Commerce ISD

Annual Report

Texas Academic Performance Report

PEIMS Financial Standard Report

District Accreditation Status

Campus Performance Objectives

Report of Violent or Criminal Incidents

Texas Higher Education Coordinating Board information for Commerce High School

Glossary

2022-2023

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics. As of December 2023, the TAPR does not include A–F ratings, Distinction Designations, or Special Education Determination Status. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report.

We have provided the district and campus reports to you, as well as the campus performance objectives and the progress toward those objectives.

We have also provided the 2021-2022 PEIMS Actual Financial Data which is also required.

Each district's annual report must include the 2022-23 accreditation status. Commerce ISD is accredited.

We are also required to report on violent or criminal incidents. One simple assault was reported at ACW; two simple assaults and one aggravated assault was reported at Commerce High School.

Districts are required to report student performance during the first year of enrollment after high school graduation to the high school from which the students graduate. This information is to be included in this annual report. The most recent information has been provided for you. The Texas Higher Education Coordinating Board anticipates releasing an updated report mid-January 2024.

HB. 3 College and Career Readiness results are located on pages 22-26 of the District's TAPR Report. It should be noted that 93.9% of Commerce ISD graduates were classified as College, Career, or Military Ready—compared to 70% of the state and 70.7% of the graduates in Region 10. Mathematics and literacy goals indicate significant progress. TSIA Results for 2021-2022 for Reading was 35.4% compared to 22.8% for the state and 17.8% for Region 10. Results for Mathematics was 31.3% compared to 18.7% for the state and 13.9% for Region 10.

2022-23 Texas Academic Performance Report (TAPR)

District Name: COMMERCE ISD

District Number: 116903

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	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	76%	**72%**	63%	68%	83%	-	-	-	60%	57%	*	69%	77%	66%	47%
	2022	76%	76%	**71%**	65%	75%	69%	-	-	*	86%	50%	*	75%	60%	69%	82%
At Meets Grade Level or Above	2023	50%	52%	**40%**	37%	25%	51%	-	-	-	40%	20%	*	44%	33%	36%	13%
	2022	51%	52%	**39%**	31%	50%	41%	-	-	*	29%	25%	*	42%	30%	35%	36%
At Masters Grade Level	2023	20%	22%	**18%**	19%	7%	22%	-	-	-	40%	11%	*	18%	18%	13%	0%
	2022	30%	32%	**20%**	23%	20%	19%	-	-	*	14%	13%	*	21%	15%	17%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**64%**	52%	61%	78%	-	-	-	40%	47%	*	62%	67%	61%	53%
	2022	71%	72%	**68%**	58%	75%	69%	-	-	*	71%	25%	*	72%	55%	65%	91%
At Meets Grade Level or Above	2023	45%	48%	**31%**	30%	14%	43%	-	-	-	40%	15%	*	28%	36%	25%	0%
	2022	43%	45%	**38%**	35%	35%	44%	-	-	*	43%	13%	*	43%	20%	34%	27%
At Masters Grade Level	2023	19%	22%	**13%**	19%	4%	15%	-	-	-	20%	12%	*	11%	15%	11%	0%
	2022	21%	23%	**14%**	12%	10%	16%	-	-	*	29%	13%	*	16%	5%	11%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**64%**	62%	65%	66%	-	-	*	56%	48%	*	70%	54%	59%	69%
	2022	77%	76%	**52%**	39%	43%	61%	-	*	*	70%	26%	-	57%	46%	45%	40%
At Meets Grade Level or Above	2023	48%	50%	**33%**	27%	39%	29%	-	-	*	56%	24%	*	35%	30%	30%	31%
	2022	54%	55%	**29%**	13%	26%	42%	-	*	*	40%	16%	-	32%	26%	20%	13%
At Masters Grade Level	2023	22%	24%	**7%**	4%	9%	9%	-	-	*	11%	14%	*	4%	14%	7%	8%
	2022	28%	30%	**12%**	0%	4%	24%	-	*	*	20%	0%	-	9%	15%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	**53%**	41%	48%	60%	-	-	*	67%	29%	*	55%	49%	47%	54%
	2022	70%	71%	**41%**	17%	30%	55%	-	*	*	80%	26%	-	40%	44%	34%	33%
At Meets Grade Level or Above	2023	48%	51%	**23%**	11%	22%	29%	-	-	*	44%	14%	*	29%	14%	19%	23%
	2022	43%	45%	**18%**	4%	9%	36%	-	*	*	20%	16%	-	17%	21%	14%	7%
At Masters Grade Level	2023	22%	25%	**7%**	4%	9%	9%	-	-	*	11%	5%	*	9%	5%	4%	0%
	2022	23%	25%	**9%**	4%	0%	21%	-	*	*	0%	5%	-	8%	10%	3%	0%
Grade 5 Reading																	

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	**49%**	42%	42%	59%	-	*	-	56%	17%	*	54%	43%	44%	44%
	2022	81%	81%	**64%**	43%	70%	69%	-	*	-	100%	35%	-	72%	54%	61%	67%
At Meets Grade Level or Above	2023	57%	58%	**26%**	4%	35%	41%	-	*	-	22%	9%	*	27%	26%	21%	25%
	2022	58%	59%	**35%**	17%	40%	41%	-	*	-	50%	20%	-	42%	26%	30%	25%
At Masters Grade Level	2023	28%	31%	**7%**	0%	4%	15%	-	*	-	11%	4%	*	4%	11%	3%	6%
	2022	36%	38%	**21%**	10%	15%	28%	-	*	-	25%	5%	-	25%	15%	14%	8%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	**56%**	42%	42%	74%	-	*	-	78%	39%	*	60%	51%	51%	38%
	2022	77%	77%	**66%**	47%	70%	75%	-	*	-	88%	25%	-	70%	62%	63%	67%
At Meets Grade Level or Above	2023	51%	55%	**22%**	0%	19%	41%	-	*	-	33%	13%	*	17%	29%	14%	13%
	2022	48%	50%	**32%**	10%	45%	47%	-	*	-	13%	5%	-	36%	26%	25%	42%
At Masters Grade Level	2023	21%	25%	**3%**	0%	4%	7%	-	*	-	0%	4%	*	4%	3%	1%	0%
	2022	25%	27%	**13%**	3%	15%	19%	-	*	-	13%	5%	-	17%	8%	11%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	**40%**	8%	42%	52%	-	*	-	89%	22%	*	38%	43%	36%	31%
	2022	66%	66%	**47%**	20%	55%	66%	-	*	-	50%	25%	-	49%	44%	46%	50%
At Meets Grade Level or Above	2023	36%	37%	**13%**	0%	15%	19%	-	*	-	22%	4%	*	13%	11%	4%	13%
	2022	38%	39%	**20%**	7%	20%	31%	-	*	-	13%	10%	-	23%	15%	14%	17%
At Masters Grade Level	2023	16%	17%	**5%**	0%	4%	7%	-	*	-	11%	4%	*	4%	6%	0%	0%
	2022	18%	18%	**10%**	7%	5%	16%	-	*	-	0%	5%	-	11%	8%	6%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**71%**	46%	73%	75%	-	*	-	100%	43%	-	73%	68%	68%	71%
	2022	70%	72%	**54%**	32%	48%	68%	-	*	*	83%	13%	-	57%	50%	43%	41%
At Meets Grade Level or Above	2023	52%	55%	**44%**	25%	35%	56%	-	*	-	60%	17%	-	43%	45%	39%	29%
	2022	43%	45%	**33%**	14%	14%	54%	-	*	*	33%	4%	-	33%	32%	21%	18%
At Masters Grade Level	2023	22%	26%	**14%**	8%	8%	25%	-	*	-	0%	0%	-	20%	7%	8%	0%
	2022	23%	25%	**22%**	11%	10%	39%	-	*	*	17%	4%	-	23%	21%	11%	18%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**62%**	38%	58%	78%	-	*	-	70%	22%	-	61%	64%	58%	65%
	2022	73%	76%	**45%**	29%	32%	59%	-	*	*	67%	9%	-	53%	32%	29%	40%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	44%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	39%	42%	**16%**	0%	11%	29%	-	*	*	17%	5%	-	17%	13%	4%	13%
At Masters Grade Level	2023	16%	19%	**3%**	0%	4%	6%	-	*	-	0%	0%	-	4%	2%	1%	0%
	2022	16%	18%	**9%**	0%	11%	17%	-	*	*	0%	0%	-	10%	8%	3%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	80%	**61%**	33%	54%	83%	-	*	*	100%	24%	*	59%	64%	51%	50%
	2022	80%	80%	**69%**	55%	67%	88%	*	*	*	43%	56%	*	70%	68%	66%	59%
At Meets Grade Level or Above	2023	55%	58%	**47%**	20%	42%	71%	-	*	*	60%	12%	*	45%	52%	34%	31%
	2022	56%	58%	**39%**	23%	41%	52%	*	*	*	29%	39%	*	39%	39%	30%	24%
At Masters Grade Level	2023	27%	31%	**24%**	7%	13%	46%	-	*	*	40%	0%	*	27%	18%	8%	13%
	2022	37%	40%	**23%**	3%	22%	39%	*	*	*	29%	11%	*	23%	23%	15%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	67%	**31%**	20%	19%	58%	-	*	-	*	13%	*	34%	26%	25%	25%
	2022	61%	62%	**28%**	27%	27%	35%	-	-	*	0%	25%	*	31%	25%	28%	21%
At Meets Grade Level or Above	2023	37%	42%	**16%**	4%	6%	37%	-	*	-	*	6%	*	17%	13%	9%	8%
	2022	31%	34%	**9%**	13%	5%	12%	-	-	*	0%	25%	*	8%	11%	9%	0%
At Masters Grade Level	2023	11%	16%	**2%**	0%	0%	5%	-	*	-	*	6%	*	2%	0%	0%	0%
	2022	13%	17%	**1%**	3%	0%	0%	-	-	*	0%	6%	*	3%	0%	2%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**71%**	57%	72%	87%	*	*	*	44%	53%	*	69%	73%	70%	67%
	2022	83%	84%	**79%**	52%	92%	88%	-	-	*	88%	41%	*	83%	68%	75%	73%
At Meets Grade Level or Above	2023	58%	61%	**41%**	29%	38%	61%	*	*	*	22%	41%	*	46%	34%	37%	22%
	2022	58%	60%	**46%**	19%	68%	47%	-	-	*	63%	18%	*	45%	46%	35%	45%
At Masters Grade Level	2023	28%	32%	**17%**	14%	3%	32%	*	*	*	11%	12%	*	19%	15%	13%	0%
	2022	37%	40%	**30%**	11%	44%	31%	-	-	*	50%	12%	*	33%	21%	22%	36%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	77%	**69%**	65%	70%	76%	-	*	*	44%	59%	-	69%	69%	66%	60%
	2022	71%	72%	**63%**	22%	70%	79%	*	*	*	56%	18%	*	68%	50%	57%	64%
At Meets Grade Level or Above	2023	46%	48%	**40%**	29%	36%	61%	-	*	*	22%	18%	-	48%	29%	31%	15%
	2022	40%	41%	**21%**	7%	22%	25%	*	*	*	44%	12%	*	22%	18%	15%	18%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	18%	**19%**	9%	15%	36%	-	*	*	11%	18%	-	23%	15%	14%	10%
	2022	14%	15%	**3%**	0%	4%	4%	*	*	*	11%	6%	*	2%	6%	2%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	76%	**80%**	72%	76%	94%	*	*	*	67%	76%	*	80%	81%	78%	61%
	2022	74%	76%	**75%**	41%	92%	82%	-	-	*	88%	18%	*	77%	68%	69%	82%
At Meets Grade Level or Above	2023	47%	50%	**41%**	34%	34%	55%	*	*	*	11%	24%	*	44%	36%	36%	33%
	2022	45%	48%	**41%**	19%	56%	43%	-	-	*	63%	18%	*	46%	25%	33%	27%
At Masters Grade Level	2023	17%	19%	**7%**	3%	3%	13%	*	*	*	11%	6%	*	7%	7%	6%	0%
	2022	24%	26%	**17%**	11%	20%	18%	-	-	*	25%	12%	*	20%	7%	11%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	**30%**	24%	24%	45%	*	*	*	11%	24%	*	34%	24%	29%	17%
	2022	61%	63%	**34%**	11%	44%	43%	-	-	*	25%	24%	*	38%	21%	29%	18%
At Meets Grade Level or Above	2023	33%	36%	**8%**	14%	3%	10%	*	*	*	0%	18%	*	8%	7%	8%	0%
	2022	31%	33%	**13%**	4%	16%	18%	-	-	*	13%	12%	*	17%	4%	8%	9%
At Masters Grade Level	2023	16%	19%	**3%**	7%	0%	3%	*	*	*	0%	6%	*	3%	2%	4%	0%
	2022	18%	20%	**4%**	0%	4%	6%	-	-	*	0%	6%	*	4%	4%	2%	0%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	**63%**	42%	69%	70%	-	-	*	67%	22%	*	68%	50%	56%	61%
	2022	65%	66%	**59%**	33%	74%	62%	-	100%	*	43%	23%	80%	62%	51%	52%	65%
At Meets Grade Level or Above	2023	52%	54%	**46%**	16%	61%	57%	-	-	*	44%	11%	*	48%	43%	38%	44%
	2022	47%	49%	**35%**	9%	36%	45%	-	80%	*	43%	5%	40%	37%	31%	30%	15%
At Masters Grade Level	2023	13%	16%	**8%**	3%	6%	14%	-	-	*	0%	0%	*	10%	5%	4%	0%
	2022	11%	12%	**5%**	0%	4%	5%	-	40%	*	0%	0%	0%	6%	2%	3%	4%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**76%**	64%	77%	82%	-	*	*	71%	47%	*	74%	79%	70%	61%
	2022	72%	72%	**66%**	39%	76%	73%	*	*	-	*	37%	*	74%	50%	59%	36%
At Meets Grade Level or Above	2023	54%	56%	**57%**	27%	59%	76%	-	*	*	57%	21%	*	56%	59%	50%	22%
	2022	55%	56%	**49%**	11%	62%	59%	*	*	-	*	19%	*	55%	34%	36%	9%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	10%	**7%**	0%	3%	12%	-	*	*	14%	0%	*	7%	5%	6%	0%
	2022	9%	10%	**8%**	0%	12%	9%	*	*	-	*	4%	*	9%	5%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	**86%**	74%	86%	92%	*	*	*	78%	60%	*	88%	81%	84%	79%
	2022	76%	76%	**59%**	43%	62%	65%	-	*	*	60%	22%	*	61%	55%	48%	45%
At Meets Grade Level or Above	2023	43%	45%	**35%**	23%	43%	38%	*	*	*	22%	4%	*	36%	33%	28%	21%
	2022	43%	46%	**20%**	4%	24%	23%	-	*	*	20%	9%	*	22%	14%	13%	5%
At Masters Grade Level	2023	23%	26%	**6%**	6%	3%	6%	*	*	*	22%	0%	*	6%	7%	3%	0%
	2022	27%	30%	**14%**	4%	12%	18%	-	*	*	20%	9%	*	16%	10%	10%	5%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**86%**	76%	87%	92%	-	-	*	83%	65%	*	86%	88%	85%	68%
	2022	83%	84%	**82%**	71%	87%	82%	*	100%	-	*	50%	83%	85%	76%	80%	62%
At Meets Grade Level or Above	2023	56%	57%	**37%**	8%	42%	47%	-	-	*	33%	0%	*	38%	32%	28%	21%
	2022	55%	56%	**45%**	19%	47%	54%	*	80%	-	*	19%	33%	46%	42%	39%	15%
At Masters Grade Level	2023	21%	24%	**11%**	4%	5%	16%	-	-	*	17%	0%	*	10%	12%	6%	0%
	2022	21%	24%	**11%**	0%	13%	12%	*	60%	-	*	4%	17%	12%	6%	8%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**93%**	77%	100%	98%	*	*	-	*	70%	*	97%	84%	92%	100%
	2022	89%	89%	**89%**	86%	88%	90%	-	*	*	80%	50%	*	90%	85%	84%	80%
At Meets Grade Level or Above	2023	70%	70%	**62%**	26%	77%	74%	*	*	-	*	17%	*	66%	55%	53%	33%
	2022	68%	68%	**65%**	41%	58%	78%	-	*	*	40%	10%	*	70%	53%	56%	40%
At Masters Grade Level	2023	38%	39%	**22%**	6%	23%	28%	*	*	-	*	4%	*	24%	18%	16%	0%
	2022	42%	43%	**22%**	9%	8%	36%	-	*	*	0%	5%	*	24%	18%	17%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**94%**	*	*	100%	*	*	-	-	-	-	94%	*	80%	-
	2022	92%	94%	**94%**	-	*	93%	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2023	61%	69%	**47%**	*	*	45%	*	*	-	-	-	-	50%	*	20%	-
	2022	64%	70%	**44%**	-	*	53%	-	-	-	*	-	-	50%	*	*	-

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	18%	**12%**	*	*	9%	*	*	-	-	-	-	13%	*	0%	-
	2022	13%	19%	**11%**	-	*	13%	-	-	-	*	-	-	13%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	**66%**	51%	64%	78%	83%	88%	79%	66%	42%	81%	68%	63%	62%	55%
	2022	74%	75%	**62%**	41%	66%	71%	*	86%	61%	68%	29%	68%	66%	53%	56%	55%
At Meets Grade Level or Above	2023	49%	52%	**36%**	19%	35%	48%	83%	46%	14%	33%	15%	41%	38%	32%	29%	20%
	2022	48%	50%	**33%**	15%	35%	42%	*	59%	17%	35%	14%	26%	36%	26%	25%	19%
At Masters Grade Level	2023	20%	23%	**10%**	6%	6%	16%	33%	21%	0%	11%	5%	11%	11%	9%	6%	2%
	2022	23%	25%	**13%**	5%	11%	19%	*	41%	0%	14%	6%	3%	15%	10%	9%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**66%**	51%	66%	76%	*	90%	83%	68%	40%	77%	68%	64%	61%	59%
	2022	75%	75%	**64%**	45%	70%	72%	*	91%	56%	74%	33%	64%	69%	55%	59%	58%
At Meets Grade Level or Above	2023	53%	55%	**43%**	23%	43%	57%	*	60%	17%	44%	19%	46%	45%	40%	36%	27%
	2022	53%	54%	**38%**	17%	43%	48%	*	64%	22%	44%	17%	29%	41%	33%	30%	22%
At Masters Grade Level	2023	20%	23%	**12%**	7%	6%	21%	*	20%	0%	13%	5%	8%	13%	11%	8%	3%
	2022	25%	27%	**17%**	7%	15%	23%	*	36%	0%	23%	5%	0%	18%	14%	11%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**64%**	49%	59%	78%	*	90%	*	63%	40%	77%	66%	61%	60%	55%
	2022	72%	74%	**55%**	35%	54%	67%	*	78%	56%	65%	21%	67%	60%	46%	47%	49%
At Meets Grade Level or Above	2023	45%	49%	**29%**	16%	25%	41%	*	30%	*	28%	11%	46%	31%	25%	22%	13%
	2022	42%	45%	**22%**	10%	21%	32%	*	33%	0%	24%	11%	22%	25%	17%	16%	14%
At Masters Grade Level	2023	19%	22%	**8%**	6%	6%	12%	*	20%	*	9%	6%	15%	9%	7%	5%	2%
	2022	20%	23%	**9%**	4%	8%	14%	*	33%	0%	10%	6%	0%	11%	7%	6%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	78%	**72%**	54%	71%	83%	*	*	*	79%	51%	86%	72%	71%	69%	55%
	2022	76%	76%	**70%**	44%	81%	78%	*	86%	*	75%	33%	88%	74%	61%	66%	64%
At Meets Grade Level or Above	2023	47%	49%	**31%**	15%	32%	43%	*	*	*	21%	9%	29%	34%	27%	24%	23%
	2022	47%	49%	**37%**	15%	43%	44%	*	71%	*	45%	16%	25%	41%	27%	29%	19%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	20%	**8%**	3%	4%	13%	*	*	*	13%	4%	0%	8%	8%	5%	0%
	2022	21%	23%	**13%**	6%	13%	15%	*	57%	*	10%	6%	13%	15%	7%	8%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	**63%**	52%	63%	77%	*	*	*	38%	50%	*	70%	53%	61%	38%
	2022	75%	76%	**62%**	45%	67%	68%	-	*	*	46%	38%	*	64%	56%	55%	48%
At Meets Grade Level or Above	2023	52%	53%	**37%**	20%	42%	48%	*	*	*	23%	18%	*	41%	30%	31%	8%
	2022	50%	51%	**39%**	20%	37%	50%	-	*	*	23%	11%	*	43%	31%	31%	24%
At Masters Grade Level	2023	27%	29%	**13%**	7%	12%	18%	*	*	*	8%	5%	*	15%	10%	10%	0%
	2022	30%	32%	**13%**	4%	6%	22%	-	*	*	0%	5%	*	14%	11%	9%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	39%	**27%**	26%	14%	35%	-	-	-	40%	12%	*	25%	31%	22%	0%
	2022	36%	38%	**26%**	19%	30%	29%	-	-	*	29%	13%	*	29%	15%	23%	18%
Reading and Mathematics Including EOC	2023	37%	39%	**27%**	26%	14%	35%	-	-	-	40%	12%	*	25%	31%	22%	0%
	2022	36%	38%	**26%**	19%	30%	29%	-	-	*	29%	13%	*	29%	15%	23%	18%
Reading Including EOC	2023	50%	52%	**40%**	37%	25%	51%	-	-	-	40%	20%	*	44%	33%	36%	13%
	2022	51%	52%	**38%**	31%	50%	39%	-	-	*	29%	25%	*	41%	30%	35%	36%
Math Including EOC	2023	45%	48%	**31%**	30%	14%	43%	-	-	-	40%	15%	*	28%	36%	25%	0%
	2022	43%	45%	**37%**	35%	35%	42%	-	-	*	43%	13%	*	42%	20%	34%	27%
4th Graders																	
Reading and Mathematics	2023	38%	41%	**16%**	8%	17%	17%	-	-	*	33%	14%	*	18%	14%	14%	15%
	2022	36%	38%	**15%**	4%	9%	30%	-	*	*	10%	11%	-	15%	15%	10%	7%
Reading and Mathematics Including EOC	2023	38%	41%	**16%**	8%	17%	17%	-	-	*	33%	14%	*	18%	14%	14%	15%
	2022	36%	38%	**15%**	4%	9%	30%	-	*	*	10%	11%	-	15%	15%	10%	7%
Reading Including EOC	2023	48%	50%	**33%**	27%	39%	29%	-	-	*	56%	24%	*	35%	30%	30%	31%
	2022	54%	55%	**29%**	13%	26%	42%	-	*	*	40%	16%	-	32%	26%	20%	13%
Math Including EOC	2023	48%	51%	**23%**	11%	22%	29%	-	-	*	44%	14%	*	29%	14%	19%	23%
	2022	43%	45%	**18%**	4%	9%	36%	-	*	*	20%	16%	-	17%	21%	14%	7%
5th Graders																	
Reading and Mathematics	2023	43%	46%	**15%**	0%	19%	26%	-	*	-	11%	4%	*	12%	20%	10%	13%
	2022	41%	43%	**23%**	10%	30%	31%	-	*	-	13%	5%	-	28%	15%	17%	25%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	46%	**15%**	0%	19%	26%	-	*	-	11%	4%	*	12%	20%	10%	13%
	2022	41%	43%	**23%**	10%	30%	31%	-	*	-	13%	5%	-	28%	15%	17%	25%
Reading Including EOC	2023	57%	58%	**26%**	4%	35%	41%	-	*	-	22%	9%	*	27%	26%	21%	25%
	2022	58%	59%	**35%**	17%	40%	41%	-	*	-	50%	20%	-	42%	26%	30%	25%
Math Including EOC	2023	51%	55%	**22%**	0%	19%	41%	-	*	-	33%	13%	*	17%	29%	14%	13%
	2022	48%	50%	**32%**	10%	45%	47%	-	*	-	13%	5%	-	36%	26%	25%	42%
6th Graders																	
Reading and Mathematics	2023	35%	40%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	31%	34%	**13%**	0%	0%	30%	-	*	*	0%	5%	-	13%	13%	3%	8%
Reading and Mathematics Including EOC	2023	35%	40%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	31%	34%	**13%**	0%	0%	30%	-	*	*	0%	5%	-	13%	13%	3%	8%
Reading Including EOC	2023	52%	55%	**44%**	25%	35%	56%	-	*	-	60%	17%	-	43%	45%	39%	29%
	2022	43%	45%	**32%**	14%	6%	55%	-	*	*	33%	4%	-	32%	32%	21%	7%
Math Including EOC	2023	40%	45%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	40%	44%	**15%**	0%	6%	30%	-	*	*	17%	5%	-	17%	13%	3%	8%
7th Graders																	
Reading and Mathematics	2023	37%	42%	**35%**	13%	25%	57%	-	*	*	60%	6%	*	39%	27%	20%	19%
	2022	32%	35%	**15%**	13%	8%	24%	*	*	*	14%	28%	*	15%	16%	9%	0%
Reading and Mathematics Including EOC	2023	38%	43%	**35%**	13%	25%	57%	-	*	*	60%	6%	*	39%	27%	20%	19%
	2022	33%	37%	**15%**	13%	8%	24%	*	*	*	14%	28%	*	15%	16%	9%	0%
Reading Including EOC	2023	55%	58%	**47%**	20%	42%	71%	-	*	*	60%	12%	*	45%	52%	34%	31%
	2022	56%	58%	**37%**	23%	36%	52%	*	*	*	29%	39%	*	36%	39%	29%	13%
Math Including EOC	2023	43%	48%	**37%**	16%	25%	60%	-	*	*	60%	6%	*	41%	29%	22%	19%
	2022	37%	40%	**15%**	13%	8%	24%	*	*	*	14%	28%	*	15%	16%	9%	0%
8th Graders																	
Reading and Mathematics	2023	31%	32%	**18%**	15%	20%	29%	-	*	*	0%	19%	-	21%	14%	18%	6%
	2022	27%	27%	**12%**	8%	11%	11%	-	-	*	43%	7%	*	13%	12%	11%	0%
Reading and Mathematics Including EOC	2023	44%	48%	**28%**	18%	24%	45%	*	*	*	11%	24%	*	32%	22%	24%	11%
	2022	41%	44%	**24%**	11%	28%	25%	-	-	*	50%	18%	*	26%	18%	17%	9%
Reading Including EOC	2023	58%	61%	**41%**	29%	38%	61%	*	*	*	22%	41%	*	46%	34%	37%	22%
	2022	58%	60%	**46%**	19%	68%	47%	-	-	*	63%	18%	*	45%	46%	35%	45%

	School Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	55%	**34%**	24%	31%	52%	*	*	*	11%	24%	*	39%	26%	27%	11%
	2022	48%	51%	**28%**	11%	32%	31%	-	-	*	50%	18%	*	31%	18%	20%	18%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	40%	**23%**	12%	18%	35%	-	29%	*	22%	10%	22%	24%	21%	17%	11%
	2022	34%	36%	**17%**	9%	15%	26%	*	20%	0%	18%	11%	20%	19%	15%	12%	10%
Reading and Mathematics Including EOC	2023	39%	43%	**24%**	13%	19%	37%	*	29%	*	23%	11%	27%	26%	22%	18%	12%
	2022	36%	39%	**19%**	10%	18%	28%	*	20%	0%	20%	13%	20%	22%	15%	13%	11%
Reading Including EOC	2023	53%	56%	**39%**	24%	35%	52%	*	57%	*	43%	20%	45%	40%	37%	33%	25%
	2022	53%	55%	**37%**	19%	39%	46%	*	60%	29%	41%	19%	20%	39%	33%	28%	22%
Math Including EOC	2023	47%	50%	**28%**	15%	21%	44%	*	29%	*	30%	13%	45%	30%	25%	21%	13%
	2022	43%	46%	**24%**	12%	22%	35%	*	20%	0%	26%	13%	20%	27%	19%	18%	16%

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

	School Year	State	Region10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	57%	**54%**	54%	50%	53%	-	-	*	72%	50%	*	53%	56%	54%	46%
Grade 4 Mathematics	2023	63%	65%	**43%**	33%	37%	46%	-	-	*	72%	38%	*	38%	50%	39%	31%
Grade 5 ELA/Reading	2023	65%	68%	**47%**	31%	54%	56%	-	*	-	44%	41%	*	46%	48%	46%	47%
Grade 5 Mathematics	2023	71%	74%	**61%**	56%	56%	67%	-	*	-	75%	67%	*	61%	61%	58%	43%
Grade 6 ELA/Reading	2023	51%	54%	**49%**	52%	42%	55%	-	*	-	44%	36%	-	55%	41%	45%	44%
Grade 6 Mathematics	2023	54%	58%	**34%**	42%	40%	28%	-	*	-	22%	39%	-	34%	34%	36%	38%
Grade 7 ELA/Reading	2023	71%	74%	**66%**	55%	61%	79%	-	*	*	70%	56%	*	61%	77%	58%	60%
Grade 7 Mathematics	2023	56%	60%	**55%**	48%	47%	72%	-	*	-	*	50%	*	58%	50%	52%	59%
Grade 8 ELA/Reading	2023	63%	66%	**59%**	65%	59%	59%	*	*	*	50%	59%	*	65%	50%	59%	56%
Grade 8 Mathematics	2023	74%	73%	**77%**	75%	80%	82%	-	*	*	61%	84%	-	87%	63%	75%	75%
End of Course English I	2023	57%	58%	**50%**	39%	44%	59%	-	-	-	44%	17%	*	50%	50%	45%	27%
End of Course English II	2023	74%	75%	**75%**	62%	73%	87%	-	*	*	60%	41%	*	77%	68%	71%	53%
End of Course Algebra I	2023	76%	78%	**89%**	91%	89%	87%	*	-	-	94%	95%	*	89%	90%	91%	90%
All Grades Both Subjects	2023	64%	66%	**59%**	54%	57%	65%	*	38%	50%	59%	51%	60%	61%	56%	57%	52%
All Grades ELA/Reading	2023	63%	65%	**57%**	51%	55%	65%	*	50%	40%	54%	42%	59%	59%	55%	54%	49%
All Grades Mathematics	2023	66%	68%	**61%**	58%	60%	66%	*	21%	*	64%	62%	60%	64%	57%	60%	55%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	32%	**26%**	42%	13%	23%	-	-	-	*	25%	*	28%	24%	26%	20%
Grade 4 Mathematics	2023	27%	27%	**8%**	17%	11%	0%	-	-	-	*	7%	-	0%	17%	10%	*
Grade 5 ELA/Reading	2023	37%	38%	**14%**	20%	13%	9%	-	-	-	*	10%	*	16%	11%	13%	11%
Grade 5 Mathematics	2023	48%	50%	**40%**	30%	25%	63%	-	-	-	*	40%	*	44%	33%	36%	11%
Grade 6 ELA/Reading	2023	26%	26%	**24%**	20%	38%	17%	-	-	-	-	8%	-	29%	20%	24%	40%
Grade 6 Mathematics	2023	35%	38%	**23%**	15%	25%	*	-	-	-	*	13%	-	21%	25%	20%	40%
Grade 7 ELA/Reading	2023	39%	41%	**18%**	19%	20%	14%	-	*	-	-	8%	*	16%	21%	15%	22%
Grade 7 Mathematics	2023	22%	24%	**16%**	14%	8%	33%	-	*	-	*	0%	*	20%	7%	14%	11%
Grade 8 ELA/Reading	2023	39%	40%	**29%**	31%	20%	*	-	-	-	*	13%	-	21%	42%	33%	25%
Grade 8 Mathematics	2023	49%	49%	**32%**	39%	41%	11%	-	-	-	17%	36%	-	32%	32%	34%	33%
End of Course English I	2023	26%	26%	**5%**	10%	*	0%	-	-	-	*	8%	-	0%	13%	5%	*
End of Course English II	2023	41%	42%	**39%**	38%	29%	45%	-	-	*	*	29%	-	40%	36%	36%	33%
End of Course Algebra I	2023	58%	58%	**70%**	67%	75%	77%	-	-	-	60%	62%	-	71%	69%	69%	*
All Grades Both Subjects	2023	38%	39%	**28%**	28%	25%	30%	-	*	*	30%	22%	29%	29%	27%	27%	24%
All Grades ELA/Reading	2023	35%	36%	**23%**	25%	20%	20%	-	*	*	23%	14%	*	22%	23%	21%	23%
All Grades Mathematics	2023	40%	42%	**33%**	31%	30%	40%	-	*	-	35%	30%	*	35%	31%	32%	26%

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

	School Year	State	Region 10	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	2023	76%	78%	**66%**	-	-	-	-	-	-	51%	55%	50%	63%	*	68%	51%	95%
	2022	74%	75%	**62%**	-	-	-	-	-	-	50%	52%	49%	44%	-	61%	50%	90%
At Meets Grade Level or Above	2023	49%	52%	**36%**	-	-	-	-	-	-	16%	16%	16%	18%	*	38%	16%	69%
	2022	48%	50%	**33%**	-	-	-	-	-	-	16%	18%	7%	15%	-	33%	15%	62%
At Masters Grade Level	2023	20%	23%	**10%**	-	-	-	-	-	-	1%	2%	1%	1%	*	12%	1%	14%
	2022	23%	25%	**13%**	-	-	-	-	-	-	6%	7%	0%	8%	-	13%	6%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**66%**	-	-	-	-	-	-	55%	57%	55%	64%	*	67%	56%	90%
	2022	75%	75%	**64%**	-	-	-	-	-	-	53%	56%	48%	48%	-	64%	53%	92%
At Meets Grade Level or Above	2023	53%	55%	**43%**	-	-	-	-	-	-	23%	20%	24%	25%	*	45%	23%	76%
	2022	53%	54%	**38%**	-	-	-	-	-	-	18%	23%	3%	17%	-	39%	17%	74%
At Masters Grade Level	2023	20%	23%	**12%**	-	-	-	-	-	-	2%	3%	1%	3%	*	14%	2%	14%
	2022	25%	27%	**17%**	-	-	-	-	-	-	9%	11%	0%	13%	-	17%	9%	26%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**64%**	-	-	-	-	-	-	50%	53%	49%	60%	*	66%	51%	100%
	2022	72%	74%	**55%**	-	-	-	-	-	-	46%	52%	29%	39%	-	55%	45%	82%
At Meets Grade Level or Above	2023	45%	49%	**29%**	-	-	-	-	-	-	9%	13%	7%	9%	*	31%	9%	71%
	2022	42%	45%	**22%**	-	-	-	-	-	-	14%	18%	0%	9%	-	23%	14%	39%
At Masters Grade Level	2023	19%	22%	**8%**	-	-	-	-	-	-	1%	0%	1%	0%	*	9%	1%	24%
	2022	20%	23%	**9%**	-	-	-	-	-	-	5%	5%	0%	4%	-	9%	5%	29%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	78%	**72%**	-	-	-	-	-	-	49%	*	49%	*	-	75%	49%	100%
	2022	76%	76%	**70%**	-	-	-	-	-	-	59%	56%	63%	*	-	68%	59%	94%
At Meets Grade Level or Above	2023	47%	49%	**31%**	-	-	-	-	-	-	21%	*	22%	*	-	33%	21%	50%
	2022	47%	49%	**37%**	-	-	-	-	-	-	11%	11%	0%	*	-	36%	11%	68%
At Masters Grade Level	2023	18%	20%	**8%**	-	-	-	-	-	-	0%	*	0%	*	-	9%	0%	0%
	2022	21%	23%	**13%**	-	-	-	-	-	-	0%	0%	0%	*	-	12%	0%	26%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	**63%**	-	-	-	-	-	-	35%	-	35%	-	-	66%	35%	*
	2022	75%	76%	**62%**	-	-	-	-	-	-	39%	11%	75%	*	-	61%	39%	86%
At Meets Grade Level or Above	2023	52%	53%	**37%**	-	-	-	-	-	-	4%	-	4%	-	-	40%	4%	*
	2022	50%	51%	**39%**	-	-	-	-	-	-	17%	0%	38%	*	-	40%	17%	55%
At Masters Grade Level	2023	27%	29%	**13%**	-	-	-	-	-	-	0%	-	0%	-	-	15%	0%	*
	2022	30%	32%	**13%**	-	-	-	-	-	-	0%	0%	0%	*	-	14%	0%	14%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	**59%**	-	-	-	-	-	-	52%	41%	54%	40%	*	60%	52%	62%
All Grades ELA/Reading	2023	63%	65%	**57%**	-	-	-	-	-	-	51%	46%	52%	39%	*	59%	51%	54%

	School Year	State	Region 10	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
All Grades Mathematics	2023	66%	68%	**61%**	-	-	-	-	-	-	53%	36%	57%	40%	*	62%	54%	82%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	**28%**	-	-	-	-	-	-	24%	13%	26%	40%	-	29%	24%	*
All Grades ELA/Reading	2023	35%	36%	**23%**	-	-	-	-	-	-	23%	20%	23%	40%	-	23%	23%	*
All Grades Mathematics	2023	40%	42%	**33%**	-	-	-	-	-	-	26%	*	28%	40%	-	34%	26%	-

* 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.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	98%	99%	96%	99%	99%	99%	99%
Included in Accountability	93%	92%	**88%**	89%	86%	89%	86%	100%	100%	88%	88%	82%	93%	82%	88%	83%
Not Included in Accountability: Mobile	4%	5%	**10%**	10%	10%	9%	14%	0%	0%	11%	10%	11%	6%	16%	10%	10%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	4%	0%	0%	0%	0%	0%	1%	2%	1%	2%	1%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	2%	1%	4%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	0%	1%	0%	0%	0%	2%	1%	4%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	100%	100%	*	100%	100%	100%	99%	94%	99%	99%	99%	99%
Included in Accountability	92%	91%	**88%**	89%	83%	90%	*	100%	100%	88%	87%	76%	92%	81%	87%	78%
Not Included in Accountability: Mobile	4%	5%	**10%**	10%	9%	10%	*	0%	0%	13%	9%	12%	6%	16%	9%	10%
Not Included in Accountability: Other Exclusions	3%	4%	**2%**	0%	7%	0%	*	0%	0%	0%	3%	6%	1%	3%	2%	11%
Not Tested	1%	1%	**1%**	1%	0%	0%	*	0%	0%	0%	1%	6%	1%	1%	1%	1%
Absent	1%	1%	**1%**	1%	0%	0%	*	0%	0%	0%	1%	6%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	*	100%	*	98%	100%	94%	99%	100%	99%	100%
Included in Accountability	94%	93%	**88%**	90%	87%	89%	*	100%	*	86%	89%	81%	92%	82%	88%	85%
Not Included in Accountability: Mobile	5%	5%	**10%**	10%	11%	10%	*	0%	*	13%	11%	13%	6%	16%	10%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	3%
Not Tested	1%	1%	**1%**	0%	0%	1%	*	0%	*	2%	0%	6%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	2%	0%	6%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	98%	99%	*	*	*	93%	100%	100%	98%	99%	98%	98%
Included in Accountability	93%	93%	**88%**	88%	87%	90%	*	*	*	89%	86%	100%	92%	82%	88%	87%
Not Included in Accountability: Mobile	4%	5%	**10%**	12%	10%	9%	*	*	*	4%	14%	0%	6%	16%	10%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	0%	2%	1%	*	*	*	7%	0%	0%	2%	1%	2%	2%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	2%	1%	*	*	*	7%	0%	0%	2%	1%	2%	2%
Other	0%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	99%	100%	98%	*	*	*	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	**91%**	90%	94%	90%	*	*	*	93%	89%	80%	96%	84%	90%	89%
Not Included in Accountability: Mobile	4%	4%	**7%**	9%	5%	8%	*	*	*	7%	9%	20%	3%	14%	8%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	2%	0%	*	*	*	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	2%	**1%**	1%	0%	2%	*	*	*	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	2%	*	*	*	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	**81%**	*	*	79%	*	*	-	-	-	-	80%	*	83%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	*	100%	100%	98%	100%	98%	99%	99%	99%	100%
Included in Accountability	93%	92%	**90%**	88%	91%	91%	*	73%	100%	90%	92%	71%	96%	80%	92%	88%
Not Included in Accountability: Mobile	5%	5%	**8%**	11%	6%	8%	*	28%	0%	8%	7%	27%	3%	17%	6%	7%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	0%	3%	0%	*	0%	0%	0%	1%	0%	0%	2%	1%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	*	0%	0%	2%	0%	2%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	0%	*	0%	0%	2%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**1%**	0%	0%	1%	*	0%	0%	0%	0%	2%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	*	100%	100%	97%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	**89%**	87%	90%	91%	*	73%	100%	89%	92%	70%	95%	80%	92%	87%
Not Included in Accountability: Mobile	5%	5%	**8%**	12%	5%	8%	*	27%	0%	8%	6%	30%	3%	17%	6%	6%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	4%	0%	*	0%	0%	0%	1%	0%	1%	2%	1%	7%
Not Tested	1%	1%	**1%**	1%	1%	1%	*	0%	0%	3%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	*	0%	0%	3%	1%	0%	1%	1%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	100%	98%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	**89%**	89%	90%	89%	*	69%	100%	89%	92%	69%	96%	80%	92%	88%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**9%**	11%	6%	8%	*	31%	0%	9%	7%	31%	3%	18%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	0%	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	0%	2%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	2%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**1%**	0%	1%	2%	*	0%	0%	0%	0%	0%	1%	1%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	99%	100%	99%	*	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	93%	**91%**	90%	92%	91%	*	78%	*	95%	93%	80%	98%	79%	93%	86%
Not Included in Accountability: Mobile	4%	5%	**8%**	9%	6%	8%	*	22%	*	5%	6%	20%	2%	18%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	1%	*	0%	*	0%	0%	0%	0%	2%	1%	7%
Not Tested	2%	2%	**1%**	1%	0%	1%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**99%**	98%	100%	99%	-	*	*	100%	100%	80%	100%	97%	99%	100%
Included in Accountability	94%	94%	**92%**	89%	94%	92%	-	*	*	93%	93%	60%	97%	82%	93%	91%
Not Included in Accountability: Mobile	4%	4%	**7%**	9%	6%	7%	-	*	*	7%	8%	20%	3%	16%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**1%**	2%	0%	1%	-	*	*	0%	0%	20%	0%	3%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	*	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	2%	0%	0%	-	*	*	0%	0%	20%	0%	1%	1%	0%
Accelerated Testers																
SAT/ACT Participant	89%	95%	**67%**	-	*	68%	-	-	-	*	-	-	70%	*	67%	-

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

\- Indicates there are no students in the group.

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.6%	**90.1%**	88.6%	91.9%	90.0%	94.1%	92.1%	88.2%	90.2%	88.9%	89.6%	93.0%
2020-21	95.0%	95.2%	**93.4%**	91.3%	93.7%	94.7%	93.9%	95.1%	86.8%	91.9%	92.8%	92.4%	93.3%
Chronic Absenteeism													
2021-22	25.7%	23.5%	**37.5%**	45.4%	27.4%	38.4%	14.3%	22.7%	47.1%	36.1%	41.2%	39.7%	20.6%
2020-21	15.0%	13.7%	**24.4%**	33.7%	19.6%	19.3%	23.1%	18.2%	64.7%	34.1%	26.9%	28.8%	24.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	**1.2%**	3.9%	0.0%	0.0%	*	*	*	0.0%	2.1%	1.0%	0.0%
2020-21	0.9%	0.7%	**0.4%**	0.0%	0.0%	0.8%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	3.2%	**1.2%**	2.8%	0.9%	0.8%	*	0.0%	0.0%	0.0%	2.4%	1.9%	0.0%
2020-21	2.4%	2.8%	**0.6%**	0.0%	0.0%	1.3%	*	0.0%	0.0%	0.0%	1.3%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.3%	**93.1%**	86.7%	94.4%	93.3%	-	-	*	100.0%	71.4%	90.7%	*
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	*
Continued HS	3.5%	4.1%	**3.0%**	13.3%	0.0%	1.7%	-	-	*	0.0%	21.4%	3.7%	*
Dropped Out	6.4%	8.4%	**4.0%**	0.0%	5.6%	5.0%	-	-	*	0.0%	7.1%	5.6%	*
Graduates and TxCHSE	90.0%	87.5%	**93.1%**	86.7%	94.4%	93.3%	-	-	*	100.0%	71.4%	90.7%	*
Graduates, TxCHSE, and Continuers	93.6%	91.6%	**96.0%**	100.0%	94.4%	95.0%	-	-	*	100.0%	92.9%	94.4%	*
Class of 2021													
Graduated	90.0%	87.5%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	5.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.8%	7.1%	**6.1%**	4.3%	0.0%	12.2%	-	*	*	0.0%	11.8%	7.0%	0.0%
Graduates and TxCHSE	90.3%	87.7%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	92.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.0%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Received TxCHSE	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.5%	**6.1%**	4.3%	0.0%	12.2%	-	*	*	0.0%	11.8%	7.0%	0.0%
Graduates and TxCHSE	92.7%	90.3%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	91.5%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	89.9%	**94.6%**	81.8%	100.0%	96.4%	*	*	*	*	90.9%	90.4%	*
Received TxCHSE	0.5%	0.3%	**0.9%**	0.0%	0.0%	1.8%	*	*	*	*	0.0%	0.0%	*
Continued HS	1.1%	1.7%	**0.9%**	4.5%	0.0%	0.0%	*	*	*	*	9.1%	1.9%	*
Dropped Out	6.2%	8.1%	**3.6%**	13.6%	0.0%	1.8%	*	*	*	*	0.0%	7.7%	*
Graduates and TxCHSE	92.7%	90.2%	**95.5%**	81.8%	100.0%	98.2%	*	*	*	*	90.9%	90.4%	*
Graduates, TxCHSE, and Continuers	93.8%	91.9%	**96.4%**	86.4%	100.0%	98.2%	*	*	*	*	100.0%	92.3%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	90.5%	**94.6%**	81.8%	100.0%	96.4%	*	*	*	*	100.0%	90.4%	*
Received TxCHSE	0.5%	0.4%	**0.9%**	0.0%	0.0%	1.8%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.5%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.2%	8.5%	**4.5%**	18.2%	0.0%	1.8%	*	*	*	*	0.0%	9.6%	*
Graduates and TxCHSE	93.2%	90.9%	**95.5%**	81.8%	100.0%	98.2%	*	*	*	*	100.0%	90.4%	*
Graduates, TxCHSE, and Continuers	93.8%	91.5%	**95.5%**	81.8%	100.0%	98.2%	*	*	*	*	100.0%	90.4%	*
Class of 2019													
Graduated	92.6%	91.3%	**97.2%**	92.9%	95.5%	98.4%	*	*	*	*	100.0%	94.8%	*
Received TxCHSE	0.6%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.2%	7.6%	**2.8%**	7.1%	4.5%	1.6%	*	*	*	*	0.0%	5.2%	*
Graduates and TxCHSE	93.2%	91.8%	**97.2%**	92.9%	95.5%	98.4%	*	*	*	*	100.0%	94.8%	*
Graduates, TxCHSE, and Continuers	93.8%	92.4%	**97.2%**	92.9%	95.5%	98.4%	*	*	*	*	100.0%	94.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.3%	**91.3%**	81.3%	94.4%	91.8%	-	-	*	100.0%	62.5%	89.1%	*
Class of 2021	90.0%	87.5%	**94.0%**	95.7%	100.0%	87.8%	*	*	*	100.0%	88.2%	93.1%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	55.6%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	62.5%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	*
Class of 2021	3.8%	3.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	85.9%	**87.2%**	84.6%	82.4%	89.3%	-	-	*	83.3%	70.0%	87.8%	*
Class of 2021	81.9%	79.4%	**85.2%**	81.8%	90.9%	83.7%	-	*	*	60.0%	46.7%	77.3%	83.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	89.4%	**87.2%**	84.6%	82.4%	89.3%	-	-	*	83.3%	70.0%	87.8%	*
Class of 2021	85.7%	82.5%	**85.2%**	81.8%	90.9%	83.7%	-	*	*	60.0%	46.7%	77.3%	83.3%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	26.5%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	19.6%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	3.8%	3.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	**82.8%**	68.8%	78.9%	89.1%	-	*	*	83.3%	53.8%	80.8%	*
2020-21	80.4%	77.8%	**84.9%**	85.0%	90.6%	83.7%	*	*	*	60.0%	53.8%	78.1%	81.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.3%	**82.8%**	68.8%	78.9%	89.1%	-	*	*	83.3%	53.8%	80.8%	*
2020-21	84.1%	80.8%	**84.9%**	85.0%	90.6%	83.7%	*	*	*	60.0%	53.8%	78.1%	81.8%

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	99	100.0%	368,686	100.0%
By Ethnicity:				
African American	16	16.2%	45,227	12.3%
Hispanic	19	19.2%	191,125	51.8%
White	55	55.6%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	1	1.0%	18,794	5.1%
Pacific Islander	2	2.0%	569	0.2%
Two or More Races	6	6.1%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	17	17.2%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	82	82.8%	302,917	82.2%
Special Education Graduates	13	13.1%	32,447	8.8%
Economically Disadvantaged Graduates	52	52.5%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.0%	40,398	11.0%
At-Risk Graduates	56	56.6%	159,689	43.3%
CTE Completers	40	40.4%	107,502	29.2%

Academic Year	State	Region 10	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)													
2021-22	70.0%	70.7%	**93.9%**	87.5%	94.7%	96.4%	-	*	*	83.3%	76.9%	94.2%	*
2020-21	65.2%	65.3%	**84.0%**	85.0%	81.3%	86.0%	*	*	*	60.0%	92.3%	82.8%	90.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	54.8%	**88.9%**	75.0%	94.7%	92.7%	-	*	*	66.7%	53.8%	88.5%	*
2020-21	52.7%	55.3%	**77.4%**	70.0%	81.3%	79.1%	*	*	*	60.0%	53.8%	73.4%	90.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	57.9%	**84.8%**	75.0%	84.2%	85.5%	-	*	*	100.0%	61.5%	84.6%	*
2020-21	56.1%	58.4%	**84.0%**	90.0%	78.1%	86.0%	*	*	*	80.0%	69.2%	78.1%	90.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	48.4%	**83.8%**	75.0%	84.2%	87.3%	-	*	*	66.7%	61.5%	84.6%	*
2020-21	45.7%	46.2%	**76.4%**	75.0%	78.1%	76.7%	*	*	*	60.0%	61.5%	71.9%	90.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.7%	**77.8%**	68.8%	84.2%	78.2%	-	*	*	66.7%	53.8%	80.8%	*
2020-21	40.4%	41.7%	**69.8%**	70.0%	62.5%	74.4%	*	*	*	60.0%	53.8%	64.1%	90.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	25.8%	**1.0%**	0.0%	0.0%	1.8%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	21.3%	26.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	3.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	2.6%	3.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	23.1%	**40.4%**	6.3%	36.8%	54.5%	-	*	*	33.3%	0.0%	25.0%	*
2020-21	25.9%	25.6%	**32.1%**	5.0%	31.3%	51.2%	*	*	*	0.0%	0.0%	23.4%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	4.4%	3.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	31.7%	**21.2%**	37.5%	10.5%	20.0%	-	*	*	33.3%	69.2%	23.1%	*
2020-21	24.2%	20.4%	**18.9%**	25.0%	21.9%	16.3%	*	*	*	0.0%	84.6%	17.2%	36.4%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	26.3%	**15.2%**	12.5%	10.5%	16.4%	-	*	*	33.3%	23.1%	13.5%	*

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	14.9%	**9.4%**	0.0%	15.6%	11.6%	*	*	*	0.0%	15.4%	3.1%	27.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	0.7%	0.9%	**0.9%**	0.0%	3.1%	0.0%	*	*	*	0.0%	7.7%	1.6%	9.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.2%	**4.0%**	18.8%	0.0%	1.8%	-	*	*	0.0%	30.8%	7.7%	*
2020-21	2.4%	2.0%	**5.7%**	15.0%	0.0%	4.7%	*	*	*	0.0%	38.5%	9.4%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.9%	**7.1%**	25.0%	0.0%	5.5%	-	*	*	0.0%	53.8%	9.6%	*
2020-21	4.4%	4.1%	**6.6%**	20.0%	9.4%	0.0%	*	*	*	0.0%	53.8%	7.8%	18.2%

	Academic Year	State	Region 10	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	2021-22	22.8%	17.8%	**35.4%**	12.5%	15.8%	49.1%	-	*	*	16.7%	7.7%	21.2%	*
	2020-21	25.9%	21.6%	**34.0%**	15.0%	18.8%	58.1%	*	*	*	20.0%	0.0%	25.0%	0.0%
Mathematics	2021-22	18.7%	13.9%	**31.3%**	6.3%	15.8%	43.6%	-	*	*	16.7%	0.0%	17.3%	*
	2020-21	19.4%	15.1%	**22.6%**	5.0%	15.6%	39.5%	*	*	*	0.0%	0.0%	15.6%	0.0%
Both Subjects	2021-22	12.6%	8.3%	**25.3%**	6.3%	15.8%	32.7%	-	*	*	16.7%	0.0%	13.5%	*
	2020-21	14.4%	10.7%	**19.8%**	5.0%	12.5%	34.9%	*	*	*	0.0%	0.0%	10.9%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	9.5%	**56.6%**	68.8%	68.4%	43.6%	-	*	*	83.3%	53.8%	69.2%	*
	2020-21	8.6%	7.0%	**57.5%**	80.0%	62.5%	39.5%	*	*	*	80.0%	69.2%	60.9%	90.9%
Mathematics	2021-22	14.0%	11.3%	**56.6%**	68.8%	73.7%	47.3%	-	*	*	66.7%	61.5%	71.2%	*
	2020-21	10.3%	7.5%	**56.6%**	70.0%	68.8%	39.5%	*	*	*	60.0%	61.5%	59.4%	90.9%
Both Subjects	2021-22	7.5%	5.9%	**46.5%**	62.5%	63.2%	36.4%	-	*	*	50.0%	53.8%	63.5%	*
	2020-21	4.9%	3.7%	**43.4%**	65.0%	50.0%	23.3%	*	*	*	60.0%	53.8%	46.9%	90.9%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	28.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	21.1%	26.1%	**1.8%**	0.0%	1.9%	1.8%	*	*	0.0%	0.0%	0.0%	1.6%	0.0%
English Language Arts	2022	13.2%	17.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	16.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	9.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	8.3%	**1.8%**	0.0%	1.9%	1.8%	*	*	0.0%	0.0%	0.0%	1.6%	0.0%
Science	2022	9.6%	12.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	8.7%	10.9%	**0.0%**	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	15.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	14.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	58.5%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	53.0%	*	-	*	*	-	*	-	-	-	*	-
English Language Arts	2022	53.2%	59.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	47.1%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	57.3%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	55.3%	*	-	*	*	-	*	-	-	-	*	-
Science	2022	44.7%	50.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	46.6%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	49.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	48.7%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	82.2%	**35.4%**	31.3%	31.6%	38.2%	-	*	*	33.3%	23.1%	26.9%	*
	2020-21	70.8%	80.5%	**27.4%**	30.0%	25.0%	25.6%	*	*	*	20.0%	0.0%	28.1%	18.2%
At/Above Criterion for All Examinees	2021-22	32.1%	34.9%	**28.6%**	0.0%	0.0%	47.6%	-	-	*	*	*	0.0%	-
	2020-21	32.9%	36.5%	**24.1%**	0.0%	0.0%	54.5%	-	*	*	*	-	11.1%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1017	**977**	*	*	1115	-	-	-	-	*	838	-
	2020-21	1002	1015	**1000**	856	894	1100	-	1400	940	-	-	944	-
English Language Arts and Writing	2021-22	506	512	**493**	*	*	556	-	-	-	-	*	423	-
	2020-21	504	509	**515**	460	446	570	-	710	440	-	-	489	-
Mathematics	2021-22	496	506	**485**	*	*	559	-	-	-	-	*	414	-
	2020-21	498	506	**485**	396	448	530	-	690	500	-	-	455	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.0	**20.4**	*	*	21.6	-	-	*	*	-	17.7	-
	2020-21	20.0	19.9	**20.6**	19.0	18.0	22.8	-	33.0	15.5	20.0	-	19.2	12.5
English Language Arts	2021-22	19.2	18.6	**20.4**	*	*	21.7	-	-	*	*	-	17.8	-
	2020-21	19.6	19.5	**20.8**	18.0	17.8	23.1	-	34.0	16.3	20.0	-	19.5	11.3
Mathematics	2021-22	19.3	19.0	**19.4**	*	*	20.6	-	-	*	*	-	16.3	-
	2020-21	19.9	20.0	**19.9**	17.0	18.8	21.7	-	30.0	15.5	16.0	-	18.6	15.0
Science	2021-22	19.8	19.2	**21.2**	*	*	22.2	-	-	*	*	-	18.2	-
	2020-21	20.3	20.3	**20.8**	22.0	17.2	23.0	-	33.0	14.5	25.0	-	19.0	11.5

	Academic Year	State	Region 10	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	2021-22	44.2%	47.5%	**33.1%**	16.3%	24.8%	43.0%	*	45.5%	33.3%	37.5%	13.7%	23.4%	4.0%
	2020-21	42.5%	46.6%	**32.5%**	15.7%	32.7%	38.7%	*	33.3%	50.0%	29.4%	11.8%	21.1%	26.9%
English Language Arts	2021-22	16.6%	17.8%	**13.5%**	1.1%	10.1%	20.6%	*	27.3%	0.0%	6.3%	1.4%	6.0%	0.0%
	2020-21	16.3%	17.4%	**16.5%**	3.8%	15.0%	23.4%	*	20.0%	0.0%	12.5%	1.6%	10.4%	4.0%
Mathematics	2021-22	19.9%	21.9%	**11.4%**	3.4%	9.1%	15.0%	*	30.0%	16.7%	7.7%	2.9%	6.5%	0.0%
	2020-21	19.3%	21.2%	**10.8%**	1.4%	6.5%	17.2%	*	16.7%	0.0%	8.3%	1.8%	5.7%	4.0%
Science	2021-22	21.1%	22.3%	**19.2%**	14.6%	15.2%	22.5%	*	0.0%	33.3%	37.5%	13.2%	16.9%	4.0%
	2020-21	20.6%	22.7%	**16.4%**	14.7%	20.8%	14.3%	*	16.7%	50.0%	15.4%	7.3%	15.4%	17.4%
Social Studies	2021-22	22.8%	26.5%	**13.9%**	0.0%	8.4%	23.3%	*	20.0%	0.0%	6.3%	0.0%	6.5%	0.0%
	2020-21	22.8%	26.8%	**17.6%**	1.3%	19.0%	25.1%	*	16.7%	0.0%	0.0%	1.6%	10.4%	7.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.7%	**40.6%**	35.0%	40.6%	46.5%	*	*	*	20.0%	15.4%	39.1%	27.3%
	2019-20	46.1%	46.2%	**41.8%**	31.6%	31.0%	50.9%	*	*	*	*	16.7%	41.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	1,511	100.0%	5,504,150	100.0%	1,517	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	3	0.2%	17,201	0.3%	7	0.5%	25,110	0.5%
Pre-Kindergarten	72	4.8%	243,493	4.4%	74	4.9%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	72	4.8%	203,294	3.7%	74	4.9%	203,749	3.7%
Kindergarten	115	7.6%	367,180	6.7%	115	7.6%	367,633	6.7%
Grade 1	100	6.6%	399,048	7.2%	100	6.6%	399,419	7.2%
Grade 2	104	6.9%	395,639	7.2%	104	6.9%	395,969	7.2%
Grade 3	115	7.6%	393,583	7.2%	115	7.6%	393,871	7.1%
Grade 4	105	6.9%	393,765	7.2%	105	6.9%	394,020	7.1%
Grade 5	101	6.7%	395,111	7.2%	101	6.7%	395,384	7.2%
Grade 6	110	7.3%	399,341	7.3%	110	7.3%	399,557	7.2%
Grade 7	110	7.3%	409,362	7.4%	110	7.3%	409,566	7.4%
Grade 8	111	7.3%	425,589	7.7%	111	7.3%	425,758	7.7%
Grade 9	129	8.5%	477,875	8.7%	129	8.5%	478,101	8.7%
Grade 10	116	7.7%	436,752	7.9%	116	7.6%	437,002	7.9%
Grade 11	118	7.8%	385,894	7.0%	118	7.8%	386,246	7.0%
Grade 12	102	6.8%	364,317	6.6%	102	6.7%	366,512	6.6%
Ethnic Distribution:								
African American	380	25.1%	705,310	12.8%	380	25.0%	706,775	12.8%
Hispanic	363	24.0%	2,915,219	53.0%	365	24.1%	2,921,416	52.9%
White	631	41.8%	1,410,571	25.6%	635	41.9%	1,416,240	25.7%
American Indian	6	0.4%	17,920	0.3%	6	0.4%	17,976	0.3%
Asian	22	1.5%	280,306	5.1%	22	1.5%	280,742	5.1%
Pacific Islander	13	0.9%	8,696	0.2%	13	0.9%	8,718	0.2%
Two or More Races	96	6.4%	166,128	3.0%	96	6.3%	166,565	3.0%
Sex:								
Female	768	50.8%	2,688,496	48.8%	772	50.9%	2,693,780	48.8%
Male	743	49.2%	2,815,654	51.2%	745	49.1%	2,824,652	51.2%
Economically Disadvantaged	1,132	74.9%	3,415,987	62.1%	1,135	74.8%	3,421,217	62.0%
Non-Educationally Disadvantaged	379	25.1%	2,088,163	37.9%	382	25.2%	2,097,215	38.0%
Section 504 Students	137	9.1%	407,619	7.4%	137	9.0%	407,904	7.4%
EB Students/EL	192	12.7%	1,269,408	23.1%	192	12.7%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	49	3.0%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	134	8.9%	302,409	5.5%	134	8.8%	302,615	5.5%
Foster Care	6	0.4%	13,415	0.2%	6	0.4%	13,453	0.2%
Homeless	8	0.5%	72,534	1.3%	8	0.5%	72,654	1.3%
Immigrant	15	1.0%	122,390	2.2%	15	1.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	715	47.3%	3,555,650	64.6%	721	47.5%	3,563,890	64.6%
Military Connected	60	4.0%	199,203	3.6%	60	4.0%	199,325	3.6%
At-Risk	935	61.9%	2,935,164	53.3%	935	61.6%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	189	12.5%	1,278,846	23.2%	189	12.5%	1,279,697	23.2%
Career and Technical Education	537	35.5%	1,459,380	26.5%	537	35.4%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	392	84.3%	1,203,083	72.3%	392	84.3%	1,203,363	72.2%
Gifted and Talented Education	90	6.0%	453,585	8.2%	90	5.9%	453,689	8.2%
Special Education	262	17.3%	693,061	12.6%	268	17.7%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	262		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	141	53.8%	305,800	44.1%				
Students with Physical Disabilities	52	19.8%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	50	19.1%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	264	18.3%	893,031	16.8%				
By Ethnicity: African American	96	6.7%	176,665	3.3%				
Hispanic	29	2.0%	462,284	8.7%				
White	113	7.8%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	7	0.5%	38,716	0.7%				
Pacific Islander	3	0.2%	2,067	0.0%				
Two or More Races	16	1.1%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	44	16.4%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	12	8.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	194	18.9%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	162	15.9%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	2.4%	1.5%	8.3%	4.5%
Grade 1	3.8%	2.5%	0.0%	3.6%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	1.1%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	4.7%	8.7%	0.0%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	0	0.0%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.3	18.7
Grade 1	20.2	19.1
Grade 2	16.4	19.1
Grade 3	21.3	19.3
Grade 4	18.7	19.4
Grade 5	18.9	20.8
Grade 6	17.4	19.2
Secondary:		
English/Language Arts	18.0	16.2
Foreign Languages	15.6	18.8
Mathematics	14.9	17.5
Science	18.7	18.5
Social Studies	17.7	18.9

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	239.7	100.0%	763,729.4	100.0%
Professional Staff:	158.9	66.3%	489,326.8	64.1%
Teachers	120.2	50.1%	371,646.7	48.7%
Professional Support	21.3	8.9%	82,878.8	10.9%
Campus Administration (School Leadership)	10.4	4.3%	25,300.5	3.3%
Central Administration	7.2	3.0%	9,500.8	1.2%
Educational Aides:	33.4	13.9%	86,185.9	11.3%
Auxiliary Staff:	47.3	19.7%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	4.0	n/a	13,815.0	n/a
Part-time Counselors	4.0	n/a	1,240.0	n/a
Total Minority Staff:	45.7	19.1%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	9.0	7.5%	44,033.4	11.8%
Hispanic	8.7	7.2%	110,015.9	29.6%
White	98.7	82.1%	203,967.5	54.9%
American Indian	1.0	0.8%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	2.9	2.4%	4,531.1	1.2%
Teachers by Sex:				
Males	30.5	25.4%	90,752.5	24.4%
Females	89.7	74.6%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	87.3	72.6%	268,238.6	72.2%
Masters	32.8	27.3%	92,878.9	25.0%
Doctorate	0.1	0.1%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	13.0	10.8%	36,179.6	9.7%
1-5 Years Experience	28.5	23.7%	97,667.0	26.3%
6-10 Years Experience	26.9	22.4%	76,209.5	20.5%
11-20 Years Experience	26.0	21.6%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	20.9	17.4%	49,550.0	13.3%
Over 30 Years Experience	4.8	4.0%	10,867.4	2.9%
Number of Students per Teacher	12.6	n/a	14.8	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	4.2	6.1
Average Years Experience of Principals with District	2.2	5.3
Average Years Experience of Assistant Principals	1.0	5.2
Average Years Experience of Assistant Principals with District	1.0	4.4
Average Years Experience of Teachers:	11.1	11.0
Average Years Experience of Teachers with District:	4.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$51,615	$53,300
1-5 Years Experience	$52,072	$56,516
6-10 Years Experience	$57,126	$59,732
11-20 Years Experience	$65,281	$63,389
21-30 Years Experience	$67,842	$67,876
Over 30 Years Experience	$67,520	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$59,370	$60,717
Professional Support	$72,160	$72,022
Campus Administration (School Leadership)	$81,278	$85,167
Central Administration	$107,831	$112,702
Instructional Staff Percent:	69.9%	65.1%
Turnover Rate for Teachers:	27.4%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	28.6	1,277.2
Educational Aides	2.4	171.8
Auxiliary Staff	4.6	389.8
Contracted Instructional Staff:	0.0	2,105.4

	------ District -----		------- State -------	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment:				
Recognized	-	-	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	1.4%	22,050.2	5.9%
Career and Technical Education	11.6	9.6%	19,907.7	5.4%
Compensatory Education	3.9	3.2%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	87.2	72.6%	262,398.5	70.6%
Special Education	13.3	11.0%	36,110.2	9.7%
Other	2.6	2.1%	13,069.7	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: COMMERCE ISD

Campus Name: COMMERCE H S

Campus Number: 116903001

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	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	2023	72%	63%	**63%**	42%	69%	70%	-	-	*	67%	22%	*	68%	50%	56%	61%
	2022	65%	59%	**59%**	33%	74%	62%	-	100%	*	43%	23%	80%	62%	51%	52%	65%
At Meets Grade Level or Above	2023	52%	46%	**46%**	16%	61%	57%	-	-	*	44%	11%	*	48%	43%	38%	44%
	2022	47%	35%	**35%**	9%	36%	45%	-	80%	*	43%	5%	40%	37%	31%	30%	15%
At Masters Grade Level	2023	13%	8%	**8%**	3%	6%	14%	-	-	*	0%	0%	*	10%	5%	4%	0%
	2022	11%	5%	**5%**	0%	4%	5%	-	40%	*	0%	0%	0%	6%	2%	3%	4%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	**76%**	64%	77%	82%	-	*	*	71%	47%	*	74%	79%	70%	61%
	2022	72%	66%	**66%**	39%	76%	73%	*	*	-	*	37%	*	74%	50%	59%	36%
At Meets Grade Level or Above	2023	54%	57%	**57%**	27%	59%	76%	-	*	*	57%	21%	*	56%	59%	50%	22%
	2022	55%	49%	**49%**	11%	62%	59%	*	*	-	*	19%	*	55%	34%	36%	9%
At Masters Grade Level	2023	9%	7%	**7%**	0%	3%	12%	-	*	*	14%	0%	*	7%	5%	6%	0%
	2022	9%	8%	**8%**	0%	12%	9%	*	*	-	*	4%	*	9%	5%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	86%	**83%**	74%	84%	90%	-	*	*	71%	58%	*	85%	78%	82%	76%
	2022	76%	59%	**52%**	41%	54%	57%	-	*	*	*	14%	*	52%	53%	44%	37%
At Meets Grade Level or Above	2023	43%	35%	**28%**	21%	42%	28%	-	*	*	14%	0%	*	30%	24%	26%	18%
	2022	43%	20%	**10%**	0%	14%	11%	-	*	*	*	0%	*	10%	10%	7%	0%
At Masters Grade Level	2023	23%	6%	**4%**	6%	3%	2%	-	*	*	14%	0%	*	3%	5%	3%	0%
	2022	27%	14%	**4%**	0%	3%	4%	-	*	*	*	0%	*	4%	5%	4%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	86%	**86%**	76%	87%	92%	-	-	*	83%	65%	*	86%	88%	85%	68%
	2022	83%	82%	**82%**	71%	87%	82%	*	100%	-	*	50%	83%	85%	76%	80%	62%
At Meets Grade Level or Above	2023	56%	37%	**37%**	8%	42%	47%	-	-	*	33%	0%	*	38%	32%	28%	21%
	2022	55%	45%	**45%**	19%	47%	54%	*	80%	-	*	19%	33%	46%	42%	39%	15%
At Masters Grade Level	2023	21%	11%	**11%**	4%	5%	16%	-	-	*	17%	0%	*	10%	12%	6%	0%
	2022	21%	11%	**11%**	0%	13%	12%	*	60%	-	*	4%	17%	12%	6%	8%	8%
End of Course U.S. History																	

	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 Approaches Grade Level or Above	2023	94%	93%	**93%**	77%	100%	98%	*	*	-	*	70%	*	97%	84%	92%	100%
	2022	89%	89%	**89%**	86%	88%	90%	-	*	*	80%	50%	*	90%	85%	84%	80%
At Meets Grade Level or Above	2023	70%	62%	**62%**	26%	77%	74%	*	*	-	*	17%	*	66%	55%	53%	33%
	2022	68%	65%	**65%**	41%	58%	78%	-	*	*	40%	10%	*	70%	53%	56%	40%
At Masters Grade Level	2023	38%	22%	**22%**	6%	23%	28%	*	*	-	*	4%	*	24%	18%	16%	0%
	2022	42%	22%	**22%**	9%	8%	36%	-	*	*	0%	5%	*	24%	18%	17%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	94%	**94%**	*	*	100%	*	*	-	-	-	-	94%	*	80%	-
	2022	92%	94%	**94%**	-	*	93%	-	-	-	*	-	-	100%	*	*	-
At Meets Grade Level or Above	2023	61%	47%	**47%**	*	*	45%	*	*	-	-	-	-	50%	*	20%	-
	2022	64%	44%	**44%**	-	*	53%	-	-	-	*	-	-	50%	*	*	-
At Masters Grade Level	2023	12%	12%	**12%**	*	*	9%	*	*	-	-	-	-	13%	*	0%	-
	2022	13%	11%	**11%**	-	*	13%	-	-	-	*	-	-	13%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	66%	**80%**	65%	83%	86%	*	100%	67%	76%	51%	100%	81%	75%	76%	69%
	2022	74%	62%	**70%**	52%	76%	74%	*	94%	43%	68%	35%	75%	74%	61%	63%	56%
At Meets Grade Level or Above	2023	49%	36%	**46%**	20%	56%	55%	*	57%	0%	42%	10%	43%	47%	43%	38%	27%
	2022	48%	33%	**41%**	15%	42%	51%	*	71%	29%	44%	11%	35%	44%	33%	32%	14%
At Masters Grade Level	2023	20%	10%	**10%**	4%	7%	14%	*	43%	0%	12%	1%	14%	10%	9%	6%	0%
	2022	23%	13%	**10%**	1%	8%	14%	*	47%	0%	4%	3%	5%	11%	7%	7%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	66%	**69%**	52%	73%	75%	-	*	*	69%	33%	*	71%	64%	63%	61%
	2022	75%	64%	**62%**	36%	75%	68%	*	100%	*	55%	31%	67%	68%	51%	55%	57%
At Meets Grade Level or Above	2023	53%	43%	**51%**	21%	60%	66%	-	*	*	50%	15%	*	52%	51%	44%	33%
	2022	53%	38%	**41%**	10%	47%	52%	*	67%	*	55%	12%	33%	45%	32%	32%	14%
At Masters Grade Level	2023	20%	12%	**7%**	1%	4%	13%	-	*	*	6%	0%	*	8%	5%	5%	0%
	2022	25%	17%	**6%**	0%	7%	7%	*	33%	*	9%	2%	0%	7%	3%	3%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	64%	**84%**	71%	85%	92%	*	*	*	71%	58%	*	86%	79%	82%	76%
	2022	72%	55%	**58%**	41%	57%	66%	-	*	*	60%	14%	*	60%	52%	46%	37%

	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 Meets Grade Level or Above	2023	45%	29%	**30%**	20%	42%	31%	*	*	*	14%	0%	*	33%	24%	25%	18%
	2022	42%	22%	**15%**	0%	14%	21%	-	*	*	0%	0%	*	17%	10%	7%	0%
At Masters Grade Level	2023	19%	8%	**5%**	6%	3%	3%	*	*	*	14%	0%	*	5%	5%	3%	0%
	2022	20%	9%	**5%**	0%	3%	7%	-	*	*	0%	0%	*	5%	5%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**86%**	76%	87%	92%	-	-	*	83%	65%	*	86%	88%	85%	68%
	2022	76%	70%	**82%**	71%	87%	82%	*	100%	-	*	50%	83%	85%	76%	80%	62%
At Meets Grade Level or Above	2023	47%	31%	**37%**	8%	42%	47%	-	-	*	33%	0%	*	38%	32%	28%	21%
	2022	47%	37%	**45%**	19%	47%	54%	*	80%	-	*	19%	33%	46%	42%	39%	15%
At Masters Grade Level	2023	18%	8%	**11%**	4%	5%	16%	-	-	*	17%	0%	*	10%	12%	6%	0%
	2022	21%	13%	**11%**	0%	13%	12%	*	60%	-	*	4%	17%	12%	6%	8%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	63%	**93%**	77%	100%	98%	*	*	-	*	70%	*	97%	84%	92%	100%
	2022	75%	62%	**89%**	86%	88%	90%	-	*	*	80%	50%	*	90%	85%	84%	80%
At Meets Grade Level or Above	2023	52%	37%	**62%**	26%	77%	74%	*	*	-	*	17%	*	66%	55%	53%	33%
	2022	50%	39%	**65%**	41%	58%	78%	-	*	*	40%	10%	*	70%	53%	56%	40%
At Masters Grade Level	2023	27%	13%	**22%**	6%	23%	28%	*	*	-	*	4%	*	24%	18%	16%	0%
	2022	30%	13%	**22%**	9%	8%	36%	-	*	*	0%	5%	*	24%	18%	17%	0%

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

	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 - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	50%	**50%**	39%	44%	59%	-	-	-	44%	17%	*	50%	50%	45%	27%
End of Course English II	2023	74%	75%	**75%**	62%	73%	87%	-	*	*	60%	41%	*	77%	68%	71%	53%
End of Course Algebra I	2023	76%	89%	**89%**	91%	92%	87%	-	-	-	92%	95%	*	90%	88%	91%	100%
All Grades Both Subjects	2023	64%	59%	**70%**	64%	68%	76%	-	*	*	63%	52%	*	71%	68%	68%	56%
All Grades ELA/Reading	2023	63%	57%	**62%**	50%	60%	72%	-	*	*	50%	28%	*	63%	58%	57%	43%
All Grades Mathematics	2023	66%	61%	**89%**	91%	92%	87%	-	-	-	92%	95%	*	90%	88%	91%	100%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	5%	**5%**	10%	*	0%	-	-	-	*	8%	-	0%	13%	5%	*
End of Course English II	2023	41%	39%	**39%**	38%	29%	45%	-	-	*	*	29%	-	40%	36%	36%	33%
End of Course Algebra I	2023	58%	70%	**69%**	67%	71%	77%	-	-	-	*	62%	-	70%	67%	68%	*
All Grades Both Subjects	2023	38%	28%	**44%**	44%	44%	48%	-	-	*	33%	38%	-	45%	44%	43%	42%
All Grades ELA/Reading	2023	35%	23%	**26%**	26%	22%	28%	-	-	*	20%	19%	-	26%	26%	23%	25%
All Grades Mathematics	2023	40%	33%	**69%**	67%	71%	77%	-	-	-	*	62%	-	70%	67%	68%	*

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

- Indicates there are no students in the group.

	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	2023	76%	66%	**80%**	-	-	-	-	-	-	61%	*	59%	*	-	80%	61%	94%
	2022	74%	62%	**70%**	-	-	-	-	-	-	49%	-	49%	-	-	69%	49%	88%
At Meets Grade Level or Above	2023	49%	36%	**46%**	-	-	-	-	-	-	21%	*	20%	*	-	47%	21%	64%
	2022	48%	33%	**41%**	-	-	-	-	-	-	7%	-	7%	-	-	41%	7%	61%
At Masters Grade Level	2023	20%	10%	**10%**	-	-	-	-	-	-	0%	*	0%	*	-	11%	0%	9%
	2022	23%	13%	**10%**	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	66%	**69%**	-	-	-	-	-	-	56%	*	54%	*	-	69%	56%	87%
	2022	75%	64%	**62%**	-	-	-	-	-	-	48%	-	48%	-	-	60%	48%	91%
At Meets Grade Level or Above	2023	53%	43%	**51%**	-	-	-	-	-	-	30%	*	31%	*	-	52%	30%	70%
	2022	53%	38%	**41%**	-	-	-	-	-	-	3%	-	3%	-	-	41%	3%	74%
At Masters Grade Level	2023	20%	12%	**7%**	-	-	-	-	-	-	0%	*	0%	*	-	8%	0%	9%
	2022	25%	17%	**6%**	-	-	-	-	-	-	0%	-	0%	-	-	6%	0%	14%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	**84%**	-	-	-	-	-	-	67%	*	64%	-	-	85%	67%	100%
	2022	72%	55%	**58%**	-	-	-	-	-	-	29%	-	29%	-	-	60%	29%	69%
At Meets Grade Level or Above	2023	45%	29%	**30%**	-	-	-	-	-	-	8%	*	0%	-	-	30%	8%	64%
	2022	42%	22%	**15%**	-	-	-	-	-	-	0%	-	0%	-	-	15%	0%	31%
At Masters Grade Level	2023	19%	8%	**5%**	-	-	-	-	-	-	0%	*	0%	-	-	4%	0%	18%
	2022	20%	9%	**5%**	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	23%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**86%**	-	-	-	-	-	-	54%	*	50%	*	-	89%	54%	100%
	2022	76%	70%	**82%**	-	-	-	-	-	-	63%	-	63%	-	-	82%	63%	91%
At Meets Grade Level or Above	2023	47%	31%	**37%**	-	-	-	-	-	-	15%	*	17%	*	-	38%	15%	50%
	2022	47%	37%	**45%**	-	-	-	-	-	-	0%	-	0%	-	-	46%	0%	61%
At Masters Grade Level	2023	18%	8%	**11%**	-	-	-	-	-	-	0%	*	0%	*	-	13%	0%	0%
	2022	21%	13%	**11%**	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	22%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	63%	**93%**	-	-	-	-	-	-	100%	-	100%	-	-	92%	100%	*
	2022	75%	62%	**89%**	-	-	-	-	-	-	75%	-	75%	-	-	89%	75%	93%
At Meets Grade Level or Above	2023	52%	37%	**62%**	-	-	-	-	-	-	20%	-	20%	-	-	64%	20%	*
	2022	50%	39%	**65%**	-	-	-	-	-	-	38%	-	38%	-	-	68%	38%	57%

	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 Masters Grade Level	2023	27%	13%	**22%**	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	*
	2022	30%	13%	**22%**	-	-	-	-	-	-	0%	-	0%	-	-	26%	0%	14%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	59%	**70%**	-	-	-	-	-	-	64%	*	63%	*	-	72%	64%	60%
All Grades ELA/Reading	2023	63%	57%	**62%**	-	-	-	-	-	-	53%	*	53%	*	-	65%	53%	50%
All Grades Mathematics	2023	66%	61%	**89%**	-	-	-	-	-	-	100%	*	100%	-	-	88%	100%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	28%	**44%**	-	-	-	-	-	-	42%	-	42%	-	-	45%	42%	*
All Grades ELA/Reading	2023	35%	23%	**26%**	-	-	-	-	-	-	25%	-	25%	-	-	27%	25%	*
All Grades Mathematics	2023	40%	33%	**69%**	-	-	-	-	-	-	*	-	*	-	-	68%	*	-

* 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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	98%	98%	97%	*	100%	100%	92%	98%	82%	97%	98%	97%	98%
Included in Accountability	93%	88%	**88%**	93%	82%	90%	*	100%	100%	87%	87%	64%	92%	79%	89%	74%
Not Included in Accountability: Mobile	4%	10%	**7%**	6%	8%	8%	*	0%	0%	5%	9%	9%	4%	15%	6%	8%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	8%	0%	*	0%	0%	0%	3%	9%	2%	4%	3%	17%
Not Tested	1%	1%	**2%**	2%	2%	3%	*	0%	0%	8%	2%	18%	3%	2%	3%	2%
Absent	1%	1%	**2%**	2%	1%	2%	*	0%	0%	8%	2%	18%	2%	2%	2%	2%
Other	0%	0%	**1%**	0%	0%	1%	*	0%	0%	0%	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	-	*	*	100%	98%	*	99%	99%	99%	98%
Included in Accountability	92%	88%	**87%**	92%	77%	90%	-	*	*	94%	84%	*	92%	76%	88%	67%
Not Included in Accountability: Mobile	4%	10%	**8%**	6%	7%	9%	-	*	*	6%	7%	*	4%	17%	6%	6%
Not Included in Accountability: Other Exclusions	3%	2%	**4%**	0%	14%	0%	-	*	*	0%	7%	*	4%	6%	5%	26%
Not Tested	1%	1%	**1%**	1%	1%	1%	-	*	*	0%	2%	*	1%	1%	1%	2%
Absent	1%	1%	**1%**	1%	1%	1%	-	*	*	0%	2%	*	1%	1%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**96%**	97%	98%	94%	*	*	*	88%	100%	*	95%	98%	97%	100%
Included in Accountability	94%	88%	**86%**	95%	80%	85%	*	*	*	88%	86%	*	90%	76%	89%	81%
Not Included in Accountability: Mobile	5%	10%	**9%**	3%	12%	10%	*	*	*	0%	14%	*	4%	18%	7%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	5%	0%	*	*	*	0%	0%	*	0%	4%	1%	10%
Not Tested	1%	1%	**4%**	3%	2%	6%	*	*	*	13%	0%	*	5%	2%	3%	0%
Absent	1%	0%	**2%**	3%	0%	1%	*	*	*	13%	0%	*	2%	2%	2%	0%
Other	0%	0%	**2%**	0%	2%	4%	*	*	*	0%	0%	*	4%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**97%**	100%	96%	98%	-	-	*	75%	100%	*	96%	98%	95%	96%
Included in Accountability	93%	88%	**89%**	93%	84%	94%	-	-	*	75%	89%	*	92%	83%	90%	83%
Not Included in Accountability: Mobile	4%	10%	**7%**	7%	9%	5%	-	-	*	0%	11%	*	5%	12%	5%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	-	*	0%	0%	*	0%	2%	1%	4%
Not Tested	1%	1%	**3%**	0%	4%	2%	-	-	*	25%	0%	*	4%	2%	5%	4%

	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)
Absent	1%	1%	**3%**	0%	4%	2%	-	-	*	25%	0%	*	4%	2%	5%	4%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	97%	100%	96%	*	*	-	100%	96%	*	98%	98%	98%	100%
Included in Accountability	94%	91%	**91%**	91%	94%	90%	*	*	-	80%	92%	*	95%	84%	89%	75%
Not Included in Accountability: Mobile	4%	7%	**6%**	6%	3%	6%	*	*	-	20%	4%	*	3%	11%	8%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	*	*	-	0%	0%	*	0%	2%	1%	13%
Not Tested	1%	1%	**2%**	3%	0%	4%	*	*	-	0%	4%	*	3%	2%	2%	0%
Absent	1%	1%	**2%**	3%	0%	4%	*	*	-	0%	4%	*	3%	2%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	81%	**81%**	*	*	79%	*	*	-	-	-	-	80%	*	83%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	98%	98%	96%	*	100%	100%	97%	99%	96%	97%	97%	97%	100%
Included in Accountability	93%	90%	**90%**	85%	95%	90%	*	100%	100%	83%	95%	83%	95%	81%	93%	94%
Not Included in Accountability: Mobile	5%	8%	**7%**	13%	2%	6%	*	0%	0%	13%	4%	13%	2%	16%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	2%	0%	*	0%	0%	0%	0%	0%	0%	0%	1%	4%
Not Tested	1%	1%	**3%**	2%	2%	4%	*	0%	0%	3%	1%	4%	3%	3%	3%	0%
Absent	1%	1%	**1%**	1%	1%	1%	*	0%	0%	3%	1%	0%	1%	2%	1%	0%
Other	0%	1%	**2%**	1%	1%	3%	*	0%	0%	0%	0%	4%	2%	1%	1%	0%
Reading																
Assessment Participant	99%	99%	**97%**	97%	98%	98%	*	100%	*	92%	98%	100%	98%	97%	96%	100%
Included in Accountability	92%	89%	**89%**	82%	92%	91%	*	100%	*	85%	94%	82%	94%	81%	92%	90%
Not Included in Accountability: Mobile	5%	8%	**7%**	15%	2%	7%	*	0%	*	8%	4%	18%	3%	15%	3%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	3%	0%	*	0%	*	0%	0%	0%	1%	1%	1%	7%
Not Tested	1%	1%	**3%**	3%	2%	2%	*	0%	*	8%	2%	0%	2%	3%	4%	0%
Absent	1%	1%	**2%**	1%	2%	2%	*	0%	*	8%	2%	0%	2%	3%	3%	0%
Other	0%	0%	**0%**	1%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**94%**	100%	95%	90%	-	*	*	100%	100%	*	93%	96%	98%	100%
Included in Accountability	93%	89%	**87%**	87%	93%	84%	-	*	*	83%	91%	*	92%	78%	94%	95%

	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)
Not Included in Accountability: Mobile	5%	9%	**7%**	13%	3%	7%	-	*	*	17%	9%	*	1%	19%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**6%**	0%	5%	10%	-	*	*	0%	0%	*	7%	4%	2%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**6%**	0%	5%	10%	-	*	*	0%	0%	*	7%	4%	2%	0%
Science																
Assessment Participant	98%	99%	**99%**	100%	100%	98%	*	100%	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	91%	**93%**	86%	100%	93%	*	100%	-	80%	100%	86%	99%	79%	94%	100%
Not Included in Accountability: Mobile	4%	8%	**6%**	14%	0%	6%	*	0%	-	20%	0%	14%	0%	21%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	**1%**	0%	0%	2%	*	0%	-	0%	0%	0%	1%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	0%	0%	2%	*	0%	-	0%	0%	0%	1%	0%	1%	0%
Social Studies																
Assessment Participant	98%	99%	**98%**	96%	100%	98%	-	*	*	100%	100%	*	100%	95%	99%	100%
Included in Accountability	94%	92%	**94%**	92%	100%	92%	-	*	*	83%	95%	*	98%	85%	96%	100%
Not Included in Accountability: Mobile	4%	7%	**5%**	4%	0%	6%	-	*	*	17%	5%	*	2%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**2%**	4%	0%	2%	-	*	*	0%	0%	*	0%	5%	1%	0%
Absent	1%	0%	**1%**	0%	0%	2%	-	*	*	0%	0%	*	0%	3%	0%	0%
Other	0%	0%	**1%**	4%	0%	0%	-	*	*	0%	0%	*	0%	3%	1%	0%
Accelerated Testers																
SAT/ACT Participant	89%	67%	**67%**	-	*	68%	-	-	-	*	-	-	70%	*	67%	-

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.1%	**87.6%**	86.3%	88.4%	87.8%	*	88.8%	86.6%	83.4%	84.4%	86.5%	88.3%
2020-21	95.0%	93.4%	**93.0%**	91.2%	92.8%	94.6%	*	91.8%	84.3%	86.9%	91.6%	91.5%	93.0%
Chronic Absenteeism													
2021-22	25.7%	37.5%	**48.5%**	55.3%	41.1%	48.3%	*	33.3%	66.7%	63.2%	58.5%	52.6%	36.0%
2020-21	15.0%	24.4%	**26.1%**	35.1%	22.3%	18.8%	20.0%	28.6%	100.0%	59.1%	30.8%	33.4%	26.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.2%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	**1.2%**	2.8%	0.9%	0.8%	*	0.0%	0.0%	0.0%	2.4%	1.9%	0.0%
2020-21	2.4%	0.6%	**0.6%**	0.0%	0.0%	1.3%	*	0.0%	0.0%	0.0%	1.3%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	93.1%	**93.1%**	86.7%	94.4%	93.3%	-	-	*	100.0%	71.4%	90.7%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	*
Continued HS	3.5%	3.0%	**3.0%**	13.3%	0.0%	1.7%	-	-	*	0.0%	21.4%	3.7%	*
Dropped Out	6.4%	4.0%	**4.0%**	0.0%	5.6%	5.0%	-	-	*	0.0%	7.1%	5.6%	*
Graduates and TxCHSE	90.0%	93.1%	**93.1%**	86.7%	94.4%	93.3%	-	-	*	100.0%	71.4%	90.7%	*
Graduates, TxCHSE, and Continuers	93.6%	96.0%	**96.0%**	100.0%	94.4%	95.0%	-	-	*	100.0%	92.9%	94.4%	*
Class of 2021													
Graduated	90.0%	93.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	5.8%	6.1%	**6.1%**	4.3%	0.0%	12.2%	-	*	*	0.0%	11.8%	7.0%	0.0%
Graduates and TxCHSE	90.3%	93.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	93.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	93.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	6.1%	**6.1%**	4.3%	0.0%	12.2%	-	*	*	0.0%	11.8%	7.0%	0.0%
Graduates and TxCHSE	92.7%	93.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	93.9%	**93.9%**	95.7%	100.0%	87.8%	-	*	*	100.0%	88.2%	93.0%	100.0%

	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													
Graduated	92.2%	94.6%	**94.6%**	81.8%	100.0%	96.4%	*	*	*	*	90.9%	90.4%	*
Received TxCHSE	0.5%	0.9%	**0.9%**	0.0%	0.0%	1.8%	*	*	*	*	0.0%	0.0%	*
Continued HS	1.1%	0.9%	**0.9%**	4.5%	0.0%	0.0%	*	*	*	*	9.1%	1.9%	*
Dropped Out	6.2%	3.6%	**3.6%**	13.6%	0.0%	1.8%	*	*	*	*	0.0%	7.7%	*
Graduates and TxCHSE	92.7%	95.5%	**95.5%**	81.8%	100.0%	98.2%	*	*	*	*	90.9%	90.4%	*
Graduates, TxCHSE, and Continuers	93.8%	96.4%	**96.4%**	86.4%	100.0%	98.2%	*	*	*	*	100.0%	92.3%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.6%	**94.6%**	81.8%	100.0%	96.4%	*	*	*	*	100.0%	90.4%	*
Received TxCHSE	0.5%	0.9%	**0.9%**	0.0%	0.0%	1.8%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.2%	4.5%	**4.5%**	18.2%	0.0%	1.8%	*	*	*	*	0.0%	9.6%	*
Graduates and TxCHSE	93.2%	95.5%	**95.5%**	81.8%	100.0%	98.2%	*	*	*	*	100.0%	90.4%	*
Graduates, TxCHSE, and Continuers	93.8%	95.5%	**95.5%**	81.8%	100.0%	98.2%	*	*	*	*	100.0%	90.4%	*
Class of 2019													
Graduated	92.6%	97.2%	**97.2%**	92.9%	95.5%	98.4%	*	*	*	*	100.0%	94.8%	*
Received TxCHSE	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.2%	2.8%	**2.8%**	7.1%	4.5%	1.6%	*	*	*	*	0.0%	5.2%	*
Graduates and TxCHSE	93.2%	97.2%	**97.2%**	92.9%	95.5%	98.4%	*	*	*	*	100.0%	94.8%	*
Graduates, TxCHSE, and Continuers	93.8%	97.2%	**97.2%**	92.9%	95.5%	98.4%	*	*	*	*	100.0%	94.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.3%	**91.3%**	81.3%	94.4%	91.8%	-	-	*	100.0%	62.5%	89.1%	*
Class of 2021	90.0%	94.0%	**94.0%**	95.7%	100.0%	87.8%	*	*	*	100.0%	88.2%	93.1%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	0.0%	0.0%	0.0%	*
Class of 2021	3.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	87.2%	**87.2%**	84.6%	82.4%	89.3%	-	-	*	83.3%	70.0%	87.8%	*
Class of 2021	81.9%	85.2%	**85.2%**	81.8%	90.9%	83.7%	-	*	*	60.0%	46.7%	77.3%	83.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	87.2%	**87.2%**	84.6%	82.4%	89.3%	-	-	*	83.3%	70.0%	87.8%	*
Class of 2021	85.7%	85.2%	**85.2%**	81.8%	90.9%	83.7%	-	*	*	60.0%	46.7%	77.3%	83.3%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	3.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.8%	**82.8%**	68.8%	78.9%	89.1%	-	*	*	83.3%	53.8%	80.8%	*
2020-21	80.4%	84.9%	**84.9%**	85.0%	90.6%	83.7%	*	*	*	60.0%	53.8%	78.1%	81.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	82.8%	**82.8%**	68.8%	78.9%	89.1%	-	*	*	83.3%	53.8%	80.8%	*
2020-21	84.1%	84.9%	**84.9%**	85.0%	90.6%	83.7%	*	*	*	60.0%	53.8%	78.1%	81.8%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	99	100.0%	99	368,686
By Ethnicity:				
African American	16	16.2%	16	45,227
Hispanic	19	19.2%	19	191,125
White	55	55.6%	55	103,171
American Indian	0	0.0%	0	1,159
Asian	1	1.0%	1	18,794
Pacific Islander	2	2.0%	2	569
Two or More Races	6	6.1%	6	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	17	17.2%	17	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	82	82.8%	82	302,917
Special Education Graduates	13	13.1%	13	32,447
Economically Disadvantaged Graduates	52	52.5%	52	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.0%	2	40,398
At-Risk Graduates	56	56.6%	56	159,689

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)													
2021-22	70.0%	93.9%	**93.9%**	87.5%	94.7%	96.4%	-	*	*	83.3%	76.9%	94.2%	*
2020-21	65.2%	84.0%	**84.0%**	85.0%	81.3%	86.0%	*	*	*	60.0%	92.3%	82.8%	90.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	88.9%	**88.9%**	75.0%	94.7%	92.7%	-	*	*	66.7%	53.8%	88.5%	*
2020-21	52.7%	77.4%	**77.4%**	70.0%	81.3%	79.1%	*	*	*	60.0%	53.8%	73.4%	90.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	84.8%	**84.8%**	75.0%	84.2%	85.5%	-	*	*	100.0%	61.5%	84.6%	*
2020-21	56.1%	84.0%	**84.0%**	90.0%	78.1%	86.0%	*	*	*	80.0%	69.2%	78.1%	90.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	83.8%	**83.8%**	75.0%	84.2%	87.3%	-	*	*	66.7%	61.5%	84.6%	*
2020-21	45.7%	76.4%	**76.4%**	75.0%	78.1%	76.7%	*	*	*	60.0%	61.5%	71.9%	90.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	77.8%	**77.8%**	68.8%	84.2%	78.2%	-	*	*	66.7%	53.8%	80.8%	*
2020-21	40.4%	69.8%	**69.8%**	70.0%	62.5%	74.4%	*	*	*	60.0%	53.8%	64.1%	90.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	1.0%	**1.0%**	0.0%	0.0%	1.8%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	21.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	40.4%	**40.4%**	6.3%	36.8%	54.5%	-	*	*	33.3%	0.0%	25.0%	*
2020-21	25.9%	32.1%	**32.1%**	5.0%	31.3%	51.2%	*	*	*	0.0%	0.0%	23.4%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	21.2%	**21.2%**	37.5%	10.5%	20.0%	-	*	*	33.3%	69.2%	23.1%	*
2020-21	24.2%	18.9%	**18.9%**	25.0%	21.9%	16.3%	*	*	*	0.0%	84.6%	17.2%	36.4%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	15.2%	**15.2%**	12.5%	10.5%	16.4%	-	*	*	33.3%	23.1%	13.5%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	9.4%	**9.4%**	0.0%	15.6%	11.6%	*	*	*	0.0%	15.4%	3.1%	27.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	*
2020-21	0.7%	0.9%	**0.9%**	0.0%	3.1%	0.0%	*	*	*	0.0%	7.7%	1.6%	9.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	4.0%	**4.0%**	18.8%	0.0%	1.8%	-	*	*	0.0%	30.8%	7.7%	*
2020-21	2.4%	5.7%	**5.7%**	15.0%	0.0%	4.7%	*	*	*	0.0%	38.5%	9.4%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	7.1%	**7.1%**	25.0%	0.0%	5.5%	-	*	*	0.0%	53.8%	9.6%	*
2020-21	4.4%	6.6%	**6.6%**	20.0%	9.4%	0.0%	*	*	*	0.0%	53.8%	7.8%	18.2%

	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	2021-22	22.8%	35.4%	**35.4%**	12.5%	15.8%	49.1%	-	*	*	16.7%	7.7%	21.2%	*
	2020-21	25.9%	34.0%	**34.0%**	15.0%	18.8%	58.1%	*	*	*	20.0%	0.0%	25.0%	0.0%
Mathematics	2021-22	18.7%	31.3%	**31.3%**	6.3%	15.8%	43.6%	-	*	*	16.7%	0.0%	17.3%	*
	2020-21	19.4%	22.6%	**22.6%**	5.0%	15.6%	39.5%	*	*	*	0.0%	0.0%	15.6%	0.0%
Both Subjects	2021-22	12.6%	25.3%	**25.3%**	6.3%	15.8%	32.7%	-	*	*	16.7%	0.0%	13.5%	*
	2020-21	14.4%	19.8%	**19.8%**	5.0%	12.5%	34.9%	*	*	*	0.0%	0.0%	10.9%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	56.6%	**56.6%**	68.8%	68.4%	43.6%	-	*	*	83.3%	53.8%	69.2%	*
	2020-21	8.6%	57.5%	**57.5%**	80.0%	62.5%	39.5%	*	*	*	80.0%	69.2%	60.9%	90.9%
Mathematics	2021-22	14.0%	56.6%	**56.6%**	68.8%	73.7%	47.3%	-	*	*	66.7%	61.5%	71.2%	*
	2020-21	10.3%	56.6%	**56.6%**	70.0%	68.8%	39.5%	*	*	*	60.0%	61.5%	59.4%	90.9%
Both Subjects	2021-22	7.5%	46.5%	**46.5%**	62.5%	63.2%	36.4%	-	*	*	50.0%	53.8%	63.5%	*
	2020-21	4.9%	43.4%	**43.4%**	65.0%	50.0%	23.3%	*	*	*	60.0%	53.8%	46.9%	90.9%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	21.1%	1.8%	**1.8%**	0.0%	1.9%	1.8%	*	*	0.0%	0.0%	0.0%	1.6%	0.0%
English Language Arts	2022	13.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	1.8%	**1.8%**	0.0%	1.9%	1.8%	*	*	0.0%	0.0%	0.0%	1.6%	0.0%
Science	2022	9.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	8.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	*	*	-	*	*	-	*	-	-	-	*	-
English Language Arts	2022	53.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	*	*	-	*	*	-	*	-	-	-	*	-
Science	2022	44.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	**-**	-	-	-	-	-	-	-	-	-	-

	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	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	35.4%	**35.4%**	31.3%	31.6%	38.2%	-	*	*	33.3%	23.1%	26.9%	*
	2020-21	70.8%	27.4%	**27.4%**	30.0%	25.0%	25.6%	*	*	*	20.0%	0.0%	28.1%	18.2%
At/Above Criterion for All Examinees	2021-22	32.1%	28.6%	**28.6%**	0.0%	0.0%	47.6%	-	-	*	*	*	0.0%	-
	2020-21	32.9%	24.1%	**24.1%**	0.0%	0.0%	54.5%	-	*	*	*	-	11.1%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	977	**977**	*	*	1115	-	-	-	-	*	838	-
	2020-21	1002	1000	**1000**	856	894	1100	-	1400	940	-	-	944	-
English Language Arts and Writing	2021-22	506	493	**493**	*	*	556	-	-	-	-	*	423	-
	2020-21	504	515	**515**	460	446	570	-	710	440	-	-	489	-
Mathematics	2021-22	496	485	**485**	*	*	559	-	-	-	-	*	414	-
	2020-21	498	485	**485**	396	448	530	-	690	500	-	-	455	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	20.4	**20.4**	*	*	21.6	-	-	*	*	-	17.7	-
	2020-21	20.0	20.6	**20.6**	19.0	18.0	22.8	-	33.0	15.5	20.0	-	19.2	12.5
English Language Arts	2021-22	19.2	20.4	**20.4**	*	*	21.7	-	-	*	*	-	17.8	-
	2020-21	19.6	20.8	**20.8**	18.0	17.8	23.1	-	34.0	16.3	20.0	-	19.5	11.3
Mathematics	2021-22	19.3	19.4	**19.4**	*	*	20.6	-	-	*	*	-	16.3	-
	2020-21	19.9	19.9	**19.9**	17.0	18.8	21.7	-	30.0	15.5	16.0	-	18.6	15.0
Science	2021-22	19.8	21.2	**21.2**	*	*	22.2	-	-	*	*	-	18.2	-
	2020-21	20.3	20.8	**20.8**	22.0	17.2	23.0	-	33.0	14.5	25.0	-	19.0	11.5

	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	2021-22	44.2%	33.1%	**33.1%**	16.3%	24.8%	43.0%	*	45.5%	33.3%	37.5%	13.7%	23.4%	4.0%
	2020-21	42.5%	32.5%	**32.5%**	15.7%	32.7%	38.7%	*	33.3%	50.0%	29.4%	11.8%	21.1%	26.9%
English Language Arts	2021-22	16.6%	13.5%	**13.5%**	1.1%	10.1%	20.6%	*	27.3%	0.0%	6.3%	1.4%	6.0%	0.0%
	2020-21	16.3%	16.5%	**16.5%**	3.8%	15.0%	23.4%	*	20.0%	0.0%	12.5%	1.6%	10.4%	4.0%
Mathematics	2021-22	19.9%	11.4%	**11.4%**	3.4%	9.1%	15.0%	*	30.0%	16.7%	7.7%	2.9%	6.5%	0.0%
	2020-21	19.3%	10.8%	**10.8%**	1.4%	6.5%	17.2%	*	16.7%	0.0%	8.3%	1.8%	5.7%	4.0%
Science	2021-22	21.1%	19.2%	**19.2%**	14.6%	15.2%	22.5%	*	0.0%	33.3%	37.5%	13.2%	16.9%	4.0%
	2020-21	20.6%	16.4%	**16.4%**	14.7%	20.8%	14.3%	*	16.7%	50.0%	15.4%	7.3%	15.4%	17.4%
Social Studies	2021-22	22.8%	13.9%	**13.9%**	0.0%	8.4%	23.3%	*	20.0%	0.0%	6.3%	0.0%	6.5%	0.0%
	2020-21	22.8%	17.6%	**17.6%**	1.3%	19.0%	25.1%	*	16.7%	0.0%	0.0%	1.6%	10.4%	7.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	40.6%	**40.6%**	35.0%	40.6%	46.5%	*	*	*	20.0%	15.4%	39.1%	27.3%
	2019-20	46.1%	41.8%	**41.8%**	31.6%	31.0%	50.9%	*	*	*	*	16.7%	41.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	465	100.0%	1,511	5,504,150	465	100.0%	1,517	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.8%	4.4%	0	0.0%	4.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.8%	3.7%	0	0.0%	4.9%	3.7%
Kindergarten	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Grade 1	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 9	129	27.7%	8.5%	8.7%	129	27.7%	8.5%	8.7%
Grade 10	116	24.9%	7.7%	7.9%	116	24.9%	7.6%	7.9%
Grade 11	118	25.4%	7.8%	7.0%	118	25.4%	7.8%	7.0%
Grade 12	102	21.9%	6.8%	6.6%	102	21.9%	6.7%	6.6%
Ethnic Distribution:								
African American	100	21.5%	25.1%	12.8%	100	21.5%	25.0%	12.8%
Hispanic	116	24.9%	24.0%	53.0%	116	24.9%	24.1%	52.9%
White	211	45.4%	41.8%	25.6%	211	45.4%	41.9%	25.7%
American Indian	5	1.1%	0.4%	0.3%	5	1.1%	0.4%	0.3%
Asian	8	1.7%	1.5%	5.1%	8	1.7%	1.5%	5.1%
Pacific Islander	5	1.1%	0.9%	0.2%	5	1.1%	0.9%	0.2%
Two or More Races	20	4.3%	6.4%	3.0%	20	4.3%	6.3%	3.0%
Sex:								
Female	228	49.0%	50.8%	48.8%	228	49.0%	50.9%	48.8%
Male	237	51.0%	49.2%	51.2%	237	51.0%	49.1%	51.2%
Economically Disadvantaged	317	68.2%	74.9%	62.1%	317	68.2%	74.8%	62.0%
Non-Educationally Disadvantaged	148	31.8%	25.1%	37.9%	148	31.8%	25.2%	38.0%
Section 504 Students	59	12.7%	9.1%	7.4%	59	12.7%	9.0%	7.4%
EB Students/EL	36	7.7%	12.7%	23.1%	36	7.7%	12.7%	23.0%
Students w/ Disciplinary Placements (2021-22)	30	6.0%	3.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	44	9.5%	8.9%	5.5%	44	9.5%	8.8%	5.5%
Foster Care	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Homeless	0	0.0%	0.5%	1.3%	0	0.0%	0.5%	1.3%
Immigrant	5	1.1%	1.0%	2.2%	5	1.1%	1.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	47.3%	64.6%	0	0.0%	47.5%	64.6%
Military Connected	15	3.2%	4.0%	3.6%	15	3.2%	4.0%	3.6%
At-Risk	295	63.4%	61.9%	53.3%	295	63.4%	61.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	36	7.7%	12.5%	23.2%	36	7.7%	12.5%	23.2%
Career and Technical Education	392	84.3%	35.5%	26.5%	392	84.3%	35.4%	26.5%
Career and Technical Education (9-12 grades only)	392	84.3%	84.3%	72.3%	392	84.3%	84.3%	72.2%
Gifted and Talented Education	29	6.2%	6.0%	8.2%	29	6.2%	5.9%	8.2%
Special Education	76	16.3%	17.3%	12.6%	76	16.3%	17.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	76							
By Type of Primary Disability Students with Intellectual Disabilities	48	63.2%	53.8%	44.1%				
Students with Physical Disabilities	*	*	19.8%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	24	31.6%	19.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	85	17.1%	18.3%	16.8%				
By Ethnicity: African American	31	6.3%	6.7%	3.3%				
Hispanic	9	1.8%	2.0%	8.7%				
White	40	8.1%	7.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.5%	0.7%				
Pacific Islander	0	0.0%	0.2%	0.0%				
Two or More Races	4	0.8%	1.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	18	21.7%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	8.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	54	17.5%	18.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	55	15.7%	15.9%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.5%	-	8.3%	4.5%
Grade 1	-	3.8%	2.5%	-	0.0%	3.6%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	1.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	4.7%	4.7%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.3	18.7
Grade 1	-	20.2	19.1
Grade 2	-	16.4	19.1
Grade 3	-	21.3	19.3
Grade 4	-	18.7	19.4
Grade 5	-	18.9	20.8
Grade 6	-	17.4	19.2
Secondary:			
English/Language Arts	18.5	18.0	16.2
Foreign Languages	16.8	15.6	18.8
Mathematics	15.2	14.9	17.5
Science	19.0	18.7	18.5
Social Studies	18.0	17.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	52.2	100.0%	100.0%	100.0%
Professional Staff:	44.8	85.8%	66.3%	64.1%
Teachers	39.1	74.9%	50.1%	48.7%
Professional Support	4.7	9.0%	8.9%	10.9%
Campus Administration (School Leadership)	1.0	1.9%	4.3%	3.3%
Educational Aides:	7.4	14.2%	13.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	2.0	n/a	4.0	1,240.0
Total Minority Staff:	12.3	23.6%	19.1%	53.2%
Teachers by Ethnicity:				
African American	4.2	10.6%	7.5%	11.8%
Hispanic	3.7	9.4%	7.2%	29.6%
White	29.4	75.1%	82.1%	54.9%
American Indian	1.0	2.5%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.5%	2.4%	1.2%
Teachers by Sex:				
Males	16.1	41.2%	25.4%	24.4%
Females	23.0	58.8%	74.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	28.2	72.2%	72.6%	72.2%
Masters	10.9	27.8%	27.3%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.1%	10.8%	9.7%
1-5 Years Experience	10.0	25.5%	23.7%	26.3%
6-10 Years Experience	11.2	28.6%	22.4%	20.5%
11-20 Years Experience	8.4	21.4%	21.6%	27.2%
21-30 Years Experience	5.6	14.3%	17.4%	13.3%
Over 30 Years Experience	0.0	0.0%	4.0%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	11.9	n/a	12.6	14.8

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.2	6.1
Average Years Experience of Principals with District	2.0	2.2	5.3
Average Years Experience of Assistant Principals	0.0	1.0	5.2
Average Years Experience of Assistant Principals with District	0.0	1.0	4.4
Average Years Experience of Teachers:	9.1	11.1	11.0
Average Years Experience of Teachers with District:	4.0	4.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,320	$51,615	$53,300
1-5 Years Experience	$53,001	$52,072	$56,516
6-10 Years Experience	$58,904	$57,126	$59,732
11-20 Years Experience	$65,668	$65,281	$63,389
21-30 Years Experience	$68,111	$67,842	$67,876
Over 30 Years Experience	-	$67,520	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,604	$59,370	$60,717
Professional Support	$71,179	$72,160	$72,022
Campus Administration (School Leadership)	$101,500	$81,278	$85,167
Instructional Staff Percent:	n/a	69.9%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	1.1%	1.4%	5.9%
Career and Technical Education	9.0	23.0%	9.6%	5.4%
Compensatory Education	0.0	0.0%	3.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	26.3	67.3%	72.6%	70.6%
Special Education	3.4	8.6%	11.0%	9.7%
Other	0.0	0.0%	2.1%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: COMMERCE ISD

Campus Name: COMMERCE MIDDLE

Campus Number: 116903043

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	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	2023	77%	71%	**71%**	46%	73%	75%	-	*	-	100%	43%	-	73%	68%	68%	71%
	2022	70%	54%	**54%**	32%	48%	68%	-	*	*	83%	13%	-	57%	50%	43%	41%
At Meets Grade Level or Above	2023	52%	44%	**44%**	25%	35%	56%	-	*	-	60%	17%	-	43%	45%	39%	29%
	2022	43%	33%	**33%**	14%	14%	54%	-	*	*	33%	4%	-	33%	32%	21%	18%
At Masters Grade Level	2023	22%	14%	**14%**	8%	8%	25%	-	*	-	0%	0%	-	20%	7%	8%	0%
	2022	23%	22%	**22%**	11%	10%	39%	-	*	*	17%	4%	-	23%	21%	11%	18%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	62%	**62%**	38%	58%	78%	-	*	-	70%	22%	-	61%	64%	58%	65%
	2022	73%	45%	**45%**	29%	32%	59%	-	*	*	67%	9%	-	53%	32%	29%	40%
At Meets Grade Level or Above	2023	40%	22%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	39%	16%	**16%**	0%	11%	29%	-	*	*	17%	5%	-	17%	13%	4%	13%
At Masters Grade Level	2023	16%	3%	**3%**	0%	4%	6%	-	*	-	0%	0%	-	4%	2%	1%	0%
	2022	16%	9%	**9%**	0%	11%	17%	-	*	*	0%	0%	-	10%	8%	3%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	61%	**61%**	33%	54%	83%	-	*	*	100%	24%	*	59%	64%	51%	50%
	2022	80%	69%	**69%**	55%	67%	88%	*	*	*	43%	56%	*	70%	68%	66%	59%
At Meets Grade Level or Above	2023	55%	47%	**47%**	20%	42%	71%	-	*	*	60%	12%	*	45%	52%	34%	31%
	2022	56%	39%	**39%**	23%	41%	52%	*	*	*	29%	39%	*	39%	39%	30%	24%
At Masters Grade Level	2023	27%	24%	**24%**	7%	13%	46%	-	*	*	40%	0%	*	27%	18%	8%	13%
	2022	37%	23%	**23%**	3%	22%	39%	*	*	*	29%	11%	*	23%	23%	15%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	31%	**31%**	20%	19%	58%	-	*	-	*	13%	*	34%	26%	25%	25%
	2022	61%	28%	**28%**	27%	27%	35%	-	-	*	0%	25%	*	31%	25%	28%	21%
At Meets Grade Level or Above	2023	37%	16%	**16%**	4%	6%	37%	-	*	-	*	6%	*	17%	13%	9%	8%
	2022	31%	9%	**9%**	13%	5%	12%	-	-	*	0%	25%	*	8%	11%	9%	0%
At Masters Grade Level	2023	11%	2%	**2%**	0%	0%	5%	-	*	-	*	6%	*	2%	0%	0%	0%
	2022	13%	1%	**1%**	3%	0%	0%	-	-	*	0%	6%	*	3%	0%	2%	0%
Grade 8 Reading																	

	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 Approaches Grade Level or Above	2023	83%	71%	**71%**	57%	72%	87%	*	*	*	44%	53%	*	69%	73%	70%	67%
	2022	83%	79%	**79%**	52%	92%	88%	-	-	*	88%	41%	*	83%	68%	75%	73%
At Meets Grade Level or Above	2023	58%	41%	**41%**	29%	38%	61%	*	*	*	22%	41%	*	46%	34%	37%	22%
	2022	58%	46%	**46%**	19%	68%	47%	-	-	*	63%	18%	*	45%	46%	35%	45%
At Masters Grade Level	2023	28%	17%	**17%**	14%	3%	32%	*	*	*	11%	12%	*	19%	15%	13%	0%
	2022	37%	30%	**30%**	11%	44%	31%	-	-	*	50%	12%	*	33%	21%	22%	36%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	69%	**69%**	65%	70%	76%	-	*	*	44%	59%	-	69%	69%	66%	60%
	2022	71%	63%	**63%**	22%	70%	79%	*	*	*	56%	18%	*	68%	50%	57%	64%
At Meets Grade Level or Above	2023	46%	40%	**40%**	29%	36%	61%	-	*	*	22%	18%	-	48%	29%	31%	15%
	2022	40%	21%	**21%**	7%	22%	25%	*	*	*	44%	12%	*	22%	18%	15%	18%
At Masters Grade Level	2023	17%	19%	**19%**	9%	15%	36%	-	*	*	11%	18%	-	23%	15%	14%	10%
	2022	14%	3%	**3%**	0%	4%	4%	*	*	*	11%	6%	*	2%	6%	2%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	80%	**80%**	72%	76%	94%	*	*	*	67%	76%	*	80%	81%	78%	61%
	2022	74%	75%	**75%**	41%	92%	82%	-	-	*	88%	18%	*	77%	68%	69%	82%
At Meets Grade Level or Above	2023	47%	41%	**41%**	34%	34%	55%	*	*	*	11%	24%	*	44%	36%	36%	33%
	2022	45%	41%	**41%**	19%	56%	43%	-	-	*	63%	18%	*	46%	25%	33%	27%
At Masters Grade Level	2023	17%	7%	**7%**	3%	3%	13%	*	*	*	11%	6%	*	7%	7%	6%	0%
	2022	24%	17%	**17%**	11%	20%	18%	-	-	*	25%	12%	*	20%	7%	11%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	30%	**30%**	24%	24%	45%	*	*	*	11%	24%	*	34%	24%	29%	17%
	2022	61%	34%	**34%**	11%	44%	43%	-	-	*	25%	24%	*	38%	21%	29%	18%
At Meets Grade Level or Above	2023	33%	8%	**8%**	14%	3%	10%	*	*	*	0%	18%	*	8%	7%	8%	0%
	2022	31%	13%	**13%**	4%	16%	18%	-	-	*	13%	12%	*	17%	4%	8%	9%
At Masters Grade Level	2023	16%	3%	**3%**	7%	0%	3%	*	*	*	0%	6%	*	3%	2%	4%	0%
	2022	18%	4%	**4%**	0%	4%	6%	-	-	*	0%	6%	*	4%	4%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	86%	**100%**	*	*	100%	*	-	-	*	*	*	100%	100%	100%	*
	2022	76%	59%	**96%**	*	100%	93%	-	-	-	*	*	-	95%	*	100%	*

	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 Meets Grade Level or Above	2023	43%	35%	**70%**	*	*	73%	*	-	-	*	*	*	65%	83%	55%	*
	2022	43%	20%	**70%**	*	71%	64%	-	-	-	*	*	-	67%	*	75%	*
At Masters Grade Level	2023	23%	6%	**17%**	*	*	20%	*	-	-	*	*	*	18%	17%	0%	*
	2022	27%	14%	**65%**	*	57%	64%	-	-	-	*	*	-	62%	*	75%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	66%	**62%**	46%	59%	77%	*	86%	83%	61%	39%	83%	62%	61%	58%	54%
	2022	74%	62%	**58%**	34%	62%	71%	*	*	75%	59%	25%	58%	63%	48%	51%	50%
At Meets Grade Level or Above	2023	49%	36%	**34%**	21%	28%	51%	*	50%	33%	26%	18%	50%	37%	31%	28%	20%
	2022	48%	33%	**29%**	13%	32%	37%	*	*	13%	36%	17%	17%	31%	24%	21%	19%
At Masters Grade Level	2023	20%	10%	**12%**	6%	6%	22%	*	14%	0%	9%	5%	8%	14%	9%	7%	3%
	2022	23%	13%	**16%**	5%	16%	21%	*	*	0%	19%	8%	0%	17%	12%	10%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	66%	**67%**	45%	67%	82%	*	83%	*	79%	40%	*	67%	69%	63%	63%
	2022	75%	64%	**68%**	47%	70%	82%	*	*	*	71%	34%	*	72%	62%	62%	56%
At Meets Grade Level or Above	2023	53%	43%	**44%**	24%	38%	63%	*	67%	*	46%	23%	*	45%	43%	37%	27%
	2022	53%	38%	**39%**	19%	42%	50%	*	*	*	43%	19%	*	40%	38%	29%	27%
At Masters Grade Level	2023	20%	12%	**18%**	10%	8%	35%	*	17%	*	13%	4%	*	22%	13%	10%	4%
	2022	25%	17%	**25%**	8%	26%	36%	*	*	*	33%	8%	*	27%	22%	16%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	64%	**61%**	44%	57%	77%	*	83%	*	58%	32%	*	61%	60%	55%	55%
	2022	72%	55%	**51%**	27%	49%	68%	*	*	*	48%	19%	*	59%	36%	42%	44%
At Meets Grade Level or Above	2023	45%	29%	**31%**	17%	24%	52%	*	33%	*	21%	12%	*	36%	25%	22%	14%
	2022	42%	22%	**20%**	8%	18%	29%	*	*	*	29%	16%	*	23%	15%	12%	12%
At Masters Grade Level	2023	19%	8%	**10%**	4%	8%	18%	*	17%	*	8%	7%	*	12%	7%	6%	4%
	2022	20%	9%	**9%**	2%	10%	14%	*	*	*	10%	7%	*	11%	6%	5%	7%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**80%**	72%	76%	94%	*	*	*	67%	76%	*	80%	81%	78%	61%
	2022	76%	70%	**75%**	41%	92%	82%	-	-	*	88%	18%	*	77%	68%	69%	82%
At Meets Grade Level or Above	2023	47%	31%	**41%**	34%	34%	55%	*	*	*	11%	24%	*	44%	36%	36%	33%
	2022	47%	37%	**41%**	19%	56%	43%	-	-	*	63%	18%	*	46%	25%	33%	27%

	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	2023	18%	8%	**7%**	3%	3%	13%	*	*	*	11%	6%	*	7%	7%	6%	0%
	2022	21%	13%	**17%**	11%	20%	18%	-	-	*	25%	12%	*	20%	7%	11%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	63%	**30%**	24%	24%	45%	*	*	*	11%	24%	*	34%	24%	29%	17%
	2022	75%	62%	**34%**	11%	44%	43%	-	-	*	25%	24%	*	38%	21%	29%	18%
At Meets Grade Level or Above	2023	52%	37%	**8%**	14%	3%	10%	*	*	*	0%	18%	*	8%	7%	8%	0%
	2022	50%	39%	**13%**	4%	16%	18%	-	-	*	13%	12%	*	17%	4%	8%	9%
At Masters Grade Level	2023	27%	13%	**3%**	7%	0%	3%	*	*	*	0%	6%	*	3%	2%	4%	0%
	2022	30%	13%	**4%**	0%	4%	6%	-	-	*	0%	6%	*	4%	4%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	22%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	31%	13%	**13%**	0%	0%	30%	-	*	*	0%	5%	-	13%	13%	3%	8%
Reading and Mathematics Including EOC	2023	35%	22%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	31%	13%	**13%**	0%	0%	30%	-	*	*	0%	5%	-	13%	13%	3%	8%
Reading Including EOC	2023	52%	44%	**44%**	25%	35%	56%	-	*	-	60%	17%	-	43%	45%	39%	29%
	2022	43%	32%	**32%**	14%	6%	55%	-	*	*	33%	4%	-	32%	32%	21%	7%
Math Including EOC	2023	40%	22%	**22%**	8%	15%	41%	-	*	-	10%	9%	-	25%	18%	18%	12%
	2022	40%	15%	**15%**	0%	6%	30%	-	*	*	17%	5%	-	17%	13%	3%	8%
7th Graders																	
Reading and Mathematics	2023	37%	35%	**35%**	13%	25%	57%	-	*	*	60%	6%	*	39%	27%	20%	19%
	2022	32%	15%	**15%**	13%	8%	24%	*	*	*	14%	28%	*	15%	16%	9%	0%
Reading and Mathematics Including EOC	2023	38%	35%	**35%**	13%	25%	57%	-	*	*	60%	6%	*	39%	27%	20%	19%
	2022	33%	15%	**15%**	13%	8%	24%	*	*	*	14%	28%	*	15%	16%	9%	0%
Reading Including EOC	2023	55%	47%	**47%**	20%	42%	71%	-	*	*	60%	12%	*	45%	52%	34%	31%
	2022	56%	37%	**37%**	23%	36%	52%	*	*	*	29%	39%	*	36%	39%	29%	13%
Math Including EOC	2023	43%	37%	**37%**	16%	25%	60%	-	*	*	60%	6%	*	41%	29%	22%	19%
	2022	37%	15%	**15%**	13%	8%	24%	*	*	*	14%	28%	*	15%	16%	9%	0%
8th Graders																	
Reading and Mathematics	2023	31%	18%	**18%**	15%	20%	29%	-	*	*	0%	19%	-	21%	14%	18%	6%
	2022	27%	12%	**12%**	8%	11%	11%	-	-	*	43%	7%	*	13%	12%	11%	0%

	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)
Reading and Mathematics Including EOC	2023	44%	28%	**28%**	18%	24%	45%	*	*	*	11%	24%	*	32%	22%	24%	11%
	2022	41%	24%	**24%**	11%	28%	25%	-	-	*	50%	18%	*	26%	18%	17%	9%
Reading Including EOC	2023	58%	41%	**41%**	29%	38%	61%	*	*	*	22%	41%	*	46%	34%	37%	22%
	2022	58%	46%	**46%**	19%	68%	47%	-	-	*	63%	18%	*	45%	46%	35%	45%
Math Including EOC	2023	51%	34%	**34%**	24%	31%	52%	*	*	*	11%	24%	*	39%	26%	27%	11%
	2022	48%	28%	**28%**	11%	32%	31%	-	-	*	50%	18%	*	31%	18%	20%	18%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	23%	**26%**	12%	20%	45%	-	33%	*	18%	11%	*	30%	19%	19%	12%
	2022	34%	17%	**14%**	7%	7%	22%	*	*	*	20%	13%	*	13%	14%	8%	3%
Reading and Mathematics Including EOC	2023	39%	24%	**28%**	13%	22%	48%	*	33%	*	21%	12%	*	33%	22%	20%	14%
	2022	36%	19%	**18%**	8%	14%	27%	*	*	*	24%	16%	*	19%	15%	10%	5%
Reading Including EOC	2023	53%	39%	**44%**	24%	38%	63%	*	67%	*	46%	23%	*	45%	43%	37%	27%
	2022	53%	37%	**39%**	19%	40%	51%	*	*	*	43%	19%	*	39%	38%	29%	20%
Math Including EOC	2023	47%	28%	**31%**	17%	24%	51%	*	33%	*	21%	12%	*	36%	24%	22%	14%
	2022	43%	24%	**20%**	8%	17%	29%	*	*	*	29%	16%	*	22%	15%	12%	8%

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

	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 - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	49%	**49%**	52%	42%	55%	-	*	-	44%	36%	-	55%	41%	45%	44%
Grade 6 Mathematics	2023	54%	34%	**34%**	42%	40%	28%	-	*	-	22%	39%	-	34%	34%	36%	38%
Grade 7 ELA/Reading	2023	71%	66%	**66%**	55%	61%	79%	-	*	*	70%	56%	*	61%	77%	58%	60%
Grade 7 Mathematics	2023	56%	55%	**55%**	48%	47%	72%	-	*	-	*	50%	*	58%	50%	52%	59%
Grade 8 ELA/Reading	2023	63%	59%	**59%**	65%	59%	59%	*	*	*	50%	59%	*	65%	50%	59%	56%
Grade 8 Mathematics	2023	74%	77%	**77%**	75%	80%	82%	-	*	*	61%	84%	-	87%	63%	75%	75%
End of Course Algebra I	2023	76%	89%	**88%**	*	*	88%	*	-	-	*	*	*	85%	*	90%	*
All Grades Both Subjects	2023	64%	59%	**59%**	57%	57%	65%	*	33%	*	51%	53%	63%	63%	53%	56%	56%
All Grades ELA/Reading	2023	63%	57%	**58%**	58%	54%	65%	*	42%	*	52%	49%	*	61%	55%	54%	53%
All Grades Mathematics	2023	66%	61%	**59%**	57%	60%	64%	*	25%	*	50%	56%	*	64%	51%	57%	58%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	24%	**24%**	20%	38%	17%	-	-	-	-	8%	-	29%	20%	24%	40%
Grade 6 Mathematics	2023	35%	23%	**23%**	15%	25%	*	-	-	-	*	13%	-	21%	25%	20%	40%
Grade 7 ELA/Reading	2023	39%	18%	**18%**	19%	20%	14%	-	*	-	-	8%	*	16%	21%	15%	22%
Grade 7 Mathematics	2023	22%	16%	**16%**	14%	8%	33%	-	*	-	*	0%	*	20%	7%	14%	11%
Grade 8 ELA/Reading	2023	39%	29%	**29%**	31%	20%	*	-	-	-	*	13%	-	21%	42%	33%	25%
Grade 8 Mathematics	2023	49%	32%	**32%**	39%	41%	11%	-	-	-	17%	36%	-	32%	32%	34%	33%
End of Course Algebra I	2023	58%	70%	*	-	*	-	-	-	-	*	-	-	*	*	*	-
All Grades Both Subjects	2023	38%	28%	**24%**	23%	27%	21%	-	*	-	38%	12%	*	24%	25%	24%	27%
All Grades ELA/Reading	2023	35%	23%	**23%**	22%	25%	18%	-	*	-	*	9%	*	21%	27%	23%	27%
All Grades Mathematics	2023	40%	33%	**25%**	23%	28%	23%	-	*	-	33%	15%	*	26%	24%	25%	27%

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

	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	2023	76%	66%	**62%**	-	-	-	-	-	-	49%	-	49%	65%	*	63%	50%	100%
	2022	74%	62%	**58%**	-	-	-	-	-	-	46%	45%	-	48%	-	58%	45%	93%
At Meets Grade Level or Above	2023	49%	36%	**34%**	-	-	-	-	-	-	14%	-	14%	15%	*	37%	14%	92%
	2022	48%	33%	**29%**	-	-	-	-	-	-	18%	17%	-	18%	-	29%	17%	65%
At Masters Grade Level	2023	20%	10%	**12%**	-	-	-	-	-	-	1%	-	1%	0%	*	14%	1%	33%
	2022	23%	13%	**16%**	-	-	-	-	-	-	11%	9%	-	10%	-	15%	10%	38%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	66%	**67%**	-	-	-	-	-	-	58%	-	58%	69%	*	68%	59%	100%
	2022	75%	64%	**68%**	-	-	-	-	-	-	50%	48%	-	53%	-	69%	50%	100%
At Meets Grade Level or Above	2023	53%	43%	**44%**	-	-	-	-	-	-	20%	-	20%	23%	*	48%	20%	100%
	2022	53%	38%	**39%**	-	-	-	-	-	-	26%	26%	-	21%	-	40%	25%	75%
At Masters Grade Level	2023	20%	12%	**18%**	-	-	-	-	-	-	0%	-	0%	0%	*	21%	0%	33%
	2022	25%	17%	**25%**	-	-	-	-	-	-	18%	16%	-	16%	-	25%	18%	58%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	**61%**	-	-	-	-	-	-	49%	-	49%	62%	*	62%	50%	100%
	2022	72%	55%	**51%**	-	-	-	-	-	-	42%	41%	-	42%	-	51%	39%	92%
At Meets Grade Level or Above	2023	45%	29%	**31%**	-	-	-	-	-	-	7%	-	7%	8%	*	35%	7%	83%
	2022	42%	22%	**20%**	-	-	-	-	-	-	14%	14%	-	11%	-	20%	13%	42%
At Masters Grade Level	2023	19%	8%	**10%**	-	-	-	-	-	-	2%	-	2%	0%	*	11%	2%	33%
	2022	20%	9%	**9%**	-	-	-	-	-	-	8%	7%	-	5%	-	9%	8%	25%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**80%**	-	-	-	-	-	-	61%	-	61%	-	-	84%	61%	-
	2022	76%	70%	**75%**	-	-	-	-	-	-	80%	78%	-	*	-	72%	80%	100%
At Meets Grade Level or Above	2023	47%	31%	**41%**	-	-	-	-	-	-	33%	-	33%	-	-	42%	33%	-
	2022	47%	37%	**41%**	-	-	-	-	-	-	20%	11%	-	*	-	38%	20%	100%
At Masters Grade Level	2023	18%	8%	**7%**	-	-	-	-	-	-	0%	-	0%	-	-	8%	0%	-
	2022	21%	13%	**17%**	-	-	-	-	-	-	0%	0%	-	*	-	16%	0%	50%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	63%	**30%**	-	-	-	-	-	-	17%	-	17%	-	-	33%	17%	-
	2022	75%	62%	**34%**	-	-	-	-	-	-	10%	11%	-	*	-	33%	10%	75%
At Meets Grade Level or Above	2023	52%	37%	**8%**	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	-
	2022	50%	39%	**13%**	-	-	-	-	-	-	0%	0%	-	*	-	12%	0%	50%

	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 Masters Grade Level	2023	27%	13%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	4%	0%	-
	2022	30%	13%	**4%**	-	-	-	-	-	-	0%	0%	-	*	-	3%	0%	13%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	59%	**59%**	-	-	-	-	-	-	55%	-	55%	46%	*	59%	55%	67%
All Grades ELA/Reading	2023	63%	57%	**58%**	-	-	-	-	-	-	53%	-	53%	50%	*	59%	52%	67%
All Grades Mathematics	2023	66%	61%	**59%**	-	-	-	-	-	-	57%	-	57%	42%	*	59%	58%	67%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	28%	**24%**	-	-	-	-	-	-	27%	-	27%	50%	-	24%	27%	-
All Grades ELA/Reading	2023	35%	23%	**23%**	-	-	-	-	-	-	27%	-	27%	*	-	22%	27%	-
All Grades Mathematics	2023	40%	33%	**25%**	-	-	-	-	-	-	27%	-	27%	*	-	25%	27%	-

* 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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	88%	**91%**	90%	92%	90%	*	100%	100%	89%	87%	100%	96%	84%	90%	91%
Not Included in Accountability: Mobile	4%	10%	**8%**	10%	6%	9%	*	0%	0%	11%	12%	0%	4%	14%	9%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	1%	*	0%	0%	0%	1%	0%	0%	2%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	*	100%	*	100%	98%	*	100%	99%	100%	100%
Included in Accountability	92%	88%	**90%**	90%	91%	91%	*	100%	*	86%	86%	*	96%	84%	89%	89%
Not Included in Accountability: Mobile	4%	10%	**8%**	9%	6%	8%	*	0%	*	14%	11%	*	4%	13%	9%	5%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	3%	1%	*	0%	*	0%	2%	*	0%	3%	2%	5%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	2%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	*	0%	2%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	88%	**91%**	91%	92%	91%	*	100%	*	86%	88%	*	96%	85%	90%	91%
Not Included in Accountability: Mobile	5%	10%	**8%**	9%	6%	8%	*	0%	*	14%	11%	*	4%	13%	9%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	1%	*	0%	*	0%	2%	*	0%	2%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**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%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	88%	**91%**	88%	94%	89%	*	*	*	100%	85%	*	97%	84%	91%	95%
Not Included in Accountability: Mobile	4%	10%	**9%**	12%	6%	11%	*	*	*	0%	15%	*	3%	16%	9%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	91%	**91%**	88%	94%	89%	*	*	*	100%	85%	*	97%	84%	91%	95%
Not Included in Accountability: Mobile	4%	7%	**9%**	12%	6%	11%	*	*	*	0%	15%	*	3%	16%	9%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	*	100%	100%	97%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	90%	**90%**	88%	90%	93%	*	33%	100%	91%	94%	67%	95%	80%	91%	87%
Not Included in Accountability: Mobile	5%	8%	**10%**	12%	9%	7%	*	67%	0%	6%	5%	33%	4%	19%	8%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	0%	0%	3%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	0%	3%	0%	0%	0%	1%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	100%	100%	*	100%	*	96%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	89%	**89%**	88%	89%	93%	*	40%	*	88%	95%	67%	95%	80%	91%	87%
Not Included in Accountability: Mobile	5%	8%	**9%**	11%	9%	7%	*	60%	*	8%	3%	33%	4%	18%	8%	10%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	*	0%	*	0%	2%	0%	0%	1%	0%	4%
Not Tested	1%	1%	**1%**	1%	0%	0%	*	0%	*	4%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	0%	*	0%	*	4%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	100%	100%	*	100%	*	96%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	89%	**90%**	88%	91%	93%	*	40%	*	88%	97%	67%	96%	81%	91%	90%
Not Included in Accountability: Mobile	5%	9%	**10%**	11%	9%	7%	*	60%	*	8%	3%	33%	4%	18%	8%	10%

	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)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	1%	0%	0%	*	0%	*	4%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	1%	0%	0%	*	0%	*	4%	0%	0%	0%	1%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	91%	**90%**	87%	89%	93%	-	*	*	100%	89%	*	95%	78%	91%	85%
Not Included in Accountability: Mobile	4%	8%	**10%**	13%	11%	7%	-	*	*	0%	11%	*	5%	22%	9%	15%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	**90%**	87%	89%	93%	-	*	*	100%	89%	*	95%	78%	91%	85%
Not Included in Accountability: Mobile	4%	7%	**10%**	13%	11%	7%	-	*	*	0%	11%	*	5%	22%	9%	15%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.1%	**90.0%**	87.0%	92.7%	90.0%	*	*	*	91.5%	88.3%	89.3%	92.2%
2020-21	95.0%	93.4%	**94.8%**	92.9%	95.5%	95.5%	94.6%	96.8%	*	95.5%	93.5%	94.1%	94.3%
Chronic Absenteeism													
2021-22	25.7%	37.5%	**39.7%**	49.1%	25.0%	43.3%	*	20.0%	*	32.0%	45.9%	42.8%	28.6%
2020-21	15.0%	24.4%	**17.7%**	27.1%	14.1%	13.9%	33.3%	11.1%	*	11.8%	26.5%	20.6%	21.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.2%	**1.2%**	3.9%	0.0%	0.0%	*	*	*	0.0%	2.1%	1.0%	0.0%
2020-21	0.9%	0.4%	**0.4%**	0.0%	0.0%	0.8%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	84.9%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	99	368,686
By Ethnicity:				
African American	-	-	16	45,227
Hispanic	-	-	19	191,125
White	-	-	55	103,171
American Indian	-	-	0	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	6	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	17	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	82	302,917
Special Education Graduates	-	-	13	32,447
Economically Disadvantaged Graduates	-	-	52	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	56	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	331	100.0%	1,511	5,504,150	331	100.0%	1,517	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.8%	4.4%	0	0.0%	4.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.8%	3.7%	0	0.0%	4.9%	3.7%
Kindergarten	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Grade 1	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	110	33.2%	7.3%	7.3%	110	33.2%	7.3%	7.2%
Grade 7	110	33.2%	7.3%	7.4%	110	33.2%	7.3%	7.4%
Grade 8	111	33.5%	7.3%	7.7%	111	33.5%	7.3%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 11	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 12	0	0.0%	6.8%	6.6%	0	0.0%	6.7%	6.6%
Ethnic Distribution:								
African American	95	28.7%	25.1%	12.8%	95	28.7%	25.0%	12.8%
Hispanic	79	23.9%	24.0%	53.0%	79	23.9%	24.1%	52.9%
White	125	37.8%	41.8%	25.6%	125	37.8%	41.9%	25.7%
American Indian	1	0.3%	0.4%	0.3%	1	0.3%	0.4%	0.3%
Asian	7	2.1%	1.5%	5.1%	7	2.1%	1.5%	5.1%
Pacific Islander	2	0.6%	0.9%	0.2%	2	0.6%	0.9%	0.2%
Two or More Races	22	6.6%	6.4%	3.0%	22	6.6%	6.3%	3.0%
Sex:								
Female	171	51.7%	50.8%	48.8%	171	51.7%	50.9%	48.8%
Male	160	48.3%	49.2%	51.2%	160	48.3%	49.1%	51.2%
Economically Disadvantaged	259	78.2%	74.9%	62.1%	259	78.2%	74.8%	62.0%
Non-Educationally Disadvantaged	72	21.8%	25.1%	37.9%	72	21.8%	25.2%	38.0%
Section 504 Students	37	11.2%	9.1%	7.4%	37	11.2%	9.0%	7.4%
EB Students/EL	52	15.7%	12.7%	23.1%	52	15.7%	12.7%	23.0%
Students w/ Disciplinary Placements (2021-22)	19	5.0%	3.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	31	9.4%	8.9%	5.5%	31	9.4%	8.8%	5.5%
Foster Care	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Homeless	1	0.3%	0.5%	1.3%	1	0.3%	0.5%	1.3%
Immigrant	3	0.9%	1.0%	2.2%	3	0.9%	1.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	47.3%	64.6%	0	0.0%	47.5%	64.6%
Military Connected	14	4.2%	4.0%	3.6%	14	4.2%	4.0%	3.6%
At-Risk	222	67.1%	61.9%	53.3%	222	67.1%	61.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	51	15.4%	12.5%	23.2%	51	15.4%	12.5%	23.2%
Career and Technical Education	145	43.8%	35.5%	26.5%	145	43.8%	35.4%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	84.3%	72.3%	0	-	84.3%	72.2%
Gifted and Talented Education	22	6.6%	6.0%	8.2%	22	6.6%	5.9%	8.2%
Special Education	61	18.4%	17.3%	12.6%	61	18.4%	17.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	61							
By Type of Primary Disability Students with Intellectual Disabilities	41	67.2%	53.8%	44.1%				
Students with Physical Disabilities	**	**	19.8%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	11	18.0%	19.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	73	19.2%	18.3%	16.8%				
By Ethnicity: African American	28	7.3%	6.7%	3.3%				
Hispanic	8	2.1%	2.0%	8.7%				
White	28	7.3%	7.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.8%	0.5%	0.7%				
Pacific Islander	1	0.3%	0.2%	0.0%				
Two or More Races	5	1.3%	1.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	17.6%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	14.3%	8.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	60	20.6%	18.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	26	12.7%	15.9%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.5%	-	8.3%	4.5%
Grade 1	-	3.8%	2.5%	-	0.0%	3.6%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	1.1%	1.1%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	4.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	-	18.3	18.7
Grade 1	-	20.2	19.1
Grade 2	-	16.4	19.1
Grade 3	-	21.3	19.3
Grade 4	-	18.7	19.4
Grade 5	-	18.9	20.8
Grade 6	17.4	17.4	19.2
Secondary:			
English/Language Arts	16.9	18.0	16.2
Foreign Languages	12.8	15.6	18.8
Mathematics	14.4	14.9	17.5
Science	18.3	18.7	18.5
Social Studies	16.8	17.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	39.3	100.0%	100.0%	100.0%
Professional Staff:	35.0	89.1%	66.3%	64.1%
Teachers	29.2	74.1%	50.1%	48.7%
Professional Support	3.1	7.9%	8.9%	10.9%
Campus Administration (School Leadership)	2.8	7.1%	4.3%	3.3%
Educational Aides:	4.3	10.9%	13.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	2.0	n/a	4.0	1,240.0
Total Minority Staff:	6.8	17.2%	19.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.3%	7.5%	11.8%
Hispanic	2.9	9.9%	7.2%	29.6%
White	23.4	80.2%	82.1%	54.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.9	6.6%	2.4%	1.2%
Teachers by Sex:				
Males	11.5	39.4%	25.4%	24.4%
Females	17.7	60.6%	74.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	22.1	75.8%	72.6%	72.2%
Masters	7.0	23.8%	27.3%	25.0%
Doctorate	0.1	0.4%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.2	21.2%	10.8%	9.7%
1-5 Years Experience	10.0	34.2%	23.7%	26.3%
6-10 Years Experience	5.8	19.8%	22.4%	20.5%
11-20 Years Experience	5.1	17.4%	21.6%	27.2%
21-30 Years Experience	1.2	4.1%	17.4%	13.3%
Over 30 Years Experience	1.0	3.3%	4.0%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	11.4	n/a	12.6	14.8

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	4.2	6.1
Average Years Experience of Principals with District	1.0	2.2	5.3
Average Years Experience of Assistant Principals	0.0	1.0	5.2
Average Years Experience of Assistant Principals with District	0.0	1.0	4.4
Average Years Experience of Teachers:	8.3	11.1	11.0
Average Years Experience of Teachers with District:	1.8	4.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,002	$51,615	$53,300
1-5 Years Experience	$51,751	$52,072	$56,516
6-10 Years Experience	$55,366	$57,126	$59,732
11-20 Years Experience	$68,511	$65,281	$63,389
21-30 Years Experience	$70,474	$67,842	$67,876
Over 30 Years Experience	$67,532	$67,520	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$56,504	$59,370	$60,717
Professional Support	$69,969	$72,160	$72,022
Campus Administration (School Leadership)	$85,877	$81,278	$85,167
Instructional Staff Percent:	n/a	69.9%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.4%	5.9%
Career and Technical Education	2.5	8.7%	9.6%	5.4%
Compensatory Education	0.0	0.0%	3.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	20.4	69.9%	72.6%	70.6%
Special Education	3.6	12.5%	11.0%	9.7%
Other	2.6	8.8%	2.1%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: COMMERCE ISD

Campus Name: COMMERCE EL

Campus Number: 116903101

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

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).

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.1%	**91.8%**	90.7%	93.6%	91.5%	*	*	*	91.7%	93.6%	91.2%	94.0%
2020-21	95.0%	93.4%	**91.5%**	87.0%	91.8%	93.6%	*	*	*	92.8%	93.0%	90.4%	91.0%
Chronic Absenteeism													
2021-22	25.7%	37.5%	**28.4%**	29.6%	20.5%	32.5%	*	*	*	16.7%	18.6%	30.3%	12.9%
2020-21	15.0%	24.4%	**34.8%**	48.3%	25.0%	30.7%	*	*	*	38.9%	22.2%	39.5%	25.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	84.9%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	99	368,686
By Ethnicity:				
African American	-	-	16	45,227
Hispanic	-	-	19	191,125
White	-	-	55	103,171
American Indian	-	-	0	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	6	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	17	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	82	302,917
Special Education Graduates	-	-	13	32,447
Economically Disadvantaged Graduates	-	-	52	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	56	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	394	100.0%	1,511	5,504,150	400	100.0%	1,517	5,518,432
Students by Grade:								
Early Childhood Education	3	0.8%	0.2%	0.3%	7	1.8%	0.5%	0.5%
Pre-Kindergarten	72	18.3%	4.8%	4.4%	74	18.5%	4.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	72	18.3%	4.8%	3.7%	74	18.5%	4.9%	3.7%
Kindergarten	115	29.2%	7.6%	6.7%	115	28.8%	7.6%	6.7%
Grade 1	100	25.4%	6.6%	7.2%	100	25.0%	6.6%	7.2%
Grade 2	104	26.4%	6.9%	7.2%	104	26.0%	6.9%	7.2%
Grade 3	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.1%
Grade 4	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 11	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 12	0	0.0%	6.8%	6.6%	0	0.0%	6.7%	6.6%
Ethnic Distribution:								
African American	98	24.9%	25.1%	12.8%	98	24.5%	25.0%	12.8%
Hispanic	85	21.6%	24.0%	53.0%	87	21.8%	24.1%	52.9%
White	178	45.2%	41.8%	25.6%	182	45.5%	41.9%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	4	1.0%	1.5%	5.1%	4	1.0%	1.5%	5.1%
Pacific Islander	3	0.8%	0.9%	0.2%	3	0.8%	0.9%	0.2%
Two or More Races	26	6.6%	6.4%	3.0%	26	6.5%	6.3%	3.0%
Sex:								
Female	217	55.1%	50.8%	48.8%	221	55.3%	50.9%	48.8%
Male	177	44.9%	49.2%	51.2%	179	44.8%	49.1%	51.2%
Economically Disadvantaged	307	77.9%	74.9%	62.1%	310	77.5%	74.8%	62.0%
Non-Educationally Disadvantaged	87	22.1%	25.1%	37.9%	90	22.5%	25.2%	38.0%
Section 504 Students	5	1.3%	9.1%	7.4%	5	1.3%	9.0%	7.4%
EB Students/EL	53	13.5%	12.7%	23.1%	53	13.3%	12.7%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	1	0.3%	8.9%	5.5%	1	0.3%	8.8%	5.5%
Foster Care	3	0.8%	0.4%	0.2%	3	0.8%	0.4%	0.2%
Homeless	3	0.8%	0.5%	1.3%	3	0.8%	0.5%	1.3%
Immigrant	4	1.0%	1.0%	2.2%	4	1.0%	1.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	394	100.0%	47.3%	64.6%	400	100.0%	47.5%	64.6%
Military Connected	23	5.8%	4.0%	3.6%	23	5.8%	4.0%	3.6%
At-Risk	237	60.2%	61.9%	53.3%	237	59.3%	61.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	51	12.9%	12.5%	23.2%	51	12.8%	12.5%	23.2%
Career and Technical Education	0	0.0%	35.5%	26.5%	0	0.0%	35.4%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	84.3%	72.3%	0	-	84.3%	72.2%
Gifted and Talented Education	17	4.3%	6.0%	8.2%	17	4.3%	5.9%	8.2%
Special Education	46	11.7%	17.3%	12.6%	52	13.0%	17.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	46							
By Type of Primary Disability Students with Intellectual Disabilities	8	17.4%	53.8%	44.1%				
Students with Physical Disabilities	28	60.9%	19.8%	20.0%				
Students with Autism	5	10.9%	**	15.5%				
Students with Behavioral Disabilities	*	*	19.1%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	46	20.1%	18.3%	16.8%				
By Ethnicity: African American	14	6.1%	6.7%	3.3%				
Hispanic	5	2.2%	2.0%	8.7%				
White	22	9.6%	7.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.4%	0.5%	0.7%				
Pacific Islander	1	0.4%	0.2%	0.0%				
Two or More Races	3	1.3%	1.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	4.7%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	9.7%	8.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	34	20.4%	18.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	50	18.6%	15.9%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.4%	2.4%	1.5%	8.3%	8.3%	4.5%
Grade 1	3.8%	3.8%	2.5%	0.0%	0.0%	3.6%
Grade 2	0.0%	0.0%	1.6%	0.0%	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	1.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	4.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	18.3	18.3	18.7
Grade 1	20.2	20.2	19.1
Grade 2	16.4	16.4	19.1
Grade 3	-	21.3	19.3
Grade 4	-	18.7	19.4
Grade 5	-	18.9	20.8
Grade 6	-	17.4	19.2
Secondary:			
English/Language Arts	-	18.0	16.2
Foreign Languages	-	15.6	18.8
Mathematics	-	14.9	17.5
Science	-	18.7	18.5
Social Studies	-	17.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	48.2	100.0%	100.0%	100.0%
Professional Staff:	32.8	68.1%	66.3%	64.1%
Teachers	26.0	53.9%	50.1%	48.7%
Professional Support	3.8	8.0%	8.9%	10.9%
Campus Administration (School Leadership)	3.0	6.2%	4.3%	3.3%
Educational Aides:	15.4	31.9%	13.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	4.8	10.0%	19.1%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.7%	7.5%	11.8%
Hispanic	0.0	0.0%	7.2%	29.6%
White	25.0	96.3%	82.1%	54.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.4%	1.2%
Teachers by Sex:				
Males	1.0	3.7%	25.4%	24.4%
Females	25.0	96.3%	74.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	17.3	66.7%	72.6%	72.2%
Masters	8.7	33.3%	27.3%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.9	7.4%	10.8%	9.7%
1-5 Years Experience	1.0	3.7%	23.7%	26.3%
6-10 Years Experience	5.8	22.2%	22.4%	20.5%
11-20 Years Experience	6.7	25.9%	21.6%	27.2%
21-30 Years Experience	7.7	29.6%	17.4%	13.3%
Over 30 Years Experience	2.9	11.1%	4.0%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	15.2	n/a	12.6	14.8

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.2	6.1
Average Years Experience of Principals with District	1.0	2.2	5.3
Average Years Experience of Assistant Principals	1.0	1.0	5.2
Average Years Experience of Assistant Principals with District	1.0	1.0	4.4
Average Years Experience of Teachers:	16.7	11.1	11.0
Average Years Experience of Teachers with District:	7.9	4.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,587	$51,615	$53,300
1-5 Years Experience	$50,598	$52,072	$56,516
6-10 Years Experience	$55,320	$57,126	$59,732
11-20 Years Experience	$64,956	$65,281	$63,389
21-30 Years Experience	$67,526	$67,842	$67,876
Over 30 Years Experience	$67,518	$67,520	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,265	$59,370	$60,717
Professional Support	$68,430	$72,160	$72,022
Campus Administration (School Leadership)	$74,040	$81,278	$85,167
Instructional Staff Percent:	n/a	69.9%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	3.7%	1.4%	5.9%
Career and Technical Education	0.0	0.0%	9.6%	5.4%
Compensatory Education	3.9	14.8%	3.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	18.3	70.4%	72.6%	70.6%
Special Education	2.9	11.1%	11.0%	9.7%
Other	0.0	0.0%	2.1%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: COMMERCE ISD

Campus Name: ALBERT C WILLIAMS EL

Campus Number: 116903104

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	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	2023	76%	72%	**72%**	63%	68%	83%	-	-	-	60%	57%	*	69%	77%	66%	47%
	2022	76%	71%	**71%**	65%	75%	69%	-	-	*	86%	50%	*	75%	60%	69%	82%
At Meets Grade Level or Above	2023	50%	40%	**40%**	37%	25%	51%	-	-	-	40%	20%	*	44%	33%	36%	13%
	2022	51%	39%	**39%**	31%	50%	41%	-	-	*	29%	25%	*	42%	30%	35%	36%
At Masters Grade Level	2023	20%	18%	**18%**	19%	7%	22%	-	-	-	40%	11%	*	18%	18%	13%	0%
	2022	30%	20%	**20%**	23%	20%	19%	-	-	*	14%	13%	*	21%	15%	17%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	64%	**64%**	52%	61%	78%	-	-	-	40%	47%	*	62%	67%	61%	53%
	2022	71%	68%	**68%**	58%	75%	69%	-	-	*	71%	25%	*	72%	55%	65%	91%
At Meets Grade Level or Above	2023	45%	31%	**31%**	30%	14%	43%	-	-	-	40%	15%	*	28%	36%	25%	0%
	2022	43%	38%	**38%**	35%	35%	44%	-	-	*	43%	13%	*	43%	20%	34%	27%
At Masters Grade Level	2023	19%	13%	**13%**	19%	4%	15%	-	-	-	20%	12%	*	11%	15%	11%	0%
	2022	21%	14%	**14%**	12%	10%	16%	-	-	*	29%	13%	*	16%	5%	11%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	64%	**64%**	62%	65%	66%	-	-	*	56%	48%	*	70%	54%	59%	69%
	2022	77%	52%	**52%**	39%	43%	61%	-	*	*	70%	26%	-	57%	46%	45%	40%
At Meets Grade Level or Above	2023	48%	33%	**33%**	27%	39%	29%	-	-	*	56%	24%	*	35%	30%	30%	31%
	2022	54%	29%	**29%**	13%	26%	42%	-	*	*	40%	16%	-	32%	26%	20%	13%
At Masters Grade Level	2023	22%	7%	**7%**	4%	9%	9%	-	-	*	11%	14%	*	4%	14%	7%	8%
	2022	28%	12%	**12%**	0%	4%	24%	-	*	*	20%	0%	-	9%	15%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	53%	**53%**	41%	48%	60%	-	-	*	67%	29%	*	55%	49%	47%	54%
	2022	70%	41%	**41%**	17%	30%	55%	-	*	*	80%	26%	-	40%	44%	34%	33%
At Meets Grade Level or Above	2023	48%	23%	**23%**	11%	22%	29%	-	-	*	44%	14%	*	29%	14%	19%	23%
	2022	43%	18%	**18%**	4%	9%	36%	-	*	*	20%	16%	-	17%	21%	14%	7%
At Masters Grade Level	2023	22%	7%	**7%**	4%	9%	9%	-	-	*	11%	5%	*	9%	5%	4%	0%
	2022	23%	9%	**9%**	4%	0%	21%	-	*	*	0%	5%	-	8%	10%	3%	0%
Grade 5 Reading																	

	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 Approaches Grade Level or Above	2023	81%	49%	**49%**	42%	42%	59%	-	*	-	56%	17%	*	54%	43%	44%	44%
	2022	81%	64%	**64%**	43%	70%	69%	-	*	-	100%	35%	-	72%	54%	61%	67%
At Meets Grade Level or Above	2023	57%	26%	**26%**	4%	35%	41%	-	*	-	22%	9%	*	27%	26%	21%	25%
	2022	58%	35%	**35%**	17%	40%	41%	-	*	-	50%	20%	-	42%	26%	30%	25%
At Masters Grade Level	2023	28%	7%	**7%**	0%	4%	15%	-	*	-	11%	4%	*	4%	11%	3%	6%
	2022	36%	21%	**21%**	10%	15%	28%	-	*	-	25%	5%	-	25%	15%	14%	8%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	56%	**56%**	42%	42%	74%	-	*	-	78%	39%	*	60%	51%	51%	38%
	2022	77%	66%	**66%**	47%	70%	75%	-	*	-	88%	25%	-	70%	62%	63%	67%
At Meets Grade Level or Above	2023	51%	22%	**22%**	0%	19%	41%	-	*	-	33%	13%	*	17%	29%	14%	13%
	2022	48%	32%	**32%**	10%	45%	47%	-	*	-	13%	5%	-	36%	26%	25%	42%
At Masters Grade Level	2023	21%	3%	**3%**	0%	4%	7%	-	*	-	0%	4%	*	4%	3%	1%	0%
	2022	25%	13%	**13%**	3%	15%	19%	-	*	-	13%	5%	-	17%	8%	11%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	40%	**40%**	8%	42%	52%	-	*	-	89%	22%	*	38%	43%	36%	31%
	2022	66%	47%	**47%**	20%	55%	66%	-	*	-	50%	25%	-	49%	44%	46%	50%
At Meets Grade Level or Above	2023	36%	13%	**13%**	0%	15%	19%	-	*	-	22%	4%	*	13%	11%	4%	13%
	2022	38%	20%	**20%**	7%	20%	31%	-	*	-	13%	10%	-	23%	15%	14%	17%
At Masters Grade Level	2023	16%	5%	**5%**	0%	4%	7%	-	*	-	11%	4%	*	4%	6%	0%	0%
	2022	18%	10%	**10%**	7%	5%	16%	-	*	-	0%	5%	-	11%	8%	6%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	66%	**57%**	45%	53%	69%	-	*	*	65%	39%	72%	59%	55%	52%	47%
	2022	74%	62%	**58%**	41%	59%	66%	-	88%	63%	78%	29%	*	63%	51%	54%	59%
At Meets Grade Level or Above	2023	49%	36%	**27%**	16%	24%	37%	-	*	*	36%	14%	33%	28%	26%	22%	16%
	2022	48%	33%	**30%**	16%	32%	40%	-	50%	13%	29%	14%	*	34%	23%	24%	23%
At Masters Grade Level	2023	20%	10%	**9%**	7%	6%	13%	-	*	*	13%	8%	11%	8%	11%	6%	2%
	2022	23%	13%	**14%**	9%	10%	20%	-	50%	0%	14%	5%	*	16%	11%	10%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	66%	**62%**	56%	58%	71%	-	*	*	57%	43%	71%	65%	59%	57%	52%
	2022	75%	64%	**62%**	49%	62%	66%	-	*	*	84%	34%	*	68%	52%	58%	61%

	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 Meets Grade Level or Above	2023	53%	43%	**33%**	23%	32%	41%	-	*	*	39%	18%	43%	36%	30%	30%	23%
	2022	53%	38%	**34%**	20%	38%	41%	-	*	*	40%	19%	*	39%	27%	28%	24%
At Masters Grade Level	2023	20%	12%	**11%**	8%	6%	16%	-	*	*	17%	10%	14%	9%	14%	8%	5%
	2022	25%	17%	**17%**	11%	13%	24%	-	*	*	20%	4%	*	18%	15%	13%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	64%	**58%**	45%	51%	71%	-	*	*	65%	40%	71%	59%	56%	53%	48%
	2022	72%	55%	**58%**	42%	57%	66%	-	*	*	80%	26%	*	61%	53%	54%	61%
At Meets Grade Level or Above	2023	45%	29%	**26%**	14%	18%	37%	-	*	*	39%	14%	43%	25%	26%	20%	11%
	2022	42%	22%	**29%**	16%	29%	42%	-	*	*	24%	11%	*	33%	22%	24%	24%
At Masters Grade Level	2023	19%	8%	**8%**	8%	5%	11%	-	*	*	9%	8%	14%	8%	8%	5%	0%
	2022	20%	9%	**12%**	6%	8%	19%	-	*	*	12%	6%	*	14%	8%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	72%	**40%**	8%	42%	52%	-	*	-	89%	22%	*	38%	43%	36%	31%
	2022	76%	70%	**47%**	20%	55%	66%	-	*	-	50%	25%	-	49%	44%	46%	50%
At Meets Grade Level or Above	2023	47%	31%	**13%**	0%	15%	19%	-	*	-	22%	4%	*	13%	11%	4%	13%
	2022	47%	37%	**20%**	7%	20%	31%	-	*	-	13%	10%	-	23%	15%	14%	17%
At Masters Grade Level	2023	18%	8%	**5%**	0%	4%	7%	-	*	-	11%	4%	*	4%	6%	0%	0%
	2022	21%	13%	**10%**	7%	5%	16%	-	*	-	0%	5%	-	11%	8%	6%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	27%	**27%**	26%	14%	35%	-	-	-	40%	12%	*	25%	31%	22%	0%
	2022	36%	26%	**26%**	19%	30%	29%	-	-	*	29%	13%	*	29%	15%	23%	18%
Reading and Mathematics Including EOC	2023	37%	27%	**27%**	26%	14%	35%	-	-	-	40%	12%	*	25%	31%	22%	0%
	2022	36%	26%	**26%**	19%	30%	29%	-	-	*	29%	13%	*	29%	15%	23%	18%
Reading Including EOC	2023	50%	40%	**40%**	37%	25%	51%	-	-	-	40%	20%	*	44%	33%	36%	13%
	2022	51%	38%	**38%**	31%	50%	39%	-	-	*	29%	25%	*	41%	30%	35%	36%
Math Including EOC	2023	45%	31%	**31%**	30%	14%	43%	-	-	-	40%	15%	*	28%	36%	25%	0%
	2022	43%	37%	**37%**	35%	35%	42%	-	-	*	43%	13%	*	42%	20%	34%	27%
4th Graders																	
Reading and Mathematics	2023	38%	16%	**16%**	8%	17%	17%	-	-	*	33%	14%	*	18%	14%	14%	15%
	2022	36%	15%	**15%**	4%	9%	30%	-	*	*	10%	11%	-	15%	15%	10%	7%

	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)
Reading and Mathematics Including EOC	2023	38%	16%	**16%**	8%	17%	17%	-	-	*	33%	14%	*	18%	14%	14%	15%
	2022	36%	15%	**15%**	4%	9%	30%	-	*	*	10%	11%	-	15%	15%	10%	7%
Reading Including EOC	2023	48%	33%	**33%**	27%	39%	29%	-	-	*	56%	24%	*	35%	30%	30%	31%
	2022	54%	29%	**29%**	13%	26%	42%	-	*	*	40%	16%	-	32%	26%	20%	13%
Math Including EOC	2023	48%	23%	**23%**	11%	22%	29%	-	-	*	44%	14%	*	29%	14%	19%	23%
	2022	43%	18%	**18%**	4%	9%	36%	-	*	*	20%	16%	-	17%	21%	14%	7%
5th Graders																	
Reading and Mathematics	2023	43%	15%	**15%**	0%	19%	26%	-	*	-	11%	4%	*	12%	20%	10%	13%
	2022	41%	23%	**23%**	10%	30%	31%	-	*	-	13%	5%	-	28%	15%	17%	25%
Reading and Mathematics Including EOC	2023	43%	15%	**15%**	0%	19%	26%	-	*	-	11%	4%	*	12%	20%	10%	13%
	2022	41%	23%	**23%**	10%	30%	31%	-	*	-	13%	5%	-	28%	15%	17%	25%
Reading Including EOC	2023	57%	26%	**26%**	4%	35%	41%	-	*	-	22%	9%	*	27%	26%	21%	25%
	2022	58%	35%	**35%**	17%	40%	41%	-	*	-	50%	20%	-	42%	26%	30%	25%
Math Including EOC	2023	51%	22%	**22%**	0%	19%	41%	-	*	-	33%	13%	*	17%	29%	14%	13%
	2022	48%	32%	**32%**	10%	45%	47%	-	*	-	13%	5%	-	36%	26%	25%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	23%	**20%**	12%	17%	26%	-	*	*	26%	10%	29%	18%	22%	16%	9%
	2022	34%	17%	**21%**	11%	22%	30%	-	*	*	16%	9%	*	24%	15%	16%	16%
Reading and Mathematics Including EOC	2023	39%	24%	**20%**	12%	17%	26%	-	*	*	26%	10%	29%	18%	22%	16%	9%
	2022	36%	19%	**21%**	11%	22%	30%	-	*	*	16%	9%	*	24%	15%	16%	16%
Reading Including EOC	2023	53%	39%	**33%**	23%	32%	41%	-	*	*	39%	18%	43%	36%	30%	30%	23%
	2022	53%	37%	**34%**	20%	38%	41%	-	*	*	40%	19%	*	38%	27%	28%	24%
Math Including EOC	2023	47%	28%	**26%**	14%	18%	37%	-	*	*	39%	14%	43%	25%	26%	20%	11%
	2022	43%	24%	**29%**	16%	29%	42%	-	*	*	24%	11%	*	33%	22%	24%	24%

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

\- Indicates there are no students in the group.

	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 - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	**54%**	54%	50%	53%	-	-	*	72%	50%	*	53%	56%	54%	46%
Grade 4 Mathematics	2023	63%	43%	**43%**	33%	37%	46%	-	-	*	72%	38%	*	38%	50%	39%	31%
Grade 5 ELA/Reading	2023	65%	47%	**47%**	31%	54%	56%	-	*	-	44%	41%	*	46%	48%	46%	47%
Grade 5 Mathematics	2023	71%	61%	**61%**	56%	56%	67%	-	*	-	75%	67%	*	61%	61%	58%	43%
All Grades Both Subjects	2023	64%	59%	**51%**	44%	49%	55%	-	*	*	66%	49%	55%	49%	54%	49%	42%
All Grades ELA/Reading	2023	63%	57%	**51%**	43%	52%	54%	-	*	*	59%	45%	70%	50%	52%	50%	46%
All Grades Mathematics	2023	66%	61%	**51%**	44%	47%	55%	-	*	*	74%	53%	40%	49%	55%	48%	38%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	26%	**26%**	42%	13%	23%	-	-	-	*	25%	*	28%	24%	26%	20%
Grade 4 Mathematics	2023	27%	8%	**8%**	17%	11%	0%	-	-	-	*	7%	-	0%	17%	10%	*
Grade 5 ELA/Reading	2023	37%	14%	**14%**	20%	13%	9%	-	-	-	*	10%	*	16%	11%	13%	11%
Grade 5 Mathematics	2023	48%	40%	**40%**	30%	25%	63%	-	-	-	*	40%	*	44%	33%	36%	11%
All Grades Both Subjects	2023	38%	28%	**23%**	27%	17%	27%	-	-	-	13%	21%	*	25%	22%	22%	12%
All Grades ELA/Reading	2023	35%	23%	**19%**	30%	13%	17%	-	-	-	*	16%	*	21%	17%	19%	14%
All Grades Mathematics	2023	40%	33%	**27%**	25%	20%	36%	-	-	-	*	26%	*	28%	26%	26%	8%

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

	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	2023	76%	66%	**57%**	-	-	-	-	-	-	47%	53%	40%	59%	-	59%	47%	-
	2022	74%	62%	**58%**	-	-	-	-	-	-	56%	59%	-	25%	-	58%	56%	89%
At Meets Grade Level or Above	2023	49%	36%	**27%**	-	-	-	-	-	-	16%	15%	18%	16%	-	29%	16%	-
	2022	48%	33%	**30%**	-	-	-	-	-	-	19%	20%	-	0%	-	31%	19%	56%
At Masters Grade Level	2023	20%	10%	**9%**	-	-	-	-	-	-	2%	2%	2%	2%	-	10%	2%	-
	2022	23%	13%	**14%**	-	-	-	-	-	-	4%	4%	-	0%	-	15%	4%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	66%	**62%**	-	-	-	-	-	-	52%	55%	47%	59%	-	64%	52%	-
	2022	75%	64%	**62%**	-	-	-	-	-	-	60%	64%	-	*	-	63%	60%	*
At Meets Grade Level or Above	2023	53%	43%	**33%**	-	-	-	-	-	-	23%	21%	27%	23%	-	35%	23%	-
	2022	53%	38%	**34%**	-	-	-	-	-	-	20%	21%	-	*	-	36%	20%	*
At Masters Grade Level	2023	20%	12%	**11%**	-	-	-	-	-	-	5%	3%	7%	5%	-	12%	5%	-
	2022	25%	17%	**17%**	-	-	-	-	-	-	6%	6%	-	*	-	19%	6%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	**58%**	-	-	-	-	-	-	48%	52%	40%	59%	-	60%	48%	-
	2022	72%	55%	**58%**	-	-	-	-	-	-	57%	61%	-	*	-	58%	57%	*
At Meets Grade Level or Above	2023	45%	29%	**26%**	-	-	-	-	-	-	11%	10%	13%	9%	-	28%	11%	-
	2022	42%	22%	**29%**	-	-	-	-	-	-	20%	21%	-	*	-	30%	20%	*
At Masters Grade Level	2023	19%	8%	**8%**	-	-	-	-	-	-	0%	0%	0%	0%	-	10%	0%	-
	2022	20%	9%	**12%**	-	-	-	-	-	-	3%	3%	-	*	-	12%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	72%	**40%**	-	-	-	-	-	-	31%	*	33%	-	-	42%	31%	-
	2022	76%	70%	**47%**	-	-	-	-	-	-	33%	33%	-	-	-	46%	33%	*
At Meets Grade Level or Above	2023	47%	31%	**13%**	-	-	-	-	-	-	13%	*	13%	-	-	13%	13%	-
	2022	47%	37%	**20%**	-	-	-	-	-	-	11%	11%	-	-	-	20%	11%	*
At Masters Grade Level	2023	18%	8%	**5%**	-	-	-	-	-	-	0%	*	0%	-	-	6%	0%	-
	2022	21%	13%	**10%**	-	-	-	-	-	-	0%	0%	-	-	-	11%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	59%	**51%**	-	-	-	-	-	-	42%	38%	45%	31%	-	52%	42%	-
All Grades ELA/Reading	2023	63%	57%	**51%**	-	-	-	-	-	-	46%	46%	47%	25%	-	51%	46%	-
All Grades Mathematics	2023	66%	61%	**51%**	-	-	-	-	-	-	38%	31%	43%	38%	-	54%	38%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	28%	**23%**	-	-	-	-	-	-	12%	13%	11%	*	-	26%	12%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

ALBERT C WILLIAMS EL (116903104) - COMMERCE ISD - HUNT COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	23%	**19%**	-	-	-	-	-	-	14%	20%	11%	*	-	20%	14%	-
All Grades Mathematics	2023	40%	33%	**27%**	-	-	-	-	-	-	8%	*	11%	*	-	30%	8%	-

* 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.

	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	88%	**86%**	86%	84%	88%	-	*	*	86%	90%	82%	90%	81%	86%	81%
Not Included in Accountability: Mobile	4%	10%	**13%**	14%	15%	12%	-	*	*	14%	10%	18%	10%	19%	14%	18%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**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%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	*	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	88%	**86%**	86%	83%	89%	-	*	*	85%	90%	78%	90%	80%	86%	79%
Not Included in Accountability: Mobile	4%	10%	**13%**	13%	15%	11%	-	*	*	15%	9%	22%	9%	18%	13%	18%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	2%	0%	-	*	*	0%	1%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	*	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	-	*	*	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	88%	**87%**	87%	85%	89%	-	*	*	85%	91%	78%	90%	82%	87%	81%
Not Included in Accountability: Mobile	5%	10%	**13%**	13%	15%	11%	-	*	*	15%	9%	22%	10%	18%	13%	19%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	88%	**84%**	83%	84%	84%	-	*	-	90%	85%	*	88%	80%	83%	84%
Not Included in Accountability: Mobile	4%	10%	**16%**	17%	16%	16%	-	*	-	10%	15%	*	12%	20%	17%	16%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	**90%**	92%	88%	89%	-	73%	100%	94%	87%	33%	97%	79%	93%	83%
Not Included in Accountability: Mobile	5%	8%	**8%**	8%	6%	10%	-	27%	0%	6%	11%	67%	3%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	6%	1%	-	0%	0%	0%	2%	0%	0%	4%	2%	12%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	89%	**90%**	91%	89%	89%	-	*	*	93%	87%	*	97%	79%	93%	84%
Not Included in Accountability: Mobile	5%	8%	**9%**	9%	6%	10%	-	*	*	7%	11%	*	3%	17%	6%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	6%	1%	-	*	*	0%	2%	*	0%	4%	1%	11%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	89%	**90%**	91%	89%	89%	-	*	*	93%	87%	*	97%	79%	93%	84%
Not Included in Accountability: Mobile	5%	9%	**9%**	9%	6%	10%	-	*	*	7%	11%	*	3%	17%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	6%	1%	-	*	*	0%	2%	*	0%	4%	1%	11%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**99%**	97%	100%	100%	-	*	-	100%	96%	-	100%	98%	99%	100%
Included in Accountability	93%	91%	**89%**	97%	83%	86%	-	*	-	100%	87%	-	98%	80%	93%	75%
Not Included in Accountability: Mobile	4%	8%	**7%**	0%	8%	11%	-	*	-	0%	9%	-	2%	12%	3%	6%

	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)
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	0%	8%	3%	-	*	-	0%	0%	-	0%	6%	3%	19%
Not Tested	2%	1%	**1%**	3%	0%	0%	-	*	-	0%	4%	-	0%	2%	1%	0%
Absent	1%	0%	**1%**	3%	0%	0%	-	*	-	0%	4%	-	0%	2%	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.1%	**92.9%**	91.4%	94.9%	93.0%	-	*	*	92.8%	91.9%	92.7%	96.0%
2020-21	95.0%	93.4%	**93.7%**	91.9%	94.5%	94.7%	*	*	*	92.7%	93.3%	92.9%	94.0%
Chronic Absenteeism													
2021-22	25.7%	37.5%	**25.0%**	39.4%	14.5%	18.4%	-	*	60.0%	29.6%	29.4%	27.1%	9.3%
2020-21	15.0%	24.4%	**22.8%**	30.7%	18.1%	18.3%	*	20.0%	40.0%	25.8%	25.4%	25.6%	24.4%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	84.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	84.9%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	99	368,686
By Ethnicity:				
African American	-	-	16	45,227
Hispanic	-	-	19	191,125
White	-	-	55	103,171
American Indian	-	-	0	1,159
Asian	-	-	1	18,794
Pacific Islander	-	-	2	569
Two or More Races	-	-	6	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	17	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	82	302,917
Special Education Graduates	-	-	13	32,447
Economically Disadvantaged Graduates	-	-	52	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	56	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	321	100.0%	1,511	5,504,150	321	100.0%	1,517	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.8%	4.4%	0	0.0%	4.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.8%	3.7%	0	0.0%	4.9%	3.7%
Kindergarten	0	0.0%	7.6%	6.7%	0	0.0%	7.6%	6.7%
Grade 1	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 2	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 3	115	35.8%	7.6%	7.2%	115	35.8%	7.6%	7.1%
Grade 4	105	32.7%	6.9%	7.2%	105	32.7%	6.9%	7.1%
Grade 5	101	31.5%	6.7%	7.2%	101	31.5%	6.7%	7.2%
Grade 6	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 9	0	0.0%	8.5%	8.7%	0	0.0%	8.5%	8.7%
Grade 10	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 11	0	0.0%	7.8%	7.0%	0	0.0%	7.8%	7.0%
Grade 12	0	0.0%	6.8%	6.6%	0	0.0%	6.7%	6.6%
Ethnic Distribution:								
African American	87	27.1%	25.1%	12.8%	87	27.1%	25.0%	12.8%
Hispanic	83	25.9%	24.0%	53.0%	83	25.9%	24.1%	52.9%
White	117	36.4%	41.8%	25.6%	117	36.4%	41.9%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	3	0.9%	1.5%	5.1%	3	0.9%	1.5%	5.1%
Pacific Islander	3	0.9%	0.9%	0.2%	3	0.9%	0.9%	0.2%
Two or More Races	28	8.7%	6.4%	3.0%	28	8.7%	6.3%	3.0%
Sex:								
Female	152	47.4%	50.8%	48.8%	152	47.4%	50.9%	48.8%
Male	169	52.6%	49.2%	51.2%	169	52.6%	49.1%	51.2%
Economically Disadvantaged	249	77.6%	74.9%	62.1%	249	77.6%	74.8%	62.0%
Non-Educationally Disadvantaged	72	22.4%	25.1%	37.9%	72	22.4%	25.2%	38.0%
Section 504 Students	36	11.2%	9.1%	7.4%	36	11.2%	9.0%	7.4%
EB Students/EL	51	15.9%	12.7%	23.1%	51	15.9%	12.7%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	3.0%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	58	18.1%	8.9%	5.5%	58	18.1%	8.8%	5.5%
Foster Care	3	0.9%	0.4%	0.2%	3	0.9%	0.4%	0.2%
Homeless	4	1.2%	0.5%	1.3%	4	1.2%	0.5%	1.3%
Immigrant	3	0.9%	1.0%	2.2%	3	0.9%	1.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	321	100.0%	47.3%	64.6%	321	100.0%	47.5%	64.6%
Military Connected	8	2.5%	4.0%	3.6%	8	2.5%	4.0%	3.6%
At-Risk	181	56.4%	61.9%	53.3%	181	56.4%	61.6%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	51	15.9%	12.5%	23.2%	51	15.9%	12.5%	23.2%
Career and Technical Education	0	0.0%	35.5%	26.5%	0	0.0%	35.4%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	84.3%	72.3%	0	-	84.3%	72.2%
Gifted and Talented Education	22	6.9%	6.0%	8.2%	22	6.9%	5.9%	8.2%
Special Education	79	24.6%	17.3%	12.6%	79	24.6%	17.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability Students with Intellectual Disabilities	44	55.7%	53.8%	44.1%				
Students with Physical Disabilities	18	22.8%	19.8%	20.0%				
Students with Autism	6	7.6%	**	15.5%				
Students with Behavioral Disabilities	11	13.9%	19.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	60	17.8%	18.3%	16.8%				
By Ethnicity: African American	23	6.8%	6.7%	3.3%				
Hispanic	7	2.1%	2.0%	8.7%				
White	23	6.8%	7.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.6%	0.5%	0.7%				
Pacific Islander	1	0.3%	0.2%	0.0%				
Two or More Races	4	1.2%	1.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	11	16.2%	16.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	7.0%	8.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	46	17.7%	18.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	31	16.0%	15.9%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	2.4%	1.5%	-	8.3%	4.5%
Grade 1	-	3.8%	2.5%	-	0.0%	3.6%
Grade 2	-	0.0%	1.6%	-	0.0%	2.0%
Grade 3	0.0%	0.0%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	1.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	4.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	-	18.3	18.7
Grade 1	-	20.2	19.1
Grade 2	-	16.4	19.1
Grade 3	21.3	21.3	19.3
Grade 4	18.7	18.7	19.4
Grade 5	18.9	18.9	20.8
Grade 6	-	17.4	19.2
Secondary:			
English/Language Arts	-	18.0	16.2
Foreign Languages	-	15.6	18.8
Mathematics	-	14.9	17.5
Science	-	18.7	18.5
Social Studies	-	17.7	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	39.9	100.0%	100.0%	100.0%
Professional Staff:	33.6	84.1%	66.3%	64.1%
Teachers	25.9	64.8%	50.1%	48.7%
Professional Support	4.1	10.4%	8.9%	10.9%
Campus Administration (School Leadership)	3.6	8.9%	4.3%	3.3%
Educational Aides:	6.3	15.9%	13.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	2.0	n/a	4.0	1,240.0
Total Minority Staff:	8.4	21.1%	19.1%	53.2%
Teachers by Ethnicity:				
African American	2.9	11.2%	7.5%	11.8%
Hispanic	2.1	8.1%	7.2%	29.6%
White	20.9	80.7%	82.1%	54.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.4%	1.2%
Teachers by Sex:				
Males	1.9	7.4%	25.4%	24.4%
Females	23.9	92.6%	74.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	19.6	75.7%	72.6%	72.2%
Masters	6.3	24.3%	27.3%	25.0%
Doctorate	0.0	0.0%	0.1%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.7%	10.8%	9.7%
1-5 Years Experience	7.6	29.4%	23.7%	26.3%
6-10 Years Experience	4.2	16.1%	22.4%	20.5%
11-20 Years Experience	5.8	22.3%	21.6%	27.2%
21-30 Years Experience	6.4	24.7%	17.4%	13.3%
Over 30 Years Experience	1.0	3.7%	4.0%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	12.4	n/a	12.6	14.8

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	3.5	4.2	6.1
Average Years Experience of Principals with District	3.5	2.2	5.3
Average Years Experience of Assistant Principals	1.0	1.0	5.2
Average Years Experience of Assistant Principals with District	1.0	1.0	4.4
Average Years Experience of Teachers:	12.8	11.1	11.0
Average Years Experience of Teachers with District:	4.6	4.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,598	$51,615	$53,300
1-5 Years Experience	$51,464	$52,072	$56,516
6-10 Years Experience	$57,290	$57,126	$59,732
11-20 Years Experience	$62,263	$65,281	$63,389
21-30 Years Experience	$67,496	$67,842	$67,876
Over 30 Years Experience	$67,511	$67,520	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$59,336	$59,370	$60,717
Professional Support	$54,739	$72,160	$72,022
Campus Administration (School Leadership)	$78,107	$81,278	$85,167
Instructional Staff Percent:	n/a	69.9%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	1.3%	1.4%	5.9%
Career and Technical Education	0.0	0.0%	9.6%	5.4%
Compensatory Education	0.0	0.0%	3.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.2	85.7%	72.6%	70.6%
Special Education	3.4	13.0%	11.0%	9.7%
Other	0.0	0.0%	2.1%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Albert C Williams El District:COMMERCE ISD County:Hunt County
Campus Number:116903104 Total Membership: 295

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 61XX-66XX)						
Total Expenditures	2,438,365	100.00	8,266	2,722,063	100.00	9,227
Operating-Payroll	2,321,839	95.22	7,871	2,512,440	92.30	8,517
Other Operating	103,171	4.23	350	196,268	7.21	665
Non-Operating(Equipt/Supplies)	13,355	0.55	45	13,355	0.49	45
Expenditures by Function (Objects 61XX-64XX Only)						
Total Operating Expenditures	2,425,010	100.00	8,220	2,708,708	100.00	9,182
Instruction (11,95) *	1,982,637	81.76	6,721	2,255,335	83.26	7,645
Instructional Res/Media (12) *	7,637	0.31	26	7,637	0.28	26
Curriculum/Staff Develop (13) *	59,592	2.46	202	61,144	2.26	207
Instructional Leadership (21) *	22,077	0.91	75	22,077	0.82	75
School Leadership (23) *	210,435	8.68	713	210,629	7.78	714
Guidance/Counseling Svcs (31) *	86,084	3.55	292	86,084	3.18	292
Social Work Services (32) *	734	0.03	2	734	0.03	2
Health Services (33) *	52,439	2.16	178	52,439	1.94	178
Transportation(34) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) **	3,329	0.14	11	12,583	0.46	43
Plant Maint/Operation (51) **	0	0.00	0	0	0.00	0
Security/Monitoring (52) **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) **	46	0.00	0	46	0.00	0
Fund Raising CHARTER ONLY (81) **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 61XX-64XX only)						
Total Operating Expenditures	2,425,010	100.00	8,220	2,708,708	100.00	9,182
Regular	2,051,756	84.61	6,955	2,155,060	79.56	7,305
Gifted & Talented	199	0.01	1	199	0.01	1
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	319,158	13.16	1,082	319,158	11.78	1,082
State Compensatory ED	49,956	2.06	169	219,252	8.09	743
Bilingual	566	0.02	2	2,410	0.09	8
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 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
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Albert C Williams El District:COMMERCE ISD County:Hunt County
Campus Number:116903104 Total Membership: 295

	General Fund	%	Per Student	All Funds	%	Per Student
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
Athletic Programming	0	0.00	0	0	0.00	0
Un-Allocated	3,375	0.14	11	12,629	0.47	43

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Commerce El District:COMMERCE ISD County:Hunt County
Campus Number:116903101 Total Membership: 372

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 61XX-66XX)						
Total Expenditures	2,487,555	100.00	6,687	3,351,735	100.00	9,010
Operating-Payroll	2,382,227	95.77	6,404	3,141,821	93.74	8,446
Other Operating	94,961	3.82	255	199,547	5.95	536
Non-Operating(Equipt/Supplies)	10,367	0.42	28	10,367	0.31	28
Expenditures by Function (Objects 61XX-64XX Only)						
Total Operating Expenditures	2,477,188	100.00	6,659	3,341,368	100.00	8,982
Instruction (11,95) *	1,968,706	79.47	5,292	2,640,333	79.02	7,098
Instructional Res/Media (12) *	4,334	0.17	12	4,334	0.13	12
Curriculum/Staff Develop (13) *	57,813	2.33	155	225,618	6.75	607
Instructional Leadership (21) *	34,230	1.38	92	34,383	1.03	92
School Leadership (23) *	234,899	9.48	631	235,248	7.04	632
Guidance/Counseling Svcs (31) *	90,241	3.64	243	90,241	2.70	243
Social Work Services (32) *	794	0.03	2	794	0.02	2
Health Services (33) *	82,574	3.33	222	83,501	2.50	224
Transportation(34) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) **	1,336	0.05	4	24,655	0.74	66
Plant Maint/Operation (51) **	0	0.00	0	0	0.00	0
Security/Monitoring (52) **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) **	2,261	0.09	6	2,261	0.07	6
Fund Raising CHARTER ONLY (81) **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 61XX-64XX only)						
Total Operating Expenditures	2,477,188	100.00	6,659	3,341,368	100.00	8,982
Regular	1,590,832	64.22	4,276	1,725,921	51.65	4,640
Gifted & Talented	73	0.00	0	73	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	459,081	18.53	1,234	459,081	13.74	1,234
State Compensatory ED	424,210	17.12	1,140	1,106,226	33.11	2,974
Bilingual	-605	-0.02	-2	7,211	0.22	19
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 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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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Commerce El District:COMMERCE ISD County:Hunt County
Campus Number:116903101 Total Membership: 372

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	0	0.00	0	15,940	0.48	43
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
Athletic Programming	0	0.00	0	0	0.00	0
Un-Allocated	3,597	0.15	10	26,916	0.81	72

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Commerce H S District:COMMERCE ISD County:Hunt County
Campus Number:116903001 Total Membership: 447

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 61XX-66XX)						
Total Expenditures	3,746,728	100.00	8,382	3,971,126	100.00	8,884
Operating-Payroll	3,526,236	94.12	7,889	3,707,536	93.36	8,294
Other Operating	196,201	5.24	439	239,299	6.03	535
Non-Operating(Equipt/Supplies)	24,291	0.65	54	24,291	0.61	54
Expenditures by Function (Objects 61XX-64XX Only)						
Total Operating Expenditures	3,722,437	100.00	8,328	3,946,835	100.00	8,830
Instruction (11,95) *	2,845,001	76.43	6,365	3,052,917	77.35	6,830
Instructional Res/Media (12) *	4,000	0.11	9	4,000	0.10	9
Curriculum/Staff Develop (13) *	74,517	2.00	167	74,517	1.89	167
Instructional Leadership (21) *	21,171	0.57	47	21,171	0.54	47
School Leadership (23) *	312,536	8.40	699	312,536	7.92	699
Guidance/Counseling Svcs (31) *	154,519	4.15	346	154,519	3.92	346
Social Work Services (32) *	940	0.03	2	940	0.02	2
Health Services (33) *	23,951	0.64	54	23,951	0.61	54
Transportation(34) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) **	282,431	7.59	632	298,913	7.57	669
Plant Maint/Operation (51) **	0	0.00	0	0	0.00	0
Security/Monitoring (52) **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) **	3,371	0.09	8	3,371	0.09	8
Fund Raising CHARTER ONLY (81) **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 61XX-64XX only)						
Total Operating Expenditures	3,722,437	100.00	8,328	3,946,835	100.00	8,830
Regular	2,324,139	62.44	5,199	2,377,291	60.23	5,318
Gifted & Talented	232,219	6.24	520	232,219	5.88	520
Career & Technical	338,432	9.09	757	338,432	8.57	757
Students with Disabilities	475,936	12.79	1,065	475,936	12.06	1,065
State Compensatory ED	66,830	1.80	150	221,594	5.61	496
Bilingual	566	0.02	1	566	0.01	1
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 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
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Commerce H S District:COMMERCE ISD County:Hunt County
Campus Number:116903001 Total Membership: 447

	General Fund	%	Per Student	All Funds	%	Per Student
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	800	0.02	2	800	0.02	2
Athletic Programming	222,334	5.97	497	222,334	5.63	497
Un-Allocated	61,181	1.64	137	77,663	1.97	174

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Commerce Middle District:COMMERCE ISD County:Hunt County
Campus Number:116903043 Total Membership: 326

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 61XX-66XX)						
Total Expenditures	2,567,378	100.00	7,875	2,887,526	100.00	8,857
Operating-Payroll	2,449,400	95.40	7,513	2,701,913	93.57	8,288
Other Operating	103,696	4.04	318	171,331	5.93	526
Non-Operating(Equipt/Supplies)	14,282	0.56	44	14,282	0.49	44
Expenditures by Function (Objects 61XX-64XX Only)						
Total Operating Expenditures	2,553,096	100.00	7,832	2,873,244	100.00	8,814
Instruction (11,95) *	1,717,895	67.29	5,270	2,019,090	70.27	6,194
Instructional Res/Media (12) *	79,218	3.10	243	79,218	2.76	243
Curriculum/Staff Develop (13) *	60,822	2.38	187	63,283	2.20	194
Instructional Leadership (21) *	111,844	4.38	343	111,925	3.90	343
School Leadership (23) *	335,011	13.12	1,028	335,011	11.66	1,028
Guidance/Counseling Svcs (31) *	82,665	3.24	254	82,665	2.88	254
Social Work Services (32) *	737	0.03	2	737	0.03	2
Health Services (33) *	65,332	2.56	200	65,332	2.27	200
Transportation(34) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) **	98,413	3.85	302	114,824	4.00	352
Plant Maint/Operation (51) **	0	0.00	0	0	0.00	0
Security/Monitoring (52) **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) **	1,159	0.05	4	1,159	0.04	4
Fund Raising CHARTER ONLY (81) **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 61XX-64XX only)						
Total Operating Expenditures	2,553,096	100.00	7,832	2,873,244	100.00	8,814
Regular	2,194,742	85.96	6,732	2,361,609	82.19	7,244
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	178,272	6.98	547	178,272	6.20	547
State Compensatory ED	80,510	3.15	247	215,143	7.49	660
Bilingual	0	0.00	0	2,237	0.08	7
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2021-2022 PEIMS Actual Financial Data, Organized by Campus

School Campus:Commerce Middle District:COMMERCE ISD County:Hunt County
Campus Number:116903043 Total Membership: 326

	General Fund	%	Per Student	All Funds	%	Per Student
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
Athletic Programming	87,021	3.41	267	87,021	3.03	267
Un-Allocated	12,551	0.49	39	28,962	1.01	89

*Please refer to sections 1.4.1 through 1.4.2.1 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
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Commerce Independent School District

Commerce Elementary

2023-2024 Campus Improvement Plan

Mission Statement

District Mission Statement: CES is committed to quality education for all. We accept responsibility for preparing students for success at the next level.

Relationships

Opportunity

Achievement

Responsibility

Vision

Commerce Elementary School is a "Paws" itive place to DREAM of a bright future, BELIEVE in yourself and others, and ACHIEVE your highest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

25% African-American

25% Hispanic

42% White

2% Asian

6% Multi Racial

13% Emergent Bilingual

Commerce Elementary serves all the children in EE-2nd in Commerce ISD. Commerce ISD is economically disadvantaged with the CES campus having a 70.4% free/reduced lunch rate. The campus has been a Title I Schoolwide Project for many years. CES has an enrollment of approximately 397 students.

Demographics Strengths

Students:

Strengths

- Curious and excited about learning
- Willingness to please
- Enjoy coming to school

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): CES is challenged with meeting the needs of diverse cultures. **Root Cause:** CES has a variety of cultures with minimum support resources.

Student Achievement

Student Achievement Summary

Data Results

Students:

We found that there are significant achievement gaps between our sub-populations, especially between White students and African-American/Hispanic students. These gaps are more evident in the areas of Reading and Writing. We are upgrading our Literacy Program to meet the needs of our at risk and enriched student population. Our MTSS process is helping to make significant gains in early identification of struggling learners and applying appropriate interventions prior to any needed referrals. Continued training in literacy instruction, differentiated instruction, and technology will be critical to ensuring that all students access the general curriculum in meaningful ways to build student success.

Student Achievement Strengths

CES students are:

- Curious and excited about learning.
- Willing to please.
- Responsive to new programs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. **Root Cause:** Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction. Due to unplanned school closure in spring of 2020, the impact of COVID-19, and remote asynchronous learning, this problem statement still remains relevant.

School Culture and Climate

School Culture and Climate Summary

Physical, environmental, and social aspects of a school have a profound impact on student and staff experiences, attitudes, behaviors, and performance. Commerce Elementary has a school culture and climate that fosters student learning in a motivational and interactive manner which inspires students to learn, attend and stay in school. It is a healthy and positive school culture where all students experience equally supportive learning environments and opportunities that help them learn and thrive.

School Culture and Climate Strengths

- Teachers are supported by administration.
- Staff is welcoming and friendly to all visitors.
- Large number of parents attending events and notable number of volunteers.
- Inviting and student friendly environment is provided.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Constant/consistent shared vision among staff is desired. **Root Cause:** Diverse opinions and ideas sometimes create a gap in collaboration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Administrators take time to review and interview quality candidates that are certified in the area that is sought. We have a staff of 52 members. We are 100% highly qualified. All new teachers and returning teachers that are new to the campus have been assigned to a grade level mentor with ongoing support systems in place. We work through multiple teams to make sure all teachers have a voice and are a part of decision-making for our campus. We create a family atmosphere so that all teachers and staff are a team and want to be here.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified, and have required certifications. There is minimal turn over within the staff. The implementation of the newest and most innovative instructional techniques are unfolding on the CES campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff of diverse cultures and qualifications is desired. **Root Cause:** Lack of diverse candidates with appropriate certification(s) and training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CES sustains average scores in comparison with other districts of size and proximity. It is a continual area of evaluation and growth.

Curriculum, Instruction, and Assessment Strengths

- Math and Reading Computer-Based Program – Progress Learning continues to support student learning.
- Whole Brain Teaching Methods implementation is utilized.
- Specialized ELAR Program has been adopted and implemented.
- Leveled Literacy Intervention is being implemented with fidelity.
- Use of TRS scope and sequence is occurring.
- Vertically and horizontally aligned curriculum is in place.
- Technology upgrades and training to address student needs.
- MTA Dyslexia Program is utilized to meet the needs of students that qualify with an educational need.
- Second Step SEL Curriculum has been implemented throughout the campus.
- Implementation of Pre-K On My Way curriculum which is fully aligned to current Prekindergarten guidelines.
- All PK and any new Reading teachers are participating in the HB 3 Texas Reading Academy, all other Reading teachers have previously completed the academy.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): CES needs more instructional and curriculum focus in the STEM areas, (Science, Technology, Engineer, and Math.) **Root Cause:** There is a lack of resources/more of an emphasis placed on ELAR.

Parent and Community Engagement

Parent and Community Engagement Summary

Campus and district provide multiple opportunities for families and the community to visit and be a part of the educational process. PTO, mentors, and local business sponsors continue to support and enrich CES.

Parent and Community Engagement Strengths

- PTO is an avid supporter of CES.
- Large numbers of parents participate in student performances and events.
- Mentorship program through TAMU-C is growing and enhancing student relationships.
- Community and businesses support the campus throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Diverse population attendance is not as high as we would like for parent/community activities. **Root Cause:** Transportation is not readily available for many of our families during the evening along with many of our families are working and unable to attend events.

School Context and Organization

School Context and Organization Summary

Campus target areas are identified through CLI Engage Assessments (Circle/KEA/TPRI) and F&P benchmark testing data. We have aligned our MTSS criteria and process to meet the recommendations of the state. We continue to monitor all student data through local benchmarks and state assessments.

School Context and Organization Strengths

- Highly qualified staff
- Highly motivated staff and students
- PLCs
- PTO
- Full-time PreK-2nd Grade Curriculum Coordinator/Reading Academy Cohort Leader on-staff to provide instructional support and training
- The partnership of TAMU-C providing staff and instructional support
- Expansion of Reading Intervention Team
- The ACE program reorganizing and improving its services to meet the needs of our students through the 21st Century Grant.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): There is a need at CES for increased family/community support in school and at home. **Root Cause:** There is a lack of response to communication and availability of time due to family responsibilities.

Technology

Technology Summary

Commerce Elementary has become a 1:1 device campus. Each classroom has at least one Square Panda that interacts with the iPad. In addition, each student visits the computer lab 1-2 times per week. Instructional technology includes a laptop/iPad for each classroom, interactive whiteboard (IWB), projector, and document camera in each classroom. We also have a shared district technology specialist to support staff and instruction, along with four DLT members on the campus.

Technology Strengths

- 1 Full Computer Lab with teaching aide
- iPad or Chromebooks 1:1
- Laptop, Promethean IWB, projector, and document camera for each teacher
- Square Pandas

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): While students use technology frequently, they are not fluent in functionality and trouble shooting. **Root Cause:** Minimal exposure to using technology for activities involving the creation of a product.

Priority Problem Statements

Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading.

Root Cause 1: Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction. Due to unplanned school closure in spring of 2020, the impact of COVID-19, and remote asynchronous learning, this problem statement still remains relevant.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: While students use technology frequently, they are not fluent in functionality and trouble shooting.

Root Cause 2: Minimal exposure to using technology for activities involving the creation of a product.

Problem Statement 2 Areas: Technology

Problem Statement 3: CES needs more instructional and curriculum focus in the STEM areas, (Science, Technology, Engineer, and Math.)

Root Cause 3: There is a lack of resources/more of an emphasis placed on ELAR.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: CES is challenged with meeting the needs of diverse cultures.

Root Cause 4: CES has a variety of cultures with minimum support resources.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need at CES for increased family/community support in school and at home.

Root Cause 5: There is a lack of response to communication and availability of time due to family responsibilities.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Diverse population attendance is not as high as we would like for parent/community activities.

Root Cause 6: Transportation is not readily available for many of our families during the evening along with many of our families are working and unable to attend events.

Problem Statement 6 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: Improve end of year reading performance in each grade level. A minimum of 80% of students at CES in grades K-2 will increase their reading level by at least a year's growth as determined by Fountas & Pinnell's Benchmark Assessment System.

High Priority

HB3 Goal

Evaluation Data Sources: Fountas &Pinnell Benchmark Assessment System and completed HB3 Reading Academy certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of literacy program, Fountas & Pinnell Classroom. Follow up support will continue by campus curriculum coordinator. Implementation of F&P "The Writing Mini-Lessons Book" will take place in Kindergarten and 1st Grade. (2nd Grade not yet available from F&P) Implementation of "Writing Strategies Book" by Jennifer Serravallo will take place in 2nd Grade. **Strategy's Expected Result/Impact:** End of year reading performance in all grade levels will improve. **Staff Responsible for Monitoring:** Administration, Elementary Curriculum Director, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Title I, Part A; Title II, Part A; Title III and State Compensatory Education funds will be used to implement school-wide programs to upgrade the entire instructional program. (i.e. Scholastic Magazine, Studies Weekly, Summit K12, and ESL resources) **Strategy's Expected Result/Impact:** Test Scores/Benchmark Test scores will improve. **Staff Responsible for Monitoring:** Administrators, Federal Programs Coordinator **Title I:** 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 **Funding Sources:** - 263 - Title III LEP - $1,990, Scholastic- Getting Started with Pre-K - 199 - General Fund: HS Allotment - $2,999, My Big World/ Scholastic - 199 - General Fund: HS Allotment - $3,217.15	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Two reading instructional specialists to support EL students and students with dyslexia. **Strategy's Expected Result/Impact:** Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Federal Programs Director, Curriculum Coordinator **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** allocation of teacher - 263 - Title III LEP - $50,000	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All teachers will be ESL certified to support student instruction and social skills. **Strategy's Expected Result/Impact:** Benchmarks, TPRI Reading, TELPAS and Las Links assessments will show student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Federal Programs Director, ESL Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	80%	85%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Prime Time reading instruction (MTSS) will target support for at-risk, EB, and SPED populations. **Strategy's Expected Result/Impact:** BAS (Fountas and Pinnell) and CLI Engage Assessments will show increase. **Staff Responsible for Monitoring:** Administrators, Reading Specialists, Curriculum Coordinator **Title I:** 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:** Student Achievement 1 **Funding Sources:** TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS - 211 - Title I, Part A - $2,300	25%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Reading interventionists (1.5 FTE) serve struggling readers in small groups daily. Curriculum coordinator on campus for instructional coaching support. **Strategy's Expected Result/Impact:** Gains in Leveled Literacy Intervention, MTA Dyslexia Program, and CLI Engage Assessments will occur. **Staff Responsible for Monitoring:** Administrators, Reading Specialist **Title I:** 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 **Problem Statements:** Student Achievement 1 **Funding Sources:** - 211 - Title I, Part A - $70,000, MTA Workshop for new Reading Instructional Specialist - 211 - Title I, Part A - $800	25%	50%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Full day PreK/Head Start program to meet the needs of students and better prepare them for Kindergarten. **Strategy's Expected Result/Impact:** Students will be better prepared for Kindergarten. **Staff Responsible for Monitoring:** Head Start Coordinator/ Administration **Title I:** 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 **Funding Sources:** - 211 - Title I, Part A - $40,000	25%	50%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Instructional aides assist with small groups allowing core teachers to work with struggling readers more effectively during MTSS/PrimeTime Intervention. **Strategy's Expected Result/Impact:** CLI Engage Assessments and LLI Benchmark Testing scores will improve. **Staff Responsible for Monitoring:** Administrators/ Curriculum Coordinator/Reading Interventionists **Title I:** 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:** Student Achievement 1 **Funding Sources:** - 211 - Title I, Part A - $15,000	25%	50%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Teachers will use Eduphoria Aware, CLI Engage Assessments, BAS Leveled Literacy, TRS Math Performance Assessments, and PreK On My Way (PreK) to analyze student performance and develop intervention groups. **Strategy's Expected Result/Impact:** CLI Engage Assessments and LLI Benchmark scores will improve. **Staff Responsible for Monitoring:** Administrators, Teachers, Reading Specialists, Curriculum Coordinator **Title I:** 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 Achievement 1	25%	50%		

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Continue implementation of Progress Learning to reinforce and provide scaffolded intervention K-2nd. **Strategy's Expected Result/Impact:** Gains in LLI Benchmark and CLI Engage Assessments will occur. **Staff Responsible for Monitoring:** Administration, Teachers, and Curriculum Coordinator, Instructional Aides **Title I:** 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:** Student Achievement 1 **Funding Sources:** Square Pandas and iPads - 211 - Title I, Part A - $3500.00, Education Galaxy - 211 - Title I, Part A - $3,145, Learning A-Z - 211 - Title I, Part A - $4,803.50	25%	50%		

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Continue implementation of Accelerated Reader which targets reading fluency and comprehension for Grades 1 and 2. **Strategy's Expected Result/Impact:** Gains in CLI Engage Assessments and overall reading abilities of students will occur. **Staff Responsible for Monitoring:** Administration, Curriculum Coordinator, Teachers **Title I:** 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:** Student Achievement 1	25%	50%		

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Reading Academy Cohort Leader will provide professional development in the science of teaching reading for teachers Grades PK-3 in compliance with HB3 and support continued implementation of strategies within PLC meetings. **Strategy's Expected Result/Impact:** Improved reading instruction will directly affect student academic growth. **Staff Responsible for Monitoring:** Reading Academy Cohort Leader, Administration, Region 10 ESC **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%	50%		

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Implementation of Really Great Reading Phonics program aligned to the Science of Teaching Reading expectations in the core classrooms. **Strategy's Expected Result/Impact:** Support foundational reading skills in the areas of phonological awareness and phonics. **Staff Responsible for Monitoring:** Administration, Curriculum Coordinator, classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** Really Great Reading Phonics - 211 - Title I, Part A - 211-11-6399-101 - $12,486.36	25%	50%		

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: CES K-2 Teachers will work closely with the TRS representative from Region 10 to implement the Math Pacing Guides with fidelity. **Strategy's Expected Result/Impact:** Students will grow in their problem solving abilities over the course of the year as measured by the performance assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Region 10 representative **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1	25%	75%		

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. **Root Cause**: CES has a variety of cultures with minimum support resources.
Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. **Root Cause**: Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction. Due to unplanned school closure in spring of 2020, the impact of COVID-19, and remote asynchronous learning, this problem statement still remains relevant.
Curriculum, Instruction, and Assessment
Problem Statement 1: CES needs more instructional and curriculum focus in the STEM areas, (Science, Technology, Engineer, and Math.) **Root Cause**: There is a lack of resources/more of an emphasis placed on ELAR.

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: Commerce Elementary School will maintain an attendance rate of 96% or higher and decrease incidences of disruptive behavior.

Evaluation Data Sources: Attendance records and discipline referral documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of TBRI(Trust-Based Relationship Interventions) to foster student and staff relationships, provide strategies, monitor, and enhance behaviors. **Strategy's Expected Result/Impact:** There will be a decrease in behavior incidents and increase in instruction. **Staff Responsible for Monitoring:** Assistant Principal, Principal **Title I:** 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 **Problem Statements:** Demographics 1	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Work with behavioral specialist, provided by Tri-County and/or Region 10, to address and facilitate student behavior supports. **Strategy's Expected Result/Impact:** There will be fewer discipline referrals/out of placements for students and an increase in classroom instruction. **Staff Responsible for Monitoring:** Tri-County Behavioral Specialist, Region 10 Behavioral Specialist, Principal, Assistant Principal **Title I:** 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 **Problem Statements:** Demographics 1	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Bullying prevention programs, such as AIMS for Success and NED Show, will be provided for character development and problem-solving, as well as, Second Step Bully Proofing unit for K-2nd. **Strategy's Expected Result/Impact:** There will be a reduction in discipline referrals and an increase of instructional time. **Staff Responsible for Monitoring:** Counselor, Teachers, Administrators **Title I:** 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 **Funding Sources:** Second Step Bully Proofing Unit - 255 - Title II, Part A - 289-11-6399-101 - $2,329	25%	55%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Communication with parents such as Parent Square, ClassDojo, truancy letters, and daily calls for absent Headstart students, to promote student attendance and increase student learning. **Strategy's Expected Result/Impact:** Improved attendance rates and academic success will occur. **Staff Responsible for Monitoring:** Teachers, Administrators, PEIMS Coordinator **Title I:** 2.6, 4.1 **- 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:** School Context and Organization 1	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize a sensory room and proactive social skills instructional classroom as interventions to reduce behavior issues and enhance learning for special education and general education students. **Strategy's Expected Result/Impact:** There will be a decrease in behavioral referrals and increase in academic success. **Staff Responsible for Monitoring:** Sensory Room Aide, Social Skills Aide, Principal, Assistant Principal, Teachers **Title I:** 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 **Problem Statements:** Demographics 1	25%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Continue implementation of Second Step SEL Curriculum campus-wide. **Strategy's Expected Result/Impact:** There will be a reduction in the number of student behavior referrals. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%	60%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Positive reinforcement systems will be utilized such as, Tiger PAWS and On the Ball, to promote acceptable behavior on the campus. **Strategy's Expected Result/Impact:** An increase in positive student behavior will occur across the campus. **Staff Responsible for Monitoring:** Administrators, Teachers, Counselor, Instructional Aides **Title I:** 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:** Demographics 1	25%	50%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Implementation of PBIS campus committee to assist with MTSS behavior supports and provide opportunities for positive behavior initiatives throughout the school year. **Strategy's Expected Result/Impact:** Supports will be provided for classroom teachers, which will promote an increase in positive student behavior. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 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 **Problem Statements:** Demographics 1	25%	50%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: A-Team (Attendance Team) motivational activities implemented to improve student attendance. (Classroom competitions, Classroom reward parties, Fire truck rides, and extra recess for 100% classroom attendance) **Strategy's Expected Result/Impact:** Improved daily student attendance rates. **Staff Responsible for Monitoring:** Classroom teachers, Administrators, PEIMS Clerk **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Context and Organization 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. **Root Cause**: CES has a variety of cultures with minimum support resources.
School Context and Organization
Problem Statement 1: There is a need at CES for increased family/community support in school and at home. **Root Cause**: There is a lack of response to communication and availability of time due to family responsibilities.

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Maintain facilities that are clean, safe, and conducive to the teaching and learning processes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Regular facility walks conducted by assistant principal and custodial director to monitor cleanliness of building. **Strategy's Expected Result/Impact:** The appearance and cleanliness of the campus will be maintained. Low to no incidents of accidents, injuries or illnesses will occur in the building. **Staff Responsible for Monitoring:** Custodial Director and Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement will effectively support the operations of the campus as well as provide a positive culture and climate.

Evaluation Data Sources: Sign-in sheets from parent meetings and community events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents and community will participate in the educational process through school-wide events at varying times of the day and evening. **Strategy's Expected Result/Impact:** The campus will receive support from families in the educational process. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 4.1, 4.2 **- 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:** Parent and Community Engagement 1 **Funding Sources:** Boys and Girl's Club Resources - 211 - Title I, Part A - $20,000	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Through the use of a variety of methods, the campus will communicate among all stakeholders. Examples include but are not limited to: student weekly communication folders, campus-wide Class Dojo, Parent Square messaging system, social media platforms, administrators' monthly newsletters. **Strategy's Expected Result/Impact:** All stakeholders will receive necessary information for continued campus success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Webmaster, Teachers **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 1	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Partnership with TAMU-C to provide student workers and volunteers for supporting all students. **Strategy's Expected Result/Impact:** There will be a decrease in discipline referrals and an increase in academic success. **Staff Responsible for Monitoring:** Administration, TAMU-C workers/volunteers, and Teachers **Title I:** 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 **Problem Statements:** School Context and Organization 1	20%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Include parents as partners during MTSS, 504 and SpEd process. **Strategy's Expected Result/Impact:** There will be an increase in vital communication to parents and/or families in reference to students' academic needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **Title I:** 4.2 **- TEA Priorities:** 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 **Problem Statements:** School Context and Organization 1	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Families of dyslexia students will be informed of dyslexia characteristics and best practices through newsletters and/or campus website. **Strategy's Expected Result/Impact:** Parent knowledge and student success will increase. **Staff Responsible for Monitoring:** Campus Dyslexia Coordinator **Title I:** 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Context and Organization 1	25%	50%		
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Diverse population attendance is not as high as we would like for parent/community activities. **Root Cause**: Transportation is not readily available for many of our families during the evening along with many of our families are working and unable to attend events.
School Context and Organization
Problem Statement 1: There is a need at CES for increased family/community support in school and at home. **Root Cause**: There is a lack of response to communication and availability of time due to family responsibilities.

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for students.

Performance Objective 1: Commerce Elementary School will achieve 100% Highly Qualified staff with a turnover rate of < 10%.

Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through the interview process the CES interview team will offer teacher contracts and instructional aide positions to only those who are highly qualified. **Strategy's Expected Result/Impact:** An increase of student and teacher success will occur. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interview Team **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All staff will be provided curriculum/instructional training and high quality, sustained professional development. **Strategy's Expected Result/Impact:** An increase in student and teacher success will occur. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Director, iCAT Team, DLT **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - Title I, Part A - $30,000	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: ESL certification and GT certification will be encouraged for all primary grade teachers. **Strategy's Expected Result/Impact:** An improvement of TELPAS scores will occur and a decrease in number of ELs needing intervention will take place. Advanced students will be challenged through instructional practices. **Staff Responsible for Monitoring:** District ESL Coordinator, Principal, Assistant Principal, Campus ESL Coordinator, Curriculum Coordinator, GT Coordinator **Title I:** 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	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: TTESS (Texas Teacher Evaluation and Support Systems) and Teacher Goal Setting implementation and training provided to all teachers for accountability purposes. **Strategy's Expected Result/Impact:** A teacher focus for self-improvement will be created which will directly affect student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: ESL/Reading Specialist attends Title III Symposium in order to provide staff development for all teachers to implement the ELPS and support second language acquisition for EB students. **Strategy's Expected Result/Impact:** Staff will be trained on updates and strategies for TELPAS and ELPS implementation. Instructional methods within the classrooms will improve. The number of ELs that require intervention will decrease. **Staff Responsible for Monitoring:** ESL District Coordinator, ESL Campus Coordinator, Administration, Curriculum Coordinator **Title I:** 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 **Problem Statements:** Demographics 1	N/A	N/A		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide supplemental, researched-based staff development through various learning opportunities. **Strategy's Expected Result/Impact:** Instructional methods within the classrooms will improve. (Second Step, TBRI Training, LLI Benchmark Assessment System training, Fountas & Pinnell Classroom, Guided Reading and Writing Training, Progress Learning, ClassDojo, Classlink, and EdPuzzle, etc.) **Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Coordinator, School Counselor, District Instructional Technologist, DLT **Title I:** 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 **Problem Statements:** Curriculum, Instruction, and Assessment 1 - Technology 1 **Funding Sources:** - 211 - Title I, Part A - $5,000	25%	50%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: New hire teachers will be required to do a mini lesson as part of the hiring process. **Strategy's Expected Result/Impact:** Quality employment consideration for the campus will occur. **Staff Responsible for Monitoring:** Administrators, Interview Teams **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	25%	50%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Dyslexia/Reading Specialist provides professional development for teachers in dyslexia updates and best practices for students with dyslexia. **Strategy's Expected Result/Impact:** Improved practices in the area of reading instruction within the classrooms will occur. **Staff Responsible for Monitoring:** Administrators, Curriculum Coordinator, Dyslexia/Reading Specialist **Title I:** 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 **Problem Statements:** Student Achievement 1	25%	50%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: CES 101, a professional development opportunity for new staff members to be trained on CES best practices already established, is implemented monthly. **Strategy's Expected Result/Impact:** Quality instruction and best practices will be implemented campus-wide. **Staff Responsible for Monitoring:** Administrators and Curriculum Coordinator **Title I:** 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CES is challenged with meeting the needs of diverse cultures. **Root Cause**: CES has a variety of cultures with minimum support resources.
Student Achievement
Problem Statement 1: Third grade students in CISD are not being as successful as compared to the region (Region 10) at the "Meets Grade Level" in reading. **Root Cause**: Reading instructional strategies do not target all sub-populations. More and/or better efficient data (including storage of) is needed to drive instruction. Due to unplanned school closure in spring of 2020, the impact of COVID-19, and remote asynchronous learning, this problem statement still remains relevant.
Curriculum, Instruction, and Assessment
Problem Statement 1: CES needs more instructional and curriculum focus in the STEM areas, (Science, Technology, Engineer, and Math.) **Root Cause**: There is a lack of resources/more of an emphasis placed on ELAR.
Technology
Problem Statement 1: While students use technology frequently, they are not fluent in functionality and trouble shooting. **Root Cause**: Minimal exposure to using technology for activities involving the creation of a product.

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: CES will partner with entities to provide educational services to all stakeholders.

Evaluation Data Sources: Partnerships with Hydro, TAMU-C athletics, and community members will increase involvement at CES and lead to continued student success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All CES students will be offered a free breakfast. **Strategy's Expected Result/Impact:** Student focus on learning will increase due to basic needs being met. **Staff Responsible for Monitoring:** Director of Food Services, Campus Food Service Employees, Administrators **Title I:** 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	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CES parents and families will be invited and encouraged to attend Love and Logic Classes provided by CISD Family Services Coordinator. Families are also encouraged to make use of services through the F.A.C.E. building such as Carevide, Personal Care Services, and Counseling sessions through TAMU-C. **Strategy's Expected Result/Impact:** Parents and/or families will gain knowledge in the area of parenting strategies. **Staff Responsible for Monitoring:** Family Services Coordinator, Administrators **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	20%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: ACE will provide after school tutoring and summer enrichment programs for K-2 students. **Strategy's Expected Result/Impact:** Students' academic achievements will increase. **Staff Responsible for Monitoring:** ACE Directors, Administrators **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: CES will partner with TAMUC and the ASPIRE Program to provide additional support and resources through pre-service teachers or social workers in selected classrooms. **Strategy's Expected Result/Impact:** There will be an increase in individual or small group academic and social-emotional instruction. **Staff Responsible for Monitoring:** Administrators, Curriculum Director, School Counselor, ASPIRE Directors, Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%	35%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Research-based, family engagement curriculum, Ready4K, will be provided to families. **Strategy's Expected Result/Impact:** Program will support: Parental Resilience, Social Connections, Knowledge of Parent and Child Development, Social & Emotional Competence of Children, and Concrete Support in Times of Need. **Staff Responsible for Monitoring:** Family Services Coordinator, Administration **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	25%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: CES students can be nominated to participate in the Food 4 Kids and/or Clothe-A-Child programs to assist families in meeting basic physiological needs. **Strategy's Expected Result/Impact:** Students will be better prepared for learning. **Staff Responsible for Monitoring:** Administration, Counselor, Classroom teachers **Title I:** 2.6	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: CES will create a Safety and Security committee. They will prioritize and follow safety and security actions.

High Priority

Evaluation Data Sources: Minutes from Safety Security Committee meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An officer will be present at all campuses for at least part or most of the day when staff and students are present. **Strategy's Expected Result/Impact:** Increased Safety/Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department, Principal **Title I:** 2.6	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff and students have been trained on visitor access to campuses including what forms of identification are allowable and what situations visitors are allowed to enter the building. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All exterior doors will be locked and classroom doors (*for doors that have working locks) will be locked during instructional time. Doors and locks will be functional and checked weekly. **Strategy's Expected Result/Impact:** Increased safety and security **Staff Responsible for Monitoring:** Commerce ISD Police Chief and Department, Principals	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Building interiors and exteriors, pick-up and drop-off points should have video monitoring capability. **Strategy's Expected Result/Impact:** Increased safety and security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund: HS Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Scholastic- Getting Started with Pre-K		$2,999.00
1	1	2	My Big World/ Scholastic		$3,217.15
				Sub-Total	$6,216.15

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	TPRI On-line Resource, Florida Center for Reading Research On-line Resource, LLI, BAS		$2,300.00
1	1	6			$70,000.00
1	1	6	MTA Workshop for new Reading Instructional Specialist		$800.00
1	1	7			$40,000.00
1	1	8			$15,000.00
1	1	10	Learning A-Z		$4,803.50
1	1	10	Square Pandas and iPads	$3500.00	$0.00
1	1	10	Education Galaxy		$3,145.00
1	1	13	Really Great Reading Phonics	211-11-6399-101	$12,486.36
3	1	1	Boys and Girl's Club Resources		$20,000.00
4	1	2			$30,000.00
4	1	6			$5,000.00
				Sub-Total	$203,534.86

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Second Step Bully Proofing Unit	289-11-6399-101	$2,329.00
				Sub-Total	$2,329.00

263 - Title III LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$1,990.00
1	1	3	allocation of teacher		$50,000.00

263 - Title III LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$51,990.00

Commerce Independent School District

A.C. Williams Elementary

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A.C. Wiliams Elementary serves students from 3rd grade through 5th grade.

The student population percentages gathered in early October 2021 include

African American- 25%

White- 42.9%

Hispanic- 22.9%

Asian- 1.1%

American Indian- .27%

Pacific Islander- 1.2%

Two or More Races- 6.4%

Economically Disadvantaged- 83%

Non Economically Disadvantaged- 17%

English Language Learners- 8.5%

At Risk- 48.7%

The average daily attendance rate for students in October 2021 is 90.21%.

The District serves 123 English Learners and 77 students in Gifted and Talented program, 215 students served through special education program and 4 homeless students.

Demographics Strengths

We have a diverse population.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: ACW will increase scores by 10% on state tests in Domain 1 at the Meets achievement level; in Domain 2 increase relative performance by 10%; for Index 3, Closing the Gaps, increase by 10%.

Evaluation Data Sources: TEA Released STAAR and local benchmark assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize and disaggregate STAAR data to make well informed decisions on instruction, and outline goals for Targeted Improvement Plan. **Strategy's Expected Result/Impact:** -STAAR data; Local tests and Interim; progress monitoring -Tracking sheets for assessments and intervention will continue to show progress throughout the 2023-24 school year. -Our goal is to have 90% of Students showing growth in their grade level STAAR subjects and measurable goals. **Staff Responsible for Monitoring:** Teachers; Principal; Asst. Principal; C&I Coordinator **Title I:** 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 **Funding Sources:** - 199 - General Fund: HS Allotment	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize data from Eduphoria AWARE to set HB1416 AL tutoring groups for Math and Reading intervention for all students on state target performance levels. Specific Focus will be addressed by providing needed resources for this intervention. **Strategy's Expected Result/Impact:** -STAAR data; TEA Released STAAR Assessments; Local tests and Interim; progress monitoring -Flexible small group instruction -Research based resources following TEKS Resource System (TRS) Curriculum **Staff Responsible for Monitoring:** Teachers; Principal; Asst. Principal; C&I coordinator **Title I:** 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Principals, with C& I Coordinator assistance provide Curriculum and student success through PLC meetings. This includes teachers as leaders in the PLCs via their knowledge of their students. **Strategy's Expected Result/Impact:** -PLC agenda and notes/minutes; Eduphoria AWARE; TRS Curriculum; STAAR results;Progress monitoring -results: Improved Student Performance **Staff Responsible for Monitoring:** Principal; Assistant Principal; C&I Coordinator; Teachers **Title I:** 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A - $30,000	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct weekly walk-throughs to collect classroom instruction data, then follow up meetings to address needs, and additional walkthroughs to monitor growth in needed areas. **Strategy's Expected Result/Impact:** Lesson Plans; Walk Through Data; Improved Student Performance **Staff Responsible for Monitoring:** Principal; Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize department heads and provide scheduled time to conduct quarterly content vertical team meetings to analyze data, ensure curriculum alignment, and student achievement for sub-groups, who did not meet the 60% state performance target in any STAAR area. Specific Focus will be addressed by providing needed resources for this intervention. **Strategy's Expected Result/Impact:** -Agendas, Meeting Notes; Progress monitoring of assessment data -Flexible small group instruction -Improved Student Performance **Staff Responsible for Monitoring:** Department Heads; Administration; C&I Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 255 - Title II, Part A - $1,500	25%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implemented grade level Professional Learning Community meetings every 6 weeks to review data, improve instruction and facilitate the MTSS process. MTSS process moves more rapidly, ensuring student needs are being met, and detrmine appropriate levels of intervention. **Strategy's Expected Result/Impact:** -Documentation of interventions; Testing Data; STAAR Results; -PD on MTSS **Staff Responsible for Monitoring:** Principal; Asst. Principal; C&I coordinator; Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	50%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Utilize learner support, dyslexia instruction (MTA), Math Intervention, Reading Intervention, and ESL supports to provide small group instruction for at-risk students. **Strategy's Expected Result/Impact:** -Student Achievement Data; Progress Monitoring; STAAR results -Flexible small group instruction **Staff Responsible for Monitoring:** Principal; Dyslexia teacher; ESL teacher; C&I Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A - $4,300	25%	50%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Close the gap in student achievement for low-income students and students of color, particularly African-American students. The 2021-22 STAAR TAPR report shows the need to increase all AA student scores in 2022-23. Provide extended learning to reach at-risk students. With focus on math and reading for AA, ED, and SPED students. Summer school will be offered to students who do not meet passing standard on state assessments. Specific Focus will be addressed by providing needed resources for this intervention. **Strategy's Expected Result/Impact:** Make closing the gap a districtwide and community focus; Use research and data to improve teacher practice; Engage students' families in improving student achievement; Target instructional support in after-school programs.-Tutoring Attendance Sheets; STAAR results -Flexible small group instruction -Closing Gaps will result in state testing, domain 3 **Staff Responsible for Monitoring:** Principal; Asst. Principal; Teachers; C&I Coordinator **Title I:** 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A - $8,000	25%	50%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: To create a least restrictive environment, ARD committee will participate in planning and placement of students with disabilities. **Strategy's Expected Result/Impact:** PEIMS reports; ARD minutes **Staff Responsible for Monitoring:** Teachers; Principal; Counselor, Diagnostician, Speech Therapist **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%		

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Utilize additional math and science web-based programs to supplement curriculum and progress monitoring. i.e. Education Galaxy; Generation Genius; HMH; Go Math; Brain Pop **Strategy's Expected Result/Impact:** -Log in reports, Progress Monitoring, Student achievement reports, STAAR results **Staff Responsible for Monitoring:** Teachers; Principal; Asst. Principal; C&I Coordinator **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	25%	50%		

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Increase the availability of library materials and assist students in selecting appropriate books to support the curriculum and increase the reading skills of students through the involvement of the district librarian. **Strategy's Expected Result/Impact:** CISD Tigers Accelerated Reading program (AR), and State Reading Test results **Staff Responsible for Monitoring:** Principal; Librarian ; Reading Teachers **Title I:** 2.4, 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** - 211 - Title I, Part A - $15,000	25%	50%		

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide accelerated instruction daily, during Tiger Time/Intervention during the school day, for B141 6 at-risk students in order to prepare them for all state mandated tests. Progress will be monitored after every grading cycle/9 weeks. **Strategy's Expected Result/Impact:** Benchmark results; Attendance sheets; Enrichment Data; STAAR results **Staff Responsible for Monitoring:** Principal; Teachers; Asst. Principal; C&I Coordinator **Title I:** 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	25%	50%		

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Summer school will be offered to students who do not meet standard on state assessments per HB1416 Legislative Mandates and TEA decisions. **Strategy's Expected Result/Impact:** Obtain a minimum of Approaches on the 3rd STAAR administration for 95% of students. **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 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 **Funding Sources:** - 199 - General Fund: SCE - $3,000	25%	50%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 2: Technology programs and practices will be offered that will include a curriculum to mirror and simulate real world learning, and support student achievement.

Evaluation Data Sources: Summit K-12 and Progress Learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Make all district resources for instruction accessible via the internet (i.e., TRS, Eduphoria, Google, etc.). **Strategy's Expected Result/Impact:** District Website Usage reports; lesson plans **Staff Responsible for Monitoring:** District Technology Department, and C&I Coordinator **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	100%	100%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 3: ESSER 3 Funds will be utilized to provide Educational Field trips and Experiences to implement programs and provide support for ALL students including those At Risk as well as students with Disabilities.

High Priority

Evaluation Data Sources: Evaluation of Programs and experiences, survey and feedback from Students, teachers, and parent

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ESSER 3 Funds will be utilized to provide Educational Field trips and Experiences to implement programs and provide support for ALL students including those At Risk as well as students with Disabilities. **Strategy's Expected Result/Impact:** Educational Experiences **Staff Responsible for Monitoring:** Admin and Teacher **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** ESSER 3 Funds - 282-ESSER III	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 4: ESSER 2 and ESSER 3 Funds will be utilized to provide quality instructional staff to address student learning loss.

High Priority

Evaluation Data Sources: Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ESSER 2 and ESSER 3 Funds will be utilized to provide quality instructional staff to address student learning loss. **Strategy's Expected Result/Impact:** Address student learning loss, Interventionist **Staff Responsible for Monitoring:** C&I Coordinator, Admin, and Teachers **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 **Funding Sources:** ESSER 2 and ESSER 3 Funds - 282-ESSER III	100%	100%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: A. C. Williams will decrease incidences of disruptive behavior.

Evaluation Data Sources: Schedules; Reduction in office referrals; PIEMS reports; PAWsitive Office Referrals; Tiger Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reinforce objectives of character based education through PRIDE lessons and expectations, Guidance Lessons, Social Skills Groups, and Character Strong - Purposefull People Curriculum. **Strategy's Expected Result/Impact:** -Schedules; Reduction in office referrals; PIEMS reports -Brag tags, Pawsitive Paw awards, PRIDE lunch reward, Positive Office Referrals **Staff Responsible for Monitoring:** Principal; Counselor; Asst. Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide school-wide presentation on anti-bullying. **Strategy's Expected Result/Impact:** Discipline logs and referrals **Staff Responsible for Monitoring:** Principal; Counselor **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	50%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor disciplinary referrals on a nine-weeks basis to assure consistency **Strategy's Expected Result/Impact:** PEIMS Reports; Discipline Logs **Staff Responsible for Monitoring:** Principal; Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and revise emergency procedures for fire, weather, evacuation, lock-in, and lock-down. **Strategy's Expected Result/Impact:** Audit Documentation; Emergency Plans **Staff Responsible for Monitoring:** Principal; School Resource Officer **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	50%	75%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct safety drills (fire, tornado, shelter in place). **Strategy's Expected Result/Impact:** Documentation Log; Drill Logs **Staff Responsible for Monitoring:** Principals, Teachers; School Resource Officer **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: ACW will strive to be a safe and drug free school. Students will participate in Red Ribbon Week activities to promote positive choices. **Strategy's Expected Result/Impact:** Visitor Sign in; Visitor Badges; Sign in Sheets **Staff Responsible for Monitoring:** Principal; Counselor **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Visitors will sign-in and wear a visitors badges to visit lunch and classrooms. **Strategy's Expected Result/Impact:** Visitor Sign in sheets; Visitor Badges, Sign in Sheets **Staff Responsible for Monitoring:** Principal; Office Staff **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Provide safe and orderly environment where students and staff feel safe and secure.

Evaluation Data Sources: Attendance record; Awards Ceremonies;

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ACW will motivate students achievement and attendance by recognizing at the end of each nine-weeks. Phone calls will be made after 3 days of recurrent absences for each student. Absence notices will go home when students have five unexcused absences. Home visits will be made after 10 unexcused absences and truancy filed after 15. **Strategy's Expected Result/Impact:** Grade Reports; Attendance Reports **Staff Responsible for Monitoring:** Principal; Assistant Principal; PEIMS Clerk **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct awards ceremonies each report card period to recognize student achievement in the areas of A Honor Roll, A-B Honor Roll, Perfect Attendance, Science, Accelerated Reading, and Social Studies. **Strategy's Expected Result/Impact:** Grade Reports; Attendance Reports; Teacher Records **Staff Responsible for Monitoring:** Principal; Teachers **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	50%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Maintain Facilities that are comfortable and conducive to the teaching/learning process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor building daily and report necessary maintenance and repairs. **Strategy's Expected Result/Impact:** Maintenance Reports; Maintenance logs **Staff Responsible for Monitoring:** Principal; Asst. Principal; School Secretary; Custodians, Teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Routinely inspect and audit inventory of all ACW assets. Monthly AP and Custodian Manager walk the building. **Strategy's Expected Result/Impact:** Inventory Reports **Staff Responsible for Monitoring:** Principal; Asst. Principal; School Secretary; Custodians, Custodians **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement will increase.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Frequently, consistently, and timely provide parents with multiple sources of information that increases awareness of academic standards (newsletters, parent access, parent/principal meetings, and communication agendas). **Strategy's Expected Result/Impact:** School Documents; Parent survey **Staff Responsible for Monitoring:** Principal; Teachers **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Update school/parent compact and parent involvement policies jointly with parents during Meet the Teacher Orientation and on the ACW website. **Strategy's Expected Result/Impact:** Parent compact and involvement policies **Staff Responsible for Monitoring:** Principal; Federal Programs Coordinators; Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 2: Improve communication among school, parents, students and community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Social Media and Parent Square service to communicate with parents via email, text messaging, and automated phone services. **Strategy's Expected Result/Impact:** Phone logs; Usage Report **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate parent involvement policy to parents through PTO, emails, newsletters, and website. **Strategy's Expected Result/Impact:** Newsletters, emails, agendas, website; Parent Square Reports **Staff Responsible for Monitoring:** Principal; Teachers **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide a School Newsletter bulletin to parents and community via Social Media and Parent Square. **Strategy's Expected Result/Impact:** Copies of news bulletin **Staff Responsible for Monitoring:** Principals **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Transition meeting will be held for 5th graders transitioning to Middle School. Example includes students walking self to lunch. **Strategy's Expected Result/Impact:** Meeting Agenda; Sign in Sheets **Staff Responsible for Monitoring:** Principal; Counselor; Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	5%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Transition meeting will be held for incoming third grade students as well as 3rd-5th grade mandatory parent meeting at Meet the Teacher night. **Strategy's Expected Result/Impact:** -Meeting Agenda; Sign in Sheets -Introductions and expectations provide the start of relationships with parents and open communication for their support. **Staff Responsible for Monitoring:** Principal; Counselor **Title I:** 2.5, 2.6, 4.1, 4.2 **- 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	100%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: A.C. Williams Elementary will achieve 100% HQ staff with a turnover rate of less than 15%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide new teachers with an effective mentor program on campus to support continued learning and professional development. 80% of ACW teachers will be proficient or higher. Therefore, show growth throughout the school year in TTESS and through student progress, and are therefore retained for the next school year. **Strategy's Expected Result/Impact:** -Teacher Retention Rate; New mentor program in place on campus: "New Teacher 101" using the strategies from "Get Better Faster" and "Teach Like a Champion." -Teacher lesson plans mirror IFDs with differentiation and additional intervention. Principal does not have to leave questioning notes on Lesson Plans anymore, and teachers are utilizing their plans during class time when observed. **Staff Responsible for Monitoring:** Principal; Director of Personnel and Communications **Title I:** 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: ACW will continue to attract, recruit and hire minority teachers to bring the ratio of minority personnel equal to the ratio of minority students. ACW works closely with the university for quality applicants. **Strategy's Expected Result/Impact:** Teacher position/openings posted;Recruitment records/hiring records **Staff Responsible for Monitoring:** Principal; Director of Personnel and Communication **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 2: All staff will be provided high quality, sustained professional development.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional and staff development to paraprofessionals to meet standards set in ESSA (Every Student Succeeds Act) and state accountability system. **Strategy's Expected Result/Impact:** Documentation of Attendance **Staff Responsible for Monitoring:** Principal; C&I Coordinator **Title I:** 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A - $1,000	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide resources for teachers to implement the Commerce Curriculum (TRS). **Strategy's Expected Result/Impact:** Documentation of Attendance for PD; TRS sign in sheets **Staff Responsible for Monitoring:** Principal; C&I Coordinator **Title I:** 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be trained in discipline management, conflict resolution, and violence prevention. **Strategy's Expected Result/Impact:** Documentation of Attendance; Reduced Discipline Referrals **Staff Responsible for Monitoring:** Principal; Assistant Principal; Counselor **Title I:** 2.5 **- 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, Lever 5: Effective Instruction	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: Implement measures to ensure efficient and effecitve fiscal responsibility.

Evaluation Data Sources: Annual Budget; Itemized list of expenses

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A checklist will be given to all staff to reduce energy costs at the beginning and end of each semester. **Strategy's Expected Result/Impact:** Reports on energy management from District Budget Director and Maintenance Director **Staff Responsible for Monitoring:** Principals Teachers Energy	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: CISD will offer a free or reduced breakfast and lunch to qulifiying families.

Evaluation Data Sources: Food Service Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer a free breakfast o all students every school day. **Strategy's Expected Result/Impact:** Food Service reports **Staff Responsible for Monitoring:** Principals Director of Food Services **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 3: CISD will create a Safety and Security committee. They will prioritize and follow safety and security actions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An officer will be present at all campuses for at least part or most of the day when staff and students are present. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All exterior doors will be locked and classroom doors will be locked during instructional time. Doors and locks will be functional and checked weekly. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Building interiors and exteriors, pick up and drop off points should have video monitoring capability. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principals	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - General Fund: HS Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

199 - General Fund: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13			$3,000.00
				Sub-Total	$3,000.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$30,000.00
1	1	7			$4,300.00
1	1	8			$8,000.00
1	1	11			$15,000.00
4	2	1			$1,000.00
				Sub-Total	$58,300.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$1,500.00
				Sub-Total	$1,500.00

282-ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	ESSER 3 Funds		$0.00
1	4	1	ESSER 2 and ESSER 3 Funds		$0.00
				Sub-Total	$0.00

Commerce Independent School District

Commerce Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: D

Mission Statement

CISD Mission: In partnership with families and community, Commerce Middle School will provide all students an exemplary education, preparing them to be successful, productive citizens.

CMS Mission: Our mission is to provide a positive, safe, healthy, nurturing, and respectful environment to prepare all students to become productive members of society.

Vision

CMS Vision: Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

CMS Principal Vision

CMS Principal Vision: My vision is to grow together with positive collaboration, communication, and perseverance as a learning organization.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Commerce Middle School, we have an instructional focus that aims to increase students' academic achievement, as well as their social-emotional health and overall well being. Our community partners include Retired Teachers of Texas and Texas A&M University-Commerce.

The 2022-23 Demographics for Commerce Middle School is as follows:

American Indian - 0.27%

Asian- 1.91%

Pacific Islander - 0.6%

African American - 29%

Hispanic - 25%

White - 36%

Multi-Racial - 8%

Economically Disadvantaged - 79.78%

English Learners - 14.48%

Students Receiving Special Education Services - 20.77%

Total Enrollment as of 09/14/23 - 366

6th grade:

7th grade:

8th grade:

Demographics Strengths

We have strong community partnerships that help to support faculty, staff, students, and parents. Our partnership with Texas A&M University has resulted in funding for the different programs, student teachers, student-mentors for mentoring girls and boys mentoring programs, and professional guest speakers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are challenged to motivate and educate students who are one or more years below grade level academically. **Root Cause:** Faculty and staff are not trained to work with culturally diverse and minority students. Staff has not included instructional materials and subject matter that include diverse topics and culturally sensitive issues.

Student Learning

Student Learning Summary

Students are assessed throughout the school year through formative and summative means. Data is constantly utilized to identify student strengths and weaknesses, specifically by TEKS objective. Students are assigned Accelerated Instruction per HB1416, Interventions and tutorials based on areas of growth academic deficiencies to reinforce and rebuild those skills.

Student Learning Strengths

Our teaching cycle uses data from the TEKS Resource System including the Year-at-a-Glance, and various instructional materials to create intervention programs for students based on non-mastery of unit assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our sub-population performance on the STAAR test has been below state requirements and district goals. **Root Cause:** Difficulty retaining experienced and quality teachers.

School Processes & Programs

School Processes & Programs Summary

Commerce Middle School offers the following instructional and curricular courses: honors level, CTE, resource, BIM, Spanish, choir, band, athletics, MTA, EL services, ESL Inclusion, ESL Newcomers, 504 services, and Art. We also offer HS credit courses: Health, Spanish, and Algebra 1, Professional Communications, Lifetime Nutrition and Wellness, Touch Systems Data Entry, and BIM.

Our personnel is completely staffed.

1 Principal

1 Dean of Students

1 Counselor

1 Secondary Curriculum Coordinator/District Coordinator of School Improvement

1 Instructional Specialist/Campus Testing Coordinator

1 Student Improvement Specialist

1 full-time Nurse

31 Teachers

9 Paraprofessionals

School Processes & Programs Strengths

We have a climate and culture of shared leadership, which is centered around high expectations for students, parents, families, faculty, staff, and the community. We believe in investing in our teachers and support staff, to foster growth in becoming experts in their craft. Our programs are specifically tailored for our student population. Our program is unique, and offers opportunities for innovation and creativity among students, faculty, and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We lack minority parent participation in academic programs. **Root Cause:** Several obstacles limit minority parents participation in students educational career.

Perceptions

Perceptions Summary

At Commerce Middle School, we are a service organization and our duty is to serve our students, families, parents, and the community with the best intentions and utmost respect. Administration, faculty, and staff work hard to provide outstanding customer service.

Perceptions Strengths

At Commerce Middle School, we purposefully create programs to build relationships with students, parents, families and the community. At Commerce Middle School, we go to great lengths to involve all students in a program offered on campus to learn the value of being part of a team and to create future leaders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student participation is limited in the after school activities. **Root Cause:** Prior commitment, transportation, babysitting siblings while parents work, and obligations create a hindrance to participation in after-school activities

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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

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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: Commerce Middle School students will increase scores on STAAR that will meet or exceed the state standards for all sub-populations specifically sub-population groups which scored lower than 60% from the previous year.

High Priority

Evaluation Data Sources: Students will increase scores on STAAR in all areas by 10% or 1 to 2 years of growth in all tested STAAR areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize and disaggregate STAAR data to make well informed decisions on instruction, outline goals for improvement for the 23-24 year in Accountability. **Strategy's Expected Result/Impact:** STAAR data will reflect significant student growth in the areas of Student Achievement and Closing the Gaps on TEA Accountability Rating. **Staff Responsible for Monitoring:** Principal Curriculum Coordinator Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilizing STAAR, interim and unit assessment data to establish small student groups for monitoring and targeted instruction. **Strategy's Expected Result/Impact:** Increasing scores on unit and district benchmarks by 10% of the previous year. Increase students academic gains and growth by 1 to 2 years. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Curriculum Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	40%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students in Reading, Writing, Math, Science, and Social Studies will create data folders to track academic progress and growth as it aligns with the TEKS and STAAR data. **Strategy's Expected Result/Impact:** Students will track progress throughout the year in all core subjects. Students will demonstrate an increase of 10% or 1 to 2 years of growth. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Students **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	75%	90%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students who did not meet the minimum score on STAAR will be required to attend AI or tutorials, and receive target small group instruction to close gaps. **Strategy's Expected Result/Impact:** Students will show growth in all STAAR performance standards. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Counselor **Title I:** 2.4, 2.6	85%	90%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implementation of a teaching cycle based on the TRS and CISD Walkthrough Form for all teachers. All teachers received training on how to review the TEKS, the Year-At-A- Glance (YAG) and other resources in the TEKS Resource System. **Strategy's Expected Result/Impact:** Teachers plan and execute effective lessons. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Curriculum Coordinator **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	85%	90%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The master schedule supports subject area common planning periods. **Strategy's Expected Result/Impact:** Lesson plans are stream lined based on collaboration. Participation and attendance through PLC minutes. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor	100%	100%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Continuation of an Honors Program criteria to increase rigor, challenge, and incorporate project based learning. **Strategy's Expected Result/Impact:** Academic performance on report cards, unit tests, and the quality of enhancement activities (projects.) **Staff Responsible for Monitoring:** Principal Assistant Principal Department Chairs Teachers	100%	100%	100%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: The Texas ACE grant will provide after school and summer programs for all students. The goal of the federally funded grant program is to help foster students academic success which includes: math & reading program, enrichment activities, including technology, SEL, fine arts, outdoor/physical and field trips. **Strategy's Expected Result/Impact:** Academic performance, attendance, and the quality of enhancement activities should increase. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.6	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 2: Funding will be used to implement programs and provide support for students who are at-risk, identified through MTSS, section 504, and qualify for special education services to target sub-populations identified by the system safeguard data.

Evaluation Data Sources: Documentation of strategies implemented in the classroom, unit tests, students grades on report cards, and students attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Developed smaller intervention courses for Math and RLA for grades 6, 7, and 8 in SPED instructional classes. **Strategy's Expected Result/Impact:** Students will be in research based smaller classes. If a larger class, Content Mastery and Inclusion support aides can pull small groups to increase academic support. Increase in grades by 10% or growth of 1 to 2 years. **Staff Responsible for Monitoring:** Principal Assistant Principal Special Programs Coordinator Teachers Students Parents **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Pay for teachers and transportation for students. - 211 - Title I, Part A	80%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementation and continuation of the MTA program for students who are identified as dyslexic. **Strategy's Expected Result/Impact:** Students will successfully pass levels through the MTA program, Levels 1-8. Students in kits 5 may be monitored in general ed if receive passing rates on exit testing. These students will still receive accommodations from their Gen Ed teachers. **Staff Responsible for Monitoring:** Principal Assistant Principal MTA Teacher **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 3: Funding sources will be used to implement programs and provide additional support for students who are identified for services as EBs and/or Special Education.

Evaluation Data Sources: Student growth and academic achievement in core area subjects.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of Inclusion services for students who qualify for special education services based on ARD committee decisions. Inclusion is when a SpEd teacher supports students in a general ed setting. **Strategy's Expected Result/Impact:** Students will have the extra instructional support needed for academic growth of 25%. Students will demonstrate growth on district benchmarks through their data folder. **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Department Chair Teachers **Title I:** 2.4, 2.5	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: EB coordinator monitors, supports, and identify EBs throughout the school year. CMS added ESL for Newcomers, ESL Inclusion for low TELPAS students and AI Reading with EB teacher. **Strategy's Expected Result/Impact:** Students will increase STAAR scores by 1 to 2 years of growth or an increase in 25% from the previous year in STAAR tested subjects. Annual review through the LPAC committee of academic progress on TELPAS, students will show 1 to 2 years of growth or an increase in 25% in all subjects. Possible exit if student meets exit requirements. **Staff Responsible for Monitoring:** Principal Assistant Principal EL Coordinator **Title I:** 2.4	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 4: Students will be offered a curriculum that includes state of the art technology and programs simulating real world learning

Evaluation Data Sources: Data from library use.
Data from usage of chrome carts.
Data from usage of online instructional programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate and provide opportunities for students to use technology in all classes to enhance learning and foster an environment of inquiry. **Strategy's Expected Result/Impact:** Increased usage of the library by 10%, chrome books by 10%, and online instructional programs by 10%. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Library Specialist Instructional Technology Coordinator **Title I:** 2.5 **- Additional Targeted Support Strategy**	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 5: All students will develop skills for successful transition to high school, post secondary education, and introduction to career paths.

Evaluation Data Sources: Counselor provides information and support based on student performance and interest with students, parents, and families.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 8th grade students will participate and complete a college and career interest inventory and will receive College and Career instruction and guidance. **Strategy's Expected Result/Impact:** Data from interest inventory and students engagement will be shared with students, parents, and high school counselor. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Students Parents **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college	75%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All 8th grade students will participate in the NETCAT Career Fair during the spring. **Strategy's Expected Result/Impact:** Student participation via attendance and sign-in sheets. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Students Parents **Additional Targeted Support Strategy**	80%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Organizational and note taking strategies are being utilized in the College and Career Course. **Strategy's Expected Result/Impact:** WICOR in all classes (Writing across the curriculum) increased by 10%. Organizational strategies for all students through notebook and academic list of assignments weekly check by CCR teacher. Implementation of note taking strategies, and students are required to defend their answers through critical thinking skills. Checked through student completion. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor TAMU-C representative Teachers Students Parents **Additional Targeted Support Strategy**	80%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 6: Enhance Career and Technical (CTE) opportunities for students

Evaluation Data Sources: Program enrollment, participation, and successful learning

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with Commerce High School to conduct a comprehensive review of CTE offerings. **Strategy's Expected Result/Impact:** Students will be provided course offerings. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 2.5	80%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 7: ESSER III Funds will be utilized to provide Educational Field trips and Experiences to implement programs and provide support for ALL students including those At Risk as well as students with Disabilities.

High Priority

Evaluation Data Sources: Evaluation of Programs and experiences, survey and feedback from students, teachers, and parents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide an educational experience or field trip to all students to enhance a real life hands on experience. **Strategy's Expected Result/Impact:** Build an experience for low socio economic student as well as enhance students overall. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Staff and Parent Organization **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 8: ESSER III Funds will be utilized to provide STAAR prep mastery consumable, MAP testing, etc..

Evaluation Data Sources: Program enrollment, participation, teachers, and successful learning

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: Commerce Middle School will provide a safe, orderly, and welcoming environment where all stakeholders can learn and have a sense of pride for the campus.

Evaluation Data Sources: Raptor reports
Nurse reports
Student survey data
Safety Drill reports data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continued use and monitoring of visitors through Raptor security system. **Strategy's Expected Result/Impact:** Data reports from Raptor system indicating cleared visitors on campus. Decrease in known offenders on campus during the school day by 90%. **Staff Responsible for Monitoring:** Principal Assistant Principal Secretary School Resource Officer **Funding Sources:** - 461 - Campus Activity Fund - $500	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementation of campus safety drills: Inclement weather, lock down, fire, and tornado for all students, faculty, and staff. **Strategy's Expected Result/Impact:** Decrease in time for students to exit the building during campus drills based on data. Students, faculty, and staff responses and actions during drills are appropriate. **Staff Responsible for Monitoring:** Principal Assistant Principal School Resource Officer Teachers Students	50%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: CMS will achieve an attendance rate above 97%.

Evaluation Data Sources: Attendance data
Feedback from parents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continuation of automated school messenger software to notify parents if students are not in school. **Strategy's Expected Result/Impact:** Student attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor PEIMS clerk Teachers Parents **Additional Targeted Support Strategy**	50%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Educate students and parents regarding the 90% Rule and Truancy. Letters will be sent home to all parents of students who have attendance compliance issues. **Strategy's Expected Result/Impact:** Increased in attendance rate among all students by 10%. Attendance is checked weekly on Wednesdays for tardies and truancy. Documentation of visits by Truancy Officer and SRO. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor District Truancy officer Teachers Parents **Additional Targeted Support Strategy**	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Students unable to function in the regular classroom due to disciplinary problems will be provided an alternative educational program.

Evaluation Data Sources: Students discipline data
Teacher input
Parental Input
Administrative Input
Attendance rate of DAEP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of Restorative Practices. **Strategy's Expected Result/Impact:** Decrease in student discipline by 10%. Increase in student participation in organizations and clubs by 10%. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Students Parents	80%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementation of Behavior Management System that includes a campus wide discipline guide. **Strategy's Expected Result/Impact:** Decrease in student violations of the CISD code of conduct to provide successful classroom environment for all students and decrease ISS, OSS, and DAEP infractions. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Students Parents	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement opportunities will be continuous throughout the school year.

Evaluation Data Sources: PTO membership
Meeting agendas/minutes
Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Brainstorm and implement strategies to increase Parent Teacher Organization (PTO) participation at CMS. **Strategy's Expected Result/Impact:** Continuous increase of membership. Continuous increase of attendance and participation. CMS PTO plans to have regular meetings a different times to suit all availability. We want to provide multiple opportunities for families to volunteer as their schedule allows. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Students Parents Community Members **Title I:** 4.2 **- Additional Targeted Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Host parent, family, and community engagement opportunities on campus. **Strategy's Expected Result/Impact:** Increased collaboration and partnership between parents, families, and CMS. Literacy Night, Math Night, EB and Science Night. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Parents Community members **Title I:** 4.1 **- Additional Targeted Support Strategy**	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monthly parent communication as well as parent survey. **Strategy's Expected Result/Impact:** Documentation of parent comments, concerns, and ideas. SMORE, Counseling Newsletter and Needs Assessments **Staff Responsible for Monitoring:** Principal Parents **Title I:** 4.2	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Development of community partnerships with area businesses/organizations: Alliance Bank, Fix and Feed, CCAP, Hunt County Children's Advocacy Center, and other area businesses. **Strategy's Expected Result/Impact:** Increased community involvement through collaboration and sponsorship by 10%. PTO is planning to approach businesses to help host/sponsor events for the students and staff at CMS. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Area Businesses	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 2: Commerce Middle School will improve communication among school staff, parents, students, and community members

Evaluation Data Sources: Data from Parent Square
Feedback from all stakeholders
Subject/ grade/ campus wide PLC minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of Parent Square to give parents and community updates of CMS events. **Strategy's Expected Result/Impact:** Feedback from parents & community. **Staff Responsible for Monitoring:** Principal Assistant Principal Principal Secretary **Title I:** 4.2 **- Additional Targeted Support Strategy**	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents notices sent home by students. **Strategy's Expected Result/Impact:** Increase keeping parents informed who do not have access to the internet or phone by 50%. Will utilize mail and the student to help with communication. **Staff Responsible for Monitoring:** Principal Assistant Principal Principal's Secretary Teachers Students Parents **Title I:** 4.2	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Weekly campus newsletter. **Strategy's Expected Result/Impact:** Sent via email and phone system to notify parents of important campus events and updates. Increase effectiveness by 50%. **Staff Responsible for Monitoring:** Principal Principal's Secretary Parents	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Subject/ grade level / campus wide PLCs. **Strategy's Expected Result/Impact:** Providing lesson plans and important content information on teacher websites for parents to view. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers	100%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize Facebook app to share information. **Strategy's Expected Result/Impact:** Inform itineraries of games home and away and practices increased by 50% Teachers informing parents via text of important reminders related to their students. Increased by 50%. CMS PTO will share what is posted on the CMS and CISD pages to help reach more families with the information. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Coaches Parents **Title I:** 4.2	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Meet the Teacher and Open House. **Strategy's Expected Result/Impact:** Building relationships and exchanging best communication contact information between parents and teachers. Share, clarify, and understand teacher expectations as well as shared information from parent regarding student. Data tracked by sign-in sheets. Parent-Teacher Conferences once a semester, as needed. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Teachers Parents	80%	90%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Open door policy for parent conferences with our teachers. **Strategy's Expected Result/Impact:** Parents have the ability to ask questions and gain clarifications regarding student progress increased by 50%. Demonstrated with sign in sheets. Parent-Teacher Conferences once a semester, as needed. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Parents **Title I:** 4.2	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: Commerce Middle Schools will achieve 100% HQ staff with a turnover rate of less than, equal to 15%.

Evaluation Data Sources: Human Resource Data
Teacher Certification Records
Campus committee interview scoring data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will teach in the areas in which they are certified. **Strategy's Expected Result/Impact:** Successful student learning from experts in their field of study and or certification. **Staff Responsible for Monitoring:** Principal Assistant Principal Human Resources **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- Additional Targeted Support Strategy**	50%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will be evaluated by T-TESS. **Strategy's Expected Result/Impact:** Instructional delivery practices are valuable and engaging increased by 50%. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Walkthrough data of teacher classrooms. **Strategy's Expected Result/Impact:** At least 10 walk-throughs a week are being performed by admin. To provide meaningful feedback to teachers for improvement and growth by 50%. **Staff Responsible for Monitoring:** Principal Assistant Principal	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teacher Bi-Monthly conferences with the principal. **Strategy's Expected Result/Impact:** Increase communication and celebrate accomplishments, and build relationships. Participation by 50%. **Staff Responsible for Monitoring:** Principal Teachers	80%	90%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implementation of District Mentoring Program for New Teachers. **Strategy's Expected Result/Impact:** Supporting new teacher growth and understanding of expectations. New teachers attend district classes with their mentors. Encourage and foster a sense of family on our campus with our new teachers. Data collected through teacher surveys and new teacher retention. **Staff Responsible for Monitoring:** Principal iCAT team Assigned Teacher Mentors New Teachers	70%	90%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Public Teacher recognition each 9 weeks. **Strategy's Expected Result/Impact:** Boosts morale and publicly reward teachers for their hard work and accomplishments and to show appreciation. Data will be tracked through teacher feedback form. **Staff Responsible for Monitoring:** Principal Principal's Secretary Teachers	75%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 2: All staff will be provided high quality, research based, sustained professional development

Evaluation Data Sources: Eduphoria
Certificates of Completion of Professional Development
Human Resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host professional development trainings for teachers and instructional staff on campus. **Strategy's Expected Result/Impact:** Participation and evidence of implementation in the classroom. Teacher growth and learning based on the topic of the training. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5	75%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Host technology training for staff. **Strategy's Expected Result/Impact:** Participation and evidence of implementation in the classroom. Regular surveys to assess needs from teachers for future trainings. **Staff Responsible for Monitoring:** DLT Teachers Principal Assistant Principal **Title I:** 2.5	90%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers are encouraged to attend trainings at Region 10. **Strategy's Expected Result/Impact:** Teachers will sharpen their skill and perfect their craft. **Staff Responsible for Monitoring:** Principal Teachers **Title I:** 2.5	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: Commerce Middle School will implement measures to ensure efficient and effective fiscal responsibility.

Evaluation Data Sources: Record keeping
Skyward Financial reports
District Director of Finance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a budget based on what is best for students and campus needs assessment **Strategy's Expected Result/Impact:** Budget remains in the positive with exemplary record keeping throughout the year. **Staff Responsible for Monitoring:** Principal Principal Secretary Director of Finance **Additional Targeted Support Strategy**	80%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Using data and research (lowest bid) to make decisions on teacher requests for materials and supplies. **Strategy's Expected Result/Impact:** Making best financial decisions and use of funding. **Staff Responsible for Monitoring:** Principal Principal's Secretary Teachers Director of Finance	80%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: CISD will create a Safety and Security committee. They will prioritize and follow safety and security actions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An officer will be present at all campuses for at least part or most of the day when staff and students are present. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police Department Principal Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	75%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff and students have been trained on visitor access to campuses including what forms of identification are allowable and what situations visitors are allowed to enter the building. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principal Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All exterior doors will be locked and classroom doors will be locked during instructional time. Doors and locks will be functional and checked weekly. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principal Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	75%	90%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principal Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	80%	90%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Building interiors and exteriors, pick up and drop off points should have video monitoring capability. **Strategy's Expected Result/Impact:** Increased Safety and Security **Staff Responsible for Monitoring:** Commerce ISD Chief of Police and Department Principal Dean of Students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Lisa Palazzetti	Principal
Administrator	Tony Henry	Dean of Students
Administrator	Darcie Rochester	Counselor
Classroom Teacher	Amy Knusta	Instructional Specialist/Testing Coordinator
District-level Professional	Casey Chaney	Secondary C&I Coordinator and District School Improvement
Parent	Stephanie Pullen	PTO Parent and Community Representative
Classroom Teacher	Jennifer Matlock	7th grade General Education Classroom Teacher
Classroom Teacher	Ashleigh Hoelscher	SpEd LEAD Teacher and Math Resource Teacher

Campus Funding Summary

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Pay for teachers and transportation for students.		$0.00
				Sub-Total	$0.00

461 - Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$500.00
				Sub-Total	$500.00

Commerce Independent School District

Commerce High School

2023-2024 Campus Improvement Plan

Mission Statement

THE MISSION OF CHS is to provide an excellent education for each student.

Vision

Commerce High School envisions our students striving to be better tomorrow than they are today and graduating as self reliant, employable individuals. Tigers Never Quit!

Core Beliefs

We believe every student can learn.

We believe every student can be successful

We believe we can partner with our community to help our students be happy, safe, and successful.

We believe our teachers can impact learning every day in a successful manner.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

We have grown in most areas the last three years. English I is a focus area this year. Overall campus literacy is a priority as we now offer lab classes for incoming freshman as well as English students who have failed English EOC on our campus.

Student Learning Strengths

We are strong in Biology and History, our math scores are improving steadily the last three years. We are working on a campus wide initiative to increase literacy. All non core classes write at least two days a week, for grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We get students from the middle school who are behind academically. **Root Cause:** The district lacked a comprehensive literacy program for a number of years.

Perceptions

Perceptions Summary

Our yearly focus at CHS is "relationships are our foundation" Our staff understands the importance of getting to know each and every student. When you build a realtonship with students, discipline issues decrease and classroom perfromance increases. We build relationships by greeting students everyday as they enter each classroom. Also, by taking an interest in our students lives on a daily basis.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

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
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Equity 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
- Other additional data

Goals

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: CHS will increase scores on tests that will meet or exceed the state standard for all subpopulations. CHS will score the following percentages in categories for approaches, meets, masters:
Alg 1 - 83, 36, 7
Eng 1 - 65, 50, 10
Eng 2 - 76, 54, 8
Bio - 88, 41, 11
US History 95, 63, 23

Evaluation Data Sources: STAAR scores as well as benchmarks and interim assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Core subject areas will administer unit assessments and benchmarks (interim assessments) to help identify and plan for needed interventions and/or reteach opportunities for students. **Strategy's Expected Result/Impact:** Students pass the mid-year benchmark over previously tested objectives **Staff Responsible for Monitoring:** Principal, Assistant Principal, Testing Coordinator, Curriculum Coordinator,Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning	5%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC meetings in core subject areas will disaggregate data and create MTSS intervention plans for at-risk students (including ESL, 504 & SPED). PLC meetings will also include strategy planning and other items as well. **Strategy's Expected Result/Impact:** Increased passing rates by all subpops **Staff Responsible for Monitoring:** Teachers, Counselor(s), Administrators, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will monitor their own progress using performance measures such as: goal setting, data folders, progress reports, Eduphoria's (Aware)STEP and TIP reports, and common assessments. **Strategy's Expected Result/Impact:** Increased tutorial attendance and fewer 9 week failures **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	10%	40%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional technology will be utilized to enhance instruction using Chromebooks provided by the districts Instructional Technology department. **Strategy's Expected Result/Impact:** Classroom Walkthroughs **Staff Responsible for Monitoring:** Central Office Instructional Technologist(s), Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	20%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development for staff on instructional strategies for all subject areas including but not limited to Formative Assessments, Differentiated Instruction, etc. **Strategy's Expected Result/Impact:** Documentation of staff developments **Staff Responsible for Monitoring:** Administration, Curriculum Director, and Asst. Superintendent **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	20%	20%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Create and implement lab classes for Algebra 1 and ELAR (literacy foundations classes)to increase scores for all students and sub-pops. **Strategy's Expected Result/Impact:** 50% of all students enrolled in the lab class will pass the STAAR retest in December. The remainder will pass in future administrations. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%	20%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide ESL certification training from Region 10 so that all English teachers will be ESL certified by the end of the 2019-2020 school year. We have one teacher who just tested, all others are ESL certified. **Strategy's Expected Result/Impact:** Increased passing rates on state assessments for ELL's **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators, and Support Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	25%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Formation of ESL classes to improve EL's scores on reading and math. Also purchase dual language dictionaries for student use. **Strategy's Expected Result/Impact:** Increased passing rates on state assessments for ELL's **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	20%	30%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Purchase and implement Hooked on Phonics to increase SPED reading scores. Also, use SRA units in ESL and resource English classes to increase reading levels. **Strategy's Expected Result/Impact:** Increased passing rates on state assessments for SPED students **Staff Responsible for Monitoring:** SPED Teachers, Counselors, Administrators, and Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	15%	25%		

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: CHS students that are placed in DAEP will be visited at least once weekly by their teachers and daily by Mr. Ron Dizer certified sped teacher who will assist with work transport as well as ensure academic success. Upon reentry to CHS, students will have a transition meeting to ensure they have a successful return. **Strategy's Expected Result/Impact:** Increase the level of academic success for students going in to and out of DAEP and ensuring thier success during their placement. **Staff Responsible for Monitoring:** CHS admin and CHS sped department **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	35%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 2: Improve students' college and career readiness (specifically testing readiness) in the Spring 2024 semester by offering testing schedule to all students. CCMR Coordinator will host test prep days and TSIA2 Bootcamps (Math & ELAR). TSIA2 will be offered at the CHS campus for students several times in the spring.

Evaluation Data Sources: TSIA2 scores pretest and post test

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student performance on the SAT /ACT by embedding test prep into English classes and math classes. Also add several test prep books in the library for students to checkout and prepare for test. Also with the Aspire program we will have ACT/SAT prep with Mark Tarpley. Parent meetings will be conducted in these areas. **Strategy's Expected Result/Impact:** End of year performance report, library checkout report **Staff Responsible for Monitoring:** College and Career Readiness Coordinator(s), Counselor, Administrators, Teachers **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide college and career awareness opportunities throughout the year such as college visits, guest speakers, My College Mondays, and focused discussions during classes. Examples: The 9-11 CCRC will bring in guest speakers once a month. The 12th grade CCRC will meet with students every Monday during their English class. We are going to host a career fair here in October and a FAFSA and College night here in October as well as a C&CR signing day in the Spring. **Strategy's Expected Result/Impact:** Calendars, sign-up sheets, attendance sheets, other forms of documentation **Staff Responsible for Monitoring:** College and Career Readiness Coordinator(s), Counselor, Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure personal graduation plans are updated and accurate using the new endorsement plan form and the CHS endorsement handbook. **Strategy's Expected Result/Impact:** 100% of the plans are updated with individual folders made for each student **Staff Responsible for Monitoring:** College and Career Readiness Coordinator(s), Counselor, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	20%	40%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct parent and student awareness nights such as Meet the Tiger Night (Curriculum Night) and Tiger with a Plan Night (8th graders transitioning to HS) during the year. **Strategy's Expected Result/Impact:** Calendar, sign-up sheets, attendance sheets **Staff Responsible for Monitoring:** College and Career Readiness Coordinator(s), Counselor, Administrators **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%	40%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize A+ online curriculum for credit recovery, make-up work, DAEP students, and dropout prevention. **Strategy's Expected Result/Impact:** All students graduate **Staff Responsible for Monitoring:** College and Career Readiness Coordinator(s), Counselor, Administrators	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 3: CHS will continue our Write Across the Campus initiative in 2023-2024 with the expectation that all teachers in all subject areas will have students writing a minimum of one time per week. Writing will be practiced weekly with correct syntax and grammar, to prepare for STAAR redesign question types.

Evaluation Data Sources: Student STAAR scores will reflect understanding of new question types, specifically those including constructed response.

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 4: We have added A and B lunch so that we have tutorial periods that have roll call. Each student will be enrolled in an Accelerated Education Plan and will receive 15 - 30 hours of content specific instruction to close achievement gaps.

Evaluation Data Sources: Verify enrollment that all students who did not meet approaches on EOC are enrolled in an appropriate accelerated instruction class.

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 5: Using the Lexia program, a minimum of 50% of students who fall in the low did not meet category in English 1 and English 2 STAAR EOCs, will grow two or more grade levels in reading.

Evaluation Data Sources: Based on beginning of year to end of year Lexia progress results and this growth should also be reflected in subsequent EOC assessments.

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 6: CHS continues to add new courses in our CTE program and Dual Credit in conjunction with Texas A&M-Commerce.

Evaluation Data Sources: We currently have 41 CTE courses and 13 dual credit courses offered at CHS.

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 7: Through the 18+ Program, students with special needs will acquire and retain post-secondary employment 75% of the time.

Evaluation Data Sources: Student employment records provided by the 18+ Program teacher

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 8: We will continue to use the Summit K-12 program with our emergent bilingual students to improve English language acquisition skills.

Evaluation Data Sources: Summit K-12 benchmark assessments and TELPAS scores

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 9: 100% of CHS teachers and administrators will be trained in MTSS procedures in order to identify students who need extra supports in order to be successful.

Evaluation Data Sources: Training agendas and sign-in sheets; meeting agendas and sign-in sheets; student tracking sheets and educational plans

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: CHS will maintain facilities that are comfortable and conducive to the teaching/learning process. We are in need of new air conditioners in areas of CHS. We are continuing with our project Operation Tiger Terrace. This space will be an outdoor eating area that doubles as an outdoor classroom. The concrete has been donated and we have purchased outdoor tables. We are still working with the garden club to enhance The Terrace. Also, Tracy Brown and Katie Ritchie are continuing to add art work to the walls that is student produced.

Evaluation Data Sources: AP and Principal will do regular walks of CHS facilities and work with maintenance and janitorial services to keep facilities upgraded.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continuation of the "Building Committee" to make cosmetic improvements to CHS (examples: repaint teachers workrooms, redecorate front entrance which includes the front lawn and foyer). **Strategy's Expected Result/Impact:** Completion of the cosmetic improvements **Staff Responsible for Monitoring:** CHS teachers, counselor(s), administrators, janitors, and coaches	15%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Revamp the CHS library by turning it into a store and media center (examples include: new modern furniture, multiple device outlets, coffee and hot cocoa available). **Strategy's Expected Result/Impact:** staff input survey, acquire grants and funding to begin remodeling **Staff Responsible for Monitoring:** District librarian and administrators	30%	35%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continuation of the "Tiger Roar Committee" to build staff and student morale and promote comradeship. Examples include: random teacher appreciation days, classroom contest, themed potlucks, etc. **Strategy's Expected Result/Impact:** Department socials, staff/student contest, snacks, Sonic drinks, jean days, etc. **Staff Responsible for Monitoring:** Committee members composed of teachers and assistant principal, random involved students.	20%	35%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: New carpet and paint will be requested during the school year. **Strategy's Expected Result/Impact:** All items will be visible and cleanliness will be evident **Staff Responsible for Monitoring:** CISD Central Administration, Principals	15%	30%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize Texas A&M University-Commerce for student support in conjunction with the Aspire program. Continue the Pride Prep program as our first cohort are now Seniors. **Strategy's Expected Result/Impact:** Continue to ask and utilize any help from TAMU-C **Staff Responsible for Monitoring:** TAMUC President and staff, CISD Central Administration, and CHS Administration.	10%	30%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Continue to build and improve relationships with GCA to maintain high standards of cleanliness at CHS. This will include weekly walkthroughs with GCA and the principal. **Strategy's Expected Result/Impact:** Maintenance Evaluations **Staff Responsible for Monitoring:** Administration	20%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Maintain an orderly environment and reduce office referrals by building relationships with students. Teachers greet students at the door and work on manifesting relationships throughout each day. Administrators greet students each morning and afternoon at the Tiger Path. We also visit with kids during the day at lunch and passing periods. This will help reduce the discipline issues on campus. Our staff is always creating alternative ways to reduce student disruption.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Restorative Practices initiative will be implemented through campus related activities. Professional training will be provided. Teachers will learn how to build relationships with students by understanding each individual student's cultural and moral values. Teachers will have RP circles quarterly. **Strategy's Expected Result/Impact:** Reduction in discipline referrals and better staff/student relationships, weekly calendars, embedded RP will be embedded into weekly lesson plans **Staff Responsible for Monitoring:** Administrators, Assistant Superintendent, Teachers	5%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Game club, ACE/BGC, Chess, etc.). **Strategy's Expected Result/Impact:** Increase in student participation in extracurricular activities, sign-in sheets and passes during lunch **Staff Responsible for Monitoring:** Club Sponsors	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue incentives that reward academic success, e.g., Honor Roll, Award Assemblies, certificates, Board Recognition, attendance incentive, newspaper, social media, and parent square communications. **Strategy's Expected Result/Impact:** Students recognized **Staff Responsible for Monitoring:** Faculty and Principals	15%	25%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Begin incentives that promote camaraderie between students and teachers. Examples include: door decorating contest, Halloween costume contest, and ugly Christmas Sweater competitions. Quarterly teacher rewards will be continued. **Strategy's Expected Result/Impact:** Students and teachers are recognized **Staff Responsible for Monitoring:** Faculty and Principals	15%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Expect and promote a safe school environment.

Evaluation Data Sources: We have cut down on our vaping issues with our policies combined with the new state mandates. We have a zero tolerance policy on fighting at CHS. Our students also are not allowed to wear slides, Crocs or slippers to school for safety reason. Students are not allowed to wear ear buds in the hallway for safety and communication purposes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct safety drills in accordance with district policy, fire, lock down, active shooter. **Strategy's Expected Result/Impact:** Safety drill log **Staff Responsible for Monitoring:** Principal and District Safety Coordinator	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All staff will be trained in actively monitoring and school safety procedures. Staff will actively monitor students in between class periods, in the cafeteria, common areas, and classrooms. **Strategy's Expected Result/Impact:** Reduction in referrals and revamped duty rosters and supervision schedules **Staff Responsible for Monitoring:** All faculty and staff, all campus administrators, and SRO	20%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: An additional full time SRO will be housed at CHS. Commerce Police Department will stop by occasionally at CHS for visits, we will have an office for a DPS officer and K9 unit from Hunt County will do regular drugs and weapon searches. **Strategy's Expected Result/Impact:** Increased awareness of CPD **Staff Responsible for Monitoring:** All faculty and staff, all campus administrators, and SRO	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 4: Establish a campus-wide initiative that will promote self-esteem, responsible behavior, including anti-bullying, and enhance students' ability to be successful productive citizens.

Evaluation Data Sources: In our RP circles keep the pulse of campus to avoid conflicts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Student clubs will be implemented to develop a student connection to the campus (Examples: Spanish, Danger Zone spirit club, NHS, Game club, foreign language club, Chess, etc.). **Strategy's Expected Result/Impact:** Increase Student Membership Opportunities to 75% of Student Involvement in at least one activity. **Staff Responsible for Monitoring:** Club Sponsors, Teachers, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All professional staff members will receive training in the use of positive behavior supports for all students. The Restorative Practices initiative will be implemented through campus related activities. **Strategy's Expected Result/Impact:** Reduction in referrals and revamped duty rosters and supervision schedules **Staff Responsible for Monitoring:** Administrators, Assistant Superintendent, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	25%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Possible implementation of the 100 hour volunteer cord seniors can receive if they complete all hours between their 9th -12th grade year. Examples: Clothe a Child, Reading and Writing Night at CES, etc. **Strategy's Expected Result/Impact:** Increase in student volunteer opportunities to 50% of the student body. Incentive includes the volunteer cord during scholarship night and at the graduation ceremony. **Staff Responsible for Monitoring:** Counselors, Administrators, NHS, etc. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	20%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Class Wars to promote charitable actions among students. Examples include: House fire victims, pop top food drive, Pack the Paw for Hurricane or Disasters relief, etc. **Strategy's Expected Result/Impact:** Show the importance of giving back to your community **Staff Responsible for Monitoring:** Administration, Teachers, etc. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	25%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: CHS/A.C. Williams Adopt a Student Mentoring program. Other examples include: Curriculum Nights at CES, etc. **Strategy's Expected Result/Impact:** Visit with and inspire the younger generation **Staff Responsible for Monitoring:** CHS/A.C. Williams/CES Principals, volunteer extracurricular students, NHS Sponsor, etc. **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	20%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 6) CHS extra-curricular students, students that drive on campus, or students that parents wish to have them tested will be regularly drug tested in a district approved, drug testing program. **Strategy's Expected Result/Impact:** To lower drug use by students by giving them another reason to say no to drug use. **Staff Responsible for Monitoring:** CHS admin team, sponsors. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 5: Use our criminal justice explorer program and law enforcement classes to promote a safe campus.

Evaluation Data Sources: We have very few drug arrests or weapons arrests at CHS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Using the CPD and CISDPD explorer program allow students to gain insight into law enforcement jobs as well as compete with other schools using skills they gain in the program. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 6: We use hand sanitizers and masks if a student requests to reduce the risks of Covid 19.

Evaluation Data Sources: Number of cases and closures compared to area schools.

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 7: CHS Student of The Week. Teachers nominate any student they choose in there class and send that name to our AP. We check to make sure they do not have any unexcused absences, tardies or discipline referrals. We draw a name on Facebook Live and hang their picture in the hallway.

Evaluation Data Sources: We award student of the week every week of the year.

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 8: The Learning Lab provides a safe and quiet environment for students who need a place outside of the classroom to complete assignments.

Evaluation Data Sources: Available every day, 8 periods a day for all students at CHS.

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 9: Content Mastery offers a safe and quiet environment for students with special needs to complete assignments, as well as to use as a cool down location.

Evaluation Data Sources: Available every day, 8 periods a day for all students with special needs

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Provide opportunities for family engagement in the educational process. Have nights to engage parents, Meet the Tiger, Tiger with a Plan, Pride Prep info meeting nights, dual credit info nights, FAFSA night, Back to School Bash. ACE/21st Century grant will provide meals after school and will increase parent involvement after school visits.

Evaluation Data Sources: Increase in the amount of parental involvement at CHS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct parent and student awareness nights such as Meet the Teacher Night (Curriculum Night), Health and Safety Fair, and Tiger with a Plan Night (8th graders transitioning to HS) during the year. **Strategy's Expected Result/Impact:** Calendar, sign-up sheets, attendance sheets, feedback sheets **Staff Responsible for Monitoring:** College and Career Readiness Coordinator(s), Counselor, Administrators **Title I:** 2.4, 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Host a minimum of 2 Site Based Decision Making Committee Meetings a school year. **Strategy's Expected Result/Impact:** Provides parents and community members an opportunity to voice their opinions. Feedback sheets after reviewing data. **Staff Responsible for Monitoring:** Administrators	20%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 2: We are in our third year for our seniors "Last first day of school" breakfast. This is now a parent lead breakfast at the beginning of the year instead of at the end of the year.

Evaluation Data Sources: We had an excellent turnout our first year and second year and are very excited about this event moving forward.

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 3: Our senior and junior class parents volunteer in conjunction with our junior class sponsor with their time in helping with our prom night.

Evaluation Data Sources: Parents help set up the day before and also donate items to be used.

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 4: We will try to provide a fan bus for our students at CHS for important games or contest including all playoff games.

Evaluation Data Sources: We will get a teacher or coach to volunteer to drive the bus.

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 5: Parents/guardians of students with special needs, Section 504 students, and those of emergent bilingual students will be provided the opportunity to learn more about the special programs at CHS through an annual Special Programs Night.

Evaluation Data Sources: Special Programs Administrator will provide sign-in sheets for record of parent/guardian participation

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: Recruit, develop and retain highly qualified employees in an environment that embraces diversity, if we have minority applicants, ensure they get to interview to try to increase our amount of minority employees.

Evaluation Data Sources: Employment application files through TJN.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators and Department Chairs will meet formally and informally with novice and veteran teachers to discuss the individuals concerns and needs, all new staff will have a mentor teacher. **Strategy's Expected Result/Impact:** New Strive CHS walkthrough forms and new CHS feedback forms. Providing more opportunities for coaching and support of our teachers. **Staff Responsible for Monitoring:** Campus Administrators, Department Chairs **Title I:** 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, Lever 5: Effective Instruction	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: District and campus administrators will recruit, retain, and hire highly qualified teachers with a focus on increasing the percent of minority professional staff members. **Strategy's Expected Result/Impact:** Hired staff that reflects campus demographics **Staff Responsible for Monitoring:** CHS Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	35%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: In order to utilize certified teachers to the fullest, additional aides will be needed to cover classes. **Strategy's Expected Result/Impact:** Hired staff that meets the campuses needs **Staff Responsible for Monitoring:** CHS Administration and Central Office **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 2: I try to focus on developing a strong relationship with our teachers. Building relationships helps with over all job satisfaction and teacher retention.

Evaluation Data Sources: Being consistent on a daily basis checking in with teachers over all well being.

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 3: We have added perks for teachers working at CHS! 1) We treat our teachers to soda's and snacks throughout the year. We take a cart around to their rooms and surprise them w/ a refreshing treat. 2) We have allowed our TEAM to wear jeans when they want throughout the 5 day week.

Evaluation Data Sources: We try to do this once every weeks and holidays.

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 4: Teachers receive IEP/ARD, MTSS, 504, and ESL processes support through trainings provided by the Special Programs Administrator so they are not overwhelmed when asked to complete tasks regarding students served in these programs.

Evaluation Data Sources: Training and meeting sign-in sheets; emails to and from the Special Programs Administrator

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 5: Maintain an average class size around 18 students to keep the teacher to student ratio at an optimum level.

Evaluation Data Sources: Class counts in Skyward

Goal 5: CISD will invest resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: We will develop and maintain strategic parent engagement and community partnerships.

Evaluation Data Sources: Keep logs of events, partnerships, communication logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and maintain our SBDM that meets at least 2 times each year. **Strategy's Expected Result/Impact:** Sign-in sheets plus feedback forms from meetings **Staff Responsible for Monitoring:** Principals, Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Register more students for Upward Bound program. **Strategy's Expected Result/Impact:** Recruiter list **Staff Responsible for Monitoring:** Counselor and Principals **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	20%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase opportunities for students to participate in CTE programs of study and certification opportunities. Through the District of Innovation program we will be able to offer new endorsements. Increase our number of CTE industry based certifications. **Strategy's Expected Result/Impact:** Classes scheduled and increased CTE class enrollment **Staff Responsible for Monitoring:** Principals, C&C Coordinator(s), Counselor	20%	35%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to increase Dual Credit opportunities from TAMUC and PJC for students. Also, increase minority and low SES participation in Pride Prep and Dual Credit classes. Work with CMS staff to recruit minority applicants to Pride Prep. **Strategy's Expected Result/Impact:** Classes scheduled and student registration **Staff Responsible for Monitoring:** Principals, C&C Coordinator(s), Counselor, TAMU-C program coordinators, CMS Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	10%	35%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Face-to-face parent/teacher conferences are held at regular intervals throughout the nine weeks on an as-needed basis to discuss student progress toward learning goals and assessment results. MTSS, 504, and ARD meetings will be held as needed or recommended. We continue with specific goals for parent contact frequency. **Strategy's Expected Result/Impact:** Participation in events and reciprocal communication **Staff Responsible for Monitoring:** Teachers, Principals, Counselor **Title I:** 2.4, 2.6, 4.2 **- 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	15%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: CISD will create a Safety and Security committee. They will prioritize and follow safety and security actions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An officer will be present at all campuses for at least part or most of the day when staff and students are present. **Strategy's Expected Result/Impact:** Increased safety and security. **Staff Responsible for Monitoring:** CISD PD and Principals	15%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All exterior doors will be locked and classroom doors will be locked during instructional time. Doors and locks will be functional and checked weekly. **Strategy's Expected Result/Impact:** Increased safety **Staff Responsible for Monitoring:** CISD PD Chief and Principals	25%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Drills are scheduled before the school year and drills and training are conducted throughout the school year for staff and students. **Strategy's Expected Result/Impact:** Increased safety **Staff Responsible for Monitoring:** CISD Police Chief and Principals	15%	30%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Building interiors and exteriors, pick up and drop off points should have video monitoring capability. **Staff Responsible for Monitoring:** CISD PD Chief and Principals	20%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: CISD will invest resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 3: Kappa Alpha Psi will be visiting our campus and working our students. This organization dedicated to helping young men in middle school and high school age develop their leadership talents in every phase of human endeavor.

Evaluation Data Sources: The first round will start on September 27th and they have asked us to select a handful of students.

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HUNT									
	BLAND ISD								
	116915001	BLAND H S							
		Four-Year Public University	10	4	0	2	0	4	0
		Two-Year Public Colleges	6	2	0	2	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	30						
		Total High School Graduates	46						
	BOLES ISD								
	116916001	BOLES H S							
		Four-Year Public University	10	4	2	1	3	0	0
		Two-Year Public Colleges	10	5	1	1	2	1	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	28						
		Total High School Graduates	49						
	CADDO MILLS ISD								
	116901001	CADDO MILLS H S							
		Four-Year Public University	31	7	4	1	9	9	1
		Two-Year Public Colleges	30	5	4	5	6	9	1
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	55						
		Total High School Graduates	120						

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 High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	CELESTE ISD								
	116902001	CELESTE H S							
		Four-Year Public University	9	1	2	2	0	4	0
		Two-Year Public Colleges	10	4	1	1	1	3	0
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	26						
		Total High School Graduates	46						
	COMMERCE ISD								
	116903001	COMMERCE H S							
		Four-Year Public University	31	8	4	4	4	11	0
		Two-Year Public Colleges	14	8	2	1	0	3	0
		Independent Colleges & Universities	1						
		Not Trackable	14						
		Not Found	50						
		Total High School Graduates	110						

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 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.

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/tapr/2023/masking.html.

STAAR Performance (2022–23)

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth Score is the percentage of improvement or growth students have made from year to year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning Score is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2022–23)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(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:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(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 (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- 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 who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- 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
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2021–22 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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, 2021-22* reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2023 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 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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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 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. 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, 2022 for the 2022 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2022 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 32, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\end{array}}{\textbf{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\textbf{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\textbf{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022 plus number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\textbf{number of students in the 2020 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* 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 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2022 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2021 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2022}}{\textbf{number of students in the 2020 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

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For further information on these rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22*. *(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 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2022 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-E}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who 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.

$$\frac{\textbf{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2021–22 with reported graduation plans}}$$

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.

Graduation Profile (2022-2023)

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 2021–22 are also shown:

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- 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 count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of graduates in the 2021-22 school year}}$$

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of graduates in the 2021–22 school year considered as at risk}}{\textbf{total number of graduates in the 2021-22 school year}}$$

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2022–23)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in 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 by August 31 immediately following high school graduation. *(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 IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*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, Marines, or Texas National Guard *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. <u>This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9.</u> *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**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
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

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English Language Arts.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\textbf{number of 2021-22 annual graduates}}$$

Any Subject.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\textbf{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\textbf{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\textbf{number of 2021-22 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\textbf{number of 2021-22 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\textbf{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\textbf{Number of 2021-22 annual graduates}}$$

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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)*

$$\frac{\textbf{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\textbf{number of 2021-22 annual graduates}}$$

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 *2023 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\textbf{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\textbf{number of 2021-22 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\textbf{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\textbf{number of 2021-22 annual graduates}}$$

Graduates 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 *2023 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\textbf{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\textbf{number of 2021-22 annual graduates}}$$

Graduates 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)*

$$\frac{\textbf{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\textbf{number of 2021-22 annual graduates}}$$

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CCMR-related Indicators (2022–23)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\textbf{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\textbf{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\textbf{number of 2021-22 annual graduates}}$$

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.

$$\frac{\textbf{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\textbf{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\textbf{number of 2021-21 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\textbf{number of 2021-22 annual graduates}}$$

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)*

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All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(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 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.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\textbf{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

number of 2021-22 graduates reported

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2021-22 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

number of 2021-22 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) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\textbf{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\textbf{number of 2021-22 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\textbf{number of 2021-22 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\textbf{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

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.

$$\frac{\textbf{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\textbf{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\textbf{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\textbf{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\textbf{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(Data source: PEIMS 43415)

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.

$$\frac{\textbf{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\textbf{number of graduates during the 2020-21 school year}}$$

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)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2020–2021, use the data displayed under Membership.

2022–23 Texas Academic Performance Report (TAPR) Glossary

Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

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 who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts

report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2022–23, 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)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2022–23 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2021–22}}{\textbf{number of students who were in membership at any time during the 2021–22 school year}}$$

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 students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. 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 the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

$$\frac{\textbf{number of students enrolled in the same grade from one school year to the next}}{\textbf{number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2021–22* 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 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2022–23)

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)*

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.

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.

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.

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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 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

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 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. 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)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. *(Data source: Division of District Talent Systems)*

2022–23 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)*

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 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

Course Code	Course Name
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

Course Code	Course Name
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)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS 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

Course Code	Course Name
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

Course Code	Course Name
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

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN 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

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH 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 & DESGN II

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
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

Course Code	Course Name
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

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Course Code	Course Name
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
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
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

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Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
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
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

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Course Code	Course Name
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)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

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

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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
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

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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.