and responsibilities.

Root Cause 2: Stake holders share a low collective efficacy when faced with the demands of the low student achievement scores.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: La Marque Middle School administration needs to increase community support and parent communication through a quarterly newsletter.

Root Cause 3: Parents and community members desire to be a part of and be informed of school happenings.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Action research results









Goals

Goal 1: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.

Performance Objective 1: The percentage of 6th, 7th, and 8th grade students that score meets grade level or above on STAAR Reading will increase from 21% to 35% by June 2024.

Targeted or ESF High Priority

Evaluation Data Sources: Student performance on STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Departments will attend PLC meetings twice a week to boost quality, targeted instruction. Strategy's Expected Result/Impact: Increase student STAAR Performance. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure. Root Cause: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.

Goal 2: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.

Performance Objective 1: The percentage of 6th, 7th, and 8th grade Math students that score meets grade level or above on STAAR Math will increase from 22% to 30% by June 2024.

Targeted or ESF High Priority
Evaluation Data Sources: STAAR Performance Data

Strategy 1 Details	Reviews			
Strategy 1: Departments will attend PLC meetings twice a week to boost quality, targeted instruction. Strategy's Expected Result/Impact: STAAR Performance Data Staff Responsible for Monitoring: Campus Administrators Problem Statements: Student Learning 1	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
Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure. Root Cause: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.













Goal 3: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: Increase student achievement on STAAR Reading, Math, Writing, Science, and Social Studies. The increase in achievement will occur across all student groups.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Performance Data

Strategy 1 Details	Reviews			
Strategy 1: Campus Administrators will complete a minimum of 3 three walkthroughs per week. Strategy's Expected Result/Impact: Increase quality instruction. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will adhere to three instructional non-negotiables: post Learning Intention daily, post Success Criteria daily, and utilize a student engagement activity daily. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Calculate each summative assessment based on the STAAR growth measure. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize 21st Century and college student tutors during the instructional day for pullouts for intervention and enrichment. Staff Responsible for Monitoring: Principal and Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

















Demographics
Problem Statement 1: In 2018-2019 LMMS's Economically Disadvantaged percentage was 92.9%. Root Cause: The process for collection and reporting of the SES data/forms is not systematic and timely.
Student Learning
Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure. Root Cause: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.
School Processes & Programs
Problem Statement 1: 95% of the staff lack experiences in shared leadership and responsibilities. Root Cause: Stake holders share a low collective efficacy when faced with the demands of the low student achievement scores.
Perceptions
Problem Statement 1: La Marque Middle School administration needs to increase community support and parent communication through a quarterly newsletter. Root Cause: Parents and community members desire to be a part of and be informed of school happenings.

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: By the end of the 2020-2021 school year, 68% of all students tested will meet the STAAR growth measure.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Performance Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize the RtI process to identify and address student learning gaps and needs. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Department Chairs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Learning Spaces, Rules of the Week, and Writing Portfolios to support learning. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Dean of Instruction, Curriculum and Instruction Cadre Leader Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Moby Max to support efforts to close gaps across all four content areas. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Campus Administrators, Department Chairs, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:









Demographics
Problem Statement 1: In 2018-2019 LMMS's Economically Disadvantaged percentage was 92.9%. Root Cause: The process for collection and reporting of the SES data/forms is not systematic and timely.
Student Learning
Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure. Root Cause: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.
School Processes & Programs
Problem Statement 1: 95% of the staff lack experiences in shared leadership and responsibilities. Root Cause: Stake holders share a low collective efficacy when faced with the demands of the low student achievement scores.

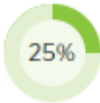
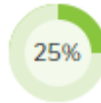






Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: The 2021 accountability rating will reflect that 5 student groups have meet their target score in Math, as outlined in Domain 3 of the TEA Accountability System. The targets are as follows: All students - 71, African American - 67, Hispanic - 69, White - 74, and Economically Disadvantaged - 68.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Performance Data

Strategy 1 Details	Reviews			
Strategy 1: Essential Standards will be taught using specific instructional methods and strategies. We will prescribe the "how to" for each essential standard. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement Reading Camps - These camps will provide an opportunity to expose students to high interest reading materials that can be utilized to increase student reading levels. Strategy's Expected Result/Impact: Increase student reading levels. Staff Responsible for Monitoring: Communication & Instruction Cadre Leader, ELA Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize co-teach models to positively impact the learning of all students. The content area and the Special Education teacher will experience the professional development activities together, in order to collaborate and plan. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Principal, Dean of Instruction, SpEd Inclusion Teachers, Core Content Area Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: In 2018-2019 LMMS's Economically Disadvantaged percentage was 92.9%. Root Cause: The process for collection and reporting of the SES data/forms is not systematic and timely.
Student Learning
Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure. Root Cause: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.
School Processes & Programs
Problem Statement 1: 95% of the staff lack experiences in shared leadership and responsibilities. Root Cause: Stake holders share a low collective efficacy when faced with the demands of the low student achievement scores.

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: La Marque Middle School will remain a safe and orderly environment for students and staff.

Evaluation Data Sources: Campus Needs Assessment, Safety Surveys

Strategy 1 Details	Reviews			
Strategy 1: Each 6 weeks, students will be provided an "Expectations Review". This review will occur during the Advisory period, and will serve as an opportunity to remind and reinforce the need to meet schoolwide expectations for behavior. Strategy's Expected Result/Impact: The campus will maintain a safe and orderly environment. Staff Responsible for Monitoring: Campus Administrators, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Eduphoria to promptly report any repair and maintenance needs. Strategy's Expected Result/Impact: A well maintained campus will add to the safety of the environment. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: La Marque Middle School administration needs to increase community support and parent communication through a quarterly newsletter. Root Cause: Parents and community members desire to be a part of and be informed of school happenings.

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 and a decrease in student discipline referrals.

Performance Objective 1: Decrease the number of disciplinary offenses by 25%.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will nominate "Students of the Week" each week. "Students of the Week" demonstrate characteristics of the schoolwide expectation, which is PAWS (Plan to Succeed, Accountable, Winning Attitude, Self-Ownership). Strategy's Expected Result/Impact: Reduce the number of discipline referrals. Increase the focus on success. Staff Responsible for Monitoring: Grade Level Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increase focus on success, decrease the number of referrals, increase student attendance, and increase school spirit and pride. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In 2020-2021, 68% of students will meet their STAAR growth measure. Root Cause: The lack of professional development for targeted instruction, best practices, generational poverty, and addressing gaps in over aged and underperforming students.

















Perceptions

Problem Statement 1: La Marque Middle School administration needs to increase community support and parent communication through a quarterly newsletter. **Root Cause:** Parents and community members desire to be a part of and be informed of school happenings.

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: Decrease the number of ISS, OSS, and DAEP placements.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Implement schoolwide behavior expectations and strategies. Strategy's Expected Result/Impact: A reduction in discipline placements would result in students spending more time receiving instruction from their teachers. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Support the approach to effective schoolwide strategies. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize HERO tracking system to reward positive student behaviors, as well as track negative behaviors. Strategy's Expected Result/Impact: Decreased number of ISS, OSS, and DAEP placements Staff Responsible for Monitoring: Assistant Principals, HERO Committee Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

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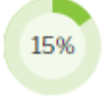







School Processes & Programs

Problem Statement 1: 95% of the staff lack experiences in shared leadership and responsibilities. **Root Cause:** Stake holders share a low collective efficacy when faced with the demands of the low student achievement scores.

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: Recruit high performing teachers to join La Marque Middle School.

Targeted or ESF High Priority

Strategy 1 Details		Reviews			
Strategy 1: Build relationships with Texas Teachers, iTeach Texas, and local colleges for recruitment opportunities. Strategy's Expected Result/Impact: Highly qualified and experienced teachers will join the LMMS staff. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:













Demographics
Problem Statement 1: In 2018-2019 LMMS's Economically Disadvantaged percentage was 92.9%. Root Cause: The process for collection and reporting of the SES data/forms is not systematic and timely.

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: Implement targeted and personalized strategies to support, retain, and recruit high performing staff.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher Walk-through and Observation data

Strategy 1 Details	Reviews			
Strategy 1: Establish clear, consistent teacher expectations and supports. Strategy's Expected Result/Impact: Teachers will have a clear understanding of the campus expectations, which allow them to be effect teachers. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct bi-weekly meetings that are dedicated to virtual teachers. Strategy's Expected Result/Impact: Teachers will be supported in providing virtual instruction, and will be able to continue to have input at the campus level. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
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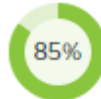






Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: La Marque Middle School will promote collaborative decision-making, while keeping all stakeholders informed of efforts to build student and teacher efficacy.

Targeted or ESF High Priority

Evaluation Data Sources: Meeting Agendas, Sign In Sheets, TTess Feedback

Strategy 1 Details	Reviews			
Strategy 1: Shared Leadership and collaborative decision-making practices will occur through QUEST, Cadre, ATeam, and Instructional Leadership Team meetings. Strategy's Expected Result/Impact: Stakeholders will be knowledgeable and apart of campus decision-making, which will assist in building collective efficacy. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: La Marque Middle School leadership will regularly attend Rotary Club of the Mainland meetings to keep community members abreast of school progress, news, and events. Strategy's Expected Result/Impact: Stakeholders will be knowledgeable and apart of campus decision-making, which will assist in building collective efficacy. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: ACE 21st Century clubs, tutorial opportunities, parent outreach, and community outreach events will be advertised and supported by the campus throughout the year. Strategy's Expected Result/Impact: Attendance at La Marque Middle School ACE 21st Century Program will increase by 25%. Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
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Campus Leadership Team

Committee Role	Name	Position
Administrator	Kanestra Bland	Principal
Administrator	Jennifer Folse	Dean of Instruction
Administrator	Andre Credit	Assistant Principal
Administrator	Stephany Brown	Assistant Principal
Non-classroom Professional	Deborah Whittington	Instructional Specialist
District-level Professional	Randy Willison	
Non-classroom Professional	Courtney Thomas	Counselor
Non-classroom Professional	Megan Doyle	Counselor

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Kanestra Bland	Principal
Administrator	Jennifer Folse	Dean of Instruction
Administrator	Andre Credit	Assistant Principal
Administrator	Stephany Brown	Assistant Principal
Non-classroom Professional	Courtney Thomas	Counselor
Classroom Teacher	Kenneth Williams	Communications Cadre Leader
Classroom Teacher	Louissette Fields	Communications Cadre Co-Leader
Classroom Teacher	Alicia Hogan	Standards Cadre Leader
Classroom Teacher	Tiffani Saucedo	Standards Cadre Co-Leader
Classroom Teacher	Troy Hubbell	Technology Cadre Leader
Classroom Teacher	Maleia Brooks	Technology Cadre Co-Leader
Classroom Teacher	Christopher Madrazo	C&I Cadre Leader
Classroom Teacher	Latanya Neely	C&I Cadre Co-Leader
Classroom Teacher	Yesenia Contreras	6th Grade Team Leader
Classroom Teacher	Vantoni Hill	7th Grade Team Leader
Classroom Teacher	Sharon Hopkins	8th Grade Team Leader
Classroom Teacher	Jennifer Alvarez	ELA Department Chair
Classroom Teacher	Tisha Gibson	Math Department Chair
Classroom Teacher	Pearline Williams	Science Department Chair
Classroom Teacher	Michelle Evans	Social Studies Department Chair
Classroom Teacher	Amy Crowder	Fine Arts Department Chair
Classroom Teacher	Johnathan Hersh	Wellness Department Chair

Quest -Campus Improvement Plan Committee

Committee Role	Name	Position
Administrator	Kanestra Bland	Principal
Administrator	Jennifer Folse	Dean of Instruction
Community Representative	Dr. Beverly Lewis	La Marque Resident
Business Representative	Mary Jean Gamble	Owner - Gamble's Personal Care Home
Parent	Nesha Boyd	Parent Rep
Classroom Teacher	Kenesha Celestine	Teacher
Classroom Teacher	Heberto Rivera	Teacher
Classroom Teacher	Joshua Watters	Teacher
Classroom Teacher	Amy Crowder	Teacher
Classroom Teacher	Sarah Farris	Teacher
Classroom Teacher	Shanna Simpson-Williams	Teacher
Classroom Teacher	Alicia Hogan	Teacher
Classroom Teacher	Yesenia Contreras	Teacher
Classroom Teacher	Dorjan Prejean	Teacher
Classroom Teacher	Clayton Preston	Teacher
Classroom Teacher	Ashley Hood	Teacher
Classroom Teacher	Bryanna Barriere	Teacher

Texas City Independent School District

Levi Fry Intermediate School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
Goal 1: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.	9
Goal 2: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.	10
Goal 3: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.	12
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.	13
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.	15
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 will be measured by a reduction in bullying incidents and a decrease in student discipline referrals.	16
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.	17
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.	18
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	19
Addendums	20

Comprehensive Needs Assessment

Demographics

Demographics Summary

Levi Fry currently serves 895 students. This is 36 students less than the previous year.

5th Grade - 424 students (111 are virtual)

6th grade - 471 (123 are virtual)

Demographic Breakdown

Hispanic - 453 - 50.6%

White - 221 - 24.7%

Black - 184 - 20.6%

Asian - 4 - .5%

American Indian/Alaskan Native - 4 - .5%

Two or More Races - 29 - 3.24%

163 or 18.2% of our students receive special education services. 55 students or 6.2% are served in our bilingual program (5th grade only). This is 7 more students than last year. We also have 61 students or 6.8% served through our ESL program. 126 students, or 14.1%, are Limited English Proficient. 759 students or 84.8% are economically disadvantaged and 465 students or 52% are at-risk. Our EcoDis numbers are higher than previous years. Additionally we have 61 students or 6.8% of our population who are served by our gifted and talented program. We also have 80 students (8.9%) who are identified Section 504. We have 19, or 2.1%, students who are homeless.

There are:

36 core academic teachers (English/Language Arts, Math, Science and Social Studies)

11 special education teachers who service students in lifeskills, inclusion, resource, dyslexia, behavior development and autism programs)

6 Elective Teachers (Band, Choir, General Music, Art and Technology)

3 Full Time PE teachers and 1 teacher/coach

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 Liaison Officer

Note: Due to CDC/COVID guidelines, several staff members are dual roles in order to facilitate smaller class sizes as well as virtual and F2F assignments

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

Student Learning

Student Learning Summary

Fry received a 62 or “D” rating in Domain III – Closing The Gaps

So, we’ve chosen to target Academic Growth in this domain since it counts as 50% of the total Domain III rating.

We will be focusing on reading because there was a significant decrease in the percentage of students meeting expectations as compared to math. Only 1 subpop met the target (reading - 2 or more races/math-sped), but the following subpops missed the target by 10 or more points in reading: All Students (-12), Hispanic (-13) White (-24), EL (-19) cont. enrolled (-12) and non-cont. enrolled (-12). There were only 2 subpops that missed the target by 10 or more points in math.

In addition to overall reading scores we will need to focus on EL learners. We missed this target by 23 points.

Our next focus area is increasing our Domain I score from 74 to 80. In order to do this, we will need to raise the % of students approaching from 74 to 83, % of students meeting standard from 37 to 42 and the % mastering standards from 16 to 21. ***See A-F Estimator***

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Levi Fry scored a "D" in Domain III: Closing the Gaps **Root Cause:** Previously the campus focused on JUST passing rather than growing individual students.

Problem Statement 2: Campus did not meet the Target for EL learners on the 2019 STAAR Test **Root Cause:** Insufficient time to teach both academic content and English Language acquisition built into the daily schedule to prepare students for the rigor of the TELPAS and STAAR.

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
- Mentorship program
- 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)

Perceptions

Perceptions Summary

At the end of the 2020-21 school year surveys were completed by campus staff, students and parents. Those suveys indicated

Priority Problem Statements

Goals









Goal 1: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.





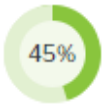





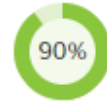





Performance Objective 1: The percentage of 5th and 6th grade students that score meets grade level or above on STAAR Reading will increase from 33% to 36% by June 2021

Targeted or ESF High Priority

Evaluation Data Sources: BOY Assessment, CBA, STAAR Data, Renaissance BOY/MOY/EOY Testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly walk-throughs by administration to ensure effective data-driven instruction. Strategy's Expected Result/Impact: Highly effective data-driven instruction will take place in all classes. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Revamp PLCs Strategy's Expected Result/Impact: More time for data disaggregation, identifying essential standards, and collaborating on ways to implement highly effective instruction. Staff Responsible for Monitoring: District C&I Staff, Campus Administrators, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Utilize Pre and Post assessments in all subject areas Strategy's Expected Result/Impact: Align instructional practices to provide effective instruction, ensuring that all students show growth from the pre-assessment to the post-assessment Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Intervention time every morning to focus on closing the gaps and improving student performance Strategy's Expected Result/Impact: All students will show growth based on focused and individualized intervention in the four core subjects. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Increase literacy in all core subjects. Strategy's Expected Result/Impact: All students will show growth in reading comprehension based on the BOY assessment and the EOY assessment. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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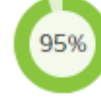



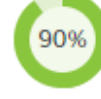

Goal 2: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.


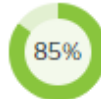






Performance Objective 1: The percentage of 5th and 6th graders that score meets grade level or above on STAAR Math will increase from 42% to 45% by June 2021.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Revamp PLCs Strategy's Expected Result/Impact: More time for data disaggregation, identifying essential standards, and collaborating on ways to implement highly effective instruction. Staff Responsible for Monitoring: District C&I Staff, Campus Administrators, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly walk-throughs by administration to ensure effective data-driven instruction. Strategy's Expected Result/Impact: Highly effective data-driven instruction will take place in all classes. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Pre and Post assessments. Strategy's Expected Result/Impact: Align instructional practices to provide effective instruction, ensuring that all students show growth from the pre-assessment to the post-assessment Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Intervention time every morning to focus on closing the gaps and improving student performance. Strategy's Expected Result/Impact: All students will show growth based on focused and individualized intervention in the four core subjects. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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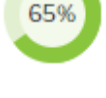

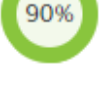


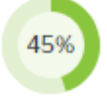






Goal 3: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: We will increase our academic growth score from a 62 to a 72 on the 2021 STAAR Report Card.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize Pre and Post assessments. Strategy's Expected Result/Impact: Align instructional practices to provide effective instruction, ensuring that all students show growth from the pre-assessment to the post-assessment Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Intervention time every morning to focus on closing the gaps and improving student performance. Strategy's Expected Result/Impact: All students will show growth based on focused and individualized intervention in the four core subjects. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement Growth Mindset strategies, including a staff book study to work on teaching Growth Mindset to the students. Strategy's Expected Result/Impact: Growth in all core subject areas TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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: By June of 2021, in the areas where we met the target (2 or more races and SPED Current), we will exceed the established targets. In the areas where we did not meet the target, we will meet the established target.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Use Summit Learning for all EL learners to increase literacy, speaking, and language acquisition. Strategy's Expected Result/Impact: Increased performance on standardized testing by all EL learners. Staff Responsible for Monitoring: Teachers, Campus Administrators, LPAC Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Intervention time every morning to focus on closing the gaps and improving student performance. Strategy's Expected Result/Impact: All students will show growth based on focused and individualized intervention in the four core subjects. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use the 21st Century program to work with the EL students and RTI students to provide extra tutorials and academic support. Strategy's Expected Result/Impact: Growth on standardized tests by all EL learners and student in RTI. Staff Responsible for Monitoring: Teachers, 21st Century Program Coordinator, Campus Administrators, Instructional Specialists TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				











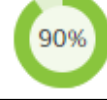





Strategy 4 Details	Reviews			
Strategy 4: Implement Extended PLCs for teachers, specialists, and administrators to disaggregate data and focus on the needs of each sub-pop. Then, this information will be used for targeted intervention each morning. Strategy's Expected Result/Impact: Growth from each sub-pop based on targeted intervention. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Campus Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	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 all students.

Evaluation Data Sources: Decrease in discipline referrals and placements in ISS,OSS,DAEP; increase in the amount of students eligible to participate in behavior incentives

Summative Evaluation: Met Objective

















Strategy 1 Details	Reviews			
Strategy 1: Utilize the Campus Threat Assessment Committee when student mental health concerns arise. Strategy's Expected Result/Impact: Decreased number of students who exhibit signs of mental health concerns or violence Staff Responsible for Monitoring: Campus Administrators, Campus Threat Assessment Committee, School Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Execute quick and efficient drills for lock down, lock out, shelter-in-place, fire, and evacuation. Strategy's Expected Result/Impact: Decreased time spent transitioning to the required place for each drill. Staff Responsible for Monitoring: Campus Administrators, District Safety Personnel, Campus Liasion Officers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Share911 to report emergency situations. Strategy's Expected Result/Impact: Quicker response time when emergency situations arise Staff Responsible for Monitoring: Campus Administrators, District Safety Personnel, Campus Liasion Officers	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 will be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Performance Objective 1: Compared to previous years of discipline data, we will decrease the number of office referrals resulting in ISS, OSS, or DAEP for the school year by 15% by implementing a comprehensive positive behavior system.

Evaluation Data Sources: Decrease in office referrals related to social, emotional, and behavioral issues; Decrease in bullying reports and incidents; Decrease in percentages of students placed in ISS, OSS, or DAEP

Summative Evaluation: Exceeded Objective

















Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Decreased incidents of bullying, conflict, etc. Staff Responsible for Monitoring: Campus Administrators, Teachers, and Paraprofessionals ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will implement a points system through the HERO program, where students will be given points for positive behavior, or have points taken away for negative behavior. Strategy's Expected Result/Impact: Students will self-monitor their behavior through the HERO website or app. Decrease in student referrals resulting in ISS, OSS, or DAEP. Staff Responsible for Monitoring: All staff Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: We will develop and maintain outside partnerships such as ResolveIt and Communities in Schools. Strategy's Expected Result/Impact: Provide additional services for At Risk students and their families. Staff Responsible for Monitoring: Counseling department, District SEL coordinator, and campus administrators ESF Levers: 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 1: By June 2021, we will decrease the number of student discipline referrals resulting in ISS, OSS, and discretionary placement to DAEP by 10%.

Evaluation Data Sources: PEIMS Discipline Data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Decreased incidents of bullying, conflict, etc. Staff Responsible for Monitoring: Campus Administrators, Teachers, and Paraprofessionals ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
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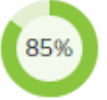









Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: The campus will decrease teacher turnover by 10%

Targeted or ESF High Priority

Evaluation Data Sources: Contract Renewal Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development opportunities for all staff to participate in effective professional development geared toward campus improvement in the following areas: Growth Mindset, Visible Learning, Technology Integration, ESL Strategies, Distance Learning, Character Education Staff Responsible for Monitoring: Campus Administrators, District C & I Staff, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly walk-throughs by administration to ensure effective data-driven instruction Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

Heights Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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.

ESF Targeted Improvement Plan

ESF Self-Assessment Implementation Level - Page 10

Essential Actions - Page 10

Rationale - Page 10

Barriers - Page 10

District Commitment Theory of Action - Page 10

Desired Annual Outcomes - Pages 21, 23-24, 26-28, 33-35, 39, 41-42, 46, 49

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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%	14
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%	17
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.	19
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.	22
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.	27
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.	28
Goal 7: 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.	29
Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	30
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Heights Elementary School is a Title I school located at 300 N. Logan St. in Texas City, Texas. The school serves approximately 450 students from kindergarten through 4th grade. The student population is approximately 51.4% male and 48.6% female. There is a lot of ethnic diversity on the campus with 53.4% of the students being hispanic, 22.9% being white, 18% being African American, 5.1% being two or more races, 0.4% being Hawaiian/Pacific Islander, and 0.2% being American Indian. Approximately 89% of the student population is identified as economically disadvantaged. Heights has a variety of special programs including Gifted & Talented, Bilingual, and Special Education. Approximately 24.4% of the student population are identified as Limited English Proficient, 17.1% are identified as Special Education, and 3.3% are identified as Gifted and Talented. 58.8% of the students are identified as At Risk and 4% are identified as Homeless. Please see addendum for the early Childhood Literacy Campus Outcome Goal and the Early Childhood Math Campus Outcome Goal.

Teacher retention was 87.5%. The staff at Heights Elementary is also diverse. Of the professional teaching staff, 62.5% are white, 25% are Hispanic, 9.3% are African American, and 3.1% are Asian. 87.5% are females and 12.5% are males. The years of experience of the professional teaching staff are as follows:

0 years - 15.6%

1-5 years - 9.3%

6-10 years - 25%

11-15 years - 18.8%

16-20 years - 15.6%

20 or more years - 15.6%

Demographics Strengths

Low class sizes across grade levels.

Ethnically diverse campus.

All teachers are highly qualified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The TELPAS Progress Rate was 45% which indicated that a majority of our EL students are not making a year of progress. **Root Cause:** Lack of appropriate preparation for the computer based TELPAS assessments.

Student Learning

Student Learning Summary

For the 2019-2020 school year, Heights received a rating of Not Rated: Declared State of Disaster. For the 2018-2019 school year, Heights Elementary received an overall rating of Met Standard with a score of 72 which translates to an overall letter grade of C. For Domain I - Student Achievement, Heights Elementary earned a Raw Score of 40 which translates to a Scale Score of 69 which Met Standard with a letter grade of D. In Domain II - School Progress Part A - Academic Growth, Heights Elementary earned a Raw Score of 61 which translates to a Scale Score of 58 which Did Not Meet Standard with a letter grade of F. For Domain II - School Progress Part B - Relative Performance, Heights Elementary earned a Raw Score of 40 which translates to a Scale Score of 75 which Met Standard with a letter grade of C. For Domain III - Closing the Gaps, Heights Elementary earned a score of 29 for Academic Achievement Status, 38 for Academic Growth Status, 100 for EL Proficiency, and 33 for Student Success Status. For Academic Achievement, 1 out of 9 eligible student groups met the target for reading and 4 out of 9 eligible student groups met the target for math. For Academic Growth, 0 out of 4 eligible student groups hit the target for reading and 2 out of 5 eligible student groups hit the target for math. For Student Success, 3 out of 10 eligible student groups hit the target. This gave Heights a Raw Score of 41 which translated to a Scale Score of 67 which Met Standard with a letter grade of D. Heights Elementary is identified for Targeted Support in the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Heights Elementary is identified for Targeted Support for All Students because four indicators were missed for 3 consecutive years. **Root Cause:** A large number of students are entering 3rd and 4th grade performing below grade level making it difficult for them to reach the meets and masters grade level standards.

Problem Statement 2 (Prioritized): At Heights Elementary, the percentage of students scoring at Meets Grade Level or above across all tests and student groups are: All Students: 36%, African American: 38%, Hispanic: 33%, White: 42%, Economically Disadvantaged: 34%, EL: 24%, SPED: 21%, Continuously Enrolled: 36%, and Non-Continuously Enrolled: 34%. **Root Cause:** Lack of targeted accelerated instruction for students already performing at Approaches grade level and above.

Problem Statement 3 (Prioritized): At Heights Elementary, 1 out of 8 eligible student groups met the target score for Domain III Academic Achievement in Reading. All Students: -15%, African American: -19%, Hispanic: -2%, White: -30%, Economically Disadvantaged: -4%, SPED: -9%, Continuously Enrolled: -15% **Root Cause:** Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on reading assessments.

Problem Statement 4 (Prioritized): At Heights Elementary, 4 out of 8 eligible student groups met the target score for Domain III Academic Achievement for Math. All Students: -9%, African American: -6%, White: -17%, Continuously Enrolled: -10% **Root Cause:** Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on math assessments.

Problem Statement 5 (Prioritized): At Heights Elementary, 3 out of 10 eligible student groups met the target score for Domain III Student Success. All Students: -13%, African American: -12%, Hispanic: -4%, White: -22%, 2 or More Races: -26%, Continuously Enrolled: -12%, Non-Continuously Enrolled: -4% **Root Cause:** Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above.

Problem Statement 6 (Prioritized): The percentage of students reading below grade level as measured by the beginning of year Renaissance assessment is: kindergarten 41%, 1st grade 23%, and 2nd grade 50%. **Root Cause:** Extended time without intense reading instruction.

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 and motivating students. All teachers are highly qualified and teach within the required guidelines for their certifications. Campus administrators utilize TalentEd as well as attend local job fairs to recruit high-quality 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 see staff development opportunities outside of the district. TCISD also offers a New Teacher Training Academy and mentor program for teachers new to the profession.

Teachers at Heights Elementary School meet with the campus Instructional Specialist for weekly PLC meetings. Teachers utilize STAAR data, benchmark/CBA data, and Renaissance Reading and Math results to monitor student growth and achievement. Campus leadership team meets on a weekly basis to discuss observations and needs for staff and students. Campus QuEST (HAWK Team) meets on a regular basis to discuss instructional campus needs. Parents are kept informed on student progress through progress reports, report cards, and parent conferences.

Heights Elementary utilizes campus committees to identify needs and/or concerns and to determine ways to address the concerns. Committees meet on a monthly basis to discuss needs and plan for activities.

Campus administration meets with campus committees, team leaders, and grade levels to obtain information on campus needs and/or concerns.

Heights Elementary School staff and students utilize technology on a daily basis. Each classroom has a Clevertouch and every student has a touchscreen laptop. Students also have computer lessons as a part of their daily rotation time.

Web-based assessments are utilized to gather data and track student progress. Several computer programs are utilized for targeted interventions on a daily basis. Technology is also utilized to maximize campus safety. This includes the Raptor system, cameras, and Sonim devices. All staff members are trained in Share911 and have the app installed on their phones and computers.

ESF SELF-ASSESSMENT IMPLEMENTATION LEVEL

1.1 - 3

2.1 - 3

3.1 - 3

4.1 - 4

5.1 - 2

5.3 - 3

Our three Prioritized Focus Areas are: 1.1, 5.3, and 5.1. Our rational for selecting 1.1: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities is that we need consistent job-embedded professional development. Campus administrators will conduct targeted walk throughs and provide timely feedback to teachers based on professional development topics. Dedicated time for observations, feedback, and professional development are barriers that we need to address during the year. Our rational for selecting 5.3: Data-driven instruction is that student progress is not visible throughout the school and there is a lack of meaningful goal setting with students. Campus-wide data walls will be displayed in main hallways and will track students' growth and progress based on Renaissance Reading and Math scores. Consistency in data tracking and time for goal setting conversations will be barriers we need to address this year. Our rational for selecting 5.1: Objective-driven daily lesson plans with formative assessments is that teachers are working to balance creating lesson plans and activities that work for in-person and virtual learners. Built-in formative assessments throughout the unit to track student learning are lacking. Time for meaningful feedback on lesson plans and the switch from shared lesson planning to collaborative lesson planning will be barriers we need to address.

District Theory of Action: If the district provides ongoing coaching and support to the principal on instructional leadership practices and the district protects campus administrators time dedicated to instructional leadership and the district ensures teacher have access to high-quality formative assessments and the district provides access to student academic and behavioral data then the campus leaders will increase instructional leadership capacity and teachers will effectively utilize high-quality data to plan instruction which will lead to increased student growth and achievement on formative assessments.

School Processes & Programs Strengths

All staff members are highly qualified

Weekly PLC Meetings

Weekly curriculum planning meetings

Instructional technology is available in all classrooms

1:1 technology for all grade levels

Multiple data sources available

Raptor System and Sonim Devices to assist with campus safety

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Network issues cause internet to run slowly or not at all while students are using one-to-one devices. **Root Cause:** Insufficient bandwidth for the amount of devices.

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: Respect, Kindness, Integrity, Perseverance, Ambition, and Compassion. Students earn Value Vouchers for showing core values. The Veteran's Grant promotes positive values and good citizenship and create meaningful relationships with community members. Communities in School and Resolve It have programs at Heights Elementary.

The attendance rate for 2019-2020 was 94.7% which was an improvement from the 2018-2019 school year with an attendance rate of 93.9%.

Monthly events are held to promote and maintain positive staff morale.

Parent involvement is strongly encouraged at Heights Elementary School. Our families support our Open Houses, Parent Teacher Conference Day, Awards Assemblies, and grade level programs/performances. Family and community members participate in various Veteran's Grant programs and activities throughout the year. Heights hosts a Family Math Night and a Family Reading Night to increase parent understanding and knowledge of the curriculum, STAAR, and ways to help their child at home. Teachers regularly communicate with parents to discuss academic progress/needs and attendance concerns.

Heights Elementary partners with several local businesses who support the school through fundraising and donations.

Perceptions Strengths

School-Wide Core Values

Veteran's Grant

Communities in Schools

Resolve It

Grade level programs

Awards Assemblies

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The attendance rate for the 2019-2020 school year was 94.7%. **Root Cause:** Incomplete implementation of attendance incentive program.

Priority Problem Statements

Problem Statement 7: The TELPAS Progress Rate was 45% which indicated that a majority of our EL students are not making a year of progress.

Root Cause 7: Lack of appropriate preparation for the computer based TELPAS assessments.

Problem Statement 7 Areas: Demographics

Problem Statement 1: Heights Elementary is identified for Targeted Support for All Students because four indicators were missed for 3 consecutive years.

Root Cause 1: A large number of students are entering 3rd and 4th grade performing below grade level making it difficult for them to reach the meets and masters grade level standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 6: The attendance rate for the 2019-2020 school year was 94.7%.

Root Cause 6: Incomplete implementation of attendance incentive program.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: At Heights Elementary, the percentage of students scoring at Meets Grade Level or above across all tests and student groups are: All Students: 36%, African American: 38%, Hispanic: 33%, White: 42%, Economically Disadvantaged: 34%, EL: 24%, SPED: 21%, Continuously Enrolled: 36%, and Non-Continuously Enrolled: 34%.

Root Cause 2: Lack of targeted accelerated instruction for students already performing at Approaches grade level and above.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At Heights Elementary, 1 out of 8 eligible student groups met the target score for Domain III Academic Achievement in Reading. All Students: -15%, African American: -19%, Hispanic: -2%, White: -30%, Economically Disadvantaged: -4%, SPED: -9%, Continuously Enrolled: -15%

Root Cause 3: Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on reading assessments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: At Heights Elementary, 4 out of 8 eligible student groups met the target score for Domain III Academic Achievement for Math. All Students: -9%, African American: -6%, White: -17%, Continuously Enrolled: -10%

Root Cause 4: Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on math assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: At Heights Elementary, 3 out of 10 eligible student groups met the target score for Domain III Student Success. All Students: -13%, African American: -12%, Hispanic: -4%, White: -22%, 2 or More Races: -26%, Continuously Enrolled: -12%, Non-Continuously Enrolled: -4%

Root Cause 5: Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above.

Problem Statement 5 Areas: Student Learning

Problem Statement 8: The percentage of students reading below grade level as measured by the beginning of year Renaissance assessment is: kindergarten 41%, 1st grade 23%, and 2nd grade 50%.

Root Cause 8: Extended time without intense reading instruction.

Problem Statement 8 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

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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 3rd grade students at Heights Elementary that score meets grade level or above on STAAR Reading will increase from 35% to 39% in 2021.



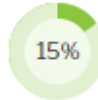





HB3 Goal

Evaluation Data Sources: STAAR Results

Benchmark/CBA data

Interim Assessments

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will pull targeted 3rd grades students to instruct on deficit reading skills. Strategy's Expected Result/Impact: Increase amount of 3rd grade students scoring at the meets grade level standard or above Staff Responsible for Monitoring: Campus administrators Instructional specialist Classroom teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Heights Elementary is identified for Targeted Support for All Students because four indicators were missed for 3 consecutive years. Root Cause: A large number of students are entering 3rd and 4th grade performing below grade level making it difficult for them to reach the meets and masters grade level standards.

Student Learning

Problem Statement 3: At Heights Elementary, 1 out of 8 eligible student groups met the target score for Domain III Academic Achievement in Reading. All Students: -15%, African American: -19%, Hispanic: -2%, White: -30%, Economically Disadvantaged: -4%, SPED: -9%, Continuously Enrolled: -15% **Root Cause:** Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on reading assessments.

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: The percentage of students in kindergarten reading on grade level as measured by the Renaissance Reading Assessment will increase from 59% to 70% by the end of the 2020-2021 school year.













The percentage of students in 1st grade reading on grade level as measured by the Renaissance Reading Assessment will increase from 78% to 85% by the end of the 2020-2021 school year.

The percentage of students in 2nd grade reading on grade level as measured by the Renaissance Reading Assessment will increase from 50% to 65% by the end of the 2020-2021 school year.

HB3 Goal

Evaluation Data Sources: Renaissance results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Guided reading will be done every day for students reading below grade level. Strategy's Expected Result/Impact: Increase percentage of students reading on grade level Staff Responsible for Monitoring: Classroom teachers Campus administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher will utilize Education Galaxy/Liftoff and Compass Learning to create prescriptive intervention plans for reading to address deficit areas identified by Renaissance and other diagnostic assessments and to accelerate instruction for on/above level students. Strategy's Expected Result/Impact: Increase percentage of students reading on grade level Staff Responsible for Monitoring: Classroom teachers Campus administration TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: At Heights Elementary, 1 out of 8 eligible student groups met the target score for Domain III Academic Achievement in Reading. All Students: -15%, African American: -19%, Hispanic: -2%, White: -30%, Economically Disadvantaged: -4%, SPED: -9%, Continuously Enrolled: -15% **Root Cause:** Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on reading assessments.

Problem Statement 6: The percentage of students reading below grade level as measured by the beginning of year Renaissance assessment is: kindergarten 41%, 1st grade 23%, and 2nd grade 50%. **Root Cause:** Extended time without intense reading instruction.

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 3rd grade students at Heights Elementary that score meets grade level or above on STAAR Math will increase from 51% to 55%.













HB3 Goal

Evaluation Data Sources: STAAR Results

Benchmark/CBA data

Interim Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will pull targeted 3rd grade students to instruct on deficit math skills. Strategy's Expected Result/Impact: Increase amount of 3rd grade students scoring at the meets grade level standard or above Staff Responsible for Monitoring: Campus administrators Instructional specialist Classroom teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher will utilize Education Galaxy/Liftoff and Compass Learning to create prescriptive intervention plans for math to address deficit areas identified by Renaissance and other diagnostic assessments and to accelerate students who are already at/above level. Strategy's Expected Result/Impact: Increase percentage of students meeting grade level standards for math Staff Responsible for Monitoring: Campus administrators Instructional specialist Classroom teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: At Heights Elementary, 4 out of 8 eligible student groups met the target score for Domain III Academic Achievement for Math. All Students: -9%, African American: -6%, White: -17%, Continuously Enrolled: -10% Root Cause: Lack of planning for targeted accelerated instruction for students already performing at Approaches grade level and above on math assessments.

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: At Heights Elementary, the percentage of students scoring at the Approaches level will increase 10%. The percentage of students scoring at the Meets level will increase 14% and the percentage at the Masters level will increase 15% overall from the 2019 percentages for Reading, Math, and Writing STAAR tests.









Targeted or ESF High Priority

















Evaluation Data Sources: STAAR results

Interim assessment data

District benchmarks/CBAs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan for and implement targeted, data-driven remediation and enrichment in each lesson to ensure we are meeting the needs of all learners. Strategy's Expected Result/Impact: Students will progress to the approaches, meets, and masters levels on all STAAR assessments. Staff Responsible for Monitoring: Campus administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leaders will meet on a weekly basis to analyze student data and monitor progress of all students. Strategy's Expected Result/Impact: Improve student achievement on STAAR Staff Responsible for Monitoring: Campus administrators TEA Priorities: Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: A weekly Attendance Card incentive will be earned by students who have no absences, tardies, or early dismissals for each week of school. Strategy's Expected Result/Impact: Improve attendance and time in class Staff Responsible for Monitoring: Campus administration Classroom teachers Registrar Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Every teacher will maintain a class data folder which will be used to track and monitor student achievement, individual goal setting conferences, and for small group planning. Strategy's Expected Result/Impact: Students will show at least one year of growth Staff Responsible for Monitoring: Classroom teachers Instructional specialist Campus administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Weekly grade level meetings focused on 4 key questions: What do we want our students to learn? How do we know if they learned it? How will we respond when our students don't learn? How will we respond when our students do learn? Strategy's Expected Result/Impact: All students attain high-levels of learning Staff Responsible for Monitoring: Campus administrators Instructional specialist Title I Schoolwide Elements: 2.4, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:


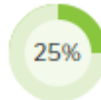






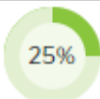
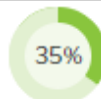
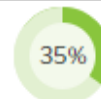





Student Learning
Problem Statement 1: Heights Elementary is identified for Targeted Support for All Students because four indicators were missed for 3 consecutive years. Root Cause: A large number of students are entering 3rd and 4th grade performing below grade level making it difficult for them to reach the meets and masters grade level standards.

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: The administration at Heights Elementary will facilitate ongoing professional development at least one time per month based on identified areas.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark/CBA data
Classroom assessments
Interim assessments
Walk throughs
PLCs

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders will meet on a weekly basis to analyze student progress and formative data to determine areas of need for professional development. Strategy's Expected Result/Impact: Improve teacher capacity for high-quality instruction Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will conduct targeted walk throughs and provide timely feedback to teachers based on professional development topics. Strategy's Expected Result/Impact: Improve teacher capacity for high-quality instruction Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus budget will be used to allow teachers to attend specific off-campus/virtual professional development opportunities. Strategy's Expected Result/Impact: Improve teacher capacity for high-quality instruction Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	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: At Heights Elementary, all eligible student groups (All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education (current), English Learners, and Continuously Enrolled) will meet or exceed their 2020-2021 performance targets for Academic Achievement in Reading and Math.


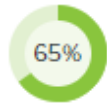
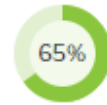


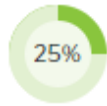






Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Interim Assessment results

District Benchmarks/CBAs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor groups will be created in Aware to track the progress of each demographic group including All Students on CBAs, benchmarks, and interim assessments. Strategy's Expected Result/Impact: Target students in need of intervention and enrichment. Staff Responsible for Monitoring: Campus administration Instructional specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan for and utilize the ELPS and appropriate language supports in every lesson to meet the needs of the EL students. Strategy's Expected Result/Impact: Increase percentage of EL students scoring at the meets level or above Increase percentage of EL students improving at least one proficiency level on TELPAS Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: 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 2: Teachers at Heights Elementary will plan and implement targeted, data-driven lesson plans to meet the needs of the learners in their classroom.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans
Meeting minutes

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate with their teams at least one time per week to plan effective instructional strategies that meet the rigor of targeted TEKS. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Instructional specialist Campus administration Classroom teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will monitor weekly lesson plans will will give specific, meaningful feedback on a weekly basis. Strategy's Expected Result/Impact: Improved effectiveness of lesson plans Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Weekly grade level PLC meetings will be conducted to discuss student data, unpack the TEKS, and plan formal and informal assessments. Strategy's Expected Result/Impact: Increase teacher capacity	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Campus administration Instructional specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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 3: Heights Elementary will completely implement and follow all district safety protocols to create and maintain a safe and secure campus.

Evaluation Data Sources: Safety Audits

Raptor Reports

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: All staff members will complete SafeSchools Online Training. Strategy's Expected Result/Impact: Create and maintain a safe and secure campus Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All staff members will follow district safety protocols. Strategy's Expected Result/Impact: Create and maintain a safe and secure campus Staff Responsible for Monitoring: Campus administration	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 4: Heights Elementary will completely implement and follow all district health protocols to create and maintain a safe and healthy campus.

Evaluation Data Sources: Nurse reports

Summative Evaluation: Significant progress made toward meeting Objective


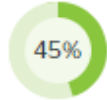
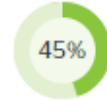





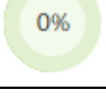
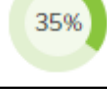
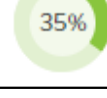





Strategy 1 Details	Reviews			
Strategy 1: All staff members will utilize the Share911 app to report daily health screener before reporting to work. Strategy's Expected Result/Impact: Limit potential student and staff exposure to COVID 19 Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All staff members will follow the Student Process Map for COVID-19 and the TCISD Employee/Workplace Process Map for COVID-19. Strategy's Expected Result/Impact: Limit potential student and staff exposure to COVID-19 Staff Responsible for Monitoring: Campus administration Nurse	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: Heights Elementary will reduce the number of bullying incidents by 10% from the 2019-2020 school year.

Evaluation Data Sources: Campus discipline data
Bullying reports

Summative Evaluation: Significant progress made toward meeting Objective











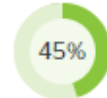





Strategy 1 Details	Reviews			
Strategy 1: Communities in School will meet with targeted students to discuss topics such as conflict resolution, respect for self and others, making friends and future planning. Strategy's Expected Result/Impact: Reduce bullying incidents Staff Responsible for Monitoring: Communities in Schools Campus administration TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Resolve It counselor will meet with identified students to provide intervention and support to nurture positive change in their lives. Strategy's Expected Result/Impact: Provide psychological and social-emotional support Staff Responsible for Monitoring: Resolve It therapist Campus counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Character Counts lessons will be taught to all students. Strategy's Expected Result/Impact: Reduce bullying incidents Staff Responsible for Monitoring: Classroom teachers Campus counselor	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: Heights Elementary will reduced the number of student discipline referrals by 10% from the 2019-2020 school year.

Evaluation Data Sources: Campus discipline data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus-wide Core Values will be displayed in all classrooms and common areas. All students will be taught common lessons about the meaning of each of the Core Values: Respect, Kindness, Integrity, Ambition, Perseverance, and Compassion. Strategy's Expected Result/Impact: Improve student behavior Staff Responsible for Monitoring: Campus administration Classroom teachers ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will have the opportunity to earn Value Vouchers for showing any of the Core Values. Names will be drawn weekly for prizes. Strategy's Expected Result/Impact: Improve student behavior Staff Responsible for Monitoring: Campus administration Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be assigned specific lesson in Ripples Effects while in ISS to reinforce positive behaviors. Strategy's Expected Result/Impact: Reduce repeat disciplinary offenses Staff Responsible for Monitoring: Campus administrators Computer teacher	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: 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.





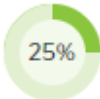











Performance Objective 1: Heights Elementary will hire and retain competent and committed educators who meet Highly Qualified requirements.

Evaluation Data Sources: Professional Certifications

Walk Through Data

T-TESS Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrations will utilize TalentEd to hire highly qualified, committed teachers. Strategy's Expected Result/Impact: Effective classroom teachers Improved student achievement Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Heights Climate Committee will plan and implement monthly "Throwdown Thursday" staff morale boosters. Strategy's Expected Result/Impact: Improved staff morale and teacher retention Staff Responsible for Monitoring: Climate committee TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: First year teachers will be assigned a mentor teacher and will participate in the District's New Teacher Academy. Strategy's Expected Result/Impact: Improved teacher capacity and retention Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
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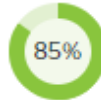














Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Heights will communicate and collaborate with stakeholders throughout the community.

Evaluation Data Sources: Formal/Informal feedback

Campus event sign-in logs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Heights Elementary will post information about upcoming campus events and highlight student/teacher achievements on the campus Facebook page. Strategy's Expected Result/Impact: Increase parent/community involvement on campus Staff Responsible for Monitoring: Campus leadership team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Virtual Parent Conference Day will be held at the end of the 1st grading period. Teachers and parents will discuss current grades, Renaissance results, student behavior/attendance, and the School/Parent Compact. Strategy's Expected Result/Impact: Improve school/home communication Staff Responsible for Monitoring: Campus administration Classroom teachers Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Heights Elementary will conduct virtual award ceremonies to allow the campus and families members to recognize student achievements each 9 weeks. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Campus administration Classroom teachers Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District
Kohfeldt Elementary School
2020-2021 Campus Improvement Plan



Mission Statement

The mission of Kohfeldt Elementary School is to provide a safe and respectful learning environment that facilitates student learning. We believe that all children can and will learn if they are actively engaged in the learning process. We must teach children higher level critical thinking skills to enable them to be future problem solvers in order to be productive citizens in today's culturally diverse world.

Vision

Core Academic Beliefs

All students, staff, and parents are entitled to a safe and respectful learning environment.

Respect for each person as an individual is essential.

All children can learn when the learning experience is meaningful, integrative, value-based, challenging, active, and student-centered.

Learning needs to be relevant, rigorous, engaging, and varied to reach all students.

Engaging instruction must take place allowing each individual student to explore and develop their unique strengths and weaknesses.

Diverse cultures are accepted and appreciated.

Involved parents and community members are vital to the development of a successful learning environment.

Open communication among the school community is essential for student success.

Effective teachers and staff are dedicated to student success by:

- Being knowledgeable about the subjects they teach
- Keeping abreast of new innovative strategies to enhance student success
- Promoting learning choices that assist students for college and career readiness
- All staff members are responsible for the learning of all students

ESF TARGETED IMPROVEMENT PLAN

The 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 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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Goals	11
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 32% to 44% 4th Grade Reading 26% to 50%	12
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 36% to 48% 4th Grade Math 35% to 50%	15
Goal 3: The percentage of students that score meets grade level or above on STAAR Writing will increase each year through June 2024. 4th Grade Writing 18% to 35%	16
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.	17
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.	19
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.	22
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.	28
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.	30
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kohfeldt Elementary has an enrollment of 586 with a diverse population as follows:

African American: 22%

Hispanic: 52%

White: 23%

American Indian: 1%

Asian: 0%

Pacific Islander: 0%

Two or More Races: 3%

Of the 588 students served at Kohfeldt, 85.7% are economically disadvantaged, 20% are ELLs, 10% are serviced under special education, and 60% are at risk. There is a 20% mobility rate.

Kohfeldt has an equal amount of experienced teachers as well as teachers who are new to the profession. New teachers bring new ideas but also present challenges regarding experience. However, they are eager to learn and experienced teachers have done a good job of mentoring new teachers and facilitating an environment with a growth mindset.

Demographics Strengths

Kohfeldt has a diverse staff to match the diverse group of learners who are served.

There is a range of experience among teachers which brings knowledge and new ideas to the campus.

Kohfeldt has had 4 teacher resignations since the 2017-2018 school year.

The ranges of experiences varies providing Kohfeldt will a well rounded staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 20% mobility rate makes it difficult to ensure that students are consistently on pace with the curriculum calendar. **Root Cause:** Due to the high rate of economically disadvantaged students, parents often have to organize living arrangements based on finances and availability.

Problem Statement 2: Students come to school with very little schema and life experiences that can be applied to learning. **Root Cause:** With almost 86% of students being economically disadvantaged, parents may not have means to provide students with as many life experiences.

Student Learning

Student Learning Summary

Kohfeldt recieved a rating of D for the 2018-2019 school year. Domain 1 and Domain 2b were in the F range. The campus faced alot of challenges this year with over 50% of the SPED population enrolled in fourth grade and housing two behavior programs that service the entire district.

Student Learning Strengths

The ELL's and bilingual students performed well, showed growth, and met most targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Behaviors often impeded the learning and required attention from administration which made it more challenging to monitor instruction. **Root Cause:** Kohfeldt housed two behavior programs that serviced students district wide during the 2018-2019 school year.

Problem Statement 2: White students did not show expected growth or meet the expected targets. **Root Cause:** There was a lack of data analysis to specifically identify and target student populations that were under performing.

School Processes & Programs

School Processes & Programs Summary

Kohfedlt Elementary participated in the Effective Schools Framework Self-Assessement. Documentation is included in the Addendums to the CIP. The Essential Action Implementation Levels include:

- 1.1 - Develop campus instructional leaders with clear roles and responsibilities. Campus Assessment: Level 3
- 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 3
- 5.1 - Objective-driven daily lesson plans with formative assessments. Campus Assessment: Level 2
- 5.3 - Data-driven instruction. Campus Assessment: Level 2

The campus has selected the following as Prioritized Focus Areas for 2019-2020:

- 5.1 - Objective driven daily lesson plans with formative assessments. Campus Assessment: Level 2
- Rationale:
 - Barriers to Address During the Year:
 - District Theory of Action:
- 5.2 - Data-driven daily lesson plans with formative assessments. Campus Assessment: Level 2
- Rationale:
 - Barriers to Address During the Year:
 - District Theory of Action:

The two focus areas identified are 5.1 and 5.3. The campus as a whole struggles with lesson planning and data driven instruction. Campus administration has not monitored lesson planning to the degree it should be monitored in the past. PLC's have not been what they should be in order to move instruction, however plans are in place to strengthen these two areas and lead staff in the direction that will help the school improve.

School Processes & Programs Strengths

School Processes & Programs Strengths
 Practice and program strengths and program provisions in Human and campus facilities have reflected by C the RBIS, which iteratively through high policies lessons shared with staff in professional development KWC ChavR in S' photointal and monthly areas of the Mission. And evidence artifacts throughout standard conditions, notes and accepted, are posted. In S class rooms and in the hallways and outdoors in a general class room students.
 Climate surveys are administered annually to staff around climate indicators, but not to students and families

The ESF Self-Assessment reveals strengths in theses areas:

Perceptions

Perceptions Summary

Due to the rating of a D there are now higher demands and expectations placed on campus staff. The climate committee works to organize various events and activities to keep morale high so that students benefit.

Perceptions Strengths

Teachers recognize other teachers using the CARES acronym.

Monthly climate luncheons, treats, and team building.

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 32% to 44%









4th Grade Reading 26% to 50%

Performance Objective 1: Improve the performance of all students in 3rd Grade Reading by increasing meets performance by 2%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grade 3

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to use the balanced literacy model within the ELAR block in order to monitor individual student reading levels, fluency and progression towards individual student goals. Strategy's Expected Result/Impact: Students will show growth on their reading levels as evidence by renaissance testing, DRA, and running records. Staff Responsible for Monitoring: Instructional Specialist Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development opportunities in the area of Balanced Literacy Models, particularly guided reading, for new and/or struggling teachers so they can effectively use running records to deliver individualized instruction based on Renaissance/DRA levels. Strategy's Expected Result/Impact: New/Struggling 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. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize P.E. Coach to pull targeted groups of students and work on basic skills determined from data analysis and updated after each assessment. Strategy's Expected Result/Impact: Struggling students will show growth in the area of reading which will improve success of each student group as a whole. Staff Responsible for Monitoring: Principal Instructional Specialist Coach Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
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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 32% to 44%









4th Grade Reading 26% to 50%

Performance Objective 2: Improve the performance of all students in 4th Grade Reading by increasing meets performance by 12%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grade 4

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to use the balanced literacy model within the ELAR block in order to monitor individual student reading levels, fluency and progression towards individual student goals. Strategy's Expected Result/Impact: Students will show growth on their reading levels as evidence by renaissance testing, DRA, and running records. Staff Responsible for Monitoring: Instructional Specialist Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development opportunities in the area of Balanced Literacy Models, particularly guided reading, for new and/or struggling teachers so they can effectively use running records to deliver individualized instruction based on Renaissance/DRA levels. Strategy's Expected Result/Impact: New/Struggling 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. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize P.E. Coach, Instructional Specialist, and Counselor to pull targeted groups of students and work on basic skills determined from data analysis and updated after each assessment.</p> <p>Strategy's Expected Result/Impact: Struggling students will show growth in the area of reading which will improve success of each student group as a whole.</p> <p>Staff Responsible for Monitoring: Principal Instructional Specialist Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	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 36% to 48%

4th Grade Math 35% to 50%

Performance Objective 1: Improve the performance of all students in 3rd Grade Math by increasing meets performance by 3%.

HB3 Goal













Evaluation Data Sources: Student performance on STAAR Math Grades 3 & 4

Strategy 1 Details	Reviews			
Strategy 1: Unpack the TEKS in weekly PLC's to identify academic vocabulary in order to enhance vocabulary instruction through daily exposure to academic vocabulary, word walls, sight word activities, and interactive journals. Strategy's Expected Result/Impact: Students will have increased exposure to and gain understanding of academic vocabulary within the TEKS. Staff Responsible for Monitoring: Instructional Specialist Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize P.E. Coach, Principal, and Assistant Principal to pull targeted groups of students and work on basic skills determined from data analysis and updated after each assessment. Strategy's Expected Result/Impact: Struggling students will show growth in the area of math which will improve success of each student group as a whole. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Coach Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The percentage of students that score meets grade level or above on STAAR Writing will increase each year through June 2024.
4th Grade Writing 18% to 35%

Performance Objective 1: Improve the performance of all students in 4th Grade Writing by increasing meets performance by 10%.

Evaluation Data Sources: Student performance on STAAR writing grade 4.









Strategy 1 Details	Reviews			
Strategy 1: Utilize music teacher to pull targeted groups of students and work on basic skills determined from data analysis and updated after each assessment. Strategy's Expected Result/Impact: Struggling students will show growth in the area of writing which will improve success of each student group as a whole. Staff Responsible for Monitoring: Principal Instructional Specialist Music Teacher Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will continue to use DOL warm ups and journal writing at the beginning of each ELA block. Strategy's Expected Result/Impact: The strategy will improve grammar skills and build writing stamina which are necessary to be successful on STAAR. Staff Responsible for Monitoring: Principal Instructional Specialist Writing Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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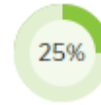





Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Analyze individual student data to strategically develop targeted interventions for each student group.

Evaluation Data Sources: Compass Learning
Renaissance
Education Galaxy

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Adjust instructional interventions and groups to target the Black and White student groups. Strategy's Expected Result/Impact: Black and White students will meet or exceed their targets in Domain III . Staff Responsible for Monitoring: Principal Assistant Principal Counselor Interventionists Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create intervention groups for 9 week cycles based on CBA and benchmark data and deliver skill specific interventions based on student deficits. Strategy's Expected Result/Impact: Increase overall student performance. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				









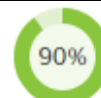





Strategy 3 Details	Reviews			
Strategy 3: Hold RtI meetings to identify students who need intensive support, monitor student progress and adjust intervention strategies when necessary. Strategy's Expected Result/Impact: The campus will meet or exceed the target for the All Students category in Domain III. Staff Responsible for Monitoring: Assistant Principal Counselor Instructional Specialist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, 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: Maintain a secure entry/exit point to the building through the front office.

Evaluation Data Sources: Sign In/Out Sheets
Raptor System
Share 911

















Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize the raptor system to check in all visitors to the campus. Visitors must have a valid government issued photo ID. Strategy's Expected Result/Impact: No unauthorized persons on campus. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Require all staff and visitors to display a raptor or district issued ID at all times. Strategy's Expected Result/Impact: No unauthorized persons on campus. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use Teacher Lock system in the event of a lockdown to create an extra layer of safety. Strategy's Expected Result/Impact: Increased safety and security. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	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 2: Maintain a safe and secure environment building wide.

Evaluation Data Sources: Access Points
Drill Log













Strategy 1 Details	Reviews			
Strategy 1: Check that all doors are shut and secure after being opened. At no time should a door be propped open. Strategy's Expected Result/Impact: Building is locked and secure at all times. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly safety drills and debrief with staff regarding successes/failures. Strategy's Expected Result/Impact: Students/staff will be prepared in the event of an emergency. Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use I love u guys safety protocol to standardize emergency responses. Strategy's Expected Result/Impact: Clear expectations of proper response in emergency situations. Staff Responsible for Monitoring: Principal Assistant Principal Nurse ESF Levers: 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 3: Facilitate an environment conducive to open communications between all staff members.

Evaluation Data Sources: Communication Logs

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Utilize available technology such as two-way radios and district cell phones to communicate with campus and district staff as well as the SLO. Strategy's Expected Result/Impact: Effective and prompt responses to situations that arise on campus. Staff Responsible for Monitoring: Leadership Team Front Office Staff Behavior Staff SLO ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize available technology such as two-way radios and district cell phones to communicate with campus and district staff as well as the SLO. Strategy's Expected Result/Impact: Effective and prompt responses to situations that arise on campus. Staff Responsible for Monitoring: Leadership Team Front Office Staff Behavior Staff SLO ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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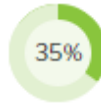






Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: 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			
Strategy 1: Continue the use of class dojo to recognize desirable behaviors defined by the campus PBIS committee. Strategy's Expected Result/Impact: Students will know and practice expected behaviors as a result of positive reinforcement, and parent communication will increase. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teach and practice common area expectations throughout the campus. Strategy's Expected Result/Impact: Improve student's knowledge of behavior expectations. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Identify and teach school-wide guidelines (CARES). Strategy's Expected Result/Impact: Students are aware of the CARES guidelines and how it should impact their behavior on a daily basis. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				












Strategy 4 Details		Reviews			
Strategy 4: Monthly focus on CARES guidelines through morning announcements, guidance lessons, and This Kid CARES. Strategy's Expected Result/Impact: Students recognize the guidelines and strive to apply them to every day behavior. Students nominated and recognized by campus administration as a student that CARES. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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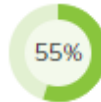






Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 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			
Strategy 1: Continue partnership with Resolve-It. Strategy's Expected Result/Impact: Students are provided with social/emotional support that help manage emotions and behaviors. Staff Responsible for Monitoring: School Counselor Resolve It Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Host monthly restorative circles focusing on current events and issues on campus. Strategy's Expected Result/Impact: Students will build community and have a platform to share feelings within their classes. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Character Strong program daily through morning announcements and classroom activities. Strategy's Expected Result/Impact: Students will display desired character traits as evidence by implementation of the S.E.R.V.E. model. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Social Skills training utilizing puppetry in the PASS classroom. Strategy's Expected Result/Impact: Students will connect with the feelings of Kofy and learn how to cope with various issues that they encounter.	Formative			Summative
	Nov	Jan	Mar	June













Staff Responsible for Monitoring: PASS Teacher ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					
		 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: Increase student attendance and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate and truancy dockets.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Class attendance challenges will be implemented to encourage friendly competition among classes at each grade level where classes will be rewarded for high attendance percentages. Strategy's Expected Result/Impact: Students will want to come to school in order to receive recognition through positive reinforcement. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parents will be contacted every day a student is absent and encouraged to either bring their child to school or work in canvas if they are unable to attend. Strategy's Expected Result/Impact: Parents will see that it is noticed when students are absent and make more of an effort to get them to school. Staff Responsible for Monitoring: Assistant Principal Classroom Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: 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: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation, course selection and interest surveys












Strategy 1 Details	Reviews			
Strategy 1: Develop student groups based on commonalities that may negatively impact academic and behavioral performance. Strategy's Expected Result/Impact: Students will have an adult mentor through shared interest and common ground resulting in improved performance. Staff Responsible for Monitoring: Counselor Mentors Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: 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 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: Exceeded Objective









Strategy 1 Details	Reviews			
Strategy 1: Review ODR data monthly at staff meetings and use incentives to motivate teachers to use restorative practices when dealing with discipline. Strategy's Expected Result/Impact: Less office referrals and improved Classroom management. Staff Responsible for Monitoring: Assistant Principal Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Behavior Energy Squad will provide strategies at staff meetings, for addressing student behavioral concerns. Strategy's Expected Result/Impact: Teachers will be equipped with multiple strategies for addressing problematic behavior. Staff Responsible for Monitoring: All Staff ESF Levers: 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 and behavior plans

Summative Evaluation: Significant progress made toward meeting Objective





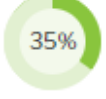







Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to use RtI to track behaviors and the functions behind them so that effective interventions can be implemented. Strategy's Expected Result/Impact: Decrease in undesirable behaviors. Staff Responsible for Monitoring: Assistant Principal Counselor Teachers ESF Levers: Lever 3: Positive School Culture	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: Formal and Informal Observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly walk-throughs to monitor staff performance and alignment with curriculum. Strategy's Expected Result/Impact: Feedback given in walk-throughs will results in improved teacher and student performance. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 2: Hold weekly PLC meetings that facilitate an environment of collaboration with a focus on data analysis and effective instructional strategies Strategy's Expected Result/Impact: Increased use of high yield strategies and research based instructional techniques that increase student performance, engagement, and retention. Staff Responsible for Monitoring: Instructional Specialist Teachers Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Texas City Independent School District

Manuel Guajardo Jr. Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.	20
Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.	23
Goal 3: Compared to state standards, all TCISD campuses improve progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.	26
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.	28
Goal 5: The District and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.	31
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 and a decrease in student discipline referrals.	34
Goal 7: The District will provide resources and all campuses will implement positive behavioral strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.	37
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.	40
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	43
Title I Schoolwide Elements	45
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	46
1.1: Comprehensive Needs Assessment	46
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	47
2.1: Campus Improvement Plan developed with appropriate stakeholders	47
2.2: Regular monitoring and revision	48
2.3: Available to parents and community in an understandable format and language	48
2.4: Opportunities for all children to meet State standards	48
2.5: Increased learning time and well-rounded education	49
2.6: Address needs of all students, particularly at-risk	49
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	50
3.1: Develop and distribute Parent and Family Engagement Policy	50
3.2: Offer flexible number of parent involvement meetings	50
2020-2021 Campus Site-Based Committee	50
Addendums	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Guajardo Elementary is a K-4th grade Title I campus with an enrollment of 504 students. The student population is ethnically diverse. Data from October of 2020, indicates that the White student group has decreased from the previous year and now has an enrollment of 175 students (34.72%) and the Hispanic student group has increased to 219 students (43.45%). The African American student population has decreased and now consists of 85 students (16.87%), followed by Two or More Races which has 21 students (4.17%). There are four students (.79%) classified as Asian, and zero enrolled as American Indian.

Out of the 504 students enrolled, 75.4% are listed as Economically Disadvantaged. The At-Risk population is 198 students (39.29%). Nine students are English Language Learners (ELL) at 1.79% of the student population. Sixty students (11.9%) are receiving Special Education Services and thirty nine students (7.74%) have been identified as Gifted and Talented. The mobility rate is 17.95%.

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, social development program, 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 1.77% equaling 9 students. We do not have a bilingual program on our campus. Our Gifted and Talented program has 39 students which is 7.66% of our student population. Due to a federal grant (waiver), all students receive free breakfast and lunch.

Our attendance rate was 95.17%, which is a .53% decrease from the previous year and placed the campus in Quartile 3 according to STAAR data. This was an overall improvement from the previous year where we were in Quartile 4. 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. The community is involved in celebrating perfect attendance. CiCis Pizza gives out coupons for a free meal. During Open House, families are informed of the importance of being at school each day and on time. The marquee, in front of the school, 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): In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. **Root Cause:** Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.

Problem Statement 2: In Third Grade Reading, only 56% of African American Students were at the Approaches Level which is 20% below the Hispanic Group and 30% below the White group. **Root Cause:** Students coming to Third Grade reading below level, six of our African American students in Third Grade have learning disabilities, and two of those students qualified for SLC at the beginning of this school year. Edit Associated Areas

Problem Statement 3: Attendance rates have continued to be below the state average . Guajardo's 2018-19 attendance rate was 95.17%. **Root Cause:** Student health issues, along with the school's policy, if a student is sent home for throwing up or fever, the student has to stay out of school 24 hours before returning. Also, there seems to be a lack of understanding on the parents part regarding the importance of being at school every day. We came to this conclusion, as we know of many students who went on vacations during the school year.

Problem Statement 4: The percentage of Third Grade African American students passing at the Approaches level was below the state's averages in both Math and Reading. 15% below in Math and 8% below in Reading **Root Cause:** Out of the sixteen African American students in Third Grade, six of them were identified as SPED and our SPED inclusion teacher was a late hire with no experience in testing grades.

Problem Statement 5: In Third Grade Reading, SPED students only had a 46% approaching passing rate which is 40% below the White sub-pop, 30% below Hispanic sub-pop and 10% below our African American students. **Root Cause:** The SPED Inclusion teacher had no previous experience in teaching STAAR Reading. The teacher was not effective in meeting the needs of individual SPED students and was non-renewed.

Problem Statement 6: On Third Grade STAAR Math, the African American sub-pop scored 40 percentage points below the White sub-pop and 26% below the Hispanic sub-pop. Only 42% of our African American students passed at the Approaches level. **Root Cause:** Six of our nineteen African American students in Third Grade were also identified as SPED. Another African American student could not stay awake. Mr. Jackson was called in, and the parent refused any services to help with academics.

Problem Statement 7: In Fourth Grade Reading, the African American students only had 24% at Meets Level and 5% at Masters Level. The Meets percentage is close to 36% below the White and Hispanic students at the Meets Level. (Note: 86% at Approaches level) **Root Cause:** Our campus worked hard on getting our African American students to the Approaches level. We did get 85.7% of our African American students to the Approaches Level and out of sixteen African American students who did not make the Meets level or above, eight of those students made expected or accelerated growth.

Problem Statement 8: In STAAR Writing, only 45% of SPED Students were at the Approaches Level which is almost 30% below all other sub-pops. **Root Cause:** The SPED Inclusion teacher had no previous experience in teaching STAAR Writing. The teacher was not effective in meeting the needs of individual SPED students and was non-renewed.

Problem Statement 9: In Third Grade Reading, only 56% of African American Students were at the Approaches Level which is 20% below the Hispanic Group and 30% below the White group. **Root Cause:** Students coming to Third Grade reading below level, six of our African American students in Third Grade have learning disabilities, and two of those students qualified for SLC at the beginning of this school year. Edit Associated Areas

Student Learning

Student Learning Summary

For the second year in a row, as measured by the 2018-2019 TEA's A-F Accountability System, Guajardo Elementary received an overall score of a 90, which gave the school a "Met Standard" rating and a letter grade of "A." Our school earned distinctions in all five areas: Accelerated Student Growth in ELA/Reading, Accelerated Student Growth in Math, Top 25%: Comparative Academic Growth, Top 25% Comparative Closing the Achievement Gap and Postsecondary Readiness.

In Domain One, Student Achievement, we Met Standard with a letter grade of B. In *All Subjects*, Reading/Math/Writing, we had 83% of all students at the Approaches or Above level. 53% of all students passed at the "Meets or Above" Grade Level, and on all tests 28% of our students passed at the Masters grade level.

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. Guajardo Met Standard and received a letter grade of "B" in Academic Growth and an "A" in Relative Performance. The Relative Performance score of "A" was used for Guajardo's overall rating.

In Domain Three, Closing the Gaps, Guajardo Met Standard and received a letter grade of an "A." Academic Achievement counts as 30% of the score in Domain Three and Guajardo made a raw score of 100. Academic Growth counts for 50% of the score and we received a raw score of 90 and the Student Success counts for 10% and we received a raw score of 100.

Student Learning Strengths

In Domain III, Guajardo Elementary met or exceeded the state's targets in the all fourteen student groups with the exception of the white group in Academic Growth in Reading. The white sub-pop was five points away from the state target in Academic Growth in Reading.

There was 84% of our 3rd & 4th graders who passed the Math STAAR. The percentage of passing at the Master's Level remained the same at 33% for all Math test.

3rd & 4th Grade Math Test

Math	All Students	African American	Hispanic	White	Eco. Dis	SPED	Current	Cont. Enrollment	Non-Cont Enrollment	% difference from 2018
Total Test	212	34	85	85	145	35	182	30		
# Approaches or Above	179	24	70	77	145	19	153	26		
% Approaches or Above	84%	71%	82%	91%	100%	54%	84%	87%		-4%
# Meets or Above	119	15	46	52	95	13	102	17		
% Meets or Above	56%	44%	54%	61%	66%	37%	56%	57%		-2%
# Masters	70	8	25	31	54	11	62	8		
% Masters	33%	24%	29%	36%	37%	31%	34%	27%		Same

Math	All Students	African American	Hispanic	White	Eco. Dis	SPED	Current	Cont. Enrollment	Non-Cont Enrollment	% difference from 2018
# Did not Meet	33	10	15	8	0	16	29	4		
% Did not Pass	16%	29%	18%	9%	0	46%	16%	13%		Percent not passing went up 4%

When comparing Fourth Grade to the state's passing averages, Fourth Grade *exceeded* the state passing averages on all three test and at the Approaches, Meets, and Masters Levels.

Comparing Guajardo 3rd & 4th All Tested Subjects to State Averages											
	3rd Math Guajardo	3rd Math State	3rd Reading Guajardo	3rd Reading State	4th Math Guajardo	4th Math State	4th Reading Guajardo	4th Reading State	Writing Guajardo	Writing State	
Approaches or Above	79% -1	78%	73% -3	76%	84% +10	74%	87% +15	72%	77% +12	65%	
Meets or Above	43% -5	48%	42% -2	44%	56.% +10	46%	55% +12	43%	38.9% +5.9	33%	
Masters	19% -5	24%	23% -5	28%	37% +9	28%	26% +4	22%	11% +1	10%	

The overall Reading passing rate at the Approaches, Meets, and Masters level increased from the previous year!

3rd & 4th Grade Reading STAAR Test										% Change from 2018
Reading	All Students	African American	Hispanic	White	Eco. Dis.	SPED	Current	Cont Enrollment	Non-Continuous Enrollment	
Total Test	212	34	85	85	173	35	182	30		
#Approaches or Above	180	27	72	73	143	24	154	26		
%Approaches or Above	85%	79%	85%	86%	83%	69%	85%	87%		+9%
#Meets or Above	115	11	46	52	89	13	95	20		
%Meets or Above	54%	32%	54%	61%	51%	37%	52%	67%		+6%
#Masters	63	4	27	28	46	9	55	8%		
%Masters	14%	14%	32%	25%	19%	19%	27%	22%		+16%
# Did not pass	32 (Down by 26 students)									Percent of failing students went down -9% from previous year.
% Did not pass	15%									

Fourth Grade Writing exceeded the states passing rates at all level! There was an increase in passing at the Approaches & Master's Level.

Writing	4th Gr. Writing					% Change from 2018
	All Students	Hispanic	White	Eco. Dis	Cont. Enrollment	
Total Test	114	52	37	88	105	
# Approaches or Above	90	41	29	69	85	
% Approaches or Above	79%	79%	78%	78%	81%	+8%
# Meets or Above	49	24	17	37	46	
% Meets or Above	43%	46%	46%	42%	44%	-5%
# Masters	18	11	2	12	16	
% Masters	16%	21%	5%	14%	15%	+3%
# Failed	24					Percent failing went down
% Failed	21%					-8% from previous year :)

Looking at Fourth Grade STAAR ALT 2 scores, all of the students who participated passed at the Satisfactory Level on all three tests. Four students passed at the Accomplished Level in Reading, Five students passed at the Accomplished level in Math and on the Writing test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of Third Grade African American students passing at the Approaches level was below the state's averages in both Math and Reading. 15% below in Math and 8% below in Reading **Root Cause:** Out of the sixteen African American students in Third Grade, six of them were identified as SPED and our SPED inclusion teacher was a late hire with no experience in testing grades.

Problem Statement 2: In Third Grade Reading, SPED students only had a 46% approaching passing rate which is 40% below the White sub-pop, 30% below Hispanic sub-pop and 10% below our African American students. **Root Cause:** The SPED Inclusion teacher had no previous experience in teaching STAAR Reading. The teacher was not effective in meeting the needs of individual SPED students and was non-renewed.

Problem Statement 3: On Third Grade STAAR Math, the African American sub-pop scored 40 percentage points below the White sub-pop and 26% below the Hispanic sub-pop. Only 42% of our African American students passed at the Approaches level. **Root Cause:** Six of our nineteen African American students in Third Grade were also identified as SPED. Another African American student could not stay awake. Mr. Jackson was called in, and the parent refused any services to help with academics.

Problem Statement 4: In Fourth Grade Reading, the African American students only had 24% at Meets Level and 5% at Masters Level. The Meets percentage is close to 36% below

the White and Hispanic students at the Meets Level. (Note: 86% at Approaches level) **Root Cause:** Our campus worked hard on getting our African American students to the Approaches level. We did get 85.7% of our African American students to the Approaches Level and out of sixteen African American students who did not make the Meets level or above, eight of those students made expected or accelerated growth.

Problem Statement 5: In STAAR Writing, only 45% of SPED Students were at the Approaches Level which is almost 30% below all other sub-pops. **Root Cause:** The SPED Inclusion teacher had no previous experience in teaching STAAR Writing. The teacher was not effective in meeting the needs of individual SPED students and was non-renewed.

Problem Statement 6: In Third Grade Reading, only 56% of African American Students were at the Approaches Level which is 20% below the Hispanic Group and 30% below the White group. **Root Cause:** Students coming to Third Grade reading below level, six of our African American students in Third Grade have learning disabilities, and two of those students qualified for SLC at the beginning of this school year. Edit Associated Areas

Problem Statement 7 (Prioritized): In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

Problem Statement 8: On Third Grade STAAR Math, there were only 50% of students at Meets Grade Level and 25% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches level.

Problem Statement 9: On Fourth Grade STAAR Reading, only 55% of All Students were at the Meets Grade Level and only 26% were at the Masters Level. **Root Cause:** Teachers tend to work more in small groups with the students who need to get to the Approaching levels.

Problem Statement 10: In Third Grade Reading, only 56% of African American Students were at the Approaches Level which is 20% below the Hispanic Group and 30% below the White group. **Root Cause:** Students coming to Third Grade reading below level, six of our African American students in Third Grade have learning disabilities, and two of those students qualified for SLC at the beginning of this school year. Edit Associated Areas

Problem Statement 11: In STAAR Writing, the SPED students had a 44 percent passing rate at the Approaches Level. Last year, zero students passed. **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 12: In STAAR Writing, only 38.9% of students passed at the Meets Level and only 11% at the Masters Level. **Root Cause:** Students are coming to Fourth Grade with limited revision skills. Edit Associated Areas

Problem Statement 13: On 2020 1st grade BOY Renaissance Reading assessment, 48% of students were below Benchmark. **Root Cause:** Due to COVID 19, students did not receive the quality of instruction or interventions as they were virtual learners from March through September 14th.

Problem Statement 14: On 2020 2nd grade BOY Renaissance Math assessment, 42% of students were below Benchmark. **Root Cause:** Due to COVID 19, students did not receive the quality of instruction or interventions as they were virtual learners from March through September 14th.

Problem Statement 15: On 2020 3rd grade BOY Renaissance Math assessment, 48% of students were below Benchmark. **Root Cause:** Due to COVID 19, students did not receive the quality of instruction or interventions as they were virtual learners from March through September 14th.

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 walk through planned units, discuss upcoming instruction, and plan 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. Teachers utilize unit tests, 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. 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.

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. Over the Summer, our new K-2 teachers completed the phonics training our teachers previously engaged in! Extended Wednesdays are devoted to professional development in targeted areas. 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 (Prioritized): In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. **Root Cause:** Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.

Problem Statement 2: In Third Grade Reading, SPED students only had a 46% approaching passing rate which is 40% below the White sub-pop, 30% below Hispanic sub-pop and 10% below our African American students. **Root Cause:** The SPED Inclusion teacher had no previous experience in teaching STAAR Reading. The teacher was not effective in meeting the needs of individual SPED students and was non-renewed.

Problem Statement 3: On Third Grade STAAR Math, the African American sub-pop scored 40 percentage points below the White sub-pop and 26% below the Hispanic sub-pop. Only 42% of our African American students passed at the Approaches level. **Root Cause:** Six of our nineteen African American students in Third Grade were also identified as SPED. Another African American student could not stay awake. Mr. Jackson was called in, and the parent refused any services to help with academics.

Problem Statement 4: In STAAR Writing, only 45% of SPED Students were at the Approaches Level which is almost 30% below all other sub-pops. **Root Cause:** The SPED Inclusion teacher had no previous experience in teaching STAAR Writing. The teacher was not effective in meeting the needs of individual SPED students and was non-renewed.

Problem Statement 5: In Third Grade Reading, only 56% of African American Students were at the Approaches Level which is 20% below the Hispanic Group and 30% below the White group. **Root Cause:** Students coming to Third Grade reading below level, six of our African American students in Third Grade have learning disabilities, and two of those students qualified for SLC at the beginning of this school year. Edit Associated Areas

Problem Statement 6 (Prioritized): In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

Problem Statement 7: On Third Grade STAAR Math, there were only 50% of students at Meets Grade Level and 25% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches level.

Problem Statement 8: On Fourth Grade STAAR Reading, only 55% of All Students were at the Meets Grade Level and only 26% were at the Masters Level. **Root Cause:** Teachers tend to work more in small groups with the students who need to get to the Approaching levels.

Problem Statement 9: Attendance rates have continued to be below the state average . Guajardo's 2018-19 attendance rate was 95.17%. **Root Cause:** Student health issues, along with the school's policy, if a student is sent home for throwing up or fever, the student has to stay out of school 24 hours before returning. Also, there seems to be a lack of understanding on the parents part regarding the importance of being at school every day. We came to this conclusion, as we know of many students who went on vacations during the school year.

Problem Statement 10: In STAAR Writing, the SPED students had a 44 percent passing rate at the Approaches Level. Last year, zero students passed. **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 11: In STAAR Writing, only 38.9% of students passed at the Meets Level and only 11% at the Masters Level. **Root Cause:** Students are coming to Fourth Grade with limited revision skills. Edit Associated Areas

Problem Statement 12: On 2020 1st grade BOY Renaissance Reading assessment, 48% of students were below Benchmark. **Root Cause:** Due to COVID 19, students did not receive the quality of instruction or interventions as they were virtual learners from March through September 14th.

Problem Statement 13: There is little parent involvement. **Root Cause:** There are more single parent households as well as students living with other elderly relatives.

Problem Statement 14: On 2020 2nd grade BOY Renaissance Math assessment, 42% of students were below Benchmark. **Root Cause:** Due to COVID 19, students did not receive the quality of instruction or interventions as they were virtual learners from March through September 14th.

Problem Statement 15: On 2020 3rd grade BOY Renaissance Math assessment, 48% of students were below Benchmark. **Root Cause:** Due to COVID 19, students did not receive the quality of instruction or interventions as they were virtual learners from March through September 14th.

Perceptions

Perceptions Summary

Manuel Guajardo, Jr. Elementary is a K-4 campus. Due to COVID19, each grade level has a virtual section. Due to the high numbers of virtual students, we have some of our students with a district virtual teacher. Grade 4 team teaches with the exception of our virtual teacher who is self-contained. Grade 3 is self-contained with the exception of one team. Our K-2 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. Teachers meet weekly with the instructional specialist 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 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 nine 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 2020-2021 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 two 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, that was implemented last year, to help change student behavior. This year, we also have started using the Character Strong Program to 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 cafeteria 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 in the cafeteria 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. Extravaganzas are used every 9 weeks to reward students for good behavior.

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. As of last year we added a Third and Fourth Grade Dance Team that will participate in assemblies, parades, and special events throughout the campus and community. This year, we have started a Robotics Club for ten selected Fourth Graders.

During Teacher Appreciation Week, PTO showers the teachers and staff with a variety of treats and gifts.

Our PTO was very active during the past year and continues into this school year. 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. As part of the wellness and safety of our students, the City of Texas City has partnered with TCISD and provides 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. 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 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.

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. We 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. The robotics team meets after school and will begin to compete next year. 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 programs, Head-Sprout, Compass, and Reading Horizons, 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 and Compass groups. 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. 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, 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. Whataburger, Sub-Way, 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 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, which has increased our overall PTO meeting attendance. The PTO officers are very active in helping out in any area necessary to improve the school climate. They sponsor part of the students' extravaganzas and support the school in organizing fund-raising events. They also put together our school's annual year book.

Families are 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. CiCis Pizza and 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 and Fourth Grade students their own dictionaries.

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 program, Head Sprout, for enrichment lessons for reading. Odyssey is another web-based program that is research based that is utilized for both Reading and Math interventions. 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, our 4th grade Journalism and Math clubs engage students in projects which relate to grade level TEKS.

Our PLCs are mostly teacher led with the instructional specialist 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:** There are more single parent households as well as students living with other elderly relatives.

Priority Problem Statements

Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth.

Root Cause 1: Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level.

Root Cause 2: Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- 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
- 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
- STEM/STEAM data
- 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 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.













Performance Objective 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 58% by June 2024.










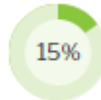






HB3 Goal

Evaluation Data Sources: STAAR Test

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students. Strategy's Expected Result/Impact: Students' depth of comprehension will increase. Staff Responsible for Monitoring: Instructional specialist, and administrators. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with their students and set reading goals. Teachers will also remind students about the Student/School/Parent Compact that they agreed upon. Each student agreed to the best of their ability to strive to reach their academic goals each nine weeks and complete and return all assignments by the identified due date. Strategy's Expected Result/Impact: Students will become aware of their current reading level and whether they are reading below, on or above grade level. Students fluency and reading levels will increase. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. Staff Responsible for Monitoring: Instructional Specialist and administrators. Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 1, 6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Parents of students reading below level will be contacted by a member of Guajardo's administration team to discuss current reading concerns and ways to improve. We will share TCISD's yearly reading expectation levels. Parents will be encouraged to have their students at school by 7:20, so students can eat breakfast and begin online interventions at 7:30 using our online research based phonics and comprehension program called Headsprout. We will also discuss the importance of attendance and being to school on time, so our students do not miss beginning of the day phonics/reading lessons. This same information will be shared during Parent/Teacher conferences.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness of the seriousness of their child reading below grade level and the importance of being at school on time, so before school early morning interventions can occur. We are hoping that this will increase the amount of reading at home and increase usage of Headsprout in the evenings and weekends which will result in improved fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Create Visible Learners: Teachers will write clear learning intentions and success criteria. They will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK at the correct level. Learning intentions and success criteria will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Students will be shown exemplar work samples.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the students stay focused and involved., and the success criteria is to ensure that students understand the teacher's criteria for making judgments about their work, and so that they gain an 'anatomy of quality' for that particular piece of work.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students are reminded during morning announcements and by their teachers that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal.</p> <p>Strategy's Expected Result/Impact: Students will gain a deeper understanding when they correct their mistakes.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges. The Learning Pit draws attention to the idea that learning is a struggle, intentionally showing thoughts of confusion and frustration. Its purpose is to reassure, not scare, so that when learners find themselves floundering, they can take comfort from knowing that is a normal part of the learning journey. (Challenging Learning) Strategy's Expected Result/Impact: Students will know that through trial and error, deeper questioning and thinking will get them out of the learning pit and into a state of "Eureka." Students intrinsic motivation will increase. Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom. Strategy's Expected Result/Impact: Students will gain a deeper understanding of the lesson when in small focused groups. Staff Responsible for Monitoring: Administrators, counselor, instructional specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Dispositions refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning. Our campus conducted a survey and determined the top six dispositions that our teachers want to see in our learners. They dispositions our campus chose are perseveres, attentive, communication, ownership, thoughtful and communication. Now, as a campus, we will discuss how will we consistently and rigorously develop these dispositions within our learning programs. Strategy's Expected Result/Impact: Students will approach their learning with more understanding how their "habits of mind" affects their learning. Staff Responsible for Monitoring: Teachers and Principals. Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. **Root Cause:** Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.

Student Learning

Problem Statement 7: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

School Processes & Programs

Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. **Root Cause:** Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.

Problem Statement 6: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

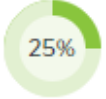







Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.









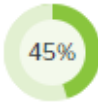







Performance Objective 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% to 60% by June 2024













HB3 Goal

Evaluation Data Sources: CBAs, benchmarks, Interim STAAR Math test

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: During morning announcements and through out the day, students are reminded that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal. Strategy's Expected Result/Impact: Students will gain a deeper understanding when they correct their mistakes. Staff Responsible for Monitoring: Teachers and administrators. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 1, 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges. Strategy's Expected Result/Impact: Students will know that through trial and error, deeper questioning and thinking will get them out of the learning pit and into a state of "Eureka." Students intrinsic motivation will increase. Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 1, 6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create Visible Learners: Teachers will write clear learning intentions and success criteria. They will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK at the correct level. Learning intentions and success criteria will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Students will be shown exemplar work samples. Strategy's Expected Result/Impact: The learning intentions help the students stay focused and involved., and the success criteria is to ensure that students understand the teacher's criteria for making judgments about their work, and so that they gain an 'anatomy of quality' for that particular piece of work. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: During classroom instruction, teachers will use the "I do, you do" model and monitor that students are following along and using the exact strategies that the teacher is using. Strategy's Expected Result/Impact: Students understanding will gain a deeper understanding and increase their understanding of ways to problem solve. Staff Responsible for Monitoring: Teachers will monitor students, and administrators will be monitoring for this during walk-throughs. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: During weekly team meetings, teachers/administrators/instructional specialist will model effective delivery of instruction Strategy's Expected Result/Impact: Increase teacher capacity in effective higher order questioning. Create more dialogue and less monologue in the classroom. Staff Responsible for Monitoring: Instructional Specialist and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Set aside time daily to practice fact fluency. Strategy's Expected Result/Impact: Increase accuracy when solving word problems. Staff Responsible for Monitoring: Teachers and administrators. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students. Strategy's Expected Result/Impact: Students' depth of comprehension will increase. Staff Responsible for Monitoring: Instructional specialist, and administrators. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom. Strategy's Expected Result/Impact: Students will gain a deeper understanding of the lesson when in small focused groups. Staff Responsible for Monitoring: Administrators, counselor, instructional specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. Root Cause: Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.
Student Learning
Problem Statement 7: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. Root Cause: Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.
School Processes & Programs
Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. Root Cause: Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.
Problem Statement 6: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. Root Cause: Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

Goal 3: Compared to state standards, all TCISD campuses improve progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: Increase the passing rate of students at the meets level from 53% to 58%% in all subjects on the 2020-2021 STAAR tests.

Evaluation Data Sources: STAAR Test

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Create Visible Learners: Teachers will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK (Depth of Knowledge) at the correct level. Learning intentions will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS.</p> <p>Teachers will post Success Criteria in a prominent location in their classrooms, show students examples of what the actual work will look like, and discuss with the students how they will know when they are successful at mastering the learning intention.</p> <p>Strategy's Expected Result/Impact: Students will have a deeper understanding of what they are learning and will know when they have mastered the learning intention by understanding what the success looks like.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Even in a safe and secure environment many of us are fearful of making mistakes or revealing our weaknesses. Therefore, teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges and learning occurs when we step out of your comfort zone.</p>	Formative			Summative
	Nov	Jan	Mar	June

The Learning Pit draws attention to the idea that learning is a struggle, intentionally showing thoughts of confusion and frustration.

Its purpose is to reassure, not scare, so that when learners find themselves floundering, they can take comfort from knowing that is a normal part of the learning journey.

(Challenging Learning

Strategy's Expected Result/Impact: When students understand "The Learning Pit" it can help to encourage and reassure learners that taking risks, asking questions, and trying new things can help them develop their abilities and deepen their understanding.

Staff Responsible for Monitoring: Teachers and administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction



0% No Progress

100% Accomplished

Continue/Modify


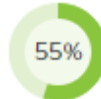


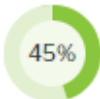
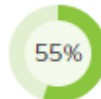


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Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.













Performance Objective 1: In Domain III, Closing the Gaps, our White sub-group's Academic Growth Reading score will increase 5 points or more to meet or exceed the state's target of 69 on the 2020-2021 STAAR test

Evaluation Data Sources: CBA, Benchmarks, Interim Assessment, STAAR Assessment.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students. Strategy's Expected Result/Impact: Students' depth of comprehension will increase. Staff Responsible for Monitoring: Instructional specialist, and administrators. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with their students and set reading goals. Strategy's Expected Result/Impact: Students will become aware of their current reading level and whether they are reading below, on or above grade level. Students fluency and reading levels will increase. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. Staff Responsible for Monitoring: Instructional Specialist and administrators. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Parents of students reading below level will be contacted by a member of Guajardo's administration team to discuss current reading concerns and ways to improve. We will share TCISD's yearly reading expectation levels. Parents will be encouraged to have their students at school by 7:20, so students can eat breakfast and begin online interventions at 7:30 using our online research based phonics and comprehension program called Headsprout. We will also discuss the importance of attendance and being to school on time, so our students do not miss beginning of the day phonics/reading lessons. This same information will be shared during Parent/Teacher conferences.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness of the seriousness of their child reading below grade level and the importance of being at school on time, so before school early morning interventions can occur. We are hoping that this will increase the amount of reading at home and increase usage of Headsprout in the evenings and weekends which will result in improved fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Create Visible Learners: Teachers will write clear learning intentions and success criteria. They will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK at the correct level. Learning intentions and success criteria will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Students will be shown exemplar work samples.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the students stay focused and involved., and the success criteria is to ensure that students understand the teacher's criteria for making judgments about their work, and so that they gain an 'anatomy of quality' for that particular piece of work.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students are reminded during morning announcements and by their teachers that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal.</p> <p>Strategy's Expected Result/Impact: Students will gain a deeper understanding when they correct their mistakes.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				








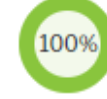




Strategy 6 Details		Reviews			
Strategy 6: Teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges. The Learning Pit draws attention to the idea that learning is a struggle, intentionally showing thoughts of confusion and frustration. Its purpose is to reassure, not scare, so that when learners find themselves floundering, they can take comfort from knowing that is a normal part of the learning journey. (Challenging Learning) Strategy's Expected Result/Impact: Students will know that through trial and error, deeper questioning and thinking will get them out of the learning pit and into a state of "Eureka." Students intrinsic motivation will increase. Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom. Strategy's Expected Result/Impact: Students will gain a deeper understanding of the lesson when in small focused groups. Staff Responsible for Monitoring: Administrators, counselor, instructional specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: The District 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: There will be zero unauthorized visitors on campus for the 2020-2021 school year.

Evaluation Data Sources: Raptor records

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: All visitors will have to show a state issued ID and will be checked by our Raptor System. Strategy's Expected Result/Impact: Zero unauthorized visitors on campus. Staff Responsible for Monitoring: Front desk clerk. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: During the COVID 19 pandemic, all visitors will have their temperature checked and will be required to wear a face mask. Strategy's Expected Result/Impact: Stop the spread of COVID19. Staff Responsible for Monitoring: Front desk clerk.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The District 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 have zero accidents on campus for the 2020-2021 school year.

Evaluation Data Sources: Accident Reports

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: All faculty and staff will participate 100% in district safety training through Safe Schools. Strategy's Expected Result/Impact: Reduce the chance of an accident happening and reduce absences among staff due to accidents. Staff Responsible for Monitoring: Principal/Assistant Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The District 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: Zero students or staff will be injured due to fire, weather related events or from intruders during the 2020-2021 school year.

Evaluation Data Sources: Accident reports

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Staff is trained on TCISD's Emergency Preparedness Procedures. Students and staff will participate in monthly drills for lockdown, evacuate, shelter and hold. Once per semester students and staff will participate in a LockDown drill. All classrooms are equipped with a flip book with easy to read procedures in the event of an emergency. Strategy's Expected Result/Impact: Increase the safety of all students, staff and faculty at Guajardo Elementary. Staff Responsible for Monitoring: Assistant Principal & Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







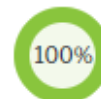



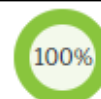





Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.





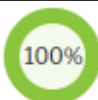

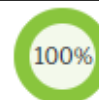





Performance Objective 1: The campus will decrease the number of ISS and OSS assignments for the 2020-2021 school year when compared to the 2019-2020 school year.

Evaluation Data Sources: PEIMS data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior. Staff Responsible for Monitoring: counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Create a safe, civil, and productive school. Reduce the number of behavior incidents and increase learning opportunities. Staff Responsible for Monitoring: Administrative Team/Team Leaders ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Reduce the number of office referrals, see an increase in compliments and respect between students and teacher/staff-student relations. Staff Responsible for Monitoring: Administrators, all staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Our campus counselor will push into classrooms during lunch to give character lessons each week. Strategy's Expected Result/Impact: Decrease the number of office referrals, especially those dealing with negative peer interactions or classroom disruptions. Staff Responsible for Monitoring: Counselor and Principal Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Decrease in the number of bullying incidents/office referrals that deal with bullying. Staff Responsible for Monitoring: Principal and Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Decrease the number of discipline issues/referrals with students by providing them the support they need. Staff Responsible for Monitoring: Administrators, Counselor, All Staff, Assessment Team members. Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: 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. Strategy's Expected Result/Impact: Decrease the number of discipline referrals and make a positive effect on the climate of the school. Staff Responsible for Monitoring: Counselor, Administrators and ISS Aide ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				






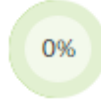




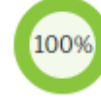

Strategy 8 Details	Reviews			
Strategy 8: We are partners with the Houston Food Bank who provides packs of food for students to take home on Fridays. Strategy's Expected Result/Impact: Help provide nutrition for students living in poverty so they are hungry over the weekends. Students will feel supported and loved when they pick up their pack. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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









Goal 7: The District will provide resources and all campuses will implement positive behavioral 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 2020-2021 school year when compared to the 2019-2020 school year.

Evaluation Data Sources: Discipline Records

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be trained in PBIS (Positive Behavior Interventions and Supports) by the twelfth week of school . Then teachers will implement positive behavioral strategies recommended by PBISworld.com. throughout the school year. Strategy's Expected Result/Impact: Increase learning time for students who struggle with behavior by decreasing the number of classroom removals. Staff Responsible for Monitoring: Principal and counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Ripple Effects, online platform, is also used to teach positive behaviors if the counselor is not available. Strategy's Expected Result/Impact: Decrease disruptive classroom behaviors. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior. Staff Responsible for Monitoring: counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Reduce the number of office referrals, see an increase in compliments and respect between students and teacher/staff-student relations. Staff Responsible for Monitoring: Administrators, all staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Our campus counselor will push into classrooms during lunch to give character lessons each week. Strategy's Expected Result/Impact: Decrease the number of office referrals, especially those dealing with negative peer interactions or classroom disruptions. Staff Responsible for Monitoring: Counselor and Principal Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Decrease in the number of bullying incidents/office referrals that deal with bullying. Staff Responsible for Monitoring: Principal and Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: 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. Strategy's Expected Result/Impact: Decrease the number of discipline issues/referrals with students by providing them the support they need. Staff Responsible for Monitoring: Administrators, Counselor, All Staff, Assessment Team members. Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				


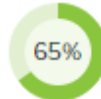






Strategy 8 Details	Reviews			
Strategy 8: The Character Strong curriculum and strategies will be used to promote character education and support positive character development in students. The Character Strong lessons will be in a newsletter that goes out to teachers so that it is easy to follow and 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 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. Strategy's Expected Result/Impact: Create a safe, civil, and productive school. Reduce the number of behavior incidents and increase learning opportunities. Staff Responsible for Monitoring: Administrative Team/Team Leaders ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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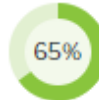






Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.


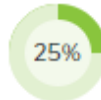
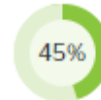









Performance Objective 1: Guajardo Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Evaluation Data Sources: Weekly walkthroughs, TTESS observations, Renaissance Growth reports, attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership is a vital component in teacher retention. According to "The Influence of School Administrators on Teacher Retention Decisions, the most frequently-cited reason identified by teachers who had left their position was a lack of administrative support. 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. (https://teachplus.org/sites/default/files/publication/pdf/t_co_teacher_retention.pdf) Mrs. Fuller will attend all sessions of the Principals Leadership Network through Region 4. She will also attend the class, From Surviving to Thriving: Creating Equitable Learning Environments Through Emotional Intelligence and Culturally Relevant Practices to increase her capacity as the leader of Guajardo Elementary.</p> <p>Strategy's Expected Result/Impact: Increase the positive culture and support at Guajardo Elementary and prevent teachers from leaving due to lack of administrative support.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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>Strategy 2: All teachers are encouraged to self reflect on their practices and seek PD to increase their capacity. Our campus has a budget to cover the expenses.</p> <p>Strategy's Expected Result/Impact: Advance the academic achievement of our students. Increase teachers' effective delivery of instruction.</p> <p>Staff Responsible for Monitoring: Principal/Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: When teachers believe that together, they are capable of developing students' critical thinking skills, creativity, and mastery of complex content, it happens! Collective teacher efficacy (CTE) refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. In addition, when collective efficacy is present, staff are better equipped to foster positive behavior in students and in raising students' expectations of themselves by convincing them that they can do well in school. (thelearningexchange.ca/collective-teacher-efficacy/) We also know that Collective Teacher Efficacy has the largest effect size on student learning. Therefore, we will send out a survey to our staff to measure the degree of Collective Teacher Efficacy by the end of the first nine weeks and use the data to further discussions on how we can improve.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers are assigned a mentor who will meet with the new teacher over the course of the year, as well as observe the mentor and the mentor will observe the new teacher too. TCISD also has a New Teacher Academy.</p> <p>Strategy's Expected Result/Impact: Increase the capacity of the new teacher and provide support.</p> <p>Staff Responsible for Monitoring: Mentor and Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Our faculty and staff know that their personal mental and physical health is important. This is discussed numerous times during faculty meetings. Teachers are told to take the time they need to get matters taken care of, but when they return, they know that we expect 110% effort 100% of the time when they are in the classroom. Often times, teachers are not asked to take a whole day or 1/2 day to make an appointment. Instead, we try to cover the class for a short period of time to allow the staff member time to make a late day appointment.</p> <p>Strategy's Expected Result/Impact: Create a culture of caring as well as preserve instructional time with the teacher in the classroom which in turn increases academic achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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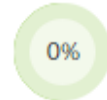






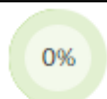


Strategy 6 Details	Reviews			
Strategy 6: All staff are invited to attend monthly team leader meetings. This is important as there are many potential leaders on each team, and we do not want to limit the potential of a staff member who wants to be more involved in moving our campus forward. Strategy's Expected Result/Impact: Retain highly talented teachers and grow future leaders. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Positive staff shout outs and good news is shared at each faculty meeting. In addition to shout outs, teachers and staff, including campus custodians, crossing guards, and cafeteria staff are offered snacks for the Woot Woot Wagon to help staff feel valued and cared about. Strategy's Expected Result/Impact: When staff feels valued even with small tokens of appreciation or positive praise they will want to stay at the campus and will work harder because they feel more valued and appreciated. Staff Responsible for Monitoring: administrative team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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



Goal 9: 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 & staff will maintain a positive image with all stakeholder groups throughout the community.

Evaluation Data Sources: Informal observations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Mrs. Fuller participates in the Leadership Mainland hosted by Texas City La Marque Chamber of Commerce. Strategy's Expected Result/Impact: Maintain positive relationships with our community partners. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will participate in school related community events such as Duck Derby, Homecoming Parade, Cultural Arts Programs. Strategy's Expected Result/Impact: Build relationships with local community partners. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Guajardo Elementary will use local vendors as much as possible to purchase items for luncheons and tokens of appreciation for staff members. Strategy's Expected Result/Impact: Build stronger relationships with community members. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create a social media page for our campus to promote the great things that are happening with our community partners as well as events within our school. Strategy's Expected Result/Impact: Maintain a positive image in the community. Staff Responsible for Monitoring: Librarian/Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Guajardo Elementary will continue to gain members and grow the overall capacity of its PTO. PTO meetings will be scheduled in person or virtually to allow more parent participation. Recordings of the meeting will allow parents to view meetings at a later time and give parents access to campus information if they cannot attend a meeting but want to be involved. Strategy's Expected Result/Impact: Allow more stakeholders to get involved with campus activities and have a voice in campus business. Staff Responsible for Monitoring: PTO and administrative team Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Guajardo Elementary is a K-4th grade Title I campus with an enrollment of 509 students. The student population is ethnically diverse. Data from October of 2020, indicates that the White student group has decreased from the previous year and now has an enrollment of 176 students (34.58%) and the Hispanic student group has increased to 221 students (43.42%). The African American student population has decreased and now consists of 87 students (17.09%), followed by Two or More Races which has 21 students (4.13%). There are four students (.79%) classified as Asian, and zero enrolled as American Indian.

Out of the 509 students enrolled, 73.9% are listed as Economically Disadvantaged. The At-Risk population is 316 students (60.19%). Ten students are English Language Learners (ELL) at 1.90% of the student population. Fifty nine students (11.24%) are receiving Special Education Services and thirty three students (6.29%) have been identified as Gifted and Talented. The mobility rate is 17.95%.

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, social development program, 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 1.77% equaling 9 students. We do not have a bilingual program on our campus. Our Gifted and Talented program has 39 students which is 7.66% of our student population. Due to a federal grant (waiver), all students receive free breakfast and lunch.

Our attendance rate was 95.17%.which is a .53% decrease from the previous year and placed the campus in Quartile 3 according to STAAR data. This was an overall improvement from the previous year where we were in Quartile 4. 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. The community is involved in celebrating perfect attendance. CiCis Pizza gives out coupons for a free meal. During Open House, families are informed of the importance of being at school each day and on time. The marquee, in front of the school, 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.

For the second year in a row, as measured by the 2018-2019 TEA's A-F Accountability System, Guajardo Elementary received an overall score of a 90, which gave the school a "Met Standard" rating and a letter grade of "A." Our school earned distinctions in all five areas: Accelerated Student Growth in ELA/Reading, Accelerated Student Growth in Math, Top 25%: Comparative Academic Growth, Top 25% Comparative Closing the Achievement Gap and Postsecondary Readiness.

In Domain One, Student Achievement, we Met Standard with a letter grade of B. In *All Subjects*, Reading/Math/Writing, we had 83% of all students at the Approaches or Above level. 53% of all students passed at the "Meets or Above" Grade Level, and on all tests 28% of our students passed at the Masters grade level.

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.

Guajardo Met Standard and received a letter grade of "B" in Academic Growth and an "A" in Relative Performance. The Relative Performance score of "A" was used for Guajardo's overall rating.

In Domain Three, Closing the Gaps, Guajardo Met Standard and received a letter grade of an "A." Academic Achievement counts as 30% of the score in Domain Three and Guajardo made a raw score of 100. Academic Growth counts for 50% of the score and we received a raw score of 90 and the Student Success counts for 10% and we received a raw score of 100.

Guajardo Elementary is a data-driven school where teachers utilize various resources to make sound decisions regarding planning, adjusting and delivering instruction which all impact student learning. The professional learning communities are an essential to our curriculum and instruction. Each week, teachers meet with our Instructional Specialist and walk through planned units, discuss upcoming instruction, ways to deliver content effectively, and plan assessments and discuss ways to increase student learning. 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. Teachers utilize unit tests, 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. 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. Our campus mission statement reflects our values; The community of Guajardo 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. 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.

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. Over the Summer, our new K-2 teachers completed the phonics training our teachers previously engaged in! Extended Wednesdays are devoted to professional development in targeted areas. 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.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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2.2: Regular monitoring and revision

On November 30th, January 5th, March 23rd and June 7th the CNA will be reviewed and progress of the listed strategies will be discussed.

2.3: Available to parents and community in an understandable format and language

Our Campus Improvement plan is located in the front office. It is written in English and presented in an organized format for all stakeholders to view. We do have staff on campus that can read and translate the document to our Spanish speaking families if needed.

2.4: Opportunities for all children to meet State standards

Edit Remove

Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students which will increase students' depth of comprehension.

Teachers will meet with their students and set reading goals. Students will become aware of their current reading level and whether they are reading below, on or above grade level. Students fluency and reading levels will increase. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability.

Parents of students reading below level will be contacted by a member of Guajardo's administration team to discuss current reading concerns and ways to improve. We will share TCISD's yearly reading expectation levels. Parents will be encouraged to have their students at school by 7:20, so students can eat breakfast and begin online interventions at 7:30 using our online research based phonics and comprehension program called Headsprout. We will also discuss the importance of attendance and being to school on time, so our students do not miss beginning of the day phonics/reading lessons. This same information will be shared during Parent/Teacher conferences.

Create Visible Learners: Teachers will write clear learning intentions and success criteria. They will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK at the correct level. Learning intentions and success criteria will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Students will be shown exemplar work samples. Strategy's Expected Result/Impact: the learning intentions help the students stay focused and involved, and the success criteria is to ensure that students understand the teacher's criteria for making judgments about their work, and so that they gain an 'anatomy of quality' for that particular piece of work.

Students are reminded during morning announcements and by their teachers that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal. Strategy's Expected Result/Impact Students will gain a deeper understanding when they correct their mistakes.

Even in a safe and secure environment, many of us are fearful of making mistakes or revealing our weaknesses. Therefore, our teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges. The Learning Pit draws attention to the idea that learning is a struggle, intentionally showing

thoughts of confusion and frustration. Its purpose is to reassure, not scare, so that when learners find themselves floundering, they can take comfort from knowing that is a normal part of the learning journey. (Challenging Learning) Students will know that through trial and error, deeper questioning and thinking will get them out of the learning pit and into a state of "Eureka." The strategy's expected result/impact: When students understand "The Learning Pit" it can help to encourage and reassure learners that taking risks, asking questions, and trying new things can help them develop their abilities and deepen their understanding.

Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom. Strategy's Expected Result/Impact: Students will gain a deeper understanding of the lesson when in small focused groups. Dispositions refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning. Our campus conducted a survey and determined the top six dispositions that our teachers want to see in our learners. They dispositions our campus chose are perseveres, attentive, communication, ownership, thoughtful and communication. Now, as a campus, we will discuss how will we consistently and rigorously develop these dispositions within our learning programs. Strategy's Expected Result/Impact: Students will approach their assignments with more understanding how their "habits of mind" affects their learning.

During classroom instruction, teachers will use the "I do, you do" model and monitor that students are following along and using the exact strategies that the teacher is using. Strategy's Expected Result/Impact: Students will gain a deeper understanding of concepts being taught and increase their understanding of ways to problem solve.

During weekly team meetings, teachers/administrators/instructional specialist will model effective delivery of instruction. Strategy's Expected Result/Impact: Increase teacher capacity in effective higher order questioning. Create more dialogue and less monologue in the classroom.

Set aside time daily to practice fact fluency. Strategy's Expected Result/Impact: Increase accuracy when solving word problems.

2.5: Increased learning time and well-rounded education

Normally, we host an early morning intervention group based on students who have failed a STAAR test. Since we did not take STAAR due to Covid our morning interventions include all students who are on campus between 7:30-8:00. This time allows students to work on our online programs to continue to work on their individual needs. Our rotation staff works with Kinder students who are below level on letter/sound recognition. Third & Fourth grade teachers tutor after school. Our campus also has a retired reading teacher that comes to campus before school starts and works with students who are reading below grade level. We also have numerous students who attend 21st Century after school program where they can receive assistance in completing homework. There is a Honor Choir that practices after school and performs throughout the community as well as during school assemblies and functions. Also, there is a dance team that students in Third and Fourth grade can join,,and they too practice after school and perform at different functions throughout the community and at school. A robotics after school club will begin meeting once Covid restrictions have been lifted. Our district and campus are using the Character Strong program and web-based program, Ripple Effects, to address our students' social and emotional needs. In the event we have McKinney Vento Students who are failing, we have several teachers that will tutor after school. We also have a virtual classroom in each grade level to accommodate students who have parents are not comfortable sending their child back to the traditional classroom.

2.6: Address needs of all students, particularly at-risk

Our campus is student centered and the emotional wellness is important to our campus as much as the students' academic performance. Our campus utilizes the non-profit organization, Resolve It, to counsel students who come from domestic violence homes, in CPS custody, or have parents incarcerated. Our school participates in the Back Pack Buddy Program which provides food to students over the weekend. The program is through the Houston/Galveston Food Bank. We also provide curbside meals to families that have virtual students. All of our students receive free breakfast and lunch.

In the event we have a McKinney Vento student who is failing, we have teachers available to tutor after school. Our campus has a RTI program, but currently we are not utilizing our instructional specialist as they are face to face classroom teachers. All interventions are in the classroom with the exception of our SPED students who have resource time.

In all grade levels, we have GT certified teachers who meet the needs of the GT populations by extending lessons with enrichment activities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our campus is family friendly. Our parents are welcome to come eat breakfast or lunch with their children. We invite parents to chaperone and volunteer in our PTO and fundraisers. Parents are invited to classroom parties, and during the school day to observe concerning student behaviors. Our school district provides a Parent/Student Compact which is distributed to parents and students at the beginning of the year during Parent/Teacher conferences. During the conference, parents and teacher review the compact and discuss the importance of the agreement.

3.2: Offer flexible number of parent involvement meetings

Parent conferences were held via phone and online to accommodate parents' schedules and maintain health precautions. PTO meetings are held the first Tuesday of each month, and the meetings were held at 6:00. This year the meetings will also be held virtually. Conferences, ARDs and 504 meetings were set at different times and days of the week so parents could attend and this year include virtual and phone options due to Covid procedures.

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Debbie Fuller	Principal
Administrator	Sarah Furman	Assistant Principal
Non-classroom Professional	Diane Smith	Instructional Specialist
Counselor	Ayla Hamilton	Counselor
Classroom Teacher	Jennifer McCarty	4th gr. Virtual Self-Contained Teacher
Parent	Angelica Hanley	Parent
Classroom Teacher	Ashley Sandoval	3rd Teacher Self-contained
Classroom Teacher	Christina Salinas	Kinder/SPED Teacher

Texas City Independent School District
Roosevelt-Wilson Elementary
2020-2021 Campus Improvement Plan



Mission Statement

The mission of Roosevelt-Wilson Elementary School is to provide a safe, supportive, and challenging learning environment for all students that fosters excellence academically, socially, and emotionally.

Vision

Roosevelt-Wilson Elementary School inspires students to become critical thinkers, productive citizens, and life-long learners.

ESF Targeted Improvement Plan

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024. 3rd - 4th Grade Reading 28% to 40% 5th - 8th Grade Reading 34% to 46% English I & English II 36% to 48%	14
Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024. 3rd - 4th Grade Math 35% to 45% 5th - 8th Grade Math 39% to 49% Algebra I 41% to 51%	17
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.	20
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.	23
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.	27
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.	29
Goal 7: Technology Goal	31
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.	33
Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	35
State Compensatory	39
Personnel for Roosevelt-Wilson Elementary	40
Title I Personnel	40
Campus Funding Summary	41
Addendums	42

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 has a steady enrollment that includes a diverse student population of 630 students from various socioeconomic backgrounds. Our campus currently has 75% economically disadvantaged students compared to 85% in the previous school year with an attendance rate above 95%. An increase in special education referrals resulted in additional students qualifying for special education services. Limited English proficient percentage slightly increased.

2018-2019 Campus Race/Ethnicity

African American Students	16.2%
Hispanic Students	46.1%
White	33.4%
American Indian	0.6%
Asian	0.5%
Two or more races	3.1%

2019-2020 Campus Race/Ethnicity

African American Students	16.94%
Hispanic Students	51.26%

White	27.93%
American Indian	0.3%
Asian	0.45%
Two or more races	3.12%

2018-2019 Student Groups

Economically Disadvantaged 85%

Limited English Proficient 17.44%

Migrant 0%

Special Education 9.6%

At-Risk 41.92%

2019-2020 Student Groups

Economically Disadvantaged 76.82%

Limited English Proficient 18.57%

Migrant 0%

Special Education 14.56%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ethnicity of the teaching staff does not reflect the diversity of the student population (5% African American, 15% Hispanic, and 80% White). **Root Cause:** The campus lacks the ability to attract quality teacher applicants that reflect the diversity of the student population.

Problem Statement 2: Campus attendance rate of 95.32% was below the state average of 95.7%. **Root Cause:** Lack of parent education about benefits of regular school attendance

and effectiveness of student attendance incentives.

Student Learning

Student Learning Summary

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 is fully implemented by utilizing data to identify struggling students and using research-based interventions to meet individual learning needs.

Student Learning Strengths

- 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 (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.

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.

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

Page 55 in the addendum.

Our campus tends to retain high-performing staff members, but a clear selection criteria and protocols need to be revamped. This was not a focus area for improvement due to the hiring process occurring at the end of the school year. There is little change we can make in this area to make an immediate impact this school year. An area needing immediate attention for improvement is creating objective-driven lesson plans with formative assessments. Teachers turn in lesson plans weekly, but administrators do 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 third area of focus deals with aligning the vision, mission, goals, and values focused on a safe environment and high expectations. Our campus has a strong positive school culture, but 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 commits to creating a standard lesson plan template to be utilized at all campuses and implement additional 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 and campus team leader meetings.
- Weekly professional development embedded into the weekly campus newsletter to staff members.
- 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.
- Ability to retain high-performing staff members.
- Create and maintain a positive school culture and climate.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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:** Lack of lesson plan template and 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 or 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 ISS and OSS assignments from 211 in 2017-2018 to 123 in 2018-2019.

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 monthly fire drills, semester drills (lock down, shelter in place, duck and cover), and monthly safety checklists.

Priority Problem Statements

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 1: Strategic interventions and instructional techniques were focused on improving performance of struggling students.

Problem Statement 1 Areas: Student Learning

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 2: Strategic interventions and instructional techniques were focused on improving performance of struggling students instead of growth.

Problem Statement 2 Areas: Student Learning

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 3: Strategic interventions and instructional techniques were focused on improving performance of struggling students.

Problem Statement 3 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

Accountability Data

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

Student Data: Assessments

- Local benchmark or common assessments data
- Running Records results

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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 - 4th Grade Reading 28% to 40%









5th - 8th Grade Reading 34% to 46%















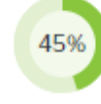

English I & English II 36% to 48%


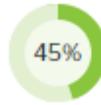







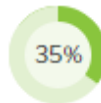



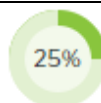


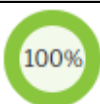

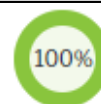
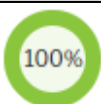
Performance Objective 1: Increase the percentage of 3rd and 4th grade students that score meets grade level or above on STAAR Reading. The percentage of 3rd grade students will increase from 32% to 35%. The percentage of 4th grade students will increase from 41% to 44%.

















Evaluation Data Sources: Campus, District, and State Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development activities on the weekly staff newsletter, weekly PLC Meetings and Extended Wednesday Meetings that focus on high yield instructional strategies utilizing Lead4ward Play List, Visible Learning, Teacher Clarity, and Teach Like a Champion. Restructure PLC meetings to discuss teaching resources to address struggling and accelerated learners. Strategy's Expected Result/Impact: Enhance instructional strategies and improve student learning. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Complete bimonthly Learning Walk 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. Strategy's Expected Result/Impact: Improve effective instructional strategies that enhance student learning. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data tracking wall and/or folders to monitor student progress and growth using the following assessments: Renaissance Star Reading (BOY, MOY, EOY), running records, CBAs, Benchmarks, BOY, and/or STAAR Interim. Analyze data in PLC meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction. Strategy's Expected Result/Impact: Creates sense of urgency focused on targeted instruction for students at meets and masters level. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement several 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 classroom S.M.A.R.T. Goals. Strategy's Expected Result/Impact: Engage students in their learning and improve student achievement. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Post campus grade level reading goal for meets grade level or above and record each teacher's assessment results. Strategy's Expected Result/Impact: Engage students in their own learning and improve student achievement. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement individual student goal setting conferences for reading to provide meaningful conversations about level of mastery and/or growth after each Reading CBA or Reading Benchmark. Discussion about adjustments to reading goal will occur as needed. Strategy's Expected Result/Impact: Enable students to take responsibility for their own learning. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Provide interventions at 7:30 AM or 2:45 PM for 3rd and 4th grade students who are struggling in reading and/or have not met the reading standard on the BOY Assessment using iRead, Headsprout and/or Odyssey. Strategy's Expected Result/Impact: Improve student reading level, fluency, and comprehension. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Share TCISD Student Reading Instructional Level expectations and child's current reading level at Parent Teacher Conference. Strategy's Expected Result/Impact: Increase awareness of student progress in reading. Staff Responsible for Monitoring: Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Implement fluency passages to improve reading rate and increase comprehension. Strategy's Expected Result/Impact: Increase reading fluency and comprehension. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Increase reading stamina through a daily Drop Everything and Read (DEAR) time using leveled books and/or myON. Strategy's Expected Result/Impact: Increase student's ability to read for a length of time. Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Utilize rotation staff and paras to work with struggling Kindergarten and 1st grade students on letters, sounds, and sight words. Strategy's Expected Result/Impact: Increase reading fluency. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Rotation Staff, and Rotation Paras Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Provide leveled weekly 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. Strategy's Expected Result/Impact: Improve student reading level, fluency, and comprehension. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Improve individual reading level through the use of guided reading instruction. Strategy's Expected Result/Impact: Improve student's reading level and address student needs. Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Monitor implementation of all components of the reading framework by completing targeted walk-through observations. Strategy's Expected Result/Impact: Improve instruction to increase student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction	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 - 4th 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development activities on the weekly staff newsletter, weekly PLC Meetings and Extended Wednesday Meetings that focus on high yield instructional strategies utilizing Lead4ward Play List, Visible Learning, Teacher Clarity, and Teach Like a Champion. Restructure PLC meetings to discuss teaching resources to address struggling and accelerated learners. Strategy's Expected Result/Impact: Enhance instructional strategies and improve student learning. Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Complete bimonthly Learning Walk 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. Strategy's Expected Result/Impact: Improve effective instructional strategies that enhance student learning. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize data tracking wall and/or folders to monitor student progress and growth using the following assessments: Renaissance Star Math (BOY, MOY, EOY), CBAs, Benchmarks, BOY, and/or STAAR Interim. Analyze data in PLC meetings to identify specific targeted intervention groups, reflect upon teaching practices, and adjust instruction. Strategy's Expected Result/Impact: Creates sense of urgency focused on targeted instruction for students at meets and masters level. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Implement several 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 classroom S.M.A.R.T. Goals. Strategy's Expected Result/Impact: Engage students in their learning and improve student achievement. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Post campus grade level math goal for meets grade level or above and record each teacher's assessment results. Strategy's Expected Result/Impact: Engage students in their own learning and improve student achievement. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement individual student goal setting conferences for reading to provide meaningful conversations about level of mastery and/or growth after each Math CBA or Math Benchmark. Discussion about adjustments to reading goal will occur as needed. Strategy's Expected Result/Impact: Enable students to take responsibility for their own learning. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide additional interventions at 7:30 AM or 2:45 PM for 3rd and 4th grade students who are struggling in math and/or have not met the math standard on the BOY Assessment using DreamBox, Prodigy, Xtra Math, and/or Odyssey. Strategy's Expected Result/Impact: Increase number sense, computation skills, and problem solving skills. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Increase math academic vocabulary using flash cards, word walls, math journals, and Flocabulary videos. Strategy's Expected Result/Impact: Improve student achievement on mathematical word problems. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				


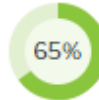










Strategy 9 Details	Reviews			
Strategy 9: Implement fact practice activities to be completed at home and/or school (flash cards, timed tests, Xtra Math, and Prodigy Math). Strategy's Expected Result/Impact: Improve math computation skills. Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 35%	 55%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


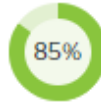






Goal 3: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue math and reading data tracking system and conduct data talks with 3-4 grade teachers. Strategy's Expected Result/Impact: Create a sense of urgency for student achievement. Stimulate discussions about ways to improve student performance. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create weekly PLC agenda to include TEKS snapshot with past trends, multiple ways tested, and anticipated misconceptions. Strategy's Expected Result/Impact: Increase understanding of TEKS to improve math and reading instructional strategies. Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Strategically plan intentional interventions for specific subgroups based on student strengths and weaknesses using DreamBox, Prodigy, Xtra Math, Reading Horizons, Headsprout, and Odyssey. Strategy's Expected Result/Impact: Increase number of students at meets and masters performance level. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Provide rigorous programming that emphasizes the importance of building academic engagement for all targeted populations using Growth Mindset strategies. Strategy's Expected Result/Impact: Enable students to take responsibility in their own learning and improve student performance. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 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 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

Summative Evaluation: Some progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase number sense, computation skills, math problem-solving skills, reading comprehension and fluency. Staff Responsible for Monitoring: Campus Administrators, Instruction Specialist, and Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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: 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.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct emergency drills throughout the school year as permitted by COVID protocols. Strategy's Expected Result/Impact: Record of successful drills and document interventions taken to correct deficiencies. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district emergency flip chart and fire evacuation maps will be posted in all classrooms. Strategy's Expected Result/Impact: Ensure campus safety procedures are followed to ensure student and staff safety. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The following campus-wide safety procedures are implemented for various scenarios: Evacuation, SWEEP (missing student), Reunification and Paired Emergency Classrooms. Strategy's Expected Result/Impact: Increase staff and student safety. Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Increase safety and security for all stakeholders. Staff Responsible for Monitoring: Campus Administrators, Office Staff, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 5 Details	Reviews			
Strategy 5: Provide various ways to contact emergency response agencies through First Net for priority communication and Share 911. Strategy's Expected Result/Impact: Decrease emergency response time. Staff Responsible for Monitoring: Campus Administrators and School Liaison Officer (SLO)	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement the Watch D.O.G.S. (Dads of Great Students) program pending COVID protocols. Strategy's Expected Result/Impact: Increase staff and student safety as well as parent participation. Staff Responsible for Monitoring: Campus Administrators and Parent Liaison Title I Schoolwide Elements: 3.2	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, Wellness Data, Observations and Staff Surveys

Summative Evaluation: Exceeded Objective













Strategy 1 Details	Reviews			
Strategy 1: Implement daily staff wellness checks utilizing thermometers and sign in sheets or Share 911. Strategy's Expected Result/Impact: Limit the spread of COVID. Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Limit the spread of COVID. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Execute social distancing protocols and signage. Paw prints painted on the sidewalk indicates where students need to stand during after school dismissal procedures. Arrows in the main hallway demonstrate the two-way traffic pattern as well as being six feet apart. Strategy's Expected Result/Impact: Limit the spread of COVID. Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Redesign arrival, classroom, breakfast, lunch and dismissal procedures to optimize safety protocols due to COVID-19. Strategy's Expected Result/Impact: Limit the spread of COVID. Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				






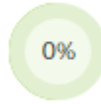






Strategy 5 Details	Reviews			
Strategy 5: Require students and staff to wear masks and/or face shields according to district guidelines to minimize exposure to COVID-19. Strategy's Expected Result/Impact: Limit the spread of COVID-19. Staff Responsible for Monitoring: Nurse, Campus Administrators, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Maintain accurate information on Seating Chart and Campus Movement Tracking form in all classrooms to ensure detailed information to conduct contact tracing. Strategy's Expected Result/Impact: Limit spread of COVID-19. Staff Responsible for Monitoring: Nurse, Campus Administrators, and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Establish room with individual isolation booths for students exhibiting COVID-19 symptoms. Monitor students using a video/audio baby monitor while they wait for their families to pick them up from school. Strategy's Expected Result/Impact: Limit the spread of COVID-19. Staff Responsible for Monitoring: Nurse, Campus Administrators, and Office Staff	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 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			
Strategy 1: Provide 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. Strategy's Expected Result/Impact: Decrease the number of office referrals that result in ISS and OSS assignments. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use positive office referrals, daily morning announcements, monthly character education topic and celebration of "Bobcat of the Month" students to develop appropriate student behavior. Strategy's Expected Result/Impact: Improve school wide behavior and increase positive student behavior. Staff Responsible for Monitoring: Campus Administrators and Counselor Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: "Bobcat of the Month" yard signs - 199 - General Fund - \$350	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Decrease number of office referrals for students with persistent misbehavior. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 4 Details	Reviews			
Strategy 4: Utilize the Ripple Effects computer program for all 2-4 students to provide personalized supports to change behavior, increase academic success and strengthen pro-social behavior. In ISS, students will be assigned and complete additional computer lessons based upon their need. Strategy's Expected Result/Impact: Decrease the number of office referrals and student misbehavior. Staff Responsible for Monitoring: Campus Administrators, ISS Staff, and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide at-risk students with positive role models through the Big Brother Big Sister program as permitted by COVID guidelines. Strategy's Expected Result/Impact: Increase positive behavior of BBBS students. Staff Responsible for Monitoring: Campus Administrators, Counselor, and BBBS Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
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










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: Decrease number of office referrals that result in ISS and OSS placements by 5%.

Evaluation Data Sources: PEIMS Discipline Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing training to improve classroom management, bullying, and violence prevention. Strategy's Expected Result/Impact: Decrease the number of ISS and OSS assignments Staff Responsible for Monitoring: Campus administrators, Counselor, and Instructional Specialist Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement campus wide expectations for common areas using CHAMPS, Discipline Management Levels, PBIS and Student Discipline Flowchart that allows our diverse student population to perform successfully. Strategy's Expected Result/Impact: Decrease discipline referrals, increases instructional time and improves student achievement. Staff Responsible for Monitoring: Campus Administrators and Staff Members Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement positive office referrals to encourage positive student behavior and provide intervention before student receives an office referral for misbehavior. Strategy's Expected Result/Impact: Decrease discipline referrals and teaching opportunity to change misbehavior. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Review discipline data every six weeks and provide additional supports for higher number of referrals. Strategy's Expected Result/Impact: Decrease number of office referrals. Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
Strategy 5: Provide intensive counseling to students with traumatic experiences with a licensed therapist through the Resolve It program. Strategy's Expected Result/Impact: Decrease bullying incident reports and student misbehavior. Staff Responsible for Monitoring: Campus Administrator, Counselor, and Resolve It Therapist Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement Campus Threat Assessment Team as needed to address an individual student's emotional needs by creating a plan to prevent future incidents. Strategy's Expected Result/Impact: Decrease office referrals. that result in ISS and OSS assignments. Staff Responsible for Monitoring: Campus Administrators, Counselor, Threat Assessment Team, and Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: 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. Strategy's Expected Result/Impact: Increase positive student behavior. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Staff Members Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Implement a school-wide, age appropriate Anti-Victimization and Anti-Bullying Plan. Strategy's Expected Result/Impact: Decrease bullying incident reports. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Classroom Teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Technology Goal

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

Summative Evaluation: Met Objective


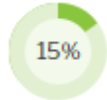
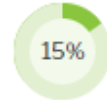













Strategy 1 Details	Reviews			
Strategy 1: Participate in self-paced professional development such as Canvas. Strategy's Expected Result/Impact: Increase teacher proficiency in technology. Staff Responsible for Monitoring: Campus Administrators and Technology Department Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in district wide professional development offered by the technology department. Strategy's Expected Result/Impact: Increase teacher proficiency in technology. Staff Responsible for Monitoring: Campus Administrators and Technology Department	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Technology Goal

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

Summative Evaluation: Some progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: Implement the use of virtual field trips to fill gaps in background knowledge and vocabulary deficits. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use educational software to increase student engagement and provide individualized instruction. Software programs will include Prodigy, Brain Pop Jr., Headsprout, Reading Horizons, iRead, myOn, and Odyssey. Strategy's Expected Result/Impact: Enable students to take responsibility for their own learning. Increase student engagement and student achievement. Staff Responsible for Monitoring: Campus Administrators and Staff Members Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Headsprout Subscription - 199 - General Fund - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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 (4), STAAR Interim (3-4), and campus/district created assessments in Aware (K-4). Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators and Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6	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: Staff surveys, professional development evaluations, sign-in sheets, and agendas

Summative Evaluation: Significant progress made toward meeting Objective





















Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Campus QuEST Committee, Team Leaders, and instructional staff to identify specific training opportunities to meet the campus needs. Strategy's Expected Result/Impact: Increase teacher capacity through learning opportunities. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development activities based upon campus needs during weekly PLC Meetings, Extended Wednesday Faculty Meetings and weekly campus newsletter. Strategy's Expected Result/Impact: Increase teacher capacity to improve student achievement. Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for all teachers to complete learning walks which involve observing expert teachers and reflect upon instructional strategies. Strategy's Expected Result/Impact: Increase teacher capacity and increase reflection of instructional practices. Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist ESF Levers: 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: Maintain high retention rate of staff members

Summative Evaluation: Significant progress made toward meeting Objective

















Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase competence in selection and assigning of newly hired applicants. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, and Team Leaders TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in recruitment at job fairs. Strategy's Expected Result/Impact: Increase quality of new hires. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increase teacher capacity and retain competent teachers. Staff Responsible for Monitoring: Campus Administrators and Campus Mentors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Increase school climate among staff. Staff Responsible for Monitoring: Campus Administrators and Climate Committee TEA Priorities: 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: Increase the number of parents involved in PTO and campus events by 10%.

Evaluation Data Sources: Parent Surveys, Sign In Sheets, and Observations

Summative Evaluation: Met Objective

















Strategy 1 Details	Reviews			
Strategy 1: Collaborate with PTO in fundraisers, campus events and volunteer programs. Strategy's Expected Result/Impact: Increase parent participation. Staff Responsible for Monitoring: Campus Administrators and PTO Board Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improve communication with parents/guardians through the digital marquee, monthly campus newsletter, weekly classroom newsletters, RWES Facebook page, school wide call outs, written notes, and classroom communication platform (Bloomz, Remind 101, ClassDojo, etc.) about school wide events. Strategy's Expected Result/Impact: Increase parent and student involvement in campus activities. Staff Responsible for Monitoring: Campus Administrators and School Secretary Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement the following campus wide events to increase student and parent participation as permitted by COVID protocols: Book Character Pumpkin, Book Character Day, Family Reading Night, Family Math Night, Science Fair, and Open House. Strategy's Expected Result/Impact: Increase parent and student involvement. Staff Responsible for Monitoring: Campus Administrators, Committee Members, and Staff Members Title I Schoolwide Elements: 3.2 Funding Sources: Bookmarks for Book Character Day Participation, Student Participation Treats for Family Reading Night, Edible Manipulatives for Family Math Night, and Science Fair Presentation Boards - 199 - General Fund - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
				
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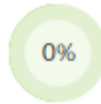
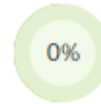





Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 2: Increase collaboration and communication with all stakeholders.

Evaluation Data Sources: Sign In Sheets, Written Communication, and Observations

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Create and distribute a Parent Family Engagement tri-fold brochure in English and Spanish with parents from various backgrounds. Strategy's Expected Result/Impact: Build positive home school relationships and increase parent involvement. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize effective communication strategies to share student behavior, academic strengths and concerns during Parent Conference Day. Strategy's Expected Result/Impact: Build positive home school relationships and increase parent involvement. Staff Responsible for Monitoring: Campus Administrators and Staff Members Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Improve communication with parents and community members by providing the Director of Communications with campus photos and information to be highlighted in the district electronic newsletter and social media. Strategy's Expected Result/Impact: Increase campus exposure in the community. Staff Responsible for Monitoring: Campus Administrators and Staff Members	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Increase positive image with the community. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 5 Details		Reviews			
Strategy 5: Encourage community service with students through food drives and charitable donations such as Jump Rope for Heart, Pennies for Patients, Coat Drive, etc. Strategy's Expected Result/Impact: Develops empathy and compassion by increasing awareness to focus on others and their needs. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Classroom Teachers		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 3: Increase the number of students participating in before, during or after school activities by 5%.

Evaluation Data Sources: Parent Permission Slips and Logs

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase visibility of student clubs. Staff Responsible for Monitoring: Campus Administrators, Counselor, and Staff Members Title I Schoolwide Elements: 2.5 Funding Sources: Snacks, Water, Shirts, and Supplies - 199 - General Fund - \$700	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Texas City Independent School District

Calvin Vincent Head Start And Pre-K

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

Public Presentation Date: December 3, 2020

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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.	13
Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.	14
Goal 3: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.	15
Goal 4: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.	16
Goal 5: The percentage of 9th & 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.	17
Goal 6: The percentage of 9th grade students that score meets grade level or above on STAAR Algebra I EOC will increase from 41% to 51% by June 2024.	18
Goal 7: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.	19
Goal 8: 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.	20
Goal 9: 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 10: 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 and a decrease in student discipline referrals.	24
Goal 11: 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.	30
Goal 12: 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.	33
Goal 13: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	37
Title I Schoolwide Elements	39
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	40
1.1: Comprehensive Needs Assessment	40
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	40
2.2: Regular monitoring and revision	40
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	40
2.6: Address needs of all students, particularly at-risk	41
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	41
3.1: Develop and distribute Parent and Family Engagement Policy	41

3.2: Offer flexible number of parent involvement meetings	41
Addendums	41

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 County and is comprised of 78.31 square miles and total of nearly 9,000 students. Student demographics are diverse, with Hispanic (39.2%), White (24.9%) and African American (32.0%) comprising the three most represented races. A total of 77.9% of TCISD students from Pre-K through 12th grade is considered economically disadvantaged. A total of 9.6% of all district students are English language learners, and 54.5% of all district students are considered to be at risk.

The Census Bureau's 2018 report shows that 12% of Galveston County's total population lives in poverty. Total family households were counted at 117,455 with a median income of \$65,702. A total of 15.4% of residents lacked health insurance. 19.7% of children living in Galveston County live below poverty.

The educational background for Galveston County residents 25 years old and over include: 24,778 (Non –High School graduate), 52,464 (High School graduate includes equivalency), 70,125 (Some college or associate's degree), and 62,770 (Bachelor's or higher).

Approximately 5,859 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 463,000 children living in poverty lack child care in Texas.

In addition to the 154 Head Start enrollment slots located at Calvin Vincent Early Childhood Center, there are a total of 176 state pre-kindergarten slots and the ECSE (Early Childhood Special Education) program located in the same facility. There are currently approximately 30 ECSE students enrolled. This puts our anticipated population for 2020-2021 at approximately 395 students. However, due to COVID-19 pandemic concerns, parents have been leery to enroll their youngest children in school this fall. For this reason, our actual enrollment is approximately 20% below our anticipated enrollment, even when virtual learners are counted in the current population.

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 68% 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 Learning

Student Learning Summary

We looked at the following data to determine our student academic achievement:

- CLI Engage Scores from the end of year administration during the 2018-2019 school year
- Brigance Scores from the 2018-2019 school year
- Information from School Readiness Meeting at the end of the 2018-2019 school year
- Attendance Data from the 2018-2019 school year
- Report Card Data from the 2019-2020 school year

Student Learning Strengths

Perceptual, Motor, and Physical Development ended at 97% of our students achieving expected levels of mastery. Students scored 87% in Social and Emotional Development, 86% in Approaches to Learning, and 85% in Cognition (Mathematics) as measured by the end of year CLI Engage assessment for 2018-2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 68% 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

Problem Statement 2: There are a large number of classroom disruptions occurring each day in classrooms. **Root Cause:** Mental health consultant is only available to Head Start students and staff; an on-site counselor is needed for all students

School Processes & Programs

School Processes & Programs Summary

The data we looked at included our staff turnover rate and report of highly qualified teachers as well as our instructional and social emotional programs

- Our campus utilizes the Frog Street Curriculum which is research based and aligned with both Head Start Learning Competencies and Texas Pre-K Guidelines.
- Our social-emotional program is Conscious Discipline which is used by all staff members across campus.
- We use KinderMusik which is a weekly music program that increases reading scores in children.
- We had a turnover rate of approximately 7% between school years 2018-2019 and 2019-2020.
- All staff members are encouraged to attend professional development and training in the areas where they have identified areas of need.
- A campus morale budget is utilized to keep staff morale at a high level in an attempt to retain high quality staff.
- Administrators have an open door policy with all staff and parents on a consistent basis.

School Processes & Programs Strengths

- Frog Street curriculum has been used by our campus for the last nine years, so teachers are familiar with the components.
- Every staff member was trained in Conscious Discipline through two days of training by Conscious Discipline trainers in August 2019.
- KinderMusik is utilized weekly in every classroom and has parent materials that accompany the lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 68% 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

Problem Statement 2: There are a large number of classroom disruptions occurring each day in classrooms. **Root Cause:** Mental health consultant is only available to Head Start students and staff; an on-site counselor is needed for all students

Perceptions

Perceptions Summary

The data we looked at includes

- The Head Start Grant narrative and budget justification
- Climate Survey
- Staff Handbook
- Student Discipline data
- Student Enrollment data

Perceptions Strengths

The campus is rich in traditions:

- celebrating staff birthdays & holidays,
- snacks at staff meetings,
- coffee and condiments each morning,
- chocolates in staff boxes on Fridays,
- Campus theme based shirts each school year, and
- A campus morale committee.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are a large number of classroom disruptions occurring each day in classrooms. **Root Cause:** Mental health consultant is only available to Head Start students and staff; an on-site counselor is needed for all students

Problem Statement 2: 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

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

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
- TTESS 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






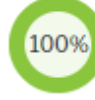
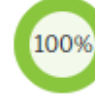

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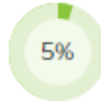
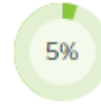









Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.

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 68% to 75% by the end of the 2020-2021 school year.

HB3 Goal

Evaluation Data Sources: End of year wave 3 CLI Engage assessment













Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: All students will be immersed in text rich environments making them aware of the use of printed letters and words in our environment Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increased exposure to oral language and higher level questioning opportunities for all students Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Students are exposed to written every day language in an organized, systematic way Staff Responsible for Monitoring: Coordinator, teachers, and teacher assistants Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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			
Strategy 4: A calendar of virtual parent trainings modeling how to assist their child academically, physically, and emotionally at home will be created in English and Spanish by the management team and will be made available to all parents upon completion. Strategy's Expected Result/Impact: Parent capacity to assist with child's needs at home will increase Staff Responsible for Monitoring: Management team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.

Performance Objective 1: The percentage of Pre-K students achieving mastery level in mathematics will be at or above 85% at the end of the 2020-2021 school year.


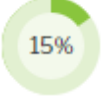










Evaluation Data Sources: End of year wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase in fundamental mathematics understanding Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will celebrate the 100th day of school by engaging in multiple hands-on counting activities. Strategy's Expected Result/Impact: Increase in fundamental mathematics understanding Staff Responsible for Monitoring: Coordinator and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.

Performance Objective 1: Ensure that all students leaving Calvin Vincent possess adequate skills in language and communication to be kindergarten ready at the end of the 2020-2021 school year.













Evaluation Data Sources: End of year wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
Strategy 1: Create a reading log program to encourage at home read alouds by parents, and seek sponsors to give prizes to students for every ten books read at home. Strategy's Expected Result/Impact: Increase in the number of books read aloud to students at home Staff Responsible for Monitoring: Coordinator and family advocates Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to partner with Smart Literacy to provide read aloud opportunities for our students as well as free take-home books for home libraries for 100% of all students. Strategy's Expected Result/Impact: Increase in the number of read aloud opportunities at school and at home Staff Responsible for Monitoring: Coordinator and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.

Performance Objective 1: Ensure that all students who leave Calvin Vincent understand basic math concepts in preparation for kindergarten.









Evaluation Data Sources: End of year report cards and wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in calendar time each day to include colors, shapes, counting, number recognition, patterns, days of the week, and months of the year. Strategy's Expected Result/Impact: Repeated daily exposure to basic kindergarten readiness math concepts Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All students will have access to small group and/or individual remedial instruction as needed to ensure mastery of basic math concepts. Strategy's Expected Result/Impact: All students will acquire necessary math concepts Staff Responsible for Monitoring: Coordinator and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The percentage of 9th & 10th grade students that score meets grade level or above on STAAR English I and II EOC will increase from 36% to 48% by June 2024.

Performance Objective 1: Students will leave Calvin Vincent knowing basic writing conventions such as capital and lower case usage, basic punctuation, and left to right, top to bottom positioning of words in a story.













Evaluation Data Sources: End of year report cards and wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
Strategy 1: Require 100% of all teachers to write and discuss a morning message every day as well as do a minimum of three additional class writings or written stories per week. Strategy's Expected Result/Impact: Increased exposure to written language and basic writing conventions Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 6: The percentage of 9th grade students that score meets grade level or above on STAAR Algebra I EOC will increase from 41% to 51% by June 2024.

Performance Objective 1: All students will leave Calvin Vincent with a basic understanding of algebraic concepts.













Evaluation Data Sources: Classroom observations and end of year wave 3 CLI Engage assessment

Strategy 1 Details	Reviews			
Strategy 1: Daily 100% of teachers will use the terms "equation", "variable", "addition", "subtraction", "all together", "difference" when counting the number of boys present, the number of girls present, when using an equation to determine the number of students absent that day, and determining the total number of students in the classroom. Strategy's Expected Result/Impact: Improved understanding of fundamental algebraic concepts Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers and the PE coach will include music and movement exercises that incorporate a mathematic theme on a weekly basis. Strategy's Expected Result/Impact: Improved understanding of fundamental algebraic concepts Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: 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.

Evaluation Data Sources: Classroom charts







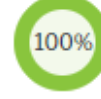


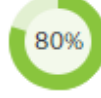
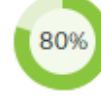

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will incorporate career choices, military decisions, and colleges into lessons throughout the school year to give students a well rounded view of the options they will face upon graduation. Strategy's Expected Result/Impact: Increased awareness of options after high school graduation Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increased awareness of options after high school graduation Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 8: 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.

HB3 Goal

Evaluation Data Sources: End of year report cards and wave 3 CLI Engage assessment













Strategy 1 Details	Reviews			
Strategy 1: Create campus school readiness goals based on assessment data and information gathered from biannual School Readiness Committee meetings for each enrolled student. Strategy's Expected Result/Impact: A focused list of goals to strive toward meeting to ensure kindergarten readiness Staff Responsible for Monitoring: Coordinator and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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			
Strategy 2: Ensure that 100% of teachers possess an adequate supply of appropriate, easy to see, relevant vocabulary cards. Strategy's Expected Result/Impact: Increased vocabulary in our at-risk students Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Maximize learning for all students and increase parent engagement in student learning Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Require 100% of teachers to maintain up-to-date, quality anecdotal notes on each student's progress throughout each day of the school year. Strategy's Expected Result/Impact: Justification of individualized, differentiated instruction and accurate report card assessments Staff Responsible for Monitoring: Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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			
Strategy 5: All students who meet mastery of basic skills will be challenged with extended and enriched learning opportunities. Strategy's Expected Result/Impact: Differentiated instruction Staff Responsible for Monitoring: Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: 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: Implement effective policies and procedures on campus to ensure a safe school environment for our students, families, and staff members.

Evaluation Data Sources: Number of safety incidents throughout the 2020-2021 school year









Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize a campus crisis management team to consist of a variety of staff positions. Strategy's Expected Result/Impact: Well rounded perspective of safety needs of the campus Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Require 100% of all students to possess a backpack tag listing up-to-date important dismissal and authorized contact information at all times. Strategy's Expected Result/Impact: Safe, effective pick-up procedures for every student Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Require 100% of all students to utilize a clear, plastic back pack while on campus at all times. Strategy's Expected Result/Impact: Clear view for parents and staff members of what items are in the backpack Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Follow all district determined COVID-19 protocol. Strategy's Expected Result/Impact: Minimized risk of exposure and low infection rates in students and staff Staff Responsible for Monitoring: Principal, coordinator, and nurse	Formative			Summative
	Nov	Jan	Mar	June

Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 10: 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 and a decrease in student discipline referrals.

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			
Strategy 1: 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. Strategy's Expected Result/Impact: Decreased number of unwarranted discipline referrals to the office Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 2: Require 100% of all teachers to implement all Conscious Discipline components in order to teach all students skills of self-regulation and social-emotional well being. Strategy's Expected Result/Impact: Decrease in number of classroom disruptions leading to classroom removal Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 3: Provide bullying training to 100% of all staff members in order to reduce the number of incidents and increase appropriate reporting procedures. Strategy's Expected Result/Impact: Reduction in the number of incidents reported as bullying that do not meet	Formative			Summative
	Nov	Jan	Mar	June

<p>the criteria</p> <p>Staff Responsible for Monitoring: Principal and coordinator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<div><div></div><div>15%</div></div>	<div><div></div><div>15%</div></div>	<div><div></div><div>15%</div></div>	<div><div></div></div>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 10: 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 and a decrease in student discipline referrals.

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			
Strategy 1: All students will be taught to use Conscious Discipline strategies to develop developmentally appropriate social emotional problem solving skills. Strategy's Expected Result/Impact: Reduction in the number of office referrals Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 10: 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 and a decrease in student discipline referrals.

Performance Objective 3: Assist students in the identification of individual interests and skills.













Evaluation Data Sources: Increased participation, course selection, and interest surveys.













Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Students will become aware of their likes and dislikes Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All students will be given opportunities to choose classroom activities based on individual preference and interests on a daily basis. Strategy's Expected Result/Impact: Students are able to sample a wide variety of activities to determine likes and dislikes Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 10: 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 and a decrease in student discipline referrals.

Performance Objective 4: Increase student attendance, improve graduation rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy docketts.





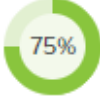



Strategy 1 Details	Reviews			
Strategy 1: Virtual parent training sessions regarding the importance and impact of consistent, daily attendance in Pre-K will be held monthly in English and Spanish and posted on the campus website for easy access. Strategy's Expected Result/Impact: Increased awareness of the importance of attendance in Pre-K Staff Responsible for Monitoring: Management team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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			
Strategy 2: Regularly send home written information in color to parents explaining the importance of their child being at school every day possible. Strategy's Expected Result/Impact: Increased awareness of the importance of daily attendance in Pre-K Staff Responsible for Monitoring: Principal and family advocates Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize social media to spread the importance of Pre-K attendance. Strategy's Expected Result/Impact: Increased awareness of the importance of daily attendance in Pre-K Staff Responsible for Monitoring: Social media managers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: 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			
Strategy 4: Daily parent contact by 100% of all teachers of every student absent in their classroom and daily follow-up by the campus nurse. Strategy's Expected Result/Impact: Understanding of why students are missing school and early intervention for students absent with COVID-19 symptoms Staff Responsible for Monitoring: Attendance clerk and nurse Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Widely spread data from each wave of CLI Engage assessment throughout the school year and in recruiting new families in the fall. Strategy's Expected Result/Impact: Increased awareness of the academic focus and success of the campus Staff Responsible for Monitoring: Social media managers Title I Schoolwide Elements: 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 11: 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			
Strategy 1: Maintain two campus crisis teams who will be 100% fully trained in CPI and TBSI strategies. Strategy's Expected Result/Impact: Teachers will have trained experts to consult when experiencing difficult behavior from students in the classroom Staff Responsible for Monitoring: Special education coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 2: Require 100% of all staff members to utilize components of Conscious Discipline when dealing with difficult behaviors before seeking outside assistance. Strategy's Expected Result/Impact: Reduction in the number of office referrals and decreased time outside of classrooms Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 3: 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.	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Coordinator and behavioral improvement team</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				
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Goal 11: 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.







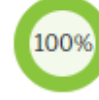
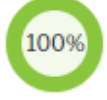




Evaluation Data Sources: Behavior data tracking and behavior plans

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with outside sources such as Depelchin to find resources to help parents with difficult children in their own home. Strategy's Expected Result/Impact: Parents better equipped to collaborate with school efforts to improve student behavior Staff Responsible for Monitoring: Coordinator and family advocates Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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			
Strategy 2: 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. Strategy's Expected Result/Impact: Improved classroom behavior and structured strategies in place to support Head Start students in need of these services Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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 12: 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			
Strategy 1: 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. Strategy's Expected Result/Impact: Improved capacity in new to campus staff reducing turnover needs Staff Responsible for Monitoring: Coordinator and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 2: Allow 100% of all staff members to seek out and attend training applicable to their individualized professional development plans. Strategy's Expected Result/Impact: Higher levels of capacity in an individualized manner of all staff Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 12: 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.











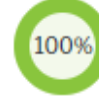





Strategy 1 Details	Reviews			
Strategy 1: Assign a mentor teacher or assistant teacher to 100% of all new to campus staff to be a role model and go-to person for information and guidance during their first year on campus. Strategy's Expected Result/Impact: Reduction in hidden rules and greater understanding of procedures and traditions Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 2: 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. Strategy's Expected Result/Impact: Employment of the best suited candidates for each position Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure that teachers and teacher assistants meet weekly with the school coordinator and/or lead teacher to discuss instructional and other needs and concerns. Strategy's Expected Result/Impact: Greater collaboration and increased instructional capacity Staff Responsible for Monitoring: Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Decrease in unsafe work environment incidents Staff Responsible for Monitoring: Campus risk management committee representative Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 12: 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


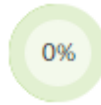
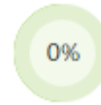









Strategy 1 Details	Reviews			
Strategy 1: Carefully check a minimum of three references for each candidate prior to offering them a position with the campus to ensure quality candidates are hired to work with our Pre-K students. Strategy's Expected Result/Impact: Decreased risk of hiring ineffective staff Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a positive campus climate and high staff morale as documented by staff surveys and evaluations. Strategy's Expected Result/Impact: Retention of high quality staff Staff Responsible for Monitoring: Principal, coordinator, campus morale committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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			
Strategy 3: 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. Strategy's Expected Result/Impact: Employment of highly qualified staff Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 13: 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			
Strategy 1: Distribute a parent involvement policy outlining the policies, procedures, and responsibilities of parents who have children in our program. Strategy's Expected Result/Impact: Greater awareness and increased knowledge of parent rights and responsibilities Staff Responsible for Monitoring: Principal and family advocates Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Improved parenting skills in our parent population Staff Responsible for Monitoring: Family advocates Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% of all teachers and administrators will utilize an appropriate app, such as Remind or Class DoJo, to effectively communicate timely information to parents. Strategy's Expected Result/Impact: Increased parent engagement in campus and district offered opportunities Staff Responsible for Monitoring: Coordinator and teachers Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Increased viewing of meeting and training information by parents Staff Responsible for Monitoring: Management team Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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			
Strategy 5: Administrative staff will maintain an open door policy and welcome parent concerns and contact without making appointment for 100% of the time they are on campus and available. Strategy's Expected Result/Impact: Increased parent access to administration when questions or concerns arise Staff Responsible for Monitoring: Principal and coordinator Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was reviewed on October 9, 2020 and also on October 21, 2020 with stakeholders.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Title I Committee met on October 21, 2020 to review and revise Title I Campus Improvement Plan goals and objectives from the previous school year. Progress was looked at and goals were revised accordingly. Members present included:

- Susan Unger: Principal
- Rebeca Troconis: Coordinator
- Debbi Schoppe: Lead Teacher
- Kristi Parr-Garms: Special Education Teacher
- Michelle Dillon: Lead Family Advocate
- Jeanie Brooks: Parent Involvement Coordinator
- Melissa Hernandez: ERSEA Specialist
- Sarai Veliz: Attendance Clerk
- Kristin Kelly: Nurse
- Thania Mendoza: Parent
- Jessica Whitlow: Community Member

2.2: Regular monitoring and revision

The Title I Committee will convene on November 19, 2020, January 28, 2021, March 25, 2021, and June 10, 2021 to review the progress and any necessary changes to the Campus Improvement Plan.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan and Parent Involvement Policy is available on our campus website and in the main office at Calvin Vincent 1805 13th Ave. N. Texas City, TX 77590.

2.4: Opportunities for all children to meet State standards

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.

2.5: Increased learning time and well-rounded education

- All students will have access to small group and/or individual remedial instruction as needed to ensure mastery of basic math concepts.
- All students who meet mastery of basic skills will be challenged with extended and enriched learning opportunities.
- Require 100% of all teachers to implement all Conscious Discipline components in order to teach all students skills of self-regulation and social-emotional well being.
-

2.6: Address needs of all students, particularly at-risk

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Parent Committee convened on October 13, 2020 to review Parent Compact for the 2020-2021 school year.

3.2: Offer flexible number of parent involvement meetings

Parent meetings will be offered virtually throughout the 2020-2021 school year and will be recorded. The recorded meetings will be posted on the campus website no later than three school days following the meeting so that all parents can have easy access to the information.

Texas City Independent School District
Hayley Elementary
2020-2021 Campus Improvement Plan



Mission Statement

Empowering Young Minds; Developing Good Citizens

Vision

La Marque Primary will establish and maintain a safe, nurturing environment where each student's self esteem is fostered by positive peer and staff relationships. We strive to have parents, teachers and community members actively involved in our students' learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase to the following by June 2024 3rd grade reading increase from 12% to 25% 5th grade reading increase from 25% to 35%	11
Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 3rd grade math 16% to 30% by June 2024 5th grade math 27% to 35% by June 2024	14
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.	18
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.	21
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 and a decrease in student discipline referrals.	22
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.	23
Goal 7: 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.	25
Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	26
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hayley Elementary educates 534 students from Kindergarten through Fifth Grade. Currently we have 94 fifth-grade students, 97 fourth-grade students, 98 third-grade students, 81 second-grade students, 92 first-grade students and 75 Kindergarten students.

The student population is ethnically diverse with 51% African American, 27% Hispanic, 18% White, 3% Multi-Racial, .8% Native American, .2% Asian and 0% Native Hawaiian.

We have 100% Title I participation, 92% Economically Disadvantaged 34% At-Risk, 6% Homeless and 15% Limited English Proficient (LEP), 17% Special Education (SPED) and 4% Section 504.

For the 2020-2021 school year we had many changes in our teaching staff from 2019-20 due to the transition from a K-2 campus into a K-5 campus. We gained 4 teachers from our partner campus and hired 9 new teaching staff. Our teaching staff includes: 16 teachers with 10 or more years experience; 7 teachers with 5 or more years of experience; 12 teachers with 1-5 years experience; and 7 teachers new to the profession.

Demographics Strengths

Hayley Elementary has a diverse student population.

Hayley Elementary has had the opportunity to retain and hire teachers with various levels of experience. We were able to increase the number of teachers with 10+ years of experience from 9 to 16.

Student Learning

Student Learning Summary

Student proficiency levels will be documented in each cycle of our Targeted Improvement Plan. ESF Targeted Improvement Plan Student Data Chart can be found in the addendum of CIP pg.

Student Learning Strengths

We found the following strengths when we reviewed 2019 STAAR data:

READING/WRITING

4th grade Increase in Approaches- 43% in 2019 from 34 % in 2018

4th grade increase in Meets from 16% to 23%

5th grade Approaches-52%

64% in White student group for Reading overall

55% in White student group for Writing overall

62% 5th reading Hispanic student group this was the highest student group in that category

Increase in Writing from 9% to 15% Campus wide in meets category

MATH/SCIENCE

Mathematics: After examining the subgroups—Whites overall showed more progress for approaches, meets, and masters

Mathematics: 3rd Grade-Whites showed progress for approaches and meets and masters

Mathematics: 3rd Grade-Two or More Races showed progress for approaches, meets and masters

Mathematics: Overall 4th grade showed progress in approaches, meets and masters

Mathematics: 4th Grade-African Americans had a small increase in percentages for approaches, meets and masters

Mathematics: 5th Grade—Highest percentages for approaches for all three grade levels

Mathematics: 5th Grade—Whites had highest percentage for approaches, meets, and masters

Mathematics: 5th Grade-Two or More Races showed progress for approaches and meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Low percentages of all students performing at the met/mastered level on 2019 STAAR Math and Reading. **Root Cause:** We determined the root cause to be the lack of foundational literacy skills, math fluency and problem solving strategies which is attributed to student learning gaps and teacher capacity.

School Processes & Programs

School Processes & Programs Summary

ESF SELF-ASSESSMENT IMPLEMENTATION LEVEL

- 1.1 Develop campus instructional leaders with clear roles and responsibilities--2=Work is Underway
- 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators--3=Work is Underway/Partially in Place and Functioning
- 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations--3=Work is Underway/Partially in Place and Functioning
- 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence--4=Substantially in Place and Functioning
- 5.1 Objective-driven daily lesson plans with formative assessments--2=Work is Underway
- 5.3 Data Driven Instruction--3=Work is Underway/Partially in Place and Functioning

School Processes & Programs Strengths

By analyzing all of the data gathered in the Self-Assessment Essential Actions, Rationale, Barriers and District Commitment Theory of Action, we were able to identify our Desired Annual Outcomes or Performance Objectives

ESF Self Assessment Components may be found in the Addendums on page

Perceptions

Perceptions Summary

Hayley Elementary continues to work toward creating a warm and caring environment which is safe and productive for students and is an environment that the staff are highly engaged. Our staff worked collaboratively at the beginning of the 2017-18 school year to develop our Core Belief Statements. Our staff will work this year to update our vision, mission and core beliefs as we work toward beginning a Visible Learning campus. A focus this school year is to increase the level of student engagement, teacher clarity and self-efficacy.

Core Beliefs

Our school focuses on the development of the whole child and builds literacy skills from an early age.

Our school provides rigorous opportunities for each student to be challenged.

Classrooms are places of active learning, with lots of student voice.

Classroom instruction is differentiated to meet each student's individual needs.

Our curriculum is culturally relevant.

Students attend school regularly and have a sense of belonging.

Students have opportunities to express and explore their creativity.

Students actively support and encourage each other.

Parents are deeply involved in school life.

Staff members actively support and encourage each other.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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 Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Goals









Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase to the following by June 2024
 3rd grade reading increase from 12% to 25%
 5th grade reading increase from 25% to 35%



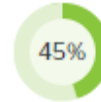


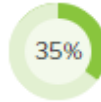
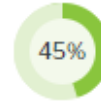





Performance Objective 1: At Hayley, we will increase the percentages of students performing at meets and above on the 2021 STAAR Reading Assessment from 12% to 18% in 3rd grade.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grade 3 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Balanced Literacy Professional Development with Gretchen Childs. Strategy's Expected Result/Impact: Improve Teacher capacity for rigor and differentiation in Reading instruction/Students reading fluency and comprehension will increase. Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in Visible Learning Professional Development with Steve Ventura. Strategy's Expected Result/Impact: Improved Teacher Capacity, Teacher Clarity & Self-Efficacy/Increased student learning and academic performance Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: ELAR instructional specialist modeling and coaching for Balanced Literacy/Guided Reading in classrooms. Strategy's Expected Result/Impact: Teacher capacity will grow/Students reading fluency and comprehension will increase. Staff Responsible for Monitoring: ELAR Specialist-Elena Trevino Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Instructional Leaders and Teachers will participate in data review/instructional planning meetings and set performance goals with students. Strategy's Expected Result/Impact: Increased student learning/Improved Student performance Staff Responsible for Monitoring: ELAR Instructional Specialists-Elena Trevino Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase to the following by June 2024

3rd grade reading increase from 12% to 25%










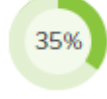


5th grade reading increase from 25% to 35%



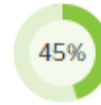





Performance Objective 2: At Hayley, we will increase the percentages of students performing at meets and above on the 2021 STAAR Reading Assessment from 25% to 28% in 5th grade.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grade 5 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Balanced Literacy Professional Development with Gretchen Childs. Strategy's Expected Result/Impact: Improve Teacher capacity for rigor and differentiation in Reading instruction/Students reading fluency and comprehension will increase. Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in Visible Learning Professional Development with Steve Ventura. Strategy's Expected Result/Impact: Improved Teacher Capacity, Teacher Clarity & Self-Efficacy/Increased student learning and academic performance Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: ELAR instructional specialist modeling and coaching for Balanced Literacy/Guided Reading in classrooms. Strategy's Expected Result/Impact: Teacher capacity will grow/Students reading fluency and comprehension will increase. Staff Responsible for Monitoring: ELAR Specialist-Elena Trevino Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Instructional Leaders and Teachers will participate in data review/instructional planning meetings and set performance goals with students. Strategy's Expected Result/Impact: Increased student learning/Improved Student performance Staff Responsible for Monitoring: ELAR Instructional Specialists-Elena Trevino Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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






Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 3rd grade math 16% to 30% by June 2024
5th grade math 27% to 35% by June 2024



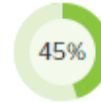









Performance Objective 1: At Hayley, we will increase the percentages of students performing at meets and above on the 2021 STAAR Math Assessment from 16% to 20% in 3rd grade.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grade 3 STAAR Mathematics

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Visible Learning Professional Development with Steve Ventura. Strategy's Expected Result/Impact: Improved Teacher Capacity, Teacher Clarity & Self-Efficacy/Increased student learning and academic performance Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Math instructional specialist modeling and coaching in math classrooms for rigor and differentiation. Strategy's Expected Result/Impact: Teacher capacity will increase/Math concepts being taught with more rigor and differentiation. Staff Responsible for Monitoring: Math Interventionist-Kim Porter Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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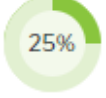
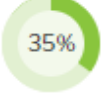



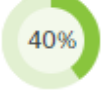
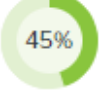

Strategy 3 Details	Reviews			
Strategy 3: We will implement the use of interactive Math journals, Math anchor charts and Math manipulatives in instruction. Strategy's Expected Result/Impact: Students will develop a deeper understanding and internalize Math concepts and problem-solving strategies. Staff Responsible for Monitoring: Math Interventionist-Kim Porter Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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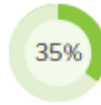






Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 3rd grade math 16% to 30% by June 2024
5th grade math 27% to 35% by June 2024

Performance Objective 2: At Hayley, we will increase the percentages of students performing at meets and above on the 2021 STAAR Math Assessment from 27% to 30% in 5th grade.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grade 3 STAAR Mathematics

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Visible Learning Professional Development with Steve Ventura. Strategy's Expected Result/Impact: Improved Teacher Capacity, Teacher Clarity & Self-Efficacy/Increased student learning and academic performance Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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	Nov	Jan	Mar	June
				

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		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: At Hayley, we will increase the percentage of African American students performing at approaches and above on the 2021 STAAR Reading Assessment from 39% to 55%.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grades 3-5 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leaders and Teachers will participate in data review/instructional planning meetings and set performance goals for student groups and with individual students. Strategy's Expected Result/Impact: Increased student learning/Improved student group performance Staff Responsible for Monitoring: Math Interventionist-Kim Porter Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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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: At Hayley, we will increase the percentage of Economically Disadvantaged students performing at approaches and above on the 2021 STAAR Reading Assessment from 42% to 55%.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grades 3-5 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leaders and Teachers will participate in data review/instructional planning meetings and set performance goals for student groups and with individual students. Strategy's Expected Result/Impact: Increased student learning/Improved student group performance Staff Responsible for Monitoring: Math Interventionist-Kim Porter Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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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: At Hayley, we will increase the percentage of Economically Disadvantaged students performing at approaches and above on the 2021 STAAR Reading Assessment from 42% to 55%.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Grades 3-5 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leaders and Teachers will participate in data review/instructional planning meetings and set performance goals for student groups and with individual students. Strategy's Expected Result/Impact: Increased student learning/Improved student group performance Staff Responsible for Monitoring: Math Interventionist-Kim Porter Principal-Patti Martin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<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: Hayley Elementary Discipline/Counselor referrals will be reduced by at least 50% in the 2020-21 school year compared to the 2019-20 school year

Evaluation Data Sources: PIEMS Discipline Data









Summative Evaluation: Significant progress made toward meeting Objective

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 and a decrease in student discipline referrals.

Performance Objective 1: Hayley Elementary will decrease the number of discipline referrals by at least 25% in the 2020-2021 school year

Evaluation Data Sources: 20-21 Discipline Data

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Hayley elementary staff will implement the use of Conscious Discipline strategies along with a school-wide discipline plan following the TCISD Student Code of Conduct Strategy's Expected Result/Impact: Decreased discipline referrals/Increased student self-regulation Staff Responsible for Monitoring: Behavior Coordinator-Kelley Sullivan Counselor-Mylashia Lightfoot Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 45%	 50%	 65%	
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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: Hayley Elementary will decrease the number of discipline referrals, ISS and OSS placements by at least 25% in the 2020-2021 school year

Evaluation Data Sources: 20-21 Discipline Data









Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hayley elementary staff will implement the use of the Character Strong program along with a school-wide discipline plan Strategy's Expected Result/Impact: Decreased discipline referrals/Increased student self-regulation Staff Responsible for Monitoring: Behavior Coordinator-Kelley Sullivan Counselor-Mylashia Lightfoot Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hayley elementary staff will implement the use of Conscious Discipline strategies along with a school-wide discipline plan following the TCISD Student Code of Conduct Strategy's Expected Result/Impact: Decreased discipline referrals/Increased student self-regulation Staff Responsible for Monitoring: Behavior Coordinator-Kelley Sullivan Counselor-Mylashia Lightfoot Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: 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: At Hayley, we will increase our overall attendance percentage to 95% by the end of the 2020-2021 school year.









Evaluation Data Sources: PIEMS Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Implement Attendance Monitoring & Mentoring Program Staff Responsible for Monitoring: Principal-Patti Martin Assistant Principal- Kim Pettigrew Behavior Coordinator-Kelley Sullivan Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 7: 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: Teachers participate PLC meetings to collaboratively effectively and improve student learning

Summative Evaluation: Significant progress made toward meeting Objective



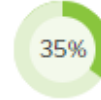





Strategy 1 Details	Reviews			
Strategy 1: Principal and Instructional Specialist attend Solution Tree PLCs at Work professional development. Strategy's Expected Result/Impact: Increased teacher self-efficacy and capacity Staff Responsible for Monitoring: Principal-Patti Martin Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 8: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Collaboration and communication will be improved throughout the school community.

Evaluation Data Sources: Parent & Student Surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Partnership with Junior League of Galveston County for tutoring, resources and parental involvement activities. Strategy's Expected Result/Impact: Increased participation in school-wide activities/events Staff Responsible for Monitoring: School Counselor-Mylashia Lightfoot Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Texas City Independent School District

Simms Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

Public Presentation Date: November 10, 2020

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

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.	14
Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 13% to 35% by June 2024.	15
Goal 3: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024	17
Goal 4: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.	18
Goal 5: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.	19
Goal 6: 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.	22
Goal 7: 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.	24
Goal 8: 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 and a decrease in student discipline referrals.	25
Goal 9: 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.	26
Goal 10: 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.	28
Goal 11: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.	29
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Simms Elementary services approximately 470 students in grades K-5, including two Life Skills 1 classes and a PASS program. We are a Title I campus with approximately 94% socio-economically disadvantaged. We have students represented in various special programs, including Gifted and Talented , 504, and ELL.

Last year, we have drastically increased parental involvement through various volunteer opportunities, parent meetings and events, including Open House, a Reading Picnic, and a Vocabulary Parade; however, this year, we are trying to find unique and authentic ways to include our parents due to COVID-19 restrictions. We are currently using social media pages to communicate announcements. We are also designing a forum to allow the parents to communicate monthly 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, Amari Boxley, 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 HEB, Greater St. Mathews Baptist Church, 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
- Increase in parental involvement at events and volunteerism
- Diversified campus with a solid representation of staff members for the varied ethnic groups and varied levels of experience to meet the needs of the different academic groups
- Focused effort for student social-emotional development

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While our parents are more involved for school-sponsored events, they are not as participatory in day-to-day follow through.. **Root Cause:** Daily communication system of homework assignments and behavior choices were not in place.

Student Learning

Student Learning Summary

The overall accountability rating for 2019-2020 La Marque Elementary is a "F" Unacceptable performance overall and in all three domains.

Domain 1: Student Achievement	Scaled Score 49/Spring 2020 Goal 60
Domain 2: Student Growth	Scaled Score 58/Spring 2020 Goal 72
Domain 3: Closing the Gaps	Scaled Score 38/Spring 2020 Goal 68

Student Learning Strengths

We showed minimal growth with an overall scaled score moving from 48 to 52. While we had significant growth in grade 5, grade 4 did not show significant growth, which did not give us the measures we needed for Domains 1 or 2.

Also, target areas were met in reading and math with our Special Education population. In addition, the growth status target was met in reading with our ELL population.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only the two strategically targeted sub-populations met target performance on STAAR. **Root Cause:** We put lots of efforts in monitoring our two troubled areas of Special Education and LEP, but did not consistently monitor all other sub-populations well throughout the year to maintain growth.

Problem Statement 2 (Prioritized): Performance continues to be low, especially in our meets and masters levels. **Root Cause:** When comparing the Academic Growth Score on the School Report Card and the percentage of meets and masters on the TAPR, we noticed that while there is significant academic growth, this growth is not reflected in our performance indicators. We believe that by addressing our small group instruction, through professional development and monitoring, we will consistently work at an accelerated pace when growing and moving students.

Problem Statement 3 (Prioritized): Our special education population scores continue to decrease. **Root Cause:** Students were being identified when they were in the upper grades (3rd-5th), rather than being identified while they were still in the primary grades where the foundation was being built. This was due to lack of documentation, particularly documenting modifications and adjustments made to support students.

Problem Statement 4 (Prioritized): Annual attendance rates has hovered around 93% for the past three years. Students cannot learn if they are not at school. **Root Cause:** There is a lack of understanding among parents of the importance of being at school every day, particularly in the primary grades (K-2) because they do not understand the magnitude of how curriculum has changed since they were in school.

School Processes & Programs

School Processes & Programs Summary

This campus participated in the Effective Schools Framework Self-Assessment. Documentation is included in the Addendum to the CIP. 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 2020-2021:

- 3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.
 - Rationale: With the formulation of a new school, integration of new grade levels (K-2), and the addition of new staff, it is imperative that we all have a solid understanding of our foundational values, principles, and goals so that we are moving in the same direction. There is a campus need for the consistent implementation of school-wide routines and procedures.
 - Barriers to Address During the Year: One barrier is the consistent implementation of the established expectations from clarroom to classroom. Another barrier is the accountability of all staff for implementing and maintaining consistent campus and classroom expectations, including within the virtual community.
 - District Theory of Action: If the district provides data systems to track pertinent school culture data, provides campuses with external student support services, and ensures that campus buildings are well maintained, safe, and conducive to learning, then Simms Elementary can create a culture of academic and behavioral excellence.
- 5.1 Objective-driven daily lesson plans with formative assessments: Level 2
 - Rationale: While we have now been using the newly designed district-wide lesson plan template, the discussion needed for planning that solid instruction was not teacher-led. Building teacher capacity in understanding the standards and translating them into effective instruction is a priority for our campus.
 - Barriers to Address During the Year: Time constraints are always a barrier, but this is especially so with a reduced COVID schedule and having both virtual and face-to-face learners and teachers. In addition, the continual switching of students between instructional modalities every three weeks also causes obstacles due to readjustments for students and teachers and scheduling issues for administrators. Time is also a factor because teachers are having to accommodate for interventions due to the need for support personnel (interventionists) in classrooms. A mindshift will also be necessary for teachers to take risks and contribute ideas during PLC time.
 - District Theory of Action: If the district has effective systems for identifying and supporting struggling learners and the district has policies and practices that support effective instruction in schools, then Simms Elementary can continue to build a climate of academic excellence where teachers are well-versed on instructional planning and student learning.
- 5.3 Data-Driven Instruction
 - Rationale: Although we saw growth within our students on district curriculum based assessments (CBAs) during the 2019-2020 school year, as a result of moving to a quarantined status in the Spring semester due to COVID-19, are seeing gaps in student learning. This is not only due to being thrown into a virtual setting, but also due to a lack of regular attendance. Our 2019 STAAR data showed growth in overall student learning; however, there was a drastic decrease in the performance of our Special Education population. Using BOY STAAR and STAAR interim data, will help us identify these gaps and deliver targeted instruction that will close those gaps through small group instruction. Student and teacher goal setting will also encourage ownership of the learning.
 - Barriers to Address During the Year: A culture shift is needed to be data-driven and not feelings driven. We inherited a low performing population and our families

have some economic hardships; however, while we acknowledge these struggles, as a campus, we need a mindshift of maintaining high expectations and not allowing student/family situations to dictate the learning bar. Additionally, teacher capacity building is needed in understanding how to pull various reports and formulate data tables within our data management software so that the data can be used effectively in planning for instruction.

- District Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and ensures that schools receive detailed reports within two instructional days for assessments that are district provided and grades, then Simms Elementary can continue to grow students at an accelerated speed, closing learning gaps in targeted subpopulations.

School Processes & Programs Strengths

The ESF Self-Assessment reveal 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 (Prioritized): Assessing ESF Essential Action 5.1 revealed a need to strengthen our Tier 1 daily instruction with objective-driven lesson planning. **Root Cause:** While we now have a consistent lesson plan format, we needed to build teacher clarity to have a firm grasp of the level of rigor and complexity of the standard being taught.

Problem Statement 2 (Prioritized): Assessing ESF Essential Action 5.3 revealed a need to strengthen data-driven instruction and intervention. **Root Cause:** While weekly PLC meetings take place, the collaboration and collective responsibility with a focus of student achievement was not actively demonstrated.

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, Gamma Omega Omega Chapter of Alpha Kappa Alpha Sorority, Inc., the La Marque Alumnae Chapter of Delta Sigma Theta Sorority, Inc., New Life Church of Texas, Greater St. Mathews Baptist Church, Texas First Bank, and the Mark Dawson Foundation. 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 volunteering as mentors and reading buddies.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students can recite the core values, but do not have a solid comprehension of them to put them into practice in authentic situations. **Root Cause:** There is not a common language for the expectations of how these core values are displayed in various areas and transitions throughout the day.

Priority Problem Statements

Problem Statement 1: While our parents are more involved for school-sponsored events, they are not as participatory in day-to-day follow through..

Root Cause 1: Daily communication system of homework assignments and behavior choices were not in place.

Problem Statement 1 Areas: Demographics

Problem Statement 5: Assessing ESF Essential Action 5.1 revealed a need to strengthen our Tier 1 daily instruction with objective-driven lesson planning.

Root Cause 5: While we now have a consistent lesson plan format, we needed to build teacher clarity to have a firm grasp of the level of rigor and complexity of the standard being taught.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: Students can recite the core values, but do not have a solid comprehension of them to put them into practice in authentic situations.

Root Cause 7: There is not a common language for the expectations of how these core values are displayed in various areas and transitions throughout the day.

Problem Statement 7 Areas: Perceptions

Problem Statement 2: Performance continues to be low, especially in our meets and masters levels.

Root Cause 2: When comparing the Academic Growth Score on the School Report Card and the percentage of meets and masters on the TAPR, we noticed that while there is significant academic growth, this growth is not reflected in our performance indicators. We believe that by addressing our small group instruction, through professional development and monitoring, we will consistently work at an accelerated pace when growing and moving students.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Assessing ESF Essential Action 5.3 revealed a need to strengthen data-driven instruction and intervention.

Root Cause 6: While weekly PLC meetings take place, the collaboration and collective responsibility with a focus of student achievement was not actively demonstrated.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 3: Our special education population scores continue to decrease.

Root Cause 3: Students were being identified when they were in the upper grades (3rd-5th), rather than being identified while they were still in the primary grades where the foundation was being built. This was due to lack of documentation, particularly documenting modifications and adjustments made to support students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Annual attendance rates has hovered around 93% for the past three years. Students cannot learn if they are not at school.

Root Cause 4: There is a lack of understanding among parents of the importance of being at school every day, particularly in the primary grades (K-2) because they do not understand the magnitude of how curriculum has changed since they were in school.

Problem Statement 4 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

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
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Capacity and resources data

Goals









Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.


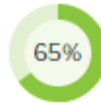






Performance Objective 1: The percentage of 3rd grade students that score meets grade level or above on STAAR reading will increase from 8% to 20% by June 2024.

Targeted or ESF High Priority

Evaluation Data Sources: CBAs, Benchmarks, STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Secure consultant and professional development on the topic of Balanced Literacy with an emphasis on guided reading/small group instruction. Strategy's Expected Result/Impact: Increased teacher capacity in the area of small group instruction; increase academic growth results Staff Responsible for Monitoring: Campus Administrators; Instructional Specialists Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Participate in Teacher Clarity and Visible Learning professional development with Advanced Collaborate Solutions to build teacher comprehension of the learning standards and how to transfer that learning to direct instruction. Strategy's Expected Result/Impact: Greater teacher capacity; Targeted small group instruction of pre-requisites; Student ownership of learning and monitoring of their own progress; Increased performance levels Staff Responsible for Monitoring: Administrators, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Administrators will participate in weekly PLCs and include a learning walk focus area on the weekly teacher bulletin. Strategy's Expected Result/Impact: Increased implementation of instructional best practices; Increased teacher clarity of standards; Increased academic growth Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Performance continues to be low, especially in our meets and masters levels. Root Cause: When comparing the Academic Growth Score on the School Report Card and the percentage of meets and masters on the TAPR, we noticed that while there is significant academic growth, this growth is not reflected in our performance indicators. We believe that by addressing our small group instruction, through professional development and monitoring, we will consistently work at an accelerated pace when growing and moving students.
School Processes & Programs
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: While we now have a consistent lesson plan format, we needed to build teacher clarity to have 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 and intervention. Root Cause: While weekly PLC meetings take place, the collaboration and collective responsibility with a focus of student achievement was not actively demonstrated.













Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 13% to 35% by June 2024.

Performance Objective 1: The percentage of Simms ES 3rd grade students that score meets grade level or above on STAAR Math will increase from 13% to 23% by June 2024.

Targeted or ESF High Priority

Evaluation Data Sources: CBAs, Benchmark, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will write learning targets (objectives) in kid-friendly language and refer to them throughout the lessons to encourage student ownership of learning Strategy's Expected Result/Impact: Increased student engagement; Increased ownership of learning; Increased academic growth Staff Responsible for Monitoring: Teachers; Instructional Specialists; Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will post success criteria and prompt students to use them as a guide to determine their learning progress. Strategy's Expected Result/Impact: Increased accountability and ownership of learning Staff Responsible for Monitoring: Teachers; Instructional Specialists; Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
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: While we now have a consistent lesson plan format, we needed to build teacher clarity to have a firm grasp of the level of rigor and complexity of the standard being taught.

School Processes & Programs
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Problem Statement 2: Assessing ESF Essential Action 5.3 revealed a need to strengthen data-driven instruction and intervention. Root Cause: While weekly PLC meetings take place, the collaboration and collective responsibility with a focus of student achievement was not actively demonstrated.
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Goal 3: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024

Performance Objective 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 13% to 23% by June 2024.

Summative Evaluation: Some progress made toward meeting Objective









Goal 4: The percentage of 5th - 8th grade students that score meets grade level or above on STAAR Math will increase from 39% to 49% by June 2024.

















Goal 5: Compared to state standards, all TCISD campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: The percentage of 4th - 5th grade students that score meets grade level or above on STAAR Reading will increase by 10 percentage points by 2024 through targeted, data-driven small group instruction.

Evaluation Data Sources: CBAs, Benchmarks, 2021 STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Simms ES will revise our PLC schedule to allow two meetings per week for each grade level - one for unwrapping the standard and one for instructional planning Strategy's Expected Result/Impact: Stronger lesson plans; Increased academic growth; Increased STAAR performance Staff Responsible for Monitoring: Instructional Specialists; Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators will monitor lesson plans and offer feedback to teachers weekly. Strategy's Expected Result/Impact: Increased consistency in submission of lesson plans; Increased rigor of Tier 1 instruction; Increased academic growth of students Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate Extended PLCs on Extended Wednesdays to allow more time for collaboration, planning, and assessment design. Strategy's Expected Result/Impact: Increased Teacher Clarity; Increased rigor of instruction and student practice activities Staff Responsible for Monitoring: Instructional Leadership Team (ILT) Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Instructional Specialists will provide targeted coaching of teachers in the area of small group instruction through co-planning, modeling and learning walks. Strategy's Expected Result/Impact: Increased consistency of small group instruction; Increased teacher clarity; Increased academic growth and student performance Staff Responsible for Monitoring: Instructional Specialists; Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Conduct data meetings after each district assessment to determine grade level instructional targets. Data meetings will include data analysis, goal setting, and planning for small group instruction. Strategy's Expected Result/Impact: Increased rigor of small group instruction; Increased academic growth Staff Responsible for Monitoring: Instructional Specialists; Administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Performance continues to be low, especially in our meets and masters levels. **Root Cause:** When comparing the Academic Growth Score on the School Report Card and the percentage of meets and masters on the TAPR, we noticed that while there is significant academic growth, this growth is not reflected in our performance indicators. We believe that by addressing our small group instruction, through professional development and monitoring, we will consistently work at an accelerated pace when growing and moving students.

School Processes & Programs

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:** While we now have a consistent lesson plan format, we needed to build teacher clarity to have 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 and intervention. **Root Cause:** While weekly PLC meetings take place, the collaboration and collective responsibility with a focus of student achievement was not actively demonstrated.











Goal 6: 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: Simms ES will build teacher capacity to provide rigorous and targeted instruction to our Special Education students to close learning gaps that will allow us to meet our Domain 3 target in that area on STAAR 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Walkthrough Data, PD participation, PLC agendas, CBAs, Benchmarks, STAAR 2021

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Secure training on appropriate documentation requirements for student modifications and adjustments prior to and during the special education testing cycle. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use Education Galaxy Liftoff software to support Tier 2 and Tier 3 student intervention that targets student learning gaps. Staff Responsible for Monitoring: Teachers, Instructional Specialists, and Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Performance continues to be low, especially in our meets and masters levels. Root Cause: When comparing the Academic Growth Score on the School Report Card and the percentage of meets and masters on the TAPR, we noticed that while there is significant academic growth, this growth is not reflected in our performance indicators. We believe that by addressing our small group instruction, through professional development and monitoring, we will consistently work at an accelerated pace when growing and moving students.

Student Learning

Problem Statement 3: Our special education population scores continue to decrease. **Root Cause:** Students were being identified when they were in the upper grades (3rd-5th), rather than being identified while they were still in the primary grades where the foundation was being built. This was due to lack of documentation, particularly documenting modifications and adjustments made to support students.

Goal 7: 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.

Goal 8: 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 and a decrease in student discipline referrals.









Goal 9: 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: When prompted, all stakeholders can recite and describe our core values, mission, and goals. A culture of academic and behavioral excellence will develop as a direct reflection of consistency in message and alignment of our classroom and campus expectations.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Signage; Conversations with Stakeholders; Discipline Data; Walkthrough Data (Engagement)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: PRIDE team will review and revise lessons our Simms ES Social Skills Handbook for implementation beginning October 19, 2020. Strategy's Expected Result/Impact: Increased understanding and application of core values; decreased office referrals Staff Responsible for Monitoring: PRIDE Team; Teachers; Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators will conduct learning walks to monitor implementation of social skills lessons. Strategy's Expected Result/Impact: Consistency in instruction and discussion of appropriate social skills. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus staff will recognize students for displaying core values in authentic situations through the use of PRIDE cards. Strategy's Expected Result/Impact: Increased application of core values; Decreased office referrals	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Teachers; PRIDE Team; Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: Perceptions 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students can recite the core values, but do not have a solid comprehension of them to put them into practice in authentic situations. Root Cause: There is not a common language for the expectations of how these core values are displayed in various areas and transitions throughout the day.


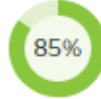



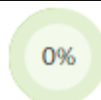

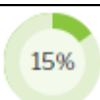
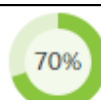
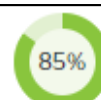





Goal 10: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Goal 11: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Simms ES will find creative ways to promote parent and family engagement while following COVID-19 protocols.

Evaluation Data Sources: Parent and Family Engagement Activities

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Simms ES will use social media and Zoom to keep families informed of events and concerns on campus. Strategy's Expected Result/Impact: Increased family engagement; Increased school-community relationships Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Simms ES will work with a select parent advisory group to develop and distribute the School Family Compact. Strategy's Expected Result/Impact: Increased engagement and parent involvement in daily instructional support activities at home Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Simms ES will send monthly School-Home Connection Newsletters to parents in an effort to educate and and share ideas of fun activities families can do together to extend learning. Strategy's Expected Result/Impact: Increased academic growth; Increased parent/family engagement Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



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 2020-2021

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

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2020-21 School Year (To the Extent Permitted under FERPA)**

Reason Code	Description	TCISD	TCHS	LMHS	Woodrow DAEP	Blocker MS	La Marque MS	Fry	Heights	Kohfeldt	Guajardo	Roosevelt-Wilson ES	Hayley ES	Simms ES
		Campus Number	001	002	006	041	043	101	102	103	104	105	110	111
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		*		*										
Student Enrollment (Fall 2020 PEIMS Snapshot)		8,044	1,782	716	20	896	525	894	375	437	507	612	535	472
Incident Rate		0.04%	0.0%	0.4%	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).

* Fewer than 5 students are involved and therefore the data is masked. For an explanation of TEA's masking rules see:
<https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>



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

2020-2021 TAPR Glossary



2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 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:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 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>

2020–21 Texas Academic Performance Report (TAPR) Glossary

2021 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.

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/2021/masking.html>.

STAAR Performance (2020–21)

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, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

2020–21 Texas Academic Performance Report (TAPR) Glossary

Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

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.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

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.

Bilingual Education/ESL (2020–21)

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.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- **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 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 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 EB students/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), 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 EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or 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 Learners (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),

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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 EB students/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 students/non-ELs).
- *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 (2020–21)

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 1-5 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.

- *Included in Accountability:* scored answer documents
- *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 either EB students/ELs who have 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

2020–21 Texas Academic Performance Report (TAPR) Glossary

- *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)

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 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:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year

total number of K–12 students enrolled for at least 10 days during the 2019–20 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)

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2021 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 2016–17. They are followed through their expected graduation with the Class of 2020.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2020**

number of students in the 2020 cohort*

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2020 cohort*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{aligned}}{\text{number of students in the 2020 cohort}^*}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 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, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

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, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

2020–21 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- * 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:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

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 2019–20*. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

2020–21 Texas Academic Performance Report (TAPR) Glossary

number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 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 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 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 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 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 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

2020–21 Texas Academic Performance Report (TAPR) Glossary

FHSP-DLA Graduates (Annual Rate) (2019-20) 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 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) 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 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 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 2020. 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%20Information/State%20Graduation%20Requirements).

Graduation Profile (2020–21)

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 2019-20 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)

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)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(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 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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 TSI 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. *(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 prior to graduation from high school. *(Data source: PEIMS 40100)*
- 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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- 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 Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma 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.*

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*.

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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), 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>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 annual graduates

2020–21 Texas Academic Performance Report (TAPR) Glossary

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)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

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)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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 *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (Data source: PEIMS 40203 and 42401)

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 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 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 annual graduates

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 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

2020–21 Texas Academic Performance Report (TAPR) Glossary

Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= 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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

number of 11th and 12th graders in the 2019-20 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

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics

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 2019-20 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

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies

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*)

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 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees 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:

2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

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) *Average SAT Score (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 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (2) *Average SAT Score (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 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

2020–21 Texas Academic Performance Report (TAPR) Glossary

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

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

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

Science

number of students in grades 9–12 in 2019-20 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 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 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 2019-20

(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 2019-20 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 2019-20 annual graduates

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 2018-19 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2018-19 school year

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)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: 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 and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

2020–21 Texas Academic Performance Report

(TAPR) Glossary

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 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 30, 2020).

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.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100*)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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 (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). 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:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2020–21, 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;

(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)];

2020–21 Texas Academic Performance Report (TAPR) Glossary

(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 Elementary and Secondary Education Act (ESEA), 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 ESEA, Title I, Part A. *(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 2020–21 school year considered as at risk

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 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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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).

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 school year**

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 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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. 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 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2019–20, 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 7th–12th 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 2019–20 the end of the school-start window was September 25, 2020.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500*)

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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 (2020–21)

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)*

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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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*)

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.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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 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.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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 2019–20 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 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. 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*)

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*)

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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*)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

03580395	ROBOTICS PROGRAMMING & DESIGN
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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
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 HGH 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	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

2020–21 Texas Academic Performance Report

(TAPR) Glossary

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
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 ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

2020–21 Texas Academic Performance Report (TAPR) Glossary

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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
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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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
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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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
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)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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.